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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

INTRODUCTORY NOTES.

The following are prominent books listed in this bulletin, the numbers in parentheses referring to the numbers of the full entries:

Small, Early New England schools (1671); Curtis, Dramatic instinct in education (1689); Thorndike, Measurement of ability in reading (1713); Principles of secondary education, edited by Paul Monroe (1766); Bronson, History of Brown university (1783); Bowen, Safeguards for city youth (1820); Brisco, Economics of efficiency (1831); Bricker, Agricultural education for teachers (1851); Kahn and Klein, Principles and methods in commercial education (1852); Reeves, Care and education of crippled children in the United States (1869).

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.
CURRENT EDUCATIONAL PUBLICATIONS.

PUBLICATIONS OF ASSOCIATIONS.


Contains: Papers on the Cordes fraterns movement, discussion on future organization of Cordes fraterns, and papers on student bodies not yet affiliated with it; Public addresses by invited speakers, and miscellaneous papers by members of the Congress.

1656. Iowa state teachers' association. Proceedings of the fifty-ninth annual session . . . held in Des Moines, Iowa, November 6-8, 1913. 224 p. 8°. (O. E. Smith, secretary, Indianola, Iowa)


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of the definition of unit, and to investigate the practice of colleges in the admission of students with conditions who have at least fourteen units in their credit, p. 101-18. 9. C. E. Chasen: Responsibility for moral instruction in the secondary schools, p. 128-37. 10. W. J. B. H. Responsibility for moral instruction in secondary schools, p. 137-44.

1932. Ohio college association. Transactions of the forty-fourth annual meeting... held at Columbus, Ohio, April 24 and 25, 1914. Pub. by the Association, 48 p. 57. (E. A. Miller, secretary, Oberlin, Ohio.)


1934. Texas state teachers' association. Proceedings and addresses... Sixty-fifth annual meeting, November 27-29, 1933, Dallas, Texas. 274 p. 87. (G. D. Brooks, secretary, Hillsboro, Texas.)


CURRENT EDUCATIONAL PUBLICATIONS.

5. Mary D. Bradfrovd: Health first, p. 71-76.
5. O. T. Carge: Is the public school a failure, p. 77-78.
8. E. C. Elliot: Efficiency tests of the general management and supervision of school systems, p. 81-82.
12. C. G. Pearse: Relations of the superintendent of schools to the school boards, p. 128-30.
16. J. A. H. Keith: The place and function of the kindergarte, p. 146-49.

EDUCATIONAL HISTORY AND BIOGRAPHY.


Bibliography: p. 397-401.

Also separately reprinted, 13 p. Says: "Whatever may have been the gifts of Reconstruction to the education in the South, it can not be concluded, from the evidence available, that the Southern States owed their public school systems to the years 1808 to 1876." The Reconstruction regime, however, stimulated education in a number of ways, namely: in provisions for "a uniform system of taxation for school support"; the incorporation of specific and mandatory provisions for education in the various state constitutions; and for negro education.


Given sketches of the institutions that are in active operation under Methodist title.


Historical sketch of higher education in Louvain, Belgium. Reviews careers of Braamans, Nicholas Cieard, Vives, etc. Rise of the University of Louvain.
CURRENT EDUCATIONAL PUBLICATIONS.

CURRENT EDUCATIONAL CONDITIONS.


1676. Buisson, É. Durant la guerre, que peut faire l'école pour la patrie? Manuel général de l'instruction primaire (Paris) 82: 87-98, November 7, 1914. The school must control and calm the naturally nervous children and thus save their vitality. Neither work nor discipline should or need suffer. The anguish and torment of this troubled time may then become a school of character and sentiment, yielding “un enseignement de sang-froid et d'énergie.”


1679. Cooper, Clayton Sedgwick. The modernizing of the Orient. New York. McBride, Nast & company, 1914. 353 p. Illus. 8°. Includes chapters on the following topics: Old Egypt in training; Reforms in Egyptian education; Student life in India; Young China and education; Modernizing the Filipinos; The spirit of education in the Celestial kingdom.


