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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes.—Publications of associations.—General reference works.—Current educational conditions.—Pedagogics 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.—Sex hygiene.—Physical training.—Play and play grounds.—Social aspects of education.—Child welfare.—Moral and religious education.—Manual and vocational training.—Agricultural education.—Home economics.—Medical education.—Education of women.—Negroes and Indians.—Education extension.—Libraries and reading.—Bureau of education: Recent publications.—Periodicals indexed in this number.

INTRODUCTORY NOTES.

The following is a selection of especially significant books and articles of the past month, the numbers in parentheses referring to the numbers of the full entries in this record:

L'année pédagogique, 1912 (1418); Dewey, Interest and effort in education (1437); McConaughy, The school drama (1452); Carson, Essays on mathematical education (1454); Eggleston and Bruère, Work of the rural school (1484); Finkelstein, Marking system in theory and practice (1521); Wood, Children's play (1540); Wooley, Facts about the working children of Cincinnati (1550); Holmes, Principles of character making (1554); Plaisted, Handwork and its place in early education (1567); Trowbridge, The home school (1580); Lusk, Medical education in the United States (1583).

Of the publications listed in this bulletin, only those named in the section headed "Bureau of Education: Recent publications" are available for free distribution by this office. All others may ordinarily be obtained from their respective publishers, either directly or through a dealer, or in the case of an association publication, from the secretary of the issuing organization.

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

PUBLICATIONS OF ASSOCIATIONS.

1410. Association of colleges and secondary schools of the Southern states. Proceedings of the eighteenth annual meeting, held at Spartanburg, South Carolina, November 14-15, 1912. Nashville, Tenn., Publishing house of Methodist Episcopal Church, South. 100 p. 8°. (B. E. Young, secretary, Vanderbilt university, Nashville, Tenn.)
Contains: L. J. H. Kirkland: The past and future of the Southern association, p. 23-46.
E. C. Babcock: College standards as affected by diffusion of entrance credits, p. 47-53.

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3. J. L. Henderson: The task of the Southern association in perfecting a system of certification: lessons from history and experience, p. 56-62. 4. C. G. Maphis: School equipment and standards of work a condition of accrediting, p. 63-73. 5. J. C. Walker: Methods of testing the work of schools, p. 74-78. 6. E. A. Bechtel: The best treatment of conditioned students, p. 79-85. 7. E. C. Brooks: Administering the certificate system, p. 86-92. 8. C. H. Barnwell: Manner of administering the certifying system from the standpoint of the college, p. 93-97.
1411. Association of history teachers of the Middle States and Maryland. Tenth annual convention . . . held in New York, March 8-9, 1912. 54 p. 12°. (Henry Johnson, secretary, New York, N. Y.)
Contains: 1. Edgar Dawson: Certification of high school teachers of history, p. 6-16. 2. W. R. Shepherd: Historical maps and their making, p. 23-31. 3. J. M. Shuehan: How to improve the teaching of historical geography, p. 33-43.
1412. National association of state universities in the United States of America. Transactions and proceedings . . . seventeenth annual meeting held in Washington, D. C., November 18-19, 1912. Burlington, Vt., Free Press printing company [1913?] 389 p. 8°. (Guy P. Benton, secretary, Burlington, Vt.)
Contains: 1. W. L. Bryan: The life of the professor, p. 26-34. 2. C. H. Johnston: Some problems of per capita cost of university education, p. 87-101. 3. T. F. Kane: Standardizing the cost of departments, p. 102-24. 4. P. P. Claxton: Address, p. 128-33. 5. G. R. Parkin: The Rhodes trust, p. 134-51; Discussion, p. 151-77. 6. J. G. Bowman: Qualities which go to make the highest type of professor, p. 178-86. 7. M. E. Cooley: The detail of naval officers to colleges, p. 187-96. 8. H. I. Cone: Naval details to colleges, p. 197-205. 9. A. A. Murphree: How may we eliminate or neutralize the effects of practical politics in the management of state universities? p. 208-25; Discussion, p. 225-42. 10. R. M. Hughes: The right of college fraternities to exist in a state supported institution, p. 243-50; Discussion, p. 250-55. 11. C. R. Van Hise: Self government at the University of Wisconsin, p. 256-63; Discussion, p. 263-71. 12. Documents giving forms of self-government of the student conference of the University of Wisconsin, p. 272-80. 13. R. J. Aley: Student participation in university government, p. 291-94; Discussion, p. 294-98. 14. E. J. James: Vocational guidance of college men, p. 299-306. 15. G. E. Vincent: Vocational choice and the arts college, p. 306-11; Discussion, p. 311-18. 16. H. B. Hutchins: To what extent may the state university be properly used as an instrumentality for the service of the people of the state who can not attend the university and as an agent to different departments of the state government? p. 319-35. 17. Alston Ellis: Minimum credits for the bachelor's degree, p. 343-04. 18. J. T. Kingsbury: How much of the industrial and commercial subjects should be allowed towards entrance requirements to college, p. 364-63.
1413. North Carolina high school conference. Papers presented at the Conference, held at the University, May 1-3, 1913, and addresses delivered at the dedication of the George Peabody Educational building. North Carolina high school bulletin, 4: 115-90, no. 3, July 1913.
Contains: 1. R. J. Tighe: The place and function of the city high school in a system of general education, p. 121-27. 2. W. T. Whitsett: The place and function of the non-public secondary school in a system of general education, p. 128-31. 3. E. D. Fusey: The need for a better adjustment between the elementary school and the high school, p. 132-34. 4. J. A. Matheson: Standards of efficiency as determined by the teachers—their preparation and working conditions, p. 135-37. 5. G. W. Lay: Standards of efficiency as determined by the product or finished result, p. 138-41. 6. F. P. Graham: College entrance requirements in English from the viewpoint of the high school, p. 142-43. 7. Elizabeth A. Colton: College entrance requirements in English from the point of view of the college, p. 144-47. 8. C. W. Peppler: The essentials to be aimed at in the translation of the classics into English, p. 151-56. 9. W. K. Boyd: The history curriculum in the high school—its aim and content, p. 157-59. 10. Mary S. Smith: How to utilize the school library in the teaching of high-school history, p. 160-62. 11. W. H. Wannamaker: The teaching of modern languages in the high school, p. 165-66. 12. J. Y. Joyner: The need for a broader and deeper professional training for teachers and superintendents, p. 178-82. 13. H. H. Horne: The function of a school of education in a state university, p. 183-88.
1414. North Carolina teachers' assembly. Proceedings and addresses of the twenty-ninth annual session. . . at Greensboro, November 27-30, 1912. Raleigh, E. M. Uzzell & co., 1913. 257 p. 8°. (R. D. W. Connor, secretary, Raleigh, N. C.)
Contains: 1. E. T. Fairchild: The twentieth century rural school: What it is and what it is to be, p. 39-43. 2. E. C. Brooks: The need of a new educational content, p. 44-57. 3. O. D. Strayer: Our schools and social progress, p. 61-65. 4. Meta E. Beall: Kindergarten work: its past, present, and future in North Carolina, p. 66-67. 5. Hattie Parrott: Why the story is essen-

