

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1916, NO. 9

MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

COMPILED BY THE LIBRARY DIVISION OF THE
BUREAU OF EDUCATION, UNDER THE DIREC-
TION OF JOHN D. WOLCOTT, CHIEF OF DIVISION

MARCH, 1916



WASHINGTON
GOVERNMENT PRINTING OFFICE
1916

ADDITIONAL COPIES
OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT
5 CENTS PER COPY

MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Publications of associations—Educational history—Current educational conditions—Pedagogy 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 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—Military and naval training—Education of women—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

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.

197. **Associated academic principals and Council of elementary school principals and teachers.** Proceedings of the thirtieth annual meeting . . . Syracuse, 1914. 109 p. 8°. (Edward P. Smith, secretary, North Tonawanda, N. Y.)

Contains: 1. J. H. Finley: Teaching good English in the high schools, p. 5-14. 2. A. W. Abrams: The use of visual aids in the classroom and the state's collection, p. 20-25. 3. Sherman Williams: Local history, p. 25-35. 4. C. A. Perry: Making the high school a social center, p. 35-51. 5. D. E. Hawkins: One road to efficiency, p. 85-91. 6. G. J. Dann: The child's interest in geography, p. 91-102. 7. P. W. L. Cox: The school organization and the individual child, p. 102-107.

198. **Association française pour l'avancement des sciences.** Compte rendu de la 43^{me} session, Le Havre, 1914. Notes et mémoires. Paris, Secrétariat de l'association, 1915. 1203 p. 8°.

Pédagogie et enseignement, p. 1061-1128. Contains: 1. Pierre Jay: Le rôle de la presse dans l'éducation populaire, p. 1065-80. 2. Albert Cahen: Utilisation des muséums dans l'instruction, p. 1089-91. 3. Georges Beauvisage: A bas la grammaire! Grâce pour les petits enfants! p. 1094-1102. 4. Raphael Dubois: Nécessité et urgence de la création d'instituts pour l'étude par la méthode scientifique des questions relatives au pacifisme, p. 1103-7. 5. M. E. Aureggio: Enseignement ménager et agricole—Conférences agricoles dans les régiments, p. 1106-17.

199. **South Carolina state teachers' association.** Proceedings of the forty-second annual meeting . . . held at Spartanburg, S. C., March 19-21, 1914. Columbia, S. C., University press, 1915. 58 p. 8°. (Leonard T. Baker, secretary, Columbia, S. C.)
 Contains: 1. A. F. Lever: The cost of ignorance, p. 30-34. 2. W. H. Hand: The status of the teaching profession in South Carolina, p. 35-44.
200. ———. Proceedings of the forty-third annual meeting . . . held at Florence, S. C., March 25-27, 1915. Rock Hill, S. C., The Record printing company, 1915. 61 p. 8°. (Leonard T. Baker, secretary, Columbia, S. C.)
 Contains: 1. W. H. Hand: The problem of holding high school pupils and suggestions for its solution, p. 29-36. 2. Frank Evans: The status of the teaching profession in South Carolina, p. 37-46.
201. **Tennessee public school officers' association.** Twenty-seventh annual meeting . . . Nashville, January 13-15, 1914. Clarksville, Tenn., W. P. Titus, printer and binder, 1914. 90 p. 8°. (P. L. Harned, secretary, Clarksville, Tenn.)
 Contains: 1. Mabel C. Williams: President's address [Education in Tennessee] p. 30-37. 2. Bishop Gallor: Moral training in the public schools, p. 38-47. 3. S. H. Thompson: Address of the state superintendent of public instruction [Education in Tennessee] p. 51-59. 4. W. R. Bourne: The place of the county high school, p. 60-70.
202. **Utah educational association.** Proceedings of the twenty-first annual convention . . . Salt Lake City, December 20-23, 1915. Utah educational review, 9: 6-45, January 1916.
 Contains: 1. H. R. Driggs: The keynote: essentials, p. 6-11. 2. E. P. Cubberley: Changing conceptions in education, p. 12-16. 3. J. A. Widsoe: Science essentials in the high school, p. 16-17. 4. J. H. Paul: How the grades can lay the foundations for science, p. 17-20. 5. Orson Ryan: The new athletics, p. 20-21. 6. E. G. Gowans: Citizenship and the schools, p. 21-25. 7. Mary E. Downey: A live library, p. 26-27. 8. E. P. Cubberley: Consolidation from the standpoint of administration and supervision, p. 28-31. 9. H. B. Wilson: The enriched curriculum, p. 32-34. 10. J. P. Creer: Co-operation of the church and the school in the religious training of the child, p. 34-35. 11. H. B. Wilson: The chief business of the superintendent of schools, p. 36-38. 12. E. P. Cubberley: Functions of boards for school control, p. 38-39. 13. J. L. Muir: Social activities in the high school, p. 41-43. 14. J. M. Mills: Connecting school with life, p. 44-45.

EDUCATIONAL HISTORY AND BIOGRAPHY.

203. **Kessler, Kurt.** Pädagogische charakterköpfe. Das lyzeum, 2: 321-31, 369-79, 417-23, April, May, June 1915.
 Part of a series of character studies, edving Friedrich Paulsen; Ellen Key; Ludwig Gurlett; Friedrich Wilhelm Foerster.
204. **Knight, Edgar W.** The evolution of public education in Virginia. I. Colonial theory and practice. [Sewanee, Tenn., University of the South] 1916. 20 p. 8°.
 Reprinted from the Sewanee review, 24: 24-41, January 1916.
205. **Robinson, Edward K.** -Textbooks, old and new. Progress, 2: 76-81, February 1916.
 Continued from the January number of this magazine, which was issued under the name of Educational monthly.
206. **La science française.** Paris, Ministère de l'instruction publique et des beaux-arts, 1915. 2 y. ports. 8°.
 At head of title: Exposition universelle et internationale de San Francisco.
 Outlines for the San Francisco exposition the achievements of the French in the various fields of science and scholarship.
207. **Who's who in Oklahoma educational circles—and why? "The educator with nerve."** Oklahoma journal of education, 5: 1-6, January 15, 1916.
 Life of Dr. Stratton D. Brooks, and his work for education in Oklahoma.

208. **Wundt, Wilhelm.** Zur erinnerung an Ernst Meumann. *Zeitschrift für pädagogische psychologie*, 16: 211-14, May, June 1915.

A group of important articles on Meumann. Other articles in the same issue are: Ernst Meumann und sein werk, by Aloys Fischer; Ernst Meumann und die organizationen zur pflege der wissenschaftlichen pädagogik, by Max Brahn; Ernst Meumann und die ästhetik, by Oswald Külpe; Übersicht über Meumanns wissenschaftliche arbeiten, by Gustav Deuchler; Im gedenken an Ernst Meumanns jugend und studienzeit, by Friedrich Meumann.

CURRENT EDUCATIONAL CONDITIONS.

