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OF CURRENT EDUCATIONAL  
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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—Educational theory and practice—Educational psychology: Child study—Special subjects of curriculum—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—Home economics—Commercial education—Professional education—Military training—Boy scouts—Exceptional children—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.

1091. North central association of colleges and secondary schools. Proceedings of the twenty-first annual meeting . . . held at Chicago, Ill., March 24-25, 1916. Published by the Association, 1916. 246 p. 8°. (Henry E. Brown, secretary, Kentilwoth, Ill.)

Contains: 1. T. A. Clark: College and character, p. 5-19. 2. Accredited schools, p. 97-121. 3. David Felmley: What is a reasonable limit to which an institution may go in enrolling students in the first and second years and yet retain the right to be classified as a senior college? p. 130-40. 4. J. S. Brown: The junior high school, the senior high school and the junior college, p. 140-51. 5. J. H. T. Main: No institution of college grade, which offers few advanced courses, should be classified as a senior college, p. 152-58. 6. Committee recommendations regarding the organization and administration of junior high schools, p. 171-74. 7. Digest of the responses to the questionnaire on the junior high school (or intermediate school) p. 174-92. 8. The definition of units, p. 192-229.

1092. **Vermont state teachers' association.** Report of the sixty-sixth annual convention, Rutland, Vermont, October 28-30, 1915. 116 p. 8°. (Etta Franklin, secretary, Rutland.)

Contains: 1. Caroline S. Woodruff: The call of the school, p. 9-12. 2. G. A. Trueman: The use of the Binet-Simon measuring scale for intelligence, p. 31-39. 3. Lillian B. Poor: The kindergarten as the foundation of the elementary school, p. 51-55. 4. Ruth Farr: Story-telling in the primary grades, p. 55-60. 5. Dorothy C. Fisher: An open-air school for normal children, p. 71-74. 6. J. L. McConaughy: The superfluous in education, p. 98-102.

#### EDUCATIONAL HISTORY AND BIOGRAPHY.

1093. **Littell, Harold.** Development of the city school system of Indiana—1851-1880. Indiana magazine of history, 12: 193-213, September 1916.  
To be concluded.
1094. **Memorial service for Miss Blow held in St. Louis.** Kindergarten and first grade, 1: 322-24, September 1916.  
Held in the Soldan high school auditorium on May 20.
1095. **Winship, A. E.** Irwin Shepard (Educators as I have known them—XXIV) Journal of education, 84: 201-202, September 7, 1916.

#### CURRENT EDUCATIONAL CONDITIONS.

1096. **Audollent, Aug.** La guerre et l'enseignement supérieur en France. Revue internationale de l'enseignement, 36: 241-53, July-August 1916.  
Deals with the service the German universities have rendered that country and shows that the French universities must prepare to use all their power after the war to preserve, defend and perpetuate "la tradition française."
1097. **Bourne, Randolph S.** The Gary public schools. Scribner's magazine, 30: 371-80, September 1916.  
With an introductory note by William Wirt, director of the Gary schools.
1098. **Brelet, Henri.** L'enseignement secondaire et la réforme de 1902. Revue internationale de l'enseignement, 36: 254-79, July-August 1916.
1099. **Cortright, Edward Everett.** Patent medicine formulas in our public school curriculum. Education, 37: 20-28, September 1916.  
The author states that the present curriculum does not take into account individual differences and so "doesn't and hasn't worked."
1100. **Gilman, Isabel Ambler.** The Alaska school service. Granite monthly, 48: 248-55, August 1916.
1101. **McCormick, S. B.** [Educational needs] National association of corporation schools bulletin, 3: 18-21, September 1916.  
An address before the fourth annual convention of the National association of corporation schools, defining the agencies that will play an important part in the future developments of the educational system of the United States.
1102. **Marquardt, W. W.** Child welfare work in the Philippines. Child, 6: 602-6, September 1916.
1103. **Mors, Louis Trenchard.** Education and the melting-pot. Nation, 108: 229-31, September 7, 1916.  
Writer says that American public schools emphasize vocational work above mental discipline, and standardize education down to the needs of the melting-pot, for the assimilation of immigrant children. If this should be continued, the children of the intelligent classes will more and more be sent to private schools, a result which would be unfortunate for the country.

1104. **New possibilities in education**; ed. by **Ambrose L. Suhrie**. Philadelphia, The American academy of political and social science, 1916. 331 p. 8°. (The annals of the American academy of political and social science, vol. LXVII. Whole no. 156)

