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FOR 1907

COMPILED BY

JAMES INGERSOLL WYER, Jr., and MARTHA L. PHELPS
OF THE NEW YORK STATE LIBRARY



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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, June 5, 1908.

SIR: I have the honor to transmit herewith the manuscript of a bibliography of education for the year 1907, compiled by James Ingersoll Wyer, jr., and Martha L. Phelps, of the New York State Library. The wide usefulness of these annual bibliographies has been clearly shown in connection with the publications of Mr. Wyer and his associates since the year 1899. It is found especially desirable to have such a publication issued as a part of the plan now in course of realization, of making the library of this office more directly useful to the libraries of educational institutions and to individual students of education throughout the country. I would respectfully recommend the publication of this bibliography, in the belief that it will have such wide and varied use.

I have the honor to be,

Very respectfully,

ELMER ELLSWORTH BROWN,
Commissioner.

The SECRETARY OF THE INTERIOR.

BIBLIOGRAPHY OF EDUCATION FOR 1907.

INTRODUCTION.

HISTORY.

This bibliography is the ninth similar annual summary of the English literature of education. The first eight numbers, covering the years 1899-1906, appeared in the Educational Review for April, 1900; April, 1901; June, 1902, 1903, 1904, 1905; September-October, 1906, and June, 1907. The publication of the present number is assumed by the United States Bureau of Education.

There is also incorporated into the present annual summary, as the initial group of titles, under the caption "Bibliography," the annual list of "Recent Educational Bibliography," which has been printed in each October number of the School Review since 1898. Thus the two principal annual guides to the literature of educational topics have been united under new auspices in the present publication.

PLAN.

The bibliography is planned to include:

1. Books on educational subjects printed in the English language in 1907.
2. Important articles on the same topic from the periodicals of 1907.
3. Valuable papers published in the transactions of educational societies that bear the imprint date 1907.
4. All chapters of distinct educational interest from any books bearing date 1907 and all notable matter of the same sort wherever found.

It does not include:

- a. Purely local current literature and reports of separate institutions, provinces, colonies, or states. For all such material the student is referred to reports of state departments and of the thousands of educational institutions in this country, in Great Britain, and in the colonies.
- b. Unimportant matter, such as is being constantly published in journals.

c. Text-books.

d. New editions with slight and unimportant changes.

The distinctive features of the compilation are:

1. The careful examination of all matter included and the selection of only what seems important.
2. The numerous descriptive annotations.
3. The classification by subject-matter so that the worker in any line may find together the literature of interest to him. The decimal classification has, with a few deviations, been followed, both as being on the whole the most satisfactory classification in use, and as being very widely used by libraries.

A detailed outline of the classification precedes the bibliography. The student of school hygiene, for example, finding from this outline that the year's literature on that subject is grouped under section 371.7, has but to turn to the section, having that number in each of the previous annual lists to bring under his eyes the titles of the most important books and articles of the past nine years on his specialty. An author index of names and a minute subject index, bringing out many topics not mentioned in the classification, are appended.

Unanimity, or even general agreement, can not be hoped for as to the selection from the vast range of the annual literature on educational topics, of the articles that are best worth mention in a list like this, a list aiming at selection rather than completeness. Most of the current contributions appear in the proceedings of educational societies, and when the annual volume of papers and addresses of the National Education Association, the most important body of educators in the country, contains so much that, however pertinent and profitable it may have been as originally given, is trivial when considered for the purposes of this bibliography, the task of the bibliographer in examining the annual grist of similar grain is not an easy one. It has, indeed, seemed wisest in case of doubt to include certain titles of apparently indifferent value (with suitable descriptive notes) rather than to risk the omission of articles that might be helpful.

It is not claimed that all the matter listed here has permanent value. Much of it is but current chronicle, yet as such topics are to-morrow matters of educational history, it seems proper to include some of the most important literature relating to them.

LITERATURE OF 1907.

The official and semiofficial literature of the year has been unusually extensive. Two complete annual reports (four volumes) of the United States Commissioner of Education bring the related series close up to date, and provide statistical summaries covering nearly all phases of American education, while the figures are relatively fresh. The National Education Association, in its interesting fiftieth anni-

versary volume and the usual annual volume of proceedings, covering the Los Angeles meeting, has also given us double measure; the notable papers read before the educational congress at the St. Louis exposition in 1904—at last have been collected and published (No. 61 below), while in value and extent the published papers and discussions of the constantly increasing number of educational associations have not been less than in past years. The important series of special reports from the British education office, begun under the editorship of Doctor Sadler, is increased by several new volumes (Nos. 81, 84, 295 below). An examination of section 375.6 of the bibliography and a comparison with the same section for previous years bring out sharply the marked increase in the attention paid to the subject of industrial education within a single year. Doctor Sadler's encyclopedic volume (No. 264) is easily the most significant contribution to a knowledge of the work done in Europe, while the monograph by Mr. A. J. Jones (No. 255), the formation of a national society for the promotion of this form of education (No. 260), a report of real progress by the new Massachusetts commission (No. 257), the attention paid to the topic on the programme of the Social Education Congress in Boston (No. 266), and an excellent synopsis (No. 261) of its importance and possibilities by Mr. H. S. Person, all testify to a new and very lively interest in the subject in the United States.

The other topic which has received the most unwonted discussion during the year under review is that of teachers' salaries and pensions. The work and reports of the Carnegie Foundation have undoubtedly stimulated some cities and States to consider and adopt pension plans, and the matter of salaries has shown a "sympathetic" interest which has in New York State gone to the point of attempting to secure (see No. 146) "equal pay for equal work" for both sexes through mandatory legislation.

Among the books dealing with educational theory which challenge attention either by extent, timeliness, or content are Bray—The Town Child (No. 26); Chancellor—Motives, Ideals, and Values in Education (No. 29); Keatinge—Suggestion in Education (No. 51); and Urwick—The Child's Mind (No. 53).

In methodology Bagley—Classroom Management (No. 168) deals not with how best to teach the substance of the various branches, but with the principles and technique of the routine of the schoolroom; De Garmo—Principles of Secondary Education (No. 227) carefully analyzes the content and value of the curriculum, subject by subject; while in MacClintock—Literature in the Elementary School (No. 308), O'Shea—Linguistic Development and Education (No. 237), and Young—Teaching of Mathematics in the Elementary and

Secondary School (No. 246) we have interesting or important contributions to the methodology of special branches.

Freeman—Schools of Hellas (No. 91) and Monroe—History of the Pestalozzian Movement in the United States (No. 110) are noteworthy additions to educational history; and in the allied field of biography Compayré's monographs on Herbart, Rousseau, Pestalozzi, Spencer, and Mann have been published in English translations during the year. In other directions should be noticed Miss Burstall's English High Schools for Girls (No. 330); the California prize essays on Moral Training in the Public Schools (No. 350); and the annual volume from the Religious Education Association (No. 351).

Dealing with higher education are the two little volumes of reprinted papers and addresses by C. F. Adams (No. 381) and Prof. A. F. West (No. 396), and above all Birdseye—Individual Training in Our Colleges (No. 384), which, while perhaps somewhat over-drawing conditions and unduly magnifying the remedial possibilities of college fraternities, was characterized by a reviewer in the Dial as "the most important book on education which has appeared in the last ten years."

The compilers are indebted to Prof. M. E. Sadler for help in selecting the British titles, and he in turn has associated with himself Prof. John Adams, Prof. J. J. Findlay, Mrs. McKenzie, Harrold Johnson, Prof. A. Darroch, Prof. E. P. Culverwell, and Mr. A. E. Twentyman, to whom acknowledgments are also made.

OUTLINE OF CLASSIFICATION.

Bibliography.

370. EDUCATION—THEORY, PHILOSOPHY.

- 370.1 Psychology and education.
- 370.5 Periodicals.
- 370.6 Associations.
- 370.7 The study of education.
- 370.9 General histories of education: historical material for different countries arranged alphabetically by countries.

370.02 Biography.

371. TEACHERS, METHODS, DISCIPLINE.

- 371.1 Teachers.
 - 371.12 Training of teachers.
 - 371.16 Salaries for teachers.
 - 371.17 Pensions for teachers.
- 371.2 School organization and administration: the superintendent.
 - 371.23 Vacation schools.
 - 371.25 Classification of pupils.
 - 371.28 Promotion of pupils.
- 371.3 Methods of instruction. (For methods in special branches see 375 and its subdivisions.)
- 371.42 Manual training.
- 371.5 Government, discipline, punishment.
 - 371.52 Attendance, truancy.
 - 371.55 Corporal punishment.

Bibliography—Continued.

371. TEACHERS, METHODS, DISCIPLINE—Continued.

371.6 School buildings and furniture.

371.64 School libraries, libraries and schools.

371.7 School hygiene.

371.73 Physical education, gymnastics, athletics.

371.8 Student life, customs, and societies.

371.9 Education of special classes (defectives, dependents, delinquents).

371.94 Negro.

371.95 Indian.

372. ELEMENTARY EDUCATION.

372.2 Kindergarten.

373. SECONDARY EDUCATION OTHER THAN PUBLIC, arranged alphabetically by countries.

375. CURRICULUM.

375.04 Elective studies.

375.2-375.9 Special subjects of instruction, divided according to decimal classification.

376. EDUCATION OF WOMEN.

376.7 Coeducation.

377. RELIGIOUS AND MORAL EDUCATION.

378. HIGHER EDUCATION; COLLEGES AND UNIVERSITIES; for special countries, arranged alphabetically by countries.

378.01 College entrance requirements.

378.2 Academic degrees.

378.3 Graduate work; research.

379. PUBLIC SECONDARY EDUCATION.

379.11 School finance, taxation.

379.14 School laws.

379.15 School supervision.

379.23 Compulsory education.

379.5 Secondary education in different countries, arranged alphabetically.

A minute subject index of topics not brought out in the above outline is found incorporated with the author index at the end of the bibliography.

The abbreviations used are ordinary ones and easily comprehended. Volume and page are separated by the colon. Thus 6:386-407 means vol. 6, pages 386 to 407. N. E. A. Proc. is, of course, National Education Association, Journal of Proceedings. The reports of the United States Commissioner of Education, Dr. E. E. Brown, are entered as a whole and each important article appears also under its appropriate subject. An excellent summary of contents in the introduction makes the use of the volumes easier and more profitable. No date beyond the month is given in the references, as 1907 is always understood.

BIBLIOGRAPHY OF EDUCATION, 1907.

BIBLIOGRAPHY.

1. *Agricultural education.* Jewell, J. R. Agricultural education including nature study and school gardens. (U. S.—Education Bureau. Bulletin 2, 1907, p. 128-32.)
One hundred and twenty-three titles classified under the headings, Nature study and school gardens; Elementary instruction; Secondary instruction; Collegiate instruction.
2. *Attendance.* References to publications relating to school attendance and the welfare of children. (U. S.—Education, Comm'r of. Report for 1906. 2:1288-90.)
Sections on Compulsory education; truancy; school hygiene; juvenile courts.
3. *Auxiliary schools.* Maennel, B. Führer durch die Literatur des Hilfschulwesens (in Kinderfehler, Oct., 1906, and following numbers).
A comprehensive and systematically classified bibliography. A selection is appended to No. 3 of the Bulletin for 1907 of the U. S. Bureau of Education.
4. *Canada—Education.* Coleman, H. T. J. Public education in upper Canada. p. 118-20.
5. *Child study.* Smith, T. L. Bibliography of articles relating to the study of childhood and adolescence which have been published in the Pedagogical Seminary and American Journal of psychology. (Ped. sem. Sept., 14: 355-65.)
Two hundred and three items listed by author with minute subject index.
6. ——— Washburne, Mrs. M. F. Study of child life. 1907. p. 170-74.
7. ——— Wilson, L. N. Bibliography of child study for the year 1906. (Ped. sem. 14: 320-354.)
This 10th similar annual summary shows 362 titles, most of them on some near or remote phase of the subject. It is followed by a list of 203 articles on child study which have appeared within 15 years in the Pedagogical Seminary.
8. *Colleges and universities.* Snow, L. F. The college curriculum in the United States. p. 184-86.
9. *Continuation schools.* Jones, A. J. The continuation school in the United States. (U. S.—Education Bureau, Bulletin 1, 1907.)
A considerable bibliography is appended.
10. ——— Sadler, M. E., ed. Continuation schools in England and elsewhere.
See No. 264 for full entry. List of books and papers relating to the continuation school in France is found on p. 641-42; in Germany, p. 534; in the U. S., p. 655 and 673; in Denmark, p. 512; in Great Britain, p. 750-54.

11. *Denison university.* Hines, Mrs. K. S. Denison bibliography. (Denison memorial volume. 1907. p. 151-61.)
12. *Education.* Loos, Joseph. Enzyklopädisches Handbuch der Erziehungskunde. 2 v. 1906-8. Leipzig.
A wealth of bibliographical references, almost wholly to German books, appears at the end of each important article.
13. ——— Tyler, J. M. Growth and education. p. 271-91.
Five hundred and twenty-five titles grouped according to the titles of chapters forming the book. The references on some of the minor topics should be especially useful.
14. ——— Wyer, J. I. Recent educational bibliography. (School rev. Oct., 15: 608-14.)
In this tenth similar annual list, 37 items are noted and reviewed.
15. ——— Wyer, J. I., and Brown, M. G. Bibliography of education for 1906. (Educ. rev. June, 34: 47-93.)
Eighth similar annotated list of educational literature in English. Discontinued in the Educational Review and the list covering the year 1907 taken over by the Bureau of Education.
16. *Education—History.* Anderson, L. F. A study of mediæval schools and school work. (Ped. sem. 14: 223-82.)
Seventy-four titles, German, Latin, French, and English, including many unusual books of rather collateral but very vital relation to the subject.
17. *Industrial education.* Richards, C. R. Selected bibliography on industrial education. 32 p. O. (Nat. soc. for the promotion of industrial education, Bulletin 2.)
Twenty-seven books and 88 briefer articles, all in English, are listed. The descriptive and critical notes are full. Nearly all material has appeared since 1892, relates mainly to the United States, and excludes matter on manual training and higher technical education. A subject index is prefixed.
18. *Manual training.* Pierce, Louisa. Bibliography of the manual arts, September, 1905 to September, 1907. (In Council of supervisors of the manual arts. Yearbooks 1906, p. 203-35; 1907, p. 139-59. Sec'y of the Council, E. D. Griswold, Yonkers, N. Y.)
This list is an annual feature. It is an annotated author list with a subject index and is of importance to any who follow the literature of the subject.
19. *Mathematics.* Young, J. W. A. The teaching of mathematics in the elementary and the secondary school. 351 p. D. Longmans, \$1.50.
The bibliographies at the heads of the chapters form an extensive and useful collection of titles on the various phases of the pedagogy of mathematics.
20. *Play.* Johnson, G. E. Education by plays and games. p. 223-28.
Ninety English titles, classified under the following headings: Periods of growth; Meaning of play; Play in education; Play and games.
21. *Reform schools.* Snedden, D. S. Administration and educational work of American juvenile reform schools.
Brief bibliographies appear at the ends of chapters.
22. *West Virginia university.* Leonard, P. W. Bibliography of West Virginia university, its faculty and graduates, 1867-1907. 62 p. O. The Univ. Morgantown, W. Va.

370. EDUCATION—THEORY, PHILOSOPHY.

23. **Allen, A. W.** Home, school and vacation. 220 p. D. Houghton, \$1.25.
Counsel and suggestion to parents by a mother who believes that sincere, educated, and conscientious fathers and mothers who can provide good homes should do much more of the education of their children in these homes than is contemplated in the prevalent conception of the function of the public school.
24. **Baker, J. H.** American problems; essays and addresses. 222 p. Longman's, \$1.20.
Part 3 comprises 6 brief articles on educational topics: The teacher taught.—Evolution and education (a review of Hall: Adolescence).—The culture element and economy of time in education.—Electives in secondary schools.—The American university.—A national university. The pieces are thoughtful comments on current problems by a practical educator.
25. **The basis of an effective education—culture or vocation.** (School rev. May, 15: 333-74.)
Symposium by R. A. Woods, A. E. Kennelly, and A. W. Roberts at meeting of Harvard Teachers' Association.
26. **Bray, Reginald.** The town child. 333 p. D. Fisher Unwin, 7s. 6d.
Advocates State intervention and regulation throughout the whole of the upbringing of a child. The first part of the book contrasts city and country environments as to their psychological effects upon the child body and mind.
The second part describes the nature, object, and method of the ideal education which should develop the child; not only treating its general phases but discussing many specific topics, such as "feeding school children," the "religious question," the "feeding of mothers," etc.
27. **Brown, E. E.** Are we an inventive people in the field of education? (Science, 9 Aug., n. s. 26: 161-70.)
Address delivered before Phi Beta Kappa at Vassar College, June, 1907.
A short list is given of what may be called distinctively American contributions to education, but to support the author's statement that "our educational invention still lags far behind our invention in the domain of mechanism" a longer list appears of "points where our educational invention has thus far failed to do its work." The three following "problems now calling for constructive leadership" are discussed at some length: (1) Combination of the methods of the literary school with the methods of apprenticeship; (2) differentiation of woman's education; (3) international organization of education.
28. **Burbank, Luther.** The training of the human plant. 90 p. S. Century, 60c.
CONTENTS.—The mingling of races.—The teachings of nature.—Differentiation in training.—Sunshine, good air, and nourishing food.—Dangers.—Marriage of the physically unfit.—Heredity—predestination—training.—Growth.—Environment the architect of heredity.—Character.—Fundamental principles.
Thoughts and speculations as to the application of principles of plant culture to the education of children. Also in Century, May 1906.
29. **Chancellor, W. E.** A theory of motives, ideals, and values in education. 543 p. O. Houghton, \$1.75.
A discussion of education as an integral part of civilization. Shows wide reading and is furnished with bibliographies and a good index. Is reviewed at length in the Dial for May 1, 1908.
30. **Cole, P. R.** Herbart and Froebel: An attempt at synthesis. 116 p. O. Columbia Univ. \$1. (Teachers coll. cont. to educ. no. 14.)
A review of the educational theories of Herbart and Froebel in the light of the philosophies which they imply. A comparison and interpretation of the theories of both which concern reality, consciousness, and character. An attempt to adjust certain differences of emphasis in their respective theories.

