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OF CURRENT EDUCATIONAL
PUBLICATIONS

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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 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 hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Home economics—Commercial education—Civic education—Military training—Education of women—Negro education—Education of immigrants—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications—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.

1256. **Associated academic principals and Council of elementary school principals and teachers.** Proceedings of the thirty-fifth annual meeting . . . Syracuse, 1915. 144 p. 8°. (Edward P. Smith, secretary, North Tonawanda, N. Y.)

Contains: 1. H. D. DeGroat: The weak teacher and the principal's responsibility, p. 2-7. 2. P. W. L. Cox: The relations of our present type of school organization to the socialization of education, p. 7-20. 3. H. H. Horner: The correlation of examinations and inspections, p. 21-35. 4. C. S. Wilson: Agriculture in our schools, p. 35-40. 5. Julia E. Crane: Music in the high school, p. 40-50. 6. George Works: Vocational work in the rural and village high school, p. 50-55. 7. William Wiener: Supervised study a social need of the high schools, p. 55-64. 8. F. W. Roman: A re-statement of the relation of vocational education to democracy, p. 64-68. 9. David Snedden: New problems in secondary education, p. 69-80. 10. H. N. MacCracken: Does the high school menace the college? p. 80-89. 11. Report of committee on visual instruction, p. 89-92. 12. R. B. Kelley: Elementary science in the grades, p. 113-21. 13. N. G. West: Some practical suggestions on the teaching of patriotism, p. 121-31. 14. P. M. Paine: The book, the teacher, and librarian, p. 131-42.

1257. **National education association. Proceedings, general session, 1916.** Journal of the National education association, 1: 1-95, September 1916.

Contains: 1. D. B. Johnson: The rural home and the farm woman, p. 35-39. 2. W. H. Taft: A league to enforce world peace, p. 40-48. 3. W. D. Foster: Organized recreation, p. 48-53. 4. Cora W. Wilson: The elimination of illiteracy, p. 53-57. 5. J. D. Eggleston: First aid to the country teacher—a suggestion as to vitalizing the country schools thru our present teachers, p. 57-62. 6. E. F. Young: The secular free schools, p. 62-67. 7. C. R. Van Hise: The place of the university in a democracy, p. 67-72. 8. J. R. Kirk: The place of the normal school in a democracy, p. 72-76. 9. W. J. Bryan: Citizenship in a republic, p. 76-78. 10. J. Y. Joyner: Preparation thru education for a democracy, p. 78-81. 11. C. G. Pearse: The common school as an instrument of democracy, p. 81-85. 12. G. S. Hall: The war and education, p. 85-91. 13. F. F. Andrews: What the public schools can do toward the maintenance of permanent peace, p. 92-95.

1258. **New Hampshire state teachers' association. Proceedings . . . sixty-second annual meeting, held in Manchester, N. H., October 22, 1915.** 56 p. 8°. (E. W. Butterfield, secretary-treasurer, Dover)

Contains: 1. Code of professional ethics adopted by the New Hampshire state teachers' association, October 22, 1915, p. 11-15. 2. H. A. Hollister: Administrative and content readjustments of high school curricula, p. 17-20. 3. A. W. Edson: Individual study, p. 20-21. 4. H. W. Focht: The rural schools which made Denmark famous, p. 22-24. 5. S. P. Cabot: Modern language teaching in thirty-six representative schools, p. 30-35. 6. E. R. Greene: The study of Spanish in the United States, p. 36-39.

1259. **Southern Baptist educational association. Select papers read before the Southern Baptist educational association, January 1916.** Waco, Texas, Baylor university, August 1916. 50 p. 8°. (Baylor bulletin, vol. 19, no. 4)

Contains: 1. M. Latimer: Standards as a factor of efficiency in college education, p. 5-13. 2. C. S. Gardner: What the denominational college can contribute to society by virtue of its being Christian, p. 14-20. 3. E. Godbold: Equipment as a factor in our colleges, p. 21-25. 4. J. H. Foster: The function of the denominational college as contrasted with that of the state school, p. 28-34. 5. H. G. Brownell: Efficiency of teachers, p. 35-41. 6. W. W. Rivers: The present status of the junior college, p. 42-50.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1260. **Cooper, Charles P. Schoolmaster to half a million.** Independent, 88: 70-71, October 9, 1916.

An appreciative article on the work of Superintendent Maxwell, of New York city.

1261. **Heatwole, Cornelius Jacob. A history of education in Virginia.** New York, The Macmillan company, 1916. 382 p. front. 12°. (Home and school series, ed. by P. Monroe)

Bibliography: p. 375-77.

1262. **Knight, Edgar W. Public school education in North Carolina.** Boston, New York [etc.] Houghton Mifflin Company [1916]. viii, 384 p. 12°.

A record of public educational progress in North Carolina from the earliest times to the present.

1263. **McManis, John T. Ella Flagg Young and a half century of the Chicago public schools.** Chicago, A. C. McClurg & Co., 1916. 238 p. illus. 12°.

1264. **Mahoney, John J. Readers in the good old days.** Educational review, 52: 217-26, October 1916.

Begins with the period between 1700 and 1800. The period between 1800 and 1860 marks the beginning of American textbook authorship. Author cites many amusing quotations from the old readers.

CURRENT EDUCATIONAL CONDITIONS.

1265. **Bluhm, Solomon.** Education in the new Germany. School and society, 4 : 503-509, September 30, 1916.
1266. **Denver. School survey.** Report of the school survey of School district number one in the city and county of Denver. pt. II-III. Denver, Colo., The School survey committee, 1916. 2 v. 8°.
CONTENTS.—pt. II. The work of the schools. Elementary schools. By F. Robbitt. High schools. By C. J. Judd.—pt. III. Vocational education. By C. A. Frosser [and] W. H. Henderson.
1267. **A handbook of American private schools.** An annual publication. 1916. Boston, Porter E. Sargent [1916]. 604 p. 12°. (Sargent's handbook series)
Contains: 1. History of the private school, p. 31-39. 2. Chronological list of historic schools still existent, p. 40-42. 3. The early education of girls, p. 43-45. 4. Development of the summer camp, p. 46-51. 5. The new school movement, p. 52-53. 6. The year's advance in education, p. 54-62. 7. A. O. Norton. Measuring educational results, p. 66-71. 8. C. C. Kohl. Recent educational literature, p. 72-78. 9. A select classified reading list, p. 79-90. 10. Critical description of schools and summer camps, p. 93-278.
1268. **Jespersen, Otto.** The reflections of a Danish scholar on the war. Educational review, 52 : 284-90, October 1916.
1269. **Moore, Ernest C.** Contemporary ideals in education. Educational review, 52 : 227-46, October 1916.
"Unity of desire, unity of plan and aspiration, unity of resolution and of action, the lesson of unity must be taught in the schools . . . and it must be the chief lesson which is taught there."
1270. **Sadler, M. E.** An English education for England. Contemporary review, 110 : 273-89, September 1916.
Discusses "the improvement of the elementary schools, and the provision of suitable continuation schools, to be held in daylight hours for all young people during adolescence."
1271. **Sailer, T. H. P.** Some impressions of education in the far East. International review of missions (Edinburgh) 5 : 541-51, October 1916.
Among other things gives an appreciative review of education in the Philippines. See also article on "Impressions of missionary education in China," by same author, in Chinese recorder (Shanghai) 47 : 585-92, September 1916.
1272. **Super, Charles W.** Our educational system and its critics. School and society, 4 : 463-69, September 23, 1916.
1273. **Swift, F. H.** Impressions of the Gary school system. Educational administration and supervision, 2 : 503-12, October 1916.
A survey of the merits and defects of the Gary schools. The writer says that the Gary system "is a monument to the need of supervision, the evils arising from the lack of the same, and the folly of economy sought through the channels Gary utilizes." He says he has "never seen within the same amount of time and within the same number of classes in any other system of the same size the laws of child life, both physical and mental, so flagrantly violated."
1274. **Synopsis of the report of the committee of the Bureau of Education to the Washington educational survey commission.** School and society, 4 : 522-29, September 30, 1916.

