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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—Eugenics—Physical education—Play and playgrounds—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Folk high schools—Home economics—Commercial education—Education of women—Africans and Orientals—Education of deaf—Education of defectives—Libraries and reading—Bulletin of the Bureau of Education.

### INTRODUCTORY NOTES.

Some notable books of the month are the following, the numbers in parentheses referring to the numbers of the full entries in this bulletin: Kerschensteiner, *The schools and the nation*, authorized translation (1490); Wallin, *Mental health of the school child* (1504); Kennedy, *The Batavia system* (1509); Howell, *Pedagogy of arithmetic* (1522); Klapper, *Teaching children to read* (1524); White and Davis, *Rural schools in Texas* (1544); Learned, *The oberlehrer* (1553); Fitch, *The college course and the preparation for life* (1560); Phelps Stokes, *Memorials of eminent Yale men* (1568); Morehouse, *Discipline of the school* (1578); Taylor, *Handbook of vocational education* (1625); Goddard, *School training of defective children* (1647).

The addresses of most of the periodicals represented in this number may be found by reference to the list at the end of this record for September, 1914.

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly or through a dealer, or in the case of an association publication, from the secretary of the issuing organization.

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

## PUBLICATIONS OF ASSOCIATIONS.

1470. Association of men teachers and principals of the city of New York. Modern tendencies in education. Truancy and delinquency. [New York, the Singer press, 1914?] 39p. 8°.
- Contains: 1. G. D. Strayer: The application of scientific method to the problems of education the most important modern tendency, p. 5-8. 2. H. H. Horne: Educational tendencies, p. 9-10. 3. W. H. Allen: Modern tendencies in education, p. 11. 4. Gustave Straubenmüller: Truancy and delinquency, p. 14-18. 5. H. W. Nudd: Truancy and delinquency, p. 24-26. 6. Important changes in the compulsory education law, p. 36-39.
1471. Conference for education in the South and Southern educational association. Proceedings of the seventeenth Conference for education in the South and the twenty-fifth annual meeting of the Southern educational association. Joint session. Louisville, Ky., April 7-10, 1914. 881p. 8°.
- Contains: *Conference for education in the South*—1. Mary E. Frayser: Report of the Committee on household management, p. 33-38. 2. Susie V. Powell: Helping the community through the school, p. 54-57. 3. O. B. Martin: Boys' and girls' demonstration work in the Southern States, p. 57-62. 4. W. T. Brown: Training leaders for rural life, p. 102-5. 5. J. A. Ferrell: Intensive community health work, p. 183-86. 6. W. S. Rankin: The community aspect of the health problem, p. 187-95. *Southern educational association*—7. B. R. Payne: The training of teachers in the South, p. 221-33. 8. J. H. Highsmith: Teacher training in private and denominational colleges, p. 233-38. 9. A. L. Rhoton: The responsibility and opportunity of the private and denominational college in the training of teachers, p. 238-42. 10. Mrs. D. Breckinridge: The city school as a social center, p. 250-53. 11. W. Lou Gray: What should a superintendent or supervising teacher do when visiting a school? p. 255-58. 12. P. P. Claxton: [Improvement of rural schools] p. 270-71. 13. F. M. Bralley: How may educational institutions best keep in touch with their graduates add former students in order to assist them in local community development? p. 281-86. 14. Jessie Field: Leadership for rural communities from our institutions of higher learning, p. 291-2. 15. W. G. Frost: What the college can do for the community, p. 294-98. 16. R. B. Daniel: Some experiments in vocational education in a mill community, p. 302-5. 17. J. A. Baldwin: Statement of educational conditions in Southern cotton mill communities, p. 306-14. 18. Elizabeth G. Holt: The teaching of home-making in a mill community, p. 317-20. 19. R. M. Kennedy: The county library movement, p. 322-29. 20. Pearl W. Kelly: How the State may aid school libraries, p. 329-33. 21. W. Lou Gray: Co-operation in building a country school system, p. 335-39. 22. Mabel C. Williams: How can the town library serve the country community? p. 339-42.
1472. Dental faculties association of American universities. Proceedings of the sixth annual meeting held at Minneapolis, Minn., March 20 and 21, 1914. Philadelphia, Press of the "Dental cosmos," 1914. 24p. 8°.
1473. Georgia educational association. Proceedings and addresses of the forty-eighth annual meeting . . . Macon, Ga., April 23-25, 1914. 103p. 8°.  
(C. L. Smith, secretary, LaGrange, Ga.)
- Contains: 1. M. L. Brittain: Georgia education—a survey, p. 19-26. 2. W. K. Tate: The relation of the rural school to the economic development of the South, p. 26-28. 3. C. B. McCrory: State publication of school books, p. 28-39. 4. Otis Ashmore: Discussion of the State manufacture and control of school texts, p. 39-43. 5. J. H. Phillips: The social realm in education, p. 43-53. 6. E. R. Park: The health of the pupil, p. 53-59. 7. Carol P. Oppenheimer: Relation of the kindergarten to primary school, p. 71-75. 8. L. B. Evans: State manufacture and control of text-books, p. 78-88.
- Dr. Phillips's paper has been reprinted in pamphlet form under title of "The social ideal in education."
1474. Nationaler deutschamerikanischer Lehrerbund. Protokoll der 42. Jahresversammlung, Chicago, Ill., 30. Juni bis 3. Juli 1914. Monatshefte für deutsche Sprache und Pädagogik, 15: 234-44, September 1914.
- The number also contains: 1. Leo Stern: Ansprache des Bundespräsidenten, p. 244-46. 2. Oscar Barchardt: Die amerikanische Bühne als Bildungsfaktor, p. 246-57.

1475. Northwestern Wisconsin teachers' association. Monograph souvenir of the twenty-third annual meeting, also including a condensed history of the association and a journal of the proceedings and addresses of the 1913 meeting, held at Eau Claire, Wis., October 17-18, 1913. Eau Claire, Wis., Eau Claire press co. [1914?] 68p. 8°. (Matilda Miller, secretary, Eau Claire, Wis.)
- Contains: 1. W. A. Clark: [Defense of the public schools] p. 26-32. 2. John Phelan: The problem of the rural school, p. 36-42. 3. Frances Cleary: The Latin teacher's special duty, p. 43-46.

## EDUCATIONAL HISTORY AND BIOGRAPHY.

1473. Fitzpatrick, Frank A. James M. Greenwood: an appreciation. Educational review, 48: 288-93, October 1914.
- A biographical sketch of the career of Prof. Greenwood, superintendent of schools at Kansas city, from 1874 until August 1, 1914.
1477. Greenstone, Julius H. Jewish education in the United States. In The American Jewish year book, 5675, 1914-1915, ed. by H. Bernstein for the American Jewish committee. Philadelphia, The Jewish publication society of America, 1914. p. 90-127.
- A forceful presentation of the things already accomplished in the field of Jewish education, and the important problems still to be worked out.
1478. Spranger, Eduard. Der zusammenhang von politik und pädagogik in der neuzeit, umrisse zu einer geschichte der deutschen schulgesetzgebung und schulverfassung. Deutsche schule, 18: 13-21, 73-80, —, 290-99, 356-66. January, February, March, May, June 1914.
1479. Thomas, Calvin. Rudolf Tombo. St. Columbia university quarterly, 16: 357-64, September 1914.
- A sketch of his life and work.

## CURRENT EDUCATIONAL CONDITIONS.

1480. Educational writings. Elementary school journal, 15: 68-81, October 1914.
- A review of the periodicals devoted to education, also the educational bulletins of the federal government and private foundations. Commends the work of the Bureau of education.
1481. Graue, ——. Wandervogel-bestrebungen. Pädagogische warte, 21: 713-17, June 15, 1914.
- Criticism and appreciation of the work of the "Wandervogel" young people's league. Also discussed by K. E. Brachwitz, Pädagogische warte, 21: 905-7, August 1, 1914; and by Eberhard, in Allgemeine deutsche lehrerschaft, 66: 339-43, August 28, 1914.
1482. Jahrbuch der königlichen preussischen auskunftsstelle für schulwesen. Erster jahrgang. 1913. Berlin, Ernst Siegfried Mittler und sohn, 1914. 424 p. 4°.
- CONTENTS.—I. Übersicht über die staatlichen und staatlich anerkannten unterrichtsanstalten in Preussen. A. Für die männliche jugend. B. Für die weibliche jugend. C. Für knaben und mädchen. Anhang: Deutsche schulen ausserhalb des Deutschen Reiches. p. 1-117.—II. Verzeichnis der an den höheren lehranstalten Preussens eingeführten schulbücher (1906-1912) p. 118-26.—III. Empfehlenswerte lehrmittel für volks- und höhere schulen, p. 127-313.—IV. Schulstreit oder schulfriede? Eine prüfung des bestandes und der zukunftsziele des höheren schulwesens; von Professor Dr. Paul Förster, p. 314-42.—V. Volkshochschulen mit besonderer berücksichtigung der Humboldt-akademie und der Freien hochschule; von Dr. Oscar Stille, p. 343-56.—VI. Gesundheitspflege und leibesübungen, spiel und sport in der volkschule; von Dr. Luckow, p. 357-76.—VII. Zur schularatfrage in der fortbildungsschule; von W. Schülze, p. 377-82.—VIII. Zwei neuere schulen in Berlin-Steglitz;

von Müller, p. 338-94.—IX. Elektrische experimentier-anlagen; von G. Quaink, p. 395-402.—X. Statistisches über das schulwesen des Deutschen Reiches, p. 403-24.

