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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—Pedagogy 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 architecture—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education; School gardens—Commercial education—Professional education—Nurse training—Military and naval training—Education of women—Negro education—Education of immigrants—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications—New periodicals.

NOTE.

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

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

PUBLICATIONS OF ASSOCIATIONS.

1. **Association of urban universities.** Second annual meeting, Cincinnati, Ohio, November 17, 1915. *School and society*, 2: 901-17, December 25, 1915.

Contains: 1. C. A. Beard: *Methods of training for public service*, p. 904-11. 2. J. H. Murkin: *Results of cooperation by the municipality and the university in education*, p. 911-17.

2. **Kansas state teachers' association.** Fifty-third meeting, November 10-13, 1915. *Western school journal*, 32: 9-16, 33-42, December 1915, January 1916.

Contains: 1. H. T. Bailey: *Beauty in school work*. 2. S. E. Price: *How much college credit should be given for athletics, dramatics, debating, and work on the college paper?* 3. J. B. Nollen: *The perpetuity of the independent college*.

3. **National association of corporation schools.** Third annual convention. Papers, reports, bibliographies and discussions. Worcester, Mass., June 8-11, 1915. 880 p. 8°. (Lee Galloway, secretary, New York university, New York, N. Y.)

Contains: 1. Allied institutions—J. A. Roosevelt: *Report of committee*, p. 81-87; *Discussion*, p. 87-91. 2. Lee Galloway: *Work of the Department store education association*, p. 91-95; *Work of the Commercial education club*, p. 96-101; *Educational courses, National commercial gas association*, p. 102-12; *Commercial education in related lines at New York university*, p. 114-26. 3.

CURRENT EDUCATIONAL PUBLICATIONS.

Trade apprenticeship schools—J. M. Larkin: Report of committee, p. 129-68; Discussion, p. 168-233., 4. Special apprenticeship schools—Harry Tipper: Report of committee, p. 237-43; Discussion, p. 243-66. 5. Public education—E. G. Allen: Report of committee, p. 269-75; Discussion, p. 276-327. 6. Vocational guidance—H. C. Metcalf: Report of committee, p. 331-417; Discussion, p. 417-78. 7. Office work schools—G. B. Everitt: Report of committee, p. 483-526; Discussion, p. 526-80. 8. Advertising, selling and distribution—C. A. S. Howlett: Report of committee, p. 553-58; Discussion, p. 558-601. 9. Employment plans—C. R. Johnson: Report of committee, p. 605-754; Discussion, p. 755-84. 10. Safety, hygiene and co-operation—S. W. Asha: Report of committee, p. 787-802; Discussion, p. 802-22. 11. David Snedden: Vocational education, p. 850-63.

4. **National council of teachers of English.** [Papers and proceedings of the fifth annual meeting, Chicago, Ill., November 25-27, 1915.] English journal, 5: 1-78, January 1916.

Contains: 1. E. H. K. McComb: The anniversary of the Council, p. 1-9. 2. Emma J. Breck: The efficient high-school library, p. 10-19. 3. Report of the committee on the preparation of college teachers of English, p. 20-32. 4. Proceedings, including abstracts of a number of other addresses given, p. 33-78.

5. **New England association of colleges and secondary schools.** Papers read at the thirtieth annual meeting, Boston, Mass., October 29-30, 1915. Education, 36: 273-333, January 1916.

Contains: 1. Clyde Furst: The problem of the financial support of higher education, p. 277-87. 2. H. C. Bumpus: The problem of adjustment of higher education to the needs of the state, p. 288-95. 3. C. F. Thwing: Higher education in the western and in the New England states: a contrast, p. 296-302. 4. G. P. Benton: The state university, p. 303-17. 5. J. H. Thomas: State appropriations for existing colleges, p. 316-23. 6. A. S. Downing: State scholarships, p. 324-33.

6. **New York (State) University convocation.** Proceedings of the fifty-first convocation . . . Albany, N. Y., October 21-22, 1915. Albany, University of the State of New York, 1915. 190 p. 8°.

Contains: 1. C. S. Lord: St. Clair McKeelway, the educator, p. 22-25. 2. C. S. Whitman: The interest of the executive in the education of the people, p. 53-61. 3. G. E. Vincent: The university and the state, p. 61-77. 4. Nathaniel Butler: Liberal education and the time-spirit, p. 87-105. 5. H. S. West: The junior high school, p. 105-15. 6. E. C. Moore: The state and the city, p. 117-32. 7. Hamlin Garland: The school and the farm of the past, p. 147-59. 8. B. T. Galloway: The school and the farm of the future, p. 159-67.

7. **West Virginia university. Educational conference.** Proceedings of the thirteenth Educational conference . . . July 16-17, 1915, held under the auspices of the Summer school of West Virginia university, Morgantown, W. Va. Morgantown, W. Va., Published by the University, 1915. 76 p. 8°. (West Virginia university bulletin, ser. 16, no. 2, September 1915.)

Topic: The training of teachers in West Virginia.

EDUCATIONAL HISTORY AND BIOGRAPHY.

8. **Goodsell, Willystine.** A history of the family as a social and educational institution. New York, The Macmillan company, 1915. xiv, 588 p. 8°. (Text-book series, ed. by P. Monroe)

Bibliography at end of each chapter.

9. **In remembrance of William T. Harris.** Journal of education, 82: 593-603, 607-608, December 16, 1915.

A symposium.

10. **Knight, Edgar W.** Reconstruction and education in Virginia. South Atlantic quarterly, 15: 25-40, January 1916.

Interesting historical sketch of educational affairs in Virginia during the Reconstruction period. To be continued.

11. **Knox, James Carter.** Henry Augustus Coit, first rector of Saint Paul's school, Concord, New Hampshire. New York [etc.] Longmans, Green, and co. 1915. 150 p. illus. 12°.

12. **Law, Narendra Nath.** Promotion of learning in India by early European settlers (up to about 1800 A. D.) With an introduction by the Ven. Walter K. Firminger. London, New York [etc.] Longmans, Green, and co., 1915. 159 p. 12°.
13. **Selincourt, E. de. Henri Louis Chatelain.** Journal of education (London) 48: 55-57, January 1, 1916. (Supplement no. 558)
An appreciation of the French scholar Chatelain, who acted as professor of French at Birmingham university, England. Died August 19, 1915, in a French military hospital. Author of works on French language and literature.
14. **Stolzé, Remigius.** Ein vergessener erziehungstheoretiker aus der reformationszeit. Zeitschrift für geschichte der erziehung und des unterrichts, 5: 77-92, heft 2, 1915.
Emphasizes importance in educational history of the work of Georg Leisterbach (1550)

CURRENT EDUCATIONAL CONDITIONS.