EDUCATIONAL THEORY AND PRACTICE.

1275. **Burnett, T. J.** The essentials of teaching; a book for amateurs. London, New York [etc.] Longmans, Green, and co., 1916. 250 p. 12°.
1276. **Dearborn, George Van Ness.** How to learn easily; practical hints on economical study. Boston, Little, Brown, and company, 1916. 227 p. 12°.

1277. **Gerson, Armand J.** Appreciation: an educational aim. *Current education*, 20 : 220-23, September 1916.
The author says that "It is for our public schools to plant in the hearts of the new generation an appreciative attitude toward nature and art so that things of beauty may indeed be joys forever."
1278. **Greene, William Chase.** Culture. *North American review*, 204 : 610-15, October 1916.
Writer says that our national culture should be the expression of a mature and well-balanced interest in humanity.
1279. **Hall, John William and Hall, Alice Cynthia King.** The question as a factor in teaching. Boston, New York [etc.] Houghton Mifflin company [1916] viii, 189 p. 12°.
Contains such questions as the authors believe should be put in the teaching of certain well-known topics in various studies. Furnishes a concrete basis for studying the general rank of the question in instruction, its peculiar purposes and possibilities, and its desirable characteristics.
1280. **Hewins, Nellie P.** The doctrine of formal discipline in the light of experimental investigation. Baltimore, Warwick & York, Inc., 1916. 120 p. illus. 12°. (Educational psychology monographs, no. 16)
Bibliography, p. 115-18.
1281. **Hosic, James Fleming.** Waste in education. *School and society*, 4 : 509-12, September 30, 1916.
Given before the Department of classroom teachers of the National education association, July 6, 1916.
1282. **Temple, W.** The objects and methods of education. *School and society*, 4 : 471-85, October 14, 1916.
Address of the president of the educational science section of the British association for the advancement of science, Newcastle-on-Tyne, 1916.

EDUCATIONAL PSYCHOLOGY: CHILD STUDY.

1283. **Anderson, Homer Willard.** Measuring primary reading in the Dubuque schools. The Harris-Anderson tests. [Dubuque, Ia., 1916] 23 p. 12°.
1284. ———. A study of handwriting in the public schools of Dubuque, Iowa. 1916. James H. Harris, superintendent of schools; H. W. Anderson, director of school measurements. [Dubuque, Ia., 1916] [11] p. tables, diagrs. 3°.
The samples were gathered under the direction of Superintendent Harris and Mr. Anderson, and judged for quality on the Ayres scale by Mr. Anderson. *cf. p. [2]*
1285. ——— and **Hilliard, George H.** The standardization of certain mental tests for ten-year-old children. *Journal of educational psychology*, 7 : 400-13, September 1916.
A study from the Educational psychology seminar, 1914-1915, University of Iowa.
"The tests employed were cancellation of A's, immediate memory for a group of pictures, opposites, association of numbers with geometrical forms, linguistic invention, Binet's rectangle test, selective judgment, and problem questions. The subjects were one hundred and fifteen unselected public school children."
1286. **Bell, J. Carleton.** Mental tests and college freshmen. *Journal of educational psychology*, 7 : 381-99, September 1916.
Bibliography: p. 399.
"Nine mental tests were modified for use as mass tests and given to seven hundred freshmen at the University of Texas. The article describes the modification of the tests, indicates the methods of scoring, gives percentile curves of the results, and presents the correlations of the tests with each other and with the marks obtained in class work."

CURRENT EDUCATIONAL PUBLICATIONS.

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1287. **Grove, C. C.** Mathematics and psychology. Mathematics teacher, 9 : 3-10, September 1916.

Continued from page 182, vol. 8, and to be continued in the next issue.
The mathematics of psychologists and the validity of their uses of its forms and processes.

1288. **Haberman, J. Victor.** The intelligence examination and evaluation; a study of the child's mind. Psychological review, 23 : 352-79, September 1916.

To be continued.
Second report, following "The intelligence examination and evaluation and a new intelligence examination sheet," in Journal of the American medical association, 63 : 309-404, July 31, 1915.

1289. **Haggerty, M. E.** Scales for reading vocabulary of primary children. Elementary school journal, 17 : 106-15, October 1916.

Results of a test, used under the writer's direction, in a number of primary grades (I to III) of the Minneapolis schools and in the training school of one of the Wisconsin State normal schools. The test was proposed by Supr. R. G. Jones (14th yearbook of the National society for the study of education) for a standard minimum vocabulary for primary reading.

1290. **Johnston, Joseph Henry.** A brief tabular history of the movement toward standardization by means of scales and tests of educational achievement in the elementary school subjects. Educational administration and supervision, 2 : 483-92, October 1916.

1291. **Martin, A. Leila.** A contribution to the standardization of the De Sanctis tests. Training school bulletin, 13 : 93-110, June 1916.

1292. **Starch, Daniel.** Educational measurements. New York, The Macmillan company, 1916. 202 p. 8°.

1293. **Stewart, S. F.** A study of physical growth and school standing of boys. Journal of educational psychology, 7 : 414-26, September 1916.

This study was made in connection with a course in experimental education under Dr. Frank N. Freeman of the University of Chicago. To him the writer is under obligations for suggestions and criticisms.

"The study deals with two hundred and seven boys of the elementary and the high schools of the University of Chicago, whose records extend over a period of from four to seven years. The article gives charts of height and weight by ages and grades, and the rank correlations between these figures and school standing."

1294. **Whitney, F. L.** Measuring tidal memory content. Elementary school journal, 17 : 116-22, October 1916.

Presents tables and charts representing an attempt (1) "to state in objective terms the fact that children invariably 'know something' of every unit of knowledge before they come into contact with it in formal school work, and (2) to measure roughly the permanent deposit and the fluctuating material in memory content."

1295. **Young, Herman H.** The Witmer formboard. Philadelphia, Pa., 1916. 93-111 p. 8°.

Reprinted from the Psychological clinic, vol. 10, no. 4, June 15, 1916.
An abstract of a thesis presented to the faculty of the graduate school of the University of Pennsylvania in partial fulfillment of the requirements for the degree of Doctor of philosophy. Bibliography: p. 110-11.

SPECIAL METHODS OF INSTRUCTION.

1296. **Howard, Claud.** The use of pictures in teaching literature. English journal, 5 : 539-43, October 1916.

1297. **Stoner, Winifred Sackville.** Manual of natural education. Indianapolis, The Bobbs-Merrill company [1916] 216 p. illus. 12°.

SPECIAL SUBJECTS OF CURRICULUM.

