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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

INTRODUCTORY NOTES.

Some notable books and articles mentioned in the following pages are: Brereton, Studies in foreign education; Comandini, Il problema della scuola in Italia; Kuo, Effect of the revolution upon the educational system of China; Boutroux, Education and ethics; Weeks, Education of to-morrow; Yocum, Culture, discipline, and democracy; De Garmo, Aesthetic education; International Kindergarten Union, Committee of Nineteen, Report; Lull, Inherited tendencies of secondary instruction in the United States; Foster, The college president; Roosevelt, High school and college; Dresslar, School hygiene; Dewey, An undemocratic proposal; Mühlmann, Reiseberichte.

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.

A directory of the periodicals indexed in the following pages may be found at the end of this bulletin. Many others besides those named have been examined in search of important educational material.

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

With this issue the Monthly record suspends publication for the summer.

PUBLICATIONS OF ASSOCIATIONS.

829. **American medical association. Council on medical education.** Report of the ninth annual conference, Chicago, February 24, 1913. Chicago, The Association, 1913. {39}-117 p. 8°. (American medical association bulletin, v. 8, no. 4, March 15, 1913.) (N. P. Colwell, secretary of Council, Chicago, Ill.)

Contains: 1. A. D. Bevan: Third classification of colleges, p. 44-49. 2. N. P. Colwell: Present status of medical education, p. 49-55. 3. Abraham Flexner: The European side of medical education, p. 56-64; Discussion, p. 64-70. 4. H. P. Judson: Necessity of a readjustment of preliminary and collegiate education prerequisite to medicine, p. 70-74. 5. E. H. Bradford: Organization of the medical school, p. 74-77. 6. C. F. Thwing: The organization of medical schools, p. 77-80. 7. G. E. Vincent: Organization of the medical school, p. 80-84; Discussion, p. 84-88. 8. H. D. Arnold: Hospitals and their relationship to clinical and postgraduate medical teaching, p. 88-97; Discussion, p. 97-104. 9. J. A. Witherspoon: The medical profession and medical education, p. 114-118.

830. Brown university teachers' association. [Addresses at the meeting held March 1913, at Providence, R. I.] Education, 33: 527-69, May 1913.

Contains: 1. Greater flexibility in college entrance requirements--W. H. Holmes: The needs of the high schools, p. 527-36; H. B. Huntington: The attitude of the colleges, p. 537-44; H. N. Davis: The new Harvard plan, p. 545-51. 2. The eye and the printed page--G. M. Whipple: The eye movements in reading, p. 552-58; T. H. Briggs: The right way to read, p. 559-62; H. L. Koopman: How students actually read, p. 563-69.

831. Illinois. University. School of education. High school conference. Proceedings, November 21, 22, 23, 1912. Ed. by H. A. Hollister. Urbana, Ill., The University [1913] 230 p. 8°. (University of Illinois bulletin, vol. 10, no. 19, February 3, 1913)

Contains: 1. E. P. Cubberley: The California system of high school support, p. 11-23. 2. L. C. Lord: Report of the Conference committee on the standard of preparation both in scholarship and professionally for high school teachers, p. 23-29. 3. A. L. Odenweller: A view of community high schools under the act of 1911, p. 35-40. 4. F. M. Leavitt: Place of industries in education, p. 41-43; Discussion by W. A. Richards, p. 43-46. 5. Carl Colvin: School and home gardens, p. 54-59. 6. Suggested syllabus of high school zoology, p. 71-81. 7. The ideal scheme of study for a four years' high school [commercial] course, considered from the viewpoint of the high school, university, and the business community, [by] T. H. Ziegler, p. 91-94; [by] E. F. Burch, p. 94-96; [by] W. E. Hotchkiss, p. 96-100. 8. W. W. Hatfield: High school graduates' opinions of their training in English composition, p. 119-23. 9. F. S. Needham: The course of study in machine drawing for high schools, p. 153-56. 10. R. L. Sandwick: Teaching the modern languages, p. 169-75. 11. C. E. Lawyer: The value of music courses in the high school, p. 186-88. 12. F. D. Barber: Teaching of chemistry in relation to daily life, p. 190-200. 13. C. R. Mann: Bringing physics close to the daily life, p. 200-207.

832. London county council. Conference of teachers, 1913. Report of proceedings. London, P. S. King and son, 1913. 72 p. 8°.

Contains: 1. C. S. Cobb: Montessori method in education, p. 1-2. 2. Madame Pujol-Ségalas: Function of the teacher in the education of young children, p. 2-4. 3. Evelyn Lidbetter: Teaching of writing and reading--the value of muscular memory, p. 5-6. 4. Miss H. Pizer: Free discipline in large classes of children, p. 6-11. 5. G. F. Daniell: Influence of school books upon eyesight, p. 11-15. 6. J. Kerr: Reading and writing from the medical point of view, p. 15-18. 7. Edward Johnston: General principles of handwriting, or the teaching of handwriting as penmanship, p. 18-22. 8. J. W. Thomson: Attention: The child's point of view, p. 23-25. 9. C. J. Burt: Relation of attention to instinct and interest, p. 25-27. 10. T. H. Pear: Recent researches on the subject of attention, p. 28-34. 11. L. E. Hill: Open-air and exercise, p. 34-39. 12. Kate True-love: Instruction in infant care in girls' schools, p. 39-41. 13. A. J. Green: Value of the open-air school, p. 41-48. 14. Miss Dixon: Suggestions for toymaking, p. 48-50. 15. B. H. Child: Handwork in a junior mixed school, p. 50-53. 16. W. F. Fowler: Teaching of handicraft in the lower standards, p. 53-58. 17. F. H. Hurlstone-Jones: Economics for schoolboys, p. 59-61. 18. Miss E. S. Evans: How to encourage the love of home reading, p. 61-65.

833. National commercial teachers' federation. Proceedings . . . at the sixteenth annual convention, held at Spokane, Wash., July 15, 16, 17, 18, 1912. Published by the Association. 174 p. 8°. (W. E. Ingersoll, general secretary, Portland, Oreg.)

Contains: 1. Z. P. Smith: Co-operation, p. 27-30; Discussion, p. 30-36. 2. T. F. Campbell: Bookkeeping in the business college--present results compared with possibilities, p. 49-56. 3. M. M. Higley: What should be required before a diploma is granted? p. 61-65. 4. E. B. Moore: How to maintain interest by tests, examinations, and prizes, p. 83-89; Discussion, p. 88-90. 5. Lora L. Bowman: How to introduce students to the study of shorthand, p. 90-95; Discussion, p. 95-97. 6. Frances Effinger-Raymond: If I were a teacher of English, p. 102-106; Discussion, p. 106-108. 7. V. E. Madray: To what extent is the office practice practical for the high school? p. 119-23; Discussion, p. 123-24. 8. E. A. Bryan: The commercial teacher's work, p. 128-32.

834. New Mexico educational association. Journal of proceedings and addresses of the twenty-seventh annual meeting, held at Albuquerque, N. Mex., November 6-9, 1912. Santa Fe, N. Mex., Published by the Association, 1912. 166 p. 8°. (R. F. Asplund, secretary, Santa Fe, N. Mex.)