15. **Blakely, Paul L.** Washing and extras. America, 14: 309-10, January 8, 1916.
After criticizing the modern school programs, the writer in conclusion says that there is plenty of room in the school of today for fads, frills, and fancies, but that the space allotted to education has grown notably less.
16. **Carranza and public instruction in Mexico.** Sixty Mexican teachers are commissioned to study in Boston. New York, 1915. 39 p. incl. front., illus., ports. 8°.
CONTENTS.—Public education and the revolution.—Speech (!) of Mr. Felix F. Palavicini, commissioner of the Secretaryship of public instruction and fine arts.—Statement of Mr. Alfonso Cravioto.—"Intervention" by school teachers . . . reprinted from the Boston transcript; by Bernard Gallant.—The work of Mr. Carranza in the Department of public instruction.—The new organization of the secretary of public instruction and fine arts.—The life of a fighter.—The revolutionary work done by Mr. Cravioto.
17. **Crone, Frank L.** The American public school in the Philippines. American school, 1: 316-18, December 1915.
An account by the director general of education in the Philippine Islands of the remarkable system of public schools which the Americans have built up in the islands.
18. **Guest, Leslie Haden, ed.** The next steps in educational progress; report of proceedings at a conference held in the central offices of the London university (by kind permission of the authorities) on June 18th, 19th, and 20th, 1914. London, The Theosophical publishing society, 1915. 110 p. 8°.
CONTENTS.—1. School clinics (by) L. D. Crilekshank.—2. Type in school books: handwriting; manual work (by) N. B. Harman.—3. School feeding (by) Marian E. Cuff.—4. School ventilation and open-air schools (by) J. Kerr.—5. School and home in sex instruction (by) Letitia D. Fairfield.—6. Civic instruction (by) J. H. Multhead.—7. Red cross work as a valuable instrument (by) Mrs E. P. Hughes.—8. Training of the adolescent (with special reference to civics) (by) C. Branton.—9. The relation of the curriculum to industrial conditions (by) Mrs. M. O. Harris.
19. **Joyner, James Y.** Educational progress of a year in the South. American school, 1: 319-20, December 1915.
"Address delivered at the Southern educational association."
20. **Karstädt, O.** Die deutsche reichsschule? Pädagogische zeitung, 44: 447-80, October 7, 1915.
Discusses recent tendencies toward imperial education as opposed to state education.
21. **Lane, Franklin K.** Young America. In his Annual report of the Secretary of the interior, for the fiscal year ended June 30, 1915. Washington, Government printing office, 1915. p. 24-29.
Takes up the chief resource of the country, our twenty-two million school boys and girls, and discusses the need of a general school campaign.

CURRENT EDUCATIONAL PUBLICATIONS.

22. **Mahrholz, Werner.** Der krieg und die erziehung. Akademische rundschau, 4: 3-12, October 1915.
One of several articles dealing with the effects of the war on education. Other articles in this same number are: "Alte und neue schule" (G. Wyden); "Der geist der neuen erziehung" (Albert Kranold); "Die schule nach dem krieg" (Hans Keyl).
23. **Mais, S. P. B.** A public school after eighteen months of war. Nineteenth century, 79: 114-25, January 1916.
Activities in English secondary schools, with bearings on the war. Work of officers' training corps, etc.
24. **Mendelsohn, Sigmund.** National preparedness and school efficiency. Educational review, 51: 51-56, January 1916.
Speaks of the "inadequate elementary education" in the United States. Contrasts conditions in this country with those in Germany and France. Juvenile delinquency more prevalent here than in Europe.
25. **Petit, Édouard.** L'école pour l'école. L'entraide des écoliers mutualistes. Revue pédagogique, n. s. 67: 354-61, November 1915.
Describes the work of the Entraide mutualiste founded by educational societies for the benefit of those made destitute by the war.
26. **Pouthier, E.** L'éducation nationale et la leçon de la guerre. Grande revue (Paris) 88: 529-37, October 1915.
27. **Rühlman, Paul.** Die französische schulpolitik. Internationale monatschrift für wissenschaft, kunst und technik, 9: 1537-56, September 4, 1915.
A German view of the recent development of public education in France, with special reference to the religious orders, the teaching of war, and pacifism.
28. **Smalley, A. J.** Pete's calf. Associate teacher, 17: 13-17, January 1916.
To be continued.
Number 1 in a series. The writer says that "The paid cynic-critic has attacked our public schools furiously through the press and on the platform. Vested and professional interests demand radical changes, and lay the blame of most social disorders to the school room. To refute their claims is the purpose of this series of papers."
29. **Williams, L. A.** The reliance of democracy. Educational monthly, 2: 12-17, January 1916.
The writer says that in order to conserve our national life, protect our national honor, and preserve to posterity the principles of democratic and representative government, we must give to the public school officials our heartiest support and urge upon them the necessity for a longer school year, a vocational course of study, better trained teachers, and a more stringent compulsory school law.
30. **Zueblin, Charles.** American municipal progress. New and rev. ed. New York, The Macmillan company, 1916. xiv, 522 p. illus. 8°.
Contains: Chap. 10, Indoor education, p. 177-94. Chap. 11, Outdoor education, p. 195-210. Chap. 12, Higher education, p. 211-27. Chap. 13, Public libraries and museums, p. 228-51. Chap. 14, Social centers, p. 252-70. Chap. 16, Public recreation, p. 296-325.

PEDAGOGICS AND DIDACTICS.

31. **Anthony, Kate; McGahey, Mary L. and Strong, Edward K., jr.** The development of proper attitudes toward school work. School and society, 2: 926-34, December 25, 1915.
"From the psychological laboratory of George Peabody college for teachers. Read before Section I, American association for the advancement of science, August 4, 1915."
32. **Bagley, W. O.** The educational basis of democracy. School and home education, 35: 147-49, January 1916.
Read before the Illinois state teachers' association, Springfield, Ill., December 29, 1915.

33. **Bobbitt, John Franklin.** What the schools teach and might teach. Cleveland, O., The Survey committee of the Cleveland foundation, 1915. 108 p. 12°. ([Cleveland foundation. Publications] 4.)

One of the 25 sections of the report of the educational survey of Cleveland conducted by the survey committee of the Cleveland foundation in 1915.

34. **Branford, Benchara.** The new humanism. *Journal of education* (London) 48: 27-31, January 1, 1916.

Writer says that the present world crisis will lead to great changes in education, just as at the close of the medieval period in Europe there was a resultant educational rebirth. Discusses the school as an ideal model of the world and the world as a realized model of the school.

35. **Georgia. Department of education.** Manual for Georgia teachers. . . . [Atlanta, 1916]: 293 p. illus. 8°.

In addition to the usual material on teaching: reading, spelling, etc., this manual has chapters on School clubs, Easy experiments in agriculture, History and principles of education, Libraries, What an eighth grade pupil ought to know, etc.

36. **Hall-Quest, Alfred L.** The organization of supervised study. *Virginia journal of education*, 9: 183-87, 243-49, December 1915, January 1916.

To be continued.

Discusses the different plans of supervised study.

37. **Lapie, Paul.** La science de l'éducation en France. *Revue internationale de l'enseignement*, 35: 401-17, November-December 1915.

