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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes—Publications of associations—Educational history—Fichte anniversary—Current educational conditions—Pedagogics and didactics—Educational psychology, Child study—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—Sex hygiene—Physical training—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Home economics—Commercial education—Professional education—Education of women—Blind and deaf—Education extension—Laboratories and museums—Libraries and reading—Bureau of Education: Recent publications—Periodicals indexed in this number—Bulletin of the Bureau of Education.

INTRODUCTORY NOTES.

The following is a representative selection of noteworthy books and articles listed in this bulletin, the numbers in parentheses referring to the numbers of the full entries:

National education association, Journal of proceedings and addresses, 1913 (177); Eliot, Observations in China and Japan (191); Vermont educational commission, Report, complete (199); Emerson, Evolution of the educational ideal (209); Maxwell, On a certain arrogance in educational theorists (212); Bailey, Art education (224); Cubberley, Rural life and education (253); Tombo, University registration statistics (289); New York City, Committee on school inquiry, Report (300); Terman, Hygiene of the school child (315); Coffin, The socialized conscience (331); Mansbridge, University tutorial classes (377).

Of the publications listed, only those named in the section headed "Bureau of Education: Recent publications" are available for free distribution by this office. All others 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. A list of periodicals indexed, with places of publication, may be found at the end of this bulletin.

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

PUBLICATIONS OF ASSOCIATIONS.

174. **American school peace league.** Year book, 1912-1913. 98 p. 8°. (Mrs. Fannie Fern Andrews, secretary, Boston, Mass.)
Contains: 1. A course in citizenship, p. 42-47. 2. Siegfried Wagner: The opportunity and duty of the schools in the international peace movement, p. 66-75.
175. **International kindergarten union.** Proceedings of the twentieth annual meeting, Washington, D. C., April 29 to May 2, 1913. Cleveland, A. S. Gilman printing co. 140p. 8°. (Catharine R. Watkins, secretary, Washington, D. C.)
Contains: 1. T. M. Balliet: Problem of moral education, p. 82-86. 2. Patty S. Hill: Some hopes and fears for the kindergarten of the future, p. 89-101. 3. Fanniebelle Curtis: The problems of the kindergarten in cities, p. 101-6. 4. The Montessori method, p. 122-27.
176. **National association of state universities in the United States of America.** Transactions and proceedings of the . . . eighteenth annual meeting, Washington, D. C., November 10-11, 1913. Burlington, Vt., Free Press printing company [1914?] 378p. 8°. (Guy P. Benton, secretary, University of Vermont, Burlington, Vt.)
Contains: 1. E. J. James: [State universities] p. 23-46. 2. T. E. Hodges: The relationship of the department of military instruction to the War department, p. 49-61. 3. R. M. Hughes: Uniform and comparable university statistics, p. 83-95; Discussion, p. 96-115. 4. G. R. Parkin: The Rhodes trust, p. 116-30; Discussion, p. 130-54. 5. C. W. Dabney: University organization, p. 156-62; Discussion, p. 162-68. 6. A. A. Kincannon: The relation of the state university to the college of agriculture and mechanic arts in states where management and location are different, p. 178-82; Discussion, p. 182-224. 7. C. D. Hurrey: The relation of the Young men's Christian association work to the state universities, p. 224-29. 8. C. A. Duniway: Courses in the state university for consular and diplomatic service, p. 246-51. 9. S. D. Fees: National university, p. 255-60. 10. P. L. Campbell: New studies in the high school course, and how to value them in units for college admission, p. 271-83. 11. F. L. McVey: Net cost and monetary waste in the higher educational work of the state, p. 293-301. 12. P. P. Claxton: Address, p. 303-16. 13. Frank Strong: Control and management of athletics, p. 324-32; Discussion, p. 322-52. 14. Samuel Avery: Inter-university ethics in calling men from one institution to another, p. 353-62.
177. **National education association of the United States.** Journal of proceedings and addresses of the fifty-first annual meeting, held at Salt Lake City, Utah, July 5-11, 1913. Ann Arbor, Mich., Published by the Association, 1913. 827p. 8°. (D. W. Springer, secretary, Ann Arbor, Mich.)

General Sessions.

Contains: 1. E. T. Fairchild: The future of the National education association, p. 31-37. 2. M. P. Shawkey: What shall we do with the single-room school? p. 38-41. 3. C. D. Kingsley: The high-school period as a testing-time, p. 49-56. 4. L. F. Hanmer: The schoolhouse evening center—what it is, what it costs, and what it pays, p. 58-63. 5. N. C. Macdonald: The new rural school, p. 67-70. 6. W. E. Chancellor: Some social uses of education according to nature, p. 72-77. 7. J. L. Bernard: The teaching of civics in elementary and secondary schools, p. 84-90. 8. J. F. Hogue: The advance movement of teachers of English, p. 91-94. 9. T. J. Jones: The high school and democracy, p. 95-98.

Department of Superintendence (Philadelphia meeting, 1913).

10. C. P. Cary: Team play between city superintendent and city, p. 111-16. 11. P. W. Horn: Team play within the system, p. 116-22. 12. T. E. Finegan: Uniformity of standards in school administration, p. 122-31. 13. F. M. McKurry: The uniform minimum curriculum with uniform examinations, p. 181-48; Discussion, p. 143-48. 14. C. H. Judd: Developing the co-operation and initiative of teachers, p. 149-59. 15. Joseph Lee: The need to dream, p. 159-60. 16. N. C. Schaeffer: The unmeasurable in teaching, p. 169-72. 17. Some experiments in school systems and their outcome—C. S. Meek: Developing a school system, p. 172-78; I. R. Alderman: School credit for home industrial work, p. 178-83; R. J. Condon: The home-school—an experiment in household education, p. 184-89; E. D. Roberts: The Cincinnati continuation schools, p. 190-97. 18. R. C. Brooks: Summary of the report of the Committee on teachers' salaries and cost of living, p. 206-17. 19. Economy of time in elementary and secondary education—H. B. Wilson: A report on progress by the committee on economy of time in elementary and secondary education, p. 217-26; C. H. Judd: A seven-year elementary school, p. 226-34; J. D. Coffman: Mobility of the teaching population in relation to economy of time, p. 234-41; L. P. Ayres: The economy of time through testing the course of study and time allotment, p. 241-46. 20. Improving school systems by scientific management—F. H.

Hanus: Underlying principles, p. 247-59; F. E. Spanning: The application of the principles of scientific management, p. 259-79; A. D. Yocum: The determination of the relative value of details within the course of study, p. 279-85. 21. W. M. Davidson and Ben Blewett: How to measure the efficiency of teachers, p. 280-92. 22. S. L. Heeter: Differentiation in the courses of study for children between twelve and sixteen years of age, p. 292-96. 23. David Snedden: The best method of apportioning and administering state aid, p. 311-14. 24. Report of the Committee on grammatical nomenclature, p. 315-54.

National Council of Education.

25. Henry Suzzallo: The reorganization of the teaching profession, p. 362-75; Discussion, p. 376-79. 26. T. D. Wood: The sanitation of rural schools, p. 380-84; Discussion, p. 384-91. 27. G. D. Strayer: Report of the committee on tests and standards of efficiency in schools and school systems, p. 392-97; Discussion, p. 398-406. 28. Joseph Swain: Statement of the work and proposals of the committee on teachers' salaries and cost of living for 1912-13, p. 408-12; Discussion, p. 412-16. 29. T. D. Wood and R. W. Corwin: Report of the joint committee on health problems in education, p. 416-20; Discussion, p. 420-24.

Department of Kindergarten Education.

30. P. P. Claxton: Why should the kindergarten be incorporated as an integral part of the public-school system? p. 426-27. 31. Barbara Greenwood: Ways and means of increasing effective kindergarten supervision, p. 427-31. 32. Louise M. Alder: The effect of scientific spirit in education upon the kindergarten in relation to materials, p. 435-39. 33. Ellsabeth R. Shaw: The effect of the scientific spirit in education upon the kindergarten in relation to the distinctive characteristics of the Montessori method, p. 439-45.

Department of Elementary Education.

34. Frances Jenkins: The training of teachers in service--adjusting the normal-school graduate to the city system, p. 448-52. 35. E. O. Holland: The effect of kindergarten work on children in the grades, p. 452-58. 36. S. W. Brown: Some experiments in elementary-school organization, p. 458-63. 37. W. A. Jessup: Some eliminations in the content of arithmetic as a factor in the economy of time, p. 464-68.

Department of Secondary Education.

38. M. H. Stuart: The cosmopolitan high school in its relation to college entrance, p. 471-78. 39. J. F. Hosc: Effective ways of securing cooperation of all departments in the teaching of English composition, p. 478-85. 40. M. C. Potter: High-school courses, p. 485-89. 41. Third report of the committee on the articulation of high schools and colleges, p. 489-91. 42. Susan M. Dorsey: Our high school and its girls, p. 495-99.

Department of Higher Education.

43. E. B. Craighead: The functions and limitations of the governing board, p. 502-7. 44. C. A. Dunitway: The functions and limitations of the president, p. 507-10. 45. P. H. Grummann: The functions and limitations of the faculty, p. 510-14. 46. A. V. Storm: The relation of the agricultural college to the state normal school, p. 516-21.

