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OF CURRENT EDUCATIONAL  
PUBLICATIONS

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## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Publications of associations—Educational history—Current educational conditions—Pedagogy and didactics—Educational psychology; Child study—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education; Home economics—Commercial education—Medical education—Civic education—Boy scouts—Military training—Education of women—Negro education—Education of immigrants—Exceptional children—Libraries and reading—Bureau of Education: Recent publications.

### NOTE.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned 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. Many of them are available for consultation in various public and institutional libraries.

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

### PUBLICATIONS OF ASSOCIATIONS.

389. **American school peace league.** Year book, 1914-1915. 165 p. 8°. (Mrs. F. F. Andrews, secretary, 405 Marlborough street, Boston, Mass.)

Contains: 1. Fannie F. Andrews: The American school peace league and the European war, p. 9-18. 2. Lewis Rockow: The opportunity and duty of the schools in the international peace movement, p. 133-46.

390. **Lake Mohonk conference on the Indian and other dependent peoples.** Report of the thirty-third annual conference . . . October 20-22, 1915. Lake Mohonk. Published by the Lake Mohonk conference on the Indian and other dependent peoples, 1915. 200 p. 8°. (H. C. Phillips, secretary, Mohonk Lake, N. Y.)

Contains: 1. F. L. Cross: The education of a people—America's work in the Philippines, p. 63-97. 2. H. L. Kern: The schools and courts of Porto Rico, p. 140-59; Discussion, p. 168-73.

391. **National education association of the United States.** Journal of proceedings and addresses of the fifty-third annual meeting and international congress on education, held at Oakland, Cal., August 16-27, 1915. Ann Arbor,

Mich., Published by the Association, 1915. 1193 p. 8°. (D. W. Springer, secretary, Ann Arbor, Mich.)

*General Sessions.*—Contains: 1. D. S. Jordan: The teacher and war, p. 38-48. 2. E. E. Brown: Educational progress of the past fifteen years, p. 48-54. 3. Mark Cohen: Educational progress in New Zealand since 1900, p. 56-64. 4. Maria Montessori: My system of education, p. 64-73. 5. Ferdinand Buisson: Moral education in French schools, p. 73-76. 6. J. Y. Joyner: Financing public education, p. 76-82. 7. Organization of public education [by] Payson Smith, p. 88-91; [by] E. P. Cubberley, p. 91-97. 8. H. W. Focht: Efficiency and preparation of rural teachers, p. 100-104. 9. T. D. Wood: Child welfare and rural schools, p. 104-109. 10. Richard Welling: Self-government in secondary schools, p. 109-13. 11. E. M. Hopkins: The cost and labor of English teaching, p. 114-19. 12. A. F. Lange: The junior college, p. 119-24. 13. Ella F. Young: Industrial training, p. 125-27. 14. C. W. Crook: The growth and organization of the National union of teachers, p. 127-35. 15. A. H. Appellmann: Germany's recent progress in secondary education, p. 137-44. 16. M. E. Sadler: Changes in English education since 1900, p. 144-48. 17. T. M. Balliet: Sex hygiene and sex morality as the aim of sex education, p. 148-52. 18. K. S. Inui: Japanese education in America, p. 157-66. 19. F. L. Crone: Public instruction—America's work in the Philippines, p. 166-71. 20. Z. T. Nyi: The recent educational development in China, p. 175-85. 21. H. J. Waters: Agricultural education, p. 193-99. 22. F. E. Farrington: Educational progress in continental Europe since 1900, p. 199-205. 23. L. P. Lochner: Should there be military training in public schools? p. 217-22. 24. W. T. Foster: Athletics as education and athletics as business, p. 233-39. 25. Fannie F. Andrews: The education of the world for a permanent peace, p. 246-51.

*Department of Superintendence (Cincinnati meeting, 1915).*—For contents, see item 874 of this Record, September, 1915.

*National Council of Education.*—26. A. E. Winship: Standardization—wise and otherwise, p. 528-33. 27. Ben Blewett: In memoriam—James M. Greenwood, p. 533-39. 28. The study of education in the normal school and the university—A. The normal-school point of view [by] H. H. Seerley, p. 539-44; B. The compelling of efficiency through teacher training [by] A. D. Yocum, p. 544-53; Discussion, p. 553-59. 29. Report of committee on tests and standards of efficiency in schools and school systems—A. The aims of education [by] Ben Blewett, p. 560-61; B. Reading tests [by] C. H. Judd, p. 561-65; C. English grammar [by] W. H. Maxwell, p. 565-73; D. Morals in the public schools [by] J. H. Phillips, p. 574-79; E. The use of tests and scales of measurements in the administration of schools [by] G. D. Strayer, p. 579-82. 30. Health problems in education—A. Report of committee on health problems in education [by] T. D. Wood, p. 583-84; B. Methods of extending the propaganda for the improvement of sanitary conditions in rural schools [by] J. M. Dodson, p. 584-87. 31. C. G. Pearce: The purpose of a national system of education, p. 588-93. 32. The history and development of American education—A. Secondary education [by] C. E. Chadsey, p. 593-99; B. Higher education [by] E. E. Brown, p. 599-602. 33. Present activities and accomplishments—A. Elementary education [by] H. B. Wilson, p. 602-9; B. Secondary education [by] Payson Smith, p. 609-10; C. Higher education [by] Frank Strong, p. 610-16. 34. Future outlook and possibilities—A. Elementary education [by] Grace C. Strachan, p. 616; B. Secondary education [by] J. S. Brown, p. 616-21; C. Higher education [by] G. P. Benton, p. 621-27.

*Department of Kindergarten Education.*—35. The kindergarten and the elementary school—A. The kindergarten-primary course in the state normal school [by] Ruth C. Hoffman, p. 637-40; B. Some adjustments that might secure closer integration [by] Mary C. C. Bradford, p. 641-42; C. Progressive development of the kindergarten course of study in the elementary school [by] Lillian B. Poor, p. 642-46. 36. The kindergarten and industrial arts—A. The influences of modern education upon handwork for young children [by] M. B. Barbour, p. 647-53; B. Practical connections between aesthetic and industrial values [by] Catharine R. Watkins, p. 654-57.

*Department of Elementary Education.*—37. C. Louise Boehringer: Some factors making for growth of elementary teachers in the field, p. 672-76. 38. D. B. Johnson: The efficient country school, p. 683-87. 39. Josephine C. Preston: Community center work, p. 687-91. 40. M. P. Shawkey: Some new problems for the old school, p. 691-94. 41. J. W. Crabtree: The wisdom of a wider use of the probational in discipline in the public schools, p. 694-98. 42. Amanda M. Chase: Working plans for the home teacher, p. 698-702. 43. Fannie F. Andrews: The new citizenship, p. 702-705. 44. H. E. Van Norman: What becomes of the grammar-school graduates and the high-school non-graduates? p. 708-10. 45. Susan M. Dorsey: The special teacher, p. 713-17. 46. Maria Montessori: The organization of intellectual work in school, p. 717-22.

*Department of Secondary Education.*—47. J. S. Brown: The place and function of the high school in the American system of education, p. 724-30. 48. R. T. Hargreaves: The possibilities of the high-school library, p. 730-34. 49. F. L. Crone: The secondary schools of the Philippine Islands, p. 734-36. 50. V. K. Froula: Extra-curricular activities: their relation to the curricular work of the school, p. 737-42. 51. W. H. Snyder: High-school efficiency and what it means to a community, p. 742-47. 52. P. P. Claxton: The organization of high schools into junior and senior sections, p. 747-48. 53. L. B. Avery: The future high school, p. 748-53.

*Department of Higher Education.*—54. E. P. Cubberley: University surveys, p. 755-57. 55. F. L. Crone: Higher education in the Philippine Islands, p. 760-62.

