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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

INTRODUCTORY NOTES.

Among the books and articles listed in the present bulletin, the following may be noted for special attention: Gilbert, What children study and why; Heck, Study of mental fatigue; Seerley, The country school; Holland, Pennsylvania state normal schools; Kendall, Training of high school teachers; Hart, Western types of higher education; Maxwell, Attitude of American parent toward education; Gulick and Ayres, Medical inspection of schools, revised edition; Perry, Survey of school social centers; Cooley, Problem of establishing vocational schools; Münsterberg, Psychology and industrial efficiency; Prosser, Practical arts and vocational guidance. Titles of three publications relating to the peace propaganda are included, namely, American peace congress, Proceedings; American school peace league, Yearbook; Moritzen, Peace movement of America.

The Committee on school inquiry of the Board of estimate and apportionment of the city of New York is publishing in successive volumes the reports of its specialists on educational aspects of the inquiry. The following 6 volumes of the series have appeared:

Introduction and conclusion of Report as a whole, as prepared by Prof. Paul H. Hanus, specialist in charge. 16 p.

Elementary schools: Sections A, B, C—Quality of classroom instruction, Course of study, Supervision by the principals; by Frank M. McMurry. viii, 150 p. Section E—Ungraded classes, by Henry H. Goddard. iv, 23 p. Section F—III. Promotions and nonpromotion, and part time, by Frank P. Bachman. vii, 114 p. IV. The compulsory attendance service, by Jesse D. Burka. v, 75 p.

The system of general supervision and the Board of examiners, by Edward C. Elliott. xiii, 144 p.

Each special monograph is introduced by a summary by Prof. Hanus, extracted from the Report as a whole. The Committee estimates that the entire series of reports by 11 specialists will comprise approximately 1,400 pages.

Announcement is made that Prof. Ernest C. Moore's report on the Board of education and the local school boards, which was not accepted by the Committee on school inquiry, is now available in full as an independently published monograph.

The record of American book production for 1912, as presented by the Publishers' weekly of January 25, 1913, shows in education a yearly total of 251 new books and 3 new editions, as against 289 new books and 11 new editions in 1911, and 504 and 19 respectively in 1910. From international statistics given in the same periodical, it appears that in Great Britain 311 books on educational theory and practice were published in 1912, and 250 in 1911.

PUBLICATIONS OF ASSOCIATIONS.

298. **American peace congress.** Proceedings of the third American peace congress, held in Baltimore, Md., May 3 to 6, 1911. [Baltimore, Md., Williams & Wilkins company, 1912.] 504 p. 8°. (Tunstall Smith, executive secretary, Baltimore, Md.)
 Contains: 1. C. F. Thwing: The peace movement and the American college and university, p. 54-58. 2. T. S. Baker: Education and the peace movement, p. 88-95. 3. F. W. Boatwright: The college and arbitration, p. 173-76. 4. Fannie F. Andrews: Education and international peace, p. 267-75. 5. S. P. Brooks: The schoolroom in the peace propaganda, p. 324-30. 6. Isaac Sharpless: The education of peace men, p. 346-53. 7. Lucia A. Mead: Address to teachers of Maryland, p. 472-81.
299. **American school peace league.** Year book, 1911-1912. 104 p. 8°. (Mrs. Fannie F. Andrews, secretary, 405 Marlborough Street, Boston, Mass.)
 Contains: Margaret E. Foster: The opportunity and duty of the schools in the International peace movement, p. 74-84.
300. **Association for the international interchange of students.** Report, 1912 . . . containing the report of the first International conference at the termination of the experimental period, 1909-1912. Ed. by H. W. Cress. London, Association for the international interchange of students, 1912. 252 p. 8°.
 Contains: 1. H. W. Cress: The methods and work of the Association, p. 40-53. 2. P. J. Godber: Advantages derived from a special technical tour through Canada and the United States, p. 67-68. 3. T. M. Parrot: The Association in the United States, p. 86-88. 4. H. W. Cress: Outline of the work for the future, p. 98-106. 5. Student travellers' reports, p. 159-254.
301. **Conference on diet and hygiene in public secondary and private schools.** Our children's health at home and at school. Being the report of a conference . . . held at Guildhall, London, May 13, 1912. With dietaries, press references, correspondence and other additional matter. Ed. by C. E. Hecht. [London] National food reform association, 1912. 467 p. 8°.
302. **Dental faculties association of American universities.** Proceedings of the . . . fourth annual meeting, held at Ann Arbor, Mich., January 22, 1912. Philadelphia, Press of the "Dental cosmos," 1912. 27 p. 8°. (Edward C. Kirk, secretary, University of Pennsylvania, Philadelphia, Pa.)
 Contains: N. S. Hoff: The curriculum of the College of dental surgery of the University of Michigan, p. 10-23.
303. **Maryland state teachers' association.** Forty-fifth annual meeting at Braddock Heights, June 25-28, 1912. [Annapolis, Md., Department of education, 1913] 166 p. 8°. (H. W. Caldwell, secretary, Chesapeake City)
 Contains: 1. P. P. Claxton: Education and wealth, p. 29-36. 2. W. M. Davidson: Address, p. 35-43. 3. Committee on educational progress: Report, p. 49-55. 4. Alice J. Du Brouil: Written composition in the high school, p. 103-10. 5. B. C. Fleagle: Oral English in the high school, p. 112-18. 6. F. A. Manny: Socializing the secondary school [abstract], p. 118-20. 7. B. E. Purdum: Duty of the high school as a tax-supported institution, p. 120-25. 8. S. D. Gray: Means of awakening interest in agricultural education, p. 125-28. 9. Elizabeth H. Patterson: How to teach home economics in the rural schools, p. 130-33. 10. C. H. Lane: The rural school of to-day and ten years hence, p. 134-37.