PEDAGOGICS AND DIDACTICS.


1685. Armstrong, Henry E. The place of wisdom (science) in the state and in education. Nature, 94: 213-19, October 22, 1914. Advocates the development of a rational system of education. Views that the modern scheme is based on “the false assumption that we can all be intellectual; whereas most of us can only use our hands.” Conditions in England criticized. Makes a plea for better instruction in the elements of scientific method.
CURRENT EDUCATIONAL PUBLICATIONS.

The great mistake of the schools is attempting to teach the elements of this or that special branch of science. An address to the educational science section of the British association at Melbourne, August 14, 1914.


"Is it not very curious," says the writer, "that we spend so much time on the practice and methods of teaching, and never criticise the very framework itself?" Criticises the rigidity of modern educational methods.


Contains: Motivation of reading by C. R. Stone; Our school printshop by Katherine M. Stilwell. Prof. Stone is convinced that the oral reading should be placed upon "its true basis, that of a reader and an audience that must depend wholly upon the reader for the thought."


The task of the teacher is twofold, says the writer, first, to make the student work, and, second, to arouse the spiritual life of his students.


Says that scientific study of the underlying theory and principles of education has made but little progress. Modern education has advanced along the lines of educational organization and procedure. Presents a review of the scientific theory of the curriculum. English institutions are backward in research work.


The author of this searching study of the "pedagogical features of the present," in seeking to discover some common and unifying principle, finds as the foremost educational ideal the free personality. This ideal must be made tangible and informed with life. "That we do not possess this ideal constitutes our common as well as our pedagogical distress. We wait expectantly for a new courageous idealism that will disentangle, direct, and consecrate ourselves as well as our work."

1692. Sanders, Frederic W. The organization of education. Education, 35: 178-93, November 1914. (Continued from September number.) Discusses courses in literature and aesthetics, physical culture, drawing, etc.


To be continued in subsequent issues.


1695. Tuckey, Edson N. Wastes and abuses of our educational system. Forum, 52: 719-21, November 1914.

Advocates the removal of all requirements in ancient languages except for the few who expressly need them for specific pursuits. Says that culture and mental discipline are not the exclusive possession of students of the classical and higher mathematical courses.


"A fundamental education should include language, mathematics, history, and science. No education can be symmetrical without training in all these." Defines education, and lays stress on psychological processes.

Lecture delivered to students of Michigan University, October 12, 1914.
CURRENT EDUCATIONAL PUBLICATIONS.


EDUCATIONAL PSYCHOLOGY, CHILD STUDY.

1699. Deutscher kongress für jugendbildung und jugendkunde. 3d, Leipzig, October 4, 5, and 6, 1913. Der unterschied der geschlechter und seine bedeutung für die öffentliche jugendziehung. Leipzig und Berlin, B. G. Teubner, 1914. 184 p. 8°. (Arbeiten des Bundes für schulreform, 8.) Contains papers presented under the following session topics: The physical and intellectual differences of the sexes, Requirements for the education of children arising from sex characteristics and social conditions, Home and school.

1700. Francia, Gabriela. Organización de un laboratorio de psicología como anexo de cada escuela normal. Monitor de la educación normal (Buenos Aires), 50: 303-71, September 1914. A report made to the first Congress of pedology, held in Brussels. Describes proper courses of study in pedology for normal schools and the necessary laboratory equipment.


1702. Goddard, Henry H. The Binet measuring scale of intelligence: what it is and how it is to be used. Training school bulletin, 11: 86-91, October 1914. "Part of the following article was published in 'The Bulletin' for March, 1913. So many requests have been received for further information that Dr. Goddard here presents an elaboration of the subject."—Editor.

1703. Hall, Mildred. Mental tests. Educational bi-monthly, 9: 86-78, October 1914. Describes the history and development of mental tests, particularly those known as the Binet-Simon tests.