Traces the development of the science of education from the sixteenth century to the present day. Extract from *Science française* published for the exposition at San Francisco. Also in *Revue pédagogique*, n. s. 67: 247-55, October 1915.

38. **Lee, Joseph.** The two realities in education. *School and society*, 3: 73-80, January 15, 1916.

Address delivered before the Harvard teachers' association.

39. **Moore, Ernest Carr.** What is education? Boston, New York [etc.] Ginn and company [1915]. 157 p. 12°.

This book discusses education as a life process, the gains in kind for schools of all grades and for the student in school and after he has left school. Some of the chapters are: What is knowledge? The doctrine of general discipline, Education as world building, The kinds of education, Place of method in education, On learning to work with concepts.

40. **Ruediger, W. C.** Teaching individual notions. *Elementary school journal*, 16: 257-60, January 1916.

41. **Thouvenez, E.** Instruction et éducation. *Revue pédagogique*, n. s., 67: 331-53, November 1915.

Read at an intercantonal conference held at Saint-Déat in 1914.

Describes "instruction" as an individualistic force, "éducation" as a social power.

42. **Thwing, Charles F.** Education according to John Stuart Mill. *School and society*, 3: 1-8, 49-58, January 1, 8, 1916.

43. **Whipple, Guy Montrose.** How to study effectively. *School and home education*, 35: 149-51, January 1916.

This is the first of a series of articles upon this topic. It is intended later to issue the material as a whole in book form.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

44. **Gray, William S.** Methods of testing reading. *Elementary school journal*, 16: 231-46, January 1916.

Gives the directions in detail which have been prepared for the use of the teachers in Denver and Grand Rapids.

46. **Hall-Quest, Alfred L.** Present tendencies in educational psychology. *Journal of educational psychology*, 6: 601-14, December 1915.
 "This paper presents the results obtained from a questionnaire sent to all of the teachers of educational psychology included in the membership of the Society of college teachers of education. There is evidence of a strong trend toward a well-defined science of educational psychology."
48. **Kohs, Samuel C.** The practicability of the Binet scale and the question of the borderline case. *Training school bulletin*, 12: 211-24, January 1916.
47. **Nemeček, Ottokar.** Zur psychologie christlicher und jüdischer schüler. *Zeitschrift für kinderforschung*, 20: 481-518, August-September 1915.
 An inductive study of race psychology. Data were obtained from schools of Vienna during 1913-14. Gives interesting conclusions as to race differences in various school subjects and attitudes.
48. **Starch, Daniel.** The measurement of achievement in English grammar. *Journal of educational psychology*, 6: 615-26, December 1915.
 "A grammatical scale was devised by presenting a test sheet containing 100 sentences to over 1,000 pupils in six schools in various parts of the country. The results were scored and tabulated to show the percentage of times each sentence was marked correctly. By means of the scale thus constructed tentative standards of attainment were derived for the two upper elementary grades, the four years of high school, and the junior year in college."
49. **Terman, Lewis M. and others.** The Stanford revision of the Binet-Simon scale and some results from its application to 1000 non-selected children. *Journal of educational psychology*, 6: 551-62, November 1915.
 A summary of the Stanford university work on the revision of the Binet scale. This work has been carried on for over five years, and has involved the examination of 1700 normal children, 200 defective and superior children, and more than 400 adults.
50. **Travis, A.** Reproduction of short prose passages: a study of two Binet tests. *Psychological clinic*, 9: 189-209, December 15, 1915.
 Bibliography: p. 209.
 Tests given in the laboratory of psychology of the University of Pennsylvania.
51. **Webb, Edward.** Character and intelligence; an attempt at an exact study of character. Cambridge, The University press, 1915. 99 p. tables. 4°. (The British journal of psychology. Monograph supplements vol. I, [no.] III)
 Thesis approved for the degree of Doctor of Science in the University of London.
 Bibliography: p. 197-99.
52. **Woolley, Helen Thompson.** A new scale of mental and physical measurements for adolescents, and some of its uses. *Journal of educational psychology*, 6: 521-50, November 1915.
 "This article presents the results of the application of five physical and eight mental tests to 750 fourteen-year-old children who dropped out of school to go to work, and to 680 of the same children at fifteen years of age, after being at work for one year."

SPECIAL METHODS OF INSTRUCTION.

53. **Berg, Clara de Liess.** The church, the school, and motion pictures. *Social service review*, 2: 9-10, December 1915.

SPECIAL SUBJECTS OF CURRICULUM.

54. **Bolenius, Emma Miller.** Teaching literature in the grammar grades and high school. Boston, New York [etc.] Houghton Mifflin company [1915] 337 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)
 Contains bibliographies.
55. **Coulter, John G.** Proposed status of science instruction in the junior-senior high school organization. *Educational administration and supervision*, 1: 639-45, December 1915.

56. **Cross, E. A.** The functional teaching of English grammar. *English journal*, 4: 653-59, December 1915.
57. **Erskine, John.** The teaching of poetry. *Columbia university quarterly*, 18: 25-41, December 1915.
An ardent plea for such teaching.
58. **Hubbard, J. W.** Supplementary material for teaching geography in elementary schools. *Journal of geography*, 14: 136-43, January 1916.
Gives supplementary material by grades, also teachers' reference books, equipment for graphic expression, and illustrative material.
59. **Kingsley, Clarence D.** The study of nations: its possibilities as a social study in high schools. *School and society*, 3: 37-41, January 8, 1916.
A paper read before the Rhode Island institute of instruction, October 29, 1915.
The writer says that "American high schools could take no single step that would do more to establish their usefulness to the nation that supports them than to diminish the excessive amount of time now devoted to the study of foreign languages and improve their other courses of study."
60. **Leiper, M. A.** The Latin in English—or, interest that will stick. *Classical journal*, 11: 208-15, January 1916.
Work in word analysis. Says that the chief defense for the study of Latin is "the increased power it gives one over the resources of the mother-tongue."
61. **Maltby, Margaret E.** The relation of physics and chemistry to the college science courses. *Columbia university quarterly*, 18: 56-62, December 1915.
Advocates the study of physics and chemistry as preliminary to general science courses, because they deal with fundamentals.
62. **National council of teachers of English.** Report of the Committee on the preparation of college teachers of English. *English journal*, 5: 20-32, January 1916.
Study of results obtained from a questionnaire sent to 52 heads of departments. Twenty-eight replied. Interesting statistical tables.
63. **Ramirez de Arrellano, Rafael N.** Practical Spanish in high schools. *High school quarterly*, 4: 123-27, January 1916.
Gives an outline of a three-years' course in Spanish for the high schools.
64. **The Shakespeare Tercentenary.** Suggestions for school and college celebration of the Tercentenary of Shakespeare's death in 1916. Prepared by the Drama league of America under the direction of Percival Chubb. Washington, D. C., National capital press, inc., 1916. 60 p. 8°. 10 cents.
Gives outlines of processions for elementary and high schools; suggestions for forms of celebration involving Shakespeare or the Elizabethan period; treatment of plays for short performances; bibliographic helps; suggestions for practical costuming, etc.
65. **Snell, C. A.** Mathematics clubs in the high school. *Mathematics teacher*, 8: 73-78, December 1915.
66. **Texas history teachers' bulletin.** Vol. 4, no. 1, November 15, 1915. Austin, Texas, University of Texas, 1915. 42 p. 8°.
CONTENTS.—1. Thomas Fletcher: The organization of the high school history course, p. 2-14. 2. E. C. Barker: Source readings in Texas history, p. 15-36. 3. Frederic Duncoff: The Texas history teacher of the future, p. 37-39. 4. C. C. Haines: Efforts to improve the teaching of civics in the public schools, p. 40-42.
67. **Tryon, R. M.** The organization of United States history for teaching purposes in grades seven and eight. *Elementary school journal*, 16: 247-56, January 1916.
Says that children must grasp and fully understand the divisions into which the story of their country's history falls. Gives data revealing the present textbook status of the problem.