Dr. Förster's article (IV) proposes radical changes in organization and conception of aims of the German educational system, which would, in many respects, approximate it to the American system and meet modern demands and criticism.

1483. Kerschensteiner, Georg M. A. Die nationale einheitsschule. Skemann; monatschrift für jugendbildung und jugendkunde, July 1914, p. 266-72.

Report of an address delivered at the Kiel (1914) meeting of German teachers. A contribution to the prevalent discussion of proposals and counter-proposals to meet the growing demand for a differentiation of schools and courses of study and their adjustment to the pupil's individual abilities and needs, without surrendering the realization of civic and national aims.

1484. Messer, August. Förster contra Wyneken. Internationale monatschrift für wissenschaft, kunst und technik, 8: 1393-1403, August 1914.

A vigorous reply, by a professor of philosophy at the University of Giessen, to Friedrich W. Förster's (professor emeritus, University of Vienna) criticism (in Süddeutsche monatshefte, May 1914, p. 249-63) of Gustav Adolf Wyneken's book "Schule und jugendkultur." Jena, 1914. The author declares Förster's depreciatory criticism of Wyneken's book to be unfair and subjective, while he charges Förster with counseling the abandonment of the principle of inner freedom and autonomy, which is of central importance in Wyneken's work, for the principle of authority. Wyneken's book and his propagandist activity have become a storm center of pedagogical discussion.

1485. Pädagogische jahresschau über das volksschulwesen im jahre 1913. In gemeinschaft . . . hrsg. von E. Clausnitzer. VIII. Band. Leipzig und Berlin, B. G. Teubner, 1914. 458 p. 8°

1486. Patterson, Herbert P. Ideals in present-day education. Educational review, 48: 254-65, October 1914.

Discusses the various ideals influencing education—scientific, vocational, ethical, political, etc. The task before educators is to coordinate these ideals into one harmonious system.

1487. Strunsky, Simeon. School. Atlantic monthly, 114: 546-55, October 1914.

A humorously critical article on modern school methods.

#### PEDAGOGICS AND DIDACTICS.

1488. Babo, M. von. Die zukunftsschule. Ein praktischer vorschlag für eine völlige neugestaltung unseres schulwesens. Stuttgart, W. Spemann, 1914. 205 p. 8°.

1489. Classroom methods and devices. Elementary school journal, 15: 82-95, October 1914.

A symposium. Discusses: "A sixth-grade English unit," by Edith P. Parker; "Drill in multiplication," by James O. Lucas; "A course in agriculture;" and "Penmanship recommendations."

Mr. Lucas has found it advantageous "to substitute for drill in the multiplication tables a series of problems." Presents an example.

1490. Kerschensteiner, Georg M. A. The schools and the nation. . . authorized translation by C. K. Ogden . . . with an introduction by Viscount Haldane. London, Macmillan, and co., limited, 1914. xxiv, 351 p. illus. 12°

Tr. from "Grundfragen der schulorganisation." Preface by author.

1491. Lyans, C. K. The doctrine of formal discipline. Pedagogical seminary,

21: 343-93, September 1914.

Bibliography: p. 392-93.

1492. Pfordten, Otto von der. Das gefühl und die pädagogik. Heidelberg, C. Winter, 1914. 133 p. 8°.
1493. Sanders, Frederic W. The organization of education. *Education*, 35: 98-106, October 1914.  
Continued from May number. Treats of the secondary transition department of the school for pubescents. Outlines a curriculum for the required courses.

## EDUCATIONAL PSYCHOLOGY, CHILD STUDY.

1494. Ballou, Frank W. The significance of educational measurement. *Pittsburgh school bulletin*, 8: 2002-5, September 1914.
1495. Brigham, Carl C. An experimental critique of the Binet-Simon scale. *Journal of educational psychology*, 5: 439-48, October 1914.  
"The author applied the Binet tests to 309 children in the first six grades of the Princeton model school. The scale was found to measure the intelligence of children from seven to eleven years of age with at least 96 per cent. efficiency, and it also proved very sensitive in indicating individual differences in groups of children of the same age."
- Dallenbach, Karl M. The effect of practice upon visual apprehension in school children. *Journal of educational psychology*, 5: 321-34, 387-404, June, September 1914.  
"With children practice increases the ability to apprehend visually not only the material presented, but other material more or less dissimilar in kind."
1497. Hill, David Spence. Minor studies in learning and relearning. *Journal of educational psychology*, 5: 375-86, September 1914.  
Read before Section II of the American association for the advancement of science, Atlanta, Ga., January 1, 1914.  
"The author presents the results of experiments with mirror drawing, a class experiment on periods of learning in which the substitution test was employed, and a new form of the cancellation test with the results of its use."
1498. Kirkpatrick, E. A. An experiment in memorizing versus incidental learning. *Journal of educational psychology*, 5: 405-12, September 1914.  
"The author believes that time is wasted in memorizing the multiplication tables, and presents experimental evidence to show that better results are gained by placing in the children's hands multiplication sheets which they use in written multiplication, and thus gradually come to know the results of the combinations by repeated use."
1499. Kuno, Mrs. Emma E. How a knowledge of the characteristics of the adolescent boy may aid one in directing his conduct. *Pedagogical seminary*, 21: 425-30, September 1914.
1500. Mead, Cyrus D. Height and weight of children in relation to general intelligence. *Pedagogical seminary*, 21: 394-406, September 1914.  
Bibliography: p. 406.
1501. Rowe, E. C. Five hundred forty-seven white and two hundred sixty-eight Indian children tested by the Binet-Simon tests. *Pedagogical seminary*, 21: 454-68, September 1914.  
A number of tables are given showing the details of the study.
1502. Stern, William. Eigenschaften der frühkindlichen phantasie. *Zeitschrift für pädagogische psychologie und experimentelle pädagogik*, 15: 305-13, June 1914.  
Foot note states: "Entnommen dem in kürze erscheinenden werke 'Psychologie der frühen kindheit bis zum 6. lebensjahre': von Prof. W. Stern, mit benutzung ungedruckter tagebücher von Klara Stern. Verlag von Quelle & Meyer, Leipzig."
1503. Taylor, E. H. A comparison of the arithmetical abilities of rural and city school children. *Journal of educational psychology*, 5: 461-66, October 1914.  
"Read before the Child study section of the Illinois State teachers' association, December 1913."

- "As measured by the Curtis tests, series A, rural school children are from one to two grades behind city school children. Four months of specific drill materially reduced this difference."
1504. Wallin, John Edward Wallace. The mental health of the school child; the psycho-educational clinic in relation to child welfare; contributions to a new science of orthophrenics and orthosomatics. New Haven, Yale university press; [etc., etc.] 1914. xiii, 463 p. diagrs., 8°  
"Most of the chapters of the book are reprinted ... from various periodicals."—*pref.*
1505. Winch, W. H. Further experimental reserchues on learning to spell. *Journal of educational psychology*, 5: 449-60, October 1914.  
"Previous reserchues in a boys' school with pupils of a rather low grade of mental development showed that it was of advantage to present the words by a method which combined as many stimuli as possible. The present experiment shows that with girls of high mental ability the method of silent visual study is superior."

