BIBLIOGRAPHY OF THE RELATION
OF SECONDARY SCHOOLS TO
HIGHER EDUCATION

Compiled by
RAYMOND LOWREY WALKLEY
ADDITIONAL COPIES OF THIS PUBLICATION MAY BE PROCURED FROM THE SUPERINTENDENT OF DOCUMENTS GOVERNMENT PRINTING OFFICE WASHINGTON, D.C.

AT 10 CENTS PER COPY
CONTENTS

Letter of transmittal ........................................... 5
Prefatory note .................................................... 6
I. Bibliography .................................................. 7
II. General ....................................................... 8
III. Entrance requirements ................................. 17
IV. Methods of admission .................................. 24
V. Teaching ....................................................... 31
VI. Curriculum ............................................... 32
VII. Special subjects .......................................... 36
VIII. Industrial and vocational training ............... 47
IX. Professional training .................................... 49
Index ................................................................... 51
LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., December 12, 1918.

Sir: Within recent years there has been an extensive discussion of
the relation of secondary to higher education and of the high school
to the college. With an increase in the number of high schools and
high-school students, and with the awakened desire for a greater
economy in education and more definite standards, this relation has
become still more important. That future discussions of the sub-
ject may the more certainly lead to valuable and practical results,
there is need for some comprehensive bibliography of it, such as
that transmitted herewith for publication as a bulletin of the
Bureau of Education. This bibliography was compiled by Mr.
Raymond Lowrey Walkley, of the New York State Library School,
and was completed and brought up to date by him while he was
a member of the Library Division of this bureau.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The Secretary of the Interior.
PREFATORY NOTE.

In the preparation of this bibliography the aim has been to include only discussions of the subject, and not purely formal documents and reports, such as statements of entrance requirements or recommended courses of study, except when these are arranged in comparative form, or accompanied by a valuable discussion. No attempt has been made to include material relating to particular institutions, and for this reason college, city, and State reports have not been examined.

Nearly all the material published within the past 10 years has been included; in relation to articles published before that time, care has been taken to make the list select, and only the most accessible and important of the older articles have been included. On this account recent articles are more fully annotated, especially where the title does not seem to define the scope sufficiently.

The articles are grouped by subject, and in each division the arrangement is chronological, in order to show as far as possible the historical development of interest. This brings the latest articles on the subject at the end of each division.
BIBLIOGRAPHY OF THE RELATION OF SECONDARY SCHOOLS TO HIGHER EDUCATION.

I. BIBLIOGRAPHY.


References not specific.


8. Brown, J. F. References on the function of the high school. In his American high school. 1909. p. 85-89. Includes the relations of the high school to elementary and higher schools, to the pupil, and to the state.


List of 50 articles and papers published 1908-1910.


SECONDARY SCHOOLS AND HIGHER EDUCATION.

II. GENERAL.

(1845-1889)


27. Collegiate influence upon the lower education. (Editorial.) Popular science monthly, 24: 762-6, March 1884.

Summary of existing opinions.


Includes comparative tables illustrating the character of secondary instruction in United States, France, and Prussia.


33. Harris, W. T. On the necessity of colleges to supplement the high schools. Ohio educational monthly, 37: 435-51, August 1888.


42. Ettinger, G. T. The relations and duties of colleges to their preparatory schools. In Association of colleges and preparatory schools of the Middle states and Maryland. Proceedings, 1891. p. 30-33. Also in School and college, 1: 337-42, June 1892. Each college should have its own preparatory department and require higher standards of admission.

43. Thomas, Isaac. Some ways in which colleges may help secondary schools. Academy, 7: 140-53, April 1892.

44. Atherton, G. W. How can high schools be made so uniformly efficient that their graduates may without further preparation enter college? Proposals for the Middle states. In Association of colleges and preparatory schools of the Middle states and Maryland. Proceedings, 1892. p. 10-16.

SECONDARY SCHOOLS AND HIGHER EDUCATION.


49. Association of colleges and preparatory schools of the Middle states and Maryland. Conference on college entrance requirements. Round table discussion. In its Proceedings, 1896. p. 71-105, 123-200. Discussion centers mainly around the question of age of entrance, but takes up also the topic of concerted action to secure uniformity in requirements.


52. What is the present consensus of opinion as to the most important problems in preparatory and collegiate education? In Association of colleges and preparatory schools of the Middle states and Maryland. Proceedings, 1897. p. 34-85. Also in School review, 6: 145-82, March 1898. Papers by Isaac Sharpless, comparing American and European conditions, and Julius Sachs, on teaching the classics, history, and English; discussion.


57. Clement, W. K. The northwestern state university and its preparatory school. Educational review, 17: 154-163, February 1899. Taking the preparatory schools connected with seven state universities, paper describes their effect on secondary education and the college entrance requirements of each.

58. Lange, A. F. Should the university be the central authority in a unified school system? California university chronicle, 2: 180-89, August 1899. Suggests a central administrative board for the unified school system.


GENERAL.


Both school and college are responsible, but the solution rests in larger measure with the colleges.


Plan for the abolition of the preparatory departments connected with the southern colleges.

(1900-1904.)


70. Thurber, G. H. The articulation of the secondary with the higher schools. Pedagogical seminary, 8: 382-89, September 1901.


A general view of efforts being made to improve conditions.


The mutual relations of college, high school, and pupils, to give satisfactory training to those who do not go to college as well as to those who do.


Should offer a liberal education which should be accepted by colleges.


The bonds of union between college and high schools.


Discusses: length of course; university influence upon the teaching below; moral influence of universities.


It has sprung up mechanically to enforce the accepted college entrance scheme, is not a part of the coherent system, and its courses are neither cultural nor disciplinary.


Compares the training given by the college with that of the secondary school and that of the university.


Topics: a continuous system of public instruction; the schools and the college; accrediting system; school and college associations; Committee of ten; elective system; college entrance requirements.


How best to define the part of each and to bring about cooperation.


Names five points in which there is great waste in preparation for college, p. 79-88.

90. Benton, O. W. Since high schools are costing so much what can colleges do to assist them in meeting the demands of the public? In North Central association of colleges and secondary schools. Proceedings, 1906. p. 46-64.
98. Allen, J. E. For close relations between secondary schools and colleges. West Virginia educator, 25, 5-6, May 1908.
101. McAndrew, William. Where the high school fails. World's work, 16: 1064-81, September 1908. "How college influences and the striving to produce the superhuman have hurt secondary education..."
SECONDARY SCHOOLS AND HIGHER EDUCATION.


GENERAL

(1910-1911)


134. Jagger, Thomas A. The duty of New England at the present time, with reference to the endowed colleges and the public schools. Education, 31: 289-301, January 1911. Advantages which the proposed "Massachusetts college" would bring to the educational system.

135. Bagley, W. C. Entrance requirements and "college domination" as sources of motivation in high school work. School review, 19: 73-84, February 1911. Entrance requirements may function as motives, but they should be subsidiary, and the aim should be primarily to realize the intrinsic values which the subject matter possesses.

136. Holmes, W. H. How the College entrance certificate board can help the high school. Education, 31: 567-77, May 1911. Thinks colleges should have school inspection, a more uniform course for freshmen, and a method of recommending graduates as teachers in high schools.

137. Meiklejohn, Alexander. What constitutes preparation for college? the college view. Education, 31: 578-84, May 1911. Believes the aim of the college is fundamentally intellectual and the high school graduate should come to it with this attitude.

Preparation for life should be accepted as preparation for college, and the college courses altered to suit.


