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# BIBLIOGRAPHY OF EDUCATION FOR 1911-12



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## 50. National education association of the United States—Continued.

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86. S. L. Hester: Separate schools with separate courses of training for the separate needs of our children, p. 1084-88. 87. H. H. Goddard: Causes of backwardness and mental deficiency in children and how to prevent them, p. 1039-46. 88. G. W. A. Luckey: Can we eliminate the school laggard? p. 1046-51. 89. J. A. Shawan: School activities in relation to children's eyes, p. 1008-70. 90. M. P. E. Grossmann: Legal provisions for exceptional children, p. 1070-77. 91. Vinke O. Hicks: What constitutes a subnormal child, and to what extent can he be trained? p. 1077-83.

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92. W. B. Owen: Co-operation between home and school, p. 1103-8; Discussion, p. 1108-9.

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93. C. F. Palmer: Agricultural nature-study, p. 1118-26. 94. Vaughan MacCaughey: School gardening in Hawaii as related to agricultural education, p. 1126-31. 95. C. A. Stebbins: Potentiality of the school garden, p. 1131-37. 96. E. C. Bishop: Report of Committee on courses of study in agriculture, p. 1138-52. 97. J. R. Kirk: Agriculture and domestic science in normal schools with special reference to preparing teachers for community work, p. 1152-55; Discussion, p. 1155-56. 98. L. R. Alderman: Physical education in elementary rural schools, p. 1156-61.

National German-American teachers' association. See 726.

National society for the promotion of industrial education. -See 1439.

National society for the study of education. See 1440.

National society of college teachers of education. See 850.

New England association of chemistry teachers. See 784.

New England high school commercial teachers association. See 801.

Playground and recreation association of America. See 1137, 1138.

Religious education association. See 1310.

Society for the promotion of engineering education. See 1501.

Southern association of college women. See 1555, 1556.

51. Southern commercial congress. Proceedings, Third annual convention, Atlanta, Ga., March 1911, ed. by LeRoy Hodges. The South's physical recovery described in one hundred addresses by national leaders. (C. J. Owens, secretary, Southern building, Washington, D. C.) [Washington, D. C., 1911] 1064 p. 8°.

Part 5, Education: 1. E. E. Brown: National education, p. 351-54. 2. H. S. Hartzog: The South's educational obligation, p. 355-58. 3. S. C. Mitchell: Education for constructive leadership—state and national, p. 359-68. 4. C. B. Gibson: Technical education for the South, p. 369-83. 5. T. H. Harris: Taxation as related to schools, p. 384-93.

52. Southern educational association. Journal of proceedings and addresses of the twenty-second annual meeting, held at Houston, Texas, November 30, December 1, 2, 1911. [Chattanooga, Tenn.] The Association [1912] 722 p. 8°. (William F. Feagin, secretary, Montgomery, Ala.)

Contains: 1. J. W. Abercrombie: Southern education, p. 39-48. 2. H. L. Whitfield: The need of a new conception of a common school for the South, p. 49-63. 3. W. H. Elson: "Facts versus opinions in efficient school administration," p. 63-75. 4. M. A. Cassidy: Some demands of twentieth century upon education, p. 78-87. 5. D. B. Johnson: The education of the Southern girl, p. 88-97. 6. B. C. Hagerman: The education of the Southern girl, p. 97-105. 7. L. F. Snow: The ethical significance of the college, p. 106-17. 8. E. O. Lovett: The education of the Southern girl, p. 117-22. 9. E. S. Richardson: Training boys and girls for more efficient rural life in the South, p. 123-34. 10. M. L. Brittain: The education of the farmer's child, p. 124-43. 11. D. J. Crosby: Community building, p. 144-49. 12. C. N. Owsley: Education of the Southern negro, p. 151-56. 13. J. H. Dilard: Negro education in the South, p. 156-58. 14. J. H. Phillips: The education of the Southern negro, p. 159-69. 15. W. S. Sutton: The education of the Southern negro, p. 169-88. 16. E. N. Clopper: The education of factory children in the South, p. 169-97. 17. E. O. Holland: The education of the factory child, p. 198-205. 18. J. T. C. Noe: The education of the mountain child, p. 206-13. 19. G. A. Hubbell: Education within the mountain walls, p. 213-19. 20. Mrs. C. W. Stewart: The education of the mountain child, p. 220-39. 21. J. J. Doyno: The teacher as a factor in community life, p. 240-50. 22. C. W. Richards: Difficulties and needs of the Southern farmer's boy, p. 251-57. 23. J. W. Nicholson: "Putting on the trolley," p. 248-66. 24. L. B. Wilson: A constructive library platform for Southern schools, p. 272-84. 25. H. F. Cope: Education adequate to



## 52. Southern educational association—Continued.

the future of the South, p. 291-304. 26. J. W. Folk: Education in a republic, p. 304-18. 27. Reports of educational progress in the South, p. 320-52. 28. T. L. Toland: The proper basis for the promotion of teachers and increase of salary, p. 354-61. 29. J. P. Womack: The proper basis for the promotion of teachers and increase of salaries, p. 361-64. 30. W. F. Doughty: School administration problems in the South, p. 364-81. 31. Walker King: "The kind of supervision most needed for negro schools," p. 390-96. 32. W. L. Hughes: Efficient supervision, p. 398-404. 33. J. A. Brooks: Efficient city supervision, p. 404-10. 34. J. E. Walmsley: Wise, honest and just administration of college entrance requirements, p. 415-25. 35. Arthur Lefevre: The proper relation of the American high school to the American university, p. 425-36. 36. J. R. Rutland: The function of the high school, p. 437-50. 37. W. O. Smiley: The curriculum of secondary schools reorganized to include six years' high school work, p. 453-60. 38. L. M. Favrot: Why pupils withdraw from the high school, p. 462-67. 39. Tom Fletcher: The articulation of the high school with the elementary school and with the college, p. 467-78. 40. D. S. Hill: Retardation: its causes and remedies, p. 479-87. 41. H. F. Triplett: Retardation, p. 487-93. 42. E. R. Kone: Provisions in the various Southern states for teaching agriculture, p. 525-32. 43. H. L. Whitfield: Industrial education not a separate and distinct education, but a necessary element of education, p. 536-48. 44. Agnes H. Craig: Industrial education for women, p. 548-56. 45. J. E. Pearce: Southern normals and the Southern common school teacher, p. 559-70. 46. B. T. Baldwin: Practical functions of a school of education in state universities, p. 570-81. 47. W. A. Lewis: The preparation of the teachers of agriculture for the children of the public schools, p. 581-89. 48. C. W. Daugette: Teachers' institutes and summer schools, p. 594-98. 49. A. L. Manchester: [Music education] p. 620-26. 50. L. R. Wilson: Libraries for schools and rural communities, p. 669-71. 51. Maggie W. Barry: Training for motherhood, p. 672-78. 52. W. B. Blazell: A sketch of the school improvement movement: what has been done in the South, p. 679-86. 53. L. L. Pugh: Model plans for rural schools, p. 687-94. 54. W. T. Pollard: Model plans for rural schools, p. 695-99.

Western drawing and manual training association. See 1428.

Women's educational and industrial union. See 1557.

## ASSOCIATIONS, SOCIETIES, CONFERENCES, ETC.—STATE AND LOCAL

## 53. Alabama educational association. Official proceedings of the thirty-first annual convention . . . held at Birmingham, April 4, 5 and 6, 1912. Birmingham, Dispatch printing co. [1912] 311 p. 8°. (W. C. Griggs, secretary, Birmingham, Ala.)

Contains: 1. D. R. Murphey: President's annual address, p. 32-40. 2. Emmet O'Neal: Some educational problems, p. 40-45. 3. C. B. Aycock: Universal education, its necessity and benefit, p. 45-48. 4. H. O. Murfee: The teacher and the State, p. 48-56. 5. F. B. Dresslar: The rural school house and its environment, p. 95-101. 6. H. J. Willingham: Local taxation and compulsory school attendance, p. 101-5. 7. J. H. Pennyman: Character building, a university function, p. 105-8. 8. W. F. Jones: Classification, graduation, promotion, record, p. 11-26. 9. L. B. Evans: Some problems of the near future, p. 126-30. 10. O. H. Benson: Education for rural life, p. 141-49. 11. C. W. Ashcraft: Our public schools as preparatory schools for practical life, p. 172-76. 12. Margaret L. Johnson: Motivation, p. 199-201. 13. Andrew Sledd: The relation of the college to the secondary schools, p. 211-15. 14. E. L. Colebeck: The present status of Greek and Latin in colleges and universities, p. 215-18. 15. H. H. Holmes: How to get the high school in touch with community life, p. 228-31. 16. H. B. Norton: The duties of the high school principal, p. 231-35.

## 54. Arkansas state teachers' association. Proceedings of the forty-fourth annual session, Little Rock, December 27, 28, and 29, 1911. Little Rock, H. G. Fugh printing company, 1912. 401 p. 8°. (J. L. Bond, secretary, Little Rock, Ark.)

Contains: 1. A. C. Millar: Education for individual and social efficiency, p. 47-51. 2. G. B. Cook: Democracy and education, p. 52-62. 3. G. H. Crowell: Relation of denomination schools to the state system, p. 71-81. 4. J. J. Doyno: Conservation of energy in school work, p. 82-87. 5. W. H. Wilson: Co-operation and consolidation in country life, p. 113-21. 6. F. H. Harrin: The possibilities of the normal training schools, p. 145-50. 7. S. R. Oglesby: The possibilities of the normal training departments, p. 151-54. 8. A. J. Meadors: English in the elementary and high schools, p. 210-18. 9. O. A. Simmons: Status of the classics in Arkansas, p. 217-26. 10. C. E. Womack: How I conduct an ungraded rural school, p. 229-34. 11. W. B. Clark: How can the teacher in the rural school apply the good things recommended? p. 251-57. 12. K. F. Mather: The time-place of physiography in the high school, p. 262-68. 13. C. McGannon: Some new ideas in high school mathematics teaching, p. 269-76. 14. E. A. Brennan: Some defects in teaching mathematics and suggestions for improvement, p. 277-83. 15. W. E. Clayton: Aims and methods of teaching German in secondary institutions, p. 299-304. 16. O. B. Clarendon: How does the study of foreign languages add to the mental efficiency of students? p. 312-18. 17. C. S. Barnett: The school garden, p. 343-48. 18. Mrs. F. F. Andrews: Education and international peace, p. 361-64.

55. **Associated academic principals and Council of elementary school principals and teachers.** Proceedings of the twenty-seventh annual meeting. . . . Syracuse, N. Y., December 23-30, 1911. 173 p. 8°.

Contains: 1. P. P. Claxton: Some factors in the pedagogy of the elementary and of the high school, p. 13-15. 2. A. S. Draper: Weaknesses in American universities, p. 16-33. 3. E. W. Smith: The importance of oral English in the schools, p. 33-41. 4. C. A. Richmond: Educational values, p. 41-46. 5. C. D. Kingsley: College entrance requirements, p. 46-52. 6. C. E. Rhodes: The real preparation for college in English, p. 53-54. 7. R. A. Pearsall: Education in agriculture, p. 55-58. 8. G. F. Warren: Education in agriculture, p. 58-61. 9. Earl Barnes: [Abstract of address on] Impending changes in our educational ideas and ideals, p. 62-65. 10. L. F. Howe: Academic subjects in the grammar grades, p. 65-71. 11. J. O. Riggs: Tenure of office, p. 71-77. 12. P. L. Wright: The teachers' retirement fund law, p. 77-83. 13. D. A. Preston: Conservation in mathematics, p. 120-28. 14. Hugo Newman: Up-to-date science in the grades, p. 128-36. 15. E. W. Lytle: How may principals and supervisors be of most value to the grades? p. 136-43. 16. E. A. Knowles: How much agriculture can be taught in the seventh and eighth grades, p. 144-49. 17. C. A. Richmond: Conservation in education, p. 150-52. 18. E. May Schamerhorn: How to help children discover material for oral composition, p. 153-57. 19. A. D. Dean: Industrial education in the elementary school, p. 158-61. 20. F. A. Gallup: How to enrich the teacher's equipment, p. 161-66. 21. W. A. Torrance: Aids in geography and history, p. 166-69. 22. H. M. Pollock: The physical needs of the grammar school girl, p. 169-73.

56. **Brown university teachers' association.** Addresses at the meeting held March 1912, at Providence, R. I. Education, 32: 529-77, May 1912.

Contains: 1. A. E. Stearns: Moral standards in the schools, p. 529-38. 2. F. S. Luther: Moral standards in college, p. 539-45. 3. A. D. Call: The growth of our moral ideal, p. 546-59. 4. S. S. Colvin: Marks and the marking system as an incentive to study, p. 560-72. 5. J. B. Diman: The ideal as an incentive, p. 573-77.

57. **Chicago. University.** Report of the twenty-fourth Educational conference of the academics and high schools in relations with the University of Chicago [by] Nathaniel Butler and others. School review, 20: 383-400, June 1912.

Contains reports on botany and zoology, English, French, German, geology, history and civics, Latin, manual training, mathematics, physics and chemistry by the secretaries of the respective departments.

The report briefly outlines the plan of visitation inaugurated by the University of Chicago in the autumn of 1911, whereby invitations were extended to the instructors of the secondary schools in affiliation with the University to inspect the classrooms of the Junior college. The object of this arrangement was "to secure from teachers in the co-operating schools their opinions as to the degree in which the work as conducted in the Junior college classes is suitably related to the work offered in the classes preparing for college in the high schools."

**Cincinnati kindergarten association.** See 483.

58. **Conference for education in Texas.** Proceedings of the fifth general session . . . San Antonio, Texas, April 19 and 20, 1912. [Austin, Texas, A. C. Baldwin & sons, 1912] 138 p. 8°. (L. T. Cunningham, recording secretary, Anson, Texas)

Contains: 1. R. S. Hyer: Adequate and permanent financial support for the higher educational institutions of the state, p. 20-29; Discussion, p. 30-34. 2. F. M. Bralley: Organization for the enlargement by the state of Texas of its institutions of higher education, p. 35-40; Discussion, p. 40-49. 3. H. F. Estill: The necessity of removing by constitutional amendment the tax limitation in the support of public schools, p. 50-55; Discussion, p. 55-64. 4. Nat Benton: The extension of professional county supervision, p. 92-100; Discussion, p. 100-111. 5. J. F. Kimball: The extension of county supervision, p. 111-16.

59. **Co-operative education association of Virginia.** Annual report for the year ending November 20, 1911. [Richmond, Va., Clyde W. Saunders, 1912] 35 p. 8°.

Issued by the Department of public instruction and the Co-operative education association of Virginia.

Contains: 1. J. H. Binford: What constitutes a successful league? p. 28-30. 2. J. H. Dooley: Compulsory education, p. 31-33.

60. **Georgia educational association.** Proceedings and addresses of the forty-fifth annual meeting . . . Macon, Georgia, April 27-29, 1911. Atlanta, Ga., Bennett printing house [1911?] 106 p. 8°. (C. L. Smith, secretary, La Grange, Ga.)  
Contains: 1. M. L. Brittain: Our educational needs, p. 57-64. 2. Medical inspection of school children, p. 65-78. 3. C. M. Snelling: Waste product of the college, p. 74-83. 4. Otis Ashmore: Waste in education, p. 84-89. 5. W. T. Dumas: The conservation of pedagogic energy, p. 90-94. 6. What should be done in teaching domestic science in the cities of Georgia, p. 95-102. 7. Chief obstacles to successful supervision, p. 103-6.
61. **Illinois state teachers' association and sections.** Journal of proceedings of the fifty-eighth annual meeting, held at Springfield, Illinois, December 27-29, 1911. Springfield, Ill., Illinois state journal co., state printers, 1912. 237 p. 8°. (Caroline Grote, secretary, Macomb, Ill.)  
Contains: 1. H. B. Wilson: The meaning and significance of motivation in education, p. 94-100. 2. Mabel Carney: Country life and the country school, p. 103-9. 3. The ethical relations of the superintendent, or A code of ethics for superintendents, p. 116-20. 4. F. M. Leavitt: Vocational training: to what extent identical with education as a part of the child's life and a preparation for life, p. 120-24; Discussion, by G. P. Randle, p. 124-25. 5. C. A. Bennett: Vocational training—to what extent justifiable in public schools, p. 126-28. 6. W. H. Campbell: To what extent is vocational training possible and practical in the elementary schools? p. 128-32. 7. A. B. Wight: Elementary vocational training, p. 132-34. 8. H. A. Bone: Vocational training—how far justifiable in the public schools, p. 134-39. 9. H. A. Hollister: The correlation of high school and civic interests, p. 144-46. 10. Walter Libby: The socialization of the college, p. 147-53. 11. F. C. English: What shall be the standard for measuring college efficiency, or The efficient college and its place in our educational system? p. 156-61. 12. J. R. Bouton: Important principles of high school inspections in other state systems, p. 192-200. 13. S. D. Faris: Advantages of state inspection for the village high schools of Illinois, p. 201-3. 14. F. G. Blair: Advantages of state supervision from the state superintendent's point of view, p. 203-6. 15. W. B. Owen: Co-operation between home and school, p. 208-12. 16. David Falmley: How may a normal school faculty improve the quality of its teaching, p. 214-22.
62. **Indiana state teachers' association.** Proceedings and papers . . . December 27, 28, 29, 1911, Indianapolis. 142 p. 4°. (J. B. Percy, secretary-treasurer, Anderson, Ind.)  
Contains: 1. R. J. Aley: Meaning and purpose of education, p. 15-17. 2. Woods Hutchinson: Fresh air in the school-room and elsewhere, p. 22-25. 3. E. B. Bryan: By-products of the school, p. 25-28. 4. Henry Suzallo: Making teaching a profession, p. 29-32. 5. Orta Hopper: The farm, the center of school life, p. 44-46. 6. Emma Colbert: The application of Froebelian principles to teaching in the grades, p. 61-63. 7. J. L. Ketcham: What teachers can do to aid industrial education, p. 64-68. 8. F. M. Leavitt: The relation of the present movement for vocational education to the teaching of the mechanic arts, p. 66-68. 9. R. J. Aley: The high school course, p. 74-76. 10. W. A. Jessup: Some changing conceptions of childhood, p. 81-84. 11. T. T. Martin: To what extent may the work of the county institute be made concrete by the use of illustrative materials, p. 100-102.
63. **Iowa state teachers' association.** Proceedings of the fifty-seventh annual session, held at Des Moines, Iowa, November 9, 10, and 11, 1911. 224 p. 8°. (O. E. Smith, secretary, Indianola, Iowa)  
Contains: 1. Factors in rural school improvement, p. 42-48. 2. A. M. Deyoe: The relation of our public school system to the problems of rural life, p. 48-56. 3. Is scholarship deteriorating in college? p. 59-67. 4. F. F. Almy: Student participation in college government, p. 67-72. 5. L. D. Weld: Concrete college ethics, p. 80-84. 6. Present problems in the high school course of study—[by] F. E. Palmer, p. 86-88; [by] A. W. Chamberlain, p. 89-93. 7. H. H. Seerley: The difficulties of the course of study for seventh and eighth grades and the remedies therefor, p. 93-96. 8. F. B. Griffith: Changes and contrasts in primary education, p. 97-103. 9. N. S. Knowles: The teacher's power for civic improvement, p. 114-16. 10. A. M. Heinz: Domestic science as a vocational training other than teaching, p. 116-18.
64. **Kansas state teachers' association.** Proceedings of the forty-ninth annual meeting, held at Topeka, Kans., November 9-10, 1911. Western school journal, 28: 6-30, 35-47, 60-66, December 1911, January, February 1912.  
Contains: 1. W. H. Elson: Facts vs. opinion as a basis of administering school, p. 7. 2. Calvin Kendall: Some facts which determine school efficiency, p. 8-12. 3. R. E. Price: Credit for quality, p. 16-17. 4. W. N. Mason: The next step in education, p. 19-21. 5. Isabel E. Lord: The future household arts in the public schools, p. 62-65.



65. **Kentucky educational association.** Proceedings . . . fortieth annual session, Owensboro, Kentucky, June 27, 28, 29, 1911. Louisville, Standard printing co. [1912] 233 p. 8°. (T. W. Vinson, secretary, Frankfort, Ky.)  
Contains: 1. Report of Committee on professional ethics, p. 18-22. 2. McHenry Rhoads: Secondary education in Kentucky, p. 53-57. 3. A. J. Kinnaman: The normal school in the educational economy of the state, p. 58-64. 4. H. S. Barker: The state university and its relation to the material development of the commonwealth, p. 65-81. 5. Ellsworth Regenstein: The relation of the rural school to the economic, social and spiritual welfare of the state, p. 97-101. 6. Cora W. Stewart: The one-room school, p. 101-5. 7. E. P. Kelly: Local taxation, p. 105-7. 8. Desha Breckinridge: Should Kentucky women have school suffrage, p. 116-21. 9. Julia A. Robinson: Library extension in Kentucky, p. 121-26. 10. J. U. Snyder: Motivating the course of study of secondary schools, p. 127-31. 11. Agnes Kelly: In what way can the high school best minister to the social life of the community, p. 131-34. 12. Lella E. Patridge: Why child study has failed, p. 135-40. 13. W. J. Craig: The course of study in physics for the county high school, p. 162-65. 14. R. P. Green: Course of study in physiography for high schools and its rational treatment, p. 165-76. 15. E. F. Darnaby: The treatment of the essentials of high school mathematics, p. 176-87.
66. ———. Proceedings . . . forty-first annual session, Louisville, Kentucky, June 25, 26, 27, 1912. Frankfort, Ky., Roberts printing co. [1912] 267 p. 8°. (T. W. Vinson, secretary, Frankfort, Ky.)  
Contains: 1. J. H. Risley: Report of the committee on extent of retardation in the schools of Kentucky, some causes and suggested remedies, p. 26-35. 2. M. A. Cassidy: Ethics of the profession, p. 36-42. 3. H. H. Cherry: The school as a civic, social and industrial center, p. 51-56. 4. McHenry Rhoads: High school efficiency, p. 56-59. 5. T. J. Coates: The county school superintendent, p. 59-64. 6. W. L. Jayne: Vocational education in the rural schools, p. 67-72. 7. M. A. Cassidy: The reorganization of urban education, p. 104-9. 8. Edith S. Davis: The relation of education to temperance, p. 120-25. 9. Edward Morris: Prevention of tuberculosis in the school-room, p. 126-28. 10. Elizabeth Campbell: The teaching of social ethics, p. 132-37. 11. Jay O'Daniel: Some practical ways to increase attendance in rural schools, p. 188-90. 12. W. J. Grinstead: The Latin in English, p. 193-204. 13. H. O. Sius: A rational basis for promotion, p. 215-19. 14. C. G. Hammond: Uniform system of reports for city schools, pupils and teachers, p. 219-23. 15. W. H. Sugg: Ways and means of keeping boys in the high school, p. 224-29.
67. **Maine teachers' association.** Proceedings . . . tenth annual meeting, Augusta, October 25, 26, 27, 1911. Lewiston, Me., Journal printshop, 1912. 108 p. 8°. (Harold A. Allan, secretary, Augusta, Me.)  
Contains: 1. P. P. Claxton: The public high school and its progress in America, p. 24. 2. R. J. Aley: Some problems in school supervision, p. 25-27. 3. Payson Smith: The public school in its relation to civic and social reform, p. 29-31. 4. R. J. Aley: Education and moral strength, p. 32-34. 5. P. P. Claxton: The nation's interest in education, p. 35-36. 6. Gustaf Larsson: Sloyd an important factor in the education of boys, p. 40-43. 7. R. J. Aley: Organizing methods, and results of the reading circle system, p. 53-55. 8. Payson Smith: The rural school and its library, p. 78.
68. **Maryland state teachers' association.** [Proceedings of the] forty-fourth annual meeting, Braddock Heights, Md., June 27-30, 1911. [n. p., 1911] 136 p. 8°. (H. W. Caldwell, secretary, Chesapeake City, Md.)  
Contains: 1. O. R. Rice: Our public schools and their relation to social betterment, p. 27-35. 2. W. P. Burrk: The basis of pedagogical peace, p. 40-49. 3. Mrs. B. W. Corkran, jr.: Compulsory education, p. 55-61. 4. W. M. Hayes: Education for country life, p. 79-83. 5. B. H. Crocheron: Six methods of improvement for rural schools, p. 83-87. 6. A. F. Smith: High school activities, p. 115-20.
69. **Massachusetts teachers' association.** [Report of the 1911 meeting] Journal of education, 74: 498-99, 607, December 7, 1911.  
Contains: Report of the Committee on educational progress.
70. **Michigan schoolmasters' club.** Journal of the . . . forty-sixth meeting, held in Ann Arbor, March 29, 30, 31, April 1, 1911. Ann Arbor, Michigan, Published by the Club. 172 p. 8°. (L. P. Jocelyn, secretary-treasurer, Ann Arbor, Mich.)  
Contains: 1. J. H. Ropes: The new Harvard entrance requirements, p. 2-12. 2. E. L. Miller: College entrance requirements from the viewpoint of the school, p. 13-22. 3. E. C. Warriner: University entrance requirements—from the viewpoint of the public, p. 23-33. 4. T. E. Rankin: The teacher of English composition, p. 39-44. 5. L. P. Jocelyn: Report of Committee on a uniform system of notation in mathematics and the sciences, p. 72-81. 6. E. C. Hartwell: The mission of the history teacher in furthering the peace movement, p. 82-86. 7. W. H. Hathaway: Industrial history in the high school, p. 87-90. 8. E. W. Yost: Agricultural courses in high school, p. 106-11. 9. Helen B. King: Status of biological teaching in our cities of 40,000 or more, p. 111-17. 10. J. B. Davis: Vocational guidance. A function of the public school and its application to the commercial department, p. 119-28. 11. J. W. Mitchell: Some essentials in the teaching of business law in high schools, p. 129-39.

