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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

INTRODUCTORY NOTES.

From the list in the following pages, these representative books and articles may be selected: National education association, Proceedings 1912, and Report of Committee on teachers' salaries and cost of living; Monroe's Cyclopaedia of education, volume 4; Chancellor, School system of Buffalo; Lanson, Trois mois d'enseignement aux États-Unis; McKeever, Training the boy; Gillette, Rural sociology; Russell, Professional factors in the training of the high-school teacher; Suzzallo, Organization of the teaching profession; Moore, How New York city administers its schools; Bryant, School feeding; Willson, Education in sex hygiene.

The Committee on school inquiry of the Board of estimate and apportionment of the city of New York has recently issued the following reports of its specialists on educational aspects of the inquiry:

- Part II. Subdivision I. Elementary schools. Section D.—The Curtis tests in arithmetic. By Stuart A. Curtis. iv, 158 p.
- Part II. Subdivision II. Vocational (industrial) schools. What kinds of vocational schools are needed? By Herman Schneider. vii, 56 p.
- Part II. Subdivision III. High schools. Section B.—Commercial high schools and commercial courses in high schools. By Frank V. Thompson. vi, 44 p.
- Part II. Subdivision III. High schools. Section C.—Problems in organization and administration. By Frank W. Ballou. ix, 142 p. fold. charts.

The Survey, New York, has established a department called Education, which appears in what is known as the departmental issue, published in the middle of each month, of that periodical.

Of the publications listed in this bulletin, only those named in the section headed "Bureau of Education: Recent publications" are available for free distribution by this office. All others may ordinarily be obtained from their respective publishers, either directly or through a dealer, or in the case of an association publication, from the secretary of the issuing organization.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PUBLICATIONS OF ASSOCIATIONS.

481. **American association of collegiate registrars.** Third annual meeting, Chicago, Ill., July 9 and 10, 1912. 53 p. 8°.
- Contains: 1. The organization of administrative routine in twelve American universities, p. 9-15. 2. Salaries and status of college registrars, p. 19-24. 3. W. A. Hervey: The proper delimitation of the functions of the registrar's office, p. 27-39. 4. A. H. Espenshade: How we college registrars can promote our common welfare, p. 40-47. 5. A. G. Hall: A uniform blank for the transcript of a student's record, p. 48-53.
482. **Association of American law schools.** Proceedings of the twelfth annual meeting . . . held at Milwaukee, Wisconsin, August 26 and 27, 1912. 108 p. 8°, (Reprinted from the Transactions of the American bar association for 1912) (Walter W. Cook, secretary-treasurer, Chicago, Ill.)
483. **National council of teachers of English.** [Papers read at the meeting held November, 1912] English journal, 2: 81-98, 109-21, February 1913.
- Contains: 1. L. R. Brown: Some needed readjustments in the teaching of English grammar, p. 81-92. 2. Allan Abbott: A high-school course in drama, p. 93-98. 3. C. N. Greenough: An experiment in the training of teachers of composition for work with college freshmen, p. 109-15; Discussion, p. 115-21.
484. **National education association of the United States.** Journal of proceedings and addresses of the fiftieth annual meeting, held at Chicago, Ill., July 6-12, 1912. Ann Arbor, Mich., The Association, 1912. 1427 p. 8°. (D. W. Springer, secretary, Ann Arbor, Mich.)

General Sessions.

Contains: 1. C. O. Pearse: President's address, p. 130-36. 2. The National education association—the half-century mark—J. L. Pickard: Brief historical sketch of the first-teachers association held in Chicago, Ill., p. 137-39; T. W. Bicknell: The rebirth of the Association in 1884, p. 139-45; J. W. Redway: The ideals of half a century, p. 145-51; J. M. Greenwood: The monuments: the achievements of fifty years, p. 151-57; Ellen C. Sabin: The coming half-century, p. 157-61. 3. The American high school—W. R. Siders: Its relation to the schools below, p. 161-68; Adelaide S. Baylor: Mortality in the early years: some administrative remedies, p. 168-73; A. D. Call: The specialized or vocational vs. the composite high school, p. 174-80; M. E. Potter: Social organization in the high school, p. 181-87; Kate U. Clark: What the public may expect in dividends: material, civic, and social, p. 187-93; W. H. Mearns: The worship of the "standard," p. 193-200. 4. A national university—E. J. James: The National association of state universities and the national university, p. 201-10; C. R. Van Hise: A national university a national asset: an instrumentality for advanced research, p. 210-20; J. H. Baker: A national university as related to democracy, p. 220-25; W. O. Thompson: Ways and means: the next steps, p. 225-30. 5. The relation of the public schools to the movement for recreational, social, and civic opportunity—Rowland Haynes: How a community may find out and plan for its recreation needs, p. 230-34; D. H. Perkins: The relation of schoolhouse architecture to the social center movement, p. 234-39; A. E. Bostwick: The public library, the public school, and the social center movement, p. 240-48; E. C. Stern: The organization and administration of recreation and social center work, p. 240-50; Herbert Quick: The social center and the rural community, p. 250-57. 6. The public schools and the public health—F. B. Dresler: The duty of the state in the medical inspection of schools; results which the public may rightfully expect, p. 257-64; D. S. Jordan: The teaching of personal hygiene in the schools, p. 264-67; C. E. North: Sanitary education in rural communities, p. 267-73; C. A. L. Reed: The medical inspection of schools and medical freedom, p. 273-78; H. W. Wiley: Some problems in education as related to the public health, p. 278-80. 7. Rural life conditions and rural education—W. H. Wilson: A social and educational survey of the rural community, p. 281-86; T. R. Foust: What is being done to meet the problem by the schools of Guilford county, N. C., p. 286-91; L. R. Alderman: What is being done to meet the problem by the state of Oregon, p. 291-95; J. H. Worst: What is being done to meet the problem by the state of North Dakota, p. 295-301; Mrs. Frank De Garmo: The humanity of highways, p. 301-307; E. J. Russell: The school, the college, and the English farmer, p. 307-13. 8. A. E. Winship: The best next thing for the teaching profession, p. 313-18. 9. Bertha von Suttner: Peace and arbitration, p. 318-19. 10. Gerda Sebbelov: Camp fire girls, p. 320-22. 11. L. H. Gullik: The Camp fire girls and the new relation of women to the world, p. 322-27.

484. National education association of the United States—Continued.

Department of Superintendence (St. Louis meeting, 1912).

