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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

INTRODUCTORY NOTES.

Some notable books of the month are the following, the numbers in parentheses referring to the numbers of the full entries in this bulletin: Kerschensteiner, The schools and the nation, authorized translation (1490); Wallin. Mental health of the school child (1504); Kennedy, The Batavia system (1509); Howell, Pedagogy of arithmetic (1522); Klapper, Teaching children to read (1524); White and Davis, Rural schools in Texas (1544); Learned, The oberlehrer (1553); Fitch, The college course and the preparation for life (1560); Phelps Stokes, Memorials of eminent Yale men (1568); Morehouse, Discipline of the school (1578); Taylor, Handbook of vocational education (1585); Goddard, School training of defective children (1547).

The addresses of most of the periodicals represented in this number may be found by reference to the list at the end of this record for September, 1914.

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly or through a dealer, or in the case of an association publication, from the secretary of the issuing organization.

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.


(C. L. Smith, secretary, LaGrange, Ga.)

CURRENT EDUCATIONAL PUBLICATIONS.

1475. Northwestern Wisconsin teachers' association. Monograph souvenir of the twenty-third annual meeting, also including a condensed history of the association and a journal of the proceedings and addresses of the 1913 meeting, held at Eau Claire, Wis., October 17-18, 1913. Eau Claire, Wis., Eau Claire press co. 1914. 68p. 8°. (Matilda Miller, secretary, Eau Claire, Wis.)


EDUCATIONAL HISTORY AND BIOGRAPHY.


An biographical sketch of the career of Prof. Greenwood, superintendent of schools at Kansas city, from 1874 until August 1, 1914.


A forceful presentation of the stigmas already accomplished in the field of Jewish education, and the important problems still to be worked out.


A sketch of his life and work.

CURRENT EDUCATIONAL CONDITIONS.


A review of the periodicals devoted to education, also the educational bulletins of the federal government and private foundations. Commends the work of the Bureau of education.


Criticism an appreciation of the work of the "Wanderrodel" young people's league. Also discussed by K. E. Brechel, Pädagogische warte, 21: 905-7, August 1, 1914; and by Eberhard, in Allgemeine deutsche lehrer- verselung, 98: 389-48, August 28, 1914.


BULLETIN OF THE BUREAU OF EDUCATION.


Dr. Förster's article (IV) proposes radical changes in organization and conception of aims of the German educational system which would, in many respects, approximate it to the American system and meet modern demands and criticism.


Report of an address delivered at the Kiel (1914) meeting of German teachers. A contribution to the prevalent discussion of proposals and counter-proposals to meet the growing demand for a differentiation of schools and courses of study and their adjustment to the pupil's individual abilities and needs, without surrendering the realization of civic and national aims.


A vigorous reply, by a professor of philosophy at the University of Giessen, to Friedrich W. Förster's professor emeritus, University of Vienna, criticism (in Bildende, monatschrift, May 1914, p. 249-51) of Gustav Adolf Wyneken's book "Schule und Jugendkultur." Jens 1914. The author declares Förster's depreciatory criticism of Wyneken's book to be unfair and subjective, while he charges Förster with counseling the abandonment of the principle of inner freedom and autonomy, which is of central importance in Wyneken's work, for the principle of authority. Wyneken's book and his propagandist activity have become a storm center of pedagogical discussion.


Discusses the various ideals influencing education—scientific, vocational, ethical, political, etc. The task before educators is to coordinate these ideals into one harmonious system.


A humorously critical article on modern school methods.

PEDAGOGICS AND DIDACTICS.


From "Grundfragen der Schulorganisation." Preface by author.


Bibliography: p. 953-94.
CURRENT EDUCATIONAL PUBLICATIONS.


EDUCATIONAL PSYCHOLOGY, CHILD STUDY.


1495. Brigham, Carl C. An experimental critique of the Binet-Simon scale. Journal of educational psychology, 5: 439-48, October 1914. The author applied the Binet tests to 309 children in the first six grades of the Princeton model school. The scale was found to measure the intelligence of children from seven to eleven years of age with at least 90 per cent efficiency, and it also proved very sensitive in indicating individual differences in groups of children of the same age.

