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MONTHLY RECORD  
OF CURRENT EDUCATIONAL  
PUBLICATIONS

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## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Publications of associations—Educational history—Current educational conditions—Pedagogics and didactics—Educational psychology; Child study—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education; Home economics—Commercial education—Professional education—Civic education—Military training—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and bibliography.

### NOTE.

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

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

### PUBLICATIONS OF ASSOCIATIONS.

1618. **Illinois state teachers' association.** Journal of proceedings of the sixty-first annual meeting . . . held at Springfield, Illinois, December 29-31, 1914. 176 p. 8°. (L. D. Coffman, secretary, Urbana, Ill.)

Contains: 1. E. Davenport: What is involved in vocational education, p. 47-60. 2. F. O. Blair: Foundations of educational progress, p. 66-71. 3. J. F. Hoise: Waste in education, p. 78-80. 4. G. T. Smith: Vocational guidance in elementary schools, p. 91-97; Discussion, by De Witt Elwood, p. 97-99. 5. G. W. Gayler: Vocational direction of pupils in the elementary grades, p. 99-101. 6. W. P. Morgan: How students study, p. 102-7. 7. G. M. Potter: The effect upon the small college of certain tendencies in high school education, p. 108-14. 8. H. V. Carter: The educational survey of Illinois as related to higher education, p. 114-19. 9. J. H. Newton: The distribution of grades in the high school, p. 120-29. 10. H. A. Finney: A reconstructed course in commercial arithmetic, p. 142-48. 11. Edgar Packard: The ideal rural teacher, p. 150-57.

1619. **Maryland state teachers' association.** Forty-eighth annual meeting . . . Ocean City, Md., June 29 to July 2, 1915. 160 p. 8°. (Hugh W. Caldwell, secretary, Chesapeake City, Md.)

Contains: 1. M. B. Stephens: [The Maryland state teachers' association] p. 11-17. 2. E. F. Buchner: Our educational needs, p. 18-25. 3. N. C. Schaeffer: Militarism in the public schools, p. 28-31. 4. A. C. Monahan: The ideal rural school, p. 104-14. 5. C. H. Lane: Agriculture in rural schools, p. 114-18. 6. W. M. Tinker: Study-recitation, p. 136-40. 7. O. O. Mudge: The high school as a civic center, p. 143-49.

1620. **Middle West society of physical education and hygiene.** Papers read at the third annual convention, Chicago, April 1915. American physical education review, 20: 477-87, 497-522, November 1915.

Contains: 1. F. W. Johnson: Moral and social values of physical education in the secondary schools, p. 477-87. 2. Shaffer Mathews: Present opportunities for physical education, p. 497-502. 3. G. E. Johnson: Suggestions for a greater physical education, p. 503-12. 4. F. E. Leonard: The relation of motor activity to health and education, p. 513-22.

1621. **National association of state universities in the United States of America.** Transactions and proceedings . . . twentieth annual meeting . . . Berkeley, Cal., August 30-31, 1915. Burlington, Vt., Free press printing company, 1915. 148 p. 8°. (Guy P. Benton, secretary, Burlington, Vt.)

Contains: 1. B. I. Wheeler: Address [Present status of the American state university] p. 26-40. 2. G. E. Vincent: Report of Committee on standards of the American universities and the A. B. degree, p. 43-45. 3. A. R. Hill: Report of Committee of conference with other associations of colleges and preparatory schools, p. 45-47. 4. G. P. Benton: Report of Committee on university inter-communication, p. 50-52; Discussion, p. 52-65. 5. R. J. Aley: Function of a university in the preparation of high school teachers, p. 64-72; Discussion, p. 72-78. 6. The relation of professors to outside-employment, p. 78-87. 7. Samuel Avery: The reasons why the state university, as distinguished from other state institutions, deserves government by a distinct and separate board of regents, p. 88-98. 8. G. C. Comstock: The University of Wisconsin survey and legislation, p. 102-15; Discussion, p. 115-22. 9. A. R. Hill: The junior college, p. 122-30; Discussion, p. 131-36.

1622. **Western drawing and manual training association.** Proceedings of meeting held at Chicago, Illinois, May 5-8, 1915. Minneapolis, Press of O. H. Dahlen printing company, 1915. 237 p. 8°. (W. H. Henderson, secretary, Milwaukee, Wis.)

Contains: 1. W. T. Bawden: The manual arts and the new education, p. 22-25. 2. C. H. Judd: What mental processes are cultivated through the mechanical arts, p. 31-40. 3. Lucinda W. Prince: Art training in relation to retail merchandise, p. 41-49. 4. Estelle P. Izor: Home planning: its artistic and economic features in the public school, p. 51-57. 5. R. J. Leonard: The weakest link, p. 64-70; Discussion, p. 70-76. 6. E. F. Deiterer: On the teaching of lettering, p. 84-87. 7. Myrtle M. Irons: Art appreciation in the grades, p. 93-97. 8. C. L. Woodfield: Manual training and industry, p. 98-106; Discussion, p. 106-9. 9. C. W. Sylvester: Manual training efficiency, p. 113-20. 10. Jennie H. Snow: The place and content of household art courses in the public schools, p. 121-23. 11. Gertrude M. Copp: The teaching of color harmony in relation to dressmaking, p. 124-27. 12. E. F. Worst: Raw materials in the textile work, p. 128-32. 13. I. S. Griffith: The boy or the trade as an aim, p. 135-39. 14. F. D. Crawshaw: School vs. shop methods, p. 142-44.

#### EDUCATIONAL HISTORY AND BIOGRAPHY.

1623. **Moede, Walter.** Ernst Meumann. Deutsche schule, 19: 417-29, July 1915.  
An appreciation of Meumann's work.

1624. **Schlager, Paul.** Ernst Meumann, sein leben und sein werk. Pädagogische studien, 36: 183-87, hft. 3, 1915.

Writer considers that Meumann's chief service lay in his efforts to raise education to the rank of a real science.

1625. **Seeberg, M.** Das schulwesen in den russischen Ostseeprovinzen. Lehrerin, 32: 241-48, October 30, 1915.

A brief survey of education in the Baltic provinces, up to and including the war period.

#### CURRENT EDUCATIONAL CONDITIONS.

1626. **Barranco, Manuel.** Mexico; its educational problems—suggestions for their solution. New York city, Teachers college, Columbia university, 1915. vii, 76 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 78)

1627. **Boutroux, Emile.** German thought and French thought. *Educational review*, 50: 433-57, December 1915.  
A psychological analysis of French and German thought as regards culture, language, and literature.
1628. The case for the literacy test. *Unpopular review*, 5: 153-70, January-March 1916.  
This article examines the arguments for and against the proposed literacy test for immigrants, and undertakes to show the validity of the demand for its enactment into law.
1629. **Cooper, Clayton Sedgwick.** American ideals. Garden City, N. Y., Doubleday, Page & company, 1915. xv, 373 p. 12°. Education the American passion: p. 159-80.
1630. **Erler, Ernst.** Das grössere Deutschland und die deutsche schule. *Deutsche schule*, 19: 439-45, July 1915.  
"Fundamentals of national education" as viewed by a schoolman at the front, writing with patriotic fervor and idealism.
1631. **Farrington, Frederic E.** Educational progress of continental Europe since 1900. *Educational review*, 50: 471-80, December 1915.  
Centers attention upon France and Germany. Says that the secret of European educational progress during the past 15 years is cooperation.
1632. **Hannah, Ian C.** English and American education. *Parents' review* (London), 26: 863-68, November 1915.  
Contrasts the two systems of education.
1633. **Karstädt, O.** Die schule des neuesten feindes. *Pädagogische zeitung*, 44: 355-59, July 22, 1915.  
An analysis of Italian education from the German point of view.
1634. **Leyen, Friedrich von der.** Eindrücke aus Amerika. *Deutsche rundschau*, 164: 41-52, 171-86, July, August 1915.  
These general "impressions" give much space to education; p. 45-48 describe Yale university; p. 48-52 offer a critical consideration of American life as affected by education and culture.
1635. **Randall, A. W. G.** Pan-Germanic education and French "decadence." *Contemporary review*, 108: 589-99, November 1915.  
Writer says that "no nation has ever had its race instincts so exploited by its rulers, its educators, and its leading men as Germany. It is this unique fact which makes German psychology so difficult to understand." Says that France is anything but decadent.
1636. **Riehl, Alois.** Die geistige kultur und der krieg. *Internationale monatschrift für wissenschaft, kunst und technik*, 9: 1306-23, August 1915.  
A thoughtful presentation of the conflicting aims of culture and war, from the German point of view.
1637. **Talbot, Winthrop.** Illiteracy and democracy. *North American review*, 102: 873-78, December 1915.  
Declares that illiteracy is a barrier to democracy. Larger provisions should be inaugurated for furnishing instruction to adult illiterates through the public school.