1704. Hill, David Spence. Educational research in New Orleans. Journal of educational psychology, 5: 499-510, November 1914. "An outline of the work that has been accomplished during the past year and a statement of plans for the immediate future. The recognition of research as an integral and vital part of school organization is one of the most hopeful indications of increased efficiency in school matters."


1706. Merriman, Curtis. Modern psychology chapters. Northwest Journal of education, 26: 127-32, November 1914. The purpose of this discussion is to mention a few of the psychological problems that bear rather directly upon the work of the rural teacher.

1707. Pintner, Rudolf. A comparison of the Ayres and Thorndike handwriting scales. Journal of educational psychology, 5: 525-36, November 1914. "While the preference of the individual judges was in favor of the Ayres scale, the results showed that more accurate and consistent judgments could be secured by the use of the Thorndike scale. This the author attributes to the fact that the Thorndike-scale takes in all the factors that go to influence our judgment of handwriting, while the Ayres scale is constructed on the basis of legibility alone."

An elaborate paper, illustrated with statistical diagrams. Emphasizes the need for considering the practical usefulness of the scale. Says: "Most of the revisions and extensions, based upon an analysis of intelligence, ignore the necessity of a short and simple scheme, the Binet-Simon scale has not been improved upon in this respect by any subsequent one." Draws an interesting comparison of distribution of ability in French, German, American, and Scottish children. Tests made on Aberdeen children.


Subjects chosen for this series of tests are those of reading, writing, and arithmetic. Results of an examination of several hundred school children of Chicago, Ill. Gives results of reading tests for normal and defective children. To be continued.


Briefly considers the relation of theoretical and applied science. Use of psychology in teaching. The learning process is a psycho-physical one.


Says we are "unable experimentally to equalize training in such gross complexes as scientific achievement, literary fame, or reputation as a monarch. But we can easily do so with various minor capacities such as the ones described here," and can do so without great difficulty with various school abilities. Experiments in arithmetical calculation given.

1713. Thorndike, Edward L. The measurement of ability in reading. Preliminary scales and tests. New York City, Teachers college, Columbia University, 1914. 71 p. 8'. (Teachers college record, vol. 16, no. 4, September 1914.)


"One of the drawbacks to the popularization of educational measurements is the difficulty of interpreting results. The author makes an important contribution to the subject with his simplified slide rule and his index method, whereby all measures are reduced to a common basis and readily compared."


A study by a physician. "Mistakes in spelling due to abnormality can be distinguished from others," but an observed indication of abnormality must be checked by further study of the child.


Describes an ingenious graphic method of indicating rhythmic cadence and modes of expressive intonation of the voice for teaching the reading of poetry in schools.


That mathematics is "the handmaiden of the sciences is fully confirmed," says the writer.


A criticism of alleged weaknesses in the committee's recommendations.


Gives a course of study by grades. The school is located in Roseland, a Chicago suburb.


An address delivered before the New England history teachers' association, May 2, 1914.


The data presented have been mainly collected from normal schools in the Middle West.

1724. The committee on general science of the National education association. Science, n. a., 40: 601-2, October 23, 1914.

The returns which have come in indicate that "the schools should give information from the whole field of science—not neglecting astronomy. The public needs unmistakably require a new organization of science instruction according to projects."


Says that the wise teacher of composition will "confine his theme to topics within the bounds of his interest and knowledge."


Discusses the subject under the following headings: (1) Method of presentation, (2) Position in the program of studies, and (3) Physiology as a requirement.


1728. Glenn, Earl B. Physics in the grades below the high school. School science and mathematics, 14: 666-73, November 1914.

An abstract of a paper read before the Indiana association of science and mathematics teachers, held in Indianapolis, March 7, 1914.

The purpose of the study is "to get some basis for judging the efficiency of the teaching of physics in the grades below the high school . . . and to determine if possible the amount and kind of work that is best suited to pupils in the seventh grade."

1729. Hesse, Ernst. Making America musical through the public schools. Ohio educational monthly, 58: 577-80, November 1914.


