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# MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes—Educational history and biography—Current educational conditions—Pedagogy and didactics—Educational psychology; Child study—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—Physical training—Play and playgrounds—Social aspects of education—Moral and religious education—Manual and vocational training—Vocational guidance—Home economics—Commercial education—Nurse training—Civic education—Military training—Education of Indians—Defective and delinquent children—Libraries and reading—Bureau of Education: Recent publications—New periodicals—Bulletin of the Bureau of Education.

### INTRODUCTORY NOTES.

The following is a selection of representative books and articles listed in the present bulletin, the numbers in parentheses referring to the numbers of the full entries: Aurner, History of education in Iowa (1); Butte school survey report (6); Chapman, Individual differences in ability and improvement (16); Freeman, Teaching of handwriting (34); Claxton, The American rural school (56); Dabney, The municipal university (76); Coffman, The American school superintendent (84); Curtis, Education through play (104); Gladden, Religion and schools (114); Durell, Fundamental sources of efficiency (121); National conference on universities and public service, Proceedings (134); Schoff, The wayward child (143).

A new series of item numbers, to cover publications entered during 1915, begins in the present issue of the record, and will continue for one year, ending in the bulletin for January, 1916. An index to the record from February, 1914, to January, 1915, inclusive, comprising the 1914 entries, is now in preparation, in order to facilitate the use of these bulletins as an annual bibliography of education for 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.

## EDUCATIONAL HISTORY.

1. **Aurner, Clarence Ray.** History of education in Iowa. Iowa City, Ia., State historical society of Iowa, 1914. vols. 1, 2. 8°.
2. **Boyd, William K.** Some phases of educational history in the South since 1865. In *Studies in Southern history and politics*, inscribed to William Archibald Dunning, Ph. D., LL. D., Lieber professor of history and political philosophy in Columbia university, by his former pupils the authors. New York, Columbia university press, 1914. p. 259-87.  
Contains sections on The rise of public-school systems, Changes in higher education, and The education of the negro.
3. **Fitzpatrick, Frank A.** The development of the course of study in American schools. *Educational review*, 43: 1-19, January 1915.  
An historical résumé of the growth and development of the elementary schools of Boston, from 1647 to 1885, showing courses of study.
4. **Mulgrew, Frank.** A real Dotheboys Hall. *Cornhill magazine* (London) 37: 818-30, December 1914.  
Describes a school in Yorkshire, called Edon Hall, kept by Richard Robinson and Mr. Aislable, that was the counterpart of the Dotheboys Hall of Charles Dickens' story. Joshua Walmsley, who attended the school in the year 1807, has left us a graphic account of the treatment he received.

## CURRENT EDUCATIONAL CONDITIONS.

5. **Brahn, Max.** Pädagogische neuwertungen durch den krieg. *Archiv für pädagogik*. I. teil. Die pädagogische praxis, 3: 2-9, November 1914.  
The effects of the war will be: 1. Even greater emphasis upon the technical sciences. 2. Serious reflection upon the final ends of personal and civic life. 3. A heightened sense of "the significance of nationality, the feeling for the unity of the nation." The "einheitsschule" will emerge. Civic education will receive a strong impetus. 4. Education through the instrumentality of the "arbeitschule" will lay greater emphasis upon independent and productive activity.
6. **Butte, Mont. Survey commission.** Report of a survey of the school system of Butte, Montana. Submitted to the Board of school trustees, June 2, 1914. [Butte? Miner print, 1914] ix, 163 p. plates, plans, fold. tables, diagrs. 8°.  
George D. Strayer, director of the survey.
7. **Cantilo, José Luis.** La desorientación argentina. *Monitor de la educación común*, 51: 254-66, November 30, 1914.  
Says that to take her rightful place among the great powers of the world, the Argentine Republic must reorganize and improve her educational system modeling it upon that of the leading European nations and that of the United States.
8. **Deyoe, Albert M.** Public school activities in Iowa. *Midland schools*, 29: 147-53, January 1915.  
Annual address before the Iowa state teachers' association, November 8, 1914.
9. **Ellot, Charles William.** Educational evolution. *School and society*, 1: 1-8, January 2, 1915.  
Address on the occasion of the inauguration of John H. Finley, as Commissioner of education of the state of New York.
10. **Quebec (Province) Department of public instruction.** Education in the province of Quebec. Quebec, Department of public instruction, 1914. 130 p. 8°.  
"Prepared by Dr. G. W. Parmeles, the English secretary of the Department of public instruction, with the collaboration of Mr. J. C. Sutherland."
11. **Vitale, Ferruccio.** Education in Italy. *Home progress*, 4: 817-21, January 1915.

## PEDAGOGICS AND DIDACTICS.

12. **Allison, Samuel B.** Notes on Bergsonian pedagogy. Educational bi-monthly, 9: 97-113, December 1914.
13. **Bagley, W. C.** The "informational" subjects again: the large value of "points of view" and "mental perspectives." School and home education, 34: 166-70, January 1915.
14. **Keys, Florence V.** Academic superstition and democracy. Yale review, 4: 378-90, January 1915.  
An argument for more democracy in academic education. Upon the education of youth depends the stability of our social order. Presents an interesting study of the advancement of women's education.
15. **The passing of the educated man.** Unpopular review, 3: 76-87, January-March 1915.  
A plea for a more comprehensive education. Deprecates the latest developments of our educational system, where not only are vocational subjects more and more included, but "the vocational interpretation is put upon even the most theoretical studies." Out of such a conception of education does "not grow great philosophy, nor great literature, nor a great system of ethics."

## EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

16. **Chapman, James Crosby.** Individual differences in ability and improvement and their correlations. New York city, Teachers college, Columbia university, 1914. iii, [1], 45 p. diagr. 8°. (Teachers college, Columbia university. Contributions to education, no. 63)  
Pub. also as thesis (Ph. D.) Columbia university, 1914.  
Bibliography: p. 45.
17. **Hill, David Spence.** Annual report to the superintendent of schools. Measurements in elementary education. New Orleans, Division of educational research, Department of superintendence of public schools, September 1914. 71 p. fold. tables. 8°.
 

CONTENTS.—I. Studies of the progress of 36,284 school children in New Orleans and related questions.—II. The educational laboratory.—III. Concerning industrial education.
18. **Hylla, Erich.** Meumanns vorschläge zur ausgestaltung der Binetschen intelligenzprüfungsmethode. Archiv für pädagogik. II. teil. Die pädagogische forschung, 3: 16-22, November 1914. (To be concluded.)  
A critical review of the second edition of Meumann's "Vorlesungen zur einföhrung in die experimentelle pädagogik." Points out the lack of sufficient emphasis upon the methodology of the tests.
19. **Koch, Katrina.** The development of a vocabulary in the adolescent. Educational review, 43: 68-73, January 1915.
20. **Lowe, L. A.** Discipline and individuality. Child-welfare magazine, 9: 155-58, January 1915.  
To be continued.  
Discusses both mental and moral discipline.
21. **Manuel, Herschel T.** The use of an objective scale for grading handwriting. Elementary school journal, 15: 269-78, January 1915.  
Results obtained from a study of the Ayres measuring scale for handwriting, from "the viewpoint of the variability in the grades assigned to the same writing when the scale is used."
22. **Petersen, Anna M. and Doll, E. A.** Sensory discrimination in normal and feeble-minded children. Training school bulletin, 11: 135-44, December 1914.  
References, p. 144.  
This is the second and final instalment of the study of sensory discrimination. The first instalment appeared in the November number of this Bulletin.

23. **Phillips, Byron A.** The Binet tests applied to colored children. Psychological clinic, 8: 190-96, December 15, 1914.  
In summarizing, the author says that "the colored children are retarded to a much greater extent both pedagogically and psychologically than the white children; and secondly, that the white children are accelerated to a much greater extent than the colored children."
24. **Pinzner, Rudolf and Paterson, Donald G.** Experience and the Binet-Simon tests. Psychological clinic, 8: 197-200, December 1914.
25. **Starch, Daniel.** The measurement of efficiency in reading, writing, spelling and English. Madison, Wis., The College book store, 1914. 33 p. diagra.
26. **Thorndike, Edward L.** The significance of the Binet mental ages. Psychological clinic, 8: 185-89, December 15, 1914.
27. **Waldo, Kate Douglas.** Tests in reading in Sycamore schools. Elementary school journal, 15: 251-68, January 1915.  
Says that "great variation exists in reading-ability between different individuals in the same grade, and many children in lower grades are much better readers than the average of the upper grades." Gives bibliography.
28. **Witham, Ernest C.** A minimum standard for measuring geography. American school board journal, 50: 13-14, 66, January 1915.  
"This article contains the test for measuring sixth grade geography, or the geography of the United States, together with some interesting results obtained from the use of the test."

## SPECIAL SUBJECTS OF CURRICULUM.

29. **Barber, Fred D.** The present status and real meaning of general science. School review, 23: 9-24, January 1915.  
Thinks that science teaching in the high schools has become too highly specialized. Makes a plea for organized courses in general science. Says: "If general science is to be of educational value, it must consist of well-organized units of instruction." Data based upon a questionnaire sent to 180 schools, which offer a course called general science.
30. **Benjamin, C. H.** Spanish for engineering students. Bulletin of the Society for the promotion of engineering education, 5: 37-48, December 1914.  
Considers the advantages of Spanish as a substitute for French or German for engineering students.
31. **Cooper, Lane.** The teaching of English and the study of the classics. Educational review, 43: 37-47, January 1915.  
Discusses the mental discipline derived from a study of the classics. When imbued with the spirit of Greek and Latin verse, a freshman is "in some measure armed against the insidious attacks of bad taste" as exemplified in much of English literature.
32. **Coulter, John M.** The mission of science in education. School review, 23: 1-8, January 1915.  
Recommends extending the time given to science instruction; so that its natural units may be developed, and also better teaching all along the line. Declares that science teaching in the high schools has not been a failure.
33. **Downing, Elliot B.** Some data regarding the teaching of zoology in secondary schools. School science and mathematics, 15: 36-43, January 1915.  
Gives information obtained from answers to a questionnaire sent to about 300 superintendents of schools.
34. **Freeman, Frank N.** The teaching of handwriting. Boston, New York [etc.] Houghton Mifflin company [1914] x, 167 p. illus. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)
35. **Greenberg, Morris.** The New York city high school art exhibition. School-arts magazine, 14: 314-22, January 1915.  
This remarkable exhibition, which was held in New York city on October 16, 17, and 19, 1914 was a revelation to the public, not only from the standpoint of art but on account of the high technical quality displayed. Illustrated.

