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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes.—Publications of associations.—Educational history and biography.—Current educational conditions.—Pedagogics and didactics.—Educational psychology, Child study.—Special methods of instruction.—Special subjects of curriculum.—Kindergarten and primary school.—Rural education.—Secondary education.—Teachers: training and professional status.—Higher education.—School administration.—School management.—School architecture.—School hygiene and sanitation.—Sex hygiene.—Play and playgrounds.—Social aspects of education.—Child welfare.—Moral and religious education.—Manual and vocational training.—Agricultural education.—Professional education.—Education of women.—Exceptional children.—Education extension.—Libraries and reading.—Bureau of education: Recent publications.—Periodicals indexed in this number.

INTRODUCTORY NOTES.

The following books from among the titles listed in these pages deserve special attention, the numbers in parentheses referring to the numbers of the full entries:

Knight, Influence of reconstruction on education in the South (1614); Garber, Current activities and influences in education (1618); Charters, Teaching the common branches (1626); Culverwell, The Montessori principles and practice (1666); Hanus, School efficiency (1709); Rapeer, School health administration (1718).

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.

BOOKS, PAMPHLETS, PERIODICAL ARTICLES.

PUBLICATIONS OF ASSOCIATIONS.

1603. American association of farmers' institute workers. Proceedings of the seventeenth annual meeting . . . held at Atlanta, Ga., November 11-13, 1912. Washington, Government printing office, 1913. 89 p. 8°. (United States. Department of agriculture. Office of experiment stations. Bulletin 256) (John Hamilton, secretary-treasurer, Washington, D. C.)

Contains: 1. G. A. Putnam: Relationship between farmers' institutes and agricultural colleges and experiment stations, p. 24-25. 2. A. P. Sandles: The use of the round-table method in farmers' institute instruction, p. 25-27. 3. Irma Mathews: Organizing and maintaining institutes for young people and for women, p. 70-72. 4. G. I. Christie: Use of illustrative material in institute teaching, p. 73-74. 5. T. B. Parker: Organizing and maintaining institutes for young people and for women, p. 74-77.

1604. **American library association.** Papers and proceedings of the thirty-fifth annual meeting, held at Kaaterskill, N. Y., June 23-28, 1913. Chicago, Ill., American library association, 1913. p. [71]-412. 4°. (*Its Bulletin*, vol. 7, no. 4, July 1913) (G. B. Utley, secretary, 78 East Washington Street, Chicago, Ill.)

Contains: 1. H. E. Legler: President's address—The world of print and the world's work, p. 73-82. 2. "As others see us"—Brief expressions on library work from eminent men and women, p. 82-98. 3. Mary Antin: The immigrant in the library, p. 145-49. 4. W. H. Kerr: Normal schools and their relation to librarianship, p. 193-97. 5. George McAneny: The municipal reference library as an aid in city administration, p. 219-24. 6. E. L. Pearson: How to discourage reading, p. 230-36. 7. H. O. Wadlin, E. Bostwick: The quality of fiction, p. 246-53, 253-54; Discussion, p. 254-56. 8. A. E. Bostwick: Volume of children's work in the United States, p. 287-91. 9. Martha Wilson: Possibilities of the rural school library, p. 291-94. 10. S. H. Ranck: The library's opportunities in vocational guidance, p. 296-99. 11. Lucy M. Salmon: Instruction in the use of a college library, p. 301-9. 12. R. S. Fletcher: The college library and research work, p. 321-25. 13. Corinne Bacon: Cooperation of libraries with library schools, p. 347-50.

1605. **Catholic educational association.** Report of the proceedings and addresses of the tenth annual meeting, New Orleans, La., June 30, July 1-3, 1913. Columbus, Ohio, Catholic educational association, 1913. 514 p. 8°. (*Catholic educational association bulletin*, vol. x, no. 1, November 1913) (Rev. Francis W. Howard, secretary, Columbus, Ohio)

Contains: 1. T. J. Shanahan: The teaching office of the Catholic church, p. 66-75. 2. R. A. Hunter: Catholic education and the public welfare, p. 95-108. 3. F. W. Howard: The problem of the curriculum, p. 132-53. 4. J. P. O'Mahoney: The standard college, p. 165-84. 5. E. A. Pace: Teaching of philosophy in the college, p. 185-200. 6. Luke Joseph: The curriculum of the commercial high school, p. 209-20. 7. Albert Muntch: Vocational guidance, p. 238-67. 8. Bede Horse: The need of male teachers in our parish schools, p. 281-97. 9. J. A. Dillon: Supervision—how to make it most fruitful, p. 316-23. 10. M. J. Larkin: Industrial and vocational training, p. 324-37. 11. Handwriting and how to teach it, p. 381-96. 12. J. D. A. McKenna: Child study, p. 403-13. 13. Uniformity of textbooks, p. 421-27. 14. H. J. Heuser: Suggestions toward a uniform plan of studies in the department of theology for seminaries in the United States, p. 455-81.

1606. **Land grant college engineering organization.** Proceedings of the organization meeting . . . held at Washington, D. C., January 24th and 25th, 1913. 76 p. 8°. (A. Marston, secretary, Ames, Iowa)

1607. **Michigan schoolmasters' club.** Journal of the . . . forty-seventh meeting, held in Ann Arbor, March 26-30, 1912. Ann Arbor, Michigan, Published by the Club [1913] 190 p. 8°. (L. P. Jocelyn, secretary, Ann Arbor, Mich.)

Contains: 1. David Felmsley: Some neglected points in the teaching of algebra and geometry, p. 2-10. 2. C. J. Keyser: The humanization of the teaching of mathematics, p. 10-22. 3. W. C. Martindale: The school as a social center, p. 22-29. 4. Julia Doran: Teachers' pensions, p. 29-33. 5. Eva P. Carnes: Latin from the viewpoint of the typical second-year pupil, p. 34-40. 6. Helen B. Muir: A method in second-year Latin, p. 41-48. 7. Frances J. Brown: The humanizing of the Latin teacher, p. 51-55. 8. A. C. Klocksien: Some problems in teaching modern languages in a college, p. 64-71. 9. A. G. Canfield: The present situation of modern languages in the high school, p. 71-81. 10. B. F. Comfort: The novel in the high school, p. 82-86. 11. Mrs. A. S. Best: The drama league of America in relation to the present interest in drama study throughout the country, p. 82-86. 12. J. F. Hosk: The movement for increasing the efficiency of school and college English, p. 86-87. 13. E. M. Hopkins: Present status of the English teacher, p. 88-92. 14. F. T. Carlton: The aim of history teaching, p. 103-109. 15. E. S. Loomis: What result may we reasonably expect in mathematics of a high-school student, and on what subject matter shall we base our expectations, p. 118-32. 16. W. W. Knisley: Commercial English, p. 151-58.

1608. ———. Journal of the . . . forty-eighth meeting, held in Ann Arbor, April 2, 3, 4, 1913. Ann Arbor, Michigan, Published by the Club [1913] 145 p. 8°. (L. P. Jocelyn, secretary, Ann Arbor, Mich.)

Contains: 1. L. L. Wright: The function of the high school, p. 2-10. 2. J. L. Markley: The product of the high school, p. 10-17. 3. Moritz Levi: Some thoughts about the value of the classics, p. 18-23. 4. Mary McNerney: The problems of elementary work in German, p. 30-37. 5. J. R. Brumm: Preparatory English, p. 38-56. 6. Miss Marion S. Geris: First lessons in geometry, p. 61-86. 7. Jessie Phelps: Suggested course for high school sociology, p. 91-94; Discussion, p. 94-96. 8. J. B. Pollock: A reconstruction of the high-school course in botany, p. 97-110.