68. **Vestal, C. L.** Conditions for a high school course in electricity. *School science and mathematics*, 16: 64-69, January 1916.
Discusses the proper conditions for a course in electricity in a technical high school, first telling what should be the scope of such a course.
69. **Weiller, Mlle. N.** L'enseignement de l'allemand pendant la guerre. *Revue-pédagogique*, n. s. 67: 255-62, October 1915.
Extracts from a report on the teaching of German at the Lycée Jules Ferry during the year 1914/15, showing the modifications made necessary by the war.
70. **Winslow, Leon Loyal.** Industrial arts and ceramics. *School-arts magazine*, 15: 326-31, January 1916.

KINDERGARTEN AND PRIMARY SCHOOL.

71. **Dadmun, Frances May.** Living together; a manual for teachers of children of primary grade, prepared especially for pupils seven years of age. Boston, Mass., The Beacon press, inc. [1915] 233 p. 8°. and portfolio of 42 pl. (The new beacon course of graded lessons)
72. **O'Shea, M. V.** Home and school. The child and his money. *Mother's magazine*, 11: 24-26, 55, February 1916.
The writer says that "In home and in school the child must be given experience which will teach him what money means in terms of strain and stress to secure it, and also what it means in terms of how it can be utilized to secure things that are of real worth."
73. **Poor, Lillian B.** The relation of the kindergarten to the elementary school. Kindergarten and first grade, 1: 10-13, January 1916.
Address given at the International kindergarten union meeting, San Francisco, Cal.
Progressive development of the kindergarten course of study in the elementary school.
74. **Rhodes, Bertha M.** A child's introduction to art. Kindergarten and first grade, 1: 1-9, January 1916.
How to make the connection between eye and hand and thus preserve natural seeing.
75. **Serrano, Leonor.** La pedagogía Montessori; estudio informativo y crítico, presentado al Ministerio de instrucción pública y al Ayuntamiento de Barcelona. Madrid, Librería de los sucesores de Hernando, 1915. 304 p. illus. 8°.

RURAL EDUCATION.

76. **Georgia. Department of education.** Educational survey of Houston County, Georgia. By M. L. Duggan, rural school agent . . . [Atlanta?] 1915. 41 p. illus. 8°.
No. 7 in a series of educational surveys of the counties of Georgia.
77. **Gillette, John M.** Constructive rural sociology. New ed., rev. and enl. New York, Sturgis & Walton company, 1916. xix, 408 p. 8°.
78. **Johnson, D. B.** The efficient country school. *Better school*, 1: 188-91, December 1915.
79. **Lange, Alexis F.** The rural high school: its mission and efficiency. *Sierra educational news*, 11: 630-34, December 1915.
To be continued.
Read before the Rural high school section of the California high school teachers' association, July 1915.
80. **Odum, Howard W.** What the universities are doing for rural education. *High school quarterly*, 4: 108-15, January 1916.
81. **Smith, Melvin C.** Advantages of consolidation. *School news and practical educator*, 29: 239-40, January 1916.

SECONDARY EDUCATION.

82. **Blount, Ralph E.** Out-of-school life of high school pupils. *Educational bi-monthly*, 10: 119-30, December 1915.
Gives replies to a questionnaire given to the pupils of Walter high school, Chicago, Ill. Shows the wants of the pupils in respect to hygiene, school work, recreation, etc.
83. **Bohn, Mary H.** The high school cafeterias of Chicago. *American school board journal*, 52: 19, 71, January 1916.
84. **Eichhorn, Anna.** Cheating in high school. *Educational administration and supervision*, 1: 655-62, December 1915.
Results of an investigation of cheating among 1,000 students in the high school of Decatur, Ill.
85. **Field, John E.** Monthly allowances for students. *Colorado school journal*, 31: 7-9, December 1915.
Discusses first, whether the giving of monthly allowances to high school students is advisable, and then considers the proper amount of such allowance and the methods adapted for its control, the objects sought, and the benefits to be obtained.
86. **Hay, Ian.** The lighter side of school life. With illustrations reproduced from pastel drawings by Lewis Baumer. Boston: L. Phillips [1915] 227 p. illus. 8°.
87. **Hosic, James Fleming.** The junior high school. *Educational bi-monthly*, 10: 175-81, December 1915.
Gives what the junior high school is, what it is for, some difficulties to be met, and supporting agencies, concluding with a bibliography.
88. **Teaching.** Vol. 2, no. 4, December 15, 1915. (High school curricula.)
Contains: 1. E. J. Kelly: Principles underlying the building of high-school curricula, p. 7-10. 2. W. H. Carothers: The secondary curriculum, p. 12-16. 3. Harry McGuire: The hour system in the small high school, p. 17-19. 4. W. A. Jessup: The economy of time in education, p. 19-23. 5. A. S. Lyness: A comparison of salaries of high-school instructors with their preparation and experience, p. 23-29.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

89. **Brooks, H. C.** How to improve the teacher in service. *North Carolina education*, 10: 4-5, January 1916.
90. **Duke, E. A.** Certification of teachers. *Oklahoma home and school herald*, 24: 19-21, January 1916.
Address delivered at the National conference on teachers' training at Nashville, Tenn. A more effective, reasonable, and just method in the certification of teachers for rural schools.
91. **Elliott, Charles H.** The life tenure. *American schoolmaster*, 8: 433-42, December 1915.
Shows some of the effects that permanency in the tenure of the teaching force would produce.
92. **Fischer, R.** Beiträge zu einer statistik der deutschen lehrerschaft. *Schulstatistische Blätter (Beilage zur Pädagogischen zeitung)*, 13: 61-68, October 28, 1915.
This section (part of an extensive report) gives important statistics on the family relations of teachers.
93. **Jamart, C.** Le Musée pédagogique de l'École normale de Besançon. *Revue pédagogique*, n. s. 67: 368-75, November 1915.
This museum has three purposes: to furnish a concrete basis for the education of the pupil-teacher, to offer to former pupils the means of gaining information concerning new pedagogical methods, and to furnish to teachers, not graduates of the school, a place where they may learn about better methods of teaching.

