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## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Publications of associations—Educational history and biography—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—Sex hygiene—Physical training—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational guidance—Agricultural education; School gardens—Commercial education—Medical education—Civic education—Boy scouts—Military training—Education of women—Exceptional children—Education extension—Libraries and reading—Bulletin of the Bureau of Education.

### 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.

574. **Association of school board secretaries of Pennsylvania.** Proceedings of the third annual convention, Harrisburg, February 2, 1916. Pennsylvania school journal, 64 : 405-28, March 1916.

Contains: 1. W. J. Flynn: The Association of secretaries, p. 406-8. 2. W. T. Norton: Regulations and orders, p. 408-10. 3. G. W. Gerwig: Accounting and per capita cost, p. 410-13. 4. C. H. Meyer: The secretary-business manager, p. 412-15. 5. R. E. Paifer: School legislation, p. 421-23. 6. F. L. Bensinger: Heating and ventilating, p. 424-26.

575. **Music supervisors' national conference.** Journal of proceedings and addresses of the eighth annual meeting . . . held at Pittsburgh, Pa., March 22-26, 1915. 112 p. 8°. (Miss Agnes O. Benson, secretary, Chicago, Ill.)

Contains: 1. Earl Barnes: The relation of rhythmic exercises to music in the education of the future, p. 33-39. 2. W. P. Kent: Music for every man. Suggestions for courses in music appreciation, p. 40-47. 3. F. P. Claxton: The place of music in national education, p. 48-51. 4. Karl Gehrkens: Ultimate ends in public school music teaching, p. 55-65; Discussion, p. 65-75. 5. P. W. Dykema and others: Community music in its relation to the supervisors of music, p. 77-89. 6. Osborn McCaughy: School credits for music study, p. 90-92. 7. Helms Dann: Classification of children's voices, p. 100-7.

576. **Music teachers' national association.** Papers and proceedings . . . at its thirty-seventh annual meeting, Buffalo, N. Y., December 28-30, 1915. Hartford, Conn., The Association, 1916. 320 p. 8°. (C. N. Boyd, secretary, Pittaburgh, Pa.)  
 Contains: 1. J. L. Erb: The training of the teacher, p. 9-17. 2. Otto Kinkeldey: Music in the universities of Europe and America, p. 79-91. 3. Frederic Lillebridge: An untrodden field in music teaching, p. 114-24. 4. F. W. Wodell: Class teaching of voice-production, p. 125-34. 5. K. W. Gehrrens: Training the music supervisor, p. 137-47. 6. Will Earhart: Some present usages in accrediting music in high schools, p. 147-54. 7. J. L. Erb: Report of standardization conference, p. 155-58. 8. Frederick Schlieder: The ideal basis of standardization, p. 159-63. 9. H. C. MacDougall: Standardization through examination of the teacher's work, p. 163-68. 10. T. C. Whitmer: A study of the college glee club, p. 194-200.
577. **Pennsylvania educational association. Directors' department.** Proceedings of the twenty-first annual session at Harrisburg, February 3-4, 1916. Pennsylvania school journal, 64 : 377-405, March 1916.  
 Contains: 1. W. M. Davidson: The old order changeth, p. 379-83. 2. R. O. Weffling: Problems in the rural schools, p. 383-86. 3. J. N. Rhoads: The school director—his responsibility and duty, p. 386-89. 4. M. G. Brumbaugh: Pennsylvania child labor act and continuation schools, p. 389-93. 5. J. G. Becht: The teachers' qualification, compensation and retirement, p. 393-96. 6. Samuel Hamilton: Ideals in the high school, p. 397-402.
578. **Wisconsin association of modern foreign language teachers.** Third annual meeting, Oshkosh, May 12-13, 1916. 16 p. 8°. (Bulletin no. 1, January 1916)  
 Contains: 1. S. H. Goodnight: The choice of reading matter, p. 3-9. 2. Edith L. Ruddock: Types of class work, p. 9-11. 3. F. J. Mender, Jr.: Modern language study as a contribution to the ethical and cultural development of the student, p. 12-16.

#### EDUCATIONAL HISTORY AND BIOGRAPHY.

579. **Brooks, E. C.** Francis Asbury, an educational reformer. Methodist review, 65 : 341-52, April 1916.  
 Discusses the contribution of the early Methodists to education in the United States.
580. **Corson, O. T.** Booker T. Washington, an appreciation. Ohio educational monthly, 65 : 151-55, April 1916.  
 Address before the Department of superintendence, National education association, Detroit, February 25, 1916.
581. **Holden, James A.** Emma Willard: a sketch and a letter. Educational review, 51 : 387-96, April 1916.
582. **Knight, Edgar W.** Reconstruction and education in Virginia. [Durham, N. C., 1916] 36 p. 8°.   
 Reprinted from South Atlantic quarterly, vol. 15, nos. 1 and 2, January and April 1916.
583. **Lombard, Frank Alanson.** Pre-Meiji education in Japan; a study of Japanese education previous to the restoration of 1868. Tokyo, Japan, Kyo bun kwan (Methodist publishing house) [1913] 271 p. 8°.   
 Bibliography: p. 255-257.
584. **Spencer, Pauline Wolcott.** The contribution of Connecticut to the common school system of Pennsylvania. Lancaster, Pa., New era printing company, 1915. 74 p.   
 Thesis (Ph. D.)—University of Pennsylvania.
585. **Watson, Foster.** Erasmus, the educator of Europe. Nineteenth century, 79 : 569-84, March 1916.  
 An appreciative sketch of the life and works of Erasmus. Apropos of the pedagogical work of Erasmus, the writer says that he was in reality the educator of the educators; his gift to posterity consists "in his discrimination of the great from the small in life, and his insight into the hierarchy of the various claims in human life." He was no narrow specialist; concentration in specialized works produces atrophy of ability in other directions.

586. **Winship, A. E.** Educators as I have known them—(XIX) Henry Barnard. *Journal of education*, 83 : 339-40, March 30, 1916.  
Number one in the series on United States commissioners of education.