## PEDAGOGICS AND DIDACTICS.

1638. **Aley, Robert J.** Present meaning of education. *American school*, 1: 287, November 1915.  
Address before the Maine state teacher's association, October 28, 1915.  
"A modern view of the meaning and purpose of present day education."
1639. **Bergmann, Ernst.** Fichte, der erzieher zum deuchtum. Eine darstellung der Fichteschen erziehungslehre. Leipzig, F. Meiner, 1915. viii, 340 p. 8°.

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CURRENT EDUCATIONAL PUBLICATIONS.

1640. **Butler, Nicholas Murray.** The meaning of education; contributions to a philosophy of education. Rev. and enl. ed. New York, C. Scribner's sons, 1915. 385 p. 12°.

This edition omits two chapters which were included in the former (1898) edition, namely Democracy and education, and The reform of secondary education in the United States. It includes the following new chapters: Five evidences of an education; Training for vocation and for avocation; Standards; Waste in education; The conduct of the kindergarten; Religious instruction and its relation to education; The scope and function of secondary education; The secondary school programme; The American college and the American university; The place of Comenius in the history of education; Status of education at the close of the 19th century; Some fundamental principles of American education; Education in the United States; Discipline and the social aim in education.

1641. **Cipriani, Charlotte J.** Elimination of waste in elementary education. *Education*, 36: 203-14, December 1915.

Discusses the democratization of education. Compares German and American systems. Outlines a plan of language study for the elementary schools.

1642. **Dieterung, Paul:** Die Herbartforschung im Jahre 1914. *Pädagogische studien*, 36: 137-57, hft. 3, 1915.

A review of the Herbart literature of the year 1914.

1643. **Hall, G. Stanley.** Beginnings of the supreme pedagogy. *Pedagogical seminary*, 22: 552-88, December 1915.

Discusses the beginnings of the ministry of Jesus Christ.

1644. **Paterson, W. P., ed.** German culture; the contribution of the Germans to knowledge, literature, art, and life. New York, C. Scribner's sons, 1915. x, 384 p. 12°.

Contributors: History, Richard Lodge; Philosophy, A. D. Lindsay; Science, J. Arthur Thomson; Literature, John Lees; Art, Baldwin Brown; Music, D. F. Tovey; Education, Michael Sadler; Politics, D. H. MacGregor; Religion, W. P. Paterson. Considers the subject from the British point of view.

1645. **Rittenhouse, H. O.** Public education, the first line of national defense. *School and society*, 2: 806-11, December 4, 1915.

Writer says that "Existing conditions of life among the working masses of our city populations demand that the public in its own interests come to the relief of parents and assume the major responsibility for the good training in health and character. This training should be the chief aim of public-school activities and should be rigorously continued to the very end of the school years. Book lessons should be subordinated to this higher purpose."

1646. **Thwing, Charles F.** Education according to Ruskin. *School and society*, 2: 721-31, 765-74, November 20, 1915.

The writer says that "Mr. Ruskin's chief contribution lies in the emphasis he placed on, and in the analyses he made of, the moral element in character and training."

1647. **Wilson, Edmund B.** Science and liberal education. *Educational review*, 50: 509-18, December 1915.

Also in *Science*, n. s. 42: 625-30, November 5, 1915.

Writer says that in the development and discipline of the imagination lies what seems to him to be the best gift of science to intellectual life, and hence to liberal education.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1648. **Bruce, H. Addington.** The only child. *Century*, 91: 306-10, December 1915.

Psychological study of the "only child" of a family. Such children are peculiarly liable "to fall victims to hysteria, neurasthenia, and other serious functional nervous, and mental maladies."

1649. **Corner, Margaret.** Discomfort and pleasure in the thought-processes of older children. *Educational times (London)*, 68: 489, December 1, 1915.

Experiments made to verify impressions gained during instruction in French and German by oral methods. Statistical diagrams.

1650. **Dockeray, Floyd Carlton.** The effects of physical fatigue on mental efficiency. *Kansas university science bulletin*, 9: 197-243, September 1915.

Dissertation (Ph. D.)—University of Michigan.

Bibliography: p. 241-42.

1651. **Houser, J. David.** The relation of spelling ability to general intelligence and to meaning vocabulary. *Elementary school journal*, 16: 190-99, December 1915.

A study made at the Wright school, of Alameda, California, of the members of average classes of elementary school pupils. Illustrated by statistical graphs.

1652. The relative strength of nurture and nature. 2d, much enl. ed. Part I. The relative strength of nurture and nature, by Ethel M. Elderton. (2d ed., rev.) Part II. Some recent misinterpretations of the problem of nurture and nature, by Karl Pearson. (1st issue.) London, Cambridge university press, 1915. 60 p. 4s. (University of London. Galton laboratory for national eugenics. Eugenics laboratory lecture series. III.)

1653. **Starch, Daniel.** Some experimental data on the value of studying foreign languages. *School review*, 23: 697-703, December 1915.

Presents data on "the amount of disciplinary or derived value of certain aspects of studying foreign languages." Statistical tables given.

1654. **Thorndike, Edward L.** An improved scale for measuring ability in reading. *Teachers college record*, 16: 31-53, November 1915.

"In the Teachers college record for September 1914, a provisional scale Alpha for measuring ability in paragraph reading was described. It is the purpose of the present report to present an improved and extended form of the scale, with standards whereby any teacher may determine the ability and progress of his pupils."

This article will be continued in the January 1916 number. The derivation of scale Alpha 2 and an extension of scale Alpha 2 will be presented.

#### SPECIAL SUBJECTS OF CURRICULUM.

1655. **Barnes, Earl.** The relation of rhythmic exercises to music in the education of the future. Reprinted from the proceedings of the National conference of music supervisors, held in Pittsburgh, Pa., March 22-26, 1915. [7] p. 8°.

1656. **Benedict, A. L.** English spelling. *Volta review*, 17: 477-81, December 1915.

Discusses the subject of phonetics.

1657. **Bradbury, Robert H.** Recent tendencies in high school chemistry. *School science and mathematics*, 15: 782-93, December 1915.

1658. **Brasch, Frederick E.** The teaching of the history of science; its present status in our universities, colleges, and technical schools. *Science*, n. s. 42: 746-60, November 26, 1915.

1659. **Broadus, Edmund K.** The case of John Smith. *English journal*, 4: 555-65, November 1915.

A paper read before the National council of teachers of English at Oakland, Cal., August 20, 1915.

