

B  
15  
6

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1915, No. 46

MONTHLY RECORD  
OF CURRENT EDUCATIONAL  
PUBLICATIONS

COMPILED BY THE LIBRARY DIVISION OF THE  
BUREAU OF EDUCATION, UNDER THE DIREC-  
TION OF JOHN D. WOLCOTT, CHIEF OF DIVISION

NOVEMBER, 1915



WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1915

ADDITIONAL COPIES  
OF THIS PUBLICATION MAY BE PROCURED FROM  
THE SUPERINTENDENT OF DOCUMENTS  
GOVERNMENT PRINTING OFFICE  
WASHINGTON, D. C.  
AT  
5 CENTS PER COPY

## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes—Publications of associations—Educational history—Current educational conditions—Pedagogics and didactics—Educational psychology: Child study—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School hygiene and sanitation—Sex hygiene—Physical training—Play and playgrounds—Social aspects of education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education; Nature study—Commercial education—Professional education—Civic education—Military training—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications—Periodicals represented in this number.

### INTRODUCTORY NOTES.

Some noteworthy educational books which have recently appeared are the following, the numbers in parentheses referring to the full entries in this bulletin: Farrington, French secondary schools, 2d ed. (1257); Bachman, Principles of elementary education (1263); Moulton, Modern study of literature (1288); MacLear, The kindergarten and the Montessori method (1299); Foght, Rural Denmark and its schools (1307); Cubberley and Elliott, Source book of state and county school administration (1340); Rapeer, Educational hygiene (1349); Dewey, School and society, 2d ed. (1355); Leavitt and Brown, Prevocational education in the public schools (1370).

Only publications of the Bureau of Education are available for free distribution by this Office. All others here listed may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. A list of periodicals mentioned, with their addresses, may be found at the end of this bulletin.

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

### PUBLICATIONS OF ASSOCIATIONS.

1247. **Central association of science and mathematics teachers.** Proceedings of the fourteenth meeting . . . held in Chicago, November 27-28, 1914. 192 p. 8°. (W. L. Eikenberry, secretary, University high school, Chicago, Ill.)

Contains: 1. Eugene Davenport: On the application of science to agriculture, p. 12-18. 2. Carl Colvin: The use of land in teaching agriculture in secondary schools, p. 29-33. 3. W. H. Smith: Materials for a course in animal husbandry, p. 34-38. 4. F. T. Ullrich: The present status of botanical instruction in the normal schools, p. 39-53. 5. E. R. Downing: Some data regarding the teaching of zoology in secondary schools, p. 54-61. 6. Ruth Johnston: High school preparation of college work in science, p. 66-71. 7. C. E. Peet: Report of an investigation

- of high school physiography, p. 94-108. 8. R. E. Krug: The essentials of a successful recitation, p. 109-14. 9. J. C. Hanna: Observations on the teaching of mathematics in high schools, p. 114-19. 10. G. A. Miller: The training of mathematics teachers, p. 120-31. 11. Report on vocational mathematics, p. 132-49. 12. Bernice Allen: Household management in the high school, p. 151-54.
1248. **Conference on educational measurements.** Second annual conference on educational measurements, held under the auspices of the Extension division of Indiana university at Bloomington, Ind., April 16 and 17, 1915. [Bloomington, Ind.] The Extension Division of Indiana university, 1915. 221 p. diagrs. 8°
- Contains: 1. W. W. Black: The movement for greater economy in education, p. 7-12. 2. M. E. Haggerty: Cooperative research from the viewpoint of the university, p. 21-36. 3. S. A. Courtis: Supervisory control by means of objective standards, p. 37-68. 4. L. P. Ayres: Making education definite, p. 85-96. 5. H. G. Childs: A brief survey of the problems in the high school field, p. 97-102. 6. Earl Hudelson: Standards and measurements in English composition, p. 115-22. 7. F. G. Mickell: Distribution of teachers' marks, p. 122-27. 8. L. P. Ayres: The measurement of educational processes and products, p. 127-33. 9. S. A. Courtis: Educational diagnosis, p. 135-71. 10. L. J. Montgomery: A survey of surveys, p. 172-81.
1249. **National education association and International congress of education.** Abstracts of addresses and papers before the general sessions, Oakland, August 1915. School and society, 2: 427-32, September 18, 1915.
- Contains: 1. E. E. Brown: Educational progress of the past fifteen years.—2. K. S. Inui: Japanese education in America.—3. S. J. Holmes: Education and race improvement.—4. H. W. Focht: Efficiency and preparation of rural school teachers in the United States.—5. T. D. Wood: Child welfare and rural schools.—6. L. P. Lockner: Military training in schools.—7. W. T. Foster: Athletics as education and athletics as business.—8. C. F. Thwing: Higher ideals in education.—9. Fannie F. Andrews: The education of the world for a permanent peace.—10. H. C. King: Education for world living.—11. May W. Sewall: Development through education of the international spirit.
- Abstracts of other addresses are given in School and society for September 25 and October 9, 1915.
1250. ——— Synopsis of addresses delivered at Oakland, August 16 to 22, 1915. Journal of education, 82: 173-89, 235-44, September 2, 16, 1915.
- Contains: 1. D. S. Jordan: The teacher and war.—2. Ernest Burnham: Preparation of teachers for rural schools.—3. C. F. Thwing: Higher ideals in education.—4. A. E. Winship: Tests that test vs. tasty testers.—5. J. W. Crabtree: The wisdom of a wider use of the probational in discipline in the public schools.—6. H. J. Wightman: A study of reading appreciation.
1251. **North central association of colleges and secondary schools.** Proceedings of the twentieth annual meeting . . . held at Chicago, Ill., March 19-20, 1915. Published by the Association, 1915. 160 p. 8°. (H. E. Brown, secretary, Kenilworth, Ill.)
- Contains: 1. J. E. Armstrong: President's address on the work of the North central association of colleges and secondary schools, p. 5-19. 2. Report of the commission on accrediting schools, p. 35-44. 3. Report of the commission on standards, p. 45-57. 4. Standards of accrediting secondary schools, p. 61-79. 5. J. R. Angell: The junior college and the senior high school, p. 80-94. 6. P. R. Kolbe: The relation of the municipal university to the educational system, p. 95-104.
1252. **Northwestern Wisconsin teachers' association.** Journal of proceedings of the twenty-fourth annual meeting . . . also including a calendar of the meetings of the Association and addresses of the 1914 meeting, held at Eau Claire, Wis., October 16-17, 1914. 144p. 8°. (Matilda Miller, secretary, Eau Claire, Wis.)
- Contains: 1. D. A. Swartz: Changing ideals in education, p. 49-55. 2. G. W. Swartz: What Gary, Indiana, is doing industrially, p. 59-64. 3. Matilda Miller: The package library, p. 69-73. 4. P. F. Neversman: The place of the normal school in modern education, p. 74-79. 5. William Kittle: Organization and policy of the normal schools, p. 80-83. 6. P. H. Neystrom: What the business has a right to expect from the high school, p. 84-88. 7. W. W. Dixon: Industrial education, p. 89-95. 8. Gladys Baker: Essentials of business English, p. 96-100. 9. D. W. Morton: Making the commercial work practical, p. 100-104. 10. J. A. Landorf: School credit for home work, p. 111-14.