304. **National council of teachers of English.** Papers and proceedings of the second annual meeting, Chicago, November 28 to 30, 1912. English journal, 2: 1-60, January 1913.
 Contains: 1. F. N. Scott: Our problems, p. 1-10. 2. Gertrude Buck: Some preliminary considerations in planning the revision of grammatical terminology, p. 11-17. 3. J. M. Clapp: Oral English in the college course, p. 18-31. Discussion p. 31-33. 4. J. H. Harris: An inquiry into the compositional interests of pupils in the seventh and eighth grades, p. 34-43. 5. Proceedings of meeting, p. 44-60.
305. **National society for the study of education.** Twelfth yearbook. Part I. The supervision of city schools. Part II. The supervision of rural schools. (Chicago, Ill., University of Chicago press [1913]. 119, 114 p. 8°. (S. Chester Parker, secretary, University of Chicago, Chicago, Ill.)
 Contents: Part I. 1. Franklin Bobbitt: Some general principles of management applied to the problems of city-school systems. 2. J. W. Hull: Supervision of beginning teachers in Cincinnati. 3. L. D. Wolcott: Bibliography on city-school supervision. Part II. 1. A. C. Monahan: The status of the supervision of rural schools in the United States. 2. L. J. Hanftan: District supervision. West Virginia and Oregon as examples. 3. J. E. Warren: Rural supervision in New England townships and union districts. 4. Wallace Lund: Work of the state supervisors of rural schools in the South. 5. U. J. Hoffman: The relation of the county superintendent to the school directors and to the State department of education. 6. A. S. Cook: The development of a county system of expert supervision, including suburban, village, and rural schools. 7. E. M. Rapp: Methods of supervision in Berks county, Pennsylvania. 8. Jackson Davis: Supervision of rural schools for negroes. 9. J. D. Wolcott: Bibliography on rural-school supervision.
306. **Pennsylvania rural progress association.** Rural life conference. Proceedings. March 14, 15, 16, 1912, Council chamber, City hall, Philadelphia. [Williamsport, Pa., Grit press, 1913] 227 p. 8°. (Julius Smith, secretary, Pennedale, Pa.)
 Contains: 1. L. H. Bailey: The country life movement, p. 6-21, 46-52. 2. N. C. Schaeffer: The rural school, p. 22-26. 3. T. F. Hunt: Federal aid for secondary schools, p. 27-33. 4. B. H. Crocheron: History of the agricultural high school, p. 33-44. 5. O. J. Kern: Country school improvement, p. 52-62. 6. M. T. Scudder: Rural recreation, a socializing factor, p. 62-76. 7. E. M. Rapp: Schools of Berks county, Pa., p. 108-10. 8. Gifford Pinchot: Relation of the country church to country life, p. 110-18. 9. O. B. Martin: Boys' and girls' corn clubs, p. 148-54. 10. Mrs. J. P. Mumford: The school situation in the state of Pennsylvania, p. 218-21.
307. **Pittsburgh University.** The celebration of the one hundred and twenty-fifth anniversary, February 1912. [Pittsburgh, Pa., Pittsburgh printing company, 1913?] 298 p. 8°.
 Contains: 1. F. P. Keppel: The relation of the city university to other educational agencies, p. 51-56. 2. J. H. Kirkland: Progress in higher education since 1787, p. 77-87. 3. B. I. Wheeler: The American university, p. 139-43. 4. J. G. Hibben: The university man, p. 150-55. 5. R. W. Sies: Scientific grading of college students, p. 171-92. 6. The articulation of the high school and the college. [by] I. C. Kettler, p. 192-93; [by] O. J. Sieplein, p. 194-95. 7. G. L. Omwake: On the merit of the recommendation from the point of view of a complete high school course, p. 196-99. 8. Merits of the report as a basis for admission to college, p. 199-214. 9. The reciprocal relations of the normal schools and the high schools. [by] H. B. Davis, p. 217-22; [by] W. C. Graham, p. 222-24; [by] G. E. Mack, p. 226-33; [by] W. Y. Welch, p. 234-39. 10. Normal training in the high school, [by] E. C. Noyes, p. 239-48; [by] McClellan Gordon, p. 248-50. 11. High school inspection by the college. [by] Anna J. McKeag, p. 251-60; [by] J. A. Shott, p. 260-63; [by] J. B. Geissinger, p. 263-72. 12. College inspection: by the high school, [by] J. B. Craig, p. 272-77; [by] Bela B. Smith, p. 277-80; [by] Edward Rynearson, p. 281-84.
 Scientific grading of college students, by R. W. Sies, has been reprinted in a separate pamphlet of 23 pages.
308. **Playground and recreation association of America.** Year book [1912] Playground, 6: 408-50, February 1913.
 Contains: 1. What cities "played" last year and how, p. 422-39. 2. What small communities are doing, p. 440-41. 3. Salaries of recreation workers in American cities, p. 442-49.
309. **Society of college teachers of education.** Reports of investigations . . . Papers presented for discussion at the meeting . . . Philadelphia, February 24, 25, 1913. Chicago, Ill., University of Chicago press [1913] 45 p. 8°. (School review monographs, no. 3)
 Contains: 1. C. H. Judd: Psychological characteristics of the intermediate grades, p. 1-6. 2. G. D. Strayer: The abilities of special groups of high-school students in the subjects which

they studied, p. 7-15. 3. E. E. Jones: A study of association in children of the elementary school p. 16-22. 4. J. L. Meriam: Incidental instruction, p. 23-30. 5. H. H. Horne: A new method in the history of education, p. 31-35. 6. E. E. Rall: An experiment with the Courtis tests in arithmetic, p. 36-45.

310. **Utah educational association.** Proceedings of the nineteenth annual convention, November 1912. Utah educational review, 4-40, January February 1913.

Contains: 1. J. M. Mills: The president's address, p. 7-20. 2. Calvin Fletcher: Art in the high school and college—a scheme for greater efficiency, p. 10-12. 3. J. F. Russon: The problem of art instruction in the rural elementary schools, p. 12-13. 4. F. H. Fowler: Educational values and functions and the teaching of Latin and Greek, p. 13-14. 5. N. K. Nielson: Adoption of high school textbooks, p. 14-15. 6. J. P. Creer: The gradation of our schools, p. 15-17. 7. L. E. Eggersten: School houses as social centers, p. 17-19. Discussion, by C. H. Skidmore, p. 19-20. 8. E. Marie Barnard: Domestic art in the high school, p. 21-22. 9. Marian Voss: The Montessori method, p. 25-27. 10. George Thatcher: Music as a factor in education, p. 27-29. 11. C. R. Johnson: What can the schools do to make the appreciation of music intelligent? p. 29-30. 12. G. W. Thatcher: Music in the agricultural college, p. 30-32. 13. Resolved, that reading and writing and other subjects of study should be deferred until the third grade, p. 32-34. 14. A. O. Garrett: High school botany, p. 34-36.

311. **West Virginia country life conference.** Proceedings . . . July 15, 16, 17, 18, 1912. Held under the auspices of the Summer school of West Virginia university, Morgantown, W. Va. West Virginia university bulletin, ser. 13, no. 3: 1-94, September 1912.

Contains: 1. T. S. Settle: Corn clubs, tomato clubs and county school fairs in Virginia, p. 11-17. 2. S. A. White: The country Sunday school, p. 24-28. 3. O. H. Benson: Club work as an education for farm life, p. 69-79. 4. L. J.uffman: The rural school, p. 80-81. 5. C. L. Stooksberry: The normal schools and country life, p. 81-88.

312. **West Virginia university. Educational conference.** Proceedings of the tenth Educational conference on "The public school and public health," July 19-20, 1912. Held under the auspices of the Summer school of West Virginia university, Morgantown, W. Va. West Virginia university bulletin, ser. 13, no. 3: 95-153, September 1912.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

313. Cultivating the school grounds in Wake county, North, Carolina, by Zebulon Judd. Washington, 1912. 12 p., illus. (Bulletin, 1912, no. 28)
314. Bibliography of exceptional children and their education, by Arthur MacDonald. Washington, 1913. 46 p. (Bulletin, 1912, no. 32)
315. Statistics of state universities and other institutions of higher education partially supported by the state, for the year ended June 30, 1912. Washington, 1913. 21 p. (Bulletin, 1912, no. 33)
316. Training courses for rural teachers, by A. C. Monahan and Robert H. Wright. Washington, 1913. 61 p. (Bulletin, 1913, no. 2)
317. The teaching of modern languages in the United States, by Charles Hart Hand-schin. Washington, 1913. 154 p. (Bulletin, 1913, no. 3)
- List of works on the teaching of modern languages, chronologically arranged: p. 107-49.