209. **Bagley, William C.** The educational basis of democracy. *American schoolmaster*, 9: 14-21, January 1916.
Read before the Illinois state teachers' association at Springfield, Ill., December 29, 1915.
Says that the essential need of a democracy is the highest possible level of general intelligence.
210. **Deuchler, Gustav.** Über die künftige gestaltung der öffentlichen jugenderziehung. *Zeitschrift für pädagogische psychologie*, 16: 433-38, October 1915.
Discusses developments in education of persons 14 to 20 years old, especially after the war.
211. **Flexner, Abraham and Bachman, Frank P.** Public education in Maryland; a report to the Maryland educational survey commission. New York, The General education board, 1916. xviii, 176 p. illus. 8°. A
212. **Hervey, Henry D.** Are our public schools, from the seventh grade through the high school, actually offering equal educational opportunity to all the pupils of the community. *Journal of education*, 83: 61-63, January 20, 1916.
Address before the New York state teachers' association.
213. **Johnson, T. Edward.** The unmeasured and unmeasurable factor. *American schoolmaster*, 9: 1-13, January 1916.
Paper read before the grammar school section of the Iowa state teachers' association, November 4, 1915.
The writer says that in educational matters this country, during the last decade has followed in the footsteps of Germany, where materialism is well-nigh universally accepted. Efficiency scales have been applied to the schools to measure the educational product, but the ultimate product has never been and never can be measured. The unmeasurable factor is a man's soul and that is of far greater importance than the measurable factors.
214. **Kansas. State normal school, Emporia.** Report of a survey of the public schools of Leavenworth, Kansas. Topeka, Kansas state printing plant, 1915. 202 p. 8°. ([Bulletin] n. s. vol. IV, no. 2)
Studies by the Bureau of educational measurements and standards, no. 1.
215. **Lodge, Sir Oliver.** Education after the war. *School world* (London) 18: 50-53, February 1916.
A plea for the arts of peace rather than the arts of war. Discusses the rehabilitation of education in England.
216. **New York (City) Board of education.** Survey of the Gary and prevocational schools. [New York, 1915] 61 p. 8°.
Part of the seventeenth annual report of the city superintendent of schools, 1914/15, made to the Board of education.
217. **New York (State) Education department.** Examination of the public school system of the city of Buffalo. Albany, The University of the state of New York, 1916. xiii, 208 p. 8°.
Report of a survey of the Buffalo public schools, made by the New York State Education department, under the direction of Thomas E. Finegan, Deputy Commissioner of education.
218. **Reid, Sydney.** The Gary system in New York city. *Mother's magazine*, 11: 30-32, 77, March 1916.

219. **Spain, Charles L.** The Detroit public schools. *American school board journal*, 52: 11-14, 86-88, February 1916.
A descriptive article of the schools of Detroit, kindergartens, elementary schools, special schools, junior high schools, manual and industrial training, continuation schools, etc.
220. **Streetfield, C. A. C.** Primary and secondary education in India. *Church missionary review* (London) 67: 16-23, January 1916.
A review of the progress of education in India, primary and secondary.
221. **Vail, Theodore N.** Some observations on modern tendencies. *Educational review*, 51: 109-38, February 1916.
Address at a dinner given by the Railroad commission of California to the National association of railway commissioners, San Francisco, Cal., October 13, 1915.
Deals largely with social and economic tendencies, and only incidentally with education.

PEDAGOGICS AND DIDACTICS.

222. **Brierley, Susie S.** Authority and freedom. *Parents' review* (London) 27: 7-19, January 1916.
Discusses the relative functions of freedom and authority. Says that "the setting of the school should imply freedom and responsibility, and should allow free play to the varied influences of social intercourse."
223. **Howerth, I. W.** The environment and education. *Educational review*, 51: 139-48, February 1916.
Emphasizes the powerful influences of environment upon man, the most important effects being psychic. The mind is extremely plastic and susceptible to environmental influences, hence the power of education upon the individual, and through the individual upon civilization.
224. **Iowa state teachers' association.** Elimination of obsolete and useless topics and materials from the common branches. Being a report of a committee of the Iowa state teachers' association, November 1915. [Des Moines, Iowa state teachers' association, 1915] 54 p. 8°.
225. **Porter, Laura S.** Guests. *Atlantic monthly*, 117: 241-49, February 1916.
Education out of school hours. Influence of the home. To be continued.
226. **Rathmann, C. C.** Educational factors outside of the schoolroom used by European teachers. *School and home education*, 35: 198-204, February 1916.
Discusses the school excursion, the museum, the theater, and school savings banks.
227. **Shields, Thomas Edward.** Education as adjustment. *Catholic educational review*, 11: 97-112, February 1916.
228. **Thwing, Charles F.** Education according to John Henry Newman. *School and society*, 3: 217-28, February 12, 1916.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

229. **Cowan, Edwina Abbott.** An experiment on the influence of training on memory. *Journal of educational psychology*, 7: 31-33, January 1916.
"Two groups of high school children were tested for their ability to memorize a prose selection, and to recall common objects seen for a moment on a table. One group was then trained for 20 days in memorizing nonsense syllables and isolated English words. Both groups were then tested with a prose selection similar to the first, and with the recall of objects. The trained group made distinctly the better showing."
230. **Freeman, Frank N.** Handwriting tests for use in school surveys. *Elementary school journal*, 16: 299-301, February 1916.
Material prepared for the school surveys of Denver, Colo., and Grand Rapids, Mich.

231. **Gray, William S.** Methods of testing reading. *Elementary school journal*, 16: 281-98, February 1916.
 Tests in oral and silent reading. After 3,000 pupils had been tested, standards of achievement for the various grades were computed. They were called "Standard tests." Presents the tests in oral and silent reading in printed form. Statistical tables, etc.
232. **Kelley, Truman Lee.** A constructive ability test. *Journal of educational psychology*, 7: 1-16, January 1916.
 "The test here described is designed to measure creative thinking as well as the ability to execute a task. In principle it is altogether different from tests such as the form-board and the puzzle box. The article presents a description of the test, directions for its administration and grading, and a consideration of the significance of the results."
233. Measuring the quality of handwriting. A symposium. *Elementary school journal*, 16: 302-15, February 1916.
 Contains the following: Part 1.—Our purpose in making a writing scale, by G. L. Johnson, p. 302-3; Part 2.—How the scale is made, by C. R. Stone, p. 303-13; Part 3.—The scale in use, by C. R. Stone, p. 313-15.
 Statistical tables. Part 2 contains an interesting tentative scale for the measurement of handwriting.
234. **Ruttman, W. J.** Quellen und methoden der schülerkunde. *Zeitschrift für pädagogische psychologie*, 16: 335-42, July, August 1915.
235. **Sackett, L. W.** Measuring a school system by the Buckingham spelling scale. [Garrison, N. Y., The Science press, 1915] 10 p. 4°.
 Reprinted from *School and society*, 2: 860-64, 894-98, December 18, 1915.
236. **Sandwick, Richard Lanning.** How to study and what to study. Boston, New York [etc.] D. C. Heath & co. [1915] v, 170 p. 16°.
237. **Sears, J. B.** Spelling efficiency in the Oakland schools. Report of the Oakland spelling investigation of October 1914. [Oakland, Cal., Board of education, 1915] 79 p. 8°. (Bureau of information, statistics, and educational research. Publication no. 1)
238. **Starr, Louis.** The adolescent period, its features and management. Philadelphia, P. Blakiston's son & co. [1915] 211 p. 12°.
239. **Wallin, J. E. Wallace.** Age norms of psycho-motor capacity. *Journal of educational psychology*, 7: 17-24, January 1916.
 Delivered before the American psychological association, and Section H of the American association for the advancement of science, University of California, August 5, 1915.
 "A synopsis of the results obtained from the use of the form-board test with over 4000 children. The author presents half-yearly forms of performance in this test from the ages of four to seventeen years."