1298. **Bagley, William Chandler and Rugg, Harold Ordway.** The content of American history as taught in the seventh and eighth grades; an analysis of typical school textbooks. [Urbana, The University of Illinois, 1916] 59 p. 8°. (University of Illinois bulletin, vol. XIII, August 21, 1916, no. 51)
"The textbooks represented in the study": p. 9-11.
1299. **Bartholomew, Wallace F.** Fundamental aims in the teaching of book-keeping. [New York] 1916. 4 p. 4°.
This paper was given as an address before the Business department of the National education association, July 4, 1916; it is a reprint from the Business journal.
1300. **Beaux, Cecilia.** What should the college A. B. course offer to the future artist? American magazine of art, 7 : 479-84, October 1916.
Addressed at the annual meeting of the College art association of America, held in Philadelphia, April 20-22, 1916.
1301. **Bonham, Milledge L.** Recent history: to what extent to the exclusion of other history. [Baton Rouge, La., 1916] p. [307]-318. 8°. (University bulletin, Louisiana state university, vol. VII, n. s., no. 8, August 1916)
1302. **Bradbury, Robert H.** The future of chemistry in the high school. Journal of the Franklin institute, 182 : 229-47, August 1916.
1303. **Budington, Robert A.** Some consequences of biological study. School and society, 4 : 495-503, September 30, 1916.
An address given under the auspices of the department of biology, at Coe college, November 5, 1915.
In conclusion the author says that "one of the semi-inevitable consequences of a study of biology is a more easy, a more natural, a more dispassionate, and a more sane estimate of all life, in all its various degrees of organization, in all its history, and in all its accomplishments, than can otherwise be attained."
1304. Bulletin of the University of Texas, 1916, no. 15. English bulletin. vol. 1, no. 2, March 1916. 49 p. 8°. 2
Contains: 1. T. E. Ferguson: Oral composition in school and college, p. 5-28. 2. Mary E. Johnson: English in the grades, p. 29-35. 3. A. C. Judson: Some observations on the teaching of college English, p. 36-43. 4. E. J. [unclear]: Notes on new textbooks, p. 44-49.
1305. **Chestnut, James Le C.** History from the viewpoint of the grammar-grade teacher. Education, 37 : 103-11, October 1916.
Gives an outline of the subject. Describes the teacher's preparation, the point of classroom attack, etc.
1306. **Collins, Joseph V.** Metric reform in the United States. Educational review, 52 : 265-71, October 1916.
Says that by comparison of American with foreign programs of studies, it is easy "to show that American children need about 7/4 as much time to learn their arithmetic as German and French children need." Advocates metric system.
1307. **Dynes, Sarah A.** Socializing the child; a guide to the teaching of history in the primary grades. Boston, New York [etc.] Silver, Burdett, and company [1916] 302 p. 12°. 7
"List of all references mentioned in the text": p. 282-94.
1308. **English, Harry.** College preparation: what is its effect on what you teach and how you teach it? Mathematics teacher, 9 : 21-32, September 1916.
Deals with high-school mathematics.

1309. **Goodell, Thomas D.** Greek in the new university. *Yale review*, 6 : 150-66, October 1916.
 Makes this forecast: "Greek will be learned by few, as it has always been. But they will learn it better, and with less of painful waste, than we and our predecessors. They will be more deeply influenced . . . they will be among the leading minds, the minds that will guide the generation next beyond."
1310. **Hunt, Everett Lee.** General specialists. *Quarterly journal of public speaking*, 2 : 253-63, July 1916.
 Discusses the question of specialists in the department of public speaking. The writer thinks that narrow specialization will not produce the best results.
1311. **Jessup, Walter A. and Coffman, Lotus D.** The supervision of arithmetic. New York, The Macmillan company, 1916. 225 p. 12°.
 Gives the supervisor certain criteria for judging his course of study in arithmetic, also certain tests for measuring the attainments of his pupils.
1312. **Keller, A. G.** The case of Latin. *Yale review*, 6 : 135-49, October 1916.
 Writer concludes that both Latin and mathematics, in particular Latin, "should be sustained pending the rise of a substitute of equal or superior disciplinary value along similar lines. In this rôle of a disciplinary study Latin shows itself worth the cost."
1313. **Llewelyn, E. J.** Reading in the Mt. Vernon (Indiana) city schools. *Elementary school journal*, 17 : 123-27, October 1916.
 Attempts to supply motivation for study and for interpretation of the printed page by means of questions and suggestions given by the teacher either orally or written upon the blackboard.
1314. **McLaughlin, Andrew C.** Teaching war and peace in American history. *History teacher's magazine*, 7 : 259-64, October 1916.
 Reprinted by permission from "The Journal of the New York state teachers' association," vol. 2, p. 200. An address to the history section of the New York state teachers' association, November 1915.
1315. **Munro, William B.** Instruction in municipal government in the universities and colleges of the United States. *National municipal review*, 5 : 565-73, October 1916.
 Results of questionnaire sent by the education committee of the National municipal league to American colleges and universities. Says that the teaching of municipal government is more effective than ever before. Gives table of statistics.
1316. The place of mathematics in the "secondary schools of tomorrow." *School science and mathematics*, 16 : 608-16, October 1916.
 This tentative report of a committee of mathematics teachers in Chicago is published as a basis for further investigation and deliberation.
1317. **Porterfield, Allen Wilson.** The study of German in the future. *School and society*, 4 : 473-80, September 23, 1916.
 Shows why a knowledge of German has been a valuable asset to the American student of the past and then speaks of the future of the study of German in this country.
1318. **Price, Andrew.** Teaching thrift as a branch of public instruction. *Education*, 37 : 116-21, October 1916.
 Advocates school savings banks as a most valuable aid in education. Gives statistics of savings in foreign countries.
1319. **Rabourn, Sara B. F.** "Boost mathematics." *School science and mathematics*, 16 : 595-602, October 1916.
 The first part of the article aims to inspire confidence in high-school teachers of mathematics for their subject, and to give them courage to "boost" the wonderful superiority of the mathematical province; the second part gives devices for stimulating the interest of pupils.

1320. **Smith, Irving W.** The future of Latin and Greek. *Education*, 37 : 95-102, October 1916.

Writer declares that a well-rounded education should contain both "the humanities and the utilities, the word 'God and bread.'" A compromise should then be made between the extreme classicists and the ultra vocationalists.

1321. **Spilman, Louise.** Composition in the first and second years of high school. *English journal*, 6 : 558-68, October 1916.

Gives typical compositions by pupils. Takes issue with Dr. Judd's criticisms on teaching of English.

KINDERGARTEN AND PRIMARY SCHOOL.

1322. **Barbour, Marion B.** The influences of modern education upon handwork for young children. *Kindergarten-primary magazine*, 29 : 48-51, October 1916.

Gives "a few of the possibilities of handwork with young children, meeting the requirements of child psychology and hygiene, and demanding of the child his interest, effort, and reflective thought."

1323. **Hill, Mary D.** The educational values which the child carries over from the kindergarten into the primary grades. *Kindergarten-primary magazine*, 29 : 53-56, October 1916.

Paper before the joint meeting of the elementary and kindergarten departments of the National education association.

RURAL EDUCATION.

1324. **Ayer, Fred Carlton and Morse, Hermann N.** A rural survey of Lane County, Oregon. [Eugene, Oreg.] Extension division, University of Oregon [1916] 109 p. illus., maps, diags. 8°. (The University of Oregon bulletin. n. s., vol. XIII, no. 14, August 15, 1916)

The survey of Lane County, Oregon, is the third survey made by the Presbyterian country church work on the Pacific coast. It was made in cooperation with the University of Oregon and under the local auspices of the committee representing the Interdenominational conference

1325. **Bricker, Garland A.** The function of the rural teacher. *Progressive teacher*, 22 : 31-32, October 1916.

The first of a series of articles on rural education for teachers.

1326. **Grote, Caroline.** The Illinois rural school survey. *Illinois teacher*, 5 : 27-33, October 1916.

To be continued.