1496. Dallenbach, Karl M. The effect of practice upon visual apprehension in school children. Journal of educational psychology, 5: 321-34, 387-404, June, September 1914. With children practice increases the ability to apprehend visually not only the material presented, but other material more or less dissimilar in kind.

1497. Hill, David Spence. Minor studies in learning and relearning. Journal of educational psychology, 5: 375-86, September 1914. The author presents the results of experiments with mirror drawing, a class experiment on periods of learning in which the substitution test was employed, and a new form of the cancellation test with the results of its use.

1498. Kirkpatrick, E. A. An experiment in memorizing versus incidental learning. Journal of educational psychology, 5: 405-12, September 1914. The author believes that time is wasted in memorizing the multiplication tables, and presents experimental evidence to show that better results are gained by placing in the children's hands multiplication sheets which they use in written multiplication, and thus gradually come to know the results of the combinations by repeated use.

1499. Kuno, Mrs. Emma E. How a knowledge of the characteristics of the adolescent boy may aid one in directing his conduct. Pedagogical seminary, 21: 425-30, September 1914.


1501. Rowe, E. C. Five hundred forty-seven white and two hundred sixty-eight Indian children tested by the Binet-Simon tests. Pedagogical seminary, 21: 454-68, September 1914. A number of tables are given showing the details of the study.


BULLETIN OF THE BUREAU OF EDUCATION.

"As measured by the Court Is tests, series A, rural school children are from one to two grades behind city school children. Four months of specific drill materially reduced this difference."

1504. Wallin, John Edward Wallve. The mental health of the school child, the psycho-educational clinic in relation to child welfare; contributions to a new science of orthoprenics and orthosonintics. New Haven, Yale university press, etc., etc., 1914. xiii, 453 p. diag., 8°

"Most of the chapters of the book are reprinted . . . from various periodicals."—Pref.


"Previous research in a boys' school with pupils of a rather low grade of mental development showed that it was of advantage to present the words by a method which combined as many stimuli as possible. The present experiment shows that with girls of high mental ability the method of silent visual study is superior."

SPECIAL METHODS OF INSTRUCTION.


In using moving pictures in school work, the chief problem is how to bring the pictures to the children, or the children to the pictures. This article shows how this problem was successfully solved by some schools of Washington, D. C.


SPECIAL SUBJECTS OF CURRICULUM.


Writer says the great mistake in English schools is that of attempting to teach "the elements of this or that special branch of science: what we should seek to do is to impart the elements of scientific method and inculcate wisdom, so choosing the material studied as to develop an intellectual appreciation of what is going on in the world. It must be made clear, in every possible way, that science is not a mere body of doctrine, but a method; that its one aim is the pursuit of truth."


Says that good results will come from hard work alone. "But this hard work can be simplified by the scientific method, the inductive approach, and the principle of contrast by perspective."


Denounces the use of the so-called penury as the most insidious influence tending to undermine Latin study. "Prevents measures to prevent such use, as follows: 1. Banishment of the translation by the lecture method; 2. Banishment by compulsion, in the form of a pledge or law; 3. Disallowment by making the student a butt of ridicule; 4. Disallowment by insistence on important details; 5. Banishment of the translation by making 'sight translation' the final and supreme test for promotion," etc.
CURRENT EDUCATIONAL PUBLICATIONS.

Writer says that the main cause of the failure of the college of agriculture is that "the kind of agricultural problems which are presented, discussed, and worked with in its classes, are not the kind which it is practicable for a farmer to work with after he graduates. The graduate is not equipped to find employment for his intellect on the farm."

To be concluded in the November issue. 
"The purpose of this paper is to deal briefly with the history of physics, content and organization of first year physics course, together with a few suggestions relative to the pedagogy of physics."

1515. Cragnan, J. Beach. A psychological analysis of the basis on which credit for the study of music is to be placed. School music, 15: 13-16, 19-20, September-October 1914. 
"This paper will not concern itself with the amount of credit offered, but will attempt to indicate the bearing of the subject of music on the mental development of the child, the difficulties to be overcome in getting music upon the proper accredited basis, and will endeavor to offer some aids to your own thinking as a means to this end."