12. Organization affecting the course of study and economy of time—W. H. Elson: Waste and efficiency in school studies, p. 335-43; W. I. Stephens: Departmental teaching in the elementary grades, p. 343-46; D. E. Phillips: The child versus promotion-machinery, p. 349-55; D. H. Christensen: Some adjustments and changes in the course of study and school organization suggested by the needs and the capacities of children that vary from the standards set for average pupils, p. 355-64; J. H. Francis: A reorganization of our school system, p. 368-76. 13. The determining of school efficiency—C. N. Kendall: The value of the educational commission in determining the efficiency of a city school system, p. 376-81; M. G. Brumbaugh: The relation of an urban community to its public-school system, p. 381-84; W. H. Allen: How may a community learn its unmet school needs? p. 384-87; G. H. Chatfield: Quantitative tests in education, p. 387-94. 14. Lucy Wheelock: The function of the kindergarten in the public-school system, p. 395-401. 15. Problems relating to child welfare—O. R. Lovejoy: The duty of superintendents in the enforcement of child-labor laws, p. 401-408; J. H. Van Sickle: How far shall the public-school system care for the feeble-minded? p. 408-11; C. G. Pearse: The city trade school—an important instrumentality for improving the vocational need of the city child, p. 411-16; G. P. Knox: How should the school system contribute to an intelligent choice of vocation on the part of the pupil? p. 417-25; L. D. Hasvey: The education of girls, p. 425-30. 16. Meyer Bloomfield: Vocational guidance, p. 431-36. 17. E. J. Ward: The schoolhouse as the civic and social center of the community, p. 436-49. 18. F. A. Fitzpatrick: The book man in his relation to the text book problem, p. 449-55. 19. J. R. Fulk: The effect on education and morals of the moving-picture shows, p. 456-61. 20. G. M. Wilson: The standardization of janitor service, p. 462-67. 21. E. O. Holland: The relative cost of education of high- and elementary-school pupils, p. 467-71. 22. Earl Barnes: The educational value of agriculture, p. 471-74. 23. E. C. Bishop: The next step in teaching agriculture in rural schools, p. 474-80. 24. A. W. Edson: Types of special schools in the larger American cities, p. 480-87. 25. J. T. Giles: The scientific study of arithmetic work in school, p. 488-92. 26. W. A. Wirt: Utilization of the school plant, p. 492-97.

National Council of Education.

27. Economy of time in education [by] J. L. Baker, J. H. Van Sickle, H. B. Wilson, F. E. Thompson, J. H. Francis, p. 507-26. 28. David Felmley: Preliminary report of committee on special high-school preparation of candidates for normal-school training, p. 528-34; Discussion, p. 534-40. 29. T. D. Wood: Health problems in education, p. 540-45. 30. R. W. Corwin: The school's responsibility for providing healthful environment and program, p. 545-49. 31. E. T. Fairchild: Preliminary report of committee on rural-school education, p. 549-56; Discussion, p. 556-59. 32. By what standards or tests shall the efficiency of a school or system of schools be measured? [by] G. D. Strayer, E. C. Elliott, p. 560-66; Discussion, p. 566-74. 33. Final report of the committee on high-school preparation of students for normal schools, p. 577-86; Discussion, p. 586-89. 34. J. A. Shawan: Educational progress of the year, p. 590-606.

Department of Kindergarten Education.

35. Florence E. Ward: The Montessori method, p. 609-13. 36. Carl Ryoir: The presentation of Montessori material, p. 613-18. 37. G. F. James: The basic philosophy of Froebel, p. 621-24. 38. Mary D. Bradford: The kindergarten and its relation to retardation, p. 624-29. 39. E. R. Downing: Live stock in public schools, p. 631-32.

Department of Elementary Education.

40. W. C. Bagley: The need of standards for measuring progress and results, p. 634-39. 41. E. E. Jones: Suggestions from cases of unusually rapid or irregular progress in public schools, p. 639-45. 42. C. A. Proesser: Practical arts and vocational guidance, p. 645-56; Discussion, p. 656-61.

Department of Secondary Education.

43. C. D. Kingsley: The report of the committee on the articulation of high school and college, p. 667-73. 44. J. C. Hanna: Unrest and wreckage, p. 674-80. 45. L. D. Coffman: The relation between supply and demand for high-school teachers, p. 680-86. 46. W. C. Bagley: The professional training of high-school teachers, p. 686-91. 47. O. W. Caldwell: The influence of prolonged and carefully directed work, p. 691-700. 48. S. R. Smith: Report of the committee on composite high-school curriculum, p. 700-707. 49. J. F. Hoak: Report of the committee on college-entrance requirements in English, p. 707-13. 50. Ways and means of increasing the effectiveness of instruction in English composition—J. B. Davis: Vocational and moral guidance through English composition in the high school, p. 713-18; Eleanor Sheldon: Oral themes, p. 718-21; Mary E. Courtenay: An attempt to make oral composition effective, p. 721-26. 51. Ancient languages—A. S. Chenoweth: A plan to reduce failures in Latin, p. 725-27. 52. Modern languages—Amalie Nix: Methods of teaching German and the personality of the teacher, p. 728-31; Eduard Frohock: The place of phonetics in high-school German, p. 733-34. 53. Mathematics—R. H. Jordan: The relation of the suggested geometry course to the manual-training course in high school, p. 735-38. 54. Science—V. D. Barnes: The high-school course in general science, p. 738-43; J. G. Coulter:

484. National education association of the United States--Continued.

Method in the general science course, p. 742-47. 55. The significance of recent investigations in the field of English--E. M. Hopkins: The labor and cost of composition teaching: the present conditions, p. 747-51; J. M. Clapp: Methods of amelioration, p. 751-54; H. G. Paul: Methods of amelioration, p. 755-58; V. C. Coulter: Desirable equipment for English work, p. 758-61; J. F. Hosc: Progress in articulating school and college English, p. 761-63; E. C. Noyes: Progress in standardizing the measurement of composition, p. 763-65.

Department of Higher Education.

56. J. R. Angell: A suggestion of a method for improving the relations of colleges and secondary schools, p. 768-72. 57. C. W. Dabney: The municipal university and its work, p. 773-80. 58. G. F. James: The relation of the state university to other parts of the system of public instruction, p. 780-83. 59. Samuel Avery: How to reach the individual student in our colleges and universities, p. 785-89. 60. A. R. Mead: How our colleges and universities maintain personal relations with the individual students . . . , p. 790-800; Discussion, p. 800-803.

Department of Normal Schools.

61. W. J. Hawkins: The attitude of the normal schools toward education, p. 810-16. 62. E. W. Bohannon: The work of the normal school in the reorganization of the elementary-school curriculum, p. 817-23. 63. E. E. Balcomb: The place of the normal school in agricultural education, p. 823-32; Discussion, p. 832-39. 64. Charles McKeeny: Standards of measuring the efficiency of normal-school students, p. 839-45. 65. H. H. Seerley: Preliminary report of the committee of eleven on a plan of normal-school statistics, p. 845-50. 66. The function of the normal school--J. A. H. Keith: In academic education, p. 853-56; D. W. Hayes: In the special training of teachers for the rural schools, p. 856-62; A. C. Thompson: In relating theory and practice teaching so as to secure teaching efficiency, p. 862-66; W. S. Dearmont: In training teachers for the public welfare--civic, social, moral, religious, p. 866-72. 67. J. G. Crabbe: Securing and maintaining efficiency in the teaching force of normal schools, p. 872-80. 68. H. H. Seerley: First report of the committee of eleven on a plan of normal school statistics, p. 880-85. 69. City training schools and their management--G. B. Grumbine: The function of the normal school in training public-school supervisors in technical subjects: drawing, manual training, household arts, music, etc., p. 885-90; J. M. Willard: The problem of relating theory to observation and practice in the training of teachers for city schools, p. 890-90.