31. **Coursault, J. H.** The learning process; or educational theory implied in theory of knowledge. 99 p. O. Columbia Univ. \$1. (Teachers coll. cont. to educ. no. 16.)

Another attempt to get hold of and delimit the fundamental theory of education by detaching it from the great body of speculative philosophy. The theories of a dozen or more philosophic systems are considered, their educational implications indicated, and the resultant theory summarized.

32. **Cox, C. F.** What education is of most worth? (Bibliotheca sacra, Oct. 6F: 638-69.)

33. **Darroch, Alexander.** (The) children; some educational problems. 133 p. O. Jack, 1s.

"This little book seeks to emphasize that the aim of all education is to secure the social efficiency of the future members of the state, and that this involves an endeavor to secure the physical, economic, and ethical efficiency of the children of the nation."

34. **Draper, A. S.** Addresses and papers. 132 p. O. N. Y. State Education dept. Gratis.

CONTENTS.—Appointing officers and civil service regulations.—The nation's responsibilities concerning dependent peoples.—What next about Union University?—The schools and international peace.—The American type of university.—New York's obligations to her history.—Illiteracy in the United States.—A Federal educational plan needed.—National systems of education.—What the women's clubs may do for the schools.

35. **Hadley, A. T.** Economy in education. (N. Y. Associated academic principals. Proc. twenty-second ann. conference, p. 19-21.)

36. **Harnack, Adolf, and Herrmann, Wilhelm.** The moral and social significance of modern education. (In their *Essays on the social gospel*. Putnam, \$1.25. p. 92-141.)

An address by Dr. Harnack in 1902 before the Evangelical Social Congress in Dortmund.

37. **Harper, J. W.** Education and social life. 315 p. D. Pitman. 4s. 6d.

This book emphasizes the effect which judiciously organized and administered education may have on social progress, and indicates that this most important educational result is sometimes minimized by too much attention to utilitarianism.

38. **Harris, W. T.** Social culture in the form of education and religion. (Congress of arts and sciences. Houghton. v. 8, p. 1-16.)

"The perennial continuance of the world-view of Christianity through the special form of social culture which belongs to the church is a necessary condition presupposed by the forms of social culture intrusted to the school."

39. **Hayward, F. H.** (The) meaning of education as interpreted by Herbart. 217 p. D. Ralph, Holland & Co. 2s.

40. **Jolly, William.** Ruskin on education; some needed but neglected elements. 167 p. S. Geo. Allen, 1s.

"A hortatory preaching, not a philosophical essay; a fervent and persuasive exposition."—*London Journal of Education*.

41. **Lockyer, Norman.** Education and national progress: essays and addresses, 1870-1906. 282 p. O. Macmillan, 5s.

The chapters have nearly all been previously printed in different places. Collected, they form a contribution to British educational history and policy for the period covered.

42. **Magnus, Philip.** The application of scientific method to education. (Nature, 22 Aug., 76: 434-9.)

Also in *Science*, n. s. 26: 574-80.

Opening address before the educational science section of the British Association, August 1, 1907. An argument to show that while education itself may not yet fulfill all the conditions which would justify its claim to be classed as a science, the scientific method of investigation is most effective in dealing with educational problems. Illustrates from the reform of English elementary education.

43. **Matthews, F. H.** The principles of intellectual education. 138 p. D. Cambridge Univ. press, 2s. 6d.

A dozen chapters on the theory and aims (exactness and flexibility) of education and the order in which each curriculum subject should be studied to get the greatest educational value. The point of view is distinctly Herbartian, and the tests constantly applied are Interest and adaptability to correlation. The earliest formal education should be through the senses and largely by means of manual activities. Greek should be studied before Latin and modern languages before either.

44. **Owen, W. B.** Social education through the school. (School rev. Jan., 15: 11-26.)

Paper read at nineteenth educational conference of the academies and high schools in relations with the University of Chicago.

The school being a social institution in that it is itself a society, Dean Owen proposes to enlarge the functions of the school to include the general social training of the child so far as his life in the school affords opportunity, and considers the general features of a practical way of going about the work.

45. **Parker, S. C.** Finding the individual. (Jour. of ped. June, 19: 193-213.)

Are individual differences in human beings fundamental? Of what social importance are they? How may they be discovered and differentiated in formal education?

46. **Reich, Emil.** The constants of success—education. (In his Success in life. Duffield, \$1.50. p. 50-123.)

Comments on the value of education in active life.

47. **Rooper, T. G.** Selected writings; edited with a memoir by R. G. Tatton. 283 p. O. Blackie, 7s. 6d.

These 19 papers have all been printed before, most of them in the author's volumes, School and Home Life, and Educational Studies and Addresses.

48. **Storms, A. B.** Democracy and education. (In N. E. A. Proc., p. 62-70.)

The function and opportunities of education in a republic. Advantages and dangers from the commercial aspects of education and research.

49. **Tyler, J. M.** Growth and education. 204 p. D. Houghton, \$1.50.

A scientific study of the growth of the child, which argues for physical and moral as well as intellectual efficiency in education. To guide teacher and parent, the important facts of biology, evolution, and physiology are presented, which bear on the development of the child. There is a chapter on manual training.

370.1. PSYCHOLOGY AND EDUCATION.

See also No. 237.

50. **Bennett, C. J. C.** Formal discipline. 70 p. O. Teachers college, 50c.

Some of the psychological bearings and effects of that part of the educational process which makes for mental discipline.

51. **Keatings, M. W.** Suggestion in education. 202 p. O. A. & C. Black, 4s. 6d.

A consideration of the practical results obtainable in teaching from the deliberate, extended, and studied use of the same psychological quality of "suggestion" that is employed in hypnotism.

52. **Schwarz, Hermann.** The study of experimental pedagogy in Germany. (School rev. Jan., 15:1-10; Sept., 15:535-43; Nov., 15:631-42.)

What psychology shows to be the most fruitful hours for class instruction and for study. Studies in fatigue as affecting the assignment of time in the school day. Value and effect of home study.

53. **Urwick, W. E.** The child's mind; its growth and training, being a short study of some processes of learning and teaching. 269 p. D. Longmans, \$1.50.

An attempt to set forth in simple and, so far as possible, untechnical language some results already obtained from a study of mind growth as an organic process, and to establish a clear and definite connection between those processes of learning which the mind possesses and the methods by which it should be taught and trained. The author's object is to found the teaching and training of children on the results of psychology and biology so far as these sciences have explained the development of children's minds.

370.5. PERIODICALS.

Only new journals are included in this section. The current British journals are listed and characterized in each volume of the *Schoolmaster's Yearbook*. See also No. 212.

54. **Bardeen, C. W.** Educational Journalism. (N. E. A. 50th anniv. vol. p. 506-514.)

Brief notes supplementing earlier and fuller data in N. E. A. Proceedings, 1893, and *School Bulletin*, volumes 19-20. The journals are named with editors and dates published. Estimates are seldom attempted.

55. **Social education quarterly** and proceedings of the Social education congress; edited by C. A. Scott. 6 Kirkland road, Cambridge station, Boston, \$2 per year.

Number one appeared in March, 1907, and the three numbers for that year are filled with the papers read at the Social Education Congress, November 30, 1906.

370.6. ASSOCIATIONS AND SOCIETIES.

The volumes of proceedings of certain American educational associations are noted in this section. A list of British societies with officers and brief sketch of each is found in the *Schoolmaster's Yearbook* for each year.

56. **Association of American universities.** Journal of proceedings and addresses of the eighth annual conference held in Cambridge, Mass. Nov. 23-24, 1906. 111 p. O. Assoc. No price.

57. **Association of colleges and preparatory schools of the middle states and Maryland.** Proceedings of the twentieth annual convention held at Philadelphia, Nov. 30-Dec. 1, 1906. 144 p. O. A. H. Quinn, Secy., Univ. of Pa. Philadelphia. No price.

58. **Association of colleges and preparatory schools of the southern states.** Proceedings of the thirteenth annual meeting, Birmingham, Ala. Nov. 7-8, 1907. 80 p. O. J. H. Kirkland, Sec. Vanderbilt Univ. Nashville, Tenn.

59. **Catholic educational association.** Report of the proceedings and addresses of the fourth annual meeting, Milwaukee, Wis., July 8-11, 1907. 398 p. O. Rev. F. W. Howard, Sec. 1651 E. Main St., Columbus, O. No price.

60. **Conference for education in the south.** Proceedings of the tenth annual conference, Pinehurst, N. C. April 9-11, 1907. 300 p. O. S. C. Mitchell, Richmond college, Richmond, Va. No price.
61. **Congress of arts and sciences, universal exposition, St. Louis, 1904;** edited by Howard J. Rogers. Volume 8, Education and religion. 493 p. O. Houghton, \$2.50.
The most important papers which were not separately published in 1904-5 have been entered in this bibliography under their proper subjects.
62. **Educational associations.** (N. E. A. 50th anniv. vol. p. 453-506.)
Brief accounts of the origin, growth, and work of 11 American associations. The information presented has never before been collected, and it is well to have these contributions.
63. **Michigan schoolmasters' club.** Proceedings at the forty-second meeting held in Ann Arbor, Mar. 27-30, 1907. 150 p. O. Ann Arbor, 50c.
64. **Monroe, W. S.** Recent international congress at Liège. (N. E. A. 50th anniv. vol. p. 351-355.)
66. **National education association.** Journal of proceedings and addresses at the forty-fifth annual meeting held at Los Angeles, Cal., July 8-12, 1907. 1102 p. O. Irwin Shepard, Winona, Minn., \$2.
Certain of the papers are separately noted under the proper headings in other parts of this bibliography. An account of the important business done at the Los Angeles meeting is found in the October-December number of the Forum, p. 228-233.
67. **National educational association.** Fiftieth anniversary volume 1857-1906. 919 p. O. Irwin Shepard, Winona, Minn., \$2.
Includes Proceedings and papers of the department of superintendence at Louisville, February, 1906; a notable report on instruction in library administration in normal schools; 13 important papers specially prepared for this volume by members in America and other lands; a chapter sketching the history of various educational associations, and a wealth of statistical and bibliographical matter relating to the N. E. A. itself. Many of the articles in this volume are indexed separately under proper subject in this bibliography.
68. **National society for the scientific study of education.** Sixth year book. 2 pts; O. Univ. of Chic. press, \$1.28.
Pt. 1.—Vocational studies for college entrance. Pt. 2.—The kindergarten.
69. **National union of teachers.** Thirty-seventh annual report, 1907 and list of members for 1906. 432 p. O. N. U. T. 18.
A handbook giving statistics and regulations about the N. U. T., list of associations in the union, names and addresses of members, and much general information relating to English teachers.
70. **N. Y. (state)—Associated academic principals.** Proceedings of the twenty-second annual conference . . . 1906. 98 p. O. Albany, Educ. dept. No price. (Secondary education bulletin 36.)
71. **N. Y. (state)—Education department.** Forty-fourth university convocation. 110 p. O. Alb. No price. (Department Bulletin 4.)
Certain of the papers are entered separately in this bibliography.
72. **New York state association of school commissioners and superintendents.** Proceedings of the 51st annual meeting at Cornell university, Ithaca, Oct. 3-5, 1906. 104 p. O. N. Y. State Education dep't. Gratis.
Concerned with the rural schools of New York State.

370.7. THE STUDY OF EDUCATION.

See also material on normal schools in section 371.12.

73. **Rein, Wilhelm.** The place and office of pedagogy in the university. (Congress of arts and sciences. Houghton, N. S. p. 50-63.)

Examines the nature and contents of the formal science and art of pedagogy, and discusses its relations with other subjects and the function and purpose of teaching it.

370.9. HISTORY OF EDUCATION.

History of higher education and of individual colleges and universities is under section 378 and its geographical subdivisions. For matter on systems of secondary education, which is current chronicle today but will be history to-morrow, see section 379.5.

General.

74. **Anderson, J. F.** A study of mediæval schools and school work. (Ped. sem. June, 11: 223-82.)

Author has brought together and grouped under numerous captions relating to history, curriculum, and methods of work many bits of educational information dug from books not commonly quoted in such a connection. Bibliography, p. 280-282.

75. — Study of the prototypes of the modern non-professional school among the Greeks and Romans. (Ped. sem. Mar., 11: 38.)

Description of early Greek and Roman education, giving the character and methods of instruction. Bibliography, p. 37-38.

76. **McEvoy, T. J.** Epitome of history and principles of education. 267 p. D. Author, 306 Fulton st., Brooklyn. No price.

Not a connected narrative or history, but 47 syllabi arranged in approximate chronologic order; apparently designed to help teachers or normal students prepare for examination.

77. **Turner, William.** Irish teachers in the Carolingian revival of learning. (Catholic univ. bulletin, July, 13: 382-92; Oct., 562-81.)

An account of the literary activity of the Irish scholars of the ninth and tenth centuries, based upon manuscripts found in the libraries of Germany, France, and Italy.

78. **Walsh, J. J.** The thirteenth greatest of centuries. 433 p. O. Catholic summer school press, \$2.50.

Lectures delivered at the school. Chapters 2-7 and 9 discuss mediæval universities and their work, the arts and crafts, technical schools, popular education, books, and libraries.

Alaska.

79. **Jackson, Sheldon.** Report on education in Alaska. (U. S.—Education, Comm'r of. Reports for 1905, 1: 267-91; 1906, 1: 237-55.)

The usual annual statistical reviews, with chapter on the Government reindeer herd.

Canada.

80. **Coleman, H. T. J.** Public education in Upper Canada. 120 p. O. Columbia Univ. \$1. (Teachers coll. cont. to educ. no. 15.)

A selective, descriptive, and interpretative study of public education only in what is now the Province of Ontario, from 1791 to 1841, with a brief added chapter enumerating tendencies since the latter date. It covers much the same period; is not so broad in scope as Doctor Ross's school system of Ontario, but goes more thoroughly into cause, effect, and significance of events.

Europe.

81. **Great Britain—Education, Board of.** Schools public and private in the north of Europe. 136 p. O. (Special reports on educational subjects, v. 17.)

Prepared by J. S. Thornton, as result of fourteen years' acquaintance with and study of the schools of Norway, Sweden, Finland, and Denmark. As Gilchrist traveling scholar in 1900 and again in 1903 the author visited Scandinavia and studied the school systems at first hand with this monograph in mind. It discusses secondary education only, and dwells upon the hearty cooperation between public and private schools, the uniform examinations system common to both, and the training of secondary school teachers under masters of selected secondary schools.

France.

82. **Education in France.** (U. S.—Education, Comm'r of. Reports for 1905. 1:57-86; 1906, 1:19-34.)

The usual annual surveys of current educational movements, with so much of retrospect as clearness demands. Covers primary, secondary, and higher education and gives many statistics.

83. **Friedel, V. H.** Problems of secondary education in France. (School rev. Mar., 15:169-83.)

Author is an official in the French education department. An account of the main features of the reforms in the reorganization of secondary education in 1902.

84. **Great Britain—Education, Board of.** The education and training of the French primary school teacher. 222 p. Q. (Special reports on educational subjects, v. 18.)

More fully described under No. 141.

85. **Levasseur, P. E.** On the developments and changes in primary teaching in France during the Third Republic (1870-1906). (N. E. A. 50th anniv. vol. p. 408-417.)

Germany.

86. **Paulsen, Friedrich.** The past and the future of German education. (N. E. A. 50th anniv. vol. p. 430-445.)

A translation of Book 4, Chapter 3, of *Das deutsche Bildungswesen*.

Great Britain.

87. **Dunraven, Windham, Thomas Wyndham Quin, Earl of.** Educational chaos. (In his *The outlook in Ireland*. Dutton, \$3. p. 111-37.)

An account of present conditions, prejudices, and denominational feeling about Irish education, with some positive suggestions for betterment.

88. **Education in Great Britain and Ireland, 1904-6.** (U. S.—Education, Comm'r of. Report for 1906. 1:1-17.)

89. **Godfrey, Elizabeth, pseud.** English children in the olden time. 336 p. O. Methuen, 7s. 6d.

The chapters on Nurture in king's courts; Concerning pedagogues; Educational theories; The genteel academy and the dame school, and The superior parent offer much information about the English education of the fifteenth to the eighteenth centuries.

90. **Strong, John.** The development of secondary education in Scotland. (School rev. Oct., 15:594-607; Nov., 15:671-83; Dec., 15:618-30.)

Traces its development from 1100 to the present. Gives a diagrammatic scheme of present Scottish education.

Greece.

See also No. 201.

91. **Freeman, K. J.** *Schools of Hellas; an essay on the practice and theory of ancient Greek education from 600 to 300 B. C.* 290 p. O. Macmillan, \$1.90.

A young Englishman, scholar of Trinity College, Cambridge, senior chancellor's medallist, and who died at the age of 24, prepared this volume with a view to his candidature for a fellowship of Trinity. Competent critics assert that it has a substantive value as presenting results of first-hand research, and that it brings together conveniently and accurately the materials for studying the subject.

India.

92. **Public education in British India.** (U. S.—Education, Comm'r of. Report for 1906. 1: 123-40.)

Reviewing the years 1902-5.

Italy.

93. **Monroe, W. S.** *Progress of education in Italy.* (U. S.—Education, Comm'r of. Report for 1906. 1: 73-90.)

Japan.

94. **Kikerchi, D.** *Japanese education.* (Nineteenth cent. June, 61: 1012-23.)