"Advocates, among other things, a two-year Latin course "so rich and full, so vital and interesting, that it will be altogether worth while for the great army that does not go beyond." Discusses the requirements formulated for the third and fourth years.

1517. Dykema, Peter W. Community music—an opportunity. School music, 15: 6-12, September-October 1914. 
Outline of an address delivered before the Department of Music education of the National Education Association at St. Paul.

"Says that language should never be regarded merely as "a linguistic exercise; words should be living realities to be made friends with, not dead bodies to be dissected.""

"Says that language should never be regarded merely as "a linguistic exercise; words should be living realities to be made friends with, not dead bodies to be dissected.""

"Advocates the oral test but such tests should be supplementary. Writer says: "The written test must continue to be the backbone of the examination, unless the study of German is to lose one of its fundamental educational values, the training in accuracy and painstaking care."

A reply to Mr. Senger's article "A comparison of the first year courses in Latin and German" in School review for May 1914. Criticizes Mr. Senger's point of view.

"Presents, first, a very complete survey of the extensive experimental literature on the psychology and pedagogy of arithmetic; secondly, the results of the author's own research of the arithmetical abilities of certain school children, and the problem of the school child's concept of number."

"This paper is the result of an attempt to locate and evaluate the teaching of the history teacher in a scheme of twentieth century education."
Author says that "this book is given solely to the task of aiding teachers, who are seeking a method that has stood the pragmatic test, and that may, therefore, help them in their day's work."


Proposes a bifurcation into a language group and a mathematics science group for the upper grades of the gymnasium. Still greater freedom and adjustment to the pupil's needs and abilities are to be secured by offering special or elective courses. The aim and method of pursuit of the study of mathematics and the natural sciences should not be identical in the two groups.


Says that if the "one-year course is allowed to continue its existence, it should be granted a longer lease of life only on the condition that it be continued after the student's entrance to college until a certain degree of proficiency is reached."


A paper read before the National council of teachers of English at St. Paul, Minnesota, July 9, 1914. There are those who believe that the study of literature should be separated from that of composition and there are those who believe the opposite. "To show why and in what sense both are right is the first object of this paper. Its second object is to show how these apparently divergent views can be so reconciled in practice as to secure the advantages of both theories without sacrificing the benefits of either."


Letter-writing adjusted to business and vocational demands.


Concluded from previous number of School review. Thanks to the labors of the Committee of ten and the Committee of seven, the teaching of history has been put on a scientific basis, and the outlook is bright. A review of early conditions in the schools.


Outlined in Journal of home economics. October 1914. Work in the Dorchester high school, Massachusetts. Shows the value of Latin in extending the knowledge of English; vocabulary building, etc. lays stress on comparative word study and grammar. Course has met with the greatest favor and success.


In conclusion urges the Board of Education of Great Britain to summon a conference on standard speech, representative of the English-speaking world. A conference not only Imperial, but Anglo-American.

1533. Voaden, J. Nature study and the teacher; or, the point of view in nature study. School (Toronto, Canada) 3: 115-18. October 1914.
CURRENT EDUCATIONAL PUBLICATIONS.


An account of courses of study, methods, textbooks, and preparation of teachers. The author notes the growing conviction that requiring all the studies of a curriculum of all students produces superficiality. Some form of group system, with major subject as the core of each group, is coming to be looked upon as the most rational solution.

KINDERGARTEN AND PRIMARY SCHOOL.


Address given before the Department of kindergarten education, National education association, St. Paul, July 1914.


Report of conference at East Burton, England. Dr. Walker and others criticized Dr. Montessori's methods on the ground that "they failed to foster the child's imagination and religious instincts."

RURAL EDUCATION.


The work of the State normal school at Worcester, Mass.


Deplores lack of rural leaders. Advocates the endowment, at strategic points, of schools of rural social service, in connection with standard educational institutions, preferably agricultural colleges.


An account of how H. C. Seymour, school superintendent of Polk county, Oregon, has improved the rural schools by "standardization."