Department of Manual Training and Art Education.

70. C. B. Connelley: Citizenship in industrial education, p. 899-907. 71. W. T. Bawden: The relation of the elementary school to subsequent industrial education, p. 907-12. 72. Report of committee on college-entrance requirements, p. 915-18. 73. C. A. McMurry: The significance of the industrial arts in the schools, p. 918-21. 74. F. M. Leavitt: Some sociological phases of the movement for industrial education, p. 921-26; Discussion, p. 926-32. 75. F. D. Crawshaw: Needed changes in manual arts, p. 932-42. 76. W. H. Henderson: Is the introduction of technical subjects in the eighth grade advisable? p. 942-48; Discussion, p. 948-51. 77. C. R. Dooley: The manufacturers' viewpoint of industrial education, p. 952-54. 78. J. A. Pratt: Modern apprenticeship training, p. 955-58; Discussion, p. 958-65. 79. Mary S. Snow: Distribution of income, \$500, \$1,000, and \$2,000 per year for family of five, p. 966-71. 80. Isabel Bevier: Dietetic standards for these various households, p. 974-82; Discussion, p. 982-83. 81. J. E. Griffith: The place of art in the high school of commerce, p. 984-88. 82. Walter Sargent: The value of art in the industrial school, p. 988-91. 83. T. Verette Morse: Vocational training old and new, p. 994-1000.

Department of Music Education.

84. Will Earhart: A presentation of the high-school course which was adopted by the Music supervisors' national conference: what it is and how to administer it, p. 1004-1009. 85. P. C. Lutkin: Musical appreciation--how is it to be developed? p. 1009-13. 86. Eleanor Smith: The making of a musician, p. 1014-17. 87. C. A. Fullerton: The principles of scientific management applied to teaching music in the public schools, p. 1017-20. 88. P. W. Dykenia: The awakening festival spirit in America--an educational opportunity, p. 1023-30.

Department of Business Education.

89. W. S. McKinney: President's address--a partial forecast of the report of committee on research, standardization, and correlation, p. 1034-37. 90. J. H. Beveridge: Efficiency in the business department of the high school, p. 1037-43. 91. W. B. Towseley: Training in salesmanship, p. 1043-46. 92. M. E. Pearson: An education for business, p. 1046-60. 93. W. B. Owen: The educational value of the high-school commercial course, p. 1051-66. 94. R. H. Whitbeck: Commercial geography, p. 1057-64. 95. T. B. Fee: Business courses for high schools of smaller cities, p. 1065-68. 96. Seymour Walton: Accountancy in relation to business organization and management, p. 1069-75. 97. J. H. Bachtelkreber: Essentials of practical penmanship, p. 1076-79. 98. T. L. Brecheen: A practical demonstration of the relation of a modern adding machine to accountancy in the high-school course, p. 1079-84. 99. Shorthand and typewriting--G. A. Robinson: Efficiency in practical details, or technique, of the highest importance, p.

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1084-89; S. A. Moran: Specialization with expert instruction requisite in order to meet the needs of the business world, p. 1088-92; O. D. Frederick: Intercommunication business practice, p. 1092-93.

Department of Child Hygiene.

100. W. H. Burnham: The problems of child hygiene, and the contribution of hygiene to education, p. 1096-1103. 101. F. B. Dresslar: The hygiene of rural schools, p. 1103-1110. 102. F. G. Bruner: The testing of children for mental efficiency, p. 1110-18. 103. E. Q. Jordan: School diseases, p. 1118-24. 104. C. A. L. Reed: Stoop shoulders and flat chest in school children, p. 1123-31. 105. How far are teachers responsible for the morbidity and mortality of school children? [by] I. A. Abt, Hyman Cohen, L. N. Hines, p. 1132-39.

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106. W. P. Bowen: The influence of play activities on racial physique and morals, p. 1142-46. 107. C. S. Hicks: The influence of faculty supervision on the moral effects of athletics in high schools and colleges, p. 1146-50.

Department of Science Instruction.

108. D. S. Jordan: President's address, p. 1154-56. 109. W. A. McKeever: Eugenics, p. 1156-60. 110. G. E. Dawson: A psychological classification of public-school pupils, p. 1161-66. 111. L. B. Allyn: Communal chemistry: how may the teaching of chemistry promote the well-being of the community? p. 1166-71. 112. J. F. Snell: Chemistry and household science, p. 1171-76. 113. G. A. Works: Applied botany, p. 1176-81. 114. J. A. Randall: Physics and the equipment problem, p. 1181-86. 115. J. H. McCurdy: A study in adolescent efficiency, p. 1186-93.

Department of School Administration.

116. C. A. Prosser: Facilities for industrial education, p. 1196-1202. 117. E. G. Cooley: Continuation schools, p. 1203-1207. 118. W. B. Itiner: School architecture, p. 1207-24. 119. Can the administration department of a school system serve as a laboratory for the industrial training of children? [by] G. E. Wulffing, Raymond Riordan, p. 1224-30. 120. What school facilities should be provided for instruction by means of motion-picture machines, stereopticon lanterns, phonographs, player-pianos, etc.? [by] W. H. Ives, Frances E. Clark, p. 1230-37.

Library Department.

121. H. E. Legler: Educational by-products in library work, p. 1241-46. 122. Julia A. Hopkins: The plans and scope of the new normal course in library training, Pratt Institute school of library science, p. 1246-52. 123. Mary Ely: The book that teacher says is good, p. 1253-55. 124. Ida M. Mendonhall: Report of the committee on normal-school libraries: a syllabus of library instruction in normal schools, p. 1258-62. 125. A. E. Bostwick: The educated librarian, p. 1262-67. 126. J. B. Davis: The use of the library in vocational guidance, p. 1267-72. 127. Mary E. Hall: Report of the committee on high-school libraries, p. 1273-81. 128. Jessie E. Black: Courses in literature for children, p. 1281-84. 129. Florence M. Hopkins: Is there need for a course in the choice and use of books in our high schools? p. 1285-88.

Department of Special Education.

130. E. J. Emerick: The segregation of the defective classes, p. 1290-96. 131. Frances Wetstein: The training of the feeble-minded deaf, based upon impressions gained abroad, p. 1296-1301. 132. H. C. Henderson: The training of native impulses, p. 1301-1305. 133. J. A. Shawan: Report of committee on the prevention of blindness and conservation of vision, p. 1306-12. 134. E. W. Walker: The possibilities and limitations of the deaf mind, p. 1312-17. 135. J. B. Curtis: Some features of the education of the blind in public schools, p. 1318-21.