71. **Michigan schoolmasters' club.** The languages in American education; from the Proceedings of the Michigan schoolmasters' club and Classical conference held at Ann Arbor, Michigan, March 30, 1911 . . . [Chicago? 1911?] 64 p. 8°. (University bulletin, new ser., vol. xiii, no. 5)  
Humanistic papers, 2d ser., 1.  
"Reprint from School review, October, November, December 1911."  
CONTENTS.—The place of modern languages in American education [by] E. C. Armstrong.—The aims of modern-language teaching in the secondary school [by] J. S. Nollen.—The needs of modern-language instruction [by] A. F. Kuersteiner.—The practical value of humanistic studies [by] W. G. Hale.—The place of Latin in secondary education [by] E. D. M. Gray.—The value of the ancient literatures in life [by] J. Bryce.
72. **Minnesota educational association.** Journal of proceedings and addresses of the forty-ninth annual convention . . . Minneapolis, Minnesota, October 26-28, 1911. Minneapolis, Minn., Syndicate printing co., 1912. 208 p. 8°. (J. M. Guise, secretary, St. Paul, Minn.)  
Contains: 1. G. E. Vincent: The educational unity of the state, p. 18-19. 2. Woods Hutchinson: Heredity and civilization, p. 20-25. 3. E. Davenport: The vocation and the man, p. 26-35. 4. Shaller Mathews: The religious element in education, p. 36-43. 5. W. T. Williams: Evolution of education through environment, p. 48-50. 6. T. M. Ballet: Fads and frills in education, p. 51-56. 7. G. C. Torguson: The school, the teacher and the farmer, p. 62-65. 8. G. H. Reif: Practical expedients, p. 66-71. 9. J. L. Higgins: [School attendance] p. 74-78. 10. A. C. Tibbets: Social efficiency, p. 70-84. 11. D. J. Cowling: Education, the making of a man, p. 90-93. 12. H. C. Carlson: What more can the school do for the boy? p. 94-101. 13. T. P. Beyer: Athletics and scholarship, p. 106-12. 14. T. P. Giddings: The A, B, C method of teaching music, p. 117-24. 15. T. M. Ballet: Nature and function of play in education, p. 188-93. 16. Edith S. Davis: The health of our children, p. 194-99. 17. Nina C. Vandewalker: The kindergarten the basis for public education, p. 200-204.
73. **Mississippi teachers' association.** Proceedings of the twenty-seventh annual meeting . . . Gulfport, Miss., May 2, 3, and 4, 1912. Gulfport, Miss., Connell printing co. [1912] 105 p. 8°. (H. L. McCleskey, secretary, Hazlehurst, Miss.)  
Contains: 1. D. C. Hull: President's address, p. 25-31. 2. Susie V. Powell: School improvement and industrial clubs, p. 45-48. 3. E. M. Alderman: Equipping and maintaining the agricultural department, p. 67-69. 4. Mabel Ward: Equipment for teaching home science, p. 69-75. 5. A. L. Bondurant: Latin in the high school, p. 81-89.
74. **Missouri state teachers' association.** Official proceedings and addresses of the fiftieth annual meeting, held at Hannibal, Mo., November 9, 10, 11, 1911. Cape Girardeau, Daily republican, printers, 1912. 229 p. 8°. (E. M. Carter, secretary, Cape Girardeau, Mo.)  
Contains: 1. Earl Barnes: Impending changes in our educational ideals and practices, p. 25-27. 2. W. P. Evans: Suitability of text-books for rural schools, p. 33-38. 3. H. W. Foght: The rural life movement and the future of the rural school in Missouri, p. 38-45. 4. D. F. Houston: Some criticisms and shortcomings of our educational system, p. 54-63. 5. W. C. Bagley: The test of efficiency of teaching—abstract, p. 63-67. 6. Frank McMurry: Teaching children how to study, p. 67-71. 7. C. H. Judd: Theoretical and practical education, p. 72-77. 8. Frank McMurry: How the curriculum should be made, and the class room teacher's share in the task, p. 77-80. 9. Henry Suzzallo: Tradition and reform in public education, p. 87-91. 10. Henry Suzzallo: The school of tomorrow, p. 91-98. 11. W. C. Bagley: The philosophy of the right start, p. 98-102. 12. Carter Alexander: The statistical side of the city superintendent's report, p. 183-91. 13. J. W. Withers: President's address: Some pressing factors in the problem of American education, p. 210-19.
75. **New Hampshire state teachers' association.** Proceedings . . . fifty-eighth annual meeting, held in Concord, N. H., October 20 and 21, 1911. [Concord, N. H., I. C. Evans co., printers, 1912?] 70 p. 8°. (Elsie D. Fairbanks, secretary, Manchester, N. H.)  
Contains: 1. A. E. Winship: Modern educational problems, p. 15-17. 2. C. H. Judd: The scientific study of education, p. 18-20. 3. C. H. Judd: Practical and theoretical education, p. 21-22. 4. B. T. Washington: Education and its influence in the solution of the race problem, p. 23-26. 5. H. W. Holmes: Proposals for connecting the kindergarten and the primary school, p. 31-34. 6. Richard Whoriskey: Enthusiasm in the teaching of modern languages, p. 45-52.

76. **New Jersey state teachers' association.** Annual report and proceedings of the 57th annual meeting . . . held in the Public high school, Atlantic City, N. J., December 27-29, 1911. 258 p. 8°. (G. B. Boyer, secretary, Atlantic City, N. J.)  
 Contains: 1. P. G. Fithian: [Thesalary question and retirement fund] p. 17-22. 2. P. P. Claxton: [Unsolved problems in education] p. 23-33. 3. C. N. Kendall: [Educational problems] p. 34-41. 4. F. A. McMurray: [The relationship between method of teaching and method of study] p. 86-96. 5. Margaret T. Maguire: A survey of fundamentals, p. 96-104. 6. F. A. Parsons: Practical art in education and industry, p. 105-15. 7. B. T. Washington: Education and its influence in the solution of the race problem, p. 116-24. 8. J. H. Van Sickle: Freedom and responsibility in school administration, p. 125-27. 9. F. A. McMurray: Judging the work of the teacher, p. 128-33. 10. Lydia K. Ennis: Report of committee on educational progress, p. 144-50.
77. **New Mexico educational association.** Proceedings of the meeting held November 15-19, 1911, Santa Fe, New Mexico. New Mexico journal of education, 8: 1-71, January 1912.  
 Contains: 1. J. S. Hofer: The child as the supreme study in education, p. 12-17. 2. W. T. Conway: The school and the community, p. 21-23. 3. M. H. Brasher: How to unify the courses of study of the city and town schools of New Mexico, p. 27-34. 4. J. V. Clark: Leaks in the school system, p. 35-39. 5. Frank Carroon: The teacher, p. 45-48. 6. Theresa B. White: Domestic science, p. 48-51. 7. Rufus Mead: Two essentials in teaching, p. 51-54. 8. Katherine A. Hicks: Home and school co-operation, p. 54-57. 9. D. M. Richards: Teaching of history in the common schools, p. 58-62. 10. V. L. Griffin: A defense of the classics, p. 62, 64, 66. 11. W. A. Poore: History in the common schools, p. 66, 68, 70-71.
78. **New York state teachers' association.** Proceedings of the . . . sixty-sixth annual meeting, at Albany, N. Y., November 27-29, 1911. Rochester, N. Y., A. G. Brooks, publisher. 272 p. 8°. (Richard A. Searing, secretary, North Tonawanda, N. Y.)  
 Contains: 1. J. I. Wyer: The New York state library and its relation to schools and teachers, p. 16-21. 2. A. S. Draper: The necessary basis of the teacher's tenure, p. 22-31. 3. Lyman Abbott: [What education should do for our children] p. 36-46. 4. F. D. Boynton: The practical work of teachers direct from training institutions, p. 59-62. 5. L. F. Hanmer: The wider use of the school plant, p. 68-73. 6. C. B. Ellis: Some points to be emphasized in teaching commercial subjects, p. 109-15. 7. A. D. Dean: Germany's interest in art and industrial education, p. 119-22. 8. A. W. Abrams: Schoolroom decoration, p. 122-26. 9. Julia E. Crane: Musical training for the grade teacher, p. 135-41. 10. A. S. Draper: No mummified history in New York schools, p. 148-54. 11. Julius Sachs: The essentials in the preparation of a teacher of modern languages, p. 199-206. Discussion, p. 206-16. 12. Joseph Loew: Teaching English expression to children of foreign parents, p. 225-30. 13. F. J. T. Baker: Present discontents about high school English, p. 232-36. 14. T. C. Mitchell: What should be the part of the high school in forming the high school curriculum, p. 236-40.
79. **North Carolina teachers' assembly.** Proceedings and addresses of the twenty-eighth annual session . . . Raleigh, November 29-December 2, 1911. Raleigh, N. C., Edwards & Broughton printing co. [1912] 282 p. 8°. (R. D. W. Connor, secretary-treasurer, Raleigh, N. C.)  
 Contains: 1. J. H. Kirkland: The teacher and his work, p. 32-34. 2. C. L. Coon: The need of a constructive educational policy for North Carolina, p. 35-49. 3. Nan L. Mildren: The story: its place in education, p. 49-61. 4. Nan L. Mildren: Educational and professional qualifications for primary teachers, p. 62-73. 5. Etta Spier: Certification of primary teachers, p. 73-79. Discussion, by C. W. Wilson, p. 79-84. 6. Mary O. Graham: The outlook in this state for the primary teacher, p. 85-110. 7. R. A. Merritt: The grammar school course of study: its aims and content, p. 138-43. 8. C. H. Jenkins: Practical hygiene teaching and the study of the pupil's physical condition, p. 148-58. 9. E. E. Balcomb: Agriculture and school gardening, p. 158-73. 10. R. H. Latham: Educational and professional qualifications of superintendents, p. 174-83. Discussion, by C. L. Coon, p. 194-95. 11. N. C. Newbold: The certification of superintendents, p. 195-203. 12. J. A. Matheson: A five-year course of study for superintendents and principals, p. 203-209. 13. J. L. Mann: Provisions for individual differences in the high school organization, p. 213-20. Discussion, by Frederick Archer, p. 220-24. 14. H. W. Chase: A constructive program for the training of principals and superintendents, p. 224-34. Discussion, by J. H. Highsmith, p. 234-37. 15. J. A. Bivins: Minimum high school library requirements, p. 239-51. Discussion, by J. P. Breedlove, p. 251-54. 16. R. H. Bachman: Minimum physical equipment for a three-teacher high school, offering a four-years' course, p. 264-62.

80. **North Dakota educational association.** Proceedings, twenty-fifth annual session . . . held at Fargo, November 1, 2 and 3, 1911. Fargo, N. D., Knight printing company, 1911. 372 p. 8°. (Clyde R. Travis, secretary, Mayville, N. D.)

Contains: 1. N. C. Macdonald: A square deal for the country boy, p. 65-78. 2. J. M. Stevens: The one room rural school, p. 85-90. 3. Jennie L. Hall: The high school a social unit, p. 90-95. 4. J. W. Riley: The rural school as a community center, p. 96-100. 5. I. H. Worst: Scientific management in North Dakota education, p. 116-21. 6. P. G. Knowlton: Class education vs. popular education, p. 122-30. 7. F. B. Taylor: The place of the small college in our educational system, p. 148-52. 8. F. L. Whitney: The high school a social unit, p. 162-70. 9. Peter Anderson: The care of the retarded and the precocious pupils, p. 177-82. 10. Minnie J. Nielson: The school as the social center, p. 207-14. 11. G. W. Randlett: The problem of the American rural school, p. 220-23. 12. W. W. Norton: Music in our colleges and universities, p. 307-11. 13. J. H. Worst: Weight that should be given elementary agriculture in the public schools, p. 363-69.

**Ohio college association.** See 859.

81. **Ohio school improvement federation.** Proceedings of the annual convention held in Columbus, December 27 and 28, 1911. Ohio teacher, 32: 290-317, February 1912.

Contains: 1. F. A. Derthick: Address, p. 290-92. 2. J. W. Zeller: The necessity of equality of education in a government by the people, p. 292-95. 3. A. Ellis: The articulation of the high school and the college, p. 295-300. 4. H. G. Williams: Equality of educational opportunity, p. 300-06. 5. F. A. Henry: Township taxation and school centralization, p. 306-08. 6. Mary E. Lee: The irregularities of high-school advantages, p. 308-10. 7. F. W. Miller: Rural school conditions in Ohio, p. 310-11. 8. Davidson: Taxation for school purposes in Ohio, p. 312-13. 9. A. W. Hearty: State aid to weak districts, p. 313-15.

82. **Ohio state teachers' association.** Proceedings, June 25-27, 1912, Ohio educational monthly, 61: 294-388, July 1912. (W. E. Kershner, secretary, Columbus, Ohio.)

Contains: 1. E. D. Lyon: Secondary high school interests—inaugural address, p. 294-303. 2. D. C. Rybolt: Education for culture, p. 303-7. 3. Solomon Weimer: Education for a vocation, p. 307-14. 4. J. E. Cole: Social life of the high school, p. 314-16. 5. D. J. Boone: The articulation of the college and high school, p. 316-19. 6. Charles Otterman: Vocational guidance of youth, p. 319-26. 7. F. W. Miller: The conditions and needs of the rural schools, p. 326-33.

83. **Pennsylvania state educational association.** Proceedings of the meetings held in Philadelphia, December 26-29, 1911. Reprinted from the Pennsylvania school journal, 212 p. 8°. (J. P. McCaskey, secretary, Lancaster, Pa.)

#### *General.*

Contains: 1. F. W. Robbins: Shortening the course of study, p. 6-10. 2. C. A. Herrick: Report of educational council, p. 10-14. 3. R. B. Teltrick: A shorter elementary course of study, p. 14-16. 4. D. T. Snedden: Contemporary problems in education, p. 17-18. 5. P. P. Claxton: National Bureau of Education, p. 18-20. 6. W. G. Chambers: Co-operation in the training of the high school teacher, p. 20-25. 7. S. E. Weber: Proper relation between normal school and college, p. 27-30. 8. C. N. Kendall: Factors determining school efficiency, p. 34-36. 9. C. B. Connelly: What the public school will do for the vocational school in Pennsylvania, p. 36-41. 10. Irene E. McDermott: Laboratory methods as educational protoplasm, p. 42-46.

#### *City and borough superintendents' department.*

11. W. G. Cleaver: Normal instruction in cities, p. 61-65. 12. C. A. Shaver: The test of teaching, p. 65-69. 13. Henry Snyder: Attitude of superintendent to the teacher, p. 77-79.

#### *Department of county superintendents.*

14. Samuel Hamilton: New duties and opportunities of the county superintendency, p. 84-89. 15. W. S. Hertzog: The supervision of high schools, p. 89-90. 16. Caro Miller: School gardens, p. 98-101. 17. C. H. Wagner: Child study in the rural schools, p. 101-3. 18. Arthur Holmes: Classification of retarded children, p. 104-10.

#### *Directors' department (Harrisburg meeting, February 1-3, 1912).*

19. E. L. Keen: Medical inspection and precaution in the schools, p. 121-22. 20. The school code [by] D. F. Fortney, p. 123-26; [by] C. M. Magee, p. 131-33. 21. F. E. Downes: The code in its relation to training school teachers, p. 133-36.

83. **Pennsylvania state educational association—Continued.***Ungraded school department*

22. Jane McCullough: Rural high schools, p. 147-50. 23. Emma Cloud: Hasty promotions, p. 150-54.

*High school department*

24. E. B. Gine: Oral expression in the high school, p. 159-64. 25. C. D. Koch: What training should the high school teachers receive from college? p. 167-70. 26. What are the colleges doing for the training of high school teachers?—G. H. Hallett: University of Pennsylvania, p. 170-72; C. B. Robinson: University of Pittsburgh, p. 172-76; W. B. Owen: Lafayette college, p. 176-77; E. W. Runkle: Pennsylvania state college, p. 177-79. 27. Anne Jones: Domestic science in secondary schools, p. 180-84. 28. C. B. Pennypacker: Industrial cooperative education versus cooperative manual training in high school, p. 184-89. 29. A. M. Snyder: Delinquent children, with more emphasis on the remedy than on the cause, p. 190-94. 30. J. G. Becht: Bright pupils and dull pupils, p. 201-3.

84. **Pennsylvania state educational association. Directors' department.** Proceedings of the seventeenth annual session at Harrisburg, February 1 and 2, 1912. *Pennsylvania school journal*, 60: 397-425, March 1912.

Contains: 1. C. C. Green: Educational ideals. 2. N. C. Shaeffer: Address. 3. R. B. Teltrick: The director and advancement. 4. E. L. Keen: Medical inspection and precaution in the schools. 5. D. F. Fortney: The school code. 6. C. M. Magee: The school code. 7. F. E. Downes: The code in its relation to training school teachers.

**Pittsburgh and Allegheny free kindergarten association.** See 484.

85. **Public education association of Worcester, Massachusetts.** Seventh annual report, May 1912. 28 p. 8°. (Mrs. J. H. Robinson, secretary, Worcester, Mass.)86. **Richmond education association.** Eleventh annual report . . . 1910-1911, Richmond, Va., Printed by Whittet & Shepperson. 46 p. 8°. (Albert H. Hill, secretary.)87. **Texas state teachers' association.** Proceedings and addresses . . . thirty-third annual session, December 27, 28 and 29, 1911, Waco, Texas. Cleburne, Texas, Enterprise print [1912] 335 p. 8°. (T. D. Brooke, secretary, Hillsboro, Texas)

Contains: 1. Thomas Fletcher: The supply of teachers in Texas high schools, p. 3-9. 2. E. V. White: The supply and demand of rural teachers, p. 13-21. 3. W. A. Eddins: The demand and supply of rural teachers, p. 21-28. 4. F. E. Smith: The demand for and supply of teachers for the grades of our city schools, p. 28-35. 5. G. H. Carpenter: The demand for and supply of teachers for the grades of our city schools—discussion, p. 35-39. 6. W. B. Bizzell: Preparation of teachers for industrial positions, p. 59-66. 7. J. F. Kimball: The possibilities of the apprenticeship system of training teachers, p. 81-92. 8. W. M. W. Splawn: What is being done by private and denominational schools, p. 104-9. 9. Frederick Eby: What the University of Texas is doing for the training of teachers, p. 112-22; Discussion by A. J. Robinson, p. 122-23. 10. S. M. N. Marrs: The training of teachers through the medium of the secondary school, p. 127-33. 11. L. H. Hubbard: The summer normals, p. 145-49. 12. W. F. Doughty: The measurement of the teacher's efficiency, p. 179-84. 13. Domestic science and manual training. Their place and scope in the course of study of the rural high school and of the high schools of the smaller towns, p. 211-18. 14. Cora B. Welmar: Domestic science methods and courses of study in elementary and secondary schools, p. 295-305.

## 88. ——— Report of the Committee on educational progress within the state during the scholastic years from Sept. 1, 1909 to August 31, 1910. Cleburne, Texas, Enterprise print, 1911. 102 p. 8°.

89. **Utah educational association.** Proceedings of the convention held at Salt Lake City, Utah, November 27-29, 1911. *Utah educational review*, 5: 5-58, January 1912. (Miss Ivy Williams, secretary, Ogden, Utah)

Contains: 1. J. F. Merrill: President's address, p. 6-8. 2. A. E. Winship: Education for prosperity, p. 8-9. 3. J. P. Haney: Manual training in theory and practice, p. 9-13. 4. J. P. Haney: Manual arts in rural schools, p. 13-16. 5. J. P. Haney: Art and training of taste, p. 16-21. 6. J. R. Kirk: What it is to teach well, p. 21-24. 7. J. R. Kirk: The mental attitudes of pupils, p. 24-26. 8. J. R. Kirk: The best rural school building in America, p. 26-31. 9. Milton Bennion: Student government, p. 45-46. 10. R. L. McGhie: The problem of high school credits, p. 46-47.



90. **Vermont state teachers' association.** Report of the sixty-second annual convention, Montpelier, Vt., October 19, 20, and 21, 1911. St. Albans, Vt., St. Albans messenger co., 1912. 137 p. 12°. (Amy B. Drake, secretary, St. Johnsbury, Vt.)  
 Contains: 1. F. S. Luther: Are we wasting our time in school and in college? p. 30-34. 2. B. T. Washington: The negro and the application of education to life, p. 34-45. 3. Payson Smith: The characteristics of a good school, p. 49-51. 4. William McAndrew: Among ourselves, p. 51-64. 5. E. W. Peckham: What the classics offer the average high school pupil, p. 65-69. 6. W. A. Beebe: The classics vs. vocational training, p. 70-72. 7. A. E. Lambert: Vocational vs. classical training, p. 72-74. 8. W. P. Smith: Traveling libraries for rural schools, p. 101-4. 9. G. L. Green: Practical agriculture in rural schools, p. 104-9. 10. A. E. Winship: New arms in education, p. 110-11. 11. S. L. Arnold: Conditions of success in teaching, p. 111-16.
91. **Washington educational association.** Addresses and proceedings of the twenty-sixth annual session, North Yakima, Wash., December 27-29, 1911. Seattle, Washington, Northwest journal of education, publishers [1912] 138 p. 8°. (O. C. Whitney, secretary, Tacoma, Wash.)  
 Contains: 1. C. G. Pearce: The school system as our instrumentality to meet the educational needs of the community, p. 31-33. 2. Our public schools—high schools—institutions of higher learning—their relationship [by] T. F. Kane, p. 40-47; [by] O. L. Waller, p. 48-51. 3. E. J. Klemme: Normal training in high school as carried on in the various states, p. 71-76. 4. George Craig: Code of ethics for the teaching profession, p. 76-77. 5. B. M. Watson: Report of the minimum amount of preparation required of teachers in various states, p. 77-80. 6. C. E. Rugh: High school efficiency, p. 85-90. 7. O. L. Luther: The recognition and control of student activities, p. 90-96. 8. C. F. Miller: Industrial ideals for high school work, p. 101-6. 9. S. J. Works: How to keep the boy in school, p. 107-10. 10. Ivanilla Caskin: Equipment [for teaching home economics] p. 112-14.
92. **West Virginia education association.** Proceedings of the forty-first annual session . . . held in Bluefield, W. Va., June 1911. Huntington, The Advertiser job print, 1912. 125 p. 8°. (C. R. Murray, secretary, Williamson, W. Va.)  
 Contains: 1. G. M. Evans: Duty of the city school with reference to industrial training, p. 30-35. 2. W. C. Morton: The duty of the small town with reference to industrial education, p. 35-38. 3. A. W. Nolan: The duty of the rural school with reference to industrial education, p. 39-42. 4. L. J. Hanftan: A rational course of study for the rural elementary schools, p. 54-58. 5. T. H. Winters: Industrial training in rural and elementary schools, p. 59-66. 6. H. L. White: Industrial training in rural and elementary schools, p. 66-70. 7. Rachel H. Colwell: The application of the household arts, p. 94-98. 8. J. H. Patterson: The place of the high school in the rural community, p. 113-15.
93. **West Virginia university.** Educational conference. Proceedings and papers of the ninth annual educational conference, held at West Virginia university, June 30 and July 1, 1911. Morgantown, The University, 1911. 56 p. 8°. (West Virginia University. Bulletin, series 12, no. 6)  
 Topic: Teachers' institutes.
94. **Wisconsin teachers' association.** Proceedings of the fifty-eighth annual session . . . held at Milwaukee, November 3-5, 1910. Madison, Wis., Democrat printing company, state printer, 1911. 229 p. 8°. (Katherine R. Williams, secretary, Milwaukee, Wis.)  
 Contains: 1. G. W. Myers: The unification of mathematics in the high school, p. 29-33. 2. Georgia Alexander: The modern trend in the teaching of English, p. 47-55. 3. W. L. Pieplow: The modern function of school boards, p. 93-96. 4. Harrison Green: The trade school law of Wisconsin, p. 96-103. 5. [Report of Committee on course of study in manual training] p. 118-26. 6. M. G. Brumbaugh: The teacher in a republic, p. 154-59. 7. William Healy: The morally subnormal child, p. 159-65. 8. J. B. Borden: Teachers' pensions, p. 165-73. 9. C. G. Pearcy: The high school fraternity—some of its causes, effects and remedies, p. 178-82. 10. Ida C. Lender: The teacher and the service, p. 182-85. 11. P. P. Claxton: Education and wealth, p. 185-88.

95. **Wisconsin teachers' association.** Proceedings of the fifty-ninth annual session . . . held at Milwaukee, November 9 to 11, 1911. Madison, Wis., Democrat printing company, state printer, 1912. 185 p. 8°. (Katherine R. Williams, secretary, Milwaukee, Wis.)

Contains: 1. H. W. Kircher: Accounting in public schools, p. 14-17. 2. W. L. Pieplow: [Broader use of public school buildings] p. 17-22. 3. L. B. Bailey: What the city high school can do for country life, p. 23-29. 4. A point of view on the country-life situation, p. 29-33. 5. H. G. Gale: Means of increasing efficiency of physics in high school, p. 34-45. 6. F. G. Blair: Waste in education, p. 105-7. 7. H. L. Russell: The development of agricultural teaching in Wisconsin schools, p. 107-9. 8. F. W. Johnson: Social organization of the high school, p. 124-26. 9. F. E. McGovern: Address of welcome, p. 129-34. 10. C. C. Parlin: Optimism, inspiration and constructive suggestion, p. 134-39. 11. W. O. Frost: Educational pioneering in the Southern mountains, p. 172-77.

#### ASSOCIATIONS, SOCIETIES, CONFERENCES, ETC.—FOREIGN

(A list of British societies with officers and brief sketch of each may be found in the Schoolmaster's Year-book for each year.)

##### Association of head mistresses. See 1554.

96. **British association for the advancement of science.** Section I.—Educational science. Transactions. In its Report of the eighty-first meeting, Portsmouth, 1911. London, J. Murray, 1912. p. 609-33.

Contains: 1. J. E. C. Weidson: An educational review, p. 609-22. 2. S. A. Burdall: The place of examinations in education, p. 623-24. 3. A. R. Abelson: Mental tests for 'backward' children, p. 626-27. 4. G. F. Daniell: School-books and eyesight, p. 633.

##### Irish technical instruction association. See 1468.

97. **London. County council. Education committee.** Conference of teachers, 1912. Report of proceedings. London, F. Tarran and co., Ltd. [1912] 67 p. 1°.

Contains: 1. Miss E. E. Kyle: Specialisation in a secondary school, p. 1-4. 2. J. W. Samuel: Specialisation in a central school, p. 4-7. 3. Miss M. A. Martin: Specialisation in an elementary school, p. 7-9. 4. J. Joseph: Chalk-work, p. 12-15. 5. S. B. Stotter: Brush-work, p. 15-17. 6. G. H. Bedloe: Pencil-work, p. 17-19. 7. C. L. Burt: Experimental investigations of formal training, p. 24-27. 8. James Crichton-Browne: The treatment of backward children, p. 32-35. 9. J. L. Paton: The problem of the backward child, p. 35-37. 10. George Auden: The Mannheim method of treating backward children, p. 37-41. 11. Duncan Forbes: An experiment in the treatment of backward children, p. 41-45. 12. H. Court: The school magazine and its development, p. 52-54. 13. Mrs. G. E. Click: School gardens, p. 53-59. 14. L. W. Leeko: Survey work by school-boys, p. 59-61.

98. **Parents' national educational union.** Report of the fifth annual conference, held at Reading, England, July 10-13, 1911. Parents' review, 22: 721-94, 801-33, October, November 1911.

Contains: 1. W. M. Childs: The essentials of a university education, p. 725-27. 2. Mrs. Hickson: The value of mathematics in the formation of character and a few practical suggestions on mathematical teaching, p. 735-46. 3. Lucy Ashcroft: The study of elementary mathematics, p. 746-52. 4. Miss Cracknell: The advantages of teaching gardening to children, p. 781-90. 5. Miss Soulsby: Training for, and by, home life, p. 802-16. 6. Mrs. F. T. Swanwick: University life in its effect on character and thought, p. 817-19.

#### ASSOCIATIONS, SOCIETIES, CONFERENCES, ETC.—INTERNATIONAL

##### International moral education congress. See 1283, 1284.

#### DOCUMENTS

99. **United States. Bureau of education.** List of publications of the Bureau of education available for free distribution, October, 1911. Washington, Government printing office, 1911. 47 p. 8°. (*Its Bulletin*, 1911, no. 17.)
100. ——— List of publications of the United States Bureau of education available for free distribution, September, 1912. Washington, Government printing office, 1912. 37 p. 8°. (*Its Bulletin*, 1912, no. 25.)

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475. **Groos, Karl.** Das seelenleben des Kindes. 3. umgearb. u. verm. Aufl. Berlin, Reuther & Reichard, 1911. 334 p. 8°.  
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479. ——— The place of games and folk dances in the school curriculum. *Educational foundations*, 23: 220-27, December 1911.
480. **Gulick, Luther H.** Folk dancing. Illustrating the educational, civic, and moral value of folk dancing. New York, Department of child hygiene, Russell Sage foundation [1912] 26 p. illus. 8°. (Pamphlet no. 118)
481. **Partridge, Emelyn Newcomb and Partridge, George Everett.** Story-telling in school and home. A study in educational aesthetics. New York, Sturgis & Walton company, 1912. 323 p. illus. 12°.  
 "We offer two different, but related and mutually complementing points of view. One of us has undertaken to set down the results of a somewhat varied experience of story-telling . . . the other has attempted to supply what may be called the elements of a science of story-telling."—Pref.
482. **Wisconsin.** Department of education. Plays and games for schools; issued by C. P. Cary, state superintendent, 1911. Madison, Wis., Democrat printing co., 1911. xviii, 86 p. illus., diagr. 8°.  
 Compiled by O. S. Rice. List of books on games and playgrounds, p. 76-77.