An explanation of the circumstances which led to the issue of the imperial rescript on education in 1890.

Liberia.

95. **Ellis, G. W.** *Education in Liberia.* (U. S.—Education, Comm'r of. Report for 1905. 1: 111-29.)

The author is United States secretary of legation at Monrovia.

Philippines.

96. **Educational problems in the dependencies.** (Annals Amer. acad. July, 30: 65-89.)

An educational policy for Spanish-American civilization—M. G. Brumbaugh. Education and social progress in the Philippines—H. P. Barrows. Position and work of the Roman Catholic Church in the Philippines—T. B. Lawler.

Porto Rico.

97. **Lindsay, S. M.** *Inauguration of the American school system in Porto Rico.* (U. S.—Education, Comm'r of. Report for 1905. 1: 233-344.)

A résumé of social and educational conditions in Porto Rico before American occupation, a brief sketch of the rather discouraging attempts of the military authorities to organize a new system, and a more extended account of the work done under the civil government since 1900. Doctor Lindsay, from his personal experience, reviews the work of Porto Rican and American teachers, the provision for native students in the United States, and the history of educational legislation for the island, and ventures some comments on the future.

Rome.

See also No. 201.

98. **Teetgen, A. B.** *Education in the fifth century.* (In *her Life and times of the Empress Pulcheria.* Sonnenschein, 10s. 6d., p. 37-47.)

Describes the education of a patrician girl in Rome.

Russia.

99. **Stikhovitch, V. G.** History of the school in Russia. (Educ. rev. May, 33: 486-522.)

Shows that while some attention has been paid from the end of the 17th century to professional, higher, and secondary education, elementary education is still sadly neglected.

Serbia.

100. **Low, D. H.** Education in Serbia. (Jour. of educ. (Lond.) Nov., n. s., 28: 736-39.)

Outlines the organization of elementary, secondary, and special schools.

South America.

101. **Baxter, Sylvester.** School and college in Brazil and Argentina. (Outlook, 10 Aug., 86: 780-7.)

Turkey.

102. **Monroe, W. S.** Education in Turkey. (In his Turkey and the Turks. Page, \$3. p. 161-81.)

Sketches the present facilities furnished by the Turkish Government, and by schools founded and maintained by foreigners or by missionaries. The censorship of books and newspapers is described.

United States.

See also section 378, subhead United States, section 379.15, and section 379.5, subhead United States.

103. **Brown, E. E.** Fifty years of American education. (N. E. A. 50th anniv. vol. p. 327-341.)

A topical review of history, movements, tendencies, and accomplishments.

104. **Burns, J. A.** Catholic colonial schools in the French possessions. (Catholic univ. bulletin, Apr., 13: 175-90.)

Includes a description of the first parochial school for girls in the United States, founded at New Orleans 1727 by the Ursuline sisters.

105. ——— Early Jesuit schools in Maryland. (Catholic univ. bulletin, July, 13: 361-81.)

States that the arrival of the Jesuits in Maryland marks the beginning of Catholic educational work in the English colonies.

106. ——— Early mission schools of the Franciscans. (Catholic univ. bulletin, Jan., 13: 25-43.)

An account of the earliest schools in the United States, which preceded by four years the oldest schools in the thirteen original colonies. Includes schools in New Mexico, Texas, Florida, and California.

107. **Gilman, D. C.** Five great gifts to education. (Outlook, July, 86: 618-57.)

Includes brief description of gifts made by George Peabody, John F. Slater, John D. Rockefeller, Andrew Carnegie, and Mrs. Russell Sage.

108. **Johnson, Clifton.** The country school. 158 p. O. Crowell, \$1.50.

This book is an almost verbatim reprint (with one very short added chapter on schoolhouse entertainments) of the author's Country School in New England, published by Appleton in 1893.

109. **Meriwether, Colyer.** Our colonial curriculum, 1607-1776. 301 p. O. Capital pub. co., \$2.

"Devoted to the study of what was actually taught then and how it was actually done. All of the subjects, in all grades of institutions, are taken up in order and treated so as to show as nearly as possible what was the aim, what was the method, and what was the result of teaching then."

110. **Monroe, W. S.** History of the Pestalozzian movement in the United States. 241 p. O. Bardeen, \$2.

"The purpose of the present work is to place on record the labors of a score of men who caught something of Pestalozzi's insight and enthusiasm and who sought to bring about the adaptation of his reforms to conditions in the new world." *Preface.*

The most important chapters are those on the work of William McClure and Joseph Neef. A useful and extensive bibliography is appended.

111. **U. S.—Education, Bureau of.** Reports of the commissioner of education for the years ending June 30, 1905, and June 30, 1906. 4 v. O. Government printing office.

These volumes are smaller than usual and more largely statistical. It is gratifying to note that the statistics are more nearly up to date, and that it is still possible to devote half of Volume 1 of each year to the reviews of educational progress in other lands and to the selected articles on current topics which have so long made this report of special interest and value.

112. **Young, E. F.** The educational progress of two years, 1905-07. (In N. E. A. Proc. 383-405.)

Deals with American conditions and events only. A more informal chronicle of current educational happenings is furnished by O. H. Lang to each number of the Forum.

Iowa.

113. **Abernetby, Alonzo.** History of Iowa Baptist Schools. 340 p. D. Woolverton pub. co., Osage, Ia. \$1.25.

The author writes at first hand from a life of over 50 years in Iowa and personal acquaintance with the schools and workers described.

114. **Buffum, H. S.** Federal and state aid to education in Iowa. (Iowa Journal of history and politics, Oct. 1906, 1: 554-98; Jan.-July, 1907, 5: 3-45, 147-92, 311-25.)

Michigan.

115. **The beginnings of the educational system. Educational progress.** (Coley, H. M., and Cateheon, B. M., eds. Michigan as a province, territory and state. \$20 for 4 v. vol. 3, chap. 15 and vol. 4, chap. 20.)

Pennsylvania.

116. **Burns, J. A.** Catholic colonial schools in Pennsylvania. (Catholic univ. bulletin, Oct., 13: 58-300.)

A description of some of the most prominent schools and teachers from the time of their establishment by Jesuit missionaries from Maryland.

Texas.

117. **Hartmann, C. G.** A study in school supervision with special reference to rural school conditions in Texas. 180 p. Q. (Bulletin of the Univ. of Texas, no. 90.)

370.92. BIOGRAPHY.

Who's Who in America is a current directory of living educators; Who's Who and the Schoolmaster's Year Book for English educators. The N. E. A. list of members who have died during each year is printed in each annual volume of *Proceedings*.

118. **Mellen, G. F.** New England college presidents in the south. (New Eng. mag. June, 36: 468-80.)

Brief sketches of prominent New Englanders who administered colleges of the old South.

119. *Brooks, Charles. Albee, John.* Charles Brooks and his work for normal schools. 31 p. O. Auflor (Swampscott, Mass.). gratis.
Reprinted from the Historical Register, vol. 10, no. 1, Jan., 1907, published by the Medford Historical Society.
120. *Davidson, Thomas. Knight, William.* Memorials of Thomas Davidson the wandering scholar, collected and edited by William Knight. 241 p. O. Ginn, \$1.25.
Twenty-one chapters: recollections, sketches, estimates of Davidson by friends; selections from his letters, lectures, and writings.
121. *Guarino de Verona. McCormick, P. J.* Two Catholic medieval educators. II. Guarino de Verona. (In Catholic univ. bulletin, April, 13: 232-49.)
122. *Herbart, Johann Friedrich. Compayré, Gabriel.* Herbart and education by instruction. 142 p. D. Crowell, 90c.
Translation of a volume in series Les grands éducateurs, published in Paris in 1904. Save for a brief biographic chapter and one on the spread and influence of Herbart's work, the book is a critical synopsis of his systems of psychology, education, and morals.
123. *Krüsi, Hermann. Krüsi, Hermann.* Recollections of my life. An autobiographical sketch supplemented by extracts from his personal records and a review of his literary productions together with selected essays, arranged and ed. by Elizabeth Sheldon Alling. 439 p. O. The Grafton press, \$2.50.
One thousand copies printed.
124. *Magill, Edward Hicks. Magill, E. H.* Sixty-five years in the life of a teacher 1841-1906. 323 p. D. Houghton, \$1.50.
Record of a long, varied, and interesting career of an ex-president of Swarthmore College and long a prime mover for advancement of higher education in Pennsylvania. Contains an account of the early history of the elective system.
125. *Mann, Horace. Compayré, Gabriel.* Horace Mann and the public school in the United States. 134 p. D. Crowell, 90c.
A brief biography which may rank with Hinsdale's Horace Mann and the Common School Revival in the United States.
126. *Pestalozzi, Johann Heinrich. Compayré, Gabriel.* Pestalozzi and elementary education. 139 p. D. Crowell, 90c.
First published in French in 1902, now first translated. Characterized by sympathetic treatment.
127. *Rooper, Thomas Godolphin. Tatton, R. G.* Memoir of T. G. Rooper. (In Rooper, Selected writings. Blackie, 7s. 6d. pref. p. 15-34.)
128. *Rousseau, Jean Jacques. Compayré, Gabriel.* Jean Jacques Rousseau and education from nature. 120 p. D. Crowell, 90c.
Translation of a French monograph first published in 1901. A synoptic and critical sketch.
129. *Spencer, Herbert. Compayré, Gabriel.* Herbert Spencer and scientific education. 119 p. D. Crowell, 90c.
First published in France in 1901, and in translation forms a most considerable critique of Mr. Spencer as an educator only.

371. TEACHERS, METHODS, DISCIPLINE.

371.1. TEACHERS.

Material on teachers as distinct from teaching is included in this section. Methods of teaching is section 371.3.

130. **Lang, O. H.** The status of the teacher in the United States: Observations of a German educational expert. (Forum, July, 39: 60-71.)

A review of the book *Volksschule und Lehrerbildung der Vereinigten Staaten* . . . written by Dr. F. Kuypers, a member of the German educational commission that spent seven weeks in this country in 1904. Author discusses feminization of our schools, equal pay for equal work, compulsory education, and the fact that there seemed to him to be no real profession of teaching in this country.

131. **New York City teachers' association.** Report of the committee on the promotion of teachers. 75 p. O. The ass'n. gratis.

A study of the methods of promotion in over 50 cities, with separate accounts of the systems in New York, Chicago, St. Louis, Boston, London, and Baltimore.

132. **Palmer, G. H.** The ideal teacher. (Atlantic, Apr., 99: 433-42.)

Declares that "teaching as a trade is poor and disappointing business, but entered as a profession there are few employments more satisfying."

133. **Plan for official advisory organization of the teaching force of Chicago.** (Elem. school teacher, Feb. 7: 305-10.)

Report of the subcommittee of the school management committee of the board of education of Chicago, appointed to report upon the whole subject of an advisory organization of the teaching body. The resulting plan provides for a representation of the teachers when educational matters are considered by the Chicago school board. See also editorial in same number, p. 361-367.

134. **Spaulding, F. E.** The unassigned teacher in the schools. (School rev. Mar., 15: 201-16.)

Describes the work of the teacher without a class, with special mention of experiences in Newton, Mass. Devotes much attention to a discussion of the evils of rigid grading.

135. **Tuell, H. E.** The public school teacher and promotional examinations. (Educ. Dec., 28: 217-23.)

Comments upon the new system of promotional examinations for teachers in Boston and states facts to prove that ability to pass a required examination can not be a satisfactory test of a teacher's merit.

136. **Van Storm, Ashley.** Minimum qualifications of the elementary teacher. (In N. E. A. Proc. p. 239-52.)

371.12. TRAINING OF TEACHERS.

See also section 370.7.

137. **Bolton, F. E.** The preparation of high school teachers: what they do receive and what they should receive. (School rev. Feb., 15: 97-122.)

Discusses existing State legislation designed to secure good high school teachers. There is great lack of uniformity in requirements for teaching and of effective laws to eliminate poor teachers. American standards are compared with German.

138. **Bolton, F. E.** The relation of the department of education to other departments in colleges and universities. (Jour. of ped. Dec. 1906-Mar. 1907, 19: 137-76.)

"An attempt is made to show clearly the proportions which the work has assumed, class of students accepted, the kind of work prepared for, the intimate relation which the department bears toward the rest of the institution, the relation to the State, and the distribution of the work within the department." Many of the data presented were secured by a questionnaire.

See also No. 145. below.

139. **Chabot, Charles.** The professional training of teachers in France. (Congress of arts and sciences. Houghton. v. 8, p. 176-91.)

Address at the St. Louis exposition, 1904.

140. **Great Britain—Education, Board of.** . . . General report on the instruction and training of pupil-teachers, 1903-1907, with historical introduction. Presented to both houses of Parliament. 219 p. Q. ([Gt. Brit. Parliament. Papers by command] (cl. 3582.)

The 30-page historical introduction is of special value.

141. ——— The education and training of the French primary school teacher. 222 p. O. (Special reports on educational subjects, v. 18.)

CONTENTS.—Curricula of French higher primary schools, pp. 1-82; Life in a French higher primary school, by A. M. Saville, pp. 83-124; Summary of official regulations affecting the training and position of teachers in State primary schools in France, by H. E. Matheson; The French training college system, by B. Dumville, pp. 159-222.

Farrington: The Public Primary School System of France, 1906, while covering much the same ground, is fuller in historical material than the present volume and less detailed in presentation of curricula and their contents. The professions of primary and secondary teacher in France are entirely distinct, and the slight opportunities for the pupil-teacher contrast strongly with English and American methods.

142. **Ladd, A. J.** École normale supérieure; an historical sketch. 61 p. O. Herald pub. co., Grand Forks, N. D. 50c.

Doctor's dissertation, Michigan, 1904.

143. **National education association.** Report of the committee of seventeen on the Professional preparation of high-school teachers. (In N. E. A. Proc. p. 523-668.)

The introduction (15 pages) was published in School Review, Sept., 1907, and the entire report is also published separately.

144. **Ruedeger, W. C.** Recent tendencies in the normal schools of the United States. (Educ. rev. Mar., 33: 271-87.)

A comparative study, based chiefly on data obtained from 51 pairs of normal school catalogues, ten years apart, showing changes in normal school work and conditions as to equipment, students, and contents of curriculum.

145. **Sutton, W. S.** The organization of the department of education in relation to the other departments in colleges and universities. (Jour. of ped. Dec. 1906-Mar. 1907, 19: 81-136.)

An historical survey of the professional education of teachers is followed by a discussion of its present status in America, based upon responses to a questionnaire and disclosing great variety in the plans of organization in 42 institutions. Brief mention is made of the study of education in leading foreign universities.

Two appendixes are:

A. Table showing courses in education at German universities, 1905-6.

B. Historical data concerning evolution of the professional education of teachers in American colleges and universities, with plans for the organization of educational work therein.

371.16. TEACHERS' SALARIES.

146. **Association of men teachers and principals of the city of New York.**
The grounds of opposition to the White bill. 48 p.
During its 1907 session the legislature of the State of New York gave much attention to a bill (senate 1218) providing for an increase in the salaries of certain women teachers in the schools of New York City. When the bill reached Governor Hughes he vetoed it, and his objections are printed in full in *Educational Review*, September, 1907, pp. 211-213. The above pamphlet prints the text of the bill and some arguments against "equal pay for equal work," regardless of sex. The bill was reintroduced in the session of 1908, but failed of passage.
147. **The compensation of college teachers.** (In Association of colleges and preparatory schools of the middle states and Maryland. Proc. of twentieth annual convention, 1906. p. 18-44.)
Papers by J. D. Moffatt, J. B. Fletcher, and E. E. Hale, Jr., with discussions by W. A. Lambertson and Thomas Fell.
148. **Cooley, E. G.** The basis of grading teachers' salaries. (In N. E. A. Proc. p. 94-103.)
149. **Cotton, F. A.** Teachers' salaries and how affected by the operation of the minimum-salary law. (N. E. A. 50th anniv. vol. p. 132-141.)
The author, State superintendent for Indiana, describes the law in that State and how it works. In the discussion similar laws in Pennsylvania and West Virginia are described.
150. **Fletcher, J. B.** The compensation of college teachers. (*Educ. rev.* Jan., 33: 77-86.)
Paper read before annual meeting of the Association of Colleges and Preparatory Schools of the Middle States and Maryland at Philadelphia, November, 1906.
Shows that the responsibility for reform in the matter of the compensation of college teachers rests with the faculty.
151. **Hutchins, H. B.** Should men bearing the same title in any institution receive the same pay. (In Association of American universities. Journal of proceedings and addresses of eighth annual conference, 1907. p. 92-99.)
152. **McAndrew, William.** Where education breaks down. (*Educ. rev.* Jan., 33: 11-23.)
A résumé of the salary conditions among teachers, comparing them with those in other callings. The author complains of a lack of professional enthusiasm and on this point is answered by Isabella M. Blake in same volume, pp. 522-529.
153. **Stillman, J. M.** Relations of salary to title in American universities. (In Association of American universities. Journal of proceedings and addresses of eighth annual conference, 1907. p. 72-91.)
Also in *Science*, February 25, pp. 241-259.
Concludes that a maximum efficiency of university work and a minimum of administrative difficulty resulting from inequalities in pay in the same grade will be attained by a minimum or normal salary for each grade by reasonable increases dependent upon length of efficient service and with freedom to recognize unusual ability or distinguished service as the requirements of the case may demand. Article closes with quotations from answers to a circular letter sent to presidents and faculty members.
154. **Tanner, A. E.** Salaries of women teachers in institutions of collegiate rank. (Ass'n of collegiate alumnae. Special bull. Ser. 3, no. 15.)
Discusses maximum and minimum salaries in 14 American women's colleges.

155. **Van Sickle, J. H.** What should be the basis for the promotion of teachers and the increase of teachers' salaries? (N. E. A. 50th anniv. vol. p. 177-183.)