BOOKS, PAMPHLETS, PERIODICAL ARTICLES.

EDUCATIONAL HISTORY.

318. Coleridge, Gilbert James Duke. Eton in the seventies. London, Smith, Elder & co., 1912. xii, 293 p. front., ports. 8°.
319. Robbins, Charles Leonidas. Teachers in Germany in the sixteenth century; conditions in Protestant elementary and secondary schools. New York city, Teachers college, Columbia university, 1912. 126 p. 8° (Teachers college, Columbia university. Contributions to education, no. 52)
- Bibliography: p. 112-126.

EDUCATIONAL BIOGRAPHY.

320. **Brockdorff, Cay von.** Voltaire und die pädagogik. *Pädagogische warte*, 20: 1-9, 61-69, January 1, 15, 1913.
1. Voltaire's place in the history of pedagogy. 2. His attack on the pedagogy of the Jesuits.
3. His insistence upon the free development of the child's intellectual and emotional powers.
To be concluded in next number.
321. **Gran, Gerhard.** Jean Jacques Rousseau. Authorised translation, by Marcia Hargis Janson. Edinburgh and London, W. Blackwood and sons, 1912. 393 p. front., ports. 8°.
322. **Heald, Lucy.** George Meredith's interest in education. *School review*, 21: 112-23, February 1913.
Gives quotations from the works of Meredith, showing his ideas on the education of girls and boys. He believed in coeducation.
323. **Jordan, David Starr.** The story of a good woman, Jane Lathrop Stanford. Boston, American Unitarian association, 1912. 57 p. 12°.
"The substance of this little book was given as a memorial address on 'Founders' day' at Stanford university, March the ninth, 1909. It was published in the *Popular science monthly* for August, 1909."—Pref. note.
324. **Reid, Whitelaw.** One Welshman. A glance at a great career. Inaugural address, autumn session, University college of Wales, Aberystwyth, October 31, 1912. London: Macmillan and co., 1912. 59 p. 12°.
A sketch of the character and public services of Thomas Jefferson.

PRESENT SITUATION.

325. **Deyoe, Albert M.** Factors in the development of a greater Iowa. *Midland schools*, 27: 175-84, February 1913.
Address delivered before the Iowa State teachers' association, November 8, 1912.
Discusses consolidation of schools, standardization of small high schools, facilities for training teachers for rural and graded schools, etc.
326. **Greathouse, Charles A.** Inaugural address, Indiana State teachers' association. *Educator-journal*, 13: 237-42, January 1913.
Needs of the schools of Indiana.
327. **Hiatt, James S.** The public schools of Philadelphia. *American school board journal*, 46: 7-9, 56-57, February 1913.
"Mr. Hiatt's article is ample evidence of the able manner in which the [school] problems are being met [in Philadelphia]. He writes with the most intimate knowledge and the independent judgment of a man who has helped and is helping every forward movement for the Philadelphia schools."
328. **Koeppe, George.** Observations concerning the organization of schools and certain phases of educational work in Germany. II, 141. *Elementary school teacher*, 13: 229-38, 287-93, January, February 1913.
Second paper of series describes the establishment of special help classes for retarded children, and the organization of such classes into schools—*hilfschulen*.
Third paper discusses school reforms and emphasizes the work of continuation schools. To be continued.
329. **Lynch, Ella Frances.** How can the public school make good? An hour-and-a-half school day. *Ladies' home journal*, 30: 7-8, 58-59, February 1913.
No time spent on examinations in the scheme outlined by the author. Only ten pupils at one time are assigned to a teacher. Says: "An individual pattern of education is needed for each locality as much as an individual line of work for each child."
330. **Marferding, Mrs. Janet.** Schools at Gary, Indiana. *Nebraska teacher*, 15: 351-53, February 1913.
To be continued next month.
331. **Meese, Friedrich.** Beobachtungen und betrachtungen über das schulwesen der Vereinigten Staaten von Nord-Amerika. *Neue jahrbücher für pädagogik*, 15: 231-49, 287-302, heft 5-6, 1912.
332. **Münch, Wilhelm, ed.** Das unterrichts- und erziehungswesen Gross-Berlins. Im verbindung mit einigen fachleuten. Berlin, L. Oehmigke [1912] vi, 246 p. 8°.

333. **Pitollet, Camille.** Lectures de vacances, Expériences pédagogiques allemandes et suisses. Revue de l'enseignement des langues vivantes, 30: 75-81, février 1913.
A very general criticism of German and Swiss educational methods.

PEDAGOGICS AND DIDACTICS.

334. **Coster, Silvio De Grasse.** The development of the spiritual life as an aim in education. [New York] New York university, 1912. 18 p. 8°.
Awarded the prize of the New York university philosophical society.
335. **Dyer, Henry.** Education and national life. London, Blackie and son, 1912. 112 p. 16°.
Directs attention to the wider aspects of national education. Contains chapters on Present-day education, Essentials of education, Physical conditions, Specialized education, Religious and social education.
336. **Gilbert, Charles B.** What children study and why. A discussion of educational values in the elementary course of study. Boston, New York [etc.] Silver, Burdett and company [1913] 331 p. 8°.
An effort "to give in plain, untechnical terms a few of the practical psychological and sociological reasons for teaching the subjects found in most of our elementary school curricula, and to state what should result, from their study, to the benefit of the children and of society."
337. **Jones, W. Frank.** The vitality of teaching. Wyoming school journal, 9: 110-15, January 1913.
Gives some conclusions drawn from reports made by three critic teachers of Baltimore on the work of 50 selected grade teachers, and claims that the biggest word in education to-day, rightly understood, is motivation.
338. **Levinstein, Kurt.** Die erziehungslehre Ernst Moritz Arndts; ein beitrag zur geschichte der pädagogik im ersten jahrzehnt des 19. jahrhunderts. Berlin, Weidmann, 1912. 158 p. 8°.
339. **Lewis, E. O.** The elementary education of the democracy. Journal of education (London), 45: 20-24, January 3, 1913.
Discusses the problem of elementary education both from the cultural and utilitarian aspect, with suggestions as to how the elementary education of the democracy could be made a combination of the liberal and the vocational.
340. **Owen, William Baxter.** The humanities in the education of the future and other addresses and papers. Boston, Sherman, French & company, 1912. 187 p. 8°.
Contains addresses on The humanities in the education of the future, Value of discipline in education, Professional study in college, Teaching of the classics, High school training in its bearing upon civic integrity, Efficiency the aim of education, College fraternities, Town and gown, etc.
341. **Scharrelmann, Heinrich.** Erlebte pädagogik. Gesammelte aufsätze und unterrichtsproben. Hamburg und Berlin, A. Janssen, 1912. 405 p. 8°.