SPECIAL SUBJECTS OF CURRICULUM.

240. **American psychological association.** Report of the Committee on the academic status of psychology, December 1915. The academic status of psychology in the normal schools. Princeton, N. J., Printed by the committee, 1915. 33 p. 8°.
 Members of committee: H. C. Warren, chairman; B. T. Baldwin, John Dewey, C. H. Judd, Margaret F. Washburn.
241. **Brown, Rollo Walter.** How the French boy learns to write; a study in the teaching of the mother tongue. Cambridge, Harvard-university press, 1915. ix, 260 p. 8°.
 After the introductory chapter, the main topics of this book are The courses of study in the mother tongue, Composition, Grammar, Reading and literature, Foreign languages, The French boy's teacher, and Organized language tradition.

242. **Dawson, Charles A.** Speech training in public high schools. Quarterly journal of public speaking, 2: 1-8, January 1916.
243. **Farquharson, Alexander.** The teaching of civics in secondary schools. School world (London) 18: 47-50, February 1916.
Says the writer: "Let mutual service and love—which is its interior motive and reflection—be the alpha and omega of your civics teaching."
244. **Fish, Carl Russell.** American diplomatic history in high school. History teacher's magazine, 7: 39-44, February 1916.
245. **Gould, Frederick J.** Moral instruction, history and literature. Journal of education (London) 48: 85-86, February 1916.
Says that moral instruction, history and literature are fundamentally one and the same. Presents methods of teaching.
246. **Knapp, Charles.** The campaign for the classics. Classical weekly, 9: 97-98, 105-6, 113-14, January 22, 29, February 5, 1916.
247. **Leonard, F. B. jr.** Debating in the high school. Illinois association of teachers of English bulletin, 8: 1-19, January 15, 1916.
Discusses the subject under the following headings: 1. The proposition for debate.—2. Selection of debaters.—3. Working up the question.—4. Writing the speeches.—5. Practice and delivery.—6. Class room debate.—7. Inter-high-school debating leagues.
248. **Millikan, R. A.** The elimination of waste in the teaching of high-school science. School and society, 3: 162-69, January 29, 1916.
A paper presented before the Physics section of the Central association of teachers of science and mathematics, November 26, 1915.
249. **Myers, G. W.** Educational movements and general mathematics. School science and mathematics, 16: 97-105, February 1916.
From an address before the Central association of science and mathematics teachers at Chicago, November 20, 1915.
250. **Redway, Jacques W.** Thirty-five years of reform in the teaching of English. American school, 2: 8-10, January 1916.
"A famous textbook author and master of English style writes of our national faults in oral and written speech, and some reasons therefor."
251. **Reeve, W. D.** Courses in special methods of teaching for high schools, with reference to mathematics. School review, 24: 89-106, February 1916.
Makes the following recommendations by means of which prospective teachers may profitably proceed: (1) By reading the published results of the experience of others; (2) by personal consultation with experienced teachers; (3) by observing teachers at work; (4) by actual teaching. Contains bibliography: p. 104-6.
Paper read before College teachers of education, at the Minnesota educational association, Minneapolis, October 29, 1915.
252. **Rugg, H. O.** The experimental determination of standards in the first-year algebra. School review, 24: 37-66, January 1916.
A report to the mathematics section of the Illinois high school conference of a preliminary study to "(1) establish certain methods by which standards for measuring the outcomes of a year's instruction in high school algebra may be constructed; (2) to state tentative results obtained in eight Illinois high schools; (3) to make certain criticisms of the learning and teaching process in algebra." Contains statistical tables: composite tests, etc.
253. **Rusk, R. D.** Vitalizing high school physics. Education, 36: 368-73, February 1916.
Sums up the essentials requisite to the teaching of high school physics as follows: "(1) There must be a certain relation between the theoretical and the practical, such that each supports and strengthens the other as much as possible. (2) We must deal either with the practical or with theory which is being made practical through certain points of contact. (3) A problem-situation should be created."

254. **Sargent, Walter.** Art courses in high schools. *School review*, 24: 107-15, February 1916.
Presents three types of courses to suit the needs of pupils: (1) Those connected with industrial subjects; (2) courses in pictorial drawing; (3) courses in the survey of art, or appreciation of art. The latter meet the needs of pupils having no technical skill. Illustrated.
255. **Smiley, Charles N.** Horace: an appreciation. *Educational review*, 51: 156-67, February 1916.
Writer concludes that the reading of Horace is "stimulating mental food for all of those who are really worthy of a college education."
256. **Swift, H. T.** The third state spelling contest in Illinois. *School news and practical educator*, 29: 296-300, February 1916.
Gives the rules for the state spelling contest and the words used in the contest.
257. **Taylor, Aravilla M.** General science situation in Iowa and California. *School review*, 24: 20-25, January 1916.
Report of an investigation carried on under the direction of Dr. O. W. Caldwell. Work of high schools. Gives tabulated statistics.
258. **Umlauf, K.** Der mathematische unterricht an den seminaren und volkschulen der Hansestädte. Leipzig und Berlin, B. G. Teubner, 1915. 165, [1] p. 4°.
"Literatur": p. 163-65.
259. **Ward, C. H.** What is English? *Educational review*, 51: 168-78, February 1916.
Writer says that ability "to write a decent theme on a topic not based on reading, will be the simple definition of 'English.'" Discusses present tendencies in school rhetoric.
260. **Wilds, Elmer Harrison.** Public speaking in the early colleges and schools. *Quarterly journal of public speaking*, 2: 31-38, January 1916.
Historical sketch of public speaking in colleges up through the first half of the last century.

KINDERGARTEN AND PRIMARY SCHOOL.

261. **Faddis, Jennie R.** The relation of the kindergarten and the elementary grades. *Kindergarten and first grade*, 1: 66-72, February 1916.
Address given at the International kindergarten union convention, San Francisco.

RURAL EDUCATION.