## KINDERGARTEN, AND PRIMARY EDUCATION

483. Cincinnati kindergarten association. Thirty-first annual report . . . 1910-1911. 67 p. 8°. (Mrs. John R. Holmes, corresponding secretary, Vernonville, Ohio)
484. Pittsburgh and Allegheny free kindergarten association. Nineteenth annual report . . . 1911. [Pittsburgh, Murdoch, Kerr & co., 1911] 55 p. 8°.
485. Ackroyd, Mabel (Bloomer). A year in the infant school; a year's scheme of work fully correlated. London, Glasgow and Bombay, Blackie and son, 1911. 368 p. 8°.
486. Adams, Edith E. A Froebel pilgrimage. Western journal of education (Ypsilanti) 4: 397-404, November 1911.  
Account of a trip through Europe made by members of the International kindergarten union of America in the summer of 1911.
487. An agricultural kindergarten. Current literature, 52: 413-15, April 1912.  
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488. Bailey, Carolyn Sherwin. Home kindergarten. Delineator, 79: 57, 130, 212, 316, 458, 551; 80: 119, 194, 302, 398, 459, January-December 1912.
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492. Davis, Jessie. The benefits of the kindergarten as a social center. Kindergarten review, 23: 114-18, October 1912.  
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497. ——— The vital elements in the kindergarten. Kindergarten-primary magazine, 24: 4-8, September 1911.  
A comparison of the influence of Locke, Rousseau, Pestalozzi, Herbart, and Froebel.

498. **Hanckel, Marion S.** New fields for the kindergarten—the South. *Kindergarten review*, 22: 141-46, November 1911.  
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507. **Maxe, Jean.** L'école primaire contemporaine (1900-1911). Paris, Nouvelle librairie nationale, 1911. 285 p. 12°.
508. **Newell, Bertha Payne.** Aspects of the first three gifts and some Montessori materials. *Kindergarten review*, 23: 73-79, October 1912.  
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509. **O'Shea, Michael V.** Enduring verities in education. *Kindergarten review*, 22: 655-59, June 1912.  
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511. Pour bien élever ses enfants; préface de Mme. Juliette Adam. Collection publiée sous le patronage du Lyceum. Paris, P. Lafitte & cie [1911] xi, 338 p. 8°.
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Results obtained from questionnaires sent out to determine the status of the kindergarten in the United States.

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Discussion of the Montessori system, copiously illustrated. In the same number (p. 146-47) is an article by Mrs. A. R. Margulies on the "Montessori method applicable to the deaf."

519. Barrère, Jeanne. L'œuvre d'éducation et la méthode de Mlle. Montessori en Italie. Revue pédagogique, 60: 250-65, March 15, 1912.

520. Bullock, Mrs. H. Hammond. The Montessori method—self education. Primary plans, 10: 9-10, 39-40, November 1912.

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521. Burrows, Herbert. Spontaneous education: the Montessori method. Contemporary review, 102: 328-37, September 1912.

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522. Elson, Jay P. What really is the Montessori method? Ladies' home journal, 29: 30, November 1912.

Author says that kindergartens will have much to unlearn before undertaking the Montessori method, because "they must avoid stimulating the child's imagination and let it wake of its own motion."

523. Experiments in education. Nation, 94: 407-408, April 25, 1912.

An editorial criticism of the Montessori and Ferrer methods in education.

524. George, Anne E. Dr. Maria Montessori; the achievement and personality. Good housekeeping magazine, 55: 24-29, July 1912.

525. ——— First Montessori school in America. McClure's magazine, 39: 177-87, June 1912.

Miss George was Dr. Montessori's first American pupil, and the first teacher to apply the Montessori method in the United States. The experiment was made at Tarrytown, N. Y.

526. ——— A transplanted Montessori school. World's work (London), 20: 284-94, August 1912.

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527. Gruenberg, Sidonie Matzner. What is the Montessori method? Scientific American, 106: 564-65, June 22, 1912.

528. Hailmann, W. N. The Montessori method and the kindergarten. Kindergarten-primary magazine, 25: 6-7, September 1912.

529. Holmes, W. H. The Montessori methods. Education, 33: 1-10, September 1912.

The writer claims that "Montessori, with her communizing ideas, is sowing the seeds of a dangerous doctrine." He is speaking of the Houses of childhood, where the motherly care of little children is communized. He says: "So far as I can see this spiritual mother element is lacking to a large degree in the Montessori school."

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533. ——— *Disciplining children.* McClure's magazine, 39: 95-102, May 1912.  
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535. *Movement to revolutionize education.* Current literature, 52: 311-14, March 1912.
536. **O'Shea, Michael V.** *The Montessori method of teaching.* Dial, 52: 392-94, May 18, 1912.  
"The whole Montessori method is about where the American system was twenty-five years ago. It is great improvement upon general Italian practice in Rome, but it does not give the American teacher a new point of view which will be of service to him in solving his present problems."
537. **Palmer, Luella A.** *Montessori and Froebelian materials and methods.* Elementary school teacher, 13: 66-79, October 1912.  
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538. **Reeder, Rudolph Rex.** *Montessori method of educating children.* Survey, 27: 1595-97, January 20, 1912.
539. **Smith, Anna Tolman.** *The Montessori system of education. An examination of characteristic features set forth in Il metodo della pedagogia scientifica.* Washington, Government printing office, 1912. 30 p. 8°. (U. S. Bureau of Education. Bulletin, 1912, no. 17)  
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540. **Smith, Theodate Louise.** *Dr. Maria Montessori and her houses of childhood.* Pedagogical seminary, 18: 533-42, December 1911.  
An exposition of Dr. Montessori's method of educating children.
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542. **Stevens, Ellen Yale.** *Montessori and Froebel—a comparison.* Elementary school teacher, 12: 233-58, February 1912.  
Declares that the material invented by Madame Montessori is "more practical than that of Froebel, is a means to an end, is exact and accurate, and is scientific because true to psychological and biological laws."
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544. ——— *The Montessori method and the American kindergarten.* McClure's magazine, 40: 77-82, November 1912.  
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546. ——— *The Montessori apparatus. A description of the material and apparatus used in teaching by the Montessori method.* McClure's magazine, 38: 289-302, January 1912, (illus.)
547. ——— *Montessori schools in Rome.* McClure's magazine, 38: 122-37, December 1911.

548. **Tozier, Josephine.** The Montessori schools in Rome. *World's work* (London) 19: 250-65, February 1912.
549. **Warren, Howard C.** The "house of childhood": a new primary system. *Journal of educational psychology*, 3: 121-32, March 1912.  
Maria Montessori and her methods.
550. **Wild, Laura H.** The Montessori system and our American schools for the deaf. *Journal of education*, 76: 176, August 22, 1912.  
Claims that in the oral schools for the deaf in this country we have had something similar to the Montessori system for the last twenty-five years.
551. **Williams, L. A.** Estimate of the Montessori system of child training. *New York teachers monographs*, 14: 25-32, June 1912.
552. **Winship, Albert Edward.** Montessori methods. *Journal of education*, 75: 399-400, April 11, 1912.

## ELEMENTARY OR COMMON SCHOOL EDUCATION

553. **Bonser, Frederick Gordon, ed.** Studies in elementary school practice. New York city, Teachers college, Columbia university, 1911. 1 p. l., 65 p. 8°. (Teachers college record, vol. xii, no. 1)
554. Elementary education. A symposium. *Twentieth century magazine*, 5: 54-65, February 1912.  
Articles by R. T. Crane, A. A. Berle, and W. H. Noyes. The first emphasizes the importance of rural schools, and comments on their condition in Illinois and Wisconsin. Mr. Noyes advocates the study of industry, through work, experiment, books, and play.
555. **Fitzgerald, W. J.** Problems of the elementary school. *Catholic educational review*, 4: 283-316, October 1912.  
"Read before the Catholic educational association, Pittsburg, 1912."  
Discusses such problems as early entrance, irregular attendance, interest, overcrowding, religion, etc.
556. **Holmes, Edmond Gore Alexander.** What is and what might be; a study of education in general and elementary education in particular. Fifth impression. London, Constable & co., ltd., 1912. ix, 308 p. 8°.
 

CONTENTS.—Part I. What is, or The path of mechanical obedience: 1. Salvation through mechanical obedience. 2. Education through mechanical obedience. 3. A familiar type of school. Part II. What might be, or The path of self-realisation. 4. A school in Utopia. 5. Education through self-realisation. 6. Salvation through self-realisation.

"My aim in writing this book is to show that the externalism of the West, the prevalent tendency to pay undue regard to outward and visible 'results' and to neglect what is inward and vital, is the source of most of the defects that vitiate education in this country, and therefore that the only remedy for those defects is the drastic one of changing our standard of reality and our conception of the meaning and value of life."—Author in Pref.
557. **Morton, O. A.** Flexibility in the upper grades. *Journal of education*, 75: 229-30, February 29, 1912.  
Advocates the greatest flexibility possible in the upper grades of the elementary school.
558. **Wilson, H. B.** Report on motivation of children's work in the elementary schools. *American education*, 15: 64-68, October 1911.  
Also in *Pittsburgh school bulletin*, 5: 12-15, 15-20, September, October 1911.  
Report presented at San Francisco meeting of National education association.
559. **Wilson, James Maurice.** Remediable defects in our conception of elementary education: education in Tsenon, Bohemia. *Contemporary review*, 100: 49-59, July 1911.

## RURAL SCHOOLS

560. **Andrews, E. Benjamin.** The crusade for the country school. *Educational review*, 44: 385-96, November 1912.  
"Respect and reverence for rural life and affairs and the most ample references thereto should pervade all school texts and collateral books."

561. **Bailey, Liberty H.** The school of the future. In *his* The outlook to nature. New rev. ed. New York, The Macmillan company, 1911. p. 97-137.
562. **Baker, N. B.** Rural camp schools. School news, 26: 41-42, September 1912.  
A brief description of a camp school in Australia and its adaptability to this country.
563. **Billick, George.** Grading of rural schools. West Virginia educator, 6: 8-10, June 1912.
564. **Brown, H. A.** A more efficient higher education for the country boy and girl. Journal of education, 74: 563-65, November 30, 1911.  
Outlines a program of studies for a high school in a rural section of about a thousand people (Colebrook, N. H.), where agriculture is the predominating industry.
565. ——— The readjustment of a rural high school to the needs of the community. Washington, Government printing office, 1912. 31 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 20)  
Work done at Colebrook academy, Colebrook, N. H.
566. **Burnham, Ernest.** Two types of rural schools, with some facts showing economic and social conditions. New York city, Teachers college, Columbia university, 1912. vii, 129 p. incl. maps, tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 51)  
A study of schools in Trumbull county, Ohio, and Kalamazoo county, Michigan.
567. **Caldwell, J. H.** Why are our country schools no better? Oklahoma school herald, 20: 12-14, June 1912.  
Claims that the failure of our schools is traceable to the following sources, viz: 1. Inefficient parentage. 2. Inefficient school boards. 3. Inefficient teachers.
568. **Crocheron, B. H.** Very real country school in Baltimore county, Md. World's work, 23: 318-26, January 1912.
569. **Crosby, Dick Jay.** Progress in the East in rural education. University of California chronicle, 14: 68-75, January 1912.  
Address delivered at the Rural education congress held at Davis, Cal., October 14, 1911.  
"The most prominent feature of recent progress in rural education in the eastern half of the United States is unquestionably to be found in the inauguration and development of instruction in agriculture, home economics, and manual arts in the elementary and secondary schools."
570. **Cubberley, Ellwood P.** The improvement of rural schools. Boston, New York [etc.] Houghton Mifflin company [1912] x, 76 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)  
CONTENTS.—Editor's introduction.—I. The problem.—II. More money.—III. Better organization.—IV. Better supervision.
571. **Dabney, Charles W.** The rural school as a center of country life. American educational review, 33: 643-45, September 1912.
572. **Deyoe, Albert M.** Problems of country life. Journal of education, 76: 285-86, September 19, 1912.  
Address before the Iowa state teachers' association.
573. ——— The relation of our public school system to the problems of country life. Midland schools, 26: 134-39, January 1912.  
Deals with the consolidation of rural schools as social centers, and the rural high school.
574. **Dietrick, W. Q.** Rural school equipment. Nebraska teacher, 15: 225-27, November 1912.  
Treats of inside equipment, outside equipment, and playground apparatus.
575. **Fairchild, Edward T.** Agencies for betterment of rural school conditions. School news and practical educator, 25: 316-18, March 1912.  
A statement of subjects chosen for consideration by the Committee on rural schools of the National education association at a recent conference.
576. **Faison, E. B.** Rural extension work. Improving sanitary conditions of the home and increasing attendance under compulsory education law are among the big school problems. Atlantic educational journal, 8: 18-20, September 1912.

577. **Farrington, Edward I.** Eli M. Rapp and rural schools. *American magazine*, 74: 292-94, July 1912.
578. **Field, Jessie.** The corn lady; the story of a country teacher's work. Chicago, A. Flanagan company, 1911. 107 p. illus. 12°. A series of letters, each a record of practical experience, on country-school and country-life improvement, from a "country teacher."
579. **Foght, Harold Waldstein.** Country school. *Annals of the American academy of political and social science*, 40: 149-57, March 1912.
580. **Gates, Frederick Taylor.** Country school of to-morrow. *World's work*, 24: 460-66, August 1912.
581. **Gordon, Margaret.** Commencement in the ungraded rural school. *Ladies' home journal*, 29: 58, April 1912.
582. **Hanifan, L. J.** The rural school and rural life. *West Virginia school journal*, 41: 204-7, August-September 1912.
583. **Harris, Pearl B.** Mechanics of country school teaching. *Ohio educational monthly*, 61: 149-57, April 1912.  
Personal experience of the author in a country school having eight grades. Advocates supplying some of the most obvious principles of general scientific management to the mechanical parts of teaching, and thus save time for real teaching.
584. **Heighway, Frank F.** More efficient service. *Educator-journal*, 12: 402-8, April 1912.  
Suggestions for greater efficiency in the rural schools, especially those in Indiana.
585. **Hoffman, Urias J. and Booth, W. S.** The one-room country schools and village schools. Issued by the [Illinois] Department of public instruction. Springfield, Illinois state journal co., state printers, 1912. 105 p. illus., plans. 8°. (Circular no. 65)
586. **Holton, Edwin L.** Public schools and community life. *Kansas school magazine*, 1: 65-70, February 1912.  
Gives a program for a rural school improvement meeting, and a course of study for high schools in agriculture and home economics.
587. **Houston, D. F.** The rural school a national failure. *Southern workman*, 41: 635-42, November 1912.  
Address delivered at the Conference for education in the South, April 1912.
588. **Hyatt, Edward.** The redirection of the rural school. *University of California chronicle*, 14: 62-67, January 1912.  
Address delivered at the Rural education conference held at Davis, Cal., October 14, 1911.  
"To redirect the rural school, we must redirect the whole people—not merely the rural people, but those in the cities and towns as well."
589. Improving the conditions in rural schools. *Elementary school teacher*, 12: 437-39, May 1912.
590. **Lamkin, Uel W.** The high school over a store. *Missouri school journal*, 29: 435-39, October 1912.  
"Four families in Henry county by co-operating organized the Norris high school and brought the school to their children instead of sending their children away to school."
591. **Leiper, Macon Anderson.** Teaching language through agriculture and domestic science. Washington, Government printing office, 1912. 30 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 18)
592. **McCullough, Jane.** Rural high schools. *Pennsylvania school journal*, 60: 483-85, March 1912.
593. **McKeever, William A.** Farm boys and girls. New York, The Macmillan company, 1912. xviii, 326 p. illus. 12°. (Rural science series)
594. **Morse, Sarah E.** The needs of the rural school and how to meet them. *Intermountain educator*, 7: 16-24, January 1912.  
Gives a summary of the answers received to 20 letters sent to rural teachers, county superintendents, trustees, and prominent educators of Montana asking them to state what they considered the needs of the rural schools to be.

595. **Odell, Frank G. and Delsell, James E.** Suggested outline for a rural school survey. *Nebraska teacher*, 14: 521, May 1912.  
Outline is divided into four sections, as follows: Physical survey, social survey, educational survey, and economic survey.
596. One hundred and thirty-one rural schools in thirteen Wisconsin counties. Extracts from results of field study reported to the Wisconsin state board of public affairs by the Training school for public service. *Journal of education*, 76: 399-402, October 17, 1912.
597. **Padgett, Edward Riddle.** Commissioner Claxton on the rural schools. *Progressive teacher*, 18: 33-35, 35-37, May, June 1912.  
Dr. Claxton's ideas concerning the rural schools. A short sketch of his life is appended.
598. **Randlett, Gordon W.** The problem of the American rural school. *Educator-journal*, 12: 411-14, April 1912.  
An address delivered before the Rural school section of the North Dakota State teachers' association, November 1, 1911.
599. **Sexton, Bernard.** A little school in the woods. *World's work*, 22: 14808-14, September 1911.
600. **Shelby, T. H.** The establishment and maintenance of rural high schools in Texas. *Texas school journal*, 30: 1-7, September 1912.  
The need for high schools and the nature of the schools that the Department of education desires to establish in Texas.
601. **Sherwood, A. S.** Old-time pedagogue. *Educational review*, 43: 41-48, January 1912.
602. **Stewart, Cora Wilson.** The moonlight schools of Rowan county. *Normal instructor*, 21: 16-17, 51, June 1912.  
Describes the rural night schools of Rowan county, Kentucky, where illiterates of all ages are taught to read and write.
603. **Tate, W. K.** Country schools for country children. *World's work*, 24: 102-107, May 1912.  
Describes the transformation in education in Page county, Iowa.
604. **Texas. University.** Rural school education; lectures delivered and outlines of round tables held during rural school education week under the auspices of the University summer schools, July 15-19, 1912. Austin, Tex., The University of Texas [1912] 84 p. illus. 8°. (*Its Bulletin* no. 251, general series 27)

## CURRICULUM

605. **Beard, E. J. H.** How to prevent waste and secure greater proficiency in school studies. *Midland schools*, 27: 15-18, September 1912.
606. **Elson, W. H.** Waste and efficiency in school studies. *American school board journal*, 44: 25-26, March 1912.
607. **Manny, Frank A.** The elementary school curriculum. *Kindergarten review*, 22: 108-14, 174-78, October, November 1911.  
Address delivered at the Training teachers' session of the International kindergarten union convention, Cincinnati, April 25, 1911.  
"References:" p. 177-78.
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743. **Meyer, Frank B.** Religion and morality in Latin of the high school. Religious education, 6: 520-26, February 1912.
744. **Paxson, Susan.** Hints for the Latin teacher. Classical journal, 8: 60-70, November 1912.
745. **Sabin, Francis E.** An exhibit in answer to the high school boy's question: "What's the use of Latin?" Virginia journal of education, 6: 5-7, October 1912.  
Also pub. in Classical journal, 7: 349-51, May 1912.
746. **Sherman, S. P.** English and the Latin question. School and home education, 31: 331-44, April 1912.  
The value of the study of Latin as a foundation for the study of English literature is proved by experimental examinations taken by students who have and who have not studied Latin.
747. **Walker, Arthur Tappan.** Caesar or a substitute? Classical journal, 7: 234-42, March 1912.
748. **Yeames, H. H.** On teaching Virgil. School review, 20: 1-26, January 1912.

#### History

749. **Association of history teachers of the middle states and Maryland.** Proceedings of the ninth annual convention, held in Washington, D. C., March 10 and 11, 1911. 62 p. 8°. (Henry Johnson, secretary, Teachers college, Columbia university)  
Contains: 1. E. S. Meade: The present status of the teaching of economics in high schools, p. 19-28. 2. J. L. Tildsley: The practical management of a high school course in economics, p. 30-36.
750. **History in the secondary school.** History teacher's magazine, 3: 179-83, October 1912.  
CONTENTS.—1. Eldon C. Evans: The use of the blackboard.—2. Frank P. Goodwin: Social science courses for commercial students.—3. E. M. Violette: Setting the problem.
751. **McAndrew, William.** "One remedy for education." World's work, 25: 72-79, November 1912.  
Advocates the use of magazines of current events as textbooks in high schools.

#### Civics

752. **Todd, Edwin S.** An economic basis for civics teaching. Education, 32: 436-44, 478-84, March, April 1912.  
Holds that "the real aim of civics instruction will never be realized until the student is brought into a position where he will be able first to appreciate his environment, second, to sympathize with that environment, and third, to complete the process of socialization by adapting himself to that environment."

#### Debating

753. **Gardner, Bertha Lee.** Debating in the high school. School review, 19: 534-45, October 1911.
754. **Robbins, Edwin Clyde.** The high school debate book. Chicago, McClurg & co., 1911. vi, 239 p. 12°.   
Designed for those who wish to engage in public debates. With each question is a bibliography divided into general, affirmative, and negative references sufficient for a thorough discussion.

#### Economics

755. **Smith, Walter R.** The future of economics and social studies in the high school. Kansas school magazine, 1: 70-81, February 1912.

#### Mathematics

756. **Association of mathematical teachers in New England.** Minutes of the tenth spring meeting . . . held at Boston, Mass., April 13, 1912. 43 p. 8°.   
Contains: 1. J. B. Hobberd: What can the high school do for the backward pupil? p. 9-24. 2. J. W. Young: The logical element in the teaching of geometry, p. 25-34.

757. **Chilcote, Otto M.** An experiment in cooperation. *Journal of education*, 75: 125-27, February 1, 1912.  
An experiment in teaching mathematics by the group system as carried on in Charlestown high school, Boston.
758. **Evans, George W.** The teaching of high school mathematics. Boston, Houghton Mifflin co., 1911. 94 p. 12°. (Riverside educational monographs)  
Treats in concise form the following topics: Modern point of view, Order of topics, Equations and their use, Some rules of thumb, Geometry as algebraic material, Graphical method, Bases of proof in geometry, Method of limits, Simpson's rule and the curve of sections, The teacher.
759. **Gebhardt, Martin.** Die geschichte der mathematik im mathematischen unterrichte der höheren schulen Deutschlands. Leipzig und Berlin, B. G. Teubner, 1912. vii, 157 p. 8°. (Abhandlungen über den mathematischen unterricht in Deutschland veranlasst durch die Internationale mathematische unterrichtskommission. bd. III. hft. 6)  
"Literaturverzeichnis": p. 132-53.
760. **Hart, Walter W.** Inductive instruction in mathematics. *Educational bi-monthly*, 6: 7-14, October 1911.  
The underlying psychology; the essentials of method; application.
761. ——— Some fundamental principles in the teaching of first year algebra. *Wisconsin journal of education*, 43: 172-75, 220-21, 241-42, 270-71, September-December 1911.
762. **Myers, George William.** Report on the teaching of secondary mathematics in France. *School review*, 19: 433-53, September 1911.
763. ——— Report on the unification of mathematics in the University high school. *School science and mathematics*, 11: 777-90, December 1911.
764. **Newhall, Charles W.** The real problem in secondary mathematics. *Educational review*, 43: 472-82, May 1912.
765. [Palmer, George William]. The teaching of arithmetic in secondary schools. London, H. M. Stationery office, 1912. 33 p. 8°. ([Gt. Brit.] Board of education. Special reports on educational subjects)  
No. 13 in a series of papers on the Teaching of mathematics in the United Kingdom, prepared for the International commission on the teaching of mathematics.
766. **Russell, W. B.** Mathematics required by industrial workers as applied in high schools. *School science and mathematics*, 11: 704-8, November 1911.
767. **Schultze, Arthur.** The teaching of mathematics in secondary schools. New York, The Macmillan company, 1912. 370 p. 12°.
768. **Young, J. W. A.** Concerning systematic exposition of mathematics and the fusion of its various branches in secondary instruction. *School science and mathematics*, 12: 447-56, June 1912.  
Discussion of the questions referred to Subcommission A of the International commission on the teaching of mathematics for report at the session at Milan, Italy. September 18-21, 1911.

## Geometry

769. [Carson, George Edward St. Lawrence] The educational value of geometry. London, H. M. Stationery office, 1912. 17 p. 8°. ([Gt. Brit.] Board of education. Special reports on educational subjects)  
No. 15 in a series of papers on the Teaching of mathematics in the United Kingdom, prepared for the International commission on the teaching of mathematics.
770. **Osby, Byron.** Efficiency in geometry teaching. *School science and mathematics*, 12: 406-15, May 1912.  
An address read before the Mathematics section of the Missouri state teachers' association at Hannibal. November 10, 1911, describing a plan for teaching geometry tried at Kirksville, Mo.

771. **Smith, David Eugene.** The teaching of geometry. Boston, New York [etc.] Ginn and co. [1911]. 339 p. illus. 12°.  
Deals with the history, development and methods of teaching geometry in such a way that it cannot fail to have a vitalizing influence.

## Science

772. **Eikenberry, William L.** The general-science course in the University high school. School review, 20: 217-27, April 1912.  
The University high school, Chicago, Ill., early recognized "the necessity for an elementary study of the field of all the sciences as a requisite for success in any one of them."
773. **Fisher, Willard J.** Is science really unpopular in high schools? Science, n. s., 35: 94-98, January 19, 1912.
774. **Judd, Charles Hubbard.** Meaning of science in secondary schools. School science and mathematics, 12: 87-98, February 1912.  
Address read before the Central association of science and mathematics teachers at Lewis institute, Chicago, December 1, 1911.  
The author emphasizes the fact that to make a science a vital part of the middle school "a minute and careful examination of your students as well as your subject matter" must be made.
775. **Rynearson, Edward.** Science in the first year in high school. School journal, 79: 265-66, 75-76, 78, May 1912.  
The author is in favor of "a course that includes material from all the sciences but which is not classifiable as any particular science."

## Physics

776. **Central association of science and mathematics teachers.** Report upon the teaching of physics in segregated classes. School science and mathematics, 12: 19-26, January 1912.  
Willis E. Tower, chairman.  
Read before the Physics section of the Central association of science and mathematics teachers December 2, 1911, at Lewis institute, Chicago.  
A report of an investigation conducted in the larger cities of every state except three. The result was in favor of segregated classes.
777. **Eastern association of physics teachers.** Proceedings of the sixtieth meeting, Cambridge, Mass., December 2, 1911. 18 p. 8°.
778. ———. Proceedings of the sixty-first meeting, Boston, Mass., March 2, 1912. 16 p. 8°.
779. ———. Proceedings of the sixty-second meeting, Charlestown, Mass., June 1, 1912. 23 p. 8°.
780. **Coleman, S. E.** Adaptation of physics to different types of pupils. School science and mathematics, 12: 131-37, February 1912.  
A description of the plan used in the Oakland high school.
781. **Jameson, J. M.** The opportunity now before teachers of physics. School science and mathematics, 12: 195-205, 327-35, March, April 1912.  
Suggestions for adapting the instruction to the everyday needs of the pupil, and making it fall in line with the present movement for industrial education.
782. **Mann, C. Riborg.** The teaching of physics for purposes of general education. New York, The Macmillan company, 1912. xxv, 304 p. 12°. (Teachers' professional library, ed. by N. M. Butler.)  
Bibliography: p. 291-99.  
The first part of this book traces the development of the present situation. The second traces the origin of physics, and seeks to establish its leading characteristics and to define its possibilities as a means of general education. In the third part the purpose of physics teaching is stated, and hints are given as to how this purpose may be attained.
783. **Smith, Burton E.** Should the content of high school physics be changed? School science and mathematics, 11: 604-609, October 1911.  
One versus many courses; quantity reduced; illustrations increased; quality practicalized.

## Chemistry

784. **New England association of chemistry teachers.** [Proceedings of the forty-third regular meeting, February 3, 1912. Boston, Mass. 36 p. 8°. (Ralph C. Bean, secretary)  
Contains: David Snedden: Problems of science instruction in secondary education, p. 20-28.
785. **Bray, W. J.** The function of chemistry in the modern high school. *School science and mathematics*, 12: 572-78, October 1912.  
A strong plea for the teaching of chemistry in the high school as a practical subject, showing its relation to problems of every day life rather than its technical value as a science. This paper was read before the Science section of the Missouri society of science and mathematics teachers, November 9, 1911.
786. **Gustafson, C. F.** Teaching the basic principles of applied chemistry to high school boys and girls. *School science and mathematics*, 11: 616-23, October 1911.
787. **Miller, William Lash.** Chemical philosophy of the high school text-books. *Science*, n. s. 34: 257-63, September 1, 1911.  
Claims that text-books in chemistry do not emphasize the conception of continuity which plays so great a part in modern science.
788. **Vallance, C. A.** Inspection of chemical industries by students in the secondary schools. *School science and mathematics*, 12: 381-87, May 1912.  
An address read before the Chemical section of the Chicago association of science and mathematics teachers at Lewis institute, Chicago, in which the author shows how the school may articulate with daily life, especially through the chemistry course.