36. **Hahn, H. H.** Emphasis in teaching United States history. Middle-west school review, 7: 14-15, December 1914.  
 Gives four tables showing where text-book makers place the emphasis in American history. Thirteen text-books were examined to show the number of pages devoted to each period in American history.
37. **Humphries, Florence Y.** Effort vs. accomplishment. English journal, 3: 603-11, December 1914.  
 A discussion of the question of uniformity in the grading of English papers. Thinks papers should be graded on accomplishment rather than on effort.
38. **John, Louise.** The place of Latin in the modern educational scheme. Ohio educational monthly, 64: 4-9, January 1915.  
 This is written by one who has taught Latin in the high schools for 15 years. She says that Latin should not be offered earlier than in the third year of the course, and that then it should be an elective.
39. **Kepner, W. H.** Placing science courses in the curriculum of secondary schools. Virginia journal of education, 8: 241-45, January 1915.
40. **Lang, Helen R.** Lost motion in the teaching of English. English journal, 3: 631-43, December 1914.  
 I. Literature.  
 Discusses the teaching of English in the high schools, and the failure of teachers of English as a body to achieve results that are in any way commensurate with the effort put forth.
41. **Leavitt, F. M., and Harms, L. A. P.** Science for prevocational boys. Elementary school journal, 15: 243-50, January 1915.  
 Correlation between science and drawing, mathematics and science, etc. Students study a general science text-book and other supplementary data, and "make notebooks which, when completed, constitute illustrated text-books covering almost the entire work given in the subject. Demonstrations are given by the teacher to arouse interest and to make the work concrete."
42. **Miller, G. A.** The training of mathematics teachers. School science and mathematics, 15: 1-12, January 1915.  
 Read before the Mathematics section of the Central association of science and mathematics teachers, Chicago, November 27, 1914.
43. **Miller, George J.** Essentials of modern geography and criteria for their determination. Journal of geography, 13: 129-35, January 1915.  
 Read at the Minnesota educational association meeting, St. Paul, October 23, 1914.
44. **Nichols, Walter H.** The high-school play. English journal, 3: 620-30, December 1914.  
 A plea for the recognition of the drama in the large high school.
45. **Parker, Edna.** The best methods of teaching temperance. Middle-west school review, 7: 11-12, January 1915.
46. **Reed, A. G.** English in the high school. Louisiana school work, 3: 15-21, January 1915.  
 A paper read at the meeting of the High school principals held at Baton Rouge, December 10-11, 1914.  
 Considers the aims in teaching composition and rhetoric, literature, grammar, and spelling in the high school, and the organization of the work.
47. **Russell, William F.** Early methods in teaching history in secondary schools. Part I. History teacher's magazine, 6: 14-19, January 1915.  
 "It is proposed first to consider the general methods in use during the first four decades of the nineteenth century; second, to note the various teaching devices and aids to classroom instruction as they were introduced, and third, to attempt to trace the effect upon classroom procedure through their incorporation in the text-books."

## CURRENT EDUCATIONAL PUBLICATIONS.

48. **Scherger, George L.** Public speaking in professional schools. What should be our aims and how we may attain them. *Public speaking review*, 4: 97-103, December 1914.
49. **Webb, Harrison E.** Grammar school mathematics. *Mathematics teacher*, 7: 37-48, December 1914.
50. **Williams, S. Horace.** The teaching of spelling. *Journal of education*, 80: 665-66, December 31, 1914.

"This discussion on the psychology and pedagogy of spelling will be given in four topics, as follows: The aims, The fundamental principles, The development method, Results and conclusions."

51. **Wilmanns, ———.** Zur frage des zeichenaufsatzes. Zwei schüleraufsätze. *Zeitschrift für lateinlose höhere schulen*, 26: 5-21, December 1914.
- The "illustrated composition" has been developed, independently, in the schools of Lübeck and Munkh. This article includes reproductions of two such compositions, with the completed drawings.

## KINDERGARTEN AND PRIMARY SCHOOL.

52. **Ashford, F.** Sense-plays and number-plays for the school and nursery. Boston, New York, and Chicago, Houghton Mifflin company [1915]. 101 p. 12°.
53. **Hillegas, M. B.** The kindergarten and the school. *Kindergarten review*, 25: 291-95, January 1915.

Address given at the international kindergarten union convention, Springfield, Mass.

54. **Prüfer, Johann.** Zur kritik der Montessorimethode. *Archiv für pädagogik*, 1. teil. Die pädagogische praxis, 3: 21-24, November 1914.

Madame Montessori challenges comparison with Froebel, but in her system she denies to the child the freedom and initiative which are the essence of Froebelian pedagogy. There is only one way to use the material designed by her, the "correct" one, hence there is no opportunity for the play of fancy and the development of creativeness.

## RURAL EDUCATION.

55. **Browne, T. E.** The teacher's opportunity in solving the rural problem. *Training school quarterly*, 1: 117-21, October-December 1914.
56. **Claxton, P. P.** The American rural school. Some suggestions for its improvement. *School and society*, 1: 37-50, January 9, 1915.
- Address delivered before Section I. of the American association for the advancement of science, at Philadelphia, December 31, 1914.
57. **Johns, W. A.** Community work in the one-teacher rural school. *Ohio teacher*, 35: 204-5, December 1914.
58. **Van Wie, Anna.** The rural school beautiful. *Middle-west school review*, 7: 24-25, 41, December 1914.
59. **Wood, Thomas D.** Minimum sanitary requirements for rural schools, proposed by the joint committees on health problems in education of the National council of the National education association and of the American medical association. Chicago, Press of American medical association, 1914. 8 p. 8°.
- Also in *Journal of education*, 80: 627-28, 636, December 24, 1914.

## SECONDARY EDUCATION.

60. **Judd, Charles H.** The junior high school. *School review*, 23: 25-33, January 1915.
- Says: "Where the six-six plan means nothing but the transfer of two grades from one jurisdiction to the other, it is not worth adopting. The six-six plan, if it is to justify itself, must effect some real economies. There must be broader opportunities offered to students."

61. **Russell, William F.** Economy of time in secondary education. *Educational review*, 43: 20-36, January 1915.

Writer says that if "the teachers and curriculum makers of the American secondary schools will only aim at something in particular, and make the best use of modern psychology and sociology in getting there, that tremendous economy will be effected." The American school curriculum is often criticised because it is not vital. Mathematics, sciences, languages, history, and even English are taught with "no bearing upon practical consequences." Writer compares Continental systems of education with our own, etc.