1609. **Minnesota educational association.** Journal of proceedings and addresses of the fiftieth annual meeting, held at St. Paul, Minnesota, December 5-7, 1912. Minneapolis, The Association, 1913. 176 p. 8°. (E. D. Pennell, secretary, Minneapolis, Minn.)

Contains: 1. P. P. Claxton: Democracy in education, p. 32-36. 2. W. H. Allen: Possibilities of efficient state supervision of education, p. 37-42. 3. G. E. Vincent: Vocation and culture, p. 47-48. 4. J. A. Puffer: Boy leadership, p. 51-52. 5. W. F. Webster: What next? p. 53-60. 6. J. A. Puffer: Vocational guidance, p. 62-64. 7. W. H. Allen: Current tests of high school efficiency, p. 73-76. 8. J. E. Butterworth: Two neglected factors in the training of teachers of English, p. 84-88. 9. P. P. Claxton: Literature in the schools, p. 92-96. 10. A. P. Hodapp: The relative merits of industrial and cultural education, p. 100-101. 11. A. V. Storm: Agriculture in Minnesota schools, p. 104-12. 12. P. E. Kaiser: The German system of education: What can we learn from it, p. 119-25. 13. Mrs. H. Witterstine: Some phases of school board administration, p. 126-32. 14. A. V. Storm: The teaching of agriculture, p. 144-57.

1610. **National education association of the United States. Department of superintendence.** Proceedings . . . at the annual meeting held at Philadelphia, Pa., February 24-28, 1913. [Chicago, Ill., University of Chicago press, 1913.] 228 p. 8°. (B. W. Torreyson, secretary, Little Rock, Ark.)

Contains: 1. C. P. Cary: Team play between city superintendent and city, p. 17-22. 2. P. W. Horn: Team play within the system, p. 22-28. 3. T. E. Fluegan: Uniformity of standards in school administration, p. 28-37. 4. F. M. McMurry: The uniform minimum curriculum with uniform examinations, p. 37-49; Discussion, p. 49-54. 5. C. H. Judd: Developing the co-operation and initiative of teachers, p. 55-65. 6. Joseph Lee: The need to dream, p. 65-76. 7. N. C. Schaefer: The unmeasurable in teaching, p. 75-78. 8. Some experiments in school systems and their outcomes: A. Developing a school system [by] C. S. Mook, p. 78-84; B. School credit for home industrial work [by] L. R. Alderman, p. 84-89; C. The home-school—an experiment in household education [by] R. J. Condon, p. 90-96; D. The Cincinnati continuation schools [by] E. D. Roberts, p. 96-103. 9. J. G. Hibben: The mechanical mind, p. 104-6. 10. Mary C. C. Bradford: The heart of the educational problem, p. 106-8. 11. R. C. Brooks: Summary of the report of the Committee on teachers' salaries and cost of living, p. 114-23. 12. Economy of time in elementary education: A. A report on progress by the Committee on economy of time in elementary and secondary education [by] H. B. Wilson, p. 123-31; B. A seven-year elementary school [by] C. H. Judd, p. 131-40; C. Mobility of the teaching population in relation to economy of time [by] L. D. Coffman, p. 140-47; D. The economy of time through testing the course of study and time allotment [by] L. P. Ayres, p. 147-52. 13. Improving school systems by scientific management: A. Underlying principles [by] P. H. Hanus, p. 153-65; B. The application of the principles of scientific management [by] F. E. Spaulding, p. 165-85; C. The determination of the relative value of details within the course of study [by] A. D. Yocum, p. 185-91. 14. W. M. Davidson and Ben Blawett: How to measure the efficiency of teachers, p. 192-98. 15. S. L. Hector: Differentiation in the courses of study for children between twelve and sixteen years of age, p. 198-202. 16. The most efficient service which assistant superintendents or supervisors can render: A. The relation of supervisory assistants to the superintendent [by] M. C. Potter and J. J. Keyes, p. 202-6; B. How can supervisors and assistant superintendents render the most efficient service in their relations to principals and teachers? [by] F. M. Hunter, p. 206-9; C. The selection and tenure of office of assistant superintendents and supervisors [by] J. M. Owin and M. G. Clark, p. 209-13. 17. David Snedden: The best method of apportioning and administering state aid, p. 217-20.

1611. **National society for the promotion of industrial education.** [Papers read at the Grand Rapids meeting, October 19-25, 1913.] Journal of education, 78: 453-61, 465, November 6, 1913.

Contains: 1. W. C. Redfield: What vocational education and vocational guidance mean to the future of the country, p. 453-64. 2. F. M. Leavitt: Vocational education and guidance, p. 454-55. 3. L. P. Ayres: Psychological tests in vocational guidance, p. 455-67. 4. Ida M. Tarbell: What industrial training should we give the average girl, p. 467-68. 5. W. S. Field: Part-time schooling for the unskilled industries, p. 458-59, 465. 6. W. M. Roberts: The development of part-time education in a large city, p. 460-61.

1612. **Western drawing and manual training association.** Proceedings of meeting held at Des Moines, Iowa, May 7-10, 1913. 231 p. 8°. (Wilson H. Henderson, secretary, Hammond, Ind.)

Contains: 1. Emma M. Church: Education's new responsibilities, p. 22-29. 2. Walter Sargent: Art in vocational schools, p. 30-33. 3. Nama A. Lathé: Report of the International congress for art education—Dresden, p. 34-46. 4. H. T. Bailey: International congress of art education, Paris, 1912, p. 41-48. 5. J. W. Curtis: Manual and vocational education, p. 55-64.

6. G. F. Burton: Education for industrial occupations (Changes which may be made in present educational practice), p. 65-72. 7. Florence Ward: Place of art and handwork in the Montessori system, p. 80-96. 8. E. R. Jackson: The relation of forestry to manual training, p. 97-101. 9. H. B. Froelich: Essentials and nonessentials in our public school art training, p. 105-9. 10. Mary C. Scovel: The essentials and nonessentials in public school drawing, p. 110-18. 11. Mary P. Van Zile: Pure foods and the responsibility of the home economics teacher toward them, p. 119-26. 12. F. M. Giles: Vocational guidance in the high school, p. 148-57. 13. G. M. Wilson: Vocational education in rural schools, p. 158-75.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1613. Coon, Charles L. The beginnings of the North Carolina city schools, 1867-1887. South Atlantic quarterly, 12: 235-47, July 1913.

1614. Knight, Edgar Wallace. The influence of reconstruction on education in the South. New York City, Teachers college, Columbia university, 1913. 100 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 60.)

CONTENTS.—Introduction.—1. Public schools in North Carolina before the Civil war.—2. The beginnings of reconstruction; constitution of 1868 and the first school law.—3. Schools in North Carolina from 1869 to 1876.—4. Schools in South Carolina from 1811 to 1865.—5. Beginnings of reconstruction; the first school law under the constitution of 1868.—6. Schools in South Carolina from 1870 to 1876.—7. Comparison of school legislation in the other nine Southern states before 1868 and from 1868 to 1876; conclusions.

1615. Bismann, Robert. Erinnerungen. Deutsche schule, 17: 609-38, October 1913.

Contains much reminiscent material of interest in school development. This number of *Die deutsche schule* is entirely devoted to Bismann.

CURRENT EDUCATIONAL CONDITIONS.