94. **Monahan, A. C.** Maligning the school teacher. *Cartoons magazine*, 8: 742-45, November 1915.
Speaks of the evil effects of cartoons ridiculing the teacher, school officers, etc.
95. **Vincent, George E.** School manes. *School education*, 35: 4-5, January 1916.
96. **Woolley, Mary E.** An old profession in a new setting. *Western school journal*, 32: 27-29, January 1916.
An address before the Kansas state teachers' association on the profession of teaching.

HIGHER EDUCATION.

97. **The American college.** A series of papers setting forth the program, achievements, present status, and probable future of the American college. New York, H. Holt and company, 1915. xi, 194 p. 12°.
Includes papers read at a conference on the American college held during the celebration of the centennial anniversary of the founding of Allegheny college, Meadville, Pa. The topics discussed are as follows: Aim and scope of the New England college, by W. H. P. Faunce. Places of various subjects in the college curriculum—languages and literatures, by Paul Shorey; the newer humanities, by C. H. Haskins; the physical and natural sciences, by E. G. Conklin. The college as a preparation for professional study, by Rush Rhees; and as a preparation for practical affairs, by C. F. Thwing. Present status and probable future of the college in various sections—in the East, by J. H. Finley; in the South, by W. P. Few; in the West, by W. F. Slocum. The function of the college as distinct from the high school, the professional school, and the university, by Alexander Metklejohn. The American college in the life of the American people, by P. P. Claxton. The introduction to the volume is by W. H. Crawford.
98. **Campbell, H. F.** Higher education in the highlands. *Celtic review* (Edinburgh) 10: 243-49, November 1915.
A plea for university education in the highlands of Scotland, adapted to the commercial and industrial needs of the people.
99. **Control of degree conferring institutions in the District of Columbia.** *Educational review*, 51: 64-77, January 1916.
Report of the committee on universities of the Washington board of trade, with draft of a proposed bill to establish a university board in the Department of the interior.
100. **Gillette, John M.** Academic freedom. *School and society*, 3: 873-79, December 18, 1915.
The writer suggests that the state, by appropriate legislation, define for what causes an instructor may be dismissed, and guarantee him the privilege of a hearing before a neutral body of judges and the right of legal representation in the case.
101. **Ioasa, Francisco A. de.** La universidad alemana; su idea, su función, su objeto, y sus relaciones con la cultura general. [Madrid, Est. tip., sucesores de Rivadeneyra] 1915. 228 p. 12°.
102. **Ladd, George Trumbull.** Trials of an old-fashioned college treasurer. *Yale review*, 5: 382-96, January 1916.
Records the experience of the writer's father, Silas Trumbull Ladd, as treasurer of Western Reserve college, Hudson, Ohio, from 1842 to 1850.
103. **Mead, George H.** Madison. *Survey*, 35: 349-51, 354-61, December 25, 1915.
Describes in detail the passage of the University of Wisconsin through the state political agitation of 1914; survey by W. H. Allen and others, and the legislative contest of 1915.
104. **Nearing, Scott.** The younger generation of American genius. *Scientific monthly*, 2: 48-61, January 1916.
Figures for the study were secured by taking the first 2,000 persons in Who's who for 1914-15 born in the United States since 1860. Interesting statistical studies of college graduates, etc.
105. **Rapeer, Louis W.** College entrance requirements—the judgment of educators. *School and society*, 3: 45-49, January 8, 1916.
Gives the judgment of leading educators on the subject of college entrance requirements, and says that "the general verdict is that the college must help education toward a fundamental reorganization to meet the needs of life by accepting the product of the four or six years' course with little or no qualification outside of the fundamental lines."

106. **Reynolds, I. H.** The junior college. *Methodist review* (Nashville) 65: 96-103, January 1916.
Definition and historical résumé.
107. **Shields, Thomas Edward.** Standards and standardizers. *Catholic educational review*, 11: 3-13, January 1916.
Comments on the ninth annual report of the Carnegie foundation for the advancement of teaching.
108. **Villard, Oswald G.** The pay of professors. *Nation*, 102: 41-42, January 13, 1916.
Conditions in Brown university.
109. **Wheeler, Benjamin I.** The American state university. *Educational review*, 51: 29-39, January 1916.
Writer says that "the peculiar atmosphere of the state university bears with it by general consent a stronger ingredient of respect for and sympathy with the popular interest and will." Contrasts it with the German state university.

SCHOOL ADMINISTRATION.

110. **Alexander, Carter.** A laboratory exercise in school administration. *Educational administration and supervision*, 1: 646-54, December 1915.
A description of a type of laboratory work in school administration, employed by the author in his own classes.
111. ——— Standard tests as an aid in supervision. *Arkansas teacher*, 4: 1-3, January 1916.
To be continued.
An address delivered before the First district educational association of Kentucky, November 26, 1915.
112. **Ayres, Leonard Porter.** Child accounting in the public schools. Cleveland, O., The Survey committee, of the Cleveland foundation, 1915. 68 p. diags. 12°. ([Cleveland foundation. Publications] 3)
One of the 25 sections of the report of the educational survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1915.
113. **Chancellor, William Estabrook.** Our schools; their administration and supervision. [2d] rev. ed. Boston [etc.] D. C. Heath & co. [1915], xviii, 434 p. 12°.
114. **Clark, Earle.** Financing the public schools. Cleveland, O., The Survey committee of the Cleveland foundation, 1915. 133 p. diags. 12°. ([Cleveland foundation. Publications] 5)
One of the 25 sections of the report of the educational survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1915.
115. **Davis, Calvin O.** The subject-matter and administration of the six-three-three plan of secondary schools. Ann Arbor, Mich., The university, 1915. 85 p. 8°. (University of Michigan. University bulletin. n. s. vol. 17, no. 9, September 1915.)
An address delivered before the joint meeting of the superintendents' and the school boards' sections of the Michigan state teachers' association at Lansing, Mich., April 23, 1915, and by resolution ordered printed and distributed to the schools of the state.
116. **Grady, William E.** Mooted points in the Gary plan. *America*, 14: 285-86, January 1, 1916.
In conclusion the writer says that whether "the Gary plan be regarded either from the standpoint of economy, or of the novel pedagogical features that seem to be integral to it, or in the light of its adoption by various communities, the inevitable conclusion is, that it is as yet only an experiment, neither superior, nor even equivalent, to the best program of the orthodox type."