62. ———. Economy of time in secondary education through the improvement of instruction. *High school quarterly*, 3: 105-109, January 1915.

63. **Sexson, J. A.** The reconstructed high school. *Public schools*, 1: 6-9, December 1914.

The high school and its curriculum.

#### TEACHERS: TRAINING AND PROFESSIONAL STATUS.

64. **Kronshage, Theodore, jr.** The service rendered by the normal schools of Wisconsin. *Normal school bulletin*, 1: 67-75, December 1914.

Address delivered at the State teachers' association, November, 1914.

65. Memorandum submitted in behalf of the teachers in the employ of the Board of education of the city of New York, against the proposal to require said teachers to render compulsory service in the summer schools and other summer activities conducted by said board. New York, The Evening post job printing office [1914] cover-title, 43 p. 8°.

Prepared by a committee of the presidents of various teachers' associations of New York city.

66. **Palmer, George Herbert.** Trades and professions. Boston, New York [etc.] Houghton Mifflin company [1914] xiii, 36 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

An address delivered before the University of the state of New York at its 60th annual convocation in Albany, October 22, 1914, discussing the nature of a profession and its difference from a trade, with special reference to teaching.

67. **Sluys, A.** La enseñanza de la psicología en la escuela normal y en la universidad. *Monitor de la educación común*, 51: 198-210, November 1914.

68. A symposium—The essential factors in success as a teacher. *High school quarterly*, 3: 89-98, January 1915.

"We present for the thoughtful introspective study of teachers the mature judgment of a number of leading educators North and South as to the essential factors that go to make up the successful teacher."—The Editors.

69. **Wiechardt, August Julius.** Are teachers in institutions of higher learning adequately compensated? *Bulletin of the Society for the promotion of engineering education*, 5: 22-36, December 1914.

In summarizing the author says: "It would certainly seem that any thoughtful person, and especially any one interested in the success of higher education, would be irresistibly forced to the conclusion that men engaged in such work are not adequately compensated, and that the gross salary for a full professor should not be less than thirty-two hundred dollars annually."

#### HIGHER EDUCATION.

70. **New England association of colleges and preparatory schools.** Twenty-ninth annual meeting, November 6-7, 1914, Brown university. *Education*, 35: 265-328, January 1915.

Contains: 1. C. W. Elliot: What is the college for? The place of culture, p. 271-77. 2. E. L. Thorndike: The disciplinary values of studies: a census of opinions, p. 278-86. 3. W. E. Hocking: What is the college for? The place of preparation, p. 287-300. 4. A. E. Stearns: What is the college for? The place of athletics, p. 301-11. 5. Alexander Meiklejohn: The place of student activities, p. 312-19. 6. J. H. Finley: The ideal college, p. 320-28.

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Paper no. 1 declares that "the great function of national education is the transmission of the national ideals." The best environment for culture is that of the school, academy, university, or church. The college provides the society in which true culture can be attained.

Paper no. 2 is a study based upon replies to a questionnaire sent to teachers. Writer says: "In my opinion the small amount of the differences in disciplinary value, as per the opinions, and the disagreement concerning the existence of even the greatest of them, justify the inference that the so-called cultural and utilitarian values of school subjects enormously outweigh their disciplinary values as criteria for selection and credit in a total curriculum, and especially in the required fraction of a curriculum."

Paper no. 3 says that the moving factors of life are the spirit of work, the cult of religion, and the participation in the state. Shows the effect of the college upon these factors.

71. **Academe and Mayfair.** Unpopular review, 3: 102-17, January-March 1915.  
Discusses the question of the social status of American college professors.
72. **Academic freedom—a confession.** [By "Professor Ordinarius"] New republic, 1: 17-18, January 2, 1915.  
Says that in the field of the social sciences new tendencies and new demands make imperative not only an appeal to the ideal of academic freedom, but a thorough-going definition of that appeal which will stand firm under criticism and direct assault.
73. **Burg, John C.** University registration statistics. Science, 40: 919-26, December 25, 1914.  
Gives the registration returns for November 1, 1914, of thirty of the universities of the United States. "Statistics show only the registration in the universities considered. There is no intention to convey the idea that these universities are the thirty largest universities in the country, nor that they are necessarily the leading institutions." The following universities show "the largest gains in terms of student units, including the summer attendance, but making due allowance by deduction for the summer session students who returned for instruction in the fall. Columbia (1,365), California (1,109), Pittsburgh (1,069), Ohio State (832), Wisconsin (806), Harvard (784), New York university (634), Minnesota (552), Pennsylvania (536), Illinois (405), Nebraska (349), Cornell (327), Connecticut (319), and Michigan (311)."
74. **Cooper, Clayton; Angwick.** World-wide education. English vs. American student life. Educational foundations, 26: 265-79, January 1915.  
The subject is discussed under the following headings: Administrative contrasts, Moral discipline, Athletic oneness, College society life, Society in fraternities, College spirit, and, The college man and the state.
75. **Coursault, Jesse H.** Standardizing the junior college. Educational review, 43: 56-67, January 1915.  
Describes an experiment by the University of Missouri. First important result was the improvement in the colleges themselves. "Advice given by the university was followed willingly and promptly. Faculties were recruited with better prepared teachers."
76. **Dabney, Charles William.** The municipal university. School and society, 1: 73-80, January 16, 1915.  
Address before the National association of state universities, Washington, D. C.
77. **Farwell, H. W.** Training for action. Popular science monthly, 86: 76-79, January 1915.  
Writer claims that the existing college curricula need revision "to the end that the average student may at least know what business ability is, and whether or not he himself possesses it in small measure or in large."
78. **Fox, Dixon Ryan.** A country boy and a city college. Columbia university quarterly, 17: 68-81, December 1914.  
A moving story giving an "illustration of the intimate commingling of the University and life about it. It is a story true to the experience of many hundreds of Columbia men, who have come to us from the country."—Editorial comment.
79. **Fullerton, George Stuart.** Impressions of Austrian university life. Columbia university quarterly, 17: 27-39, December 1914.