Discusses the case of "the commonplace, the average student, the undistinguished and inarticulate John Smiths," who are always hopelessly in the majority. Writer says that the whole trend of English teaching is away from the John Smiths and toward supreme individualism of genius—that the teacher's ideal is not so much the diffusion of knowledge among the many, as the evocation of power among the few, and that the teacher's function is not so much the democratizing of education, as the aristocratizing of it.

1660. **Church, H. V.** An experiment in cooperation in English. *School review*, 23: 670-78, December 1915.

Work of the J. Sterling Morton high school, Cicero, Ill., which has four years of English in its curriculum. Teachers in other departments report to the English department errors in English that occur in their classes. Illustrated by statistical charts.

1661. **Cipriani, Charlotte J.** The report of the joint committee on grammatical nomenclature from the point of view of the teaching of French. *School review*, 23: 679-86, December 1915.  
 Criticises the report, and advocates a broader conception of the subject of grammatical nomenclature.
1662. **Coulter, John Merle.** Evolution, heredity, and eugenics. Bloomington, Ill., J. G. Coulter, 1916. 133 p. illus. 12°. (School science series)
1663. **Crawford, Caroline.** The teaching of dramatic arts in the kindergarten and elementary school. *Teachers college record*, 16: 60-77, September 1915.  
 Bibliography: p. 77.
1664. **Dodson, John Milton.** The pedagogics of pathology. *Science*, n. s. 42: 773-80, December 3, 1915.  
 Address of the president of the Chicago pathological society, October 11, 1915.
1665. **Gilpatrick, Rose A.** A school pageant. *School review*, 23: 704-7, December 1915.  
 Aspects of the pageant given by the students of Coburn classical institute, Waterville, Me. Pageant was entitled "The progress of civilization". The aim was to make it illustrative of the history studied in school.
1666. **Henderson, Bertha.** The cultural and the training value of geography. *Journal of geography*, 14: 97-101, December 1915.  
 Read before the Conference of affiliated schools at the University of Chicago in April 1915.  
 The writer says that "Through the study of geography we may direct the student to current periodicals and newspapers of a good class, we may stimulate them to read books of travel and description, and arouse a desire to travel, and at the same time we may train them into library habits. We may lead them to respect labor, to appreciate beauty in nature, and to an ethical point of view in the social phase of the study of the great commercial products."
1667. **Henke, Francesca A.** Teaching English to foreign children in Hartford, Conn. *Primary education*, 23: 621-23, December 1915.
1668. **Hoyt, Cheever.** Comments upon the present Latin course for high schools. *Classical journal*, 11: 151-63, December 1915.  
 Results of a questionnaire. Twelve colleges and 15 high schools reported against diminishing the required amount of Latin prose; 13 colleges and 5 high schools would remove it from the senior year; 6 colleges and 7 high schools from the junior and senior years. Thirty-one favored excluding prose from the senior year, against 27 who hesitated to retain it throughout the course.
1669. **Kane, Susan M.** Tacoma's spelling survey. *Popular educator*, 33: 190-91, December 1915.  
 The work of E. E. Crook, assistant superintendent of schools in Tacoma, Washington, during the three years in which he has been carrying on an experiment for improving the teaching of spelling in the public schools.
1670. **Latin in the eighth grade.** *Journal of education*, 82: 563-68, December 9, 1915.  
 A symposium.  
 Most of the answers in the symposium show that teachers have many reasons for thinking that Latin should be taught in the eighth grade. Only one answer "suggests that Latin is 'dead' and that it should give way to subjects which have been called more purely utilitarian."
1671. **MacCaughy, Vaughn.** Natural history in the educational program. *Education*, 36: 220-24, December 1915.  
 Dwells on the great value of the "general science" courses in the secondary schools.
1672. **The mending of English at Harvard.** *Harvard alumni bulletin*, 18: 172-73, December 1, 1915.  
 The activities of a permanent committee of the faculty authorized to have general supervision of students' written English.

1673. **Page, Edward Carlton.** How the working museum of history works. History teacher's magazine, 6: 307-10, December 1915.  
Read before the Mississippi Valley historical association, at New Orleans, April 24, 1915.  
Tells the story of the concrete workings of the museum of history at the State normal school, De Kalb, Ill., showing how it is kept constantly in active service.
1674. **Powers, S. R.** Report of chemistry survey. School science and mathematics, 16: 810-19, December 1915.  
"This report is the result of a questionnaire survey. The questionnaire asked for the conditions under which the high school teacher works, his training for his position, his method of teaching the subject, and his opinion of the values derived from the chemistry course."
1675. **Radin, Max.** A Latin vocabulary for practical purposes. Classical journal, 11: 164-73, December 1915.  
Discusses the amount of Latin and the nature of the Latin which should be taught during the first year or the first two years of the high school course.
1676. **Schorling, Raleigh.** The problem of individual differences in the teaching of secondary-school mathematics. School review, 23: 649-64, December 1915.  
Says that the solution of the problem as regards both slow and fast workers is in an elementary stage. The solution must come directly from the schoolroom. Dwells on the possibilities of the bright student of mathematics. Supplements the study mentioned as item 1293.
1677. **Sheridan, Bernard M.** The problem of spoken and written English in the elementary school. Journal of education, 82: 543-44, 549-50, December 2, 1915.  
From the Lawrence, Mass., course of study.
1678. **Slosson, Edwin E.** Journalism as an aid to history teaching. American education, 19: 204-8, December 1915.  
Address delivered before the History section of the New York state teachers association, at Rochester, N. Y., November 23, 1915.
1679. **Tieje, R. E., Sutcliffe, E. G., Hillebrand, H. N., and Buchen, W.** Systematizing grading in freshman composition at the large university. English journal, 4: 586-97, November 1915.  
Presents a record of what has been done at the University of Illinois in the attempt to secure uniformity in the grading of English composition.
1680. **Walter, H. E.** The aim and content of high-school biology. School and society, 2: 757-62, November 27, 1915.  
An address given before the science section of the Worcester county teachers' association at Worcester, November 5, 1915.
1681. **Woodford, Marion.** Why music should be taught in the schools. Atlantic educational journal, 11: 179-85, December 1915.  
Gives reasons for the justification of the claim that music is a subject worthy of universal adoption by the schools, and for all grades.
1682. **Woods, Glen H.** Instrumental music and instrument study in the Oakland schools. School music, 16: 6-9, November 1915.  
Read at the meeting of the National education association, at Oakland, Cal.
1683. **Wust, Emma.** L'enseignement du français dans les écoles d'Alsace. Revue pédagogique, n. s. 67: 125-44, August-September 1915.  
The author, who for many years conducted a French school in Alsace, here gives the methods considered best by her for teaching French in that province.

## KINDERGARTEN AND PRIMARY SCHOOL.

1684. **Barbour, Marion.** The influences of modern education upon hand work for young children. *Kindergarten review*, 26: 215-26, December 1915.  
Address given before the Kindergarten department, National education association, Oakland, California.
1685. **Ellis, Evelyn.** Comparison of results of the kindergarten and Montessori methods. *Kindergarten review*, 26: 209-14, December 1915.  
Given before the Boston Froebel club.  
The writer says that her comparisons are frankly and enthusiastically in favor of the Montessori side.
1686. **Montessori, Maria.** My system of education. *Educator-journal*, 16: 63-71, October 1915.  
Address before the National education association at Oakland, California.
1687. **Scott, Miriam Finn.** How to know your child. Boston, Little, Brown, and company, 1915. 316 p. 12°.