262. **Fletcher, John M.** The meaning of the modern rural school movement. *Louisiana school work*, 4: 278-91, January 1916.
Read at the Louisiana state normal, Natchitoches, La., December 2, 1915.
263. **Mills, Lewis S.** The daily program in the one-room school. *Primary education*, 24: 76-79, February 1916.
"The present article is supplementary to the one by the writer in the October number of *Primary education*, 1914. The same principles as there enumerated apply here as well. In this article, the details of working out the program for the one-room school are explained, a model program form is given and several variations from the model." These programs are in daily use in several schools.
264. **Shawkey, M. P.** The work of state departments of education in teacher training for rural schools. *Better schools*, 2: 1-5, January 1916.
The system and experience of West Virginia Department of education in providing well-trained and enthusiastic teachers for the rural schools.
265. **Teaching**, vol. 2, no. 5, January 15, 1916. (Rural school equipment)
Contains: 1. H. M. Culter: The modern rural schoolhouse, p. 2-8. 2. C. R. Phipps: The outside equipment of a country school, p. 9-16. 3. Mark Burrows: Sanitation in the rural school, p. 16-18. 4. G. S. Leahr: Inside equipment, p. 19-26. 5. Anna H. Brogan: The school as a community center, p. 26-29.

SECONDARY EDUCATION.

266. **Bingaman, C. C.** The junior-senior high school in practice. *Midland schools*, 30: 178-80, February 1916.
Contains an outline of a course of study for the six-three-three plan and a list of textbooks to be used.
267. **Brown, Elmer Ellsworth.** The historical development of secondary schools in the United States. *School and society*, 3: 227-31, February 12, 1916.
Address given December 30, 1915, at the Second Pan-American scientific congress, Washington, D. C.
268. **Cox, Philip W. L.** The junior high school; its purposes and how they may be realized. *American education*, 19: 337-43, February 1916.
269. **Engleman, J. O.** An extra-classroom study of the Decatur high school. *Educational administration and supervision*, 2: 9-24, January 1916.
Results of a questionnaire submitted to high school pupils of Decatur, Ill. Information was received concerning occupations of fathers, occupations chosen by students, earnings of students, home study, books voluntarily read, magazine reading, reading of daily papers, use of tobacco, attendance at motion picture shows and at religious services, etc.
270. **Fenwick, Arthur M.** A modern city's high school system—Los Angeles. *School review*, 24: 116-29, February 1916.
Submits an attempt to epitomize the modern ideal: "(1) A system must provide those elements of education common to all intelligent democratic peoples. (2) It must recognize the claims and opportunities of its environment. (3) With its efforts to socialize it must recognize that each child is an individual, each is a problem with his idiosyncrasies."
Cites statistics showing the measure of success of the Los Angeles system.
271. **Friend, L. L.** High school commencements. *West Virginia school journal and educator*, 44: 374-76, February 1916.
Gives some suggestions for the observance of high school commencements.
272. **Hinchman, Walter S.** The American school; a study of secondary education. Garden City, N. Y., Doubleday, Page & company, 1916. xi, 232 p. 12°.
Regarding private schools, the author says (p. 38): "In them alone is possible an education above the average command of the masses; they can cherish culture, as public schools, at the mercy of the practical, average citizen, can not; unfettered by the popular interpretation of democracy as meaning all kinds of equality, intellectual as well as other, they alone may give due recognition and opportunity to the capable student."
273. **Johnston, Charles Hughes.** Junior high school administration. *Educational administration and supervision*, 2: 71-86, February 1916.
274. **Maphis, Charles G.** A plan for the definite rating of secondary schools. *Alumni bulletin of the University of Virginia*, 9: 59-63, January 1916.
A paper read before the Association of colleges and secondary schools of the Southern states, held at Nashville, October 28, 1915.
275. **Murphy, C. R.** Country and town students in high schools. *American school board journal*, 52: 25-26, '91, February 1916.
A comparative study of the work done in high schools by pupils who did their first eight years' work in rural schools and those who did it in town schools.
276. **Pearson, Francis Bail.** The high school problem. Chicago, New York, Row, Peterson & company [1916] 297 p. 12°.
277. **Pittenger, B. F.** Uses of the term "secondary" in American education. *School review*, 24: 130-41, February 1916.
Explains some of the more common American uses of "the terms 'secondary school' and 'secondary education,' both implicit and explicit." Discusses conflicting meanings, and presents a historical account of origins.

278. **Weet, Herbert S.** A junior high school. *School review*, 24: 142-51, February 1916.
Describes work of the junior high school of Rochester, N. Y. A paper read before the Convocation of the University of the state of New York, at Albany, October 22, 1915.
279. **Wood, Will C.** The opportunities of the high school. *Sierra educational news*, 12: 18-22, January 1916.
The high school situation in California.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

280. **American association of university professors.** Report of the committee of the American association of university professors on academic freedom and academic tenure. *School and society*, 3: 109-21, January 22, 1916.
E. R. A. Seligman, chairman.
281. **Blakely, Paul B.** In defense of the teacher. *America*, 14: 429-30, February 12, 1916.
The writer says that for a stipend fully equal to that of the street-cleaners in our most advanced cities, our grammar-school teachers devote themselves, often nobly and unselfishly, to the trying work of teaching the young idea to do a great many things besides about. Welding almost as much influence on general school policy as the janitor, in the eyes of the public she is the first and last cause of whatever apparent shortcomings or positive absurdities may be detected in our magnificent system of education.
282. **Coulter, John G.** The training of elementary science teachers. *School review*, 24: 26-36, January 1916.
Lays down the general principle that training in "the method of high school courses that approximate administrative equivalence with lower college courses should be given by the teachers of such equivalent college courses."
283. **Kellogg, Royal S.** Teachers cottages, by R. S. Kellogg (in cooperation with the U. S. Bureau of education) Chicago, Ill., The National lumber manufacturers association, 1916. 58 p. illus. 8°.
"Many of the reports upon teachers' cottages in the various states were comp. by Mr. J. C. Muerman, specialist in rural education." p. 4.
284. **Kingsbury, Laura M.** Equal salaries for men and women teachers. *Education*, 36: 389-94, February 1916.
Discusses the question from the viewpoint of efficiency and economics. A plea for equal salaries.
285. **McCabe, David A.** Issues involved in some recent dismissals of university professors. *Princeton alumni weekly*, 16: 417-19, February 9, 1916.
Conditions at the University of Utah—The Nearing case at the University of Pennsylvania.
286. **Miller, Frederick.** Teachers' unions at work. *American teacher*, 5: 19-23, February 1916.
Advocates a teachers' union for New York city. Tells of the work of the National union of teachers of England.
287. **North, Lila Ver Planck.** Teachers as participators in school planning and school administration. Boston, Mass., School-voters' league, 1916. 75 p. 8°.
Contains: 1. Common opinions on the teachers' share in school management. 2. Methods by which teachers assist in forming school plans. 3. Teachers' clubs as factors in school administration. 4. Facts and forecasts.
288. **O'Neill, J. M.** The professional outlook. *Quarterly journal of public speaking*, 2: 52-63, January 1916.
President's address before the first annual convention of the National association of the academic teachers of public speaking, held at Chicago, November 1915.
289. **Rowland, Albert Lindsay.** The rating of teachers. *Current education*, 20: 35-38, February 1916.

HIGHER EDUCATION.