Contains: 1. W. A. Poore: The recognition of teaching as a profession, p. 47-60. 2. A. N. White: The next most important step in educational progress in New Mexico in the rural schools, p. 60-68. 3. T. W. Conway: The next most important step in educational progress in New Mexico in city schools, p. 79-83. 4. A. N. White: What the department of education can do to promote peace teaching in the schools of the state, p. 98-100. 5. J. L. G. Swinney: Qualifications

- and scholarship of a county superintendent of schools, p. 104-107. 6. Susie Whitaker: Office training for high-school students, p. 111-14. 7. Helen M. Calkins: An ideal high school commercial course, p. 116-20. 8. M. H. Brasher: Manual training and industrial training, initial cost, and comparative value of this work, p. 124-31. 9. W. F. Osborne: Introduction of manual arts in small town and graded schools, p. 131-34. 10. Mrs. T. B. White: Industrial education for small schools lacking the means for extensive equipment without specially trained teachers, p. 141-44. 11. M. H. Brasher: What the curriculum or the course of study should include to meet the needs of present-day conditions of life, p. 156-63.
835. **Pennsylvania state educational association.** Report of proceedings, with papers read before the general sessions, departments and round table conferences. Harrisburg, December 26-28, 1912. Reprint from Pennsylvania school journal, 1913: 256 p. 4°. For contents, see separate entries for sections—items 486, 487, 629, 836, 837.
836. ——— **College and normal school department.** [Proceedings of the session, held at Harrisburg, December 26, 1912] Pennsylvania school journal, 61: 467-74, April 1913. Contains: 1. E. N. Buchman: The part played by the Young men's Christian association [in moral education in our higher institutions of learning], p. 467-68. 2. Anna J. McKeag: Moral education, p. 269. 3. H. D. Sheldon: College course in ethics as a means of moral education, p. 469-72. 4. H. M. J. Klein: Moral education in our higher institutions of learning, p. 472-74.
837. ——— **High school department.** Proceedings of the eighth annual session, at Harrisburg, December 27-28, 1912. Pennsylvania school journal, 61: 435-67, April 1913. (J. F. Adams, secretary, Millersburg, Pa.) Contains: 1. E. Marie Lentz: Standardization of history teaching, p. 442. 2. R. E. Thompson: Teaching of political economy in high schools, p. 444-46. 3. N. E. Henry: Humanization of Latin, p. 446-50. 4. S. P. Uhler: Teaching German to best purpose, p. 451-53. 5. Eda A. Weiskotten: Teaching German in high school, p. 453-54. 6. A. G. Frank: Place of the text in modern language instruction, p. 454-57. 7. Lillian M. Adams: Problems in teaching English, p. 458-59. 8. A. J. Meredith: Extension work in commercial education, p. 459-63. 9. Control of high school athletics, p. 465-67.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

838. **Agricultural instruction in secondary schools.** Papers read at the third annual meeting of the American association for the advancement of agricultural teaching, Atlanta, Ga., November 12, 1912. Washington, 1913. 51 p. (Bulletin, 1913, no. 14.) CONTENTS: 1. H. L. Russell, K. L. Butterfield: Opportunity and responsibility for preparation of teachers of agriculture. 2. W. G. Hummel: First year's work in agriculture in the high school. 3. A. M. Seute: Experiment stations and secondary schools of agriculture. 4. C. G. Selvig, R. W. Stimson: Use of land in connection with agricultural teaching. 5. Appendix A-E.
839. **Annotated bibliography of medical inspection and health supervision of school children in the United States for the years 1909-1912.** Washington, 1913. 132 p. (Bulletin, 1913, no. 16.)
840. **Bibliography of industrial, vocational, and trade education.** Washington, 1913. (Bulletin, 1913, *in press*.) Annotated list of the more important books, reports, articles from periodicals, etc., from 1900 to date.
841. **The fifteenth international congress on hygiene and demography, held in Washington, D. C., from September 16 to October 5, 1912.** Washington, 1913. 57 p. (Bulletin, 1913, no. 18.) CONTENTS: I. Some lessons and suggestions from the exhibition, by F. B. Dresslar. II. Digests of some of the papers presented at the congress.
842. **Report of the Committee of the National council of education on standards and tests for measuring the efficiency of schools or systems of schools.** Presented by the chairman of the committee, George Drayton Strayer. Washington, 1913. 23 p. (Bulletin, 1913, no. 13.)

843. **A trade school for girls.** A preliminary investigation in a typical manufacturing city—Worcester, Mass. By the Research department of the Women's educational and industrial union of Boston. Washington, 1913. 59 p. (Bulletin, 1913, no. 17.)

BOOKS, PAMPHLETS, PERIODICAL ARTICLES.

EDUCATIONAL HISTORY.

844. **Eitle, J.** Der unterricht in den einstigen württembergischen klosterschulen von 1556-1806. Berlin, Weidmann, 1913. 84 p. 8°. (3. Beiheft zu der "Zeitschrift für geschichte der erziehung und des unterrichts.")
A scholarly and interesting historical treatment of monastic instruction in Württemberg.
845. **McCormick, Patrick Joseph.** Education of the laity in the early middle ages. Washington, D. C., 1912. 65, [1] p. 8°. Thesis (Ph. D.)—Catholic university of America 1911.
846. **Warncke, J.** Mittelalterliche schulgeräte im museum zu Lübeck. Zeitschrift für geschichte der erziehung und des unterrichts, 2: 227-50, heft 4, 1912.
Describes medieval school apparatus recently found in Lübeck.

PRESENT SITUATION.

847. **Brereton, Cloudesley.** Studies in foreign education, with special reference to English problems. London, G. G. Harrap & company, 1913. xii, 302 p. 12°. Contains the following studies reprinted from various sources: 1. A comparison between French and English secondary schools. 2. Thirty years of university education in France. 3. French rural education. 4. The true inwardness of moral instruction in France. 5. Physical education in France. 6. The infant schools of France. 7. The Paris International conf. 8. A look around German schools. 9. The new way of teaching classics in Germany. 10. Toward France or Germany? English education at the crossways. 11. A bird's-eye view of American education.
848. **Comandini, Ubaldo.** Il problema della scuola in Italia. Vol. primo. Istruzione primaria e popolare. Roma, Bontempelli e Invernizzi; 1912. xi, 556 p. 8°.
849. **Dathe, Hans.** Die deutsche schule als klägerin. Pädagogisches archiv, 55: 228-49, heft 4, 1913.
Sums up contemporary criticism of the German schools.
850. **Finegan, Thomas E.** Elementary education. From the Ninth annual report of the New York State Education department. Albany, 1913. [13]-107 p. illus. 8°. Prepared by the Third assistant commissioner of education of New York.
851. **Gottschalk, R.** "Americana paedagogica." Deutsche schule, 17:138-43, March 1913.
An entertaining review of Fr. Beck's book on American education.
852. **Kiess, Kurt.** Zweiter deutscher kongress für jugendbildung und jugendkunde zu München. Pädagogisches archiv, 55:145-62, heft 3, 1913.
Gives a good idea of subjects currently discussed in German educational meetings, e. g.: Present conception of education, special schools, arbeitsschule, general common school, unification of education.
853. **Kuo, P. W.** The effect of the revolution upon the educational system of China. Educational review, 45:467-70, May 1913.
At the present time the Government and the people of China show a strong tendency to emphasize primary education.
854. **Matarollo, G.** La scuola elementare in Roumania. Rivista pedagogica, 6:280-302, April 1913.