Field and function of education in the high school, definition of a well-planned high school course, reasons for its adoption as the basis of college admission.


The university as adviser of the school.

144. Fletcher, T. The articulation of the high school with the elementary school and with the college. In Southern educational association. Journal of proceedings and addresses, 1911. p. 467-78.

145. Kirkendall, F. C. How can the college help the high school? In Ohio college association. Transactions, 1911. p. 56-68.

146. Hughes, R. M. How can the high school help the college? In Ohio college association. Transactions, 1911. p. 69-75.

147. What can the colleges do to encourage more thorough work in fundamental subjects in the schools? In Association of colleges and preparatory schools of the Middle states and Maryland. Proceedings, 1911. p. 12-29.

Two papers: Isaac Sharpless thinks college officials can only demand reasonable fitness of the schools if they grant the latter's demands; W. H. Maxwell says colleges should prepare their graduates better for teaching and give more comprehensive examinations to prevent cramming.


Should the cultural course be modified to a course which leads to efficiency in our industrial life?

149. Ellis, Alston. The articulation of the high school and the college. Ohio teacher, 32: 295-300, February 1912.


A defense of the college in answer to those who complain of its ideals of intellectual attainment because they are too impracticable.


Changing conditions seem to point toward a modification of the curriculum and entrance requirements of the small college.

152. Stratton, Clarence. How can the university be of more help to the secondary school? English journal, 1: 482-87, October 1912.

III. ENTRANCE REQUIREMENTS.

   - Discussion of the report of the N. E. A. committee of 1911, by representatives of college and secondary schools.

   - Discussion, p. 477-86.
   - Certain points which the college can learn from the high school.

   - Followed by statements of opinion regarding the report of the previous year, with mention of some changes made by different institutions as a result.

   - Exchange of visits between high school and college teachers would make them more appreciative of each other's point of view.

   - The function and part of each in the educational system.

   - The function and part of each in the educational system.

   - Includes "a study of the changing relationships between colleges and secondary schools...the effects of the amount and quality of preparatory work required by the colleges upon secondary instruction, the effects of the report of the committee of ten...the contribution of modern psychology to the solution of the problem."


   - Discusses the duplication of work of the different parts of the educational system.

III. ENTRANCE REQUIREMENTS.

163. Harrington, K. P. "Some things that our colleges may justly demand of the preparatory schools," School and college, 1: 257-60, May 1892.

   - (Regents' bulletin no. 32.) Also in its Annual report of the Regents, 1895. v. 2, p. 787-829.
   - "Take up separately English, mathematics, the sciences, Latin, Greek and modern languages."


   - "How to surmount the difficulties involved in the problem."

   - Tabular statement of entrance requirements of 67 representative institutions, followed by a full summary of the requirements in French, German, Greek, history, Latin, mathematics and science.
SECONDARY SCHOOLS AND HIGHER EDUCATION.


183. Merrifield, Webster, and Tight, W. G. Basing entrance requirements on a fixed number of recitation periods of a given length per year, instead of upon a fixed number of courses. In National association of state universities. Transactions and proceedings, 1907. p. 168-90.
ENTRANCE REQUIREMENTS.


SECONDARY SCHOOLS AND HIGHER EDUCATION.


209. Mulford, R. J. Disatisfaction with the present college entrance requirements. Outlook, 105: 49-50, September 6, 1913.

210. College entrance requirements as set forth by the several institutions representing the Ohio college association. Wooster, O., University of Wooster, 1913. 33 p. 8°.

TABLES.


ENTRANCE REQUIREMENTS.


217 Carnegie foundation for the advancement of teaching. Admission of conditioned and of special students. In its Annual report, 1908. p. 107-33.

218 Carnegie foundation for the advancement of teaching. Progress toward a better adjustment between the college and the secondary school. In its Annual report, 1911. p. 60-60.


UNIFORMITY.


222 Conclusions as to uniform college entrance requirements, reached by the conferences held at Columbia college, February, 1896. In Educational review, 11: 494-500, May 1896.


224 Forbes, B. A. The desirability of so federating the North Central colleges and universities as to secure essentially uniform or at least equivalent entrance requirements. In North Central association of colleges and secondary schools. Proceedings, 1901. p. 11-21.


228 Kirtland, J. C. Defects of college entrance requirements. Nation, 85: 372-73, October 24, 1907.

229 Foster, W. T. The movement for uniformity in college requirements. Nation, 87: 571-72, December 10, 1908.


Survey showing origin and progress of the movement.
22 SECONDARY SCHOOLS AND HIGHER EDUCATION.

STANDARDS.


234. Moore, F. W. The equalization of the requirements for admission into the different courses leading to the first collegiate degree. In Association of colleges and preparatory schools of the Southern states. Proceedings, 1901. p. 46-43. Also in School review, 10: 217-23, March 1902. Requirements should be made rigid and accepted students only on the same terms, not take in many for the sake of numbers.


237. Stewart, J. S. The high school population of the South and a plan for the correlation of the high schools and the higher institutions. In Association of colleges and preparatory schools of the Southern states. Proceedings, 1906. p. 13-22. Recommends the adoption of a unit system with a definite number of units.

238. Bowman, C. G. College entrance requirements in theory and practice. Independent, 86: 183-86, January 21, 1909. Admission of conditioned students shows that the standards of most colleges are really not so high as the formal statements of requirements represent.

239. Foster, W. T. Our democratic American colleges. Nation, 88: 324-26, April 1, 1909. Admission of candidates who have not met all the requirements is one cause of the alleged inefficiency of the colleges.

240. Foster, W. T. The American college on trial. School review, 17: 330-40, May 1909. The real reason for the inefficiency of colleges is that they admit unprepared students merely to get greater numbers.

241. Baker, J. H. What influence should the Carnegie foundation have on entrance requirements for state universities? In National association of state universities. Transactions and proceedings, 1909. p. 54-58. It should help to standardize them and at the same time make them more flexible and adaptable.


ENTRANCE REQUIREMENTS.

QUANTITY.


258. Owen, W. B. What the colleges can do. (Editorial.) School review, 18: 353-60, May 1910. Relief measures to reduce the pressure of the colleges on the secondary schools.

IV. METHODS OF ADMISSION.


281. Hart, J. M. Regents' diplomas and school certificates in English. School review, 1: 24-45, January 1893. Sums up the results of questions asked of freshmen at Cornell, showing the 'certified' students much inferior to the 'examined' students.


292. MacLean, G. E. Which is better: the western plan of admitting students to colleges and universities by certificates from duly inspected secondary schools, or the eastern method of admitting only by examinations conducted by representative boards or otherwise? In National education association. Journal of proceedings and addresses, 1905. p. 501-10. Discussion, p. 510-2. Also in Science, n.s. 22: 187-85, August 11, 1905. Statement of facts and arguments showing the lines of evolution of the different systems.


To establish a common national administration to coordinate the examining, certificate, and accrediting systems.


Plans for state inspection.


Suggests a combination of the certificate and examination methods.


To establish a common national administration to coordinate the examining, certificate, and accrediting systems.


Outlines a plan for introducing the human element by means of personal interview.

280. The state superintendent vs. the state university; a far-reaching educational measure before the state legislature. Wisconsin journal of education, 41: 234-35, September 1910.

Bill providing for the admission of high school graduates to the university.


Improved conditions in secondary schools have made certification possible. Why not do away with inspection?


Historical and descriptive account.


Writer believes those arrangements best which are clearly most native to the conditions they are called upon to meet, and says the day has passed when any college can set itself up as a standard to which all others must conform.