An account of how H. C. Seymour, school superintendent of Polk county, Oregon, has improved the rural schools by "standardization."


Treats of the schoolhouse as a common meeting place and as a clearing house for the community's activities, etc.


"Two years ago seventy-five students of the Louisiana (Mo.) high school filled out blanks showing (1) the three or more qualities of a teacher admired, (2) the three or more qualities of a teacher despised, (3) the three or more qualities admired of a student, and (4) the three or more qualities despised of a student." This paper sums up the answers received.


Gives figures to show the extent of failures in the Laramie high school and enumerates the reasons therefor.


Notes the large increase of attendance at secondary schools throughout the country. Gives some of the new types of schools springing up to meet the changing needs of society. Says that industrial education should be given in the high school. Discusses the questions, "What is vocational education?" "What is liberal education?" Thinks the secondary school course should be "broadly educational but largely within the field of the industrial arts.


An arraignment of the English public school—Eton, Harrow, etc. Describes educational conditions in such institutions as mediaeval and worthless. Inveighs against compulsory Latin.


From the 10th Annual report of the New York state education department. Contains brief synopses of laws for promotion of secondary education recently enacted by the various states, and of statutory requirements for high school teachers' certificates.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.


Discusses the problem of training teachers for rural schools. Cites system developed in the country schools of Connecticut.


Summarizes what the world says about teachers, and then gives a set of rules for teachers to follow in order that the world may regard them as full-blooded men and women rather than a race of thin-blooded book-worms.


Gives some suggestions for strengthening the personality of the teacher.


Contends that all of the candidate's studies should not only be given a philosophic underpinning, but should be penetrated with philosophic understanding and in turn yield philosophic insight.
CURRENT EDUCATIONAL PUBLICATIONS.

1555. Witham, Ernest C. Teacher measurement. Atlantic educational journal, 10:24-25, September 1914.
   Gives the scale for measuring teachers, together with graph cards, which have now both been separately published. An account of the system first appeared in the Journal of educational psychology, May 1914 (Item 909 in this record).

1556. Wollenhaupt, W. F. The distribution of teachers with regard to the means through which positions are secured. Illinois teacher, 3:1-4, October 1914.
   "The object of this study is two-fold: 1st, to ascertain the distribution of teachers in Illinois schools according to sex and the types of positions they hold; 2d, to ascertain to what extent teachers in the various types of positions secure their positions through teachers' agencies."

   Explains the purpose and the work of the Division of higher education.

   Answers some objections that have been made to the establishment of a National university.

   Defines the work and spirit of the university. Says: "The best universities, perhaps the only universities known, and the spirit of which every country is busy copying, have no boards of trustees whatsoever, and no presidents."


   Says there is an "indubitable demand for trained men for public service." What the universities are doing in the matter.

   The author, who was 1912-1913 exchange professor at the University of Wisconsin, and at present is an instructor in Ohio State university, writes concerning the qualifications of the prospective exchange teacher, of the difficulties and tasks he will find himself called upon to face.

   Aims at a discussion of the questions of German and foreign, especially American, higher education. The "Wheeler-gesellschaft" resulted from the seminar on the systems of higher education in Germany and America, which Dr. Benjamin Ide Wheeler, president of the University of California, gave at the University of Berlin during the winter of 1909-10.

   Discusses the general question of college government, which "involves the relation of the boards of control to the president and the faculty, the relation of the president to the faculty, on the one hand, and to the student body on the other, with the result that the president becomes the official medium of..."
communication between the governing body and the faculty." Deprecates this "triangular arrangement," which results in lack of harmony, and constant misunderstandings.


1566. Seldes, Gilbert V. The changing temper at Harvard. Forum, 52: 521-30, October 1914. Inveighs against the Harvard spirit. Says that within "the past three years the degeneration of every cultural activity has been persistently rapid."

1567. Spaulding, Thomas M. Federal aid to military education in colleges. Education, 35: 107-14, October 1914. Says that the standard universities and colleges afford a far better source of supply for the corps of army officers than do the majority of military schools.