Department of Normal Schools.

47. J. N. Adee: The shortcomings of normal-school graduates, p. 524-31; Discussion, p. 531-36. 48. G. E. Maxwell: Differentiation of courses in normal schools, p. 536-41; Discussion, p. 541-42. 49. W. T. Carrington: Preliminary report of committee on normal-school standards, p. 542-44. 50. Z. X. Snyder: The training of teachers in normal schools and colleges of education, p. 545-46. 51. D. W. Hayes: What the normal schools can do and ought to do with the training of teachers for rural communities, p. 546-52.

Department of Manual Training and Art Education.

52. E. E. Scribner: Bringing vocational work of the public schools closer to business interests, p. 567-61. 53. Report of committee on college-entrance requirements, p. 561-67. 54. A. L. Williston: There are many different kinds of boys and girls for whom are needed many different types of schools, p. 567-71. 55. Report of the committee on vocational education and vocational guidance, p. 573-80. 56. May Gearhart: The relation between the home and art instruction in the elementary schools, p. 589-92. 57. P. G. Holden: Rural schools and community needs, p. 592-98. 58. Albe Bales: Some ideals in home economics teaching, p. 597-600.

Department of Music Education.

59. A. E. Winship: Music and ethics, p. 602-4. 60. W. A. Wetsell: Hints to supervisors, p. 613-17.

Department of Business Education.

61. Frances Effinger-Raymond: If I were a teacher of English, p. 621-26. 62. R. R. Stuart: Specially prepared and incidental business training, p. 626-32.

CURRENT EDUCATIONAL PUBLICATIONS.

Department of Child Hygiene.

63. T. W. Galloway: Sex instruction, p. 640-47; Discussion, p. 647-49. 64. The administration of health departments—L. W. Raper: The administration of educational hygiene, p. 649-58; R. W. Corwin: The administration of health departments—the Colorado plan, p. 659-62; Anna I. Jenkins: Child hygiene and the parent, p. 662-65.

Department of Physical Education.

65. Orson Ryan: Physical training in the rural school, p. 677-82. 66. Rose Posse: Present needs of physical training in the public schools, p. 683-87; Discussion, p. 687-88.

Department of Science Instruction.

67. Josiah Main: Nature and content of science in the rural school and its relation to secondary science, p. 790-3. 68. J. H. Worst: Danger of overspecialization in work in science, p. 703-7. 69. E. O. Holland: What the schools can do to meet the demands of both industry and general science, p. 707-12. 70. J. A. Randall: Report of the committee on the improvement of physics teaching, p. 712-16.

Department of School Administration.

71. Edward Hyatt: Rural-school finances, p. 719-21. 72. F. L. Glynn: Trade schools in the public-school system, p. 721-25.

Library Department.

73. J. F. Hosc: The conduct of a course in literature for children, p. 730-36. 74. O. S. Rice: Rural-school libraries: their needs and possibilities, p. 740-46. 75. Report of the committee on normal-school libraries, p. 747-56. 76. L. F. Fargo: Training high-school students in the use of the library, p. 756-60.

Department of Special Education.

77. M. P. E. Grossmann: Exceptional children: why? p. 767-72.

Department of School Patrons.

78. Mary E. Bates: Report of committee on school health, p. 792-95. 79. C. E. Beach: Citizen cooperation with the schools, p. 795-800.

Department of Rural and Agricultural Education.

80. Josiah Main: How the adoption of a course of study in agriculture and related subjects would help the public schools, p. 808-12. 81. C. F. Palmer: Agriculture and gardening in the public schools, p. 812-18.

178. National society for the study of education. Thirteenth yearbook. Part I. Some aspects of high-school instruction and administration. Chicago, Ill., University of Chicago press [1914] 124 p. 8°. (S. C. Parker, secretary, University of Chicago, Chicago, Ill.)

Contains: 1. H. C. Morrison: Reconstructed mathematics in the high school; the adaptation of instruction to the needs, interests, and capacities of students, p. 9-31. 2. E. R. Bredlich: Supervised study as a means of providing supplementary individual instruction, p. 32-72. 3. W. A. Jessup and L. D. Coffman: North central high schools, p. 73-115.

179. Negro teachers' association and school improvement league of Virginia. Annual report . . . Norfolk, February 27-28, 1913. 44 p. 8°. (A. E. Tucker, secretary.)

180. North of England education conference. Twelfth annual meeting, Bradford, January 1-3, 1914. School government chronicle, 91: 21-74, January 10, 1914.

Contains: 1. M. E. Sadler: Thoughts on present discontents in English education, p. 22-23. 2. A. C. Benson: The influence of the older universities on the curricula of secondary schools, p. 24-34. 3. Margaret M. Macdonald: Eyesight of children in relation to school work, p. 30-31. 4. Woutrina-A. Bone: The Montessori system, p. 34-37. 5. W. B. Dalton: Preparatory education for the arts and crafts, p. 44-46. 6. Cyril Norwood and Frances Tooke: Desiderata in secondary education, p. 47-59. 7. A. A. Mumford: Some physical factors necessary in higher education, p. 59-65. 8. Norah H. March: Sex-education and eugenic training in the school (a summary), p. 67-68. 9. Kelsall Broadley: Some problems of juvenile employment, p. 63-66. 10. W. A. Finch: Some possible effects of the coming compulsory continuation schools on elementary departments, p. 70-72.

CURRENT EDUCATIONAL PUBLICATIONS.

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181. **Society of college teachers of education.** Rating, placing, and promotion of teachers. Educational surveys. List of educational investigations by members. . . . Papers presented for discussion at the meeting of the Society of college teachers of education, Richmond, Virginia, February 24, 1914. Chicago, Ill., The University of Chicago press [1914] 82 p. 8°. (School review monographs, no. 5).
 Contains: 1. F. E. Thompson: The rating, placing, and promotion of teachers—Introductory statement, p. 1-11. 2. L. D. Coffman: The rating of teachers in service, p. 13-24. 3. A. S. Whitney: The placing of new teachers, p. 25-30. 4. W. S. Sutton: A plan for cooperation between sections for the placing and promotion of teachers, p. 31-36. 5. E. C. Elliott: A plan for cooperation between states for the placing and promotion of experienced and meritorious teachers, p. 37-40. 6. G. F. James: The advantages of a state teachers' agency, p. 41-48. 7. P. H. Hanus: The significance of city school surveys for college and university departments of education, p. 49-56. 8. M. B. Hillegas: The significance of state school inquiries for college departments of education, p. 57-61. 9. Selected bibliography of recent school surveys, p. 62-72.
182. **Southern association of college women.** Bulletin 1 of 1914 publications. 28 p. 8°.
 Contents: 1. Elizabeth A. Cotton: The approximate value of recent degrees of southern colleges, p. 3-15. 2. What constitutes a standard college, p. 16-17. 3. What constitutes a junior college, p. 17-18. 4. J. H. Kirkland: The past and future work of the Association of colleges and secondary schools of the Southern states, p. 19-28.

EDUCATIONAL HISTORY.

183. **Coulton, G. G.** Monastic schools in the middle ages. London, Simpkin, Marshall, Hamilton, Kent & co., ltd. [1913] 44 p. 8°. (Medieval studies, no. X)
184. **Watson, Foster.** The study of the history of education. Contemporary review, 105: 82-91, January 1914.
 Shows the necessity of the study of education from the historical standpoint, because it presents "numerous points of contact with the whole current of humanity and human interests." It develops a broad outlook.

FICHTE ANNIVERSARY.

185. **Hauck, P. J. G.** Fichte als schöpfer des modernen erziehungsideals. Pädagogisches archiv, 56:1-14, January 1914.
 One of a number of anniversary articles on Fichte, with special reference to his influence on education.
186. **Hammradt, F.** Die nationalerziehung der zukunft nach Fichtes Staatslehre aus dem jahre 1813. Zeitschrift für geschichte der erziehung und des unterrichts, 3: 194-215, heft 3, 1913.
 The most comprehensive of a number of centennial Fichte studies relating to education.
187. **Vogbl, P. J. G.** Fichtes bildungsideen und ihr gegenwartswert. Pädagogische studien, 35: 92-104, heft 2, 1914.
 "Fichte's highest social value is the conception of the ideal commonwealth."
188. **Zenz, Wilhelm.** Johann Gottlieb Fichte als pädagog. Österreichischer schulbote, 63: 377-86, November 1913.
 "Fichte's writings will always remain highly valuable documents in the history of philosophical pedagogy."

CURRENT EDUCATIONAL CONDITIONS.

189. **Brown, Elmer E.** Educational interests at Washington. Science, n^o s. 39: 239-46, February 13, 1914.
 Advocates the establishment of a national university, which should study and investigate the scientific problems of government—tariff, currency, labor, and all economic questions. An institution of this character would do the work better than special commissions appointed necessarily for a short period. The writer says: "A scientific branch of government, complete in itself, with its own traditions and its own methods, is as essential to the health of a modern nation as is a judicial branch, complete and sufficient in itself, and with its own juridical forms and procedure. . . ."