Department of School Patrons.

136. Mary P. Blount: Sexual reproduction in animals: the purpose and methods of teaching it, p. 1324-27. 137. W. A. Evans: The physical growth of the child and its hygiene, p. 1327-32. 138. W. H. Burnham: The selection of physical exercise as determined by the laws of growth, p. 1333-38. 139. Helen M. Hefferan: Report of the committee on school revenue, p. 1339-41. 140. E. J. Ward: Civic and social center development, p. 1353-63.

Department of Rural and Agricultural Education.

141. F. W. Miller: The betterment of rural schools through agriculture: the Ohio plan, p. 1366-73. 142. J. E. Delsell: The betterment of rural schools through boys' and girls' clubs: the Nebraska plan, p. 1373-74. 143. Van Evrie Kilpatrick: Rural school gardens differentiated from city school gardens, p. 1377-79. 144. E. R. Downing: The home garden and experimental plots, p. 1381-86. 145. E. R. Jackson: Forestry and the public schools, p. 1386-91. 146. E. C. Bishop: Report of the committee on courses of study in agriculture, p. 1391-93. 147. Josiah Mann: The high-school course in agriculture, p. 1393-98. 148. B. M. Davis: Agriculture in the rural schools. Course of study, p. 1398-1401. 149. R. O. Johnson: On a minimum course of study in agriculture for rural elementary one-teacher schools located in agricultural communities, p. 1401-13.

485. **Ohio school improvement federation.** Papers and addresses presented at the eleventh annual convention, held in Columbus, Ohio, December 26 and 27, 1912. *Ohio teacher*, 33: 290-327, February 1913.

Contains: 1. F. A. Derthick: Our rural schools, p. 290-91. 2. Alston Ellis: State support of public schools in Ohio, p. 291-94. 3. S. K. Mardis: A larger unit for school taxation and administration necessary, p. 294-300. 4. H. B. Williams: What professional training should the state require of inexperienced teachers? p. 301-307. 5. W. A. Fulton: The Bader bill for county supervision, p. 304-308. 6. J. J. Richeson: The Lowry bill for county and district supervision, p. 308-309. 7. J. R. Clarke: A personal superintendent for every township and village school, p. 310-14. 8. J. W. Zeller: A state board of education, p. 314-16. 9. E. F. Warner: The centralization of rural schools, p. 316-19. 10. H. L. Bates: The problems of centralization, p. 319-20. 11. J. L. Cadwallader: The centralization of schools, p. 320-21. 12. C. D. Laytin: The Smith 1 per cent tax law, p. 321-24.

486. **Pennsylvania state educational association.** Proceedings of the sixty-third meeting at Harrisburg, December 26, 27, and 28, 1912. *Pennsylvania school journal*, 61: 267-315, January 1913.

Contains: 1. E. B. Griggs: Influence of parent and teacher in moral education, p. 272-75. 2. R. P. Hilleck: The efficient high school, p. 277-80. 3. George Wheeler: The six-year high school, p. 280-83. 4. V. K. Irvine: Mechanical side of the high school program, p. 283-85. 5. J. H. Van Sickle: The promotion of pupils, p. 285-87. 6. F. E. Downes: Promotion of pupils, p. 287-89. 7. Function of manual training in elementary schools. [by] M. B. King, p. 289; [by] W. L. Deffenbaugh, p. 290-91. 8. J. B. Ritchey: Relation of course of study to retardation, p. 291-92. 9. R. E. Laramy: Course of study and retardation, p. 292-93. 10. Mrs. Frank DeGarmo: Relation of good roads to education, p. 294-96. 11. W. A. McKeever: Transformation of rural school, p. 297-98. 12. H. S. Curtis: The school as a social center, p. 300-303.

487. ——. **Department of city and borough superintendents.** Proceedings of the twenty-third annual session, at Harrisburg, December 26, 1912. *Pennsylvania school journal*, 61: 327-51, February 1913.

Contains: 1. C. C. Green: Business principles in public school administration, p. 327-30. 2. L. E. McGinney: Are the public schools, as organized at present, designed to give practical preparation for life? p. 330-33. 3. S. H. Hadley: Practical preparation for life, p. 333-35. 4. H. E. Winner: Responsibility of public schools through medical care and hygiene, p. 335-38. 5. S. L. Heeter: Proper relation of the superintendent to the board, p. 338-42. 6. Charles Loe: Superintendent and school board, p. 342-44. 7. A. S. Martin: College entrance requirements, p. 344-47. 8. High school supervision. [by] J. J. Palmer, p. 347-49; [by] H. H. Balsh, p. 349-51.

488. **Southern educational association.** Journal of proceedings and addresses of the twenty-third annual meeting, held at Louisville, Ky., November 28-30, 1912. Nashville, Tenn. [Press of Marshall & Bruce co., 1913?]. 453 p. 8°. (W. F. Feagin, secretary-treasurer, Montgomery, Ala.)

Contains: 1. H. L. Whitfield: A discussion of the high school situation of the South, p. 37-54. 2. E. E. Rall: Educational criticism, p. 54-62. 3. D. A. Graves: The backward vs. the gifted child, p. 62-99. 4. C. C. Thach: Training for life work in our rural schools, p. 107-13. 5. W. H. Wilson: Social and educational survey in the country, p. 113-21. 6. Iva Scott: The home in its making on the farm, p. 136-42. 7. Annie E. Moore: Impressions of Montessori schools in Rome, p. 160-66. 8. R. L. Dimmitt: Our obligation to provide for trade and industrial education, p. 176-83. 9. D. C. Ellis: The forest and the school, p. 189-99. 10. M. P. Shawkey: The public school and efficiency, p. 200-206. 11. H. J. Willingham: Problems of state supervision, p. 244-47. 12. A. B. Dinwiddie: Summer school credits, p. 248-51. 13. McHenry Rhoads: Evaluation of vocational training, p. 258-63. 14. Fred Mutchler: Rural school course of study, p. 306-25. 15. J. J. Doynes: Function of the normal school in the preparation of teachers for the rural schools, p. 325-31. 16. O. I. Woodley: Function of the normal school in relation to the industrial branches and special subjects, p. 332-40. 17. Anne P. Kolb: Play as related to the school life of children, p. 353-60. 18. D. C. Ellis: A new aspect of the boy scout movement, p. 660-66. 19. W. B. Varnum: Pedagogic basis of design, p. 380-91. 20. Lucy Fay: Suggestive outline of a course for training teachers in the use of books, p. 392-97. 21. Irene T. Meyers: Adaptation of the curricula of our schools to women and girls, p. 417-23.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

489. **Latin-American universities and special schools** by Edgar Ewing Brandon. Washington, 1913. 153 p. illus. (*Bulletin*, 1912, no. 30)
490. **College entrance requirements**, comp. by Clarence D. Kingsley. Washington, 1913. 110 p. (*Bulletin*, 1913, no. 7)

BOOKS, PAMPHLETS, PERIODICAL ARTICLES.