290. **Arnett, Trevor.** College finance. [Chicago] Board of education of the Northern Baptist convention, 1915. 11 p. 8°.
291. **Burg, John C.** University registration statistics. *Science*, n. s. 43: 87-92, January 21, 1916.
 (Omitting the enrollments in the summer session, the universities showing the largest gains for 1915 are Pennsylvania (916), Minnesota (739), Pittsburgh (594), Ohio state (502), New York (438), Chicago (437), Illinois (374), California (363), Missouri (361), Cincinnati (334), Cornell (314), Michigan (299), Columbia (290), Nebraska (288), Harvard (274), Iowa state (256), Northwestern (208), and Indiana (201).)
292. **Capen, Samuel P.** Report of a survey of the University of Oregon, made by the United States Bureau of education, September 1915. Salem, Oreg., State printing department, 1915. 28 p. 8°. (University of Oregon bulletin. n. s. vol. xiii, no. 4. December 1915)
293. **Delannoy, Paul.** L'université de Louvain; conférences données au Collège de France en février 1915. Paris, A. Picard, 1915. 229 p. illus. 12°.
294. **Hadley, Arthur T.** The university and the nation. *Yale alumni weekly*, 25: 585-86, February 4, 1916.
 An abstract of an address at the annual dinner of the Northeastern New York alumni association at Albany, January 26, 1916.
 President Hadley says that Yale's aim has always been to prepare men for public service and that the form of public service needed to-day is public service in the defense of country.
295. **Harper, W. A.** Colleges and citizenship. *Education*, 36: 374-80, February 1916.
 College men should help to form wholesome public opinion and stand ready to serve the state heroically.
296. **Heßbrunn, Ludwig.** Die gründung der Universität Frankfurt a. M. Frankfurt a. M. J. Baer & co., 1915. 233 p. 8°.
297. **Keyes, Charles.** Why Johns Hopkins is great among American universities. *Johns Hopkins alumni magazine*, 4: 100-109, January 1916.
298. **Lange, Alexis P.** The junior college, with special reference to California. *Educational administration and supervision*, 2: 1-8, January 1916.
 Treats of the development of the junior college and some of its problems.
299. **Lippincott, Horace Mather.** George Washington and the University of Pennsylvania. *Alumni register (University of Pennsylvania)* 18: 356-83, February 1916.
300. **Pickard, John.** Message of art for the collegian. *American magazine of art*, 7: 144-49, February 1916.
 A paper read at the sixth annual convention of the American federation of arts, Washington, D. C., May 1915.
 In conclusion, the writer says that "the fundamental error, the great defect of our present system of higher education is that it . . . fails adequately to provide for the artistic side of man's nature."
301. **Bodman, Walter Sheldon.** The University of Virginia. *Bulletin of the Society for the promotion of engineering education*, 6: 303-14, January 1916.
 A descriptive article of the University of Virginia.
302. **Wilbur, Ray Lyman.** Inaugural address of the president of Leland Stanford junior university. *School and society*, 3: 181-86, February 5, 1916.
 Read at the installation exercises on January 23, 1916.
 Leland Stanford junior university and its place among universities.
303. **Woolbert, Charles H.** The organization of departments of speech science in universities. *Quarterly journal of public speaking*, 2: 64-77, January 1916.
 Discusses first, the need of separation of speech sciences from the department of English, second, the organization of a department of speech science, and third, the place of speech sciences as an academic discipline.

SCHOOL ADMINISTRATION.

304. **Brooks, E. C.** By what standard may a school board know the efficiency of the superintendent? *North Carolina education*, 10: 3-4, February 1916.
The board may measure the efficiency of a superintendent by finding out "if the teacher's records show a minimum number of repeaters and a thoughtful provision for the exceptional children, if the course of study is functioning in the community as well as in the individual child, and if the attitude of the teacher as a whole toward the educational life of the community is good."
305. **Brown, John Franklin.** State publication of school books. New York, The Macmillan company [1915] 52 p. 12°.
Contains significant information concerning the experience of California, Georgia, and Kansas with the state publication of school books.
306. **California.** State normal school, *San Francisco*. In re Every child, a minor, vs. Lockstep schooling; a suit in equity . . . Data of results, methods and costs of operating schools by individual instruction. Comp. by Frederic Burk, president San Francisco state normal. [San Francisco? California state printing office, 1915] 72 p. 4°. (Monograph C)
307. **Cates, E. E.** Supervision must supervise. *Education*, 36: 352-67, February 1916.
Gives requirements for a model superintendent.
308. **Cubberley, Ellwood P.** Public school administration. Boston, New York [etc.] Houghton Mifflin company [1916] xviii, 479 p. diagra. 12°. (River-side textbooks in education, ed. by E. P. Cubberley)
This book undertakes "to state the fundamental principles underlying the proper organization and administration of public education in the United States; to state briefly the historical evolution of the principal administrative officers and problems; and to point out what seem to be the most probable lines of future evolution."
309. **Garrison, Noel H.** State uniformity in high school text books. *Sierra educational news*, 12: 26-30, January 1916.
The writer says that high school texts can be furnished free without being made uniform and without being furnished by the state. "He thinks the printing of uniform high school texts is not only unpedagogical and uneconomical but is without precedent, and that the number of copies of the different text books required would make it impossible for the state to print them."
310. **Hanus, Paul H.** Town and city school reports, more particularly superintendents' reports. *School and society*, 3: 145-55, 186-98, January 29, February 5, 1916.
Address of the vice-president and chairman of Section L, Education, American association for the advancement of science, Columbus, O., December 1915.
This study covers 26 reports from 25 cities and towns in all sections of the United States. A table is given classifying the contents of school reports for these towns and cities. The writer says that "Town and city school reports are at present vague in purpose, and miscellaneous in subject-matter . . . they fail to reach the great majority of the people."
311. **Hartwell, S. O.** Statement of organization in Kalamazoo (Mich.) public schools. *Elementary school journal*, 16: 316-23, February 1916.
Since 1902 Kalamazoo has had one or more departmental schools resembling the junior high-school arrangement. In 1914 grades 7 and 8 were placed on the departmental plan. The first six grades of the elementary schools are now regarded as a unit and for "the regular work, so called, are under the direction of one supervisor. The plan of organization has some features adopted from the grade arrangement used in Gary, Ind." To be continued.
312. **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°.
The writer's general plan of organizing schools has "the psycho-physical development as the basis of classification, with constant opportunity for readjustment, with a minimum of work for the less gifted, with much individual work within the classes, and with the possibility for outside work in cultivation of a special interest throughout the school course."

SCHOOL MANAGEMENT.

313. **Feddersen, Lucy A.** Supervised study in the mathematics department of the University of Wyoming high school. *Wyoming school journal*, 12: 175-80, February 1916.
314. **Johnston, O. H.** What is curriculum differentiation? *Educational administration and supervision*, 2: 49-57, January 1916.
Editorial.
Treats of the attitudes of eight classes of educators toward curriculum differentiation, the confusion of terms, the bearing of these terms upon the curriculum differentiation issue, etc.
315. **Kennedy, John.** The Batavia system and the education of school children. *Child (London)* 6: 188-92, January 1916.
A plea for the Batavia system.
316. **Wilson, H. B.** Motivated school work. *Atlantic educational journal*, 11: 231-37, January 1916.
Successful classroom methods employed to vitalize the common school subjects.