Describes the new arrangement in Baltimore.

371.17. PENSIONS FOR TEACHERS.

156. **The best means of introducing the pension system into American universities. Discussion.** (In Association of American universities. Journal of proceedings and addresses of eighth annual conference, 1907. p. 64-71.)

The Carnegie Foundation is the theme.

157. **Carnegie foundation for the advancement of teaching.** Papers relating to the admission of state institutions to the system of retiring allowances of the Carnegie foundation. 45 p. Q. (Bulletin no. 1.)

As the Foundation bases the distribution of its pensions on the qualifications of institutions, not individuals, it is necessarily concerned with the organization and curricula of those institutions which wish to share in its funds. This Bulletin is the first of a series which will furnish data as to entrance requirements, financial resources, and equipment of many American universities and colleges.

158. ——— **Second annual report of the president and treasurer.** 124 p. Q. 576 Fifth ave., N. Y. No price.

It is remarkable how rapidly and how intelligently the work of this great foundation has progressed in two years. The standardizing of American institutions for higher education is a by-product of the financial work of the foundation. The statistical and historical material included in this report is of reference value.

159. **Jastrow, Joseph.** Advancement of teaching. (No. Amer. rev. 7, Oct., 186: 213-24.)

Commends the spirit of the Carnegie Foundation for the Advancement of Teaching, but opposes the exclusion of State universities. Believes that increase of salary would be more effective in the advancement of teaching than the most liberal of pension systems.

160. **Keyes, C. H.** Teachers' pensions. (In N. E. A. Proc. p. 103-08.)

Statement of reasons why pensions should be provided for teachers in public schools, and account of some ways in which the matter is managed in the United States.

371.2. ORGANIZATION AND ADMINISTRATION OF THE SCHOOL: THE SUPERINTENDENT.

See also section 370.15 and the papers read at the meeting of the N. E. A. Department of Superintendence, and printed in the annual volume of Proceedings.

161. **Allen, W. H.** School efficiency. (In his Efficient democracy. Doubt. Mead, \$1.50. p. 113-41.)

A study of the statistical method as basis for intelligent progress in conducting the school. Shows what is lost in school efficiency by lack of proper methods of record and later use of such records as correctives and guides.

162. **Jackman, W. S.** Relation of school organization to instruction. (Pop. sci. mo. Feb., 70: 120-33.)

Paper read before the Social Education Congress, Boston, November, 1906, indicates some of the most important changes needed in present school organization in order that the school may be operated as a social institution.

371.23. VACATION SCHOOLS.

163. **Great Britain—Education, Board of.** School excursions and vacation schools. 89 p. O. (Special reports on educational subjects, v. 21.)

In a brief historical introduction school excursions are traced back to the travelling scholars of the Middle Ages. The French Alpine club and the holiday home at Contrexéville are briefly noticed, after which follow chapters on vacation schools, country schools for backward children, and school journeys. These are mainly descriptions of the methods and work of specific examples, chiefly in England. The volume is the work of J. E. G. de Montmorency.

371.25. CLASSIFICATION OF PUPILS.

See also No. 134.

164. **Garber, J. P.** A rational system of classification and promotion. (Educ. Jan., 27: 288-302.)

Discusses advantages and disadvantages of several of the commoner methods of classification, states some of the fundamental principles which should underlie a rational system of grading, and notes certain fallacies connected with classification and promotion.

371.28. PROMOTIONS.

165. **Hartwell, C. S.** Liberating the lower education. (School rev. June, 15: 436-58.)

Discusses quality, not quantity, for promotion, and three-year high school courses, giving tabulated statistics, compiled from questionnaires sent to various classes of educators.

166. ——— Promotion by subject and three-year courses. (School rev. Mar., 15: 181-96.)

Shows some of the evils of rigid grading and quotes actual experiences to prove that flexibility in grading is entirely practicable. While the past tendency has been to sacrifice the child to the system, it is being more generally recognized that system must yield to the child.

371.3. METHODS OF INSTRUCTION.

For methods in special subjects, see section 375 and its subdivisions. See also Nos. 33, 37, 43.

167. **Adamson, J. W., ed.** (The) practice of instruction; a manual of method, general and special. 512 p. D. National Society's Depository, 4s. 6d.

The "general" chapters fill 125 pages, treating the theory of education with emphasis on Herbart's psychology and discussing the curriculum as a whole. Then 8 chapters as follows: Religious instruction—A. C. Headlam. The mother tongue—J. W. Adamson. Geography—A. J. Herbertson. History—M. A. Howard. Mathematics—A. H. Baker. Natural science—T. P. Nunn. Latin and Greek—W. H. D. Rouse. Modern languages—W. M. Poole.

168. **Bagley, W. C.** Classroom management; its principles and technique. 322 p. D. Macmillan, \$1.25.

"The author intends his work for the student of education in normal schools and colleges who is preparing for elementary teaching. He has gathered his data from observing good teachers, from text-books, from his own experience, and from psychology. The routine factors of class-room management start with the daily programme, punctuality, hygiene, order, discipline, and penalties. Attention he treats under several laws and then discusses the technique of class instruction, giving a whole chapter to the Batavia system. He tells how he would test results, dispose of the teacher's time, treats of the teacher's relations to the principal, supervisor, and superintendent, and concludes with the ethics of school craft." Pedagogical Seminary.

169. **Chapin, C. S.** Departmental teaching in the grammar grades. (Educ. Apr., 27: 505-14.)
 Considers the whole subject still in the experimental stage. Cites the chief arguments, pro and con, followed by a statement of the conditions necessary for success.
170. **Harris, W. T.** How the superintendent may correct defective classwork and make the work of the recitation teach the pupil how to prepare his lesson properly. (N. E. A. 50th anniv. vol. p. 341-351.)
171. **Kilpatrick, V. E.** The adaptation of departmental teaching to elementary schools. (Educ. rev. Apr., 33: 356-67.)
 An examination of the principles underlying departmental teaching is followed by a detailed statement of how it may be undertaken by any elementary school.
172. **Mahony, J. J.** The problem of the poor pupil. (Educ. Dec., 28: 197-212.)
 Describes the Batavia system of individual instruction and flexible grading schemes of several cities, and acknowledges that plenty of valuable experimenting has been done, but lack of cooperation has led to no educational doctrine. What is most needed now is an attempt through an intelligent application of pupil study, through a close cooperation between the home and the school, to discover just why the pupil is poor.
173. **Sachs, Julius.** The departmental organization of secondary schools. (Educ. Apr., 27: 184-96.)
 The proper conception of departmental organization in the high school involves much more than mere specialization. The hope of a real departmental organization must lie in the broad training and accurate attainments of the teachers.
174. **Theobald, H. C.** (The) Filipino teacher's manual. 260 p. D. World Book Co., \$1.50.
175. **Winterburn, R. V.** Methods in teaching: being the Stockton methods in elementary schools. 355 p. D. Macmillan, \$1.25.
 The Stockton methods are those used in the schools of Stockton, Cal., and attention was called to them by striking exhibits at the St. Louis and Portland expositions. Hundreds of letters to the Stockton school board asking for details determined them to print this book, which is edited by a former supervisor of English and history. "The Stockton methods seek to employ all the mental faculties of the child simultaneously in order to accomplish their union as soon as possible."
- 371.42. MANUAL TRAINING.**
- See also a chapter in No. 49.
176. **Council of supervisors of the manual arts.** Yearbooks 1906-7. v. 6-7. The Sec'y. Hastings-on-Hudson, N. Y. \$3 each.
 The papers treat chiefly of the actual work in the school in drawing, design, woodwork, and specific handicrafts or trades.
177. **The development of an adequate course of study in manual training for elementary grades.** (In N. E. A. Proc. 760-78.)
 1. From the point of view of the teacher of manual arts, by A. Ahrens.
 2. From the point of view of child study, by F. B. Dresslar.
 3. From the point of view of the school superintendent, by C. H. Keyes.
178. **Harvey, L. D.** Manual training in the grades. (Elem. school teacher, Mar., 7: 300-407.)
 Emphasizes and estimates the value of manual training to the individual, and favors its use in all of the 12 grades.

371.5. GOVERNMENT, DISCIPLINE, PUNISHMENT.

See also No. 210, below.

179. **Griffiths, F. P.** Student self-government at the University of California. (University of California chronicle, July, 9: 40-55.)
180. **Thompson, W. O.** Self-government by students in school and college. (Social education quarterly, Mar. 1: 41-53.)

371.52. ATTENDANCE.

181. **Thorndike, E. L.** The elimination of pupils from school. 63 p. O. Government printing office. U. S.—Education Bureau. Bulletin 4, 1907.)
A statistical study, carefully done and accurately grounded, of what pupils stay in school, how long they stay, what grades they reach, and why they leave. The significance of the results for the immediate problems of school administration are briefly suggested.

371.55. CORPORAL PUNISHMENT.

182. **Du Bois, Patterson.** The failure and immorality of corporal punishment. (In his Culture of Justice. Dodd, Mead, 75c. p. 200-27.)

371.6. SCHOOL BUILDINGS AND FURNITURE.

183. **Boston—School committee.** Report of committee of oculists and electricians on the artificial lighting and color schemes of school buildings. 20 p. O. (Boston School Doc. 1907, no. 14.)
Gives chart of colors recommended for walls; of location of lights in standard schoolroom; cuts and full description of the tungsten-light fixtures recommended.
184. **Olsen, J. W.** Rural school architecture. (N. E. A. 50th anniv. vol. p. 141-148.)
Two plans and elevations are given for one and two room buildings costing, respectively, \$800 and \$2,800.
185. **Two recent high schools.** (Architects and builders' magazine, Mar. n. s. 8: 251-65.)
Includes description and plans of the Jersey City high school and the De Witt Clinton high school, New York City.
186. **Wisconsin—Dept. of education.** The school beautiful, by Maud Barnett. 94 p. Q. C. P. Cary, state superintendent, Madison.
Minute, practical suggestions and directions for securing more attractive and healthful school buildings and grounds. Helpful plans and pictures.

371.64. SCHOOL LIBRARIES; LIBRARIES AND SCHOOLS.

See also the papers printed in the N. E. A. Proc. pp. 961-982, under the library department.

187. **Axon, W. E. A.** The library in relation to knowledge and life. (Congress of arts and sciences, Houghton. v. 8, p. 203-15.)
188. **Biagi, Guido.** The library—its past and future. (Congress of arts and sciences, Houghton. v. 8, p. 210-29.)
After sketching the rise and development of libraries, Doctor Biagi forecasts the future, which, he thinks, will be particularly marked by international co-operation, the use of photography, the gramophone, and a greatly increased use of the card.

189. Crunden, F. M. The library in education. (Congress of arts and sciences. Houghton. v. 8, p. 195-202.)
190. MacDowell, L. I. A public school library system. (Educ. rev. Nov., 34: 374-84.)

Contains practical suggestions for the organization of a successful school library. Describes the systems in New York City, Utica, Newark, Baltimore, Chicago, and St. Louis. Lays special stress on the advantages of class libraries.

371.7. SCHOOL HYGIENE.

An important second triennial congress on school hygiene was held in London, August 5-10, 1907. Its papers have not been published, but accounts of the meeting are in Pedagogical Seminary, December, 1907; Nineteenth Century, September, 1907, pp. 388-394, and London Journal of Education for September, 1907, pp. 607-610.

191. Ainge, T. S. The ventilation of school buildings. (Jour. Mich. med. soc. June, 6: 271-80.)
192. Clay, Arthur. School feeding question in England. (Charities, 19 Jan., 17: 698-707.)
- Brief account of the various recent English experiments with this work. Verdict rather against its usefulness.
193. Cronin, J. J. Doctor in the public school. (Rev. of Rev. Apr., 35: 433-40.)
- Startling results of rigid medical inspection in New York City.
194. Douglas, C. C. The laws of health: a handbook on school hygiene. 240 p. D. Blackie, 3s.
- Principally physiological.
195. Elkington, J. S. C. Health in the school; or hygiene for teachers. 192 p. D. Blackie, 2s.
196. McMillan, Margaret. Labour and childhood. 205 p. D. Sonnenschein, 3s. 6d.
- Chapter 9, "The hygiene of instruction," states the case for medical inspection. Chapter 10, "The school doctor in other lands," is an account of what has been done in Germany, mainly in Wiesbaden, while chapter 11, "The school doctor at home," tells what has not been done in England, and why and how more should be done.
- The book is not about child labor, but a study of education through labor, with emphasis upon the part which good health plays in it.
197. New York committee on physical welfare of school children. An examination of the home conditions of 1400 New York school children found by school physicians to have physical defects. (Amer. statistical ass'n. Quarterly publications, June, 10: 271-316.)
- Present the startling conclusion that if the 1,400 children examined are representative American school children there are 12,000,000 children in the United States so defective physically as to need attention. A comprehensive plan of medical inspection and instruction in hygiene is given. This investigation is a result of the now famous Associated Press item from Washington in 1905 that 70,000 New York children went breakfastless to school.
198. Richards, H. M. The medical inspection of school children. (Jour. Royal Sanitary Inst. July, 28: 251-68.)
199. Scott, W. D. Sacrifice of the eyes of school children. (Pop. sci. mo. Oct., 71: 303-12.)

Excessive destruction begins several years earlier than was formerly the case in America, and earlier than is still the case in Germany and other foreign

countries. Badly lighted schoolrooms come in for their share of blame, but author believes the fact that our infants are reading more books both in and out of school is largely responsible for the poor eyesight of children.

371.73. PHYSICAL TRAINING: GYMNASTICS: ATHLETICS.

See also papers printed in the N. E. A. Proc., pp. 925-950.

200. **Derby, R. A.** College athletics. (Outlook, 5 Oct., 87: 254-8.)
Protests against present conditions, and urges the adoption of a new system which will lessen rivalry in intercollegiate athletics and generalize the interest.
201. **Fuld, L. F.** Physical education in Greece and Rome. (Amer. phys. educ. rev. Mar., 12: 1-14.)
202. **Grant, P. S.** Physical deterioration among the poor in America. (No. Amer. rev. 1 Feb., 184: 254-67.)
203. **Hetherington, C. W.** Analysis of problems in college athletics. (Amer. phys. educ. rev. June 12: 154-81.)
204. **Johnson, G. E.** Education by plays and games. 234 p. D. Ginn, 90c.
This revision of a "questionnaire" study in the Pedagogical Seminary in 1894 is a useful and practical contribution from the superintendent of playgrounds, recreation parks, and vacation schools in Pittsburg.
205. **Lowman, G. S.** Regulation and control of competitive sport in the secondary schools in the United States. (Amer. phys. educ. rev. Sept., 12: 241-55; Dec., 12: 307-23.)
A summary of the answers to a questionnaire sent to 881 schools. The September issue includes public schools and the December issue private schools and academies. Author concludes that athletics in academies are in healthier condition and better managed than athletics in public high schools.
206. **Newcomb, Simon.** University athletics. (No. Amer. rev. 21 June, 185: 353-64.)
Condemns present system of athletics. Believes physical development of our students will be best promoted by entirely abandoning intercollegiate contests and making games of strength purely local and personal affairs.
207. **Sargent, D. A.** The academic value of college athletics. (Educ. Feb., 27: 317-25.)
Advocates the recognition of the educational value of physical training and athletics as a remedy for many of the present abuses and evils. Suggests making them essential features of the college curriculum with due academic credit.
208. **Stewardson, L. C.** Physical training and athletics. (Educ. rev. Nov., 34: 385-97.)
A plea for reform in college athletics. What is needed at present is not condemnation, but sympathetic treatment of the whole problem by those who know what sport is.

371.8. STUDENT LIFE, CUSTOMS, SOCIETIES.

209. **Copeland, Arthur.** Men and days in Phi Beta Kappa. 143 p. O. Du Bois, \$1.
A brief account of the origin and growth of the society, with list of chapters, distinguished members, the constitution, and a more particular account of the chapter at Syracuse University by which this volume is issued.

210. **Cronson, Bernard.** Pupil self-government; its theory and practice. 107 p. D. Macmillan, 90c. net.

This work treats first the genesis of the movement and the causes of its success and failure and its relations to the teachers. Obedience is its means, appreciation its method, and life activities its material. As to conditions, there must be a proper ideal, competent principal and teachers, gradual introduction of the scheme, and power to enforce it. One chapter discusses the ethics of the movement, its relations to life, at home, out of doors, in school, and to individual welfare; its influence in enforcing obedience to law, its relations to citizenship, common welfare, the government, and especially the rise of representative government, are treated. There are eight full-page illustrations and plenty of blank sheets for notes. Author is principal of Public School 3, Manhattan, N. Y.

371.9. EDUCATION OF SPECIAL CLASSES.

See also papers printed in N. E. A. Proc., pp. 983-999, under the department of special education

211. **Maennel, B.** (The) auxiliary schools of Germany. 137 p. O. Government printing office. (U. S.—Education Bureau. Bulletin 3, 1907.)

A free translation of Vom Hilfsschulwesen, a recent German account of the educational provisions in that country for backward, defective, and subnormally endowed children. Full statements are given as to admission procedure, health conditions, classification of pupils, the curriculum, and methods of discipline and instruction. The monograph should be useful wherever such work is being done or is to be attempted in this country.

212. **The Psychological clinic:** A journal for the study and treatment of mental retardation and deviation; edited by Lightner Witmer. Published by Psychological clinic press, Philadelphia. \$1 per year.

First number appeared in March, 1907. Published primarily in the interest of a large class of children who manifest different degrees of retardation in mental and moral development. It presents the results of investigation conducted mainly through examination and treatment of individual mental and moral peculiarities. It will also take cognizance of all forms of special work for mentally and physically defective children and juvenile delinquents and dependents. Of interest to physicians, social workers, psychologists, and educators. The following important articles appeared in 1907:

A method for determining the extent and causes of retardation in a city school system, by J. E. Bryan. The fifteen months' training of a feeble-minded child, by Lightner Witmer. Public day schools for backward children, by C. H. Town. Need for special classes in the public schools, by J. D. Hellman. Mental condition of juvenile delinquents, by L. H. Coriat. Retardation through neglect in children of the rich, by Lightner Witmer.