## CURRENT EDUCATIONAL CONDITIONS.

587. **Bobbitt, Franklin:** Report of the school survey of School district number one in the city and county of Denver. Part I. General organization and management. Denver, Colo., The School survey committee, 1916. 116 p. 8°.  
The report of the Denver survey is to be presented in the following five sections: I. General organization and management, by Franklin Bobbitt. II. The work of the schools—elementary schools, by Franklin Bobbitt; high schools, by C. H. Judd. III. The industrial survey, by C. A. Prosser. IV. The business management, by F. S. Staley. V. The building situation and medical inspection, by L. M. Terman.
588. **Bourne, Randolph S.** The Gary schools; with an introduction by William Wirt. Boston, New York [etc.] Houghton Mifflin company [1916] xix, 204 p. illus. 12°.
589. **Dabney, C. W.** A star of hope for Mexico. *Outlook*, 112 : 671-78, March 22, 1916.  
Gives particular attention to educational problems.
590. **Dewey, John.** Organization in American education. *Teachers college record*, 17 : 127-41, March 1916.  
"This is a stenographic report of the second of the series of addresses given before the staff of Teachers college."
591. ——. Our educational ideal in wartime. *New republic*, 6 : 283-84, April 15, 1916.  
Writer says that when we learn how to interpenetrate a human sense of one another with thorough training in scientific method and knowledge, we shall have found ourselves educationally.
592. **Evans, C. E.** The school system of Germany. *Texas school journal*, 33 : 9-10, 36-39, April 1916.
593. **Flexner, Abraham.** A modern school. New York, General education board, 1916. 23 p. 8°. (Publications of the General education board. Occasional papers, no. 3.)  
Also in *American review of reviews*, 53:465-74, April 1916.  
Discusses the modern conception of education; curriculum; and organization of schools. As regards the curriculum, the writer says it will be built out of actual activities in four main fields of endeavor—science, industry, esthetics, and civics.
594. **Grady, William E.** Experimenting with children under the Gary plan in New York city. *Psychological clinic*, 10 : 19-26, March 15, 1916.  
A brief survey of the situation and a statement of the mooted points in the plan.
595. **Hebold, Kurt.** Deutsche erziehung nach dem kriege. *Pädagogische studien*, 37 : 1-13, heft 1. 1916.  
"The most important task for the future will be the training of a morally strong race."
596. **Hildebrandt, Paul.** Schulprobleme der zukunft. *Akademische rundschau*, 4 : 215-22, January-February 1916.  
Reviews critically numerous articles appearing in German periodicals on "education after the war."
597. **Kohlmeyer, Otto.** Neue bahnen in erziehung und unterricht im zeichen des deutschen idealismus. *Pädagogische blätter*, 45 : 61-69, heft 2, 1916.  
The war and after in the schools.
598. **Mijouef, Paul.** Influences of the war on education in Russia. *Educational review*, 51: 325-30, April 1916.  
Discusses the influence of English and American pedagogical ideas in Russia; the reform of secondary education, etc.

599. **Musselman, H. T.** Gary, William Wirt, and things worth while in education. Texas school journal, 33 : 20-21, March 1916.
600. **Muthesius, Karl.** Das bildungswesen im neuen Deutschland. In Der deutsche krieg, heft 37. Stuttgart, Ernst Jack, 1915. 36 p. 8°. Compares cultural facilities of different nations—libraries, press, etc., and urges expansion of central bureau of education for Germany and a more unified school organization.
601. **Netschajeff, Alexander.** The study of education in Russia. Journal of experimental pedagogy (London) 3 : 267-75, March 4, 1916. Concluding paper of a series, published in the March and June (1915) numbers of the Journal.
602. **Pott, F. L. Hawkes.** Some problems of education in China. Chinese students' monthly, 11 : 310-15, March 1916. Discusses the educational reforms recently introduced into China.

## PEDAGOGICS AND DIDACTICS.

603. **Blakely, Paul L.** Learning to "don't." America, 14 : 573-74, March 25, 1916. Disapproves of the modern school tendencies of Montessori and Dewey towards spontaneous activity and liberty, and asks in conclusion if we are not forming a worthless, criminal generation by refusing to teach the child "to don't."
604. **Bruce, W. H.** Principles and processes of education. Dallas, Tex., C. A. Bryant company, 1916. 298 p. 12°.
605. **Dewey, John.** Democracy and education. An introduction to the philosophy of education. New York, The Macmillan company, 1916. xii, 434 p. 8°. (Text-book series, ed. by P. Monroe) Connects the growth of democracy with the development of the experimental method in the sciences, evolutionary ideas in the biological sciences, and the industrial reorganization, and points out the changes in subject matter and method of education indicated by these developments.
606. **Goldenweiser, A. A.** Culture and environment. American journal of sociology, 21 : 628-33, March 1916.
607. **Jackson, S. F.** Formalism and experiment. Journal of experimental pedagogy (London) 3 : 237-46, March 4, 1916. Concluding paper of an article published in December 1915 number of the Journal.
608. **Phillips, Claude A.** Fundamentals in elementary education. New York, Chicago, C. E. Merrill company [1916] 304 p. 12°.

## EDUCATIONAL PSYCHOLOGY: CHILD STUDY.

609. **Archer, R. L.** What is the orthodox view about attention. Journal of experimental pedagogy (London) 3 : 246-55, March 4, 1916. Attempts to show that the present usage of the term is vague.
610. **Brown, H. A.** The measurement of ability to read; a manual of directions for giving and scoring reading tests and diagnosing class and individual needs. [Concord, N. H., The Rumford press, 1916] 55 p. diagrs. 8°. (New Hampshire Department of public instruction in cooperation with General education board. Bureau of research. Bulletin no. 1)
611. **Cock, Albert A.** Punishment: the adjustment of a disturbed equilibrium. Journal of experimental pedagogy (London) 3 : 275-82, March 4, 1916. Continued from preceding number. Says that no sound educational theory can be formed on this subject "wholly apart from questions which pertain to philosophy and theology also."
612. **Coover, John Edgar.** Formal discipline from the standpoint of experimental psychology. Princeton, N. J., and Lancaster, Pa., Psychological review company, 1916. 307 p. 8°. (Psychological monographs. vol. xx, no. 3, whole no. 87) Bibliography : p. 243-53.

613. **Haines, Thomas H.** A point scale for the mental measurement of the blind. *Journal of educational psychology*, 7 : 143-49, March 1916.  
"The point scale proved itself a much more effective means of rating the intelligence of blind pupils than would a partially available year scale like the Binet-Simon. By this means of comparing each pupil's mental ability with that of every other there was no difficulty in rating each one with fairness and determining with considerable accuracy who were feeble-minded."
614. **Kelly, F. J.** The Kansas silent reading tests. *Journal of educational psychology*, 7 : 63-80, February 1916.
615. **Lyon, Darwin Oliver.** The relation of quickness of learning to retentiveness. New York, The Science press [1916] 60 p. 8°. (Archives of psychology, no. 34)  
Columbia university contributions to philosophy and psychology, vol. xxiv, no. 3.
616. **Mayberry, L. W.** Measuring progress. *Elementary school journal*, 16 : 381-87, March 1916.  
Results of tests, in the schools of Wichita, Kans.; progress in arithmetic, spelling and geography. Statistical diagrams given.
617. **Monroe, Walter S.** A report of the use of the Courtis standard research tests in arithmetic in twenty-four cities. Topeka, Kansas state printing plant, 1915. 94 p. incl. tables, diagrs. 8°. (Kansas state normal school, Emporia. [Bulletin] new ser., vol. IV, no. 8)  
Studies by the Bureau of educational measurements and standards, no. 4.
618. **Shields, Thomas Edward.** Mental growth. *Catholic educational review*, 11 : 304-18, April 1916.
619. **Stiles, Charles Wardell.** Memory tests of school children. Memory span of 1,585 white school children (751 boys, 834 girls) in the city of X. Washington, Government printing office, 1916. 10 p. diagr. 8°. Reprint no. 316 from the Public health reports, v. 30, no. 52, December 24, 1915, p. 3738-3745.
620. **Taylor, Nina G. R.** Further data towards the study of the Binet-Simon scale. *Journal of experimental pedagogy* (London) 3 : 256-66, March 4, 1916.  
Results of an investigation carried out in a large primary school in Sheffield, England. Interesting statistical data of experiments.
621. **Trabue, Marion Rex.** Completion-test language scales. New York city, Teachers college, Columbia university, 1916. ix, 118 p. diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 77)
622. **Winch, W. H.** Additional researches on learning to spell: the questions of "transfer" and of "direct" versus "indirect" methods. *Journal of educational psychology*, 7 : 93-110, February 1916.