## RURAL EDUCATION.

1688. **Burnham, Ernest.** A decade of progress in training rural teachers. *Elementary school journal*, 16: 181-89, December 1915.  
An interesting review of the subject, supplemented with statistical data drawn from the reports of the United States Bureau of Education.
1689. **McKeevet, William A.** Education and rural life. *North Carolina high school bulletin*, 6: 168-74, October 1915.  
Abstract of a series of lectures delivered before the Rural life conference held at the University of North Carolina summer school, July 5-10, 1915.  
Discusses (1) A philosophy of education as applied to rural life; (2) Play and recreation in the country; (3) Preparation for rural leadership; (4) A cooperative social union in the country; (5) A democratic plan for boys' and girls' club work.
1690. **Monahan, A. C.** The administration of rural schools. *Moderator-topics*, 36: 248-50, December 2, 1915.  
Address given before the Rural section at Saginaw, Michigan.
1691. **Morris, Elise.** A school of country life. *Mother's magazine*, 11: 57-59, January 1916.  
Mrs. Hetty Browne's school at Rock Hill, South Carolina.
1692. *Rural school messenger*, vol. 5, no. 2, October 1915. (Equipment number)  
Contains: J. R. Kirk: The demonstration rural school.—Thurba Fidler: School equipment.—W. A. Clark: The teacher's equipment.—Mark Burrows: Approved rural schools.—L. B. Sipple: The equipment of the county superintendent's office.
1693. **Tenney, C. W.** Rural high schools. *School news and practical educator*, 29: 193-94, December 1915.

## SECONDARY EDUCATION.

1694. **Bonser, Frederick G.** Democratizing secondary education by the six-three-three plan. *Educational administration and supervision*, 1: 567-76, November 1915.  
In conclusion, the writer says "As a measure of helpful organization, the six-three-three plan offers much of promise for greater flexibility, more varied adjustment, and a more democratic realization of the selective function of the secondary school."
1695. **Cooper, Clayton Sedgwick.** What is an English public school? *Educational foundations*, 27: 218-23, December 1915.

1696. **Dancing in high schools.** *Journal of education*, 82: 507-11, November 25, 1915.

Opinions on the subject by leaders on both sides of the question.

1697. **Hollister, H. A.** The junior high school. *School and home education*, 35: 117-20, December 1915.

Read at the high school conference, Urbana-Champaign, November 18, 1915.

1698. **Manahan, J. L.** Grading and promotion of high-school pupils. *Educational administration and supervision*, 1: 577-90, November 1915.

"The study here presented was made in the general high school at Somerville, Mass. . . . The study aims to present and discuss: first, the method of marking employed; second, the actual distribution of the marks given to a class of 827 pupils . . . during the four years of the high-school course; third, a comparison of the distributions in the separate departments, such as mathematics, English, and commercial departments, with the school norm and with each other; fourth, the retardation and elimination for this class; and finally, it suggests other similar and supplementary studies."

1699. **The moral situation in high schools.** *Religious education*, 10: 515-39, December 1915.

Includes papers on the subject by the following writers: Franklin W. Johnson, principal, University high school, Chicago, p. 515-26. Jesse H. Davis, principal, Central high school, Grand Rapids, Mich., p. 26-32. Henry E. Brown, principal, New Trier township high school, Ill., p. 32-39.

Mr. Johnson says "An experience of 24 years as principal of secondary schools, including a public high school and a co-educational boarding school in New England, a boys' boarding school and a co-educational private high school in the Middle West, has led me to two conclusions regarding the moral situation in our secondary schools: first, that moral standards in our schools are seldom clearly defined and are frequently low; and second, that the moral situation is not essentially different in the different kinds of schools, public and private."

1700. **Saxon, J. A.** The high school and the community. *Colorado school journal*, 31: 17-20, November 1915.

Suggestions as to the ways and means of obtaining wider community service from the high school.

#### TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1701. **Bolton, Frederick E.** Curricula in university departments of education. *School and society*, 2: 829-41, December 11, 1915.

Discusses the changes that are taking place in the curricula in university departments of education.

1702. **Brooks, E. C.** How to improve the teacher in service. *Training school quarterly*, 2: 167-71, October, November, December 1915.

Discusses: (1) A new method of certifying teachers and a better use of the institutes; (2) A more effective reading course and the use of the rural libraries; (3) Teacher training in the high school; (4) Better supervision.

1703. **Hirtz, A.** Wo soll der leiter einer schule wohnen? *Schulhaus*, 17: 258-63, hft. 8, 1915.

Contains table showing cost of dwellings for teachers erected in Cologne between 1900 and 1912.

1704. **Hodgson, Elizabeth.** What ails the teachers? *Survey*, 35: 249-52, December 4, 1915.

Psychological analysis of the teacher and her problems.

1705. **Kelly, F. J. and Scott, Ira O.** What training school facilities are provided in state normal schools. *Educational administration and supervision*, 1: 591-98, November 1915.

A questionnaire was sent to more than a hundred of the best normal schools of the North and West to find out what training school facilities they provided. The results of the investigation are given in this article. Sixty-eight replies were received. Ten schools have some facilities for trying out educational theory experimentally, while fifty-eight schools have none.

1706. **MacDonald, D. J.** A study of representative normal school courses. *Education*, 36: 215-19, December 1915.  
An attempt to "ascertain the status of certain significant factors bearing definitely upon the question of economy in education."
1707. **MacDonald, William.** Shall professors form a union? *Nation*, 101: 621-22, November 25, 1915.
1708. **Trettien, A. W.** Differentiation of the field in universities, colleges and normal schools in the training of teachers. *Pedagogical seminary*, 22: 538-45, December 1915.

## HIGHER EDUCATION.

1709. **Beech, Joseph.** A university on the roof of the world. *World outlook*, 2: 11-12, January 1916.  
An interesting sketch of the University of Chengtu, China. Illustrated.
1710. **Buck, Gertrude.** College commencements to-day and to-morrow. *School and society*, 2: 734-43, November 20, 1915.
1711. **Cheyney, Edward P.** Trustees and faculties. *School and society*, 2: 793-806, December 4, 1915.  
This article is based on an earlier article published in the Philadelphia Public Ledger, July 18, 1915.  
An analysis of some aspects of the hearing case which may possibly help "toward the solution of what is admittedly a difficult problem in our whole university and college system."
1712. **Deming, Seymour.** The pillar of fire: a profane baccalaureate. Boston, Small, Maynard & company [1915] ix, 223 p. 12°.  
A radical view of the duty of the college and its graduates with reference to the existing social and industrial order.
1713. **Hamilton, Franklin E. E., ed.** *Lodestar and compass*. An adventure of the immortal part of us. New York, Cincinnati, The Abingdon press, [1915] 139 p. illus. 12°.  
Contains the proceedings at the opening of the American university, Washington, D. C., May 27, 1914, with addresses on that occasion by President Woodrow Wilson; Bishops Cranston, McDowell, and Hamilton; Secretaries Josephus Daniels and W. J. Bryan; Chancellor Franklin Hamilton.
1714. **Harvard publications.** *Harvard alumni bulletin*, 18: 188-97, December 8, 1915.  
CONTENTS.—C. C. Lane: The Harvard university press.—F. W. Taussig: The scientific publications.—W. A. Allison: Undergraduate publications.—Other publications.
1715. **If I were a college president.** *Unpopular review*, 5: 51-65, January-March 1916.  
Mentions various reforms which the writer would undertake to accomplish, if he were a college president.
1716. **Jahresbericht über die Fortschritte der hochschulpädagogik 1912-1914.** *Zeitschrift für hochschulpädagogik*, 6: 47-56, 75-85, July, October 1915.  
Part of a comprehensive survey of the literature of college and university education. Pp. 83-85 are devoted to a discussion of American publications, including those of the Bureau of education, the Columbia university quarterly, and university associations.
1717. **King, Irving.** An inquiry into certain aspects of the study habits of university students. *School and society*, 2: 824-28, December 4, 1915.  
A report dealing with the time given by the student to the preparation for his class work. An investigation made at the State university of Iowa, 1913-1915.