Arguments against the introduction of a new system which will result in renewed confusion.


Comparative study, with tables showing high school and university marks of 120 liberal arts students in the State university.

SECONDARY SCHOOLS AND HIGHER EDUCATION.

EXAMINATIONS.


300. College entrance examination board of the Middle states and Maryland. Plan of organization and a statement of subjects in which examinations are proposed; adopted May 12, 1900. n. p. 1900. 38 p. 8°.


305. Discussion of the report in the Proceedings, 1901. p. 3-44; in abbreviated form in School review, 8: 583-92, December 1900.
METHODS OF ADMISSION.


CERTIFICATION.


SECONDARY SCHOOLS AND HIGHER EDUCATION.

Made up mainly of statements from the annual catalogs of universities and colleges, concerning the conditions under which schools are accredited or approved and students admitted.

Argues against the system.

The system would be ideal if the colleges would cooperate.

Statement of the problem of satisfying entrance requirements, and how it has been worked out.

Advantages and disadvantages of the system as seen by experience.

Topics: New England college entrance certificate board; accrediting systems of different schools; list of institutions admitting students on certificate.

Favorable results of this practice at Cornell shown by statistics.

Why the Board has failed to accomplish its purpose and how conditions may be improved.

Advantages and disadvantages of the work of the Board.

Advantages and disadvantages of the work of the Board.

Existing conditions do not secure articulation between the high schools and the colleges.


Contains: syllabus for discussion; bibliography; excerpts from letters on advantages and disadvantages of system; blanks used by different colleges; standards of admission, etc.

Provisions which should form a place in any strict and carefully guarded system of certification.

335. International commission on the teaching of mathematics. Entrance to college by certification. In Examinations in mathematics other than those set by the teacher. 1911. p. 50-60. (U. S. Bureau of education. Bulletin, 1911, no. 5.)
History and results of the system, without special reference to mathematics.
METHODS OF ADMISSION.


300. Henderson, J. L. Admission to college by certificate. New York, Columbia University, Teachers college, 1912. 172 p. 8°. (Teachers college. Contributions, no. 50.)


SECONDARY SCHOOLS

V. TE.

372. Harris, E. L. The development of the secondary school. Power rather than supply of information as far as the end of sophomore year. The development of the secondary school. Power rather than supply of information as far as the end of sophomore year. 286-91, May 1897.


374 Hadley, A. T. The meaning and review, 10: 729-41, December 1901.


376 Briggs, L. R. Discipline in... 190. p. 137-79.


378 Aley, R. J. The college versus the high school. Emphasize the need of closer union in.

379 Fletcher, M. J. High school on... New York (State) University. p. 102-11. (Education department Compare personal supervision in college.

380 Leonard, H. C. What the high school needs. Education, 27: 281-87, January 1901. They should insist on correct habits of thought and knowledge.

381 The influence of the present method in the secondary school. In Assoc. the Middle states and Maryland. Papers by T. M. Ball and G. E. My April 1908.

382 Dearborn, W. F. The relative status of the university. Madison, University (Bulletin of the University, no. 312 Based on a detailed study made at the University.


386 Dearborn, W. F. School and university, 1910. 59 p. tables. 12th school series, no. 9.) Based on a study of grades in elementary.


Papers by David F. Smith and J. R. Kirk.
AND HIGHER EDUCATION.

TEACHING.

The powers of a pupil. School review, 5:

Should be the aim in secondary schools and colleges.

Larner of English. Educational methods.

Stages of high school and college teaching.

Purpose of secondary education. School.

Secondary school and college. In Illinois.


School and college. In his Routine and ideals.

High-school curriculum as preparation for a sort of training which makes for the best normal.

Education association. Journal of proceedings.

Discussion, p. 53-3.


Methods.

Organization and the individual student. In.


(p. 384.)

High and high school.

Schools should do to fit students for college.

Thought and study which will assure the requisite amount.

Methods of graduate instruction upon the teaching.

Association of colleges and preparatory schools of.


Standing of pupils in the high school and in the University of Wisconsin, 1909. 44 p. tables. 12°.

University of Wisconsin.

Secondary and secondary education through teaching.


p. 44-46.

Professional training of teachers for secondary.

Association. Journal of proceedings and addresses in Western journal of education, 3: 1-12, Jan-

Primary and secondary education through teaching.


p. 44-46.

University grades. Madison, University of Wis-

consin. (Bulletin of the university, no. 388. High

high and high schools and university.

Teacher for normal-school training. In National.

Proceedings and addresses, 1911. p. 44-46.
SECONDARY SCHOOLS AND HIGHER EDUCATION.


VI. CURRICULUM.


391. Coy, E. G. How far is it advisable for high schools and academies to undertake the advanced requirements in French and German as a substitute for the advanced requirements in Latin, Greek, and mathematics for admission to college? In New England association of colleges and preparatory schools. Proceedings, 1890. p. 3-11. Discussion, p. 52-62. Also in Academy, 5: 399-407, November 1890.

392. Bancroft, C. F. F. The service rendered by the secondary school. In American institute of instruction. Annual meeting, 1891. p. 58-74. Discussion, p. 74-79. "How can courses be devised which shall meet at once the wants of pupils soon to be plunged into the distractions and responsibilities of their vocations, and of the other and smaller number who have before them the prospect of long courses of further training?"


394. Hawes, E. S. The place of work preparatory for college in relation to other work in secondary schools. Academy, 7: 133-66, April 1892.

395. Carman, G. N. The course of study in secondary schools. In National education association. Journal of proceedings and addresses, 1893. p. 193-96. "Is there a course of study which is at the same time the best preparation for life and for college?"


400. Sachs, Julius. The report of the Committee of ten from the point of view of the college preparatory school. Educational review, 8: 75-83, June 1894. An appreciative article.
CURRICULUM.


404. Thurber, Samuel. Rigid courses versus optional studies. School review, 3: 206-11, April 1895. Colleges should modify their requirements to meet conditions in secondary schools.


406. Schaeffer, C. A. How far should the college determine the course in the high school, and how far should the high school determine the course in the college? In Iowa state teachers' association. Proceedings, 1895-96. p. 81-84. Discussion, p. 84-90.


410. Green, J. M. Are there studies that, as constants, should be pursued to some measure in every course in the secondary schools, and in the freshman and sophomore years of the college? If so, which are these constants, and what should be the minimum requirement in each of these six years? In National education association. Journal of proceedings and addresses, 1898. p. 702-7.

411. Hinckley, J. A. Principles underlying the making of courses of study for secondary schools stated from the point of view of the university. School review, 6: 606-14, October 1898.

412. Sachs, Julius. Position of the preparatory schools in the present educational movement. In Association of colleges and preparatory schools of the Middle states and Maryland. Proceedings, 1896. p. 106-31. Discusses college requirements for an elective program upon the secondary schools; this curriculum might be simplified if the colleges would cooperate.

413. Jones, B. F. The relations of school and college. Educational review, 18: 467-78, December 1899. Discusses the character of college work as it should be determined by the age and ability of entering students.
414. Morrison, G. B. Do our high schools prepare for college and for life, in accordance with the present requirements of both? In National education association. Journal of proceedings and addressess, 1899, p. 603-10.

An argument for the negative.


Based chiefly on experience with Harvard requirements at Exeter. Discussion, p. 458-71.


Summary of existing conditions based on specific facts.