## SPECIAL METHODS OF INSTRUCTION.

623. **Bram, Israel.** School children and the moving pictures. *Current education*, 20 : 126-28, 130, April 1916.  
Tells of the harmful effects of moving pictures on children, physically, mentally, and morally.
624. **Münsterberg, Hugo.** The photoplay; a psychological study. New York, London, D. Appleton and company, 1916. 233 p. 12°. Includes a discussion of the moral and educational aspects of the photoplay.
625. **Stratton, George M.** Girls, boys, and story-telling. *Atlantic monthly*, 117 : 208-16, February 1916.  
Ability of children to write stories. Psychology of the subject studied.

## SPECIAL SUBJECTS OF CURRICULUM.

626. **Arms, S. Dwight.** Proposed syllabus in Latin two years. *School bulletin*, 42 : 143-44, March 1916.  
Address before the Classical teachers association of New York state, December 26, 1915.

627. **Breslich, Ernst R.** Forward movements in secondary mathematics. *School review*, 24 : 283-97, April 1916.  
A reply to a review by Prof. Eugene Smith of a textbook entitled "First-year mathematics for secondary schools."
628. **Burke, Robert E.** An introduction to the study of pictures. *Education*, 36 : 493-503, April 1916.
629. **Davis, William Hawley.** Vocal training in the secondary schools. *English journal*, 5 : 241-47, April 1916.  
Some suggestions for teachers for improving the speaking voices of secondary school pupils.
630. **Dodge, Richard E.** Some problems in geographic education with special reference to secondary schools. *Journal of geography*, 14 : 277-83, April 1916.  
Excerpts from presidential address delivered before the Association of American geographers, Washington meeting, 1915. Printed in full in *School and society*, 3 : 233-65, February 9, 1916.
631. **Hippensteel, H. S.** Transitional reading. *Education*, 36 : 483-92, April 1916.  
Writer endeavors to show that reading is "a subject with three distinct stages rather than two and that it is the middle stage that constitutes the real problem for solution to-day."
632. **Hosic, James Fleming.** A summary of the report of the Committee on English, N. E. A. commission on reorganization of high schools. *High school quarterly*, 4 : 180-86, April 1916.
633. **Hubbard, J. W.** Supplementary materials for teaching geography in elementary schools. Worcester, Mass., 1914. 11 p. 8°.  
Reprinted with additions from the *Journal of geography*, January 1916, p. 136-43.
634. **Leiper, M. A.** Language work in elementary schools. Boston, Ginn and company, 1916. 333 p. 12°.
635. **McCain, Rea.** The future of the class play. *Education*, 36 : 525-31, April 1916.  
Discusses the difficulty of finding suitable dramatic piece for school presentation.
636. **McCormack, Thomas J.** On education for the appreciation of art. *School and home education*, 35 : 257-63, April 1916.  
Paper read before the Faculty club of Normal university, Normal, Ill., February 12, 1914, and at the University of Illinois, November 1915.
637. **Norris, Orlando O.** Myths and the teaching of myths (I). *American schoolmaster*, 9 : 97-109, March 1916.  
Presents "a few elementary considerations regarding the nature of myths, the justification for teaching myths, the method of presentation, and the principles that should guide in the selection of myths to be taught."
638. **Padín, José.** The problem of teaching English to the people of Porto Rico. San Juan, P. R., Bureau of supplies, printing, and transportation, 1916. 26 p. 8°. (Government of Porto Rico. Department of education. Bulletin, 1916, no. 1)
639. **Parmelee, E. W.** Some comment on demanding the impossible. *English journal*, 5 : 248-52, April 1916.  
The writer criticizes the demands made by the College entrance examination board in the English question papers for 1915, and says that his idea of a fair demand is "That the candidate shall be able to express himself on thoroughly familiar subjects in such clear and accurate English as to warrant his admission into a sphere where lack of such ability would seriously hamper his effective work."
640. **Paxon, Susan.** Latin: a live factor in mental insurance. *Classical journal*, 11 : 401-17, April 1916.  
A well written and interesting plea for the classics. Numerous quotations from teachers, endorsing the value of Latin in the schools.



641. **Sargent, Walter and others.** Course of study in drawing in the elementary school, School of education, the University of Chicago. *Elementary school journal*, 16 ; 412-23, April 1916.  
The first of a series of four articles. Deals with general principles which guide the instruction in art; specific aims in teaching drawing in the elementary school; explanatory statement for drawing in the elementary school; list of materials used; interests in drawing as expressed by the children of each grade.
642. **Schirp, Francis M.** *Elementa Latina.* *Catholic educational review*, 11 : 322-29, April 1916.  
To be continued.  
Suggestions to teachers of first year Latin.
643. The Shakespeare festival of Teachers college. *Teachers college record*, 17 : 142-55, March 1916.  
See also the article on Producing the festival in the same issue, pages 156-66; The Shakespeare exhibit, pages 167-76; Elizabethan hospitality, pages 177-83; and A bibliography of Shakespeare and his time, for schools, pages 184-95.
644. **Show, Arley B.** Present tendencies in teaching freshman history. *History teacher's magazine*, 7 : 111-16, April 1916.  
A paper read before the Pacific Coast branch of the American historical association, at Stanford University, Cal., November 27, 1915.
645. **Smith, Alexander.** The content, method, and results of the high school course in chemistry. *School science and mathematics*, 16 : 289-302, April 1916.  
Address before the science section of the New York state teachers' association at Rochester, November 24, 1915.
646. **Starbuck, Eric A.** By-products of the English laboratory. *Education*, 36 : 504-13, April 1916.  
The writer says that the only subject which offers an unrestricted field for the exercise of all the mental powers is English. It is superior to history and geometry as a mental discipline. "The books read in an average English course in preparatory school either enter or give excuse for entering almost every field of human thought."
647. **Ward, C. H.** A platform of grammar. *School review*, 24 : 271-82, April 1916.