## EDUCATIONAL HISTORY.

1253. **Earls, Michael.** Louvain and the Irish. *Catholic world*, 102: 14-21, October 1915.  
*Careers of the Irish exiles who received hospitality in Louvain university during the sixteenth and seventeenth centuries.*
1254. **Leith, W. Forbes.** Pre-reformation scholars in Scotland in the XVIth century; their writings and their public services; with a bibliography and a list of graduates from 1500 to 1560. Glasgow, J. MacLachlan and sons, 1915. 155 p. illus. 8°.
1255. **McEvoy, Thomas Jefferson.** Epitome of history and principles of education. [2d ed., rev. and enl.] Brooklyn, N. Y., T. J. McEvoy [1915] x, 348 p. 12°. [McEvoy pedagogical series. 1]
1256. **Winahip, A. E.** Educators as I have known them. *Journal of education*, 82: 229-33, 261-62, 287-88, 317-18, 341, September 16, 23, 30, October 7, 14, 1915.  
 Nos. 1-2, Francis W. Parker; No. 3, Wilbur S. Jackman; No. 4, George Howland; No. 5, Albert G. Lane.

## CURRENT EDUCATIONAL CONDITIONS.

1257. **Farrington, Frederic E.** French secondary schools; an account of the origin, development, and present organization of secondary education in France. 2d. ed. New York, Longmans, Green, & co., 1915. xiv, 454 p. 8°
1258. **McCandless, Helen H.** Education in the Pacific Northwest. *Education*, 36: 110-16, October 1915.  
 Interesting historical and descriptive sketch. Lays emphasis on the work of the high schools
1259. **Martin, George H.** The abundant life of modern education. *Journal of education*, 82: 313-17, October 7, 1915.  
 "Summary of the purpose, spirit, and achievement of education in the twentieth century."
1260. **Provenzal, Giulio.** Per l'indipendenza nazionale delle cultura. *Contro Aristotele.* *Nuova antologia*, 50: 222-29, September 1915.  
 A spirited protest against the dominance of German science in Italian schools, through translations and adaptations of German text-books, reference books, and compendious treatises.
1261. **Sidgwick, Mrs. Henry.** Educational retrospect and outlook. *School world* (London) 17: 375-80, October 1915.  
 Also in *School and society*, 2: 433-42, September 25, 1915.  
 An address delivered to the educational science section of the British association, at Manchester, September 8, 1915. Discusses educational conditions in Great Britain.
1262. **Stuart, Arthur W.** The school of tomorrow. *American schoolmaster*, 8: 297-303, September 1915.

## PEDAGOGICS AND DIDACTICS.

1263. **Bachman, Frank Pulerbaugh.** Principles of elementary education and their application. Boston, New York [etc.] D. C. Heath & co. [1915] 305 p. 12°.
1264. **Francis W. Parker school, Chicago.** Yearbook, vol. IV, June 1915. Education through concrete experience. A series of illustrations. Chicago, Francis W. Parker school, 1915. 186 p. illus. 8°.
1265. **Gerould, Katherine F.** The extirpation of culture. *Atlantic monthly*, 116: 445-55, October 1915.  
 Writer says that of real training of the mind there is very little in any school. "The rich do not want their children overworked; the poor want a practical result for their children's fantastically long school hours."

1266. **King, Julia Anne.** Living as a factor in education. American schoolmaster, 8: 289-96, September 1915.  
Baccalaureate address, given at the Michigan state normal college, June 20, 1915.
1267. **Lowell, A. Lawrence.** Culture. North American review, 202: 553-59, October 1915.  
Defines culture. Says that our problem is to develop, in harmony with our own institutions, "a type of education that will cause young people to enjoy the things the world has agreed are beautiful, to be interested in the knowledge mankind has found valuable, and to comprehend the principles the race has accepted as true."
1268. **Newbold, William B.** The spell of Aristotle. Educational review, 50: 279-307, October 1915.  
Effects of Aristotle's philosophy. In the twentieth century we are not under the spell of this philosophy. In the cultivation of the spirit of independence, of free criticism, lies our "only hope of ultimately drawing nearer to that knowledge the attainment of which was the dream of Plato and of Aristotle," etc.
1269. **Ruediger, William C.** Realness in teaching. Education, 36: 84-91, October 1915.  
Gives examples of the result of abstractness or unrealness in teaching. "The life of the adult and the life of the child are in many respects far apart and have to be brought together." The teacher should know life at first hand, and should be identified with the social, political, and religious life of the community in which he lives.
1270. **Schoen, Max.** Two educational assumptions. Education, 36: 102-09, October 1915.  
A discussion of the philosophical doctrine of innate ideas as applied to pedagogy.
1271. **Suhrie, Ambrose Leo.** The inductive determination of educational method, or, The standardization and application of efficiency tests to any of the numerous factors of educational method which now dominate class-room teaching processes or which may be made to contribute to their greater efficiency. Baltimore, Md., Warwick & York, inc., 1915. 57 p. 12¢.  
Published also as thesis (Ph. D.) University of Pennsylvania, 1912.  
"Bibliographical note": p. 57.
1272. **Thwing, Charles F.** Education according to Emerson. School and society 2: 541-53, October 16, 1915.

## EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1273. **Childs, H. G.** Measurement of the drawing ability of two thousand one hundred and seventy-seven children in Indiana city school systems by a supplemented Thorndike scale. Journal of educational psychology, 6: 391-408, September 1915.
1274. **Sears, J. B.** Spelling efficiency in the Oakland schools. School and society, 2: 531-37, 569-74, October 9, 16, 1915.  
Read before the American association for the advancement of science, August 4, 1915.  
The Ayres spelling test, consisting of 70 words, 10 for each grade, was given in grades two to eight inclusive in all schools of Oakland, Cal. The results of the test are given in this article.

## SPECIAL SUBJECTS OF CURRICULUM.

1275. **Axtell, Ulysses Fayette.** The teaching of literature. Syracuse, N. Y., C. W. Bardeen, 1915. 108 p. 12¢. (School bulletin publications.)  
"This book is simply an application of the principles and spirit of the course given by Prof. William H. Crawshaw of Colgate University."—p. [3].
1276. **Ballou, Frank W.** Spelling in grades I to VIII. List of difficult words for each year as reported by public school teachers of Boston. Atlantic educational journal, 11: 36-42, September 1915.  
"The following article is part of a preliminary report made by Director Ballou on 'provisional minimum and supplementary lists of spelling words in grades I to VIII.' The lists are admittedly tentative, but they are so tolerantly complete to deserve careful consideration from all teachers of spelling in elementary schools."—Editor.

1277. **Erb, J. Lawrence.** Elementary music education as a basis for secondary and higher music education. *School music*, 16: 8-13, September-October 1915.
1278. **Forbes, Charles H.** Chasing phantoms in Latin teaching. *Classical journal*, 11: 25-32, October 1915.  
 Writer says: "If we for a moment admit that the Latin literature is lacking in material suitable for the study of the Latin language, we thereby place a weapon in the hands of our opponents which sooner or later will find our own vitals."
1279. **Gerrish, Carolyn M.** The work of the Committee on standards in English. *Education*, 36: 95-101, October 1915.  
 The object of the committee is to evolve an adequate scheme for the schools of Boston which shall result both "in the actual equipment of pupils to do definite work and in the power to translate such equipment into actual units of service."
1280. **Gray, Mason D.** Coordination of Latin and Greek with the other subjects of the high school curriculum. *Classical journal*, 11: 33-49, October 1915.  
 Deals with the coordination of Latin and Greek with chemistry. Gives a list of general chemical terms derived from the classics.
1281. **Hännaler, William.** The disciplinary value of modern language teaching. *Monatshefte für deutsche sprache und pädagogik*, 16: 242-46, October 1915.  
 Disciplinary value practically denied; value is of a practical nature.
1282. **Keyser, Roland.** Some misconceptions regarding English work. *English journal*, 4: 513-22, October 1915.  
 The duties and responsibilities of the English teacher and the biology and history teacher in the English work of pupils.
1283. **Krause, Carl A.** Literature of modern language methodology in America for 1914. *Monatshefte für deutsche sprache und pädagogik*, 16: 255-60, October 1915.  
 Contains useful book-notices.
1284. **Levitt, Frank M. and Brown, Edith.** English for pre-vocational boys. *Elementary school journal*, 16: 82-90, October 1915.  
 Concluded from September number. Discusses reading for information; English for expression; and English as aesthetic training.
1285. **Luquiens, Frederick Bliss.** The national need of Spanish. New Haven, Conn., Yale publishing association, 1915. p. 699-711. 8°.  
 Reprinted from Yale review, July 1915.
1286. **Mead, Cyrus D.** Silent versus oral reading with one hundred sixth-grade children. [4] p. 8°. (Reprinted from the *Journal of educational psychology*, June 1915, p. 345-48.)
1287. **Moff, Ella M.** The Washington, D. C., spelling list. *Elementary school journal*, 16: 96-103, October 1915.  
 Such lists have brought about a marked improvement in the spelling of the written work of the pupils.
1288. **Moulton, Richard Green.** The modern study of literature; an introduction to literary theory and interpretation. Chicago, Ill., The University of Chicago press [1915] 530 p. 12°.
1289. **Muir, Ramsay.** Methods and content of history as a subject of study in schools. *School world* (London) 17: 380-84, October 1915.  
 Recommends particularly the study of British colonial history.
1290. **Nutting, H. C.** Methods of teaching Latin. *Classical journal*, 11: 7-24, October 1915.  
 Discusses the direct method of teaching Latin. Satisfactory results obtained in some English schools. Presents the difficulties of the method, etc.

1291. **Bourke, Constance M.** The rationale of punctuation. *Educational review*, 50: 246-58, October 1915.  
Says that we want not a code of rules but "a real psychology of use, principles which will constantly serve the writer's own needs, and at the same time account for the diverse practices of literature."
1292. **Schmidt, Lydia M.** A practical course in phonetics. *School review*, 23: 555-58, October 1915.  
Advocates a practical course in phonetics in connection with German work. On account of the phonetic spelling of the German language, writer considers it unnecessary to use the phonetic symbols. Two typewritten sheets containing the German vowels and consonants with numerous examples are given to the pupils.
1293. **Schorling, Raleigh.** The problem of individual differences in the teaching of secondary-school mathematics. *School review*, 23: 535-49, October 1915.  
Discusses the needs of the slow worker. The writer sent a questionnaire to the various schools which are offering practice-teaching courses, the purpose of the study being "to reveal and organize the technique involved in the administering of a course in practice teaching of high school mathematics."
1294. **Thomas, Joseph M.** Oral composition in its relation to written. *English journal*, 4: 487-99, October 1915.  
A paper read before the Conference on English at Stratford-on-Avon, August 1-8, 1914.  
Discusses the difficulties which confront the student in oral English and suggests certain devices for solving them which various teachers have found successful.
1295. **Wethey, E. R.** Sketch maps in geography. *School world* (London) 17: 361-64, October 1915.  
Discusses the need for more frequent drawing of sketch maps to illustrate questions in geography. Gives samples of such maps.
1296. **Williams, Oscar H.** Standards for judging history instruction. *History teacher's magazine*, 6: 235-41, October 1915.