1569. Trade unionism in a university. Unpopular review, 2: 347-55, October-December 1914. Discusses in an interesting way the "so-called strike of the Wisconsin student workers union," and some of the social and economic questions involved.

1570. Warnock, Arthur E. Fraternities and scholarships at the University of Minnie. Science, 40: 542-47, October 16, 1914. Draws the conclusion that the fraternity upperclassmen are "open to a charge that fraternity life engenders in the members a spirit of contentment with a grade of work somewhat lower than that of which the men are capable." Illustrated with interesting graphs.

SCHOOL ADMINISTRATION.

1571. Chancellor, W. E. County supervision: its status and betterment. American school board journal, 49: 11-12, 65, October 1914. Discusses the difficulties in county supervision, the real needs and the things that can be done at once to better conditions.

1572. Finigan, Thomas E., ed. Judicial decisions of the State superintendent of common schools, State superintendent of public instruction, State commissioner of education, from 1822 to 1913. Albany, N. Y., The University of the State of New York, 1914. 1508 p. 4'. The editor has read the entire number of more than 12,000 decisions, and from these selected about 800 cases, which are of value in showing the historical development of the school system, and more particularly those which have a bearing upon the interpretation of the present law governing that system.

1573. Smith, H. F. A suggestive school-accounting system. Midland school, 29: 36-40, October 1914. The system here outlined is an illustration of how one district met a problem that is perplexing to many a school district, and solved it in an apparently satisfactory way.

SCHOOL MANAGEMENT.

CURRENT EDUCATIONAL PUBLICATIONS.


  
A paper read before the National council of teachers of English at St. Paul, July 9, 1914.
  
Briefly outlines a plan of distribution which "provides for all the significant material in the departments under discussion with a saving of time and a gain in unity of aim."


  
  
First deals with the general aspects of the situation, and with the theory of discipline; then takes up the concrete problems of school life and offers suggestions for their solution. Author believes that "fairly concrete means of achieving good results may be passed from one teacher to another."

SCHOOL ARCHITECTURE.

  
Reprinted from the Illuminating engineer, July 1914. Describes the fundamental principles of lighting—physical and physiological. The first concerns light, climate, the building and its environment; the second, the visual apparatus of the workers and the subjective impression received.

  
A description of a system of school-buildings consisting of detached but communicating "pavilions." Illustrated with drawings of facades and floor plans.

SCHOOL HYGIENE AND SANITATION.


  
"Read before the National convention on public health nursing, St. Louis, April 1914."

  
History of the movement.


  
From the Transactions of the fourth International congress on school hygiene, Buffalo, August 1914.
1587. Mills, Lewis B. Observing the health of school children at first hand. Normal instructor and primary plans, 23: 39, 73, 75, 39-59, 69, October, November, 1914. "The subject of conserving the health of school children is one of utmost concern, and one that is occupying foremost attention among educators. Theories abound, but Mr. Mills in his two articles deals with actualities and no teacher can fail to be helped by his experiences. Conditions like these are far from uncommon, but, appalling as they are, they may be greatly alleviated ...."—Editors.

1588. O'Shea, M. V. What to do with our dull children. Defective hearing, poor eyesight, difficult breathing are frequently the direct cause of dullness. Atlantic educational Journal, 10: 13-14, September 1914.


1590. Beavis, W. C. The relation between the physical and the health conditions of children and their school progress. Elementary school Journal, 15: 96-105, October 1914. A study that presents "a statement of the relationship that was found to exist in a certain city school, (1) between the physical condition of the children and their mental progress (a) as measured by standing in class, (b) as measured by completed work; (2) between the nutritional and developmental conditions of the children and their standing in class; (3) between physical defects, attendance, and class standing; (4) between the social status of the child and each of the above topics." Illustrated by statistical diagrams and tables.


1592. Spence, Philip Sumner. City school children healthier than country school children. Child-welfare magazine, 9: 45-49, October 1914. From New York Times. This article is based on the result of an investigation conducted by a committee on health problems of the National council of education, which has worked with the cooperation of a special committee of the American medical association. These committees have been studying for two years the health problems of the rural schools.