## KINDERGARTEN AND PRIMARY SCHOOL.

648. **International kindergarten union.** Proceedings of the twenty-second annual meeting . . . San Francisco, Cal., August 16-22, 1915. 190 p. 8°. (Miss May Murray, corresponding secretary, Springfield, Mass.)  
Contains: 1. Marian Barbour: Influence of modern educational thought upon handwork for young children, p. 93-102. 2. Catherine Watkins: Practical connections between aesthetic and industrial values, p. 102-9. 3. Gail Harrison: Modern psychology in its relation to discipline, p. 109-12. 4. J. A. Puffer: Positive and negative education of children, p. 123-26. 5. Jennie B. Faddis: Relation of the kindergarten and the elementary grades, p. 128-34. 6. R. G. Boone: Extensive vs. intensive training of kindergarten teachers, p. 134-40. 7. Barbara Greenwood: The development of the program, p. 141-45. 8. Frances Newton: Religion in the kindergarten—should it have a definite place in the curriculum, p. 150-54. 9. Fannie F. Andrews: American school peace league, p. 157-62. 10. P. P. Clayton: International peace through universal education, p. 163-64.
649. **Atwood, Nora.** Theory and practice of the kindergarten. Boston, New York [etc.] Houghton Mifflin company [1916] ix, 185 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)
650. **Kilpatrick, William Heard.** Froebel's kindergarten principles critically examined. New York, The Macmillan company, 1916. xii, 217 p. 12°. "The specific aim of this book is, first, to make clear to the outsider—to the general educator—just what doctrines Froebel did propose for the kindergarten, and, second, to ascertain what value attaches to these in the light of the best current theory."
651. **Marsh, L. Alden.** A superintendent's study of the kindergarten. *Kindergarten and first grade*, 1 : 99-101, March 1916.  
Results of an investigation of kindergarten and nonkindergarten children in the grades, showing the kindergarten children to have the advantage.

652. **Patterson, Herbert.** Educational principles and the elementary school. *Educational review*, 51 : 342-54, April 1916.  
 Writer says: "Educating ahead of growth is both wasteful of energy and also dangerous. Retardation is less to be feared than precocity."
653. **Winchester, Almira M.** What the kindergarten does for the young child. *Progress*, 2 : 195-200, April 1916.

## RURAL EDUCATION.

654. **Favrot, Leo M.** Daily program of the one-room rural school. *Arkansas teacher*, 4 : 8-13, April 1916.  
 Gives a program for rural schools and suggests a course using yearly alternation.
655. **Williams, S. Horace.** The Errol consolidated rural school. *Elementary school journal*, 16 : 358-68, March 1916.  
 This school is located in the extreme part of New Hampshire, and is adapted to the needs of rural life in the state. Endeavors to make its pupils lovers of country life, also to establish their work upon a scientific basis.

## SECONDARY EDUCATION.

656. **California high school teachers' association.** Proceedings of the annual meeting . . . held at Berkeley, California, July 4-10, 1915. 199 p. 8°.  
 (Elmer E. Washburn, secretary-treasurer, Oakland.)  
 Contains: 1. H. O. Williams: The pendulum of progress, p. 10-18. 2. F. W. Thomas: Report of committee on survey of dominant educational movements, p. 21-26. 3. Meyer Bloomfield: Vocational guidance, p. 27-31. 4. E. R. Snyder: Vocational education, p. 32-41. 5. J. C. Templeton: Report of committee on school architecture and grounds, p. 42-48. 6. C. C. McCown: Religious training for high school pupils, p. 50-61. 7. S. G. McLean: Grading in high schools, p. 61-67. 8. N. H. Garrison: The cultural and the vocational in the high school program, p. 91-99. 9. A. M. Cleghorn: Winning the silent vote, p. 99-105. 10. T. H. Lodge: Arrountancey, p. 105-10. 11. A. F. Payne: Metal work, p. 119-26. 12. C. E. Lowell: High school economics, p. 130-38. 13. M. G. De Shazo: The Italian language in our schools, p. 152-55. 14. Jeanne H. Greenleaf: The use of phonetics in the teaching of modern languages, p. 156-62. 15. W. A. Cooper: The direct method of teaching modern language vs. the indirect, p. 162-70. 16. A. F. Lange: The rural high school; its mission and efficiency, p. 175-86. 17. B. H. Crocheron: High school agricultural clubs, p. 187-89.
657. **Illinois. University. High school conference.** Proceedings, November 18-20, 1915. Ed. by H. A. Hollister. Urbana, Ill., The University [1916] 356 p. 8°. (University of Illinois bulletin, vol. 13, no. 21, January 24, 1916)  
 Contains: 1. H. A. Hollister: The junior high school, p. 9-14. 2. Mary E. Hall: The modern high school library, p. 14-20. 3. C. H. Johnston: Junior high school administration, p. 32-42. 4. H. J. Barton: Latin in the junior high school, p. 53-57. 5. J. H. Newlon: Social science in the reorganized high school, p. 57-61. 6. W. J. Monilaw: High school athletics, p. 65-78. 7. Louis Rettger: The teaching of physiology in the high school, p. 105-16. 8. J. C. Browne: Synopsis of investigation of preferences of high school pupils for the various subjects of the curriculum and of the reasons for the preferences, p. 118-23. 9. Lillian G. Berry: Educational measurements and the direct method of teaching Latin, p. 142-49. 10. G. M. Pelton: Reference books in the high school commercial department, p. 164-69. 11. Charles McIntush: Is there longer reason or excuse for attempting high school work in one-room rural schools? If not, what? p. 171-75. 12. Helen Murphy: The home course as taught in the high school, p. 178-83. 13. Anne Greene: Problems in high school sewing, p. 186-92. 14. W. M. Smith: The report of the annual investigation of the Illinois association of teachers of English for 1915, p. 196-202. 15. Mr. Sibley: Improving the speech habit of pupils, p. 205-8. 16. W. F. Book: Vocational education and the high school, p. 226-36. 17. H. O. Rugg: The experimental determination of standards in first year algebra, p. 242-71. 18. E. H. Taylor: A bibliography of mathematical works suitable for high-school libraries, p. 271-81. 19. J. B. Brown: Supervised study, p. 301-4. 20. J. L. Erb: Some new phases of the accrediting problem, p. 319-22. 21. U. S. Parker: Current textbooks in civics, p. 349-51; discussion, p. 352-53.
658. **Davis, C. O.** High school standings of pupils from graded and ungraded elementary schools. *Educational administration and supervision*, 2 : 159-75, March 1916.  
 The results given in this article were obtained from computations upon data secured from nine Michigan high schools.