- tial in primary work, p. 68-74. 6. Frances Suttle: Problems of the city teacher, p. 80-85. 7. Maude Harris: Problems of the village teacher, p. 85-89. 8. Martha T. Petty: The function of the school in the training of citizens, p. 95-97. 9. A. S. Root: Medical inspection of school children, p. 97-103. 10. G. D. Strayer: The function of the school in the training of citizens, p. 103-8. 11. G. D. Strayer: Retardation and elimination, p. 111-13. 12. Flossie Howell: Motivation in language studies, p. 116-21. 13. Augusta Michaels: Motivation in geography and history, p. 121-27. 14. Ruby Gray: Motivation in arithmetic, p. 127-31. 15. J. J. Blair: The teachers' meeting, p. 132-42. 16. I. C. Griffin: What has been done to improve the efficiency of teachers, principals, and superintendents by good school organization? p. 142-46. 17. R. H. Latham: Retardation and elimination of pupils in the public schools of the city of Winston, N. C., p. 155-60. 18. Robert Bingham: Coeducation, p. 193-205. 19. W. A. Harper: Colleges and citizenship, p. 205-9. 20. G. H. Highsmith: Some college problems, p. 209-13. 21. N. W. Walker: High-school problems, p. 214-18. 22. F. W. Kraft: A course of study leading to graduation in music, p. 228-33.
1415. **Society for the promotion of engineering education.** Proceedings of the twentieth annual meeting, held in Boston, Mass., June 26-29, 1912. Part II. Volume XX. Ithaca, N. Y., Cornell university, 1913. 508 p. 8°. (H. H. Norris, secretary, Ithaca, N. Y.)
Contains: 1. W. G. Raymond: Live questions in technical education, p. 34-41. 2. W. S. Franklin and Barry MacNutt: Notes on the teaching of elementary physics, p. 42-60. 3. J. A. Randall: Improvement of elementary physics teaching, p. 65-73. 4. J. T. Faig: The effect of cooperative courses upon instructors, p. 97-106. 5. H. H. Norris: The faculty seminar, p. 111-14. 6. S. C. Earle: Training teachers by apprenticeship, p. 115-22. 7. V. L. Hollister: The engineering seminar class, p. 123-25. Discussion, p. 126-37. 8. F. P. McKibben: The design, equipment and operation of university testing laboratories, p. 138-48. 9. W. H. Kenerson: Suggestions regarding a laboratory course in hydraulics, p. 182-89. 10. G. S. Thompson: Testing of engineering materials, p. 190-205. 11. C. B. Brown: Some laboratory problems, p. 206-14. 12. Horace Judd: The hydraulic equipment at the Ohio state university, p. 256-77. 13. W. F. M. Goss: The engineering experiment station as a factor in education, p. 287-93. 14. W. T. Magruder: The characteristics of the mechanical engineering laboratories of American engineering colleges, p. 294-307. 15. H. E. Ehlers: Laboratory reports, p. 309-20. 16. A. M. Greene, Jr.: Instruction in the mechanical engineering laboratory for undergraduate students, p. 326-38. Discussion, p. 339-52. 17. C. D. Knight: The development of a summer laboratory course, p. 383-90. 18. R. L. Stevenson: Cooperation in university laboratory work, p. 387-90. 19. The design, equipment and conduct of engineering laboratories for teaching, p. 412-54. 20. R. R. Heuter: The engineering laboratories of the Royal technical university at Charlottenburg, Germany, p. 455-87.
1416. **Southern educational association.** Journal of proceedings and addresses of the twenty-third annual meeting, held at Louisville, Kentucky, November 28-30, 1912. [Nashville, Press of Marshall & Bruce co., 1913?] 453 p. 8°. (William F. Feagin, secretary, Montgomery, Ala.)
Contains: 1. H. L. Whitfield: A discussion of the high school situation of the South, p. 37-64. 2. E. E. Rall: Educational criticism, p. 54-62. 3. W. H. Hand: The citizen vs. a knowledge of citizenship, p. 64-69. 4. W. E. Halbrook: Training for co-operative and systematic activities in the rural schools, p. 77-83. 5. D. A. Graves: The backward vs. the gifted child, p. 92-99. 6. William Dinwiddie: The Bible and education, p. 99-105. 7. C. C. Thach: Training for life work in our rural schools, p. 107-15. 8. W. H. Wilson: Social and educational survey in the country, p. 115-21. 9. J. H. Kirkland: Patriotism and educational service, p. 122-27. 10. J. R. Kirk: School education for home-making, p. 133-36. 11. Iva Scott: The home in its making on the farm, p. 136-41. 12. Annie E. Moore: Impressions of the Montessori schools in Rome, p. 160-66. 13. R. L. Dimmitt: Our obligation to provide for trade and industrial education, p. 176-83. 14. D. C. Ellis: The forest and the school, p. 189-99. 15. M. P. Shawkey: The public school and efficiency, p. 200-206. 16. J. H. Phillips: Purpose and function of the Southern educational council, p. 207-11. 17. C. W. Richards: Progress of supervision in the South, p. 223-28. 18. The function of the superintendent in research and educational studies [by] J. M. Guinn, p. 228-34; [by] E. S. Monroe, p. 235-39. 19. H. J. Willingham: Problems of state supervision, p. 244-47. 20. A. B. Dinwiddie: Summer school credits, p. 248-51. 21. E. A. Bechtel: The best treatment of conditioned students, p. 251-57. 22. McHenry Rhoads: The evaluation of vocational training, p. 258-63. 23. Mrs. Hetty S. Brown: An experiment to devise a country school course of study based on country life and activities, p. 264-71. 24. M. Katherine Christian: Possibilities of home economics as a means of correlation and conservation in the public school curriculum, p. 283-89. 25. The function of the normal school in the preparation of women for teaching and home-making, [by] J. A. Burruss, p. 294-301; [by] D. B. Johnson, p. 301-4. 26. Fred Mutchler: The rural school course of study, p. 306-25. 27. J. J. Doyme: The function of the normal school in the preparation of teachers for the rural schools, p. 325-31. 28. O. I. Woodley: The function of the normal school in relation to the industrial branches and special

subjects, p. 332-40. 29. J. R. Kirk: The function of the normal school in the preparation of teachers and supervisors for industrial branches and other special subjects, p. 340-44; Discussion, p. 344-45. 30. Anne P. Kolb: Play as related to the school life of children, p. 353-60. 31. W. H. Varnum: The pedagogic basis of design, p. 380-91. 32. Lucy Fay: A suggestive outline of a course for training teachers in the use of books, p. 392-97. 33. Marilla W. Freeman: The joint work of the high school and the public library in relating education to life, p. 408-15. 34. Irene T. Meyers: The adaptation of the curricula of our schools to women and girls, p. 417-22.

1417. **West Virginia education association.** Proceedings . . . held in Wheeling, W. Va., June 20-21, 1912. Huntington, Advertiser job print, 1913. 129 p. 8°. (C. R. Murray, secretary, Williamson, W. Va.)