#### KINDERGARTEN AND PRIMARY SCHOOL.

1297. **Fagioli, Emilia.** Lo svolgimento e l'importanza degli istituti italiani di educazione infantile. Como, Tip. E. Sonvico & figli, 1915. 87 p. 8°.  
"Bibliografia": p. [83]-84.
1298. **Lewis, G. W.** Modern methods of teaching primary reading, with reasons for the marvelous results of the story method, by its originator. *Ohio teacher*, 36: 59-60, September 1915.
1299. **Mac Lear, Martha.** The kindergarten and the Montessori method. Boston, R. G. Badger, [etc., etc., 1915] 114 p. 12°. (Library of educational methods)
1300. **Pierce, Martha.** The teaching of art in primary schools. *Nebraska teacher*, 18: 63-66, October 1915.  
Discusses the subject matter of art instruction in primary classes and the results to be obtained.
1301. **Tracy, Helen Reynolds.** The free demonstration school. *New York city. Freedom for the child*, 2: 11-15, July 1915.  
Describes the work done in the demonstration school of the New York chapter of the Montessori educational association.

#### RURAL EDUCATION

1302. **Benson, O. H.** Notes from an address entitled, "Giving city boys and girls rural experience and opportunities." *Midland schools*, 30: 39-40, October 1915.  
Address given before the New England association of school superintendents, May 14, 1915.
1303. **Cook, Mrs. Katherine.** Social ideals for rural education. *Educational monthly*, 1: 264-69, October 1915.

1304. **Crow, Martha Foote.** The American country girl. New York, Frederick A. Stokes company [1915] 367 p. front., plates. 8°.  
Bibliography: p. 363-367.
1305. **Pinegan, Thomas E.** The township system and the consolidation of rural schools. In New York state agricultural society. Proceedings of the 75th annual meeting, 1915. Albany, N. Y., Department of Agriculture of the state of New York, 1915. p. 1651-79. plates.
1306. **Foght, Harold W.** Progress in rural education. Rural manhood, 6: 339-44, October 1915.  
A summary of the progress that has been made in rural education since the Report of the Federal commission on country life.
1307. ———. Rural Denmark and its schools. New York, The Macmillan company, 1915. xv, 355 p. illus. 12°.  
"Bibliography of rural education in Denmark": p. 346-49.
1308. **Lull, H. G.** The social and economic basis of the administration of rural education. American journal of sociology, 21: 202-16, September 1915.  
Analyzes, for example, Klickitat county, Washington. Advocates the "county unit" system.
1309. **West Virginia. Department of free schools.** A handbook containing suggestions and programs for community social gatherings at rural school houses. 2d rev.—5th ed. Prepared by L. J. Hanifan, state supervisor of rural schools. Under the direction of M. P. Shawkey, state superintendent. Charleston, W. Va. [Tribune printing co.] 1915. 67 p. col. front., plates. 8°.  
Bibliography: p. 65-67.

## SECONDARY EDUCATION.

1310. **Bobbitt, J. F.** High school costs. School review, 23: 505-34, October 1915.  
The data represent the results of a cooperative study undertaken by the superintendents of high school principals of certain cities and towns of the United States. The writer states that "the primary purpose of the study is to present a method of finding standards of practice and of comparing individual schools with such standards."
1311. The condition of Catholic secondary education in the United States. Catholic educational review, 10: 201-23, October 1915.  
Report of the advisory board to the executive board of the Catholic educational association.
1312. **Haddock, J. N.** Problems in high school curricula. High school quarterly, 4: 16-24, October 1915.
1313. **Horn, P. W.** The junior high school in Houston, Texas. Elementary school journal, 16: 91-95, October 1915.  
Says that the junior high school is a failure unless "it points distinctly to the senior high school, and urge all those pupils to complete its course who can." Success of the school at Houston.
1314. Junior high schools. Journal of education, 82: 342-47, 352-53, October 14, 1915.  
A symposium, giving the views of superintendents and high school teachers on the junior high school proposition.
1315. **Nelson, Ernesto.** Plan de reformas a la enseñanza secundaria, en sus fines, su organización y su función social. Estudio sometido a la consideración del Señor ministro de justicia o instrucción pública, Dr. Tomás R. Cullen. Buenos Aires, "La Casa de los maestros," 1915. 308 p. illus. 8°
1316. **Thompson, F. W.** Equalizing educational opportunity. Educational administration and supervision, 1: 453-64, September 1915.  
The writer thinks that for most communities the intermediate school promises the most immediate means of equalizing educational opportunities. One obvious advantage is that the intermediate school will affect nearly all the children.

## TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1317. **Buellesfeld, Henry.** Cause of failures among teachers. Educational administration and supervision, 1: 439-45, September 1915.  
Gives figures showing the distribution of failures according to sex and number of teachers employed.
1318. **Gregory, Emily Bay.** Shall biological failures be our teachers? School and society, 2: 495-92, October 2, 1915.  
A discussion of an article by H. P. Patterson in School and society for August 24, 1915. Mr. Patterson claims that teachers who are unmarried and childless are, from the biological viewpoint, failures. He says that the majority of our teachers are spinsters, and wants to know if we are going to let biological failures be our teachers.
1319. **Gruenberg, Benjamin C.** Teachers and politics. American teacher, 4: 98-101, September 1915.
1320. **Johnson, Ethel M.** Preparing teachers for girls' trade schools. Manual training and vocational education, 17: 95-101, October 1915.  
Gives a program of training for industrial teaching.
1321. **Matthews, A. J.** What to stress and what to slur in the preparation of elementary teachers. Arizona teacher, 4: 8-12, September 1915.  
Address delivered at the National education association, August 24, 1915.
1322. **Shafer, George H.** Differences in the training of rural teachers and city teachers. West Virginia school journal and educator, 44: 232-33, October 1915.
1323. The teachers' right to organize. American federationist, 22: 857-60, October 1915.  
A discussion of the question from the viewpoint of the labor unions. Interesting editorial by Samuel Gompers.
1324. **Zeigler, J. S.** Normal training in the high schools. High school quarterly, 4: 24-29, October 1915.  
A paper read before the High school conference, Southern conference for education and industry, Chattanooga, Tenn., April 29, 1915.

## HIGHER EDUCATION.

1325. American association of university professors. Report of the Committee of inquiry on conditions at the University of Utah. July, 1915. 82 p. 8°.  
Members of committee: E. R. A. Seligman, chairman, Columbia university, John Dewey, F. A. Fator, J. P. Lichtenberger, A. O. Lovejoy, Roscoe Pound, H. C. Warren.
1326. **Baltzell, W. J.** The American college man in music. Musical quarterly, 1: 623-36, October 1915.  
At the end of the article is given a tentative list of American college men in music.
1327. **Boodin, John E.** American education and democracy. Educational review, 50: 225-45, October 1915.  
Advocates a more real and intimate participation by the faculty in student life, in the manner of Arnold of Rugby.
1328. **Boswell, Foster Partridge.** The aims and defects of college education, comments and suggestions by prominent Americans, an original investigation. New York [etc.] G. P. Putnam's sons, 1915. vii, 78 p. 12°. (The Heart college series, no. 1)
1329. **Canby, Henry S.** College life and college education. Yale review, 5: 105-16, October 1915.  
The mere living at college with men of diverse interests and opinions makes for liberality. But the collegian also needs "an honest knowledge of the great principles that underlie human thought and action."