80. **Hewitt, John H.** Williams college and foreign missions. Biographical sketches of Williams college men who have rendered special service to the cause of foreign missions. Boston, New York [etc.] The Pilgrim press [1914] 641 p. illus. 8°
81. **Reuben, Milton H.** An undergraduate's view of college education. Educational review, 43: 48-55, January 1915.  
A sympathetic view of a college education. The higher education makes for development of character; the training for intelligent citizenship; hygienic methods of living; and attainment of culture.
82. **Sumner, Charles Burt.** The story of Pomona college. Boston, New York [etc.] The Pilgrim press [1914] xiii, 417 p. illus. 8°
83. **Thwing, Charles F.** The intellectual new birth. Educational foundations, 26: 280-87, January 1915.  
Deals with the awakening of the intellectual powers, which, in most persons, comes between the years of 17 and 21, the college age.

## SCHOOL ADMINISTRATION.

84. **Coffman, Lotus D.** The American school superintendent. Educational administration and supervision, 1: 13-28, January 1915.  
Read before the Illinois schoolmaster's club, Peoria, October 30, 1914.
85. **Cubberley, Ellwood P.** Fundamental problems in educational administration. Educational administration and supervision, 1: 3-12, January 1915.  
Deals principally with the administrative problems of the State.
86. **Deffenbaugh, W. S.** School administration problems in small cities. American school board journal, 50: 9-11, January 1915.
87. **Minnesota. Public education commission.** Report to the governor. December 1, 1914. [St. Paul? 1914] 32 p. 8°
88. **Nebraska. Commission to revise the school laws.** Report of the commission appointed by Gov. John H. Murehead to revise the school laws of Nebraska. Lincoln, The Woodruff press, 1914. 43 p. 8°
89. **Scott, Fred N.** Efficiency for efficiency's sake. School review, 23: 34-42, January 1915.  
Says that "the most efficient things in teaching are not . . . susceptible of adequate quantitative measurement. They are such things as personality, sympathy, sincerity, enthusiasm, intuition of character," etc. Efficiency tests are carried too far. Author is not hostile, however, to the efficiency movement, but has his doubts of the efficacy of tests where spiritual factors and ideal values are concerned.
90. **Unger, J. J.** The county unit of organization. School news of New Jersey, 4: 6-8, December 1914.  
To be continued in next issue.  
Address delivered before the Council of education, Newark, N. J., October 1914.

## SCHOOL MANAGEMENT.

91. **Griffin, Joseph T.** Executive ability in class management. Teachers magazine, 37: 169-73, January 1915.  
Discusses the phase of teaching which affects the judgment of the marking official. This phase of teaching work is discussed under the following topics: Punctuality and regularity; Absence of teachers, and, Compliance with official suggestions.
92. **No home study.** Primary education, 23: 62, January 1915.  
The new course of study in use in the schools of Sacramento, Cal., abolishes home study. The time schedule for the primary grades is given.

93. **Roe, William S.** Evaluation of educational results. Colorado school journal, 30: 5-8, December 1914.

A few heceses concerning our present marking systems.

#### SCHOOL ARCHITECTURE.

94. **Herricht, A.** Sicherung der schulgebäude gegen blitz. Schulhaus, 16: 433-38, heft 9-10, 1914.

A statement of the principles and methods of securing school buildings against fire and damage by lightning. Six drawings.

95. **Hildebrandt, P.** Kinematographie und schule. Schulhaus, 16: 443-47, heft 9-10, 1914.

The use of moving pictures in schools discussed from the point of view of architectural and technical requirements. Pedagogical limitation and possibilities. Pedagogical hints.

96. **Kimball, D. C.** Ventilation of school buildings. American school board journal, 50: 15-16, 63-64, January 1915.

To be continued.

97. **Schoenfelder, L.** Der stand der schulbäderfrage in Deutschland. Schulhaus, 16: 425-32, heft 9-10, 1914.

History of the practice of installing shower baths in public school buildings in Germany. Details of construction and equipment. Conclusions.

#### SCHOOL HYGIENE AND SANITATION.

98. **Atkinson, D. T.** Adenoids and kindred perils of school life. New York, Vail-Ballou company [1914] 224 p. 12°.

Resides adenoids, deals with defects of eye, ear, and throat; bad postures, nervous disorders, over-pressure, effects of poor ventilation and insufficient exercise, tuberculosis, etc.

#### SEX HYGIENE.

99. **Phelps, Jessie.** Sex hygiene in education. American schoolmaster, 7: 433-54, December 1914.

References: p. 452-54.

Delivered in part as an address before the local Chautauqua, at Ann Arbor, Michigan, July 10, 1914.

"An attempt to set forth a few general suggestions concerning the possible teaching of the facts and laws of sex from the constructive side, and the relation which both parents and teachers have to the matter."

#### PHYSICAL TRAINING.

100. **Crampton, C. Ward.** The New York city syllabus of physical training. American physical education review, 19: 647-57, December 1914.

101. **Physical exercises for open air pupils.** American open air school journal, 1: 8-9, December 1914.

Many inquiries have been received for suggested forms of short exercises for pupils in open air schools. A few are given here:

102. **Richards, John N.** Physical education efficiency tests for grade schools. American physical education review, 19: 637-46, December 1914.

Explains the system of efficiency tests in physical education in use in the Miller Street public school of Newark, N. J.

103. **Sevrette, Gaston.** Les sports scolaires en Belgique. Revue pédagogique, n. s. 65: 176-80, October 15-November 15, 1914.