855. **Schultze, Ernst.** Kind oder dollar. Deutsche schule, 17:210-17, April 1913.
The writer describes with evident amazement the American way of giving public funds to school needs—as exemplified by Greenwich, Conn.
856. **Smith, John.** Broken links in Scottish education. London, J. Nisbet & co., limited, 1913. 178 p. 8°.
CONTENTS: 1. A forgotten chapter in Scottish education. 2. Our school board system of education. 3. Education after fourteen years of age. 4. A broken link in Scottish education. 5. The training of teachers. 6. The junior student system. 7. The education problem in Scotland. 8. A Scottish education committee. 9. Appendix.
857. **Trensch, G.** Die norwegische volkschule. Pädagogische zeitung, 42:247-50, March 27, 1913; 265-68, April 3, 1913.
Historical and descriptive.
858. **Voize, Jean-Raymond.** En Allemagne.—La ville et les écoles. Revue de l'enseignement des langues vivantes, 30: 202-10, April 1913.
Germany and German schools from the point of view of a young French student.
859. **Weir, Preston.** Where education fails. With an introduction by the Rt. Hon. Lord Sheffield. London, Ralph, Holland & co. [1913] 114 p. 12°.
Makes this criticism upon English education: "The forces which at present play upon the schools are not sufficiently penetrative, they bear help and encouragement to the clever, who require it least; but they do not reach the great average mass, which is still untaught and untrained."

PEDAGOGICS AND DIDACTICS.

860. **Boutroux, Emile.** Education and ethics. Authorized translation by Fred. Rothwell. London, Williams & Norgate, 1913. xlv. 236 p. 12°.
Asserts that "education, in its true and complete meaning, is not the acquisition of any particular habit or knowledge, but rather the cultivation of the human being, with all his physical, intellectual, and moral powers."
861. **Bulley, Margaret H.** Beauty as an educational force. Parents' review, 25: 359-78, May 1913.
862. **Chancellor, William Estabrook.** Better school teaching. Educational foundations, 24: 517-32, May 1913.
"The second article of an important series."
863. **Hamilton, Sir Ian.** National life and national training. London, P. S. King & son, 1913. 55 p. 12°.
864. **Hubbard, Frank Gaylor.** Education and leisure. The chairman's address, delivered on Thursday, December 26, 1912, in Indianapolis, Ind., at the eighteenth annual meeting of the Central division of the Association. (Reprinted from the Publications of the Modern language association of America, xxviii, 1) [Cambridge, Mass.] 1913. lxxi-xc p. 8°.
865. **Hübner, M.** Friedrich Paulsen's pädagogik. Lehrerin, 30: 17-19, April 19, 1913.
Analyzes Paulsen's work as a representative of teleological ethics. Paulsen "looked forward to a more complete victory of national unity over sectarianism in education."
866. **Levi, Giulio A.** Programmi, vocazioni, educazione. Nuovi doveri, 7: 83-112, March-May 1913.
Insists upon the principle of differentiated education for different personalities and vocations, and objects vigorously to imposed programs.
867. **Remy, Matilda M.** Why not specialization in the elementary school? Ohio educational monthly, 62: 198-200, May 1913.
Holds that teachers in the elementary schools should specialize and teach the same subject through the grades.

868. **Weeks, Arland D.** The education of to-morrow. The adaptation of school curricula to economic democracy. - With an introduction by M. V. O'Shea. New York, Sturgis & Walton company, 1913. x, 232 p. 12°. Prof. Weeks maintains that true knowledge always assists its possessor to adjust himself to the world in which he lives, and that if pupils in the schools are given this knowledge they will receive culture in the process.
869. **Weimer, Hermann.** The way to the heart of the pupil. Authorized translation by J. Remsen Bishop . . . Adolph Niederpruem . . . with special author's preface for American readers. New York, The Macmillan company, 1913. xiii, 178 p. 12°. This book is a protest against mechanical methods in the general relationship of teacher and pupil, with special reference to the present movement concerned with mechanical measurement of results of the teacher's work.
870. **Yocum, A. Duncan.** Culture, discipline, and democracy. Philadelphia, C. Sower company, 1913. 320 p. 12°. Author believes that "for the majority of individuals who do not continue to lead the life of academic specialists, no discipline can be lasting or culture continuing which is not closely related to every-day life."

EDUCATIONAL PSYCHOLOGY, CHILD STUDY.

871. **Calfee, Marguerite.** College freshmen and four general intelligence tests. *Journal of educational psychology*, 4: 223-31, April 1913. "The four tests used in this investigation were card-dealing, card-sorting, alphabet-sorting, and the mirror test. In all four tests the girls were uniformly faster than the boys. Comparison is also made with the performance of elementary school pupils."
872. **Colvin, Stephen S.** The practical results of recent studies in educational psychology. *School review*, 21: 307-22, May 1913. Shows psychological effects of drill. Experimental investigations indicate "that drill, when conducted under proper conditions, is an extremely important factor in efficient instruction." Discusses questions asked by teachers, etc.
873. **Gibbs, Mrs. David.** The instincts of children. Their value and importance in education. *Progressive teacher*, 19: 12-14, May 1913. The sexual instinct. Continued from the April number. The first installment appeared in the January issue.
874. **Heck, W. H.** A second study of mental fatigue in relation to the daily school program. *Psychological clinic*, 7: 29-34, April 15, 1913. This report deals with an experiment with sixteen classes, containing 573 pupils, in three Lynchburg (Va.) schools.
875. **Ogden, Robert Morris.** The relation of psychology to philosophy and education. *Psychological review*, 20: 179-93, May 1913. "Presidential address, delivered before the Southern society for philosophy and psychology at the Johns Hopkins university, April 8, 1913."
876. **Faucher, Victor.** Rôle de l'auto-suggestion dans l'éducation. *Éducateur moderne*, 8: 158-162, April 1913.

SPECIAL METHODS OF INSTRUCTION.

877. **Assmus, Walter.** Die erziehlische bedeutung der wandervereine. *Monatshefte der Comeniusgesellschaft*, 22: 34-39, April 1913. Attempts to find a place in present-day education for the tramping clubs (wandervereine) that are so numerous in Germany.
878. **Brewer, Charles B.** The widening field of the moving-picture. Its commercial, educational, and artistic value. *Century magazine*, 86: 66-78, May 1913.
879. **Holliday, Carl.** The motion picture teacher. *World's work*, 26: 39-49, May 1913. Pedagogical value described. Shows what has been done in public schools with the moving picture as an aid to education.