## Botany

789. **Works, George A.** Applied botany. *School science and mathematics*, 12: 610-15, October 1912.  
The course in botany here outlined is the result of six years' use of the material in an effort to develop a course adapted to a high school in a community essentially rural.

## Biology and Zoology

790. **Dawson, Jean.** Some effects of civic biology in the home. *School science and mathematics*, 12: 313-21, April 1912.
791. **Walter, Herbert E.** High school biology and sex hygiene. *Education*, 32: 26-34, September 1911.
792. **Whitney, W.** Application of zoology to the life of the pupil and of the community. *School science and mathematics*, 12: 171-76, March 1912.  
Read before the biology section of the Central association of science and mathematics teachers, in Chicago, December 1, 1911.

## Physiology and Hygiene

793. **Gregg, F. M.** Social hygiene. *Education*, 33: 100-4, October 1912.  
Contents that the problem of social hygiene in the schools generally is "the problem of so directing the association of the sexes as to suppress familiarity and to develop becoming modesty."
794. **Moseley, E. L.** Some ways of teaching pupils practical hygiene. *School science and mathematics*, 12: 1-5, January 1912.  
Description of methods used in the Sandusky high school.

## Agricultural Training

795. **Agricultural education in secondary schools.** Papers read at the second annual meeting of the American association for the advancement of agricultural teaching, Columbus, Ohio, November 14, 1911. Washington, Government printing office, 1912. 53 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 6)  
CONTENTS.—1. F. W. Howe: Essentials in a state system of agricultural education. 2. E. C. Higbie: The need for reliable scientific data regarding social and economic conditions in rural communities. 3. D. O. Barto: The proper equipment of an agricultural high school. Discussion by D. J. Crosby. 4. R. W. Stimson: The Smith's agricultural school and agricultural education in Massachusetts. 5. A. V. Storm: The unprepared teacher of agriculture in high schools and colleges of education. 6. A. C. Monahan: What is done to prepare teachers of secondary school agriculture.



796. **Coffman, L. D.** Pedagogy of secondary school agriculture. Nature-study review, 8: 87-99, March 1912.  
"A critical examination of the pedagogical conditions and principles involved in the introduction of agriculture into the secondary schools."
797. **Hatch, Lester Kirk.** The high school course in agriculture. Madison, The University of Wisconsin, 1911. 40 p. 12°. (Bulletin of the University of Wisconsin, no. 441. High school ser. no. 12)  
Bibliography: p. 37-40.
798. **Main, Josiah.** Agriculture in the high school. Popular science monthly, 79: 385-95, October 1911.
799. **Robison, Clarence H.** Agricultural instruction in the public high schools of the United States. New York, Teachers college, Columbia university, 1911. 205 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 39)  
List of references: p. 191-200.

Domestic Science

800. **Eastwood, Mary E.** Suggestive outline of a domestic art course for a high school. Household arts review, 4: 38-45, February 1912.

Commercial Subjects

801. **New England high school commercial teachers association.** Report of the ninth annual convention . . . held at Simmons College, Boston, Mass., October 21, 1911. 34 p. 4°. (W. O. Holden, secretary, Pawtucket, R. I.)  
Contains: 1. A. J. Meredith: The professional and technical training of commercial teachers, p. 5-9. 2. W. A. Hawkins: Bread and butter education, p. 10-12. 3. A. E. Holmes: What a business man expects of his stenographer and bookkeeper, p. 13-19. 4. W. M. Cole: Some connotations of teaching for business, p. 20-24.
802. **Beveridge, J. H.** Efficiency in the business department of the high school. Midland schools, 27: 68-71, November 1912.  
"Address delivered before the Business department of the National education association, Chicago, Ill., July 9, 1912."  
"The purpose of this paper is to suggest a method of measuring the economic, social and ethical efficiency of the business department of the high school."
803. **Clark, George A.** Commercial subjects in high schools. Sierra educational news, 7: 34-39, September 1911.
804. **Fee, Ira B.** Business course for high schools of smaller cities. American school board journal, 45: 15, October 1912.  
"Never in the history of commercial or business courses in high schools have such radical changes been effected as were witnessed during the past four weeks. The course of study proposed by Superintendent Fee is therefore most timely, and should suggest valuable material as a basis for future changes in this direction."
805. **Geijsbeek, John B.** Defects in high school teaching. Colorado school journal, 27: 28-33, January 1912.  
Describes the typical commercial course in the high school and shows its defects.
806. **Neystrom, Paul H.** A commercial course for high schools. Educational review, 43: 483-98, May 1912.  
The schools should teach "the principles of business and give as much of the practice as may be possible." The writer outlines a course of study.

Ethics

807. **McManis, John T.** Indirect ethical instruction in the high school. Educational bi-monthly, 6: 196-202, February 1912.  
"Notes of an address delivered before the Chicago high and normal school association, November 11, 1911."  
Claims that the "hope for the future of high school morals lies in the direction of the laboratory, athletics, industrial education, children's clubs, and other agencies that make for social control rather than teacher control."

808. **Sharp, Frank Chapman, and Neumann, Henry.** A course in moral education for the high school. School review, 20: 228-45, April 1912.  
The course outlined is not entirely "an untried experiment." Portions of it have been given during the past three years in the high schools of Wisconsin and some other states.

## Manual Arts

[See Manual training: Industrial and trade education.]

## EDUCATION AND TRAINING OF TEACHERS

809. **Bricker, Garland Armor.** Teachers' extension schools. School review, 20: 266-70, April 1912.
810. **Cann, Alfred L.** Some notes on American teacher training methods. Manchester, England, Municipal day training college, 1911. 12 p. 8°.  
Gives special attention to the methods of coordinating theoretical instruction with the actual teaching experience in normal schools.
811. **Cleaver, William G.** Normal instruction in cities. Pennsylvania school journal, 60: 345-49, February 1912.  
Address read before the city, borough and township superintendents of Pennsylvania, December 26, 1911.
812. **Darroch, Alexander.** The place of psychology in the training of the teacher. London, New York [etc.] Longmans, Green, and co., 1911. 142 p. 12°.
813. **Fishpaw, Clara Brooks.** The training of rural teachers. Education, 33: 79-83, October 1912.  
Writer contends that the rural school has too long served as a sort of training for the inexperienced and unprepared teacher. Shows what has been accomplished in Michigan and Wisconsin in training teachers for rural school work.
814. **Marra, S. M. N.** The training of the teacher through the medium of the secondary schools. Texas school magazine, 14: 5-7, January 1912.
815. **Mutchler, Fred and Craig, William James.** A course of study for the preparation of rural school teachers. Washington, Government printing office, 1912. 23 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 1)
816. **Taylor, W. E.** Normal training high schools. Texas school journal, 29: 15-17, December 1911.  
Short sketch of the normal training high schools in Kansas and general discussion of these schools as a means of supplying teachers for rural schools.
817. **Thorndike, Edward L.** Professional training for college and university teachers. Zeitschrift für hochschulpädagogik (Leipzig) 3: 2-7, January-April 1912.  
The author is "more concerned about the advancement of knowledge of university education by research than about the agitation for the professional training of college teachers."

## TEACHERS' INSTITUTES, MEETINGS, ETC.

818. **Brubacher, A. R.** Teachers' meetings. Their purpose; character; frequency and program. American education, 15: 160-63, December 1911.  
"Address delivered at October meeting of New York state council of superintendents."
819. **Martin, Theodore T.** To what extent may the work of the county institute be made concrete by the use of illustrative materials? Educator-journal, 12: 631-34, August 1912.  
Gives the replies received in response to a questionnaire which was sent to fifty of the county superintendents of Indiana.
820. **Ruediger, William C.** Teachers' councils. Education, 32: 397-408, March 1912.  
A plea for teachers' councils. Says that the teachers' council should be established by some political body, such as the board of education, the city council, or the state legislature.
821. **Hayre, Alfred V.** Teachers' meetings. Teacher, 16: 263-64, November 1912.

## CERTIFICATION AND TENURE

822. **California. University. Council of education.** Report of the Committee on readjustment of the course of study and the certification of teachers. Alex. F. Lange, chairman. Part I. Sierra educational news, 8: 512-20, September 1912.
823. **Doughty, W. F.** On determining the teacher's efficiency. Texas school journal, 29: 1-4, March 1912.  
Recommends the tentative scheme for the measurement of teaching efficiency devised by Prof. Elliott, of the University of Wisconsin.
824. **Draper, Andrew Sloan.** The necessary basis of the teacher's tenure. School bulletin, 38: 94-98, January 1912.  
Address before the New York state teachers' association, November 28, 1911.
825. **Latham, R. H.** Scholarship and experience requirements for superintendent's certificates in 47 states. North Carolina education, 6: 10, April 1912.
826. **Paton, J. L.** The teachers' register and its possibilities. Contemporary review, 102: 239-46, August 1912.  
Register of teachers in England.
827. **Snedden, David.** The certification of teachers in the high school, with special reference to certification in history. History teacher's magazine, 3: 103-5, May 1912.
828. **Updegraff, Harlan.** Teachers' certificates issued under general state laws and regulations. Washington, Government printing office, 1911. 269 p. maps, diagrs. 8°. (U. S. Bureau of education. Bulletin 1911, no. 18)  
Bibliography, p. 262-66.  
A comprehensive survey, presenting in tabular form a digest of the laws and regulations of each state, followed by an analysis of the material contained in the tabular digest.

## TEACHING AS A PROFESSION

829. **Bardeen, Charles William.** Monopolizing woman teacher. Educational review, 43: 17-40, January 1912.  
The writer declares that his article is not a protest but a recognition of the inevitable. "Unless some cataclysm occurs," he remarks, "women are going to drive men out and control the schools." His paper considers some of the results to be expected. It is discussed by two correspondents in the Educational review for February, p. 201-4.
830. **Becht, J. George.** Developing professional spirit among teachers. Journal of education, 76: 481-82, November 7, 1912.
831. **Bole, S. James.** The case of the American teacher. Western journal of education (Ypsilanti) 5: 399-406, November 1912.  
"Partial review of Coffman's Social composition of the teaching population."
832. **Boyce, Arthur Clifton.** Qualities of merit in secondary school teachers. Journal of educational psychology, 3: 144-57, March 1912.  
Results obtained from a questionnaire sent to 235 superintendents and principals.  
"The specific qualities of merit are taken from a list proposed by Prof. E. C. Elliott, of Wisconsin, as a basis of measuring teaching efficiency."
833. **Class, P.** Nachdenkliche teurungsberechnungen. Pädagogische zeitung, 41: 797-800, October 10, 1912.  
Discusses the increased cost of living from the teacher's point of view. Contains valuable detailed comparisons.
834. **Denver, Colo. Principals' association.** The Sabbatical year. Colorado school journal, 28: 16-18, October 1912.  
Gives some replies to a questionnaire sent to teachers who had been granted a Sabbatical leave of absence.
835. **Handschin, Charles Hart.** Percentage of women teachers in state colleges and universities. Science, n. s., 35: 55-57, January 12, 1912.
836. **McAndrew, William.** The schoolman's Monday morning. Educational review, 43: 109-24, February 1912.

837. **Perry, Arthur C., jr.** The status of the teacher. Boston, New York [etc.] Houghton Mifflin company [1912] xii, 78 p. 12°. (Riverside educational monographs)  
 CONTENTS.—1. The authority of the teacher. 2. The responsibility of the teacher. 3. The profession of the teacher.  
 An attempt to explain each relation of the teacher in its true light—to the community, to the school, to the pupils, to the parents of the pupils.

## NORMAL SCHOOLS

838. **Andress, J. Mace.** The aims, values, and methods of teaching psychology in a normal school. *Journal of educational psychology*, 2: 541-54, December 1911.  
 "References:" p. 554.  
 A brief analysis to determine the aims and values of psychology in the normal school, and the principles of teaching that would naturally grow out of them, together with some methods which the author has found useful in his own classes.
839. ——— The history of education in the normal school. *Education*, 32: 614-19, June 1912.  
 The writer declares that the dearth of suitable text-books has greatly hindered the effectiveness of the teaching of the history of education. Suggests courses.
840. **Ashley, M. L.** Aims, difficulties, and possibilities in teaching psychology to normal school students. *Educational bi-monthly*, 7: 1-8, October 1912.
841. **Bicknell, Thomas Williams.** A history of the Rhode Island normal school . . . 1852-1865 . . . 1871-1911. [Providence, R. I., 1911] 235 p. illus. 8°.
842. **Estill, Harry F.** The proper work of the normal schools. *Texas school journal*, 29: 1-3, January 1912.  
 The purpose of this paper, read before the Normal school section of the Southern educational association, is to show the distinction that should be made in spirit and purpose between the normal school and other institutions.
843. **Grote, Caroline.** The normal schools of Illinois. *School news*, 24: 511-24, July 1911. illus.  
 Impressions received on a tour of inspection.
844. **Heche, Arthur.** A report on the teaching and practice of hygiene in the public normal schools of the United States. *Journal of educational psychology*, 2: 429-39, October 1911.  
 Based on reports from 84 schools.
845. **Holland, Ernest Otto.** The Pennsylvania state normal schools and public school system. New York city, Teachers college, Columbia university, 1912. 94 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 55)
846. **House, Roy T.** An experiment in free tuition. *Education*, 32: 77-80, October 1911.  
 On the free instruction given by Oklahoma state normal schools.
847. **Johnston, Charles H.** The study of education. *Journal of educational psychology*, 2: 569-74, December 1911.  
 A criticism of Warner Elite's strictures on normal schools, etc., in the Nation, September 1, 1911.
848. **Pray, Carl E.** History in the normal schools. How shall the professional schools prepare their pupils to teach in accordance with the report of the Committee of eight? *History teacher's magazine*, 3: 54-56, March 1912.  
 "Read before the History teachers' section of the American historical association at Buffalo, 1911."
849. **Smith, Frank Webster.** The normal school ideal. *Education*, 33: 19-26, September 1912.  
 The fifth installment of a series of papers on normal-school work.  
 "Pleads for a more functional co-ordination of the elements of the normal school curriculum."—*School review*, November 1912, p. 647.

PEDAGOGY IN UNIVERSITIES

850. **National society of college teachers of education.** Papers presented for discussion at the meeting of the Society of college teachers of education, St. Louis, February 27-29, 1912. Chicago, University of Chicago press [1912] 153 p. 8°. (School review monographs, no. 2)  
The topics for the meeting were the Difference between graduate and undergraduate work in education, Relation of normal schools to departments and schools of education in universities, Undergraduate degrees in education in various colleges and universities, and Present status of education as a science.
851. **Farrington, Frederic Ernest.** Practice work in university departments of education. [Austin] The University of Texas [1909] 42 p. 8°. (Bulletin of the University of Texas, no. 134. General ser. no. 18)  
Reprinted from the Publications of the National society of college teachers of education for 1909.
852. **Hill, David Spence.** The need for practical cooperation of educational and of medical departments in modern universities. *Science*, n. s., 36: 647-59, November 15, 1912.  
Author endeavors to show, first, "the present status of affiliation of schools or departments engaged respectively in the training of physicians and of teachers, and secondly, to present a plea for a more general and effective cooperation between medical and educational departments where the interchange is warranted by technical training and material resources in both departments." Questionnaires were sent to medical colleges and to departments and schools of education. The responses are generalized by the writer.
853. **Johnston, Charles Hughes.** The school of education of the University of Kansas; its organization and function. [Lawrence, Kans.] 1911. 20 p. 8°.
854. **Miller, E. A.** The organization of a college department of education. *School review*, 20: 613-22, November 1912.  
Data regarding twenty-one institutions.

HIGHER EDUCATION

855. **Association of American universities.** Journal of proceedings and addresses of the thirteenth annual conference, held at the University of Chicago, October 26 and 27, 1911. [Chicago, Ill.] The Association [1912?] 61 p. 8°. (C. H. Haskins, secretary, Harvard university, Cambridge, Mass.)  
Contains: 1. E. B. Greene: Departmental administration in American universities, p. 17-27; Discussion, p. 27-35. 2. H. P. Judson: How can the teaching time of professors be most advantageously distributed between college work (both elementary and advanced) and graduate work? p. 35-38; Discussion, p. 38-44. 3. A. I. Lowell: Disadvantages of the current American practice of conferring degrees (with the exception of the Ph. D.) on the accumulation of credits in individual courses, rather than as the result of comprehensive examinations upon broad subjects, p. 45-52; Discussion, p. 52-61.
856. **Association of colleges and preparatory schools of the middle states and Maryland.** Proceedings of the twenty-fifth annual convention, held under the auspices of Columbia university, New York City, December 1 and 2, 1911. [n. p.] The Association, 1912. 155 p. 8°. (Arthur H. Quinn, secretary, University of Pennsylvania, Philadelphia, Pa.)  
Contains: 1. What can the colleges do to encourage more thorough work in fundamental subjects in the schools? Isaac Sharpless, p. 12-20; W. H. Maxwell, p. 21-26. 2. The care of the student in school and college: F. P. Keppel, p. 27-34; Frederic Gardiner, p. 35-42. 3. Shall industrial or vocational subjects be accepted for admission to college? J. H. Permiman, p. 49-55; A. D. Dean, p. 56-66. 4. The combination of certificate and examination systems: J. R. Angell, p. 67-81; J. C. Sharpe, p. 82-88. 5. President's address, Educational problems: Thomas Fell, p. 93-105. 6. Modern language teaching in the United States: E. C. Armstrong, p. 106-13; E. W. Bagster-Collins, p. 114-18; F. S. Hemry, p. 119-27.

857. **Association of colleges and preparatory schools of the Southern states.** Proceedings of the seventeenth annual meeting held at Tuscaloosa, Ala., November 2, 3, 1911. Nashville, Tenn. Publishing house of the Methodist Episcopal Church South, 1912. 78 p. 8°. (B. E. Young, secretary, Vanderbilt university, Nashville, Tenn.)  
Contains: 1. C. H. Barnwell: Recent experiments in methods of admission, p. 29-36. 2. F. H. Gaines: Freshmen requirements in Southern colleges, p. 36-47. 3. Elizabeth Cotton: Southern colleges for women, p. 48-68. 4. H. N. Snyder: A little experiment in fourteen-unit standards (continued), p. 69-75.
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## MEDICAL INSPECTION OF SCHOOLS

1112. **Brown, Samuel Horton.** Observations and deductions in the course of ocular examinations of school children. *Medical times*, 40: 39-41, February 1912.  
Advocates a higher degree of efficiency in the work. Such efficiency will be increased when adequate compensation is made for the services of ophthalmologists.
1113. **Cornell, Walter S.** Health and medical inspection of school children. Philadelphia, F. A. Davis co., 1912. 614 p. illus. 8°.  
Aims "to present a practical exposition of the work of medical inspection, based on the examination of some 35,000 children, and to give to physicians and teachers a survey of medical practice as it relates to children of school age."
1114. **Cutter, Irving S.** Medical inspection in the public schools. *Nebraska teacher*, 15: 55-57, August 1912.
1115. **Rapeer, Louis W.** Medical supervision of schools. *American education*, 15: 352-57, April 1912.  
A timely article, dealing with the subject of medical supervision under the following headings: Needed scientific administration of educational hygiene, The administration of medical supervision, Good books for teachers and nurses, Tentative standard classification of school ailments, Symptoms of children's ailments.
1116. ——— Tentative standard plan for the medical supervision of schools. *School and home education*, 31: 367-72, May 1912.  
See also in *Journal of education*, 75: 583-84, May 23, 1912.
1117. **Shafer, George H.** Health inspection of schools in the United States. *Pedagogical seminary*, 18: 273-314, September 1911.
1118. **Terman, Lewis M.** The medical inspection of schools. *Sierra educational news*, 8: 165-70, March 1912.
1119. **Truc, H., and Chavernac, P.** Hygiène oculaire et inspection des écoles. Avec une préface de M. le professeur C. M. Gariel. 3. éd., rev. et augm. Paris, A. Maloine, 1911. 244 p. 12°.  
"Bibliographie," p. 227-27.

## FEEDING OF SCHOOL CHILDREN

1120. **Boughton, Alice C.** Administration of school luncheons. *Psychological clinic*, 6: 44-51, April 15, 1912.  
Describes the work done by the Home and school league in Philadelphia, giving menus, equipment for serving, accommodations, supervision, etc.
1121. **Bryant, Louise Stevens.** The school feeding movement. *Psychological clinic*, 6: 29-43, April 15, 1912.  
Select bibliography: p. 40-43.  
Historical survey of the movement in Germany, France, England, and America, giving particular attention to the conditions in America, and the investigations that have been made within the last few years.
1122. **Curran, Margaret Craig.** Warm lunches in country schools. *Northwest journal of education*, 23: 161-68, December 1911.  
Gives equipment needed and recipes for making soups, etc., for children in country schools.
1123. **Osborne, Lucy A.** The school luncheon. *Pedagogical seminary*, 19: 204-19, June 1912.
1124. **Poelchau, G.** Die unterernährung der schuljugend und ihre bekämpfung durch merkblätter, welche ratschläge über die ernährung enthalten. *Zeitschrift für schulgesundheitspflege*, 25: 553-61, August 1912.  
Describes specific cases of lack of nourishment and urges a distribution to parents of literature on the subject of proper feeding.
1125. **Wile, Ira S.** School lunches and medical inspection. *Journal of home economics*, 4: 345-52, October 1912.  
"Presented at the Lake Placid meeting of the Administration section of the American home economics association, June, 1912."

## SPECIAL SUBJECTS

## Teeth

1126. **Woodruff, Clinton Rogers.** City and the children's teeth. *American city*, 6: 479-81, February 1912.

## Tuberculosis

1127. **Bulluck, Ernest S.** The prevention of tuberculosis in school children. *Normal instructor*, 21: 31, 42, October 1912.  
Gives suggestions for the prevention of tuberculosis that are within the means of the poorest school district.
1128. **Cabot, Arthur Tracy.** Tuberculosis and the schools. *Atlantic monthly*, 110: 704-8, November 1912.  
Advocates the prevention and control of tuberculosis among school children, as well as the education of all children in the essential facts of hygiene.
1129. **Kirchner, M.** Tuberkulose und schule. *Zeitschrift für schulgesundheitspflege*, 25: 1-28, August 1912 (Beiheft)
1130. **Nelbach, George J.** Tuberculosis among school children. *Nature-study review*, 7: 248-54, December 1911.  
How cases are discovered; treatment; general preventive measures.

## OPEN-AIR SCHOOLS

1131. **Downing, Bertha C.** Mental hygiene and the special child. A chapter in social pathology. *Boston medical and surgical journal*, 166: 592-95, April 18, 1912.  
Advocates open-air hospital schools for neurotic children in our cities to be a part of the public-school system.
1132. **Kingsley, Sherman C.** Open-air schools in Chicago. *Journal of education*, 74: 458-60, November 2, 1911.



## SCHOOL GARDENS

1133. **Babcock, Ernest B.** The school garden city—its possibilities. *Sierra educational news*, 7: 39-40, December 1911.  
A short sketch of the school city conducted on the campus of the University of California.
1134. **Caldwell, Otis W.** The school garden and fundamentals of education. *Nature-study review*, 8: 248-52, October 1912.
1135. Children's gardens in Cincinnati. *American city*, 6: 909-13, June 1912.
1136. **Hough, Halvorsen.** Planting the schoolyard. *Craftsman*, 22: 650-56, September 1912.

## PLAY AND PLAYGROUNDS

1137. **Playground and recreation association of America.** Papers presented at the fifth annual meeting, Washington, D. C., May 10-13, 1911. *Playground*, 5: July-December 1911. (H. S. Braucher, secretary, 1 Madison avenue, New York, N. Y.)  
Contains: 1. Joseph Lee: Play as an antidote to civilization, p. 110-26. 2. Mrs. J. J. Storrow: Folk dancing, p. 161-68. 3. L. H. Bailey: The playground in rural communities, p. 181-85. 4. William Kent: Rural recreation, p. 188-89. 5. E. J. Ward: Evening recreation center work by a university, p. 206-10. 6. Report of the Committee on boy scouts, p. 210-15. 7. G. T. Kirby: The recreation movement: its possibilities and limitations, p. 217-24. 8. Mrs. C. H. Ismels: Social dancing, p. 231-36. 9. E. W. Stitt: Dancing in the social centers of New York city, p. 236-39. 10. L. F. Hanmer: Athletics for the playground, p. 274-77. 11. J. E. West: Play leaders and boy scout activities, p. 278-82. 12. P. G. Orwig: Boy scout activities on the playground, p. 282-86.
1138. ——— Yearbook. *Playground*, 5: 325-50, January 1912.  
Tabulated statement of "What cities 'played' last year and how."
1139. **Alexander, Mrs. Caroline Bayard (Stevens).** Effective playground work at small cost. *American city*, 6: 848-49, June 1912.
1140. **Becht, J. George.** Report on playgrounds. *Pennsylvania school journal*, 61: 218-21, November 1912.  
Treats of equipment, supervision, minimum space per pupil, etc.
1141. **Bowen, William P.** The moral value of play. *Western journal of education*, 5: 309-15, September 1912.  
President's address to the Department of physical education of the National education association, Chicago, July 12, 1912.  
Discusses the moral effect of habits of play upon the individual and the nation, urging the reform of our play habits as a necessity for moral advancement. The first and greatest step in this direction is in the early teaching of the child regarding the best forms of play-activities.
1142. **Cercoran, John Allen.** Illumination of playgrounds. *American city*, 7: 148-50, August 1912.
1143. **Curtis, Henry S.** Need of a comprehensive playground plan. *American city*, 5: 338-40, December 1911.
1144. ——— Neighborhood center; the proper relationship of the public school to playgrounds and small parks. *American city*, 7: 133-37, August 1912.
1145. ——— The reorganized school playground. Washington, Government printing office, 1912. 23 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 16)
1146. **Haynes, Rowland.** Recreation survey, Milwaukee, Wisconsin. Made for the Board of school directors and the Child welfare-commission, October and November, 1911. *Playground*, 6: 38-66, May 1912.  
"Shortened form of the report prepared at request of Milwaukee Bureau of economy and efficiency, printed as one of their bulletins. Combines and condenses two original reports."
1147. **Hetherington, Clark W.** Playground directors—sources from which they may be secured. *Playground*, 5: 255-30, October 1911.

1148. **Hoben, Allen.** The ethical value of organized play. *Biblical world*, 39: 175-87, March 1912.  
Advocates the saving power of organized play, and expresses regret that the play movement has not centered about the public schools.
1149. **Kirby, Gustavus T.** The recreation movement; its possibilities and limitations. *Playground*, 5: 217-24, October 1911. illus.  
"Address delivered at Fifth annual meeting of the Playground and recreation association of America, May 11, 1911."
1150. **Miller, William T.** Plan for organized play in a city school. *Education*, 32: 409-13, March 1912.
1151. **Parsons, H. Grace.** The educational value of play. *Colorado school journal*, 27: 5-9, 7-11, March, April 1912.  
"Paper read before the Colorado state teachers' association."  
"A few good books on play:" p. 11.
1152. **Ward, Daniel.** Developing the playgrounds of a small city. *American school board journal*, 45: 8-9, September 1912.  
Describes the equipment, etc., of the public school playgrounds in Rocky Ford, Colorado.
1153. **Weir, Lebert H.** Playgrounds and health. *Kindergarten-primary magazine*, 24: 236-39, May 1912.  
Gives suggestions for strengthening physical training work in public schools.
1154. ——— Public schools and the playground movement. *American city*, 6: 740-44, May 1912.