1330. **The confessions of a graduate.** Outlook, 110: 711-14, July 28, 1915.  
Says that a college training tends to destroy industry and independence. "The two causes which make for these results are the lack of discipline in the curriculum and the competitive social system."
1331. **Currell, William Spenser.** The university and the state. Bulletin of the University of South Carolina, no. 42, pt. 1, p. 37-56, July 1915.  
Inaugural address as president of the University of South Carolina, delivered on Founders' day, January 28, 1915.  
The bulletin also contains other addresses made at the inauguration, including one by Dr. S. P. Capen, representative of the United States Bureau of education, p. 25-28.
1332. **Moran, Hugh A.** The Oxford college and the American fraternity. American Oxonian, 2: 169-77, October 1915.  
Enumerates a number of the disadvantages urged against the fraternity and suggests some remedies.
1333. **Robinson, Mabel L.** The need of supervision in college teaching. School and society, 2: 514-19, October 9, 1915.  
The writer says that her experience has been mostly in colleges for women. In these and in other leading colleges for women about which she has made inquiries she has found no attempt at supervision of the teaching by the equals or superiors of the teachers. The students are the only judges who at present give sentence.
1334. **Seoon, R. M.** Princeton: the preceptorial method. American Oxonian, 2: 178-84, October 1915.  
Compares the Oxford and the Princeton methods.
1335. **Strong, Frank.** Present activities and accomplishments of higher education. School and society, 2: 469-74, October 2, 1915.  
An address before the National council of education at the Oakland meeting of the National education association.

## SCHOOL ADMINISTRATION.

1336. **Blight, Reynold E.** Is the board of education an incubus on modern education? American school board journal, 41: 75, 70-71, October 1915.  
Also in American school, 1: 363-65, October 1915.  
Address before the Department of school administration, N. E. A., August 20, 1915.  
The writer says that the ideal board will realize that the purpose of a school system is to educate the children, it will represent the whole community and not any particular part thereof, it will realize that the administration of the schools is a matter for experts, and will wisely confine itself to legislative and general supervisory functions and will possess an enthusiasm for education.
1337. **Brown, John Franklin.** State publication of school-books. School and society, 2: 474-85, October 2, 1915.  
Thinks that the state is justified in publishing school books if in so doing the expense is substantially reduced, the service is materially improved and there are no serious objectionable consequences.
1338. **Cubberley, Ellwood Patterson.** The Portland survey, a textbook on city school administration based on a concrete study. Yonkers-on-Hudson, N. Y., World book company, 1915. 441 p. 8°. (The school efficiency series, ed. by P. H. Hanus.)  
In the preparation of this survey Professor Cubberley was assisted by Fletcher B. Dressler, Edward C. Elliott, J. H. Francis, Frank E. Spaulding, Lewis M. Terman, and William R. Tanner.
1339. ——— Report of a survey of the organization, scope, and finances of the public school system of Oakland, California. [Oakland? Cal.] Printed by order of the Board of education, 1915. 48 p. 8°.
1340. **Cubberley, Ellwood P. and Elliott, Edward C.** State and county school administration. Vol. II. Source book. New York, The Macmillan company, 1915. xxi, 729 p. 8°.  
Vol. I, Text book of principles, is in preparation.

1341. **Kendall, C. N.** What should go into a city superintendent's report? Kentucky high school quarterly, 1: 5-13, October 1915.

Writer says that "a brief report, containing of course statistical tables concerning school expenses, enrollment, attendance, etc., but dealing with some special phase of the school work, is likely to carry much further and influence public sentiment to a greater degree than a long report."

1342. **Salt Lake City, Utah.** Public school survey staff. Report of a survey of the school system of Salt Lake City, Utah. Submitted to the Board of education June 30, 1915. [Salt Lake City, 1915] xiii, 324 p. 8°.

Survey staff: E. P. Cubberley, director; J. H. Van Sickle, L. M. Terman, J. B. Sears, J. H. Williams.

#### SCHOOL MANAGEMENT.

1343. **Cole, Thomas R.** Segregation at the Broadway high school, Seattle. School review, 23: 550-54, October 1915.

An interesting discussion of results obtained by the segregation of the sexes. Concludes that the largest amount of good would be obtained from the segregated and mixed classes. Urges the segregation of all science classes; the English classes for the first two years; also classes in mathematics. Nothing gained by segregating in foreign languages.

1344. **Holt, Ethelyn Fay.** The function of the examination. Middle-west school review, 8: 7-8, 25, October 1915.

"A paper written in the hope that the examination lesson may come to be more efficiently used and that its fullest purpose may be more effectively realized in the teaching process."

1345. **Muerman, J. C.** Programs for the new school year. Arizona teacher, 4: 14-16, 18, September 1915.

#### SCHOOL HYGIENE AND SANITATION.

1346. **Brown, Edward F.** A firmer physical foundation for education. School and society, 2: 505-14, October 9, 1915.

Treats of the objects of health care of school children, some means of effective health supervision, the advisability of legislation which would result in compulsory treatment, and the arguments for and against clinics.

1347. **Koch, Felix J.** Going to school on the roof—a layman's view of a fresh air class. Journal of the outdoor life, 12: 311-12, October 1915.

Open-air school at the Dyer building, Cincinnati, Ohio. Illustrated.

1348. **Parsons, J. G.** The teacher and the health of the school child. South Dakota educator, 29: 25-27, October 1915.

Mentions certain things which the teacher can do which will accomplish a great deal for the health of the community she serves.

1349. **Rapeer, Louis W., ed.** Educational hygiene from the pre-school period to the university. New York, Chicago [etc.] C. Scribner's sons [1915] xix, 650 p. illus. 8°.

Contains chapters by leading specialists on the large phases of the subject, sketching the hygiene of children from the standpoint of the school in its relationship to the home and community, from the pre-school period up through the college.