*Department of Normal Schools.*—56. W. C. Bagley: The question of federal aid for normal schools, p. 766-71. 57. C. H. Judd: Normal-school extension courses in education, p. 771-77. 58. Normal-school extension courses in five states, p. 777-85. 59. Preparation of teachers for the elementary schools—A. The relation of the high school to the normal school [by] Allison Ware, p. 786-93; B. What to stress and what to elude in the preparation of elementary teachers [by] A. J. Matthews, p. 798-97; C. M. Madlene Veverka: They who sit at our feet, p. 797-801. 60. Ernest Burnham: A decade of progress in the training of rural teachers, p. 804-7. 61. C. G. Pearce: Library training in the normal schools, p. 807-8. 62. H. H. Seerley: The state normal schools and the training of high-school teachers, p. 809-13.

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*Department of Music Education.*—70. J. L. Erb: Elementary music education as a basis for secondary and higher music education, p. 851-55. 71. I. M. Glen: College preparation for teachers of music in secondary schools, p. 859-63.

*Department of Business Education.*—72. W. S. Stone: Teaching the fundamentals of accountancy in bookkeeping classes, or training students to think, p. 884-88. 73. J. E. Treleven: Factors of efficiency in secondary commercial teaching, p. 893-97. 74. R. A. Grant: The training and field of the amanuensis, p. 897-902. 75. Linking school work with business enterprises—A. The San Jose junior chamber of commerce [by] R. R. McMasters, p. 903-4; B. School savings banks [by] P. L. Evans, p. 904-8; C. Student finances [by] E. W. Barnhart, p. 908-10; D. The placement bureau [by] L. G. Duke, p. 910-13; E. The student stenographer [by] Clyde Blanchard, p. 913-16; F. Trade possibilities between the United States and Australia [by] P. E. Quinn, p. 916-18; G. The high school as a factor in business education [by] Daisy F. Desmond, p. 918-21; H. Advertising and salesmanship [by] N. O. Shively, p. 921-25. 76. J. A. Bexell: Farm statistics and standardized accounts, p. 925-30. 77. W. S. McKinney: Report of committee on research, standardization, and correlation, p. 930-34.

*Department of Child Hygiene.*—78. W. E. Watt: The schoolroom window, p. 942-45. 79. L. M. Terman: The mental hygiene of exceptional children, p. 945-50. 80. F. B. Dresslar: Some problems to be considered in the selection of sites for school buildings, p. 951-55. 81. W. F. Jones: The problem of handedness in education, p. 959-63. 82. Peter Olesen: Health supervision of schools in a small city, p. 963-66.

*Department of Physical Education.*—83. G. E. Dickie: Organization and management of playgrounds and recreation centers, p. 972-75. 84. Harriet W. Thomson: A university playground for women, p. 975-78. 85. R. G. Boone: The educational value of playgrounds, p. 989-93.

*Department of Science Instruction.*—86. Correlation of physics and manual training [by] M. T. Fullan, p. 996-1000; [by] G. R. Twiss, p. 1000-5. 87. J. A. Randall: Project teaching, p. 1009-12. 88. Deviations for standardized college-entrance courses for girls—A. Special science for girls in the rural schools [by] Blanche O. Twiss, p. 1015-19; B. A chemistry course for girls [by] Mary F. Jones, p. 1019-20; C. Applied science as the basis of the girl's education [by] Hazel W. Severy, p. 1020-21; D. General science for the first year of high school [by] Ida Welch, p. 1022-24. 89. E. P. Lewis: The place of pure science in our public-school system, p. 1024-28.

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*Library Department.*—95. Report of committee on standardizing the course of study in library instruction in normal schools, p. 1059-64. 96. Report of committee on high-school libraries, p. 1064-71. 97. Report of committee on elementary-school libraries, p. 1073-75. 98. B. C. Steiner: The library as a continuation school, p. 1081-85. 99. E. O. Sisson: Books and education, p. 1085-87.

*Department of Special Education.*—100. E. B. Allison: Report of committee on classification and terminology of the exceptional child, p. 1090-95. 101. W. A. Caldwell: The combined system of educating the deaf, p. 1097-1100.

*Department of School Patrons.*—102. Florence E. Ward: Report of committee on school health, p. 1113-15; Discussion, p. 1115-16. 103. Maria Montessori: Mother and the child, p. 1121-30.

*Department of Rural and Agricultural Education.*—104. C. H. Lane: High-school extension in agriculture, p. 1132-36. 105. How boys and girls respond to home work in a large city [by] C. F. Palmer, p. 1139-43; [by] G. L. Farley, p. 1143. 106. O. H. Benson: School credit for boys' and girls' club work and extension activities in agriculture and home economics, p. 1144-53.

*Department of Classroom Teachers.*—107. James Ferguson: Teachers' salaries, tenure, and pensions, p. 1163-64. 108. J. W. Crabtree: Rating of teachers, p. 1165-67. 109. Ava L. Parrott: Abolishing the rating of teachers, p. 1168-73. 110. F. W. Roman: Vocational education—its dependence upon elementary cultural training, p. 1173-77.

392. **National society for the study of education.** Fifteenth yearbook. Pt. I. Standards and tests for the measurement of the efficiency of schools and school systems. Chicago, Ill., University of Chicago press [1916] 172 p. 8°. (Guy M. Whipple, secretary, University of Illinois, Urbana, Ill.)

Contains: 1. B. T. Baldwin: A measuring scale for physical growth and physiological age, p. 11-22. 2. B. R. Buckingham: Notes on the derivation of scales in school subjects: with special application to arithmetic, p. 23-40. 3. G. D. Strayer: Score card for city school buildings, p. 41-51. 4. M. R. Trabue: Completion tests for public-school use, p. 52-59. 5. F. W. Balken: Work of the department of educational investigation and measurement, Boston, Mass., p. 61-68. 6. D. C. Bliss: The application of standard measurements to school administration, p. 69-78. 7. H. G. Childs: A half-year's progress in the achievement of one school system, p. 79-90. 8. S. A. Curtis: Curtis tests in arithmetic: value to superintendents and teachers, p. 91-100. 9. E. P. Cubberley: Use of standard tests at Salt Lake City, Utah, p. 107-10. 10. C. H. Judd: Reading, p. 111-19. 11. George Melcher: Studies by the bureau of research and efficiency of Kansas City, Missouri, p. 120-37. 12. Daniel Starch: Standard tests as aids in the classification and promotion of pupils, p. 142-48. 13. G. M. Whipple: The use of metal tests in the school, p. 149-60.

393. **Pennsylvania state educational association.** Proceedings of the sixty-sixth meeting, Scranton, Pa., December 28-30, 1915. Pennsylvania school journal, 64: 315-76, February 1916.

Contains: 1. Herman Schneider: Cooperative system of education, p. 317-19. 2. Ida Tarbell: Give the girl a chance, p. 321-24. 3. J. G. Becht: Retrospect and prospect in Pennsylvania education, p. 323-31. 4. H. W. Foght: The rural schools that made Denmark famous, p. 334-38. 5. C. A. Wagner: What is meant by democratizing education, p. 338-41. 6. H. W. Foght: The place of the American teacher in the country life movement, p. 341-44. 7. P. P. Claxton: Preparation for rural teachers, p. 344-47. 8. P. P. Claxton: Education for life, p. 350-54. 9. Leonard Wood: How the public schools can help the nation solve the problem of preparedness against war, p. 354-56. 10. N. C. Schaeffer: Military training in the public schools, p. 356-59. 11. Will Earhart: Credits for music in public schools, p. 375-76.

394. **Utah educational association.** Proceedings of the twenty-first annual convention, December 20-23, 1915, Salt Lake City. Part 2—Departmental sessions. Utah educational review, 9: 5-52, February 1916. (For Part 1, see item 202.)