880. **Kemms, Ferdinand.** Hygiene und gymnastik im film. Zeitschrift für schulgesundheitspflege, 26: 243-48, April 1913. illus.
Cinematograph as supplementary aid in teaching hygiene and physical education.
881. Eine kinematographische studien-gesellschaft. Monatshefte der Comenius-gesellschaft 22: 40-41, April 1913.
Announces the establishment of a "Society for the study of motion pictures," with the purpose of helping the cause of educational films.
882. **Reicke, Erich.** Zur methodik der schulkinematographie. Geographischer anzeiger, 14: 51-54, heft 3, 1913.
Reviews possibilities of motion pictures in teaching geography and indicates a method of using them to best advantage.
883. **Sanderson, F. W.** The kinematograph as an aid in education. School world, 15: 166-70, May 1913.
A paper read before the educational conference at the international kinematograph exhibition, London, March 28, 1913.
Advocates the kinematograph as a means of distributing information, and describes its special use in the teaching of geography, history, and the natural sciences.
884. **Whitby, Harry A.** New schools for old. Westminster review, 179: 385-96, April 1913.
Describes the écoles nouvelles of France and Switzerland, and the landerziehungsheime of Germany and Austria. Contrasts them with English public schools.

SPECIAL SUBJECTS OF CURRICULUM.

885. **Black, Norman Fergus.** English for the non-English. Regina, Sask., Regina book shop [1913]. 211 p. 12°.
Presents the importance of making English a common tongue, familiar to all citizens, and the means which experience, both in the British Empire and in the United States, has shown best adapted to gaining this end.
886. **Brown, Horace G.** Dramatization in history teaching. Elementary school teacher, 13: 425-33, May 1913.
Describes the essential of dramatization. Elements considered under the following heads: 1. Motif and effect. 2. Unity. 3. Harmony. 4. Spirit.
887. **Channing, Edward.** Teaching of American history in schools and colleges. History teacher's magazine, 4: 121-23, May 1913.
888. **Clarahan, Mamie M.** An experimental study of methods of teaching high-school German. Columbia, Mo., University of Missouri, 1913. 32 p. 8°.
(University of Missouri bulletin. Educational series, vol. 1, no. 6.)
Enumerates following methods: Grammar, Natural, Psychological (Gouin), Phonetic (Direct), Reading. Reports results of experiments with various methods.
889. **Collins, Frank H.** Drawing and constructive work for elementary schools. . . . With the course of study adopted by the Board of education of the city of New York and the syllabus in each of these subjects, adopted by the Board of superintendents. New York, C. Scribner's sons, 1913. 108 p. illus. 8°.
890. **Cox, John Harrington.** What is the best preparation for the college teacher of English? Training for teaching and training for research. English journal, 2: 207-14, April 1913.
"A paper read before the English section of the Central division of the Modern language association at Indianapolis, December 27, 1912."
891. **De Garmo, Charles.** Aesthetic education. Syracuse, C. W. Barieen, 1913. xi, 161 p. illus. 12°.
(Cornell study bulletins for teachers, no. 6)
This book takes as its motto: "An aesthetic view of the world for every child." It shows how and where to look for beauty, not alone in pictures and statues, but also in nature and in the domain of mechanics and of the arts that pertain to daily living.

892. **Genthe, Karl W.** Das system der höheren schulen Amerikas und der biologische unterricht. Monatshefte für den naturwissenschaftlichen unterricht, 6: 199-213, heft 4, 1913.
This instalment of the article previously noted contains interesting comment on the school garden movement in the United States. Arbor Day, etc.
893. **Goldwasser, Israel Edwin.** Method and methods in the teaching of English. Boston, New York [etc.] D. C. Heath & co. [1913] 301 p. 12°.
894. **Hart, Walter W.** Good form in mathematics. Wisconsin journal of education, 45: 94-95, April 1913.
Discusses good form in the preparation of written exercises in mathematics.
895. **Louthan, Hattie Horner.** A plea for commercial English. Colorado school journal, 28: 23-27, April 1913.
Discusses the unpopularity of the instruction commonly classed as Business English, the cause of and suggested remedies for that unpopularity.
896. **Nott, Jane P.** Poetry as a factor in education. Parents' review, 25: 347-58, May 1913.
897. **Pinloche, A.** Rapport sur la Sixième colonie française de vacances en Allemagne (1912). Revue universitaire, 22: 321-28, April 1913.
The colonies were organized by the Club français de conversation allemande et italienne. The colonists are French boys and girls, who are sent to live in German families for a short time.
898. **Schröder, Johannes Carl August.** Die neuzeitliche entwicklung des mathematischen unterrichts an den höheren mädchenschulen Deutschlands insbesondere Norddeutschlands. Leipzig und Berlin, B. G. Teubner, 1913. xii, 183 p. diagrs. 8°. (Abhandlungen über den mathematischen unterricht in Deutschland veranlasst durch die Internationale mathematische unterrichtskommission. bd. I. hft. 5)
899. **Smith, David Eugene.** Certain problems in the teaching of secondary mathematics. Mathematics teacher, 5: 161-79, March 1913.
"An address given before the New England association"
900. **Tassin, Algernon.** The disclosures of a college elocution class. Educational review, 45: 485-500, May 1913.
Recommends illuminative oral reading. Emphasizes (1) reciting aloud, (2) returning the thought in paraphrase and abstract.
901. **Thomas, C. E.** English for industrial pupils. English journal, 2: 241-46, April 1913.
Discusses briefly the reasons why English for industrial pupils should be different from the regular English course, and indicates the character of the work which is being done with the industrial classes at Woodward high school, Cincinnati, Ohio.
902. **Winship, A. E.** The vision of public school music. Journal of education, 77: 507-508, May 8, 1913.
"Address in Chicago, April 22, 1912. National federation of music clubs."
903. **Wolfson, Arthur M.** Efficiency of the history recitation. Educational review, 45: 444-56, May 1913.
Lays stress on methods of teaching. Says that history teachers of this country have devoted too much attention to questions regarding the course of study.

KINDERGARTEN AND PRIMARY SCHOOL.

904. **Findlay, J. J.** The Montessori system; report of an investigation recently conducted at the Fielden school. Educational times, 66: 203-207, May 1, 1913.
Describes an investigation of the principles of the Montessori-system applied to a special class of children, in order to ascertain to what extent the children would benefit by it. The results are carefully analyzed from a diary record of each child and from personal observation.

905. **Flowers, Ida V.** Suggestions for class management and seat work in the first grade. *Atlantic educational journal*, 8: 303-306, April 1913.
Furnishes some suggestions of a practical nature, resulting from careful study and observation.
906. **International kindergarten union. Committee of nineteen.** *The kindergarten: Reports . . . on the theory and practice of the kindergarten.* Boston, New York [etc.] Houghton Mifflin company [1913] xvi, 301 p. 8°.
CONTENTS: Preface, Lucy Wheelock. Introduction, Annie Laws. First report, Susan E. Blow. Second report, Patty Smith Hill. Third report, Elizabeth Harrison.
907. **Madden, Maude W.** A peep into a Japanese primary school. *Primary education*, 21: 269-71, May 1913.
908. **Rodman, Pattie A.** What the kindergarten is doing. *Kindergarten review*, 23: 579-88, May 1913.
Began in April number.
909. **Townsend, Janet S.** [Montessori training class for teachers] *McClure's magazine*, 41: 184-94, June 1913.
Describes the opening of the first Montessori training class for teachers at Rome.