1616. Bruce, H. O. Education and sedition in India. World's work (London), 22: 489-92, October 1913.

Writer declares that the educational system of India is fundamentally wrong.

1617. Dudlers, Duncan. After school. Wisconsin journal of education, 45: 206-8, October 1913.

Some reflections on the criticisms that have been made lately on the public schools.

1618. Garber, John Palmer. Current activities and influences in education, a report upon educational movements throughout the world; being the third volume of "The annals of educational progress." Philadelphia and London, J. B. Lippincott company, 1913. 370 p. 12°.

1619. Gilliams, E. L. A wonderful school system built on play. Circle and success magazine, 9: 159-61, October 1913.

Describes work of the public schools of Gary, Indiana. Copiously illustrated.

1620. Griffiths, E. H. An educational retrospect. School world, 15: 380-85, October 1913.

Shows the general discontent over the present English educational system as compared with conditions forty years ago; but indicates encouraging signs of progress.

1621. Haldane, Richard Burdon, Viscount. England's great need. Hearst's magazine, 24: 748-52, November 1913.

Lord Haldane is prominently connected with the British government movement for a better and broader school system throughout England, and this article presents his views on what he terms England's greatest need, and tells what is being done to remedy the lack of a national English school system—the establishment of which he believes to be indispensable to Britain's continuance in the ranks of the world's true leaders in political, commercial, and social progress.

1622. Muerman, J. O. Education in the Philippines. Atlantic educational journal, 9: 110-13, November 1913.

1623. Woolston, H. B. John H. Finley, educational expert. Independent, 76: 302-3, November 13, 1913. Full-page portrait.

PEDAGOGICS AND DIDACTICS.

1624. **Burret, Mlle.** *Pédagogie de la théorie à l'action.* Paris, G. Beauchesne, 1913. 392 p. 12°.
1625. **Chancellor, William Estabrook.** *Better school teaching.* *Educational foundations*, 25: 83-100, October 1913.
The last of a series of articles on the subject.
1626. **Charters, Werrett W.** *Teaching the common branches; a textbook for teachers of rural and graded schools.* Boston, New York [etc.], Houghton Mifflin company [1913] 355 p. 8°.
1627. **Livingston, J. W.** *Automatic action in elementary education.* *Western teacher*, 22: 61-63, October 1913.
1628. **Wilson, H. B.** *Enriching the children's opportunities.* *Kansas school magazine*, 2: 278-83, October 1913.
• Gives the reasons why a many-sided course of study is a requisite in a universal system of education.

EDUCATIONAL PSYCHOLOGY, CHILD STUDY.

1629. **Baldwin, Bird T.** *Adolescence.* *Psychological bulletin*, 10: 397-419, October 15, 1913.
Also separately reprinted.
Outlines the main contributions and tendencies for the past two years within the field of the psychology and pedagogy of adolescence, centered around (1) Physical growth; (2) Sex maturation and instruction; (3) Juvenile delinquency; (4) The normal boy and girl; (5) Experimental studies; (6) Educational tendencies.
1630. **Miner, James B.** *The scientific study of child development.* *Popular science monthly*, 83: 506-13, November 1913.
Discusses the work of training retarded children and youthful offenders. Binet tests for measurement of intellect, etc.
1631. **Otis, Margaret.** *Another laboratory of research in delinquency..* *Survey*, 31: 160-61, November 8, 1913.
Work accomplished at the State home for girls, Trenton, N. J., which has recently established a department of psychological research based upon child study. Gives record of cases examined.
1632. ———. *The Binet tests applied to delinquent girls.* *Psychological clinic*, 7: 127-34, October 15, 1913.
1633. **Royster, L. T.** *The twilight zone of child life.* *Virginia journal of education*, 7: 25-30, October 1913.
The child who fails to progress is a laggard; this child is in "the twilight zone of child life." The author discusses what he thinks is the most important and far-reaching cause of laggards in our schools, namely, physical defects.
1634. **Schroeder, H. H.** *A real problem for educational psychology.* *Journal of educational psychology*, 4: 465-70, October 1913.
"What is the function of a course in psychology in the normal school? The traditional psychology is remote from the needs of the students, and even modern educational psychology is in danger of shooting over their heads. The author outlines what he considers the real function of such a course."
1635. **Smith, Theodate L.** *Childhood.* *Psychological bulletin*, 10: 377-97, October 15, 1913.
A general summary of the more representative books and articles on child-study topics appearing during 1911-12.
1636. **Starch, Daniel.** *The measurements of handwriting.* *Journal of educational psychology*, 4: 445-64, October 1913.
"The author criticizes the Thorndike and Ayres scales, describes a method for directly measuring the legibility of handwriting, presents the judgments of business men and teachers on the same specimens of handwriting, and gives the results of a test of a whole school system with respect to speed, form, and legibility of writing."

1637. **Thorndike, Edward L.** Educational psychology. Volume II. The psychology of learning. New York, Teachers college, Columbia university, 1913. xi, 452 p. 8°.
1638. ———. Notes on the significance and use of the Hillegas scale for measuring the quality of English composition. English journal, 2: 551-61, November 1913.

SPECIAL METHODS OF INSTRUCTION.

1639. **Brown, Horace G.** Efficiency in teaching by pictures. Education, 34: 171-78, November 1913.
Shows the teaching power of pictures. Presents six forms of efficiency often overlooked.
Also in School century, 9: 117-19, November 1913.
1640. **Logan, Anna E.** How a story telling league was formed. Storytellers' magazine, 1: 234-33, October 1913.
1641. **McWilliam, E. G.** School savings banks and thrift. American school board journal, 47: 13-14, 60, November 1913.
1642. **Peeters, Edward.** Les écoles nouvelles démocratiques. Educateur moderne, 8: 313-19, October 1913.
The author gives various definitions of "les écoles nouvelles" and describes briefly the school lately founded at Lauren-lez-Hilversum and Soest-lez-Utrecht.
1643. **Riis, Jacob A.** The boy scouts. Outlook, 105: 412-21, October 25, 1913. illus.

SPECIAL SUBJECTS OF CURRICULUM.

1644. **Babcock, E. B.** The use of phonetics in teaching elementary French. School review, 21: 608-17, November 1913.
1645. **Baumgarten, Otto.** Hygiene und ethik. Preussische jahrbücher, 154: 37-56, October 1913.
1646. **Carpenter, George R., Baker, Franklin T. and Scott, Fred N.** The teaching of English in the elementary and the secondary school. New edition. New York [etc.] Longmans, Green, and co., 1913. 386 p. 8° (American teachers series, ed. by J. E. Russell).
Contains bibliographies, including Supplemental bibliography, 1913.
1647. **Chickering, Edward C.** The direct method in Latin teaching: a reply. Classical journal, 9: 67-72, November 1913.
A reply to Prof. Kirtland's article in the Classical Journal for June 1913.
1648. **Dawson, Edgar.** Mortality in history examinations and its causes. History teacher's magazine, 4: 259-62, November 1913.
"The conclusions in this paper are based on seven years of service as a reader for the College board, and some knowledge of the attitude of history teachers toward the examination."
1649. **Galloway, T. W.** Collateral reading for high school biology. School science and mathematics, 13: 706-12, November 1913.
1650. **Hayes, Carlton Huntley.** Propriety and value of the study of recent history. History teacher's magazine, 4: 243-48, November 1913.
The author makes a few suggestions as a plea for the propriety of studying, and the value of teaching, recent history.
1651. **Hosie, James F.** The conduct of a course in literature for children. American schoolmaster, 6: 351-58, October 1913.
"Paper read before the Library section of the National education association, at Salt Lake City, July 7, 1913."
1652. ———. Cooperation of all departments in the teaching of English composition. School review, 21: 598-607, November 1913.
By cooperation the writer means "the working together of all the teachers of a school to secure, on the part of their students, the correct and effective use of oral and written expression."
Shows work accomplished by the Boston high school of commerce.