420. Reports of committees on shortening the college course. School review, 12: 15-28, January 1904. Reports on extending the work of the secondary school, from the standpoint of the elementary school, the high school and the college, made to the Conference of high schools affiliated with the University of Chicago.

421. Liddell, Frederick. The extension of the high-school course. School review, 12: 635-47, October 1904. A six-year course would make elementary, secondary and higher education independent and yet so coordinated that one might drop out at any point and yet still qualify, or pass through the university.

422. Brown, J. S. Present development of secondary schools according to the proposed plan. School review, 13: 15-18, January 1905. On the extension of the high school course to include the first two years of college work.


Traditional college specifications of subjects are impertinent; the high school graduate trained in the conduct of life is also fitted for college.


Pleas for greater flexibility in the high-school course of study.


A few fundamental subjects taught by competent teachers and studied by pupils until mastered would result in character and preparation for higher training.


The prevailing tendency necessitates a reconstruction of the course of study, regrouping all the courses under vocational heads.

437. McLane, C. L. The junior college, or upward extension of the high school. School review, 21: 161-70, March 1913.

How the high school meets the requirements for advanced training in California.

ELECTIVES.


Followed (p. 424-55) by papers on the subject of electives in secondary schools, from different points of view, by Samuel Thurber, John Tetlow, C. W. Eliot, and O. H. Martin.


A protest against restricting the number and kind of studies in secondary schools and the first two years of college.


Test of experience shows the good results of the elective system.


Describe the elective system in the Denver schools allowing for college requirements.


Favorable arguments.


The high school is the school of the people, and the college should not make it suffer.
SECONDARY SCHOOLS AND HIGHER EDUCATION.


VII. SPECIAL SUBJECTS.

ENGLISH.

(1890-1904.)


452. Wright, O. B. What the college has a right to expect in English from the high school. Academy, 5: 467-73, December 1890.


SPECIAL SUBJECTS.

Appears in expanded form in Examination bulletin no. 13 of the University of the State of New York, June, 1897, p. 333-94.
Emphasizes the diversity of opinion among colleges.

461. Henneman, J. B. The national conference on uniform entrance requirements in English. University of Tennessee record, p. 84-88, January 1898.

Recommendations that greater attention be paid to composition, with extensive, rather than intensive study of prescribed classics.

Discussion of the N. E. A. report.

464. Van Slyck, F. G. N. Working conditions in the high school with regard to college requirements in English. School review, 9: 315-21, May 1901.
Conditions which make it difficult for the high school to satisfy the demands of the college.

"Thandles of the subject."


Papers by E. F. Hale, Jr., and Mrs. L. B. Saunders, followed by discussion.


Criticizes College board requirements, with suggestions as to the best way of making the most of them and giving all possible to the students.
Summary of opinions of secondary schools regarding the papers of the College entrance examination board.

477. Hanson, C. L. Recommendations of the Committee on college entrance requirements in English. School review, 12: 339-47, May 1904.
Presented to the New England association of teachers of English.


Requirements make for pedantic methods of teaching which do not lead to an appreciation of the literary quality.

A plea for more recreation and less drill in the books prescribed by the colleges.

Conclusions drawn from frank replies to questions asked of pupils at Lewis Institute, Chicago.

Review of 25 years progress, resulting in the formation of the conference for recommending requirements.

Abstract of the conclusions reached.

Criticism of the prescribed list of books.


By setting undue value on certain types of knowledge, the colleges prevent the proper teaching and appreciation of literature in secondary schools.

More conferences between colleges and preparatory schools would soon make a better understanding of the requirements.


490. Tanne, G. W. Report of the committee appointed by the English conference to inquire into the teaching of English in the high schools of the Middle West. School review, 16: 92-45, January 1907.
Based upon a study of the schools in conference with the University of Chicago.

Proposes a "change in attitude from insistence upon petty detail to a broader conception of the real purpose of the examination test."
SPECIAL SUBJECTS.

39


Nelson, W. A. What the college has a right to expect of the schools in English. School review, 16: 75-77, February 1908.

Pearson, H. O. Historical sketch of the joint or national conference on entrance requirements in English, with special reference to the conference of 1908. School review, 16: 646-59, December 1908.


Scott, F. E. What the West wants in preparatory English. School review, 17: 10-20, January 1909.

Pearson, H. O. Historical sketch of the joint or national conference on entrance requirements in English, with special reference to the conference of 1908. School review, 16: 646-59, December 1908.


College entrance requirements in English. Educational review, 37: 426-29, April 1909. Contains the report of the Conference on uniform entrance requirements, with editorial comments.


A plea for a test in reading aloud.


Papers by C. G. Child, T. C. Mitchell, and discussion.


Papers by W. F. Cross, B. N. Drury, E. F. Garrigues, and discussion.


Perry, F. M. A consideration of proposed changes in college entrance requirements in English. Educational review, 38: 194-98, February 1910.


Linn, J. W. What the university expects of high-school students in English. School review, 19: 96-102, February 1911.


Hoste, J. F. College entrance requirements in English and the high school course. Boston, Houghton [1912.] 18 p. 12". (English problems, no. 2.)

Types: Unsatisfactory relations of college and secondary schools, history of the English requirement; progress as to the solution.

The influence of the uniform entrance requirements in English. A brief chapter of educational history, together with a summary of the facts so far obtained by a committee of the National education association. English journal, 1: 95-121, February 1912.

* Includes the latest report of the National conferences on uniform entrance requirements in English. Selected references, pp. 118-21.
Results of tests showing the misinformation and lack of knowledge of English literature with which students enter college.

Summary of answers received from over 700 persons (chiefly high school teachers) with conclusions.


First article in November, 1912 number by H. S. Hughes.

Papers by F. P. Graham, from the viewpoint of the high school, and Elizabeth A. Colton, from the point of view of the college, read at the North Carolina high school conference, May 1913.


MODERN LANGUAGES.


Arguments for the affirmative. Discussed by H. S. White, p. 59-61.

Considered especially as a substitute for Greek and Latin.

Recommendations of preparatory requirements in French and German. Part of the N. E. A. report on college entrance requirements.

Discussion of the N. E. A. report.


Papers by Julius Sodle, T. F. Crane, and W. U. Ireland.


527. Young, W. H. Is modern language teaching a failure? School review, 16: 258-64, April 1908. Based on a study of the records of the College entrance examination board, comparing the modern languages and the classics.


530. Kennedy, Joseph. College entrance requirements in foreign languages. American education, 1: 494-99, March 1910. "Languages other than English should take their place among other electives for college entrance."


CLASSICS.


SECONDARY SCHOOLS AND HIGHER EDUCATION.


543. Main, J. R. Latin for admission to college. School review, 16: 453-58, September 1908.


HISTORY.


553. Hart, J. B. College entrance requirements in history. Educational review, 10: 3-29, December 1895.


A plan for the study of general history in high schools.
SPECIAL SUBJECTS.


SECONDARY SCHOOLS AND HIGHER EDUCATION.


PHYSICS AND CHEMISTRY.


595. Geesling, H. L. Correlation of high school and college chemistry from the high school point of view. School science and mathematics, 12: 476-85, June 1912.

OTHER SCIENCES.


SECONDARY SCHOOLS AND HIGHER EDUCATION.


INDUSTRIAL AND VOCATIONAL TRAINING.

OTHER STUDIES.


620. Sargent, D. A. The place for physical training in the school and college curriculum. American physical education review, 5: 1-17, March 1900.


VIII. INDUSTRIAL AND VOCATIONAL TRAINING.


SECONDARY SCHOOLS AND HIGHER EDUCATION.