117. **Lewis, E. E.** Debate on the six-six plan. *Midland schools*, 30: 139-40, January 1916.
Gives arguments for and against the six-six plan as set forth in a discussion which took place at the State university of Iowa, December 9-11, 1915, between Dr. Charles Judd and President Pearse of the Milwaukee Normal school.
118. **Sachse, Arnold.** *Volksschulgesetzgebung und bevölkerungsproblem.* *Preussische jahrbücher*, 181: 257-68, August 1915.
Discusses the falling birth rate in Germany and considers how certain school legislation might operate to halt it.
119. **Taylor, Joseph S.** A report on the Gary experiment in New York city. *Educational review*, 51: 8-28, January 1916.
Covers the four months of operation under the Gary plan from March 1 to June 30, 1915, of public school no. 45. Writer does not attempt an evaluation of the work, saying that the time has not yet arrived for mature opinion. Describes the system in an interesting manner.
120. **Tews, J.** Die Hohenzollern und die volkschule. *Pädagogische zeitung*, 44: 509-11, October 21, 1915.
A discussion of Prussia's "intensive" policy and its historical relation to the public school.

SCHOOL MANAGEMENT.

121. **Luce, Mrs. A. M.** School discipline from a moral standpoint. *Wyoming school journal*, 12: 134-40, January 1916.
Gives some suggestions for teachers in correcting immoral tendencies in children, showing particularly how the playground may be used to good advantage.
122. **Womack, R. E.** The use and abuse of written examinations. *Arkansas teacher*, 4: 3-7, January 1916.

SCHOOL ARCHITECTURE.

123. **Cooper, Frank Irving.** Planning the school against the fire hazard. *Better schools*, 1: 183-99, December 1915.
Suggests a number of state regulations which legislatures should pass to insure the safety of the school children.
124. **Gregg, John W.** The landscape development of school grounds. *American city*, 14: 36-38, January 1916.

SCHOOL HYGIENE AND SANITATION.

125. **Armstrong, Donald B.** Social aspects of school hygiene. *American journal of public health*, 5: 1195-1203, December 1915.
Also separately reprinted.
Dr. Armstrong uses New York city as an example. Tabulates the physical defects among school children, for 1913. Probably about 87,000 cases of defects.
126. **Ayres, Leonard Porter and Ayres, May.** Health work in the public schools. Cleveland, O., The Survey committee of the Cleveland foundation, 1915. 59 p. illus. 12°. ((Cleveland foundation. Publications) 2)
One of the 25 sections of the report of the educational survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1914.
127. **Huntington, Ellsworth.** Civilization and climate. New Haven, Yale university press, 1915. xii, 333 p. 8°.
A study of the effect of climate upon the development of man. Chapter 9, p. 183-88, is entitled *Health and education in the United States.*
128. **Knight, Ralph Thomas.** A teachers' health survey. *American school board journal*, 52: 34-38, January 1916.
Tells how the teachers in Lincoln, Neb., and the medical officer in the health survey of the children. Gives an outline of the survey used in the Lincoln schools.

PHYSICAL TRAINING.

129. **Bray, W. J.** The school's responsibility for physical efficiency. Rural school messenger, 5: 63-69, November-December 1915.
130. **Corwin, Robert N.** College ideals and athletics. Yale alumni weekly, 25: 480-82, January 7, 1916.
Address delivered at the meeting of the National collegiate athletic association, New York City, December 28, 1915.
Also in Harvard alumni bulletin, 18: 249-52, January 5, 1916.
131. **Gray, J. H.** Physical education and missionary work. International review of missions, 5: 141-47, January 1916.
132. **Moore, Harry H.** Keeping in condition; a handbook on training for older boys. With an introduction by Clark W. Hetherington. New York, The Macmillan company, 1915. 137 p. illus. 12°. Bibliography: p. 135-37.
133. **Seckendorff, Carl Freiherr von.** Turnen und sport im leben des deutschen studenten. Akademische rundschau, 4: 42-58, October 1915.
Contains interesting figures on participation in athletic sports.
134. **Taft, William Howard.** American college-athletic standards. Yale alumni weekly, 25: 479-80, January 7, 1916.
Address delivered at the meeting of the National collegiate athletic association, New York city, December 28, 1915.

PLAY AND PLAYGROUNDS.

135. **Fox, W. Melvin.** A well equipped rural school playground. New Mexico journal of education, 12: 7-9, January 1916.
Gives a plan for a well equipped playground.
136. **Johnson, George Ellsworth.** Education through recreation. Cleveland, O., The Survey committee of the Cleveland foundation, 1916. 94 p. illus. 12°. ([Cleveland foundation. Publications] 6)
One of the 25 sections of the report of the educational survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1915.
137. **Mitten, L. J.** Playground apparatus as shop projects. Manual training and vocational education, 17: 350-60, January 1916.
The making of playground apparatus as shopwork for grammar grade boys.

SOCIAL ASPECTS OF EDUCATION.

138. **Fowler, Burton P.** The school and the community. American education, 19: 268-71, January 1916.
Tells how the social activities are carried on in the high school at Dunkirk, N. Y., along three rather unusual lines.
139. **Johnson, Dallas D.** Socializing education. School and society, 2: 865-73, December 18, 1915.
Paper read before the Washington chapter, Phi delta kappa, September 1915.
Discusses three questions: Why has not education been socialized in times past? Why does need to socialize education now? and, What shall constitute a practical working program for the socialization of education?
140. **Whitney, William T.** The socialized recitation. New York, The A. S. Barnes company, 1915. 100 p. illus. 16°.

CHILD WELFARE.

141. **Mess, Konrad.** Kinderheime, eine soziale forderung. Archiv für pädagogik, 4: 1-7, October 1915.
Addresses expenditures by Germany of half a billion marks for child welfare work in children's homes, settlements, etc., one-third of this amount to come from the Imperial government.

MORAL EDUCATION.

142. **Danielson, Frances Weld.** Teaching morals to little children. *Journal of education*, 83: 19-20, 38-39, January 6, 13, 1916.
How to teach children truthfulness, honesty, and generosity.
143. **Harrison, Elizabeth.** When children err; a book for young mothers. Chicago, Ill., The National kindergarten college [1915] 177 p. 12°.

RELIGIOUS EDUCATION.

144. **Brooks, Angeline.** Religious education in the public schools. *New church review*, 23: 92-101, January 1916.
Thinks that some text-book or manual of religious instruction may be compiled that will be acceptable to all creeds. Emphasizes the necessity of religious education.
145. **Eddy, Sherwood.** The students of Asia. New York, Student volunteer movement for foreign missions, 1915. 223 p. illus. 12°.
146. **Evans, Thomas St. Clair.** How to organize religious work among students. The church at work in the universities. New York [etc.] Association press, 1915. 47 p. 12°.
147. **Hoekje, John C.** Religious education and the public schools. *American schoolmaster*, 8: 449-52, December 1915.
Discusses the Gary system of religious instruction for public school children.
148. **McKeever, William Arch.** How to become an efficient Sunday school teacher. Cincinnati, The Standard publishing company [1915] 236 p. 12°. (Phillips Bible institute series of efficiency text-books for Bible schools and churches)
149. **Richardson, Norman E. and Loomis, Ormond E.** The boy scout movement applied by the church. New York, Charles Scribner's sons, 1915. 445 p. illus. 12°.
150. **Smith, William C.** Bible study and Bible teaching. Greensboro, N. C., The North Carolina Sunday school association [1915] 37 p. 8°.
CONTENTS.—I. Why study the Bible? II. The Bible teacher. III. Some fundamentals in Bible teaching.