Largely an account of the work of the Belgian Ligue d'athlétisme. The league is opposed to extreme specialisation and prefers the winning of championships by groups rather than by individuals.

## PLAY AND PLAYGROUNDS.

104. **Curtis, Henry S.** Education through play. New York, The Macmillan company, 1915. xix, 359 p. illus. 12°.

CONTENTS.—1. What is play?—2. Play as physical training.—3. Play and the training of the intellect.—4. Play and the formation of habits and character.—5. Play in the German schools.—6. Play in the English schools.—7. The school playgrounds of American cities.—8. Play at the rural school.—9. The playgrounds of Gary.—10. Play in the curriculum.—11. Athletics in secondary schools and colleges.—12. Recreation at summer schools.—13. The summer playgrounds.—14. The school camp.—15. The school as a social center.—16. The training of play teachers.—Appendix: Rules for games.

Includes bibliographies.

105. **Fresno state normal school.** Playground apparatus, by W. B. Givens; with an article on the Playground movement in rural schools, by C. L. Phelps; together with an article on Suggested combinations of apparatus, by Solon W. Cunningham. California state printing office, 1914. 29 p. illus. 8°. (Fresno state normal school. Bulletin no. 1)
106. **Turner, Clair K.** The rural school playground. *Teaching*, 1: 19-25, December 15, 1914.
107. ———. The school playground. *Teaching*, 1: 4-14, December 15, 1914.  
Takes up the subjects of apparatus and games for each grade.
108. **Wellington, G.** The playground's relation to intellectual, esthetic, and moral growth. *Mind and body*, 21: 461-64, January 1915.

## SOCIAL ASPECTS OF EDUCATION.

109. **Bruce, W. H.** The home in education. *Texas school journal*, 32: 15-16, 41, 44-46, January 1915.  
Speaks of the great necessity of the cooperation of home and school in the education of the child.
110. **Denver (Colo.) High schools council.** Wider use of the school plant. *Colorado school journal*, 30: 10-13, December 1914.  
A committee appointed by the Denver high schools council sent out questions to about 80 representative cities for information concerning the wider use of the school plant. This article gives some of the answers received.
111. **Phillips, J. H.** The social ideal in education. Part I. Educational exchange, 30: 5-8, January 1915.  
Part I.  
Address delivered before the State teachers' association of Georgia, April 24, 1914.
112. **Spaulding, J. E.** Americanizing the immigrant. *Popular educator*, 32: 268-69, January 1915.  
An educational problem.  
From an address before the Massachusetts commission on immigration.

## MORAL AND RELIGIOUS EDUCATION.

113. **Disbrow, Ruth A.** The restraint of our public schools. *Educational review*, 43: 84-93, January 1915.  
Thinks that public school children are not at present receiving that restraint of character so necessary for self-discipline when launched into the world.
114. **Gladden, Washington.** Religion and the schools. *Atlantic monthly*, 115: 57-68, January 1915.  
Discusses religion and public schools from every angle. Thinks that "no arrangement respecting our public schools is possible by which the problem of religious education can be adequately solved. . . . Our entire reliance for this work must be placed upon the church and the home."

115. **Harvard alumni bulletin**, vol. 17, no. 15, January 13, 1915. Religion at Harvard. illus.  
 Contains: 1. E. C. Moore: Religious life at Harvard—I. The university chapel; II. Phillips Brooks house, p. 232-60.—2. J. H. Ropes: Theological education at Harvard, p. 260-64.—3. J. J. Ryan: The St. Paul's Catholic club, p. 264-67.
116. **Wilson, C. W.** The work of the schools in developing moral character in the grammar grade child. *Training school quarterly*, 1: 139-43, October-December 1914.  
 Read at the North Carolina teachers assembly.

## MANUAL AND VOCATIONAL TRAINING.

117. **National society for the promotion of industrial education.** Eighth annual convention held in Richmond, Va., December 9-12, 1914. *Industrial-arts magazine*, 3: 43-47, January 1915.  
 Contains: 1. W. C. Redfield: The need of accurate information.—2. Samuel Gompers: Attitude of organized labor.—3. R. O. Small: Types of schools needed.—4. Elizabeth Cleveland: Industrial education for girls.—5. The Richmond survey.
118. **Allan, Elizabeth P.** Some impressions of Munich and its schools. *Middle-west school review*, 7: 20-23, January 1915.
119. **Crawshaw, F. D.** Organization of administrative material. *Industrial-arts magazine*, 3: 20-23, January 1915.  
 Fifth article of a series on the organization of administrative material in manual and industrial arts. This article deals with the care of supplies and equipment.
120. **Dodd, Alvin E. and Bawden, William T.** Report on a plan for an elementary industrial school in the city of Richmond, Va. *Manual training and vocational education*, 16: 271-77, January 1915.  
 This plan "is of special interest because it is one of the results of the recent survey in Richmond."
121. **Durell, Fletcher.** Fundamental sources of efficiency. Philadelphia and London, J. B. Lippincott company, 1914. 368 p., 8°.  
 "An attempt to analyze the various forms and sources of efficiency into a few elemental principles. . . . Such a presentation of the principles of efficiency may throw light on the problem of vocational and cultural studies, and perhaps suggest how the study of the principles of efficiency, as such, may be made a central study in educational systems."
122. **Henke, Frank X. and Fritsch, Edwin A.** Manual arts work of the upper grade boys at the Haines practice school. *Educational bi-monthly*, 9: 114-24, December 1914.  
 Article I—Drawing.
123. **Leavitt, Frank M.** Natural growth in industrial education. *Industrial-arts magazine*, 3: 1-4, January 1915.  
 In conclusion, the author says that "the natural growth of popular education will be stimulated when all educators become intelligent students of the methods and purposes of the newly organized vocational schools and classes of whatever type, and when they seek to inject into the present school system as much as may be of the vitality and directness of these new schools."
124. **Mosser, George H.** A vocational night school with an enrollment of over 2,000. *American city*, 12: 21-23, January 1915.  
 Description of the activities of the Altoona night school, Altoona, Pa. Illustrated.
125. **Roberts, M. Emma.** Practical art work in the public schools. *Middle-west school review*, 7: 5-7, January 1915.
126. **Williams, S. Horace.** Democracy and industrial education. *White Mountain educator*, 2: 6-7, 9-11, 5, 7, October, November, December 1914.