## PHYSICAL TRAINING

1155. **Burgess, Theodore Chalon.** Athletic relations of Illinois colleges. *School review*, 19: 513-22, October 1911.
1156. **Crampton, C. Ward.** A new system of physical training. *American physical education review*, 16: 431-38, October 1911.  
Outlines a day's order of exercises, based on the principle of "selection and segregation of exercises according to their function."
1157. The effects of athletics on young men. A symposium. *Medical times*, 40: 32-38, 61-69, February, March 1912.  
The question under discussion is: "Do present-day athletic sports have a deleterious effect upon the participants in after life?" The consensus of opinion seems "to be that college athletic activity is a prime necessity that should be governed as carefully as are collegiate intellectual pursuits."  
Articles by Dr. W. O. Anderson, Dr. D. A. Sargent, Dr. J. A. Gwathmey, Dr. J. W. Bowler, Dr. G. L. Meylan, Dr. R. G. Clapp, Dr. James Naismith, etc.
1158. **Hénin, B. L.** Jean Jacques Rousseau and physical education. *Education*, 32: 461-73, April 1912.  
Discusses Rousseau's attitude towards physical education in "Émile," and the relation of physical instruction to intellectual and moral education. Also separately reprinted.
1159. **McCormick, Samuel Black.** College athletics from the viewpoint of the president of a university. *American physical education review*, 17: 138-45, March 1912.  
"Paper presented at the Sixth annual convention, National collegiate athletic association, New York, December 28, 1911."
1160. **McKillop, J. R.** Athletics in the Philippine Islands. *School journal*, 79: 2-4, November 1911.
1161. **Peterson, E. A.** The administration of physical education in social settlements. *American physical education review*, 16: 525-35, November 1911.
1162. **Pierce, Palmer E.** The National collegiate athletic association. *American physical education review*, 17: 146-54, March 1912.
1163. **Porter, David R.** Football: an impossible intercollegiate sport. *Educational review*, 42: 162-69, September 1911.
1164. **Roosevelt, Theodore.** Oxford and Kansas. *Outlook*, 98: 714-16, July 29, 1911.

1165. **Skarstrom, William.** Gymnastic teaching. American physical education review, 17: 188-95, 284-90, 361-67, 469-78, 555-59, 637-43, 705-12, March, April, May, June, October, November, December 1912.

## Public Schools

1166. **Allen, Harry R.** Gymnasiums in public schools. American city, 7: 335-38, October 1912.
1167. **Gulick, Luther H.** Athletics for school children. Lippincott's monthly magazine, 88: 201-10, August 1911.
1168. **Sargent, D. A.** Coeducational gymnastics in elementary and high school. Educational bi-monthly, 6: 218-24, February 1912.
1169. **Templeton, J. C.** High school athletics. Sierra educational news, 7: 17-22, December 1911.  
A discussion of the administration of high school athletics in California.

## SCHOOL FESTIVALS, SPECIAL DAYS, ETC.

1170. **Andrews, Mrs. Fannie Fern (Phillips)** Peace day. Washington, Government printing office, 1912. 46 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 8)  
Bibliography: p. 41-46.
1171. **Bates, Esther Willard.** Pageants and pageantry, with an introduction by William Orr. Boston, New York [etc.] Ginn and company [1912] 294 p. 12°.
1172. **Brown, Horace G.** Observance of historic days at school. Education, 32: 147-52, November 1911.  
Suggestions and principles which should be followed in school exercises.
1173. **Bruce, Lillian Hortensia.** Dancing and the school festival: their relation, and how they may be planned. American physical education review, 17: 273-83, April 1912.
1174. **Chubb, Percival E.** Festivals and plays in schools and elsewhere, by Percival E. Chubb and others. New York, Harper & brothers, 1912. 403 p. illus. 8°.
1175. **Craig, Anne Thorpe.** A department of folk drama in the schools and playgrounds. Educational foundations, 23: 463-72, April 1912.  
A scheme of work for a department of folk drama, the object of such a department being primarily to encourage and develop powers of expression in the pupils.
1176. **Dykema, Peter W.** The festival of reawakened life. Some possibilities of the spring festival. Atlantic educational journal, 7: 295-98, April 1912.  
Bibliography: p. 298.
1177. **Stevens, Thomas Wood.** The pageant as a school exercise. School arts book, 11: 1003-11, June 1912.

## STUDENT LIFE AND CUSTOMS

1178. Are college students as wicked as they are represented? Current literature, 51: 540-42, November 1911.  
Review of charges made by R. G. Crane, of Chicago, in the Valve world, 7: 668-69, 704-5, August, November 1911.
1179. **Castle, William R., jr.** The freshman. Outlook, 99: 415-19, October 21, 1911.
1180. **Cooper, Clayton Sedgwick.** American undergraduate. Century magazine, 83: 377-87, 514-23, 720-30, 881-92; 84: 66-76, January-May 1912.  
Discusses various phases of undergraduate life, such as student government, college journalism, choosing a college, etc.

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1181. **Davis, William Stearns.** The western student as seen by his instructors. *Century magazine*, 83: 118-22, November 1911.
1182. **Egbert, Seneca.** Moral problems of college life. *New York medical times*, 9: 5481-83, March 9, 1912.  
A frank discussion of the sex problem, the question of alcoholic indulgence, etc.
1183. **Ellner, Joseph.** Working one's way through college. *American review of reviews*, 46: 344-49, September 1912.
1184. **Fordyce, Charles.** College ethics. *Education*, 33: 71-78, October 1911.  
Writer thinks that the ultimate solution of the problem lies with the faculty itself. Discusses the subject of college ethics from different viewpoints.
1185. **Graf, Alfred.** Schülerjahre, erlebnisse und urteile namhafter zeitgenossen. Berlin-Schöneberg, Fortschritt (Buchverlag der "Hilfe") 1912. 360 p. 8°.
1186. **Harker, Joseph R.** The social life of the college and how to direct it. *Christian student*, 13: 31-36, February 1912.
1187. **Hart, Joseph Kimmont.** Helping the freshman to find himself. *Nation*, 94: 182-83, February 22, 1912.
1188. **Martin, E. S.** A father to his freshman son. *Atlantic monthly*, 110: 441-46, October 1912.  
"A sensible man of the world presents his valuation of the various opportunities of the modern college and its life."—School review, November 1912, p. 647.
1189. **Noel, John Vavasour.** Third International congress of American students. *Bulletin of the Pan American union*, 35: 477-97, September 1912.
1190. **Thomas, Thaddeus P.** Rights of college students. *Independent*, 71: 695-98, September 28, 1911.
1191. **Thwing, Charles Franklin.** Letters from a father to his son entering college. New York, The Platt & Peck co. [1912] 95 p. 12°.
1192. **Van Dyke, Paul.** College life. *Scribner's magazine*, 52: 619-23, November 1912.  
"A word to fathers who have not been to college but whose sons want to go." Minimizes the evils of college life and magnifies the virtues."—School review, December 1912, p. 706.
1193. **Wilson, Calvin Dill.** Working one's way through college and university. A guide to paths and opportunities to earn an education at American colleges and universities. Chicago, A. C. McClurg & co., 1912. 381 p. 12°.
1194. **Wright, Henry Parks.** From school through college. New Haven, Yale university press; London, H. Frowde, Oxford university press, 1911. 165 p. front. (port.) 12°.

## COLLEGE FRATERNITIES

1195. **Evans, Henry R.** Student societies and fraternities in the colleges and universities of the United States. *New age*, 16: 553-57, June 1912.  
First article of series. Subject treated from the historical standpoint.
1196. **Rickert, Martha Edith.** Exclusiveness among college women. *Century magazine*, 85: 227-35, December 1912.
1197. ——— The fraternity idea among college women. What does it stand for? *Century magazine*, 85: 97-106, November 1912.  
A comprehensive and impartial investigation of the subject. Illustrated.
1198. Scholarship of advanced standing students and of the fraternities. *University of Chicago magazine*, 4: 172-76, April 1912.

## HIGH SCHOOL FRATERNITIES

1199. **Hill, Roscoe Conkling.** Secret societies in high schools. *Educational review*, 43: 168-92, February 1912.  
An elaborate presentation of the subject with bibliography. Author claims that "the abolition of high school secret societies is assured if school authorities really desire that abolition."

## EDUCATION—SPECIAL FORMS, RELATIONS, AND APPLICATIONS

### I. FORMS

#### SELF-EDUCATION

[See Education extension.]

#### PRIVATE SCHOOL EDUCATION

- 1200. Country schools for city children. Chautauquan, 67: 240-46, August 1912.
- 1201. Jackson, Nelson A. Mission of the private school. Education, 32: 214-19, December 1911.
- 1202. Myers, William Starr. Country schools for city boys. Washington, Government printing office, 1912. 22 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 9)

### II. SOCIOLOGICAL ASPECTS OF EDUCATION

#### EDUCATION AND SOCIETY. CITIZENSHIP

- 1203. Abbott, Lyman. Democracy in education. Outlook, 101: 823-32, August 10, 1912.
- 1204. Allen, J. H. Socialism and the undergraduate. Living age, 270: 585-92, September 2, 1911.
- 1205. Baggott, L. J. Education and our future national character. Westminster review, 178: 185-87, August 1912.  
Argues that "systems" of education are futile.
- 1206. Betts, George Herbert. Social principles of education. New York, C. Scribner's sons, 1912. xvii, 318 p. 12°.
- 1207. Bureau of municipal research, New York. Outside cooperation with the public schools of greater New York. [New York, Bureau of municipal research, 261 Broadway, 1912] 112 p. illus. 8°.  
A report based upon returns from 123 outside agencies, the City superintendent's reports for 1902-11, the Board of education's and Board of superintendents' minutes for 1905-11, and newspaper files for 1906-11. Submitted April 1, 1912, to the Board of estimate's Committee on school inquiry.
- 1208. Chapin, Francis Stuart. Education and the mores; a sociological essay. New York, Columbia university, Longmans, Green & co., agents, 1911. 106 p. 8°. (Studies in history, economics, and public law, ed. by the Faculty of political science of Columbia university, vol. XLIII, no. 2)
- 1209. Coler, Bird S. Socialism in the schools. Brooklyn, The Eastern press, 1911. 22 p. 8°.
- 1210. Denison, Elsa. Civic cooperation with the public schools. American city, 5: 124-30, September 1911.
- 1211. Deyoe, Albert M. The school as an efficient factor in the educational, social, and recreational activities of the community. Midland schools, 27: 46-48, October 1912.
- 1212. Ellwood, Charles A. Sociological basis of the science of education. Education, 32: 133-40, November 1911.
- 1213. Flexner, Abraham. Aristocratic and democratic education. Atlantic monthly, 108: 386-95, September 1911.
- 1214. Gause, Frank A. Training for service. Educator-journal, 12: 59-65, October 1911.
- 1215. Howerth, Ira Woods. The art of education. New York, The Macmillan company, 1912. xvi, 237 p. 12°.  
"Meant to substitute a scientific for a sentimental conception of the social meaning and value of education."—Pref.

1216. **King, Irving.** Social aspects of education; a book of sources and original discussions, with annotated bibliographies. New York, The Macmillan company, 1912. xv, 425 p. 12°.  
A collection of reprinted papers by various authorities, with appropriate introductions and summaries, systematically grouped under topics so as to afford a broad view of the relations of the school to society at large, and of the internal relations of the school as a social group.
1217. **Lavabre, Lucien.** Déchéance sociale et éducation. Paris, Vigot frères, 1911. 78 p. 4°.
1218. **Lay, W. A.** Die tatschule; eine natur- und kulturgemäße schulreform. Osterwieck/Harz und Leipzig, A. W. Zickfeldt, 1911. 227 p. 8°.  
Elaboration of the author's conception of a school which fills its place in organic life, and educates the pupil for activity in society by a course of training along social lines.
1219. **MacVeagh, Franklin.** Education and the voter. University of Chicago magazine, 4: 300-8, July 1912.
1220. **Messer, August Wilhelm.** Das problem der staatsbürgerlichen erziehung. Leipzig, O. Nemnich, 1912. 238 p. illus. 8°. (Die pädagogik der gegenwart . . . VI. bd.)
1221. **Morgan, Alexander.** Education and social progress. Educational review, 44: 368-84, November 1912.  
"If the schools," says the writer, "are to play a more effective part in social progress the education given in them must afford a fuller preparation for the environment of the world." Advocates vocational studies. The author, who is president of the Educational Institute of Scotland at Edinburgh, analyses the pathological conditions of society, which are chiefly three: "destitution, vice and crime, and parasitism or the exploitation of the weak by the strong."
1222. **Neystrom, Paul H.** Education and money, leadership, and morality. World's work, 23: 197-202, December 1911.
1223. **Pécaut, Felix.** L'éducation publique et la vie nationale. 4. ed. Paris, Hachette et cie., 1911, 376 p. 12°.
1224. **Pritchett, Henry Smith.** Education and the nation. Atlantic monthly, 109: 543-53, April 1912.
1225. **Radosavljevich, Paul R.** Social pedagogy. Pedagogical seminary, 19: 78-93, March 1912.  
Bibliography: p. 90-93.  
Gives four methods of scientific basis for the dogma of social pedagogy, and illustrates the practical side of social pedagogy by giving the ideas of Dewey, Rildan, and Kerschensteiner.
1226. **Schneider, Herman.** Education and industrial peace. Annals of the American academy of political and social science, 44: 119-29, November 1912.
1227. **Smith, Payson.** The public school in its relation to civic and social reforms. Journal of education, 74: 453-55, November 2, 1911.
1228. **Soulier, Hippolyte.** L'éducation nationale. Anduze, A. Castagnier, 1911. 9 p. 8°.
1229. **Ward, David A.** The relation of the school to society. West Virginia school journal, 41: 57-61, May 1912.  
The author defines the three debts which, in his opinion, the school owes to society as efficiency, the maintenance of proper standards, and productive time, and in return society owes the school its support, moral and financial.
1230. **White, William A.** Democratic view of education. Craftsman, 21: 119-30, November 1911.
1231. **Wild, Laura H.** Training for social efficiency. Education, 32: 226-33, 343-53, 494-504, 624-35; 33: 91-99, 159-65, December 1911, February, April, June, October, November 1912.  
To be continued.  
CONTENTS.—1. My child and I.—2. The relation of efficiency to life.—3. The relation of income to efficiency.—4. The relation of efficiency to industry.—5. The relation of art, industry and education.



## EDUCATION AND LIFE

1232. **Forbush, William Byron.** The coming generation. New York and London, D. Appleton and company, 1912. xix, 402 p. 12°.  
 "The first endeavor to furnish in a single volume a short, readable account of all the forces that are working for the betterment of American young people."  
 CONTENTS.—I. Betterment through the home.—II. A better start.—III. Betterment through education.—IV. Betterment through prevention.—V. Betterment through religious and social nurture and service.  
 Book III (Betterment through education) includes chapters on The new education; Vocational training and guidance; Some high-school problems; Moral training in schools; The social school; Defective children; Play and playgrounds; Clubs for street boys; Camps and outings; College and the child; The beautiful ordering of life; A child educating himself.
1233. **Henderson, Charles Hanford.** Pay-day. Boston and New York, Houghton Mifflin co., 1911. 339 p. 12°.  
 Advocates a social regeneration through the elimination of profit, and a renovation of education by making it an ideal enterprise standing for human integrity and quality.
1234. **Judd, Charles H.** The organization of the energies of high school students. Kansas school magazine, 1: 139-44, April 1912.  
 Advocates a "closer relationship between the life of the school and the life of the community such that the whole energy of the student may be concentrated upon helpful collateral forms of activity."
1235. **Peabody, Francis Greenwood.** Sunday evenings in the college chapel. Boston and New York, Houghton Mifflin company, 1911. 300 p. 12°.  
 Sermons that deal primarily with the problems of young men in the course of their education.

## SCHOOLS AS SOCIAL CENTERS

1236. **Berry, Graham.** "The open schoolhouse." Bookman, 34: 517-24, January 1912. illus.  
 An account of the public lecture system in New York city schools.
1237. **Bobbitt, John F.** A city school as a community art and musical center. Elementary school teacher, 12: 119-26, November 1911.
1238. **Curran, Margaret C.** The rural school as a community center. Northwest journal of education, 23: 258-60, February 1912.
1239. **Forbes, George M.** Buttressing the foundations of democracy. Survey, 27: 1231-35, November 18, 1911.
1240. **Hanmer, Lee F.** The wider use of the school plant. American education, 15: 304-8, March 1912.  
 Describes briefly the kind of school plant that "shall make possible an all-round development of the boys and girls, and in so far as possible serve the social, educational, and recreational needs of the whole community."
1241. **Holman, Charles W.** The social center movement. Texas school journal, 29: 18-33, April 1912.  
 Gives a brief sketch of the development of the social center movement and tells how to organize a country social center.
1242. **Martindale, W. C.** The school as a social center and its relation to evening recreation centers and other activities. Playground, 6: 193-202, September 1912.  
 "Address delivered at the sixth annual meeting of the Playground and recreation association of America, June 7, 1912." Describes the wider use of the school plant in Detroit, Michigan.
1243. **Mayer, Mary J.** Our public schools as social centers. American review of reviews, 44: 201-8, August 1911.  
 Also in Inter-mountain educator, 7: 23-26, September 1911.
1244. **Perry, Clarence Arthur.** Social center features in new elementary school architecture and the plans of sixteen socialized schools. New York city, Division of recreation, Russell Sage foundation [1912] 56 p. illus. 8°.  
 (Pamphlet no. 120)

1245. **Perry, Clarence Arthur.** A survey to the social-center movement. Elementary school teacher, 13: 124-33, November 1912.  
Discusses all phases of the movement: recreational, social, civic, etc. Shows what has been accomplished in various cities of the country.
1246. **Pieplow, William L.** Broader use of school buildings. American school board journal, 44: 15-16, 37, January 1912.  
Address to School board section of Wisconsin teachers' association.
1247. **Rinaker, Ira P.** A socialized high school. School and home education, 32: 93-95, November 1912.  
A description of conditions in Canton, Illinois.
1248. **Ward, Edward J.** Public schoolhouse as a common center for political deliberation and expression. American city, 7: 325-28, October 1912.
1249. **Wilson, Woodrow.** Need of citizenship organization. American city, 5: 265-68, November 1911.

## HOME AND SCHOOL

1250. **Alderman, L. R.** School credit for home work. Nebraska teacher, 15: 104-7, September 1912.  
Gives "A plan for industrial work that is creating a decided interest all over this country. It is a novel idea, but it is a good idea."
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- CONTENTS.—Introductory.—Part 1. Personal service.—Part 2. Physical care.—Part 3. The school and the child.—Part 4. Special groups of children.—Part 5. The working child.—Part 6. The law and the child.—Part 7. Libraries and museums.—Part 8. Social and civic problems of childhood.—Part 9. The uncompleted task.
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- Contains: 1. Felix Adler: National aid to education, p. 1-5. 2. P. P. Claxton: A substitute for child labor, p. 6-15. 3. E. O. Holland: Child labor and vocational work in the public schools, p. 16-23. 4. Helen T. Woolley: Child labor and vocational guidance, p. 24-37. 5. C. G. Pearse: Child labor and the future development of the school, p. 38-45. 6. Alice P. Barrows: The dangers and possibilities of vocational guidance, p. 46-54. 7. W. H. Elson: Relation of industrial training to child labor, p. 55-65. 8. M. Edith Campbell: Economic value of education, p. 66-72. 9. W. H. Hand: Need of compulsory education in the South, p. 73-84. 10. A. J. Peters: A federal children's bureau, p. 85-90. 11. S. M. Lindsay: Federal aid to education a necessary step in the solution of the child-labor problem, p. 97-105. 12. Florence Kelley: Part-time schools, p. 106-12. 13. G. F. Ross: Extending medical inspection from schools to mills, p. 128-34. 14. R. K. Conant: The educational test for working children, p. 145-48. 15. J. M. Gillette: Rural child labor, p. 154-60. 16. Florence Kelley: Unreasonable industrial burdens on women and children—effect on education, p. 161-82. 17. Ernest Burnham: Rejuvenation of the rural school, p. 183-86.
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1267. **Dix, Kurt Walther.** Körperliche und geistige entwicklung eines Kindes. Leipzig, E. Wunderlich, 1912. v. 1-2. illus. 8°.
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1269. **Gruenberg, Benjamin C.** Some aspects of the child-welfare problem in the New York high schools. *School review*, 19: 684-688, December 1911.  
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1274. Is our present vacation system a menace to the health and progress of our school children? A word for vacation schools. *Craftsman*, 20: 537-44, September 1911.
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## III. MORAL AND RELIGIOUS EDUCATION

## GENERAL

1282. **Kile, J. H.** Desired qualities and qualifications of a teacher for the moral and religious welfare of children. *Virginia journal of education*, 5: 312-20, April 1912.

## MORAL EDUCATION

1283. **International moral education congress.** 2d, The Hague, August 22-27, 1912. *Mémoires sur l'éducation morale, présentés au Congrès. Première partie.* La Haye, M. Nijhoff, 1912. 293 p. 4°. (Mlle. Attie G. Dycerinek, general secretary)  
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1284. --- Papers contributed by American writers and review of recent American literature on moral education. Pub. by the American committee of the International congress [1912] 195 p. 8°. (H. A. Overstreet, corresponding secretary, College of the city of New York)  
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1285. **Brownlee, Jane.** Character building in school. Boston, New York [etc.] Houghton Mifflin company [1912] 268 p. 12°.
1286. **Bryant, Mrs. Sophie (Willock)** Many-sidedness of moral education. *International journal of ethics*, 22: 383-99, July 1912.
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1292. **Johnson, Franklin Winalow.** Moral education through school activities. *Religious education*, 6: 493-502, February 1912.
1293. **Johnson, Harrold.** Problems of an effective moral education in schools; experiments in France. *International journal of ethics*, 22: 146-58, January 1912.
1294. **Legendre, Maurice.** Le problème de l'éducation. Paris, Bloud & cie., 1911. 262 p. 12°. (Études de morale et de sociologie)  
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1296. **Meyer, George H.** School activities for moral development. *Religious education*, 6: 503-10, February 1912.
1297. **Michigan state teachers' association.** A plan for moral education. Preliminary report of a commission of the Michigan state teachers' association. *Western journal of education* (Ypsilanti) 4: 405-19, November 1911.
1298. **Moore, John Howard.** Ethical education. *Educational bi-monthly*, 6: 189-95, February 1912.  
"An address delivered before the Chicago high and normal school association, November 11, 1911."
1299. ———. *Ethics and education.* London, G. Bell & sons, 1912. 188 p. 12°. "Books on ethical culture": p. 166-81.
1300. **National education association. National council of education.** Tentative report of the Committee on a system of teaching morals in the public schools. [Winona, Minn., 1911] 76 p. 8°. J. M. Greenwood, chairman.
1301. **Neumann, Henry.** Some misconceptions of moral education. *International journal of ethics*, 22: 335-47, April 1912.  
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1302. **Prince, John T.** Moral training in public schools. *Education*, 33: 65-70, 138-43, October, November 1912.  
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1303. **Rede, Wyllys.** New method of making character. *Independent*, 71: 914-19, October 26, 1911.
1304. **Renault, J.** La collaboration de l'école et de la famille dans l'éducation morale de l'enfant. *Éducation* (Paris), 4: 35-54, March 1912.  
A description of the organization, methods, and objects of the parent's associations established to encourage the moral education of the child in the home and the school.
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1307. **Spencer, Mrs. Anna (Garlin)** Latest tendencies in education. *Chautauquan*, 64: 234-41, October 1911.
1308. **Störring, Gustav.** Die hebel der sittlichen entwicklung der jugend. Leipzig, W. Engelmann, 1911. 157 p. 8°. Important contribution to the psychological study of moral development, theoretical and practical.
1309. **Taylor, Charles Keen.** The moral education of school children. Philadelphia, Pa., Printed for C. K. & H. B. Taylor [1912] 77 p. 8°.

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1311. **Ayre, G. B.** Suggestions for a syllabus in religious teaching; with an introduction by M. E. Sadler. London, New York [etc.] Longmans, Green, and co., 1911. 147, 28 p. 12°.
1312. **Benson, Arthur C.** Religious teaching in secondary schools. Contemporary review, 100: 331-43, September 1911.
1313. **Eliot, Charles William.** Religious ideal in education. Outlook, 99: 411-14, October 21, 1911.
1314. **Folsom, John D.** Religious education in the home. New York, Eaton & Mains; Cincinnati, Jennings & Graham [1912] 190 p. 12°.
1315. **LePelley, S.** Religion in secondary schools. Contemporary review, 100: 532-36, October 1911.
1316. **Raymont, Thomas.** The use of the Bible in the education of the young; a book for teachers and parents. New York, Longmans, Green, & co., 1911. 254 p. 12°.  
"An excellent handbook for teachers and parents to use as a guide in the work of instruction."—Outlook.
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CONTENTS.—1. Report of committee on elementary and advanced teacher training courses for Sunday schools. 2. Report for committee on teacher training courses for special departments. 3. Teacher training in colleges and universities.
1318. **Turmann, Max.** Progress of religious education. Catholic world, 96: 225-32, November 1912.
1319. **VanCleve, Edward E.** Religious education; its outcome in moral character. School and home education, 32: 44-46, October 1912.  
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1323. **Carmack, H. E.** How to teach a Sunday-school lesson. New York [etc.] F. H. Revell company [1911] 162 p. 12°.
1324. **Cope, Henry Frederick.** The evolution of the Sunday school. Boston, New York [etc.] The Pilgrim press [1911] 240 p. 12°.  
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1325. **Fergusson, E. Morris.** The neighborhood Sunday school. Possibilities through its curriculum. Religious education, 6: 281-87, August 1911.
1326. **Frost, James Marion.** The school of the church; its preeminent place and purpose. New York [etc.] F. H. Revell company [1911] 193 p. 12°.
1327. **Harker, Ray Clarkson.** The work of the Sunday-school: a manual for teachers. New York [etc.] F. H. Revell company [1911] 194 p. 12°.

1328. **Holland, Cornelius J.** How may we increase the efficiency of our Sunday schools. *Ecclesiastical review*, 46: 564-70, May 1912.  
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1331. **Moore, Henry Kingamill.** The training of infants, with especial reference to the Sunday school. London, New York [etc.] Longmans, Green and co., 1910. xii, 103 p. 8°.
1332. **Palmer, Frank Herbert.** Grading an ungraded Sunday school. *Education*, 32: 334-42, February 1912.
1333. **Slattery, Margaret.** A guide for teachers of training classes. Boston, New York [etc.] The Pilgrim press [1912] ix, 100 p. 12°.  
For persons engaged in preparing young men and women chosen from the senior classes in the Sunday school to be the future teachers of that school.
1334. **Smith, William Walter.** The Sunday-school of today; a compendium of hints for superintendents and pastors . . . with a special chapter on Sunday-school architecture, by Charles William Stoughton. New York, Chicago [etc.] Fleming H. Revell co. [1911] 230 p. illus. 8°.  
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1335. **Stowe, A. Monroe.** The work of the Sunday school as related to public education. *Western journal of education* (Ypsilanti) 5: 49-58, February 1912.  
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1336. **Wells, Amos Russel.** Sunday-school essentials; what every Sunday-school teacher and superintendent needs the most in order to win success. Boston and Chicago, W. A. Wilde co. [1911] 253 p. 12°.  
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1337. **Wood, Irving Francis.** Adult class study. Boston, New York [etc.] The Pilgrim press [1911] 143 p. 12°. (Modern Sunday-school manuals, ed. by C. F. Kent)  
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1338. **Bornhausen, Karl.** Religious life of the German student. *Biblical world*, 39: 315-21, May 1912.
1339. **Butler, Nicholas Murray.** Religious teaching and influence of the university. *Religious education*, 7: 57-61, April 1912.  
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1340. **Fitch, Albert Parker.** Religious life at Harvard. *Biblical world*, 39: 151-56, March 1912.
1341. **Genung, John Franklin.** Religious life at Amherst. *Biblical world*, 40: 31-37, July 1912.
1342. **Gilkey, Charles W.** Religion in student life. *Biblical world*, 39: 7-16, January 1912.  
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1343. **Hogan, W. B.** Religious education in state universities. Bulletin of the Board of education of the Methodist Episcopal church, South, 2: 3-13, November 1912.  
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1344. **Hughes, Richard C.** The church and the college student. Religious education, 7: 392-97, October 1912.  
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1345. **Parsons, Edward Smith.** Religious life of Colorado college. Biblical world, 40: 184-90, September 1912.
1346. **Sharpe, Charles M.** How arouse intellectual interest in the Bible? Religious education, 6: 234-40, June 1911.  
Results of efforts at the University of Missouri.
1347. **Starbuck, Edwin D.** Report of the commission appointed to investigate the preparation of religious leaders in universities and colleges. Religious education, 7: 329-48, October 1912.
1348. **Tinker, Wellington H.** Religious life at the University of Michigan. Biblical world, 39: 375-82, June 1912.
1349. **Wilm, Emil C.** The moral and religious influence of colleges. Educational review, 43: 292-309, March 1912.  
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Suggests ways by which the college student would be enabled "to make something like the same progress in his moral and spiritual growth that he is expected to make in his physical and intellectual growth."