MANUAL AND VOCATIONAL TRAINING.

151. **Enderlin, Max.** Der weltkrieg und die frage der arbeiterschule. *Neue bahnen*, 26: 427-38, August 1915.
Describes changes projected for practical school work after the war, especially in Mannheim.
152. **Meek, Charles S.** Industrial education. *Journal of education*, 82: 623-26, December 23, 1915.
Tells how the school authorities of Boise, Idaho, "have attempted to give the pupils training which shall retain the educational ideal and also furnish apprenticeship labor in real life situations instead of in artificial school projects."
153. **National association of manufacturers of the United States of America. Committee on industrial education.** Industrial education. Report of the Committee on industrial education at the twelfth annual convention. New legislation in Pennsylvania and Wisconsin. New York city [1915] 30 p. 8°.
H. E. Mies, chairman.
154. **National society for the promotion of industrial education.** Report of the Minneapolis survey for vocational education, January 1, 1916. 697 p. fold. charts. 8°. (National society for the promotion of industrial education. Bulletin no. 21)
The survey was in charge of a General survey committee, consisting of C. R. Richards, chairman; L. P. Ayres; H. M. Gardner; C. A. Frazar, director of survey; F. E. Spaulding, C. H. Winslow, and Marc Schenck Woolman.
The report discusses the general need for vocational education in Minneapolis, and to what extent the need is being met by the public schools, by other agencies, and by apprenticeship; also the specific kind of vocational training required respectively by 18 of the leading trades, occupations, and industries. Other topics presented are cooperation between the schools and the trades and industries, and the public schools and vocational direction.

155. Thompson, Kate A. Growth of prevocational education in Indianapolis and its relation to the vocational law of 1913. *Kentucky high school quarterly*, 2: 5-14, January 1916.

"This article shows first the value of the law which permits and leads to a great school system, and second, how well that system has been worked out in Indiana and especially in the Indianapolis schools. The article is particularly valuable because it enables the reader to see what is actually going on in a great school system."—Editor.

VOCATIONAL GUIDANCE.

156. Bate, William C. How can the faculty of the small high school establish a vocational guidance system? *Manual training and vocational education*, 17: 336-42, January 1916.

This article by the principal of the high school at Mankato, Minnesota, deals with conditions that are typical of many high schools.

AGRICULTURAL EDUCATION; SCHOOL GARDENS.

157. Broyles, William A. The agricultural subjects. *Quarterly journal of the University of North Dakota*, 6: 138-44, January 1916.

Writer says that "The agricultural subjects have helped tremendously in focusing attention upon the antiquated administrative machinery of rural school systems."

158. Dean, William Harper. Nebraska school garden. *Mother's magazine*, 11: 17-19, February 1916.

How Lincoln, Nebr., solved the problem of interesting boys and girls by showing them the way to vacation money-making.

159. Hepp, Johann. Der schüलगarten. *Monatshefte für den naturwissenschaftlichen unterricht*, 8: 440-54, October 1915.

The school garden idea, with special reference to Germany's need for food.

COMMERCIAL EDUCATION.

160. National commercial teachers' federation. Proceedings of the National commercial teachers' federation and its constituent associations . . . at the eighteenth annual convention, held at Chicago, Ill., December 28-31, 1914. *Federation herald*, 1: 145-92, December 1915. (Continued from September issue. See item 1380, 1915 series)

Contains: 1. W. E. Bartholomew: The status of commercial education in New York state, p. 145-46. 2. F. M. Leavitt: Vocational guidance, p. 146-47. 3. W. H. Dudley: Teaching through the eye, p. 147-48. 4. Rose Rosenthal: Shorthand as a college entry requirement, p. 151-52. 5. G. D. Miller: Some important phases of commercial education, p. 152-54.

161. Graduate school of business administration. *Harvard alumni bulletin*, 18: 264-73, January 12, 1916.

A symposium by Edwin F. Gay, S. O. Martin, E. G. Mears, and T. W. Lamont. Describes activities of the School of business administration and its branches, established at Harvard university in 1908.

PROFESSIONAL EDUCATION.

162. Burr, William H. The relation of educational training to the practice of engineering. *Columbia university quarterly*, 18: 42-55, December 1915.

From an address presented at a meeting of the Engineers' society of western Pennsylvania and published in its February, 1915, Proceedings, pages 56-74.

Says that the educational training of the engineer has a marked influence upon his subsequent professional practice.

163. Garvie, A. E. The education of missionaries. *International review of missions (Edinburgh)* 5: 127-40, January 1916.

Theological study and missionary work from the viewpoint of a member of the British board of study for the preparation of missionaries.

164. **Pearce, Richard M.** The work and opportunities of a department of research medicine in the university. *Science*, n. s. 43: 53-63, January 14, 1916.
A plea for greater opportunities for research. Work of University of Pennsylvania described.
165. **Pepper, William.** The history and progress of medical education in the United States. *Old Penn*, 14: 395-400, December 18, 1915.
A lecture delivered in the course of free lectures by members of the faculty.
166. **Serrill, William J.** The value of a liberal education to the business man. *Alumni register (University of Pennsylvania)* 18: 274-84, January 1916.
An address before the Society for the promotion of liberal education.
The value of higher education in the engineering professions.

NURSE TRAINING.

167. **Favill, Henry B.** What the medical profession can contribute to nursing education. *American journal of nursing*, 16: 292-97, January 1916.
168. **Nutting, M. Adelaide.** A sounder economic basis for training schools for nurses. *American journal of nursing*, 16: 310-18, January 1916.
Shows that training schools for nurses do not at present rest upon an entirely sound economic foundation.

MILITARY AND NAVY TRAINING.

169. **Military instruction at Harvard.** Letters from President Eliot and others. *Harvard alumni bulletin*, 18: 228-32, December 22, 1915.
170. **Richards, Mrs. George F.** Molding a midshipman. *National magazine*, 43: 461-68, December 1915.
Popular account of the United States Naval academy. Illustrated.
171. **Wood, Leonard.** Military instruction camps: Plattsburg 1915. *Harvard graduates' magazine*, 24: 241-45, December 1915.
Students' military instruction camps. Followed by brief papers on "Harvard and the military instruction camps" by "1896;" and "Artillery camp at Tobyhanna," by "1918." p. 245-48.

EDUCATION OF WOMEN.