Contains: 1. O. J. P. Widtsoe: Connecting composition with life, p. 6-8. 2. E. P. Cubberley: Significance of educational measurements, p. 18-21. 3. H. B. Wilson: Economy of time in education, p. 22-25. 4. H. B. Wilson: Laying the foundation aright, p. 26-28. 5. L. M. Queltrough: Montessori methods, p. 28-30. 6. J. R. Griffiths: Primary play during recess, p. 30-32. 7. F. B. Stephens: Rural organization and the part of the rural high school teacher in it, p. 33-35. 8. A. R. Anderson: Latin a practical subject, p. 38-40. 9. J. H. Tipton: Manual training an essential of the elementary school course, p. 40-41. 10. E. S. Hinckley: The juvenile court from a scholastic standpoint, p. 42-44. 11. H. B. Wilson: Motivation in education, p. 60-52.

395. **Washington educational association.** Addresses and proceedings of the twenty-ninth annual session ... held in Seattle, October 27-30, 1915. 248 p. 8°. (O. C. Whitney, secretary, Tacoma, Wash.)

Contains: 1. A. A. Cleveland: The teaching profession, p. 24-28. 2. T. M. Balliet: Religious education and the schools, p. 29-32. 3. T. M. Balliet: Moral education from the standpoint of evolution, p. 35-38. 4. Report of committee on, "Should elementary school work be differentiated to meet individual, social, and industrial needs, and how and what ways and means are available for fitting school work to those needs satisfactorily," p. 51-55. 5. D. A. Anderson: Methods of measuring teaching efficiency, p. 77-87. 6. T. R. Cole: Our experiences with segregation, p. 87-94; Discussion, p. 94-96. 7. R. E. Moritz: The minimum essentials in the high school course in mathematics viewed from the standpoint of efficiency in secondary school work, p. 117-26; Discussion, p. 126-28. 8. E. M. Traber: The value of Latin and Greek to the teaching of English, p. 170-77. 9. R. W. Jones: Social centers, p. 192-96; Discussion, p. 196-99. 10. J. M. Layhue: The apportionment of school funds, p. 199-206. 11. R. W. Jones: The apportionment of school funds, p. 205-12. 12. Paul Johnson: The county as a unit of school administration, p. 212-15. 13. Frances B. Hayes: Can the school be a really effective influence for peace? p. 221-26. 14. Clara Meisner: What the kindergarten does for the primary child, p. 230-34; Discussion, p. 235.

## EDUCATIONAL HISTORY AND BIOGRAPHY.

396. **Knapp, Charles.** Liberal studies in ancient Rome. *Educational review*, 51 : 237-53, March 1916.  
An address delivered at the third meeting of the Philadelphia Society for the promotion of liberal studies, February 26, 1915.  
Makes a plea for the classics. Declares that the renaissance of Greek study in Germany, at the end of the eighteenth century, is responsible for the intellectual dominance of the Germans in the nineteenth century, and the birth of a true German literature.
397. **Reville, John C.** A pioneer in pedagogy. *America*, 14 : 477-78, February 26, 1916.  
Discusses the educational theories of Fénelon, his program of studies, and his principles and methods.
398. **Wienstein, Friedrich.** Die preussische Volksschule in ihrer geschichtlichen Entwicklung. Paderborn, F. Schöningh, 1915. 110 p. 8°.

## CURRENT EDUCATIONAL CONDITIONS.

399. **Brightman, Edgar S.** The influence of the war on German universities. *School and society*, 3 : 283-88, February 19, 1916.  
This paper aims "to show the more important effects of the war first, on the faculties; second, on the curriculum; third, on the matriculations; and fourth, on certain student organizations."
400. **Buisson, Ferdinand.** Le Congrès international d'éducation (16-27 août 1915). *Revue pédagogique*, 68 : 1-40, January 1916.
401. **Coffman, Lotus D.** The changing conception of public education. *School education*, 35 : 3-4, March 1916.
402. **Deffenbaugh, W. S.** City schools of to-morrow. *American school board journal*, 52 : 22, 81, March 1916.
403. **Gaudig, Hugo.** Vom denken über die Volksschule der Zukunft. *Arbeitschule*, 30 : 1-16, January 1916.
404. **Hoffmann, Ernst.** The spirit of the warring nations. *Educational review*, 51 : 217-36, March 1916.  
Undertakes to explain the philosophy of existence—social and educational—underlying the warring nations of Europe. Lays stress on Germany. Translated from *Das Humanistische Gymnasium*.
405. **Latham, B. H.** The Gary schools: what lessons do they hold for the city schools of North Carolina? *North Carolina high school bulletin*, 7 : 8-18, January 1916.
406. **McNally, W. J.** The Gary school system. A series of articles ... *Minneapolis, Minneapolis Tribune*, 1915. 46 p. 12°.  
Contains: 1. The Gary system explained.—2. Child's development primarily sought.—3. Children treated as grown-ups.—4. Physical side of Gary training.—5. Testimony of a teacher.—6. Economy sought by the Gary plan.
407. **Mohler, Edward Francis.** Educational misfits. *America*, 14 : 453, February 19, 1916.  
Criticizes the vocational school, the kindergarten, and the expensively financed system of play instruction.  
A letter from Timothy F. Downey, taking exception to Mr. Mohler's conclusions on the value of teaching children to play, is contained in the March 11 issue of *America*, page 517.
408. **Moore, Ernest C.** Provision for the education of the city child. *School and society*, 3 : 265-72, February 19, 1916.  
Read before the subsection on elementary education of the Pan-American scientific congress.

409. **Politics against the schools.** *New republic*, 6 : 32-33, February 12, 1916.  
Discusses the introduction of the Gary system in New York City. A favorable critique.
410. **Public education association of the city of New York.** A Gary school's success in New York city. 11 p. 8°. (*Its Bulletin* no. 28. March 7, 1916)  
A report by Associate Superintendent McAndrew upon the work of Public School 89, Brooklyn, which has been operating for over a year on the Gary plan.
411. **Sailer, T. H. P.** Some modern influences in education. *Chinese recorder* (Peking, China) 47 : 83-89, February 1916.  
Conditions in China described.
412. **Schädel, Bernhard.** Unsere kulturellen beziehungen zu Südamerika vor und nach dem kriege. *Internationale monatschrift für wissenschaft, kunst und technik*, 10 : 302-27, December 1, 1915.

## PEDAGOGICS AND DIDACTICS.

413. **Dornblüth, Otto.** Deutsches erziehungsbuch; ratgeber für eltern und erzieher. Wiesbaden, J. F. Bergmann, 1915. 252 p. 8°.
414. **Heywang, Ernst.** Der deutsch-unterricht in der wenig gegliederten land-schule. *Methodisches handbuch für landlehrer.* Prag Annahof, A. Haase, 1916. 222 p. 8°. (Sammlung methodischer handbücher im sinne der schaffenden arbeit und kunsterziehung. nr. 14)
415. **Johnson, T. Edward.** Correct habit forming drills. *American schoolmaster*, 9 : 49-62, February 1916.  
Paper read before the Grammar school section of the Iowa state teachers' association, November 4, 1915.  
Suggestions relative to correct habits and their formation.
416. **Meyerhardt, M. W.** Paul Natorp's social pedagogy. *Pedagogical seminary*, 23 : 51-62, March 1916.  
A list of Paul Natorp's works is appended.
417. **Scharrelmann, H.** Von der kunst des schilderns und erzählens in der schule. *Neue bahnen*, 27 : 13-27, January 1916.
418. **Townsend, H. G.** Science in education. *Educational review*, 51 : 295-304, March 1916.  
Discusses his subject under two heads: (1) In what sense is education a science; (2) What is the value of analogies drawn from the other sciences in helping to solve the problem of human education? Agrees with Bergson that life "can never be completely stated in a rationalistic equation."
419. **Wagner, Charles A.** An overlooked reason for education. *Optimist* (Scranton, Pa.), 2 : 6-7, February 1916.  
Writer says that not "education for life," but "education for all one's life," must be the obligation imposed upon the good citizen.