Says that the third grade is "the best grade for the introduction of this subject, with the fourth grade standing second." Presents tables of statistics.


Read at the Catholic educational association convention, Atlantic City, 1914.
CURRENT EDUCATIONAL PUBLICATIONS.


From an address to New York city principals.


Three articles dealing with domestic problems.


A revolt against the red-ink correction of English papers. The writer found that her pupils were repeating, with smiling serenity, the mistakes of yesterday, passively accepting the corrections which the teacher had been making. She outlines a plan which she has successfully tried with her pupils. The purpose of the plan is to create in the pupil a vital sense of responsibility in the application of principles once made clear to him, and thoroughly fixed in his mind by appropriately timed reviews.


An address given before the National council of teachers of English in St. Paul, Minnesota, July 9, 1914.


An account of the "Rapid method of teaching children to read."


Discusses the two subjects described as English; namely, formal English, and English literature.


Based upon an address given before the New England history teachers' association, May 2, 1914.

The writer says that "it is as an agency in social education, or in training for citizenship, that many of us have come greatly to value history . . . It is in this field, therefore, that we see the largest opportunity for utilizing the materials of history."


Also separately reprinted.


Presents a strong plea for the educational value of Latin, but would not begin its study before the age of ten, or even later. Notes the new methods of teaching the classics.


"Writer asserts that the teacher should perceive that ' he is not conducting a small, private business, but is performing a part in the great national movement that will ultimately express itself in music."


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CURRENT EDUCATIONAL PUBLICATIONS.


KINDERGARTEN AND PRIMARY SCHOOL


1750. Tracy, Catherine J. Report of the International kindergarten union committee on hygiene. Kindergarten review, 25: 139-50, November 1914. The following topics are discussed under the general heading Hygiene in the kindergarten: Open-air kindergartens; Control of contagious diseases; The hygiene of the healthy, normal child in kindergarten; The hygiene of the indoor kindergarten; and Forms of nervous strain to which kindergarten children are subjected.


RURAL EDUCATION.

1752. Alderman, S. S. The county commencement; its value in rural education. Practical suggestions for working up county commencements. Raleigh, N. C. Issued from the office of the State superintendent of public instruction. 1914. 74 p. illus. 8°. (Educational bulletin XXII.)

1753. Aley, Robert J. The rural school and co-operation. Journal of education. 80: 425-27, November 5, 1914. Address before the Maine state teachers' association. Mentions a few things which should enter into the improvement of the rural school. The writer says that if the rural school is to do its duty and train the boys and girls within its limits for the best citizenship it will be necessary for other communities, even the state itself, to cooperate.


1755. Dyer, Walter A. Our country public schools: what we are doing and where we fall. The problem for the community. Craftsman, 26: 509-606, September 1914. Discusses the consolidation movement in the different states. Teaching agriculture, etc.


1758. Macdonald, N. C. The consolidated school in North Dakota. Issued by the State board of education of North Dakota, September 1914. 30 p. Illus. 8".


From Country gentlemen.

Tales of a small community in southern Wisconsin where the open door of the schoolhouse has done much to create a friendly feeling among the people and better the living conditions in the community.


Address delivered before the Department of rural and agricultural education of the National education association, at St. Paul, Minn., July 8, 1914.

Tales of the new activities carried on at the State teachers' college at Cedar Falls, Iowa.


"Discusses the many benefits and the two main objections to the centralization of rural schools, with particular reference to conditions in Ohio.

SECONDARY EDUCATION.


Claims that "every high school has a curriculum problem of its own, and that this curriculum problem is one of a reasonable differentiation."


Read before the Department of science instruction of the National education association, July 10, 1914.

Discusses among other phases of curriculum making, the data compiled by the Illinois state school survey. Writer discusses the administrative problems connected with the adjustment of modern high-school curriculums, etc. Reviews systems of Herbert Spencer and others.