SCHOOL ARCHITECTURE.

317. **Ayres, Leonard Porter and Ayres, May.** School buildings and equipment. Cleveland, O., The Survey committee of the Cleveland foundation, 1916. 117 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 1915.
318. Modern school houses. Part II. Illustrating and describing recent examples of school house design executed in the United States. New York, The American architect, 1915. 80 p. 169 plates. 1°.
Part I of this work was published in 1910.

SCHOOL HYGIENE AND SANITATION.

319. **André, A. E.** La cure d'air par la mutualité scolaire. *Revue pédagogique*, n. s. 67: 37-49, July 1915.
Advocates preventive work by the "mutualités scolaires" as well as remedial work.
320. **Manny, Frank A.** A scale for marking nutrition. *School and society*, 3: 123-24, January 22, 1916.
A scale adopted by the Bureau of child hygiene for the examination of all children in New York city public and parochial schools.
321. **Sandiford, Peter.** Health and education: the new emphasis. *Child (London)* 6: 178-87, January 1916.
Describes the various factors in the new health movement; agencies in the conservation of childhood, etc.
322. **Simmons, Guy A.** Health service in Hendrix college. *Bulletin of the Board of education of the Methodist Episcopal church, South*, 5: 192-200, February 1916.
Medical inspection in colleges, especially in Hendrix college, and a brief list of references on the subject.

PHYSICAL TRAINING.

323. **Bray, W. J.** The school's responsibility for physical efficiency. *Journal of education*, 83: 117-20, February 3, 1916.
324. **McKenzie, Robert Tait.** Exercise in education and medicine. 2d ed., thoroughly rev. Philadelphia and London, W. B. Saunders company, 1915. 585 p. illus. 8°.

PLAY AND PLAYGROUNDS.

325. Nutt, Hubert W. Play and its place in education. *Teacher's journal*, 15: 241-48, 279-85, December 1915, January 1916.

Part 1 is devoted to the physical aspects of play and part 2 to the intellectual aspects.

326. Sies, Alice Corbin. Problems in sensory-motor education involving the selection of play materials and apparatus for small children. *Kindergarten and first grade*, 1: 49-55, February 1916.

Gives a list of play materials used in the School of childhood, University of Pittsburgh, and a brief description of the uses to which each piece of apparatus may be put.

327. A year's work of the Playground and recreation association of America. Helping cities to use the free time of the children and of the men and women in building a better civilization. May 1, 1914, through April 30, 1915. *Playground*, 9: 369-427, February 1916.

Pages 400 to 423 contain a list of "What cities 'played' last year and how."

SOCIAL ASPECTS OF EDUCATION.

328. Burgess, E. W. The social survey—a field for constructive service by departments of sociology. *American journal of sociology*, 21: 492-500, January 1916.

What can be accomplished by the sociological departments of colleges and universities in the social surveys of communities.

329. *Rural school messenger*, vol. 5, no. 5, January 1916. (The community center)

Contains: 1. L. B. Sipple: Community efficiency: the story of a Missouri community, p. 90-99. 2. Mark Burrows: The school plant as a social center, p. 100-106.

CHILD WELFARE.

330. Tobey, S. B. Relation of the school in regard to child welfare. *Wisconsin journal of education*, 48: 6-8, January 1916.

331. U. S. Children's bureau. Child labor legislation in the United States, by Helen L. Sumner and Ella A. Merritt. Washington, Government printing office, 1915. 1131 p. 2 fold. tables. 8°. (Industrial series no. 1. Bureau publication no. 10)

"All child labor legislation in force on October 1, 1915, in the states and outlying possessions of the United States is brought together in this compilation, which is divided into two parts—first, a comparative tabular analysis of the most important legal provisions; and, second, the text of laws by states".

MORAL EDUCATION.

332. Carr, Ernest P. What shall we teach? *Education*, 36: 381-85, February 1916.

Lays emphasis on the formation of character as the basis of all education.

333. Watkins, Dwight E. Oratory and the building of character. *Education*, 36: 347-56, February 1916.

Writer says that the practice of oratory develops concentrated attention and dominant personality. It is dynamic in nature, and is of incalculable service in the development of character.

RELIGIOUS EDUCATION.

334. Brown, Arle A. The week-day church schools of Gary, Indiana. A report of an investigation. *Religious education*, 11: 5-19, February 1916.

Gives a brief history of the Gary plan of religious instruction, and then gives the curriculum, methods of instruction, grading, etc., in the church schools and the attitude of the local churches toward the plan.

335. **The essential place of religion in education.** Monograph published by National education association. Ann Arbor, Mich., January 1916. 134 p. 8°.
- This monograph contains the winning paper by Charles E. Rugh in the prize-essay contest conducted by the National education association in 1915, on the subject of The essential place of religion in education with an outline of a plan for introducing religious teaching into the public schools. It contains also four other essays of which special mention was made, presented by Laura H. Wild, Frances Virginia Frisbie, Clarence Reed, and Anna B. West. The final paper is a synopsis by Sara Whedon of the remaining essays submitted in the contest, more than 400 in number.
336. **Kelly, M. V.** Is the parish school undertaking too much? Ecclesiastical review, 54: 158-66, February 1916.
- Discussion of work of the Roman Catholic schools.
337. **Mumford, Edith E. Read.** The dawn of religion in the mind of the child; a study of child life. London, New York [etc.] Longmans, Green and co. [1915] xi, 111 p. 12°.
338. **Soares, Theodore Gerald.** The study of religious education. Biblical world, 47: 3-15, January 1916.
339. **Squires, Vernon P.** The North Dakota plan of Bible study. Religious education, 11: 20-27, February 1916.
- A report prepared for the Conference of February 23 to March 1, 1916.

MANUAL AND VOCATIONAL TRAINING.

340. **Book, W. P.** Vocational education. Educator-journal, 16: 304-12, February 1916.
- Address delivered at the dedicatory services of the Vocational building, State normal school, Terre Haute, January 5, 1916.
- The meaning of vocational education and the place of it in a state scheme of education.
341. **Corporation schools.** World's work, 31: 417-20, February 1916.
- Describes the educational work of the National association of corporation schools, comprising 93 American corporations that employ over a million people.
342. **Crawshaw, F. D.** Organization in the teaching of manual and industrial arts. Industrial-arts magazine, 5: 47-52, February 1916.
- The purpose of this article is to see how the instructor and supervisor can study the efficiency of his own performances scientifically and to study plans for the measuring of merit of teachers or their efficiency in teaching.
343. **Dewey, John.** The need of an industrial education in an industrial democracy. Manual training and vocational education, 17: 409-14, February 1916.
- Address delivered at the Pan-American congress held at Washington, D. C.
344. **Griffith, Ira B.** Individual differences and how to provide for them in the manual arts. Manual training and vocational education, 17: 415-27, February 1916.
- "Substantially the address given before the Conference of manual arts teachers at the Chicago normal college, December 9th to 11th." Gives charts which show in graphic form the results of tests for speed and accuracy in shopwork.
345. **National society for the promotion of industrial education.** Vocational education survey of Richmond, Va., August 1915. Washington, Government printing office, 1916. 333 p. tables. 8°. (United States. Bureau of labor statistics. Bulletin no. 162)
- Contents: 1. The public schools of Richmond, p. 11-24. 2. Present status of technical and vocational education, p. 24-28. 3. Financial support of the public schools, p. 29-30. 4. The industrial survey, p. 31-71. Appendix A.—Statistical summary of information secured from employers and employees in printing, building, and metal trades in Richmond, p. 72-84. Appendix B.—Analysis of occupations in the printing trades in Richmond, p. 84-100. Appendix C.—Analysis of occupations in the building trades in Richmond, p. 101-63. Appendix D.—Analysis of occupations in the