RURAL EDUCATION.

910. **Barnes, Walter.** English in country schools. Self-education of the country teacher. *Texas school journal*, 30: 11-15, April 1913.
Mentions a few ways in which the country teacher who is really anxious to improve his teaching can do so.
911. **Bricker, Garland A.** Solving the rural recreation problem. *Rural educator*, 1:66-71, May 1913.
Gives reasons for the lack of social enjoyment and recreation in rural communities, and the remedies for the lack.
912. **Brown, C. J.** Grade limitation for one-room schools. *School news and practical educator*, 26: 414-15, May 1913.
Continued from April number.
913. **Hoffman, U. J.** The country school. *School news and practical educator*, 26:411-12, May 1913.
Claims that the needs of the country school are first, good country teachers, second, enough children in regular attendance, third, better public interest.
914. **Israel, Henry, ed.** *The country church and community cooperation.* New York, London, Association press, 1913. 170 p. 12°.
Contains papers read at the third country church conference, held at the building of the International committee of Young Men's Christian associations, New York, November 14, 1912, as follows: 1. T. S. Settle: Community cooperation - The country school and the country church. 2. G. Walter Fiske: Religious education as a factor in training for country life. 3. Henry Israel: A coordinating factor. 4. M. S. Stone: Educational readjustment of country life. 5. Wickliffe Rose: How a whole community is being helped. 6. H. N. Morse: Value of a social survey to a community. 7. John Brown, Jr.: A method of making a survey. 8. J. H. Dillard: The new rural South. 9. A. C. Hurd: Religious and educational cooperation with county and state fairs. 10. K. K. Jordan: Play a socializing factor in rural communities. 11. H. D. Maydole: Moral and educational value of athletics. 12. T. N. Carver: Importance of the social survey. 13. E. L. Earp: Need of trained leadership in rural life. 14. D. C. Drew: Home made leaders. 15. M. A. Honline: Religious education in country life. 16. C. O. Bemis: Opportunity of the country pastor to direct social enterprises.
915. **Kent, H. L.** Economy of the one room rural school. *Kansas school magazine*, 2:175-82, May 1913.
The data contained in this article leads to the conclusion that the one room rural school is not economical. The data is published at this time "because there has been considerable demand for this material to use in school consolidation campaigns."

916. **Matthews, Jessie T.** The county school fair. *Normal instructor*, 22: 11-12, May 1913.
The county school fair movement and what it signifies.
917. **Miller, Frank W.** Community betterment through cooperation. *Ohio teacher*, 33: 405-406, April 1913.
Discusses means of cooperation for the betterment of the country school.
918. **Winnebago county, Ill. Superintendent of schools.** Annual report, 1912. [Rockford, Ill., The Clark company press, 1913] 96 p. illus. 8°.
O. J. Kern, superintendent.
Contains: 1. Improvement of school buildings and grounds in country life education, p. 4-28. 2. Play and playgrounds in country life education, p. 29-46. 3. Consolidation of schools in country life education, p. 47-66. 4. Nature study agriculture in country life education, p. 67-95.
Copies of this report are available for free distribution by the Commissioner of Education Washington, D. C.

SECONDARY EDUCATION.

919. **Bryan, W. J. S.** The American high school. *School and home education*, 32: 330-34, May 1913.
"Address delivered as president before the North Central association of colleges and secondary schools at its eighteenth annual meeting."
Before treating of the American high school, the author first gives a brief synopsis of secondary education in a number of European countries.
920. **Lull, Herbert Galen.** Inherited tendencies of secondary instruction in the United States. Berkeley, University of California press, 1913. [155]-281 p. 4°. (University of California publications. Education. vol. 3, no. 3, pp. 155-281, April 15, 1913)
"List of references cited": p. 279-281.
Includes: "A study of the changing relationships between colleges and secondary schools; . . . a study of the effects of the amount and quality of preparatory work required by the colleges upon secondary instruction; a study of the effects of the prevailing conceptions of preparatory education, the effects of the Pestalozzian movement, the effects of textbooks, the effects of the scientific movement upon secondary instruction, and the effects of the Report of the Committee of ten upon secondary instruction; and, finally, the contribution of modern psychology to the solution of the problem."
921. **Meredith, A. B.** Suggestions regarding high school graduation exercises. *Educational foundations*, 24: 547-50, May 1913.
"These advices were addressed to the superintendents and high school principals of New Jersey. They are worthy of attention throughout the country."—Ed.
Gives two representative programs used last year in New Jersey high schools.
922. **Thornton, William M.** The curriculum of the high school. *Alumni bulletin of the University of Virginia*, ser. 3, vol. 6: 223-34, April 1913.
The author claims that the high-school man who aims to reform the high school must look to his teachers. "Tampering with the curriculum will prove as futile as foolish."

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

923. **Aguayo, A. M.** Los laboratorios de psicología y las clínicas psicológicas. Habana, Revista de educación, 1913. 16 p. 8°.
924. **Belcher, Katherine F.** The sabbatical year for the public school teachers. *Educational review*, 45: 457-84, May 1913.
Advocates the sabbatical year for public school teachers. Gives a list of cities that have put the plan into operation.
925. **Bell, Arch L.** The merit system in promotion of teachers. *Kansas school magazine*, 2: 186-93, May 1913.
Describes the merit system used in Ottawa, Kans., and gives a sample of the score card used.
926. **Blount, Alma.** Normal school training for the teaching of English in elementary schools. *English journal*, 2: 215-20, April 1913.
"A paper read before the Normal school section of the National council of teachers of English, Chicago, November 20, 1912. The writer examined eighty-five normal school catalogues."

927. **Cifarelli, Tommaso.** La crisi della scuola media e la questione economica degli insegnanti. *Rivista pedagogica*, 6: 249-279, April 1913.
Discusses the question of scarcity of teachers due to insufficient salaries.
928. **Clement, J. H.** A measuring rod for teaching efficiency. *Kansas school magazine*, 2: 93-102, March 1913.
Relates the experience of the writer, who is superintendent of schools at Dodge City, Kans., with the use of Prof. E. C. Elliott's "Tentative scheme for the measurement of teaching efficiency."
929. **Darenberg, D.** Der lehrer als romantiker. *Pädagogische zeitung*, 42: 306-10, April 17, 1913.
An interesting study of the teacher-type in the modern German novel, showing how the attitude of writers has changed from one of satire to one of respect.
930. **Decker, W. C.** The German elementary school teacher. *American education*, 16: 376-77, April 1913.
Deals with the training, salaries, etc., of German elementary school teachers.
931. **Drever, James.** The practical training of teachers. *Journal of education* (London), 45: 355-58, May 1913.
Briefly considers three methods of instruction in the principles of practice teaching: (1) The pupil-teacher system, (2) Practice teaching followed by theoretical training, (3) A combination of the practical and theoretical in the training school.
932. **Hughes, Charles C.** Report on efficiency method for rating teachers. *Sierra educational news*, 9: 381-89, May 1913.
933. **Lewis, E. E.** Practice teaching in model schools. *Elementary school teacher*, 13: 434-44, May 1913.
Data obtained in 1909 by the accrediting committee of the California state board of education. A questionnaire was sent to every state normal school in the United States.
934. **Parrott, Rosa B.** The sphere of the normal school. *Oregon teachers monthly*, 17: 427-30, April 1913.
Paper read before the Collee and normal section of the Oregon state teachers' association.
935. **Pretzel, C. L. A.** Zur reform der lehrerbildung. *Pädagogische zeitung*, 42: 204-6, March 13, 1913.
Enumerates and emphasizes teachers' demands for reform in teacher-training.
936. **Schmid, Bastian.** Die prüfungsordnung für das lehrant an den höheren lehranstalten Bayerns. *Monatshefte für den naturwissenschaftlichen unterricht*, 6: 214-18, heft 4, 1913.
Discusses the new Bavarian teacher requirements with special reference to chemistry, biology, and geography.