## SPECIAL METHODS OF INSTRUCTION.

1506. Francis W. Parker school, *Chicago*. Year book, vol. III, June 1914. Expression as a means of training motive. *Chicago, Francis W. Parker school*, 1914. 188 p. illus. 8°  
(contains articles on following topics: (1) Play as fundamental in education, (2) Oral reading, (3) The value, place, and use of the dramatic instinct in the education of young people, (4) A teachers' meeting, (5) Clay modeling, (6) Metal working, (7) Making a rug, (8) The social application of painting and drawing.)
1507. Hendley, Flora L. A practical solution of the moving picture problem. *Teachers magazine*, 37: 50-51, October 1914.  
In using moving pictures in school work, the chief problem is how to bring the pictures to the children, or the children to the pictures. This article shows how this problem was successfully solved by some schools of Washington, D. C.
1508. Johnson, W. Templeton. The Parker school in the open air at San Diego, California. *Pittsburgh school bulletin*, 8: 2012-16, September 1914.
1509. Kennedy, John. The Batavia system of individual instruction. *Syracuse, N. Y., C. W. Bardeen*, 1914. xxi, 209 p. illus. 8°

## SPECIAL SUBJECTS OF CURRICULUM.

1510. Armstrong, Henry E. Science and the school. *School world (London)* 16: 333-37, September 1914.  
Writer says the great mistake in English schools is that of attempting to teach "the elements of this or that special branch of science; what we should seek to do is to impart the elements of scientific method and inculcate wisdom, so choosing the material studied as to develop an intelligent appreciation of what is going on in the world. It must be made clear, in every possible way, that science is not a mere body of doctrine, but a method; that its one aim is the pursuit of truth."
1511. Churchman, Philip H. On the teaching of French pronunciation. *School review*, 22: 545-54, October 1914.  
Says that good results will come from hard work alone. "But this hard work can be simplified by the scientific method, the inductive approach, and the principle of contrast by perspective."
1512. Clark, Clifford P. The translation habit. *Classical Journal*, 10: 17-28, October 1914.  
Denounces the use of the "so called pony" as the "most insidious influence tending to undermine Latin study." Presents measures to prevent such use, as follows: "1. Banishment of the translation by the lecture method; 2. Banishment by compulsion, in the form of a pledge or law; 3. Banishment by making the student a butt of ridicule; 4. Banishment by insistence on important details; 5. Banishment of the translation by making 'sight translation' the final and supreme test for promotion," etc.

1513. Copeland, E. B. Botany in the agricultural college. *Science*, n. s. 40: 401-5, September 18, 1914.  
 Writer says that the main cause of the failure of the college of agriculture is that "the kind of agricultural problems which are presented, discussed, and worked with in its classes, are not the kind which it is practicable for a farmer to work with after he graduates. The graduate is not equipped to find employment for his intellect on the farm."
1514. Cordrey, Everett E. Physics in the high school. *Arkansas teacher*, 2: 12-15, October 1914.  
 To be concluded in the November issue.  
 "The purpose of this paper is to deal briefly with the history of physics, content and organization of first year physics course, together with a few suggestions relative to the pedagogy of physics."
1515. Cragun, J. Beach. A psychological analysis of the basis on which credit for the study of music is to be placed. *School music*, 15: 13-16, 19-20, September-October 1914.  
 "This paper will not concern itself with the amount of credit offered, but will attempt to indicate the bearing of the subject of music on the mental development of the child, the difficulties to be overcome in getting music upon the proper accredited basis, and will endeavor to offer some aids to your own thinking as a means to this end."
1516. D'Ooge, Benjamin L. High school Latin and the college entrance requirements. *Classical Journal*, 10: 29-40, October 1914.  
 Advocates, among other things, a two-year Latin course "so rich and full, so vital and interesting, that it will be altogether worth while for the great army that does not go beyond." Discusses the requirements formulated for the third and fourth years.
1517. Dykema, Peter W. Community music—an opportunity. *School music*, 15: 6-12, September-October 1914.  
 Outline of an address delivered before the Department of music education of the National education association at St. Paul.
1518. Egan, Rose F. Scientific methods in the study of literature. *Catholic educational review*, 8: 232-45, October 1914.
1519. Faithful, Lillian M. English literature and language. *Journal of education* (London) 48: 684-86, October 1, 1914.  
 Says that language should never be regarded merely as "a linguistic exercise; words should be living realities to be made friends with, not dead bodies to be dissected."
1520. Heuser, Frederick J. W. College entrance examinations in German. *Educational review* 48: 217-26, October 1914.  
 Advocates the oral test, but such test should be supplementary. Writer says: "The written test must continue to be the backbone of the examination, unless the study of German is to lose one of its fundamental educational values, the training in accuracy and painstaking care."
1521. Holzwarth, Charles. First-year Latin and first-year German. *School review*, 22: 540-44, October 1914.  
 A reply to Mr. Senger's article "A comparison of the first-year courses in Latin and German." in *School review* for May 1914. Criticizes Mr. Senger's point of view.
1522. Howell, Henry Budd. A foundational study in the pedagogy of arithmetic. New York, The Macmillan company, 1914. xi, 328 p. 8°. Bibliography: p. 309-12.  
 Presents, first, a very complete résumé of the extensive experimental literature on the psychology and pedagogy of arithmetic; secondly, the results of the author's own research of the arithmetical abilities of certain school children, and the problem of the school child's concepts of number.
1523. Jackson, Leroy F. A single aim in history teaching. *History teacher's magazine*, 5: 245-48, October 1914.  
 "This paper is the result of an attempt to locate and evaluate the province of the history teacher in a scheme of twentieth century education."

1524. Klapper, Paul. Teaching children to read. New York, D. Appleton and company, 1914. 213 p. 12°.

Author says that "this book is given solely to the task of aiding teachers, who are seeking a method that has stood the pragmatic test, and that may, therefore, help them in their day's work."

1525. Löffler, Eugen. Die freiere gestaltung des mathematisch-naturwissenschaftlichen unterrichts in den oberen klassen der höheren schulen. Monatshefte für den naturwissenschaftlichen unterricht aller schulgattungen, 7: 85-95, July 1914.

To be concluded.

Proposes a bifurcation into a language group and a mathematics-science group for the upper grades of the gymnasium. Still greater freedom and adjustment to the pupil's needs and abilities are to be secured by offering special or elective courses. The aim and method of pursuit of the study of mathematics and the natural sciences should not be identical in the two groups.

1526. Mensel, Ernest H. The one-unit-preparation in a modern language for admission to college. Education, 35: 65-76, October 1914.

Says that if the "one-year course is allowed to continue its existence, it should be granted a longer lease of life only on the condition that it be continued after the student's entrance to college until a certain degree of proficiency is reached."

1527. Miller, Edwin L. Separating composition from literature in the high school. English journal, 3: 500-12, October 1914.

A paper read before the National council of teachers of English at St. Paul, Minnesota, July 9, 1914.

There are those who believe that the study of literature should be separated from that of composition and there are those who believe the opposite. "To show why and in what sense both are right is the first object of this paper. Its second object is to show how these apparently divergent views can be so reconciled in practice as to secure the advantages of both theories without sacrificing the benefits of either."

1528. O'Brien, Harry B. Agricultural English. English journal, 3: 470-79, October 1914.

1529. Opdycke, John B. The teaching of vocational English—(IV). Journal of education, 80: 347-48, 353-54, October 15, 1914.

Letter-writing adjusted to business and vocational demands.

1530. Osgood, Edith W. The development of historical study in the secondary schools of the United States. School review, 22: 511-26, October 1914.

Concluded from previous number of School review. Thanks to the labors of the Committee of ten and the Committee of seven, the teaching of history has been put on "a scientific basis, and the outlook is bright." A review of early conditions in the schools.

1531. Perkins, Albert S. Latin as a vocational study in the commercial course. Classical journal, 10: 7-16, October 1914.

Outlined in Journal of home economics, October 1914.

Work in the Dorchester high school, Massachusetts. Shows the value of Latin in extending the knowledge of English; vocabulary building, etc. Lays stress on comparative word study and grammar. Course has met with the greatest favor and success.

1532. Rippmann, Walter. A standard for the King's English. Educational times (London) 67: 480-31, September 1, 1914.

In conclusion urges the Board of Education of Great Britain "to summon a conference on standard speech, representative of the English-speaking world." A conference not only Imperial, but Anglo-American.

1533. Voaden, J. Nature study and the teacher; or, the point of view in nature study. School (Toronto, Canada) 3: 115-13, October 1914.

1534. **Winge, Axel P.** Der naturwissenschaftliche unterricht in den höheren schulen Schwedens. Monatshefte für den naturwissenschaftlichen unterricht aller schulgattungen, 7: 280-97, 343-52, 404-08, May, June, July 1914.

An account of courses of study, methods, textbooks, and preparation of teachers. The author notes the growing conviction that requiring all the studies of a full curriculum of all students produces superficiality. Some form of group system, with major subject as the core of each group, is coming to be looked upon as the most rational solution.

## KINDERGARTEN AND PRIMARY SCHOOL.

1535. **Groszmann, Maximilian P. E.** Adaptation of the work of the kindergarten to the needs of individual children. Kindergarten review, 25: 65-74, October 1914.