Contains: 1. L. J. Hanifan: The rural school and rural life, p. 20-24. 2. E. D. Sanderson: The real function of the rural school, p. 24-30. 3. H. E. Cooper: Retardation, p. 30-33. 4. H. B. Work: The all year round school, p. 38-43. 5. G. E. Hubbs: Departmental teaching in the grades, p. 43-45. 6. H. F. Fleishman: Present status of industrial education in West Virginia, p. 45-56. 7. F. B. Bryant: Some difficulties in establishing industrial courses and how to remove them, p. 56-61. 8. H. L. White: The measurement of results in teaching, p. 71-74. 9. W. S. Morris: Better rural supervision, p. 77-80. 10. E. S. Cox: The place and authority of supervisors of special subjects in a system of education, p. 81-85. 11. O. A. Watson: Departmental teaching in the upper grades, p. 93-97.

BOOKS, PAMPHLETS, PERIODICAL ARTICLES.

GENERAL REFERENCE WORKS.

1418. **L'année pédagogique, publiée par L. Cellérier et L. Dugas.** Deuxième année, 1912. Paris, F. Alcan, 1913. vii, 524 p. 8°.

CONTENTS.—1. E. Buisson: L'école et la nation en France, p. 1-16. 2. L. Cellérier: L'éducation de la volonté, p. 17-36. 3. L. Dugas: L'enseignement et en particulier l'enseignement moral en France comme service d'état, p. 37-58. 4. L. Cellérier: Littérature criminelle, p. 59-96. 5. L. Dugas: Un type d'éducation intellectuelle (John Stuart Mill), p. 97-114. 6. Bibliographie des travaux publiés en 1912, p. 115-186.

CURRENT EDUCATIONAL CONDITIONS.

1419. **Commissioner Claxton—an appreciation.** Journal of education, 78: 320, October 2, 1913.

"Written by one who is in a position to know the value of Commissioner Claxton's work and who is highly appreciative of the service he is rendering the country."

1420. **Franklin, Benjamin, jr.** Some things I see on the educational horizon. Texas school magazine, 16: 7-8, September 1913.

The author predicts the all-year-round school and the county as the unit in the administration of school affairs.

1421. **Kleinpeter, Hans.** Die schulreformbewegung und die philosophie der gegenwart. Zeitschrift für pädagogische psychologie, 14: 396-405, heft 7-8, 1913.

Seeks to show by historical summary the identity between the school-reform movement and present-day theories of philosophy.

1422. **Passano, Leonard M.** Efficiency vs. the individual. Mathematics teacher, 6: 41-50, September 1913.

Claims that the three paramount influences leading to the universal criticism of the efficiency of the school system are: 1st, Over-organization of the educational system; 2d, The demand from the "practical" man for a "product" which the true educator refuses to "produce"; 3d, The abnormal growth of "efficiency" management in the industrial world.

1423. **Perkins, Henry A.** The schoolboy's two lost years. Yale review, n. s. 3: 131-44, October 1913.

Contrasts conditions in this country and England. Shows that greater progress is made by the English boy as compared with the American, when he has arrived at the age of 14 or 15. Discusses the reasons.

1424. **Smith, Anna Tolman.** Educational progress in the United States. Educational foundations, 25: 12-17, September 1913.

1425. **Tendencies in education.** Teachers monographs, 16: 41, 43-48, October 1913.
In a recent number of the *New York Globe*, Professor Horne had a list of thirty tendencies in education with the evils accompanying each tendency. The list is given in full in this article, together with some comments upon it.

PEDAGOGICS AND DIDACTICS.

1426. **Coover, J. E.** The Union high school questionnaire. *Education*, 34: 81-84, October 1913.
Discusses an investigation made by the Dixon (California) union high school, regarding cultural and intellectual studies. To be concluded.
1427. **Hargitt, Charles W.** A problem in educational eugenics. *Popular science monthly*, 83: 355-362, October 1913.
Thinks that there should be found "an application for the principles of eugenics in the work of education in general, and for that of higher education in particular."
1428. **Hoffmann, Jakob.** Die erziehung der jugend in den entwicklungsjahren. 2. und 3., unveränderte aufl. Freiburg im Breisgau, Herder, 1913. xvi, 279 p. 12°.
"Verzeichnis der benutzten literatur": p. [xii]-xvi.
1429. **Hollister, H. A.** Determining principles of the curricula of the schools—Part I. *High school quarterly*, 2: 12-15, October 1913.
1430. **Linde, Ernst.** Pädagogische streitfragen der gegenwart. Leipzig, O. Nemnich, 1913. iv, 252 p. 8°. (Die pädagogik der gegenwart. v. bd.)
1431. **Plantz, Samuel.** Our need of the productive scholar. *Methodist review*, 95: 735-49, September-October 1913.
The productive scholar is needed from "the standpoint of both our cultural and our practical life." Emphasizes the work of the expert in the practical business of democracy.
1432. **Schilling, M.** Der gedanke der unterrichtskonzentration in moderner ausprägung. Dresden, Bleyl & Kaemmerer, 1913. 23 p. 8°.
Reprinted from *Pädagogische studien*, XXIV, heft 1. Discusses the principle of concentration as at the basis of 4 proposals in modern education: Education for living, education for culture, education for citizenship, education for vocation. "The aim of concentration, on the negative side, is to prevent waste of energy; speaking positively, its aim is the production of the maximum total efficiency."
1433. **Stewart, Jane A.** Organic education—A practical educational plan. Primary plans, 11: 12, October 1913.
Ideas worked out by Mrs. M. L. Johnson in a school in Fairhope, Alabama, incorporating the following principles: A less rigid manner of teaching, a more personal interest in the child, and the giving of a certain amount of freedom, which prevents a dislike for education.
1434. **Todd, Arthur James.** The primitive family as an educational agency. New York and London, G. P. Putnam's sons, 1913. 251 p. 8°.
CONTENTS.—Introductory.—Primitive marital relations.—Primitive notions of kinship and relationship.—Primitive parental and filial relations.—Aims and content of primitive education.—Methods and organization of primitive education.—General summary and conclusion.—Selected bibliography.
1435. **Wile, Ira S.** The development of a curriculum. Teachers monographs, 16: 7-9, October 1913.
"The curriculum must be socialized, democratized, and harmonized. The purpose of a curriculum must be viewed not merely as the intellectual and disciplinary training of individuals, but as the utilitarian, mental, and moral education of sound social units."

EDUCATIONAL PSYCHOLOGY, CHILD STUDY.