GENERAL REFERENCE WORKS.

491. A cyclopedia of education, ed. by Paul Monroe. Volume 4. Lib-Pol. New York, The Macmillan company, 1913. xiii, 740 p. illus. 4°.

EDUCATIONAL HISTORY.

492. **Finegan, Thomas Edward.** The establishment and development of the school system of the state of New York. Syracuse, N. Y., C. W. Bardeen, 1913. 84 p. 12°. (School bulletin publications)
Address delivered before the New York state teachers' association at Buffalo, November 26, 1912. Revised by the author.
493. **Huxoll, A.** Deutsche erziehungsideale von den ältesten zeiten bis zur gegenwart. Pädagogische warte, 20:125-32, February 1, 1913.
"The educational ideal of an age is the best index of its state of civilization." With this as a basis the author summarily reviews Germany's history from the Cimbric and the Teutonic down through Scharrelmann and Paulsen.
494. **Sohn, Walter.** Die schule Johann Sturms und die kirche Strassburgs in ihrem gegenseitigen verhältnis, 1530-1581; ein beitrag zur geschichte deutscher renaissance. München und Berlin, R. Oldenbourg, 1912. xiv, 317 p. 8°.

PRESENT SITUATION.

495. **Chancellor, William E.** The genuine democracy of the unique school system of Buffalo. American school board journal, 58:9-12, 53-55, March 1913.
"This is a report of a ten days' observation of the schools of the city of Buffalo. . . The report deals first and mainly with the observed facts, and secondly, and but incidentally, with some tentative opinions."
496. **Dawes, T. R.** School reform in Germany. School world, 15:47-49, February 1913.
The dissatisfaction with the schools in Germany caused the formation several years ago, of a League for school reform. The various ways in which the reforms of this league have affected the schools, is briefly told.
497. **Gray, Mary Richards.** Some public schools that are not failures. I. The public schools of Los Angeles. Popular educator, 30:365-71, March 1913.
498. **Greenwood, James M.** Report of a visit to some schools. Missouri school journal, 30:98-103, March 1913.
Results of a recent visit to the schools of St. Louis, Cleveland, Boston, New York, Detroit Milwaukee, and Chicago.
499. **Grey, Francis W.** Education and nationality. University magazine, 12:106-15, February 1913.
Discusses education in Canada.
500. **Lanson, Gustave.** Trois mois d'enseignement aux États-unis. Notes et impressions d'un professeur français. Paris, Hachette et cie., 1912. 298 p. 12°.
Has introduction addressed to President Butler, of Columbia university, where the writer served as exchange professor, and contains a chapter of observations on the plan of professorial exchanges between American and French universities. Includes tables showing relative number of students taking French and German in American secondary schools.

PEDAGOGICS AND DIDACTICS.

501. **Buckham, Matthew Henry.** The very elect. Baccalaureate sermons and occasional addresses. With biographical notes and studies in appreciation. Boston, New York [etc.]. The Pilgrim press [1912] 372 p. front. (port.) 8°. A volume in memory of the late president of the University of Vermont.
502. **McKeever, William A.** Training the boy. New York, The Macmillan company, 1913. xviii, 368 p. illus. 12°. The author's purpose has been "to attempt to sketch a practical plan for rounding out the whole boy, and to place the emphasis upon all rather than some of the forces necessary for such complete training."
503. **Mann, C. E.** Physics and daily life. *Science*, 37: 351-60, March 7, 1913. "Presented at the conference of the University of Illinois with the secondary schools of the State, November 22, 1912." Advocates the closer union of education and life, and claims that uniformity in the course of study is doing most to keep education and life asunder.
504. **Nearing, Nellie S. and Nearing, Scott.** Fitting the public schools to the children. *Ladies' home journal*, 30: 20, 74, March 1913. Emphasizes the creative activity of children, and the necessity of the school to meet this phase of child life.
505. **Winship, A. E.** Is culture jeopardized? *Independent*, 74: 528-29, March 6, 1913. Writer discusses the question: "Is culture jeopardized by the nonculture courses permitted by the elective system in high schools and colleges?" His answer is an emphatic "no."

EDUCATIONAL PSYCHOLOGY, CHILD STUDY.

506. **Adamson, J. W.** Attention—The child's point of view. *School world*, 15: 41-43, February 1913. A consideration of the mental attitude called attention, from the practical point of view. The secret of securing attention is to interest the child and to develop the presence of a purpose. "The teacher therefore builds upon the purpose lodged in the pupil's mind, if possible upon the pupil's cherished schemes."
507. **Bruce, H. Addington.** Making the most of childhood. The marvelous development possible in all normal children as demonstrated by certain wise parents. *Good housekeeping*, 56: 332-40, March 1913. Discusses in particular the development of Winifred S. Stoner, Jr., of Pittsburgh, Pa., the Berle children, of Cambridge, Mass., and the Wiener children of the same place.
508. **Jones, Elmer E.** Individual differences in school children. *Psychological clinic*, 6: 241-51, February 15, 1913. Gives the results of a series of tests made of school children, showing their individual differences.
509. **Kirkpatrick, Edwin A.** Fundamentals of child study; a discussion of instincts and other factors in human development, with practical applications. New ed., rev., New York, London, The Macmillan company, 1912. xxi, 384 p. 12°. "Child study literature": p. xix-xxi. "Alphabetical list of books named in the suggestions for reading": p. 371-377.
510. **Lobain, Marx.** Die experimentelle ermüdungsmessung. *Zeitschrift für kinderforschung*, 18: 201-12, February 1913. Describes physical methods of measuring fatigue, i. e., dynamometer, ergograph, Weichardt's, Schulze's writing method, etc. A continued article.

SPECIAL METHODS OF INSTRUCTION.

511. **Wyche, Richard T.** The story tellers' league. Reviving an art older than literature—75 local leagues from Boston to Omaha. *World's work*, 25: 588-90, March 1913.

SPECIAL SUBJECTS OF CURRICULUM.