634. Butler, Nathaniel. The aim in the high school—the development of the many-sided interest, or special preparation for life? School review, 14: 133-41, February 1906. Keep special preparation out of the high school; the university must concern itself with training for vocation.


639. Twiggs, P. J. What should be done to encourage college education beyond the commercial course in high schools? In National education association. Journal of proceedings and addresses, 1908. p. 891-94. College entrance credit should be given for the commercial course in high schools.


643. Townsend, E. J. The status of the high school and its relation to colleges and universities. In National education association. Journal of proceedings and addresses, 1909. p. 794-99. The curriculum should give each boy at every stage of his development a preparation for the maximum efficiency in life, and those studies which contribute to that end should constitute the best preparation for college work.


653. Shall industrial or vocational subjects be accepted for admission to college? In Association of college and preparatory schools of the Middle states and Maryland. Proceedings, 1911, p. 49-66.


IX. PROFESSIONAL TRAINING.


663. Nightingale, A. F. The tendency of students to omit the college course that they may enter professional schools direct from the secondary schools. School review, 5: 73-83, February 1897. Author thinks the entrance to the professional schools is too easy.


667. Reber, George. Preparation for life and preparation for college. In Michigan high schoolmasters' club. Journal, 1902, p. 1-8. Professional studies have a place only as they are reconcilable with the more vital concern of culture.


INDEX OF AUTHORS AND SUBJECTS.

The figures refer to title number, not to page. Italics denote subjects about which articles or books are written.

Abbott, Allan, 496.
Alcorn, Daniel Webster, 507.
Accrediting system, 344-571.
Agricultural education, 600, 645, 646, 647, 651, 652, 654, 660.
Aiken, W. E., 506.
Avery, Robert Judson, 143, 192, 378, 381.
Allen, James E., 98.
Amen, Harlan Page, 915.
American historical association, 172, 557, 558.
American mathematical society, 172.
Angell, James Burrill, 32.
Anthropology, 622.
Armstrong, J. L., 72.
Association of colleges and preparatory schools of the Middle states and Maryland, 49, 457, 458.
Association of colleges and preparatory schools of the Southern states, 223, 225, 243, 333.
Atherso, George W., 44.
Atkinson, George Francis, 604.
Babbitt, Eugene H., 176.
Babcock, Ernest B., 651.
Bacon, William, 471.
Bailey, Henry Turner, 619, 628.
Baker, Franklin Thomas, 13, 817.
Baker, Thomas Stockham, 97.
Ballantine, William Gay, 449.
Balliet, Thomas Minard, 76, 381.
Bancroft, Cecil Franklin Patch, 19, 229, 392, 398.
Barnard, Frederick A. P., 15.
Barrow, Charles Heyward, 334, 340.
Batty, E. J., 305.
Beal, J. H., 666.
Bechdolt, A. F., 36.
Beers, Henry Augustus, 454.
Beers, L. W., 126.
Benedict, George Wyllie, 486.
Bennett, Charles A., 621.
Benton, George W., 90, 193.
Bergen, Joseph Young, 372, 399.
Betz, William, 574.
Bevier, Isabel, 655.
Bigelow, Maurice Alpheus, 611.
Biology, 618.
Birds, Clarence Frank, 92.
Bishop, David Horn, 256.
Bishop, John Remsen, 539.
Black, N. Henry, 501.
Bledsoe, A. B., 38.
Bolton, Frederick Elmer, 359.
Boone, Richard Gause, 416.
Botany, 599, 600, 608, 613.
Bouton, Eugene, 478.
Bowdoin college, 297.
Bowers, Frederick Thomas, 138.
Bowles, Ralph N., 476.
Bowman, John Gabbert, 216, 238, 284.
Boynton, Frank David, 158.
Bradley, John Edwin, 399.
Brandt, Hermann Carl George, 519.
Brooks, Eugene Clyde, 339.
Brooks, Stratton Duluth, 348, 464.
Brooks, Edwin Cornelia, 4, 178.
Brown, Charles A., 434.
Brown, Elmer Ellsworth, 10, 77, 84, 130.
Brown, Emily F., 227.
SECONDARY SCHOOLS AND HIGHER EDUCATION.

Booie, James Stanley, 187, 422.
Brown, John Franklin, 8, 112, 351.
Brown, Henry, 645.
Brownson, Charles Edward, 283.
Buchanan, John T., 536.
Buchner, Ediard Franklin, 89, 113.
Burnett, E. A., 645.
Burns, George S., 45.
Business education. See Commercial education.
Butler, Nathaniel, 376, 634.
Butler, Nicholas Murray, 34, 53, 184, 279, 296, 298.
Butts, William Henry, 403.
Caldwell, Otis William, 141, 613.
California University, 345, 349.
Canfield, Arthur Graves, 93.
Canaan, George Noble, 352, 395, 450.
Carnagey, J. A., 3.
Carpenter, George Rice, 13, 517.
Cary, Charles Preston, 724, 355.
Certificating system, 316-343; bibliography, 11, 12.
Chadsey, Charles Ernest, 433.
Chase, Wayland J., 73.
Chemistry and physics, 577-595.
Child, Clarence Griffin, 501.
Chubb, Percival, 504.
Churchman, Philip H., 278.
Civics, 625. See also History.
Clark, Arthur Bridgman, 629.
Clark, Thomas Arkle, 238.
Clarke, Samuel F., 596.
Classics, 532-550.
Clement, Willard K., 57.
Coates, Charles Edward, 85.
Cofer, E. L., 383.
Cohn, Adolphe, 523.
Colby, June Rose, 470.
Collar, William Goe, 281.
College entrance examination board, 270, 284, 298, 300, 304, 310, 311, 313.
Learning English, 476; modern languages, 627; classics, 538; physics, 587, 589, 591.
College entrance requirements. See Entrance requirements.
Colton, Elizabeth Avery, 618.
Colton, Elizabeth Avery, 618.
Commercial education, 632, 638, 637, 639, 641, 644, 648, 656, 658.
Commission of colleges in New England on admission examinations, 534.
Committee of ten, 396-402, 407, 423; bibliography, 1.
Composition. See English, 451-517.
Cook, Webster, 94.
Cooper, O. H., 40.
Cooper, R. P., 132.
Corwin, Robert Nelson, 205.
Coulter, John M., 168.
Course of study, 390-437; electives, 438-450.
Cov., E. G., 391.
Coy, Eliab Washburn, 31.
Craig, John B., 155.
Crane, T. F., 524.
Crawshaw, F. B., 639.
Creswell, William Henry, 606.
Creswell, Bolling H., 573.
Crosby, Dick J., 647.
Cross, Wilbur F., 502.
Crosley, F. B., 672.
Curriculum, 390-437; electives, 438-450.
Dabney, Charles William, 361.
Davenport, Charles B., 403.
Davis, Booth Colwell, 322.
Davis, C. O., 219.
Davis, H. N., 204.
Davis, Nathaniel Fredch, 329.
Davis, William Morris, 568.
Dean, Arthur Davis, 653.
Dearborn, Walter Fenn, 382, 386.
De Forest, Frederick M., 546.
De Garmo, Charles, 79.
Denney, C. C., 385.
Denney, Joseph Villars, 462.
Dennis, Charles B., Jr., 190.
Denny, George Hutchinson, 235.
Dexter, Edwin Grant, 268, 351.
Dimm, Jr., 24.
Domestic science, 655.
Douay, G., 529.
Draper, Andrew Sloan, 80.
Drawing, 618, 619, 621, 627, 629.
Drury, Joratio N., 562.
Dunn, A. H., 367.
Edmands, Moses Grant, 39.
Edison, H. K., 17.
Electives, 438-450.
Elliot, Charles William, 35, 46, 165, 225, 396, 438. See also Committee of ten.
INDEX.