metal trades in Richmond, p. 183-226. Appendix E.—Analysis of occupations in department stores in Richmond, p. 227-54. Appendix F.—Analysis of occupations in the tobacco industry in Richmond, p. 255-79. Appendix G.—Plan for a division of industrial education in Richmond, p. 280-302. Appendix H.—Organization and work of John Marshall night high school, p. 302-11. Appendix I.—Organization and work of Virginia mechanics' institute, p. 312-21. Appendix J.—Schedules used in the industrial survey, p. 322-26.

VOCATIONAL GUIDANCE.

346. Allen, Frederick J. Business employments. Boston, New York [etc.] Ginn and company [1916] xi, 218 p. 12°.

This book deals with business employments which are open to youth, discussing in detail the opportunities on the business side of manufacture, trade, and finance. It is based upon the studies of the Vocation bureau of Boston.

347. Laselle, Mary A. Vocational guidance in school. The vocation of salesmanship. Popular educator, 33: 336-37, 354, February 1916.

AGRICULTURAL EDUCATION; HOME ECONOMICS.

348. Bailey, L. H. The forthcoming situation in agricultural work. Science, n. s. 43: 77-87, January 21, 1916.

Address as retiring vice-president, Section M, of the American association for the advancement of science. Continues an address made one year previously at the first meeting of Section M. Discusses the work and status of agricultural colleges and experiment stations. Advocates the extension of rural teaching, founded on agriculture, into general and liberal arts institutions, etc.

349. Benson, O. H. School credit for boys' and girls' club work in agricultural and home economics. Better schools, 2: 14-22, January 1916.

The writer does not believe in giving school credit for little things that a child does at home, as brushing the teeth, washing the ears and neck, doing little necessary chores, etc., but thinks credit should be given for home projects in the organization of club activities.

350. Clinton, G. P. Botany in relation to agriculture. Science, n. s. 43: 1-13, January 7, 1916.

Among other things discusses the development of college instruction in botany; at agricultural land-grant institutions, etc.

351. Goldsmith, G. B. Home gardens. Nature-study review, 12: 22-26, January 1916.

Describes the various possibilities of the home garden.

352. Lord, Isabel Ely. Costume in the cookery laboratory. Journal of home economics, 8: 55-67, February 1916.

Facts concerning costume requirements for class work in cookery in colleges, universities, and normal schools. Results of a questionnaire.

353. Selvig, C. G. The home project as the center vs. the home project as the outgrowth of agricultural instruction. School education, 35: 4-5, February 1916.

COMMERCIAL EDUCATION.

354. Eckels, G. P. How the active commercial teacher can continue his professional education. Business journal, 40: 203-205, January 1916.

355. Schorer, O. C. Commercial training under state supervision. School review, 24: 1-19, January 1916.

Advocates the supervision and inspection of commercial education in secondary schools by state universities and colleges. Of the 30 state colleges and universities in the United States, 46 are offering courses in commerce. Presents interesting statistics. Describes the inspection of high school commercial work by the University of Texas and the University of Vermont.

PROFESSIONAL EDUCATION.

356. **Society for the promotion of engineering education.** Proceedings of the twenty-second annual meeting, held in Princeton, N. J., June 23-26, 1914. Pittsburgh, Pa., Office of the Secretary, 1915. 423 p. 8°. (F. L. Bishop, secretary, Pittsburgh, Pa.)

Contains: 1. G. C. Anthony: Unity in education, p. 32-44. 2. T. H. B. McKnight: The financial management of a school or university, p. 45-62; Discussion, p. 52-55. 3. C. R. Mann: The relation of the administrative department to the teacher, p. 56-62; Discussion, p. 62-70. 4. Hugo Diemer: Education in scientific management, p. 71-84. 5. I. M. Passano: Academic efficiency—undefined and unrewarded, p. 85-95; Discussion, p. 96-100. 6. W. L. Upson: The preceptorial system, and electrical engineering at Union college, p. 154-62. 7. G. L. Sullivan: Teaching engineering students how to study, p. 163-70. 8. W. H. Kenerson: Giving instruction in methods of study, p. 171-74. 9. A. B. McDaniel: Coordination in engineering instruction, p. 175-85; Discussion, p. 186-88. 10. H. S. Jacoby: A study of technical college catalogues with respect to descriptions of courses of study and of instruction, p. 189-211; Discussion, p. 211-12. 11. C. F. Harding: Grading of students by universities vs. grading of technical graduates by employers, p. 213-21; Discussion, p. 222-26. 12. W. M. Riggs: Student character and personality records, p. 227-32. 13. F. H. Sibley: Better engineering text-books, p. 233-39. 14. A. M. Wilson: A report of progress in cooperative education, p. 240-47; Discussion, p. 247-50. 15. J. B. Whitehead: A department of engineering in the Johns Hopkins university, p. 251-66; Discussion, p. 266-76. 16. W. M. Wilson: Proposed courses in structural engineering for civil engineering students, p. 277-85. 17. C. E. Lucke: The new graduate course in mechanical engineering at Columbia university, p. 286-313. 18. Report of committee on college administration, p. 320-26. 19. Report of the committee on cooperation in civil engineering laboratory instruction, p. 338-77.

357. ——— Proceedings of the twenty-third annual meeting held at Ames, Iowa, June 22-25, 1915. Pittsburgh, Pa., 1915. 374 p. 8°. (F. L. Bishop, secretary, Pittsburgh, Pa.)

Contains: 1. Anson Marston: The relation of the engineering schools to the profession, the state and the public, p. 66-69. 2. C. R. Mann: A report of progress in the study of engineering education, p. 70-79; Discussion, p. 79-85. 3. C. L. Cory: The education of the future engineer, p. 90-96; Discussion, p. 96-98. 4. A. S. Kinsey: Woodworking for mechanical engineering students, p. 150-74. 5. S. N. McCormick: Efficiency in college administration, p. 193-203. 6. J. A. L. Waddell: Some important questions in engineering education, p. 207-19. 7. Report of joint committee on classification of colleges, p. 231-40. 8. Report of the committee on the teaching of mechanics to students of engineering, p. 241-311. 9. Report of the committee on cooperation with secondary schools, p. 324-45. 10. Preliminary report of the committee on the standardization of technical nomenclature, p. 319-61.