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- Among the offices and institutions to be brought together in this unique university would naturally be the Library of Congress, the permanent organization of the Census office, the Geological survey, the Bureau of standards, the Naval observatory, and possibly the more strictly scientific offices of the Department of agriculture. The Bureau of education should be included, so far as its typical activities are concerned, provision being made elsewhere for the discharge of its administrative functions."
- Dr. Brown, formerly U. S. Commissioner of education, gives an interesting pen picture of the Bureau and its activities during his administration.
190. **Cubberley, Ellwood P.** Educational needs of a city. *Journal of education*, 79:147-48, February 5, 1914.
 "This excerpt from the Survey of the Portland, Oregon, public schools is of more than local value."—Editor.
 The complete Report of the Survey of the public school system of Portland, Oreg., 1913, constitutes a volume of 317 pages. Dr. E. P. Cubberley was director of the Survey.
191. **Eliot, Charles W.** Some roads towards peace. A report to the trustees of the Endowment, on observations made in China and Japan in 1912. Washington, D. C., Carnegie endowment for international peace [1913] 88 p. 8¢.
 Includes interesting and valuable observations on educational conditions in the Far East.
192. **Finley, John Huston.** Inaugural address. *American education*, 17:332-36, February 1914.
 Delivered by Dr. Finley in the State education building, Albany, January 2, 1914, at the time of his inauguration as president of the University and Commissioner of education of the state of New York.
193. **Howland, Sarah.** In New York's ultra modern schools. *Popular educator*, 31:310-12, February 1914.
 Tells of the work being done in the Scudder school, a school which has acquired much prestige because of its Montessori kindergarten, its unique course in physical training, and its secretarial course.
194. In the shadows of Yale university, New Haven schools train for citizenship. *Normal instructor*, 23:30-31, February 1914.
 Discusses the school system of New Haven, Conn., under the following headings: a school city, attendance devices, clean city week, a school bank, and writing.
195. **Milburn, James Booth.** The educational situation in England. *Catholic educational review*, 7:97-108, February 1914.
 Deals with the Act of 1902 and the position of the Catholic schools in England.
196. **Nearing, Scott.** A great city school system. *Educational foundations*, 25:284-301, January 1914.
 Gives the main features of the Cincinnati school system, showing how the spirit of co-operation and progressivism has enabled the city to build up a great school system.
197. **Spillane, Richard.** A country schoolmaster and the great training plant he runs at Gary, Indiana. *North Carolina education*, 8:3-5, February 1914.
198. **Thatcher, Oliver J.** Educational reforms that set a whole state in turmoil. *Survey*, 31:494-95, January 24, 1914.
 Describes educational conditions in Ohio. Work of Ohio state school survey commission. Recommends that in the State department of public instruction there be established a bureau of efficiency and economy to act as a clearing house for educational information, etc.
199. **Vermont educational commission.** A study of education in Vermont, prepared by the Carnegie foundation for the advancement of teaching at the request of the Commission to investigate the educational system and conditions of Vermont. *Montpelier, Vermont educational commission*, 1914. 241 p. 4¢.
 Clerk of the Educational commission: George L. Hunt, Montpelier, Vt.
200. **Winship, A. E.** Progress in education. *Journal of education*, 79:145-47, February 5, 1914.
 Address before the Massachusetts state association, November 28, 1913.
201. **Zum preussischen kultusetat 1914.** *Pädagogische zeitung*, 43:41-46, January 15, 1914.
 Annual statistical resumé of Prussian educational conditions, based on official reports:

PEDAGOGICS AND DIDACTICS.

202. **Blanguernon, Edmond.** Pour l'école vivante; avec une préface de Ferdinand Huisson. Paris, Hachette et cie., 1913. xiii, 288 p. 12°.
 COMMENTS.—A l'école primaire.—Le coin des petits.—Les classes-promenades.—L'enseignement de la morale à l'école publique.
203. **Broadus, Edmund K.** Genius at school. *Atlantic monthly*, 113: 280-83, February 1914.
 A somewhat satirical sketch. Writer wonders if there can not be found an acid test, "to recognize the budding genius by."
204. **Cattell, J. McKeen.** Science, education and democracy. *Science*, n. s., 39: 154-64, January 30, 1914.
 Address as vice-president and chairman of the section of education of the American association for the advancement of science, Atlanta, Ga., December 31, 1913. Says that "the time has now come when opinions, traditions and rule-of-thumb methods should yield to a science of education." Makes a plea for a national university.
205. **Chabot, Charles. I.** "Éducationnisme." *Revue pédagogique*, 64: 1-15, January 1914.
 A discussion of the conflict between socialism and individualism in education.
206. **Chadwick, F. E.** The woman peril in American education. *Educational review*, 47: 109-19, February 1914.
 Strives to show the destructive influence on the masculine character of the boy who is brought up under the tutelage of women. It is not a question of the efficiency of women teachers, but they are psychically out of touch with the male temperament. Writer says: "We have for generations . . . been subjecting our young males to the psychics of the woman, until we have a result in a feminized manhood, emotional, illogical, non-combative against public evils." Points to the advanced state of Germany in military, industrial, labor, and civic fields, where masculine influence predominates in the school.
207. **Chancellor, William E.** Self-directed teaching. *School journal*, 81: 89-92, January 1914.
 "This is the first of a series of ten articles, being chapters of a proposed book upon pedagogy, to appear monthly."
208. **Eliot, Charles W.** The tendency to the concrete and practical in modern education. Boston, New York [etc.] Houghton Mifflin company [1913] 58 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)
 Consists of two addresses, one delivered before the Massachusetts state teachers' association, the other before the Schoolmistress's association, Cambridge, Mass. Shows the relation of education to national progress in the Far East, and draws lessons therefrom.
209. **Emerson, Mabel Irene.** The evolution of the educational ideal. Boston, New York [etc.] Houghton Mifflin company [1914] 185 p. 12°.
 Bibliography; suggested readings: p. 175-81.
210. **Harper, W. A.** The mistakes of pedagogy. *Education*, 34: 365-86, February 1914.
 Writer points out weaknesses in the application of the science of pedagogy and in the standards it upholds and the ideals it defends. Says among other things that it "lays too much stress on method, calling old processes by new higher sounding names, and does not give sufficient prominence to the personality of the teacher." It is faulty in its failure to demand spiritual training for teachers and for pupils.
211. **Leathes, Mrs. John Beresford.** Practical education. *Parents' review*, 25: 81-90, February 1914.
 The business of practical education is to train every individual to be an intelligent and specialized social servant, and to arouse and develop his social consciousness.
212. **Maxwell, William H.** On a certain arrogance in educational theorists. *Educational review*, 47: 165-82, February 1914.
 Criticizes some of the educational fads of the past and present.

213. Modern education and superficial culture. Saturday evening post, 186: 15-17, 33-36, January 24, 1914.
One of a series of articles entitled "The Goldfish," giving the confessions of a successful man. Deplores the lack in education of philosophy in its broadest sense, mental discipline, and actual acquirement.
214. Sanders, Frederic W. The organization of education. Education, 34: 373-79, February 1914.
Continued from the January number of Education. Discusses the "three fairly well marked stages of psycho-physical development falling within the commonly recognized periods of systematic school education."
215. Sarkar, Benoy Kumar. Introduction to the science of education. Tr. from the Bengali by Major B. D. Basu. London, New York [etc.] Longmans, Green, and co., 1913. 141 p. 12°.

EDUCATIONAL PSYCHOLOGY, CHILD STUDY.

216. Hall, G. Stanley. Recent progress in child study. Child-welfare magazine, 8: 212-16, February 1914.
217. King, Irving. Physiological age and school standing. Psychological clinic, 7: 222-29, January 15, 1914.
This "study is the initial report of an investigation under way in the Iowa City grammar and high schools, which it is hoped may be extended over several years."
218. Lyon, Darwin Oliver. The relation of length of material to time taken for learning and the optimum distribution of time. Journal of educational psychology, 5: 1-9, January 1914.
To be continued.
"In this paper, which is preliminary to a report on an extended experimental investigation, the author reviews and summarizes the work on rate of learning from Ebbinghaus to the present day."
219. McIndoo, John Milton. Instinct as related to education. Detroit, The author, 1914. 64 p. 8°.
Bibliography: p. 63-64.
220. Olerich, Henry. Das wunderkind Viola Rosalia Olerich. Körperliche erziehung, 9: 323-29, November 1913.
A description of an Omaha, Nebr., girl who has been educated under her father's supervision by special methods. Well illustrated.
221. Pasakönig, Oswald. Kindeseesele aus kindermund. Psychographische beiträge zur psychologie und ethik des Kindes. Leipzig, Siegmund & Volkening, 1913. 182 p. 8°.

SPECIAL METHODS OF INSTRUCTION.

222. Arnold, Felix. Special methods of instruction. Volume 1--Development, chiefly visual. New York, S. Mandel, 1913. 416 p. illus. 8°.
223. Schmitz, ———. Der kinematograph und seine verwendung zu unterrichts- und volkbildungswecken. Pädagogische blätter, 43: 9-15, January 1914.
A review of the field of motion pictures in education. Has brief German bibliography.