CONTENTS.—1. **Ambrose L. Suhrie**: The educational program of a democracy, p. xi-xxvi. 2. **A. Duncan Yocum**: Appreciation of music, literature and art as a social aim, p. 1-12. 3. **Irving King**: Social training through school group activities, p. 13-25. 4. **J. Lynn Barnard**: Training in the schools for social efficiency, p. 26-33. 5. **Edward H. Griggs**: The moral training of children, p. 34-39. 6. **Carrie A. Lyford**: The science and art of home making, p. 40-46. 7. **Thomas C. Blaisdell**: Education for parenthood, p. 47-53. 8. **John M. Brewer**: Vocational guidance in school and occupation, p. 54-63. 9. **Frederick G. Bouser**: Education for life work in non-professional occupations, p. 64-76. 10. **B. H. Crocheron**: Manual labor and the achievement of national ideals, p. 77-81. 11. **Jessie Field**: Education for home life on the farm, p. 82-86. 12. **John M. Gillette**: Training for rural leadership, p. 87-96. 13. **Louis W. Rapeer**: Health as a means to happiness, efficiency and service, p. 97-106. 14. **George E. Johnson**: Play and recreation, p. 107-114. 15. **J. George Recht**: Training children to a wise use of their leisure, p. 115-22. 16. **Annie C. Moore**: Children, libraries and the love of reading, p. 123-29. 17. **L. J. Hanftan**: The rural school community center, p. 130-38. 18. **Mrs. Frederic Schott**: The National congress of mothers and parent-teacher associations, p. 139-47. 19. **Walter E. Phillips**: An urban home and school league, p. 148-55. 20. **Payson Smith**: The rural school improvement league, p. 156-61. 21. **L. R. Alderman**: School credit for home work, p. 162-66. 22. **George E. Vincent**: The spread of the school manse idea, p. 167-69. 23. **Arthur J. Jones**: Continuation schools, p. 170-81. 24. **Louisa Reber**: University extension, p. 182-92. 25. **James A. Moyer**: The "People's university" of Massachusetts, p. 193-201. 26. **Lee Galloway**: Correspondence school instruction by non-academic institutions, p. 202-209. 27. **Henry M. Lutziger**: Education for adults through public lectures in New York city, p. 210-17. 28. **Peter W. Dykema**: The spread of the community music idea, p. 218-23. 29. **Bradford Knapp**: Education through farm demonstration, p. 224-40. 30. **Mary E. Creswell**: The home demonstration work, p. 241-49. 31. **Arthur E. Bostwick**: The library extension movement in American cities, p. 250-56. 32. **Sarah Askew**: Library work in the open country, p. 257-66. 33. **Ellen C. Lombard**: The home reading courses of the United States Bureau of education, p. 267-69. 34. **Alfred W. Abrams**: Visual instruction in New York state, p. 270-72. 35. **H. H. Wheaton**: The United States Bureau of education and the immigrant, p. 273-83. 36. **William H. Allen**: Education through official publicity, p. 284-90. 37. **Clyde L. King**: The public services of the college and university expert, p. 291-96.

1105. **Rankin, Janet R.** School service in Wisconsin. Educational review, 52: 144-51, September 1916.

Writer says that the new feature in the Wisconsin plan is "its aggressiveness in bringing home to every teacher the fact that the presence of problems and difficulties does not connote inefficiency; that the state desires to aid in transforming difficulties into achievements; and that prompt help may be received for the asking."

1106. **Sargeant, Ide G.** Is the Gary system the panacea for our educational ills? Forum, 56: 323-26, September 1916.

Writer says: "Briefly the Gary plan will reduce the per capita cost for school buildings and for supervision, take care of the children for a longer day through the use of the auditorium, playground, and shop in connection with the special academic subjects, give the child a more attractive and profitable school life, and at the same time provide better facilities for recreation and continuation work for adults."

1107. **Sarraut, Albert.** L'Instruction publique et la guerre. Paris, H. Didier, 1916. xxxi, 266 p. 12°.

#### EDUCATIONAL THEORY AND PRACTICE.

1108. **Bowman, Ernest Lavern.** The lesson-plan for inexperienced teachers. Industrial-arts magazine, 5: 877-79, September 1916.

1109. **Furst, Clyde.** Liberal education. *Midland schools*, 31: 7-11, September 1916.  
 "Liberal education represents a full adjustment of the individual to society, attending alike to body, mind, and spirit."
1110. **Guénot, H.** Contre l'identification des programmes masculins et des programmes féminins. *Revue universitaire*, 7: 118-26, July 1916.
1111. **Henry, T. S.** A comparison of two recent contributions to the theory of education. *School and home education*, 36: 14-17, September 1916.  
 A review of Dewey's *Democracy and education* and Yocum's *Culture, discipline and democracy*. The author thinks that Yocum's is the more important contribution.
1112. **Wilson, Mrs. Louise Jones.** The average boy and how to teach him. *School news and practical educator*, 30: 41-42, September 1916.  
 Some suggestions for teachers in dealing with boys in the schoolroom.

## EDUCATIONAL PSYCHOLOGY: CHILD STUDY.

1113. **Cary, Charles P.** Measuring school achievement. *Wisconsin journal of education*, 48: 186-88, September 1916.  
 The author explains the necessity for scales or standards by which to measure achievement.
1114. **Coxe, Warren W.** The Woolley tests applied to a prevocational class of boys. *School review*, 24: 521-32, September 1916.
1115. **Fordyce, Charles.** Educational measurements. *Middle-west school review*, 9: 17-18, September 1916.  
 The author gives some of the reasons for having a scale by which to judge the work of pupils.
1116. **Gray, William S.** Descriptive list of standard tests. *Elementary school journal*, 18: 24-34, September 1916.
1117. **Kayfetz, Isidore.** A critical study of the Harvard-Newton composition scales. *Pedagogical seminary*, 23: 325-47, September 1916.  
 Bibliography: p. 346-47.
1118. **McFarland, W. H.** Relation between spelling judgment and spelling ability. *Midland schools*, 31: 19-21, September 1916.  
 A study to determine whether "all one needs in order to learn to spell is a spelling conscience and a dictionary habit." The conclusion drawn is that "the 'conscience and dictionary' scheme cannot be relied upon."
1119. **McManis, John T.** The study of the behavior of an individual child; syllabus and bibliography. Baltimore, Warwick & York, Inc., 1916.  
 54 p. 12°. Bibliography at end of each chapter.
1120. **Scovfield, F. A.** Difficulty of Ayres's spelling scale as shown by the spelling of 500 high school students. *School and society*, 4: 330-40, August 26, 1916.
1121. **Shaw, Elizabeth Ross.** A suggestion for child study. *Kindergarten and first grade*, 1: 304-308, September 1916.  
 Tests given at the Francis Parker School to 5-year-old children. The questions were based on a list standardized by Professor Sommer of Giesesen University with the substitution of six questions from the Binet scale.
1122. **Springer, Isidore, ed.** Teachers' year book of educational investigations; a manual giving the tests and standards that have been devised for the purpose of measuring the efficiency of school instruction and administration. Issued by the Division of reference and research, Department of education, the city of New York. 53 p. fold. chart. 8°. (Pub. no. 14)