Address given before the Department of kindergarten education, National education association, St. Paul, July 1914.

1536. **Smith, H. Bompas.** The Montessori conference. Educational times (London) 67: 418-19, September 1, 1914.

Report of conference at East Ranton, England. Dr. Walker and others criticized Dr. Montessori's methods on the ground that "they failed to foster the child's imagination and religious instincts."

## RURAL EDUCATION.

1537. **Andress, J. Mace.** Solving country life problems in Massachusetts. Education, 35: 91-94, October 1914.

The work of the State normal school at Worcester, Mass.

1538. **Butterfield, Kenyon L.** The training of rural leaders. Survey, 33: 13-14, October 3, 1914.

Deplores lack of rural leaders. Advocates the endowment, at strategic points, of schools of rural social service, in connection with standard educational institutions, preferably agricultural colleges.

1539. **Ferrell, John A.** The rural school and hookworm disease. Washington, Government printing office, 1914. 43 p. plates. 8° (U. S. Bureau of education. Bulletin, 1914, no. 20.)

1540. **Kirk, Will T.** A new standard for rural schools. American motherhood, 39: 227-29, October 1914.

An account of how H. C. Seymour, school superintendent of Polk county, Oregon, has improved the rural schools by "standardization."

1541. **Kramer, Mary Eleanor.** A new graft on the old tree of learning. Popular educator 32: 86-88, October 1914.

The schools of Cook county, Ill., under the direction of Mr. Tobin and his five "country-life experts."

1542. **Lewis, Howard T.** The social survey in rural education. Educational review, 48: 266-87, October 1914.

Treats of the schoolhouse as a common meeting place and as a clearing house for the community's activities, etc.

1543. **Nydegger, J. A.** Rural schools. Sanitary survey of schools in Bartholomew county, Ind. Washington, Government printing office, 1914. 16 p. 8° (United States public health service. Reprint no. 177 from the Public health reports, February 6, 1914.)

1544. **White, E. V. and Davis, E. E.** A study of rural schools in Texas. Austin, University of Texas, 1914. 107 p. illus. 8° (Bulletin of the University of Texas, no. 362. Extension series, no. 62. October 10, 1914.)

## SECONDARY EDUCATION.

1545. Aisup, T. E. What high school students want. *Missouri school journal*, 31: 447-53, October 1914.

"Two years ago seventy-five students of the Louisiana (Mo.) high school filled out blanks showing (1) the three or more qualities of a teacher admired, (2) the three or more qualities of a teacher despised, (3) the three or more qualities admired of a student, and (4) the three or more qualities despised of a student." This paper sums up the answers received.

1546. Baker, E. E. The extent and causes of failures in the high school. *Wyoming school journal*, 11: 24-27, September 1914.

Gives figures to show the extent of failures in the Laramie high school and enumerates the reasons therefor.

1547. Brown, H. A. The function of the secondary school. *Educational review*, 48: 227-40, October 1914.

Notes the large increase of attendance at secondary schools throughout the country. Gives some of the new types of schools springing up to meet the changing needs of society. Says that industrial education should be given in the high school. Discusses the questions, "What is vocational education?" "What is liberal education?" Thinks the secondary school course should be "broadly educational but largely within the field of the industrial arts."

1548. Perry, John. Education and modern needs. *School world (London)*, 16: 328-33, September 1914.

An arraignment of the English public school—Eton, Harrow, etc. Describes educational conditions in such institutions as mediæval and worthless. Invects against compulsory Latin.

1549. Wheelock, Charles F. Secondary education. Albany, The University of the state of New York, 1914. 77 p. 8°. (University of the state of New York bulletin, no. 575, September 15, 1914.)

From the 10th Annual report of the New York state education department. Contains brief synopses of laws for promotion of secondary education recently enacted by the various states, and of statutory requirements for high school teachers' certificates.

## TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1550. Dakin, W. S. A plan for training teachers while in service. *Elementary school journal*, 15: 106-9, October 1914.

Discusses the problem of training teachers for rural schools. Cites system developed in the country schools of Connecticut.

1551. Hodgson, Elizabeth. Are teachers human? *American teacher*, 3: 102-104, September 1914.

Summarizes what the world says about teachers, and then gives a set of rules for teachers to follow in order that the world may regard them as full-orbed men and women rather than a race of thin-blooded book-worms.

1552. Horn, P. W. Building the teacher's personality. *Texas school magazine*, 17: 10-11, 39-42, October 1914.

Gives some suggestions for strengthening the personality of the teacher.

1553. Learned, William Setchel. The oberlehrer, a study of the social and professional evolution of the German schoolmaster. Cambridge, Harvard university press, 1914. xiv, 150 p. 8°. (Harvard studies in education, pub. under the direction of the Division of education, vol. 1) Bibliography: p. 146-50.

1554. Tränckner, Chr. Die philosophischen elemente in der lehrerbildung. *Pädagogische blätter*, 43: 381-90, heft 8, 1914.

Contends that all of the candidate's studies should not only be given a philosophic underpinning, but should be penetrated with philosophic understanding and in turn yield philosophic insight.

1555. Witham, Ernest C. Teacher measurement. Atlantic educational journal, 10: 24-25, September 1914.  
Gives the scale for measuring teachers, together with graph cards, which have now both been separately published. An account of the system first appeared in the Journal of educational psychology, May 1914 (item 909 in this record).
1556. Wollenhaupt, W. F. The distribution of teachers with regard to the means through which positions are secured. Illinois teacher, 3: 1-4, October 1914.  
"The object of this study is two-fold: 1st, to ascertain the distribution of teachers in Illinois schools according to sex and the types of positions they hold; 2d, to ascertain to what extent teachers in the various types of positions secure their positions through teachers' agencies."

## HIGHER EDUCATION.

1557. Capen, Samuel P. The Division of higher education of the Bureau of Education. High school quarterly, 3: 17-21, October 1914.  
Explains the purpose and the work of the Division of higher education.
1558. Conover, Milton. Should Congress establish a National university? Journal of education, 80: 293, 299-300, October 1, 1914.  
Answers some objections that have been made to the establishment of a National university.
1559. Fischer, Martin H. The spirit of a university. Science, 40: 464-71, October 2, 1914.  
Defines the work and spirit of the university. Says: "The best universities, perhaps the only universities known, and the spirit of which every country is busy copying, have no boards of trustees whatsoever, and no presidents."
1560. Fitch, Albert Parker. The college course and the preparation for life. Eight talks on familiar undergraduate problems. Boston and New York, Houghton Mifflin company, 1914. 227 p. 12".  
CONTENTS.—1. Where all the problems begin.—2. The struggle for personal recognition.—3. The fight for character.—4. The religious instinct and the Christian experience.—5. The exceeding difficulties of belief.—6. Religion and scholarship.—7. Is learning essential?—8. The distaste for the beautiful.
1561. Fitzpatrick, Edward A. The universities and training for public service. Survey, 32: 614-15, September 19, 1914.  
Says there is an "indubitable demand for trained men for public service." What the universities are doing in the matter.
1562. Keidel, Heinrich. Der deutsche lehramtsassistent in Amerika. Preussische Jahrbücher, 157: 261-67, August 1914.  
The author, who was 1912-1913 exchange professor at the University of Wisconsin, and at present is an instructor in Ohio State university, writes concerning the qualifications of the prospective exchange teacher, and of the difficulties and tasks he will find himself called upon to face.
1563. Krauel, H. Was will die Wheeler-gesellschaft? Hochschul-nachrichten, 24: 342-43, June 1914.  
Aims at a discussion of the questions of German and foreign, especially American, higher education.  
The "Wheeler-gesellschaft" resulted from the seminar on the systems of higher education in Germany and America, which Dr. Benjamin Ide Wheeler, president of the University of California, gave at the University of Berlin during the winter of 1909-10.
1564. Monarchy and democracy in education. Unpopular review, 2: 356-71, October-December 1914.  
Discusses the general question of college government, which "involves the relation of the boards of control to the president and the faculty, the relation of the president to the faculty, on the one hand, and to the student body on the other, with the result that the president becomes the official medium of

communication between the governing body and the faculty." Deprecates this "triangular arrangement," which results in lack of harmony, and constant misunderstandings.

1565. Segar, Mary. Roger Bacon and the celebration at Oxford of the seventh centenary of his birth. *Catholic world*, 100: 48-55, October 1914.

1566. Seldes, Gilbert V. The changing temper at Harvard. *Forum*, 52: 521-30, October 1914.

Inveighs against the Harvard spirit. Says that within "the past three years the degeneration of every cultural activity has been persistently rapid." "The college has failed to make intelligent activity the basis of democracy."