SPECIAL SUBJECTS OF CURRICULUM.

224. Bailey, Henry Turner. Art education. Boston, New York [etc.] Houghton Mifflin company [1914] xi, 102 p. 12°. (Riverside educational monographs, ed. by H. Suzalko)
225. Briggs, Thomas Henry. Formal English grammar as a discipline. New York city, Teachers college, Columbia university, 1913. 93 p. illus. 8°. (Teachers college record, vol. XIV, no. 4.)
Bibliography: p. 6.

226. **Burd, Henry A.** English literature courses in the small college. *English journal*, 3:99-108, February 1914.
Tabulates the results of an investigation in which the English departments of 50 representative small colleges were measured by the standard of quantitative thoroughness.
227. **Cajori, Florian.** Science and mathematics in vocational schools: a retrospect. *School science and mathematics*, 14:97-107, February 1914.
Read before the Central association of science and mathematics teachers at Des Moines, Iowa, November 28, 1913.
228. **Comstock, Anna B.** Nature-study and the teaching of elementary agriculture. *Nature-study review*, 10: 1-6, January 1914.
Extracts from the annual address before the Nature-study society.
229. **Coulter, John Gaylord.** Organization and content of high school science. *School and home education*, 33: 171-75, January 1914.
"Statement of principles underlying a general science course presented for discussion at the November, 1913, meeting of the Central association of science and mathematics teachers."
230. **Dodge, Richard Elwood.** The modern point of view in geography teaching. *Journal of geography*, 12: 161-64, February 1914.
231. **Dole, Nathan Haakell.** Revivifying the classic languages. *Dial*, 56:94-95, February 1, 1914.
232. **Grimsehl, E.** Die physikalischen schülerübungen in Deutschland. *Monatshefte für den naturwissenschaftlichen unterricht*, 7:1-9, January 1914.
Physics laboratory work, especially in connection with the work-school movement in German education.
233. **The Harvard-Newton composition scales.** New England association of teachers of English. English leaflet, no. 115: 1-11, February 1914.
This plan abandons the idea of a single scale, and presents five scales designed to measure efficiency in description, narration, exposition, argumentation, and reproduction.
234. **Höfler, Alois.** Didaktik der himmelskunde und der astronomischen geographie. Leipzig und Berlin, B. G. Teubner, 1913. 414 p. illus. 8°. (Didaktische handbücher für den realistischen unterricht an höheren schulen. Band 2)
Zur literatur: p. 396-414.
235. **Kittson, E. C.** A note on the teaching of history. *Irish review*, 3:556-60, January 1914.
Advocates the impartial teaching of Irish history.
236. **Lyman, B. L.** Some suggested reforms in intercollegiate debating. *Public speaking review*, 3:144-54, January 1914.
This paper was read at the meeting of the National council of English teachers in Chicago. It is not an expression of the author's final beliefs, but is to provoke comment.
237. **Mau, Laura E.** The teaching of beginning reading. *Education*, 34:361-64, February 1914.
238. **Myers, G. W.** A plan for testing methods of teaching secondary mathematics. *School review*, 22:91-97, February 1914.
Shows results of expository and heuristic methods.
239. **Norris, Orland O.** The social argument for the study of the classics. *American schoolmaster*, 7: 1-19, January 1914.
240. **Price, William B.** One cause of poor results in modern-language teaching. *School review*, 22:98-102, February 1914.
Writer says that "the chief cause of poor results in modern-language teaching in our secondary schools is due to the fact that the teachers do not know the language they attempt to teach."
241. **Sensenig, Barton.** An outline in arithmetic and methods of presenting the subject. *Volta review*, 16:21-26, January 1914.
Outline of a year's work for beginners in arithmetic.

242. **Shuttleworth, C.** Animal instruction. Parents' review, 25:104-12, February 1914.
Argues for the better training of children in the treatment and understanding of animals as a preparation for further knowledge in natural history.
243. **Sutherland, W. J.** Vocational aspect of regional geography. School science and mathematics, 14:146-51, February 1914.
Read before the Central association of science and mathematics teachers, Des Moines, Iowa.
244. **Swift, H. T.** Illinois state spelling contest. School news and practical educator, 27:278-80, February 1914.
Gives an account of the first spelling contest of Illinois, held at Springfield, December 30, 1913, including a list of the words used.
245. **Terry, Paul W.** Platform work in high schools. Texas school magazine, 16:7-9, February 1914.
246. **Thorndike, Edward Lee.** The measurement of achievement in drawing. New York city, Teachers college, Columbia university, 1913. 39 p. illus., 3 fold. pl. 8°. (Teachers college record ... vol. XIV, no. 5)
247. **Wohlrab, E. G.** Arbeitsunterricht in Erdkunde. Arbeitsschule, 28:6-11, January 1914.
Describes application of "arbeitschule" principle to geography.
248. **Worst, J. H.** Weight that should be given elementary agriculture in the public schools. Rural educator, 3:2-3, 5, January 1914.

KINDERGARTEN AND PRIMARY SCHOOL.

249. **Jaffe, Lisa.** Die Montessorischule. Zeitschrift für schulgesundheitspflege, 27:15-27, January 1914.
Favorable to the Montessori principle. Notes that besides the large number of schools in Italy there are now 70 in Italian Switzerland, 1 in Paris, 6 in England, about 60 in America, two or three in Australia, 1 in Japan, 1 in India, and others in various parts of the world.
250. **Nesbit, Edith, "Mrs. Hubert Bland."** Wings and the child; or, The building of magic cities. London, New York [etc.] Hodder and Stoughton [1913]. 197 p. front. (port.) illus., plates. 8°.

RURAL EDUCATION.

251. **Berryman, Waldo B.** The evolution of rural education. Ohio teacher, 34:250-52, January 1914.
Tells of the model school which Shawnee township, Ohio, is planning to build. The author claims that it will doubtless be the most efficient rural school in the United States.
252. **Carmichael, O. C.** Rural school as a social center. Educational exchange, 29:5-7, February 1914.
253. **Cubberley, Ellwood P.** Rural life and education. A study of the rural-school problem as a phase of the rural-life problem. Boston, New York [etc.] Houghton Mifflin company [1914] xiv, 367 p. illus. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)
CONTENTS.—1. Changes in the nature of rural life.—2. New rural-life conditions.—3. Effects of these changes on rural society and rural institutions.—4. Effects of these changes on the rural school.—5. Rural life and needs of to-day.—6. Some worthy examples of rural service.—7. Fundamental needs in rural education.—8. Organization and maintenance.—9. The teaching equipment.—10. The reorganization of rural education.—11. A new curriculum.—12. A new teacher.—13. A new type of supervision.—14. Noteworthy examples in rural education.—Bibliography.
The book first gives a general presentation of the rural-life problem in its historical and sociological setting, and then sets forth specifically the present rural-school problem with methods for its solution.
254. **Eckles, Isabel Lancaster.** The rural schools—our problems. New Mexico journal of education, 10:6-10, January 15, 1914.
255. **Evans, C. E.** Training teachers for rural service. Texas school journal, 31:7-11, December 1913.
Discusses the duty of the state normal schools in training teachers for rural schools.

256. **Hart, W. B.** The re-direction of the rural school. *Ohio teacher*, 34: 252-54, January 1914.
Claims that the rural schools might be improved along the following lines: (1) in the form of organization and mode of administration; (2) in the material equipment for teaching purposes; (3) in the subject matter to be taught; (4) in the methods of teaching; and (5) in the training of persons to teach.
257. **Monahan, A. C.** Consolidation of rural schools. History and extent of the movement. *Atlantic educational journal*, 9: 169-72, January 1914.
"This subject will be discussed in a series of four articles appearing in consecutive numbers of the *Atlantic educational journal*. With the next three will appear reports by the principals of three consolidated schools of work being done in their schools not possible in the one-teacher country school."
258. **Patterson, C. T.** Industrial education in a one-room country school. *Industrial-arts magazine*, 1: 43-45, February 1914.
"The work described in this article is an example of what an energetic person with the teaching spirit and a broad vision can do for the children of a community."—Editors.
259. **Preston, Josephine Corliss.** The community center. Olympia, F. M. Lamborn, public printer, 1914. 28 p. 8°. (State of Washington. Department of education. Bulletin no. 20)
260. **Shawkey, M. P.** Better rural supervision. *West Virginia educator*, 8: 6-9, January 1914.
An address before the Virginia state teachers' association, held at Lynchburg, Va., November 1913.
261. **Strout, Joseph W.** The rural opportunity and the country school. *Popular science monthly*, 84: 176-83, February 1914.
Goes into the whole problem of the rural school. Criticizes the faulty curriculum of the average school. Advocates the need of a high school for the rural district.
262. **Traver, L. R.** Efficiency—a standard rural school. *Northwest journal of education*, 25: 207-10, January 1914.
"This paper is not a discussion of an average school, or a poor school, neither is it the picture of an impossible ideal. It is merely the description of a standard school managed by a live standard teacher."