1718. **Le Boeignol, J. E.** The value of college honors. *School and society*, 2: 762-65, November 27, 1915.

"In view of all the evidence which the writer has obtained on this subject, he considers it established that the honors systems which now exist in American colleges ... are producing good results in the promotion of scholarship. It is safe to say, too, that any falling off in scholarly ambition that may have been observed has been due, not to the granting of honors for scholarship, but to the competing attractions of society, sport and other activities of college life."

1719. **Morris, Robert T.** Problems of university administration. *Educational review*, 50: 458-70, December 1915.

Also in part in *Journal of education*, 82: 511-12, November 25, 1915.

Dwells on conditions at Cornell university. Says that people work harmoniously until a good government is established, and then "begin to rebel against centralization of responsibility and authority. The same features of human nature appear in connection with a growing university."

1720. **Pine, John B.** John Howard Van Amringe, L. H. D., 1836-1915. *Columbia alumni news*, 7, no. 7, section 2, 191-200, November 5, 1915.

An account of Dean Van Amringe's activities at Columbia university during the fifty years he was connected with the institution.

1721. **Strong, E. A.** A new task for our colleges and universities. *School and society*, 2: 841-48, December 11, 1915.

Raises the question "whether the colleges and universities of America have not unduly neglected rural and elementary education, and whether it is not reasonable that they should attempt to do for the elementary schools of our country what they have so well done for the secondary schools."

#### SCHOOL ADMINISTRATION.

1722. **Dick, William.** The business management of the schools. *Teacher*, 19: 277-79, December 1915.

An address delivered at the Schoolmen's club, November 13, 1915.

1723. **Hamlin, Myra Sawyer.** Gary schools in the making. *School*, 27: 229-30, December 2, 1915.

A woman's point of view—description of the working of the study-work-plan in Public school 45, The Bronx, and Public school 89, Brooklyn.

1724. **New York (State) Laws, statutes, etc.** Special statutes and provisions of charters regulating school systems in the several cities of New York state. Comp. by Thomas E. Finegan. . . . From the Tenth annual report of the State education department. Albany, The University of the state of New York, 1915. 454 p. 8°.

1725. **Nutt, Hubert W.** The re-organization of the period of elementary and secondary education. *Teacher's journal*, 15: 113-18, 152-57, September, October 1915.

Gives the early stages of the movement toward reorganization and shows what may be the ultimate range and inclusion of the new junior high school, and how it is likely to be brought about.

1726. **Robinson, Ernest W.** Some defects of public school administration, with a special study of the relationship between the school committee and the superintendent of schools. *American school board journal*, 51: 14-16, December 1915.

To be continued in the January 1916 issue.

"This article is the first installment of an important series discussing in detail the functions and relations of school boards and superintendents. The author . . . is a schoolman of experience and wide knowledge in school administration. He uses Massachusetts laws as the basis for his discussion."

1727. **Sanders, Frederic W.** The reorganization of our schools. Some educational postulates and practical suggestions as to the organization of schools. Boston, The Palmer company [1915] xi, 120 p. 12°.
1728. **Shapleigh, F. E.** School administration in non-commission governed cities. American school board journal, 51: 11-13, 66-67, December 1915.

## SCHOOL MANAGEMENT.

1729. **Brown, H. G.** Supervised study in the schools of Lebanon, Ind. Elementary school journal, 16: 179-80, December 1915.  
Proceeds upon the theory that pupils ordinarily spend "too much time in a listless performance called reciting, and too little time in doing independent work."
1730. Credit for quality. School review, 23: 708-18, December 1915.  
Symposium by Max P. Meyer, M. L. Hoblit, and F. W. Johnson. Mr. Johnson discusses credit for courses in the University high school, of the University of Chicago.
1731. **McMurry, Frank M.** Principles underlying the making of school curricula. Teachers college record, 16: 1-10, September 1915.  
The writer says: "The following principles in regard to the making of curricula were originally drafted by the writer. After discussion and some slight modification they have been approved by a number of my colleagues specializing in widely different phases of education. It was thought that the extent of the agreement of this group would in itself be some indication of the validity of the proposals."

## SCHOOL HYGIENE AND SANITATION.

1732. **Armstrong, Donald B.** The hygienic features of school lunches. New York, 1915. 8 p. 8°.  
Reprinted from the New York medical journal, September 18, 1915.
1733. **Stevenson, A. H.** Effective mouth hygiene. How medical inspectors and nurses can help. School progress, 6: 8-11, November 1915.  
A paper presented at the annual meeting of the New Jersey state association of medical inspection and school hygiene, held at Newark, N. J., June 1915.
1734. **Williamson, Robert.** Sheffield's children. World's work (London), 26: 555-62, November 1915.  
Medical inspection of schools and open-air schools.

## PHYSICAL TRAINING.

1735. **Cromie, William J.** Physical training in the university. Old Penn, 14: 325-28, December 4, 1915.  
Tracts of the course in physical education in the University of Pennsylvania.
1736. **Snedden, David.** A broader program of physical education. School and society, 2: 789-92, November 27, 1915.  
Notes submitted at request of Commission on military education and reserve (Boston), October 25, 1915, by the Commissioner of education for Massachusetts.

## PLAY AND PLAYGROUNDS.

1737. **Atkinson, Henry A.** The church and the people's play. Boston, New York [etc.] The Pilgrim press [1915] 259 p. illus. 12°.  
Bibliography: p. 253-69.
1738. **Parker, Charles A.** Leisure hours for children. Child (London) 6: 57-64, November 1915.  
Discusses the right use of leisure: the rôle of compulsory games, etc.

1739. **Waller, Charles Frederick.** Prophylactic value of play. *Journal of the American institute of homeopathy*, 8: 513-21, November 1915.  
Discussion, p. 522-28.  
Paper before Bureau of pedology, American institute of homeopathy, 1915.

## SOCIAL ASPECTS OF EDUCATION.

1740. **Butler, Nicholas Murray.** Discipline and the social aim of education. *Journal of education*, 82: 568-69, December 9, 1915.  
Address before the National institute of arts and letters, Boston, 1915.
1741. **Giddings, Franklin H.** The child as a member of society. *Teachers college record*, 16: 21-30, November 1915.  
Address given before Teachers college alumni association, Kindergarten department, February 1915.
1742. **Gordon, Edgar B.** What music did for Winfield (Kansas). *Good house-keeping magazine*, 61: 709-14, December 1915.  
Work of a combined community orchestra and choral club. Quotes United States Bureau of education on subject of the possibilities of community culture.
1743. **Horner, L. V.** Social study in the grades. *Teaching*, 2: 22-30, November 1, 1915.  
Gives a suggested outline of material for the first or second grade. Writer says "let the general aim in these grades be to develop the child's idea of his relations to his home, father, mother, brothers and sisters, then his relations to the schoolroom."
1744. **Suzzallo, Henry.** Social aspects of education. *Teaching*, 2: 13-22, November 1, 1915.  
A stenographic report of lectures given on June 6-12, 1915, at the Kansas State normal school at Emporia.