1436. **Cameron, B. G.** The measurement of intelligence. (The Binet tests applied to Australian children.) Sydney, W. A. Gullick, government printer, 1913. 43 p. 8°. (New South Wales. The Teachers' college, Sydney. Records of the Education society, no. 14.)
1437. **Dewey, John.** Interest and effort in education. Boston, New York [etc.] Houghton Mifflin company [1913]. x, 102 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

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1438. Dumville, Benjamin. Child mind; an introduction to psychology for teachers. London, University tutorial press ld., 1913. 214 p. illus. 16°.
1439. Groos, Karl. Das seelenleben des Kindes. Ausgewählte vorlesungen. 4. durchgesehene und ergänzte aufl. Berlin, Reuther & Reichard, 1913. 334 p. 8°.
1440. Hallam, Julia Clark. Studies in child development; a manual for mothers and mothers' clubs. Chicago, New York, Row, Peterson and company [1913] 285 p. front. 8°.
1441. Hutchison, A. M. Hypnotism and self-education. London, T. C. & E. C. Jack; New York, Dodge publishing co. [1913] 91 p. 16°.
Bibliography: p. 91.
1442. Kirby, Thomas Joseph. Practice in the case of school children. New York city, Teachers college, Columbia university, 1913. 98 p. 8°.
(Teachers college, Columbia university. Contributions to education, no. 58)
"The practice on which this study is based was conducted during the years 1911 and 1912 in the schools of the Children's aid society in the 3d and 4th-year classes as a part of the regular grade work in arithmetic."
1443. Knowlson, Thomas Sharper. The education of the will; a popular study. London, T. W. Laurie [1913] 210 p. 12°.
1444. MacDonald, Arthur. Eine schulstatistik über soziale herkunft und rassezugehörigkeit. Zeitschrift für pädagogische psychologie, 14: 440-43, September 1913.
Selected tables from the author's study of school children in respect to inheritance and environment.
1445. Meumann, Ernst. Die soziale bedeutung der intelligenzprüfungen. Zeitschrift für pädagogische psychologie, 14: 433-40, September 1913.
Points out the changed purpose in the use of intelligence tests: No longer merely psychological and individual, but social. A significant article.
1446. Noyes, Anna G. How I kept my baby well. Baltimore, Warwick & York, inc., 1913. 193 p. illus. 12°. (Educational psychology monographs, ed. ed. by G. M. Whipple, no. 9)
1447. Sachs, Felix. Preliminary study of the relative efficiency of inductive and deductive teaching of logical reasoning. Journal of educational psychology, 4: 381-92, September 1913.
"A group of college students who had had no previous course in formal logic was given a special drill in detecting some twenty forms of fallacious reasoning, and their capacity at the end of this drill period was compared in a special final test with the capacity of a second group of students who had had formal instruction in logic. The specially tutored group showed decided superiority over the class-taught group."
1448. Schulze, Rudolf. Aus der werkstatt der experimentellen psychologie und pädagogik. 3., wesentlich erweiterte aufl. Leipzig, R. Voigtländer, 1913. xii, 356 p. illus., diagrs. 8°.
1449. Thorndike, Edward L. Theories of mental work and fatigue. School and home education, 33: 44-47, October 1913.
1450. Zergiebel, Max. Der einfluss des häuslichen milieus auf das schulkind. Zeitschrift für pädagogische psychologie, 14: 443-58, September 1913.
A formal study of the varying influence of home conditions on school work.

SPECIAL METHODS OF INSTRUCTION.

1451. Syle, Lawrence W. The dramatic method of teaching. Colorado school journal, 29: 9-13, September 1913.
1452. McConaughy, James L. The school drama, including Palgrave's introduction to Acropolis. New York city, Teachers college, Columbia university.

1913. 116 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 57.)

"The school drama is that dramatic activity which had a definite educational aim; it includes both the writing and acting of plays."

SPECIAL SUBJECTS OF CURRICULUM.

1453. Buckingham, B. E. Spelling ability; its measurement and distribution. New York city, Teachers college, Columbia university, 1913. 116 p. 8° (Teachers college, Columbia university. Contributions to education, no. 59.)

1454. Carson, G. St. L. Essays on mathematical education; with an introduction by David Eugene Smith. London and Boston, Ginn and company, 1913. 139 p. 12°.

CONTENTS.—Some principles of mathematical education.—Intuition.—The useful and the real.—Some unrealized possibilities of mathematical education.—Teaching of elementary arithmetic.—Educational value of geometry.—Place of deduction in elementary mechanics.—A comparison of geometry with mechanics.

1455. Earle, Samuel Chandler. The organization of instruction in English composition. English journal, 2: 477-87, October 1913.

1456. Eikenberry, W. L. First-year science in Illinois high schools. School review, 21: 542-48, October 1913.

Declares that there is considerable dissatisfaction with the science work of the high school. Gives answers to a questionnaire sent to the principals of township high schools and four-year high schools in Illinois.

1457. Emerson, W. H. Physics and chemistry in the high school. High school quarterly, 2: 29-37, October 1913.

The author points out what appears to him to be the drift of the best educational thought with regard to the modification demanded in the elementary teaching of physics and chemistry.

1458. Gallois, Lucien. The teaching of geography in French universities. Journal of geography, 12: 40-45, October 1913.

1459. Gentleman, Frederick W. The purpose and the content of a course of mathematics for technical and manual training high schools. Mathematics teacher, 6: 22-40, September 1913.

Gives a mathematical course for high schools which will accomplish to a far greater extent than at present what it should for the best interests of the pupils, giving the coming generation a training that will make them far better and more efficient citizens.

1460. Goelling, T. W. How the high-school teacher of English can assist in the exploitation of pupils' powers. English journal, 2: 513-17, October 1913.

1461. Hoad, James F. The advance movement of teachers of English. Education, 34: 99-103, October 1913.

"Boys and girls must enter into their speaking and reading with that zest and purpose which agitate them in their clubs and games."

1462. Host, Arthur G. First-year work in modern languages. School review, 21: 549-59, October 1913.

1463. Katz, David. . . . Psychologie und mathematischer unterricht. Leipzig und Berlin, B. G. Teubner, 1913. 119 p. 4°. (Abhandlungen über den mathematischen unterricht in Deutschland veranlasst durch die Internationale mathematische unterrichtskommission, hrsg. von F. Klein. bd. III, hft. 8)

1464. Manchester, Raymond E. The teaching of mathematics. Syracuse, N. Y., C. W. Bardeen, 1913. 75 p. 12°.

1465. Myers, S. S. The new educational idea in music. School music, 14: 21-27, September-October 1913.

"Read before the music section of the Ohio state teachers' association, Cedar Point, Ohio, June 27th, 1913."

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1466. **Parmelee, Maurice.** An introductory course to the social sciences. American journal of sociology, 19: 236-44, September 1913.
Students need an "evolutionary background" before beginning the study of the social sciences. Anthropology supplies this.
1467. **Beavis, W. C.** An experiment in the teaching of high school composition. School review, 21: 538-41, October 1913.
Says that one of the greatest obstacles in the teaching of English composition is "the lack of suitable material for themes."
1468. **Riebesell, P.** Der biologische unterricht in England. Monatshefte für den naturwissenschaftlichen unterricht, 6: 449-65, heft 10, 1913.
A clear and complete statement of biological instruction in England.
1469. **Sawyer, Nettie Alice.** Five messages to teachers of primary reading. Chicago, New York, Rand, McNally & company [1913]. 219 p. 12°.
"Reference books": p. 212-14.
1470. **Sykes, Mabel.** Chicago geometry syllabus. School science and mathematics, 13: 587-98, October 1913.
"This syllabus was presented to the mathematics section of the high school teachers of Chicago sometime ago, and by them presented to the superintendent of schools."
1471. **Wodehouse, Helen, and Medele, Helen M.** History teaching and international peace. Journal of education, supplement (London) 45: 723-25, October 1913.
A discussion of the means by which some of the glamour and picturesqueness of war may be lessened and interest aroused in civic life.