SECONDARY EDUCATION.

263. **Bennett, R. D.** A study of the records of promotion in forty high schools of Ohio. *Ohio educational monthly*, 63: 49-53, February 1914.
Read at the meeting of the Ohio high school teachers' association, Columbus, December 30, 1913.
264. **Boynton, F. D.** "College domination" of the high school. *Educational review*, 154-64, February 1914.
Statements based upon data gathered from 41 colleges.
265. **Cholmeley, R. F.** Secondary education in England; the next step toward a national system. An appeal to the people. London, Smith, Elder & Co., 1913. xi, 178 p. 12°.
266. **Fuess, Claude M.** Phillips Academy, Andover, Massachusetts. *School review*, 22: 73-81, February 1914.
History and activities of the academy; mainly a place of preparation for college.
267. **McConaughy, James L.** Three popular high school fallacies. *Education*, 34: 367-72, February 1914.
Writer enumerates the three popular fallacies as follows: "(1) That the public high school is merely a college preparatory school; (2) that all high school studies must be made interesting and attractive to the pupils; and (3) that the high school must teach many subjects that will prepare students to 'make a living.'" Says that facts and fallacies are nowhere more keen to-day than in education.
268. **Mitchell, H. Edwin.** The distribution of high school graduates in Iowa. *School review*, 22: 82-90, February 1914.
Methods of investigation given, with interpretation of results and conclusions. Illustrated with graphic statistics and tables.

269. **Raper, Charles Lee.** Taxation and the high school: how to obtain funds for effective high schools. North Carolina high school bulletin, 5: 18-25, January 1914.
Address before the Association of high school teachers and principals, at Raleigh, N. C., November 27, 1913.
270. **Roger, Maurice.** La réforme de l'enseignement moyen en Belgique. Revue pédagogique, 64: 30-58, January 1914.
To be continued.
271. **Terrell, R. F.** Why so few boys graduate from our high schools. School and home, 5: 13-14, January 1914.
272. **White, D. S.** The tendency to ease. Missouri school journal, 31: 58-60, February 1914.
Speaks of the forces at work in the high schools which tend toward ease on the part of the secondary school student. Mentions particularly the discouragement of home study, the abolition of examinations, and making the high school building a center of social activities.
273. **Whititt, Rose.** Who is to blame for the high school problem. American motherhood, 38: 1-3, January 1914.
Blames the failures in the high schools on the way the pupils spend their time when away from school.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

274. **Fox, Fred G.** The special qualifications of a high school teacher. American schoolmaster, 7: 28-34, January 1914.
A paper read before the recent meeting of the North Dakota state teachers' association.
275. **Moses, Cleda Virginia.** Why high-school teachers fail. School and home education, 33: 166-69, January 1914.
Gives the results of a questionnaire sent in 1912 to five hundred superintendents of schools.
276. **Orth, R.** L'institutrice dans le roman contemporain. Educateur moderne, 8: 435-443, 9: 4-14, December 1913, January 1914.

HIGHER EDUCATION.

277. **Anderson, J. D.** The vernacular in Indian universities. Asiatic review, n. s. 3: 105-23, January 1914.
Thinks that much literary talent which might have gone to the improvement and progress of "indigenous literature" is now expended on English writing. Suggests remedy.
278. **Benjamin, C. H.** The cost of educating a student. Bulletin of the Society for the promotion of engineering education, 4: 34-39, January 1914.
Gives a table showing the cost of educating a student in the various departments of a university.
279. **Burgess, John W.** A Government university at Washington. Educational review, 183-87, February 1914.
Adverse to the founding of a National university. Considers such an institution unfitted for free research, especially in the moral and political sciences.
280. **Cohn, G.** Die reform des promotionswesens der deutschen universitäten. Internationale monatschrift für wissenschaft, kunst und technik, 8: 551-80, February 1914.
281. **Craick, W. A.** University development in Western Canada. Canadian magazine, 42: 421-28, February 1914.
"There are," says the writer, "at the present time four universities beyond the Great Lakes, each being a provincial institution, organized and supported by the government of its particular province."
282. **Herron, Schuyler F.** Radical revision of entrance requirements. Journal of education, 79: 122-23, January 29, 1914.
Gives the recommendations of the Massachusetts committee on revision of college entrance requirements.

283. **Hyde, A. Lincoln.** The grading system of the University of Missouri. Bulletin of the Society for the promotion of engineering education, 4: 173-81, January 1914.
Discussion, p. 181-84.
Describes the scientific method of grading inaugurated at the University of Missouri.
284. **Keller, Richard August.** Geschichte der Universität Heidelberg im ersten Jahrzehnt nach der reorganisation durch Karl Friedrich (1803-1819). Heidelberg, C. Winter, 1913. xi, 346 p. 8°. (Heidelberger abhandlungen zur mittleren und neueren geschichte, hft. 40.)
285. **Lord, John King.** A history of Dartmouth college 1815-1909, being the second volume of A history of Dartmouth college and the town of Hanover, New Hampshire, begun by Frederick Chase. Concord, N. H., The Rumford press, 1913. 725 p. illus. 8°.
286. **Lowell, A. Lawrence.** The Massachusetts institute of technology and Harvard university. Science, n. s. 39: 132-35, January 23, 1914.
Plan for cooperation; and comments thereon by Presidents Lowell and MacLaurin.
287. The professorship of philosophy and psychology at Lafayette college. Science, n. s. 39: 165-68, January 30, 1914.
Embodying questions relating to "the limits of freedom in philosophical and psychological teaching at Lafayette college." Report of a Committee of the American philosophical association regarding the circumstances connected with the resignation of Dr. J. M. Mecklin from the chair of philosophy and psychology at Lafayette college.
288. Technology's white city. Independent, 77: 232-33, February 16, 1914. illus.
Describes the new buildings of the Massachusetts institute of technology, to be erected in Cambridge near Harvard university, in pursuance of the plan for cooperation of these institutions.
289. **Tombo, Rudolf, jr.** University registration statistics. Science, n. s. 39: 124-31, January 23, 1914.
Registration returns for November 1, 1913, of 30 of the leading universities of the country. Tabulated statistics, p. 126.
290. **Woodward, Robert S.** The Carnegie institution of Washington. Science, n. s. 39: 225-39, February 13, 1914.
Extract from the report of the president for the year ending October 13, 1913. Outlines the researches made during the year in the various fields of science.

SCHOOL ADMINISTRATION.

291. **Brooks, Stratton D.** Politics and the public schools. American school board journal, 48: 15-16, 66-67, February 1914.
Also in Oklahoma school herald, 22: 4-8, January 1914.
"Nowhere has the problem of Politics and education been treated so clearly and suggestively as in the President's address to the Oklahoma state teachers' association, December 29, 1913. Not only school-board members but superintendents and teachers will find the paper of interest and personal application."—Editor.
292. **Clark, Herbert F.** A plea for a greater democracy in school administration. Sierra educational news, 10: 20-24, January 1914.
A protest against autocratic authority in the public schools.
293. **Close, Egbert.** A uniform and simple system of bookkeeping for schools. American school board journal, 48: 17-18, 64-65, February 1914.
The system prescribed by the State board of education in New Jersey.
294. **Elliot, Charles W.** The board of education and the professional staff. American teacher, 3: 18-22, February 1914.
Also separately reprinted as Bulletin 22 of the Public education association, 5 p.
Address delivered before the Public education association, New York, January 21, 1914.
Relates especially to conditions in New York city.

295. **Fee, Ira B.** Efficiency tests applied to schools. Wyoming school journal, 10: 122-27, January 1914.
The author says that "perhaps the most valuable method of testing the efficiency of school systems is of the kind recently attempted at Portland, Oreg." He discusses the report made by the committee appointed to investigate the schools.
296. **Finegan, Thomas E.** A textbook on New York school law. 8th ed., rev. to January 1, 1914. Albany, N. Y., M. Bender & company, 1914. 302 p. 8°.
297. **Greenwood, James M.** Elementary schools and standards. Educational review, 47: 139-53, February 1914.
A review of Elementary schools and standards, by F. M. McMurry. Yonkers, N. Y., 1913.
298. **Hebden, Edwin.** The Baltimore bureau of statistics and research. American school board journal, 48: 10, February 1914.
"The employment of specialists to formulate accurate data as the basis for administrative action is the newest idea for efficiency in city schools. The Baltimore bureau, which is the first of its kind in the United States, so far as can be determined, is here suggestively described."—Editor.
299. **Jessup, W. A.** Tenure of school superintendents. Educator-journal, 14: 270-73, January 1914.
Statistics.
300. **New York (City) Board of estimate and apportionment. Committee on school inquiry.** Report of Committee on school inquiry, Board of estimate and apportionment, city of New York. City of New York [1913] 3 v. plates, tables, diagrs. 4°.
301. **Smith, H. P.** The use of the standard test in public school supervision. Midland schools, 28: 173-77, February 1914.
Deals with the Curtis tests, explaining one series of these tests that has been used and suggesting "how it may be made to supplement the work of the superintendent or supervising principal in evaluating the work of his school, and of classes, individuals, and teachers within that school."
302. **The woman Chicago needed: the work of Ella Flagg Young, superintendent of schools.** Independent, 77: 96, January 19, 1914.