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

359. **Mathews, Shailer.** Theological seminaries as schools of efficiency. Biblical world, 47: 75-85, February 1916.

Says that the chief function of the theological seminary is the preparation of men for efficient leadership in religion.

360. **Oster, Sir William.** Intensive work in science at the public schools in relation to the medical curriculum. School world (London) 18: 41-44, February 1916.

Says: "The real crux is not with men or with buildings, but so to organize the teaching of the school as to have a continuous science course through two years." Conditions of science teaching in English endowed secondary schools.

361. **Taylor, Alonso E.** The present and future of the medical school. Old Penn, 14: 649-53, February 12, 1916.

CIVIC EDUCATION.

362. **Allen, William H.** Teaching civics by giving pupils work to do. American city, 14: 154-55, February 1916.

Consists mainly of bibliographical references.

363. **Claxton, Philander P.** Immigration after the war. Social service review, 3: 10, 20, February 1916.

Shows the need of educating the immigrants for citizenship.

364. **Horton, D. W.** Standards for community civics. *History teacher's magazine*, 7: 57-63, February 1916.

Paper read before the Gary conference on history teaching, held by the University of Indiana, February 26, 27, 1915.

Contains a syllabus on community problems and a bibliography.

MILITARY AND NAVAL TRAINING.

365. **Creel, George.** Wyoming's answer to militarism. *Everybody's magazine*; 34: 150-59, February 1916.

Remarkable work of the cadet corps at the Cheyenne high school, Wyoming. Service in the corps is not compulsory, and there is no active recruiting, yet 90 per cent of the high school population of the state has volunteered. Illustrated.

366. **Morrison, Henry C.** The schools and defence. *Journal of education*, 83: 93-94, January 27, 1916.

An open letter from the State superintendent of public instruction of New Hampshire. He does not believe in any headlong rush upon the part of our local authorities into plans for military drill in the high schools, but says the whole question is primarily a question for the Federal government to deal with.

367. **O'Shea, M. V.** Shall I send my boy to a military school? *Mother's magazine*, 11: 23-24, March 1916.

The writer thinks that it would not be well to have the typical boy spend his whole time under military régime, but that if a boy becomes wholly irresponsible in the public schools he should be subjected to the disciplinary influence of a military school.

368. **Rushton, Wyatt.** Training student soldiers. *American review of reviews*, 53: 201-4, February 1916.

Describes the obligatory military instruction in land-grant colleges. Thinks that Congress should pass a law allowing for "a larger detail of officers for the service of teaching, a training school, if possible, for the work of teaching, at West Point or elsewhere, and in general a greater extension of the system for training civilian officers."

369. **Westcott, Allen F.** Methods of teaching at Annapolis. *Educational review*, 51: 149-55, February 1916.

"The Naval academy," says the writer, "is strictly neither a college nor a technical school, but a combination of both." Discusses the curriculum and methods of teaching.

EDUCATION OF DEAF.

370. **Roberts, Emma.** Training the deaf child in the home. *Volta review*, 18: 45-50, February 1916.

Advises mothers to get some practical training in the pedagogics of the deaf either from private teachers or in one of the normal classes held in some of the State schools, or in one of the private schools.

371. **Speech teaching in schools for the deaf.** *Volta review*, 18: 79-81, February 1916.

A graphical delineation of the progress in the teaching of speech in schools for the deaf in the United States, with statistical tables.

372. **Wright, John D.** The welfare of the deaf child. *Child (London)* 6: 193-96, January 1916.

EXCEPTIONAL CHILDREN.

373. **Barr, Martin W.** The prevention of feeble-mindedness. *Albany medical annals*, 37: 58-66, February 1916.

Discusses training schools for defectives, backward children, etc.

A paper read before the 16th New York state conference of charities and correction, Albany, N. Y., November 17, 1915.

374. **Cadbury, Mrs. George.** The care of defective school children in Birmingham. *Child (London)* 6: 169-74, January 1916.

An illustrated article describing the school clinics of Birmingham, England.

375. **Hoke, K. J.** The public schools and the abnormal child. *Psychological clinic*, 9: 238-45, January 15, 1916.
A report to the Virginia state board of charities and corrections for submission to the General Assembly of 1916.
Tells of the work with the abnormal children in the city of Richmond.
376. **Tompkins, Ernest.** Stammering—and consistency. *Education*, 36: 386-94, February 1916.
377. **Wallin, J. E. Wallace.** A census of speech defectives among 89,057 public-school pupils—a preliminary report. *School and society*, 3: 213-16, February 5, 1916.
"Read before the American psychological association, Chicago, December 28, 1915. The complete report will be published in a bulletin issued by the Board of education of the city of St. Louis."

EDUCATION EXTENSION.

378. **Dooley, William H.** Evening elementary schools. *Education*, 36: 357-61, February 1916.
Describes work for non-English speaking people. Gives course of study for evening schools.
379. **McMillan, Thomas.** The Catholic summer school. *Catholic world*, 102: 596-608, February 1916.
Historical sketch of the summer school. (Silver jubilee, 1892-1916).

LIBRARIES AND READING.

380. **American library institute.** Proceedings of the Atlantic City meeting, March 5, 1915. Chicago, 1915. 16 p. 8°. (Mary E. Ahern, secretary, 6 North Michigan avenue, Chicago, Ill.)
Contains: E. C. Richardson: The field of the American library institute, p. 7-12.
381. **Barnes, Walter.** The school and the boy's books and reading. *Southern school journal*, 27: 4-10, January 1916.
This paper was read before the West Virginia teachers' association at Parkersburg.
382. **Bell, J. Carleton and Sweet, Itasca B.** The reading interests of high school pupils. *Journal of educational psychology*, 7: 39-45, January 1916.
Contributions from the University of Texas: Educational laboratory no. 2.
Presents the results of an attempt to ascertain what reading is done by high school pupils.
383. **Whitney, Marian P.** The place of reading in the modern language course. *Educational review*, 51: 189-97, February 1916.
Shows what Germany has accomplished during the last few years to improve the methods of modern language teaching, etc.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

384. Digest of state laws relating to public education in force January 1, 1915; compiled by William R. Hood, with the assistance of Stephen B. Weeks and A. Sidney Ford. Washington, 1916. 987 p. (Bulletin, 1915, no. 47)
385. Health of school children—II. Contributions from American medical journals, July 1914 to July 1915. Compiled by W. H. Heck. Washington, 1915. 187 p. (Bulletin, 1915, no. 50)
386. Kindergarten training schools. Washington, 1916. 62 p. (Bulletin, 1916, no. 5)
387. Placement of children in the elementary grades; a study of the schools of Richmond, Va.; by K. J. Hoke. Washington, 1916. 93 p. (Bulletin, 1916, no. 3)
388. Statistics of state universities and state colleges, for the year ended June 30, 1915. Washington, 1916. 19 p. (Bulletin, 1916, no. 6.)