1567. Spaulding, Thomas M. Federal aid to military education in colleges. *Education*, 35: 107-14, October 1914.

Says that the standard universities and colleges afford a far better source of supply for the corps of army officers than do the majority of military schools.

1568. Stokes, Anson Phelps. Memorials of eminent Yale men; a biographical study of student life and university influences during the eighteenth and nineteenth centuries. New Haven, Yale university press, 1914. 2 v. ports. f.

CONTENTS.—Vol. I, Religion and letters.—Vol. II, Science and public life.

1569. Trade unionism in a university. *Unpopular review*, 2: 347-55, October-December 1914.

Discusses in an interesting way the "so-called strike of the Wisconsin student workers union," and some of the social and economic questions involved.

1570. Warnock, Arthur E. Fraternities and scholarships at the University of Illinois. *Science*, 40: 542-47, October 16, 1914.

Draws the conclusion that the fraternity upperclassmen are "open to a charge that fraternity life engenders in the members a spirit of contentment with a grade of work somewhat lower than that of which the men are capable." Illustrated with interesting graphs.

#### SCHOOL ADMINISTRATION.

1571. Chancellor, W. E. County supervision: its status and betterment. *American school board journal*, 49: 11-12, 65, October 1914.

Discusses the difficulties in county supervision, the real needs and the things that can be done at once to better conditions.

1572. Finegan, Thomas E., ed. Judicial decisions of the State superintendent of common schools, State superintendent of public instruction, State commissioner of education, from 1822 to 1913. Albany, N. Y., The University of the State of New York, 1914. 1508 p. 4°.

The editor has read the entire number of more than 12,000 decisions, and from these selected about 800 cases, which are of value in showing the historical development of the school system, and more particularly those which have a bearing upon the interpretation of the present law governing that system.

1573. Smith, H. P. A suggestive school-accounting system. *Midland schools*, 29: 36-40, October 1914.

The system here outlined is an illustration of how one district met a problem that is perplexing to many a school district, and solved it in an apparently satisfactory way.

#### SCHOOL MANAGEMENT.

1574. Boulder county, Colorado, teachers' association. Home study. Report of an investigating committee. *Nebraska teacher*, 17: 84, 86, September 1914.

"Under our present school system, home work, judiciously assigned and carefully checked, does not injure the health, mentality, or habits of study of children above the fourth grade."

1575. Cooper, Clayton Sedgwick. The examination octopus. Educational foundations, 26: 69-76, October 1914.
1576. Coulter, Vincil C. The redistribution of the content of some high-school courses. English journal, 3: 490-99, October 1914.  
A paper read before the National council of teachers of English at St. Paul, July 9, 1914.  
Briefly outlines a plan of distribution which "provides for all the significant material in the departments under discussion with a saving of time and a gain in unity of aim."
1577. Folkestad, Svein. Mannbelmer-systemet eller klassesdeling etter arbeidsdag. Skolebladet, 17: 416-19, 427-30, September 5, 12, 1914.
1578. Morehouse, Frances M. The discipline of the school; with introduction by Lotus D. Coffman. Boston, New York [etc.] D. C. Heath & Co. [1914] xviii, 342 p. 12".  
A classified bibliography: p. 305-11.  
First deals with the general aspects of the situation, and with the theory of discipline; then takes up the concrete problems of school life and offers suggestions for their solution. Author believes that "fairly concrete means of achieving good results may be passed from one teacher to another."

## SCHOOL ARCHITECTURE.

1579. The daylight illumination of schools. School world (London) 16: 342-47, September 1914.  
Reprinted from the Illuminating engineer, July 1914. Describes the fundamental principles of lighting—physical and physiological. The first concerns light, climate, the building and its environment; the second, the visual apparatus of the workers and the subjective impression received.
1580. Schoenfelder, L. Schulhäuser in Dänemark. Schulhaus, 16: 382-86, heft 8, 1914.  
A description of a system of school-buildings consisting of detached but communicating "pavilions." Illustrated with drawings of facades and floor plans.

## SCHOOL HYGIENE AND SANITATION.

1581. Anderson, Harry B. Medical examination of school children a failure. Medical freedom (Chicago) 4: 11-16, September 1914.
1582. Bridgeford, Edna G. School nursing in second class cities. American education, 18: 79-82, October 1914.  
"Read before the National convention on public health nursing, St. Louis, April 1914."
1583. Cunningham, J. H. Memorandum on the feeding of school children in Edinburgh. Educational news (London) 39: 764-66, August 21, 1914.  
History of the movement.
1584. Dadachanji, K. K. Medical inspection of Parsi school children. Educational review (Madras, India) 20: 499-510, August 1914.
1585. Greeley, Horace. What the states and cities of the United States are doing in public health education work. American journal of public health, 4: 732-38, September 1914.
1586. Hessler, Robert. Dusty air in the school-room. [Buffalo, N. Y., 1914] 9 p. 8".  
From the Transactions of the fourth International congress on school hygiene, Buffalo, August 1913.

1587. Mills, Lewis S. Observing the health of school children at first hand. Normal instructor and primary plans, 23: 39, 73, 75, 38-39, 69, October, November, 1914.  
 "The subject of conserving the health of school children is one of utmost concern, and one that is occupying foremost attention among educators. Theories abound, but Mr. Mills in his two articles deals with actualities and no teacher can fail to be helped by his experiences. Conditions like these are far from uncommon, but, appalling as they are, they may be greatly alleviated . . ."—Editors.
1588. O'Shea, M. V. What to do with our dull children. Defective hearing, poor eyesight, difficult breathing are frequently the direct cause of dullness. Atlantic educational journal, 10: 13-14, September 1914.
1589. Rao, C. B. N. Medical inspection of schools. Educational review (Madras, India) 20: 485-91, August 1914.  
 A plea for the adoption in India of well-considered schemes of medical inspection of schools, after European models.
1590. Reavis, W. C. The relation between the physical and the health conditions of children and their school progress. Elementary school journal, 15: 98-106, October 1914.  
 A study that presents "a statement of the relationship that was found to exist in a certain city school, (1) between the physical condition of the children and their mental progress (a) as measured by standing in class, (b) as measured by completed work; (2) between the nutritional and developmental conditions of the children and their standing in class; (3) between physical defects, attendance, and class standing; (4) between the social status of the child and each of the above topics."  
 Illustrated by statistical diagrams and tables.
1591. Skeele, Annie C. Health problems and the normal school. American schoolmaster, 7: 297-302, September 1914.
1592. Spence, Philip Sumner. City school children healthier than country school children. Child-welfare magazine, 9: 45-49, October 1914.  
 From New York Times.  
 This article is based on the result of an investigation conducted by a committee on health problems of the National council of education, which has worked with the cooperation of a special committee of the American medical association. These committees have been studying for two years the health problems of the rural schools.
1593. Stoneroad, Dr. Rebecca. Health statistics of public school children of Washington, D. C., with special reference to grade, sex, and environment. [Buffalo, N. Y., 1914.] 10 p. 8".  
 From the Transactions of the fourth international congress on school hygiene, Buffalo, August, 1913.
1594. Williams, Edward Huntington. Increasing your mental efficiency. New York, Hearst's international library co., 1914. 242 p. illus. 12".
1595. Wilson, E. H. Oral hygiene. Oklahoma school herald, 22: 8-11, October 1914.  
 "The prime object of this article prepared by Dr. L. G. Mitchell, chairman state oral hygiene committee, and Mrs. Irma Matthews-McLennan and incorporated in the Oklahoma 'Course of study', is to teach the great need of prevention."

## SEX HYGIENE.

1596. Fender, Charles W. Some experiments in the teaching of sex hygiene in a city high school. School science and mathematics, 14: 573-78, October 1914.  
 Gives the method used in teaching sex hygiene to boys of the Lowell high school, San Francisco, Cal. Also gives some of the results.

1597. March, Nora H. Training the instructors. *Educational times* (London) 87: 425-27, September 1, 1914.  
Instruction in sex teaching; aim of work outlined is not to produce "sex specialists," but simply to give teachers a sensible grasp of "those aspects of child life of which they are usually ignorant."
1598. Shields, Thomas Edward. Sex instruction in the public schools. *Catholic educational review*, 8: 246-53, October 1914.  
Discusses particularly an editorial which appeared in the September issue of *Education*.