KINDERGARTEN AND PRIMARY SCHOOL.

1472. **Garcin, F.** L'éducation des petits enfants par la méthode froebélienne. Préface de M. Gabriel Compayré. Paris, F. Nathan, 1913. xiii, 287 p. illus. 12°.
1473. **Holland, E. O.** The effect of kindergarten work on the progress of children in the grades. Kindergarten review, 24: 65-71, October 1913.
Address given at Department of elementary education, National education association, Salt Lake City.
Investigations made show that there is no appreciable difference between the rate of progress of those with and those without kindergarten training.
1474. **Jacoby, George W.** The Montessori method from a physician's viewpoint. New York, William Wood & company, 1913. 25 p. 12°.
Reprinted from the Medical record, April 19, 1913.
1475. **Klein, Félix.** Mon filleul au "jardin d'enfants." Comment il s'élève. Paris, A. Colin, 1913. 252 p. illus. 12°.
1476. **Lynch, Ella F.** How can I educate my child at home? Ladies' home journal, 30: 32, October 1913.
Third article of series. Shows the way it can be done at from 5 to 10 years of age. Examples in teaching arithmetic.
1477. **Margulies, A. Reno.** Dr. Montessori and her method. Volta review, 15: 334-38, October 1913.
Says that Montessori principles are as applicable to the deaf child as to the normal child.
1478. **Palmer, Luella A.** The gifts. Kindergarten-primary magazine, 26: 32-36, October 1913.
Considers the purpose in the use of Froebel's gifts in the kindergarten.
1479. **Vandewalker, Nina C.** The standardizing of kindergarten training. Kindergarten review, 24: 72-78, October 1913.
Address given at the Training teachers' conference, International kindergarten union, Washington, D. C.

1480. Walker, Jane. The Montessori method of education. Educational review, 46: 300-7, October 1913.

Presents a favorable view. Writer says: "Dr. Montessori's method and her system of education have come to stay. They contain an eternal truth, and they are part of the great democratic movement going on all over the world."

RURAL EDUCATION.

1481. Calfee, John E. Rural arithmetic. A course in arithmetic intended to start children to thinking and figuring on home and its improvement. Boston, New York [etc.] Ginn and company [1913] vii, 119 p. 12°.

Among the important subjects treated are mill problems, feed problems, meat problems, dairy problems, soil erosion, cost of growing crops, idleness and carelessness, educated labor, health and sanitation, fertilizers, cost of bad roads, etc.

1482. Coëffé, A. L'enseignement primaire en montagne. Etude faite dans la circonscription de la Mure. Revue pédagogique, 63: 1-19, July 1913.

A discussion of conditions in the rural schools of southeastern France.

1483. Curtis, Henry S. The rural church as a social center. Education, 34: 111-18, October 1913.

Dwells on the decadent condition of country churches, and urges more social and institutional work.

1484. Eggleston, J. D. and Bruère, Robert W. The work of the rural school. New York and London, Harper & brothers, 1913. 287 p. illus. 12°.

CONTENTS.—Introduction.—The community survey.—The health of the children.—School government and the course of study.—Widening outlook of the rural school.—Cooperative demonstration work.—Demonstration work through the rural school.—The school-plant.—Some neglected factors in school equipment.—Consolidation and transportation.—The teacher who is the citizen-maker.—First aid to the citizen-maker.—Opportunity of the county superintendent.—The state superintendent of public instruction.

1485. Farwell, Cecilia. Country schools. American motherhood, 37: 232-39, October 1913.

A statistical study.

1486. Foght, Harold W. The rural school. Journal of education, 78: 341-42, October 9, 1913.

Report of the Committee on resolutions to the National education association.

Also in Texas school journal, 31: 10-12, September 1913.

Claims (1) that without strong men and women professionally prepared for their work in the redirected rural schools, there can be no satisfactory adjustment of rural life; and (2) unless the schools are reorganized on a more satisfactory basis for administrative and supervisory purposes the schools themselves cannot become genuinely "redirected" nor their management become honestly efficient, economical, and intelligent.

1487. Lewis, H. W. The administration of country schools. American school board journal, 47: 15, 56-58, October 1913.

Some opinions concerning the administration of rural schools, by one who for some years has been district union superintendent of nearly fifty schools.

1488. Monahan, A. C. The rural school and the community. Atlantic educational journal, 9: 12-14, September 1913.

Contains a score card for the teacher called a "self-grading certificate of success," which was prepared by E. M. Rapp, superintendent of schools of Berks county, Pa., and distributed by him to all his teachers.

1489. Richeson, J. J. The trained teacher, the key to the rural school problem. Ohio teacher, 34: 54-56, September 1913.

1490. Stimson, R. W. Educational possibilities in the rural high schools. Rural educator, 2: 62-63, October 1913.

Discusses the subject under three headings, namely, Preparation for college; Preparation for life, and Preparation for farming.

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SECONDARY EDUCATION.

1491. Clarke, G. H. Practical work in secondary schools. *School world*, 15: 297-302, August 1913.

A summary of the report of the Consultative committee on practical work in secondary schools.

1492. Johnston, Charles Hughes. Secondary education. *Journal of education*, 78: 316-17, October 2, 1913.

Claims that "in addition to the traditional and generally accepted problems of high-school administration and the supervision of instruction, there is evolving what we may term a new conception of supervision and a new educational conscience in regard to the strictly social administration of high-school work."

1493. Potter, George M. Relative efficiency of public and private secondary institutions. *School review*, 21: 523-37, October 1913.

Presents a short historical sketch of the rise and development of each type of school. Gives a study of the records of the students of the University of Chicago, and comes to the conclusion that as "an agency preparing for college the high school is far superior to the academy."

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1494. Blaine, Anita McC. The ideals which led to the founding of the School of education. *Elementary school teacher*, 14: 73-81, October 1913.

School of education, University of Chicago, founded by Col. Parker. Concluding paper.

1495. Claxton, Philander P. The teacher. *American education*, 17: 25-26, September 1913.

Address delivered before the National education association, July 1913.

1496. Doughton, Isaac. A needed reform in teachers' institutes. *Pennsylvania school journal*, 62: 174-77, October 1913.

1497. New certificating law in Illinois. *School news and practical educator*, 27: 37-38, September 1913.

A synopsis of the certificating bill as given in the Illinois educational press bulletin.

1498. O'Connor, David. The beginnings of normal schools. *Journal of education*, supplement (London) 45: 655-57, September 1913.

1499. Smith, Frank W. The normal school ideal. *Education*, 34: 104-10, October 1913.

Seventh article of series. Deals with the practice school.

1500. Willman, O. Der anspruch der pädagogik auf akademisches bürgerrecht. *Akademische rundschau*, 1: 650-59, heft 11, 1913.

Pedagogy as a university subject. Mainly historical in treatment.

HIGHER EDUCATION.

1501. Atkinson, F. M. The civic university constitution and its reform. *English review*, p. 294-305, September 1913.

Treats of the use and development of the new universities of the civic type.