## RELIGIOUS EDUCATION.

1745. The church and the public school in religious education. *Religious education*, 10: 566-74, December 1915.  
A report, prepared by a sub-committee of the Northern Baptist convention, by Henry F. Cope (chairman), William E. Chalmers, and Carl D. Case, presented at the 1915 meeting of the Convention, and abbreviated and slightly revised for this publication.  
Contains: I. Statement of principles.—II. The situation.—III. Some proposals and experiments.—IV. Conditions of successful work.—V. Recommendations.—VI. Further interests of the church in public education.
1746. **Davis, Dora W.** Week-day religious instruction in New York city. *Religious education*, 10: 559-65, December 1915.
1747. **Guthrie, William D.** The significance of the Catholic school. *Catholic educational review*, 10: 385-95, December 1915.  
Address at the dedication of the Roman Catholic parochial school at Glen Cove, Long Island, N. Y., September 6, 1915.
1748. **Kelly, Robert Lincoln.** Week-day religious instruction. The school and the church co-operating. *Religious education*, 10: 540-48, December 1915.  
In what ways is the church responsible, and how may she co-operate with the schools?
1749. **Knight, Edgar Wallace.** Some principles of teaching, as applied to the Sunday-school. Boston, New York [etc.] *The Pilgrim press* [1915] 157 p. 12°.  
Short bibliography at end of each chapter.
1750. **Lambert, W. A.** Religious education and the healing of the church. Boston, R. G. Badger, 1915. 89 p. 12°.

1751. **Stewart, Weir.** The unification of Princeton's religious work. Princeton alumni weekly, 16: 226-27, December 1, 1915.  
Tells of the reorganization designed to unify all of Princeton's religious forces and institutions.

#### MANUAL AND VOCATIONAL TRAINING.

1752. **Colman, Edna May.** Teaching children to live. A public school that trains boys and girls in the dignity of service. Mother's magazine, 11: 33-34, 81, January 1916.  
Vocational training in the Smallwood school, Washington, D. C.
1753. **Dodd, Alvin E.** To fit millions for their work: The Smith-Hughes bill, a national preparedness plan to equip this country for holding industrial and commercial supremacy in the future. Manual training and vocational education, 17: 251-59, December 1915.  
Shows among other things the wastage of our young people and gives some figures showing the economic value of education.
1754. **Goodman, R. N.** The value of manual training in education. Parents' review (London), 26: 801-9, November 1915.  
An appreciation of manual training in English elementary schools.
1755. **Lapp, John A. and Mote, Carl H.** Learning to earn; a plea and a plan for vocational education. With introduction by W. C. Redfield. Indianapolis, The Bobbs-Merrill company [1915] 421 p. 12°.  
Bibliography: p. 381-89.  
Outlines a program of education involving a complete socializing of the public school system in order to meet the needs of an industrial society, and concludes with a portrayal of the ideal school which is to carry this program into effect.
1756. **MacCaughey, Vaughan.** Vocational work in Hawaiian schools. Southern workman, 44: 684-90, December 1915.
1757. **Pearse, Carroll G.** Vocational education and the labor problem. Wisconsin journal of education, 47: 246-48, November 1915.
1758. **Prosser, C. A.** The democratizing of education. Northwest journal of education, 27: 153-55, December 1915.  
Writer says that when we come to believe that it is just as important to use public funds to make an intelligent, capable blacksmith as to train a good lawyer, we will have taken the largest step in a democratic program of equality of opportunity for all.
1759. Vocational education; its theory, administration and practice. Boston, New York [etc.] Houghton Mifflin company [1915] v, vii, 86, ix, 208, x, 76 p. 12°.  
CONTENTS.—The problem of vocational education, by David Snedden.—The people's school: a study in vocational training, by Ruth Mary Weeks.—The improvement of rural schools, by Ellwood P. Cubberley. As originally published in separate volumes of the Riverside educational monographs.

#### VOCATIONAL GUIDANCE.

1760. **Gayler, G. W.** Vocational guidance in the high school. Psychological clinic, 9: 161-66, November 15, 1915.

From a study extending over a period of four years the writer found that a large percentage of adolescent boys and girls do not definitely decide upon their life work until late in the high school course, perhaps often not until after the course is completed, and that a large percentage of these students vacillate, now choosing one thing and now another. In conclusion, he says "that there is a place in high school for vocational guidance. We ought to have more of it, but it should come in largely through the regular work and in many places, rather than in one place through one teacher teaching the particular subject. Every subject, every lesson has in it great possibilities. Every teacher is and must be a counselor and guide of youth."

1761. **Leavitt, Frank M.** The school phases of vocational guidance. School review, 23: 687-96, December 1915.

Writer says that geographic, social, economic, and educational conditions are more effective in revealing one's vocational opportunities than "the most elaborate system of psychological tests." Nevertheless such tests are useful when intelligently interpreted.

#### AGRICULTURAL EDUCATION; HOME ECONOMICS.

1762. **Crooks, Nellie.** The aim of textile teaching. Journal of home economics, 7: 519-22, December 1915.

Presented at the eighth annual meeting of the American home economics association, Seattle, 1915.

1763. **Teall, Robert J.** Training city boys for country life. School review, 23: 665-69, December 1915.

Work of the Gardena agricultural high school, Los Angeles, Cal. Gives course of study in agriculture.

#### COMMERCIAL EDUCATION.

1764. **Riddle, J. Whitford, jr.** A school that is different. Education, 36: 250-57, December 1915.

Describes the work of the high school of commerce of Springfield, Mass.

#### PROFESSIONAL EDUCATION.

1765. **Carnegie foundation for the advancement of teaching.** The study of legal education. New York, The Carnegie foundation for the advancement of teaching, 1915. 10 p. 4°.

From the report of the president of the Carnegie foundation for the advancement of teaching for 1915. Includes a list of law schools in the United States.

1766. **Merrins, E. W.** The Rockefeller foundation and medical education. Chinese recorder (Shanghai, China) 46: 663-72, November 1915.

Discusses the contemplated work of the Foundation in China. Medical education in China is also discussed in this number in a series of short articles.

#### CIVIC EDUCATION.

1767. **Cromer, Lord.** The teaching of patriotism. Nineteenth century, 78: 1012-20, November 1915.

Teaching civics as seen from the English and German viewpoint. Discusses Miss M. Hughes' book, "Citizens to be."

1768. **Jordan, David Starr.** World peace and the college man. Old Penn, 14: 369-73, December 11, 1915.

A lecture delivered upon the George Dana Boardman foundation in Houston Hall, University of Pennsylvania.

#### MILITARY TRAINING.

1769. **Curtis, Henry S.** The boy scouts. Educational review, 50: 495-508, December 1915.

The boy scout repeats the racial history of the race. A valuable training for city boys in particular. A plea for putting scouting on the school program.

1770. **McGavern, S. A.** The military movement and the schools. Western teacher, 24: 125-28, December 1915.

To be continued.

This article is written from the standpoint of one opposed to the movement for military drill in schools.

1771. **Sargent, Dudley A.** Military training in high schools. *American school board journal*, 51: 36-37, December 1915.

"A clear and complete statement of the dangers of military drill in high schools was presented recently . . . to a Massachusetts commission that is investigating the problem of military preparedness. The statement will be of service to school board members who are considering the possible introduction of military drill in high schools."

#### EDUCATION OF WOMEN.

1772. **Leech, E. F. Denton.** Vocational training for our girls. *Journal of education (London)* 47: 717-18, December 1, 1915.  
Conditions in England described.
1773. **Walsh, James J.** Some chapters in the history of feminine education. *Catholic world*, 102: 364-74, December 1915.  
Convent education in the Middle Ages.

#### NEGRO EDUCATION.

1774. **John F. Slater fund.** Proceedings and reports for the year ending September 30, 1915. 64 p. 8°.
1775. **Miller, Kelley.** The practical value of the higher education of the negro. *Education*, 36: 234-40, December 1915.

Says that the chief aim of the higher education is to produce an efficient leadership. The writer states that owing to the fact that the negro is confined to "a separate social area," it becomes necessary that his needs should be met by the professional class of his own race.