1123. **Studebaker, John W.** Spelling; results of an investigation of pupils' ability to spell. New York, Boston [etc.] Newson & company [1916]. 57 p. 8°.  
An investigation of the schools of Des Moines, Ia.
1124. **Wang, Chang Ping.** The general value of visual sense training in children. Baltimore. Warwick & York, Inc., 1916. 85 p. illus. 12°. (Educational psychology monographs, no. 15)  
Bibliography: p. 81-82.
1125. **Woodrow, Herbert.** The faculty of attention. *Journal of experimental psychology*, 1: 285-318, August 1916.
1126. **Woody, Clifford.** Measurements of some achievements in arithmetic. *School and society*, 4: 299-303, August 19, 1916.
1127. **Ziedler, Richard.** Tests in silent reading in the rural schools of Santa Clara county, California. *Elementary school journal*, 18: 55-62, September 1916.

## SPECIAL SUBJECTS OF CURRICULUM.

1128. **Bolenius, Emma Miller.** The story in school. *Popular educator*, 34: 38-40, 47, September 1916.  
The author gives "(1) information about the story . . . (2) special suggestions . . . (3) devices that entice work with the short story."
1129. **Brawley, Benjamin.** The course in English in the secondary school. *Southern workman*, 45: 494-502, September 1916.  
A discussion of the English course for negro schools.
1130. **Hamm, Franklin P.** Outline and suggestive methods and devices on the teaching of elementary arithmetic. Designed to increase the efficiency of teachers of the fifth and sixth years. Also an aid to teachers of succeeding grades in maintaining uniformity in methods and forms throughout the course. Philadelphia, J. B. Lippincott company [1916] 40 p. 16°.
1131. **Hauvette, Henri.** A propos de l'allemand et de quelques autres langues étrangères. *Revue de l'enseignement des langues vivantes*, 33: 289-96, July 1916.  
The author takes issue with those who would stop the teaching of German after the war, claiming that the study of foreign languages keeps a nation in touch commercially and intellectually with foreign countries, and that this is necessary for the welfare of the nation.
1132. **Krause, Carl A.** The direct method in modern languages; contributions to methods and didactics in modern languages. New York, Chicago [etc.] C. Scribner's sons [1916] 139 p. 12°.  
Bibliography of American writers, 1912-14: p. 117-39.
1133. **Lewis, G. W.** Present methods of teaching primary reading. *Catholic school journal*, 16: 181-88, September 1916.  
Short sketch of the various methods but describes especially the Lewis story method.
1134. **Mackay, Constance D'Arcy.** Festival history and festival ideas for the school. *Popular educator*, 34: 14-15, 58, September 1916.

1185. Norris, F. A. The incidental teaching of English in school shops. *Manual training magazine*, 18: 13-15, September 1916.
1186. Noyer, Ralph. How to judge a debate. *Rural school messenger*, 6: 27-28, September 1916.  
Gives an outline which the author has "often found helpful in arriving at a decision."
1187. Sears, Isabel and Diebel, Amelia. A study of the common mistakes in pupils' oral English. *Elementary school journal*, 18: 44-54, September 1916.  
Results of an investigation to determine the errors of speech made by Cincinnati school children.
1188. Smith, David E. The development of the American arithmetic. *Educational review*, 52: 100-15, September 1916.  
Traces the development of the American arithmetic, particularly with regard to the influences exerted in turn by various European countries. Discusses the influences that will bear upon text books by the junior high school. "This school," says the writer, "offers the most encouragement to mathematics that has been seen in many years."
1139. Sutton, H. O. General science in the high school. *Nebraska teacher*, 19: 24-26, September 1916.  
A brief discussion of the reasons for a course in general science, the nature of the course, and the results obtained.
1140. Sypherd, Wilbur Owen. A bibliography on "English for engineers", for the use of engineering students, practicing engineers, and teachers in schools of engineering, to which are appended brief selected lists of technical books for graduates in civil, electrical, mechanical, and chemical engineering. Chicago, New York, Scott, Foresman and company [1916] 63 p. 12".  
Printed on one side of leaf only.
1141. Tatlock, John S. P. Literature and history. *University of California chronicle*, 18: 300-28, July 1916.  
The Phi beta kappa address delivered at the University of California, May 16, 1916.  
Discusses the historical aspect of literature.
1142. Tryon, R. M. The high school history recitation. *History teacher's magazine*, 7: 230-42, September 1916.  
Suggests some methods which a teacher may profitably employ in her attempts to improve the technique of her high-school history recitations.
1143. Walker, Curtis Howe. The sketch-map as an aid in the teaching of historical geography. *School review*, 24: 497-514, September 1916.  
A paper read before the High school history teachers' association of Chicago, October 30, 1915, slightly revised.
1144. Whitney, Frederick L. Measuring the value of first grade readers. *American school board journal*, 53: 24, 77-78, September 1916.

## KINDERGARTEN AND PRIMARY SCHOOL.

1145. Aguayo, Alfredo M. La escuela primaria como debe ser. 1 ed. Habana, Imp. "La Propagandista," 1916. 165 p. 12".
1146. Alder, Louise. Kindergartens in the schools of Kansas. *Kansas teacher*, 8: 5-8, July and August 1916.  
History and present status of the kindergarten in Kansas. Kansas ranks "as the 88d state in the union in regard to the number of children enrolled in kindergartens per thousand of population of kindergarten age."



