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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 and biography—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—Play and playgrounds—Social aspects of education—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agriculture, home gardening—Home economics—Professional education—Civic education—Education of women—Orientals—Defective and delinquent children—Education extension—Libraries and museums—Bureau of Education: Recent publications—Bulletin of the Bureau of Education.

### INTRODUCTORY NOTES.

Some noteworthy recent books are the following, the numbers in parentheses referring to the numbers of the full entries in this bulletin: Welton, What do we mean by education? (1909); Jacoby, Child training as an exact science (1912); Thorndike, Educational psychology, briefer course (1919); Winch, Children's perception (1923); Fairchild, Teaching of poetry in the high school (1938); Fisher, Mothers and children (1968); Stout, The high school (1981); Bagley, School discipline (2009); Crafts, Bible in schools—plans of many lands (2036); Davis, Vocational and moral guidance (2054); Hill, Teaching of civics (2066); Binet and Simon, Mentally deficient children, authorized translation (2077).

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed 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.

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.

1886. **Arkansas teachers' association.** Minutes of the sixteenth annual session . . . held at Little Rock, Ark., December 28-31, 1913. 38 p. 8°. (Lila M. Barnette, secretary, Little Rock, Ark.)

Contains: 1. A. B. Reeves: The basis of ethical training, p. 28-31. 2. L. M. Favrot: The school—a vital factor in a people's progress, p. 31-35. 3. A. B. Crump: Agricultural extension work, p. 35-38.

1887. **National association of school accounting officers.** Report of the meeting . . . May 19-21, 1914, Memphis, Tenn., 62 p. 8°. (William Dick, secretary-treasurer, Board of public education, Philadelphia, Pa.)

Contains: 1. August Hiller: School accounting and costs, p. 7-17. 2. H. R. M. Cook: Some school affairs, p. 19-32. 3. William Dick: Concentration of business functions in public school administration, p. 32-35. 4. W. T. Keough: Overhead costs, p. 36-40. 5. G. W. Garwig: Standard units of school measurement, p. 40-45. 6. C. P. Mason: Preparation of the budget, p. 45-53.

1888. **New York state association of district superintendents.** Proceedings of the first and second annual meeting . . . for the years 1912-1913, and 1913-1914. 279 p. 8°. (Gertrude E. Hyde, secretary, Moira, N. Y.)

Contains: 1. T. E. Finegan: Important features of rural education, p. 5-20. 2. G. H. Covey: Cooperative agencies in the work of district superintendents, p. 21-28; Discussion, p. 29-32. 3. Sherman Williams: Reading circles for teachers and pupils, p. 32-37. 4. A. J. Fields: Play as an educational factor, p. 64-67; Discussion, p. 67-68. 5. C. W. Wheelock: Relation of district superintendents to high schools, p. 71-76; Discussion, p. 76-78. 6. T. E. Finegan: The immediate needs for our rural schools, p. 84-20. 7. W. E. Clerce: Powers and duties of the district superintendent, p. 122-30; Discussion, p. 130-34. 8. W. H. Maxwell: [Duties of the superintendent] p. 135-37. 9. P. P. Claxton: Certain phases of the reorganization of country and village schools, p. 137-44. 10. M. T. Scudder: The Montessori system, p. 144-48. 11. J. H. MacCracken: Politics and the schools, p. 148-58. 12. W. F. Johnson: Relation between the rural public school and the metropolitan university, p. 174-80. 13. M. A. Bigelow: Sex education, p. 190-200. 14. H. H. Horner: Shall the present system of grade examinations in New York state be continued, p. 213-37; Discussion, p. 237-42. 15. Ruth M. Johnston: Shall grade examinations be abolished, p. 242-46; Discussions, p. 246-50. 16. Sherman Williams: What should be accomplished through the use of the school library, p. 253-62.

1889. **South Dakota educational association.** Proceedings of the thirty-first annual session . . . held at Sioux Falls, November 24-26, 1913. 408 p. 8°. (J. C. Lindsey, secretary, Mitchell, S. Dak.)

Contains: 1. E. C. Perisho: The rural school and the state, p. 40-50. 2. C. G. Lawrence: Dominant educational needs in South Dakota, p. 61-60. 3. A. A. McDonald: How the high schools can aid the rural schools, p. 68-77. 4. F. L. Cook: The state normal school and rural teaching, p. 81-85. 5. J. W. Browning: The schools and the critics, p. 91-101. 6. H. P. Patterson: Ideals in present day education, p. 102-10. 7. O. O. Young: Standardization of South Dakota high schools, p. 111-16. 8. G. M. Smith: The pensioning of South Dakota teachers, p. 127-4. 9. G. O. Wenzlaff: The preparation of teachers for rural schools, p. 141-46. 10. Dilla E. Wimple: Rural school graduation—how successfully accomplished, p. 147-50. 11. C. G. St. John: The advantages of consolidated schools, p. 155-62. 12. C. K. Overhulse: The teacher as community leader, p. 163-68. 13. Kathryn M. French: Adolescent Tom and Mary, p. 169-76. 14. J. W. Heaton: Education and life, p. 181-85. 15. Dilla E. Wimple: Teaching classics in the lower grades, p. 186-91. 16. C. H. Lugg: The school's relation to efficiency, p. 200-7. 17. Margaret D. Kirby: Education of our girls for home-making, p. 208-14. 18. Maude Fox: The value of play, p. 226-31. 19. A. N. Hume: The spirit of agriculture in education, p. 263-74. 20. J. G. Parsons: The economic value of health supervision of schools, p. 275-79. 21. Alexander Strachan: Physical education and efficiency, p. 280-84. 22. C. R. Goff: Securing and retaining the real teacher, p. 285-92. 23. J. W. McClinton: The school board membership, p. 293-99. 24. Emily Chapman: How can we make the teaching of English practical, p. 313-23. 25. W. F. Jones: The vitality of teaching, p. 336-46; Discussion by E. C. Woodburn, p. 347-50.

#### EDUCATIONAL HISTORY AND BIOGRAPHY.

1890. **Kitchin, W. P. H.** Recollections of Louvain university.. Catholic world, 100: 378-85, December 1914.

Interesting account of the work at Louvain, which combined "the systems of both English and continental universities."

#### CURRENT EDUCATIONAL CONDITIONS.

1891. **Bardeen, Charles W.** The truth about school surveys. School bulletin, 41: 55-57, November 1914.

Address before the Council of city superintendents, October 22, 1914.

The author says that the requisites of a school survey are, first, competent persons to conduct it; second, the persons conducting it must have a right purpose; third, they must have sufficient time; fourth, they must have the perspective; and fifth, they must grasp the local situation.

1892. **Dourmic, René.** Le retour à la culture française. *Revue des deux mondes*, 24, 317-28, November 15, 1914.  
Demands a return to the classical culture of France: "Deliver us from the pedantic, mediocre, and amorphous education à l'allemande! Give us back education in clarity, nobility, and beauty, à la française."
1893. The nation's adventures in education. Unpopular review, 3: 149-58, January-March 1915.  
Writer mentions the need of preserving a due sense of proportion in the educational ventures undertaken by the federal government. He asks: "Which shall the nation attend to first, special education or elementary education: generosity to immigrants or justice to native-born; to accelerate her industries or to insure civilization throughout her borders?"
1894. **Parkinson, W. D.** Literacy and the immigrant. *Journal of education*, 80: 567-70, December 10, 1914.
1895. **Stout, John Elbert.** Tests of educational achievement. *Midland schools*, 29: 103-8, December 1914.  
Address delivered before the Iowa state teachers' association, November 5, 1914.
1896. **Tavernier, Eugene.** Independent teaching in France during the last ten years. *Constructive quarterly*, 2: 850-67, December 1914.  
Independence in the meaning of the writer is "teaching independent of the State." Describes the struggles of French Catholics to instruct their teachers, etc., apart from lay schools.
1897. **Whittaker, H. W.** The inadequacy of our present system of public schools. *Teacher's journal*, 14: 247-52, December 1914.  
Discusses the subject under the following headings: The need of industrial and vocational education for the masses, Importance and purpose of our public schools, The school for the plain man, Trade education for women, Vocational education and organized labor, and Trade education and socialism.

## PEDAGOGICS AND DIDACTICS.

1898. **Bardeen, Charles W.** The girl from Girton, and other stories about schools. Syracuse, N. Y., C. W. Bardeen, 1914. 235, xxxii p. 12°.
1899. **Bolton, Frederick E.** Some standards of success in teaching. *Journal of education*, 80: 507-8, November 26, 1914.  
The writer says that a successful teacher is enthusiastic about his work and is constantly studying in the attempt to improve the efficiency of his work. Some marks of success in any teacher are the number of pupils who successfully accomplish the given work, the number of pupils who go on to a higher grade, the respect of the pupils for the teacher, and the refining influence of the teacher upon pupils and community.
1900. **Burnham, William H., ed.** Bibliographies on educational subjects. Worcester, Mass., Clark university press [1914] 45 p. 8°. (Clark university library. Publications, vol. 4, no. 3, December 1914)
1901. **Findlay, J. J.** Educational science in Australia—and elsewhere. *Educational times (London)* 67: 539-42, December 1, 1914.
1902. **Hayes, Edward C.** Education for personality. *Educational review*, 43: 475-86, December 1914.  
Sociology furnishes valuable guidance to education. Says that "nature does not give us conscience but only the capacity to acquire one, social evolution and education must do the rest."
1903. **Lodgson, Elizabeth.** The motivation of school work. *American education*, 18: 140-43, November 1914.
1904. **Klapper, Paul.** Efficiency in class instruction. *Educational review*, 43: 498-55, December 1914.  
Defines efficiency as "that state in which we approximate preconceived ends or values through an economical expenditure of time and energy." Examinations and tests must be reorganized so that they become "a truer index of the character of class work," etc. Suggests methods.