213. **Snedden, D. S.** Administration and educational work of American juvenile reform schools. 207 p. O. Columbia Univ. \$2. (Teachers coll. cont. to educ. no. 12.)

Describes the educational ideals, methods, and results of these institutions, which are so distinctly apart from our general system of public or private education.

214. ——— The public school and juvenile delinquency. (Educ. rev. Apr., 33: 374-85.)

Urges that "between the parent on the one hand (with the cooperation of his church) and the public school on the other (representing the State in its contribution to the custody and education of children) there should be no middle ground left to the unorganized efforts of charity and voluntary effort, however well-meaning these may be."

371.04. NEGRO EDUCATION.

215. **Hampton negro conference.** Eleventh annual report. 109 p. O. Hampton, The institute press. Published as the Hampton bulletin, vol. 3, no. 3.

W. T. B. Williams: Colored public schools. pp. 39-53.

371.95. INDIAN EDUCATION.

See also papers printed in the N. E. A. Proc., pp. 1901-1930, under the department of Indian education. The annual report of the superintendent of United States Indian schools to the Commissioner of Indian Affairs gives current news affecting the education of the Indian.

216. **Indian rights association.** Twenty-fourth annual report for the year 1906. 104 p. O. 1305 Arch st., Phil.

216a. **Lake Mohonk conference of friends of the Indian and other dependent peoples.** Proceedings of the twenty-fifth annual meeting, Oct. 23-25, 1907. 207 p. O. H. C. Phillips, Mohonk lake, N. Y. Gratis.

372. ELEMENTARY EDUCATION.

See the N. E. A. Proc., pp. 475-519, for papers read in the department of elementary education.

For additional material on elementary education see The Elementary School Teacher, published monthly, except during July and August, by the University of Chicago elementary school.

See also nos. 26, 53, 136

All material on child study has been omitted, as this subject is thoroughly covered in the annual bibliography compiled by L. N. Wilson; that for 1906 appears in the Pedagogical Seminars, 14: 329-354.

217. **Bridgman, Alice.** Day by day in the primary school. 3 v. O. Barnes, \$4.

CONTENTS.—v. 1, The autumn months; v. 2, the winter months; v. 3, the spring months.

A programme of suggestions, hints, and directions for enriching, planning, and carrying out schoolroom work on every day of the year. Prepared by a primary teacher who has proved its value in her own school. Covers all subjects. Accompanied by many simple outline sketches and diagrams for blackboard and paper work.

218. **Chapin, C. S.** Departmental teaching in the grammar grades. (Educ. Apr., 27: 505-14.)

A summary of chief arguments pro and con.

219. **Great Britain—Education, Board of.** The education and training of the French primary school teacher. 222 p. O. (Special reports on educational subjects, v. 18.)

More fully described under No. 141.

220. **Horace Mann elementary school.** (Teachers coll. record, Jan., 8: 1-104; May, 8: 167-218; Sept., 8: 249-350.)

Continuing articles which appeared in January and September, 1906, and were devoted to a description of the work in the first, second, and third grades. The January number of the present volume covers the fourth and fifth grades, the May number the sixth grade, and the September number the seventh.

221. **Kilpatrick, V. E.** The adaptation of departmental teaching to elementary schools. (Educ. rev. Apr., 33: 356-67.)

An examination of underlying principles, with a detailed statement of how it may be undertaken by any elementary school.

222. **Thomas, A. B.** (The) first school year; a course of study with selection of lesson material, arranged by months, and correlated for use in the first school year. 208 p. D. Flanagan, 60c.

373.2. KINDERGARTEN.

For additional kindergarten material see the files of the Kindergarten Review, the Kindergarten Primary Magazine, and the N. E. A. Proc., p. 465-74.

223. **International kindergarten union.** Proceedings of the fourteenth annual meeting. New York, April, 1907. 136 p. O. Anna H. Littell, Secy., 3 Forest ave., Dayton, O.

224. **National society for the scientific study of education.** The Kindergarten and its relation to elementary education. 138 p. O. (Yearbook 6, pt. 2.)

Thoughtful papers containing much cogent argument and admirable statement. They are: The psychologic basis of the kindergarten—E. A. Kirkpatrick; An interpretation of some Froebelian principles—Marla Kraus-Boelté; Conservative and progressive phases of kindergarten education—Patty S. Hill; Evolution of the kindergarten problem—Harrlette M. Mills; History of kindergarten influence in elementary education—Nina C. Vandewalker. Reviewed in Kindergarten Magazine, February, 1908, pp. 224-226.

373. PRIVATE SECONDARY SCHOOLS.

Great Britain.

225. **Leach, A. F.** History of Warwick school. 278 p. O. Constable, 10s.
226. **The public schools from within;** a collection of essays on public school education, written chiefly by schoolmasters. 320 p. O. Low, 3s. 6d.
- Thirty-two short chapters on the subjects of instruction, moral and social influences, physical and athletic life, historical and descriptive. Reviewed in Athenæum, May 1, 1907.

375. THE CURRICULUM: METHODS IN SPECIAL BRANCHES.

See also Nos. 169, 392.

All discussions of special subjects are here, whether they concern university, college, special school, secondary or elementary school, except as they relate to college entrance requirements. For those, see section 378.01.

227. **De Garmo, Charles.** Principles of secondary education; a text-book. 290 p. D. Macmillan, \$1.25.

A separate description and analysis of the content of each secondary school study to determine its inherent and comparative educational value, and upon the basis of the values thus established to further determine the best possible combination of studies into curricula. One-third of the book is filled with representative programmes of the various types of secondary schools in this and other countries.

The book is planned as a text-book for college and university classes. A second volume is to follow in 1908.

228. **Greenwood, J. M.** A seven-year course for elementary schools and a five-year course for secondary schools. (Educ. May, 27: 550-55.)

A continuation of the author's argument in Education for April and May, 1903, favoring a seven-year course in the grades. He does not believe that the year thus saved should be added to the high school course.

375.04. ELECTIVE STUDIES.

229. **Adams, C. F.** Some modern college tendencies. (In his Three Phi Beta Kappa Addresses. Houghton, \$1. p. 101-147.)

A summary of objections to the elective system. Here a "Supplementary Note" added since this address was first printed in Educational Review, 32: 132. Mr. Adams replies to his critics.

375.3. THE TEACHING OF THEOLOGY.

230. **Boric, A. A.** The education of a minister. (Bibliotheca sacra, Apr., 64: 283-08.)

The great need is "real effective training of the minister with some relation to the things he is going to do."

231. **Berle, A. A.** Rout of the theological schools. (Bibliotheca sacra, July, 64: 566-87.)
232. **Buckham, J. W.** Modern theological education. (Bibliotheca sacra, Jan., 64: 135-47.)

Discusses the curriculum of theological seminaries, and states that a comparison of the courses offered by prominent seminaries of different denominations proves that all theological education is in a state of transition.

375.3. THE TEACHING OF SOCIOLOGY.

233. **Ellwood, C. A.** How should sociology be taught as a college or university subject? (Amer. jour. of soc. Mar., 12: 588-96.)

375.34. LEGAL EDUCATION.

234. **American law school review; an intercollegiate law journal.** v. 2, Nov. 1906 to Dec. 1907; 3 numbers. West pub. co.

Reports the annual meeting of the Association of American Law Schools, and prints short articles of value and interest to law students.

235. **Symposium on the value of humanistic, particularly classical, studies as a preparation for the study of law, from the point of view of the profession.** (School rev. June, 15: 409-35.)

- I. Value to the lawyer of training in the classics, by Merritt Starr.
 - II. Study of Greek and Latin as a preparation for the study of law, by Lyden Evans.
 - III. Humanistic, and particularly classical, studies as a preparation for the law, by H. B. Hutchins.
 - IV. Discussion of first three papers, by H. P. Davock.
 - V. Discussion of the first three papers, by H. E. Spalding.
 - VI. Concluding remarks, by L. I. Barbour.
 - VII. Appendix to paper of Mr. Merritt Starr.
- Papers read at the Classical Conference at Ann Arbor, Mich., March, 1907.

236. **Vance, W. R.** Legal education in the South. (Geo. Washington univ. bulletin. v. 6, no. 3, p. 18-27.)

Also in Proceedings of the American Bar Association, 1907. An account on present conditions and opportunities.

375.4. LANGUAGE IN THE CURRICULUM.

237. **O'Shea, M. V.** Linguistic development and education. 347 p. D. Macmillan, \$1.25.

A study of the psychology of linguistic development in young children and its relations to and significance in the formal teaching of languages. The study is based upon close observation of several children (the author's own, we strongly suspect) for a term of years, upon the results of experimental language teaching in model schools, and upon personal investigations of methods of language teaching at home and abroad.

375.5. SCIENCE IN THE CURRICULUM.

238. **Mann, C. R.** The meaning of the movement for the reform of science teaching. (Educ. rev. June, 34: 13-25.)

Read at annual meeting of North Central Association of Colleges and Secondary Schools at Chicago, March, 1907.

239. **New York state science teachers association.** Proceedings of the eleventh annual conference, N. Y. City. Dec. 20-27, 1906. 185 p. O. Albany, Educ. dept. No price. (Secondary education bulletin 34.)

240. Woodhull, J. F. Science for culture. (School rev. Feb., 15: 123-33.)
Science can make for humanism instead of, as too often now, for mere information and utility. To do so, however, it should be divorced from syllabus and examination.

375.507. NATURE STUDY.

For additional material on nature study consult the files of the Nature Study Review. Material on school gardens is found in section 375.63.

241. Bigelow, E. F. (The) spirit of nature study; a book of social suggestion and sympathy for all who love or teach nature. 222 p. D. A. S. Barnes & Co., \$1.

375.51. MATHEMATICS.

242. Myers, G. W. The year's progress in the mathematical work of the University high school. (School review, Oct., 15: 576-93.)

Describes the methods in use at the Chicago University high schools for testing a modern curriculum for high school mathematics.

243. Newcomb, Simon. The teaching of arithmetic. (N. E. A. 50th anniv. vol. p. 86-102.)

244. Tilley, C. E. Accuracy in mathematics and science. (Educ. Apr., 27: 467-77.)

How to secure it in greater measure.

245. Young, J. W. A. (The) teaching of mathematics in the elementary and the secondary school. 351 p. O. Longmans, Green & Co., \$1.50.

An exposition of the pedagogy of mathematics in elementary and secondary grades. Various distinct methods are described and compared. Many useful miscellaneous points of method and mode are treated. Chapters on the preparation of the teacher and the material equipment are followed by the most extensive and important part of the book, the teaching of arithmetic, geometry, and algebra. Full bibliographies accompany the text.

375.6. TECHNICAL AND INDUSTRIAL EDUCATION; ENGINEERING.

See also papers printed in the N. E. A. Proc., pp. 1031-1061, under the department of technical education. See also section 371.42, manual training, and No. 412 below.

240. Behrend, B. A. Engineering education. 26 p. Q. B. A. Behrend, S. Norwood, Ohio, gratis.

Reprinted from the Electrical World, January 5, 1907.

247. Burks, J. D. Democracy in education. (Elem. school teacher, Nov., 8: 130-42.)

An argument for the introduction of vocational training into the public schools. Shows that the loss of pupils in the upper elementary grades is due to the ill-adaptation of our educational organization. Concludes that adequate provision for vocational training, beginning at about the sixth year of school, would tend to prolong the school life and increase the vocational efficiency of the great mass of children.

Also in N. E. A. Proceedings, 1907, pp. 787-796, with different title.

248. Citizens' trade school convention. Proceedings and addresses given at Indianapolis, June 10-12, 1907. 53 p. O. Winona Technical Institute, gratis.

Addresses by Frank Gunsaulus, J. A. Emery, P. M. Kitag, Walter H. Page, J. W. Van Cleave, Anthony Ittner, Arthur D. Dean.

249. **Draper, A. S.** Our children, our schools and our industries. 48 p. O. N. Y. State Educational dep't, gratis.
A strong showing of the utter inadequacy of American facilities for trade and industrial education, as compared especially with Germany.
250. **Duncan, R. K.** Temporary industrial fellowships at Kansas University. (No. Amer. rev. 3 May, 185: 54-62.)
Established by commercial houses.
251. **Haney, J. P.** Vocational work for the elementary schools. (Educ. rev. Nov., 34: 335-46.)
Considers the necessity of offering some form of vocational training in the elementary school, and recommends that for certain schools a modified form of the course of study be arranged to permit vocational training in the seventh and eighth years.
252. **Howard, E. D.** Cause and extent of the recent industrial progress of Germany. 147 p. O. Houghton, \$1.
In a chapter on industrial education stress is laid upon the intimate relation of school training to vocation. The character and extent of the general and industrial continuation schools are described.
253. **Industrial education.** (School rev. May, 15: 375-90.)
Symposium by C. H. Thurber, H. J. Skeffington, and C. W. Hubbard at Harvard Teachers' Association. Second paper discusses the attitude of the trade-union and workingman. Third paper outlines effective industrial schools for a small factory community.
254. **Jackson, D. C.** Relations of engineering schools to polytechnic industrial education. (Science, 26 July, n. s. 26: 104-11.)
255. **Jones, A. J.** (The) continuation school in the United States. 157 p. O. Government printing office. (U. S.—Education Bureau. Bulletin 1, 1907.)
This monograph argues the need of such schools by statistics showing the rapid decline of school attendance after the age of industrial worth is reached. It indicates briefly how much more extensive and efficient German and English schools of this type are than our own. The work of many typical American schools is described, and finally the place and purpose of the continuation school in our system of education are defined.
256. **Kehew, M. M., ed.** The movement for industrial education (Charities and the commons, 5 Oct., 19: 803-04.)
A survey of present opportunities and immediate and future needs in the vocational training of American boys and girls.
CONTENTS.—H. S. Pritchett—A national society for the promotion of industrial education. B. M. Kingsbury—What is ahead for the untrained child in industry? Ralph Albertson—Decay of apprenticeship. F. H. Hanus—Industrial education in Massachusetts. C. F. Warner—Industrial training in the public schools. C. R. Richards—Private trade schools for boys. M. S. Woolman—Private trade schools for girls. F. M. Marshall—The public school and the girl wage-earner. B. A. Woods—Industrial education from the social worker's standpoint. A. G. Bookwalter—Continuation work.
257. **Mass.—Commission on industrial education.** First annual report. 71 p. O. State printers. (Public document 76.)
Massachusetts appreciates the need for and possibilities in industrial education, and in providing an effective machinery for moving in the matter. This report of a permanent commission takes as a starting point the conclusions presented by a preliminary commission last year. It covers less than a year, is inevitably little more than a clearing of the ground and a statement of the most obvious and urgent parts of a programme, chief among which is cooperation

with local authorities in the founding of schools for technical and industrial education; yet it is of great interest and suggestiveness as indicating some conclusions and problems which have been reached by a careful study of the situation in one of our greatest industrial States.

258. **National association of manufacturers**—Committee on industrial education. Report at twelfth annual convention, N. Y. City, May 20-22, 1907. (In Proceedings, p. 110-38.)

Discusses the necessity for trade schools and the attitude of labor unions toward them, and describes some of the newer American technical schools.

259. **National education association.** Report of the committee on industrial education in schools for rural communities. (In N. E. A. Proc. 409-54.)

Supplementary to report of July, 1905. Describes some effective and successful experiments in industrial education.

260. **National society for the promotion of industrial education.** Bulletins 1 to 4. 1907. C. R. Richards, Teachers college, N. Y. City.

1. Proceedings of the organization meetings.
2. Bibliography on industrial education.
3. Symposium on industrial education.
4. Industrial training for women, by Florence M. Marshall.

261. **Person, H. S.** Industrial education; a system of training for men entering upon trade and commerce. 86 p. O. Houghton, \$1.

This volume, which is one of the prize essays in the Hart, Schaffner & Marx series, deals with the training required by young men who would fit themselves for the higher positions in industry or commerce, and the need of providing such training in the United States. The need is now generally admitted. The author's opinion clearly is that while commercial training should be offered in high schools, collegiate courses, and professional departments, the ideal conditions can be found only in distinctly professional instruction, open solely to those who have already completed a liberal education. The question here raised is a large one, about which, as is well known, there is serious difference of opinion.

262. **Richards, C. R.** The problem of industrial education. (Manual training mag., April, 8: 125-32.)

Brief analysis of the economic, social, and educational aspects of the problem, with a statement of the functions and limitations of the various existing agencies for industrial training.

263. **Rollins, Frank.** Industrial education and culture. (Educ. rev. Dec., 34: 494-503.)

Address before Schoolmasters' Association of New York and Vicinity, Oct., 1907.

264. **Sadler, M. E., ed.** Continuation schools in England and elsewhere; their place in the educational system of an industrial and commercial state. 779 p. O. Sherratt & Hughes, 8s. 6d. (University of Manchester publications. Educational ser. No. 1.)

An important volume, in which are collected careful and competent accounts of the history and present status in Great Britain, of the various agencies for "further education," with 8 brief chapters on such schools in the chief European countries and the United States. The contributions of 18 different authors have been carefully edited by Professor Sadler (himself a considerable contributor), and the result is a veritable cyclopedia of information hitherto widely scattered or quite nonexistent.

265. **Snowden, A. A.** The industrial improvement schools of Wuerttemberg. (Teachers coll. record, Nov., 8: 351-423.)

Report presented is the outcome of some weeks spent in Wuerttemberg during an investigation of vocational training in Europe.