1350. **Wile, Ira S.** Malnutrition—a problem in medical inspection. School progress, 5: 8-12, September 1915.

A paper presented at the meeting of the New Jersey state association of medical inspection and school hygiene held at Newark, N. J., June 1915.

Says that the part that medical inspection may play in determining the state of nutrition is of immense hygienic value. Emphasizes the fact that malnutrition is the cause of many physical defects among school children.

#### SEX HYGIENE.

1351. **Sternheim, Emanuel.** The sex problem in education. Educational review, 50: 259-78, October 1915.

Discusses the difficulty of the problem. Recommends literature on the subject to the teacher.

## PHYSICAL TRAINING.

1352. High school athletics. *Journal of education*, 82: 283-86, 298-300, September 30, 1915.

A symposium, giving the views for and against school athletics by men who have come into direct contact with the problem.

## PLAY AND PLAYGROUNDS.

1353. **Hanner, Lee F. and Knight, Howard R.** Sources of information on play and recreation. Rev. ed. New York city, Department of recreation, Russell Sage foundation, 1915. 35 p. 8°.

A condensed list of publications on recreation.

1354. **Weir, L. S.** Practical methods of securing play supervision for towns and villages. *School education*, 35: 9, 36-37, 40, October 1915.

## SOCIAL ASPECTS OF EDUCATION.

1355. **Dewey, John.** The school and society. 2d ed., rev. and enl. Chicago, Ill., The University of Chicago press, 1915. xvi, 164 p. 12°.

1356. **Landsittel, F. C.** Foundation principles and practical policies in community building. *Ohio teacher*, 36: 51-55, 99-102, September, October 1915.

Discusses the social principles on which the growth of community life is founded, and in second article considers the most important agencies that operate in the upbuilding of community life.

## RELIGIOUS EDUCATION.

1357. **Chapell, Harriet.** The church vacation school; a discussion of its principles with practical suggestion for its foundation and administration. New York, Chicago [etc.] F. H. Revell company [1915] 160 p. 12°.

1358. **Edwards, Gus Alloway.** The country town Sunday school. Clarkesville, Ga., Legal publishing company [1915] 120 p. front., plates. 12°.

1359. **Hodges, George.** The vitality of the churches. *Educational review*, 50: 217-24, October 1915.

An answer to criticisms on the failure of Christianity.

1360. The new course in Bible study for Indiana high schools—plan, purpose and best way to introduce it. *Educator-journal*, 16: 23-26, September 1915.

1361. **Smith, Charles Clark.** Parent, child, and church. New York, Cincinnati, The Methodist book concern [1915] 179 p. 12°.

## MANUAL AND VOCATIONAL TRAINING.

1362. **Andreoni, Luigi.** L'educazione professionale e l'istituto industriale delle Calabrie. Reggio Calabria, Tipografia del giornale "Il Commercio," 1914. 667 p. 2 fold. plans. 4°.

1363. **Book, W. F.** Development of vocational education in Indiana. *Educational administration and supervision*, 1: 419-38, September 1915.

A reply to Professor Dewey's articles in the *New republic*.

Discusses vocational training in general and the lines of work provided for by the Indiana law.

1364. **Bruce, H. Addington.** A vocational school a hundred years old. *Outlook*, 110: 734-42, July 28, 1915.

Illustrated article on the Thompson's Island Farm and trades school, Boston, Mass.

1365. **Comings, Samuel H.** Industrial and vocational education universal and self sustaining. (Pagan versus Christian civilizations.) 2d ed., revision and supplement by Mrs. S. H. (Lydia J. Newcomb) Comings. Boston, Christopher publishing house [1915] 191 p. 8°.  
Introduction to second edition by C. Hanford Henderson, p. 7-15.  
The book advocates the establishment of a complete system of free, self-supporting industrial schools and colleges in every part of the United States.
1366. **Cooley, Edwin G.** The part-time school—its genesis and permanent place. *School and home education*, 35: 41-42, October 1915.
1367. **Hamor, W. A.** The value of industrial research. *Scientific monthly*, 1: 86-92, October 1915.  
Describes among other things the work of the Mellon Institute of industrial research, Pittsburgh, Pa., industrial fellowships, etc.
1368. **Hill, David Spence.** Survey of the industries and mechanical occupations in New Orleans by the Division of research. *School and society*, 2: 421-27, 461-66, September 18, 25, 1915.  
This survey is an example of a municipality setting out in good faith and economically to make a vocational survey without calling in experts, or commissions from without." The points of interest regarding the organization, scope, method and results of the survey are outlined under twelve topics.
1369. **Jameson, Joseph M.** The present status of the movement for cooperative industrial training. *Teacher*, 19: 188-95, September 1915.  
The school and shop in alternate weeks.  
Paper presented at the Technical and industrial education conference of the Public education association, April 24, 1915.
1370. **Leavitt, Frank Mitchell and Brown, Edith.** Prevocational education in the public schools. Boston, New York [etc.] Houghton Mifflin company [1915] 245p. 12°.  
Discusses: The nature and purpose of prevocational education; prevocational education a natural development of the school system; vocational education a local question; the inauguration of prevocational boys classes; personal characteristics of prevocational boys; and appropriate subject matter for prevocational classes. Separate chapters are given to: Physiology and hygiene; history; science; English; mathematics; shopwork and drawing.
1371. **Lewis, William D.** Teaching salesmanship in high school. *Mother's magazine*, 10: 16-17, 69, November 1915.  
An experiment in the teaching of salesmanship in the high school of Philadelphia.
1372. **O'Leary, Wesley and others.** Short-unit courses for wage earners and a factory school experiment. April, 1915. Washington, Government printing office, 1915. 93 p. 8°. (Bulletin of the United States Bureau of labor statistics, whole no. 159. Miscellaneous series, no. 6.)  
Issued also as House doc. 142, U. S., 63d Cong., 3d sess.  
CONTENTS.—pt. I. Short-unit courses for wage earners in part-time and evening schools, by W. A. O'Leary and C. A. Prosser.—pt. II. A factory school experiment, by C. H. Winslow.
1373. **Prosser, Charles A.** The evolution of the training of the worker in industry. *Northwest journal of education*, 27: 39-43, 67-70, September, October 1915.