## EUGENICS.

1599. *Eugenics: twelve university lectures*, by Morton A. Aldrich, William Herbert Carruth, Charles B. Davenport [and others] with a foreword by Lewellys F. Barker. New York. Dodd, Mead and company, 1914. xiii p., 1 l., 349 p. illus. (charts.) 8°.  
"The lectures contained in this volume were selected from among a number given in various universities and colleges throughout the country in the scholastic year of 1912-1913."  
CONTENTS.—The eugenics programme and progress in its achievement, by C. B. Davenport.—Eugenics as viewed by the zoologist, by R. H. Wolcott.—Eugenics from the point of view of the physician, by V. C. Vaughan.—Eugenics as viewed by the physiologist, by W. H. Howell.—Eugenics: its data, scope and promise, as seen by the anatomist, by H. E. Jordan.—Eugenics from the point of view of the geneticist, by H. J. Webber.—The first law of character-making, by A. Holmes.—The eugenics movement from the standpoint of sociology, by C. A. Ellwood.—Eugenics and its social limitations, by A. G. Keller.—Selections from an address on eugenics, by W. H. Carruth.—Eugenics and economics, by M. A. Aldrich.—Eugenics: with special reference to intellect and character, by E. L. Thorndike.
1600. Jewett, Frances Gulick. *The next generation; a study in the physiology of inheritance*. Boston, New York [etc.] Ginn and company [1914] xii, 235 p. illus. 12°.
1601. Saleeby, Caleb Williams. *The progress of eugenics*. New York and London, Funk & Wagnalls company, 1914. 250 p. front. 8°.

## PHYSICAL TRAINING.

1602. Hetherington, Clark W. *The training of the physical educator and play director*. *Educational review*, 48: 241-53, October 1914.  
Gives a complete schematic summary, presented in chart form, of "all the important courses essential in a curriculum for the professional training of physical educators and play directors."
1603. Olivet, Henry S. *Physical training in the normal school*. *Education*, 35: 82-90, October 1914.  
Gives the values of the various forms of physical exercise.
1604. Small, Albion W. *The effects of intercollegiate athletics*. *Religious education*, 9: 460-80, October 1914.  
Appended, are digests of results obtained from requests sent out to athletic graduates.

## PLAY AND PLAYGROUNDS.

1605. Bevard, Katherine H. *School playground management*. *School journal*, 81: 239-40, September 1914.  
An account of the method employed at the Ross school, Washington, D. C.
1606. Hetherington, Clark W. *The demonstration play school of 1913*, Berkeley, University of California press, 1914. p. 241-88. 4°. (University of California publications. *Education*, vol. 5, no. 2, July 30, 1914)  
A report to Prof. Charles H. Rieber, dean of the summer session of the University of California, on the Demonstration play school conducted during

the summer session of 1918. "The play school is a school organization with its programme of activities and methods based on the central idea of uniting the spontaneous play-life of the child, who needs and desires leadership, with society's demand that he be instructed."

1607. Patrick, G. T. W. The psychology of play. Pedagogical seminary, 21: 469-84, September 1914.  
References: p. 482-84.

#### SOCIAL ASPECTS OF EDUCATION.

1608. Bland, Henry M. David Starr Jordan and his message of peace. Education, 35: 77-81, October 1914.  
"As the 'Apostle of peace,' President Jordan is strongly equipped to do the work of evangelization." Describes President Jordan's crusade against war.
1609. Building a civic center around a tri-city high school. Survey, 33: 65-66, October 17, 1914.  
Work at La Salle-Peru township high school, La Salle, Ill.
1610. Castagnola, G. Sapienza. El cultivo del sentimiento de solidaridad en la escuela. Monitor de la educación común (Buenos Aires) 32: 17-33, July 1914.  
An account of efforts in social education in Italy and France.
1611. Ward, Edward J. Remuneration for the social center secretary. Middle-West school review, 7: 5-7, October 1914.  
The writer says that "for the civic, social, and recreational use of [school] buildings by adults and older youth to become general, there must be definite authorization and remuneration of the person who serves as civic secretary and director of recreation in each district."

#### CHILD WELFARE.

1612. Casey, Frank. Boy betterment and club work. Child (London) 4: 1040-47, September 1914.  
Compton boys' club, London. Work among poor boys. Illustrated.
1613. Flexner, Bernard and Baldwin, Roger N. Juvenile courts and probation. New York, The Century co., 1914. 308 p. illus. 8°. "Selected references": p. 292-98.
1614. Key, Ellen. The younger generation; tr. from the Swedish by Arthur G. Chater. New York and London, G. E. Putnam's sons, 1914. 270 p. 8°. CONTENTS.—What the age offers and expects of youth.—2. Associated activity and self-culture.—3. The peace problem.—4. Youth, woman, and anti-militarism.—5. "Class badges."—6. The children's charter.—7. Recreative culture.—8. The few and the many.

#### MORAL EDUCATION.

1615. Gillet, M. S. The education of character. Tr. by Benjamin Green; with a preface by Rev. Bernard Vaughan, S. J. New York, P. J. Kenedy & son [1914] 164 p. 12°.
1616. Johnson, Franklin Winslow. The problems of boyhood. A course in ethics for boys of high-school age. Chicago, Ill., The University of Chicago press [1914] xxv, 130 p. 12°.
1617. Powell, Lyman P. Ethical study in our colleges. Churchman, 110: 466-67, October 10, 1914.  
By the president of Hobart and William Smith colleges, Geneva, N. Y.

1618. Tufts, James H. Ethics in high schools and colleges. Teaching ethics for purposes of social training. Religious education, 9: 454-59, October 1914.

## RELIGIOUS EDUCATION.

1619. Baker, James C. The church and the state university. Methodist review (Nashville) 63: 694-710, October 1914.

A general discussion of the growth of state universities, and of the religious status of their students, with a specific account of the work of Trinity Methodist Episcopal church at the University of Illinois.

1620. Evans, Herbert Francis. The Sunday-school building and its equipment. Chicago, The University of Chicago press, 1914. p. 151-224. illus., plans. 8°. (Biblical world, vol. 44, no. 3, September 1914)

## MANUAL AND VOCATIONAL TRAINING.

1621. Black, William W. The place of manual training under the Indiana vocational educational law. Educator-Journal, 15: 55-60, October 1914.

1622. Boshart, E. W. The day vocational school. Manual training and vocational education, 16: 65-73, October 1914.

The author says that "the ideal vocational day school should contain the two elements, the prevocational and the vocational, with such an intermingling of vocationalizing and liberalizing elements as will make for the most complete balance at the various stages of progress."

1623. Kling, Arthur B. Vocational schools and their field of work. The Multitude, 1: 328-30, October 1914.

Vocational school movement in Illinois, and work of E. G. Cooley.

1624. Seerley, Homer H. The harmonizing of vocational and cultural education. American schoolmaster, 7: 303-5, September 1914.

Paper delivered before the National council of education at St. Paul, Minn., July 6, 1914.

1625. Taylor, Joseph S. A handbook of vocational education. New York, The Macmillan company, 1914. xvi, 225 p. illus. 12°.

Topics: Industrial education in Europe. Industrial vs. manual training. The intermediate school. Continuation schools. The training of vocational teachers. Vocational guidance. Apprenticeship and compulsory education. Bibliography.

1626. Vaughn, S. J. Manual training equipments for village schools. American school board journal, 49: 19-20, 60, October 1914.

"Mr. Vaughn has been supervisor of manual training in two important, small cities of the middle west, and has headed the manual-arts departments of two of the largest normal schools in the country. He has successfully planned scores of manual training equipments for villages and small cities throuout the north central states."—Editor's note.

## VOCATIONAL GUIDANCE.

1627. Brennan, John V. The schools and vocational guidance. American schoolmaster, 7: 289-96, September 1914.

1628. Dougherty, N. E. The relation of the school to employment. National association of corporation schools, Bulletin, 8: 23-27, October 1914.

A paper read before the second annual convention of the National association of corporation schools, Philadelphia, June 1914.

1629. Nutt, Hubert W. What can psychology contribute to the solution of the problem of industrial education and vocational guidance? Teacher's Journal, 14: 148-52, October 1914.

1630. Williams, George H., ed. Careers for our sons; a practical handbook to the professions and commercial life. 4th ed., rev. throughout and enl. London, A. and C. Black, 1914. 564 p. 12°.

## FOLK HIGH SCHOOLS.

1681. **Dragehjelm, Hans.** Die dänische volkshochschule; eine geschichtliche aufklärung. Neue bahnen. 25: 495-505, August 1914.

"Two chief tendencies have for many years been predominant in Danish intellectual and cultural life. The one is the movement led by Grundtvig, the other is 'Brandesianism' (led by Brandes). 'Brandesianism' claims the honor of having introduced modern intellectual and cultural life into Denmark, while the movement inspired by Grundtvig, in its origin and subsequent development, is decidedly national. 'Brandesianism,' which arose in the 'seventies, is a cult of the intellect,—the tendency represented by Grundtvig, on the other hand, aims at satisfying man as man, and above all at fulfilling the longing of his heart with regard to temporal as well as eternal concerns." p. 495-96.