1147. **Bradstreet, Marjora.** A kindergarten upon the Florida keys. Kindergarten and first grade, 1: 299-300, September 1916.  
Description of a kindergarten at Key West.
1148. **Dobbs, Ella Victoria.** Meeting of National council of primary education. Kindergarten and first grade, 1: 309-10, September 1916.  
Meeting held July 6, 1916, at New York.
1149. **Hill, Patty S.** Kindergartens of yesterday and tomorrow. Kindergarten-primary magazine, 29: 4-6, September 1916.  
Paper delivered at the National education association meeting, July 1916.
1150. **Palmer, Luella A.** Practical means of unifying the work of kindergarten and primary grades. Kindergarten point of view. Kindergarten-primary magazine, 29: 7-10, September 1916.

## RURAL EDUCATION.

1151. **Benson, P. H.** Rural supervision in a California county. American school board journal, 53: 42-43, September 1916.
1152. **Clark, Taliaferro; Collins, George L., and Treadway, W. L.** Rural school sanitation, including physical and mental status of school children in Porter county, Indiana. Washington, Government printing office, 1916. 127 p. illus. 8°. (Treasury department. U. S. Public health service. Public health bulletin no. 77)
1153. **Fairview's hired man.** Rural school messenger, 6: 7-23, September 1916.  
"A humorous story of real progress (in a rural school) supposedly told by a conservative farmer. From the Saturday evening post."
1154. [**Williams, Henry G.**] A course of study for rural schools. Ohio teacher, 37: 4-5, August 1916.  
Gives some features of the redirected rural school. The course of study will be published in the September issue.
1155. **Williams, J. Harold.** Reorganizing a county system of rural schools. Report of a study of the schools of San Mateo county, California. Washington, Government printing office, 1916. 59 p. illus., plates. 8°. (United States. Bureau of education. Bulletin, 1916, no. 16.)

## SECONDARY EDUCATION.

1156. **California high school teachers' association.** Proceedings of the fourth annual convention. Berkeley, July 10-14, 1916. Sierra educational news, 12: 1-206, August 1916.  
Contains: 1. M. E. Hill: Education for the larger life, p. 9-12. 2. A. F. Lange: The new high school and the new high-school teacher, p. 12-18. 3. W. C. Wood: Effect of recent regulations of the state board of education on the relation of the high school to the normal school, p. 27-37. 4. D. S. Hill: Educational research in public schools, p. 39-48. 5. C. E. Rugh: Moral implications in subjects, activities and government of a modern high school, p. 49-55. 6. J. B. Sears: The legal status and growth of California high schools, p. 55-64. 7. M. E. Deutch: Where the fastenings are weakest (Latin in high schools) p. 78-86. 8. S. I. Miller, Jr.: The teaching of economics in the high school, p. 108-12. 9. A. L. Gould: Can the junior college be made to serve its community primarily and be an end in itself? p. 116-18. 10. W. A. Cooper: Collegiate training of high-school teachers of German, p. 127-34. 11. W. C. Wood: Forming and informing in the rural high school, p. 143-50. 12. A. F. Lange: The reorganization of rural education, p. 155-58. 13. B. H. Paddock: The proposed rural school survey, p. 159-66. 14. R. G. Boone: Some implications of vocational guidance, p. 170-72. 15. J. C. Templeton: Report of the committee on high-school architecture and grounds, p. 178-81. 16. Report of the vocational guidance committee. Progress of vocational guidance in California, and suggestions for its introduction into school systems, p. 190, 193-94, 197-98, 201.

1157. **Abelson, Joseph.** A study of the junior high-school project. *Education*, 37: 1-19, September 1916.
1158. **Andrew, William E.** A study in high-school cost of production. *American school board journal*, 53: 12, September 1916.  
"Set of standards . . . derived from a study of the official records of seventeen high schools in thirteen counties in Central Illinois."
1159. **Brown, George A.** Junior high schools. *School and home education*, 36: 6-8, September 1916.  
The author criticizes the junior high school idea unfavorably.
1160. **Gillan, S. Y.** Classifying high-school pupils. *Western teacher*, 25: 9-12, September 1916.  
Advocates a plan of organization for high schools which discards the plan of promoting by classes and lets each pupil do as much as he is able to do well, and no more.
1161. **Herrick, Cheesman A.** What high-school studies are of most worth. *School and society*, 4: 305-309, August 26, 1916.  
Paper read at the meeting of the Secondary department, National education association, July 4, 1916.  
Changes in secondary education, the author states, "should be made with the following as a guiding principle: Those high-school studies are of most worth which are worth most to the individual pupil, which will best fit him for meeting the many-sided demands of the life which he is to live."
1162. **Mooney, William Barnard.** The relation of secondary schools to higher schools in the United States. *Pedagogical seminary*, 23: 387-416, September 1916.
1163. **Nelson, A. M.** The six-six plan in practice. *Wisconsin journal of education*, 48: 197-98, September 1916.  
Result of a brief summary made under Professor M. V. O'Shea in his educational seminar at the University of Wisconsin.
1164. **Osborn, William Q.** The story of a big school in a little town. *American school board journal*, 53: 15-17, 76, September 1916.  
The Eatonville high school, Eatonville, Washington.
1165. **Reinoehl, F. W.** Some fundamentals of the junior high school problem. *American school board journal*, 53: 19-20, September 1916.  
Read at a conference of superintendents and principals of schools at the University of North Dakota, May 18th, 1916.

## TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1166. **Barnum, Charlotte E.** Systematic guidance for teachers-in-training in the grades. *Pedagogical seminary*, 23: 348-59, September 1916.  
States that systematic guidance should be given in the formation of good teaching habits.
1167. A code of ethics for teachers. *American school board journal*, 53: 62-63, September 1916.  
Adopted by the New Jersey state teachers' association.
1168. **Deihl, J. D.** Directed teaching and directed observation—a correction and an explanation. *School review*, 24: 515-20, September 1916.  
A correction of statements made in an article by John C. Weigel in regard to the training of teachers of German at the University of Wisconsin.
1169. **Furst, Clyde.** Pensions for public school teachers. *American school board journal*, 53: 30-34, September 1916.  
Gives the fundamental principles "applicable to all pension systems which involve large groups."