1502. The Bristol university scandal. *British review*, 4: 34-45, October 1913.

A protest against the lavish granting of honorary degrees.

1503. Christensen, J. C. University business administration. [Manhattan, Kans.] *Kansas state agricultural college* [1913?] 23 p. fold. chart. 8°.

Contains a paper entitled "Ideas gleaned in a recent trip of inspection for the study of university business administration," and Organization charts for the Kansas state agricultural college.

1504. Cook, George Oram. The third American sex. *Forum*, 50: 445-63, October 1913.

"In America there are three sexes—men, women, and professors. . . . The way to secure academic freedom and make university teachers free personalities is to transfer to them as a body the powers now held by outside boards."

1505. Erben, Wilhelm. Die entstehung der universitäts-seminare. *Internationale monatschrift*, 7: 1335-47, August 1913. (A conference article.)

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1506. **Foerster, Norman, comp.** Essays for college men; education, science, and art, chosen by Norman Foerster, Frederick A. Manchester [and] Karl Young. New York, H. Holt and company, 1913. 390 p. 8°.
- CONTENTS.—The spirit of learning, by Woodrow Wilson.—Inaugural address, by Alexander Meiklejohn.—Knowledge viewed in relation to learning, by J. H. Newman.—Knowledge viewed in relation to professional skill, by J. H. Newman.—On science and art in relation to education, by T. H. Huxley.—The social value of the college-bred, by William James.—On the advisableness of improving natural knowledge, by T. H. Huxley.—On the educational value of the natural history sciences, by T. H. Huxley.—A change of educational emphasis, by E. A. Birge.—An address to students, by John Tyndall.—Literature and science, by Matthew Arnold.—The study of art, by John Caird.—First principles, by G. E. Woodberry.—How to read, by Frederic Harrison.
1507. Inauguration de l'Institut français d'Espagne. Revue internationale de l'enseignement, 33: 8-21, 110-20, July, August 1913.
- Discourses delivered at the inauguration held during Easter vacation 1913. The work is carried on by the universities of Bordeaux and Toulouse.
1508. **Key, David Martin.** The function of the college. South Atlantic quarterly, 12: 256-68, July 1913.
1509. **Kirkland, James H.** Higher education in the United States of America. Vanderbilt university quarterly, 13: 99-123, April-June 1913.
- "Expanded from an address delivered February 28, 1912, on the 125th anniversary of the founding of the University of Pittsburgh."
1510. **Pier, Arthur Stanwood.** The story of Harvard. Boston, Little, Brown, and company, 1913. 256 p. illus. 8°.
1511. **Scholz, Heinrich.** Wandlungen im wesen der universität seit 100 jahren. Preussische jahrbücher, 153: 316-28, August 1913.
1. Relation of universities to church and state in Germany. 2. Attitude toward concept of science.
1512. **Simon, Abram.** The city mind; a plea for a municipal university, before the Alumni association of Buchtel college, Akron, Ohio, June 18, 1913. Washington, D. C. [1913] 8 p. 8°.
- "In connection with the proposal to turn over Buchtel college to the city of Akron and make it a municipal college. This has since been done and the University of Akron established."

SCHOOL ADMINISTRATION.

1513. **Brooks, E. C.** Seven, eight, and nine years in elementary schools. Elementary school teacher, 14: 82-92, October 1913.
- Concluding article. Discusses promotion of students; influence of high school; etc.
1514. **Ewing, E. F.** Retardation and elimination in the public schools. Educational review, 46: 252-72, October 1913.
- Writer says that the one absolute requirement for school progress is attendance. The first requisite in solving the problem of retardation is to have strict compulsory attendance laws and enforce them strictly.
1515. **Greenwood, James M.** How New York city administers its schools. Educational review, 46: 217-28, October 1913.
- Discusses the report of Dr. E. C. Moore on school administration in New York city to the Committee on school inquiry.
1516. **Howerth, Ira W.** The apportionment of school funds. Educational review, 46: 273-84, October 1913.
- Presents a plan of apportionment, which, to the writer, seems to offer a better method than those now employed in many of the states.
1517. **Jessup, Walter A.** The shifting school population. School review, 21: 513-22, October 1913.
- Owing to the impermanence of school boards, superintendents, teachers, high school principals, and students the best work can not be accomplished in education. "An analysis of the careers of over 850 high-school teachers in Indiana brought out the fact that almost 40 per cent of these teachers were new to their positions last year."

14 MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

1518. **Pearse, Carroll G.** The city school system in American education. *Journal of education*, 78: 258-59, September 18, 1913.
Discusses the subject under the following headings: Problem, Instrumentalities, Organization, and Administration.
1519. **Schinz, Albert.** Difference between the work of the high school, college, and graduate school. *Educational review*, 46: 237-51, October 1913.
A discussion inspired by the idea that "there is something wrong with the facts, namely, that preparatory schools try to do college work or college institutions are obliged to do high school work, and with an actual lack of criterion regarding the delimitation between undergraduate and graduate work."

SCHOOL MANAGEMENT.

1520. **Bagley, W. C.** Some problems of school discipline. *Discipline and the psychology of work. School and home education*, 33: 7-10, September 1913.
Discusses the subject under the following headings: The "warming-up" period; Difference between being bored and being fagged; Fatigue and discipline; Short recitation periods waste "swing;" General "swing;" and, Factors which block "swing."
1521. **Finkelstein, I. E.** The marking system in theory and practice. Baltimore, Warwick & York, inc., 1913. 88p. 12°. (Educational psychology monographs, ed. by G. M. Whipple, no. 10.) (Studies from the Cornell Educational laboratory, no. 14.)
1522. **Hooves, S. A.** The value of examinations. *Ohio educational monthly*, 62: 463-66, September 1913.
The author makes the following suggestions concerning examinations: 1st, There should be sufficient variation from the class work and text to show that the pupil is honest; 2d, Enough requirement of detail to show his accuracy; 3d, Enough theory to show his grasp of the subject, and 4th, Enough practice to show that he can apply his knowledge.
1523. **Matics, R. L.** Some means of keeping the boy in school. *West Virginia school journal*, 42: 212-14, October 1913.

SCHOOL ARCHITECTURE.

1524. The school arts list of works of fine art for schoolroom decoration. To help those who wish a conservative guide in selecting pictures and casts. *School-arts magazine*, 13: 117-24, October 1913.
1525. **Shepherd, John Wilkes.** Some experiments on the ventilation of a school-room. *Educational bi-monthly*, 8: 51-66, October 1913.
"A paper read before the Fourth International congress on school hygiene, Buffalo, N. Y., August 25-30, 1913."
1526. **Winter, Otto.** Moderne landeschulbauten. *Archiv für pädagogik*, 1: 641-61, numbers 11-12, 1913.
An illustrated article describing German rural schoolhouses.

SCHOOL HYGIENE AND SANITATION.