Elliff, J. D., 343.
Ellen, Avelon, 499.
English, 451-517; bibliography, 13, 510.
Ensign, Forrest C., 354, 364.
Entrance requirements, 163-255; bibliography, 4, 7; quantity, 245-259; standards, 231-244; tables, 211-219; uniformity, 220-230.
Erskine, John, 119.
Ettinger, George Taylor, 42.
Evans, Charles W., 64.
Evans, Mae J., 472.
Examinations, 290-315.
Farnsworth, Charles Hubert, 630.
Farrand, Wilson, 74, 221, 248, 251, 252, 255, 310, 456, 569.
Fenley, David, 377, 387.
Fernald, George Bancroft, 500.
Ferris, 648.
Fiske, Thomas Scott, 314.
Fleming, Walter Lynwood, 199.
Fletcher, Milton J., 379.
Fletcher, Toms, 144.
Flexner, Abraham, 82, 102, 308, 673.
Forbes, Charles Henry, 203.
Forbes, Stephen Alfred, 224.
Foster, William Trufant, 229, 239, 240, 328, 484, 627.
Fowler, Henry Thatcher, 203.
French, John S., 568.
French. See Modern languages, 518-531.
Fryer, John, 186.
Fullerton, George Stuart, 321.
Fulton, Robert Burwell, 346.
Gadby, Herbert H., 319.
Gaines, Frank Henry, 243.
Ganong, William Francis, 608.
Gardiner, J. H., 111.
Garrigues, Ellen F., 502.
Geer, William C., 582.
Geoghegan, H. L., 586.
Geisinger, J. B., 110.
German. See Modern languages, 518-531.
Gilbert, Charles Bretanah, 69.
Given, E. W., 319.
Goebel, Julius, 347.
Gooch, W. D., 287.
Goodwin, E. J., 318, 509, 568.
Graham, A. B., 646.
Graham, Frank P., 516.
Grahame, John, 104.
Grandgent, Charles Hall, 520.
Greek, 533-43.
Green, James Monroe, 410.
Greene, C. W., 584, 585.
Hadley, Arthur Twining, 302, 303, 374.
Hale, Edward Everett, jr., 467.
Hale, William Gardner, 548.
Hall, Eunice Herbert, 294, 577, 588.
Hall, Granville Stanley, 417, 423.
Hammond, Charles, 14, 15.
Hand, William Harvey, 128.
Hanson, Charles Lane, 477.
Hanus, Paul Henry, 68, 263, 447.
Hart, Albert Bushnell, 553.
Hart, James Morgan, 261, 356, 456.
Harvey, N. A., 648.
Hash, Mary E., 313.
Hawse, E. S., 594.
Hawke, Herbert Edwin, 571.
Hedrick, Earle Raymond, 567.
Henderson, Joseph Lindsay, 12, 338, 341, 392.
Henneman, John Bell, 226, 481.
Henry, W. E., 459.
Herrick, Cheesman Abiah, 368, 635.
Hewlett, Waterman Thomas, 29.
Heyrick, Benjamin A., 119, 496.
High school teachers' association of New York city, 143.
Hill, Albert Ross, 87, 115, 177, 191.
Hill, F. A., 393.
Hinsdale, Burke Aaron, 264.
History, 551-662.
Hitchcock, Alfred Marshall, 373.
Hodgman, Thomas Morey, 161.
Hodson, Fred, 942.
Hogue, Addison, 65.
Holgate, Thomas Franklin, 238.
Hollins, Ira Nelson, 631.
Holms, Henry W., 635.
Holmes, W. H., 138, 204.
SECONDARY SCHOOLS AND HIGHER EDUCATION.

Home economics, 655.
Hooper, George H., 836.
Hopkins, Annette B., 515.
Hopkins, Isaac, 32.
Hopkins, Thomas Cramer, 617.
Horse, James Fleming, 508, 509, 512, 513, 514.
Huddleston, Mabel Parker, 201.
Hughes, Helen Sard, 511.
Hughes, R. M., 146.
Huling, Ray Greene, 47, 83.
Hunter, Thomas, 299.
Huntington, H. B., 294.
Hyde, William DeWitt, 83.
Indiana. Town and city superintendents' association, 3.
Industrial and vocational training, 631-640.
Inglis, Alexander James, 140.
International commission on the teaching of mathematics, 335, 575.
Ireland, F. G., 319.
Jaggar, Thomas Augustus, 134.
Jee, Richard Hardy, 48, 62.
Johnson, Elizabeth Forrest, 277.
Johnson, J. W., 37.
Johnson, John W., 589.
Jones, R. M., 180.
Jones, Richard D., 400.
Jones, Richard Watson, 223.
Jones, Robert Ellis, 413.
Jordan, David Starr, 431.
Jordan, Mary A., 483.
Jordan, Thomas Wilden, 323.
Judd, Charles Hubbard, 300, 363.
Judson, Harry Pratt, 264, 624.
Kayser, Carl F., 525.
Keep, Robert Porter, 318, 532.
Kelsey, Francis Willey, 671.
Kennedy, David A., 180, 292.
Kennedy, Joseph, 530.
Kent, Charles William, 186, 474.
Keyes, Charles Henry, 173.
King, Henry Churchhill, 624.
Kingsbury, Joseph Thomas, 658.
Kingsley, Clarence Darwin, 207, 287.
Kirk, John B., 587.
Kirkendall, F. O., 140.
Kirkland, James Hampton, 85, 181.
Knapp, Charles, 644.
Kyes, Kathryn B., 615.
Laguna, Theodore de, 635.
Lane, C. H., 660.
Lange, Alexis Frederick, 58, 120.
Languages. See Modern languages, 518-31; Classics, 532-50.
Larned, Charles William, 100.
Learned, Henry Barrett, 659.
Lee, Edwin, 110.
Le Fevre, Arthur, 143.
Legal education, 661-75.
Leonard, Howard C., 380.
Lewis, William Dodge, 111.
Liddell, Frederick, 421.
Lilly, J. C., 427.
Linn, James Weber, 507.
Literature. See English, 451-517.
Lloyd, Francis Ernest, 611.
Locke, George Herbert, 5.
Lodge, Gonzales, 544.
Lough, James Edwin, 139.
Lowell, Daniel Orro Smith, 269, 273, 468.
Luckey, George Washington Andrew, 141.
Lull, Herbert Galen, 160.
McAndrew, William, 101, 123.
McBride, Thomas Huston, 32.
McCarty, Thomas B., 107.
McCloskey, James, 25.
McCrea, Nelson G., 538.
MacDonald, William, 266.
McIntyre, William Harrison, 560.
McGregor, Duncan, 384.
McKeeag, Anna Jane, 368.
Mackenzie, James Cameron, 247.
McLane, C. L., 437.
Mac Lean, George Edwin, 206, 272, 274, 275, 574.
McSwesty, E. F. X., 117.
McVey, Frank Le Rend, 208.
Magruder, William Thomas, 432.
Main, John Hanson Thompson, 543.
Mann, Charles Riborg, 587, 658.
Manny, Frank A., 332.
Maphis, Charles Gilmore, 369.
Marish, Walter R., 570.
Martin, George Henry, 438.
Mathematics, 653-676.
Maxwell, William Henry, 147.
Mead, George Herbert, 612.
Mears, William H., 289.
Medical education, 601-675.
Meklejohn, Alexander, 157, 254.
INDEX.