1170. **Mississippi Valley historical association.** Normal school relation to high school teaching. Report of committee, presented at Nashville, April 28, 1916. History teacher's magazine, 7: 244-48, September 1916.  
The place of the normal school in preparing high school history teachers.
1171. The professor of pedagogy—once more. Unpopular review, 6: 58-72, July-September 1916.  
A reply to the defense of the professor of pedagogy in the April Unpopular review (item 667).
1172. **Stoutemyer, J. Howard.** The social status of the teaching profession. Pedagogical seminary, 23: 417-40, September 1916.  
Bibliography: p. 439-40.  
The conclusion is that the "social status varies directly with the professional training and fitness on the part of the teacher, and adequate return in salary and social esteem on the part of the state."
1173. **Thomas, J. M.** Training for teaching composition in colleges. English Journal, 5: 447-57, September 1916.
1174. **Wolfe, A. B.** The graduate school, faculty responsibility, and the training of university teachers. School and society, 4: 423-33, September 18, 1916.
1175. **Young, Walter H.** Effects of unstable tenure of office. Journal of education, 84: 202-205, September 7, 1916.  
Unstable tenure is shown to be one of the greatest hindrances to the progress of education.

## HIGHER EDUCATION.

1176. **Bovingdon, John.** Can we improve upon the college lecture system? School and society, 4: 393-97, September 9, 1916.  
The lecture system, since it does not meet the demands made upon education by the state, namely, teaching the pupil how to make decisions by himself and with others, should be abandoned for the discussion method, which provides "an environment more conducive to the training which life requires of men."
1177. **Britton, N. L.** The New York botanical garden and Columbia university. Columbia university quarterly, 18: 352-59, September 1916.  
Describes the agreement for cooperative educational facilities between the Garden and the University.
1178. **Brush, H. R.** The junior college and the universities. School and society, 4: 357-65, September 2, 1916.  
Paper read before the Faculty club of the University of North Dakota, February, 1916.  
The author claims that the junior college will have a beneficial effect on universities by taking care of a class of student which the university cannot handle.
1179. **Clark, Charles Upson.** What are colleges for? North American review, 204: 413-20, September 1916.  
Discusses the effects upon college education of the elective system, the vocational movement, and extra-curriculum activities, and suggests raising the standards by a revised course of studies.
1180. **The College art association of America.** School and society, 4: 384-37, August 26, 1916.  
Report of the committee appointed to investigate the condition of art instruction in universities and colleges of the United States.
1181. **Gildersleeve, Virginia C.** The purpose of college Greek. Educational review, 52: 174-82, September 1916.

1182. **Hartman, L. W.** Grading systems again. *School and society*, 4: 323-32, September 9, 1916.

A plan for standardizing grading in colleges, too small for the "Missouri plan," suggested by a committee appointed by the senate of the University of Nevada.

1183. **Hervey, William Addison.** The amateur graduate student. *Columbia university quarterly*, 18: 323-31, September 1916.

An address to the students of the Division of modern languages and literatures at the Spring conference, held April 18, 1916.

The author claims that in graduate work the practical, utilitarian motive must not be controlling; the student should be "an amateur while he is on the field, whether a professional before, or after, matters not."

1184. **Illinois. University.** University of Illinois directory, listing the 35,000 persons who have ever been connected with the Urbana-Champaign departments, including officers of instruction and administration and 1397 deceased, ed. by Vergil V. Phelps. . . . Urbana-Champaign, University of Illinois, 1916. cxii, 1284 p. front., plates, ports. 8°.

1185. **Jordan, David Starr.** Does the American college pay dividends on the investment? *Forum*, 56: 311-16, September 1916.

This article declares that the college system does justify itself, but it could be made more effective for the same money.

1186. **Lowell, Abbott Lawrence.** Liberty and discipline, a talk to freshmen; an address delivered to the freshman class of Yale college, October 15th, 1915, on the Ralph Hill Thomas memorial lectureship foundation. New Haven, Yale university press, 1916. 16 p. 8°.

1187. **Nettleton, George Henry, ed.** The book of the Yale pageant, 21 October 1916, in commemoration of the two hundredth anniversary of the removal of Yale college to New Haven. New Haven, Conn., Yale university press, 1916. x p., 1 l., 243, [1] p. front., illus. (incl. facsim.) plates, ports., plan. 4°.

CONTENTS.—The pageant.—Essays on Yale.

1188. **Phillips, John C.** A study of the birth-rate in Harvard and Yale graduates. *Harvard graduates' magazine*, 25: 25-34, September 1916.

Based on the class reports for graduates during the last half century. Shows a decrease in the birth-rate during that period.

1189. **Poole, Murray Edward.** A story historical of Cornell university, with biographies of distinguished Cornellians. Ithaca, N. Y., The Cayuga press, 1916. 227, [33] p. 8°.