Contents: 1. Meaning and scope of secondary education, by the Editor.—2. Historic sketch of secondary education, by the Editor.—3. European systems of secondary schools, by P. E. Farrington.—4. The high-school systems of the United States: State systems of high schools, by E. F. Cubberley; Rural high schools, by H. R. Snyder; Maintenance and support, by E. F. Cubberley; Inspection and accrediting of school, by W. S. Thomas.—5. Organisation of the high
CURRENT EDUCATIONAL PUBLICATIONS.


A list of topical questions and a bibliography are appended to each chapter.

1767. Phelps, Alice S. What shall we eliminate from the high school course. Education, 35:140-42, November 1914.

Thinks that French might be dropped from the curriculum, where vocational studies engage the attention of a boy.


A brief synopsis of Doctor Phillips' address before the Secondary section of the Jefferson county institute, September 15, 1914.

1769. Sexson, J. A. The reconstructed high school. Public schools, 1: 9-12, November 1914.

"The high school in rural communities has social and economic, as well as educational duties to perform. In order to perform these duties, it must extend its curriculum and broaden its administration."

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1770. Cousins, Kathleen G. Development of teachers' association. Interesting history of this important branch of educational work. Virginia journal of education, 8: 78-82, October 1914.


Results of an investigation show that a spirit of comity does already exist among the several states respecting the validation of certificates. Fourteen states give full recognition to the life certificate issued by the University of Michigan, 25 give partial recognition, one gives conditional recognition, and seven give no recognition.


"Talk before Teachers' league, New York, June 5, 1914."

The writer believes in getting rid of rating. Thinks the function of rating is essentially the function of the whip."


The causes of discouragement discussed are: indifferent attitude of supervisors; dogmatic attitude of supervising officer; nagging and lack of appreciation of relative values; and, discouragements arising from the teacher's own personality.


A discussion of the objections to and the arguments for the equal pay of teachers for equal work.
CURRENT EDUCATIONAL PUBLICATIONS.

Gives some of the replies made by the children to questions asked them concerning the helpfulness of their teachers, and the characteristics of the best teachers they had ever had.

To be continued in the December issue.
Discusses the subject under the following headings: the issue, the program, the funds, the instructors, the conductor.

Importance of the study declared. One of the outcomes of the study of the history of education is “a certain balance of judgment in the presence of current problems, which, perhaps, can hardly be reached so well in any other way.”

The writer thinks that the normal school has drifted away from its real purpose—the training of efficient teachers for our schools—and has spent its energies on building big institutions, imitating the college and impressing the people with the great number of students enrolled.

Statistical tables and graphic representations. To be concluded.

Several experienced school people were asked to offer suggestions as to the best methods of conducting teachers' institutes. This article is a collection of the papers received.

1781. What is the matter with the institute. Western teacher, 23: 41-44. October 1914.
According to this article the trouble with the teachers' institute is that there is too much talking and too little teaching.

HIGHER EDUCATION.

The economic life of a college professor described—his work, his hardships, and his compensation. Gives a budget of expenses.

Written to commemorate the celebration of the 150th anniversary of the founding of Brown university, and intended chiefly for its graduates. The book is based almost entirely on original sources.

"Answers to 21 questions addressed to the writer by Messrs. W. H. Allen and E. C. Bronson, directors of a survey appointed to report on the work of the University of Wisconsin."

(Thomas S. Fileke, secretary, sub-station 84, New York, N. Y.)
Among other topics, compares admission by certificate with admission by examination.
CURRENT EDUCATIONAL PUBLICATIONS.

1786. Fulton, Maurice Garland, ed. College life, its, conditions and problems; a selection of essays for use in college writing courses. New York: The Macmillan company. 1914. xxii, 524 p. 12". Contains selections chosen chiefly from the writings of college presidents and other educators, with a view to covering some of the more important questions and problems of the student's personal relation to the various aspects of college life—intellectual, athletic, and social.


1791. Mann, C. B. The relation of the administration department to the teacher. Bulletin of the Society for the promotion of engineering education, 5:56-70, October 1914. "Speaks of a number of unfortunate elements which have developed in college administration."