1653. **Muller, C. T.** A solution for public speaking in the high school. *Education*, 34: 162-68, November 1913.
Presents results obtained by extemporaneous speaking. Gives list of subjects for debate.
1654. **Menger, F. J., jr.** Die direkte methode in den höheren schulen Amerikas. *Monatshefte für deutsche sprache und pädagogik*, 14: 277-85, October 1913.
An attempt to analyze the present difficulties in the way of the direct method of language instruction in college.
1655. **Mowry, William A.** The teaching of history. *American education*, 17: 145-49, November 1913.
1656. Music—its mission and message. *Journal of education*, 78: 395-403, 408-11, October 23, 1913.
Articles by A. E. Winship, Frederic H. Ripley, Osbourne McConathy, Mrs. Frances Clark, and Robert Foresman.
1657. **Patterson, Alice Jean.** The present status of nature-study in the elementary schools. *Nature-study review*, 9: 239-44, November 1913.
1658. **Philosophical society of the University of Virginia.** Proceedings of a called meeting of the Scientific section, October 12, 1912, at which was held a conference of the American geographical society of New York. Charlottesville, Va., University of Virginia [1913] p. 99-134. 8°. (University of Virginia publications.)
Contains: 1. J. Partsch: Geographical instruction in the universities of Germany, p. 104-6. 2. Lucien Gallois: The teaching of geography in French universities, p. 107-12. 3. E. Oberhammer: Geographical instruction in Austria, p. 113-17. 4. O. G. Chisholm: On the position of geography in the British universities, p. 118-23. 5. Emile Chaux: Geographical instruction in Switzerland, p. 124-25. 6. A. P. Brigham: Remarks on geography in America, p. 126-29. 7. Mark Jefferson: Geographic instruction in America, p. 130-34.
1659. **Robinson, Frederick B.** The place of speech training in general education. *Public speaking review*, 3: 42-49, October 1913.
Delivered at the convention of the National speech arts association, July 1, 1913.
1660. **Webb, Harrison E.** The cumulative examination in mathematics. *School review*, 21: 627-36, November 1913.
1661. **Wilson, Hilda.** A school of expression. *Journal of education* (London), 45: 725-27, October 1913.
Describes the work of the "Margaret Eaton school of literature and expression," in Toronto, Canada, which makes elocution the center of a complete mental and physical education.
1662. **Winter, John G.** Greek and Latin in the schools of Belgium. *School review*, 21: 618-26, November 1913.
Shows the usefulness of the classics, first as an unparalleled intellectual discipline; second as a direct aid in the mastery of the modern languages.
1663. **Wodehouse, Helen and Madeley, Helen M.** History teaching and international peace. *Journal of education* (London), 45: 723-25, October 1913.

KINDERGARTEN AND PRIMARY SCHOOL.

1664. **Bollnow, Otto.** Maria Montessori, eine vertreterin der reformpädagogik in Italien. *Pädagogische warte*, 20: 1097-1107, October 15, 1913.
A conservative statement of Madame Montessori's work.
1665. **Brandt, Emilie.** *Manuel du jardin d'enfants*. Paris, A. Colin, 1913. xii, 188 p. illus. 12°.
1666. **Culverwell, E. P.** *The Montessori principles and practice*. London, G. Bell & sons Ltd., 1913. xix, 309 p. illus. 12°.
1667. **French, Ruth H.** The working of the Montessori method. *Journal of education*, 78: 423-26, October 30, 1913.
Reports a visit to the Montessori schools in Rome. The author thinks that Dr. Montessori is the keystone of a system of education which is apparently founded on personality.

1668. Greenwood, Barbara. Ways and means of increasing effective kindergarten supervision. *Kindergarten review*, 24: 149-56, November 1913.
Address given at the National education association convention, Salt Lake City.
1669. MacLear, Martha. The Froebel fetich. *Educational review*, 46: 330-34, November 1913.
Writer deprecates too slavish adherence to the principles laid down by Froebel. Thinks the kindergarten should be more progressive and evolutionary.
1670. Prüfer, Johannes. *Kleinkinderpädagogik*. Leipzig, O. Nennich, 1913. 251 p. port. 8°. (Die pädagogik der gegenwart . . . hrsg. von E. Meumann, A. Möbus, H. Walsemann. viii. bd.)
1671. Shaw, Elizabeth Ross. The scientific spirit in education. *School journal*, 80: 372-74, October 1913.
"The effect of the scientific spirit in education upon the kindergarten in relation to the distinctive characteristics of the Montessori method."
1672. Virginia. State female normal school, Farmville. Special days in the Training school work of the kindergarten and elementary grades; selected and arranged by the Training school faculty of the State female normal school, Farmville, Virginia. Farmville, Va., The State female normal school [1913] 62 p. 8°.

RURAL EDUCATION.

1673. Ayer, Jean Y. Literature in the rural school. *Educational foundations*, 25: 101-8, October 1913.
1674. Clarke, J. B. A personal superintendent for every township, village and special school district in Ohio. *Ohio educational monthly*, 62: 520-23, 552-57, October, November 1913.
1675. Colson, George W. The Old colony union—a rural experiment. Educating the children of Cape Cod to love their home and stay in it. *Normal instructor*, 23: 13-14, November 1913.
1676. Downey, J. A. Township supervision of schools. *Ohio teacher*, 34: 100-103, October 1913.
Gives ten reasons why township supervision is best for the rural schools.
1677. Grupe, Mary A. How the problems of the rural schools are being met. *Popular science monthly*, 83: 484-90, November 1913.
Discusses consolidation, etc. Emphasizes the fact that the rural school situation is the great problem in the educational world to-day.
1678. Monahan, A. C. The rural teacher and the community. *Atlantic educational journal*, 9: 66-67, October 1913.
1679. Rural school improvement in Alabama. *Southern workman*, 42: 597-611, November 1913.
Contains: 1. T. J. Edwards: School farms and children's clubs. 2. Clement Richardson: Community cooperation. 3. C. H. Dickinson: The new county institutes.
1680. Wilson, G. M. The special school. *Midland schools*, 28: 74-75, November 1913.
Describes the "Special school" at Cherokee, Iowa, designed to meet the needs of the farm boys and girls between the ages of 14 and 21. The course covers a period of seven winters of four months each.

SECONDARY EDUCATION.

1681. Bristol, George P. High school graduation and college entrance. *Educational review*, 46: 325-29, November 1913.
Writer says that a "lack of accuracy is one of the most obvious and marked characteristics of American life, not to say of American education." The basis of high school work should be thorough courses in English, in at least one foreign language, in history, in science, and in mathematics.