## EDUCATIONAL PSYCHOLOGY: CHILD STUDY.

420. **Bruckner, Leo and King, Irving.** A study of the Fernald form-board. *Psychological clinic*, 9 : 249-57, February 15, 1916.
421. **Doll, E. A.** Woolley and Fischer's "Mental and physical measurements of working children." A critical review. [Vineland, N. J., 1916] 20 p. 4°. (Publications of the training school at Vineland, New Jersey. Dept. of research. no. 6, January 1916)
422. **Gutberlet, Constantin.** Experimentelle psychologie mit besonderer berücksichtigung der pädagogik. Paderborn, F. Schöningh, 1915. 367 p. 8°.

423. **Guyer, Michael F.** Being well-born; an introduction to eugenics. Indianapolis, The Bobbs-Merrill company [1916] 374 p. illus. 12°. (Childhood and youth series, ed by M. V. O'Shea)
424. **Haines, Thomas H.** Relative values of point-scale and year-scale measurements of one thousand minor delinquents. *Journal of experimental psychology*, 1 : 51-82, February 1916.  
Contributed from the Bureau of juvenile research, Columbus, Ohio, to vol. 1, no. 1, of *Journal of experimental psychology*, Princeton, N. J.
425. **Judd, Charles Hubbard.** Measuring the work of the public schools. Cleveland, O., The Survey Committee of the Cleveland foundation, 1916. 290 p. diags. 12°. ([Cleveland foundation. Publications] 10)  
One of the 25 sections of the report of the educational survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1915.
426. **Messer, August.** Die apperzeption als grundbegriff der pädagogischen psychologie. Berlin, Reuther & Reichard, 1915. 144 p. 8°.
427. **Otis, Arthur S.** Some logical aspects of the Binet scale. *Psychological review*, 23 : 129-52, March 1916.  
To be continued.
428. **Payne, George Henry.** The children in human progress. New York and London, G. P. Putnam's sons, 1916. xix, 400 p. illus. 8°.  
This special historical monograph undertakes to present the position of the child in his social, political, and humanitarian existence in all nations and in all eras.

## SPECIAL METHODS OF INSTRUCTION.

429. **Darcie, Marvin L.** How may moving pictures be made really educative? *Sicra educational news*, 12 : 77-80, February 1916.  
Portion of an address delivered before the Southern section of the California teachers' association. In conclusion, the writer says that the educational value of the motion pictures available at the present time has been considerably over-rated. "If the films can be produced primarily for the schools, with the educative aspect foremost in the minds of the producer, and if they can be skillfully presented by sympathetic teachers, it would be difficult to over-estimate their possibilities."

## SPECIAL SUBJECTS OF CURRICULUM.

430. **Barrows, Sarah T.** - Experimental phonetics as an aid to the study of language. *Pedagogical seminary*, 23 : 63-75, March 1916.
431. **Bjornson, J. S.** The modern language problem. *American schoolmaster*, 9 : 63-71, February 1916.  
Taking German as an example, the writer discusses the aim of modern language teaching and the materials to be used in teaching it.
432. **Brewer, John M.** Oral English. Directions and exercises for planning and delivering the common kinds of talks, together with guidance for debating and parliamentary practice. Boston, New York [etc.] Ginn and company [1916] 396 p. 12°.
433. **Chickering, Edward C.** The direct method in Latin: results. *Classical journal*, 11 : 348-56, March 1916.  
Experiment tried in Jamaica high school, New York city.
434. **Deem, Eleanor F.** The teaching of versification in the high school. *English journal*, 5 : 119-30, February 1916.  
A paper read before the National council of teachers of English, Chicago, Ill., November 26, 1915. In conclusion the writer says that in her opinion "there is no other one thing that a teacher of English may present to her pupils that repays more abundantly any personal effort she may put into it than does the teaching of versification: nothing that has more satisfactory results, and nothing farther-reaching or more lasting in its influence."

435. **Dodge, Richard E.** Some problems in geographic education with special reference to secondary schools. *School and society*, 3 : 253-65, February 19, 1916.  
 Presidential address delivered before the Association of American geographers, Washington, December 1915.
436. **Dungan, Margaret E.** The importance of the study of literature in the high school. *Education*, 36 : 437-42, March 1916.  
 Says that the study of English literature offers "unique opportunities for intensifying the mental and emotional life of the student." We need to stem the current moving in the direction of purely scientific and material progress.
437. **Epstein, Izhaç.** La penséo. et la polyglossie. Essai psychologique et didactique. Lausanne, Payot et cie. [1916] 216, iv p. 12°.  
 The author, who is laureat of the University of Lausanne, concludes that the study of foreign languages is a waste of time from the standpoint of reason and education. For practical purposes it is enough to read several languages, but to speak only one.
438. **Gosse, Edmund.** The modern languages after the war. *Modern language teaching* (London) 12 : 1-10, February 1916.  
 Believes in a great recrudescence of the French language in English schools. Says it is rather rare to find an English officer who speaks or even reads French with ease. Discusses at some length the German attitude towards English education.
439. **Haight, Elizabeth H.** The attitude of the college toward the work in Latin in the secondary school. *Classical journal*, 11 : 357-64, March 1916.  
 A comprehensive examination in Latin should consist "of sight translation from Latin into English and from English into Latin; and of such questions on the prepared text as will test knowledge of forms and syntax, but most of all, acquired background and intelligent interpretations."
440. **Kirkpatrick, Edwin A.** The use of money; how to save and how to spend. Indianapolis, The Bobbs-Merrill company [1915] 10 p. l., 226 p. 12°. (Childhood and youth series, ed. by M. V. O'Shea)
441. **Krause, Carl A.** Why the direct method for a modern language? *Educational review*, 51 : 254-67, March 1916.  
 Says that the teacher must be master of his subject, and must teach German and French as living languages. Advocates the direct method of teaching. Outlines a curriculum of studies.
442. **Lawson, Mary F.** The socialization of language study in the junior high school. *Pedagogical seminary*, 23 : 76-85, March 1916.
443. **Mackie, Ransom A.** What to teach in history. *Education*, 36 : 456-58, March 1916.  
 Advocates teaching of social life of nations, with less stress on military and political history.
444. **Millikan, Robert A.** The elimination of waste in the teaching of high school science. *School science and mathematics*, 16 : 194-202, March 1916.  
 Discussion, p. 203-9.  
 Read before the Physics section of the Central association of science and mathematics teachers, Chicago, December 26, 1915.
445. **Moritz, Robert E.** Mathematics and efficiency in secondary school work. *School science and mathematics*, 16 : 233-45, March 1916.
446. **Nitze, William A.** "The report of the joint committee on grammatical nomenclature." A rejoinder to Miss Cipriani. *School review*, 24 : 188-95, March 1916.  
 Criticizes Miss Cipriani, who pleads in favor of teaching French from the point-of-view of French. Miss Cipriani's article appeared in the *School review* for December 1915.
447. **P. J.** L'enseignement des langues vivantes et la culture classique. *Revue universitaire*, 25 : 23-30, January 1916.  
 A discussion of the teaching of German after the war.