"It sets forth briefly the economic conditions which hold in the kingdom of Wuerttemberg, the natural resources of the country, and the system of transportation. It then traces the development in this environment of the system of industrial schools and the service which they render in the upbuilding and maintenance of the state."

It also includes a brief description of other industrial and commercial schools of the kingdom, and an outline of the activities of the Wuerttemberg central bureau for industry and commerce.

266. **Social education quarterly**. June, 1907. 97 p. O.

Contains the following papers: The place of industrial education in the common school system, by F. P. Fish. Industrial education in a prairie State, by E. B. Andrews. American industrial training as compared with European, by F. A. Vanderlip. The problem of industrial education, by C. R. Richards. The needs from the manufacturers' standpoint, by M. W. Alexander. The importance of industrial education to the workman, by John Golden. Bearings of industrial education upon social conditions, by R. A. Woods.

267. **Stratton, G. F.** Rising industrial problems: the new apprenticeship. (Eng. Mag. Dec., 34: 401-13.)

Indicates that the attitude of trade unions is hostile to attempts to recruit industrial workers through trade schools, but that they prefer and encourage shop training.

268. **Vanderlip, F. A.** Trade schools and labor unions. (In *Business and education*. Duffield, \$1.50. p. 56-81.)

Great emphasis is laid upon the need for continuation trade schools to train, not the captains of industry, but the rank and file of the American industrial army. The German schools of this sort are cited as good examples. The slight comments on the attitude of labor and labor unions to such training are unimportant and argue that better-trained workmen will change the labor view point.

375.61. MEDICAL EDUCATION.

See also section 371.7 for material on school hygiene and medical inspection of schools. A list of American medical schools is in *Journal of the American Medical Association*, August, 1907, 49: 576-96.

269. **American academy of medicine.** Report of the committee on the value of the first degree in our American colleges. (Amer. acad. of med. Bulletin, Aug., 8: 193-248.)

Final report presented to 32d annual meeting of the American Academy of Medicine, at Atlantic City, June 1, 1907. A full discussion of the academic problems of medical education. While no conclusions were definitely stated, the tenor of the report indicated opposition to a full college course before the medical school, but favored a combined college and medical course, with subjects closely related to medicine begun early in the college work. A conference was recommended to discuss the subject further, which met in Pittsburg, January 1-2, 1908, and its discussions appear in the Bulletin for February, 1908.

270. **Armstrong, H. E.** The reform of the medical curriculum: a problem in technical education. (Science progress in the 20th century, 1: 544-56.)

Rejoinder by J. Wade, pp. 635-649.

271. **Conference on the teaching of hygiene and temperance in the universities and schools of the British Empire.** 120 p. D. John Bale, Sons & Danielsson. 2s.

Held in London, April 23, 1907. The papers discuss the teaching of these subjects in Canada, Australia, New Zealand, France, Scandinavia, and England.

272. **Long, J. H.** Preliminary medical education. (Science, 11 Oct., n. s. 28: 467-64.)

Based on a report to the council on medical education of the American Medical Association, April 20, 1907, which is in the *Journal of the American Medical Association* for May, 1907.

273. **Medical education in Scotland.** (Scottish med. and surg. jour. Oct., 21: 325-66.)
 Gives curriculum and regulations at Edinburgh, Glasgow, and Aberdeen universities.
274. **Nutting, M. A.** The education and professional position of nurses. U. S.—Education, Comm'r of. Report for 1906, 1: 155-205.)
 A monograph prepared in 1904. Considers the subject in the United States only.
275. ——— and **Dock, L. L.** History of nursing. 2 v. O. Putnam, \$5.
 Chapters 4, 8, and 9, in volume 2, narrate the founding of the first training schools for nurses in England and America.
276. **Semon, Felix.** English and German education: a parallel. (British med. jour. Nov., 118: 1197-1206.)
 Address delivered at opening meeting of medical society of Manchester, October 16, 1907. A detailed comparison of the methods of medical education in Great Britain and Germany. Advocates modification of the present English preliminary education.
277. **Tucker, W. G.** Educational democracy. 23 p. O. Albany, no price.
 Reprinted from Albany Medical Annals, November, 1907, and in Science for November 8, 1907. Address delivered at the opening of seventy-seventh session of the Albany Medical College, September 24, 1907. Criticises the tendency toward absolute control of the practice of medicine by State licensing boards, and indicates some of the present tendencies in medical education which call for restraint.
278. **Williams, W. R.** The teaching of medicine. (Educ. rev. Dec., 34: 466-77.)
 Traces the growth of instruction, beginning with the methods in ancient Greece. Deals with American conditions, showing the present tendency to increase opportunities for gaining practical knowledge.
- 375.63. AGRICULTURAL EDUCATION.
- See also papers printed in the N. E. A. Proc. pp. 1093-1084, under the conference of national committee on agricultural education.
279. **Association of American agricultural colleges and experiment stations.**
 Proceedings of the twentieth annual convention held at Baton Rouge, La., Nov. 14-16, 1906, and twenty-first annual convention held at Lansing, Mich., May 23-30, 1907. O. (U. S.—Experiment stations, Office of, Bulletins 184, 196.)
280. **Channing, F. A.** What agricultural education means to-day. (Educ. rev. May, 87: 785-97.)
 Deals with conditions in England. Shows that the most urgent need is rural secondary schools.
281. **Crosby, D. J.** Exercises in elementary agriculture—Plant production. 64 p. O. Government printing office. (Office of experiment stations, Bulletin 180.)
 A laboratory guide for teachers, showing what may be done with simple exercises and inexpensive apparatus.
282. **Davis, C. W.** Rural school agriculture. 300 p. D. Orange Judd co., \$1.
283. **Hes, George.** Dr. Robertson's work for the training of Canadian farmers. (Rev. of Rev. Nov., 36: 576-84.)

284. **Jewell, J. R.** Agricultural education, including nature study and school gardens. 140 p. O. Government printing office. (U. S.—Education Bureau. Bulletin 2, 1907.)
 "Presents an unusually comprehensive survey of the provisions for agricultural education and for instruction in closely related lines in various parts of the world, but with especial reference to the United States."
285. **Latter, L. R.** School gardening for little children. 167 p. D. Sonnenschein, 2s. 6d.
 Aims to show the place of nature teaching in kindergartens and schools and the method by which the subject should be approached with young children. Originally printed in *The Practical Teacher*.
286. **Medd, J. C.** Agricultural education in the United Kingdom. (Nineteenth cent. Jan., 61: 108-18.)
 Shows the need of national supervision of agricultural education and offers suggestions for improving the present teaching of the subject.
287. ---- The Village school. (Nineteenth cent. Nov., 62: 758-63.)
 Elementary agricultural education and school gardens in England.
288. **N. Y. (state)—Education department.** Syllabus for secondary schools; Agriculture. 37 p. O. Albany, no price.
 Outline of a 3-period course for one year, preferably in the second year of high school. Reference books are suggested and many laboratory exercises described.
289. **Roosevelt, Theodore.** The man who works with his hands; address at the semi-centennial of the founding of agricultural colleges in the United States at Lansing, Mich., May 31, 1907. 14 p. O. (U. S. Dept. of Agriculture. Circular 24.)
290. **Somerville, William.** (The) place of rural economy in a university curriculum; an inaugural lecture delivered at the schools on February 1, 1907. 28 p. O. Clarendon Press, 35c.
 Mr. Somerville is the present Sibthorpean professor of rural economy at Oxford. A review of the creation and development of higher agricultural education in England, and a sketch of possible further developments in it as a subject of instruction and research at Oxford.
291. **The teaching of agriculture in the schools of France and Belgium.** (U. S.—Education, Comm'r of. Report for 1905. 1: 87-96.)
 Gives outlines of courses in schools of all grades and compares the work in France and England.
292. **Tormay, Béla de.** Agricultural instruction in the kingdom of Hungary. (N. E. A. 50th anniv. vol. p. 445-451.)
293. **Watkins, W. E., and Lowman, A.** School gardening. 103 p. D. Philip, 2s. 6d.

375.04. DOMESTIC SCIENCE.

294. **Creighton, Louise.** Some modern ideas about women's education. (Nineteenth cent. Oct., 62: 578-86.)
 Discusses the proper scope for the teaching of domestic economy in the schools of England. Believes "there is ground for fear that the higher side of women's education will not be sufficiently taken into account by the education authorities and that utilitarian considerations will be allowed too much scope." Also in *Littell's Living Age*, 255: 408-10.
 Mainly a protest against what the author would call the new craze of teaching domestic science to girls. She questions whether there is any scientific basis for such teaching.

296. **Great Britain—Education, Board of.** School training for the home duties of women. Part 3. 121 p. O. (Special reports on educational subjects. v. 19.)

The domestic training of girls in Germany and Austria in elementary, secondary, technical, and continuation schools.

375.66. **COMMERCIAL EDUCATION.**

See also papers printed in N. E. A. Proc., pp. 877-903, under the department of business education.

296. **Heelis, F.** How to teach business training. 156 p. D. Pitman and sons, 28. 6d.

A guide for the commercial master in day and evening schools.

297. **Jastrow, Joseph.** Higher education for business men in the United States and Germany. (U. S.—Education, Comm'r of. Report for 1905. 1: 97-110.)

Translated from Berliner Jahrbuch für Handel und Industrie, 1904, volume 1. The author was sent by the Berlin chamber of commerce to study American methods of preparing young men for business.

298. **Social education quarterly.** June, 1907. 97 p. O.

Contains the following papers: Domestic and international commerce, by W. P. V. n. The social improvement of grammar school graduates in business life, by A. Filene. The effect upon the community consequent upon the thorough training of young women to enter business life, by Henry Lefavour. The functions of the university in commercial education, by J. T. Young.

375.7. **ART EDUCATION.**

See also papers printed in the N. E. A. Proc., pp. 821-848, under the department of art education, and the files of The School Arts Book.

299. **American institute of architects.** Committee on education. Report at Chicago, Nov. 19, 1907. 9 p. O.

300. **Cram, R. A.** Architectural education in the United States. (In his Gothic quest. Baker and Taylor, \$1.50. p. 323-55.)

Especially during the last decade.

301. **Ives, H. C.** Art education an important factor in industrial development. (U. S.—Education, Comm'r of. Report for 1905. 1: 155-83.)

375.78. **MUSICAL EDUCATION.**

See also papers printed in the N. E. A. Proc., pp. 849-870, under the department of music education.

302. **Johnson, C. E.** (The) training of boys' voices. 60 p. O. Oliver Ditson Co., 75c.

Author is a choirmaster. One chapter is on "Music in schools," and following the one on "Selection of music for boys' voices" there are lists of sacred and secular music suited to boys' voices.

375.82. **ENGLISH LANGUAGE AND LITERATURE IN THE CURRICULUM.**

See also Nos. 411, 414.

303. **Baker, G. P.** Travelers' English. (Educ. Apr., 27: 448-57.)

Criticizes the careless, everyday English of the average undergraduate. Pleads for simple, accurate English. Believes the prevalent inaccurate English of students could be avoided if each school required that the English of its pupils in translations from French, German, Latin, or Greek, and reports and exercises of all kinds should be regarded in assigning the mark for the course in question. In an article on pp. 458-466 Doctor Thorndike points out the bearing of psychology on the question of securing accuracy by formal methods.

304. **Course of study in English.** The call for it, the character of it and the construction of it. Report of the New England ass'n of teachers of English. (School rev. Oct., 15:559-75.)

Concludes that a syllabus in English is needed; that it should be catholic enough to exercise a steady and unifying influence over a wide area.

305. **Greenwood, J. M.** Language teaching. (Educ. rev. June, 34:26-36.)

From report of city superintendent of schools, Kansas City, Mo. Full of practical suggestions. Believes best results are reached when pupils are so taught that instruction leads them to consecutive thought in expressing themselves in writing and conversation.

306. **Hartog, P. J., and Langdon, A. H.** The writing of English. 176 p. D. Frowde, 2s. 6d.

Text of this book is "The English boy cannot write English;" the author points out the almost total lack of effective language training in English schools, and compares it with mother-tongue teaching in France, greatly to the credit of the latter. This book is a distinct contribution to history of style.

307. **Logan, J. D.** Quantitative punctuation; a new practical method based on the evolution of the literary sentence in modern English prose. 45 p. D. William Briggs, Toronto, 50c.

308. **MacClintock, P. L.** Literature in the elementary school. 306 p. D. Univ. of Chicago Press, \$1.

This book, the central matter of which appeared in Elementary School Teacher in 1902 and a synopsis in 1904, is the fruit of several years' experience in teaching literature in Prof. John Dewey's laboratory school at the University of Chicago. The book lays special stress on care in choosing material and in viva voce presentation.

309. **Mahy, M. C.** Aesthetic appreciation of literature in secondary education. (School rev. Dec., 15:731-43.)

A protest against the statement that no secondary teacher can hope for more than intellectual appreciation of the masterpieces of literature on the part of pupils.

310. **Robertson, S. A.** The teaching of English in schools which study no foreign language. (Jour. of educ. (Lond.) Apr., n. s. 29:290-90.)

311. **Spaulding, F. E., and Bryce, C. T.** Learning to read; a manual for teachers. 219 p. D. Newson & Co., 60c.

Chapter 1 explains the method, which lays special stress on phonetics; chapter 2 describes books, charts, and other materials, chief among which are phonic and rhyme charts; chapters 3 and 4 describe in detail the application of the method.

312. **Tanner, G. W.** Report of the committee appointed by the English conference to inquire into the teaching of English in the high schools of the middle west. (School rev. Jan., 15:32-45.)

Scope of inquiry included the attitude of the high school teacher toward the college-entrance requirements, and outside or home reading of pupils. Tabulates answers to a questionnaire sent 67 schools on the conference list. Summing up the objections and commendations it is shown that a broadening of the college-entrance requirements is what is needed to meet the various conditions in different schools and the different personalities of the teachers.

313. **Trueblood, T. C.** Forensic training in college. (Educ. Mar., 27:381-92.)

Author is professor of elocution and oratory in University of Michigan. Describes college courses in elocution, oratory, and debating. Shows the opportunities offered for public work and the benefits derived by students. Lays special stress upon the value of intercollegiate debates, and mentions several of the leagues and systems in vogue.

375.84. MODERN LANGUAGES IN THE CURRICULUM.

314. **Benson, A. C.** The place of modern languages in the secondary curriculum. (Jour. of educ. (Lond.) Feb., n. s. 28: 117-21.)

President's address at annual conference of the Modern Language Association at Durham, January 4, 1907.

Urges reform in linguistic training, and condemns the old theory of the value of classical education as no longer practical. Claims that for the average boy a single modern language, preferably French, should be made the basis of linguistic instruction.

315. **Brereton, Cloudesley.** Idola pulpitorum: the pitfalls of the practical teacher—French. (Jour. of educ. (Lond.) Feb.-Mar., n. s. 28: 109-11 and 179-81.)

Accent, grammar, translation, composition, choice of books, etc.

316. ———. The teaching of modern languages in England. (N. E. A. 50th anniv. vol. p. 366-377.)

French should be the first modern language studied, and it may profitably be begun at nine or earlier.

317. **Grandgent, C. H.** Is modern language teaching a failure? (School rev. Sept., 15: 513-34.)

Address before joint session of the classical and modern language conferences at Ann Arbor, March, 1907. States that the present instruction is still vastly inferior to that of the classics, and as the modern tongues to a considerable extent have replaced Greek and Latin in the secondary school curriculum and in the ordinary college training, no instruction in them can be regarded as satisfactory which does not produce results comparable to those derived from the study of the old humanities. Seeks to discover the obstacles that have up to this time prevented success.

318. **Lawton, W. C.** A Hellenist's view of Italian. (Educ. rev. June, 34: 37-46.)

Italian is more suitable, more practical, and more illuminating than French as the first stage toward the serious scholastic mastery of romance languages and literature. It should be widely if not generally taught in secondary schools, and be pushed vigorously to the front in every college.

319. **Why should the teacher of German have a knowledge of phonetics?** Symposium by A. C. von Noë, Edith Clawson, Paul O. Kern. (School rev. Jan., 15: 46-60.)

375.88. THE CLASSICS IN THE CURRICULUM.

For further material as to the place and value of Latin and Greek in the school programme, consult the files of The Classical Journal.

320. **Adams, C. F.** A college fetter. (In his Three phi beta kappa addresses.) (Houghton, \$1. p. 5-48.)

Although delivered and printed twenty-five years ago, this address, denouncing the way in which college Greek is taught and questioning the use of compulsory teaching of it at all, is still pertinent and worth notice here.

321. **Kelsey, F. W.** The position of Latin and Greek in American universities. (Educ. rev. Jan.-Feb., 33: 59-76, 162-76.)

Continuing article in same review for December, 1906; these installments discuss the value of the classics as educational instruments and the inadequate amount of time accorded them in the curricula of our secondary and higher schools. Professor Kelsey's papers are, of course, special pleading, and are in turn discussed by Irving King in same review for May, 1907, who shows that some of the common arguments used in support of classical studies are open to serious question, but believes they will continue to have a very definite

and permanent place in modern civilization, and in the final readjustment will occupy no less dignified position than they do to-day, for they will have definitely allied themselves with modern life and modern needs.

322. **Page, T. E.** Classical studies. (Educ. rev. Sept., 34: 144-50.)

Considers the change in the position of classical studies in the English public schools during the last fifty years. Shows that the danger of sacrificing and difficulty of retaining are equally clear, and that means for avoiding both is the chief problem of the public school of to-day. Reprinted from the London Times.

323. **Paulsen, Friedrich.** Humanistic vs. realistic education. (Educ. rev. Jan., 33: 36-45.)

Translation of a chapter in *Lexis: Die Reform des höhern Schulwesens in Preussen*. Contrasts the value of classical and that of scientific education, with special reference to the schools of Germany.