1682. Coover, J. E. The Union high school questionnaires. Part-II. Education, 34: 153-61, November 1913.
Concluded from October number. Discusses the problem of elimination. Writer says: "Beyond illness, poverty, and removal, the most potent causes of elimination in the small high schools seem to me to be (1) the severity of the psychological process of mental growth, and (2) the community antagonism to the aims of higher education." Suggests a remedy.
1683. The high school boy of to-day. Being his reaction to technical training. School journal, 80: 360-62, October 1913.
"This article will have added interest to our readers from the fact that it was written by a high-school boy. The unusual understanding and the fine spirit of this paper of a Buffalo school boy make its publication a pleasure."—The Editors.
1684. Inglis, Alexander. The distribution of pupils in the public high schools. Educational review, 46: 344-50, November 1913.
A statistical study, based on bulletins published by the U. S. Bureau of education.
1685. Lugg, Charles H. The ultimate object. South Dakota educator, 27: 10-11, October 1913.
The author claims that the ultimate object of the high school is "development of mental, moral and physical power in the student as an individual, and the increased efficiency of our students as members of society."
1686. Reddie, Cecil. "The public schools and the Empire." Hibbert journal, 12: 91-104, October 1913.
Reviews the book of Herbert Branson Gray on The public schools and the Empire, dealing with the education of England's governing classes. Asserts that "Education spells Empire, and mis-education spells ruin."
1687. Bounds, C. B. and Kingsbury, H. B. Do too many students fail? School review, 21: 585-97, November 1913.
Work of high schools, based on statistics published by U. S. Bureau of education, discussed. Says that our secondary schools must reach "a higher degree of efficiency, or else they must recognize the fact that they are trying to do something that is out of harmony with the spirit of the age."

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1688. Amidon, L. E. The teacher from the administrative point of view. American school board journal, 47: 15, 60-61, November 1913.
An address read before the Upper Peninsula education association, October 10, 1913.
"The superintendent wants a teacher of the standard qualifications as to character, deportment, personality, education, ability to instruct, ability to discipline, but he would also like in addition, a teacher who values her word as her virtue, who takes suggestions kindly and tries to carry them out, who is careful in carrying out instructions and in making required reports, who is willing to give liberally of her time and energy to semi-school affairs, who has the necessary amount of initiative, and who above all, is an optimist and a person of balanced judgment."
1689. Bechstein, O. and Günther, A. Das versicherungsgesetz für angestellte und unsere pensions- und relikten-gesetze. Pädagogische zeitung, 42: 733-39, October 9, 1913.
A discussion of new plans for teachers' pensions in Germany, from the 1913 meeting of the Berlin teachers association.
1690. Burk, Frederic. Training of teachers; old and new views of childhood. Pennsylvania school journal, 62: 183-93, November 1913.
Reprinted from the Atlantic monthly.
1691. Gottschalk, R. Die zweite lehrerprüfung in Preussen in ihrer neuen gestalt. Pädagogische zeitung, 42: 777-81, October 23, 1913.
Discusses the revised regulations for the second examination for elementary school teachers in Prussia.
1692. Shields, Thomas Edward. Teachers college of the Catholic university of America. Catholic educational review, 6: 314-37, November 1913.
1693. Strong, Edwin A. The soul of a normal school. American schoolmaster, 6: 350-56, October 1913.

Great interest in the journal for the coming year is being shown.

HIGHER EDUCATION.

1694. **Corbin, John.** The struggle for college democracy . . . Century magazine, 87:80-87, November 1913.
Shows how Harvard university endeavors to solve "the great social problem of American university life by a plan combining features of the Oxford system and Woodrow Wilson's famous 'Quad,' Princeton's graduate school."
1695. **Craighead, Edwin B.** Some present needs of our colleges. American educational review, 34:596-98, September 1913.
1696. **Du Bled, Victor.** Women and the French academy. Contemporary review, 104:537-47, October 1913.
Discusses the traditional attitude of the French academy against admitting women. Urges the formation of a women's academy.
1697. **Ferry, Frederick C.** Some tables of student hours of instruction. Science, n. s., 38:584-89, October 24, 1913.
Interesting presentation of statistical data. In general, "the eastern institutions show a greater amount of work in the foreign languages than the western, while the western show much larger numbers in science."
1698. **Grumann, Paul H.** The functions and limitations of the university faculty. School journal, 80:363-65, October 1913.
1699. **Harvard university.** Class of 1853. Report of the Harvard class of 1853, 1849-1913, issued on the sixtieth anniversary for the use of the class and its friends. Commencement, 1913. Cambridge, The University press, 1913. 291 p. illus. 8°.
The volume contains biographical sketches of the members of the class, among whom are Charles William Eliot and the late Justin Winsor.
1700. **Jones, Adam L.** Some new methods of admission to college. Educational review, 46:351-60, November 1913.
Describes methods in vogue among the universities and colleges of the United States.
1701. **Kirk, John B.** The degree fetish. Missouri school journal, 30:434-37, October 1913.
1702. **Person, H. S.** Academic efficiency. Bulletin of the Society for the promotion of engineering education, 4:39-55, October 1913.
"The purpose of this paper is to present for discussion the problem whether the principles of scientific management, as applied in industrial operations, can be applied in the business of educating young men."
1703. **Snyder, Henry N.** The college faculty and student activities. Sewanee review, 21:472-79, October 1913.
1704. **Saymank, Paul.** Die moderne studentenschaft—ihre gruppierung und ihre siele (1913). Akademische rundschau, 2:32-50, October 1913.
A review of organized German student life by groups and associations.
1705. **Tennyson, Charles.** Cambridge from within. Illustrated by Harry Morley. Philadelphia, G. W. Jacobs & co. [1913] x, 203, [1] p. col. front., plates (part col.) 8°.
1706. **Venable, Francis P.** A question of morals. Educational review, 46:361-68, November 1913.
Discusses the advantages of the "honor system" at college.

SCHOOL ADMINISTRATION.

1707. **Chancellor, William E.** The larger view of the school superintendency. School journal, 80:368-69, October 1913.
1708. **Compulsory registration of schools.** Journal of education (London), 45:685-89, October 1913.
Papers read before the British Association, discussing the Education Bill proposed by the president of the Board of education.

1709. **Hanus, Paul H.** School efficiency, a constructive study applied to New York city; being a summary and interpretation of the Report on the educational aspects of the school inquiry. Yonkers-on-Hudson, N. Y., World book company, 1913. xxix, 128 p. 12°.
1710. **Klapper, Paul.** A judgment of the New York city schools. Educational review, 46: 335-43, November 1913.
Critiques Prof. Frank M. McMurry's strictures on the New York schools in the "Hanus investigation."
1711. **Traver, L. R.** Efficiency and economy. Northwest journal of education, 25: 66-68, October 1913.
To be continued.
Claims that the four factors required for an efficient school system are, first, broad, capable supervision; second, expert teachers; third, a course of study suited to the needs of pupils, and fourth, money.
1712. **Trusler, Harry R.** Legal and illegal uses of school buildings. American school board journal, 47: 9-10, 63, November 1913.
Considers what uses of school buildings are permissible under the law.

SCHOOL MANAGEMENT.

1713. **Morehouse, Frances.** The supervision of discipline. American school-master, 6: 337-50, October 1913.
The author discusses, first, the function of the supervisor in securing good order where the teacher in charge has trouble; second, a means of analyzing the situation in each case; third, an outline of a typical process by which a supervisor may hope to make a good disciplinarian out of a poor one.

SCHOOL ARCHITECTURE.

1714. **Brainerd, William H.** Sanitary conditions in school building sites. American school board journal, 47: 16-18, November 1913.
Paper prepared for the international congress on school hygiene, Buffalo.

SCHOOL HYGIENE AND SANITATION.