1190. **State higher educational institutions of Iowa; a report to the Iowa State board of education of a survey made under the direction of the Commissioner of education.** Washington. Government printing office, 1916. 223 p. 8°. (U. S. Bureau of education. Bulletin, 1916, no. 19)

#### SCHOOL ADMINISTRATION.

1191. **Brief and report on state uniformity and state publication of high-school textbooks by a joint committee representing California high-school teachers' association, California high-school principals' convention, California council of education, California teachers' association.** 16 p. 8°. (Bulletin of the California teachers' association, Supplement to the Sierra educational news, September 1916)

1192. **Brooks, E. C.** The new textbooks adopted for five years. North Carolina education, 11: 3-4, September 1916.  
Textbooks adopted by the North Carolina Sub textbook commission and the State board of education.
1193. **Cubberley, Ellwood P.** School organization and administration; a concrete study based on the Salt Lake City school survey. Yonkers-on-Hudson, N. Y., World book company, 1916. xiv, 346 p. 12°.  
By E. P. Cubberley, assisted by J. B. Sears, L. M. Terman, J. H. Van Sickle, and J. H. Williams.
1194. **Denver civic and commercial association.** *Civic and legislative bureau. Committee on preparation of revised educational code.* Tentative outline of proposed educational code for the state of Colorado. [Denver, 1916] 27 p. 8°.
1195. **Educational administration and supervision.** vol. 2, no. 7, September 1916. (Junior high school number)  
Contents: 1. C. H. Johnston: The junior high school, p. 413-24. 2. David Snedden: Reorganization of education for children from 12 to 14 years of age, p. 425-32. 3. H. B. Weet: Rochester's junior high schools: a first step in establishing the six-three-three organization, p. 433-47. 4. C. B. Stacy: The training of teachers for intermediate schools, p. 448-56. 5. F. R. Park: The six and six plan of organization for the small school, p. 456-60. 6. E. H. Taylor: The course in mathematics in the junior high school, p. 460-65.
1196. **Grey, A. A.** School attendance. American school board journal, 53: 18-19, September 1916.  
The author maintains that although a school census and better compulsory education and truancy laws would help in bettering school attendance, the real difficulty lies in the industrial conditions which result in poverty and necessitate child labor.
1197. **Rowland, S. P.** Standardization after one year. Kansas teacher, 3: 8-10, September 1916.  
The county superintendent of Reno county, where almost one-third of the total number of the standard schools of Kansas are located, states that the experiment with standardization has been a success.
1198. **Snedden, David.** Scientific methods in educational administration. American school board journal, 53: 13, September 1916.  
"From the Massachusetts state board of education report for 1915."
1199. **Wilde, Arthur H.** The high-school teacher's responsibility to the school budget. American school board journal, 53: 14, 79, September 1916.  
The teacher should equip his department well, should know the relation of his department to others, and should understand the financial resources of the community.

## SCHOOL MANAGEMENT.

1200. **Fitzgerald, William J.** Classroom management. Catholic educational review, 12: 97-106, September 1916.  
Paper read before the convention of the Catholic educational association, Baltimore, Md., June 28, 1916.
1201. **Foster, William Trufant.** Should students study? Harper's monthly magazine, 133: 600-18, September 1916.

1202. Heck, William H. Correlation between amounts of home study and class marks. *School review*, 24: 533-49, September 1916.
1203. Hunter, Fred M. The socialized recitation. *Nebraska teacher*, 19: 30-32, September 1916.
1204. Jones, Adam L. Comprehensive examinations. *Educational review*, 52: 166-73, September 1916.  
Says that "comprehensive examinations unintelligently administered would be productive of as great harm as 'piecemeal' examinations similarly administered."
1205. Lovett, A. J. The school program. *Oklahoma journal of education*, 6: 2-4, September 9, 1916.
1206. McAndrew, William. Our old friend, the examination. *American education*, 20: 15-18, September 1916.  
Address before the secondary school section of the National education association.

## SCHOOL HYGIENE AND SANITATION.

1207. Ashcraft, F. E. School hygiene is race hygiene. *Associate teacher*, 18: 19-21, September 1916.  
A plea for more thorough medical inspection of school children.
1208. Greeg, F. M. The most essential school subject. *Middle-west school review*, 9: 15-16, September 1916.  
The author considers hygiene the most essential subject.
1209. Sundwall, John. Organization and activities of a university health service. *School and society*, 4: 343-51, September 2, 1916.  
"It is the purpose of this communication to outline a plan of organization which is proving effective in the initiation and maintenance of activities concerned with student health" at the University of Kansas.

## PHYSICAL TRAINING.

1210. Mason, Samuel K. The importance of teaching school children to swim. *American city*, 15: 314-16, September 1916.  
Gives the method of cooperation between the Bath department and the School department in Brookline, Mass.
1211. Young, Charles V. P. What American universities are doing. *Physical culture*, 86: 32-38, September 1916.  
By the director of physical training, Cornell university.

## PLAY AND PLAYGROUNDS.

1212. Foster, Warren Dunham. Organized recreation. *Pennsylvania school journal*, 65: 61-64, August 1916.  
Address before the National education association, New York, July 8, 1916.  
A working plan for organizing recreation in city or country.
1213. Rogers, James E. Report of the recreation conditions and problems of Peoria, with recommendations and suggested system. *Child welfare bulletin*, 4: 147-78, August 1916.

1214. Starks, Grace Evelyn. The school playground. *Popular educator*, 34: 35-37, 58, September 1916.  
 Suggestions for the teacher in a rural school where there is no trained director for the playground.

## SOCIAL ASPECTS OF EDUCATION.

1215. Flexner, Abraham. Parents and schools. *Atlantic monthly*, 118: 25-33, July 1916.
1216. Larson, Ruby P. M. Entertainments and social events. *Nebraska teacher*, 19: 11-13, September 1916.  
 Tells how to "create a closer fellowship between the school and the community, to unite them in a common interest."