1905. Morton, W. H. The socialized recitation. Nebraska teacher, 17: 204-5, December 1914.  
Describes a new type of recitation rapidly spreading over Nebraska.
1906. Oehme, Walter. Strömungen der modernen pädagogik. Neue bahnen, 25: 533-52, October 1914.  
A penetrating and comprehensive analysis of contemporary pedagogical tendencies as the reflection of conscious efforts made to attain the goal set by the development of the whole of social life. "Education has its roots in culture (kultur); it possesses no movement of its own; its movement is the movement of culture."
1907. Oliphant, James. Education and sex aptitudes. School world (London) 16: 441-44, December 1914.  
Writer says we must be careful "not to exaggerate sex differences by giving too much heed to them." The best attitude to take relative to sex aptitudes up to the age of 14 is to ignore them altogether.
1908. Sanders, Frederic W. The organization of education. Education, 35: 231-36, December 1914.  
Discusses the high school; curriculum of secondary education, etc. Says: "In a rich and populous community, it should be perfectly feasible for a student to pursue the so-called cultural and vocational studies side by side for an indefinite number of years." Continued from November number.
1909. Welton James. What do we mean by education? London, Macmillan and co., limited, 1914. xii, 257 p. 8°.  
CONTENTS.—1. The end rules the means.—2. What should be the end?—3. Synthesis of liberty and authority.—4. What are the means?—5. Who are the agents?  
The author is profoundly convinced that theory of education can not be separated without disaster from theory of life.

## EDUCATIONAL PSYCHOLOGY. CHILD STUDY.

1910. Adler, Alfred. Soziale einflüsse in der kinderstube. Pädagogisches archiv, 56: 473-87, heft 9, 1914.  
A discussion, by a nerve specialist of Vienna, of the social influences in the child's home environment which unconsciously mould character and reaction to the problems of school and life. The analysis shows strong traces of the psychological theories of Sigmund Freud and his school.
1911. Ballou, Frank W. Educational standards and educational measurement, with particular reference to standards in the four fundamentals in arithmetic. Boston, Printing department, 1914. 21 p. 8°. (School document no. 10—1914, Boston public schools. Bulletin no. 3 of the Department of educational investigation and measurement)
1912. Jacoby, George W. Child training as an exact science; A treatise based upon the principles of modern psychology, normal and abnormal. New York and London, Funk & Wagnalls company, 1914. xv, 384 p. illus. 12°.
1913. Kayfetz, Isidore. A critical study of the Hillegas composition scale. Pedagogical seminary, 21: 559-77, December 1914.  
Also separately reprinted.  
Bibliography: p. 576-77.
1914. Kuhlmann, F. Some results of examining a thousand public school children with a revision of the Binet-Simon tests of intelligence by untrained examiners. Journal of psycho-aesthetics, 18: 150-79, 233-69, March, June 1914.
1915. Monroe, Walter S. Standard tests and their uses. Teaching, 1: 9-14, November 1914.  
The writer says that "at present the instruments available for measuring our educational products are crude and are applicable to only a few elements of the total product, but such as we have may be used advantageously by teachers and supervising officials."
1916. Murray, E. B. Froebel as a pioneer in modern psychology. London, George Philip & son, ltd., 1914. 230 p. 12°.

1917. **Peterson, Harvey A.** The generalizing ability of children. *Journal of educational psychology*, 5: 561-70, December 1914.  
 "Generalization on the basis of resemblances is one of the most important aspects of reasoning. The author reports the results of an experimental study of the ability of children from 10 to 14 years of age to generalize on four different kinds of situation. If the average rate of improvement be taken as an index, the generalizing ability doubles during the years in question."
1918. **Terman, Lewis M.** Precocious children. *Forum*, 52: 893-98, December 1914.  
 "Says that children who exhibit precocious tendencies should be subjected to psychological and medical study. Opportunities for physical development are the best safeguards against the danger of precocity."
1919. **Thorndyke, Edward L.** Educational psychology; briefer course. New York, Teachers college, Columbia university, 1914. 442 p. 8°.  
 A simpler treatment of the more fundamental subject matter of the author's large three-volume work.
1920. ——— The foundations of educational achievement. *Educational review*, 43: 487-97, December 1914.  
 Contributions to education from recent studies in psychology.
1921. ——— Measurements of ability to solve arithmetical problems. *Pedagogical seminary*, 21: 495-503, December 1914.  
 Certain measurements which the cooperation of many principals and teachers in Massachusetts enabled the author to make "give results which seem worth reporting concerning three topics: Educational scales, Sex-differences, and Retardation."
1922. What shall we do with left-handed pupils? A symposium conducted by Walter G. McMullin. *Teacher*, 18: 331-38, December 1914.
1923. **Winch, W. H.** Children's perceptions; an experimental study of observation and report in school children. Baltimore, Warwick & York, inc., 1914. x, 245 p. front. 12°. (Educational psychology monographs, ed. by G. M. Whipple, no. 12)
1924. **Witham, Ernest C.** School measurement. *Journal of educational psychology*, 5: 571-88, December 1914.  
 "The author examines a number of the recent school surveys, and shows that nowhere do we find a scheme of school measurement that is generally applicable and that furnishes comparable data. He then presents a scheme for such measurement, and gives sample graphs showing the results of its application to different schools."
1925. **Yerkes, Robert M.** The point scale: a new method for measuring mental capacity. *Boston medical and surgical journal*, 171: 857-66, December 3, 1914.  
 A scale of mental measurements developed at the Boston psychopathic hospital, designed "to take the place of the Binet measuring scale of intelligence and to furnish a more definite and accurate index of the mental capacity of individuals than can be obtained by the employment of the Binet method."  
 Read in abstract at the Second annual conference on the medical and social work of the Psychopathic hospital, June 24, 1914.

## SPECIAL METHODS OF INSTRUCTION.

1926. **Ferguson, Ida May.** Children and the movies. *Minnesota public library commission library notes and news*, 4: 139-42, December 1914.  
 Paper read before the Minnesota federation of women's clubs, Rochester, Minn.
1927. **Hurlbert, Dorothy.** Moving pictures. *Minnesota public library commission library notes and news*, 4: 132-39, December 1914.  
 Names some firms renting machines and films for educational purposes.
1928. **Lanier, Henry W.** The educational future of the moving picture. *American review of reviews*, 50: 725-29, December 1914.  
 Suggest the need of a special endowment for the study of the educational advantages of moving pictures; to start "a real school library of films," etc.



## SPECIAL SUBJECTS OF CURRICULUM.

1929. Albright, Charles E. The teaching of laboratory physics in high schools. *Ohio teacher*, 35: 148-50, November 1914.
1930. Barth, Paul. Die seele des geschichtlichen unterrichts. *Neue bahnen*, 26: 2-16, October 1914.  
The chief interest of historical instruction is, the *moral progress* revealing itself in the state as the bearer of this progress. This concept of moral progress in history is not too abstract for the comprehension of secondary school pupils.
1931. Beesley, Thomas Quinn. Why not the laboratory method in the study of literature? *Catholic educational review*, 8: 385-94, December 1914.
1932. Caldwell, Otis W. The nature-study course of the elementary school. *Nature-study review*, 10: 358-67, December 1914.  
This outline, given by grades, is the result of several years of experiment, during which many changes have been made in the content of the course, the methods of work, etc.
1933. Churchill, J. A. Nature-study. *Nature-study review*, 10: 368-74, December 1914.  
From the course of study of the elementary schools of Oregon.
1934. Dann, Hollis. Music in the normal school. *School music*, 15: 23-28, November-December 1914.
1935. Dearborn, George Van Neas. What a student of elementary psychology should be taught concerning the functions of the nervous system. Sonderabdruck aus *Journal für psychologie und neurologie*, bd. 21, 1914. Leipzig, J. A. Barth, 1914. p. 35-44. 4°.  
From the program of the 21st annual meeting of the American psychological association.
1936. Dykema, Peter W. Good music: how shall we know it? *Kindergarten review*, 25: 193-96, December 1914.  
Gives some suggestions by which the ordinary teacher can be aided to form fairly adequate criticisms of song material. The author says that teachers are told to teach only good music to children, but are left to their own devices in determining the standards of selection.
1937. Earle, Samuel O. Examinations in English. *English journal*, 3: 612-19, December 1914.
1938. Fairchild, Arthur H. B. The teaching of poetry in the high school. Boston, New York [etc.] Houghton Mifflin company [1914] xii, 184 p. front. 12°.  
(Riverside educational monographs, ed. by H. Suzzallo)
1939. Fairclough, H. Rushton. The practical bearing of high-school Latin. *Classical journal*, 10: 126-37, December 1914.  
A paper read before the California high-school teachers' association at Berkeley, California, July 1, 1914.  
Shows that Latin is "extremely practical, and worthy of being accorded an honorable and prominent position in the school curriculum."
1940. Fikenscher, F. Die jahrzahl, der gütze des geschichtsunterrichts; ein beitrag zur geschichts-methodischen frage: Wie soll der geschichtsunterricht die zeitvorstellungen begründen und klären? *Pädagogische warte*, 21: 1058-67, October 1, 1914.  
Suggests and outlines methods of presenting a synoptic picture of a period which pupils can grasp as a whole of experience as superior to memorizing of dates and chronological outlines. Contains also suggestions for graphic representation of chronological data and relations.
1941. Flower, William Polk, jr. The necessity of Spanish in our Latin American trade expansion. *Educational bi-monthly*, 9: 125-30, December 1914.
1942. Foraker, F. A. The relation of the symbols of mathematics to the elements of the problems. *Education*, 35: 237-40, December 1914.  
Says that the student should be made as expert in analyzing "the conditions surrounding the elements of a problem as in handling the symbols in which they may be expressed in equation form."