659. **Detroit, Mich. Board of education.** Handbook of the Detroit junior high schools . . . 1916-1917. 129 p. 8°.
660. **Judd, Charles H.** The junior high school. School review, 24 : 249-60, April 1916.  
A strong plea for the junior high school. Writer says that where it is put into operation, "It holds children in the schools, equipping them for life in accordance with the laws of their natures." (Paper read at Department of superintendence of the National education association, February 23, 1916.)

## TEACHERS: TRAINING AND PROFESSIONAL STATUS.

661. **Anderson, David Allen.** Methods of measuring teaching efficiency. School and society, 3 : 556-62, April 15, 1916.  
Discusses the subject under three headings: purpose, procedure and profit.
662. **Arnold, Felix.** The measurement of teaching efficiency. New York, S. Mandel, 1916. vii, 284 p. 12°.
663. **Breckenridge, William E.** Judging a teacher of mathematics. Mathematics teacher, 8 : 151-59, March 1916.  
To be concluded.
664. **Engleman, J. O.** Surveys as material for professional study in teachers' meetings. Elementary school journal, 16 : 424-29, April 1916.  
Writer says: "The method of measuring the achievement of pupils through the application of standard tests, illustrated and emphasized in most of the surveys, is one which can not fail to be profitable to the teachers of any system taking up the study of these reports."
665. **Judd, Charles H.** The professional significance of appointments by teachers' agencies. Elementary school journal, 16 : 442-48, April 1916.  
Writer says that when "a teachers' agency is not guided by motives of public service, it can do great harm by placing poorly qualified candidates in positions which they ought not to secure."
666. **New York (City). Board of retirement.** The seventh report of the secretary of the Board of retirement; being the report for the 20th and 21st years of the New York city teachers' retirement fund. [New York: Press of C. S. Nathan, inc., 1916] 269 p. 4°.  
Includes the report on the teachers' retirement fund, city of New York, by the mayor's Commission on pensions, city of New York, 1915.
667. **The professor of pedagogy.** Unpopular review, 5 : 349-60, April 1916.  
A defense of the professor of pedagogy against criticisms by the author of "If I were a college president," in January number of Unpopular review.
668. **Stacy, C. R.** Bridgewater normal school and the intermediate school movement. Educational conference, 1 : 1-5, March 1916.  
Tells how the Bridgewater normal school, Massachusetts, is adjusting one of its curriculums to meet the demand of training teachers for intermediate or junior high schools.
669. **Thomas, A. O.** A more reasonable basis for the certification of teachers. Wyoming school journal, 12 : 199-203, March 1916.
670. **Wilson, G. M.** The training of high school teachers in an agricultural college. Journal of home economics, 8 : 180-86, April 1916.  
A paper prepared for the Conference of the Commissioner of education, Department of superintendence, National Education association, Cincinnati, 1915.  
The experience of the Iowa state college in training teachers of home economics.

## HIGHER EDUCATION.

671. **Aurner, Clarence Ray.** History of education in Iowa. vol. IV. Iowa City, The State historical society of Iowa, 1916. 471 p. 8°.  
CONTENTS.—pt. I. History of the State university of Iowa.—pt. II. History of the Iowa state college of agriculture and mechanic arts.—pt. III. History of the State teachers college.

672. **Benham, A. R., and Johanson, J. M.** Liberalizing the curriculum. *American Oxonian*, 3 : 73-78, April 1916.  
Discusses the system of senior scholars, the system of senior examinations, and the system of tutorial conferences at the University of Washington.
673. **Capen, Samuel Paul.** A report on the colleges of North Carolina. Raleigh, N. C. [1916] 12 p. fold. tab. 8°.
674. **Hale, Edward E.** A Harvard undergraduate in the thirties. *Harper's magazine*, 132 : 691-702, April 1916.  
Dr. Hale entered Harvard college in the year 1835, at the early age of 13. He began his journal in 1837. Illustrated.
675. **Hoyt, Mary O.** The board of recommendations of the University of Chicago. *School review*, 24 : 261-70, April 1916.  
The Board is maintained by the University of Chicago for "the benefit of all students who have been in residence three or more quarters." Through this channel students seek teaching positions.
676. **Matscheck, Walter.** University teaching. *Journal of education*, 83 : 313-14, March 23, 1916.  
Gives some examples of poor university teaching.
677. **Suzzallo, Henry.** Inaugural address of the president of the University of Washington. *School and society*, 3 : 469-73, April 1, 1916.  
President Suzzallo gives his conception of a university, its obligations and aspirations.
678. **Warfield, Benjamin B.** Personal recollections of Princeton undergraduate life. IV. The coming of Dr. McCosh. *Princeton alumni weekly*, 16 : 623-25, April 12, 1916.  
Number I in this series was The college in the forties, by B. L. Gildersleeve, in the issue for January 28, 1916; number II was The college in the fifties, by R. H. Nassau, in the issue for February 23, 1916; and number III was From 1858 to the Civil war, by John DeWitt, in the issue for March 22, 1916.

## SCHOOL ADMINISTRATION.

679. **Corson, O. T.** School survey. *Ohio educational monthly*, 65 : 184-88, April 1916.  
Denounces the manner in which the ordinary school survey is conducted and tells how a sympathetic and constructive survey should be conducted.
680. **Deffenbaugh, W. S.** Effective and economical supervision in the small cities. *Better schools*, 2 : 52-57, March 1916.  
"These two plans—a supervising principal for a group of buildings and grade supervision for the entire city—are considered by superintendents who have made trial of them not only more economical but more effective than any of the other plans."
681. **Hartwell, S. O.** Statement of organization in Kalamazoo public schools. *Elementary school journal*, 16 : 350-57, March 1916.  
Discusses equipment, advantages, limitations, and cost of the system.
682. **Newark, N. J. Board of education.** Fifty-ninth annual report for the school year ending June 30, 1915. [Newark, N. J., 1916] 294 p. 8°.  
Among the interesting topics presented in this report by City Superintendent A. B. Poland are the following: All-year schools, p. 89-92; the Gary plan, p. 83-102; Newark's plan of alternating classes, p. 102-4; Testing the efficiency of a school system (surveys and standards), p. 123-38. Reports on the Study of Newark in the schools of Newark, and on Vocational and industrial training, are contributed by assistant superintendents.
683. **Updegraff, Harlan.** Uniform records and reports. *School and society*, 3 : 473-80, April 1, 1916.  
Read in the City superintendents' section of the Pennsylvania education association, Scranton, December 1915.