In the rural school survey of Illinois the writer was assigned the rural schools of the Military Tract, a territory comprising 18 counties, wholly or partly, and more than 3,000 schools. The conditions brought to light by the survey are given in this article.

1327. **Harrington, J. B.** Hot lunches for rural schools. *Forecast*, 12 : 263-67, October 1916.

1328. **Mayne, D. D.** Farm boy cavaliers. *School education*, 36 : 3-4, October 1916.

The Farm boy cavaliers is an organization that plans to do for the boy on the farm what the Boy scouts are doing for the boy in the city.

1329. **O'Shea, M. V.** The morals of the country school. *Wisconsin journal of education*, 48 : 219-15, October 1916.

The evil influences of the rural school and what can be done to counteract them.

SECONDARY EDUCATION.

1330. **Abelson, Joseph.** A bibliography of the junior high school. *Education*, 37 : 122-29, October 1916.
1331. **Asplund, Rupert F.** The high school and after. *New Mexico journal of education*, 13 : 9-12, October 1916.
Discusses the purposes and possible results of our high school and its place in modern education.
1332. **Baker, Thomas Stockham.** The place and mission of the private school. *Educational foundations*, 28 : 23-30, September 1916.
The writer believes that there will be a decrease in the number of private day schools but an increase in the number of private boarding schools. The reasons that the private schools are likely to increase in importance in this country are, first, the growing utilitarian character of the public schools, and, second, the growing complexity of social conditions.
1333. **Cox, Philip W. L.** The Solvay junior high school. *American education*, 20 : 80-86, October 1916.
Discusses the content of the curriculum, the readjustment grade, helping the pupils to help themselves, etc.
1334. **Cubberley, Ellwood P.** Some recent developments in secondary education in California. *Education*, 37 : 77-85, October 1916.
Describes the growth of the California secondary schools: "their noteworthy means of support, the system employed for the certification of teachers," etc. Makes a plea for the junior college.
1335. **Griffin, Orwin Bradford.** The high-school principal. *American school board journal*, 53 : 17-18, 73-74, October 1916.
The man, his duties and opportunities within the school and outside of it.
1336. **Luis-André, Eloy.** La educación de la adolescencia; estudio crítico del estado de la segunda enseñanza y de sus reformas más urgentes. Madrid, Imp. de "Alrededor del mundo," 1916. 256 p. 8°.
1337. **Martin, A. S.** A high-school day of six hours and directed study. *American school board journal*, 53 : 23, 71-72, October 1916.
Gives the reasons for a longer school day in the high schools and tells of the experiment in Norristown, Pa., of the long school day and directed study.
1338. **Sanberg, G. H.** The high-school student's point of view. *American school-master*, 9 : 315-21, September 1916.
Gives data on the home life of high-school pupils and their attitude toward the school obtained from replies to a questionnaire given to the high-school pupils of Crookston, Minn.
1339. **Sisson, Edward O.** Some characteristics of the high-school movement in three far northwestern states. *Inter-mountain educator*, 12 : 11-17, September 1916.
Tells of the high-school movement in Washington, Oregon, and Idaho. "A plain tale of the western high school, its natural history, its environment, its aims and spirit."

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1340. **Baker, George M.** Evidences of teaching ability. *Kentucky high school quarterly*, 2 : 16-26, October 1916.
Gives up nine tangible evidences of teaching ability: scholarship, ability to properly take and make effective use of constructive criticism, tendency to keep growing mentally, objective rather than subjective attitude of mind, ability to harmonize, physical strength, resourcefulness, disposition, and good common sense.

1341. **Brown, George A.** The responsibility of school boards for the transient teacher. *School and home education*, 36 : 36-37, October 1916.
The writer says that teachers remain in school work an average of more than five years. In this time they teach in three or four different schools. He thinks the school board is responsible for this state of affairs.
1342. **Dewey, John.** Professional organization of teachers. *American teacher*, 5 : 99-101, September 1916.
From an address delivered at a mass meeting called by the American federation of teachers during the National education association convention, New York, July 6, 1916.
1343. **Hall-Quest, Alfred L.** The teacher's personality and efficiency. The importance of personality. *Virginia journal of education*, 10 : 26-29, September 1916.
1344. **Hart, Joseph K.** Can a college department of education become scientific? *Scientific monthly*, 3 : 377-84, October 1916.
Thinks that the great field of research in educational theory may yet come to be found in the social sources of educational experience. Presents a program.
1345. **Keating, J. F.** Tenure of teachers. *Better schools*, 2 : 172-75, September 1916.
Advocates permanency of tenure throughout the school system.
1346. **Stanley, Edward M.** Freedom in our schools. *Industrial economist*, 2 : 5-8, August 1916.
Advance pages.
In conclusion the writer says: "The activities of union leaders have been very great, but the schools should be free from their work, and the people should see to it that the classroom is kept free from the presence of the agitator, either in person or through his agent, the teacher, who is a member of a labor union."

HIGHER EDUCATION.

1347. **The Christian college.** New York, Cincinnati, The Methodist book concern [1916] 78 p. 12°.
CONTENTS.—1. The ideals and aims of the Christian college, by Herbert Welch. 2. The importance of the Christian college as a factor in the making of America, by Henry Churchill King. 3. The product of the Christian college in men and movements, by Thomas Nicholson.
1348. **Dexter, Franklin Bowditch, ed.** Documentary history of Yale university, under the original charter of the Collegiate school of Connecticut, 1701-1745. New Haven, Yale university press, 1916. 382 p. 4°.
1349. **Educational biases.** Unpopular review, 6 : 132-44, July-September 1916.
Writer condemns an anti-patriotic bias in favor of foreign educational systems. It is well if some of the excellences of a foreign system can be adapted to the local stock, but the one to do the adjusting must know that stock.
1350. **Fernald, Merritt Caldwell.** History of the Maine state college and the University of Maine. Orono, Me., University of Maine, 1916. 450 p. incl. front., plates, ports. 8°.
1351. **Hadley, Arthur T.** President Hadley's matriculation sermon, delivered in Woolsey Hall, Yale university, Sunday, October 1, 1916. *Yale alumni weekly*, 26 : 62-63, October 6, 1916.
President Hadley says self-control, intelligence, courtesy, devotion are the qualities which are to be learned at Yale if the course of study is to prepare for the larger duties of citizenship as well as the narrower ones of our several callings and professions.

1352. **Jastrow, Joseph.** Ten years of the Carnegie foundation. *School and society*, 4 : 533-51, October 7, 1916.
 Considers the scope of the Foundation, its contribution to educational progress, and the management of the retiring allowances.
 "While the reviewer aims to present opinion as objectively as the outlook which he commands makes possible, the individual angle as well as the personal organ of vision determines the perspective."
1353. **Patterson, John L.** Municipal universities in the United States. *National municipal review*, 5 : 553-64, October 1916.
 Reviews the work of the municipal universities in this country, and commends the modern movement in the United States and abroad to develop such schools for the higher education of all classes of citizens.
1354. **Schumacher, Matthew.** What next? *Catholic educational review*, 12 : 204-10, October 1916.
 An address at the opening meeting of the college department of the Catholic educational association on the standardization of Catholic colleges.
1355. **Shields, Thomas Edward.** Standardization of Catholic colleges. *Catholic educational review*, 12 : 193-203, October 1916.
1356. **Sprague, Homer B.** President Sprague's administration of the University of North Dakota. *Quarterly journal of the University of North Dakota*, 7 : 3-28, October 1916.
 The University of North Dakota from 1887-1891.

SCHOOL ADMINISTRATION.