CURRENT EDUCATIONAL PUBLICATIONS.

1943. **Gayal, Alice Viola.** A workable program and better results in object drawing. *School-arts magazine*, 14: 241-45, December 1914.  
The author says: "The lack of definite aims graded to suit the pupils is, I believe, the cause of most failures in teaching still life."
1944. **Holzworth, Charles.** In defense of our modern language instruction. *Education*, 35: 211-19, December 1914.  
Discusses the subject under four heads: 1. The nature of language itself; 2. Faults of the pupils who are to be taught; 3. The present system and arrangement of courses; 4. Faults which lie in the teachers.
1945. **Hosic, James F.** The separation of literature and composition in the high school course. *Educator-journal*, 15: 182-84, December 1914.  
A synopsis of an address delivered before the Indiana association of English teachers at the annual meeting in October.
1946. **Kingaley, Maud E.** Examination outline for language work. *Education*, 35: 248-52, December 1914.  
Intended for pupils about to enter the high school.
1947. **Kloss, Erich.** Zur methodik des hygieneunterrichts in den fortbildungsschulen. *Zeitschrift für schulgesundheitspflege*, 27: 609-13, no. 9, September 1914.  
The author demands that hygiene, as the science of the care of the body, should furnish the aim of the entire instruction in the natural sciences.
1948. **Lasher, G. S.** Correct spelling—a habit. *Teaching*, 1: 16-20, November 1914.  
Gives a list of words misspelled by college and secondary students. The author says that the function of the elementary school in teaching spelling is the formation of correct habits.
1949. **McCarthy, Charles H.** History and other high school branches. *Catholic educational review*, 8: 398-412, December 1914.
1950. **McConathy, Osborne.** Efficiency in music teaching. *School music*, 15: 18-23, November-December 1914.  
A condensed report of a talk given at the Iowa state teachers' association, November 5, 1914.
1951. **Mais, S. P. B.** The teaching of English prose. *Educational times (London)* 67: 529-31, December 1, 1914.  
Experiences of an English teacher. Describes the interesting experiments of Caldwell Cook, who advocates an imitation of the best models of English literature.
1952. **Miller, George J.** High school and college duplication in science: educational efficiency. *School science and mathematics*, 14: 749-53, December 1914.  
Gives a working plan for the coordination of high school and elementary college sciences.
1953. **Millsbaugh, Arthur C.** Notes on history teaching. *School review*, 22: 678-85, December 1914.  
History, in the opinion of the writer, is taught most successfully, "not by cut-and-dried formulas, but by intercourse which is natural, varied, vivid, and allusive."
1954. **Morehouse, Frances M.** Some criticisms of the usual form of history recitations. *School and home education*, 34: 142-48, December 1914.  
Read at the High school conference, University of Illinois, November 20, 1914.
1955. **Murdock, Mabel E.** The teaching of composition in high schools. *Pennsylvania school journal*, 63: 201-4, November 1914.
1956. **New Jersey. Department of public instruction.** The teaching of reading, July 1914. Union Hill, N. J., Dispatch printing company, 1914. 96 p. 82.  
"This monograph, prepared chiefly by Mr. George A. Mirick, assistant commissioner of education in charge of elementary schools, sets forth some of the principles which it is believed underlie the teaching of reading."
1957. **Poske, Friedrich.** Physik und philosophie. *Zeitschrift für den physikalischen und chemischen unterricht*, 27: 302-4, heft 5, 1914.  
How can instruction in physics be made to induct the pupil into philosophical thinking? Suggests didactic methods, and points out the limitations of the viewpoint of physical science.

1958. **Boecker, W. F.** An elementary course in general science: content and method. *School science and mathematics*, 14: 755-69, December 1914.  
Discussed under the following headings: The history of general science, The demand for elementary general science, Present status of elementary science in Wisconsin, The purpose of a general science course, The organization of the course, Content of the course, Typical exercises, and Method.
1959. **Russell, William F.** The entrance of history into the curriculum of the secondary school. *History teacher's magazine*, 5: 311-18, December 1914.
1960. **Schively, Adeline F.** The nature-study course of the school of observation and practice. *Nature-study review*, 10: 337-58, December 1914.
1961. **Schoch, Eugene Paul.** Chemistry in the high school. Austin, Tex., The University, 1914. 3 v. in 2. illus. 8°. (Bulletin of the University of Texas, nos. 329, 375; official series nos. 100, 110)  
CONTENTS.—pt. I. Equipment.—pt. II. A course of lessons and exercises in general chemistry.—pt. III. Teacher's manual for a course of lessons and exercises in general chemistry.
1962. **Simmons, A. T.** Science in the school curriculum. *School world* (London), 18: 458-61, December, 1914.
1963. **Trever, A. A.** The other side. *Classical journal*, 10: 106-14, December 1914.  
"In the November number of the Forum an article appeared entitled, 'Wastes and abuses of our educational system.' The argument was directed against classical studies and pure mathematics, as important collegiate subjects. The superficial and off-hand manner in which the classics were bowed out of the halls of learning has prompted this answer."
1964. **Tuell, Anne K.** Our classical recollections. *Atlantic monthly*, III: 778-86, December 1914.  
An appreciation of classical scholarship. Says that in America there is needed "some modest revival of Greek learning."
1965. **Weichardt, E.** Gedanken über eine künftige reform unserer gymnasiaen und realgymnasiaen. *Preussische jahrbücher*, 158: 265-76, November 1914.  
Advocates postponement of Greek to oberssekunda.
1966. **Weill, Louis.** Les langues étrangères et l'enseignement supérieur. *Revue internationale de l'enseignement*, 34: 102-04, August, 1914.  
At the French universities, the courses in modern languages are designed for graduates specializing in modern philology. The author urges the establishment of courses designed for and meeting the needs of students preparing for the professions.
1967. **Wilber, Horace Z.** Problems in English teaching. *American schoolmaster*, 7: 398-409, November 1914.  
Address delivered before the Washington educational association, Tacoma, October 30, 1914.

## KINDERGARTEN AND PRIMARY SCHOOL

1968. **Fisher, Dorothy Canfield.** Mothers and children. New York, H. Holt and company, 1914. xii, 285 p. 12°.
1969. **Helms, Nik M.** Nogle bemaerkninger om Montessorimetoden. *Vor ungdom*, September 1914, p. 323-27.  
Concludes that Madame Montessori has made a real contribution to both the theory and practice of child training.

## RURAL EDUCATION.

1970. **Burton, A. C.** America's greatest educational problem. *Arkansas teacher*, 2: 1-3, December 1914.  
Deals with the rural school.
1971. **Duggan, M. L.** Educational survey of Rabun County, Georgia . . . under the direction of the Department of education. [Atlanta] 1914. 48 p. illus. 8°.  
No. 1 in a series of educational surveys of the counties of Georgia.

1972. Rural educator, vol. 4, no. 5, December 1914. (The rural school as a community center)

Contains: 1. C. J. Jalpin: The rural social center, a device for large scale constructive rural acquaintance.—2. J. C. Muerman: The rural school as a community center. The community center plan in the state of Washington.—3. Edna O. Clark: The country school as a social center.—4. The school and "Back to the land."—5. Luaco Gunter: The rural school as a social center

1973. Sargent, C. G. The rural and village schools of Colorado. An eight-year survey of each school district, 1906-1913 inclusive. Fort Collins, Colo., Colorado agricultural college, 1914. 106 p. illus. 8°. (Colorado agricultural college. Series xiv, no. 5)

## SECONDARY EDUCATION.

1974. Allington, Cyril A. A schoolmaster's apology. London, New York [etc.] Longmans, Green and co., 1914. 207 p. 8°.

An attempt to meet some of the common criticisms advanced against the public schools and the Church of England. It deals with the various subjects taught at English public schools and the methods of teaching them.

1975. Beard, Frederica. Ethical standard in the high school. Educational review, 43: 444-51, December 1914.

Replies to a questionnaire sent to "a score of reliable students belonging to schools in cities or towns scattered throughout the country from New England to the Mississippi." Questions involved student self-government, standards of honesty, etc.