1793. Shields, Thomas Edward. The control of educational agencies. Catholic educational review. 8:307-18. November 1914. Discusses particularly the effect on education of the Carnegie foundation for the advancement of teaching, and the resolutions regarding the Foundation passed by the Department of normal schools of the National education association at St. Paul, Minn.

1794. Warren, Howard C. Academic freedom. Atlantic monthly, 114:689-90, November 1914. Says that the university teacher is "a prophet of the truth." "The tenure of office should not be determined by political, theological, or popular approval; but he should be held accountable to his own calling." Conditions in American colleges and universities.

SCHOOL ADMINISTRATION.


SCHOOL MANAGEMENT.

1796. Bagley, W. C. The place of the "informational" subjects in the school program. School and home education, 84:87-98, November 1914.


The question of truancy is considered (1) from the standpoint of the child himself, (2) with regard to the relation the school bears to truancy, (3) with regard to the effect of a non-functional home, (4) with respect to the amount of blame that rests on the community.

**SCHOOL ARCHITECTURE.**


The example of New York city.

**SCHOOL HYGIENE AND SANITATION.**


Reprinted from the *Medical review of reviews*, September 1914.


Methods in use in Rochester, N. Y.


An address delivered before the Lafayette county medical association in Lexington, Mo., July 14, 1914.


The author, a physician, briefly discusses the etiology of curvature of the spine, and then considers the prophylactic and corrective measures by which the school may aid the physician. The author's system of *gymnastic exercises for the correction of the malady* were described in an address delivered at the congress of the Deutsche gesellschaft für orthopädische chirugie, 1910.


Results of an examination of speech habits of 218 children in four kindergartens and four first primary classes.


To be presented for discussion at the session of October 28 and 24, 1914, in the Essex county court house, Newark.


Reports the findings of Dr. Gerhard Hutchinson Cocks, of New York city, published in *New York medical journal*, January 17, 1914. The effect of treatment has been good where it has been properly applied. Greater caution in the selection of hospitals and clinics, more searching diagnosis upon the part of the physician, and more active cooperation of schools and physicians are urged.

1807. Wray, George B. Sane sanitation in public schools. *Middle-west school review*, 7:5-7, November 1914.

**SEX HYGIENE.**


Discusses the status of eugenics. Shows that "the wave of public favor concerning sex education has undergone a revulsion." But a breach has been made "into the dark wall of prudery."
CURRENT EDUCATIONAL PUBLICATIONS.

   Read at the Spring conference of colleges and secondary schools, University of Chicago.
   Gives some of the steps that seem most urgent and possible, and discusses the question of sex instruction in the grades.

   Recites methods of sex instruction adopted in writer's home, also work in the biology classes in the Morris high school, New York city, and some of "the conferences that have been held with groups of older boys and girls outside of school hours."

PHYSICAL TRAINING.

   Discusses the value of athletics at college, etc. "Thinks our universities and preparatory schools have "gained mightily, and much more than they have lost, by reason of the growth and development in athletic interest and athletic games within their borders."

   Read at the annual convention, Society of directors of physical education in colleges, St. Louis, Mo., April 3, 1914.

   Read at the annual convention, Public school physical training society, St. Louis, Mo., April 3, 1914.


   Read at the annual convention, Society of directors of physical education in colleges, St. Louis, Mo., April 3, 1914.

1816. Perry, Lawrence. The stadium and college athletics. Scribner's magazine, 58: 571-86, November 1914.
   An illustrated article describing the stadia of the different colleges and universities. Says these great amphitheatres "stand as monuments to the importance of organised athletics, and a recognition of this by the college authorities."

PLAY AND PLAYGROUNDS.

   The playground movement at Guymon.

SOCIAL ASPECTS OF EDUCATION.

   Discusses in detail some of the particular phases of the social problem of the high school.
CURRENT EDUCATIONAL PUBLICATIONS.


The relation of the schools to social service.

CHILD WELFARE.