*Religious Instruction in Public Schools*

1350. **Andress, J. Mace.** Last vestige of Puritanism in the public schools of Massachusetts. School review, 20: 161-69, March 1912.  
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1351. The Bible and public education. A list of titles on the Bible and the public schools. Religious education, 6: 590-95, February 1912.  
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1352. **Brown, Samuel Windsor.** The secularization of American education as shown by state legislation, state constitutional provisions and state Supreme court decisions. New York city, Teachers college, Columbia university, 1912. 160 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 49)  
Bibliography: p. 159-60.
1353. Can the essentials of religious faith and practice be taught in the public schools of the United States for the good of the country, without violating the spirit of the Constitution and without justifying antagonism from religious sects? Educational foundations, 24: 44-47, 110-14, 168-74, September-November 1912.
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1355. **Riley, Athelstan, Sadler, Michael E. and Jackson, I. C.** The religious question in public education; a critical examination of schemes representing various points of view. New York, Longmans, Green & co., 1911. vi, 350 p. 12°.
 

"Worthy of patient study by all who are interested in education. There is matter in it for every taste; every point of view is presented; and the criticisms seem to us to be as impartial as they are acute."—Athenaeum, no. 4335: 587, November 11, 1911.

Examines twelve definite schemes suggested for a solution of the problem.

1356. **Shields, Thomas Edward.** Survey of the field [The church and the school] Catholic educational review, 3: 153-70, February 1912.  
Discusses Cornelia Comer's article, "The vanishing lady," which appeared in the Atlantic monthly for December 1911, and quotes in full, with comments, a paper by F. F. Bunker, in the Sierra educational news for December 1911, on "Co-operation of church and school."
1357. **Simon, Abram.** The Jewish child and the American public school. Religious education, 6: 527-33, February 1912.
1358. **Winchester, Benjamin S.** The religious element in current public education. Religious education, 6: 261-67, August 1911.

## DENOMINATIONAL SCHOOLS AND COLLEGES

1359. **Catholic educational association.** Report of the proceedings and addresses of the eighth annual meeting, Chicago, Ill., June 26-29, 1911. Bulletin. v. 8, no. 1, November 1911. Columbus, Ohio, Catholic educational association, 1911. 503 p. 8°. (Rev. F. W. Howard, secretary general, 1651 East Main st., Columbus, Ohio)  
Contains: 1. J. A. Burns, chairman: Report of the Committee on high schools, p. 45-66. Discussion, p. 66-73. 2. E. A. Pace: Religion and education, p. 98-104. 3. T. Brosnahan: The Carnegie foundation for the advancement of teaching—its aims and tendency, p. 119-59. 4. A. Dress: The position that music should occupy in the college course, p. 159-66. Discussion, p. 166-69. 5. P. J. McCormick: Retardation and elimination of pupils in our schools, p. 326-36. Discussion, p. 336-46. 6. P. S. Gilmore: The training of the deaf, p. 446-55.
1360. **Anderson, Stonewall.** The Carnegie foundation for the advancement of teaching and the denominational college. Bulletin of the Board of education of the Methodist Episcopal church, South, 2: 9-21, August 1912.
1361. **Beetz, K. O.** Ein kampf um die letzten kirchschulen Deutschlands. Pädagogische warte, 19: 926-32, August 15, 1912.
1362. **Blaisdell, Thomas C.** The renaissance of the denominational college. Western journal of education (Ypsilanti) 5: 385-98, November 1912.  
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1363. **Burns, James A.** The development of parish school organization. Catholic educational review, 3: 419-34, May 1912.
1364. ———. The growth and development of the Catholic school system in the United States. New York, Cincinnati, Chicago, Benziger brothers, 1912. 421 p. 12°.
1365. ———. School life and work in the immigration period. Catholic educational review, 3: 22-39, January 1912.
1366. [Catholic] schools. In The Catholic encyclopedia. vol. xiii. New York, R. Appleton company [1912] p. 554-85.  
CONTENTS.—[General, by] William Turner, p. 554-62. In Australia [by] Wilfrid Ryan, p. 562-63. In Canada [by] Philippe Ferrier, p. 563-71. In England [by] Michael Maher, p. 571-76. In Ireland [by] Andrew Murphy, p. 576-78. In Scotland [by] Michael Maher, p. 578-79. In the United States [by] J. A. Burns, p. 579-85. References follow each section.
1367. **Lucey, Michael Henry.** [Catholic schools] 1. State support for Catholic schools. 2. Attempted settlements of the school question. 3. Administration of the parish schools. Catholic world, 93: 596-609, 729-41; 94: 59-72, August, September, October 1911.

## INTERNATIONAL CONCILIATION

1368. **American school peace league.** Third annual report, 1911. Boston [1911] 94 p. 8°. (Mrs. Fannie Fern Andrews, secretary, 405 Marlborough st., Boston, Mass.)  
Contains: 1. Fannie F. Andrews: The international work of the American school peace league, p. 11-20. 2. A course of study in good will. A supplementary working outline for moral training in schools . . . p. 44-48. 3. Matilda Srager: The opportunity and duty of the schools in the international peace movement, p. 70-77.

1369. **Lake Mohonk conference on international arbitration.** Report of the seventeenth annual meeting . . . May 24-26, 1911. Albany, N. Y., Press of the Brawdon printing company, 1911. 258 p. 8°. (H. C. Phillips, secretary, Mohonk Lake, N. Y.)
1370. **Sève, A.** Notions d'enseignement pacifiste (principes et applications du pacifisme) avec lettre-préface de F. Buisson. Paris, M. Giard & E. Brière, 1912. 113 p. 12°.
1371. **Thwing, Charles F.** The peace movement and the American university. American educational review, 32: 609-11, August 1911.

## IV. TYPES OF EDUCATION

## HUMANISTIC EDUCATION

**Classical conference,** Ann Arbor, Mich., 1911. See **Michigan schoolmasters' club**, 71.

1372. **Allinson, Francis G.** Culture, the ideal of the college. Virginia journal of education, 5: 270-75, March 1912.  
Emphasizes two things, first "that culture does not necessarily exclude vocational training while the latter may include culture," and second that culture is not equivalent to effeminacy and dilettantism.
1373. **Ball, Allan.** Democracy and the rescue of French culture. North American review, 196: 231-44, August 1912.  
The classical controversy in French education of to-day.
1374. **Bartlett, A. E.** The psychological value of the classics. School review, 20: 186-90, March 1912.  
Argues that the study of the classics "induces tranquility and health of mind without at the same time dulling the sensibilities."
1375. **Corcoran, Timothy.** Studies in the history of classical teaching, Irish and continental, 1500-1700. London [etc.] Longmans, Green and co., 1911. xviii, 306 p. 8°.   
By Rev. T. Corcoran, S. J., professor of education in the National university of Ireland. The main purpose of the volume is to present, with adequate proof, the position in the history of education which may fairly be claimed for the *Janua linguarum* of William Bathe, which preceded by twenty years the *Janua linguarum resectata* of Comenius.
1376. Does the present trend toward vocational education threaten liberal culture? School review, 19: 454-88, September 1911.  
Papers presented at the meeting of the Harvard teachers' association, March 4, 1911, by E. P. Cumberley and R. A. Woods; with discussion.
1377. **D'Ooge, Benjamin L.** The classical outlook. Western journal of education (Ypsilanti) 4: 433-43, December 1911.  
A paper read before the Latin section of the Kansas state teachers' association, at Topeka, November 10, 1911.
1378. **D'Ooge, Martin L.** The study of Greek: a retrospect and prospect. Classical journal, 8: 50-59, November 1912.  
Gives a general survey of classical teaching for the last half-century.
1379. **Draper, Andrew Sloan.** Dr. Draper's reply to President Stryker's plea for Greek. American education, 15: 400-4, May 1912.  
"A scholarly and comprehensive reply to President Stryker's plea for Greek learning and the continuation of the study of Greek in our high schools and colleges."
1380. **Dyer, Walter A.** New spirit in college life: the Amherst idea. Craftsman, 20: 589-92, September 1911.
1381. **Effinger, John R.** La ligue pour la culture française. School review, 20: 401-8, June 1912.  
Discusses the issue between the classics and modern language study in France.
1382. **Forbes, Charles Henry.** Culture and cult. Classical journal, 7: 174-80, January 1912.

1383. **Hale, William G.** The practical value of humanistic studies. *School review*, 19: 657-79, December 1911.  
Humanistic studies not only cultivate the intellect but broaden the world-view of the student. Education means something more than mere specialization in the sciences.
1384. **Hibben, John Grier.** The essentials of liberal education. Inaugural address, president Princeton university, May 11, 1912. Princeton, N. J.: Princeton university, 1912. 20 p. 8°. (Princeton university. Official register, v. 3, no. 13)  
Also published, under title The philosophy of education, in *North American review*, 195: 847-57, June 1912.  
"The hit-and-miss choice of an immature mind in new surroundings," says President Hibben. "forms a poor propaedeutic to the serious tasks of free investigation, of original thought, and of practical efficiency."
1385. **Kern, James W.** Why should the classics be studied and how? *Virginia journal of education*, 5: 282-85, March 1912.  
A paper read before the Classical association of Virginia, November 28, 1911.
1386. **Ranlett, Alice.** Shall Latin go? *Education*, 33: 11-18, September 1912.  
The writer says that in every school and college where she has studied or taught, with but few exceptions, "the members of the Latin classes have been the flower of the student body."
1387. **Rouse, William Henry Denham.** Learning English through the classics. *Nation*, 95: 229-30, September 12, 1912.
1388. **Mowry, Duane.** Vocational or cultural education—which? The Amherst idea. *Education*, 32: 373-76, February 1912.  
Declares that specialization in education is one of the necessities in this work-a-day world, but we should not forget that mere specialization is not the whole of the educational field. Commends the Amherst idea.
1389. **Murphy, Thomas Edward.** Popular errors about classical studies. *St. Marys, Kans.* [Printed by W. E. Miller, 1916] 24 p. 8°. (St. Mary's college bulletin, v. 6, no. 2, Jan. 1910)
1390. **Snedden, David.** Practical arts in liberal education. *Educational review*, 43: 378-86, April 1912.  
States that "in practical arts teaching the place for drill, systematic approach, and approximation of journeyman's standards, is in the vocational school."
1391. ———. What of liberal education? *Atlantic monthly*, 109: 111-17, January 1912.  
The writer asserts that our academic studies, to a great degree, are organized and presented without regard "to their applications in contemporary life and activity."

## VOCATIONAL EDUCATION

1392. **Allison, Samuel B.** Vocational courses and the elementary school. *School and home education*, 31: 135-58, 204-15, December 1911, January 1912.
1393. **Anderson, Lewis Flint.** Facts regarding vocational training among the ancient Greeks and Romans. *School review*, 20: 191-201, March 1912.
1394. **Bennett, Charles A.** Vocational training—to what extent justifiable in public schools? *Vocational education*, 1: 258-62, March 1912.
1395. **Call, Arthur Deerlin.** The specialized or vocational vs. the composite high school. *American school board journal*, 45: 8-9, October 1912.  
"Mr. Call summarizes, simply and completely, a problem which is nearing solution. This paper, which was read during the Chicago meeting of the National education association, is a concise statement of the case and defines the situation which confronts us today."
1396. **City club of Chicago.** A report on vocational training in Chicago and in other cities. By a sub-committee of the Committee on public education, 1910-1911, of the City club of Chicago. [Chicago] City club of Chicago, 1912. 315 p. 8°.  
An analysis of the need for industrial and commercial training in Chicago, and a study of present provisions therefor in comparison with such provisions in twenty-nine other cities, together with recommendations as to the best form in which such training may be given in the public school system of Chicago.



1397. **Consumers' league of Connecticut.** A glance at some European and American vocational schools for children from twelve to sixteen years of age. Hartford, Consumers' league of Connecticut, 1911. 64 p. illus. 8".  
The result of an investigation of some schools in Germany, Belgium, Holland, England and the United States, made between September 1909 and February 1910.
1398. **Cooley, Edwin G.** Pre-apprenticeship schools of London. Vocational education, 1: 174-83, January 1912.  
Describes the day, evening, and part-time vocational schools of London.  
"The second of a series of articles giving results of a year's study of European industrial schools under the auspices of the Chicago commercial club."
1399. ——— Vocational education in Europe. Report to the Chicago commercial club. Chicago, R. R. Donnelley & sons company, 1912. 317 p. illus. 8".  
"This report undertakes to describe some of the typical vocational schools observed by the author during his year in Europe. The major part of the report is devoted to the educational institutions of Germany. Some special institutions in Austria and Switzerland are described on account of their relations to the general problem of vocational education."
1400. **Dakin, W. S.** Vocational education for men in service. Vocational education, 2: 89-109, November 1912.  
"Summarizes the efforts which have been put forth by numerous corporations and other large employers of labor to supply deficiencies in public education."
1401. **Dean, Arthur D.** Your son's education. Mother's magazine, 7: 5-8, September 1912.  
"The question of what line of vocation your boy is to follow, is more than interesting—it is vital."
1402. **Eaton, Walter P.** The awakening of our schools. Munsey's magazine, 48: 232-46, November 1912.  
An illustrated article on vocational education.
1403. **Glynn, Frank Lawrence.** A practical public school: vocational school at Albany. World's work, 22: 14721-25, August 1911.
1404. **Gustafson, Lewis.** A new task for the public schools. Vocational education, 1: 145-58, January 1912.  
"A statement of some of the fundamental principles which must control the development of vocational education."
1405. **Howe, Charles B.** Future of the manual training high school in vocational education. Manual training magazine, 14: 105-15, December 1912.
1406. **James, Edmund James.** Vocational training and its future. Vocational education, 1: 1-9, September 1911.
1407. **King, Charles A.** Pre-vocational training. Education, 33: 105-8, October 1912.  
Argues that a system of vocational instruction should include training of both sexes, and make provision for students between 14 and 16 years of age.
1408. **Leavitt, Frank Mitchell.** The relation of the present movement for vocational education to the teaching of the mechanic arts. Elementary school teacher, 12: 158-68, December 1911.
1409. ——— Vocational education in the Boston public schools. Vocational education, 1: 316-31, May 1912.  
"A comprehensive and readable presentation of the remarkable provision made for vocational opportunities for all the children by a large city school system."
1410. **Mayer, Mary Josephine.** Vocational training in our public schools. American review of reviews, 45: 449-56, April 1912.  
Argues that vocational training is not opposed to culture. Reviews the situation in this country.
1411. **Mussey, H. B.** Education and pay of head and hand. Educational review, 42: 450-464, December 1911.  
Advocates vocational training and guidance.
1412. **Prosser, C. A.** Vocational education: legislation of 1910-1911. American political science review, 6: 586-95, November 1912.

1413. **Rathmann, C. G.** Vocational training in Germany. Educational foundations, 23: 155-70, 228-39, November, December 1911.  
A discussion of the continuation schools of Germany, commercial, agricultural, etc.
1414. **Richmond, Sada Fouts.** The vocational school. Progressive teacher, 18: 35-36, April 1912.  
An account of the first vocational public school started in the South, at Memphis, Tenn.
1415. **Robbins, Jane E.** The new school boy. Outlook, 101: 880-83, August 17, 1912.  
Declares that "the coming boy wants to get a definite scientific training which shall relate him to the every-day world of agriculture, commerce, and manufacture."
1416. **Snedden, David.** Debatable issues in vocational education. Vocational education, 2: 1-12, September 1912.  
Gives "a few of the problems of vocational education with reference to which there is now needed fuller analysis, discussion and experimentation."
1417. ——— Problems in the psychology of vocational education. Journal of educational psychology, 2: 481-90, November 1911.
1418. **Taylor, James P.** The doomed pupil. Educational review, 43: 499-507, May 1912.  
The writer says that in "the old days the hand and the will and the practical judgment were trained through vocational work at home. In these present days they must be trained through vocational work at school."
1419. **Weeks, Ruth Mary.** The people's school. A study in vocational training. Boston, New York [etc.] Houghton Mifflin company [1912] 208 p. 12°.  
(Riverside educational monographs, ed. by H. Suzzallo)  
CONTENTS.—1. Foreword. 2. The hand & iron. 3. The public school. 4. A school for the plain man. 5. Trade education and the woman. 6. In the country. 7. Trade education and organized labor. 8. Trade education and socialism. 9. Foreign trade schools. 10. American experiments. 11. The type of trade school needed in the United States. 12. Choosing a vocation. 13. Conclusion. 14. Bibliography on elementary vocational education.
1420. **Wulffing, G. E.** Can the administration department of a school system serve as a laboratory for the vocational training of children? American school board journal, 45: 8, 40-41, August 1912.

## VOCATIONAL GUIDANCE

1421. **National conference on vocational guidance.** First conference, Boston, Mass., November 15-16, 1910. Manual training magazine, 12: 277-78, February 1911.
1422. **Brûère, Martha Bensley.** Launching the child. Outlook, 101: 75-80, May 11, 1912.
1423. **Chicago school of civics and philanthropy.** Department of social investigation. Finding employment for children who leave the grade schools to go to work. Report to the Chicago woman's club, the Chicago association of collegiate alumnae, and the Woman's city club. [Chicago, Mainz, engraving company, The Hollister press, 1911] 56 p. 4°.  
CONTENTS.—1. Sophonisba P. Breckinridge and Edith Abbott: The school and the working child; a plea for employment supervision in city schools, p. 5-18. 2. Anne S. Davis: Preliminary report on opportunities of employment in Chicago open to girls under 16, p. 19-40. 3. Edith Abbott: Public care of working children in England and Germany; some notes on juvenile labor exchanges, p. 41-48. 4. Trade and technical classes for girls in Chicago, p. 49-52. 5. Selected bibliography relating to employment supervision, p. 53-56.  
Reviewed in Elementary school teacher, 12: 388-90, April 1912.
1424. **Davis, Jesse B.** Vocational and moral guidance through English composition. English journal, 1: 457-65, October 1912.  
Also in National education association. Journal of proceedings and addresses, 1912. p. 713-18.  
"The report of a successful trial of a plan to find material for high-school composition in the pupils' study of his vocational qualifications and responsibilities and the vocational opportunities of the world about him."—School review, December 1912, p. 706.

1425. **Davis, Jesse B.** Vocational guidance a function of the public school. In North Central association of colleges and secondary schools. Proceedings, 1911. Published by the Association, 1911. p. 85-100.  
Also, with slight changes, in Educational bi-monthly, 6: 206-17, February 1912.  
Gives the results of an investigation, showing the need of better guidance, and outlines a scheme of vocational guidance for high schools.
1426. Vocational guidance. Vocational education, 1: 286-97, March 1912.  
Treats of vocational guidance in Boston, New York city, Grand Rapids, Cleveland, and Waltham.

## MANUAL TRAINING

1427. **Eastern art and manual training teachers' association.** Proceedings. First annual convention, Boston, May 4, 5, 6, 7, 1910. Second annual convention, Philadelphia, May 11, 12, 13, 1911. [Newark, N. J.: Press of Baker printing company, 1912] 213 p. 8°. (Editor, 1911, Fred H. Daniels, Newtonville, Mass.)
1428. **Western drawing and manual training association.** Proceedings of meeting held at Cincinnati, Ohio, May 1-4, 1912. [Bloomington, Ill., Pantagraph & sta. co., 1912] 234 p. 8°. (Wilson H. Henderson, secretary, Hammond, Ind.)  
Contains: 1. W. J. Bogan: Some problems of technical education, p. 29-37. 2. C. B. Connelley: The relation of the arts to industrial education, p. 38-41. 3. E. G. Cooley: Lessons from Germany for boys of high school age, p. 62-73. 4. Vocational and non-vocational suggestions for the art schools, p. 78-86. 5. I. S. Griffith: Suggested method of treatment for beginning design in teaching woodworking, p. 104-15. 6. A. C. Newell: What should be included in a course of instruction in architectural drawing for the high school? p. 116-28. 7. F. M. Leavitt: The need, purpose and possibility of industrial training in elementary schools, p. 148-63.
1429. **Bennett, Charles A.** Visiting manual training schools in Europe. X. Leipzig and Berlin. Manual training magazine, 13: 18-35, October 1911.  
Series continued from June 1911 number.
1430. **Bonnell, Clarence.** The first week at the beginning of the school year in the high school woodworking shop. Manual training magazine, 13: 401-23, June 1912.  
Suggests to those of limited experience some practical expedients, which, used in a shop where space and light and the instructor's time are all limited, have proved to be helpful.
1431. **Chaplain, Alexandria.** Manual and industrial instruction in the public school. Virginia journal of education, 5: 256-59, March 1912.  
The author points out that manual and industrial instruction in the public schools is an educational, economic, and social necessity.
1432. **Crawshaw, Fred Duane.** Manual arts for vocational ends. Peoria, Ill., The Manual arts press [1912] 99 p. 8°.
1433. **Dodd, Alvin E.** Vocational consciousness in manual training. Manual training magazine, 13: 329-38, April 1912.  
Argues that manual training is the natural basis upon which to build up a large and important section of vocational work.
1434. **Griffith, Ira S.** Correlated courses in woodwork and mechanical drawing. Peoria, Ill., The Manual arts press [1912] 238 p., illus. 8°.
1435. **Larsson, Gustaf.** Sloyd an important factor in the education of boys. Manual training magazine, 13: 230-35, February 1912.
1436. **Markus, Henry F.** A scheme for grading in manual training. Manual training magazine, 13: 450-51, June 1912.  
"The use of this scheme of grading makes a monthly grade in manual training possible, which sometimes proves a great stimulus to the work."
1437. **Newell, A. C.** A lesson plan and some shop lecture outlines. Manual training magazine, 13: 297-305, April 1912.  
The writer is convinced that class teaching is far better at the beginning of any course in shopwork.

1438. **Usherwood, T. S.** The place of manual training in the curriculum of the secondary school. *Manual training* (London) 9: 136-39, 158-64, March, April 1912.

A discussion of the necessity for manual training in the curriculum of the secondary school, and the value of a proper coordination with literary, mathematical, and experimental work as a basis for a liberal education.

#### INDUSTRIAL AND TRADE EDUCATION

1439. **National society for the promotion of industrial education.** Proceedings fifth annual meeting, Cincinnati, Ohio, November 2-4, 1911. New York, National society for the promotion of industrial education, 1912. 239 p. 8°. (*Its Bulletin* no. 15—Charles A. Prosser, secretary)
- Contains: 1. How shall the obligation to provide industrial education be met. The obligation of the employer [by] H. E. Miles, p. 28-37. The obligation of the employee [by] Frank Duffy, p. 38-45. 2. J. F. Munroe: President's address, p. 46-56. 3. Herman Schneider: Co-operative plan of the University of Cincinnati, p. 59-67. 4. P. A. Johnston: Vocational plans in the high school, p. 68-79. 5. J. H. Renshaw: The Cincinnati continuation school for apprentices, p. 80-95. 6. J. L. Shearer: The Ohio mechanics' institute, p. 96-103. 7. A. L. Williston: Evening trade and industrial schools, p. 105-18. 8. C. P. Cary: Part-time schools, p. 119-22. Discussion, p. 122-25. 9. David Snedden: Report of Committee on national legislation, p. 126-34. 10. C. A. Prosser: The training of the factory worker through industrial education, p. 137-55. 11. E. G. Cooley: The argument for industrial education from the success of Germany, p. 158-92. 12. J. P. Frey: A trade union view of industrial education, p. 193-97. Discussion, p. 197-200. 13. Should trade schools for youth above sixteen years of age be provided at public expense? [by] J. F. Munroe, p. 201-203; [by] C. G. Pearce, p. 204-18; [by] G. M. Forbes, p. 219-26.
1440. **National society for the study of education.** Eleventh yearbook. Part I. Industrial education: Typical experiments described and interpreted. Part II. Agricultural education in secondary schools. Chicago, Ill., University of Chicago press [1912] 2 v. 124, 113 p. 8°. (S. Chester Parker, secretary, University of Chicago, Chicago, Ill.)
- CONTENTS.—Part I. 1. F. M. Leavitt: Classification of plans for industrial training. 2. M. W. Murray: The separate or independent industrial school. 3. J. F. Barker, H. B. Wilson: The vocational high school. 4. C. F. Perry: The public trade school. 5. A. F. Safford: The part-time co-operative plan of industrial education. 6. Pliny Johnston: The Cincinnati continuation schools. 7. Meyer Bloomfield: Vocational guidance. 8. B. W. Johnson: Industrial education in the Northwest. Part II. 1. A. C. Monahan: The training of teachers for secondary courses in agriculture. 2. R. W. Stimson: The vocational agricultural school. 3. D. J. Crosby: State-aided departments of agriculture in public high schools. 4. W. H. French: High-school agriculture without state subsidy. 5. H. F. Hutton, F. R. Crane: Short courses and extension work in agriculture for high schools. 6. W. R. Hart, G. E. Warren: In public high schools should agriculture be taught as agriculture or as applied science?
1441. **Anderson, Lewis Flint.** Industrial education during the middle ages. *Education*, 32: 354-59, 423-29, February-March 1912.
1442. **Crawshaw, Fred Duane.** What can the high schools do better to help the industries? *Manual training magazine*, 13: 193-204, February 1912.
1443. **Diemer, Hugo.** Factory organization in relation to industrial education. *Annals of the American academy of political and social science*, 44: 130-40, November 1912.
1444. **Dillon, Charles.** Money value of training for the trades. *World's work*, 22: 14756-58, August 1911.
1445. **Duffy, Frank.** Industrial education and the labor unions. New York city, Teachers college, Columbia university [1912] 14 p. 8°. (Teachers college bulletin, third series, no. 18, May 4, 1912)
1446. ———. Industrial education and what labor unions are doing to promote it. *Vocational education*, 2: 28-35, September 1912.
- This article is by the general secretary of the United brotherhood of carpenters and joiners. "His extended knowledge and experience, as well as official position, enable Mr. Duffy to speak with authority on this question."