1976. Cook, William A. A general survey of public high-school education in Colorado. Boulder, Colo., University of Colorado, 1914. 92 p. 8°. (University of Colorado bulletin, vol. xiv, no. 10. General series, no. 75. Education series, no. 3)

1977. Hamilton, F. R. Why not high school students that work? Education, 35: 241-47, December 1914.

Thinks that a combination of high school instruction and actual work could be established. Such a scheme will tend "to vitalize and unify the educational forces." The student will comprehend the connection between real work and study. "It will be the means of saving a large percentage of the students who now leave the schools because of lack of interest, or on account of economic pressure."

1978. Josselyn, Homer Walker. Survey of accredited high schools and professional directory. Topeka, Kansas state printing office, 1914. 252 p. 12°. (University of Kansas. Bulletin, vol. 15, no. 16)

Contains 35 charts showing the preparation, tenure, duties, etc., of teachers in Kansas high schools.

1979. Judd, Charles H. Formalism in defining high school units. School review, 22: 649-65, December 1914.

Sees danger in the effort to standardize high schools. Apt to result in "a formal evaluation of school work which in the long run will utterly defeat the purposes for which the principle of standardization was evolved." Says the high schools should define the value of their units; both high schools and colleges should study the problem of the value of work done.

1980. Rickard, G. E. High school students' descriptions of their methods of study. School review, 22: 673-77, December 1914.

An experiment made in Oakland city, Indiana.

1981. Stout, John Elbert. The high school; its function, organization, and administration; with introduction by L. D. Coffman. Boston, New York [etc.] D. C. Heath & co. [1914] xxiii, 322 p. 12°.

1982. Walker, N. W. Developing high schools to meet modern demands. North Carolina high school bulletin, 5: 135-46, October 1914.

The rural high school situation in North Carolina.

## TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1983. **Balliet, Thomas M.** Liberty in teaching. *American teacher*, 3: 146-48, December 1914.  
Address before the Teachers' league of New York city, October 23, 1914.
1984. **Blue, Leonard A.** New York state college for teachers. *American education*, 18: 143-49, November 1914.  
A historical and descriptive sketch of the institution first known as the Albany normal school, then as the New York state normal college, and in 1914 christened by the Regents the New York state college for teachers.
1985. **Bolton, Frederick E.** Professional growth during service. *American schoolmaster*, 7: 413-15, November 1914.  
Gives some suggestions for the improvement of teachers in service.
1986. ———. Some suggestions for the adjustment of teachers' salaries. *American school board journal*, 49: 10, 71, December 1914.
1987. **Cantwell, J. W.** The education of teachers. *Texas school journal*, 32: 15-16, December 1914.  
Advocates higher requirements for teachers. Says "there would be fewer quitters if there were better preparation, and consequently there would be greater success and satisfaction in the work."
1988. **Cook, John W.** The organization and function of a practice school. *American schoolmaster*, 7: 385-97, November 1914.  
Address delivered before the Department of normal school of the National education association at St. Paul, Minn., July 8, 1914.
1989. **Engleman, J. O.** A survey of entrance requirements and recent tendencies in the courses of study of the normal schools of the United States. *Pedagogical seminary*, 21: 532-58, December 1914.  
Bibliography: p. 557-59.  
This study "is based upon data gathered, for the most part, from the catalogues of last year sent out by 118 state normal schools representing 44 different states."
1990. **Harian, Charles L.** Why 239 Indiana class A teachers entered the teaching profession, and why 49 per cent of them expect to leave it. *Educator-journal*, 15: 160-65, December 1914.  
Gives tables summarizing replies from a questionnaire. The tables show that the most important inducements which lead persons to enter the teaching profession are salary, a liking for the work, parents' desire, and desire for experience. The most important reasons for giving up teaching are desire to try some other kind of work, poor pay, and dislike for teaching.
1991. **McConaughy, James L.** Education courses in New England colleges. *School review*, 22: 686-91, December 1914.  
Says that the historical approach to education is of "interest and significance to the future teacher, but from such a course he will learn little that will be of direct professional value to him when he is facing a noisy high school class for the first time."
1992. **Palmer, George Herbert.** What is a profession? *Journal of education*, 80: 537-39, December 3, 1914.  
Selected from an address delivered in Albany, October 22, before the University convocation, and published in full in *University of the state of New York, Bulletin to the schools*, no. 3, November 2, 1914, p. 2.  
Deals specially with the profession of teaching.

## HIGHER EDUCATION.

1993. **Alexander, James W.** A history of the University club of New York, 1865-1915. New York, Printed for the University club by Charles Scribner's sons, 1915. xviii, 510 p., illus. 8°.
1994. **Brandon, Edgar E.** The internado at the University of La Plata. *Educational review*, 43: 514-19, December 1914.  
In 1910 the University of La Plata, Argentina, abandoned the conventional mess hall and dormitory system of the Latin-American boarding school, and housed its students in homes, presided over by married instructors, very much like conditions at Eton, England. Great success has marked the experiment.

1995. **Cooper, Clayton Sedgwick.** World-wide education: IV. Rhodes scholars and their responsibility. *Educational foundations*, 26: 199-208, December 1914.  
The three preceding articles in the series were mentioned as items 1320, 1575, and 1648 of this record.
1996. **Guérard, Albert-Léon.** Une université en formation. L'Institut Rice de Houston (États-Unis). *Revue internationale de l'enseignement*, 34: 195-99, September-October 1914.
1997. **Hawes, James A.** The collegiate side shows. *Educational review*, 43: 433-43, December 1914.  
Critiques the undue prominence of college athletics, musical, and dramatic clubs, fraternities, etc. Says there must be some "definite policy adopted by the college authorities in regard to the scheme of education for their undergraduates with less shifting of courses and constant change of attitude toward these questions."
1998. **Masseck, Clinton J.** Some aspects of freshman knowledge. *Forum*, 52: 899-902, December 1914.  
Contrasts methods of instruction in American and Continental colleges and universities. Says that the American student is given knowledge: the Continental is "trained to seek knowledge for himself."

## SCHOOL ADMINISTRATION.

1999. **Association of district superintendents, New York.** New York school inquiry. Reply of the Association of district superintendents of New York to certain findings and recommendations of Professor Frank M. McMurry and Professor Edward C. Elliott, prepared by a committee, ed. by Joseph S. Taylor, Pd. D. New York [For sale by J. S. Taylor] 1914. 116 p. 8°.  
"The final conclusion of this review is that the whole inquiry with reference to the teaching and supervision of elementary schools is a set of opinions backed by guesses and assumptions."
2000. **Chancellor, William E.** How to become a good school board member. *American school board journal*, 49: 11-13, 70-71, December 1914.  
The author says that a good board member must not think that he knows all about American schools, but should try to seek at first hand all the information about his own schools, visiting them quietly and observing for himself. He should also be regular and punctual in his attendance upon board and committee meetings, and concentrate upon the business in question while at the meetings. Dr. Chancellor also gives some suggestions as to how the good board member can help the school superintendent.
2001. **Doughty, W. F.** The county superintendent proposition. *Texas school journal*, 32: 11-12, 32-35, December 1914.  
Advocates the selection of the county superintendent of public instruction by the county board of education instead of by the people. Discusses particularly the conditions in Texas.
2002. **Fuller, A. C., jr.** Time distribution in grade school subjects. *Midland schools*, 29: 114-17, December 1914.  
Gives a table to help superintendents who wish to know what is the right amount of time to devote to the various subjects, and what other school men are providing for their systems.
2003. **Missouri state teachers' association.** The county school unit. [Columbia, Mo.? 1914] 27 p. 8°.  
Contains extracts from the report of the Committee on a larger school unit, appointed by the Missouri state teachers' association.
2004. **Bankin, A. W.** Democracy in school administration. *Elementary teacher*, 4: 1, 3, December 1914.
2005. **Thornburgh, W. B.** Is your course adjusted to the capacity of your pupils. *School education*, 34: 5, December 1914.  
"A survey of the schools of Owatonna, Minn. The general summary shows that 70.4% of the children were normal, 14.4% accelerated, and 15.2% retarded, indicating that the courses of study are finely adjusted to the capabilities of the masses—and as finely adjusted for the swift and the slow as a course may be, practically the same percentage of accelerated and retarded pupils being reported."—The Editor.



2006. Wisconsin city superintendents' association. Report of Committee on the reorganization of the public school system on a six-six plan. Issued by O. P. Cary, state superintendent. Madison, Wis., Democrat printing company, state printer, 1914. 11 p. 8°.

Members of committee: H. L. Miller, Mrs. Mary D. Bradford, F. E. Converse.