Aims to treat the juvenile court in its relation to other social institutions, as a problem in social economy.


Child welfare work in England; medical inspection of schools, etc.


An examination of the girls in the State Industrial Home for girls at Chillicothe, Mo. The results of the examination indicate that about one-third of the girls are normal and about two-thirds abnormal.

MORAL EDUCATION.


Writer says that it is not difficult to see "that many of the most glaring indications of moral weakness of the youth in school are nothing more than a reflection of the obliquity of his father as manifested in his business in the world." Also attributes some of the "doubtful morals" of the school youth to "the subtle influence of college halls," etc. A growing interest in the vitalization and socialization of the subjects of study will have a moral uplift.


Gives five factors which are essential in insuring an effective moral training in the school, namely, proper physical environment, social life, discipline and routine work, knowledge, and moral instruction.

RELIGIOUS EDUCATION.


Writer is convinced that the overcrowded curriculum of the modern school needs "the counterbalance of an active religious faith. If it is not to lead to spiritual disintegration, the relative ethics of to-day are unsatisfying. To be continued."

First an introductory chapter suggests some salient features of Christ's teaching. Second, the illustrations have been classified and discussed under two general divisions: "Illustrations drawn from life," and "Illustrations drawn from nature."

**MANUAL AND VOCATIONAL TRAINING.**


Describes the establishment of the Mellon Institute of industrial research and school of specific industries of the University of Pittsburgh. Organized for large scale experiments. Not a competitor of commercial laboratories.


The chief aim of this book is to open the eyes of businessmen to the underlying principles of efficiency, to emphasize the importance of these principles, and to explain their methods and workings. Among the topics treated are Educational efficiency and Industrial training.

1832. Dearle, Norman B. *Industrial training*, with special reference to the conditions prevailing in London. London, P. S. King & son, 1914. xiii, 596 p. 8°. (Studies in economics and political science, ed. by the Director of the London School of economics and political science, no. 39)


Outline of courses in seatwork, manual training, and household science for elementary and high schools.


Also reprinted in pamphlet form by the Board of public education, Pittsburgh, Pa., from its minutes.

The writer thinks that there is a special opportunity and obligation before Pittsburgh of doing for America through Pittsburgh what Dr. Konsenstetter has done for Germany through Munich.


This article "comes from a man who knows school problems as a teacher, a superintendent of public schools, and a professor of pedagogy ... On account of his progressive attitude toward school problems, his point of view is of special value in the study of present problems."


First of a series of two papers.


Members of committee: Dr. W. A. Jesup, Prof. C. P. Colegrove, Prof. G. M. Wilson; M. G. Clark, chairman, Sioux City; Mrs. Anna L. Burdick, secretary, Des Moines; Hon. A. M. Deyoe, honorary member.
Some of the principal topics of this report are the following: Elimination of pupils from the schools in Iowa; Tables summarising vocational information obtained from parents, pupils, and school officers; Truancy, delinquency, and juvenile court reports; Permanency of agriculture as a vocation; Attitude of employers and organized labor toward vocational education; Employment certificate provisions of different states; Vocational guidance.

1838. Leavitt, Frank M. To be educated or not to be educated? Industrial arts magazine, 2: 159-92. November 1914.

Gives some lessons from Massachusetts, showing that the natural growth of industrial training thru a development of the department of manual arts has, without state aid, accomplished considerably more in the way of genuine industrial training for the fourteen year old boys of Boston than has the special state-aided plan.


In order to find at first hand what Colorado high schools are doing in vocational training, a questionnaire was sent to 08 superintendents. The replies to the questionnaire are summarized in this article.


This synopsis gives a brief account of the organization and method of the survey, and of some of the most important information bearing on the problem of vocational education for Richmond.


"A successful experiment in Missouri, where the school of hard knocks has been made into Park college."

Describes the work of Park college, Parkville, Mo.


An interesting presentation of the subject of vocational training in ancient Greece and Rome; also the period of Ptolemaic-Greek and Roman domination of Egypt.