448. **Paxson, Frederic L.** The study of recent American history. *History teacher's magazine*, 7 : 75-80, March 1916.  
This issue contains other articles on the same subject by C. R. Lingley, R. M. McElroy, and R. E. Phyle.
449. **Pratt, Waldo S.** The educational values of music. *Journal of education*, 83 : 229-32, 243, March 2, 1916.  
An address before the Music section of the Connecticut state teachers' association, October 22, 1915.
450. **Prentout, Henri.** L'enseignement de l'histoire locale au lycée et à l'école. *Revue internationale de l'enseignement*, 36 : 36-52, January-February 1916.
451. **Rickard, G. E.** Teaching Latin translation. *School review*, 24 : 215-18, March 1916.  
Discusses the results of an experiment begun in September, 1915, with a Vergil class of 24 students in Oakland city high school, Indiana. The course was elective.
452. **Stearns, Wallace N.** The rehabilitation of Greek. *Education*, 36 : 443-48, March 1916.  
Dwells on the increasing significance of the modern Greek people. Advocates the modern approach to a language that has not ceased to be spoken and written.
453. **Straus, S. W.** Thrift—an educational necessity. *School and home education*, 35 : 220-23, March 1916.  
Address delivered before the National council of education at Detroit, Mich., February 21, 1916.
454. **Surette, Thomas Whitney.** Music for children. *Atlantic monthly*, 117 : 356-65, March 1916.
455. **Thomas, Joseph H.** Do thought-courses produce thinking? *English journal*, 5 : 79-88, February 1916.  
A paper read before the College section of the National council of teachers of English, November 26, 1915.  
Discusses the teaching of composition in colleges and says that the proper place for a "course in ideas" or a "thought-course" is in the senior and not the freshman year.
456. **Wickham, Joseph Francis.** The teaching of English poetry. *Catholic educational review*, 11 : 193-205, March 1916.

## KINDERGARTEN AND PRIMARY SCHOOL.

457. **Bell, Alexander Graham.** Auto-education continued in the primary school. *Freedom for the child*, 2 : 8-15, January 1916.
458. **Hall-Quest, Alfred L.** The second crisis of childhood. *School and society*, 3 : 370-78, March 11, 1916.  
Address at the Virginia state kindergarten union, Richmond, November 26, 1915.  
Gives the reasons for the existence of the kindergarten and then considers some of the facts of child nature that may be observed by means of this organization.
459. **McManis, John T.** Individual differences in the early grades. *School and society*, 3 : 289-95, February 26, 1916.  
Says that more children fail in the first grade than in any other grade. Advocates more flexibility of work in the first grade and a greater attention to individual differences.

## RURAL EDUCATION.

460. **Bateman, J. W.** A survey of twenty-three rural districts of Desoto parish, Louisiana. Made under the direction of J. W. Bateman, head of the Department of rural education, State normal school, Natchitoches, La. [Natchitoches, La., 1915] 31 p. illus. 8°. (Normal quarterly of the Louisiana state normal school. vol. IV, no. 4)

461. **Countryman, R. L.** How rural schools can better meet the needs of rural life. *Education*, 36 : 425-36, March 1916.

Rural schools should be related to country life. "Elementary schools," says the writer, "have formulated the same course of study for the city as for the rural school." Deplores present conditions, and urges differentiation in the course of study from that of the city school.

462. **Favrot, Leo M.** As others see us. *Arkansas teacher*, 4 : 1-4, March 1916.

A visit to some rural schools, showing the different types of schools and teachers.

#### SECONDARY EDUCATION.

463. **Collins, Joseph V.** Adaptation. *Educational review*, 51 : 286-94, March 1916.

Discusses high school methods of instruction. Writer thinks the secondary school is too liberal in permitting pupils to select their own courses, and then too strict in holding them to these courses once they are selected. Only the cream of the school as regards ability should be permitted to specialize. Presents a scheme for solving the difficulty.

464. **Eliot, Charles W.** Changes needed in American secondary education. New York, General education board, 1916. 29 p. 8°. (Publications of the General education board. Occasional papers, no. 2)

Writer says that American secondary schools should give more attention to hand, ear, and eye work, and to the sciences of observation—chemistry, physics, biology, and geological and ethnographical geography. The time for these new subjects is to be gained by reducing the allotment to memory subjects and to mathematics, by lengthening the school day, and by shortening the summer vacation.

465. **Hartwell, Charles S.** The junior high school for increased economy and efficiency. *American teacher*, 5 : 37-39, March 1916.

Advocates reorganizing the New York city schools on the junior high school plan. Says that both economy and efficiency will be promoted by this form of reorganization.

466. **High school teachers association of New York city.** The junior high school. 28 p. 8°. (*Its Bulletin*, no. 59, January 1916)

Contains: 1. T. H. Briggs: The junior high school, p. 1-13. 2. C. S. Hartwell: The junior high school in New York city, p. 14-16. 3. Joseph Abelson: The junior high school, p. 16-22. 4. Joseph Abelson: A bibliography of the junior high school, p. 22-28.

467. **Maphis, Charles G.** A plea for the definite rating of secondary schools. *School review*, 24 : 203-6, March 1916.

The writer, who is a professor at the University of Virginia, set about to find a method of judging the efficiency of the schools by the products sent to the University. Gives a statistical table.

This paper was read before the Association of colleges and secondary schools of the Southern states, held at Nashville, October 28, 1915.

468. **Snedden, David.** New problems in secondary education. *School review*, 24 : 177-87, March 1916.

Discusses the tendency of education to become scientific, to become a field of applied science. Among other things the writer contends that the high schools "do not give training or instruction toward citizenship in accordance with sound principles of aim or definite principles of method." Treats the subject of vocational education at some length.

469. **Williams, L. A.** Democracy's school. *North Carolina high school bulletin*, 7 : 34-39, January 1916.

To be continued.

Treats of the development of the public high school among our own people.

#### TEACHERS: TRAINING AND PROFESSIONAL STATUS.

470. **Dick, George S.** The importance of a department of rural education in all institutions training teachers for rural schools. *Better schools*, 2 : 27-30, February 1916.

Discusses the needs and rights of the rural school pupil, the lines of service expected of the rural school teacher, and the training necessary.

471. **Furst, Clyde.** The status of the university professor in the United States. *Columbia university quarterly*, 18 : 148-58, March 1916.  
Read at the second Pan-American scientific congress in December 1915.  
In summarizing the writer says that "socially there is no better status in the land than that of the university professor."
472. **Hosic, James Fleming.** A survey of instruction in the Chicago normal college. *Educational bi-monthly*, 10 : 205-16, February 1916.  
Principal William B. Owen appointed several committees of the faculty of the Chicago normal college to study the work of the institution and prepare reports. This article contains the outline of the committee on instruction and a sample answer for those who may be interested in undertaking some sort of inventory of their own institutions. The complete report will be published later.
473. **Preston, Josephine.** Teachers' cottages and rural home economics. *Journal of home economics*, 8 : 109-12, March 1916.  
Presented at the eighth annual meeting of the American home economics association, Seattle, 1915.
474. **Roberts, J. E.** The efficiency of the teacher. *Wisconsin journal of education*, 48 : 40-43, February 1916.
475. **Wager, R. E.** On the training of teachers of nature-study. *Nature-study review*, 12 : 47-55, February 1916.
476. **Walk, George E.** Some recent tendencies in state normal schools. *Pedagogical seminary*, 23 : 1-13, March 1916.  
"The discussion of students and teachers in this study has indicated the following tendencies: (1) A large increase in the total enrollment of normal school students for 1913 as compared with 1903 . . . (2) A large increase in the entire number of normal school teachers employed for 1913 as compared with 1903 . . . (3) A large increase in the entire number of normal school teachers holding degrees in 1913 as compared with 1903 . . ."

## HIGHER EDUCATION.

477. **Allen, William H.** "Smashing the looking-glass." *Survey*, 35 : 602-6, February 19, 1916.  
Discusses the general subject of surveys of higher education, with emphasis on the University of Wisconsin. It is followed by a rejoinder by G. H. Mead, p. 607, 610.
478. **American association of university professors.** *Bulletin*, vol. 1, part 1. Annual address of the president and General report of the Committee on academic freedom and academic tenure. December, 1915. 43 p. 8°. (H. W. Tyler, secretary, Massachusetts institute of technology, Boston, Mass.)
479. **Blaisdell, Thomas C.** Should colleges admit high-school graduates without regard to subjects studied in the high school? *School and society*, 3 : 366-70, March 11, 1916.  
A paper read at the Pennsylvania state teachers' association, Scranton, December 28, 1916.  
Says that the colleges should be more democratic both in entrance requirements and courses of study.
480. **Eddy, William W.** The Princeton curriculum: its limitations and its needs. *Princeton alumni weekly*, 16 : 508-11, March 8, 1916.  
This paper received second place in the LaPortouillier curriculum contest.
481. **Fleming, J. A.** The organization of scientific research. *Nature (London)* 96 : 692-96, February 17, 1916.  
Abridged from a paper read before the Royal society of arts, February 9, 1916.  
Discusses the training of men to conduct scientific and industrial research. A plea for closer cooperation between universities and technical colleges and factories.
482. **Monroe, Paul.** The university a memorial to men. *Columbia university quarterly*, 18 : 113-21, March 1916.  
"The university is a memorial to men in the permanency of its contribution to life."