From the Transactions of the fourth International congress on school hygiene, Buffalo, August 1914.


1595. Wilson, H. H. Oral hygiene. Oklahoma school herald, 22: 8-11, October 1914. "The prime object of this article prepared by Dr. L. G. Mitchell, chairman state oral hygiene committee, and Mrs. Irma Matthews-McLennan and incorporated in the Oklahoma 'Course of study', is to teach the great need of prevention."

SEX HYGIENE.

1596. Fender, Charles W. Some experiments in the teaching of sex hygiene in a city high school. School science and mathematics, 14: 578-79, October 1914. Given the method used in teaching sex hygiene to boys of the Lowell high school, San Francisco, Cal. Also gives some of the results.
CURRENT EDUCATIONAL PUBLICATIONS.  

1597. March, Nora H. Training the instructors. Educational times (London) 67:425-27, September 1, 1914. Instructions in sex teaching; aim of work outlined is not to produce "sex specialists," but simply to give teachers a sensible grasp of "those aspects of child life of which they are usually ignorant."


EUGENICS.

1599. Eugenics: twelve university lectures, by Morton A. Aldrich, William Herbert Carruth, Charles B. Davenport (and others) with a foreword by Lewellys F. Barker. New York: Dodd, Mead and company, 1914. xii p., i-1, 344 p. illus. (charts.) 8°. "The lectures contained in this volume were selected from among a number given in various universities and colleges throughout the country in the scholastic year of 1912-1913."


PHYSICAL TRAINING.

1602. Hetherington, Clark W. The training of the physical educator and play director. Educational review, 48: 241-53, October 1914. "Gives a complete schematic summary, presented in chart form, of the important courses essential in a curriculum for the professional training of physical educators and play directors."

1603. Olivet, Henry S. Physical training in the normal school. Education, 35: 82-90, October 1914. "Gives the values of the various forms of physical exercise."

1604. Small, Albion W. The effects of intercollegiate athletics. Religious education, 9: 460-80, October 1914. Appendixed, are digests of results obtained from requests sent out to athletic graduates.

PLAY AND PLAYGROUNDS.


1606. Hetherington, Clark W. The demonstration play school of 1913., Berkeley, University of California press, 1914. p. 741-88. 4°. (University of California publications. Education. vol. 5, no. 2, July 30, 1914) A report to Prof. Charles H. Bieber, dean of the summer session of the University of California, on the Demonstration play school, conducted during...
the summer session of 1918. "The play school is a school organization with its programme of activities and methods based on the central idea of uniting the spontaneous play-life of the child, who needs and desires leadership, with society's demand that he be instructed."

References: p. 482-84.

SOCIAL ASPECTS OF EDUCATION.

"As the 'Apostle of peace,' President Jordan is strongly equipped to do the work of evangelization." Describes President Jordan's crusade against war.

Work at La Salle-Peru township high school, La Salle, Ill.

An account of efforts in social education in Italy and France.

1611. Ward, Edward J. Remuneration for the social center secretary. Middle-West school review, 7: 5-7, October 1914.
The writer says that "for the civic, social, and recreational use of school buildings by adults and older youth to become general, there must be definite authorization and remuneration of the person who serves as civic secretary and director of recreation in each district."

CHILD WELFARE.


"Selected references": p. 292-98.


MORAL EDUCATION.


By the president of Hobart and William Smith colleges, Geneva, N. Y.
CURRENT EDUCATIONAL PUBLICATIONS.


RELIGIOUS EDUCATION.


A general discussion of the growth of state universities, and of the religious status of their students, with a specific account of the work of Trinity Methodist Episcopal church at the University of Illinois.


MANUAL AND VOCATIONAL TRAINING.


The author says that "the ideal vocational day school should contain the two elements, the prevocational and the vocational, with such an intermingling of vocationalizing and liberalizing elements as will make for the most complete balance at the various stages of progress."


Vocational school movement in Illinois, and work of E. G. Cooley.


Paper delivered before the National council of education at St. Paul, Minn., July 6, 1914.