1715. **Calvert, W. J.** Prevention of contagious diseases in school children. Columbia, Mo., University of Missouri, 1913. 30 p. 8°. (University of Missouri bulletin. Medical series. vol. 1, no. 3)
1716. **Der IV. Internationale schulhygiene-kongress Buffalo, Amerika, 25. bis 30. August 1913.** Körperliche erziehung, 9: 267-70, heft 9, 1913.
An interesting brief report of the School hygiene congress at Buffalo. Writer thinks it a mistake to allow only two years to elapse before the next Congress.
1717. **McBeath, Harry F.** Correction of impediments of speech in our public schools. Journal of the American medical association, 61: 1610-13, November 1, 1913.
Says there is a sufficient number of "stammerers" to warrant the establishment of a special department for them in our public schools. Thinks the Association should establish a bureau in Washington similar to the Volta bureau, for collecting data and making researches regarding impediment of speech in our public schools.
1718. **Bapeer, Louis W.** School health administration. New York city, Teachers college, Columbia university, 1913. 380 p. 8°. Contains "a study of national health and vitality, a survey of educational hygiene in 25 of 40 cities visited for the purpose, and an intensive study of health problems in one school system."
1719. **Wallin, J. E. Wallace.** Mouth hygiene and backward children. Substance of an address delivered before the Academy of science and art, Pittsburgh, Pa., February 14, 1913. [Pittsburgh, 1913] 8 p. 8°. Reprint from Oral hygiene, November 1913. Also in Child (London), 4: 27-32, October 1913.
1720. **Yearaley, Macleod.** The cooperation of the teacher and the doctor. Volta review, 15: 374-77, November 1913.
Discusses conditions in schools for the deaf. Draws correlations and classification of deaf children. The combined knowledge and the combined labor of the teacher and physician will be greater efficiency in classification.

SEX HYGIENE.

1721. **Bigelow, Maurice A.** Sex-instruction as a phase of social education. New York city, American federation for sex hygiene, 1913. 16 p. 12°. Reprinted from Religious education, 8: 11-22, April 1913.
1722. **Cook, W. A.** The problem of sex education. Colorado school journal, 29: 5-8, October 1913.
The views of one who, as high school principal for several years, had the seriousness of the sex situation called repeatedly to his attention. The author finds it easier to tell how not to teach sex hygiene, but ends the article with a few positive suggestions on the subject.
1723. **Illinois schoolmasters' club.** Final report of the Committee to investigate sex education. School and home education, 33: 92-96, November 1913.
Members of committee: W. T. Galloway, David Felmley, W. W. Ernest.
1724. **Richardson, Norman E.** The Sunday school and sex education. Religious education, 8: 320-35, October 1913.
Makes suggestions as to what the Sunday school can do for parents, what it can do for intermediate and senior pupils, what the adult department can do, and what the men's Bible class can do.
1725. **Tierney, Rev. Richard H.** Shall we teach sex hygiene in the public school? Popular educator, 31: 130-31, 167, November 1913.
"Everyone who advocates such a step (sex instruction) is familiar with the numerous arguments in its favor. But there is much to be said on the other side, and it is a matter about which we can ill afford to make mistakes. One of the very best statements of the case from this point of view was made by the Rev. Richard H. Tierney, S. J., before the International hygiene congress. It presents the whole problem so adequately that we quote it in full."—Editor.

PLAY AND PLAYGROUNDS.

1726. **Corbin, Alice M.** The opportunity and responsibility of the city in the play life of its children. Kindergarten review, 24: 141-49, November 1913.
1727. **Mills, Charles Howard.** Boys' clubs in the recreation center. Playground, 7: 279-84, October 1913.
"Address given at the seventh annual meeting of the Playground and recreation association of America, Richmond, Virginia, May 7, 1913."
1728. **Wood, Walter.** The playground movement in America and its relation to public education. London, H. M. Stationery office, 1913. 52 p. 2 pl., fold. plan. 8°. (Gt. Brit. Board of education. Educational pamphlets, no. 27.)

SOCIAL ASPECTS OF EDUCATION.

1729. **Johns, W. A.** The public school as a social center. Ohio educational monthly, 62: 527-33, October 1913.
1730. **Macy, Jesse.** The new world as pupil and teacher of politics. American review of reviews, 48: 600-2, November 1913.
Says that "State and school are progressively becoming identical in organization and methods of operation." Emphasizes our adaptability to unlimited experiment in democracy under scientific guidance.
1731. **Siegmund-Schultze, F.** Settlements. Monatshefte der Comeniusgesellschaft für volkerziehung, 22: 81-86, October 1913.
A review of J. C. B. Mohr's book, "Taynbee hall und die englische settlements-bewegung," with special reference to recent German settlement literature.
1732. **Taft, L. E.** The recitation as a factor in producing social efficiency. Education, 34: 145-52, November 1913.
Suggests methods of improvement in recitation to attain higher results. Points out the importance of "a settled habit of quick and concentrated attention that will give readiness of comprehension of life's situations, and effectiveness in disposing of them."
1733. **West, F. E.** The teaching of citizenship. Oregon teachers monthly, 18: 68-69, October 1913.
Briefly sets out the ways in which good citizenship is already being taught in our public schools, and offers some suggestions for the improvement of this service of the schools to the state.

CHILD WELFARE.

1734. Goodhue, Stoddard. Give your children a chance. *Cosmopolitan*, 55: 719-23, November 1913.
1735. Grice, Mary V. School+home=Progress. *Primary plans*, 11: 11, 51, November 1913.
1736. Gruenberg, Sidonie Matzner. Your child today and tomorrow: some problems for parents concerning punishment, lies, fear, imagination, obedience, will, reasoning, ideals and ambitions, work and play, social activities, adolescence, heredity; with a foreword by Bishop John H. Vincent. Philadelphia and London, J. B. Lippincott company, 1913. 234 p. illus. 12°.
1737. Hall, George A. New child labor legislation in New York. *Survey*, 31: 89-90, October 25, 1913.
"The new law establishes, as a state wide standard, completion of the work of the first six years of the public elementary school or of the parochial school which a child has attended."
1738. Read, Mary L. Schools for mother training. *Home progress*, 3: 123-29, November 1913.
Describes in particular the work of Sesame house, London, and the school of mothercraft, New York city. In the latter school biology and eugenics, material hygiene and preparation are part of the regular eight-months' course.
1739. Richmond, Ruth. Home influence and the school. *School and home*, 5: 8-11, November 1913.
To be continued.
1740. Thompson, Helen Mar. The material value of parent-teacher associations. *School news and practical educator*, 27: 101-2, November 1913.
1741. Woolley, Helen T. Facts about the working children of Cincinnati, and their bearing upon educational problems. *Elementary school teacher*, 14: 132-39, November 1913.
Concluding paper of a series. Deals with the question of wages. Presents interesting graphic statistics.

MORAL AND RELIGIOUS EDUCATION.

1742. Coe, George Albert. Moral education in the Sunday school. *Religious education*, 8: 313-19, October 1913.
1743. Fairchild, Milton. Vital interest in moral education. *Indian school journal*, 14: 7-10, September 1913.
Gives a program for moral education in American public schools.
1744. Is the dam or the levee strong enough? *Catholic educational review*, 6: 142-48, 224-31, September, October 1913.
Considers the question: "Is the dam, consisting of home-training and the school in which the young should be taught to practice the teachings of the Church, strong enough to safeguard faith and morals against the avalanche of destructive forces in the world without?"
The second section of the article deals chiefly with the educational value of Catholic schools, more particularly with religious instruction, which is obviously the principal branch in the Catholic schools.
1745. La Ferne, Homer. A system to teach morals in the schools. *American educational review*, 34: 607-10, September 1913.
Gives the substance of a system of moral instruction proposed by a committee of the Home and school league of Philadelphia.
1746. Lippert, Frieda E. A Philadelphia experiment in moral education. *Survey*, 31: 91-92, October 25, 1913.
1747. Martin, Frank Grant. Moral training of the school child. Boston, R. G. Badger [1913] 61 p. 12°.
1748. Men and religion forward movement. Boys' work message. Men and religion movement . . . New York, London, Association press, 1913. 188 p. 12°.
Bibliography: p. 180-89.