## VOCATIONAL GUIDANCE.

127. **Kitson, H. D.** Suggestions toward a tenable theory of vocational guidance. *Manual training and vocational education*, 16: 265-70, January 1915.  
 "Mr. Kitson points to some misconceptions concerning vocational guidance, and to the danger in the commercialization of public interest in this subject. He shows wherein the popular conception of vocational guidance is wrong and then proposes 'an amendment'."
128. **Wile, Ira S.** Vocational guidance and the curriculum. *American teacher*, 4: 2-7, January 1915.  
 Read at the fourth National conference on vocational guidance, Richmond, Va., December 8, 1914.  
 The writer thinks that preparation for a specific job is beyond the function of a course of study in an elementary school. Job education is the responsibility of industry.

## HOME ECONOMICS.

129. **Olin, Blanche M.** Extension work in home economics. *Wyoming school journal*, 11: 96-99, December 1914.
130. **Warner, Annette J.** Art in the home. *Journal of home economics*, 7: 8-16, January 1915.  
 A plea for the incorporation of art in the home and in home economics.

## COMMERCIAL EDUCATION.

131. **National commercial teachers' federation.** Proceedings . . . seventeenth annual convention, held at Chicago, Ill., December 29-31, 1913. Kansas City, Mo., The Federation. 220 p. 8°. (W. E. Ingersoll, secretary, Portland, Oregon.)  
 Contains: 1. F. M. Van Antwerp: [Commercial education] p. 12-16. 2. J. C. Walker: What can the business college do to meet better the requirements of the business world, p. 42-47. 3. W. H. Gilbert: What the business world demands of our graduates, p. 55-61. 4. C. A. Balcomb: A private secretary course for shorthand schools, p. 117-21. 5. W. A. Sheaffer: The teaching of commercial law in the high school, p. 125-30. 6. H. M. Rowe: Non-essentials in commercial work, p. 130-36. 7. R. A. Grant: Short commercial courses in high schools, p. 151-62. 8. T. E. Paulus: The long and short commercial course in the high school, p. 162-64. 9. William Bachrach: The two-year stenographic course of the Chicago high schools, p. 165-68.

## NURSE TRAINING.

132. **Hilliard, Amy M.** Inspection of nurse schools in New York state. *American journal of nursing*, 15: 282-85, January 1915.  
 From August 1, 1913, to July 31, 1914, 1,311 diplomas were issued to graduates of registered nurse training schools in New York state, an increase of 151 over the preceding year.
133. **Parsons, Sara E.** Encouraging signs in nursing education. *American journal of nursing*, 15: 274-76, January 1915.  
 Says that more college women are going into training schools for nursing every year. Nine universities have taken training of nurses as part of their work, and some of them confer a degree upon the graduates of the nursing school.

## CIVIC EDUCATION.

134. **National conference on universities and public service.** Universities and public service. Proceedings of the National conference on universities and public service . . . held under the auspices of Committee on practical training for public service of the American political science association, New York, May 12-13, 1914. Madison, Wis., Cantwell printing company, 1914. 289 p. 8°. (E. A. Fitzpatrick, Madison, Wis., executive secretary.)  
 Contains: 1. J. P. Mitchell: Universities and the public service, p. 19-21. 2. P. P. Claxton: A sound educational principle, p. 22-28. 3. R. J. Aley: The function of the university, p. 27-30.

4. Charles McCarthy: The upbuilding of administration. The greatest need of American democracy, p. 33-45. 5. P. P. Claxton: Public service as a career, p. 63-65. 6. B. B. Burritt: The occupations of college graduates, p. 85-88. 7. Public service activities of universities: a record of what is being done, p. 167-220. 8. E. E. Brown: The National university and the national life, p. 226-31. 9. John Dewey: Should universities give credit for work done in governmental bureaus and other agencies?—The educational principles involved, p. 249-54. 10. E. J. James: Professional training for important positions in the public service, p. 269-73.

135. **Fitzpatrick, Edward A.** How can we work the university graduate into municipal government? *National municipal review*, 4: 93-96, January 1915.
136. **Gill, Wilson Lindaley.** More efficient citizenship. Statement . . . in support of an amendment intended to be proposed by Mr. Owen to the bill making appropriations for the legislative, executive, and judicial expenses of the government for the fiscal year June 30, 1916. Washington, Government printing office, 1915. 11 p. 8°. (U. S. 63d Cong., 3d sess. Senate Doc. no. 662.)

Presented by Mr. Owen, December 22, 1914.—Ordered to be printed.

- 137 **Hall, G. Stanley.** Teaching the war. *School and society*, 1: 8-13, January 2, 1915.

The writer thinks "that war and its lessons can be taught without offense and that it is a pedagogic blunder which is sometimes worse than a crime to exclude a topic so quickening to intelligence, so rich in matter for which every youthful mind hungers, and which affords such an unparalleled opportunity to teach toleration and agreement to differ . . ."

#### MILITARY TRAINING.

138. **Hibben, John Grier.** A phase of military preparedness. *Princeton alumni weekly*, 15: 336-37, January 13, 1915.
- From the *Nassau literary magazine*, on subject of military training of college men.
139. **Kernies, F.** Die militärische jugendvorbereitung. *Archiv für pädagogik*. I. teil. *Die pädagogische praxis*, 3: 9-14, November 1914.