512. **Archibald, R. C.** Mathematical instruction and the professors of mathematics in the French lycées for boys. [Mount Morris, Ill., 1913. 27 p.] 8°. Revised reprint from *School science and mathematics*, 43-56, 105-17, January, February 1913.
513. **Ayres, Leonard P.** The spelling vocabularies of personal and business letters. New York city, Division of education, Russell Sage foundation, 1913. 14 p. diagra. 8°. ([Russell Sage foundation. Dept. of child hygiene. Pamphlet.] E126)
Dr. Ayres has examined 2,000 business and personal letters and tabulated words actually used in them. A comparison of these words with the vocabularies of the usual school spelling lists shows that to a very large extent the latter are unadapted to ordinary intercourse.
514. **Bradley, R. H.** Aristotle's views on music, and their relation to modern ideas. *Westminster review*, 179: 158-68, February 1913.
According to Aristotle education is political, moral, and artistic. The value of music in general education, which was emphasized by the Grecian philosopher, is gradually becoming recognized in modern times.
515. **Burr, A. W.** Is Latin an end or a means in our schools? *Wisconsin journal of education*, 45: 35-37, February 1913.
516. **Cross, E. A.** An experimental course in English. *Education*, 33: 410-16, March 1913.
Writer says that before "one rearranges a course in English one has to consider what the college is going to do with the high school graduate who has not had the prescribed English course."
517. **Garig, Mercedes M.** Drill in English. [Baton Rouge] The Book store, Louisiana state university, 1912. 157 p. 8°.
518. **Genthe, K. W.** Das system der höheren schulen Americas und der biologische unterricht. *Monatshefte für den naturwissenschaftlichen unterricht*, 6: 89-117, heft 2, 1913.
This installment discusses the elective system in the high schools and colleges; arrangement of instruction in the high school; methods in school and college, etc. So far the discussion is almost entirely general, with little reference to the subject of biology.
519. **Gillette, John M.** Sociology as a high-school subject. *Educational review*, 45: 256-62, March 1913.
Declares that high-school men favor the introduction of sociology in the high-school course. Much experimenting, however, will have to be done to properly adapt subject and text to the secondary schools.
520. **Hess, John A.** Teaching elementary German at a State university. *Monatshefte für deutsche sprache und pädagogik*, 14: 41-47, February 1913.
Continuing his discussion of the "compromise method," the writer gives in brief two or three model lessons which he says he has found workable and satisfactory. Recommends the compromise method as a safe transition to the direct method.
521. **Kelsey, Francis W.** The eighteenth Michigan classical conference. *School review*, 21: 191-200, March 1913.
Review of proceedings and résumé of papers read.
522. **Krause, Carl A.** The trend of modern language instruction in the United States. *Educational review*, 45: 237-48, March 1913.
Advocates the direct method. Defines it as "a direct appeal to the learner through the foreign language. In other words, it teaches the language and not merely about the language."
523. **McWhorter, Ashton W.** The place of Greek in the educational system of our state. *Virginia journal of education*, 6: 200-209, February 1913.
"Paper read before the State classical association in Richmond, November 3, 1912."
524. **Miller, George J.** A high-school course in field geography. *School review*, 21: 171-79, March 1913.
Work done by students of the University high school, Chicago, Ill.
525. **O'Neill, J. Milton.** Debating as a college sport. *Public speaking review*, 2: 161-65, February 1913.

526. Tesson, Louis J. Oral instruction in modern languages. *Education*, 33: 428-36, March 1913.
527. Vogel, William. The practical side of public school art. *Western school journal*, 29: 74-75, February 1913.
Address delivered before the Drawing round table of the Kansas state teachers' association.
528. Whitney, Worrallo. Science in the high schools, an investigation. *School science and mathematics*, 13: 183-96, March 1913.
"From the report of a committee appointed by the State Academy of science of Illinois to 'Investigate the relations of the pure and applied sciences in high schools,' Transactions vol. v. 1912."
529. Williams, Talcott. Instruction in journalism. *Journal of education*, 77: 201-202, February 20, 1913.
Address before the Conference of the teachers of journalism at Chicago, November 30, 1912.
530. Wolfe, A. B. The aim and content of the undergraduate economics curriculum. *Journal of political economy*, 21: 1-17, January 1913.

KINDERGARTEN AND PRIMARY SCHOOL.

531. Boone, Richard Gause. The Montessori method. *Sierra educational news*, 9: 113-21, February 1913.
To be continued.
"Read before the elementary section of the State teachers' association held in San Francisco, January 1, 1913."
532. Morris, Hattie Ellen. The relation of the kindergarten to the grades. *Ohio teacher*, 62: 103-106, March 1913.
533. Watkins, Catharine B. Washington schools and kindergartens. *Kindergarten review*, 23: 425-30, March 1913.
534. Welles, Nancy. The benefits of the kindergarten. *Kindergarten review*, 23: 457-60, March 1913.
"This essay won the third prize offered by the National kindergarten association for articles on the benefits of the kindergarten."

RURAL EDUCATION.

535. Craig, George E. Rural betterment. *Northwest journal of education*, 24: 309-12, March 1913.
Address given before the Farmers' educative and cooperative union of Spokane county, Washington, January 4, 1913.
536. Gates, Frederick T. The country school of to-morrow. *New York city, General education board*, 1913. 15 p. 8°. (Publications of the General education board. Occasional papers, no. 1)
537. Gillette, John M. Constructive rural sociology. With an introduction by George E. Vincent. *New York, Sturgis & Walton company*, 1913. xiii, 301 p. 8°.

The following chapters are of special interest to educators: 13. Socialization of country life. 14. Rural social institutions and their improvement. 15. The church. 16. Adjustment of education to rural needs. 18. Rural social surveys.
538. Monahan, A. C. State aid for rural education. *Business America*, 13: 238-40, March 1913.
"Evidently Mr. Monahan believes that one of the most pressing questions at this time is the question of more adequate financial aid from the state itself, supplementing what in large areas of our country is wholly insufficient local support for schools."—Editor's note.
539. Winahip, A. E. Consolidation and transportation. *Journal of education*, 77: 257-58, March 6, 1913.
Describes the ideal system of transportation as used in Burley, Idaho.

SECONDARY EDUCATION.

540. **Burk, Frederic.** A high school that would really educate. Ladies' home journal, 30:19-20, March 1913.

Writer would rest the high school course upon a six-year elementary school. Treats of vocational teaching as it is and as it should be. He says: "With pitifully few exceptions, vocational teaching within the schools has been of an admittedly amateur character. . . . The faculty of the new high school vocational department should be composed of men of trained experience in their vocations."

541. **Caldwell, Oris W.** The laboratory method and high-school efficiency. Popular science monthly, 82:243-51, March 1913.

Points to fact that for twenty years there has been "no increase in the percentage of pupils who complete a high school course." Ascribes the failure to carry school work as one prominent factor in the elimination of pupils from school. Advocates a longer school day.

542. **Gayler, G. W.** A comparative study of the two types of high schools of Illinois. School and home education, 32:223-26, February 1913.

The author gives data showing that township, high schools are better financed than city high schools, and that it costs more per capita to finance the schools in cities where there are two boards of education than in those where all schools are under the management of one.

543. **Mackie, Ransom A.** Progressive high school reorganization. Education, 33:420-27, March 1913.

Conclusion of article in Education for February 1913. Reviews the Berkeley plan—the six-year high school. Gives the course of study, etc. Sums up the advantages of the plan.

544. **McLane, C. L.** The junior college, or upward extension of the high school. School review, 21:161-70, March 1913.

Work accomplished in California. The first movement toward making use of the "upward extension" law was made by the city superintendent of the Fresno schools in June 1910. The legislature of California in 1907 passed a law giving high schools the authority "to extend the scope of their work to include two years of college training."