1357. **Anderson, D. A.** The efficiency expert in education. *Educational administration and supervision*, 2 : 477-82, October 1916.
 The duties and responsibilities of the efficiency expert in our school systems.
1358. **Case, Hiram C.** The uniform system for recording disbursements for school purposes as prescribed for New York state. *American school board journal*, 53 : 24-26, 68, October 1916.
1359. **Johnson, Harriet M.** The visiting teacher in New York city; a statement of the function and an analysis of the work of the visiting teacher staff of the Public education association from 1912 to 1915 inclusive. [New York] Public education association of the city of New York, 1916. 84 p. 8°.
1360. **Miller, William T.** A survey from within. *American school board journal*, 53 : 16, 73, October 1916.
 Suggestions for a school survey by persons actually engaged in administering or teaching in the system they are examining.
1361. **Probst, Ella M.** The contributions of scientific studies to the value of supervision. *School education*, 36 : 7-9, October 1916.
 The advantages of co-operative research and what experimental investigation has contributed to the field of supervision.
1362. **Savedge, L. N.** How should superintendents measure the work of teachers. *Virginia journal of education*, 10 : 9-13, September 1916.
 Address delivered before Richmond conference of division superintendents, July 5, 1916.
1363. **Strayer, George Drayton.** Some problems in city school administration. *Yonkers-on-Hudson, N. Y.*, World book company, 1916. 234 p. illus. 8°. (School efficiency series, ed. by P. H. Hanus)
 Report of the Butte school survey.
1364. **Voorhees, Harvey Cortlandt.** The law of the public school system of the United States. *Boston, Little, Brown, and company, 1916.* lvii, 429 p. 8°.

1365. **Wirt, William Albert.** The official Wirt reports to the Board of education of New York city; comprising the official reports upon Public school 89, Brooklyn, and public schools 28, 2, 42, 6, 50, 44, 5, 53, 40, 32, 4 and 45, the Bronx, and an appendix showing the more extensive reorganization proposed. With an introduction by Howard W. Nudd. [New York] Public education association of the city of New York, 1916. 56 p. tables. 8°.

SCHOOL MANAGEMENT.

1366. **Du Shana, Donald.** The intermediate grades and departmentalization. *Elementary school journal*, 17 : 89-105, October 1916.
Suggests reforms. The writer expresses the hope that the time is near when "the tragedy of a school mortality of 50 per cent below the eighth grade will be deeply enough felt to secure a more purposeful school training of this important group of future American citizens." To be continued.
1367. **Mackie, Ransom A.** Educators on election in education. *Northwest journal of education*, 28 : 80-85, October 1916.
Advocates the elective system and gives some of its advantages.

SCHOOL HYGIENE AND SANITATION.

1368. **Baker, S. Josephine.** The control of communicable diseases in schools. *American journal of public health*, 6 : 1078-82, October 1916.
Read before a general session of the American public health association. Rochester, N. Y., September 10, 1915.
Gives the working program which has been followed by the Bureau of child hygiene of New York city for the past six years. Emphasizes the necessity of keeping children in school rather than closing schools in the presence of communicable diseases in a community.
1369. **Faulkner, James P.** Teaching health in the public schools. *Forward*, 1 : 29-36, July 1916.
Gives an outline of health instruction as developed during several years of experience in public health work in Kentucky.
1370. **Irwin, R. B.** Classes for the conservation of vision. *Ohio teacher*, 37 : 52-54, September 1916.
Describes the class opened in Cleveland three years ago for children having serious defects of vision.
1371. **Kingaley, Sherman C.** Open-air schools and open-window rooms—how to build and equip them. *Journal of the outdoor life*, 13 : 310-20, October 1916.
Concluded from September number. Gives plans of schools in various cities. Illustrated.
1372. **Redway, Jacques W.** The air of school buildings. *Medical times*, 44 : 309-10, October 1916.
Among other things the writer says that the humidifying of the air of school rooms is one of the most important problems in the sanitary regulation of school buildings.
1373. **Swinnerton, George G.** Medical supervision of country children. *School education*, 36 : 3-5, September 1916.
Work of the school physician in Koochiching county, Minnesota.
1374. **Tigert, John J.** The relation of defective vision to retardation. *Kentucky high school quarterly*, 2 : 3-12, October 1916.
Bibliography: p. 12.
1375. **Tomkins, Ernest.** What will the school board do with stammering? *American school board journal*, 53 : 30, 62-63, October 1916.
Speaks of the infectiousness of stammering and says that the school board should simply prohibit stammering on school property and require the stammering child to wait and calm himself, so that he can speak fluently, or to write or make signs or remain silent.

PHYSICAL TRAINING.

1376. Ehler, George W. Developing physical and mental vitality. A rational scheme. *Playground*, 10 : 232-44, October 1916.
Outlines a plan for an average elementary school with one or more rooms in each grammar grade with one hundred or more boys and as many girls in the four grades.
This is the third in a series of three articles dealing with the need for an adequate and rational system of physical education.
1377. McCord, Clinton P. State-wide physical training. *American education*, 20 : 76-79, October 1916.
The new physical training law of New York state, its general purpose and its main features.
1378. Warden, Randall D. Physical training. *Mind and body*, 23 : 246-49, October 1916.
Why it should be recognized as a necessary subject in a child's training for life, and why it should receive time and attention equal to that given to any of the other curricula subjects.
Read at the meeting of the American physical education association, Cincinnati, April 19-22, 1916.
1379. Ziegler, Carl. The preparation of the director of physical education. *Mind and body*, 23 : 210-17, September 1916.
Read at the convention of the American physical education association, Cincinnati, April 1916.

PLAY AND PLAYGROUNDS.

1380. Curtis, Henry S. Play and education. *Teaching*, 2 : 6-17, September 15, 1916.
Discusses the subject under the following headings: The message of the play movement to the teacher, Significance of the play movement, Play and recreation in the open country. The school as a social center.

SOCIAL ASPECTS OF EDUCATION.

1381. Arrick, Clifford. Recreational and educational activities of the Chicago telephone company employees. *Social service review*, 4 : 13-15, September 1916.
1382. Corson, O. T. The public school not a substitute for the home. *Ohio educational monthly*, 65 : 497-99, September 1916.
Says that the school should not be expected to introduce card games, pool tables, and dancing in order to counteract the evil influences outside the school, resulting from the indifference of parents. The school should always cooperate with the home, but it was never intended as a substitute for the home.
1383. Wisconsin. Department of education. Suggestive studies of school conditions; an outlined study in school problems for women's clubs, parent-teacher associations and community organizations. Madison, Wis., 1916. 101 p. illus. 8°. Prepared by Janet R. Rankin, school service secretary, State department of education.

CHILD WELFARE.

1384. Gibson, H. W. Boyology; or, Boy analysis. New York [etc.] Association press, 1916. 294 p. front. 16°. (On cover: Boy life series)
Bibliography: p. 269-80.
1385. Koch, Felix J. Having the school children help in child welfare. *Child-welfare magazine*, 11 : 42-45, October 1916.
Unique toy-repair shops and toy factories, run by the boys and girls, in Cincinnati, for poor children.

MORAL EDUCATION.

1386. **Davis, Jesse B.** Moral training and instruction in high schools. Religious education, 11 : 394-402, October 1916.
A survey of progress since 1911 in the high schools.
1387. **Fisher, Mrs. Dorothea Frances (Canfield).** Self-reliance; a practical and informal discussion of methods of teaching self-reliance, initiative and responsibility to modern children. Indianapolis, The Bobbs-Merrill company [1916] 243 p. 12°. (Childhood and youth series)
Contains bibliographies.