"Mr. Vaughn has been supervisor of manual training in two important small cities of the middle west, and has headed the manual-arts departments of two of the largest normal schools in the country. He has successfully planned scores of manual training equipments for villages and small cities throughout the north central states."—Editor's note.

VOCATIONAL GUIDANCE.


A paper read before the second annual convocation of the National association of corporation schools, Philadelphia, June 1914.

1629. Nutt, Hubert W. What can psychology contribute to the solution of the problem of industrial education and vocational guidance? Teacher's journal, 14: 143-52, October 1914.

The author then sketches the life work of Grundtvig, and in particular his conception of a free high school for adults and the practical development of his plan. An institution at Elkensor, Iowa, founded by Scandinavians in 1878, was designed to realize the aims of the Danish models.


"Written from the point of view of one who has received the best scientific, as well as the best pedagogic instruction in household science, and has had a rich teaching experience."

COMMERCIAL EDUCATION.


"Concluded from September number. Treats of the stimulative value of the proposed course. Says that work in commerce and industry, judged from the standpoint of psychology, would compare favorably with many very valuable subjects. Judgment and reason are developed to a good degree in the study of the explanation (physical, political, and economic) of the geographic division of labor—the localization of industry," etc.

EDUCATION OF WOMEN.


"Thinks that the difference in secondary mathematics for girls from that for boys lies in its applications, and is determined by their capabilities and opportunities and not by their sex."


Question of vocational education.
CURRENT EDUCATIONAL PUBLICATIONS.

Traces the history of the present regulations governing the admission of women to the teaching profession and to the university. The author denies that there is a real and vital difference between the "normal" training given by the teachers' seminaries and by the higher schools, whose graduates are admitted to full academic standing at the universities. Both are "scientific" in the same sense.

Presents the three courses open to women who wish to prepare for eligibility to positions as "oberlehrerin" and for university studies. The advantages and disadvantages of each are stated.

AFRICANS AND ORIENTALS.

Discusses the place of education in missionary work; and the aims of missionary education.

Work of the Calabar mission of the United free church of Scotland.

EDUCATION OF DEAF.

"Training in lip-reading should be begun as soon as deafness is discovered, though that be in very early childhood."

Sixth article of a series. Deals with exercise and fatigue.

1045. The over-specialization of parents. Volta review, 16: 711-16, October 1914.
Discusses the attitude of parents to deaf children. Advocates a strong association of parents of the deaf in every state.

EDUCATION OF DEFECTIVES.

Work of Dr. H. J. Hall, of Marblehead, Mass., who in 1895 established a workshop for neurasthenics. Patients are supervised and instructed by experts. They make articles that are salable and get wages for their products. Illustrated.

(School efficiency series, ed. by P. H. Hansen.)

LIBRARIES AND READING.

The writer thinks that a library is as necessary in a high school as a laboratory or a teacher, and that pupils should have the chance and the invitation to browse among the books. Given some of the essentials of a high school library.

1650. Schaper, W. A. The place of the public library in the administration of the city. National municipal review, 3: 672-81, October 1914. Discusses among other things the relation of the public library to the free school system. Expansion of public libraries in our cities.

1651. Supplementary reading in the grades—a symposium. Sierra educational news, 10: 490-96, September 1914.

1652. Wilson, Martha. School library management. [St. Paul] Department of education, 1914. 18 p. 8'.

Reprinted from the Manual for consolidated schools in Minnesota, 1914.
BULLETIN OF THE BUREAU OF EDUCATION.

[Notes—With the exceptions indicated, the documents issued 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 (†) my 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. Haisman.


1907.


*No. 2. Agricultural education, including nature study and school gardens. James R. Jewell.

*No. 3. The auxiliary schools of Germany. Six lectures by D. Maximal.

*No. 4. The elimination of pupils from school. Edward L. Thorndike.

1908.

*No. 1. On the training of pupils to teach agriculture in the public schools. Liberty H. Bailey.

*No. 2. List of publications of the United States Bureau of Education, 1897-1907. 10 cts.


*No. 5. Education in Foreign Cities. Julian H. Arnold. 10 cts.

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