## SCHOOL MANAGEMENT.

684. **Baker, George M.** School discipline of today. Kentucky high school quarterly, 2 : 28-34, April 1916.
685. **Deutsche, Abraham.** Some broader aspects of school discipline. Education, 36 : 514-24, April 1916.  
Says that teachers should be trained in "the common elements of child hygiene, to result finally in more cooperation between the teacher and health inspection system." Discusses the problem of the exceptional child. Continued from March number.
686. **Lucas, James Oscar.** Retardation. Progressive teacher, 22 : 13-14, April 1916.
687. **McMurry, F. M.** Improving the study period. Western teacher, 24 : 247-52, March 1916.  
Suggestions for teachers for improving the study periods.
688. **Sears, J. B.** Time allotment in the schools of Salt Lake City. Educational administration and supervision, 2 : 137-50, March 1916.  
Bibliography: p. 148-50.
689. **Stitt, Edward W.** Home work for elementary pupils. Educational review, 51 : 360-86, April 1916.  
Results of a questionnaire sent to principals and assistant principals of New York City. Out of 616 replies, 594 votes were recorded in favor of home study. Cites reasons for such study.

## SCHOOL ARCHITECTURE.

690. **Alabama. Dept. of education.** Rural schoolhouses and grounds. With suggestions for the erection, repair, and equipment of school buildings with state aid, and a classification of consolidated schools. Montgomery, Ala., The Brown printing company, 1916. 88 p. illus., plans. 8°. (Bulletin no. 52)
691. **Betelle, James O.** Assembly halls. American school board journal, 52 : 11-13, 78-80, April 1916.  
Discusses the betterment of assembly halls in general appearance, seating accommodations, stage arrangements, lighting, acoustics, and other important elements, avoiding recommending any extravagances or unnecessary costs.
692. **Fitzpatrick, F. W.** Building the school. American school board journal, 52 : 15-16, 91, April 1916.  
Discusses the construction of school buildings principally from the point of view of fire protection.
693. **Todd, John B.** One-story and cottage schools. American school board journal, 52 : 20-21, April 1916.  
Contains a table showing the comparative costs of one-story and cottage schools.

## SCHOOL HYGIENE AND SANITATION.

694. **Barker, Creighton.** Health supervision in small town schools. Journal of the American medical association, 66 : 1188-90, April 15, 1916.  
The writer says the only way in which to have health supervision universally adopted is by State legislation. "Until it becomes compulsory, however, the small towns will evade the issue."
695. **Berkowitz, J. H.** Sanitary school surveys as a health protective measure. [New York] The New York association for improving the condition of the poor [1916] 9 p. illus. 8°.  
Reprinted from the Modern hospital, March 1916, vol. VI, no. 3, p. 213-15.  
Gives some interesting facts disclosed by a sanitary survey of one of the large public schools of New York city.
696. **Hunt, Caroline L. and Ward, Mabel.** School lunches. Washington, Government printing office, 1916. 27 p. 8°. (U. S. Department of agriculture. Farmers' bulletin 712)

697. **Hunter, George W.** An experiment in student cooperation. *Outlook*, 112 : 704-7, March 22, 1916. illus.  
Activities of the sanitary squad of the De Witt Clinton high school, New York city.
698. **Rose, Wickliffe.** The rural school and the public health. *High school quarterly*, 4 : 173-80, April 1916.  
"As at present administered the rural school is . . . a menace to the physical welfare of the child . . . and to the health of the community."

## SEX HYGIENE.

699. **Bigelow, Maurice A.** The educational attack on the problems of social hygiene. *Social hygiene*, 2 : 165-77, April 1916.  
Discusses the teaching of sex problems.

## PHYSICAL TRAINING.

700. **National collegiate athletic association.** Proceedings of the tenth annual convention, held at New York city, December 28, 1915. 88 p. 8°. (Frank W. Nicolson, secretary-treasurer, Wesleyan university, Middletown, Conn.)  
Contains: 1. L. R. Briggs: Intercollegiate athletics, p. 45-47. 2. Albert Lefevre: Schedule-making and institutional responsibility, p. 47-51. 3. R. N. Corwin: College ideals and athletics, p. 51-56. 4. Howard McLenahan: Athletic standards, p. 57-61. 5. H. A. Garfield: Athletics for all, p. 61-66. 6. W. H. Taft: College athletics, p. 66-71.
701. **Hammett, C. E.** The influence of athletics upon physical education in American colleges. *Educational review*, 51 : 355-59, April 1916.  
Says that athletic games are coming more and more to displace formal gymnastics. "A distinctly American system of physical training is in process of development, a system adapted to the character and temperament of American youth."
702. **Meylan, George L.** Report of the committee on status of physical education in American colleges. *American physical education review*, 21 : 155-57, March 1916.  
Summary of questionnaires.
703. **Ziegler, Karl.** Körperliche jugendausbildung an amerikanischen stadtschulen. Körperliche erziehung, 12 : 13-16, heft 1, 1916.  
A summary of Cincinnati's provision for physical education, by the director of physical education in the Cincinnati schools.

## SOCIAL ASPECTS OF EDUCATION.

704. **Allan, M. M.** The teacher as social worker. *Journal of experimental pedagogy* (London), 3 : 217-25, March 4, 1916.  
Presidential address delivered to the Training college association, England. Says that "the function of the teacher as a social worker may well appear as his most important function."
705. **Berkeley, Gwendoline.** Some impressions of Berlin before the war. *National review* (London), 67 : 75-90, March 1916.  
An interesting pen picture of student life at a girls' school and at the University of Berlin. A social study.
706. **Hunter, Fred M.** Community activities as a means of motivation. *American education*, 19 : 460-65, April 1916.  
Address delivered at the Detroit meeting of the National education association, Department of superintendence, February 24, 1916.
707. **Klemme, E. J.** Educating for peace. *American schoolmaster*, 9 : 120-23, March 1916.  
The writer says that the public schools are developers of sentiment and that through them the teacher has a wonderful power in promoting the principles of peace.

708. **Morgan, Alexander.** Education and social progress. London, New York [etc.] Longmans, Green, and co., 1916. 252 p. 12°.  
Aims to show the part that education, properly interpreted and exercised, may play in removing the barriers to social progress and in improving the condition of the whole body politic.
709. **Rosedale, Blanche Cole.** Community centers in New York city. Mother's magazine, 11: 109-11, April 1916.  
• Why they are: what they are: what they do: how to start one in your town or district.

## CHILD WELFARE.

710. **Faddis, Jennie Rebecca.** The school's need of the parent. Inter-mountain educator, 11: 8-12, March 1916.  
Read before the Montana state teachers' association at Great Falls
711. **Forbush, William Byron.** Guide book to childhood. Philadelphia, G. W. Jacobs & company [1916] 557 p. 8°.
712. **Holmes, Elizabeth.** Co-operation of mother, kindergarten, and primary teacher. Kindergarten and first grade, 1: 111-16, March 1916.
713. **Kansas University. University extension division. Dept. of child welfare.** The cigarette problem: a plan for enlisting the boys of Kansas in a campaign against the juvenile use of nicotine. Topeka, Kansas state printing plant [1916] 7 p. 8°.
714. **Putnam, Helen C.** The new ideal in education—better parents of better children. Journal of education, 83: 372-74, April 6, 1916.  
Read in the National council of education, at Detroit, February 22, 1916.