SCHOOL MANAGEMENT.

303. **Beveridge, J. H.** Increasing the efficiency of our schools. Midland schools, 28: 178-82, February 1914.
Address delivered before the Iowa state teachers' association, Des Moines, Iowa, November 6, 1913.
Advocates scientific investigation and scientific management, so that education can be placed on a scientific basis.
304. **Campbell, Everett E.** A study of retardation and class standing on the basis of home language used by pupils. Elementary school teacher, 14: 264-82, February 1914.
First of a series of papers. Investigation made in Chicago. Illustrated with graphic charts and statistics.
305. **Goldwasser, I. E.** Shall elective courses be established in the seventh and eighth grades of the elementary school? Psychological clinic, 7: 205-21, January 15, 1914.
Gives the results of a study made of 2,552 boys and girls in the seventh and eighth years of Public school 82, Intermediate, of New York city, to find out if they had decided preferences for pursuits for which no training is given in our elementary schools.
306. **Henmon, V. A. C.** Retardation, acceleration, and class standing. Elementary school teacher, 14: 283-94, February 1914.
Data obtained from 2,023 pupils in elementary schools of Madison, Wis. Illustrated with graphic charts and statistics.
307. **Kuehner, Quincy A.** The evolution of the modern concept of school discipline. [Philadelphia] 1913. 66 p. 8°.
Thesis (Ph. D.)—University of Pennsylvania, 1913.
Bibliography: p. 63-66.

SCHOOL HYGIENE AND SANITATION.

308. **Crowley, Ralph H.** The present position of the school hygiene movement in England. *School hygiene*, 4: 204-17, November 1913.
Paper read before the fourth International school hygiene congress, Buffalo, August 1913.
309. **Harvey, Jack.** The case of Jack the dullard. *Good housekeeping*, 58: 224-30, February 1914.
Article on school feeding. What has been accomplished in this country and Europe. Illustrated.
310. **Heck, W. H.** Parents' part in school hygiene. *Educational review*, 47: 127-33, February 1914.
Work accomplished in Virginia to increase the interest of school officials, teachers, and parents in the school child's health.
311. **Porter, Eugene H.** What the state shall do in the care and supervision of school children. Albany, N. Y., New York state department of health, Division of publicity and education [1913] 9 p. 8°.
An address presented at the fourth International congress of school hygiene at Buffalo, N. Y., August 25, 1913.
312. **Roach, Walter W.** The open window school-room. *Home progress*, 3: 268-71, February 1914. illus.
313. **Small, Willard S.** Some results of systematic physical examination, physical training, and health supervision of high school girls. *School journal*, 81: 86, 97-98, January 1914.
314. **Stephani, P.** IV. Internationaler kongress für schulhygiene in Buffalo, N. Y., 1913. *Zeitschrift für schulgesundheitspflege*, 27: 1-10, January 1914.
An interesting and discriminating account of the school hygiene congress by a foreign delegate.
315. **Terman, Lewis M.** The hygiene of the school child. Boston, New York [etc.] Houghton Mifflin company [1914] xvii, 417 p. illus. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)
A textbook dealing with the hygiene of physical and mental growth of school children.
316. **Tucker, A. Chester.** Impediments of speech in children—how to overcome them. *Education*, 34: 354-60, February 1914.
Shows results of investigations in ten graded grammar schools in different cities and towns of New England. Says that nervous stuttering is a functional disorder; its correction is "a work for the instructor, conversant with nervous psychopathy, and for the parent at home."
317. **Weinberg, M.** Schulhygienische bestrebungen in Amerika. *Zeitschrift für schulgesundheitspflege*, 27: 36-38, January 1914.
Brief comments on Prof. Terman's article on "Social hygiene" in the September North American review, by way of discussing school hygiene movements in the United States.

SEX HYGIENE.

318. **Balliet, Thomas M.** Points of attack in sex education. *Journal of education*, 79: 87-90, January 22, 1914.
319. **Blackwell, Elizabeth.** Counsel to parents on the moral education of their children in relation to sex. 8th ed. London, G. Bell and sons, ltd., 1913. 133 p. 12°.
320. **Coleman, Norman F.** Moral and religious phases of social hygiene. *Religious education*, 9: 54-60, February 1914.
Part of a chapter in a book, *The social emergency*, to be published later.
321. **Phelps, Editha.** Sex hygiene in the schools. *Life and labor*, 4: 55-57, February 1914.
Shows what has been done in the public schools of Chicago.
322. **Smith, Alice M.** Social hygiene: what the girls in my class think about it. *Independent*, 77: 235-37, February 16, 1914.
By the professor of social hygiene, University of Puget Sound, Tacoma, Wash.

PHYSICAL TRAINING.

323. **Ames, Edward Scribner.** The survival of asceticism in education. *American physical education review*, 19: 10-18, January 1914.
324. Athletics and morals. *Atlantic monthly*, 113: 145-48, February 1914.
325. **Childs, W. L.** How can physical training be made of greatest value to the high-school boy? *School review*, 22: 103-5, February 1914.
Methods in vogue at New Trier township high school, Kenilworth, Ill.
326. **Dyer, Helen L.** Harmonic gymnastics: a means of improving the voice, health and personal appearance. *Volta review*, 16: 5-12, January 1914.
327. **Hermstein, Ernst.** Comments on Dr. Curtis' article in the November number of "The Playground." *Mind and body*, 20: 444-51, February 1914.
Discusses H. S. Curtis's article on "Playground equipment."
328. **Le Roy, Georges.** Education physique et gymnastique. Paris, P. Lafitte & cie. [1913] 378 p. illus. 8°. (Sportabibliothèque)
329. **Stearns, Alfred E.** Athletics and the school. *Atlantic monthly*, 113: 148-52, February 1914.
Advocates the supervision of school athletics to a greater extent than heretofore. The beneficial influence of the coach on the football field cited. Discusses athletics and morals.
330. **Stewart, C. A.** Athletics and the college. *Atlantic monthly*, 113: 153-60, February 1914.
Says that college athletics are still dominated by the spirit of "get away with it." Men interested in the moral aspects of college life should "not rest until college men meet in sports as do other gentlemen."

SOCIAL ASPECTS OF EDUCATION.

331. **Coffin, Joseph Herschel.** The socialized conscience. Baltimore, Warwick & York, inc., 1913. viii, 247 p. 12°.
332. **Cotton, F. A.** Linking the school with the community. *Wisconsin journal of education*, 46: 37-39, February 1914.
333. **Graves, James W.** Training the Indian youth for citizenship. *Indian school journal*, 14: 239-44, February 1914.
334. **O'Shea, M. V.** Fitting the school to life. *Primary education*, 22: 75-77, February 1914.
335. **Schilling, M.** Einige gedanken über nationalbewusstseip. *Pädagogische studien*, 35: 81-92, heft 2, 1914.
Declares that civic education "must be permeated through and through with national feeling."

CHILD WELFARE.

336. **Bruce, H. Addington.** The boy who goes wrong. *Century magazine*, 87: 542-46, February 1914.
Discusses welfare work among boys; medical and educational treatment of delinquents and degenerates; and responsibilities of parenthood.
337. **Raffety, W. Edward.** Brothering the boy; an appeal for person, not proxy, in social service. Philadelphia, The Griffith & Rowland press, 1913. 220 p. 12°.
"Books and other helpers": p. 207-213.
338. **Schoff, Mrs. Frederic.** Eighteen years work for child welfare by the National congress of mothers, and parent teacher associations. *Child-welfare magazine*, 8: 206-10, February 1914.

MORAL EDUCATION.

339. **Börner, Wilhelm.** Charakterbildung der Kinder. München, C. H. Decksche verlagsbuchhandlung Oskar Beck, 1914. x, 314 p. 12°.
340. **Mary Ruth, Sister.** The inefficiency of moral education without a religious basis. Catholic educational review, 7: 154-62, February 1914.
A thesis submitted to Teachers college of the Catholic University of America. Discusses the system of moral instruction used in France.
341. **Payot, Jules.** La culture morale à l'école primaire—ce qu'elle est; ce qu'elle devrait être. Revue sud-américaine, 1: 60-70, January 1914.

RELIGIOUS EDUCATION.

342. **Faris, John T., ed.** The Sunday school at work, by Philip E. Howard, Amos R. Wells, Rev. A. H. McKinney [etc.]. Philadelphia, The Westminster press, 1913. 359 p. 12°.
343. **Lester, H. A., ed.** Sunday schools and religious education; sermons and addresses, ed. by H. A. Lester . . . assisted by Canon Morley Stevenson. London, New York [etc.] Longmans, Green, and co., 1913. 147 p. 12°.
344. Religion in public education. The influence on character of the absence of school religious training. Religious education, 9: 42-51, February 1914.
Statements by T. M. Balliet, F. G. Blair, P. P. Claxton, H. F. Cope, G. S. Davis, S. T. Dutton, E. T. Fairchild, J. M. Greenwood, P. H. Hanus, D. S. Jordan, W. H. Maxwell, Wickliffe Ross, and Grace C. Strachan, in reply to the following question from the American Hebrew: "Has the absence of religious training in American public schools had an unfavorable effect on the character of American children?"
345. **Stearns, Wallace N.** The college and religious education. Education, 34: 380-85, February 1914.
Writer declares that "the day for scientific religious education has come. The people want it and they will have it."