EDUCATIONAL PSYCHOLOGY, CHILD STUDY.

342. **Buchner, Edward Franklin.** Psychological progress in 1912. [Lancaster, Pa., 1913] 11 p. 8°.
Reprinted from the Psychological bulletin, vol. 10, no. 1, January 1913.
343. **Heck, W. H.** A study of mental fatigue in relation to the daily school program. Lynchburg, Va., J. P. Bell company, 1913. 28 p. 8°.
The author concludes that "Mental fatigue in relation to the daily school program is far less than is generally believed. With sound bodies, a hygienic school, proper classification, frequent relaxation, a vital and varied curriculum, and live teachers, most children will show no problem of fatigue in relation to the daily program."
344. **Morrill, Arthur B.** Lectures on psychology for teachers. New Haven, Conn.; The Harty-Musch press, inc., 1913. 168 p. 12°.
345. **Slaughter, J. W.** The adolescent. With an introduction by J. J. Findlay. London, G. Allen & co., lim., 1912. xy, 100 p. 12°.

346. **Timerding, Heinrich Carl Franz Emil.** Die erziehung der anschauung; mit 164 textfiguren. Leipzig und Berlin, B. G. Teubner, 1912. vii, 242 p. illus. 8°.
347. **Weber, L. W.** Über normales und pathologisches lügen. Zeitschrift für pädagogische psychologie, 14: 18-29, January 1913.
An attempt to distinguish between "normal and pathological lying." Cites cases.
348. **Winch, W. H.** Mental adaptation during the school day as measured by arithmetical reasoning. -- Part I, II. Journal of educational psychology, 4: 17-28, 71-84, January, February 1913.

SPECIAL METHODS OF INSTRUCTION.

349. **Eddips, A. W.** Story telling as an aid to teaching. Texas school journal, 30: 2-6, January 1913.
Address delivered before the teachers' institute of Upshur county, at Gilmer, Texas, December 19, 1912.
350. **Hellens, F. B. R.** Alice and education. Atlantic monthly, 111: 256-66, February 1913.
A study of the allegory contained in Carroll's fairy story "Alice in Wonderland." Author discusses the play-element in the educational development of the child.
351. **Nadolle, L.** Der erste deutsche kinokongress und seine ergebnisse für die schule. Pädagogische zeitung, 42: 3-5, January 2, 1913.
A report of the first German cinematograph congress, which had a section devoted to the use of moving pictures in education. Writer says the results were meager as far as the schools were concerned.
352. **Smith, John Talbot.** The motion-picture drama in the school. Catholic educational review, 5: 97-104, February 1913.

SPECIAL SUBJECTS OF CURRICULUM.

353. **Bracq, Jean Charlemagne.** French in the college course. Educational review, 45: 122-39, February 1913.
"Taught by a large minded and cultivated teacher. French stands second to none among studies, as an instrument of mental discipline." Recommends for the freshman year an extensive reading of modern French books.
354. **Claxton, Philander P.** The place of music in education. School music, 13: 5-9, January 1913.
Address delivered at the Illinois teachers' association, Music section, at Peoria, December 28, 1912.
355. **Cole, Lawrence W.** The practical value of modern languages. Colorado school journal, 28: 13-18, January 1913.
"Address given before Modern language section of Colorado teachers' association, November 1912."
356. **Genthe, Karl Wilhelm.** Das system der höheren schulen Amerikas und der biologische unterricht. Monatshefte für den naturwissenschaftlichen unterricht, 6: 1-24, heft 1, 1913.
An introductory article dealing almost entirely with the organization of the American educational system, and not reaching the main subject. To be continued.
357. **Greenberg, Morris.** The pupil's view of drawing. Significant statements by boys and girls in a large city high school. School-arts magazine, 12: 358-60, February 1913.
Statements from pupils of the Commercial high school, Brooklyn, N.Y.
358. **Herndon, Carrie P.** Printing and bookbinding as school arts. Normal instructor, 22: 26, February 1913.
359. **Hess, John A.** Teaching elementary German at a State university. Monatshefte für deutsche sprache und pädagogik, 14: 3-8, January 1913.
Discusses difficulty of using the direct method in a State university. "For present conditions I have found a compromise-method most satisfactory."

360. **Hopkins, Annette B.** English literature and the college freshman—a reply. *School review*, 21: 134-38, February 1913.
A reply to Miss H. B. Hughes' paper, which was published in the *School review* for November 1912.
361. **Jones, William Henry Samuel.** Classics and the direct method; an appeal to teachers. Cambridge, W. Heffer and sons, ltd. [etc., etc.] 1912. cover-title, 16 p. 12°.
362. **Kahle, W.** Die reformbestrebungen, des biologielehrer. *Pädagogische studien*, 34: 64-75, January 1913.
Purports to be a survey of the whole movement. Describes biology as "a Cinderella among the sciences" in respect to its place in present curricula, and analyzes the plans to improve its position.
363. **Leathes, Stanley.** Modern languages and a liberal culture. *Modern language teaching*, 8: 225-29, December 1912.
Education should aim at developing any special faculty or aptitude that the pupil may possess, and the author conceives that the study of modern languages could be made a successful instrument of liberal culture.
364. ———. Modern languages in education. *Educational review*, 45: 155-66, February 1913.
Draws distinction between the educational value of Latin and Greek, and the modern languages.
365. **Milne, William P.** The teaching of scholarship mathematics in secondary schools. *School world*, 15: 8-11, January 1913.
A paper read before the Educational science section of the British association at Dundee, September 1912.
The problem of teaching scholarship mathematics as opposed to elementary mathematics requires the application of the same methods "extended in scope and modified in plan which have proved so successful in the case of the elementary portions of the subject."
366. **Monroe, Walter S.** Analysis of Colburn's arithmetics. V. Elementary school teacher, 13: 294-302, February 1913.
Fifth article of series. Discusses the educational principles recognized: the inductive method, motivation.
367. **Nicholls, Sophie.** The geography room and its essential equipment. *Geographical teacher*, 6: 308-14, Autumn 1912.
Advocates the fitting up of a special classroom for teaching geography, and describes the necessary apparatus and furniture.
368. **Pannese, Gerardo.** Storia della ginnastica moderna negli stati d'Europa in rapporto con la pedagogia scientifica. Milano-Roma-Napoli, Società editrice Dante Alighieri di Albrighi, Segati & c., 1912. 157 p. - 12°.
369. **Rieck, L. G.** Das deutsche schrifttum in der schule. Wien, A. Pichlers witwe & sohn, 1912. 184 p. 8°.
Includes a general introduction and illustrative selections from the principal branches of German literature.
370. **Seidel, Heinrich.** Der deutsche aufsatz in der reiseprüfung, 1901-1910. Berlin, Weidmann, 1912. xvi, 511 p. 8°.
371. **Shurter, Edwin DuBois.** Oral English in the schools. *Public speaking review*, 2: 148-54, January 1913.
"A paper read before the English section of the Texas State teachers' association, at Fort Worth, Texas, November 28, 1912."
372. **Spencer, T. E.** Motivation in language work. *Missouri school journal*, 30: 61-66, February 1913.
373. **Stockton, J. L.** Revision of a course of study in geography. *Elementary school teacher*, 13: 219-23, January 1913.
Outlines a course in "environment," which is intended "to take the place of elementary science, nature-study, school gardening, and geography of the first three grades, and to merge into the geography of the fourth grade."
374. **Stone, O. W.** Problems in the scientific study of the teaching of arithmetic. *Journal of educational psychology*, 4: 1-16, January 1913.