The author then sketches the life work of Grundtvig, and in particular his conception of a free high school for adults and the practical development of his plans. An institution at Elkhorn, Iowa, founded by Scandinavians in 1878, was designed to realize the aims of the Danish models.

1682. **Evans, Henry B.** What Denmark is doing for the Danes. New age, 21: 106-9, September 1914.

Describes the uplift work of the Danish folk high schools.

1683. **Foght, Harold W.** The Danish folk high schools. Washington, Government printing office, 1914. 93 p. plates. 8°. (U. S. Bureau of education. Bulletin. 1914. no. 22)

## HOME ECONOMICS.

1684. **Williams, Jessamine Chapman.** The subject matter in home economics courses for high schools: factors determining the choice of subject matter in a laboratory course in foods. Manual training and vocational education, 16: 74-81, October 1914.

"Written from the point of view of one who has received the best scientific, as well as the best pedagogic instruction in household science, and has had a rich teaching experience."

## COMMERCIAL EDUCATION.

1685. **Anderson, William L.** The stimulative and correlative value of a well-balanced course in commerce and industry. School review, 22: 505-10, October 1914.

Continued from September number. Treats of the stimulative value of the proposed course. Says that work in commerce and industry, judged from the standpoint of psychology, would "compare favorably with many very valuable subjects. Judgment and reason are developed to a good degree in the study of the explanation (physical, political, and economic) of the geographic division of labor—the localisation of industry." etc.

## EDUCATION OF WOMEN.

1686. **Brown, Helen Dawes.** Talks to freshman girls. Boston and New York, Houghton Mifflin company, 1914. 90 p. 12°.

1687. **Evans, Mary Adelle.** How should secondary mathematics for girls differ from that for boys? Mathematics teacher, 7: 17-23, September 1914.

Thinks that "the difference in secondary mathematics for girls from that for boys lies in its applications, and is determined by their capabilities and opportunities and not by their sex."

1688. **Keech, Mabel I.** Our girls and their training. Education, 35: 95-97, October 1914.

Question of vocational education.

1639. **Muthesius, Karl.** Nicht "seminaristisch," sondern "wissenschaftlich." Pädagogische blätter, 43: 273-78, heft 6, 1914.  
Traces the history of the present regulations governing the admission of women to the teaching profession and to the university. The author denies that there is a real and vital difference between the "normal" training given by the teachers' seminaries and by the higher schools, whose graduates are admitted to full academic standing at the universities. Both are "scientific" in the same sense.
1640. **Die vorbereitung der mädchen auf das universitätsstudium.** Pädagogische blätter, 43: 306-08, heft 6, 1914.  
Presents the three courses open to women who wish to prepare for eligibility to positions as "oberlehrerin" and for university studies. The advantages and disadvantages of each are stated.

## AFRICANS AND ORIENTALS.

1641. **Barton, Ernest D.** The findings of the continuation committee conferences in Asia on education. International review of missions (Edinburgh) 3: 670-82, October 1914.  
Discusses the place of education in missionary work; and the aims of missionary education.
1642. **Wilkie, A. W. and Macgregor, J. K.** Industrial training in Africa. International review of missions (Edinburgh) 3: 742-47, October 1914.  
Work of the Calabar mission of the United free church of Scotland.

## EDUCATION OF DEAF.

1643. **Albaugh, Laura L.** Training the deaf child. Volta review, 16: 687-89, October 1914.  
"Training in lip-reading should be begun as soon as deafness is discovered, though that be in very early childhood."
1644. **Ferreri, Guillo.** Notes on pedagogy and psychology in regard to the deaf. Volta review, 16: 719-21, October 1914.  
Sixth article of a series. Deals with exercise and fatigue.
1645. **The over-specialization of parents.** Volta review, 16: 711-16, October 1914.  
Discusses the attitude of parents to deaf children. Advocates a strong association of parents of the deaf in every state.

## EDUCATION OF DEFECTIVES.

1646. **Cabot, Richard C.** Sub-standard workers. Survey, 33: 15-18, October 3, 1914.  
Work of Dr. H. J. Hall, of Marblehead, Mass., who in 1895 established a workshop for neurasthenics. Patients are supervised and instructed by experts. They make articles that are salable and get wages for their products. Illustrated.
1647. **Goddard, Henry H.** School training of defective children. Yonkers-on-Hudson, N. Y., World book company, 1914. xxii, 97 p. illus. 8°. (School efficiency series, ed. by P. H. Hanus.)  
Consists of Dr. Goddard's report—with some additions—on the "ungraded classes" of the New York city public school system, submitted in the New York city school inquiry, 1912.

## LIBRARIES AND READING.

1648. **Aley, Robert J.** Books and high school pupils. Educator-journal, 15: 1-5, September 1914.  
The writer thinks that a library is as necessary in a high school as a laboratory or a teacher, and that pupils should have the chance and the invitation to browse among the books. Gives some of the essentials of a high school library.

1649. Koch, Theodore W. The Bodleian library at Oxford. *Library journal*, 39: 739-46, 803-10, October, November 1914. illus.
1650. Schaper, W. A. The place of the public library in the administration of the city. *National municipal review*, 3: 672-81, October 1914.  
Discusses among other things the relation of the public library to the free school system. Expansion of public libraries in our cities.
1651. Supplementary reading in the grades—a symposium. *Sierra educational news*, 10: 490-96, September 1914.  
Contains lists for supplementary reading for the first five grades.
1652. Wilson, Martha. School library management. [St. Paul] Department of education, 1914. 16 p. 8".  
Reprinted from the Manual for consolidated schools in Minnesota, 1914.

## BULLETIN OF THE BUREAU OF EDUCATION.

[Note.—With the exceptions indicated, the documents issued below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (\*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C. upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.]

### 1906.

- †No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. Anna T. Smith.
- †No. 2. German views of American education, with particular reference to industrial development. William N. Haigmann.
- \*No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

### 1907.

- †No. 1. The continuation school in the United States. Arthur J. Jones.
- †No. 2. Agricultural education, including nature study and school gardens. James R. Jewell.
- †No. 3. The auxiliary schools of Germany. Six lectures by E. Maennel.
- †No. 4. The elimination of pupils from school. Edward L. Thorndike.

### 1908.

- †No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
- \*No. 2. List of publications of the United States Bureau of Education, 1867-1907. 10 cts.
- \*No. 3. Bibliography of education for 1907. James Ingersoll Wyer, jr., and Martha L. Phelps. 10 cts.
- †No. 4. Music education in the United States; schools and departments of music. Arthur L. Manchester.
- \*No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
- \*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- \*No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 30 cts.
- \*No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8. 5 cts.

### 1909.

- \*No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
- \*No. 2. Admission of Chinese students to American colleges. John Fryer. 25 cts.
- \*No. 3. Daily meals of school children. Caroline L. Hunt. 10 cts.
- †No. 4. The teaching staff of secondary schools in the United States; amount of education, length of experience; salaries. Edward L. Thorndike.
- No. 5. Statistics of public, society, and school libraries in 1908.
- \*No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- \*No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- \*No. 9. Bibliography of education for 1908-9. 10 cts.
- \*No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- \*No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

### 1910.

- \*No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Shaw. 5 cts.
- No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- †No. 3. List of publications of the United States Bureau of Education, 1867-1910.
- \*No. 4. The biological stations of Europe. Charles A. Kofoid. 50 cts.
- †No. 5. American schoolhouses. Fletcher B. Dresslar.
- †No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.