## MORAL EDUCATION.

1217. Archer, William. Knowledge and character. *Educational review*, 52: 119-43, September 1916.  
 An address delivered at the annual meeting of the Moral education league, London, February 6, 1914. Based upon a paper read at a previous session, by Principal Griffiths, of the University of South Wales, which lamented that the present system of education "subordinated the development of character to the acquisition of knowledge."
1218. Davis, Jesse B. Recent progress in moral training and instruction in public high schools. *American city*, 15: 288-92, September 1916.  
 A survey to show how suggestions made by a committee of the Religious education association in 1911 have been carried out.
1219. Séailles, Gabriel. L'éducation morale de la démocratie. *Bibliothèque universelle et revue suisse*, 83: 201-24, August 1916.  
 Writer is a professor in the Sorbonne.
1220. Stacy, Emma A. Morning exercises for moral and civic training. *Popular educator*, 34: 9-12, 44, September 1916.

## RELIGIOUS EDUCATION.

1221. Leo, Brother. The religious basis of pedagogy. *Catholic school journal*, 16: 100-71, 96, September 1916.  
 The author examines "some of the ways in which the religious spirit vitally enters into the art of teaching."
1222. Schoff, Mrs. Frederic. Spiritual guidance of children: duty of home and church. *Child-welfare magazine*, 11: 18-20, September 1916.  
 Given at the International training school for Sunday-school leaders. To be continued.
1223. Shields, Thomas Edward. Some relations between the Catholic school and the public school system. *Catholic educational review*, 12: 135-46, September 1916.  
 Paper read at the annual convention of the Catholic educational association, Baltimore, June, 1916.
1224. Wardle, Addie Grace. Handwork in religious education. Chicago, Ill., The University of Chicago press, [1916]. 148 p. illus. 12".  
 "Books for reference": p. 136-40.

## MANUAL AND VOCATIONAL TRAINING.

1225. National society for the promotion of industrial education. Proceedings ninth annual meeting. Minneapolis, January 20-22, 1916. New York City, 1916. 405 p. 8°. (Alvin E. Dodd, secretary, 140 West 42d street, New York City)

With this is bound the Proceedings of Employment managers' conference, held under the auspices of the National society for the promotion of industrial education and the Minneapolis civic and commerce association, January 19-20, 1916. Bulletin of the United States Bureau of labor statistics, number 193, 82 p.

Contains: 1. David Snedden: Some predictions as to the future of vocational education, p. 21-40. 2. Lucinda W. Prince: Present accomplishments and some future possibilities in training for department store work, p. 41-49. 3. Sara A. Conboy: Trade union ideals and vocational education, p. 50-56. 4. The Minneapolis survey, p. 85-125. 5. W. H. Henderson: Report of Minneapolis survey on trade agreements, p. 129-35. 6. F. D. Crawshaw: Report of survey on private schools giving industrial education, p. 136-40. 7. L. H. Carris: The county unit plan in the development of vocational education, p. 141-45. 8. W. E. Clark: The relation of the industrial teacher to the labor and manufacturing interests of the community, p. 146-53. 9. H. A. Hutchins: Publicity methods or the advertising of evening vocational schools, p. 154-63. 10. H. S. Schnell: Evening school organization and administration, p. 164-72. 11. Anna M. Cooley: The training of the teacher of household arts for the vocational school, p. 182-86. 12. Mrs. H. M. Hickok: Business of home-making, p. 187-95. 13. W. E. Hickok: A description of the continuation schools of Wisconsin, p. 203-11. 14. Violet Coen: Shop methods and the utilization of product, p. 215-19. 15. Florence M. Marshall: Trade extension and part-time courses for girls in New York city, p. 220-25. 16. Sara A. Conboy: The value of the trade union movement to industrial education and wage workers, p. 233-36. 17. W. H. Henderson: The Wisconsin plan, p. 237-41. 18. C. R. Allen: The Massachusetts plan for the training of teachers for vocational schools, p. 242-46. 19. S. S. Edmonds and W. A. O'Leary: What Pratt Institute is doing to train teachers of trades, p. 249-60. 20. M. W. Murray: Broadening the training of industrial teachers in the service by industrial employment during vacation, p. 265-70. 21. Antoinette Roof: Provision for commercial experience during the period of training, p. 271-77. 22. H. W. Schmidt: Commercial shop experience for teachers, p. 281-88. 23. G. A. Works: Apprentice teacher training, p. 291-301. 24. A. C. Monahan: The status of teacher-training for agriculture in the United States, p. 302-305. 25. C. G. Selvig: The home project as the center vs. the home project as the outgrowth of agricultural instruction, p. 306-11. 26. L. S. Hawkins: Plans and records of home project instruction, p. 312-24. 27. R. C. Keople: The relation of the pre-vocational school to the rest of the school system, p. 325-34. 28. F. V. Thompson: Problems of industrial education under public administration, p. 337-46. 29. G. E. Barnett: Trade agreements and industrial education, p. 347-81. 30. A. S. Hurrell: How the high school can best serve industrial education, p. 366-73. 31. Cleo Murland: Recommendations of the survey on women's work, p. 374-83.

1226. Colegrove, C. P. The educative value of manual training. West Virginia school journal and educator, 45: 182-83, September 1916.

The author maintains that the educative value of manual training is proved by testing it by three fundamental principles of education.

1227. Indlekofer, John N. Cultural phases of vocational training. Manual training magazine, 18: 5-7, September 1916.

1228. Johnston, Charles H. Public instruction and public training. Educational review, 52: 152-65, September 1916.

Discusses various phases of vocational instruction as presented by the Copley bill and Teachers' substitute bill, proposed in Illinois as legislative solutions of industrial education.



1229. **Leonard, R. J.** Research for purposes of vocational education in Indiana. *School and society*, 4: 272-79. August 19, 1916.  
The Indiana state board of education has appropriated funds for vocational research. The question of the scope of the problems to be studied and the methods of study are considered by the writer.
1230. **Redfield, William C.** Industrial education. *American education*, 20: 12-14, September 1916.  
Address delivered at the general session of the National education association, New York city, July 3, 1916.
1231. **Snedden, David.** Vocational education in Massachusetts; some achievements and some prospects. *Manual training magazine*, 18: 1-4, September 1916.  
Notes of an address given at a Conference of vocational school teachers, Worcester, Mass., May 26th, 1916.
1232. ———. What is vocational education? *West Virginia school journal and educator*, 15: 188-89. September 1916.