1527. **Finegan, Thomas E.** The medical inspection of public schools in New York state. *American education*, 17: 81-94, October 1913.
An address before the Fourth International congress of school hygiene at Buffalo, N. Y.
1528. **Kennaday, Paul and Hendrick, Burton J.** Three-cent lunches for school children. *McClure's magazine*, 41: 120-28, October 1913.
1529. **Laselle, Mary A.** An open-air class for healthy children. *Popular educator*, 31: 65-68, October 1913.
Describes the open-air classes of the Horace Mann school, New York city.
1530. **Lasher, G. S.** Safeguarding rural children. *Moderator-topics*, 34: 87-89, October 2, 1913.
"A paper read before the meeting of the Fourth International congress on school hygiene, Buffalo, August, 1913."
"Very explicit and complete statement of the physical conditions in Michigan's rural schools. It contains a fair survey of the situation, and some very striking deductions."

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1531. McCord, Clinton P. Health direction in the public schools. American education, 17: 12-18, September 1913.

"Read before the Fourth International congress on school hygiene, at Buffalo, N. Y."

Gives a chart which places before the worker in this field the chief institutions which aid in the attainment of the good hygienic environment for the school child.

1532. Les œuvres périscolaires; leçons professées à l'École des hautes études sociales . . . recueillies et annotées par M. Louis Bouquier. Paris, F. Alcan, 1913. iv, 284 p. 8°. (Bibliothèque générale des sciences sociales, XLIV.)

CONTENTS.—Préface par P. Strauss.—L'hygiène dans l'éducation, par Calmette.—L'hygiène intellectuelle, morale et physique des écoliers, par P. Gallois.—Collaboration des médecins et des éducateurs dans les écoles; ses principes, sa mise en œuvre, par de Pradel.—L'Inte. naturel et familial, par G. Bertier.—Les écoles de plein air, par E. Petit.—Les colonies de vacances, par J. Coudrille.—Nécessité de réduire le nombre des heures consacrées aux études pour pouvoir satisfaire aux exigences de l'éducation physique, par P. Régnier.—Modification des programmes d'enseignement, par P. Régnier.—Promenades et excursions scolaires, par Cayla.—Les terrains de jeu, par L. Bouquier.—Les sports au point de vue de l'hygiène chez la femme et la jeune fille, par J. O. A. Doléris.—L'alimentation des écoliers, par P. Legendre.—Rôle de l'école dans la lutte contre la tuberculose, par P. Bouilloche.

1533. Oppelt, —. Der ausschluss offentuberkulöser kinder vom schulbesuch. Zeitschrift für schulgesundheitspflege, 26: 513-31, 577-93, numbers 8 and 9, 1913.

"The subject is discussed under 4 heads: 1. Historical facts about institutions for combating tuberculosis. 2. Frequency of tuberculosis in children of school age. 3. Development of tuberculosis later in life. 4. Preventing the transmission and spread of tuberculosis in children of school age."

1534. Rapeer, Louis W. Fourth International congress on school hygiene, held at Buffalo, N. Y., August 25-30, 1913. American education, 17: 76-81, October 1913.

1535. Roach, Walter W. A food clinic for the treatment of poorly nourished, underweight, anaemic, retarded children at the Wood public school, Philadelphia. Teacher, 17: 233-36, September 1913.

1536. Ulbricht, W. Die alkoholfrage in der schule. Berlin, Mäsigkeits-verlag, 1913. x, 166 p. diagrs. (part col.) 8°.

"Quellen und literaturverzeichnis": p. [ix]-x.

SEX HYGIENE.

1537. Molter, Harold. Practical suggestions for the teaching of sex hygiene. Education, 34: 66-98, October 1913.

PHYSICAL TRAINING.

1538. Weeden, Ethel B. The motivation of physical education in the elementary schools. Mind and body, 20: 213-21, October 1913.

Divides the subject into four divisions: the motives of the child, the motives of the teacher, methods of relating these motives to bring about the most effective results, and results that are worth while.

PLAY AND PLAYGROUNDS.

1539. Goethe, C. M. Recreation, a world need. Survey, 31: 27-29, October 4, 1913. An illustrated article on play-ground activities in China, Japan, and the Philippines.

1540. Wood, Walter. Children's play and its place in education; with an appendix on the Montessori method. London, Kegan Paul, Trench, Trübner & co., Ltd., 1913. 218 p. 12°.

The purpose of this book is not to deal scientifically with the subject of children's play, but rather to present one or two new aspects of the matter.

SOCIAL ASPECTS OF EDUCATION.

1541. Dunn, Arthur W. Training for citizenship. Kansas school magazine, 2: 266-68, September 1913.

To be continued.

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1542. Francis W. Parker school, *Chicago*. The morning exercise as a socializing influence. Chicago, Faculty of the Francis W. Parker school, 1913. 198 p. illus. 8°. (Year book, vol. II, June 1913.)
1543. Hedler, Adolf. Wie steht es jetzt mit dem bürgerkundlichen unterricht? *Deutsche schule*, 17: 543-50, September 1913.
Citizenship training in Germany: Literature of the movement; attitude of political parties. A continued article.

CHILD WELFARE.

1544. Forbush, William Byron. The government of children between six and twelve. Philadelphia [1913] 47 p. 8°. (Monograph of the American institute of child life.)
"References:" p. 44-47.
1545. King-Harman, M. J. British boys; their training and prospects. London, G. Bell and sons, ltd., 1913. viii, 132 p. 12°.
1546. Leighton, E. V. The idle child. *Popular educator*, 31: 58, September 1913.
Discusses the statement made by R. T. Ely, that "probably child idleness is a more serious matter in the United States today than child labor."
1547. Lindsey, Ben B. and Creel, George. The cost of child labor. *Good house-keeping*, 57: 505-12, October 1913.
Emphasizes the destruction of health caused by child labor, etc. Illustrated.
1548. O'Shea, H. V. Why the boy goes wrong. *Child-welfare magazine*, 8: 20-23, September 1913.
1549. Russell, Charles E. B. Manchester boys; sketches of Manchester lads at work and play. With introductory note by E. T. Campagnac. 2d. ed. Manchester, University press, 1913. xv, 159 p. 12°.
1550. Wooley, Helen T. Facts about the working children of Cincinnati and their bearing upon educational problems. *Elementary school teacher*, 14: 59-72, October 1913.
A statistical study of wages; economic necessity as a factor in child labor; kinds of occupations; number leaving school to go to work, etc. To be continued.

MORAL AND RELIGIOUS EDUCATION.

1551. Bricker, Garland A., and others. Solving the country church problem. Cincinnati, Jennings and Graham; New York, Eaton and Mains [1913] 290 p. illus. 8°.
1552. Gardner, William E. The children's challenge to the church; a study in religious nurture for rectors and teachers. Prepared for the Sunday school commission, diocese of New York. Milwaukee, The Young churchman company, 1913. 132 p. 12°.
1553. Gould, Frederick James. Moral instruction; its theory and practice. Pub. under the auspices of the Moral education league, London. London, New York [etc.] Longmans, Green and co., 1913. xii, 196 p. 12°.
1554. Holmes, Arthur. Principles of character making. Philadelphia and London, J. B. Lippincott company, 1913. 336 p. 12°.
1555. Lindsay, J. A. The unreality of much religious teaching. *Contemporary review*, 104: 379-87, September 1913.
Writer says that "nothing short of disaster and inevitable discredit and decay can attend any presentation of Christianity which involves an unreal view of nature, of the world, and history."
1556. MacOunn, John. The making of character. Some educational aspects of ethics. [6th impression.] Revised and rewritten with new chapters. New York, The Macmillan company, 1913. 262 p. 8°.