375. **Varenne, Gaston.** L'enseignement de deux langues vivantes. *Revue universitaire*, 22: 12-17, janvier 1913.
A defense of the teaching of a modern language, the preference being for German, in French schools.
376. **Warriner, Eugene Clarence.** The teaching of English classics in the grammar grades. Suggestions for study, questions and subjects for written exercises on the standard literature. Boston, New York [etc.] Houghton Mifflin company [1913] 126 p. 12° (Riverside literature series)
377. **Welch, F. A.** Our debating and declamatory leagues. *Midland schools*, 27: 137-39, January 1913.
Discusses the problems of interscholastic high school debating.
Also in *Public speaking review*, 2: 138-43, January 1913.
"Synopsis of paper read before the Public speaking round table of the Iowa State association meeting, held November 8th."

KINDERGARTEN AND PRIMARY SCHOOL.

378. **Baldwin, W. A.** The conflicting pedagogy of Madame Montessori. *Journal of education*, 77: 147-49, February 6, 1913.
379. **Boggs, L. Pearl.** Some possibilities of Froebel's educational system for China. *Child-welfare magazine*, 7: 199-202, February 1913.
Writer says the kindergarten has appealed very strongly to the Chinese people. Thinks that Froebel "approaches most nearly to the Chinese ideals in the education of women."
380. **Fischer, Aloys.** Hauptprobleme der kindergartenreform. *Zeitschrift für pädagogische psychologie*, 14: 11-17, January 1913.
A thoughtful article on the philosophy of the kindergarten. 1. *Raison d'être* of the kindergarten. 2. The problem of organization. 3. Pedagogical methods and the kindergarten.
381. **Halsey, Walter N.** A valuation of the Montessori experiments. *Journal of education*, 77: 63-64, January 16, 1913.
382. **O'Shea, Michael V.** The newest educational enthusiasm. *Popular educator*, 30: 311-13, February 1913.
The Montessori system.
383. **Stevens, Ellen Yale.** The Montessori movement in America. *McClure's magazine*, 40: 222-24, February 1913.
News of the four schools established in this country.

RURAL EDUCATION.

384. **Hart, W. R.** The redirection of the rural school. *Journal of education*, 77: 89-90, January 23, 1913.
Discusses the redirection of the aims and energies of the rural schools in respect to the course of study and the buildings and grounds.
385. **Holst, J. H.** Victor consolidated schools. *Inter-mountain educator*, 8: 5-7, January, 1913.
Describes the Victor consolidated district no. 7 of Victor, Montana.
386. **McCulloch, Alma L.** A country school: the real thing. *Atlantic educational journal*, 8: 211-15, February 1913.
"The author of this article was formerly rural school extension worker of the Georgia State normal school at Athens, and writes Miss Perry's story from first-hand knowledge." A. C. M. in Editor's note.
387. **Moon, A. H.** The need of better rural supervision in Georgia. *School and home*, 4: 14-15, January 1913.
To be continued.
388. **Seerley, Homer H.** The country school. A study of its foundation, relations, developments, activities, and possibilities. New York, C. Scribner's sons, 1913. ix, 218 p. 12°.
"These pages have been written by one who arrived at the opinions here presented by actual experience with the life of the farm."—Pref.

389. **Taft, Anna B.** Community study for country districts. A method of investigating a small village or section of the open country. New York, Missionary education movement of the United States and Canada, 1912. 137 p., charts. 8°.

SECONDARY EDUCATION.

390. **Hill, Roscoe C.** The ideal product of the high school. Colorado school journal, 28: 8-12, January 1913.
 "A paper read at the Colorado teachers' association, November 1912."
 Gives a few statements made by pupils of senior English classes, giving their views of an ideal high school course and what it should do for them.
391. **Mackie, Ransom.** Progressive high school reorganization. Education, 33: 337-43, February 1913.
 Discusses the high schools of Boston. Gives programme of studies.
392. **Shallies, Guy-Wheeler.** The distribution of high school graduates, after leaving school. School review, 21: 81-91, February 1913.
 Presents interesting graphic charts and statistics. Exhibits fact that "the college is prominent in its close relation to the high school course. The preparation for the other vocations is less direct."
393. **Steitz, Wilhelm.** Die "erziehung für das leben" an den amerikanischen high schools. Neue jahrbücher für pädagogik, 15: 416-32, heft 8, 1912.
 Entertaining observations of American secondary school life as seen by a Prussian exchange teacher at "University High," Chicago.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

394. **Chancellor, William E.** What is a good institute? School journal, 80: 90-91, 111, January 1913.
395. **Holland, Ernest O.** The Pennsylvania state normal schools and public school system. New York city, Teachers college, Columbia university, 1912. 94 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 55)
 A critical survey of the provision made in Pennsylvania for the training of teachers in the state normal schools, and an investigation of the influence of these schools on the public schools in their vicinity.
396. **Kendall, Calvin N.** The training of high school teachers. School review, 21: 92-102, February 1913.
 Shows that the academic courses in education, observation, and practice teaching have, in the main, been satisfactorily carried on, but the latter "has not been developed as the needs of the schools demand." The paper does not discuss the training of teachers for industrial education.
397. **O'Leary, R. D.** The most empirical of the professions. Sewanee review, 21: 1-14, January 1913.
 Discusses the teaching profession.
398. **Parker, S. Chester.** Bibliographies, briefs, and oral exposition in normal schools. Elementary school teacher, 13: 224-28, January 1913.
 A discussion of "three phases of cooperative training in English which are possible in normal schools."
399. **Todd, John W.** Ethical relations of teachers and school boards. American schoolmaster, 6: 1-12, January 1913.
 "Paper read at the general meeting of the North Dakota educational association, at Grand Forks, October 25, 1912."
400. **Weeks, Arland D.** The training of the industrial teacher. Education, 33: 375-78, February 1913.
 Advocates broad professional training for the industrial teacher. He should be well equipped "on the side of professional and liberal culture. . . . He should especially be conversant with the bearings of industrial teaching upon the social order."
401. **Williams, H. B.** What professional training should the State require of inexperienced teachers? Ohio educational monthly, 62: 49-56, February 1913.

HIGHER EDUCATION.