172. **Kahl, Maria Marta.** Zum 50-jährigen jubiläum des frauenstudiums. *Akademische rundschau*, 3: 432-33, August-September 1915.
Reviews progress of university study for women in Germany since 1864.
173. **Lathrop, Julia C.** The highest education for woman. *Journal of home economics*, 8: 1-8, January 1916.
This address was given on October 11, 1915, as a part of the celebration commemorating the fiftieth anniversary of the opening of Vassar college. It is reprinted from the official record of the celebration.
Defines the highest education of women as training in original research applied to the life and interests of the family.
174. **Should boys and girls be in school together?** *Westonian*, 21: 27-35, January 1916.
Also issued as Educational bulletin no. 2 of the Friends' select school, Philadelphia.
Opinions of some of the foremost educational authorities on the question of coeducation. Most of the statements were written in response to a request from the principal of the Friends' select school, Philadelphia.

NEGRO EDUCATION.

175. **"Booker T. Washington."** A symposium. *Southern workman*, 45: 35-56, January 1916.
Contains appreciative sketches of B. T. Washington by W. T. B. Williams, D. H. Ramsey, W. P. Lawrence, Theodore Roosevelt, etc.
176. **Richardson, Clement.** A Rosenwald rural school. *Southern workman*, 45: 17-24, January 1916.
Describes the Uchee Valley school for negroes, in Russell county, Alabama. Illustrated.

EDUCATION OF IMMIGRANTS.

177. **Bremer, Edith Terry.** Education for "immigrant women". *Educational foundations*, 27: 289-97, January 1916.
178. **Colgrove, P. P.** Night schools of the Iron Range of Minnesota. *Immigrants in America review*, 1: 65-69, January 1916.
The work of educating foreign-born people in the iron-mining district of northern Minnesota.
179. **Cresl, George.** The hopes of the hyphenated. *Century magazine*, 91: 350-63, January 1916.
Discusses the immigration problem, and incidentally the education of adult immigrants.

EDUCATION OF DEAF.

180. **Gile, Ben C.** Deafness and muteness. *Volta review*, 18: 13-16, January 1916.
Education of deaf-mutes. Résumés of the history of teaching the deaf-mute.
181. **Pintner, Rudolf and Paterson, Donald G.** A class test with deaf children. *Journal of educational psychology*, 6: 591-600, December 1915.
"The authors gave the digit-symbol substitution test, as used by Pyle, to 325 pupils in a school for the deaf. At no age does the curve for deaf children reach that for normal children. Those who are able to profit by the oral method of instruction make higher scores than those who are limited to the manual method."
182. **Wright, John D.** A weak spot in the combined system. *Volta review*, 18: 3-5, January 1916.
Discusses finger spelling and lip reading in schools for deaf-mutes.

EXCEPTIONAL CHILDREN.

183. **Sullivan, Joe F.** A startling investigation. *Van Leuven Browne national magazine*, 4: 10-13, 17, December 1915.
Shows what little provision has been made in the United States for the education of its crippled children, about 330,000 in number.
184. **Williams, Tom A.** The medical treatment of exceptional children. *New York medical journal*, 103: 54-62, January 8, 1916.
Under the head of psychopathology the writer discusses the problems of mismanagement of attention; over-sustained attention; the emotional life of the child, etc.

EDUCATION EXTENSION.

185. **Hackett, Wallace E.** Pennsylvania's new continuation schools and employment certificates. *American city*, 14: 76-77, January 1916.
Provisions of the Cox child labor act, which became effective on January 1, 1916.
186. **Lighty, W. H.** Correspondence-study teaching. *Educational review*, 51: 40-50, January 1916.
Discusses university extension work. Qualities demanded for extra-mural work.
187. **Perry, Clarence Arthur.** Educational extension. Cleveland, O., The Survey committee of the Cleveland foundation, 1916. 115 p. illus. 12°. ([Cleveland foundation. Publications] 7)
One of the 25 sections of the report of the educational survey conducted by the Survey committee of the Cleveland foundation in 1915.
188. **Shields, Albert.** Continuation instruction in industrial art, fine arts and household arts. *American education*, 19: 272-78, January 1916.
Address delivered at the meeting of the New York state teachers' association, November 23, 1915.

LIBRARIES AND READING.

189. **Breck, Emma J.** The efficient high-school library. *English journal*, 5: 10-19, January 1916.
A paper read before the National council of teachers of English, Chicago, Ill., November 27, 1915. A few practical suggestions as to what a high-school library should be, emphasizing the necessity of a trained librarian.
190. **Graves, Frank P.** The Maria Hosmer Penniman memorial library of education. *Journal of education*, 83: 6-8, January 6, 1916.
Presented to the School of education of the University of Pennsylvania by Dr. James Hoerner Penniman.
191. **Kerr, Willis H.** What may the library do for the school? *Library journal*, 41: 34-36, January 1916.
Read at the meeting of the New York library association, Paines Falls, N. Y., October 1, 1915.
192. **Lowe, Orton.** The development of a taste for literature in children. *The Child (London)* 6: 133-36, December 1915.
Writer says that a natural regard must be had for "the dreamings and longings of childhood and youth." Literature for the young must include the fable, the fairy tale, the myth, the legend, and romantic adventure.
193. **Morse, Sidney.** Free books for country boys. *Rural manhood*, 7: 22-27, January 1916.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

194. Free textbooks and State uniformity; by A. C. Monahan. Washington, 1915. 67 p. (Bulletin, 1915, no. 36)
195. The national rural teachers' reading circle. Washington, 1915. 12 p.
196. Report on the work of the Bureau of education for the natives of Alaska, 1913-14. Washington, 1915. 52 p. plates. (Bulletin, 1915, no. 48)

NEW PERIODICALS.

- Better schools.** Vol. 1, no. 1, January 1915. Published monthly. The Educational supply company, Painesville, Ohio. (K. A. Nesbitt, editor)
- Immigrants in America review.** Vol. 1, no. 1, March 1915. Published quarterly. Committee for immigrants in America, 20 West Thirty-fourth street, New York, N. Y. (Frances A. Kellor, editor)
- Kindergarten and first grade.** Vol. 1, no. 1, January 1916. 10 numbers a year. Milton Bradley company, Springfield, Mass. (May Murray, editor) Successor to Kindergarten review.
- Minnesota state normal schools quarterly journal.** Vol. 1, no. 1, October 1915. Published quarterly. Minnesota state normal school board, Minneapolis, Minn.
- Music student.** Vol. 1, no. 1, August 1915. Published monthly. The Henry J. Klahn company, Grant building, Los Angeles, Cal. (Vernon Spencer, editor)
- Quarterly journal of public speaking.** Official organ of the National association of academic teachers of public speaking. Vol. 1, no. 1, April 1915. Published quarterly. The University of Chicago press, Chicago, Ill.
- Rural school teacher.** Vol. 1, no. 1, February 1915. 10 numbers a year. The Rural school teacher publishing company, 189 West Madison street, Chicago, Ill. (M. L. Christian, editor)
- Ungraded.** Vol. 1, no. 1, May 1915. Published monthly. The Ungraded press, 1701 Fulton avenue, New York, N. Y.