## 1911.

- \*No. 1. Bibliography of science teaching. 5 cts.
- \*No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
- \*No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- \*No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
- \*No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- \*No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 5 cts.
- †No. 7. Undergraduate work in mathematics in colleges and universities.
- †No. 8. Examinations in mathematics, other than those set by the teacher for his own classes.
- No. 9. Mathematics in the technological schools of collegiate grade in the United States.
- †No. 10. Bibliography of education for 1909-10.
- †No. 11. Bibliography of child study for the years 1908-9.
- †No. 12. Training of teachers of elementary and secondary mathematics.
- \*No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- \*No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- \*No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.
- †No. 16. Mathematics in the public and private secondary schools of the United States.
- †No. 17. List of publications of the United States Bureau of Education, October, 1911.
- \*No. 18. Teachers' certificate issued under general State laws and regulations. Harlan Updegraff. 20 cts.
- No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

## 1912.

- \*No. 1. A course of study for the preparation of rural-school teachers. Fred Mutchler and W. J. Craig. 5 cts.
- †No. 2. Mathematics at West Point and Annapolis.
- \*No. 3. Report of committee on uniform records and reports. 5 cts.
- \*No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
- \*No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- \*No. 6. Agricultural education in secondary schools. 10 cts.
- \*No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- \*No. 8. Peace day. Fannie Fern Andrews. 5 cts. [Later publication, 1913, No. 12.]
- \*No. 9. Country schools for city boys. William S. Myers. 10 cts.
- †No. 10. Bibliography of education in agriculture and home economics.
- †No. 11. Current educational topics, No. I.
- †No. 12. Dutch schools of New Netherland and colonial New York. William B. Kilpatrick.
- \*No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- \*No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
- †No. 15. Current educational topics, No. II.
- †No. 16. The reorganized school playground. Henry S. Curtis.
- \*No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- \*No. 18. Teaching language through agriculture and domestic science. M. A. Leiper. 5 cts.
- \*No. 19. Professional distribution of college and university graduates. Dalley B. Burritt. 10 cts.
- †No. 20. Readjustment of a rural high school to the needs of the community. H. A. Brown.
- †No. 21. Urban and rural common-school statistics. Harlan Updegraff and William R. Hood.
- No. 22. Public and private high schools.
- No. 23. Special collections in libraries in the United States. W. Dawson Johnston and Isadore G. Mudge.
- †No. 24. Current educational topics, No. III.
- †No. 25. List of publications of the United States Bureau of Education, 1912.
- †No. 26. Bibliography of child study for the years 1910-11.
- No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- \*No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
- No. 29. Bibliography of the teaching of mathematics, 1900-12. David Eugene Smith and Charles Goldsamer.
- No. 30. Latin-American universities and special schools. Edgar E. Brandon.
- No. 31. Educational directory, 1912.
- No. 32. Bibliography of exceptional children and their education. Arthur MacDonaid.
- †No. 33. Statistics of State universities and other institutions of higher education partially supported by the State, 1912.

## 1913.

- No. 1. Monthly record of current educational publications, January, 1913.
- \*No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- \*No. 3. The teaching of modern languages in the United States. Charles H. Handschin. 15 cts.
- \*No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
- †No. 5. Monthly record of current educational publications. February, 1913.

- \*No. 6. Agricultural instruction in high schools. C. H. Robson and F. B. Jenks. 10 cts.
- \*No. 7. College entrance requirements. Clarence D. Kingsley. 15 cts.
- \*No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
- †No. 9. Consular reports on continuation schools in Prussia.
- †No. 10. Monthly record of current educational publications, March, 1913.
- †No. 11. Monthly record of current educational publications, April, 1913.
- \*No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
- \*No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. Report of the committee of the National Council of Education. George D. Strayer, chairman. 5 cts.
- No. 14. Agricultural instruction in secondary schools.
- †No. 15. Monthly record of current educational publications, May, 1913.
- \*No. 16. Bibliography of medical inspection and health supervision. 15 cts.
- \*No. 17. A trade school for girls. A preliminary investigation in a typical manufacturing city, Worcester Mass. 10 cts.
- \*No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dresslar. 10 cts.
- \*No. 19. German industrial education and its lessons for the United States. Holmes Beckwith. 15 cts.
- \*No. 20. Illiteracy in the United States. 10 cts.
- †No. 21. Monthly record of current educational publications, June, 1913.
- \*No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
- \*No. 23. The Georgia Club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
- \*No. 24. A comparison of public education in Germany and in the United States. Georg Kerschenschteiner. 5 cts.
- \*No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
- †No. 26. Good roads arbor day. Susan B. Sipe.
- †No. 27. Prison schools. A. C. Hill.
- \*No. 28. Expressions on education by American statesmen and publicists. 5 cts.
- \*No. 29. Accredited secondary schools in the United States. Kendrick C. Babcock. 10 cts.
- \*No. 30. Education in the South. 10 cts.
- \*No. 31. Special features in city school systems. 10 cts.
- No. 32. Educational survey of Montgomery County, Md.
- †No. 33. Monthly record of current educational publications, September, 1913.
- \*No. 34. Pension systems in Great Britain. Raymond W. Skis. 10 cts.
- \*No. 35. A list of books suited to a high-school library. 15 cts.
- \*No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
- No. 37. Monthly record of current educational publications, October, 1913.
- \*No. 38. Economy of time in education. 10 cts.
- No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Heilmann.
- \*No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
- No. 41. The reorganization of secondary education.
- No. 42. An experimental rural school at Winthrop College. H. S. Browne.
- \*No. 43. Agriculture and rural-life day; material for its observance. Eugene C. Brooks. 10 cts.
- \*No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
- No. 45. Monthly record of current educational publications, November, 1913.
- \*No. 46. Educational directory, 1913. 15 cts.
- \*No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
- \*No. 48. School hygiene. W. Carson Ryan, jr. 15 cts.
- No. 49. The Farragut School, a Tennessee country-life high school. A. C. Monahan and Adams Phillips.
- No. 50. The Fitchburg plan of cooperative industrial education. M. R. McCann.
- \*No. 51. Education of the immigrant. 10 cts.
- \*No. 52. Sanitary schoolhouses. Legal requirements in Indiana and Ohio. 5 cts.
- No. 53. Monthly record of current educational publications, December, 1913.
- No. 54. Consular reports on industrial education in Germany.
- No. 55. Legislation and judicial decisions relating to education, October 1, 1900, to October 1, 1912. James C. Boykin and William F. Hood.
- †No. 56. Some suggestive features of the Swiss school system. William Knox Tate.
- No. 57. Elementary education in England, with special reference to London, Liverpool, and Manchester. I. L. Kandel.
- No. 58. Educational system of rural Denmark. Harold W. Foght.
- No. 59. Bibliography of education for 1910-11.
- No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912-13.

1914

- \*No. 1. Monthly record of current educational publications, January, 1914. 5 cts.
- No. 2. Compulsory school attendance.
- No. 3. Monthly record of current educational publications, February, 1914.
- No. 4. The school and the start in life. Meyer Bloomfield.

- No. 5. The folk high schools of Denmark. L. L. Friend.  
No. 6. Kindergartens in the United States.  
No. 7. Monthly record of current educational publications, March, 1914.  
No. 8. The Massachusetts home-project plan of vocational agricultural education. E. W. Stinson.  
No. 9. Monthly record of current educational publications, April, 1914.  
No. 10. Physical growth and school progress. E. F. Baldwin. 25 cts.  
No. 11. Monthly record of current educational publications, May, 1914.  
No. 12. Rural schoolhouses and grounds. F. B. Dresslar.  
No. 13. Present status of drawing and art in the elementary and secondary schools of the United States.  
Royal B. Farnum.  
No. 14. Vocational guidance.  
No. 15. Monthly record of current educational publications. Index.  
No. 16. The tangible rewards of teaching. James C. Boykin and Roberts King.  
No. 17. Sanitary survey of the schools of Orange County, Va. Roy K. Flanagan.  
No. 18. The public school system of Gary, Ind. William P. Burris.  
No. 19. University extension in the United States. Louis E. Reber.  
No. 20. The rural school and hookworm disease. J. A. Ferrell.  
No. 21. Monthly record of current educational publications, September, 1914.  
No. 22. The Danish folk high schools. H. W. Foght.  
No. 23. Some trade schools in Europe. Frank L. Glynn.  
No. 24. Danish elementary rural schools. H. W. Foght.  
No. 25. Important features in rural school improvement. W. T. Hodges.  
No. 26. Monthly report of current educational publications, October, 1914.  
No. 27. Agricultural teaching.  
No. 28. The Montessori method and the kindergarten. Elizabeth Harrison.  
No. 29. The kindergarten in benevolent institutions.  
No. 30. Consolidation of rural schools and transportation of pupils at public expense. A. C. Monahan.  
No. 31. Report on the work of the Bureau of Education for the natives of Alaska.  
No. 32. Bibliography of the relation of secondary schools to higher education. R. L. Walkley.  
No. 33. Music in the public schools. Will Earhart.  
No. 34. Library instruction in universities, colleges, and normal schools. Henry R. Evans.  
No. 35. The training of teachers in England, Scotland, and Germany. Charles H. Judd.  
No. 36. Education for the home—Part I. Benjamin R. Andrews.  
No. 37. Education for the home—Part II. Benjamin R. Andrews.  
No. 38. Education for the home—Part III. Benjamin R. Andrews.  
No. 39. Education for the home—Part IV. Benjamin R. Andrews.  
No. 40. Care of the health of boys in Girard College, Philadelphia, Pa.