1447. **Duncan, Robert Kennedy.** Progress in industrial fellowships. *In his* Some chemical problems of today. New York, Harper and brothers, 1911. p. 224-47.
1448. **Fish, Elmer H.** The commercial school shop. *Vocational education*, 1: 82-99, November 1911.
1449. **Grossmann, Maximilian Paul E.** Some fundamental verities in education; with a symposium preface by Frederick E. Bolton and others. Boston, R. G. Badger, 1911. xix, 118 p. 12°.  
CONTENTS.—pt. 1. Manual culture and sense training.—pt. 2. Art culture and art expression.  
"Presents in simple form, with numerous illustrations, the chief justification for art and industry in education."
1450. Industrial education; studies by Frederick H. Sykes . . . Frederick G. Bonser . . . Henry C. Brandon . . . New York city, Teachers college, Columbia university, 1911. 61 p. 8°. (Teachers college record, vol. xii, no. 4)
1451. **Johnston, George M.** Industrial opportunities of our schools. *Ohio teacher*, 32: 453-56, May 1912.  
Deals particularly with the situation in Cincinnati.
1452. **Keith, John A. H.** Industrial education for Wisconsin boys and girls. *Wisconsin journal of education*, 44: 65-69, March 1912.
1453. **Kimball, Dexter S.** Industrial education; with an introduction by Jacob Gould Schurman. Ithaca, N. Y., The University, 1911. 42 p. 8°. (Cornell university. School of education. Studies in education, no. 1)  
CONTENTS.—1. The need of industrial education.—2. Fundamental principles.—3. Industrial education in the public school system.  
The author recognizes the value of a liberal background for vocational training, as well as of vocational direction for liberal education.
1454. **Kreuzpointner, Paul.** Industrial education. *Educational foundations*, 23: 400-408, 626-32, March, June 1912.  
Gives the aims of industrial education and the nature of the subjects to be taught. The second part on continuation schools is complete in itself.
1455. ——— The new standard of the present day industrial education in Europe. *American school board journal*, 43: 15-17, September 1911.  
"We have as a new standard in the present system of industrial education in Europe, a growing power of the state over the organization of such schools, the extension of the compulsory feature of attendance at industrial schools, under eighteen years of age, and a vast increase of expenditures by the state and the municipalities over former years—for the education of the masses of industrial workers."
1456. **Leavitt, Frank Mitchell.** Examples of industrial education. Boston, New York [etc.] Ginn and company [1912]. 330 p. 12°.  
CONTENTS.—1. Significance of the movement for industrial education.—2. Manual training and industrial education.—3. The demand—an analysis.—4. The demand of organized labor.—5. The demand of educators.—6. The demand of social workers.—7. The revision of educational ideals involved in the movement for industrial training.—8. A plan for immediate reorganization.—9. Examples of more fundamental reorganization.—10. Prevocational work in grades 6-8.—11. The intermediate or separate industrial school.—12. Vocational high schools.—13. The trade school.—14. Part-time cooperative schools.—15. The continuation school.—16. Vocational guidance.—17. State legislation.—18. Concerning agricultural education.
1457. ——— The need, purpose, and possibilities of industrial education in the elementary school. *Elementary school teacher*, 13: 80-90, October 1912.  
Contents that elementary industrial work will be most effective when conducted under the direction of the manual-training authorities.
1458. ——— Sociological phases of the movement for industrial education. *American journal of sociology*, 18: 652-60, November 1912.
1459. **Lindstrom, E. George.** Trade instruction versus industrial education from the point of view of a practical trade unionist. *Vocational education*, 1: 273-78, March 1912.

1460. Mowry, Don E. Plea for industrial education. *Education*, 32: 20-25, September 1911.
1461. National association of manufacturers. Committee on industrial education. Report presented at the sixteenth annual meeting, New York, May 15, 16, and 17, 1911. [n. p., 1911] 11 p. 8°.
1462. Prosser, Charles A. Facilities for industrial education. *American school board journal*, 45: 11-12, 58, September 1912.  
An address delivered before the National education association, and published in its *Journal of proceedings and addresses* for 1912, p. 1196-1202.
1463. Radcliffe, William Hiram. Educational bureau in industrial corporations. *Engineering magazine*, 42: 400-402, December 1911.
1464. Roberts, Elmer. The passing of the unskilled in Germany. *Scribner's magazine*, 51: 199-204, February 1912.  
A review of the status of continuation trade and commercial schools of Germany. According to the author "the processes at work tend to convert the whole population into the users of tools and machinery."
1465. Selden, Frank Henry. The educational side of the schoolshop problem. *American school board journal*, 45: 11, 49, 14, 59, October-November, 1912.  
"This discussion, beginning with an excellent description of the evolutions of industry, will form an important contribution to the literature now being published on the subject."
1466. Stevens, Kate. Industrial education in London. *Educational foundations*, 23: 72-80, October 1911.
1467. United States. Bureau of labor. Twenty-fifth annual report of the Commissioner of labor, 1910. Industrial education. Washington, Government printing office, 1911. 822 p. 8°.  
A comprehensive survey of the present status of this branch of education, including vocational guidance, in the United States, prepared under the supervision of Charles H. Winslow and Jesse C. Bowen. Contains a selected bibliography on industrial education, p. 519-39.

## TECHNICAL EDUCATION

1468. Irish technical instruction association. Annual congress, Cork, held June 4-6, 1912. Athlone, Printed by the Athlone printing works co., ltd., 1912. 169 p. 8°.  
Contains: 1. T. A. Smiddy: Problems of commercial education, p. 27-33. 2. A. Williamson: Classes for employees in special commercial businesses, p. 33-41. 3. J. H. Grindley: Description of Cork technical institute, p. 57-60. 4. Dr. Starkie: Continuation schools, p. 62-74. 5. T. P. Gill: Preparation for agricultural and industrial callings, p. 74-83. 6. Miss Brown: Labour exchanges and juvenile advisory committees, p. 129-33. 7. R. J. Hodges: Technical education in our smaller towns: its successes and failures, p. 150-58.
1469. Daniell, G. F. Position of technical instruction in England. *Nature*, 88: 319-21, January 4, 1912.
1470. Middleton, P. Harvey. How railroad men are made: training the men who run big railways. *Scientific American*, 106: 158, February 17, 1912.
1471. Morton, B. H. Helping the railroad man. *Technical world*, 18: 233-36, October 1912.
1472. Ritchie, John, Jr. Shall I give my boy a technical education? *Scientific American*, 106: 202, March 2, 1912.
1473. Smallwood, Julian Chase. Efficiency principles of technical education. *Engineering magazine*, 42: 915-20, March 1912.



## AGRICULTURE

1473. **American association of farmers' institute workers.** Proceedings of the sixteenth annual meeting . . . held at Columbus, Ohio, November 13-14, 1911. Washington, Government printing office, 1912. 77 p. 8°. (United States. Department of agriculture. Office of experiment stations. Bulletin 251) (John Hamilton, secretary-treasurer, Washington, D. C.)  
Contains: 1. Report of Committee on cooperation with other educational agencies, p. 11-12. 2. Report of Committee on movable schools of agriculture, p. 12-13. 3. Report of Committee on boys and girls' institutes, p. 15-20; Discussion, p. 20-22. 4. H. M. Cottrell: What is the most effective method for conducting an agricultural instruction train? p. 39-40; Discussion, p. 40-41. 5. G. A. Gilgault: Should the institute organize and conduct, for purposes of practical demonstration, technical schools of agriculture for men and schools of domestic science for women? p. 47-51; Discussion, p. 51-52.
1475. **Association of American agricultural colleges and experiment stations.** Proceedings of the twenty-fifth annual convention . . . held at Columbus, Ohio, November 15-17, 1911. Montpelier, Vt., Capital city press, 1912. 229 p. 8°. (J. L. Hills, secretary-treasurer, Burlington, Vt.)  
Contains: 1. W. H. Jordan: Presidential address, p. 39-46. 2. P. P. Claxton: [Agriculture, education and the Bureau of education], p. 60-67. 3. P. P. Claxton: [Education and the Federal government], p. 89-94. 4. A. Vlyan: The preparation of men for teaching and for station work, p. 98-103. 5. H. J. Wheeler: The training men in station and college work, p. 104-7. 6. John Hamilton: The organization of correspondence courses in agriculture, p. 183-93. 7. O. H. Benson: Boys' and girls' club work in the Southern states, p. 215-20.
1476. **Babcock, Ernest B.** Co-operation between the schools and the College of agriculture. University of California chronicle, 13: 335-42, July 1911.  
Methods used by the California college of agriculture to help public school teachers in agricultural instruction.
1477. **Davenport, Eugene.** Shall we ask for future legislation in the interest of agriculture; if so, what? School and home education, 31: 187-93, January 1912.  
Part of the discussion of this topic given at the Columbus meeting for the improvement of agricultural education by land-grant colleges.
1478. **Jackson, Edwin R.** Forestry in agriculture. Vocational education, 1: 184-92, January 1912.
1479. **Johnson, A. A.** County schools of agriculture and domestic economy in Wisconsin. Washington, Government printing office, 1911. 24 p. illus. 8°. (U. S. Department of agriculture. Office of experiment stations. Bulletin 242)  
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1480. **Jordan, Whitman H.** The function and efficiency of the agricultural college. Science, n. s., 34: 773-85, December 8, 1911.
1481. **Massachusetts. Board of education.** Report on agricultural education. In its Annual report, 1911. Appendix, p. 195-296.  
Recommendations as a result of careful investigations by a committee of nine. Chairman, Frederick P. Fish.
1482. **Medd, John Charles.** Rural and agricultural education. Nineteenth century, 72: 1032-64, November 1912.
1483. **Shawkey, Morris Purdy.** Teaching the bread and butter subjects. West Virginia school journal, 40: 9-13, February 1912.  
An address delivered before the New River and Greenbrier Valley round table at Alderson, November 17, 1911.  
"A plea for the so-called utility subjects," especially the teaching of agriculture, in West Virginia schools.
1484. **Stowe, Lyman Beecher.** Training city boys for country life. Outlook, 102: 537-41, 584-91, November 9, 16, 1912.  
Describes the different agencies for training for farm life.
1485. **Woods, Albert Fred.** Agricultural education and its relation to rural sociology. American journal of sociology, 17: 659-68, March 1912.

## DOMESTIC SCIENCE

1486. **American home economics association.** [Papers read at the Washington meeting, December 1911] *Journal of home economics*, 4: 111-69, 180-85, 230-54, 270-92, April, June 1912.  
Contains: 1. Willystine Goodsell: A plea for the introduction of historical courses on the home into the higher schools and colleges for young women, p. 111-25. 2. Mary I. Foster: Biochemistry: its place in the curriculum of the college of liberal arts for women, p. 126-32. 3. E. V. McCallum: Some important considerations in the feeding of young children, p. 133-39. 4. Junata L. Shepperd: The possibilities of a home maker's course, p. 147-50. 5. Jessie M. Hoover: Home economics in the agricultural college, p. 150-55. 6. Mary I. Van Zile: Home economics extension work in Kansas, p. 155-58. 7. Mary L. Bull: Extension work in Minnesota, p. 159-61. 8. Bertha M. Miller and Viola M. Bell: The domestic science department at a social center of the school, p. 162-63. 9. Helen M. Day: Practical methods for teaching the nutritive value and cost of food, p. 164-66. 10. L. R. Balderston: Opportunities for teachers and specialists in laundry work, p. 166-67. 11. Helen Hollister: Novel courses at Mechanics institute, p. 167-69. 12. E. P. Claxton: Address of welcome to the Association, p. 180-85. 13. Report of the round table on elementary work in preparation of food in college classes, p. 230-42. 14. Mary E. Arnold: A cafeteria for college students, p. 243-45. 15. Emma Smedley: High school luncheons in Philadelphia, p. 250-54. 16. After some years of experimentation, what is the educational aim, method, and accomplishment in college courses in domestic art? p. 270-92.
1487. **Abel, Mary H.** Practical experiments for the promotion of home economics. *Journal of home economics*, 3: 362-69, October 1911.  
Describes the New England Kitchen, the School of housekeeping, and the Household aid company.
1488. **Bolce, Harold.** Training for motherhood. *Good housekeeping*, 55: 292-300, September 1912.  
An illustrated article describing the work of Sesame House, in London, and the International Movement of which it is the inspiring center. The same magazine contains an article (p. 300-301) on the New York school of mothercraft, by Mrs. G. C. Ashton Jonson. The latter school is, to a greater or less extent, a replica of the parent institution in London.
1489. **Bruère, Martha Bensley.** Educating the consumer. *Outlook*, 102: 29-34, September 7, 1912.  
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1490. **Langworthy, Charles F.** State and municipal documents as sources of information for institution managers and other students of home economics. *Journal of home economics*, 4: 59-73, February 1912.
1491. **Lawrence, Minerva.** Domestic science equipment. *Northwest journal of education*, 24: 20-21, September 1912.  
Equipment for domestic science departments in public schools.
1492. **Ravenhill, Alice and Schiff, Catherine J., ed.** Household administration, its place in the higher education of women. New York, H. Holt and co., 1911. 324 p. 8°.  
"A compilation of papers on different branches of domestic science written by well-known educators in foreign universities . . . The book is, naturally, didactic, but wholesomely so, and suggests a better preparation on the part of all women for the administration of households, direction of servants, and rearing and educating children."—*Literary digest*, 42: 409, May 6, 1911.
1493. **Trowbridge, Ada Wilson.** The Home school of Providence, Rhode Island. *Vocational education*, 2: 13-27, September 1912.  
"Describes a public school in a city flat building, that is both a home and a school, training girls in living fashion for household occupations."—*School review*, November 1912, p. 648.
1494. ———. Home schools. *School review*, 20: 627-30, November 1912.  
Author says that to every girl, in whatever walk of life, should be given "the training and education which will awaken her enthusiasm and enchain her interest in the vocation of home-making." Tells of work accomplished in various schools of the country.

## PROFESSIONAL EDUCATION (PROFESSIONS AND OCCUPATIONS)

1485. **Lowell, Abbott Lawrence.** College studies and professional training; a statistical study in Harvard university. *Educational review*, 42: 217-33, October 1911.  
Appears in condensed form in *Popular science monthly*, 79: 514-16, November 1911.

## Commerce and Industry

1496. **Brett, George P.** The need of commercial education. *Independent*, 72: 728-30, April 4, 1912.  
The author says that "for the children of our cities, about 90 per cent. of whom leave school at about the age of fourteen and enter business, commercial education is vitally necessary."
1497. **Butler, Elizabeth Beardale.** Training in salesmanship. *In her Saleswomen in mercantile stores*, Baltimore, 1909. New York, Charities publication committee, 1912. p. 159-73.  
Appendix B, What the schools can do to train girls for work in department stores, by Mrs. Lucinda W. Prince, p. 187-93. Appendix C, Salesmanship classes in the store of Hale brothers, San Francisco, Cal., p. 200-5.
1498. **Kaempfert, Waldemar Bernhard.** Training captains of industry in Germany: high schools in which the science of business is taught. *Scientific American*, 106: 66-67, January 20, 1912.
1499. **Moulton, Leonard B.** A course in salesmanship. *School review*, 20: 56-59, January 1912.  
Methods pursued in the Boston high school of commerce. Boys brought into close contact with successful salesmen.
1500. **White, Frank Marshall.** Business men in the making. *Outlook*, 98: 989-97, August 26, 1911.

## Engineering

1501. **Society for the promotion of engineering education.** Proceedings of the nineteenth annual meeting held in Pittsburgh, Pa., June 27, 28 and 29, 1911. Volume XIX. Ithaca, N. Y., Cornell university, 1912. 522 p. 8°. (H. H. Norris, secretary, Ithaca, N. Y.)  
Contains: 1. A. N. Talbot: The engineering teacher and his preparation, p. 22-32. 2. F. N. Raymond: The preparation of written papers in schools of engineering, p. 48-54; Discussion on engineering English, p. 54-90. 3. H. W. Hibbard and H. S. Philbrick: Teaching of scientific shop management, with use of engineering school shops as the laboratory, p. 91-106; Discussion, p. 106-32. 4. Hugo Dlemer: Results of experience in teaching scientific shop management, p. 133-45. 5. Report of the Committee on the teaching of mathematics to students of engineering, p. 164-282; Discussion, p. 283-97. 6. Report on entrance requirements and definition of subjects presented by Committee on entrance requirements, p. 330-66; Discussion, p. 367-75. 7. J. M. White: The architecture of engineering schools, p. 387-93. 8. A. L. Williston: Wentworth institute, p. 394-407; Discussion on the architecture of engineering schools, p. 408-25. 9. W. A. Hillebrand and S. B. Charters, Jr.: An engineering course for under-classmen, p. 430-39. 10. E. B. Paine: Electrical engineering instruction, p. 440-56. 11. W. G. Raymond: All-year session, individual instruction: renewed suggestions, p. 457-59; Discussion, p. 460-67. 12. E. B. Raymond: The technical graduate from the point of view of the manufacturer, p. 468-72. 13. C. F. Scott and C. R. Dooley: Adapting technical graduates to the industries, p. 473-79. 14. F. L. Bishop: The cooperative system of engineering education at the University of Pittsburgh, p. 480-85; Discussion, p. 485-500.
1502. **Ellis, Lynn Webster.** Making the tractioneer—school where traction engineering and farming are taught. *Scientific American*, 126-28, February 10, 1912.
1503. School for traction engineers. *Scientific American*, 107: 276, October 5, 1912.

## Fine Arts

1504. **American federation of arts.** [Synopsis of proceedings of the third annual convention held in Washington, D. C., May 9-11, 1912] *Art and progress*, 3: 623, June 1912. (Leila Mechlin, secretary, 1741 New York avenue, Washington, D. C.)

1505. **American federation of arts.** [Reports of committees] Art and progress 3: 656-62, July 1912.
1506. **Ashbee, Charles Robert.** Should we stop teaching art? London, B. T. Batsford [pref. 1911] 122 p. 8°.
1507. **Lecoq de Boisbaudran, Horace.** The training of the memory in art and the education of the artist. Tr. from the French by L. D. Luard. London, Macmillan and co., 1911. xxx, 185 p. 12 pl. 8°.
- "In this book are included three pamphlets . . . written by . . . an artist and art teacher who approached educational questions from an unusually original and intelligent standpoint."—International studio, 45: 88, November 1911.

## Journalism

1508. **Hosmer, G. W.** Pulitzer's ideals for the Columbia school of journalism. American review of reviews, 45: 187-90, February 1912.
1509. The school of journalism of Columbia university. Science, n. s. 36: 470-72, October 11, 1912.
1510. **Slosson, Edwin Emery.** Place of journalism in university education. Independent, 71: 1127-31, November 23, 1911.
1511. ——— The possibility of a university newspaper. Independent, 72: 351-59, February 15, 1912.
- Points out the advantages of a newspaper issued under the auspices of a university. No newspaper office could afford a corps of trained specialists, conversant with all branches of human knowledge, like that maintained by a journal published by a university.

## Law

1512. **Association of American law schools.** Proceedings of the eleventh annual meeting, held at Boston, Mass., August 28-29, 1911. [n. p., n. d.] 73 p. 8°.
- (George P. Costigan, jr., secretary-treasurer, Northwestern university school of law, Chicago, Ill.)
- Reprinted from the Transactions of the American bar association, for 1911.
- Contains: 1. W. R. Vance: The ultimate function of the teacher of law, p. 28-43. 2. Viscount Uchida: The teaching of jurisprudence in Japan, p. 44-58. 3. H. F. Stone: The function of the American university law school, p. 59-73.
1513. **Jones, William Carey.** The problem of the law school. University of California chronicle, 13: 314-25, July 1911.
- "An attempt to indicate some of the objects and ideals of a great and sufficient American law school."

## Medicine

1514. **American medical association.** Council on medical education. Report of the eighth annual conference, held at Chicago, February 27, 1912. Chicago, The Association, 1912. p. [135]-231. 8°.
- (American medical association bulletin, v. 7, no. 4, March 15, 1912) (N. P. Colwell, secretary of Council, Chicago, Ill.)
- Contains: 1. A. D. Bevan: The modern school of medicine, p. 141-52. 2. N. P. Colwell: The present status of medical education in the United States, p. 153-60. 3. F. G. Hallett: The organization and the system of examinations of the conjoint examining board, p. 160-84; Discussion, p. 184-90. 4. K. D. Swartzel: Some administrative phases of entrance requirements, p. 190-99. 5. Reuben Peterson: The relation of the medical school to the hospital or intern year, p. 199-206; Discussion, p. 206-19. 6. E. B. Craighead: Medical education in the South, p. 219-27; Discussion, p. 227-31.
1515. **Association of American medical colleges.** Proceedings of the twenty-first annual meeting, held in Chicago, February 27-28, 1911. 94 p. 8°.
- (F. C. Zapffe, secretary-treasurer, University of Illinois, Chicago, Ill.)
- Contains: 1. J. A. Witherspoon: Cooperation in establishing standards of medical education, p. 5-12. 2. O. E. MacLean: Entrance requirements for admission to the medical course, p. 17-22; Discussion, p. 22-28. 3. C. M. Jackson: The medical college library, p. 29-36. 4. B. D. Harrison: Administration of preliminary requirements, p. 37-40. 4. Report of Committee on pedagogics, p. 72-81.

1516. **Association of American medical colleges.** Proceedings of the twenty-second annual meeting, held at Chicago, February 28, 1912. 88 p. 8°. (F. C. Zapffe, secretary-treasurer, University of Illinois medical department, Chicago, Ill.)  
Contains: 1. W. P. Harlow: Address of president, p. 5-13. 2. H. A. Christian: General examinations in a medical school: plan of examination recently adopted at Harvard, p. 14-18. 3. C. M. Jackson: On the improvement of medical teaching, p. 19-26. 4. E. P. Lyon: The migration of students. A plea for the individual in education, p. 27-46. 5. J. M. Dodson: The addition of a fifth year to the medical curriculum, p. 46-62.
1517. **Flexner, Abraham.** Medical education in Europe. A report to the Carnegie foundation for the advancement of teaching, with an introduction by H. S. Pritchett. New York city, 1912. xx, 357 p. 4°. (Carnegie foundation for the advancement of teaching. Bulletin no. 6)
1518. **Jackson, C. M.** On the improvement of medical education. *Science*, 35: 566-71, April 12, 1912.
1519. **Matas, Rudolph.** The cinematograph as an aid to medical education and research. *New York medical journal*, 96: 409-14, 483-88, August 31, September 7, 1912.  
Appended to second article is an extensive bibliography.
1520. **Pottinger, Francis M.** Should we expect more than mediocrity from the medical profession? *Bulletin of the American academy of medicine*, 13: 4-11, February 1912.  
Advocates among other things better preliminary training, not only in "the branches which underlie the foundation of medicine, but in the foundation of medicine itself."
1521. Seven years' progress in medical education. *Science*, n. s., 34: 317-19, September 8, 1911.
1522. Should there be two degrees in medicine. Symposium. *Bulletin of the American academy of medicine*, 12: 346-73, December, 1911.  
Contains: The need of more than one degree in medicine, by Boardman Reed, p. 347-351; Should there be two degrees in medicine, by R. L. Wilbur; Post-graduate degrees in medicine, by A. S. Lobinger; Memoranda in absentia, by George Blumer, etc.

## Training of Nurses

1523. **American society of superintendents of training schools for nurses.** Proceedings of the eighteenth annual convention, held at Chicago, Illinois, June 3-5, 1912. Springfield, Mass., Thatcher art printery [1912] 265 p. 8°. (Jessie E. Catton, secretary, Springfield, Mass.)  
Contains: 1. Mary J. Hurdley: How can training schools best co-operate with existing educational institutions? p. 26-30. Discussion, p. 30-40. 2. Mary E. Gladwin: The responsibility of trustees to the training school, p. 48-52. Discussion, p. 52-54. 3. Edna L. Foley: What can training schools do to meet the new demands upon nursing? p. 54-58. Discussion, p. 58-65. 4. Report on possibilities of co-operation between schools of nursing and high schools, p. 126-46. 5. Report of Committee on teaching in training schools, p. 146-61. 6. Mary C. Wheeler: Training school inspection, p. 240-44.
1524. **Nutting, Mary Adelaide.** Educational status of nursing. Washington, Government printing office, 1912. 97 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 7)

## Music

1525. **Music teachers' national association.** Studies in musical education, history and ethics, sixth series. Papers and proceedings of the Music teachers' national association at its thirty-third annual meeting, University of Michigan, Ann Arbor, Mich., December 26-29, 1911. Hartford, Conn., The Association, 1912. 300 p. 8°. (Allen Spencer, secretary, Kimball Hall, Chicago, Ill.)  
Contains: 1. W. A. White: Specific musical education versus culture through music—which? p. 200-3. 2. W. O. Messner: Specific musical education in the grades, p. 204-11. 3. E. B. Birge: High school music, p. 211-16. 4. R. L. Baldwin: Report concerning the present status of music in the high schools of New England, New York, and New Jersey, p. 217-20.

1526. **Barbour, Florus A.** The educational value of music. *Western journal of education* (Ypsilanti), 5: 1-12, January 1912.  
An address given before the Music section of the Wisconsin state teachers' association, at Milwaukee, November 19, 1911.
1527. **Curtis, Natalie.** Value of music school settlements in large cities. *Craftsman*, 21: 283-89, December 1911.
1528. **McConathy, Osbourne.** Credits for outside study. *Musician*, 17: 232-33, April 1912.
1529. ———. Elective music courses. *Musician*, 17: 594-95, September 1912.
1530. Why American music students should study in America. *American review of reviews*, 45: 496, April 1912.  
Advice of Louise Llewellyn in *Musical America*.

## Theology

1531. **Degert, A.** *Histoire des séminaires français jusqu'à la révolution*. Paris, G. Beauchesne & cie, 1912. 2 v. 12°.
1532. **Diggle, John William.** Training of the clergy. *Contemporary review*, 100: 661-70, November 1911.
1533. **Mackenzie, William Douglas.** The standardization of theological education. *Religious education*, 6: 253-61, August 1911.

## NAVAL AND MILITARY EDUCATION

1534. **Mahan, Alfred Thayer.** Naval war college. *North American review*, 196: 72-84, July 1912.
1535. **Satterlee, Herbert Livingston.** Our great national university. *North American review*, 195: 266-70, February 1912.  
Author maintains that our greatest national university is the navy.

## MATHEMATICS: STUDY AND TEACHING

1536. **Cajori, Florian.** A review of three famous attacks upon the study of mathematics as a training of the mind. *Popular science monthly*, 80: 360-72, April 1912.  
Outlines the attacks upon the study of mathematics made by Hamilton, Schopenhauer, and Huxley. States that "the new psychology is not hostile to mathematics, except perhaps to the formal or mechanical parts of algebra."
1537. **Carpenter, A. F.** The importance of mathematical training to science teachers. *School science and mathematics*, 12: 30-39, January 1912.  
Read before the Mathematics science section of the Washington educational association, December 1910.
1538. **Griggs, A. O.** The pedagogy of mathematics. *Pedagogical seminary*, 19: 350-75, September 1912.  
Bibliography: p. 374-75.  
"A critical study of the methods of teaching mathematics, specially in the early years."—*School review*, November 1912, p. 646.
1539. **Hawkes, H. E.** Educational values in mathematical teaching. *Educational review*, 43: 267-73, March 1912.
1540. **International commission on the teaching of mathematics.** Examinations in mathematics other than those set by the teacher for his own classes. Washington, Government printing office, 1911. 72 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 8) (The American report. Committee no. vii)
1541. ———. Graduate work in mathematics in universities and in other institutions of like grade in the United States. Washington, Government printing office, 1911. 63 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 6) (The American report. Committee no. xii)  
Report also in *Science*, n. s., 34: 853-64, December 22, 1911.