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

545. **Förster, F.** Die neugestaltung der zweiten lehrerprüfung in Preussen. Zeitschrift für philosophie und pädagogik, 20:194-99, February 1913.

Discusses the new Prussian regulations on the second license examination, to go into effect April first.

546. **National education association of the United States. Committee on teachers' salaries and cost of living.** Report. Ann Arbor, Mich., The Association, 1913. xx, 328 p. diagra. 8°.

547. **Parkinson, William D.** Equal pay or equal service. Educational review, 45:249-55, March 1913.

Says: "The only way that the children of our public schools can possibly be brought under men and women of approximately equal quality, who can work together upon approximately equal terms and render to the children substantially equal service, is to permit a higher wage to the men."

548. **Russell, James E.** Professional factors in the training of the high school teacher. Educational review, 45:217-36, March 1913.

Author says that "the distinctive professional factors in a teacher's training are (1) specialized knowledge of the subjects to be taught; (2) technical skill in teaching, and (3) the ethical aim of education."

549. **Smart, Frank L.** The training of teachers in Iowa. Midland schools, 27:196-200, March 1913.

Deals with some results of the investigation made by the Committee on facilities for the training of teachers of the Better Iowa schools commission.

550. **Starkey, Alice G.** A plea for more normal training in the colleges. Education, 33:437-39, March 1913.

Recommends pedagogical courses of a practical nature similar to those used in normal schools with practical school work for seniors who are prospective teachers.

551. **Stege, Margarete.** Die lage der privatschullehrerinnen mit rücksicht auf die für sie in frage kommenden versicherungen. Frauenbildung, 12:6-10, heft 1, 1913.

Right of the private school teachers and measures for their relief.

552. **Suzzallo, Henry.** The organization of the teaching profession. *Sierra educational news*, 9:121-28, 198-204, February, March 1913.
Discusses particularly what does or will make teaching a truly professional service.
553. **Welton, James.** The training of teachers. *School world*, 15:49-52, February 1913.
The training college is only one of the agencies in the development of teachers and should "aim primarily at giving an attitude of mind and feeling; at inculcating a few fundamental principles and securing that each student applies these in his own way."

HIGHER EDUCATION.

554. **Aley, Robert J.** Transition of pupils from Maine high schools to the University of Maine. *Journal of education*, 77:258-60, March 6, 1913.
555. **Boutroux, Emile.** The thought of America and of France. *Educational review*, 45:269-88, March 1913.
A lecture delivered in Paris under the auspices of the Comité France-Amérique. Translated from the author's manuscript by Miss Sarah Schuyler Butler. For original French version, see item 403 in *Record* for March 1913.
Author says that technical and advanced studies are at present very popular in France; but these special studies are not developed at the expense of the humanities.
556. **Canby, Henry S.** The undergraduate. *Harper's monthly magazine*, 126:592-98, March 1913.
Writer says we must "intellectualize the business and scientific energy of the country (for it is just that which the undergraduate displays in his blind and immature fashion)."
557. **Mendes dos Remédios, Joaquim.** A Universidade de Coimbra perante a nova reforma dos estudos. *Revista da Universidade de Coimbra*, 1:589-622, December 1912.
Of interest as illustrating the present educational revival in the Portuguese Republic.
558. **Printz, Wilhelm.** Der Hamburger universitätsplan. *Akademische rundschau*, 1:268-77, February 1913.
Describes the plan for a University of Hamburg recently decided on by the Senate of that city.
559. **Sturt, Henry.** A British university in London. *Westminster review*, 179:151-57, February 1913.
Shows the demand for a great national institution placed in the center of London, well endowed and equipped, which can be compared with the universities of Paris, Berlin, Vienna, etc.
560. **Williams, Charles W.** His all-round excellency, the college president. What is required of the executive of an American institution of higher education. *Independent*, 74:499-503, March 6, 1913.

SCHOOL ADMINISTRATION.

561. The facts about school book costs. An interview with the manager of a leading textbook house. *American school board journal*, 46:13-14, 52, March 1913.
"The interview embodies essential points recognized by all and is the first answer ever published anywhere to the critics of the book-publishing business."
562. **Moore, Ernest Carroll.** How New York city administers its schools. A constructive study. *Yonkers-on-Hudson*, N. Y., World book company, 1913. x, 321 p. 12°. (School efficiency series, ed. by P. H. Haas, vol. 1).
Contains complete text of Professor Moore's report in the New York school inquiry.
Appendix A, p. 241-97, gives the author's answers to the "241 questions" which were asked "to test the reliability of the report."
In the Editor's preface to this book, Professor Paul H. Haas says: "Professor Moore's report is an exceptionally valuable document. On the basis of a comprehensive, clear, and convincing exposition of existing conditions, it points out the way to progressive improvement in the administration of the public-school system of the city of New York; but because similar conditions are common throughout the country, we hope the book will be helpful to all who are interested in school administration."

563. **North Dakota. Temporary educational commission.** Report . . . to the governor and legislature of the State of North Dakota. [Bismarck] 1912: 61 p. 8°.
564. **Pearse, P. H.** The education problem in the home rule Parliament. Irish review, 2: 617-20, February 1913.
Education in Ireland. An anticipation.

SCHOOL MANAGEMENT.

565. **Farley, George L.** Causes of nonpromotion. Psychological clinic, 6:256-59, February 15, 1913.
Gives the results of an investigation of the pupils in the Brockton grade schools in June, 1912, showing the reasons of nonpromotion.
566. **Hughes, Harold F.** Suiting the course to the child. Fresno's system of grading. American school board journal, 46:15, 52-53, March 1913.
Explains the system of grading in the schools of Fresno, California, giving the advantages and the possible disadvantages.
567. **Lose, Charles.** The problem of the nongraduate. Journal of education, 77:204-205, February 1913.
Discusses the problem of the boy and girl who leave school before finishing the high school.
568. **Work, H. B.** Some factors of class control. West Virginia school journal, 41:457-60, March 1913.
Offers a number of suggestions which bear on the conduct of the recitation from what might be termed the mechanical or routine side.

SCHOOL SANITATION AND HYGIENE.