MANUAL AND VOCATIONAL TRAINING.

346. **Brereton, Cloudealey.** Cooperation between the school and the employer. Contemporary review, 105: 227-35, February 1914.
Describes continuation education in Great Britain, etc.—"sandwich system of training engineering apprentices," at Sunderland, and the "Bourneville scheme." The former deals with skilled labor entirely, and is practically a method of daytime instruction. Writer says: "To sum up, education for life alone is one-sided education, and education for livelihood alone is equally lopsided. The two must be combined, and as far as possible interwoven."
347. **Dean, Arthur D.** Way-in and way-out education. School bulletin, 40: 97, January 1914.
Deals with the New York state system of education which gives the training to young people needed in order that they may find their "way in" to a vocational life, and the "way out" education for those already occupied in daily vocational life.
348. **Farrington, Frederic E.** A unique industrial school. Educational review, 47: 134-38, February 1914.
Conditions in Belgium. Describes the tailors' school in Brussels.
349. **Harlacher, E. H.** Vitalizing the courses in manual training. Manual training magazine, 15: 177-81, February 1914.
Discusses the adaptation of manual training work to changing aims; tests of efficiency of the instruction; cooperation between school and industry.
350. **Hildebrand, F. P.** How can we influence and develop the creative ability of pupils. Manual training magazine, 15: 194-99, February 1914.
Translated from the German. Criticizes the fixed course of study. Believes in giving the child more freedom. Let him design his own piece of work, the teacher seeing that the rules of good taste and the laws of technic are followed.

351. **Hines, L. N.** The organization and administration of a vocational department or school. *Educator-journal*, 14: 198-201, December 1913.
Deals with some of the sections of the Indiana Vocational law. Gives an outline and charts showing in a more graphic way just what the present situation is regarding the new vocational law.
352. **Hull, W. B.** New features in a manual arts school. *Manual training magazine*, 15: 182-87, February 1914.
Describes equipment of the Liberty manual arts school for grade pupils, Pittsburgh, Pa. Plans and designs.
353. **Kimes, F. M.** Vocational progress and legislation. *Oklahoma school herald*, 22: 4-6, February 1914.
Contains a summary of recent legislation in the United States in regard to vocational training.
354. **Loomis, R. A.** Possibilities of the printing department in the school. *Manual training magazine*, 15: 191-93, February 1914.
Author says that printing should be the most important course in the manual arts department of the public school, because of the vista which it opens up for the student.
355. **McKinney, James.** Discipline in the shop. *Manual training magazine*, 15: 188-90, February 1914.
Discusses the industrial method, the organization of the group being a very important part of the scheme. The methods of the outside workshop copied for the plan of organization.
356. **National association of manufacturers.** Report of the Committee on industrial education. (H. E. Miles, chairman.) *In Proceedings of the eighteenth annual convention . . . held at Detroit, Mich., May 19-21, 1913.* New York, Secretary's office. p. 222-44.
357. **Prosser, Charles A.** What do we mean by vocational education? *American education*, 17: 337-40, February 1914.
"General education prepares us to be intelligent consumers of the material and spiritual goods of life . . . vocational education prepares us to be intelligent producers of the goods of life . . . General education and vocational education are not enemies but friends."
358. **Smith, H. L.** The vocational survey as a first step in the organization of a special vocational department or school. *Educator-journal*, 14: 193-98, December 1913.
Bibliography: p. 198.

VOCATIONAL GUIDANCE.

359. **Kühne, A.** Neue möglichkeiten der berufsberatung. *Säemann*, January 1914, p. 19-23.
Discusses American theories of efficiency and vocational guidance—Parsons, F. W. Taylor, Thompson, and Münsterberg.
360. **Winderlich, R.** Psychologie und berufsberatung. *Pädagogisches archiv*, 56: 31-37, January 1914.
Mainly a review of Münsterberg's experiments.

HOME ECONOMICS.

361. **Albrecht, E.** Gründliche hauswirtschaftliche bildung. *Frauenbildung*, 13: 27-38, January 1914.
An outline by a Berlin industrial expert on domestic science work.
362. **Quinn, Mary J.** The basic work in art in preparing teachers of home economics. *Journal of home economics*, 6: 35-38, February 1914.
Writer says that students should be encouraged to make special and general collections of illustrative material relating to architecture and house furnishing. Recommends visits to museums, etc.
363. **Snell, J. F.** The basic work in pure science in preparing teachers of home economics. *Journal of home economics*, 6: 30-34, February 1914.
Suggests that whenever possible the instruction in each science should be given by a specialist in that science. The object should be not to train specialists in particular branches of science, but to instruct teachers who have to do with home economics, focussing on that subject.

364. **Wild, Laura H.** The Crete [Nebr.] plan of domestic science. Normal instructor, 23: 28, February 1914.

Third and final article describing a plan for teaching cooking in rural communities with no expense to the school system. Articles 1 and 2 appeared in the December and January numbers of the Instructor.

COMMERCIAL EDUCATION.

365. **Illinois. University.** Conference on commercial education and business progress, in connection with the dedication of the commerce building, April 16-17, 1913. Urbana-Champaign, Ill., The University, 1913. 157 p. illus. 8°.

Contains: 1. E. J. James: Origin and progress of business education in the United States, p. 51-66. 2. L. C. Marshall: Relation of a school of commerce to the practical problems of business, p. 84-91. 3. Questionnaire of the Illinois manufacturers' association on college courses in business administration, p. 92-98. 4. Howard Elting: The college graduate a business tyro—a matter of adjustment, p. 101-18. 5. David Kinley: Schools of commerce and improvement of business, p. 119-32. 6. E. J. James: University instruction for business men, p. 136-50.

PROFESSIONAL EDUCATION.

366. **Ledlie, J. C.** Legal education: a suggestion from Germany. Law quarterly review, 30: 46-55, January 1914.

A review of recent German works on "juristic survey."

367. **McFadden, John H.** A layman's views on medical research. Nineteenth century, 75: 197-204, January 1914.

Suggestions for an individual layman who may wish to promote medical research.

EDUCATION OF WOMEN.

368. **Ball, Margaret.** The college woman through opera glasses. Forum, 51: 278-85, February 1914.

"Students, like other Americans, try to harmonize with their neighbors instead of introducing new discriminations. May we not hope in some coming day to restore the dignity of the older time?"

369. **Perigout, G.** Féminisme, suffragisme et coéducation. Educateur moderne, 8: 354-63, November 1913.

Concerning the third Congrès national de la Fédération féministe universitaire.

370. The woman's college question. Alumni bulletin of the University of Virginia, 3d ser., 7: 3-27, January 1914.

Gives the leading arguments for and against coordination, as presented to the Board of visitors of the University of Virginia.

BLIND AND DEAF.

371. **Deas, J. A. Charlton.** The showing of museums and art galleries to the blind. Museums journal, 13: 85-99, September 1913. Discussion, p. 100-09. 7 plates. Read at the Hull conference, 1913.

372. **Haycock, G. S.** The early education of young deaf children. Volta review, 16: 33-43, January 1914.

Discusses the best environment; nursery schools; interesting parents; education from 5 to 7; sense training; training in language, articulation, and lip-reading, etc.

373. **Howard, L. Pearl.** Standardizing type for the blind. National magazine, 39: 835-37, February 1914.

Work of the "uniform type committee" of the American association of workers for the blind.

EDUCATION EXTENSION.

374. **Fontagne, Julien.** L'école de perfectionnement allemande. Educateur moderne, 8: 341-53, November 1913.

375. ———. La formation du personnel des écoles de perfectionnement allemandes. Educateur moderne, 9: 20-30, January 1914.

To be continued.

376. **Ilbert, Sir Courtney.** The Wisconsin idea. *Contemporary review*, 105: 184-92, February 1914.
Observations made during a recent visit to the University of Wisconsin, Madison, Wis. Delivered as an evening lecture at the London school of economics and political science, January 15, 1914. Discusses the educational activities of Wisconsin: the aims and objects of the State university, etc. University extension work!
377. **Mansbridge, Albert.** University tutorial classes; a study in the development of higher education among working men and women. London, New York [etc.] Longmans, Green and co., 1913. xii, 197 p. 12°.
Describes what the university tutorial class movement in Great Britain has done, what it is, and what it may be. Says that "the desire for education, as a way of life rather than as a means of livelihood or a mere intellectual exercise, is instinctive among English people and ready to reveal itself, under favorable conditions, at any moment."
378. **Reber, Louis E.** Carrying knowledge to the people. Lecture given before the educational, social, and civic organizations at the Fort Pitt hotel, November 20, 1913. Pittsburgh, Pa., 1913. 15 p. 8°. (University of Pittsburgh bulletin. Extension department. vol. 9, no. 23)
An account of university extension in his state, by the dean of extension work of the University of Wisconsin.
379. **Valette, R.** L'éducation post-scolaire. *Éducateur moderne*, 9: 15-19, January 1914.
Sketch of the work of the Ligue pour l'instruction post-scolaire obligatoire.