402. **Battle, Kemp P.** History of the University of North Carolina. Volume II. From 1868 to 1912. Raleigh. Edwards & Broughton printing company. 1912. 875 p. illus. 8°.
403. **Boutroux, Emile.** La pensée américaine et la pensée française. Revue pédagogique, 62: 52-73, janvier 1913.
The first of a series of discussions written at the request of the Comité "France-Amérique," of which the purpose is to develop the economic, intellectual, and artistic relations between the nations of the New World and the French nation. First pub. in the review France-Amérique for January 1913.
404. **Boyd, William R.** How the Iowa state colleges are getting together. American review of reviews, 47:209-11, February 1913.
Under the old plan Iowa had one State university and two other institutions of higher education endeavoring to develop into universities. A new scheme of centralization has strengthened the university, and made a stronger agricultural college and normal school. The scope of each institution is defined by the author.
405. **Haldane, Viscount.** The civic university. Hibbert journal, 11: 233-54, January 1913.
An address delivered by the writer to the citizens of Bristol, England, on his accession to the chancellorship of the University of Bristol. A plea for an enlightened policy in education.
406. **Hart, Albert Bushnell.** Western types of higher education. Independent, 74: 239-42, January 30, 1913.
Seven months spent in the West, under the Harvard exchange system with the Western colleges, have given Prof. Hart "a vivid and favorable impression of the conditions of intellectual and pedagogical progress in that part of the country," an advance which he here briefly reviews.
407. **Kirkland, J. H.** The Association of colleges and secondary schools of the Southern States. School review, 21: 103-11, February 1913.
President's address, November 15, 1912. A review of the work accomplished. Recommends certain changes in the constitution of the Association.
408. **Paton, Stewart.** College or university. Popular science monthly, 82: 192-201, February 1913.
"If our eastern universities persist in continuing their present parochial forms of administration, within the next decade we shall see a multiplication of independent foundations forming the nuclei or centers of university work. Half a century hence there will probably be a resurrection of the older and privately endowed colleges as state universities."
409. Relations between school and university. School world, 15: 18-22, January 1913.
A digest of the recommendations on school candidates in examinations above university entrance standards, taken from the final Report of the Committee on the overlapping between secondary education and that of universities, presented to the Educational science section of the British association at Dundee, September 1912.
410. **Snedden, David.** The new education. Harvard illustrated magazine, 14: 211-16, January 1913.
Third article in series on The college man and current problems.
411. **Sollas, I. B. J.** The story of Newnham college. Cambridge, W. Heffer and sons, Ltd., 1912. 23 p. front., illus. (incl. ports.) 16°.

SCHOOL ADMINISTRATION.

412. **Bralley, F. M.** County supervision of schools. Texas school magazine, 15: 7-9, February 1913.
From eighteenth biennial report of the State superintendent of public instruction of Texas.
413. **Cubberley, Ellwood P.** The reorganization of the State board of education. Sierra educational news, 9: 25-30, January 1913.
414. **Finegan, Thomas E.** A textbook on New York school law, including the revised education law, the decisions of courts, and the rulings and decisions of state superintendents and the commissioner of education. 7th ed., rev. to January 1, 1913. Albany, N. Y., M. Bender & company, 1913. 302 p. 8°.

415. **Hayward, F. H.** Educational administration and criticism. A sequel to the "Holmes circular." With a preface by John Adams. London, Ralph. Holland & co. [1912] xiv, 592 p. 12°.
The circular under discussion, on "The status and duties of inspectors employed by local educational authorities," was put out in 1910 by E. G. A. Holmes, chief inspector of elementary schools in England.
416. **Kerschensteiner, Georg.** Grundfragen der schulorganisation; eine sammlung von reden, aufsatzen und organisationsbeispielen. 3., verb. Aufl. Leipzig u. Berlin, B. G. Teubner, 1912. vi, 338 p. 12°.
417. **Maxwell, William H.** The attitude of the American parent toward education. Educational review, 45:167-83, February 1913.
"It is infinitely easier to improve the schools than to improve the parents. But every improvement in the schools means some improvement in parents." Says that we should look to psychology to discover in the budding childhood "the promise and potency of the developed nature," thereby asking parents to appreciate fully the special aptitudes of their sons and daughters. But psychology is not making researches along such lines, but occupies itself with counting time reactions, etc. "It has smothered itself in statistics."
418. **Stockton, J. L.** Effective supervision. Education, 33:344-51, February 1913.
Discusses the work of the superintendent, who is not only required to deal with strictly pedagogical problems, but must also be responsible for business matters connected with the school system. The remedy in a large system consists "in a separation of administrative and supervisory duties." Recommends a business manager who is responsible to the superintendent.

SCHOOL MANAGEMENT.

419. **Dana, John Cotton.** All-year schools. Independent, 74:137-39, January 16, 1913.
Describes the work accomplished in the public schools of Newark, N. J. Result has been to shorten the elementary course by two years. If applied to the high school, it will shorten the total course of 12 years by three years.
420. **Downey, James E.** Significant school statistics. Education, 33:359-67, February 1913.
Presents tables of statistics gathered at the Boston High school of commerce showing attendance, distribution of marks by grades, withdrawals, etc.
421. **Eikenberry, W. L.** The statistical investigation of school grades. School Science and mathematics, 13:27-36, January 1913.
422. **Grady, William E.** Age and progress in a New York city school. Psychological clinic, 6:209-21, January 15, 1913.
"The data contained in this article were collected in order to ascertain conditions in a particular New York City school that is considered sufficiently typical of schools with a large per cent of foreign-born pupils, to warrant confidence in results obtained."
423. **Lang, A. R.** Methods of determining students' advancement. Wyoming school journal, 9:115-20, January 1913.
424. **Laselle, Mary A.** A novel experiment. [Newtonville, Mass., Newton vocational school print shop, 1913] vi, 14 p. 12°.
Foreword by Superintendent F. E. Spaulding.
The pamphlet describes successful work in the Newton technical high school, with a special class of 50 girls over 15 years of age who had failed to complete the grammar school course.
425. **Parris, Thomas G.** Devices for saving the time of the teacher. Journal of education, 77:129-30, January 30, 1913.
"It is the purpose of this paper to point out how a few devices have been used to help the teacher to do her clerical work better and at the same time avoid interrupting her in her teaching and recitation work."
426. **Seven-year elementary school.** Elementary school teacher, 13:274-86, February 1913.
Describes the work of the elementary school of the University of Chicago, which "has been working for some years on the problem of saving the time of the pupils so that they may enter the high school at an earlier period than has been the custom in the regular eight-year course which has up to this time been administered in this school."
427. **Three and a half or twelve?** Journal of education, 77:149-51, February 6, 1913.
A symposium on the age at which children should start to school.

SCHOOL SANITATION AND HYGIENE.