## VOCATIONAL GUIDANCE.

1233. **Bess, Elmer Allen.** Training for vocation. *School and society*, 4: 433-39, September 16, 1916.  
Discusses the need of specialists in vocational guidance, their qualifications and duties.
1234. **Bonner, H. R.** Necessity for vocational guidance. *West Virginia school journal and educator*, 45: 190, 204, 206, September 1916.  
The author bases his contention on the answers to a questionnaire sent to three high schools in West Virginia.
1235. **Gruenberg, Benjamin C.** What's in a job? *Scientific monthly*, 8: 263-76, September 1916.  
By the secretary of the Vocational guidance association of New York, who concludes: "Men and women should rejoice in their work, for that is the most of their life."

## AGRICULTURAL EDUCATION..

1236. **Heald, F. E.** School credit for home practice in agriculture. Washington, Government printing office, 1916. 27 p. 8°. (U. S. Department of agriculture. Bulletin no. 385)  
This bulletin is intended to assist superintendents and teachers of rural schools who desire to use home practice in agriculture as an educational feature, giving proper rank and credit on the school records. It may be procured from the Superintendent of documents, Washington, D. C., at 5 cents per copy.
1237. **Meisnest, C. W.** Harvest fairs in county and township schools. *American city (Town and county ed.)* 15: 255-58, September 1916.
1238. **Nolan, A. W.** Going up the road to the country. *School news and practical educator*, 30: 2-4, September 1916.  
Initiatory ceremonies for boys' and girls' country life clubs leading to the degree of Master country man, in which Father Wisdom, Master Toll, and Country Gentleman examine the candidates.

## HOME ECONOMICS.

1239. Henegren, Marie. Household arts and domestic science. Catholic school journal, 16: 190-91, September 1916.
1240. Keen, Charlotta. Home economics in the Detroit schools. Journal of home economics, 8: 479-87, September 1916.
1241. Sellers, Edith. An antediluvian on the education of working-class girls. Nineteenth century and after, 80: 337-49, August 1916.  
Says that the English educational system gives too much time to teaching girls how to paint, dramatise, and botanise, and not enough to teaching them how to cook.

## COMMERCIAL EDUCATION.

1242. Smith, E. Newton. Commercial education. Education, 37: 51-61, September 1916.  
"The chief aim of commercial education should be to produce the highest possible degree of efficiency, to increase production, to make a just distribution in commercial labor, to make self-respecting, self-supporting, and contributing members of society, and thereby help in promoting social justice to all mankind."

## PROFESSIONAL EDUCATION.

1243. Dixon, Brandt V. B. The present status of woman's education with special application to a better nursing education. American journal of nursing, 16: 1072-76, August 1916.  
Address at a public meeting of the National league of nursing education, New Orleans, La., May 2, 1916.
1244. Dunning, William B. The Columbia university school of dentistry. Columbia university quarterly, 18: 345-51, September 1916.  
Gives besides a description of the school a brief sketch of the growth of dental education.
1245. Hammett, Frederick S. Medical education in chemistry. Medical record, 90: 503-6, September 16, 1916.  
Writer says it is lamentably self-evident that the average physician possesses little if any applicable knowledge of chemistry. This condition should be remedied.

## MILITARY TRAINING.

1246. Schools and preparedness. School, 28: 5, September 7, 1916.  
Three letters from principals of secondary schools to the New York Times in answer to its invitation for opinions on the new military training law of the state.

## BOY SCOUTS.

1247. West, James E. [Boy scouts of America] Midland schools, 31: 11-14, September 1916.  
Address at the National education association meeting, July 1916.

## EXCEPTIONAL CHILDREN.

1248. Hoag, Ernest Bryant. Is your child a misfit? Mother's magazine, 11: 29-30, September 1916.  
Give him special guidance. He is worth personal attention and individual training. Many of the world's greatest men have been thought misfits as children because they did not march in time with the public school lockstep.

1248. Koch, Felix J. Teaching the boys and the girls who can't hear. Ohio teacher, 37: 10-12, August 1916.  
Interesting public school in the middle west which teaches deaf children.
1250. Morris, Elise. For the children of Nashville 100% efficiency. Mother's magazine, 11: 31-33, September 1916.  
Physical, mental, and moral peculiarities are diagnosed, and the deformed, diseased, delinquent, and abnormal receive skilled treatment and individual training, to bring them to maximum efficiency.
1251. Treloar, Sir William. The vocational training of crippled boys: the work of the Lord Mayor Treloar cripples' college at Alton. Child, 6: 591-601, September 1916. illus.

## LIBRARIES AND READING.

1252. Bostwick, Arthur E. General principles involved in high-school library control. Library journal, 41: 646-47, September 1916.  
Advocates administration of the school library by the public library.
1253. Budlong, Mrs. Minnie Franklin (Clarke). A plan of organization for small libraries; methods of work, lists of supplies and aids. Rev. ed. [Bismarck, N. Dak.] North Dakota Public library commission, 1916. 65 p. 8°.
1254. Hopkins, Florence M. A plea for the library in public schools. Education, 37: 35-41, September 1916.
1255. Johnston, Charles Hughes. The need for an aggressive campaign for better school libraries. Library journal, 41: 633-39, September 1916.  
Also in School and society, 4: 381-88, September 9, 1916.  
Address delivered before the joint meeting of the Department of secondary education and the Library department of the National education association, New York city, July 1916.