## VOCATIONAL GUIDANCE.

1374. **Davis, Jesse B.** Vocational guidance in the rural school. *School education*, 35: 4, 38, October 1915.
1375. **Jacobs, Charles L.** An experiment in high school vocational guidance. *Manual training and vocational education*, 17: 81-85, October 1915.  
Tells of the life career study course given in the public high schools of San Jose, California. This course has been conducted for two and a half years with promising results.
1376. Vocational guidance. *Unpopular review*, 4: 343-57, October-December 1915.  
Ridicules certain psychological tests for vocational guidance and emphasizes the dangers of early specialization.

## AGRICULTURAL EDUCATION; NATURE-STUDY.

1377. **Cromwell, Arthur D.** Agriculture and life; a text-book for normal schools and teachers' reading circles; ed. by Kary C. Davis. Philadelphia and London, J. B. Lippincott company [1915] 369 p. illus. 8°.

A book intended for the common-school teacher, and written largely in the terms of the psychology and educational philosophy familiar to teachers.

1378. **Feeney, Clara M.** Corn and its products. Elementary school journal, 16: 74-81, October 1915.

Series of lessons in home-economics given to the fifth grade of the elementary school of the University of Chicago.

1379. **Goddard, H. N.** Nature-study and agriculture in relation to educational motives and purposes. School science and mathematics, 15: 606-13, October 1915.

Shows the place of nature-study in the curriculum and how it merges gradually into agriculture.

## COMMERCIAL EDUCATION.

1380. **National commercial teachers' federation.** Proceedings of the National commercial teachers' federation and its constituent associations . . . at the eighteenth annual convention, held at Chicago, Ill., December 28-31, 1914. Federation herald, 1: 107-44, September 1915. (Continued from June issue. See item 1049.)

Contains: 1. H. C. Spillman: The sufficient school, p. 107-11. 2. E. J. James: Commercial education in the universities, p. 115-21. 3. R. V. Coffey: Shorthand as a college entrance requirement, p. 131-34. 4. D. W. McMillan: Shorthand as a college entrance requirement, p. 135-37.

## PROFESSIONAL EDUCATION.

1381. **Baldwin, Simeon E.** Education for the bar in the United States. American political science review, 9: 437-48, August 1915.

Also separately reprinted.

1382. **Flexner, Abraham.** The English side of medical education. Atlantic monthly, 116: 529-39, October 1915.

Compares the English methods of medical education with those of Germany. The underlying sciences—*anatomy, physiology, pathology and the like*—are not so well developed in England as they are in Germany. Praises English clinical education.

1383. **McCrudden, Francis H.** The teaching of applied therapeutics at Tufts medical school. Boston medical and surgical journal, 173: 574-78, October 14, 1915.

Says that the teaching of therapeutics is one of the weak points in American medical schools. Explains in detail the method of instruction at Tufts.

1384. **Making the right start.** 1915. 25 p. 8°.

Reprinted from the Journal of the American medical association, August 21, 1915, p. 700-22, and April 24, 1915, p. 1412-13.

Contains Standards of the Council on medical education of the American medical association, p. 5-25, and folded table of Statistics of medical colleges in the United States and Canada.

## CIVIC EDUCATION.

1385. **Lange, Alexis F.** A junior college department of civic education. School and society, 2: 442-48, September 25, 1915.

Address before one of the sections of the National education association, August 26, 1915, at San Francisco.

Considers the different functions to be exercised by a department of civic education in a junior college.

1386. **Sheldon, Winthrop D.** Our body-politic on the dissecting table—a study in civics. *Education*, 36: 73-83, October 1915.

Declares that most of the textbooks in civics do not lay sufficient stress on the ethical side of civic training, the moral principles fundamental to good citizenship.

1387. **Stern, Renee B.** Club work and civics. *Mother's magazine*, 10: 41-42, 63, November 1915.

Gives an outline, with questions for discussion and a few suggested readings, which will aid a club to find to what extent its community as a whole helps or hinders individual or family welfare.

#### MILITARY TRAINING.

1388. **Griffin, Joseph T.** Military instruction for the American schoolboy. New York, 1915. 32 p. illus. plates. 12°.

Discusses first the reasons why there should be military instruction for American schoolboys, then considers the effects of military training, physical, mental, and moral, and finally gives some opinions from school superintendents and others regarding military instruction for boys.

1389. **Howe, Lucien.** A brief for military education in our schools and colleges. [Governor's Island, N. Y., 1915] 10 p. 8°.

Reprinted from the *Journal of the Military Service Institution*, July-August 1915.

1390. **Wood, A. B.** The military training of youth in schools. *School world* (London) 17: 366-68, October 1915.

A review of systems of training in the British Empire and in various foreign countries. To be continued.

#### EXCEPTIONAL CHILDREN.

1391. **Grossmann, Maximilian P. E.** The problem of the exceptional child. *School progress*, 5: 21-24, September 1915.

Gives some suggestions for medical inspection in respect to the exceptional child.

1392. **Neustaedter, M.** The medical aspect of the mentally backward pupil. *Ungraded*, 1: 39-43, October 1915.

Indicates "a few instances, from the medical standpoint, that may prove helpful in the recognition of possible causes of backwardness, where the institution of prompt treatment may facilitate the work of the teacher."

1393. **Sinclair, H. W.** Classification of mentally defective children from the administrative aspect. *Child* (London) 6: 13-24, October 1915.

When estimating degrees of feeble-mindedness, writer depends more upon tests of conduct and less upon tests of intelligence.

1394. **Williams, J. Harold.** Backward and feeble-minded children in Salt Lake City. *Training school bulletin*, 12: 123-29, September 1915.

1395. ——— The problem of the delinquent boy. *Child* (London) 6: 29-32, October 1915.

Results of an investigation of juvenile delinquency, with special reference to the factor of intelligence. Made at Whittier State school, California.

#### EDUCATION EXTENSION.

1396. **Lape, Esther Everett.** The "English first" movement in Detroit. *Immigrants in America review*, 1: 46-50, September 1915.

"Seventy-five per cent of Detroit's population is either foreign-born or of foreign parentage. Many thousands of these do not speak English at all, nor use it either at work or home." The writer tells of a campaign that has been carried on in Detroit to flood the night schools with these foreign-born citizens, so that Detroit may be a city of English-speaking factories within a year.

1397. **Leonard, James H.** What the night high school needs. *Journal of education*, 82: 258-60, September 23, 1915.

Says that the night high school needs very much the services of a vocational director, a man with training broad enough so that he would know the fundamental requirements in the standard trades and professions.