569. **Bates, Mary Elizabeth.** The Colorado method for the examination and cure of public-school children. American academy of medicine. Bulletin, 14:66-87, February 1913.
Cites Colorado law, 1909. Gives circular letter of instruction on the modus operandi of the law; record blanks, tests, letters to parents, etc.
570. **Bryant, Louise Stevens.** School feeding; its history and practice at home and abroad. With an introduction by P. P. Claxton. Philadelphia and London, J. B. Lippincott company [1913] 345 p. illus. 12°.
CONTENTS: 1. History and present status of the school feeding movement. 2. Physical deterioration and malnutrition in England. 3. Provision of meals in the public elementary schools of Great Britain. 4. The cantines scolaires of France. 5. School meals in German municipalities. 6. School feeding in other European countries. 7. Lunches in American elementary schools. 8. Provision of meals in open-air schools. 9. Investigations of underfeeding among American school children. 10. Malnutrition in childhood. 11. The food needs of growing children. 12. School menus. Bibliography. Appendix.
571. **Cooke, Katherine.** School hygiene. Trained nurse, 50:146-49, March 1913.
Writer particularly commends the Philadelphia high school for girls for work accomplished in medical inspection.
572. **Parris, Thomas G.** School medical inspection—increasing its efficiency. Teacher, 17:75-78, March 1913.
573. **Rapeer, Louis W.** The reorganization of health provisions in school systems. Journal of education, 77:228-30, February 27, 1913.
"A plea for the physician-physical-educator on full time as director of all health and physical development agencies in a public school system."
574. **Roach, Walter W.** Revitalizing devitalized children—an open window experiment. [New York, 1913.] 13 p. illus. 8°.
Reprinted from American journal of public health, vol. 3, no. 2.
A comparison between the progress of pupils taught in an open window class-room and that of the pupils of a parallel grade taught in an ordinarily ventilated and heated class-room in the same school building, Philadelphia.
575. **Whipple, Guy Montrose.** German teachers and some observations on the "Forest school" at Charlottenburg. School and home education, 32:201-204, February 1913.

SEX HYGIENE.

576. **American federation for sex hygiene.** Report of the special Committee on the matter and methods of sex education. Presented before the subsection on sex hygiene of the fifteenth International congress on hygiene and demography, held in Washington, D. C., September 23-28, 1912. New York city. American federation for sex hygiene [1913] 34 p. 8°.
Members of Committee: M. A. Bigelow, T. M. Ballet, P. A. Morrow.
"A document which summarizes the opinions of college presidents, teachers and social workers throughout the entire country on a vital matter of public health and public morals."
This pamphlet may be obtained from the American federation for sex hygiene, Tilden building, 105 West 40th st., New York city.
Report also in Association seminar, 21: 187-97, February 1913.
577. **Putnam, Helen C.** Education for parenthood. American academy of medicine. Bulletin, 14:55-65, February 1913.
Discusses sex-hygiene and sex instruction.
578. **Shields, Thomas Edward.** Survey of the field—Sex enlightenment. Catholic educational review, 5:230-49, March 1913.
579. **Wile, Ira S.** Sex education. New York, Duffield and company, 1912. 150 p. 12°.
Bibliography: p. 147-50.
580. **Willson, Robert N.** The education of the young in sex hygiene. A textbook for parents and teachers. Philadelphia [Press of W. H. Beaver] 1913. 319 p. illus. 8°.
"Aims to reach and help the quiet, sane thinkers, especially the parents and teachers of children."

PLAY AND PLAYGROUNDS.

581. **Bowen, Wilbur P.** The meaning of play. American schoolmaster, 6:49-60, February 1913.
Bibliography: p. 59-60.
582. **Smergalaki, Theodore J.** The administration of an individual playground. Mind and body, 20:1-7, March 1913.
"This applies to a recreation type of playground, such as is found in Pittsburgh, Chicago, Los Angeles, etc."

SOCIAL ASPECTS OF EDUCATION.

583. **King, Irving.** The opportunity afforded by the social life of the school. Religious education, 7:604-11, February 1913.
584. **Meyer, —.** Staatshürgerliche erziehung. Archiv für pädagogik, 1:257-83, February 1913.
One of many articles of more or less value going through the press on "Education for citizenship." This article is chiefly interesting because written by an army officer. To be continued.
585. **Sloss, Robert.** Our new industrial conservation. III.—"Humanizing": An overhead expense. Harper's weekly, 57:8-9, March 1, 1913.
The last of three papers dealing with various aspects of the movement for improving the efficiency of labor, etc. This paper treats of the social and educational aspects of the question.

CHILD WELFARE.

586. **Coulter, Ernest K.** The children in the shadow. With an introduction by Jacob A. Rills. New York, McBride, Nast & company, 1913. xvii, 277 p. illus. 12°.

MORAL AND RELIGIOUS EDUCATION.

587. **Hall, Florence Howe.** Boys, girls and manners. Boston, Dana Estes & co. [1913]. 323 p. 12°.
Contains chapters on manners at boys', girls', and coeducational schools, at boarding school, at college, at women's colleges, and on class day and commencement festivities.
588. **Kimball, Dorothy E.** Convent schools in America. Educational review, 45 : 263-68, March 1913.
A sympathetic study of the convent school. Writer, however, does not hesitate to criticize methods pursued.
589. **Morse, Josiah.** The elements of character. An essay for young people. New York, Broadway publishing co., 1912. 86 p. 12°.
"Written for young people who have ambition to become somebody and accomplish something worth while," by the professor of psychology and philosophy in the University of South Carolina.
590. **Sharp, Frank Chapman and Neumann, Henry.** A course in moral education for the high school. Religious education, 7 : 653-80, February 1913.
"This article first appeared in the School review, of April, 1912, but for this publication has been thoroughly revised by Prof. Sharp and new paragraphs have been inserted."—Editor.

MANUAL AND VOCATIONAL TRAINING.

591. Bridging the gap; a stage in the cooperation of education and employment. School government chronicle, 89 : 136-37, 156-57, February 8 and 13, 1913.
A discussion of the system of cooperation between the education authorities and employers in Edinburgh, Scotland, in promoting education through the continuation school.
592. **Buchenau, A.** Die voraussetzungen des Kerschensteinerschen begriffs der arbeitsschule. Die deutsche schule, 17 : 65-70, February 1913.
A thoughtful criticism of Kerschensteiner's idea of the "Arbeitschule" and its purpose in training for citizenship. "The most important basic idea of the whole movement is that it involves the social significance of the 'community of labor.'"
593. **Butler, Nicholas Murray.** Vocational preparation as a social problem. Educational review, 45 : 289-97, March 1913.
Address before the educational committee of the Commercial club, of Chicago, Ill., December 14, 1912. Writer says: "To use existing industries, whether they be those of the farm, those of the shop, or those of the factory, as schools of apprenticeship, observation and training while the formal instruction goes on side by side for the one or two years' period provided—this is the essential point in the whole matter."
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By the president of the Wisconsin State board of industrial education.

603. **National association of education officers.** Education in relation to industry. A report on technical, trade, applied art, manual training, domestic, commercial, and public schools in Canada and the United States. By the following commission on behalf of the National association of education officers: W. P. Donald, J. B. Johnson, J. E. Pickles, Percival Sharp. Leeds, Glasgow and Belfast, E. J. Arnold & son [1912] ix, 187 p. 8°.

This representative commission of Eng'ish chief education officers visited Canada and the United States in the summer of 1911, to investigate the relationship existing between the educational institutions and the industrial and commercial occupations of the people. A stay of several days was made in turn at Quebec, Montreal, Ottawa, Toronto, Detroit, Buffalo, Philadelphia, New York, and Boston, and a short visit was paid by one of the members to Chicago and St. Louis.

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