324. **Rouse, W. H. D., ed.** (The) year's work in classical studies, 1906. 140 p. O. Murray, 2s. 6d.

The first number of a new annual under the auspices of the Classical Association, designed to inform teachers of classical subjects of important progress throughout the world.

325. **Symposium on the value of humanistic, particularly classical, studies as a preparation for the study of law, from the point of view of the profession.** (School rev. June, 15: 409-35.)

375.9. HISTORY IN THE CURRICULUM.

326. **Cauchie, Alfred.** The teaching of history at Louvain. (Catholic univ. bulletin, Oct., 13: 515-61.)

Descriptive sketch of the practical and theoretical courses in the historical department of Louvain University.

327. **Larned, J. N.** The peace-teaching of history. (Jour. of social science, no. 45: 175-88.)

The staple of history has always been war. That should be less emphasized and different social lessons drawn from it.

375.91. GEOGRAPHY IN THE CURRICULUM.

The *Journal of Geography*, New York, and the *Geographical Teacher*, London, are especially devoted to the interests of teachers of geography.

328. **Gibbs, David.** The pedagogy of geography. (Ped. sem. Mar., 14: 39-100.)

Includes an historical review of text-books and methods of teaching the subject in elementary and higher schools in Europe and the United States. Outlines an elementary course.

376. EDUCATION OF WOMEN.

See also Nos. 27, 295.

329. **Beale, Dorothea.** Secondary education of girls in England during the past fifty years. (N. E. A. 50th anniv. vol. p. 377-86.)

330. **Burstaff, S. A.** English high schools for girls: their aims, organization and management. 243 p. D. Longmans, \$1.25.

Author is head mistress of the Manchester high school for girls. The book sketches the characteristic aims, organization, and methods of the English high school for girls as it exists to-day.

331. **Creighton, Louise.** Some modern ideas about women's education. (Nineteenth cent. Oct., (2): 578-80.)
Discusses the proper scope for the teaching of domestic economy in the schools of England. Believes "there is ground for fear that the higher side of women's education will not be sufficiently taken into account by the education authorities and that utilitarian considerations will be allowed too much scope." Also in *Littell's Living Age*, 255: 408-10.
332. **Girls' school year book; public schools, 1907.** 515 p. D. Sonnenschein, 2s. 6d.
- Second year. A concise, comprehensive record of all matters of interest to parents, school mistresses, and girls in connection with English secondary education.
333. **Howe, E. M.** The southern girl; a neglected asset. (*Educ. rev. Mar.*, 33: 288-97.)
States that the supreme need of the South is the better education of the southern girl, and suggests its accomplishment by: (1) Good secondary schools, adequately endowed; (2) establishment of scholarships in northern colleges for southern girls; (3) generous increase in the endowment of their best home colleges.
334. **Marshall, F. M.** Industrial training for women. 50 p. O. (*Nat. soc. for the promotion of industrial education. Bulletin 4.*)
Discusses the changed position of women in industry, their opportunities for effective work, and some practical schemes for their training in particular trades. See also Nos. 256, 260, 295, above.
335. **Paine, H. E.** The life of Eliza Baylies Wheaton: a chapter in the history of the higher education of women, prepared for the alumnae of Wheaton Seminary. 286 p. O. \$1.25.
336. **Paulsen, Friedrich.** The modern system of higher education for women in Prussia. (*N. E. A. 50th anniv. vol.* p. 395-408.)
337. **Sée, Camille.** The secondary education of girls in France. (*N. E. A. 50th anniv. vol.* p. 380-95.)
338. **Shields, T. E.** The education of our girls. 299 p. D. Benziger, \$1.
The pronoun in the title means Roman Catholic. Under a slender thread of story and dialogue the author brings forward typical views on both sides of the question of coeducation. The conclusion reached is plainly in favor of the higher education of women, but not under coeducational conditions.

376.7. COEDUCATION.

339. **Sachs, Julius.** Co-education in the United States. (*Educ. rev. Mar.*, 33: 298-305.)
Claims that its disadvantages outweigh its advantages. While thoroughly in place in elementary schools, it is of doubtful value in secondary schools and colleges. Predicts a change in the general attitude toward the question. Translated by the author from the German in *Die Wissenschaften*, June, 1906.
340. **Van Hise, C. R.** Educational tendencies in state universities. (*Educ. rev.* 34: 504-20.)
This paper is devoted especially to the problem of coeducation, showing that the natural segregation of the sexes is an educational tendency which must be provided for, otherwise coeducation will be weakened.

377. RELIGIOUS AND MORAL EDUCATION.

341. **Archibald, E. J.** (The) primary department. 91 p. D. Sunday school times, 50c.

342. Cabot, E. L. An experiment in the teaching of ethics. (Educ. rev. Dec., 34: 433-47.)

Author is a teacher of twelve years' experience in a girls' school, who believes the study of ethics can be made as outgoing, enlarging, and free from false self-reference as the study of history or literature.

343. Coe, G. A. The reason and the functions of general religious education. (Congress of arts and sciences. Houghton. v. 8, p. 271-81.)

344. Cope, H. F. The modern Sunday school in principle and practice. 203 p. D. Revell, \$1.

Historical and administrative rather than pedagogical. Twenty short chapters on different phases of Sunday-school work. Brief, but full of suggestions. The author is general secretary of the Religious Education Association.

345. Du Bois, Patterson. The culture of justice; a mode of moral education and of social reform. 282 p. S. Dodd, Mead, 75c.

An argument that neither love nor justice alone, but love and justice are the fundamental moral and social principles. The book elaborates this theory in its first half; in the concluding chapters it treats of specific applications to the training of children, and considers obedience, punishment, and money as means of moral training. Parents and teachers will find here a restatement of some old ideals.

346. Ellis, Havelock. Religion and the child. (Nineteenth cent. May, 61: 764-75.)

Characteristics of the child mind have not been taken into account in dealing with the religious instruction problem. "In the wrangle over teaching of religion in schools we have failed to realize that fundamental notions of morality are a far more essential part of school training."

347. Hart, M. A. The normal training of the child. 55 p. S. Christian pub. co., 25c.

Earnest paragraphs on preparation for, method and content of, religious instruction.

348. Hervey, W. L. How may the teaching of religion be made potent for morality. (Congress of arts and sciences. Houghton. v. 8, p. 282-93.)

349. Lodge, Oliver. Religious education of children. (No. Amer. rev. Aug., 185: 696-710.)

Discusses proper scope of, and materials for, imparting religious instruction to the young. Also in Contemp. Review, Aug., 92: 153-84.

350. Moral training in the public schools; the California prize essays. 203 p. D. Ginn, \$1.50.

Essays by C. E. Rugh, T. P. Stevenson, E. D. Starbuck, Frank Cramer, G. E. Myers. The traditional American policy of a secular school system and present American conditions are assumed by each writer as a basis. Mr. Stevenson's essay describes several of the strongest plans which have been urged for grafting formal religious or moral instruction on our public school system.

351. Religious education association. The materials of religious education; being the principal papers presented at, and the proceedings of the fourth general convention, Rochester, N. Y., Feb. 5-7, 1907. 379 p. O. Rel. educ. assoc., 153 La Salle st., Chicago, \$2.

Over 40 brief papers, most of them by writers whose names challenge attention. The most important are on the large social phases of moral and religious ideals and the efforts to attain them through formal education.

352. **Rogers, C. F.** The education question: foreign parallels. (Church quar. rev. Oct., 65: 1-17.)
How the religious question is handled in other European countries.
353. **Sisson, E. O.** The spirit and value of Prussian religious instruction. (Amer. Jour. of theol. Apr., 11: 250-68.)
Religious instruction is regarded in Prussia as an indispensable element in any complete school course, but in its present form it stands in need of radical and extensive reform.
354. **Stebbins, F. V.** (The) home department of today. 128 p. D. Sunday school times, 25c.
Full of practical suggestions for the conduct of this rather new phase of Sunday-school work.
355. **Wenner, G. U.** Religious education and the public school: an American problem. 163 p. D. Bonnell, Silver, 75c.
Urging the public school authorities of the country to unite in giving up Wednesday afternoon to permit children to attend formal religious instruction in their own churches. This plan is discussed by S. R. Delany in Education for May, 1907, 28: 97-112.
356. **Wilde, Norman.** The psychology of religion and education. (Educ. rev. Sept., 34: 180-95.)
The problem of religious education is not how to add religion to a nature devoid of it, but how to develop religion in a life already disposed to it. Formal instruction in religion in advance of the child's need and interests is useless.
378. **HIGHER EDUCATION: COLLEGES AND UNIVERSITIES.**
357. **Elliot, C. W.** Academic freedom. An address delivered before the Phi beta kappa society at Cornell university, May 29, 1907. 24 p. O. Andrus & Church, Ithaca, N. Y.
Also in Science, 5 July, 1907, n. s. 26: 1-12, and in Journal of Pedagogy, Sept.-Dec. 1907, 20: 9-28.
358. **Jordan, D. S.** College and the man. 78 p. D. Amer. Unitarian Ass'n, 80c.
Paragraphs addressed to high school students or those in college, presenting the advantages of a college education.
359. **Person, H. S.** The college graduate in trade and industry. (Educ. June, 27: 589-600.)
Shows that the changes in the business world have created a demand for new qualifications in young men entering it. While acknowledging that the success of a college man relative to a noncollege man will depend upon the nature of the business undertaken, the conclusion is that of young men endowed with a natural capacity for business, the college trained advance more rapidly to positions of responsibility than those who enter business from the high school. Cites as proof, the development of schools for higher commercial education.
360. **Sadler, S. H.** The higher education of the young; its social, domestic and religious aspects. Ed. 2. 276 p. D. Dutton, 3s. 6d.
361. **Vanderlip, F. A.** Co-ordination of higher education. (In his Business and education. Duffield, \$1.50. p. 1-19.)
Founder's day address, Girard College, May 20, 1905. Argues that the men who make great educational gifts might with much profit be more consulted as to using the money, because the qualities which enable a man to get a million dollars and which move him to give it make him a good adviser.

Canada.

362. **Lord, W. F.** Degree-granting institutions in Canada. (Nineteenth cent. Aug., 62: 262-71.)
Laval, McGill, Queens, University of Toronto.

France.

363. **Calvet, J.** Catholic university education in France. (Catholic univ. bulletin, Apr., 13: 197-210.)
Describes the distinctive features of the free Catholic universities at Paris, Lille, Angers, Lyon, and Toulouse, with a résumé of the results accomplished during the thirty years of their existence.
364. **Du Pouey, Robert.** Americans in French universities. (University of California chronicle, Oct., 9: 335-53.)
Gives the American contemplating study at French universities the practical information which will save him time and money.
365. **Wendell, Barrett.** Impressions of contemporary France. Universities. (Scrib. mag. Mar., 41: 314-26.)

Great Britain.

366. **Headlam, A. C.** Universities and the empire: A paper read at the Imperial conference on education, May, 1907. 24 p. D. Spottiswoode, 6d.
The part they may play and how it may be done.
367. **Irish university question.** (Quarterly rev. Apr., 206: 536-46.)
Comments on the Report of the Royal Commission on Trinity College, Dublin, and the University of Dublin, 1906.
368. **Jackson, W. W.** Some problems of university reform. (Fortn. rev. Oct., 88: 562-74.)
A partial review of some recent expressions of opinion which appeared as a series of letters in the London Times under the title "Oxford and the nation," and comments upon the speech of the Bishop of Birmingham, addressed to the House of Lords, in favor of the appointment of a commission to deal with the universities. A. B. Zimmerman replies on several points in same review for November, 1907, 88: 744-53.
369. **Aberdeen. Aberdeen university.** Record of the celebration of the quarter-centenary, Sept. 25-28, 1906. 656 p. Q. The Univ. of Aberdeen press. (Aberdeen univ. studies, no. 29.)
370. **Cambridge. Fay, C. R.** King's College, Cambridge. 128 p. D. Dutton, 75c. (College monographs, 3.)
Much more space is given to the architecture and grounds than in other volumes of this series.
371. ——— **Scott, R. F.** St. John's College, Cambridge. 111 p. D. Dutton, 75c. (College monographs, 2.)
Two chapters of "guide-book" matter are followed by a brief history of the college, with a final chapter on its social life.
372. **Durham. The future of the university of Durham.** (Church quar. rev. July, 64: 257-76.)
373. **London. Record of the visit of the University of Paris to the University of London, Whitsuntide, 1906.** Murray, 5s.

374. *Oxford*. Lawson, W. R. Oxford finance. (Confemp. rev. Nov., 92: 622-36.)
An argument against the proposed increased endowment for Oxford University. Charges laxity in the present financial management and includes tables which show that an education at Oxford is more expensive than at German or Scottish universities.
375. ——— Marriott, J. A. Oxford and the nation. (Nineteenth cent. Oct., 62: 674-88.)
Indicates some of the leading reforms which have been the outgrowth of the commission of 1850, and discusses specific suggestions for further reform which would render Oxford more serviceable.
376. ——— Oxford and the nation, by some Oxford tutors. London Times, 1s.
A reprint of some notable "Times" letters as to the present and future of Oxford University.
377. ——— Prickard, A. O. New College, Oxford. 99 p. D. Dutton, 75c.
(College monographs, 5.)
378. ——— Scholz, R. F., and Hornbeck, S. K. Oxford and the Rhodes scholarships. 172 p. D. Oxford univ. press, 85c.
Contains the Rhodes will, methods through which it has been carried out, such information about Oxford as a Rhodes scholar is presumed to want, list of Rhodes scholars, copies of examination papers, and much other similar matter. More particular information, of interest especially to candidates from the United States, is found in the Report of the U. S. Commissioner of Education for 1905, volume 1, p. 41-55.
379. ——— Warren, T. H. Magdalen College, Oxford. 135 p. D. Dutton, 75c.
(College monographs, 4.)
A brief popularization of the work of Bloxam, Macray, and H. A. Wilson. Unlike the other volumes in this series, this one is wholly historical and not of the "handbook" character.
380. ——— White, H. J. Merton College, Oxford. 104 p. D. Dutton, 75c.
(College monographs, 6.)
A short popular handbook of the college, with a brief prefatory, historical chapter. 14 illustrations.

United States.

- Full statistical data for American colleges and universities are in the Report of the U. S. Commissioner of Education for 1906, 1: 445-592.
381. Adams, C. F. Three phi beta kappa addresses: A college fetish, 1883; "Shall Cromwell have a statue?" 1902; Some modern college tendencies, 1906. 200 p. O. Houghton, \$1.
This collection of pieces contains, besides the three addresses noted on the title-page, "The journeyman's retrospect," "The Harvard tuition fee," and "The fiftieth year 1856-1906."
382. Adams, G. B. The college in the University. (Educ. rev. Feb., 33: 121-44.)
Historical sketch of the development of the curriculum for higher education in America.
383. Bascom, John. American higher education. (Educ. rev. Sept., 34: 130-43.)
Contrasts college curriculum and life of the present with conditions sixty years ago. States that higher education has caught an artificial haste from the commercial world and its gains have been sporadic. More blame than praise is given to the elective system, fraternity life, and athletics.

384. Birdseye, C. F. Individual training in our colleges. 434 p. O. Macmillan, \$1.75.

A portrayal of present American college conditions, which indicates the almost complete disappearance of rugged individual training, development of character, and wholesome, effective intellectual cultivation. The book shows how these conditions have arisen from or have accompanied the brick, mortar, and endowment stage of our university growth, with its enormous numerical increase of students. The author makes some very definite suggestions for betterment, chief of which is the enthusiastic development of the possibilities before the Greek letter fraternities, through their alumni, in supplying the individual training available through no other college institution.

385. Canfield, J. H. On "The decay of academic courage." (Educ. rev. Jan., 33: 1-10.)

A protest against the too prevalent criticism of the leaders of educational supervision and administration. Illustrated by discussion of present powers and duties of the American college president.

386. Carpenter, W. H. A plea for a rational terminology. (Educ. rev. Oct., 34: 259-71.)

Recommends a stricter distinction between the names "college" and "university."

387. Draper, A. S. American type of university. (Science, July 12, n. s. 26: 33-43.)

Address delivered at the commencement of Syracuse University, June, 1907. Discusses the distinguishing features of the new type of American university which has developed during the last fifty years.

388. Foster, W. T. The gentleman's grade. (Educ. rev. Apr., 33: 386-92.)

Deals with the standard of daily college work. Believes that the fairest and most potent way in which to stimulate students is to count quality as well as quantity toward the A. B. degree.

389. Lowell, A. L. American universities. (Science, 28 June, n. s. 25: 985-90.)

Annual Harvard address at Yale, April, 1907. Discusses the distribution of students and gives statistics to show that endowed universities are doing a more fully national work than those supported by the State. Suggests plans for effective grouping of students.

390. The responsibility of the college for the moral conduct of the student. (In Association of colleges and preparatory schools of the middle states and Maryland. Proc. of twentieth annual convention, 1906. p. 93-125.)

Papers by J. H. Harris, J. M. Taylor, J. H. Denbigh.

391. Salmon, L. M. The encroachments of the secondary schools on the college curriculum. (In Association of colleges and preparatory schools of the middle states and Maryland. Proc. of twentieth annual convention, 1906. p. 50-63.)

392. Snow, L. F. The college curriculum in the United States. 180 p. O. Columbia Univ. \$1.50. (Teachers coll. cont. to educ. no. 10.)

An historical study of the growth and development of the college curriculum from 1638 to the present time, based principally on what are termed the five formal documents, namely: President Dunster's Laws, 1642; Provost Smith's Programme, 1766; Report of the Yale faculty, 1828; Report of Committee of Ten, 1892; Incorporation of Carnegie Institution, 1902.

393. Tombo, Rudolf. Geographical distribution of the student body at a number of universities and colleges. (Science, 26 July, n. s. 26: 97-104.)

Seventeen institutions are now represented in these interesting annual tables.