483. **Roberts, T. F.** The university of a small nation. *Contemporary review*, 109 : 240-46, February 1916.  
Describes the work of the University of Wales. Also a plea for the study of Welsh literature.
484. **Webb, William A.** Is there still room for the humanities in a college of liberal arts? *School and society*, 3 : 361-66, March 11, 1916.  
An address delivered at the inauguration of President C. E. Brewer at Meredith college, Raleigh, N. C., February 3, 1916.

## SCHOOL ADMINISTRATION.

485. **Caldwell, Horace N.** Supervision of grades by high school principal. *Sierra educational news*, 12 : 98-101, February 1916.  
Gives a plan of supervision for the union district type, the advantages of the plan and objections to it.
486. **Chancellor, William Estabrook.** School board organization and functions: the progress of a quarter century. *American school board journal*, 52 : 11-14, 82, March 1916.  
To be concluded in the April issue.
487. **Churchill, Thomas W.** The superintendent as the layman sees him. *Journal of education*, 83 : 263-65, 270, March 9, 1916.
488. **Coffman, Lotus D.** Differentiated curriculum versus common elements. *School and home education*, 35 : 213-15, March 1916.  
Paper on the same subject by W. C. Bagley, p. 215-18.  
Both papers were read before the Department of superintendence of the National Education association, at Detroit, February 24, 1916.
489. **Marsh, J. F.** One board or more for state educational institutions? *American school*, 2 : 44-46, February 1916.  
"The secretary of a State board of education discusses the advantages of such a plan for control of all the state's higher educational institutions, as he sees them."
490. **Munro, William Bennett.** School administration. *In his Principles and methods of municipal administration*. New York, The Macmillan company, 1916. p. 356-402.
491. **Peters, Charles C.** What the grammar school has a right to expect of the higher schools. *Education*, 36:415-24, March 1916.  
Advocates the six-year high school. The gap between the grammar school and the high school should be eliminated, making the two one continuous whole. "It is highly abnormal that there should come here in our school system a break where nature has provided no corresponding break in the life of the youth. . . . School organization should certainly follow nature in breaking between the sixth and the seventh grades instead of between the eighth and the ninth."
492. Progress in school administration during 25 years. *American school board journal*, 52 : 16-17, 60-70, March 1916.  
Letters from representative state superintendents.  
The opinions of representative business men on the progress in city school administration are given on pages 29-30, 77-80 of this same issue.
493. **Winship, A. E.** To whom is the board of education responsible? *Journal of education*, 83 : 270-72, March 9, 1916.  
"Members of boards of education are responsible first, last and always, everywhere, at all times to the children and to them alone."
494. **Wright, G. W.** High school text books. *Sierra educational news*, 12 : 83-85, February 1916.  
Objections to the state publication of text books.

## SCHOOL MANAGEMENT.

495. **Canning, J. B.** The meaning of student marks. *School review*, 24 : 196-202, March 1916.  
Result of a statistical study of all marks given "during a period of five years in ten courses (two in each of five departments) in a very large school whose marking system is based upon implied positive standards."
496. **Deutsch, Abraham.** Some broader aspects of school discipline. *Education*, 36 : 449-55, March 1916.  
Discusses subject from five points of view: (1) Present health and physical condition; (2) Home life and attitude toward school; (3) Past history; (4) School record; (5) Leisure. To be continued.
497. **Engleman, James O.** Methods and results of classroom supervision. *American schoolmaster*, 9 : 72-79, February 1916.  
Address delivered before the Principals' section of the Illinois state teachers' association, at Springfield, December 29, 1915.
498. **Every child at the school door.** *Survey*, 35 : 634-35, February 26, 1916.  
A plea for individual instruction. Discusses a monograph recently published by the San Francisco State normal school, the result of a two-years' experience with a system of individual instruction of children in elementary grades. See item 306: "In re Every child, a minor, vs. Lockstep schooling: a suit in equity." Compiled by F. Burk.
499. **Hartwell, Shattuck O.** Overcrowded schools and the platoon plan. Cleveland, O., The Survey committee of the Cleveland foundation, 1916. 77 p. 12°. ([Cleveland foundation. Publications] 9)  
One of the 25 sections of the report of the educational survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1915.
500. **Preston, Carlton E.** Are our schools hitting the mark? *Educational review*, 51 : 275-85, March 1916.  
Criticizes the marking system in vogue in our schools. Says that it is by far the most crying evil in its effects upon the morals of pupils. Advocates the substitution therefore of a regular monthly statement in answer to only two questions: "(1) How nearly, in your opinion, is this pupil making the best of his abilities as a scholar; (2) Is he, so far as you have observed this month, manly and straight-forward in his dealings both with school officials and with his classmates?"

## SCHOOL ARCHITECTURE.

501. **National fire protection association, Boston, Mass.** Fire protection in schools. 16 p. illus. 8°.
502. **Schoolhouse construction and equipment in their relation to school neighborhood centers.** *Playground*, 9 : 433-41, March 1916.  
This article is published through the "courtesy of the Women's municipal league of Boston. Supplement to the Bulletin, April 1915. Prepared by Committee on schoolhouse construction and equipment in their relation to school centers, Alice G. Brandels, chairman . . . Extracts only are published."

## SCHOOL HYGIENE AND SANITATION.

503. **Bennett, Victoria E. M.** Some shortcomings and limitations of the school medical service. *Child (London)* 6 : 240-46, February 1916.  
Conditions in England described.
504. **Berkowita, J. H.** Free municipal clinics for school children; a review of the work of the school children's nose and throat clinics in New York city and conditions which necessitate such institutions. [New York, 1916] 16 p. illus. 8°. (Department of health of the city of New York. Reprint ser. no. 41, February 1916.)

505. **Holt, Ethelyn Fay.** The child and the problem of the adjustment of the educative process. *Middle-west school review*, 8 : 15-17, March 1916.  
Discusses principally the school and the health of the child.
506. **Jackson, Edward.** Cards for sight-testing in schools. *Ophthalmic record*, 25 : 109-14, March 1916.  
Argues that the ordinary letter tests are inadequate to produce results. Makes a strong plea for the international test of visual acuity, established by the International ophthalmological congress held at Naples in 1909. This test consists of the broken-ring device—placed at the center of a square or circular card. "It can be concealed," says the writer, "an instant and turned in either direction; and the person tested can not rightly guess in which direction it is turned, more than once in four or eight times." It furnishes a fixed or constant standard.
507. **McCord, Clinton P.** The school nurse and her work. *American education*, 19 : 401-407, March 1916.  
Prepared for the National organization for public health nursing, meeting in convention in San Francisco, June 21-25, 1915.  
Considers the scope of activity of the school nurse and what subjects she must be familiar with if she is to realize her greatest possibilities in school health work.
508. **Millberry, Guy S.** The problem of dental hygiene in children. *Child (London)* 6 : 247-52, February 1916.  
Review of conditions in Great Britain. Advocates the creation of a new field of dental practitioners to be known as dental hygienists. Importance of the problem.
509. **New York association for improving the condition of the poor.** New York school lunch committee. *In its Year book*. 1915. p. 83-88.  
Making inexpensive lunches available to 100,000 school children.
510. **Prichard, Emma.** Open-air schools. *School and home*, 8 : 9-12, February 1916.  
Considers the conditions which led to the establishing of open-air schools, the program which was carried out in them, the results, as tabulated by educators and physicians who have been observing as trained scientists interested in finding the results of an experiment, and then gives the modifications that have been made in the original plans and the reasons therefor.