LABORATORIES AND MUSEUMS.

380. **Herzberg, Max J.** The educational value of a dramatic museum. *Educational review*, 47: 120-26, February 1914.
"Give to the student a vivid notion of the drama as a great historical evolution, one of the fine arts . . . and he will hold a touchstone that will automatically reveal to him the false and the weak in the plays he sees to-day."
381. **Webster, Arthur G.** The physical laboratory and its contributions to civilization. *Popular science monthly*, 84: 105-17, February 1914.
Discusses among other things the U. S. Bureau of standards, its equipment and work.

LIBRARIES AND READING.

382. **Balch, Emily Greene.** On "getting some reading done." *Home progress*, 3: 291-97, February 1914.
By the professor of economics in Wellesley college, on reading for both children and adults.
383. **Bostwick, Arthur E.** The making of an American's library. V—Recuperative bibliophily. *Bookman*, 38: 618-23, February 1914.
Final article of series.
384. **Comstock, Sarah.** Byways of library work. *Outlook*, 106: 201-5, January 24, 1914.
Work of travelling libraries in the United States. Use of city libraries as social and educational centers. Interesting children in books.
385. **Eastman, W. R.** Library legislation in 1913. *Public libraries*, 19: 43-44, February 1914.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

386. *Bibliography of education for 1910-11.* Washington, 1914. 105 p. (Bulletin, 1913, no. 59)
387. *The educational system of rural Denmark*, by Harold W. Foght. Washington, 1914. 46 p. plates, map. (Bulletin, 1913, no. 58)
388. *Elementary education in England, with special reference to London, Liverpool, and Manchester*; by I. L. Kandel. Washington, 1914. 161 p. plates. (Bulletin, 1913, no. 57)
389. *Legislation and judicial decisions relating to education, October 1, 1909, to October 1, 1912*; by James C. Boykin and William R. Hood. Washington, 1913. 904 p. (Bulletin, 1913, no. 55)

390. Some suggestive features of the Swiss school system, by William Knox Tatel. Washington, 1914. 119 p. plates. (Bulletin, 1913, no. 56)
391. Statistics of state universities and other institutions of higher education partially supported by the state, for the year ended June 30, 1913. Washington, 1914. 29 p. (Bulletin, 1913, no. 60)

PERIODICALS INDEXED IN THIS NUMBER.

- American education, 50 State street, Albany, N. Y.
- American motherhood, Cooperstown, N. Y.
- American physical education review, 93 Westford avenue, Springfield, Mass.
- American school board journal, 129 Michigan street, Milwaukee, Wis.
- American schoolmaster, State normal college, Ypsilanti, Mich.
- American teacher, 225 Fifth avenue, New York, N. Y.
- Arbeitsschule, Leipzig, Germany.
- Asiatic review, London, England.
- Atlantic educational journal, 19 West Saratoga street, Baltimore, Md.
- Atlantic monthly, 4 Park street, Boston, Mass.
- Bookman, Fourth avenue and Thirtieth street, New York, N. Y.
- Bulletin of the society for the promotion of engineering education, Lancaster, Pa.
- Canadian magazine, Toronto, Canada.
- Catholic educational review, Washington, D. C.
- Century magazine, Union Square, New York, N. Y.
- Child-welfare magazine, 227 South Sixth street, Philadelphia, Pa.
- Contemporary review, 249 West Thirteenth street, New York, N. Y.
- Dial, 410 South Michigan avenue, Chicago, Ill.
- Educateur moderne, Paris, France.
- Education, 120 Boylston street, Boston, Mass.
- Educational exchange, Birmingham, Ala.
- Educational foundations, 31-33 East Twenty-seventh street, New York, N. Y.
- Educational review, Columbia university, New York, N. Y.
- Educator-journal, 403 Newton Claypool building, Indianapolis, Ind.
- Elementary school teacher, University of Chicago press, Chicago, Ill.
- English journal, University of Chicago press, Chicago, Ill.
- English leaflet, 17 Lawrence hall, Cambridge, Mass.
- Forum, 2 East Twenty-ninth street, New York, N. Y.
- Frauenbildung, Leipzig, Germany.
- Good housekeeping magazine, 381 Fourth avenue, New York, N. Y.
- Home progress, Riverside press, Cambridge, Mass.
- Independent, 119 West Fortieth street, New York, N. Y.
- Indian school journal, Chillico, Okla.
- Industrial-arts magazine, Bruce publishing company, Milwaukee, Wis.
- Internationale monatschrift für wissenschaft, kunst und technik, Berlin, Germany.
- Irish review, Dublin, Ireland.
- Journal of education, 6 Beacon street, Boston, Mass.
- Journal of educational psychology, Warwick & York, inc., Baltimore, Md.
- Journal of geography, Madison, Wis.
- Journal of home economics, Roland Park Branch, Baltimore, Md.
- Körperliche erziehung, Vienna, Austria.
- Law quarterly review, London, England.
- Life and labor, 127 North Dearborn street, Chicago, Ill.
- Midland schools, Des Moines, Iowa.
- Mind and body, Herald building, Milwaukee, Wis.
- Missouri school journal, Jefferson City, Mo.
- Monatshefte für den naturwissenschaftlichen unterricht, Leipzig, Germany.

- Museums journal, Dulau and co., London, England.
 National magazine, 952 Dorchester avenue, Boston, Mass.
 Nature-study review, Ithaca, N. Y.
 Nebraska teacher, 1126-28 Q street, Lincoln, Nebr.
 New Mexico journal of education, Santa Fe, N. M.
 Nineteenth century, London, England.
 Normal instructor, Dansville, N. Y.
 North Carolina education, Raleigh, N. C.
 North Carolina high school bulletin, Chapel Hill, N. C.
 Northwest journal of education, Seattle, Wash.
 Österreichischer schulbote, Vienna, Austria.
 Ohio educational monthly, Columbus, Ohio.
 Ohio teacher, Box 326, Athens, Ohio.
 Oklahoma school herald, Oklahoma City, Okla.
 Outlook, 227 Fourth avenue, New York, N. Y.
 Pädagogische blätter, Gotha, Germany.
 Pädagogische studien, Dresden-Blasewitz, Germany.
 Pädagogische zeitung, Berlin, Germany.
 Pädagogisches archiv, Braunschweig, Germany.
 Parents' review, London, England.
 Pittsburgh school bulletin, 1003 Bessemer building, Pittsburgh, Pa.
 Playground, 1 Madison avenue, New York, N. Y.
 Popular educator, 50 Bromfield street, Boston, Mass.
 Popular science monthly, Substation 84, New York, N. Y.
 Primary education, 50 Bromfield street, Boston, Mass.
 Psychological clinic, Woodland avenue and Thirty-sixth street, Philadelphia, Pa.
 Public libraries, Library bureau, Chicago, Ill.
 Public speaking review, Swathmore, Pa.
 Religious education, 332 South Michigan avenue, Chicago, Ill.
 Revue pédagogique, Paris, France.
 Revue sud-américaine, Paris, France.
 Rural educator, Ohio State university, Columbus, Ohio.
 Söemann, Berlin, Germany.
 Saturday evening post, Curtis publishing company, Philadelphia, Pa.
 School and home, Atlanta, Ga.
 School and home education, Bloomington, Ill.
 School bulletin, Syracuse, N. Y.
 School government chronicle, London, England.
 School hygiene, London, England.
 School journal, 31-33 East Twenty-seventh street, New York, N. Y.
 School news and practical educator, Taylorville and Chicago, Ill.
 School review, University of Chicago press, Chicago, Ill.
 School science and mathematics, Mount Morris, Ill.
 Science, Substation 84, New York, N. Y.
 Sierra educational news, 50 Main street, San Francisco, Cal.
 Survey, 105 East Twenty-second street, New York, N. Y.
 Teachers college record, Teachers college, Columbia university, New York, N. Y.
 Texas school journal, 1927 Main street, Dallas, Texas.
 Texas school magazine, 1304 Commerce street, Dallas, Texas.
 Volta review, Volta bureau, Washington, D. C.
 West Virginia educator, Charleston, W. Va.
 Wisconsin journal of education, Madison, Wis.
 Wyoming school journal, Laramie, Wyo.
 Zeitschrift für geschichte der erziehung und des unterrichts, Berlin, Germany.
 Zeitschrift für schulgesundheitspflege, Leipzig, Germany.

BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.]

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- No. 5. Monthly record of current educational publications. February, 1913.
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1914.

- No. 1. Monthly record of current educational publications, January, 1914.
- No. 2. Compulsory school attendance.
- No. 3. Monthly record of current educational publications, February, 1914.
- No. 4. The school and the start in life. Meyer Bloomfield.
- No. 5. The folk high schools of Denmark. L. L. Friend.
- No. 6. Kindergartens in the United States.
- No. 7. Monthly record of current educational publications, March, 1914.
- No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stimson.