394. Tombo, Rudolf. University registration statistics. (Science, 29 Nov., n. s. 26: 729-44.)
395. Wenley, R. M. Transition or what? (Educ. rev. May, 33: 433-51.) Can we stem the tide? (Educ. rev. Oct., 34: 241-58.)
The first paper makes observations on the text, "Whither are our dropical and anemic universities tending?" The second maintains that unwise pressure of public opinion from without, on our universities, is more to be feared than the fancied internal jarring of the machinery which so often is made the subject of "reforms."
396. West, A. F. American liberal education. 135 p. D. Scribner, 75c.
Six papers and addresses on topics pertaining to our higher education. All have appeared in print between 1900 and 1906 and have been noted in previous annual issues of this bibliography in the Educational Review.
397. Cincinnati university. Prentiss, H. W. Jr. Cincinnati university. (Ohio magazine, Jan., 2: 43-53.)
A popular account, with numerous pictures of buildings.
398. College of the city of N. Y. Mosenthal, P. J., and Horne, C. F., editors. The City college; memories of sixty years edited for the associate alumni of the College of the City of New York. 565 p. Q. Putnam, \$5.
A sumptuous memorial volume, made up of brief chapters on various phases of college history and life by former students, many of them now men of distinction.
399. Denison university. Memorial volume of Denison university, 1831-1906. Part I. The development of the college. Part II. Seventh general catalogue. 286 p. O. Pub. by the University, \$1.
400. Illinois state normal university. Semi-centennial history, 1857-1907; prepared under the direction of a committee of the faculty. 384 p. O. The Univ. Normal, Ill., \$1.22.
401. Leland Stanford university. Alden, R. M. College authority. (Nation, 4 July, 85: 12-13.)
An account of the new (since 1904) form of internal university government at Leland Stanford Jr. University.
402. Maryland university. Cordell, E. F. University of Maryland, 1807-1907, its history, influence, equipment and characteristics, with biographical sketches and portraits of its founders, benefactors, regents, faculty and alumni. 2 v. Q. Lewis pub. co.
403. North Carolina university. Battle, K. P. History of the University of North Carolina from . . . 1780 to 1808. 880 p. O. Edwards & Broughton co., Raleigh, \$3.
A second volume is promised, bringing the history to date.
404. Otterbein. Garst, Henry. Otterbein university, 1847-1907. 316 p. D. United Brethren pub. house, Dayton, O., 75c.
405. Union university. Raymond, A. V. V. Union university; its history, influence, characteristics and equipment, with the lives and works of its founders, benefactors, officers, regents, faculty and the achievements of its alumni. 3 v. O. Lewis pub. co. N. Y., \$30.
Volume 1 contains the history, not only of Union College proper, but of Albany Medical College, Albany Law School, Dudley Observatory, and Albany College of Pharmacy, now all parts of Union University. The last two volumes are biographical. See also No. 84 above.

406. *Wesleyan university. Celebration of the seventy-fifth anniversary of the founding of Wesleyan university 1831-1906.* 216 p. O. Wesleyan univ.. \$1.

Contains the addresses, programme of the exercises, many portraits of faculty and buildings, and much incidental historical material.

407. *Yale university. Dexter, F. B.* Biographical sketches of the graduates of Yale college with annals of the college history; vol. 4, 1778-1792. 752 p. Q. Holt. \$5.

It is twenty-two years since volume 1 appeared, and the author in his preface to the present volume speaks doubtfully of its continuation.

378.01. COLLEGE ENTRANCE REQUIREMENTS.

408. *Bruce, M. S.* College entrance requirements in French. (Educ. rev. Apr., 33:406-13.)

Finds little to criticise with respect to the written examinations now set by the majority of the colleges, but suggests that additional oral requirements be made.

409. *College entrance examination board.* Seventh annual report of the secretary. (Educ. rev. Oct., 34:272-316.)

410. *Davis, N. F.* Is the present method of granting certificate-rights to preparatory schools satisfactory? (School rev. Feb., 15:145-52.)

Author is secretary of New England college entrance certificate board. He describes its methods and answers some of the chief complaints.

411. *Greenough, C. N., and others.* A report on the examinations in English for admission to Harvard college. June 1906. 41 p. O. Harvard univ. 15c.

"Several years' experience in reading English-entrance examination books has impressed upon us the regularity with which candidates repeat certain elementary errors. To put into the hands of teachers a large number of these errors and to make some suggestions for preventing them are the objects of this report." *Préface.*

A review in the Educational Review, June, 1907, says that the Harvard examiners place far too much stress on the technicalities of punctuation, spelling, and capitalization, and are in other ways so narrow and dogmatic in methods of marking as to overlook true proportion and values. The reviewer cites Barrett Wendell in support of his argument.

412. *National society for the scientific study of education.* Vocational studies for college entrance. 79 p. O. (Yearbook 6, pt. 1.)

Papers on the history, policy, and possibility of the suggestion, by C. A. Herrick, H. W. Holmes, T. de Laguna, V. Prettyman, and W. J. S. Bryan.

413. *Rollins, Frank.* Syllabuses and examinations in physics. (Educ. rev. Nov., 34:347-64.)

Paper read before the Schoolmasters' Association of New York and Vicinity, 1906. Author is principal of the Stuyvesant High School, New York City. Compares the syllabuses of the college entrance examination board, New York State education department, and the N. E. A., and prints entrance examination papers from Yale, Harvard, Princeton, Columbia, and the college entrance board.

414. *Tanner, G. W.* Report of the committee appointed by the English conference to inquire into the teaching of English in the high schools of the middle west. (School rev. Jan., 15:32-45.)

415. **Wight, J. G.** Should college entrance requirements be reduced in quantity? (In Association of colleges and preparatory schools of the middle states and Maryland. Proc. of twentieth annual convention, 1906. p. 45-56.)

Argues for the affirmative.

416. **Young, W. H.** The high schools of New England as judged by the standard of the college certificate board. (School rev. Feb., 15:134-44.)

378.2. ACADEMIC DEGREES.

417. **Carpenter, W. H.** The utility of the Ph. D. degree. (Educ. rev. June, 34:1-12.)

Considers many of the recent criticisms as unjust, and presents in a clear fashion the status of the Ph. D. degree in America, showing that it is the man who bears the degree and not the degree he bears that is the end of education.

418. **Doctorates conferred by American universities.** (Science, 30 Aug., n. s. 26:276-82.)

Analysis of the statistics of the doctorate degree conferred by nineteen American universities during the past ten years.

419. **Fletcher, J. B.** Teachers of literature and the Ph. D. (Educ. rev. Sept., 34:175-79.)

Believes that the highest academic degree in course should not be administered as a "teacher's degree," but as a "scholar's degree." Suggests that the M. A. be extended to meet the teacher's need, and that it be made the "teacher's degree."

378.3. GRADUATE WORK: RESEARCH.

420. **Comstock, G. C.** The appointment and obligations of university fellows. (In Association of American universities. Journal of proceedings and addresses of eighth annual conference, 1907. p. 39-44.)

421. **Hall, G. S.** The appointment and obligations of graduate fellows. (In Association of American universities. Journal of proceedings and addresses of the eighth annual conference, 1907. p. 16-38.)

Chiefly devoted to statistics of number, subjects, income, and conditions as to tenure and work.

379. PUBLIC SECONDARY EDUCATION: THE STATE AND EDUCATION.

422. **Judson, H. P.** Education by the state and for the state. (In Conference for education in the south. Proceedings of tenth conference, 1907. p. 46-56.)

Discussion by F. W. Hinitt, pp. 57-62.

379.11. SCHOOL FINANCE: TAXATION.

423. **Elliot, C. W.** The exemption of educational institutions from taxation. (In Association of American universities. Journal of proceedings and addresses of eighth annual conference, 1907. p. 48-49, and Appendix, p. 107-11.)

Anent the recent attempt in Massachusetts to tax property of Harvard University.

424. **Page, T. W.** The exemption of educational institutions from taxation. (In Association of American universities. Journal of proceedings and addresses of eighth annual conference, 1907. p. 49-54.)

425. **Public-school finance: what next?** (In N. E. A. Proc. p. 343-60.)

Includes papers by J. D. Burks and ex-Governor G. C. Pardee, which discuss the need and value of some general and definite administrative standards in the present methods of the distribution of State funds.

379.14. SCHOOL LAWS.

426. **Legislation relating to education enacted by the fifty-ninth congress, 1905--7.** (U. S.—Education, Comm'r of. Report for 1906. 2: 1229-55.)

Summaries, not text, in most cases.

427. **The new Prussian school law of 1906.** (U. S.—Education, Comm'r of. Report for 1906. 1: 35-72.)428. **Rogers, H. J.** Educational legislation in 1905. (Educ. rev. Jan., 33: 46-58.)

A similar review for 1906 appears in Bulletin 113 of the New York State Library, pp. 233-242.

379.15. SCHOOL SUPERVISION.

429. **Elliott, E. C.** A type of positive educational reform. (Educ. rev. Apr., 33: 344-55.)

Describes the workings of the county school board conventions with special reference to Wisconsin, and shows them to be valuable factors in public rural education.

430. **Hartmann, C. G.** A study in school supervision with special reference to rural school conditions in Texas. 180 p. O. (Bulletin of the Univ. of Texas. No. 90.)

Author is superintendent of public instruction in Travis County, Tex., and the monograph was prepared while a graduate student at the university. It is a study of the origin, manner, and effectiveness of county supervision of schools, not only in Texas but throughout the country. The writer is a strong believer in the system.

379.23. COMPULSORY EDUCATION.

431. **Chrisman, Oscar.** Paying children to attend school. (Arena. Feb., 37: 166-71.)

A new form of compulsory education in opposition to child labor.

432. **Compulsory school attendance and its relation to the general welfare of the child.** (U. S.—Education, Comm'r of. Report for 1906. 2: 1263-90.)

Discusses the relations of child labor, juvenile delinquency, school hygiene, and truancy to compulsory attendance.

433. **Sullivan, J. D.** A summary of the compulsory attendance and child labor laws of the states and territories of the United States. 112 p. O. (N. Y. state library bulletin 114.)

379.5. SECONDARY EDUCATION IN DIFFERENT COUNTRIES.

*France.*434. **Compayré, Gabriel.** Public instruction in France in 1906. (Elem. school teacher, Mar., 7: 360-78.)

Indicates the essential features of the changes which the impulse of republican government has wrought in French education within the past quarter of a century.

Germany.

435. **The new Prussian school law of 1906.** (U. S.—Education, Comm'r of. Report for 1906. 1:35-72.)
 Gives the text of the law, extracts from discussion in Parliament, and domestic and foreign press notices.
436. **Ruediger, W. C.** The schools of Hamburg, Germany. (Educ. Dec., 28:224-32.)
 Account of a personal visit to a Realschule, a Volksschule, and a Lehrer Seminar, with comments upon the discipline and methods of instruction and a brief statement of teachers' salaries in Germany.

Great Britain.

437. **Findlay, J. J.** Churches and the schools. (Educ. rev. Feb., 33:186-92.)
 Discusses the feeling of teachers toward tests for religious beliefs or "fitness to teach" as bearing on the educational struggle in England. Reprinted from the Westminster Gazette, London.
438. **Foster, Michael.** Education, elementary and secondary. (Nineteenth cent. Mar., 61:490-500.)
 Review of a report of the consultative committee of the English board of education on questions affecting higher elementary schools.
439. **Great Britain—Education, Board of.** Judgments of the Divisional court, Court of appeal, and House of lords in the case of the king v. the County council of the West Riding of Yorkshire. 42 p. O. ([Parliament. Papers by command] Cd. 3391.)
 A suit to determine whether the county council should pay for denominational religious instruction in voluntary elementary schools. The highest court gives judgment in the affirmative.
440. **Kandall, I. L.** The Irish intermediate system. (Jour. of educ. (Lond.) June, n. s. 28:397-50.)
 Shows that the great need of Irish secondary education is relief from the incubus of an examination system.
441. **Lawson, W. R.** John Bull and his schools; a book for parents, rate-payers and men of business. 304 p. D. Blackwood, 5s.
442. **National union of teachers.** Handbook of education, prepared by J. H. Yoxall and Ernest Gray. 501 p. D. N. U. T., Bolton House, 67 & 71, Russell Square, London, W. C. 3s. 6d.
 Contains particulars respecting the organization and administration of elementary and secondary education in England and Wales. With the "Companion to the N. U. T. Code" and the N. U. T. edition of the code of parliamentary statutes and regulations this present volume forms a complete survey of English popular educational machinery.
443. **Sadler, M. E.** The educational awakening in England. (N. E. A. 50th anniv. vol. p. 361-366.)
444. ——— French influences in English education. (Educ. rev. Feb., 33:145-61.)
 Address delivered at London University, June, 1906. Shows that France gave England much of the form of its ancient university institutions and inspired Englishmen with the love of scholastic philosophy. Reprinted from Modern Language Teaching, October, 1906.

445. **Sadler, M. E.** Influence of the state in English education. (Church quar. rev. Oct., 65: 166-92.)

"The contention of this article is that under the conditions which prevail in England the part of the state is to inspect, recognize, encourage, and (when needful) aid every kind of efficient and needed school."

446. ——— President's address, delivered before the Educational science section of the British association for the advancement of science. (In British association for the advancement of science. Report, 1906. p. 764-76.)

A review of the general course of events in contemporary English education.

447. **Schoolmasters' yearbook and directory 1907.** 1046 p. D. Sonnescheln, 5s.

Fifth issue of a most useful current reference book on secondary education in England and Wales. The general scope and character are unchanged, part 2 (about half the book) being a directory of masters and schools.

India.

448. **Education.** (Imperial gazetteer of India. Clarendon press, \$2. 4: 407-56.)

A survey of conditions and facilities for public education as they were in 1901-2, with a full account of how the Indian state schools are administered.

United States.

This section is meant to include only current discussion relating to present conditions. All history is found in section 370.9, subhead United States. Matter on education in the separate States is arranged at the end of this section alphabetically under the names of the States. A current chronicle of educational events in the United States is found in each number of the Forum.

449. **Maxwell, W. H.** Present needs of the public schools. (Nation, 25 April, 84: 379-81.)

"In the present article I shall speak chiefly of the New York City schools with which I am most familiar, but many of my arguments apply to the school systems of all our larger cities." Topics discussed are: Smaller classes in elementary schools; changes in compulsory education law; high-school administration; more workshops, kitchens, and kindergartens; schools for defectives; physical examinations; more money.

450. **Salmon, L. M.** The encroachments of the secondary schools on the college curriculum. (In Association of colleges and preparatory schools of the middle states and Maryland. Proc. of twentieth annual, 1906. p. 56-63.)

451. **Thorndike, E. L.** A neglected aspect of the American high school. (Educ. rev. Mar., 33: 245-55.)

States that the variability in the size of the teaching staff and size of the student body are not taken into account in the discussion of secondary school problems. Accompanied by tables of comparative statistics arranged by States.

452. **Why is public education in the United States not as successful as it is in Germany?** (Educ. rev. Mar., 33: 217-41.)

Translated from the German by Prof. Rudolf Tombo, Jr., of Columbia University. States that American schools are not able to produce the excellent results secured by German schools, and discusses the following causes as responsible for this condition:

(1) Causes beyond the teacher's control, under which he includes: Composition of our mixed population, inclination of our people to change their abode, local self-government, which excludes national concentration in school organization; failure to enforce compulsory attendance laws; discrepancy between enrollment and actual attendance; lack of provision for defectives or backward

children; short school year; difficulties of English language; failure to teach metric system, and introduction of many specialties into course of study.

(2) Evils which are remedial in part, under which are mentioned: Waste of time in instruction, poor methods of teaching, foolish and sentimental discipline, insufficient training possessed by American teachers, low salaries, and bad methods of promotion, and the elective system in secondary schools.

California.

453. **Hershey, A. S.** Japanese school question and the treaty-making power. (Amer. pol. sci. rev. May, 1: 393-407.)

Did San Francisco's action infringe Japanese treaty rights? Has the Federal Government the right to interfere with the direction of the public school system of a State or city? Both questions are argued in the negative.

District of Columbia.

454. **Education in the district of Columbia.** (Educ. rev. Feb., 33: 100-20.)

The writer holds that evils and difficulties in effective school administration are inherent in the form of government of the District. The schools are torn between the dual and conflicting powers of Congress and the District board of education.

Illinois.

455. **Webster, W. G., ed.** The Evanston village high school. 128 p. O. Editor, 702 Rector bldg., Chicago, \$2.

Of interest to the former students or friends of the school.

Massachusetts.

456. **Spencer, David.** School reform in Boston. (Atlantic, July, 100: 45-53.)

Describes the many reforms in administration of the Boston schools which resulted from the reduction of the membership of the school committee from 25 to 5.

New England.

457. **Young, W. H.** The high schools of New England as judged by the standard of the college certificate board. (School rev. Feb., 15: 134-44.)

Investigates existing conditions in order to determine how successfully the high schools are meeting the college requirements, and expresses the opinion that present methods in New England do not solve the problem of articulation between high school and college. Shows an appalling number of schools below the standard, and suggests that a strongly centralized system of high schools, substituted for the prevalent local autonomy, would remedy present evils. See also No. 458.

458. ———. The standardization of the New England high schools. (School rev. Apr., 15: 276-83.)

The great defect is lack of uniformity. Recommends State inspection, and shows the advantages which would result from its adoption. See also No. 457.

Texas.

459. **Hartmann, C. G.** A study in school supervision with special reference to rural school conditions in Texas. 180 p. Q. (Bulletin of the Univ. of Texas, no. 90.)

AUTHOR AND SUBJECT INDEX.

The numbers refer to item, not to page. Anonymous books and articles and periodical titles are not entered, but entries are made for authors of reviews and for the names of persons about whom articles or books are written. References to subjects are printed in small capitals.

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