#### EDUCATION OF DEAF AND BLIND.

1776. **Kitson, H. D.** Psychological tests for lip-reading ability. *Volta review*, 17: 471-76, December 1915.  
Says that the ultimate analysis of the mental abilities involved in lip-reading is a task for psychological experimentation. The art must be investigated in the laboratory. Gives result of studies made by the writer in the psychological laboratory of the University of Chicago.

#### EXCEPTIONAL CHILDREN.

1777. **Graves, S. Monroe.** The improvement in handwriting of feeble-minded children. *Elementary school journal*, 16: 200-8, December 1915.  
"In general, after an average of 5 years of training the improvement in handwriting averaged 20 per cent, as judged by the Ayres scale."
1778. **Healy, William.** *Honesty; a study of the causes and treatment of dishonesty among children.* Indianapolis, The Bobbs-Merrill company [1915] 220 p. 12°. (Childhood and youth series, ed. by M. V. O'Shea)
1779. **Lough, James E.** A course of study for teachers of backward and defective children. *Ungraded*, 1: 60-65, November 1915.  
Outlines the two-year course of study given in the Department for training teachers of backward and defective children, New York University. "This course was organized by the Department after consultation with many experts."
1780. **Terman, Lewis M.** The mental hygiene of exceptional children. *Pedagogical seminary*, 22: 529-37, December 1915.  
"The purpose of this article is to present some data on the relation of school success to intelligence, and more particularly to raise the question whether the treatment of exceptionally intelligent and exceptionally dull children in the grades has proper regard for the actual mental capacity of such children."

1781. **Woods, Erville B.** The subnormal child. *Educational review*, 50: 481-94, December 1915.

Treats of (1) the unique character of the individual child; (2) the complexity of the causes of subnormality; (3) the importance of a human inventory; (4) the reduction of the number of the subnormal.

#### EDUCATION EXTENSION.

1782. **Snedden, David.** Extension teaching in Massachusetts. *Journal of education*, 82: 483-85, November 18, 1915.

Abstract of address given at the Franklin county teachers association, Greenfield, Mass.

1783. **Teaching**, vol. 2, no. 2, November 15, 1915. (Correspondence study number)

Contains: 1. C. W. Salsar: Correspondence study in Kansas, p. 5-9. 2. R. R. Price: The difficulties of correspondence study as a method of education and their remedies, p. 9-11. 3. Nellie M. Stevenson: The aim of the University of Kansas in correspondence study, p. 11-15. 4. C. W. Salsar: Correspondence versus classroom, p. 15-16. 5. Mary A. Whitney: Correspondence work in history, p. 16-19. 6. W. L. Holtz: Correspondence courses in Latin, p. 19-22.

1784. **Waitt, Daisy Bailey.** The moonlight school movement in North Carolina. *Training school quarterly*, 2: 188-94, October, November, December 1915.

#### LIBRARIES AND BIBLIOGRAPHY.

1785. **Booth, Mary Josephine.** Lists of material which may be obtained free or at small cost. Chicago, American library association publishing board, 1915. 67 p. 8°.

CONTENTS.—Preface.—List of abbreviations.—Sociology.—Ethics, psychology, religion.—Education.—Science.—Public health and sanitation.—Engineering, business, occupations.—Agriculture.—Home economics.—Fine arts.—Literature.—History.

1786. **Carlton, W. N. C.** Universities and librarians. *Public libraries*, 20: 451-56, December 1915.

Address before Illinois library association, Urbana, November 4, 1915.

1787. **Johnston, Charles Hughes.** Library work and the public schools. *Public libraries*, 20: 457-60, December 1915.

Read before Illinois library association, Urbana, November 5, 1915.

Considers some of the factors figuring in the growing modern emphasis upon a better library service, and presents some methods by which expert library service in high schools may be extended and vitalized.

1788. **Library training in normal schools.** *Education*, 36: 241-49, December 1915.

Report of a committee of the National education association. Gives a list of references for conducting courses in library methods.

1789. **Woodruff, Laura B.** The relation of the organized library to the school. *Classical journal*, 11: 174-80, December 1915.

Fourth number of series. Describes the use of maps, pictures, post cards, games, etc., for classical work. Gives bibliography.

1790. **Young, Iva M.** A New England high-school library. *English journal*, 4: 571-76, November 1915.

Describes the work of the Manchester, N. H., high school library.

## BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1791. The Danish people's high school, including a general account of the educational system of Denmark; by Martin Hegland. Washington, 1915. 182 p. (Bulletin, 1915, no. 45)
1792. Report of the Commissioner of education for the year ended June 30, 1915. Vol. 1. Washington, Government printing office, 1915. 780 p. 8°.
- CONTENTS.—Commissioner's introduction, p. xlii-xx. 1. W. R. Hood: Educational legislation in 1915, p. 1-26. 2. J. H. Van Sickle: Education in the larger cities, p. 27-46. 3. W. S. Daffenbaugh: Education in the smaller cities, p. 47-79. 4. H. W. Foght, A. C. Monahan and J. L. McBrien: Rural education, p. 81-112. 5. T. H. Briggs: Secondary education, p. 113-30. 6. S. P. Capen: Higher education, p. 131-67. 7. S. C. Parker: The training of teachers, p. 169-84. 8. N. P. Colwell: Medical education, p. 185-220. 9. W. T. Bayden: Vocational education, p. 221-78. 10. F. V. Thompson: Commercial education, p. 279-93. 11. A. C. Monahan and C. H. Lane: Agricultural education, p. 295-316. 12. Henrietta W. Calvin and Carrie A. Lyford: Home economics, p. 317-43. 13. Edith Abbott: Education for social work, p. 345-59. 14. Ellen C. Lombard: Home education, p. 361-69. 15. C. F. Kelley: Art education, p. 371-90. 16. Almira M. Winchester: Kindergarten education, p. 391-407. 17. W. S. Small: Educational hygiene, p. 409-31. 18. E. F. Buchner: School surveys, p. 433-92. 19. E. A. Fay: Progress in the education of the deaf, p. 493-501. 20. E. E. Allen: Education for the blind, p. 503-11. 21. J. D. Wolcott: Library activities, p. 513-37. 22. P. M. Rea: Educational work of American museums, p. 539-57. 23. J. O. Knott: Educational work of the churches, p. 559-81. 24. G. B. Hedge: Educational work in the Young men's Christian associations, p. 593-601. 25. H. R. Evans: Educational boards, foundations, and associations, p. 603-34. 26. Schools for the natives of Alaska and for Indians, p. 635-42. 27. Anna T. Smith: Education in Canada, p. 643-48. 28. Education in the Latin-American states, p. 649-73. 29. Education in Great Britain and Ireland, p. 675-91. 30. Education in Scandinavian countries, p. 693-700. 31. Significant events in the countries of western and central Europe, p. 701-10. 32. Education in southern and southeastern Europe, p. 711-20. 33. Education in Russia, p. 721-27. 34. Modern education in British India and China, p. 729-48. 35. System of public instruction in Japan, p. 749-71.
1793. Statement of the Commissioner of education to the Secretary of the interior, for the fiscal year ended June 30, 1915. Washington, 1915. 46 p.
- Describes the work of the Bureau of education during the year.