Nell, Patrick Hughes, 103.
Mendenhall, Thomas Corwin, 168.
Menzel, Ernst-Haasinck, 271.
Mercer, W. F., 670.
Merrifield, Webster, 183.
Merrill, Moses, 290.
Methods of college entrance, 260–289; bibliography, 6; examinations, 290–315; certification, 316–343; accrediting, 344–371.
Miller, Edmund Howell, 579.
Miller, Edwin L., 259.
Millikas, Robert A., 586.
Modern language association, 172, 521.
Modern languages, 518–531.
Monroe, Paul, 198.
Moody, L. B., 487.
Moore, C. H., 294.
Moore, Ernest Carroll, 139, 436.
Moore, Frederick Wightman, 11, 91, 234.
Morriss, Edward Parmelee, 535.
Mosee, Gilbert B., 114.
Mose, C. M., 344.
Mullford, Roland Jessup, 209.
Munroe, James Phinney, 109.
Music, 618, 623, 626, 627, 630.
Myers, George E., 381.
National conference on uniform entrance requirements in English, 482, 483, 485, 499, 510.
—— Committee on secondary school studies. See Committee of ten.
—— Committee on college entrance requirements, 167, 170, 172, 173, 175, 403, 521, 522, 537.
National geometry syllabus committee, 574.
National society for the scientific study of education, 539.
Nealson, William Allan, 104.
Nettleson, George Henry, 492.
New England college entrance certificate board, 925, 327, 329, 330, 337.
New England modern language association, 328.
Nichols, E. H., 301.
Nicholson, Frank Walter, 336, 337.
Nightingale, Augustus Frederick, 189, 170, 174, 211, 439, 445, 663. See also National education association. Committee on college entrance requirements.
Norin, George, 148, 656.
North Central association of colleges and secondary schools, 224, 554.
Ohio college association, 720, 561.
O’Leary, C. M., 406.
Orr, William, 253.
Osborn, Henry Leslie, 609.
O’Shea, Michael Vincent, 282, 409.
Owen, J. M., 481.
Owen, William Bishop, 125, 258.
Packard, John C., 566.
Palmer, Charles Skeels, 602.
Panoast, Henry Spackman, 433.
Parlin, Charles E., 127.
Patterson, James Kennedy, 118.
Payne, Harriet E., 295.
Paxson, Henry Greenleaf, 495.
Penfield, C. H., 22.
Peniman, James Homer, 455.
Peniman, Josiah Harmar, 324, 483.
Perkins, Emma M., 175.
Perry, Frances M., 505.
Physical geography, 617.
Physical training, 620, 618, 626.
Phylography, 598, 615, 617.
Physics and chemistry, 577–596.
Poll, William Mowklenburg, 609.
Posner, Ernest W., 576.
Porter, A. W., 290.
Porter, Noah, 20.
Prager, W. E., 616.
Price, Shilas Eber, 637.
Prichett, Henry Smith, 189. See also Carnegie foundation for the advancement of teaching.
Professional education, 661–675.
Purinton, Daniel Boardman, 215.
Ramsley, Francis, 179.
Ramsey, Charles Cornell, 285, 444.
Randolph, Harrison, 67.
Rear, George, 667.
Reynes, Is, 501.
Rhodes, Rush, 331.
Rhode, O. B., 345.
Richards, Harry S., 488.
Richardson, Leon Josiah, 349.
SECONDARY SCHOOLS AND HIGHER EDUCATION.

Society for the promotion of engineering education, 194.

Springer, Durand W., 644.

Standards of entrance requirements, 231-244.


Statistics and tables (entrance requirements), 211-219.

Stauffer, A. F., 418.

Steele, W. L., 440.

Stephens, Henry Morse, 556.

Stewart, Joseph Spencer, 237.

Stoddard, Francis Hovey, 482.

Stratton, Clarence, 152.

Stringham, Irving, 120.

Strong, James Woodward, 32.

Stroh, W. M., 470.

Swift, K. D., 657.

Tables (entrance requirements), 211-219.

Talbot, Henry Paul, 592.

Tanner, George W., 491.

Tarr, Ralph Stockton, 600.

Taylor, James P., 139, 195.

Teaching, 372-389.

Tellow, John, 51, 203, 438, 518, 618.

Thomas, Isaac, 43, 327.

Thomas, Martha Carey, 175.

Thomson, Holland, 430.

Thomson, Robert Ellis, 625.

Thomson, William Oxley, 121, 624.

Thomson, F. D., 236.

Thornike, Edward Lee, 311, 312.

Thorn, William, 620.

Thurber, Charles Herbert, 404.

Thurber, Samuel, 21, 404, 438, 480.

Thurstone, Robert Henry, 644.

Tight, W. G., 183.

Tilday, John L., 514.

Towle, Harry F., 541.

Townsend, Edgar Jerome, 564, 643.

Trub, Alfred Charles, 640.

Tucker, Samuel Marion, 88, 425.

Tucker, William Jewett, 54, 624.

Tuckerman, Charles, 153.

Tupper, Frederic Allison, 479.

Twiggs, Pemberton J., 639.

Uniformity (entrance requirements), 220-230.

Van Slyck, Francis G.N., 464.

Venable, Francis Preston, 86.

Vermont University, 139.


Vocational and industrial training, 631-660.

Vreeland, W. U., 524.
INDEX.

Walker, Francis Amasa, 56, 662.
Walker, J. Cafter, 370.
Walker, N. W., 365.
Wallace, Clarence B., 235, 323.
Walmsley, James Elliott, 244.
Warringer, E. C., 196.
Washburn, Margaret Floy, 607.
Waterhouse, Francis A., 260.
Waters, William Everett, 50.
Webb, H. E., 572.
Webber, William Lander, 474.
Welling, James C., 456.
West, Andrew Fleming, 28, 624.
Wheeler, Benjamin Ide, 533.
White, Andrew D., 41.
White, Horatio Stevens, 38, 519, 522.

Whitton, Frederic, 558.
Wight, John G., 250.
Wigmore, John H., 672.
Wilkinson, John W., 419.
Williams, Rufus Phillips, 580.
Williams, Samuel W., 122.
Wilson, Woodrow, 96.
Witham, R. A., 488.
Woodhull, J. P., 590.
Woodward, F. C., 63.
Wright, Charles B., 452.
Wylie, Laura Johnson, 281.
Young, Walter H., 276, 330, 527.
Zoology, 603, 604, 609, 611, 613.
BULLETIN OF THE BUREAU OF EDUCATION.

With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D.C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D.C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.

1906.

†No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. Anna T. Smith.
†No. 2. German views of American education, with particular reference to industrial development. William N. Hallmann.

1907.

†No. 1. The continuation school in the United States. Arthur J. Jones.
†No. 2. Agricultural education, including nature study and school gardens. James R. Jewell.
†No. 3. The auxiliary schools of Germany. Six lectures by B. Mauznel.
†No. 4. The elimination of pupils from school. Edward L. Thorndike.

1908.

†No. 1. The training of persons to teach agriculture in the public schools. Liberty E. Bailey.
*No. 2. Bibliography of education for 1867-1907. James Ingersoll Wier, Jr., and Martha W. Phelps. 10 cts.
*No. 3. The apprentice ship system in its relation to industrial education. Carroll D. Wright. 15 cts.
*No. 5. The elimination of pupils from school. Edward L. Thorndike.
*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
*No. 7. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
*No. 8. Statistics of State universities and other Institutions of higher education partially supported by the State, 1907-8. 5 cts.