"Literatur": p. 14.

Comments on the significance, for military preparedness, general education, and hygienic development of the young men, of the recent joint order by the Imperial German ministers of education, war, and internal affairs. See *Militärische vorbereitung der jugend während des mobilen zustandes*, in *Zentralblatt für die gesamte unterrichtsverwaltung in Preussen*, 10. heft, p. 629-33, October 1, 1914.

#### EDUCATION OF INDIANS.

140. **Cloud, Henry B.** Education for the American Indian. *Southern workman*, 44: 12-16, January 1915.

Says: "Education that seeks to lead the Indians into outdoor vocational pursuits is most necessary."

#### DEFECTIVE AND DELINQUENT CHILDREN.

141. **Eddins, A. W.** The school and the delinquent boy. *Texas school journal*, 32: 7-9, January 1915.
- Mentions some ways in which our schools contribute to delinquency.
142. **Healy, William.** The individual delinquent; a text-book of diagnosis and prognosis for all concerned in understanding offenders. Boston, Little, Brown, and company, 1915. xvi, 830 p. illus. 4°.
143. **Schoff, Hannah Kent.** The wayward child; a study of the causes of crime. Indianapolis, The Bobbs-Merrill company [1915] [21]. 274 p. 12°. (Childhood and youth series, ed. by M. V. O'Shea)
144. **Wilker, Karl.** Die pädagogik des anormalen menschen. *Archiv für pädagogik*. II. teil. *Die pädagogische forschung*, 3: 1-16, November 1914.

A historical summary of the development of the education of abnormal children, and a review of the standard literature regarding Education of cripples, the blind, deaf-mutes, the mentally defective, and epileptics.

## LIBRARIES AND READING.

145. Cabot, Ella Lyman. Children's reading as a help in training character. *Journal of education*, 81: 5-6, January 7, 1915.  
Address before the Vermont state association.
146. Koch, Theodore W. The Imperial public library, St. Petersburg. First paper: The foundation. *Library journal*, 40: 5-23, January 1915. plates.  
Mainly a digest of the centenary volume entitled "One hundred years of the Imperial public library," printed in Russian and edited by the present director of the library.
147. Stahl, J. H. Indiana young people's reading circle. *Educator-journal*, 15: 220-24, January 1915.

## BUREAU OF EDUCATION: RECENT PUBLICATIONS.

148. Care of the health of boys in Girard college, Philadelphia, Pa. Washington, 1914. 20 p. plates. (Bulletin, 1914, no. 40)
149. Consolidation of rural schools and transportation of pupils at public expense; by A. C. Monahan. Washington, 1914. 108 p. plates. (Bulletin, 1914, no. 30)
150. County-unit organization for the administration of rural schools; by A. C. Monahan. Washington, 1914. 56 p. (Bulletin, 1914, no. 44)
151. Education for the home; by Benjamin R. Andrews. Part A. Introductory survey. equipment for household arts. Washington, 1914. 53 p. plates. (Bulletin, 1914, no. 36)
152. School savings banks; by Mrs. Sara Louisa Oberholtzer. Washington, 1915. 34 p. (Bulletin, 1914, no. 46)
153. Statistics of state universities and state colleges for the year ended June 30, 1914. Washington, 1915. 19 p. (Bulletin, 1914, no. 50)

## NEW PERIODICALS.

- American open air school journal. Vol. 1, no. 1, October 1914. Published monthly. American open air school association, Philadelphia, Pa. (Walter W. Roach, editor.)
- Educational administration and supervision. Vol. 1, no. 1, January 1915. 10 numbers a year. Warwick & York, Baltimore, Md.
- Normal school bulletin. Vol. 1, no. 1, September 1914. 10 numbers a year. Board of regents of normal schools, Madison, Wis.
- Public schools. Vol. 1, no. 1, September 1914. 10 numbers a year. Denver, Colo.
- School and society. Vol. 1, no. 1, January 2, 1915. Published weekly. The Science press, Garrison, N. Y. (J. McKeen Cattell, editor.)
- Social hygiene. Vol. 1, no. 1, December 1914. Published quarterly. American social hygiene association, 105 West 40th street, New York, N. Y.
- Southern educational news. Vol. 1, no. 1, January 1915. Published monthly, Dallas, Tex.
- Teaching. Vol. 1, no. 1, October 1914. Published semi-monthly. Emporia, Kans.
- Training school quarterly. Vol. 1, no. 1, April 1914. Greenville, N. C.

## BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named 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. A. T. Smith.
- †No. 2. German views of American education, with particular reference to industrial development. William N. Hallmann.
- \*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 B. 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 Weyer, 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. 75 cts.
- †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 1905-9.
- †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' certificates 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. F. 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 H. 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. Lelper. 5 cts.
- \*No. 19. Professional distribution of college and university graduates. Bailey 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. D. Johnston and I. G. Mudge. 10 cts.
- †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, 1900-1912. D. E. Smith and Chas. Goldsber.
- No. 30. Latin-American universities and special schools. Edgar E. Brandon.
- \*No. 31. Educational directory, 1912. 10 cts.
- \*No. 32. Bibliography of exceptional children and their education. Arthur MacDonald. 5 cts.
- †No. 33. Statistics of State universities and other institutions of higher education partially supported 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. Handochin. 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. Robinson 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. 5 cts.
- \*No. 14. Agricultural instruction in secondary schools. 10 cts.
- †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. Drossler. 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 Kerachensteiner. 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. Sles. 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. Hallmann.
- \*No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
- \*No. 41. The reorganization of secondary education. 10 cts.
- 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.
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