1542. **International commission on the teaching of mathematics.** Influences tending to improve the work of the teachers of mathematics. Washington, Government printing office, 1912. 47 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 13) (The American report. Committee no. viii)
1543. — — **Mathematics at West Point and Annapolis.** Washington, Government printing office, 1912. 25 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 2) (The American report. Committee no. xi)
1544. — — **Mathematics in the elementary schools of the United States.** Washington, Government printing office, 1911. 185 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 13) (The American report. Committees i and ii)
1545. — — **Mathematics in the public and private secondary schools of the United States.** Washington, Government printing office, 1911. 187 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 16) (The American report. Committees iii and iv)
1546. — — **Mathematics in the technical secondary schools in the United States.** Washington, Government printing office, 1912. 35 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 4) (The American report. Committee no. vi)
1547. — — **Mathematics in the technological schools of collegiate grade in the United States.** Washington, Government printing office, 1911. 44 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 9) (The American report. Committee no. ix)
1548. — — **Report of the American commissioners.** Washington, Government printing office, 1912. 84 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 14)  
Contains index to all reports of American commissioners and committees published as Bulletins of the Bureau of education.
1549. — — **The teaching of mathematics in the normal schools of the United States.** Preliminary report of Committee appointed by the American commissioners of the International commission on the teaching of mathematics. School science and mathematics, 12: 213-24, March 1912.
1550. — — **Training of teachers of elementary and secondary mathematics . . .** Washington, Government printing office, 1911. 23 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 12) (The American report. Committee no. v.)
1551. — — **Undergraduate work in mathematics in colleges of liberal arts and universities.** Washington, Government printing office, 1911. 30 p. 8°. (U. S. Bureau of education. Bulletin, 1911, no. 7) (The American report. Committee no. x)
1552. **Keyser, Cassius J.** The humanisation of the teaching of mathematics. Educational review, 44: 140-56, September 1912.  
"To humanise the teaching of mathematics means so to present the subject, so to interpret its ideas and doctrines, that they shall appeal, not merely to the computational faculty or to the logical faculty but to all the great powers and interests of the human mind."

## V. EDUCATION OF WOMEN

1553. **Association of collegiate alumnae.** [Proceedings of the thirtieth annual meeting, held in New York city, October 24-26, 1911] Journal of the Association of collegiate alumnae, 5: nos. 2-4, March-May 1912.  
Number 2 contains minutes and reports. Numbers 3 and 4 contain: 1. Felix Adler: Differentiation of college education for women.—2. Elizabeth K. Adams: The vocational opportunities of the college of liberal arts.—3. F. A. Parsons: A rational application of art to daily life. 4.—Ethel P. Howes: The intention of the college curriculum.—5. Mabel P. Huddleston: Modification of college entrance requirements.—6. Marion Talbot: Report upon the entrance requirements and curriculum of the University of Chicago.—7. W. H. Allen: "Scientific management" in volunteer public service.

1554. **Association of head mistresses.** Report, 1912. [London, C. North, The Blackheath press, S. E., 1912] 99 p. 8°. (Miss R. Young, secretary, 92 Victoria street, Westminster, S. W., England)
1555. **Southern association of college women.** Eighth report . . . 1911. [Nashville, Tenn., Press of Smith & Lamar, 1911] 63 p. 12°. (Caroline Carpenter, secretary-treasurer, Knoxville, Tenn.)
1556. ———. **Proceedings of the ninth annual meeting, Nashville, Tenn., April 3-5, [1912]** Raleigh, Commercial printing co. [1912] 48 p. 8°. (Elizabeth A. Colton, secretary, Meredith College, Raleigh, N. C.)  
 Contains: 1. K. C. Babcock: Classification of colleges, p. 7-18. 2. Elizabeth A. Colton: Report on standards of Southern colleges for women (condensed), p. 18-25. 3. Mary L. Harkness: The college course for women, p. 25-39.
1557. **Women's educational and industrial union, Boston, Mass.** Thirty-third annual report . . . for the year 1910-1911. Boston, Mass., 1912. 76 p. 8°. (Melita Knowles, secretary, 264 Boylston street, Boston, Mass.)
1558. **Aron, Marguerite.** *Le journal d'une Sévrienne.* Paris, F. Alcan, 1912. xi, 240 p. 12°.  
 A record of the life of a student at the Sevres normal school, and of her subsequent experiences in the lycée. The book is dedicated to M. Camille Sée, the promoter of secondary education for women in France.
1559. **Briggs, LeBaron B.** *Girls and education.* Boston and New York, Houghton Mifflin company, 1911. 162 p. 12°.  
 CONTENTS.—1. To the girl who would cultivate herself.—2. To schoolgirls at graduation.—3. To college girls.—4. College teachers and college taught.
1560. **Burton, Margaret E.** *The education of women in China.* New York [etc.] F. H. Revell co. [1911] 232 p. illus. 8°.  
 "Treats the conditions among women before the entrance of western influence, and the conditions of the present system of education among them."—Book review digest, v. 8, no. 12, p. 68.  
 "It is an illuminating treatment of a most timely subject, and should have a wide influence."—Biblical world, 39: 144, February 1912.
1561. **Carter, Charles Frederick.** *Training women to manual labor.* Technical world, 18: 459-60, December 1912.
1562. **Colton, Elizabeth A.** *Standards of Southern colleges for women.* School review, 20: 458-75, September 1912.
1563. **Frauentdienst, Wilhelm.** *Die pflichtfortbildungsschule für mädchen in Berlin.* Pädagogische zeitung, 41: 773-77, October 3, 1912.  
 The same subject is discussed in Die lehrerin, 29: 235, October 19, 1912.
1564. **Galbraith, Anna Mary.** *Personal hygiene and physical training for women.* Philadelphia and London, W. B. Saunders co., 1911. 371 p. illus., plates. 8°.  
 "Most of the subjects dealt with are treated in an original and illuminative manner; and hygienic rules are accompanied, when necessary to their perfect understanding, by minute explanatory details, as well as by convincing reasons for their observance." New York Times, 18: 130, March 26, 1911.  
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1565. **Hard, William.** *The women of tomorrow.* New York, The Baker & Taylor company, 1911. xi, 211 p. illus. 8°.  
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1566. **Harkness, Mary Leal.** *The college course for women.* Independent, 73: 240-43, August 1, 1912.  
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1567. **Hildreth, Helen R.** Four months in a girls' trade school. Vocational education, 1: 305-15, May 1912.  
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1568. **Leahy, E. M.** Some aims in the education of girls. Educational foundations, 23: 276-81, January 1912.  
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1569. **Marks, Jeanette.** A girl's student days and after. With an introduction by Mary Emma Woolley, president of Mt. Holyoke college. New York, Chicago [etc.] F. H. Revell co., [1911] 124 p. 12°.  
Wise and forceful suggestions for girls who would make their school and college days count for more, both while they last and as preparation for the work that is to follow.
1570. **Montier, Edward.** De l'éducation sociale et sentimentale des filles. Paris, Société française d'imprimerie et de librairie, 1911. 2 v. in 1. 12°.
1571. **Nearing, Scott, and Nearing, Nellie M. S.** Woman and social progress. A discussion of the biologic, domestic, industrial, and social possibilities of American women. New York, The Macmillan company, 1912. xii, 285 p. 12°.  
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1572. **Ortmann, Rudolf.** Die neuordnung des höheren Mädchenschulwesens (der Mädchenlyzeen) in Österreich. Frauenbildung, 11: 453-64, heft 10, 1912.  
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1573. **Otto, Miss T. M.** Making over the middle years of our school system to meet the needs of girls. Sierra educational news, 8: 95-100, February 1912.
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1576. **Spencer, Mrs. Anna (Garlin).** The school and the feminine ideal. Forum, 47: 589-605, 702-14, May, June 1912.
1577. **Strassburger, Ferdinand.** Die Mädchenenerziehung in der geschichte der pädagogik des 17. und 18. jahrhunderts in Frankreich und Deutschland. Strassburg, J. Singer, 1911. 188 p. 8°.
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1581. **Wilson, Helen Hay.** Education of daughters. Harper's magazine, 123: 780-85, October 1911.

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1582. **Blanco y Benet, José.** Ensayo critico sobre la coeducación de los sexos; conferencias dadas en la Sociedad médico-farmacéutica de los Santos Cosme y Damián. Barcelona, P. Sanmarti [1912] 248 p. 12°.

1583. **Hurt, H. W.** Sex differentiation in German secondary curricula. School and home education, 32: 53-59, October 1912.
1584. **Poirson, S.** La co-éducation. Paris, H. Paulin et cie., 1911. 279 p. 12°. Does not aim to solve the problem, but merely to throw light upon the subject by presenting the facts, most of which seem to the author to favor coeducation.
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## VI. SPECIAL CLASSES OF PERSONS

## INDIANS

1586. **Lake Mohonk conference of friends of the Indian and other dependent peoples.** Report of the twenty-ninth annual conference, October 18th, 19th, and 20th, 1911. Published by the Lake Mohonk conference of friends of the Indian and other dependent peoples, 1911. 248 p. 8°. (Henry S. Haskins, secretary, Mohonk Lake, N. Y.)  
Contains: 1. S. J. Nori: The Carlisle graduate and the returned students, p. 24-29. 2. H. B. Peairs: Educational activities in the Indian service, p. 30-38. 3. William Hamilton: The work of the Bureau of Education in Alaska, p. 67-74. 4. H. M. MacCracken: A comparison of government education in the Philippines and in India, p. 99-113. 5. G. W. Briggs: Are the schools in the Philippines meeting the demands in respect of industrial and technical training? p. 132-38. 6. J. F. Connelly: The Philippine district school, p. 135-40. 7. M. G. Brumbaugh: The beginnings of education under civil law in Porto Rico (1900-02), p. 174-79. 8. E. G. Dexter: Present educational conditions in Porto Rico, p. 180-86.
1587. **Eastman, Charles Alexander (Ohiyesa).** Education without books. Craftsman, 21: 372-77, January 1912.
1588. Indian government schools. Outlook, 100: 718-19, March 30, 1912.

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1589. **National association of teachers in colored schools.** Proceedings of the eighth annual session . . . held in St. Louis, Missouri, July 26-30, 1911. [Hampton, Va.] Press of the Hampton institute, 1912. 36 p. 8°. (J. R. E. Lee, secretary, Tuskegee institute, Ala.)  
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1590. **Abbott, Lyman.** Letters to unknown friends: negro education. Outlook, 100: 115-16, January 20, 1912.
1591. **Holt, Elizabeth G.** Negro industrial training in the public schools of Augusta, Ga. Journal of home economics, 4: 315-23, October 1912.
1592. **Jones, Thomas Jesse.** Negroes and the census of 1910. Reprinted from the Southern workman for August 1912. [Hampton, Va., 1912] 16 p. 8°.
1593. Negro public schools. Independent, 73: 217-19, July 25, 1912.
1594. **Roeckel, P.** L'éducation sociale des races noires. Paris, V. Giard & E. Brière, 1911. 296 p. 12°. (Encyclopédie internationale d'assistance, prévoyance, hygiène sociale et démographie, directeur: Dr. A. Marie. <Démographie> III)
1595. Supervision of negro rural schools. Southern workman, 41: 219-27, April 1912.  
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1596. **Sutton, William Seneca.** The education of the southern negro. Austin, Tex., University of Texas, 1912. 24 p. 8°. (Bulletin of the University of Texas. no. 221. General ser. 23)  
"References": p. 19-24.

1597. **Thirkield, Wilbur P.** The higher education of the negro. Religious education, 6: 420-23, December 1911.  
Arguments in favor of higher education of the negro, as really essential to permanent and effective results in elementary training and to the industrial and civic future of the race.
1598. **Washington, Booker T.** Is the negro having a fair chance? Century magazine, 85: 46-55, November 1912.  
Discusses various phases of the subject. Lays emphasis on "the lack of a 'square deal' in education," as regards the southern negro.
1599. ——— My larger education; being chapters from experience. New York, Doubleday, Page & Co., 1911. viii, 313 p. 8°.
1600. ——— The negro and illiteracy. Independence, 73: 766-68, October 3, 1912.  
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1603. **Utsurikawa, Nenozo.** The status of Japanese students in America past and present. Education, 33: 144-49, November 1912.  
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## IMMIGRANTS AND CHILDREN OF IMMIGRANTS

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1605. **Pinkham, Colburn.** Educate the immigrant. Outlook, 99: 384-87, October 14, 1911.

## EXCEPTIONAL CHILDREN

1606. **National association for the study and education of exceptional children.** Proceedings of the second annual conference on the problem of the exceptional child, December first and second, 1911. [Plainfield, N. J., Courier-News job print, 1912] 190 p. 8°.  
Contains: 1. J. J. Cronin: The relation of exceptional physical conditions to exceptional mental conditions, 57-63. 2. M. P. E. Grossmann: The backward child vs. the feeble-minded child, p. 73-80. 3. G. P. Barth: Educational needs of various kinds of exceptional children, p. 84-87. 4. Richard Welling: How to socialize the unsocialized child. Constructive attitude towards pseudo-atypical children, p. 91-99. 5. L. P. Ayres: The identification, location and enumeration of the misfit child in the public schools, p. 103-11. 6. F. C. Lewis: The exceptional child in the private school, p. 113-16. 7. George Meylan: Some observation on the value of physical activities in the education of atypical boys, p. 117-20. 8. F. E. Bolton: The relation of the state to the education of exceptional children, p. 121-27. 9. C. A. Eaton: Faulty home education as a case of exceptional development, p. 144-47. 10. J. M. Fletcher: Speech defects in children, p. 148-59.
1607. **Bolton, Frederick E.** Public education of exceptional children. Educational review, 44: 62-69, June 1912.  
Suggests lines of development for the care and training of exceptional children.
1608. **Dorr, Rheta Childe.** The child that is different. Century magazine, 83: 824-30, April 1912.  
A study of exceptional children.
1609. **Downes, Frederick E.** Seven years with unusually gifted pupils. Psychological clinic, 6: 13-17, March 1912.  
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1610. **Holmes, W. H.** Promotion classes for gifted pupils. *Journal of education*, 75: 376-79, April 4, 1912.
1611. **Sakaki, Yasusaburo.** Some studies on so-called "abnormally intelligent" pupils. *Psychological clinic*, 6: 18-25, March 1912.  
 "Translated from *Internationales archiv für schulhygiene*, by William A. Stecher, director of physical education, Philadelphia, Pa."  
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1612. **Unrich, Flora.** A year's work in a "superior" class. *Psychological clinic*, 5: 245-50, January 15, 1912.  
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1614. **Washburn, W. C.** Special provision for the bright pupil. *Popular educator*, 30: 6-6, September 1912.
1615. **Whitney, Frank P.** Equality and the schools. *Education*, 33: 84-90, October 1912.  
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1616. **Zapck, C.** *Sonderklassen für hervorragend begabte schüler*. *Pädagogische zeitung*, 41: 109-12, February 15, 1912.  
*Die lehrende*, by C. L. A. Pretzel, follows, p. 112-14.

## PHYSICALLY DEFECTIVE CHILDREN.

1617. **Danneman, Adolf, and others, eds.** *Enzyklopädisches handbuch der heilpädagogik*. Halle a. S., C. Marhold, 1911. 4 p., 1974 numb. col. 8°.
1618. **Levine, Michael.** Preliminary report on the treatment of stuttering, stammering, and lisping in a New York school. *Psychological clinic*, 6: 93-106, June 1912.  
 Bibliography: p. 106.
1619. **Wettstein, Carl T.** Schools for defective children in Europe. *Educational review*, 43: 49-61, January 1912.  
 A report made to the school board of Milwaukee, Wis., by Mr. Wettstein, principal of the Milwaukee day school for the deaf.

## CRIPPLED CHILDREN

1620. **McMurtrie, Douglas C.** Educating the crippled child. *Education*, 32: 636-42, June 1912.  
 Lays stress on the question of industrial training of crippled children.
1621. ——— The education of cripples in the United States. *School hygiene* (London) 3: 17-23, February 1912.

## THE DEAF

1622. **American association to promote the teaching of speech to the deaf.** Proceedings of the ninth summer meeting, Providence, R. I., June 25, 1912. *Volta review*, 14: 379-527, November 1912. (Harris Taylor, secretary, Volta Bureau, Washington, D. C.)  
 Contains: 1. A. L. E. Crouter: The organization and work of the American association to promote the teaching of speech to the deaf, p. 393-402. 2. Florence M. Clegg: A talk upon drawing and manual training, p. 417-20. 3. Arthur Holmes: The place and power of ideals in character-making, p. 421-27. 4. Harris Taylor: A course of study with relation to mental ability, p. 447-56. 5. A. C. Manning: Character development, p. 459-63. 6. F. H. Reiter: Religious training, p. 463-69. 7. W. E. Ranger: The public's children and civic progress, p. 479-85. 8. Jane S. Worcester: An experiment in school gardens, p. 487-93. 9. C. R. Byoir: The Montessori method, p. 510-13.



1623. **American instructors of the deaf.** Proceedings of the nineteenth meeting of the convention, held at the Wisconsin school for the deaf, Delavan, Wis., July 6-13, 1911. Washington [Government printing office] 1912. 244 p. 8°. (Herbert E. Day, secretary, Gallaudet college, Washington, D. C.)  
Contains: 1. What share should morality and religion be properly assigned in the work of educating a deaf child, considering the circumstance of his being away from home nine months in the year? p. 72-84. 2. Preparation for Gallaudet college. (A) A. B. Fay: In Latin; (B) J. B. Hotchkiss: In English; (C) A. G. Draper: In algebra. p. 115-19.
1624. **Hartmann, Arthur.** Die schwerhörigen in der schule und der unterricht für hochgradig schwerhörige in Deutschland. Stuttgart, W. Spemann. 1912. 84 p. 8°.
1625. **Moulton, Robert H.** Teaching the deaf to hear with their eyes. illus. World to-day, 21: 988-95, August 1911.
1626. **Roorda, P.** The deaf child in the family. Volta review, 13: 586-90, March 1912.  
Shows how parents may train a deaf child to good habits and to a knowledge of his mother tongue before the age at which he may enter school.
1627. **Schools for the deaf in the United States.** Volta review, 14: 108-21, May 1912.  
Contains elaborate statistics for the years 1890-1912 of the schools of this country and Canada. Graphic charts.
1628. **Story, A. J.** How London educates the deaf. Volta review, 14: 263-304, September 1912.  
An elaborate study of the subject, fully illustrated. Contains curriculum.
1629. **Taylor, Harris.** Progress of speech-teaching in the United States. Volta review, 13: 531-33, February 1912.  
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## MENTALLY DEFECTIVE CHILDREN

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Discusses feeble-minded children as one of the waste-products of the school.
1631. **Björkman, Mrs. Frances (Maule)** Experiment station in race improvement. Review of reviews, 44: 327-33, September 1911.  
Education at the New Jersey training school for feeble-minded girls and boys. Vineland, N. J.
1632. **Bruner, Frank G.** What shall we teach the subnormal child? Educational bi-monthly, 7: 112-23, December 1912.  
List of references: p. 123.
1633. **Bruns, J., and Fimmen, Helene.** Hilfsschulkunde. Ein handbuch für lehrer und behörden. Oldenburg und Leipzig, Schulzische hofbuchhandlung u. hofbuchdruckerei, 1912. 235 p. 8°.
1634. **Flexner, Mary.** Misfit child; the work of the visiting-teacher among difficult children. World's work, 23: 505-10, March 1912.  
Describes the work of the visiting teacher among "difficult children;" her success as the link between the child's school and his home. She interprets one to the other.
1635. **Holmes, Arthur.** The conservation of the child. A manual of clinical psychology presenting the examination and treatment of backward children. Philadelphia and London, J. B. Lippincott company, 1912. 345 p. illus. 12°. (Lippincott's educational series, ed. by M. G. Brumbaugh, vol. x)
1636. **Huey, Edmund B.** Backward and feeble-minded children; clinical studies in the psychology of defectives, with a syllabus for the clinical examination and testing of children. Baltimore, Warwick and York, 1912. xii, 221 p. illus. 12°. (Educational psychology monographs)  
Bibliography, p. 209-13.  
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1637. **McKeever, William A.** The public schools and the subnormal child. Normal instructor, 21: 11-12, June 1912.  
Selected list of books, p. 12.
1638. **Phillips, Evelyn M.** The treatment of feeble-minded children. Nineteenth century, 71: 930-34, May 1912.  
Describes conditions in England. Advocates village group system, with houses, holding not more than 25 inmates each, built round their own school, and a variety of small homes.
1639. **Sturges, Annis M.** Some present methods of dealing with deficient children in a public school. Education, 32: 366-72, February 1912.
1640. **Witmer, Lightner.** The special class for backward children. An educational experiment conducted for the instruction of teachers and other students of child welfare by the Psychological laboratory and clinic of the University of Pennsylvania. Philadelphia. Psychological clinic press, 1911. 275 p. illus. 8°.  
An account of eighteen backward children who were taught in a special class for six weeks during the summer of 1911.

## MORALLY DEFECTIVE—TRUANTS, ETC.

1641. **National conference on the education of backward, truant, delinquent and dependent children.** Proceedings, Boston, Mass., June 5-7, 1911. Howard, R. I., Sockanoeset school for boys. 150 p. 8°. (Elmer L. Coffeen, secretary, Westboro, Mass.)  
Contains: Meyer Bloomfield: Vocational guidance of youth, p. 83-85; Discussion, p. 85-89.
1642. **Parker, S. Chester.** Pestalozzian industrial education for juvenile reform. Elementary school teacher, 12: 8-20, September 1911.
1643. **White, Frank Marshall.** How a boy was made a thief and the fight to reclaim him. World's work, 22: 14843-50, September 1911.

## VII. EDUCATION EXTENSION

## CONTINUATION SCHOOLS

1644. **Cooley, Edwin G.** The continuation school. American school board journal, 45: 11-59, August 1912.  
Also in National education association. Journal of proceedings and addresses, 1912. p. 1203-7.  
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1645. ———. Organization of the industrial continuation schools of Crefeld. Vocational education, 1: 65-81, November 1911.
1646. ———. The Scottish system of continuation schools. Vocational education, 1: 225-42, March 1912.  
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1647. **Kälker, Georg.** Zur methodik der ländlichen fortbildungsschule. 2. erweiterte aufl. Leipzig, H. Voigt, 1912. 128 p. 8°. (Handbibliothek für ländliche fortbildungsschullehrer. 2. bd.)
1648. **National society for the promotion of industrial education.** The trade continuation schools of Munich. New York, National society for the promotion of industrial education, 1911. 68 p. illus. 8°. (Its Bulletin, no. 14)  
Contains an address delivered by Dr. O. Kerschensteiner in New York: a complete list of continuation schools in Munich and the courses of study of five schools.
1649. **Rathmann, Carl G.** Vocational training in Germany. Educational foundations, 23: 155-70, 228-39, November, December 1911.  
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1650. **Westermann, Friedrich.** Die entwicklung des gewerblichen fortbildungsschulwesens in Deutschland. Karlsruhe i. B., G. Braun, 1912. 246 p. 8°.

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1651. **Jewish Chautauqua society.** The Chautauqua system of Jewish education. Jewish education. Historical survey. Philadelphia, Pa., The Jewish Chautauqua society, 1912. 102 p. 12°.
1652. **Koch, C. von.** Chautauqua: growth of popular education. Chautauquan, 67: 183-93, August 1912.

## UNIVERSITY EXTENSION

1653. **Moulton, Richard Green.** The university extension ideal. *In his* World literature and its place in general culture. New York, The Macmillan company, 1911. p. 459-65.
1654. **Orvis, Mary Burchard.** A university that goes to the people. American review of reviews, 45: 457-65, April 1912.  
Describes the extension work of the University of Wisconsin, which instructs boys in the factory where they work.
1655. **Reber, Louis E.** University extension and the state university. Science, n. s., 34: 825-33, December 15, 1911.

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1656. **American library association.** Papers and proceedings of the thirty-fourth annual meeting, held at Ottawa, Canada, June 26-July 2, 1912. Chicago, Ill., American library association, 1912. p. [55]-370. 4° *Its Bulletin*, vol. 6, no. 4, July 1912).  
Contains: 1. Committee on co-operation with the National Education Association: Report, p. 101. 2. Chalmers Hadley: What library schools can do for the profession, p. 147-51. Discussion, p. 151-58. 3. G. E. Vincent: Address, p. 170-81. 4. W. M. Hepburn: Library extension work of agricultural colleges, p. 213-16. 5. A. C. True: Suggestions as to a policy of administration of agricultural colleges and experiment station libraries, p. 216-22. 6. F. K. Walter: Teaching library use in normal and high schools, p. 235-60. 7. Mary E. Hall: Possibilities of the high school library, p. 260-68. 8. T. W. Koch: Some phases of the administrative history of college and university libraries, p. 268-75. 9. Willard Austen: Rights of the users of a college and university library and how to preserve them (abstract), p. 275-77. 10. J. C. M. Hanson: Some observations on the departmental library problem in universities, p. 280-92. 11. W. K. Jewett: The proportion of university library income which should be spent on administration, p. 292-94. 12. Josephine A. Rathbone: A projected normal course at Pratt Institute school of library science, p. 297-300.
1657. **Bliss, Henry E.** Departmental libraries in universities and colleges. Educational review, 43: 387-409, April 1912.  
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1658. **De Montmorency, James Edward Geoffrey.** Public libraries and national education. Contemporary review, 100: 881-85, December 1911.
1659. **Dracass, Carrie E. Tucker.** An experiment in library training in the high school. English journal, 1: 221-21, April 1912.  
Experiment in the Englewood high school of Chicago, Ill.
1660. **Encking, Louise.** Teaching library methods in normal schools. Western journal of education (Ypsilanti), 5: 209-13, May 1912.  
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1661. **Greenman, Edward D.** State aid for public school libraries. Library journal, 37: 310-16, June 1912.  
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1662. **Hardy, E. A.** The public library; its place in our educational system. Toronto, William Briggs, 1912. 223 p. illus. 12°.
1663. **Henry, Norman E.** School libraries. Education, 32: 474-77, April 1912.  
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1664. **Hicks, Frederick C.** Newspaper libraries. *Educational review*, 44: 174-90, September 1912.  
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1665. **Johnston, William Dawson and Mudge, Isadore G.** Special collections in libraries in the United States. Washington, Government printing office, 1912. 140 p. 8°. (U. S. Bureau of education. Bulletin, 1912, no. 23)  
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1666. **Landrum, George A.** Concerning common school libraries. *Oklahoma school herald*, 21: 8-10, October 1912.
1667. **Plummer, Mary W.** Work with the children in the libraries of greater New York. *Survey*, 27: 1057-60, October 21, 1911.
1668. **Sayers, W. C. Berwick.** The children's library; a practical manual for public, school, and home libraries. London, G. Routledge & sons; New York, E. P. Dutton & co. [1912] 224 p. 16°.
1669. **Schneider, Joseph.** A college course in bibliography. *Catholic educational review*, 3: 215-22, March 1912.  
Gives the scope of a practical course of bibliography for the college man.
1670. **Tanner, George W.** The library situation in Chicago high schools. *Educational bi-monthly*, 7: 9-15, October 1912.
1671. **Wilson, Louis B.** A constructive library platform for Southern schools. *Library journal*, 37: 179-85, April 1912.  
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1672. **Wyer, James Ingersoll, jr.** The college and university library. Chicago, American library association publishing board, 1911. 18 p. 8°.  
Preprint of *Manual of library economy*, chapter iv.

## MUSEUMS

1673. **Gregory, W. M.** Educational museum of the Cleveland schools. *Journal of education*, 76: 431-33, October 24, 1912.
1674. **Smith, Harlan Ingersoll.** Educational work of a great museum. *Science*, n. s., 36: 659-64, November 15, 1912.  
An abstract of an illustrated lecture delivered, in anticipation of the opening of the Victoria memorial museum, the national museum of Canada, at the inauguration in Ottawa of free lectures to the people under school board control, November 10, 1911.

## UNIVERSITIES, COLLEGES, ETC.

## UNITED STATES

## UNIVERSITY OF CHICAGO

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1676. Pensions at the University of Chicago. *Science*, n. s., 35: 687, May 3, 1912.  
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1677. **Keep, Austin Baxter.** The library of King's college. *Columbia university quarterly*, 13: 275-84, June 1911. illus.  
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1678. **Tombo, Rudolf, jr.** Columbia and Berlin. *Science*, n. s., 34: 762-64, December 1, 1911.

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1679. **Powell, B. E.** The University of Illinois. *Twentieth century magazine*, 6: 16-23, June 1912.  
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## UNIVERSITY OF KANSAS

1680. Price, Richard R. The University of Kansas. Twentieth century magazine, 6: 3-12, October 1912.  
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