RELIGIOUS EDUCATION.

1388. **Brown, Arlo Ayres.** Primer of teacher training. New York, Cincinnati. The Methodist book concern [1916] 168 p. 16°.
1389. **Brown, Frank L.** The Sunday school situation in China, Korea, and Japan. International review of missions (Edinburgh) 5 : 614-27, October 1916.
1390. **Hartshorne, Hugh.** Worship in connection with week-day religious instruction. Religious education, 11 : 419-34, October 1916.
1391. **Molloy, M. A.** The Winona plan for parochial schools. America, 15 : 625-26, October 7, 1916.
The Winona plan for parochial schools plans to take the rulings of the Minnesota State department of education with reference to the standardization of schools and adapt them as far as advisable to the parochial schools of the diocese.

MANUAL AND VOCATIONAL TRAINING.

1392. **Eastern arts association.** Proceedings seventh annual meeting, Springfield, Mass., April 20-22, 1916. 219 p. 8°. (Fred P. Reagle, secretary, Montclair, N. J.)
Contains: 1. David Snedden: Problems of art education, p. 7-23. 2. A new development in art training. An account of the Art high school department of the Ethical culture school, p. 24-33. 3. A. E. Dodd: What national aid to vocational education means to teachers of the arts, p. 36-42. 4. F. O. Bonser: Industrial education in present school problems, p. 43-51. 5. Ballie B. Tannahill: Art in lettering—selection of material and application to school problems, p. 52-62. 6. Helen R. Norton: What co-operation of the art school with the department store means to the public, p. 72-77. 7. F. E. Mathewson: The point of view. Some pertinent questions concerning industrial courses in high schools, p. 78-84. 8. K. V. Carman: Industrial work as a basis for other school subjects, p. 85-94. 9. W. R. Ward: The time factor in manual training in the elementary school, p. 95-99. 10. E. B. Kent: Some successful experiments in manual training, p. 100-108. 11. O. D. Evans: Compulsory continuation schools, p. 109-29. 12. R. O. Small: Abstract on present phases of vocational education in Massachusetts, p. 130-33. 13. W. E. Grady: The Ettinger plan of prevocational training, p. 134-40. 14. F. H. Perkins: Possibilities in industrial training for mentally deficient girls, p. 141-44. 15. Marie Sayles: Rural problem of household arts education, p. 145-49. 16. Lucia W. Dement: Illustration for elementary children, p. 158-62. 17. Final report of the committee on time allowance for the manual arts, p. 176-78.
1393. **Crouch, Calvin Henry.** Vocational training. Quarterly journal of the University of North Dakota, 7 : 29-39, October 1916.
Describes briefly the Boys trades school of Milwaukee, Wis., and tells how it is turning out skilled laborers rather than unskilled laborers.
1394. **Dodd, Alvin E.** Vocational training in the Army. School and society, 4 : 585-88, October 14, 1916.
Discusses the Army bill passed by Congress containing provision for the training of soldiers while in service so that when they return to civil life they will be prepared for more effective work in the industries. Formulates a plan for carrying out the provisions of the bill.

1395. **Farnum, Royal B.** Differentiation in art training to suit individual pupils' needs. *Industrial-arts magazine*, 5 : 432-37, October 1916.
A paper read before the Department of vocational education and practical arts, National education association, New York city, July 7, 1916.
1396. **Harlan, Charles L.** Content of courses of study in handicrafts for elementary school pupils. *School education*, 36 : 6-8, September 1916.
A study of over two hundred elementary school courses.
1397. **Jensen, George Henry.** Commercial standards for woodwork in the schools. *Industrial-arts magazine*, 5 : 449-53, October 1916.
Tells of the Department of industrial arts in the Stockton (Cal.) schools, and how building equipment and general repair work about the school buildings has taken the place of the traditional form of manual training.
1398. [The Opportunity school of Denver] *Child welfare bulletin (Peoria)* 4 : 183-85, September 1916.
A free school for supplying special wants of boys and girls, men and women, who are working but who are held on low rungs of the ladder of success by lack of training and education.
1399. **Smith, Harry Bradley.** Establishing industrial schools. Boston, Houghton Mifflin company [1916] 167 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)
1400. A supervisor's quest for the real thing. By a supervisor of art instruction. *School-arts magazine*, 16 : 47-54, October 1916.
The story of a supervisor who resigned her position, secured employment as a regular teacher in an ungraded school in the country, and proceeded to put her theories to the test.
1401. **White, Sophie D.** Experiments in industrial education in New York city. *In* National society for the promotion of industrial education. *Newsletter no. 9*, October 1916. p. 13-31.
Reprinted from the Child labor bulletin for August 1916.
Discusses the Schneider, Ettinger, Gary plans, etc.
1402. **Winalow, Leon Loyal.** Education through industrial arts. *Ohio educational monthly*, 65 : 511-16, October 1916.
Read before the Northwestern Ohio teachers' association, Toledo, November 1916.

VOCATIONAL GUIDANCE.

1403. **Conley, C. C.** Vocational guidance. *Associate teacher*, 18 : 9-10, October 1916.
A brief sketch of the vocational guidance movement.
1404. **Pressey, Park.** A vocational reader. Chicago, New York, Rand McNally & company [1916] 244 p. illus. 12°.

HOME ECONOMICS.

1405. **Hamilton, A. E.** Babies in the curriculum. *Journal of heredity*, 7 : 387-94, September 1916.
Tells of a baby adopted by a girls' camp, who taught the girls more about mothercraft in a few weeks than they would have learned in as many years of the ordinary domestic science curriculum.
1406. **Read, Mary L.** The mothercraft manual. Boston, Little, Brown, and company, 1916. 440 p. illus. 12°.

COMMERCIAL EDUCATION.

1407. **Herrick, Cheesman A.** Commercial education in American secondary schools. *Educational review*, 52 : 247-64, October 1916.

Writer says that in dealing with the content of the high school commercial course "the aims should be social, both in subjects selected and in the study of these. Studies that have to do with the science of society, such as economics and civics, should have a prominent place in the secondary commercial school."

CIVIC EDUCATION.

1408. **Dunn, Arthur W.** On civic education. *Western journal of education*, 22 : 9, September 1916.

Address before the San Francisco Congress of mothers, September 1, 1916.

1409. **Leonard, Russell B.** Civics as taught in the New Bedford industrial school. *Education*, 37 : 87-94, October 1916.

Says that the work in the New Bedford school is handled with the idea of no compulsory home work; but if a boy desires to do outside study or reading he is encouraged to do so. The method used is class discussion.

MILITARY TRAINING.

1410. **Ransom, William Lynn, ed.** Military training, compulsory or volunteer; a series of addresses and papers presented at the semiannual meeting of the Academy of political science in the city of New York, May 18, 1916. New York, The Academy of political science, Columbia university, 1916. 262 p. 8°. (Proceedings . . . vol. vi, no. 4)

Contains: The schoolmaster and military training, by A. Meiklejohn, p. 171-78.

1411. **Schaeffer, Nathan C.** Education and preparedness for war. *Arizona teacher*, 6 : 17-22, 24, September 1916.

Superintendent Schaeffer is not in favor of military drill in the public schools.

1412. **U. S. General staff. War college division.** Military training in public schools. Outline of a plan for military training in the public schools of the United States, being one of a series of supplements to "A statement of a proper military policy for the United States," together with a letter of the Department of public instruction of Wyoming, submitting certain data concerning the organization and control of the Cheyenne high school cadet corps. Washington, Government printing office, 1916. 8 p. 8°. (64th Cong., 1st sess. Senate. Doc. 452)

EDUCATION OF WOMEN.