1749. **Miller, Kelly.** Moral pedagogy. *Education*, 34: 133-44, November 1913.
Says that education makes men "wiser and more efficient, but it does not make them better. The loudest cry of the age is for a pedagogy that will improve the moral nature as the prevailing schedules improve the mind." Cites the difficulty of teaching ethics.
1750. **O'Shea, M. V.** Moral training in the secondary school. *Child-welfare magazine*, 8: 75-81, November 1913.
1751. **Weaver, Rufus Washington.** The religious development of the child. An evangelical study from the scientific viewpoint. New York [etc.] F. H. Revell company [1913] 274 p. 12°.

MANUAL AND VOCATIONAL TRAINING.

1752. **Anderson, L. F.** The manual labor school movement. *Educational review*, 46: 369-86, November 1913.
Interesting historical discussion of the movement in America.
1753. **Bonser, Frederick G.** The industrial arts in the elementary school. *School-arts magazine*, 13: 183-86, November 1913.
1754. **Brown, George A.** Teaching the art of printing as part of elementary education in Bloomington, Illinois. *School and home education*, 33: 67-72, October 1913.
1755. **Buchanan, James.** How may pupils be guided in choosing their life's work? *Indian school journal*, 14: 12-14, September 1913.
Claims that the three things necessary to attain successful vocational life are, first, to give every individual that broad general education which binds them all together; second, to study the natural gifts and inclinations of the child and select the calling for which such native equipment specially fits him; and, third, to teach every individual to concentrate his energies and acquired information on such specialistic studies as are required by the special line of work chosen.
1756. **Crowshaw, F. D.** The relation between the control of manual arts and vocational education. *Elementary school teacher*, 14: 107-16, November 1913.
Shows how "the present public school facilities may be reorganized to meet the demands, not only of public school manual arts, but of vocational education as well." Discusses questions of apprenticeship, salesmanship, building trades, etc.
1757. **Glenny, Mrs. Bryant B.** How may a community make a study of its schools as opportunities for vocational education? *Vocational education*, 3: 79-85, November 1913.
To be continued.
"A report of three years' work accomplished by the Committee on opportunities for vocational training, Women's municipal league, Boston, Mass., by the former chairman of the committee."
1758. **Hendrick, Burton J.** A scientific employment plan. *American review of reviews*, 48: 567-76, November 1913.
The study of individuals by laboratory methods, etc., to ascertain their fitness or unfitness for certain employments in the world of industry. Describes the Blackford plan, based upon recorded observations upon 12,000 persons. Of interest to educators.
1759. **Jessup, W. A.** Manual training and the attendance of boys in high school. *Midland schools*, 28: 71-72, November 1913.
Gives some figures tabulated by Superintendent W. S. Rowley, of Adair, Iowa, which show that manual training bears little if any influence upon attendance of boys in high schools.
1760. **Kern, W. M.** Vocation, citizenship and the grammar grade pupil. *Wyoming school journal*, 10: 14-19, September 1913. =
The author claims that "our problem lies in establishing a system of vocational continuation day schools designed to supplement our present elementary school course."
1761. **Labbé, E.** L'éducation professionnelle des apprentis en général et des apprentis des industries mécaniques en particulier. *Éducateur moderne*, 8: 292-301, October 1913.
An explanation, by the Inspecteur général de l'enseignement technique, of what the Comité départemental de l'enseignement technique du Nord understands by the renewal of apprenticeship by the school.

1762. Little, Arthur D. Industrial research in America. *Science*, n. s., 38: 643-56, November 7, 1913.
Shows the tremendous activity of research work in this country, particularly in the scientific bureaus of the Government.
1763. National society for the promotion of industrial education. Report of the Committee on the selection and training of teachers for state-aided industrial schools for boys and men. Tentative draft. New York, The Society, 1913. 86p. 8°.
1764. The public school man in business. *World's work* (London), 22: 455-60, October 1913.
Conditions in England described. Fitness of public school graduates for business life.
1765. Roubault, H. Les travaux manuels dans l'enseignement secondaire. *Revue pédagogique*, 63: 334-48, October 1913.
A contribution to the theory of education which teaches the necessity for training the hand as well as the mind.

AGRICULTURAL EDUCATION.

1766. Bawden, William T. Agricultural education through home projects: the Massachusetts plan. *Vocational education*, 3: 86-105, November 1913.
1767. Jackson, Edwin R. Agricultural training courses for employed teachers; with a suggested reading course in agriculture based on farmers' bulletins. Washington, Government printing office, 1913. 17p. 8°. (U. S. Department of agriculture. Bulletin no. 7.)
1768. Stimson, R. W. The Massachusetts plan of secondary vocational agricultural education. *Business America*, 14: 451-57, November 1913.
The plan insists upon study that is connected with "the doing of things—the carrying out of projects." It is based on a careful investigation of "American experience."

PROFESSIONAL EDUCATION.

1769. Flexner, Abraham. The German side of medical education. *Atlantic monthly*, 112: 654-62, November 1913.
Exhibits the good and bad features of medical education in this country and in Germany. The clinical teacher in the German sense hardly exists as yet in the United States.
1770. Franz, Shepherd I. On psychology and medical education. *Science*, n. s., 38: 555-66, October 17, 1913.
An analysis of the report of the committee of the American psychological association, appointed in December 1911, to investigate and cooperate with other bodies interested in the subject of psychology and medical education. Questionnaires sent to all the known medical schools in the United States and Canada.
"It appears to be the preponderating opinion both of the best schools and of the schools as a whole, that some instruction in psychology is necessary so that students may understand the mental side of their patients." Laboratory methods of study urged instead of textbook work.
1771. Garvie, A. E. The Christian churches, the theological colleges, and the national universities. *Contemporary review*, 104: 639-48, November 1913.
"To save the theological colleges from any danger of sectarian narrowness, it is desirable that they should be vitally related to some university." Describes conditions in Great Britain.

EDUCATION OF WOMEN.

1772. Laselle, Mary A. Vocations for school girls. *Popular educator*, 31: 127-30, November 1913.
In summarizing, the author says: "If the home and the school, aided by other social agencies, can establish in the young girl good principles, awaken her intelligence, prepare her to be a homemaker, and give her some information as to conditions of several vocations and possibly a certain degree of skill in one of them, for which even in her immaturity, she seems to show a certain aptitude, and if her place of employment can be carefully studied, we may look forward with trust to her future, as all will have been done that can be done, to safeguard her in that future."

1773. Meumann, E. Thesen zur psychologischen grundlegung der probleme der koeducation und koinstruktion. Zeitschrift für pädagogische psychologie, 14: 504-13, October 1913.
Attempts to state the psychological principles of coeducation.
1774. Weaver, Eli-W. Vocations for girls. New York, The A. S. Barnes company, 1913. 200 p. 12°.

EXCEPTIONAL CHILDREN.