1557. **Marquis, John A.** Learning to teach from the Master teacher. Philadelphia, The Westminster press, 1913. 79 p. 12°.
A message for Sunday-school teachers, written by a teacher, presenting the pedagogy of Jesus.
1558. **Miller, James Russell.** The devotional life of the Sunday school teacher. London, T. F. Downie [1913] 110 p. front. (port.) 12°.
1559. **Wenner, George U.** Religious education and the public school. An American problem. New ed., rev. and enl., giving the action of the Federal council of the churches of Christ in America in 1912. New York, American tract society [1913] x, 191 p. 12°.

MANUAL AND VOCATIONAL TRAINING.

1560. **Borroughs, O. W.** What is vocational guidance? Pittsburgh school bulletin, 7: 1713-14, September 1913.
Divides the subject of vocational guidance into five parts: 1, The investigation of occupations; 2, The giving of vocational information; 3, Vocational guidance; 4, Placement; 5, Following up those who have been placed.
1561. **Bowder, Witt.** Education for the industrial advance of the wage earner. Education, 34: 69-77, October 1913.
Advocates an adjustment of education to meet the industrial needs of the wage earners, also to fit them for the responsibilities and benefits of industrial and political organizations.
1562. **Buxton, George Frederick and Curran, Fred Llewellyn.** Paper and cardboard construction . . . Book problems, box problems, card problems, envelope problems. [2d ed.] Peoria, Ill., The Manual arts press [1913] 191 p. illus. 8°.
Bibliography: p. 170-174.
1563. **Dietering, P.** Theoretische grundlegung zur arbeitsschule. Pädagogische studien, 34: 320-38, heft 5, 1913.
A thorough theoretical treatment of the work-school principle in modern German education. A continued article.
1564. **Erlor, Otto.** Der lehrplan der arbeitsschule. Archiv für pädagogik, 1: 661-67, numbers 11-12, 1913.
Outlines a plan of instruction based on the work-school principle from first grade up.
1565. Industrial and vocational education. Symposium. Sierra educational news, 9: 566-77, September 1913.
Contains: 1. R. O. Boone: Chapter in the vocational movement in California.—2. A. D. Dean: Vocational education.—3. G. S. Hall: Vocational guidance.—4. A. L. Williston: The need for industrial schools.—5. C. A. Bennett: Developing industrial system.—6. F. M. Leavitt: What is involved in the modern conception of industrial education.—7. B. R. Andrews: State system of household arts education.—8. Meyer Bloomfield: Some fundamentals.—9. H. T. Bailey: Commissioner and the duty.
1566. **Laselle, Mary A.** Vocational suggestions in the work and the play of young children. Home progress, 3: 89-95, October 1913.
1567. **Plaisted, Laura L.** Handwork and its place in early education. Oxford, Clarendon press, 1913. 327 p. illus. 12°.
Gives numerous illustrations of actual work done by children, in the hope of suggesting practical ideas to the reader.
1568. **Richter, Kurt E.** Commercial colleges in Germany. New York, 1913. v, 38 p. 8°.
1569. **Scherer, Heinrich.** Arbeitsschule und werkunterricht. Leipzig, O. Nemnich, 1912-13. 2 v. 8°. (Die pädagogik der gegenwart. iv bd., 1.-2. t.)
CONTENTS.—I. Grundlagen. II. Ausbau.
1570. **Small, E. O.** Vocational education. With particular reference to its development in Massachusetts. American school board journal, 47: 12-13, 55-56, October 1913.

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1571. Walker, C. Howard. Relation of industrial art to education. Art and progress, 4: 1132-39, October 1913.

A paper read at the fourth annual convention of the American federation of arts, Washington, D. C., May 15 and 16, 1913.

1572. Wilson, G. M. Vocational education in rural schools. Midland schools, 28: 12-14, September 1913.

Address delivered before the Manual training association at Des Moines.

AGRICULTURAL EDUCATION.

1573. Harbourt, S. A. The place of agriculture in the course of study. School news and practical educator, 27: 91-92, October 1913.

1574. Iowa state college of agriculture and the mechanic arts. Agricultural extension department. Teaching agriculture in rural and graded schools; by E. C. Bishop, R. K. Farrar, and M. H. Hoffman. Ames, Iowa, Schools circular no. 2, July 15, 1913. 164 p. illus. 8°.

The correlation scheme and course of study in agriculture.

1575. Lane, C. H. Progress in agricultural education, 1912. In U. S. Department of agriculture. Annual report of the Office of experiment stations for the year ended June 30, 1912. Washington, Government printing office, 1913. p. 279-332. illus.

1576. Lantis, Vernon. Some criticisms of the present method in school gardens. Nature-study review, 9: 186-90, September 1913.

"Portion of paper read before a meeting of the School garden association of America at Cleveland, December 31, 1912."

Offers three criticisms on the school gardens as they exist to-day: 1st, that only a few children are reached by the school garden movement; 2d, that the movement is not bringing about one of the chief objects for which it was said to have been instituted, namely, that of beautifying our cities; and 3d, that the interest created in the child by the school gardens as they exist at present is not permanent.

1577. Roehl, L. M. Farm mechanics. Manual training magazine, 15: 17-30, October 1913.

Advocates courses in farm mechanics in agricultural schools. Gives outline of a course of study.

HOME ECONOMICS.

1578. Arnold, Sarah Louise. President's address. Journal of home economics, 5: 317-25, October 1913.

"Delivered at the sixth annual meeting of the American home economics association, Ithaca, 1913."

Claims that if the teaching of home economics is to be of value, the teachers should aim to understand the home life of their pupils. "The children should be so taught that their homes will be more happy, more wholesome, and more efficient than their mothers' homes have been."

1579. Carver, Thomas N. Home economics from a man's point of view. Journal of home economics, 5: 291-300, October 1913.

"Presented at the sixth annual meeting of the American home economics association, Ithaca, 1913."

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 McClure's magazine, Fourth avenue and Twentieth street, New York, N. Y.
 Manual training magazine, Manual arts press, Peoria, Ill.
 Mathematics teacher, 41 North Queen street, Lancaster, Pa.
 Methodist review, 150 Fifth avenue, New York, N. Y.
 Midland schools, Des Moines, Iowa.
 Mind and body, Herold building, Milwaukee, Wis.
 Moderator topics, Lansing, Mich.
 Monatshefte für den naturwissenschaftlichen unterricht, Leipzig, Germany.
 National municipal review, North American building, Philadelphia, Pa.
 Nature-study review, Ithaca, N. Y.
 Nineteenth century, London, England.
 North Carolina high school bulletin, Chapel Hill, N. C.
 Ohio educational monthly, 55 East Main street, Columbus, Ohio.
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 Primary plans, Dansville, N. Y.
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