## RELIGIOUS EDUCATION.

715. **Brown, Samuel Winsor.** Present legal status. New and proposed legislation concerning religious instruction in public schools. Religious education, 11: 103-8, April 1916.
716. **Coe, George A.** A general view of the movement for correlating religious education with public instruction. Religious education, 11: 109-22, April 1916.
717. **Tenney, C. W.** The Bible and the public school. School news and practical educator, 29: 389-90, April 1916.

## MANUAL AND VOCATIONAL TRAINING.

718. **Bonser, Frederick G.** Is "prevocational" a needed or desirable term? Manual training and vocational education, 17: 585-88, April 1916.  
The writer says that there is expressed and growing dissatisfaction with the term "prevocational." The junior high school plan meets all the needs of the "prevocational" school and removes any necessity for a separate development and a separate term.
719. **Laselle, Mary A.** Book work with a special class of girls in a pre-vocational school. Elementary school journal, 16: 430-41, April 1916.  
Describes the character of the academic work in a home-making school, viz, the Newton vocational school, Mass.
720. **Rodgers, B. H.** Manual arts lesson plans. Manual training and vocational education, 17: 592-602, April 1916.  
"R. H. Rodgers of Stout Institute shows why successful teaching demands daily preparation, and presents typical lesson plans illustrating how the analysis of subject-matter and processes may be accomplished."

## VOCATIONAL GUIDANCE.

721. **Fleming, Ralph D.** Railroad and street transportation. Cleveland, O., The Survey committee of the Cleveland foundation, 1916. 76 p. front., plates, diags. 12°. ((Cleveland foundation. Publications] 14)  
One of the 23 sections of the report of the educational survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1915.
722. **Gowin, Enoch Burton and Wheatley, William Alonzo.** Occupations; a textbook in vocational guidance. Boston, New York [etc.] Ginn and company [1916] xii, 357 p. illus. 8°.  
A combination of vocational guidance and vocational information, with the emphasis placed strongly upon the latter.
723. **Jennings, Irwin G.** Vocational guidance in colleges and universities. Educational review, 51 : 331-41, April 1916.  
Recommends the establishment of a vocational guidance bureau, to study vocations, students, parents, alumni, and outside interests. The head of the bureau should "collect information concerning as many vocations as possible in which young men of ambition and education can find openings."
724. **Marten, Charles.** What are the vocational guidance bureaus accomplishing? Better schools, 2 : 63-67, March 1916.  
In summarizing the writer says that during the past five years the vocational bureaus have made considerable progress toward awakening public sentiment in their favor. Steps have been taken toward securing a definite knowledge of the needs and possibilities of the leading occupations, leading educational centers have organized prevocational courses, vocational schools have been introduced in all parts of the United States, and placement and follow-up work has been attempted.
725. **Righter, Leonard.** The curriculum and vocational guidance. Elementary School journal, 16 : 369-80, March 1916.  
Discusses "a scheme whereby vocational guidance is brought about through material presented as a part of the curriculum." Contains bibliography.
726. **Shaw, Frank L.** The building trades. Cleveland, O., The Survey committee of the Cleveland foundation, 1916. 107 p. front., plates, diags. 12°. ((Cleveland foundation. Publications] 15)
727. ———. The printing trades. Cleveland, O., The Survey committee of the Cleveland foundation, 1916. 95 p. illus. 12°.  
Items 726 and 727 are sections of the report of the Education survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1915.

## AGRICULTURAL EDUCATION: SCHOOL GARDENS.

728. **Jarvis, C. D.** What shall be our policy concerning gardening in the elementary city schools? Nature-study review, 12 : 174-78, April 1916.  
Paper presented at the annual meeting of the American nature-study society, Columbus, Ohio.
729. **Landers, J. Alvin.** History and development of agricultural education in America. Mississippi educational advance, 5 : 27-28, March 1916; 10-14, April 1916.
730. **Main, Josiah.** Decline and fall of a state system of boys' and girls' agricultural clubs. School and society, 3 : 514-20, April 8, 1916.  
A description of the state system of agricultural clubs in Oklahoma, which was in operation up to the fall of 1914, when the federal system of clubs was substituted for the state system.
731. **Randall, J. L.** Home gardening under the direction of the public schools. High school quarterly, 4 : 197-202, April 1916.



## COMMERCIAL EDUCATION.

732. **Kandel, I. L.** Commercial education in England. *School and society*, 3 : 541-49, April 15, 1916.

In conclusion, the writer says that while England's "contribution to the field of commercial education has been slight, the period of experiment has begun and the future will probably see a solution characteristic of the English genius when applied to practical affairs."

## MEDICAL EDUCATION.

733. **Taylor, Alonzo E.** The present and future of the medical school: Alumni register (University of Pennsylvania) 18 : 499-505, March 1916.

Address delivered at the 150th anniversary of the Medical school of the University of Pennsylvania, February 4, 1916.

## CIVIC EDUCATION.

734. **American political science association.** Abstract of final report of Committee on instruction in political science. *American political science review*, 10 : 147-48, February 1916.

735. **Fitzpatrick, Edward A.** Progress of the movement for training for public service. *Public servant* (Madison, Wis.) 1 : 19-26, March 1916.

736. ——— What is civic education? *National municipal review*, 5 : 278-82, April 1916.

The writer says: "If education is going to mean anything in an industrial democracy or in a social democracy, our citizens must understand the actual function of the judiciary and its actual operation."

737. **McVey, Frank L.** The relation of the universities to public service. *School and society*, 3 : 411-15, March 18, 1916.

738. **New blood in civics.** *Optimist*, 2 : 73-79, March 1916.

Says that civics should be taught in the grades, in all history classes and in other classes, but that the final place for civics is in the senior high school year, because before that period the pupil can not grasp as many of its more profound problems and because he should go into the world with what school can give him fresh in his mind.

739. **Preparation for citizenship.** *Mind and body*, 23 : 1-6, March 1916.

"The Wyoming plan of military drill is being advocated by the War department of the United States . . . the Wyoming plan really has very little of what generally is known and advocated as 'Military drill.'" A comparison of the Wyoming and the Philadelphia plans of military, moral, civic, business, and educational preparation for citizenship is presented in tabular form.

740. **Russell, James Earl.** Education for citizenship. *Teachers college record*, 17 : 113-26, March 1916.

"First of a series of addresses given before the staff of Teachers college with the aim of studying the basic principles which must underlie a system of education suited to the needs of a democratic society such as ours. An important topic in this discussion is the nature of the state and the relation of the individual to it."