#### SCHOOL MANAGEMENT.

2007. Bachman, Frank P. Variations in study standards. Elementary school journal, 15: 210-18, December 1914.  
Gives the tentative conclusion that "within a given school system study-standards vary with the school, the subject, the study-grade, and the teacher." Emphasizes the need of collecting such data.
2008. Bagley, William Chandler. Principles justifying common elements in the school program. School and home education, 34: 119-31, December 1914.  
Read at the High school conference held at the University of Illinois, November 19, 1914.  
The author aims to show, first, that a certain amount of uniformity is essential for a reason more fundamental than economy, second, that the justification of a certain measure of uniformity furnishes one rather definite standard for selecting common elements, and third, that the essential uniformity may be insured without interfering unduly with desirable differentiation.
2009. ———. School discipline. New York, The Macmillan company, 1914. xiv, 259 p. 12°.  
Endeavors to present in a concrete way the various steps that may be taken to establish a wholesome school "spirit" that will reduce disciplinary difficulties to a minimum. To this end, most of the chapters deal rather with positive and non-coercive than with restrictive and repressive methods of treatment.
2010. Drake, E. H. An interesting experiment. Elementary school journal, 15: 219-22, December 1914.  
Describes an experiment made by the grade teachers of the Elkhart (Indiana) public schools during the past year "with what may be called a system of minimum-maximum assignments of lessons. The purpose of the system was to provide a course to meet the different abilities of different children and thus to increase the promotion rate among them."
2011. Hall-Quest, Alfred L. Supervised study. Virginia journal of education, 8: 181-84, December 1914.
2012. Kelly, F. J. Reliability of teachers' marks. Teaching, 1: 3-9, November 1914.  
During the past year the writer has made a series of investigations relative to the variability of teachers' marks. The important facts which the investigations disclosed are given in this article as a means of making clear the extent of variability among teachers' marks.
2013. Sechrist, Frank K. Examinations and grading. Education, 35: 197-210, December 1914.  
A study undertaken "in the belief that error could be graded, that if teachers knew the conditions under which they were committed there would be substantial agreement as to their seriousness."
2014. Wardell, Harriet S. The work of a "self-activity class." Normal instructor and primary plans, 24: 35-36, 74, December 1914.  
"The problem of finding employment for pupils who finish tasks in advance of others of the class is an important one. In the issue of May 1914, Miss Wardell reported a plan called the 'Self-activity class' that had been in operation a few months. A partial outline of the work given to this class was appended and an invitation extended by the author to teachers wishing to try out the plan to send for the complete outline. That many teachers availed themselves of the privilege, proving that there was a widespread interest in the subject, is the reason for Miss Wardell's second article which provides a complete outline for one year of work."—Editor.
2015. What poor attendance means. Journal of education, 80: 576-77, December 10, 1914.  
Dr. Charles A. Wagner, commissioner of education in Delaware, has issued a pamphlet showing the results of an analytical study of school attendance made by him. The circular contains suggestions for impressing the child with the importance of attendance. These suggestions are quoted in this article.

## SCHOOL HYGIENE AND SANITATION.

2016. **Broughton, Hugh.** The open-air school. New York [etc.] Sir I Pitman & sons, Ltd. [1914?] 188 p. illus. 12°.
2017. **Dana, Charles L.** School children not overworked. *Teacher's journal*, 14: 182-84. November 1914.  
Gives portions of a talk by Dr. Charles L. Dana, professor of nervous diseases, Cornell university medical college, on the proposition to shorten school hours.
2018. **Hutt, C. W.** Medical notes for school teachers. London, E. Arnold [1914?] 122 p. 16°.
2019. **International congress on school hygiene.** 4th, Buffalo, August 25-30, 1913. Transactions. Ed. by Thomas A. Storey, with the assistance of Frederic A. Woll and Julian Park. [Buffalo, N. Y., Printed by the Courier co. of Buffalo] 1914. 5 v. illus. 8°. (Thomas A. Storey, secretary general, College of the city of New York)  
For contents, see this record for September 1914, item 1100.
2020. **Jahrbuch der Schulgesundheitspflege;** hrsg. von dr. med. Moritz Fürst. Jena, G. Fischer, 1914. 192 p. 12°.  
Mit einem beilieg. Schulhygienischer noutzkalender.
2021. **Kingsford, Leslie.** School clinics. *Parents' review* (London) 25: 377-82, December 1914.  
Second article of a series. Discusses simplicity in administration and organization. Conditions in England.
2022. **Schulthess, Wilhelm.** Über rüchgrats-verkrümmungen, ihre ursachen und ihre behandlung. *Monatsblätter für die physische erziehung der jugend*, 25: 137-40, September 1914.  
Denies the existence of a distinct type of "school scoliosis." The sitting posture in the school-room merely gives opportunity for the development of previously existing weakness.

## SEX HYGIENE.

2023. **Hall, G. Stanley.** Education and the social hygiene movement. *Social hygiene*, 1: 29-35, December 1914.  
Paper read at the meeting of the American social hygiene association and the Society of sanitary and moral prophylaxis, New York city, October 9, 1914.
2024. **Hall, Winfield Scott.** The relation of education in sex to race betterment. *Social hygiene*, 1: 67-80, December 1914.

## PHYSICAL TRAINING.

2025. **Clark, Richard McCord.** The department of physical education in preparatory schools and colleges. *Physical training*, 12: 26-35, November 1914.  
Graduating thesis of the Institute and training school of the Young men's Christian association. Chicago.  
Continued from a previous number, and to be continued in a later issue.
2026. **Ewerhardt, F. H.** Gymnastics in relation to crippled children. *American physical education review*, 19: 563-67, November 1914.  
Read before the American physical education association, St. Louis, Mo., April 2, 1914.
2027. **Bathmann, G. G.** Physical care and training of children in European schools. *American physical education review*, 19: 597-609, November 1914.  
Read at meeting of the American physical education association, St. Louis, Mo., April 4, 1914.  
Tells what has been done for physical training in the schools of Germany, Austria, Switzerland, Belgium, France, England, Sweden, and Denmark.



## PLAY AND PLAYGROUNDS.

2028. **Hanner, Lee F. and Perry, Clarence Arthur.** Recreation in Springfield, Illinois; a section of the Springfield survey. New York city, Department of recreation, Russell Sage foundation [1914] 133 p. illus. 8°.
2029. Universal recognition of the value of play. *Playground*, 8: 314-30, December 1914.  
Gives the views of a number of prominent men on the value of play.

## SOCIAL ASPECTS OF EDUCATION.

2030. **Carlton, Frank T.** Social and occupational studies. To what extent do social ideals control occupational studies. *Religious education*, 9: 592-99, December 1914.

## MORAL EDUCATION.

2031. **Andrews, Fannie Fern.** The war: what should be said about it in the schools? Boston, American school peace league, 1914. 14 p. 8°.  
Also in *N. E. A. bulletin*, 3: 23-28, December 1914.
2032. **Cutten, George Barton.** Moral influence of the curriculum. *Religious education*, 9: 520-27, December 1914.  
Takes up the various studies in the college curriculum, and shows the moral value of each.
2033. **Mayer, Heinrich.** Kinderideale; eine experimentell-pädagogische studie zur religions- und moralpädagogik. Kempten und München, J. Kösel, 1914. viii, 155 p. diags. 8°.
2034. **Taylor, Charles K.** Moral education—the history of an experiment. *Education*, 35: 220-30, December 1914.  
Results of an experiment begun, a few years ago, in two of Philadelphia's smaller public schools. Facilities and influences of a school in direct character-making.

## RELIGIOUS EDUCATION.

2035. **Athearn, Walter S.** Teacher training standards. *Religious education*, 9: 541-57, December 1914.  
"At a meeting of the Educational committee of the International Sunday school association held in Chicago in October 1913, Prof. W. S. Athearn was selected as a committee of one to investigate present conditions and present a plan for the revision of the teacher training standards now in operation. The result of this investigation and the proposed revision of standards is presented in this report."
2036. **Crafts, Wilbur F.** Bible in schools plans of many lands. Documents gathered and compiled for Council of church boards of education, 1914. Washington, D. C., Illustrated Bible selections commission, 1914. 192 p. illus. 8°.  
Describes the various plans of religious instruction practiced in American and foreign schools. Bound with this is Bible stories and poems from Creation to the Captivity. Superintendent's edition. 351 p. illus., plates.
2037. **Fitch, Albert Parker.** Religion and the undergraduate. *Harvard graduates' magazine*, 23: 209-14, December 1914.  
Discusses the conditions at Harvard, where although half the student body is religiously disposed, only a small percentage of it is reached.
2038. **Förster, F. W.** The foundations of Christian education. *Educational times* (London) 67: 532-34, December 1, 1914.  
Lecture delivered at the 13th German evangelical congress, Cassel, 1913. Translated by S. E. Howe. To be continued.
2039. **International Sunday-school association.** Commission for the study of the adolescent period. The teens and the rural Sunday school, being the second volume of the report of the Commission on adolescence, authorized by the San Francisco convention of the International Sunday school association . . . Ed. by John L. Alexander. New York [etc.] Association press, 1914. 151 p. 12°.
2040. **Lawrence, William.** Religious liberty and religious education. *Constructive quarterly*, 2: 868-73, December 1914.