## PERIODICALS REPRESENTED IN THIS RECORD, DECEMBER, 1915-JANUARY, 1916.

- Alumni quarterly, University of Illinois alumni association, Champaign, Ill.
- Alumni register (University of Pennsylvania), High and Wall streets, Burlington, N. J.
- American education, 50 State street, Albany, N. Y.
- American journal of sociology, University of Chicago press, Chicago, Ill.
- American physical education review, 93 Westford avenue, Springfield, Mass.
- American review of reviews, 30 Irving place, New York, N. Y.
- American school, P. O. Box 134, Milwaukee, Wis.
- American school board journal, 129 Michigan street, Milwaukee, Wis.
- American schoolmaster, State normal college, Ypsilanti, Mich.
- Archiv für pädagogik, Leipzig, Germany.
- Arkansas teacher, Conway, Ark.
- Art and progress, 1741 New York avenue, Washington, D. C.
- Atlantic educational journal, 19 West Saratoga street, Baltimore, Md.
- Atlantic monthly, 4 Park street, Boston, Mass.
- Bulletin of the Society for the promotion of engineering education, Lancaster, Pa.
- California blue bulletin, State department of education, Sacramento, Cal.
- Catholic educational review, Washington, D. C.
- Catholic world, 120-122 West Sixtieth street, New York, N. Y.
- Century magazine, 353 Fourth avenue, New York, N. Y.
- Child, London, England.
- Child-study, London, England.
- Child-welfare magazine, 227 South Sixth street, Philadelphia, Pa.

- Classical journal, University of Chicago press, Chicago, Ill.  
 Colorado school journal, 230 Railway Exchange building, Denver, Colo.  
 Columbia alumni news, Columbia university, New York, N. Y.  
 Contemporary review, 249 West Thirteenth street, New York, N. Y.  
 Deutsche rundschau, Berlin, Germany.  
 Deutsche schule, Leipzig, Germany.  
 Dial, 410 South Michigan avenue, Chicago, Ill.  
 Dublin review, Dublin, Ireland.  
 Education, 120 Boylston street, Boston, Mass.  
 Educational administration and supervision, Warwick and York, Baltimore, Md.  
 Educational bi-monthly, Board of education, Chicago, Ill.  
 Educational foundations, 31-33 East Twenty-seventh street, New York, N. Y.  
 Educational review, Columbia university, New York, N. Y.  
 Educational times, London, England.  
 Educator-journal, 403 Newton Claypool building, Indianapolis, Ind.  
 Elementary school journal, University of Chicago press, Chicago, Ill.  
 English journal, University of Chicago press, Chicago, Ill.  
 Freedom for the child, 1840 Kalorama road, Washington, D. C.  
 Good housekeeping magazine, 119 West Fortieth street, New York, N. Y.  
 Harvard alumni bulletin, 50 State street, Boston, Mass.  
 Hibbert journal, London, England, and 6 Beacon street, Boston, Mass.  
 History teacher's magazine, McKinley publishing company, Philadelphia, Pa.  
 Homiletic review, 44 East Twenty-third street, New York, N. Y.  
 Industrial-arts magazine, Bruce publishing company, Milwaukee, Wis.  
 Internationale monatschrift für wissenschaft, kunst und technik, Berlin, Germany.  
 Journal of education, 6 Beacon street, Boston, Mass.  
 Journal of education, London, England.  
 Journal of educational psychology, Warwick and York, inc., Baltimore, Md.  
 Journal of geography, Madison, Wis.  
 Journal of home economics, Station N, Baltimore, Md.  
 Journal of the American institute of homoeopathy, 917 Marshall Field building, Chicago, Ill.  
 Journal of the American medical association, 535 Dearborn street, Chicago, Ill.  
 Kansas university science bulletin, University of Kansas, Lawrence, Kans.  
 Kindergarten review, Springfield, Mass.  
 Ladies' world, 23 City Hall place, New York, N. Y.  
 Lehrerin, Leipzig, Germany.  
 Library journal, 241 West Thirty-seventh street, New York, N. Y.  
 Louisiana school work, Baton Rouge, La.  
 Manual training and vocational education, Manual arts press, Peoria, Ill.  
 Mathematics teacher, 41 North Queen street, Lancaster, Pa.  
 Medical record, 51 Fifth avenue, New York, N. Y.  
 Mid-west quarterly, University of Nebraska, Lincoln, Nebr.  
 Moderator-topics, Lansing, Mich.  
 Monist, 320 Dearborn street, Chicago, Ill.  
 Mother's magazine, David C. Cook publishing company, Elgin, Ill.  
 Nation, P. O. Box 794, New York, N. Y.  
 Neue bahnen, Leipzig, Germany.  
 New republic, 421 West Twenty-first street, New York, N. Y.  
 Nineteenth century, 249 West Thirteenth street, New York, N. Y.  
 North American review, Franklin square, New York, N. Y.  
 North Carolina education, Raleigh, N. C.  
 North Carolina high school bulletin, Chapel Hill, N. C.  
 Northwest journal of education, Seattle, Wash.

- Oklahoma home and school herald, Oklahoma City, Okla.  
 Old Penn, University of Pennsylvania, Philadelphia, Pa.  
 Pädagogische studien, Dresden-Blasewitz, Germany.  
 Pädagogische zeitung, Berlin, Germany.  
 Parents' review, London, England.  
 Pedagogical seminary, Worcester, Mass.  
 Pennsylvania school journal, Lancaster, Pa.  
 Popular educator, 50 Bromfield street, Boston, Mass.  
 Primary education, 50 Bromfield street, Boston, Mass.  
 Princeton alumni weekly, Princeton, N. J.  
 Psychological clinic, Woodland avenue and Thirty-sixth street, Philadelphia, Pa.  
 Public libraries, Library bureau, Chicago, Ill.  
 Public schools, 328 Empire building, Denver, Colo.  
 Quarterly journal of public speaking, University of Chicago press, Chicago, Ill.  
 Quarterly journal of the University of North Dakota, University, N. Dak.  
 Reclamation record, United States Reclamation service, Washington, D. C.  
 Religious education, 332 South Michigan avenue, Chicago, Ill.  
 Revue pédagogique, Paris, France.  
 Rural school messenger, First district normal school, Kirksville, Mo.  
 School, 154 Fifth avenue, New York, N. Y.  
 School and home education, Bloomington, Ill.  
 School and society, The Science press, Garrison, N. Y.  
 School music, Keokuk, Iowa.  
 School news and practical educator, Taylorville, Ill.  
 School progress, School progress league, Philadelphia, Pa.  
 School review, University of Chicago press, Chicago, Ill.  
 School science and mathematics, Mount Morris, Ill.  
 Schulhaus, Berlin, Germany.  
 Science, Substation 84, New York, N. Y.  
 Scientific monthly, The Science press, Garrison, N. Y.  
 Social service review, Woodward building, Washington, D. C.  
 South Atlantic quarterly, Durham, N. C.  
 Southern workman, Hampton, Va.  
 Survey, 105 East Twenty-second street, New York, N. Y.  
 Teacher, 2125 Uber street, Philadelphia, Pa.  
 Teachers college record, Teachers college, Columbia university, New York, N. Y.  
 Teacher's journal, Marion, Ind.  
 Teaching, State normal school, Emporia, Kans.  
 Training school quarterly, Greenville, N. C.  
 Ungraded, 1701 Fulton avenue, New York, N. Y.  
 University of California chronicle, University of California press, Berkeley, Cal.  
 Unpopular review, 35 West Thirty-second street, New York, N. Y.  
 Virginia journal of education, Richmond, Va.  
 Volta review, Volta bureau, Washington, D. C.  
 Western teacher, Milwaukee, Wis.  
 Wisconsin journal of education, Madison, Wis.  
 World outlook, 150 Fifth avenue, New York, N. Y.  
 World's work, London, England.  
 Yale alumni weekly, 135 Elm street, New Haven, Conn.  
 Zeitschrift für hochschulpädagogik, Leipzig, Germany.  
 Zeitschrift für kinderforschung, Langensalza, Germany.  
 Zeitschrift für schulgesundheitspflege, Leipzig, Germany.