741. **Teaching**, vol. 2, no. 8, March 1, 1916. (The school and the nation)

Contains: 1. W. E. Myer: Training for citizenship, p. 5-9. 2. W. E. Myer: The American educational crisis, p. 11-15. 3. Anna Brogan: Teaching civics, p. 15-18. 4. F. C. Walters: Civics socialized in the schools of Kansas, p. 18-24. 5. Anna Brogan: Every day patriotism, p. 24-26.

742. **United States. Bureau of naturalization.** An outline course in citizenship to be used in the public schools for the instruction of the foreign and native born candidates for adult-citizenship responsibilities. Prepared by Raymond F. Crist. Washington, Government printing office, 1916. 28 p. 8°.

## BOY SCOUTS.

743. Yang, Y. C. The boy scouts of America. Chinese students' monthly, 11 : 337-42, March 1916.

The principle underlying the boy scout movement and how it works in America.

## MILITARY TRAINING.

744. Field, John E. Military training for students. Colorado school journal, 31 : 5-6, March 1916.

Outlines a program for military training in high schools and colleges, in which physical training is secondary.

745. Kurz, E. Die militärische vorbildung unserer jugend und die schulhoffrage. Schulhaus, 18 : 42-45, heft 2, 1916.

Discusses relation of military training to physical education and playground space in the schools.

746. Ward, Henry H. National defense and education. Scientific monthly, 2 : 369-73, April 1916.

Discusses the duty of universities, schools, and colleges to acquaint students with the broad unbiased truths of military and naval history.

## EDUCATION OF WOMEN.

747. Lange, Alexis F. The problem of the professional training for women. School and society, 3 : 480-85, April 1, 1916.

Read before the San Francisco branch of the Association of collegiate alumnae, November 27, 1915.

Gives suggestions of steps that seem necessary to divert a larger proportion of college women into other occupations than that of teaching.

## EXCEPTIONAL CHILDREN.

748. Conference on the education of dependent, truant, backward, and delinquent children. Proceedings of the twelfth annual Conference... Baltimore, Md., May 10-12, 1915. Eldora, Iowa, Iowa industrial school for boys, 1916. 126 p. 8°. (W. L. Kuser, secretary, Eldora, Iowa.)

Contains: 1. F. H. Bloodgood: Self-government in the Preston school of industry, p. 34-42. 2. H. B. Hickman: The reliability and value of the Binet-Simon tests, p. 53-57. 3. Charles Dunn, Jr.: Vocational training, p. 68-70; Discussion, p. 70-77.

749. McDonald, Robert Alexander Fyfe. Adjustment of school organization to various population groups. New York city, Teachers college, Columbia university, 1915. iv p., 1 l., 145 p. diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 75)

CONTENTS.—Introduction.—Provisions for the deaf.—Provisions for the juvenile delinquent, unruly, and truant.—Provisions for the blind.—Provisions for dependent and neglected children.—Provisions for the feeble-minded, retarded, and epileptic.—Provisions for cripples.—Provisions for non-English speaking immigrants.—Open-air schools.—Provisions for speech defectives.—Provisions for the exceptionally gifted.—Conclusion.—Appendices.

750. Ritter, Carrie A. The use of methods and devices. Psychological clinic, 10 : 13-18, March 15, 1916.

Methods and devices to help the defective and deficient.

## EDUCATION EXTENSION.

751. Marquis, Samuel S. The Ford idea in education. American schoolmaster, 9 : 110-19, March 1916.

Address delivered before the Department of superintendence of the National education association, at Detroit, February 23, 1916.

The writer, who is in the sociological department of the Ford motor company, Detroit, Mich., tells how Ford is making men.

## LIBRARIES AND READING.

752. **Certain, C. C.** The school library. *Progress*, 2 : 189-94, April 1916.  
The school library movement and some of its problems.
753. **Hazeltine, Alice I.** Methods of training children to use the library intelligently. *Public libraries*, 21 : 160-62, April 1916.
754. **Johnston, Charles Hughes.** Library work and the public schools. *School and society*, 3 : 408-11, March 18, 1916.  
Stenographic report of address before Illinois state library association, Urbana, November 5, 1915.
755. **Jordan, Alice M.** Cooperation between the public libraries and the high schools. *Public libraries*, 21 : 163-65, April 1916.
756. **Lamb, George H.** Lessons in arrangement and use of Carnegie free library, Braddock, Pa. Prepared for high school students. Braddock, Pa., 1915. 21 p. 8°.
757. **Severance, Henry Ormal.** A library primer for Missouri high schools. Columbia, Mo., University of Missouri, 1915. 30 p. 8°. (The University of Missouri bulletin. vol. 16, no. 30. Library series 7)
758. **Wilson, Martha.** School libraries in Minnesota. Binding and mending. *School education*, 35 : 18-19, March 1916; 18-19, April 1916.  
The first article in this series appeared in the January issue and discussed the subject of the school library room.

## BULLETIN OF THE BUREAU OF EDUCATION.

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

### 1906.

- \*No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

### 1907.

- \*No. 1. The continuation school in the United States. Arthur J. Jones. 15 cts.

### 1908.

- \*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8.

### 1909.

- No. 2. Admission of Chinese students to American colleges. John Fryer.
- \*No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
- No. 5. Statistics of public, society, and school libraries in 1908.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- \*No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- \*No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

### 1910.

- \*No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott. 25 cts.
- \*No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.

### 1911.

- \*No. 1. Bibliography of science teaching. 5 cts.
- \*No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- \*No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
- \*No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- \*No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 5 cts.
- \*No. 7. Undergraduate work in mathematics in colleges and universities. 5 cts.
- \*No. 9. Mathematics in the technological schools of collegiate grade in the United States. 5 cts.
- \*No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- \*No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- \*No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.
- \*No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11. 5 cts.

### 1912.

- \*No. 1. A course of study for the preparation of rural-school teachers. F. Mutohler and W. J. Craig. 5 cts.
- No. 2. Mathematics at West Point and Annapolis.
- \*No. 3. Report of committee on uniform records and reports. 5 cts.
- \*No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
- \*No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- \*No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- \*No. 9. Country schools for city boys. William S. Myers. 10 cts.
- No. 11. Current educational topics, No. I.
- \*No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- \*No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.

- \*No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- \*No. 18. Teaching language through agriculture and domestic science. M. A. Leiper. 5 cts.
- \*No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
- \*No. 20. Readjustment of a rural high school to the needs of the community. H. A. Brown. 10 cts.
- \*No. 22. Public and private high schools. 25 cts.
- \*No. 23. Special collections in libraries in the United States. W. D. Johnston and I. G. Mudge. 10 cts.
- No. 26. Bibliography of child study for the years 1910-11.
- \*No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- \*No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
- \*No. 29. Bibliography of the teaching of mathematics, 1900-1912. D. E. Smith and C. Goldziber.
- \*No. 30. Latin-American universities and special schools. Edgar E. Brandon. 30 cts.
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