HIGHER EDUCATION.

937. **Brown, F. C.** Scholarship and the state. *Popular science monthly*, 82: 510-15, May 1913.
Urges the necessity of the state doing its part in productive scholarship. Points out the benefits that would accrue in the promotion of research work in state universities.
938. **Cohn, Gustav.** Die hamburgische universität. *Internationale monatschrift für wissenschaft, kunst und technik*, 7: 855-74 (col.), April 1913.
939. **Foster, William T.** The college president. *Science*, n. s. 37: 653-58, May 2, 1913.
Discusses the qualifications necessary for the president of a college. Says that the principle of centralization of responsibility and adequate authority must be reckoned with in all new plans for university control.
940. **Papillon, Thomas L.** What is going on at Oxford. *Educational review*, 45: 433-43, May 1913.
Discusses proposed reforms in curriculum and administration of the University of Oxford and its component colleges.

941. **Pintrner, Rudolf.** Eine amerikanische universität. *Neue bahnen*, 24: 355-59, May 1913.
Describes the University of Chicago for German readers.
942. **Richardson, Charles F.** The problem of waste in the college lecture. *School review*, 21: 334-43, May 1913.
Writer thinks it unwise to begin the lecture too soon in elementary courses. Advocates combining it, especially in such topics as history or physics, with assigned collateral readings or even a textbook.
943. **Roosevelt, Theodore.** The high school and the college. *Outlook*, 104: 66-68, May 10, 1913.
Writer advocates an education related to life, and adapted to the needs of each individual, also a better adjustment between the public high school and the college. Interprets data presented in Bulletin, 1913, no. 7, of the Bureau of education, College entrance requirements.
944. The royal commission on university education in London. *Quarterly review*, 218: 532-48, April 1913.
945. **Schultze, Ernst.** Die stellung der englischen universitäten zur volkshildung. *Pädagogisches archiv*, 55: 100-16, heft 2, 1913.
A critical survey of the position of the English universities toward popular education in the nineteenth century. Shows how older universities have radically changed their attitude.
946. **Sherman, Stuart P.** Education by the people. *Nation*, 96: 461-64, May 8, 1913.
An answer to Prof. E. P. Morris's article on The college and the intellectual life. *Yale review*, April 1913. Maintains that a state can afford at its universities a liberal arts college of absolutely the first class, and in its high schools ample preparation for it.
947. **Spranger, Eduard.** Wandlungen im wesen der universität seit 100 jahren. Leipzig, E. Wiegandt, 1913. 39 p. 8°.

SCHOOL ADMINISTRATION.

948. Das braunschweigische volksschulgesetz angenommen. *Pädagogische warte*, 20: 384-89, April 1, 1913.
The new school law adopted for Brunswick replaces the act in force since 1851. New provisions.
949. **Dearborn, Walter F.** The practical results of recent studies in educational statistics. *School review*, 21: 297-300, May 1913.
Presents data showing maladjustments between schools and departments of study, and instances of inharmonious working.
950. **Fee, Ira B.** What claims has the community upon a superintendent's time outside of the schools. *Wyoming school journal*, 9: 201-204, April 1913.
951. **Moore, Ernest Carroll.** Indispensable requirements in city school administration. *American school board journal*, 46: 13-14, 61, May 1913.
"The author of the present article, which formed the basis of an address before the Association of school accounting officers in Philadelphia, February 26, 1913, has had an opportunity, like no other schoolman, of observing the evil effects of municipal interference in school affairs. He writes with the experiences of New York city vividly before him."—Editor.
952. **Rhodes, J. M.** Modern educational ideas in the government of a city as illustrated in Supt. J. M. Rhodes' report, Pasadena, California. *Western journal of education*, 19: 8-10, April 1913.
The four problems of the schools are "(1) To provide adequately and ideally for the accommodation of every child, (2) To arrange to get every child of school age in school and to keep him there and to limit the number of children who may enroll with any one teacher, (3) To put a superior teacher in charge of every school; and to arrange adequately for her continued growth and development, (4) To relate work of the school to the life of the community; but also to lead the people to a higher and simpler plane of living."
953. **Shull, Charles A.** Recent legislation affecting educational institutions in Kansas. *Science, n. s.* 37: 622-24, April 25, 1913.
Opens up a new era in educational administration. New arrangement consists in the application of the commission form of government to all of the state-supported educational institutions.

SCHOOL MANAGEMENT.

954. **Alsop, F. E.** What students want vs. curriculum. *Missouri school journal*, 30: 194-200, May 1913.
955. **Ayres, Leonard P.** The effect of promotion rates on school efficiency. *American school board journal*, 46: 9-11, May 1913.
"The present article is an excursion into what may be termed 'educational engineering' and shows how small changes in promotion rates have startlingly large results in terms of money and children's time."—Editor.
Reprinted as pamphlet E 130 of the Russell Sage foundation, New York.
956. **Stoner, D. L.** Examinations; their evils and cure. *Educator-journal*, 13: 377-80, March 1913.

SCHOOL ARCHITECTURE.

957. **Bruce, William C., comp.** High school buildings. Milwaukee, The American school board journal [1913] 198 p. 4°.
A collection of floor plans and photographs of characteristic urban high schools. An effort has been made to select buildings which show a careful adaptation of the plan to the educational work carried on in them, and which, at the same time, follow the best standards of orientation, heating, etc.
958. **Hennig, ———.** Die Erlweischen schulbauten in Dresden. *Schulhaus*, 15: 147-76, heft 4, 1913.
Dresden's beautiful new school buildings are described. Richly illustrated (35 halftones; exteriors, interiors, details, plans).
959. Schools and colleges built to burn. *Insurance engineering*, 25: 129-63, 182-3, March 1913. illus.
A number of articles on the present fire peril in American schools and colleges, each taking up different phases, thus: Effects of Collingwood fire, evils, state regulation, etc.

SCHOOL SANITATION AND HYGIENE.