## MANUAL AND VOCATIONAL TRAINING.

2041. **Brown, John B.** The Interlaken school for young men. *Indian school journal*, 15: 175-78, December 1914.  
Secondary school at Laporte, Indiana which prepares students for life-work. Illustrated.
2042. **Cheney, Howell.** A Wisconsin experiment in vocational education and some of its lessons. *Elementary school journal*, 15: 191-209, December 1914.  
The Wisconsin system was investigated by experts. Writer sums up the points of agreement. Says that most of the teachers are not qualified for vocational or trade work.
2043. **Davenport, Eugene.** Vocational education and the state. *School and home education*, 34: 131-33, December 1914.  
Abstract of a paper read before the meeting of the city superintendents and school boards at the University of Illinois, November 10, 1914.  
The author does not think a separate system of vocational schools is advisable or necessary. Advocates the unit system for liberal and vocational public education.
2044. **Dewey, John.** A policy of industrial education. *New republic*, 1: 11-12, December 19, 1914.  
Author says that the problem in this country is primarily an educational one—that of the reorganization of the public school to meet the changed conditions due to the industrial revolution.
2045. An experimental summer industrial school. *American school board journal*, 49: 19, 66, December, 1914.  
Tells of a free school for retarded boys organized during the past summer under the direction of Mr. Frank M. Leavitt, professor of industrial education in the School of education at the University of Chicago.
2046. **Hasty, Philip S.** Some conclusions with reference to prevocational work in the public schools. *Manual training and vocational education*, 16: 208-13, December 1914.
2047. **Leavitt, Frank M.** Classroom methods and devices. *Elementary school journal*, 15: 185-90, December 1914.  
Introducing a series of articles on "the adaptation of regular school subjects to the needs of prevocational boys."
2048. **Lorentz, Friedrich.** Gewerbehygienische belehrungen an fach- und fortbildungsschulen. *Zeitschrift für schulgesundheitspflege*, 27: 613-18, no. 9, September 1914.  
Demands instruction in hygienic principles and processes of the prevention of occupational diseases. In the continuation school the instruction should be given in connection with the courses on industrial materials and processes. A course of studies, covering three years, is suggested.
2049. **Lull, Herbert G.** The relation of vocational to academic instruction. *Manual training and vocational education*, 16: 201-7, December 1914.  
"Approaching his subject historically, the author concludes that the vocational significance of manual training is the source of its educational value, that manual training is becoming vocationalized, that vocational training is outgrowing its narrow trade character, and that the two will merge in the high school."
2050. **Meek, Charles S.** The coordination of industrial studies with traditional subjects in the high school curriculum. *School review*, 22: 666-72, December 1914.  
Conditions in high school of Boise, Idaho. Introduction of industrial education into the curriculum has not crowded out cultural education, but has increased registrations in strictly cultural subjects.
2051. **Rapeer, Louis W.** Industrial hygiene and vocational education. *Educational review*, 43: 467-74, December 1914.  
Makes a strong plea for the study of industrial hygiene. Says that hygienic education is an indispensable phase of vocational training. Millions of workers suffer from lowered vitality and other ills, and yet educators "clamor for the costly tools for a narrow type of vocational training," while at the same time they neglect instruction in health conditions of workers. Germany, England, and Austria have accomplished much in medical examinations and follow-up work. The Manhattan trade school for girls, New York city, is meeting the urgent necessity for such sanitary and corrective work.

2052. **Bicketts, Palmer C.** History of Rensselaer polytechnic institute, 1824-1914. [2d ed.] New York, J. Wiley and sons, 1914. xiii, 269 p. illus. 8°.
2053. **Spühler, J.** Die wirtschaftliche aufgabe der schule. Schweizerische lehrerzeitung, 59:367-69, 376-77, September 26, October 3, 1914.  
Industrial and vocational training, vocational guidance, and civic education are the imperative need of the schools. Quotes from Treitschke: "Not ideas—action determines the destinies of nations."

## VOCATIONAL GUIDANCE.

2054. **Davis, Jesse Buttrick.** Vocational and moral guidance. Boston, New York [etc.] Ginn and company [1914] viii, 303 p. 12°.  
The book recognizes the intensely practical as well as the theoretical aspects of the subject, and outlines actual methods of procedure—with definite suggestions from public-school teachers, librarians, and Y. M. C. A. secretaries who have done the work: with charts, outlines, and card systems that have proved valuable, and with suggested reading lists for counselors and for young people.

## AGRICULTURE, HOME GARDENING.

2055. **Benson, O. H.** Boys' and girls' club work. Journal of education, 80:509-11, November 26, 1914.  
Home garden, field crop, and canning.
2056. **Hummel, W. G.** Utilization of land by high schools teaching agriculture. University of California chronicle, 16:431-42, October 1914.  
Discusses the school farm and its proper equipment. Says that the school farm is "one of the most effective means of promoting the popularity of high-school agriculture."
2057. **True, A. C.** Address of the president of the Association of American agricultural colleges and experimental stations. Science, n. s., 40:757-66, November 27, 1914.  
Says that more attention should be given to perfecting collegiate courses of instruction for the general body of agricultural students, also to improving courses for teacher training for the regular work of the colleges, for extension work, and for secondary schools.

## HOME ECONOMICS.

2058. **Arnold, Sarah Louise.** Fundamental conceptions of home economics. Journal of home economics, 6:421-29, December 1914.  
Address presented at the seventh annual meeting of the American home economics association, Cleveland, 1914.
2059. **Rice, Melvin.** The practical operation of school lunchrooms. American school board journal, 49:17-18, December 1914.
2060. **Snedden, David.** Current problems in home economics. Journal of home economics, 6: 430-37, December 1914.  
"Presented at the seventh annual meeting of the American home economics association, Cleveland, 1914. Dr. Snedden's address is given in part."  
Dr. Snedden's views of future social conditions and criticisms of current methods of instruction.

## PROFESSIONAL EDUCATION.

2061. **Harrington, Thomas F.** Medical problems in education. The responsibility of the medical profession. Boston medical and surgical journal, 171: 839-45, December 3, 1914.  
Discusses the findings of medical inspectors of schools. Work in Chicago, Boston, etc.
2062. **Kirk, Edward C.** The tendencies in dental education. Dental cosmos, 56: 1297-1302, December 1914.  
Advocates the necessity of enlarging the scope and improving the character of the special dental curriculum so as to adequately meet modern educational demands.

2063. **Lee, Frederic S.** The relation of the medical sciences to clinical medicine. *Journal of the American medical association*, 63:2083-88, December 12, 1914. Importance of science to the medical student. Says that teachers of the clinical subjects fall if they do not hold to "a rigid scientific ideal in their outlook over the details of practical medicine."
2064. **Lille, William Minor.** Legal education and admission to the bar in the Southern states. An address delivered before the Kentucky state bar association at Mammoth Cave, Kentucky, July 8, 1914. Louisville, Ky., Westerland-Bonte co., inc. [1914] 23 p. 8°.

## CIVIC EDUCATION.

2065. **Dunn, Arthur William.** The community and the citizen. Rev. and enl. Boston [etc.] D. C. Heath & co. [1914] xvi, 313 p. illus. 12°. Introduction for teachers: p. vii-xvi.
2066. **Hill, Mabel.** The teaching of civics. Boston, New York [etc.] Houghton Mifflin company [1914] x, 146 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)  
Offers a series of very concrete suggestions, to aid teachers in the application of the "vital principles of the new teaching of civics."
2067. **Jenks, Jeremiah W.** University influence on civic life. *Religious education*, 9: 515-19, December 1914.  
Discusses the subject under the following headings: Research; Counsel to the public; Teaching; Practice, and Influence upon citizens.
2068. **National conference on universities and public service.** The college and the city. A series of addresses delivered at the National conference on universities and public service, held under the auspices of Committee on practical training for public service of the American political science association. Ed., with an introduction, by Edward A. Fitzpatrick, executive secretary of the conference. 75 p. 8°. Reprinted from *Proceedings of first National conference on universities and public service*, New York, May 12, 13, 1914.  
CONTENTS.—1. J. P. Mitchell: The college and the city.—2. R. F. Cutting: Democracy and a trained public service.—3. F. G. Hicks: An ideal municipal university.—4. C. A. Beard: New York as a political science laboratory.—5. S. M. Lindsay: New York as a sociological laboratory.—6. Albert Shiels: The opportunity of the College of the city of New York.—7. J. W. Jenks: What a college of administration might do for New York.—8. S. P. Duggan: The College of the city of New York and community service.—9. R. B. Binkerd: A new educational development.—10. P. R. Kolbe: A demonstration of university and governmental cooperation: the next step.—Appendix: Proposed plans for training schools for public service.

## EDUCATION OF WOMEN.

2069. **Maynard, Constance L.** From early Victorian schoolroom to university. *Nineteenth century*, 76: 1060-73, November 1914.  
Higher education of women in England. Advantages derived from a collegiate education: influence on character, etc.
2070. A notable experiment in co-education. *World's work* (London) 24: 578-83, November 1914.  
Work at "Bedales," England. A plea for co-education. Illustrated.
2071. **Sturm, Marie.** Die frauenschule und der gebildete mittelstand. *Frauenbildung*, 13: 433-37, 9. heft, 1914.  
Suggests a reconstruction of the Prussian "frauenschulen," which have not been as successful as had been anticipated.
2072. **Van Kleenk, Mary.** Working girls in evening schools; a statistical study. New York, Survey associates, inc., 1914. xi, 252 p. illus. 12°. (Russell Sage foundation publication)  
Based on a card questionnaire answered by more than 13,000 working girls attending public evening schools in New York city.