1413. **Chapin, F. Stuart.** The budgets of Smith college girls. *Quarterly publications of the American statistical association*, 15 : 149-56, n. s. no. 14, June 1916.

1414. **Ellis, Havelock.** The mind of woman. *Atlantic monthly*, 118 : 366-74, September 1916.

1415. **Kelly, Jennie E.** Standards in dress for high school girls. *Educator-journal*, 17 : 68-73, October 1916.

1416. **Patterson, Herbert P.** The logical problem of coeducation. *Education*, 37 : 112-15, October 1916.

Writer after treating the psychological and physiological differences of the sexes comes to the conclusion that "complete separation in school is quite as illogical as complete coeducation, and the pendulum must never rest at either extreme position."

NEGRO EDUCATION.

1417. **Richardson, Clement.** Examining the near illiterate. *Southern workman*, 45 : 546-50, October 1916.
Negro education in the South.
1418. **Sutton, W. S.** The contributions of Booker T. Washington to the education of the negro. *School and society*, 4 : 457-63, September 23, 1916.
An address delivered April 19, 1916, in New Orleans before the Southern conference for education and industry.

EDUCATION OF IMMIGRANTS.

1419. The literacy test for immigrants; a debate. The constructive and rebuttal speeches of the representatives of the University of Chicago . . . in the eighteenth annual contest of the Central debating league, against Michigan and Northwestern, January 21, 1916. [Chicago] The Delta sigma rho, 1916. 62 p. front. (ports.) 8°.
Bibliography: p. 57-62.
1420. **Mason, Gregory.** "Americans first"; how the people of Detroit are making Americans of the foreigners in their city. *Outlook*, 114 : 193-201, September 27, 1916. illus.

EDUCATION OF DEAF.

1421. **Hansen, Anders.** The education of the deaf in the Scandinavian countries in 1916. *Volta review*, 18 : 407-13, October 1916.
Gives tables of statistics for Denmark, Norway, and Sweden, with other material, descriptive and historical.
1422. **Love, James K.** The aural school-clinique. *Volta review*, 18 : 413-16, October 1916.
Conditions in Glasgow, Scotland. Taken from the Glasgow medical journal, February 1916.

EXCEPTIONAL CHILDREN.

1423. **Browne, Blanche Van Leuven.** The cripple not an invalid. *Van Leuven Browne national magazine*, 5 : 7-8, October 1916.
1424. **Elliott, Charles M.** Administration of the special class. *American schoolmaster*, 9 : 289-303, September 1916.
Outlines the necessary steps in the administration of special classes: the selection of children, the tests to be given, the grouping of atypical children, the program, the teacher and her training, supervision of special classes, the nurse and the field worker.
1425. **Henke, Francesca A.** The retarded pupil. *Primary education*, 24 : 484-85, 529, October 1916.
How to handle retarded pupils, methods of discipline, method of teaching reading, etc.
1426. **Meytrott, Mrs. Cornelia B.** What shall be done for the deficient child? *Training school bulletin*, 13 : 115-19, September 1916.
A Monmouth county experiment in coordination.
Read before the 1916 New Jersey state conference of charities and correction.

EDUCATION EXTENSION.

1427. **Perry, Clarence Arthur.** The quicksands of wider use. *Playground*, 10 : 200-208, September 1916.
Considers the defects in some of the schemes of plans for the administration of community centers.

1428. **Salszer, Carl W.** Extension work in normal schools. *Educational review* 52 : 272-83, October 1916.

Writer says that by its attitude toward extension work a normal school determines largely whether "it is merely traditional in its policies or whether it is broad-gauged and aggressive." Shows what has been done by the Kansas State normal school.

LIBRARIES AND READING.

1429. **Dana, J. C. and Gardner, Blanche.** Aids in high school teaching; pictures and objects. Woodstock, Vt., The Elm tree press, 1916. 68 p. 8°. (Modern American library economy as illustrated by the Newark, N. J., Free public library, by John Cotton Dana. vol. 2, pt. XIX)
1430. **Legler, Henry E.** Library work with children: a synoptical criticism. *Public libraries*, 21 : 345-48, October 1916.
1431. **Schofield, F. A.** Outside reading in the Eugene (Oregon) high school. *English journal*, 5 : 544-48, October 1916.
Shows results of credits given for outside reading. Lists 19 of the most popular books read, etc.
1432. **Wiswell, Leon Orlando.** How to use reference books. New York, Cincinnati [etc.] American book company [1916] 162 p. incl. front., diagr. 12°.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1433. Accredited secondary schools in the United States; by Samuel P. Capen. Washington, 1916. 120 p. (Bulletin, 1916, no. 20)
1434. Answers to objections to the kindergarten. Prepared in the Kindergarten division, Bureau of education, in cooperation with the International kindergarten union. Washington, 1916. 4 p.
1435. Applied knowledge as a problem in negro education; by Hugh M. Browne. Washington, 1916. 6 p. (Miscellaneous publication, September 1916)
1436. Commercial education. A report on the commercial education subsection of the second Pan American scientific congress, December 1915-January 1916; by Glen Levin Swiggett. Washington, 1916. 96 p. (Bulletin, 1916, no. 25)
1437. Public facilities for educating the alien; prepared in the Division of immigrant education by F. E. Farrington. Washington, 1916. 51 p. (Bulletin, 1916, no. 18)
1438. Vocational secondary education. Prepared by the committee on vocational education of the National education association. Washington, 1916. 163 p. (Bulletin, 1916, no. 21)

BULLETIN OF THE UNITED STATES BUREAU OF EDUCATION.¹

[NOTE.—Documents marked with an asterisk (*) may be obtained only from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the price indicated. Remittances should be made direct to the Superintendent of Documents in coin, currency, or money order. Stamps are not accepted. Other publications will be sent free of charge upon application to the Commissioner of Education, as long as the limited supply lasts.]

1913.

- *No. 1. Monthly record of current educational publications, January, 1913. 5 cts.
- *No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- *No. 3. The teaching of modern languages in the United States. Charles H. Handschin. 15 cts.
- *No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
- *No. 5. Monthly record of current educational publications. February, 1913. 5 cts.
- *No. 6. Agricultural instruction in high schools. C. H. Robison and F. B. Jenky. 10 cts.
- *No. 7. College entrance requirements. Clarence D. Kingsley. 15 cts.
- *No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
- *No. 9. Consular reports on continuation schools in Prussia. 5 cts.
- *No. 11. Monthly record of current educational publications, April, 1913. 5 cts.
- *No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
- *No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. 5 cts.
- *No. 14. Agricultural instruction in secondary schools. 10 cts.
- *No. 15. Monthly record of current educational publications, May, 1913. 5 cts.
- *No. 16. Bibliography of medical inspection and health supervision. 15 cts.
- *No. 17. A trade school for girls. 10 cts.
- *No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dresslar. 10 cts.
- *No. 19. German industrial education and its lessons for the United States. Holmes Beckwith. 15 cts.
- *No. 20. Illiteracy in the United States. 10 cts.
- *No. 21. Monthly record of current educational publications, June 1913. 5 cts.
- *No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
- *No. 23. The Georgia club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
- *No. 24. A comparison of public education in Germany and in the United States. Georg Kerschensteiner. 5 cts.
- *No. 25. Industrial education in Columbus, Ge. Roland B. Daual. 5 cts.
- *No. 26. Good roads arbor day. Susan B. Sipe.
- *No. 28. Expressions on education by American statesmen and publicists. 5 cts.
- *No. 29. Accredited secondary schools in the United States. Kendrick C. Babcock. 10 cts.
- *No. 30. Education in the South. W. Carson Ryan, Jr. 10 cts.
- *No. 31. Special features in city school systems. 10 cts.
- *No. 34. Pension systems in Great Britain. Raymond V. Sies. 10 cts.
- *No. 35. A list of books suited to a high-school library. 15 cts.
- *No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
- *No. 37. Monthly record of current educational publications, October, 1913. 5 cts.
- *No. 38. Economy of time in education. 10 cts.
- *No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
- *No. 41. The reorganization of secondary education. 10 cts.
- *No. 42. An experimental rural school at Winthrop College. H. S. Browne. 10 cts.
- *No. 43. Agriculture and rural-life day; material for its observance. Eugene C. Brooks. 10 cts.
- *No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
- *No. 45. Monthly record of current educational publications, November, 1913. 5 cts.
- *No. 46. Educational directory, 1913. 15 cts.
- *No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
- *No. 48. School hygiene. W. Carson Ryan, Jr. 15 cts.
- *No. 49. The Farragut School, a Tennessee country-life high school. A. C. Monahan and Adanus Phillips. 10 cts.