960. **Czerny, Adalberto.** Il medico educatore del bambino. Libro per i medici, per le madri, per i maestri. Versione dal tedesco con note originali della dotessa. Angiola Borrino e presentazione al pubblico italiano del prof. Pio Foà. Torino, Società tipografico-editrice nazionale, 1913. 173 p. 12°.
961. **Dresslar, Fletcher B.** School hygiene. New York, The Macmillan company, 1913. 369 p. illus. 8°.
Presents in a simple and untechnical way some of the hygienic requirements of school life, and suggests, whenever it seems necessary, how these requirements may be put into practice. Not written for the specialist in school hygiene, but for busy teachers. Each chapter is followed by appropriate topics for investigation, and by selected references.
962. **Schulz, Otto.** Erster deutscher kongress für alkoholfreie jugenderziehung. *Pädagogische zeitung*, 42: 285-7, April 10, 1913.
A sympathetic review of the efforts of German schoolmen against alcohol.
963. **Stephani, ——— and Wimmenauer, ———.** Schulzahnklinik oder freie zahnarztwahl. *Zeitschrift für schulgesundheitspflege*, 26: 225-43, April 1913.
Discusses the question whether it is better in oral hygiene in school to organize with school clinic or with private dentists. Writers inclined to be favorable to former method.
964. **Thiele, A.** Die bekämpfung der tuberkulose an den städtischen volkschulen in Chemnitz. *Schularzt* (Beilage zur Zeitschrift für schulgesundheitspflege), 11: 273-75, April 1913.
A summary of the successful school fight against tuberculosis in Chemnitz since 1900. Methods and organization.
965. **Toepel, Theodore.** The effect of school life on the physical child. *Mind and body*, 20: 89-93, May 1913.
"Read at the convention of the American physical education association, Newark, N. J., March 1913."
966. **Walker, J. D.** Medical school inspection. *Oklahoma school herald*, 21: 9-11, May 1913.
"Read before the Pushmataha county teachers' association."

PHYSICAL TRAINING.

967. **Becht, J. George.** A proper playground. *Journal of education*, 77: 429-30, April 17, 1913.
Gives equipment, supervision, and minimum space per pupil.
968. **Corbin, Alice M.** How to equip a playroom—the Pittsburgh plan. *Playground*, 7: 8-15, April 1913.
969. **Curtis, Henry S.** Message of the play movement. *Journal of education*, 77: 455-58, 488, April 24, May 1, 1913.
Address at the North Dakota association.
970. **Dudley, William L.** The proper control of athletics. *American physical education review*, 18: 209-16, April 1913.
"Paper presented at the seventh annual convention of the National collegiate athletic association, New York, December 27, 1912."

SOCIAL ASPECTS OF EDUCATION.

971. **Curtis, Henry S.** The school center. *Survey*, 30: 89-91, April 19, 1913.
972. **Hodges, LeRoy.** Winston-Salem plan of training boys for citizenship. *North Carolina education*, 7: 3-4, May 1913.
The principal characteristics of the plan are "first, cooperation between the public schools and the local board of trade; second, the establishment of a department of government and economics in the city high school; and, third, the formation of a boys' department, or a 'juvenile club,' as it is called, of the board of trade."
973. **Johnson, Eleanor Hope.** Social service and the public schools. *Survey*, 30: 173-78, May 3, 1913.
Shows what is being accomplished in New York city, Boston, etc. Writer says that the day is fast approaching when "just as surely as social service is an inseparable and honored part of both religious and medical institutions, so it shall be of our educational work."
974. **Kühnert, H.** Universität und settlement. *Akademische Rundschau*, 1: 428-35, heft 7, 1913.
Describes settlement work in England and America and suggests adaptability to Germany.
975. **Voorhees, George L.** Civic service of the social center. *Educational bi-monthly*, 7: 366-75, April 1913.

CHILD WELFARE.

976. **Astor, Waldorf.** Boy labor and education. *National review*, 61: 358-66, April 1913.
Author says that the evils of boy labor can be traced to the divorce of working life and education. "A boy's work has got into one groove and his education into another."

MORAL AND RELIGIOUS EDUCATION.

977. **Athearn, Walter S.** Standardizing the Sunday school. *Biblical world*, 41: 322-26, May 1913.
Gives standards recently adopted by various religious bodies, and also a new "ten-point standard," proposed as a practical basis.
978. **Doggett, L. L.** Materials and methods for religious education among young men and boys. *Association seminar*, 21: 257-72, April 1913.
979. **Sharp, Frank Chapman.** A course in moral instruction for the high school. 2d ed. Madison, The University, 1913. 244 p. 12°. (Bulletin of the University of Wisconsin, no. 565. High school series, no. 7.)

MANUAL AND VOCATIONAL TRAINING.

980. **Badger, Ozro B.** High school manual training problems for country boys. *Manual training magazine*, 14: 329-43, April 1913.
Describes conditions in Columbus, Indiana, where the new problem has been "to meet the needs of the pupils from the rural districts." The idea is to help educate these boys back to the farm, enabling them to work more scientifically.
981. **Brereton, Cloudealey.** The character-forming influence of vocational education. *Educational review*, 45: 501-6, May 1913.
Shows the trend of society under the influence of the industrial system. Predicts a recreation of the old guild system on a wider and more liberal scale, in which every profession and calling would find representation."
982. **Dean, Arthur D.** The up-bringing of a teacher: an open letter to the manual training teachers. *Manual training magazine*, 14: 344-51, April 1913.
983. **Dewey, John.** An undemocratic proposal. *Vocational education*, 2: 374-77, May 1913.
"The short article . . . which we print in this issue first appeared in the *American teacher*. We believe it deserves a wider reading. The author's reasoning is asserted to be fundamental; if sound, its influence will be far-reaching; if fallacious, it should be answered."—Foreword.
Discusses the evils of a separate board of control for vocational education.
984. **Gayler, G. W.** Vocational training as a preventive of crime. *Psychological clinic*, 7: 39-46, April 15, 1913.
985. **Hailman, W. N.** Adjustment of the common school curriculum to the vocational needs of to-day. *School science and mathematics*, 13: 382-91, May 1913.
Presented at the mid-winter meeting of the Northeastern Ohio section on February 8, 1913."
986. The Hampton institute trade school. 1. Carpentry and cabinetmaking. *Southern workman*, 42: 271-79, May 1913. illus.
987. **Heinzig, ———.** Die handwerkskammern, ihre bedeutung und ihr arbeitsgebiet. Die fortbildungsschule (Beilage zur Pädagogischen zeitung) 8: 57-59, April 24, 1913.
Describes the work of the 72 German boards of trade and chambers of commerce in aid of industrial education.
988. **Johnson, George F.** Toys and toymaking. *School-arts magazine*, 12: 581-85, May 1913.
Some suggestions for toymaking in the schoolroom.
989. **Kent, Ernest B.** The industrial arts for boys of the seventh and eighth school years. *Manual training magazine*, 14: 309-21, April 1913.
Gives conditions in Jersey City, N. J. Writer says that while in "the previous grades industry has been the subject matter of the course, now for these two years at least, the boy himself should become the real subject matter. . . . After the sixth year we should ask, . . . Which boys in a class have latent aptitudes for this or that or the other type of industrial work? Which boys are showing themselves generally unmechanical?" The writer's thesis is that the main duty of the school shop during the sixth and seventh years is "to serve as a laboratory for vocational guidance with respect to the industrial occupations."
990. **Marten, William S.** Inexpensive basketry. Peoria, Ill., The Manual arts press [1913] 45 p. illus. 8°.
References on Educational values of manual training, p. 39-40. Bibliography on Basketry, p. 41-44.
991. **Mühlmann, Karl.** Reiseberichte über das technische und gewerbliche schulwesen Nordamerikas. Chemnitz, J. C. F. Pickenhahn & sohn, 1913. 70 p. 4°. (Technische staatslehranstalten in Chemnitz. Abhandlungen und berichte. Heft 3, February 1913.)
Narrates observations made during an official tour of inspection in the East and Middle West, in April, May, and June 1912.