1775. Goddard, Henry Herbert. Die familie Kallikak. Zeitschrift für kinderforschung, 19: 3-15, October 1913.
A German translation of Dr. Goddard's book, with an introductory statement by Wilker of Jena. To be continued.
1776. Groszmann, Maximilian P. E. A tentative classification of exceptional children. Child, 4: 33-39, October 1913.
Submits a tentative classification and terminology as a working basis for students of the subject.

EDUCATION EXTENSION.

1777. McDaniel, C. M. Night schools in an industrial community. American school board journal, 47: 11-12, 61, November 1913.
Shows the provision made in Hammond, Indiana, to meet the needs of the foreign-born population and of the native-born, who have not completed the elementary schools, or who may desire some phases of industrial training.
1778. Bathmann, Carl G. People's high schools in Denmark. School and home education, 33: 51-54, October 1913.

LIBRARIES AND READING.

1779. Bostwick, Arthur E. The making of an American's library. I. Books as room-mates. II. The art of browsing. Bookman, 38: 115-20, 278-83, October, November 1913.
1780. Leyen, Friedrich von der. Volksliteratur und volksbildung. Deutsche rundschau, 40: 104-30, October 1913.
Discusses the relation between popular literature, particularly of the coarser types, and educational advancement.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1781. Agriculture and rural life day; material for its observance, by Eugene C. Brooks. Washington, 1913. 77 p. (Bulletin, 1913, no. 43)
1782. An experimental rural school at Winthrop college, Rock Hill, S. C.; by Mrs. Hetty S. Browne. Washington, 1913. 36 p. plates. (Bulletin, 1913, no. 42)
1783. A list of books suited to a high-school library; compiled by the University high school, Chicago, Ill. Washington, 1913. 104 p. (Bulletin, 1913, no. 35)
1784. Organized health work in schools, with an account of a campaign for school hygiene in Minnesota; by Ernest Bryant Hoag. Washington, 1913. 56 p. (Bulletin, 1913, no. 44)
1785. Preliminary statements by chairmen of committees of the Commission of the National education association on the reorganization of secondary education. Washington, 1913. 80 p. (Bulletin, 1913, no. 41)
1786. The reorganized school playground, by Henry S. Curtis. Revised ed. Washington, 1913. 28 p. Plates. (Bulletin, 1913, no. 40)

PERIODICALS INDEXED IN THIS NUMBER.

- Akademische rundschau, Leipzig, Germany.
 American education, 50 State street, Albany, N. Y.
 American educational review, 431 South Dearborn street, Chicago, Ill.
 American review of reviews, 30 Irving Place, New York, N. Y.
 American school board journal, 129 Michigan street, Milwaukee, Wis.
 American schoolmaster, State normal school, Ypsilanti, Mich.
 Atlantic educational journal, 19 West Saratoga street, Baltimore, Md.
 Atlantic monthly, 4 Park street, Boston, Mass.
 Bookman, Fourth avenue and Thirtieth street, New York, N. Y.
 Bulletin of the Society for the promotion of engineering education, Lancaster, Pa.
 Business America, 39 West Thirty-second street, New York, N. Y.
 Catholic educational review, Washington, D. C.
 Century magazine, Union Square, New York, N. Y.
 Child, London, England.
 Child-welfare magazine, 227 South Sixth street, Philadelphia, Pa.
 Circle and success magazine, Thwing co., 145 West Forty-fifth street, New York, N. Y.
 Classical journal, University of Chicago press, Chicago, Ill.
 Colorado school journal, 230 Railway Exchange building, Denver, Colo.
 Contemporary review, 249 West Thirteenth street, New York, N. Y.
 Cosmopolitan, 119 West Fortieth street, New York, N. Y.
 Deutsche rundschau, Berlin, Germany.
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 Educateur moderne, Paris, France.
 Education, 120 Boylston street, Boston, Mass.
 Educational foundations, 31-33 East Twenty-seventh street, New York, N. Y.
 Educational review, Columbia university, New York, N. Y.
 Elementary school teacher, University of Chicago press, Chicago, Ill.
 English journal, University of Chicago press, Chicago, Ill.
 Hearst's magazine, 119 West Fortieth street, New York, N. Y.
 Hibbert journal, London, England, and 6 Beacon street, Boston, Mass.
 History teacher's magazine, McKinley publishing company, Philadelphia, Pa.
 Home progress, Riverside press, Cambridge, Mass.
 Independent, 119 West Fortieth street, New York, N. Y.
 Indian school journal, Chillico, Okla.
 Journal of education, 6 Beacon street, Boston, Mass.
 Journal of education, London, England.
 Journal of educational psychology, Warwick & York, inc., Baltimore, Md.
 Journal of the American medical association, 535 Dearborn street, Chicago, Ill.
 Kansas school magazine, Emporia, Kans.
 Kindergarten review, Milton Bradley co., Springfield, Mass.
 Körperliche erziehung, Vienna, Austria.
 Midland schools, Des Moines, Iowa.
 Missouri school journal, Jefferson City, Mo.
 Monatshefte der Comeniusgesellschaft für volkerziehung, Berlin, Germany.
 Monatshefte für deutsche sprache und pädagogik, 558-559 Broadway, Milwaukee, Wis.
 Nature-study review, Ithaca, N. Y.
 Normal instructor, Danville, N. Y.
 Northwest journal of education, Seattle, Wash.
 Ohio educational monthly, 55 East Main street, Columbus, Ohio.
 Ohio teacher, Box 326, Athens, Ohio.
 Oregon teachers monthly, Salem, Oreg.
 Outlook, 237 Fourth avenue, New York, N. Y.

Pädagogische warte, Leipzig, Germany.
Pädagogische zeitung, Berlin, Germany.
Pennsylvania school journal, Lancaster, Pa.
Playground, 1 Madison avenue, New York, N. Y.
Popular educator, 50 Bromfield street, Boston, Mass.
Popular science monthly, Substation 84, New York, N. Y.
Preussische jahrbücher, Berlin, Germany.
Primary plans, Dansville, N. Y.
Psychological bulletin, Princeton, N. J.
Psychological clinic, Woodland avenue and Thirty-sixth street, Philadelphia, Pa.
Public speaking review, Swarthmore, Pa.
Religious education, 332 South Michigan avenue, Chicago, Ill.
Revue pédagogique, Paris, France.
School and home, Atlanta, Ga.
School and home education, Bloomington, Ill.
School-arts magazine, 120 Boylston street, Boston, Mass.
School century, Oak Park, Ill.
School journal, 31-33 East Twenty-seventh street, New York, N. Y.
School news and practical educator, Taylorville and Chicago, Ill.
School review, University of Chicago press, Chicago, Ill.
School science and mathematics, Mount Morris, Ill.
School world, London, England.
Science, Substation 84, New York, N. Y.
Sewanee review, Sewanee, Tenn.
South Atlantic quarterly, Trinity college, Durham, N. C.
South Dakota educator, Mitchell, S. D.
Southern workman, Hampton, Va.
Storytellers' magazine, 27 West Twenty-third street, New York, N. Y.
Survey, 105 East Twenty-second street, New York, N. Y.
Virginia journal of education, Richmond, Va.
Vocational education, Manual arts press, Peoria, Ill.
Volta review, Volta bureau, Washington, D. C.
Western teacher, Milwaukee, Wis.
Wisconsin journal of education, Madison, Wis.
World's work, London, England.
Wyoming school journal, Laramie, Wyo.
Zeitschrift für kinderforschung, Langensalza, Germany.
Zeitschrift für pädagogische psychologie, Leipzig, Germany.