¹ For issues prior to 1913, see list "Available Publications of the United States Bureau of Education, October, 1913," which may be had on application. Numbers omitted are out of print.

- *No. 50. The Fitchburg plan of cooperative industrial education. M. R. McCann. 10 cts.
- *No. 51. Education of the immigrant. 10 cts.
- *No. 52. Sanitary schoolhouses. Legal requirements in Indiana and Ohio. 5 cts.
- *No. 53. Monthly record of current educational publications, December, 1913. 5 cts.
- No. 54. Consular reports on industrial education in Germany.
- *No. 55. Legislation and judicial decisions relating to education, Oct. 1, 1909, to Oct. 1, 1912. James C. Boykin and William R. Hood.
- *No. 56. Educational system of rural Denmark. Harold W. Foght. 15 cts.
- No. 59. Bibliography of education for 1910-11.
- No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912-13.

1914.

- *No. 2. Compulsory school attendance. 15 cts.
- *No. 3. Monthly record of current educational publications, February, 1914. 5 cts.
- *No. 4. The school and the start in life. Meyer Bloomfield. 15 cts.
- *No. 5. The folk high-schools of Denmark. L. L. Friend. 5 cts.
- *No. 6. Kindergartens in the United States. 20 cts.
- *No. 7. Monthly record of current educational publications, March, 1914. 5 cts.
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- *No. 18. The public-school system of Gary, Ind. William F. Burris. 15 cts.
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- No. 23. Some trade schools in Europe. Frank L. Flynn.
- *No. 24. Danish elementary rural schools. H. W. Foght. 10 cts.
- *No. 25. Important features in rural school improvement. W. T. Hodges. 10 cts.
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- *No. 27. Agricultural teaching. 15 cts.
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- No. 29. The kindergarten in benevolent institutions.
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- No. 37. Education for the home—Part II. State legislation, schools, agencies. B. R. Andrews.
- *No. 38. Education for the home—Part III. Colleges and universities. B. R. Andrews. 25 cts.
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- No. 48. The educational museum of the St. Louis public schools. C. G. Rathman.
- *No. 49. Efficiency and preparation of rural-school teachers. H. W. Foght.
- No. 50. Statistics of State universities and State colleges.

* See note at top of p. 1.

1915.

- *No. 1. Cooking in the vocational school. Iris P. O'Leary. 5 cts.
- *No. 2. Monthly record of current educational publications, January, 1915. 5 cts.
- *No. 3. Monthly record of current educational publications, February, 1915. 5 cts.
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- No. 8. Present status of the honor system in colleges and universities. Bird T. Baldwin.
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- No. 11. A statistical study of the public-school systems of the southern Appalachian Mountains. Norman Frost.
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- No. 17. Civic education in elementary schools as the treated in Indianapolis. A. W. Dunn.
- No. 18. Local education in Great Britain. H. S. Richards.
- *No. 19. Statistics of manual training, agricultural, and industrial schools. 10 cts.
- *No. 20. The rural-school system of Minnesota. H. W. Foght. 20 cts.
- *No. 21. Schoolhouse sanitation. William A. Cook. 10 cts.
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- No. 28. The extension of public education. Clarence A. Perry.
- No. 29. The truant problem and the parental school. James S. Hiatt.
- No. 30. Bibliography of education for 1914-15.
- *No. 31. A comparative study of the salaries of teachers and school officers. 15 cts.
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- No. 33. Problems of vocational education in Germany. George E. Myers.
- *No. 34. Monthly record of current educational publications, September, 1915. 5 cts.
- *No. 35. Mathematics in the lower and middle commercial and industrial schools. E. H. Taylor. 15 cents.
- No. 36. Free textbooks and State uniformity. A. C. Monahan.
- No. 37. Some foreign educational surveys. James Mahoney.
- No. 38. The university and the municipality.
- No. 39. The training of elementary school teachers in mathematics. I. L. Kandel.
- No. 40. Monthly record of current educational publications, October, 1915.
- *No. 41. Significant school-extension records. Clarence A. Perry. 5 cts.
- *No. 42. Advancement of the teacher with the class. James Mahoney. 10 cts.
- No. 43. Educational directory, 1915-16.
- *No. 44. School administration in the smaller cities. W. S. Deffenbaugh. 25 cts.
- No. 45. The Danish people's high school. Martin Hegland.
- No. 46. Monthly record of current educational publications, November, 1915.
- *No. 47. Digest of State laws relating to public education. Hoot, Weeks, and Ford. 60 cts.
- No. 48. Report on the work of the Bureau of Education for the natives of Alaska, 1913-14.
- No. 49. Monthly record of current educational publications, December, 1915.
- No. 50. Health of school children. W. H. Hoek.

1916.

- No. 1. Education exhibits at the Panama-Pacific International Exposition. W. Carson Ryan, Jr.
- No. 2. Agricultural and rural education at the Panama-Pacific International Exposition. H. W. Foght.
- No. 3. Placement of children in the elementary grades. K. J. Hoek.
- No. 4. Monthly record of current educational publications, January, 1916.
- No. 5. Kindergarten training schools.
- No. 6. Statistics of State universities and State colleges.
- No. 7. Monthly record of current educational publications, February, 1916.

* See note at top of p. 1.

IV

BULLETIN OF THE BUREAU OF EDUCATION.

- No. 8. Reorganization of the public-school system. F. F. Bunker.
No. 9. Monthly record of current educational publications, March, 1916.
No. 10. Needed changes in secondary education. Charles W. Elliot and Ernesto Nelson.
No. 11. Monthly record of current educational publications, April, 1916.
No. 12. Problems involved in standardizing State normal schools. C. H. Judd and S. C. Parker.
*No. 13. Monthly record of current educational publications, May, 1916. 5 cts.
No. 14. State pension systems for public-school teachers. W. Carson Ryan, jr., and Roberta King.
*No. 15. Monthly record of current educational publications—Index, February, 1915-January, 1916. 5 cts.
No. 16. Reorganizing a county system of rural schools. J. Harold Williams.
No. 17. The Wisconsin county training schools for teachers in rural schools. W. E. Larson.
No. 18. Public facilities for educating the alien. F. E. Farrington.
No. 19. State higher educational institutions of Iowa.
No. 20. Accredited secondary schools in the United States. Samuel P. Capen.
No. 21. Vocational secondary education.
No. 22. Monthly record of current educational publications, September, 1916.

* See note at top of p. 1.