## ORIENTALS.

2073. Carpenter, J. E. An ancient Buddhist university. *Hibbert journal*, 13: 175-89, October 1914.  
History and work of an institution at Chang'au, China, founded in 629 A. D., by Yuan Chwang. Philosophy of Buddhism.
2074. Lobingier, Charles S. America's torch-bearing in Asia. *American review of reviews*, 50: 714-17, December 1914.  
Describes American mission schools in China, India and Philippines. Illustrated.
2075. Straus, Oscar S. Americans in Turkey; their notable work for education. *American review of reviews*, 50: 710-13, December 1914.  
Popular illustrated article on American educational institutions in Turkey. Influence of Robert colleges.

## DEFECTIVE AND DELINQUENT CHILDREN.

2076. Anderson, V. V. The laboratory in the study and treatment of crime. *Boston medical and surgical journal*, 171: 803-8, November 26, 1914.  
Advocates the establishment of criminological laboratories in the municipal courts of our larger cities to furnish "such a diagnosis of the criminal from psychological, neurological and sociological points of view, as might be of immediate practical aid to the judge who must sentence the defendant before the bar." Cites cases of interest, particularly among school children.
2077. Binet, Alfred and Simon, Th. Mentally defective children. Authorized tr. by W. B. Drummond; with an appendix containing the Binet-Simon tests of intelligence, by Margaret Drummond; an introduction by Prof. Alexander Darroch. New York, Longmans, Green & co.; London, E. Arnold, 1914. xi, 180 p. 12°.
2078. Cummins, Robert A. A study of defective pupils in the public schools of Tacoma, Wash. *Psychological clinic*, 8: 153-69, November 15, 1914.
2079. Fraser, Kate. Feeble-minded children . . . *School hygiene (London)* 5: 213-223, November 1914.  
Concluded from October number of *School hygiene*, p. 153. Mental deficiency in school children, with special reference to syphilis as a causative factor. Investigations by means of the Wassermann test. Gives list of references.
2080. Hill, David S. An experimental study of delinquent and destitute boys in New Orleans, and notes concerning preventive and ameliorative measures in the United States. New Orleans, Commission council, 1914. 130 p. illus., charts. 8°.
2081. Petersen, Anna M. and Doll, E. A. Sensory discrimination in normal and feeble-minded children. *Training school bulletin*, 11: 110-18, 135-44, November, December, 1914.  
An experimental study of discrimination of lifted weights in relation to mental age.
2082. Schauer, Richard. "Die familie Kallikak;" ein beitrag zum stammesgeschichtlichen verstandnis des einzelmenschen. *Pädagogische zeitung*, 39: 714-16, September 24, 1914.  
A review and discussion of Dr. Henry Herbert Goddard's book on the Kallikak family.
2083. West side studies, carried on under the direction of Pauline Goldmark. Boyhood and lawlessness. The neglected girl, by Ruth S. True. New York, Survey associates, inc., 1914. xix, 215, 143 p. illus. 12°. (Russell Sage foundation publication)

## EDUCATION EXTENSION.

2084. Cooley, Edwin G. Bishop Grundtvig and the people's high schools. *Educational review*, 43: 452-66, December 1914.  
Educational labors of Grundtvig in Denmark. Reviews work and ideals of the folk high schools.

## LIBRARIES AND MUSEUMS.

2085. **Bostwick, Arthur E., ed.** The relationship between the library and the public school. Reprints of papers and addresses. White Plains, N. Y., and New York city, The H. W. Wilson company, 1914. 331 p. 12°.
- A collection of "classic" papers by various American librarians and others, with brief introductions by the editor. The authors represented are Josephine A. Rathbone, C. F. Adams, Jr., W. E. Foster, S. S. Green, Melvil Dewey, W. H. Brett, G. W. Peckham, W. R. Eastman, Lottie E. Stearns, Linda A. Eastman, C. A. McKim, J. C. Dana, F. M. Crunden, H. L. Elmendorf, Mathilde C. Ford, Annie Carroll Moore, Effie L. Power, Irene Warren, May H. Pringle, Linda M. Clatworthy, David Feimley, Mary D. McCurdy, W. D. Johnston, and Elizabeth G. Baldwin.
2086. **Connolly, Louise.** The educational value of museums . . . ed. and with an introduction by J. C. Dana. Newark, N. J., The Newark museum association, 1914. 73 p. 8°.
2087. **Day, Mary Bostwick and Wilson, Elisabeth Kissick.** Suggestive outlines on children's literature, for the teachers of Southern Illinois. Carbondale, Ill., Southern Illinois state normal university, 1914. 88 p. 8°.
2088. **Johnston, William Dawson.** The library and history study. Library journal, 39: 883-86, December 1914.
- Read at the meeting of the Minnesota educational association, St. Paul, October 23, 1914.
2089. **Minnesota educational association.** Library equipment for teaching history in Minnesota high schools. Report of the committee of five appointed by the history round table of the Minnesota educational association in 1913. Winona normal school, 11: 1-27, November 1914.
2090. **Parker, S. R. and Hall, Mary E.** What a high school library should do and how it should do it. In New York (City). Sixteenth annual report of the city superintendent of schools, 1913-1914. Reports on high schools for the year ending July 31, 1914. Presented to the Board of education on November 25, 1914. p. 43-50.

## BUREAU OF EDUCATION: RECENT PUBLICATIONS.

2091. Educational directory, 1914-15. Washington, 1914. 163 p. (Bulletin, 1914, no. 43)
2092. Library instruction in universities, colleges, and normal schools; compiled by Henry R. Evans. Washington, 1914. 38 p. (Bulletin, 1914, no. 34)
2093. Report on the work of the Bureau of education for the natives of Alaska, 1912-13. Washington, 1914. 62 p. plates, map. (Bulletin, 1914, no. 31)
2094. The training of teachers in England, Scotland, and Germany; by Charles H. Judd. Washington, 1914. 86 p. (Bulletin, 1914, no. 35)



## 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.]

### 1906.

- †No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. A. T. Smith.
- †No. 2. German views of American education, with particular reference to industrial development. William N. Hallmann.
- \*No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 15 cts.

### 1907.

- †No. 1. The continuation school in the United States. Arthur J. Jones.
- †No. 2. Agricultural education, including nature study and school gardens. James R. Jewell.
- †No. 3. The auxiliary schools of Germany. Six lectures by B. Maennel.
- †No. 4. The elimination of pupils from school. Edward L. Thorndike.

### 1908.

- †No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
- \*No. 2. List of publications of the United States Bureau of Education, 1867-1907. 10 cts.
- \*No. 3. Bibliography of education for 1907. James Ingersoll Wyer, Jr., and Martha L. Phelps. 10 cts.
- †No. 4. Music education in the United States; schools and departments of music. Arthur L. Manchester.
- \*No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
- \*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 16 cts.
- \*No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 30 cts.
- \*No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8. 5 cts.

### 1909.

- \*No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
- \*No. 2. Admission of Chinese students to American colleges. John Fryer. 25 cts.
- \*No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
- †No. 4. The teaching staff of secondary schools in the United States: amount of education length of experience, salaries. Edward L. Thorndike.
- No. 5. Statistics of public, society, and school libraries in 1908.
- \*No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- \*No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- \*No. 9. Bibliography of education for 1908-9. 10 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- \*No. 11. Statistics of State universities and other institutions of higher education partially supported by the State 1908-9. 5 cts.

### 1910.

- \*No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Shaw. 5 cts.
- No. 2. State school systems: III. Legislation and judicial decisions relating to public education Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- †No. 3. List of publications of the United States Bureau of Education, 1867-1910.
- \*No. 4. The biological stations of Europe. Charles A. Kofoid. 30 cts.
- †No. 5. American schoolhouses. Fletcher B. Dresslar.
- †No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.



1911.

- \*No. 1. Bibliography of civic teaching. 5 cts.
- \*No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
- \*No. 3. Agencies for the improvement of teachers in serv. ca. William C. Ruediger. 15 cts.
- \*No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 11 cts.
- \*No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- \*No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 5 cts.
- †No. 7. Undergraduate work in mathematics in colleges and universities.
- †No. 8. Examinations in mathematics, other than those set by the teacher for his own classes.
- No. 9. Mathematics in the technological schools of collegiate grade in the United States.
- †No. 10. Bibliography of education for 1909-10.
- †No. 11. Bibliography of child study for the years 1908-9.
- †No. 12. Training of teachers of elementary and secondary mathematics.
- \*No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- \*No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lichtner Witmer, and Leonard P. Ayres. 10 cts.
- \*No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.
- †No. 16. Mathematics in the public and private secondary schools of the United States.
- †No. 17. List of publications of the United States Bureau of Education, October, 1911.
- \*No. 18. Teachers' certificates issued under general State laws and regulations. Harlan Updegraff. 20 cts.
- No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

1912.