1909.

†No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Show. 5 cts.
†No. 2. List of publications of the United States Bureau of Education, 1867-1908. 10 cts.
†No. 4. Education in Formosa. Julian H. Arnold. 10 cts.
†No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
†No. 6. Education in Formosa. Julian H. Arnold. 10 cts.
†No. 7. Statistics of public, society, and school libraries in 1906. 10 cts.
†No. 9. Index to the Reports of the Commissioner of Education, 1867-1907. 5 cts.
†No. 10. A teacher's professional library. Classified list of 100 titles. 5 cts.
†No. 15. American schoolhouses. Fletcher B. Drew. 10 cts.
†No. 19. Statistics of State universities and other Institutions of higher education partially supported by the State, 1908-9. 5 cts.

1910.

†No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Show. 5 cts.
†No. 3. Statistics of State universities and other Institutions of higher education partially supported by the State, 1909-10. 5 cts.
II BULLETIN OF THE BUREAU OF EDUCATION.

1911.

No. 1. Bibliography of science teaching. 3 cts.
No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 3 cts.
No. 3. Notice for the improvement of teachers in service. William C. Reutiger. 15 cts.
No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
No. 5. Age and grade census of schools and colleges. George D. Strayer. 15 cts.
No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 5 cts.
No. 7. Undergraduate work in mathematics in colleges and universities.
No. 8. Examinations in mathematics, other than those set by the teacher for his own classes.
No. 9. Mathematics in the technical schools of collegiate grade in the United States.
No. 11. Bibliography of child study for the year 1909-10.
No. 12. Training of teachers of elementary and secondary mathematics.
No. 13. Mathematics in the elementary schools of the United States. 15 cts.
No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.
No. 16. Mathematics in the public and private secondary schools of the United States.
No. 17. List of publications of the United States Bureau of Education. October, 1911.
No. 18. Teachers' certification issued under general State laws and regulations. Harlan Updegrove. 20 cts.
No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

1912.

No. 1. A course of study for the preparation of rural-school teachers. Fred Mutchler and F. Craig. 5 cts.
No. 2. Mathematics at West Point and Annapolis.
No. 3. Report of committee on uniform records and reports. 5 cts.
No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
No. 5. A study of expenses of city school systems. Harlan Updegrove. 10 cts.
No. 6. Agricultural education in secondary schools. 10 cts.
No. 8. Peace day. Fannie Fest Andrews. 5 cts. [Later publication, 1913. No. 12.]
No. 10. Bibliography of education in agriculture and home economics.
No. 11. Current educational topics, No. I.
No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
No. 15. Current educational topics, No. II.
No. 18. Teaching language through agriculture and domestic science. M. A. Leiper.
No. 20. Readjustment of a rural high school in the needs of the community. H. A. Brown.
No. 22. Public and private high schools.
No. 24. Current educational topics, No. III.
No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
No. 31. Educational directory, 1912.
No. 33. Statistics of State universities and other institutions of higher education partially supported by the State, 1912.

1913.

No. 1. Monthly record of current educational publications, January, 1913.
No. 2. Training courses for rural teachers. A. C. Monahan and B. H. Wright. 6 cts.
No. 3. The teaching of modern languages in the United States. Charles H. Handcock. 15 cts.
No. 4. Present standards of higher education in the United States. George E. MacLean. 30 cts.
No. 5. Monthly record of current educational publications, February, 1913.
No. 7. College entrance requirements. Clarence D. Kingsley.
No. 8. The status of rural education in the United States. A. C. Monahan. 10 cts.
No. 9. Consular reports on continuation schools in Prussia.
No. 10. Monthly record of current educational publications, March, 1913.
No. 11. Monthly record of current educational publications, April, 1913.
No. 15. Monthly record of current educational publications, May, 1913.
No. 16. Bibliography of medical inspection and health supervision. 15 cts.
No. 18. The fourteenth international congress on hygiene and demography. Fletcher B. Dressier. 10 cts.
No. 20. Illiteracy in the United States. 10 cts.
No. 21. Monthly record of current educational publications, June, 1913.
No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
No. 23. The Georgia Club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
No. 25. Industrial education in Columbus, Ohio. Roland B. Daniel. 5 cts.
No. 26. Good roads Arbor day. Susan B. Sipe.
No. 27. Prison schools. A. C. Hill.
No. 28. Expressions on education by American statesmen and publicists. 5 cts.
No. 30. Education in the South. 10 cts.
No. 31. Special features in city school systems. 10 cts.
No. 32. Educational survey of Montgomery County, Md. 10 cts.
No. 33. Monthly record of current educational publications, September, 1913.
No. 34. Penal schools in Great Britain. Raymond W. Bliss. 10 cts.
No. 35. A list of books suited to a high-school library. 15 cts.
No. 37. Monthly record of current educational publications, October, 1913.
No. 38. Economy of time in education. 10 cts.
No. 40. The real estate school playground. Henry S. Curtis. 10 cts.
No. 41. The reorganization of secondary education.
No. 42. An experimental rural school at Winthrop College. E. S. Brown.
No. 43. Agriculture as a rural-life day; material for its observance. Eugene C. Brooks. 10 cts.
No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
No. 45. Monthly record of current educational publications, November, 1913.
No. 46. Educational directory, 1913-15. 15 cts.
No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
No. 49. The Farmington School, a Tennessee country-life high school. A. C. Monahan and Adams Phillips.
No. 51. Education of the immigrant. 10 cts.
No. 52. Sanitary schoolhouses. Legal requirements in Indiana and Ohio. 5 cts.
No. 53. Monthly record of current educational publications, December, 1913.
No. 54. Consular reports on industrial education in Germany.
No. 55. Legislation and judicial decisions relating to education, October 1, 1903, to October 1, 1912. James C. Boykin and William R. Ead.
No. 56. Some suggestive features of the Swiss school system. William Knox Tate.
No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912-13.
1914.
No. 1. Monthly record of current educational publications, January, 1914. 8 cts.
No. 2. Compulsory school attendance.
No. 3. Monthly record of current educational publications, February, 1914.
No. 4. The school and the start in life. Mayer Blochfield.
BULLETIN OF THE BUREAU OF EDUCATION.

No. 1. The folk high schools of Denmark. L. L. Friend.
No. 5. Kindergartens in the United States.
No. 7. Monthly record of current educational publications, March, 1914.
No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stimson.
No. 9. Monthly record of current educational publications, April, 1914.
No. 11. Monthly record of current educational publications, May, 1914.
No. 13. Present status of drawing and art in the elementary and secondary schools of the United States, Royal B. Farnum.
No. 15. Monthly record of current educational publications. Index.
No. 16. The tangible rewards of teaching. James C. Boykin and Roberta King.
No. 20. The rural school and hookworm disease. J. A. Fannes.
No. 21. Monthly record of current educational publications, September, 1914.
No. 22. The Danish folk high schools. H. W. Foght.
No. 23. Some trade schools in Europe. Frank L. Glynn.
No. 25. Important features in rural school improvement. W. T. Hodges.
No. 27. Agricultural teaching.
No. 28. The Montessori method and the kindergarten. Elizabeth Harrison.
No. 29. The kindergarten in benevolent institutions.
No. 30. Consolidation of rural schools and transportation of pupils at public expense. A. C. Mapahan.