#### PHYSICAL TRAINING.

511. **Bray, W. J.** The school's responsibility for physical efficiency. *Missouri school journal*, 33 : 58-64, February 1916.
512. **Baycroft, Joseph E.** The educational value of athletics in schools and colleges. *School and society*, 3 : 295-300, February 26, 1916.  
Read at the 29th annual convention of the Association of colleges and preparatory schools of the Middle States and Maryland, Philadelphia, November 26, 1915.

#### SOCIAL ASPECTS OF EDUCATION.

513. **Kirkpatrick, Edwin A.** Fundamentals of sociology, with special emphasis upon community and educational problems. Boston, New York [etc.] Houghton Mifflin company [1916], x, 291 p. 12°.  
This book was prepared with the conviction that sociology may be of as much value to education as psychology.

#### CHILD WELFARE.

514. **Slingerland, William H.** Child-welfare work in California. *Survey*, 35 : 700-702, March 11, 1916.  
An illustrated, statistical article based upon a study of child-caring agencies and institutions of California, published recently by the Russell Sage Foundation.

## MORAL EDUCATION.

515. **Baker, Ray Stannard.** How to teach morals to boys and girls. American magazine, 81 : 6-11, 70-71, February 1916. illus.  
Describes Milton Fairchild's "dramatic device" for improving the character of children by the use of pictures.
- ✓ 516. **Swett, Harry P.** The individual in education. Education, 36 : 462-67, March 1915.  
Ethical growth of children discussed. Best methods of training, etc.

## RELIGIOUS EDUCATION.

517. **Brown, Frank Llewellyn.** Sunday school officers manual; the training of officers and committees. A practical course for Sunday school leaders. New York, Cincinnati, The Abingdon press [1916] 254 p. 16°.  
Contains bibliographies.
518. **Crafts, Wilbur Fisk.** An American plan for keeping the Bible in public schools. [Ann Arbor, Mich., 1915] p. 193-216. 8°.
519. **Friedman, Lee M.** The parental right to control the religious education of a child. Harvard law review, 29 : 485-500, March 1916.  
Reviews the history of the subject from the sixteenth century, in England, to the present day. Cites many legal cases.
520. **Grant, Warren P.** Scientific management and Sunday school superintendence. Biblical world, 47 : 161-67, March 1916.  
Purpose of the article is to show that "the present basis of superintendency organization in the Sunday school, namely, the adult, intermediate, and primary departments, is fundamentally wrong, if the result desired is an efficiently conducted school."
521. **Matthews, Basil Joseph, ed.** The fascinated child; talks with boys and girls. London and Edinburgh, New York [etc.] Fleming H. Revell company [19--] 205 p. 12°.

## MANUAL AND VOCATIONAL TRAINING.

522. **Bennett, Charles A.** The school factory at Bradley institute. Manual training and vocational education, 17 : 520-34, March 1916.  
Deals with the adaptation of the factory system to school conditions.
523. **Bengtson, Caroline.** Private trade schools in Chicago. Manual training and vocational education, 17 : 497-510, March 1916.  
The writer says that the private trade schools of Chicago supply vocational training for a considerable group of the population, many of the students having come from smaller towns where trade training can not be secured.
524. **Davenport, Eugene.** The educative value of work.—VII. Resourcefulness. School news and practical educator, 29 : 308, March 1916.  
To be continued next month.  
Other articles in the same series are on the intellectual element in manual labor, Turning failure into success, Accuracy, Efficiency, and Decision.
525. **Education for work.** New republic, 6 : 145-46, March 11, 1916.  
Discusses vocational education, and primarily the introduction of the Gary system into New York City.
526. **Kane, Sandy Morrow.** The manual-training idea. Industrial-arts magazine, 5 : 93-96, March 1916.  
Says our schools should give our boys initiative and ability, and that one of the most effective movements toward equipping boys with these qualifications is the development of the manual side of the curriculum in conjunction with the intellectual side. Thinks that the greatest mistakes in education to-day are being made in that phase of education called manual training.

527. Willoughby, George. Paying wages to boys in public schools. National magazine, 43 : 889-92, February 1916.  
Tells about the trade school or Boardman apprentice shops of the city school district of New Haven, Conn.

## VOCATIONAL GUIDANCE.

528. Blackford, Katherine M. H. and Newcomb, Arthur. Analyzing character. The new science of judging men; misfits in business, the home and social life. New York, The Review of reviews company, 1916. 488 p. illus. 8°.
529. Hadley, Arthur T. Choosing a career. Yale alumni weekly, 25 : 698-99, March 3, 1916.  
Address delivered to seniors on February 24 under the auspices of the Bureau of appointments. "In the choice of a career there are three things to be considered: fitness, opportunity, and reward." Each requirement is considered separately.
530. Jacobs, Charles Louis, comp. A vocational guidance bibliography, prepared for school and public libraries and arranged especially for youths, teachers and specialists, compiled for the Commissioner of industrial and vocational education. January, 1916. California, State printing office, 1916. 24 p. 8°. (California state board of education. Bulletin no. 12)
531. Kitson, H. D. Psychological tests and vocational guidance. School review, 24 : 207-14, March 1916.  
Discusses the value of experimental psychology in determining questions of vocation. Treats the subject under two aspects—objective and subjective.
532. O'Leary, Iris Prouty. Department store occupations. Cleveland, O., The Survey committee of the Cleveland foundation, 1916. 127 p. diags. 12°. ([Cleveland foundation. Publications] 11)  
One of the 25 sections of the report of the educational survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1915.
533. Westgate, C. E. Vocational guidance in the stadium high school, Tacoma, Washington. Manual training and vocational education, 17 : 511-14, March 1916.

## AGRICULTURAL EDUCATION; HOME ECONOMICS.

534. American association of farmers' institute workers. Proceedings of the nineteenth annual meeting . . . held at Washington, D. C., November 9 to 11, 1914. East Lansing, Mich., 1915. 123 p. 8°. (L. R. Taft, secretary-treasurer, East Lansing, Mich.)  
Contains: 1. Anna Barrows: Teaching home economics at farmers' institutes, p. 80-84; Discussion, p. 84-86. 2. A. C. True: The use of the Smith-Lever fund for farmers' institutes as a phase of extension work, p. 107-10; Discussion, p. 110-13.
535. Lacy, Mary G. The farmer and his tools. Educational review, 51 : 268-74, March 1916.  
Advocates various means for bringing the farmer in connection with the printed page, such as traveling libraries, etc.
536. Monahan, A. C. Extension teaching in agriculture and household arts in Ireland. Catholic educational review, 11 : 221-28, March 1916.
537. Steele, Clara M. Domestic art in the high school commercial course. Journal of home economics, 8 : 112-17, March 1916.  
Gives the outline of a course in domestic arts to meet the needs of a business girl.
538. Swain, John E. The influence of boys' and girls' club work in rural schools. Oklahoma home and school herald, 24 : 94-95, 119, March 1916.  
The moral and mental influence for good on the pupils.

539. **Teaching**, vol. 2, no. 6, February 1, 1916. (Household physics)

Contains: 1. E. V. Floyd: Household physics; its nature and presentation, p. 4-8. 2. G. W. Tidd: Physics in the household, p. 10-14. 3. J. P. Drake: How to use the state physics text, p. 15-19.

#### COMMERCIAL EDUCATION.

540. **Farrington, Frederic Ernest**. Commercial education in Germany. *School and society*, 3 : 325-32, March 4, 1916.

Address before the Pan-American scientific congress, Washington, December 29, 1915.