428. **Dufestel, Louis.** L'hygiène à l'école maternelle, à l'usage des institutrices et des aspirantes au certificat d'aptitude à l'inspection des écoles maternelles. Paris, C. Delagrave [1912] 124 p. 8°.
429. **Gulick, Luther Halsey and Ayres, Leonard P.** Medical inspection of schools. [4th ed., rev.] New York, Survey associates, inc., 1913. xx, 224 p. illus. 8°. (Russell Sage foundation publication.)
Bibliography, p. 23-26.
"While covering much of the matter treated in the original book, the text has been entirely re-written, and the description of methods and forms, as well as the quantitative material, brought down to date." Pref.
430. **McKenny, Charles.** Sex hygiene and the public schools. American schoolmaster, 6: 13-19, January 1913.
Discusses the difficulties which lie in the way of introducing the study of sex hygiene in the public schools, and the conditions under which the subject would be morally effective, if introduced.
431. **O'Shea, Michael V.** [The efforts being made in Wisconsin to stop the use of tobacco among school-children] Wisconsin journal of education, 45: 2-4, January 1913.
Editorial.
432. **Steinhaus, F.** Beiträge zur frage der ventilation von klassen-räumen. Zeitschrift für schulgesundheitspflege, 26: 6-33, January 1913.
Gives results of experiments with class-room air. Examines critically various ventilating systems. An extremely thorough treatment of the subject.
433. **Tobey, S. B.** One city's experience with medical inspection. American school board journal, 46: 26, 55-56, February 1913.
Two years' trial of medical inspection in Wausau, Wisconsin.
434. **Warren, Benjamin S.** Open air schools by the prevention and cure of tuberculosis among children, by B. S. Warren, passed assistant surgeon. Prepared by direction of the surgeon general. Washington, Government printing office, 1912. 20 p. plates, fold. plan, diagrs. 8°. (U. S. Public health service. Public health bulletin, no. 58)
"List of Public health bulletins": p. 17-20.

PLAYGROUNDS, SCHOOL GARDENS.

435. **Schulze, Ernst.** Amerikanische volkspark. Körperliche erziehung, 8: 355-65, December 1912.
Dr. Schulze concludes his series of articles on American parks with descriptions of parks and playgrounds in Chicago and Boston. Well illustrated.
436. **Settle, T. S.** Playground apparatus at the Lawrenceville high school. Virginia journal of education, 6: 158-59, January 1913.
In this article Mr. Rowe, principal of Lawrenceville high school, tells how he secured labor and material to equip an up-to-date playground. All of the apparatus is simple of construction, easily repaired, and very pleasing to the pupils. It is cheap, very little of the material having been bought new.
437. [Williams, Henry G.] The school garden movement. Ohio teacher, 33: 256-58, January 1913.

SOCIAL ASPECTS OF EDUCATION.

438. **Brandenburg, W. A.** The home, the church, the school. Oklahoma school herald, 21: 13-17, January 1913.
Excerpts from an address by the Superintendent of schools of Oklahoma City, Okla.
439. **Chancellor, William Estabrook.** Temperament and the education of foreigners and of their children for American citizenship. Educational foundations, 24: 325-39, February 1913.
Continued from the January number. Concluded next month.

440. **Lang, Ossian.** The school as a social center. *Social center*, 1: 135-41, January 1913.
Address delivered before the University convocation of the State of New York, in June 1903.
441. **Moritzen, Julius.** The peace movement of America. New York and London, G. P. Putnam's sons, 1912. xix, 419 p. illus. 8°.
Contains chapters on The professor as propagandist, American school peace league, etc.
442. **Perry, Clarence Arthur.** A survey of school social centers. Season of 1911-12. New York city, Division of recreation, Russell Sage foundation [1913] 20 p. 8° (Pamphlet no. R123)
443. **Texas farm and ranch publishing company.** Social centers in the Southwest. Beginnings; why community welfare demands them; how they are being organized and maintained. New ed. Dallas, Tex., Texas farm and ranch publishing co., 1912. 34 p. illus. 12°
Contains papers by C. W. Holman and C. D. Murphy.

MORAL AND RELIGIOUS EDUCATION.

444. **Barclay, Wade Crawford.** First standard manual of teacher training . . . Pt. I. Bible section. New York and Cincinnati, The Methodist book concern [1912] ix, 156 p. 12°.
"References for supplementary reading" at end of each chapter.
445. Can the essentials of religious faith and practice be taught in the public schools of the United States for the good of the country without violating the spirit of the Constitution and without justifying antagonism from religious sects. *Educational foundations*, 24: 353-60, February 1913.
Continued from January number.
446. **Gage, Earle W.** How can we best aid the child? *Home progress*, 2: 21-26, February 1913.
Lays stress upon moral and religious education.

MANUAL AND VOCATIONAL TRAINING.

447. **Andrews, Benjamin R.** A course in household economics. *Journal of home economics*, 5: 26-33, February 1913.
"Presented at the annual meeting of the American home economics association, Boston, December 31, 1912."
Deals with college courses in household economics, for undergraduates and graduates respectively.
448. **Cooley, E. G.** The problem of establishing vocational schools. *School and home education*, 32: 214-19, February 1913.
An address delivered at Philadelphia before the National society for the promotion of industrial education, December 1912.
449. **Duncan, Robert R.** Industrial fellowships: five years of an educational industrial experiment. *Journal of the Franklin institute*, 175: 43-57, January 1913.
Describes a scheme of relationship between industry and learning for the purpose of promoting the increase of useful knowledge. First fellowship established in 1906 at the University of Kansas.
450. **Henderson, Wilson H.** What the manufacturer should expect of the manual training school graduate. *Manual training magazine*, 14: 245-47, February 1913.
Answers a question raised by a manufacturer in the *Furniture manufacturer and artisan*, October 1912.
451. **Hylla, E.** Die verwickelichung der arbeiterschulideen in elementarunterricht. *Pädagogische warte*, 20: 13-18, January 1, 1913.
Urges that teachers consider carefully the vocational school idea as a special field of opportunity in the elementary school.
452. **Kirk, John E.** Education for home-making. *Arkansas teacher*, 1: 1-2, February 1913.