- \*No. 1. A course of study for the preparation of rural-school teachers. F. Mutchler and W. J. Craig. 5 cts.
- †No. 2. Mathematics at West Point and Annapolis.
- \*No. 3. Report of committee on uniform records and reports. 5 cts.
- \*No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
- \*No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- \*No. 6. Agricultural education in secondary schools. 10 cts.
- \*No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- \*No. 8. Peace day. Fannie Fern Andrews. 5 cts. [Later publication, 1913, No. 12. 10 cts.]
- \*No. 9. Country schools for city boys. William S. Myers. 10 cts.
- †No. 10. Bibliography of education in agriculture and home economics.
- †No. 11. Current educational topics, No. I.
- †No. 12. Dutch schools of New Netherland and colonial New York. William H. Kilpatrick.
- \*No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- \*No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
- †No. 15. Current educational topics, No. II.
- †No. 16. The reorganized school playground. Henry S. Curtis.
- \*No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- \*No. 18. Teaching language through agriculture and domestic science. M. A. Lelper. 5 cts.
- \*No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
- †No. 20. Readjustment of a rural high school to the needs of the community. H. A. Brown.
- \*No. 21. Urban and rural common-school statistics. Harlan Updegraff and William R. Hood.
- No. 22. Public and private high schools.
- No. 23. Special collections in libraries in the United States. W. Dawson Johnston and Isadore G. Mudge.
- †No. 24. Current educational topics, No. III.
- †No. 25. List of publications of the United States Bureau of Education, 1912.
- †No. 26. Bibliography of child study for the years 1910-1911.
- No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- \*No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 6 cts.
- No. 29. Bibliography of the teaching of mathematics, 1900-1912. D. E. Smith and Chas. Goldsfer.
- No. 30. Latin-American universities and special schools. Edgar E. Brandon.
- \*No. 31. Educational directory, 1912. 10 cts.
- \*No. 32. Bibliography of exceptional children and their education. Arthur MacDonald. 5 cts.
- †No. 33. Statistics of State universities and other institutions of higher education partially supported by the State, 1912.

1913.

- No. 1. Monthly record of current educational publications, January, 1913.
- \*No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- \*No. 3. The teaching of modern languages in the United States. Charles H. Handschin. 15 cts.
- \*No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
- †No. 5. Monthly record of current educational publications. February, 1913.

- \*No. 6. Agricultural instruction in high schools. C. H. Robison and F. B. Jenks. 10 cts.
  - \*No. 7. College entrance requirements. Charles D. Kingsley. 15 cts.
  - \*No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
  - †No. 9. Consular reports on continuation schools in Prussia.
  - †No. 10. Monthly record of current educational publications, March, 1913.
  - †No. 11. Monthly record of current educational publications, April, 1913.
  - \*No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
  - \*No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. 5 cts.
  - \*No. 14. Agricultural instruction in secondary schools. 10 cts.
  - †No. 15. Monthly record of current educational publications, May, 1913.
  - \*No. 16. Bibliography of medical inspection and health supervision. 15 cts.
  - \*No. 17. A trade school for girls. A preliminary investigation in a typical manufacturing city Worcester, Mass. 10 cts.
  - \*No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dresslar. 10 cts.
  - \*No. 19. German industrial education and its lessons for the United States. Holmes Beckwith. 15 cts.
  - \*No. 20. Illiteracy in the United States. 10 cts.
  - †No. 21. Monthly record of current educational publications June, 1913.
  - \*No. 22. Bibliography of industrial, vocational and trade education. 10 cts.
  - \*No. 23. The Georgia club at the State Normal School, Athens, Ga., for the study of rural sociology. E. G. Branson. 10 cts.
  - \*No. 24. A comparison of public education in Germany and in the United States. Georg Karschenstein. 5 cts.
  - \*No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
  - †No. 26. Good roads arbor day. Susan B. Sipe.
  - †No. 27. Prison schools. A. C. Hill.
  - \*No. 28. Expressions on education by American statesmen and publicists. 5 cts.
  - \*No. 29. Accredited secondary schools in the United States. Kendrick C. Babcock. 10 cts.
  - \*No. 30. Education in the South. 10 cts.
  - \*No. 31. Special features in city school systems. 10 cts.
  - No. 32. Educational survey of Montgomery County, Md.
  - †No. 33. Monthly record of current educational publications, September, 1913.
  - \*No. 34. Pension systems in Great Britain. Raymond W. Siss. 10 cts.
  - \*No. 35. A list of books suited to a high-school library. 15 cts.
  - \*No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
  - No. 37. Monthly record of current educational publications, October, 1913.
  - \*No. 38. Economy of time in education. 10 cts.
  - No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Hallmark.
  - \*No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
  - No. 41. The reorganization of secondary education.
  - No. 42. An experimental rural school at Winthrop College. H. S. Browne.
  - \*No. 43. Agriculture and rural-life day: material for its observance. Eugene C. Brooks. 10 cts.
  - \*No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
  - No. 45. Monthly record of current educational publications, November, 1913.
  - \*No. 46. Educational directory, 1913. 15 cts.
  - \*No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
  - \*No. 48. School hygiene. W. Carson Ryan, Jr. 15 cts.
  - No. 49. The Farragut School, a Tennessee country-life high school. A. C. Monahan and Adams Phillips.
  - No. 50. The Fitchburg plan of cooperative industrial education. M. R. McCann.
  - \*No. 51. Education of the immigrant. 10 cts.
  - \*No. 52. Sanitary schoolhouses. Legal requirements in Indiana and Ohio. 5 cts.
  - No. 53. Monthly record of current educational publications December 1913.
  - No. 54. Consular reports on industrial education in Germany.
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  - †No. 56. Some suggestive features of the Swiss school system. William Knox Tate.
  - No. 57. Elementary education in England, with special reference to London, Liverpool, and Manchester. I. L. Kandel.
  - No. 58. Educational system of rural Denmark. Harold W. Foght.
  - No. 59. Bibliography of education for 1910-11.
  - No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912-13.
- 1914.
- \*No. 1. Monthly record of current educational publications, January, 1914. 5 cts.
  - No. 2. Compulsory school attendance.
  - No. 3. Monthly record of current educational publications, February, 1914.
  - No. 4. The school and the start in life. Mayer Bloomfield.

- No. 4. The folk high schools of Denmark. L. L. Friend.  
 No. 5. 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.  
 No. 9. Monthly record of current educational publications, April, 1914.  
 No. 10. Physical growth and school progress. B. T. Baldwin. 25 cts.  
 No. 11. Monthly record of current educational publications, May, 1914.  
 No. 12. Rural schoolhouses and grounds. F. B. Dresslar.  
 No. 13. Present status of drawing and art in the elementary and secondary schools of the United States.  
 Royal B. Farnum.  
 No. 14. Vocational guidance.  
 No. 15. Monthly record of current educational publications. Index.  
 No. 16. The tangible rewards of teaching. James C. Boykin and Roberta King.  
 No. 17. Sanitary survey of the schools of Orange County, Va. Roy K. Flannagan.  
 No. 18. The public school system of Gary, Ind. William P. Burris.  
 No. 19. University extension in the United States. Louis E. Reber.  
 No. 20. The rural school and hookworm disease. J. A. Ferrell.  
 No. 21. Monthly record of current educational publications, September, 1914.  
 No. 22. The Danish folk high schools. H. W. Foght.  
 No. 23. Some trade schools in Europe. Frank L. Glynn.  
 No. 24. Danish elementary rural schools. H. W. Foght.  
 No. 25. Important features in rural school improvement. W. T. Hodges.  
 No. 26. Monthly record of current educational publications, October, 1914.  
 No. 27. Agricultural teaching.  
 No. 28. The Montessori method and the kindergarten. Elizabeth Harrison.  
 No. 29. The kindergarten in benevolent institutions.  
 No. 30. Consolidation of rural schools and transportation of pupils at public expense. A. C. Monahan.  
 No. 31. Report on the work of the Bureau of Education for the natives of Alaska.  
 No. 32. Bibliography of the relation of secondary schools to higher education. R. I. Walkley.  
 No. 33. Music in the public schools. Will Earhart.  
 No. 34. Library instruction in universities, colleges, and normal schools. Henry R. Evans.  
 No. 35. The training of teachers in England, Scotland, and Germany. Charles H. Judd.  
 No. 36. Education for the home—Part I. Benjamin R. Andrews.  
 No. 37. Education for the home—Part II. Benjamin R. Andrews.  
 No. 38. Education for the home—Part III. Benjamin R. Andrews.  
 No. 39. Education for the home—Part IV. Benjamin R. Andrews.  
 No. 40. Care of the health of boys in Girard College, Philadelphia, Pa.  
 No. 41. Monthly record of current educational publications, November, 1914.  
 No. 42. Monthly record of current educational publications, December, 1914.  
 No. 43. Educational directory, 1914-15.  
 No. 44. County-unit organization for the administration of rural schools. A. C. Monahan.  
 No. 45. Curricula in mathematics. J. C. Brown.  
 No. 46. School savings banks. Mrs. Sara L. Oberholtzer.  
 No. 47. City training schools for teachers. Frank A. Manny.  
 No. 48. The educational museum of the St. Louis public schools. C. G. Rathman.  
 No. 49. Efficiency and preparation of rural school teachers. H. W. Foght.  
 No. 50. Statistics of State universities and State colleges.

## 1915.

- No. 1. Cooking in the vocational school. Iris P. O'Leary.  
 No. 2. Monthly record of current educational publications, January, 1915.