1398. **Weintrob, Joseph.** Filling the evening schools. *American school board journal*, 51: 11-13, 69-70, October 1915.

Some of the problems of evening school work and how they have been met in Atlantic City, New Jersey.

## LIBRARIES AND READING.

1399. **Colbron, Grace Isabel.** Choosing the children's library. *Bookman*, 42: 196-200, October 1915.
1400. **Hunt, Clara Whitehill.** What shall we read to the children? Boston and New York, Houghton Mifflin company, 1915. 156p. 12°.
1401. **Rice, O. S.** Lessons on the use of the school library for rural schools, state graded schools, village and city grades, also for use in high schools in the giving of such library instruction outlined as has not been given in the grades. Issued by C. P. Cary, state superintendent. Madison, Wis., Department of public instruction, 1915. 135p. 8°.
1402. **The Storytellers' Magazine.** The storytellers, six months with the Storytellers' magazine. New York, The Storytellers company, 1915. 370 p. 8°.
1403. **Valentine, Brother.** Present day reading and the teaching of English. *Catholic educational review*, 10: 193-203, October 1915.

Condems the present-day literature and says that "the chances of turning the current of popular favor from the cheap and sensational in literature will be greatly increased by the better training and preparation of those who are to teach this great subject—English literature—and a great power for good will be strengthened for its struggle with the evil of perverted reading."

## BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1404. Mathematics in the lower and middle commercial and industrial schools of various countries represented in the International commission on the teaching of mathematics; by E. H. Taylor. Washington, 1915. 96 p. (Bulletin, 1915, no. 35)
1405. Schoolhouse sanitation; a study of the laws and regulations governing the hygiene and sanitation of schoolhouses; by William A. Cook. Washington, 1915. 69p. (Bulletin, 1915, no. 21)
1406. Some foreign educational surveys; by James Mahoney. Washington, 1915. 39p. (Bulletin, 1915, no. 37)
1407. The training of elementary-school teachers in mathematics in the countries represented in the International commission on the teaching of mathematics; by I. L. Kandel. Washington, 1915. 56p. (Bulletin, 1915, no. 39)
1408. The university and the municipality; summary of proceedings of the first session of the National association of municipal universities. Washington, 1915. 66p. plate. (Bulletin, 1915, no. 38)

## PERIODICALS REPRESENTED IN THIS NUMBER. -

- American federationist, 801-809 G street, N. W., Washington, D. C.
- American journal of sociology, University of Chicago press, Chicago, Ill.
- American Oxonian, 454 Ahnaip street, Menasha, Wis.
- American political science review, Johns Hopkins university, Baltimore, Md.
- American school, P. O. Box 134, Milwaukee, Wis.
- American school board journal, 129 Michigan street, Milwaukee, Wis.
- American schoolmaster, State normal school, Ypsilanti, Mich.
- American teacher, 225 Fifth avenue, New York, N.-Y.
- Arizona teacher, Phoenix, Ariz.
- Atlantic educational journal, 19 West Saratoga street, Baltimore, Md

- Atlantic monthly, 4 Park street, Boston, Mass.  
 Bookman, 443 Fourth avenue, New York, N. Y.  
 Boston medical and surgical journal, 101 Tremont street, Boston, Mass.  
 Bulletin of the University of South Carolina, Columbia, S. C.  
 Catholic educational review, Washington, D. C.  
 Catholic world, 120-122 West Sixtieth street, New York, N. Y.  
 Child, London, England.  
 Classical journal, University of Chicago press, Chicago, Ill.  
 Education, 120 Boylston street, Boston, Mass.  
 Educational administration and supervision, Warwick and York, Baltimore, Md.  
 Educational monthly, State normal school, Athens, Ga.  
 Educational review, Columbia university, New York, N. Y.  
 Educator-journal, 403 Newton Claypool building, Indianapolis, Ind.  
 Elementary school journal, University of Chicago press, Chicago, Ill.  
 English journal, University of Chicago press, Chicago, Ill.  
 Freedom for the child, 1840 Kalorama road, Washington, D. C.  
 High school quarterly, University of Georgia, Athens, Ga.  
 History teacher's magazine, McKimley publishing company, Philadelphia, Pa.  
 Immigrants in America review, 20 West Thirty-fourth street, New York, N. Y.  
 Journal of education, 6 Beacon street, Boston, Mass.  
 Journal of educational psychology, Warwick and York, Baltimore, Md.  
 Journal of the American medical association, 535 Dearborn street, Chicago, Ill.  
 Journal of the outdoor life, 289 Fourth avenue, New York, N. Y.  
 Kentucky high school quarterly, Lexington, Ky.  
 Manual training and vocational education, Manual arts press, Peoria, Ill.  
 Middle-West school review, Tenth and Douglas streets, Omaha, Nebr.  
 Midland schools, Des Moines, Iowa.  
 Monatshefte für deutsche sprache und pädagogik, 568 Broadway, Milwaukee, Wis.  
 Mother's magazine, David C. Cook publishing company, Elgin, Ill.  
 Musical quarterly, 3 East Forty-third street, New York, N. Y.  
 Nebraska teacher, 1126-1128 Q street, Lincoln, Nebr.  
 North American review, Franklin square, New York, N. Y.  
 Northwest journal of education, Seattle, Wash.  
 Nuova antologia, Rome, Italy.  
 Ohio teacher, Box 326, Athens, Ohio.  
 Outlook, 287 Fourth avenue, New York, N. Y.  
 Rural manhood, 124 East Twenty-eighth street, New York, N. Y.  
 School and home education, Bloomington, Ill.  
 School and society, The Science press, Garrison, N. Y.  
 School education, 717 Hennepin avenue, Minneapolis, Minn.  
 School music, Keokuk, Iowa.  
 School progress, School progress league, Philadelphia, Pa.  
 School review, University of Chicago press, Chicago, Ill.  
 School science and mathematics, Mount Morris, Ill.  
 School world, London, England.  
 Scientific monthly, The Science press, Garrison, N. Y.  
 South Dakota educator, Mitchell, S. D.  
 Teacher, 2125 Uber street, Philadelphia, Pa.  
 Training school bulletin, Vineland, N. J.  
 Ungraded, 1701 Fulton avenue, New York, N. Y.  
 Unpopular review, 35 West Thirty-second street, New York, N. Y.  
 West Virginia school journal and educator, Charleston, W. Va.  
 Yale review, 135 Elm street, New Haven, Conn.