453. **Lewis, E. E.** The present status of vocational subjects in the high schools of California. *Manual training magazine*, 14: 229-34, February 1913.
Data secured by H. C. Greenwood. Returns obtained from 165 different high schools in California.
454. **Lugg, Charles H.** What shall the high school do? *South Dakota educator*, 26: 12-14, January 1913.
Discusses the advisability of introducing the industrial courses into the small high schools.
455. **Mearns, William Hughes.** The boy in the blue blickey. How school and shop are cooperating. *Saturday evening post*, 185: 8-9, 49-50, January 25, 1913.
The illustrations in this article are photographs of actual work in the industrial high school at Fitchburg, Mass.
456. **Münsterberg, Hugo.** Psychology and industrial efficiency. Boston and New York, Houghton Mifflin company, 1913. 321 p. 8°.
457. **Roman, F. W.** Control of the industrial schools of Germany. *Elementary school teacher*, 13: 269-73, February 1913.
Owing to the dual school organization in Prussia, there has been a conflict of interests between the clerical party and those interested in industrial education. The clericals want "a guaranty that one hour per week shall be given over to their hands for religious instruction. The other party claims that religious teaching has no place in a trade school. As it is now, only the districts or communes can make attendance compulsory. The result is that for the most part Prussia has only voluntary trade-school attendance."
The author says that two public school systems in the same city create jealousy. The interests of the people are divided; a feeling of class division in society exists, thus undermining democracy. Munich leads all German cities in its trade school development, because it has a united school system. Describes conditions in the states of Württemberg and Baden, which were the first to develop industrial schools.
458. **Shields, Thomas Edward.** Survey of the field. [Vocational education] *Catholic educational review*, 5: 139-56, February 1913.
Discusses especially the report of Mr. Edwin G. Cooley, advocating a separate system of vocational schools. The author does not approve of adding a special tax to the heavy burden the people are now bearing in order that vocational schools may be built. He claims that "If industrial schools are to be erected and equipped, the financial burden of so doing should evidently be borne by the interests that would profit most by such a system of schools."
459. **Walker, Hugh.** Are "the brains behind the labour revolt" all wrong? *Hibbert journal*, 11: 348-65, January 1913.
Incidentally discusses industrial education as a remedial agency for many of the social ills. Explains how the state by a system of industrial training, prolonging the period of instruction to about 18 years, would solve the baffling problem of "blind-alley employments." Says: "The breeding of men who can not earn their own living is as costly as it is morally disastrous; and the present system, which, at the close of the school period, turns thousands of children on to the streets, there to make a precarious living for a few years, inevitably produces that result." Shows the wonderful results accomplished in Munich, Germany, by industrial education.
460. **Wild, Laura H.** Training for social efficiency. Chapter VII. What education is for. *Education*, 33: 354-58, February 1913.
Education is "to teach human beings to spell out the meaning of the experiences of life."

VOCATIONAL GUIDANCE.

461. **Bagley, W. C.** Vocational guidance and the teacher of science. *School science and mathematics*, 13: 89-97, February 1913.
"A paper read at the Evanston meeting of the North central association of science and mathematics teachers, November 29, 1912."
462. **Dodge, Harriet Hazen.** Survey of occupations open to the girl of 14 to 16 years. Boston, Mass., Girls trade education league, 1912. 39 p. 8°.
"This survey is designed, especially to meet the numerous inquiries of teachers, vocational counselors, and social workers as to what the girl can do who seeks wage-earning in the earliest years in which the law allows her to engage in it."—Pref.
463. **Lewis, E. E.** Studies in vocational guidance. II. In what grades is the school exodus concentrated? *School and home education*, 32: 212-14, February 1913.

464. **Prosser, C. A.** Practical arts and vocational guidance. *Manual training magazine*, 14: 209-21, February 1913.

An interesting presentation of the subject of vocational guidance. Shows the importance of the elementary school period. Discusses the problems that confront the teacher. If training in the practical arts is to assist boys "to find themselves in order that at 14 they may make an intelligent choice of their work for the future, it must be varied."

AGRICULTURAL EDUCATION.

465. **Bricker, Garland A.** Agencies for the preparation of teachers to teach agriculture. *Progressive teacher*, 19: 35-36, February 1913.
Gives a list of texts in elementary and secondary agriculture, especially recommended for use as guides in home study.
466. **Darlu, A.** Le vocation paysanne et l'école. *Revue pédagogique*, 62: 74-79, janvier 1913.
A review of an article by Dr. Emmanuel Labat in the *Revue des deux mondes*, July 1912, on the necessity of training the French peasant for his vocation.
467. **Davis, B. M.** Summary of a study of instruction in agriculture in rural elementary schools. *Nature-study review*, 9: 2-13, January 1913.
Address of the President at the annual meeting of the American nature-study society, December 30, 1912.
468. **Stone, W. E.** The scope and standards of agricultural colleges. *Business America*, 13: 158-61, February 1913.
"From president's address, Association of American agricultural colleges and experiment stations, Atlanta, Ga., November 1912."

EDUCATION OF WOMEN.

469. Fraternities in women's colleges. *Century monthly magazine*, 85: 526-32, February 1913.
A symposium. Comments by the presidents and deans of the various women's colleges in the United States on Miss Rickett's articles in the *Century* for November and December 1912.
470. **Training women for a new civilization: how the Camp fire girls acquire efficiency and romance through their contact with nature.** *Craftsman*, 23: 553-58, February 1913.
Shows progress of the movement. Discusses the philosophy upon which it is based.

EXCEPTIONAL CHILDREN.

471. **Bruner, Frank G.** What shall we teach the subnormal child? *Educational bi-monthly*, 7: 112-23, December 1912.
List of references, p. 123.
472. **Groszmann, Maximilian P. E.** The study of individual children; a system of records, including a complete child history, medical examinations, physiological and mental tests, daily regimen and disease record, also case diagnosis, classification, etc. Plainfield, N. J., National association for the study and education of exceptional children, 1912. 78 p. 8°.
473. **Leighton, Etta V.** The hard-of-hearing child in the public school. *Volta review*, 14: 672-79, February 1913.
Careful supervision will prevent "the cruel mistake of assigning the hard-of-hearing child to the class for mental defectives."
474. **McMurtrie, Douglas C.** The care of crippled children in the United States. A study of the distribution of institutions and work; an analysis of systems of care, and a consideration of the principles involved; together with a bibliography of material relating to cripples in America. Being a revision of an article appearing in the *American journal of orthopedic surgery*, May 1912. New York city, 1912. 33 p. 4°.

LABORATORIES AND MUSEUMS.

475. Art museums and schools. Four lectures delivered at the Metropolitan museum of art. New York, C. Scribner's sons, 1913. 144 p. 12°.
 CONTENTS: 1. Stockton Axson: Museums of art and teachers of English. 2. Kenyon Cox: Museums of art and teachers of art. 3. G. Stanley Hall: Museums of art and teachers of history. 4. O. S. Tonks: Museums of art and teachers of the classics.
476. Clark university, Worcester, Mass. Educational museum. The Educational museum at Clark university. Catalogue of the Department of school hygiene, by Wm. H. Burnham and M. Evelyn Fitzsimmons. Worcester, 1912. [526]-552 p. 8°.
477. Duncan, Robert K. Industrial research. Harper's monthly magazine, 126: 385-90, February 1913.
 A presentation of work accomplished in the great laboratories of the world

LIBRARIES AND READING.

478. Cavanaugh, John. A plea for the classics. Public libraries, 18: 1-6, 45-49, January, February 1913.
 Address delivered by the president of Notre Dame university at the dedication of the Public library, Gary, Ind. Urges the reading of great literary masterpieces.
479. Ryan, Johanna V. Library conditions in American cities. Educational bi-monthly, 7: 157-72, December 1912.
 Shows the library movement in high schools from East to West
480. Wolfe, L. E. The many-book versus the few-book course of study. Educational review, 45: 146-54, February 1913.
 Suggests the reading of inspiring books, suited to the grades, on all great lines of race-achievement—food, clothing, shelter, transportation, history, civics, etc.