541. **Stevens, Bertha M.** Boys and girls in commercial work. Cleveland, O., The Survey committee of the Cleveland foundation, 1916. 181 p. illus. 12°.

One of the 25 sections of the report of the educational survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1915.

#### MEDICAL EDUCATION.

542. **Bardeen, C. B.** Aims, methods, and results in medical education. *Science*, n. s. 43 : 367-80, March 17, 1916.

Presidential address at the annual meeting of the Association of American medical colleges, Chicago, February 8, 1916.

543. **Emmons, A. B.** How medical school graduates fare. *Harvard graduates magazine*, 24 : 477-85, March 1916.

A questionnaire was sent to the graduates of the Harvard medical school of the classes of 1901-10, inclusive. 317 replies were received and recently published in pamphlet form. This article gives some of the replies to show the status of medicine as a career.

544. **Heffron, John L.** A review of the tendencies in medical education and in the practice of medicine. *Journal of sociologic medicine*, 17 : 5-11, February 1916.

Dwells on the laboratory method of instruction and the improvement of clinical teaching. Briefly rehearses the trend of medical legislation and state examinations.

#### CIVIC EDUCATION.

545. **Asplund, Rupert F.** Training for citizenship in the schools. *New Mexico journal of education*, 12 : 13-15, March 1916.

Prepared for the elementary school section of the New Mexico educational association.

546. **Beard, Charles A.** The problem of training for public service. *Municipal research*, no. 68: 5-14, December 1915.

547. **Johnston, Harry H.** Education and the public service. *Nineteenth century*, 79: 478-92, February 1916.

Conditions in Great Britain. Says among other things that the French language should certainly be enjoined "on all persons seeking appointments under the Crown." Deplores the poor teaching of modern languages.

#### BOY SCOUTS.

548. **West, James E.** The boy scouts movement in America. *Child (London)* 6 : 232-39, February 1916.

Popular descriptive article by chief scout executive officer. Illustrated. Dwells on educational and character-formation phases of the scout movement in the United States.

#### MILITARY TRAINING.

549. **Garlock, M. A.** Military training and the public schools. *Northwest journal of education*, 27: 296-99, March 1916.

Says that the best service that can be rendered by the public schools will be a physical, mental and moral preparation for industrial, governmental and commercial efficiency.

550. **James, Edmund J.** Our land grant colleges as centers of military training. 14 p. 8°. Abstract of address before the Committee on military affairs of the House of representatives, Washington, D. C., February 10, 1916.
551. **Johnston, Charles Hughes.** Military training in the American high school. School and society, 3:278-82, February 19, 1916.
552. **Lowell, Abbott Lawrence.** Military training in the college. School and society, 3:317-20, February 26, 1916. From the annual report of President Lowell of Harvard university.
553. **Military training in high schools.** School bulletin, 42:119-24, February 1916. Discusses first, the physical, intellectual, and moral benefits of military instruction in high schools and colleges, and then military instruction as a means of preparedness in high schools and colleges.

## EDUCATION OF WOMEN.

554. **Lockwood, Laura E.** College women as wives and mothers. School and society, 3:332-38, March 4, 1916.

## NEGRO EDUCATION.

555. **The Hampton institute trade school.** Southern workman, 45:153-60, March 1916. Seventh article of a series treating of the educational activities of the school at Hampton, Va. Treats of painting. Other articles have appeared as follows: Carpentry and cabinet-making, May 1913; blacksmithing and wheelwrighting, January 1914; bricklaying and plastering, April 1914; machine work, January 1915; tailoring, April 1915; and plumbing and steamfitting, December 1915. Illustrated.
556. **Moten, Robert B.** A life of achievement--Booker T. Washington. Southern workman, 45:177-82, March 1916.
557. **Washington, Booker T.** Fifty years of negro progress. Forum, 55:269-79, March 1916. A statistical study. Discusses educational advancement of negro, etc.

## EDUCATION OF IMMIGRANTS.

558. **Kellor, Frances A.** How to Americanize a city. American city, 14:164-66, February 1916. Mentions particularly the work done in Detroit, Syracuse, and Cleveland.
559. **Mason, Gregory.** An Americanization factory: An account of what the public schools of Rochester are doing to make Americans of foreigners. Outlook, 112:439-48, February 23, 1916. illus.
560. **National Americanization committee.** Americanizing a city. The campaign for the Detroit night schools, conducted in cooperation with the Detroit Board of commerce and Board of education, August-September, 1915. Prepared for the federal Bureau of education by the National Americanization committee and the Committee for immigrants in America. New York city, 1915. 23 p. illus. 8°.
561. **Schuyler, Robert Livingston.** The movement for Americanization. Columbia university quarterly, 18:181-92, March 1916. Says that "Americanization in its broadest sense is a problem of education, the education of foreign-born and native-born, of the new American and the old American, in higher ideals of citizenship and truer standards of patriotism."

## EXCEPTIONAL CHILDREN.

562. **Juvenile protective association of Chicago.** A study of mentally defective children in Chicago; an investigation made by the Juvenile protective association. Text by John Edward Ransom, appendix by Alexander Johnson. [Chicago, Hale-Crossley printing co., 1915] 72 p. fold. diagrs. 8°. This investigation was financed in great part by the Junior league of Chicago.
563. **McMurtrie, Douglas C.** Industrial training in Edinburgh for crippled boys and girls. 8 p. 12°. Reprinted from the Journal of the Missouri state medical association, vol. 13, p. 78, February 1916.
564. **Meusy, Mmc.** Notes on the education of backward children. Traquing school bulletin, 12 : 3-18, March 1916. Translated from an article which appeared in L'Annee psychologique, on the education of backward children in the School of the Salpetriere. Includes comments by A. Binet.
565. **Mitchell, David.** Schools and classes for exceptional children. Cleveland, O., The Survey committee of the Cleveland foundation, 1916. 122 p. 12°. ([Cleveland foundation. Publications.] 12). One of the 25 sections of the report of the educational survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1915.
566. **Sullivan, Joe F.** The sunny South and the cripple. Southern school journal, 27 : 25-27, February 1916. Tells of the deplorable condition in the South in respect to cripples, and says that not one small class of these crippled children has been organized and taught anywhere south of Baltimore.
567. **Taylor, William J.** The ungraded teacher as psychologist. Ungraded, 1 : 133-38, February 1916. The writer says that in no department of education is the need of psychological insight and attitude more pressing than in the special classes for mentally deficient children. In conclusion he gives a few practical suggestions for making a study of the behavior of the individual child.
568. **Tucker, Beverley R.** Nervous children; prevention and management. Boston, R. G. Badger [1916] 147 p. illus. 12°.

## LIBRARIES AND READING.

569. **Cross, Leora M.** Library work with high school pupils. Public libraries, 21 : 117-20, March 1916. From an address before the Ohio library association, October 7, 1915.
570. **Madison, Elizabeth.** A high-school course in library use. English journal, 5 : 196-207, March 1916.
571. **Power, Effie L.** Development of work with schools in the Carnegie library. Pittsburgh school bulletin, 9 : 201-206, March 1916. The work of the Schools division of the Carnegie library of Pittsburgh, Pa.

## BUREAU OF EDUCATION: RECENT PUBLICATIONS.

572. Reorganization of the public school system; by Frank Forest Bunker. Washington, 1916. 186 p. (Bulletin, 1916, no. 8)
573. School home-garden circular, 1-11, February 1915 to March 1916. Washington, 1915-1916. 8°. Circular 1, Instructions for school supervised home gardens; 2, A course in vegetable gardening for teachers; 3, The winter vegetable garden; 4, Organic matter for the home gardens; 5, Hotbeds and cold frames for home gardens; 6, Raising vegetable plants from seed; 7, How to make the garden soil more productive; 8, Planting the garden; 9, Part played by the leaf in the production of a crop; 10, A suggestive schedule for home-garden work in the South; 11, List of publications for the use of school home-garden teachers.