992. **Nearing, Scott.** Public schools that are making good: High schools that are in step with life. Ladies' home journal, 30: 10, 75-76, May 1913.
Describes work in Newton, Mass.; Gary, Ind.; Grand Rapids, Mich.; New York city, etc. Advocates vocational education.
993. **Prosser, Charles A.** The meaning of industrial education. Vocational education, 2: 401-10, May 1913.
This article is condensed from the address delivered at the December convention of the Indiana state teachers' association.
994. **Scott, Jonathan F.** The decline of the English apprenticeship system. Elementary school teacher, 13: 40-41, May 1913.
Writer says that it is mainly "to the public school that we must look for a solution of the problem of industrial education." Sketches the history of the craft guild systems.
995. Some public schools that are not failures. III. The Newton vocational school. Popular educator, 30: 485-89, May 1913.
996. **Wigge, H.** Welche gefahren liegen für unsere volksschule in der bevorzugung der nebenfächer? Pädagogische warte, 20: 430-39, April 15, 1913.
Opposes industrial and other branches in the school on the ground that they interfere with the spirit and organization of the instruction.

VOCATIONAL GUIDANCE

997. **Ayres, Leonard Porter.** Psychological tests in vocational guidance. New York city, Division of education, Russell Sage foundation, 1913. 6 p. 8°.
(Russell Sage foundation. Pamphlets. E128.)
Reprinted from the Journal of educational psychology, April 1913.
998. **Bloomfield, Meyer.** The vocational counselor in action. Survey, 30: 183-88, May 3, 1913.
Gives a digest of the past performances and future plans of the Vocation bureau of Bpston.
999. **Boston, Mass. Vocation bureau.** Record of the Vocation bureau of Boston, 1913. Boston, Mass., 6 Beacon street, 1913. 28 p. 8°.
Meyer Bloomfield, director.
The summer school course in vocational guidance to be given by Harvard university this year may be found on pages 11-12. Other extension courses in vocational guidance offered by Columbia university and by the University of Missouri are outlined on pages 22-23.
1000. **Rodman, Cornelia Benedict.** The work of the vocational councilor. Journal of education, 77: 483-84, May 1, 1913.
The author is the vocational councilor at the Somerville, Mass., Trade school for girls.
1001. **Weaver, Eli W.** Getting in touch with the employer. Journal of education, 77: 396-98, April 10, 1913.
"Address before National conference on vocational guidance at New York."

AGRICULTURAL EDUCATION.

1002. **Patnam, Helen C.** Children's gardens and life. Child-welfare magazine, 7: 158-60, 213-15, 242-45, 296-98, 320-23, January to May 1913.
Gives the various steps in gardening, showing how it brings about normal, easy opportunities of helping children to intelligent as well as wholesome ideas of the renewal of life, heredity, environment, physiologic processes, and even anatomy. The properly trained teacher can coordinate the observations made in gardening with human life.
1003. **Sipe, Susan B.** The teacher and the school garden. Kindergarten review, 23: 545-53, May 1913, illus.
School garden work as carried on in Washington, D. C.
1004. **Snedden, David.** The agricultural school. American school board journal, 46: 17, 56, May 1913.
"Of the industrial subjects which have recently been added to the curriculum none is more important to a larger number of children than agriculture. Dr. Snedden discusses the fundamental principles which must be observed in making this important study a part of the public-school system in a most popular manner that cannot fail to interest school-board members."
Editor.

HOME ECONOMICS.

1005. **Colwell, Rachel.** A brief description of the way in which domestic science is being introduced in some of the schools of West Virginia. *West Virginia educator*, 7: 12-13, May 1913.
Describes equipment, etc.
1006. **DeGarmo, Mary E.** School credit for home industrial work through the partnership report card. *Atlantic educational journal*, 8: 344-46, May 1913.
1007. **Kemsies, Ferdinand.** Zur psychologie und pädagogik der hausarbeiten. *Zeitschrift für pädagogische psychologie*, 14: 193-206, April 1913.
A timely discussion of homework in its relation to the pupil's waking and working hours.
1008. **Kittredge, Mabel H.** Housekeeping centers in settlements and public schools. *Survey*, 30: 188-92, May 3, 1913.
Shows the great popularity in New York city of the housekeeping center.
1009. **Lewis, Adah.** Equipment of a domestic science laboratory. *Western school journal*, 29: 132-33, May 1913.
Gives itemized cost of individual and general equipment, and expense of maintenance of domestic science work in Kansas high schools.

MEDICAL EDUCATION.

1010. **Bevan, Arthur Dean.** The past and future of medical colleges in America. *American educational review*, 34: 309-12, March 1913.

EDUCATION OF WOMEN.

1011. **Reichl, —.** Können wir auf die obligatorische mädchenfortbildungsschule verzichten? *Frauenbildung*, 12: 187-94, heft 4, 1913.
Argues the economic and social necessity for the compulsory continuation school for girls.
1012. What we are trying to do. *World's work*, 26: 50-58, May 1913.
Symposium by 35 teachers of the Washington Irving high school, New York city. Efforts "to make healthy and successful women of city-bred girls."

EXCEPTIONAL CHILDREN.

1013. **Breitwieser, J. V.** The case of the gifted child. *Colorado school journal*, 28: 20-22, April 1913.
1014. **Flexner, Mary.** The visiting teacher in action. *Survey*, 30: 179-82, May 3, 1913.
To the visiting teacher is assigned "the group called the *difficult* children, and it is her aim to discover, if possible, the cause of the difficulty which manifests itself in poor scholarship, annoying conduct, irregular attendance, or the need of or desire for advice on some important phase of life." Gives résumé of cases handled by the seven visiting teachers maintained in New York by the Public education association.
1015. **Herndon, Carrie P.** The exceptional child and what we are doing for him.—
II. *Normal instructor*, 22: 22, May 1913.
In the April issue the physically exceptional child was discussed. This number deals with the mentally exceptional.
1016. **New Orleans. Public school alliance.** Exceptional children in the public schools of New Orleans. A report of the committee of the Public school alliance, March, 1913. *New Orleans, Public school alliance*, 1913. 36 p. 8°.
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