The writer has based his article on data collected by the Iowa state college from the local population of a typical farming community of Iowa. The data show that farming is an unusually permanent occupation.

VOCATIONAL GUIDANCE.


The author gives his experience in vocationally guiding himself, the boys and girls whom he taught, and the boys employed in his furniture factory. He emphasizes two points in the matter of vocational guidance, first, inborn ability, and second, competitive efficiency.
CURRENT EDUCATIONAL PUBLICATIONS.

AGRICULTURE, SCHOOL GARDENS.


Read at the annual meeting of the National school garden association, Salt Lake City, July 11, 1913.

HOME ECONOMICS.


Gives a general scheme of home economics education from kindergarten to university.

COMMERCIAL EDUCATION.


Bibliography follows each chapter.

This "pioneer work" aims to raise the standard of the commercial teacher and give the business man an appreciation of the value of a theoretical education in correlation with practical work. It considers mainly commercial education in secondary schools, because in these pedagogic training is most urgent.

PROFESSIONAL EDUCATION.


Discusses the present degree of indifference on the part of the medical profession generally toward neurology and psychiatry. Says that the standard medical curriculum of the schools does not devote sufficient time and space to these studies. Gives statistics of 85 medical schools in the United States showing time and place factors in neurology and psychiatry in the clinical years of the institutions. Says that medical educators "should consider neurology and psychiatry as fundamental and not as highly specialized clinical branches."


Says that the selection of headship "must be based upon evidence that for the past years the appointee has been continuously a close student of modern medicine and showed efficiency in teaching, as well as in research, in the scientific and practical fields of medicine. The work of the department should be conducted with the aid of all three classes or groups, but especially with the aid of the scientific assistant."


Discusses the school for health officers conducted by Harvard university and the Massachusetts institute of technology. Gives curriculum. Thinks it a mistake "to make the medical degree a prerequisite to public health positions."
CURRENT EDUCATIONAL PUBLICATIONS.


Advocates raised standards of admission to the bar.

CIVIC EDUCATION.


Good results from student self-government.


BOY SCOUTS.


A short survey of the boy scout movement, its organization and methods.


EDUCATION OF WOMEN.


A dissenting reply to Gymnasialdirektor Dr. Georg Rosenthal's article on the same question in an earlier number of the same periodical.

A second reply to Dr. Rosenthal's article, by Rassfeld, follows in the same periodical, p. 220-27.


Says that woman is working her way "slowly and sometimes painfully toward a solution of her peculiar problem—how to reconcile the conflicting claims of her own individuality and of the race."


A comparison of the differences in attitude to their studies of the young men and the young women in the upper classes of a gymnasium and a höheren müßchenschule in Berlin. On the whole, the young men are credited with higher qualifications. On the other hand, the writer wishes to be fair, and presents his conclusions as tentative conclusions only, including very acute reflections on pedagogical methods and purposes.


Foreword written by Mrs. P. V. Pennybaker. Work of women's clubs in promoting libraries, manual training, etc.

NEGREOS AND INDIANS.


Extracts from an address before the Northeastern Oklahoma teachers' association.

The author thinks that the "way out" for the Indian is through the public school.
CURRENT EDUCATIONAL PUBLICATIONS.


EDUCATION OF DEFECTIVES.

1868. Pierce, Jerry A. The experience system of speech. Volta review, 16: 739-44, October 1914. Writer says there is a strong similarity between learning a new language and acquiring a knowledge of speech reading.


EDUCATION EXTENSION.

1870. Kruse, Paul J. Some problems of the evening school. School review, 22: 391-400, November 1914. Problems connected with the instruction of foreigners in English and civics. Selection of teachers, etc. Presents tables of statistics showing general attendance on evening schools since 1902-3.

1871. Wirt, William. A plan of organization for co-operative and continuation courses. School Journal, 31: 263-66, 280-81, October 1914. We present the report of Mr. Wirt in detail, for it not only gives a clear idea of the purposes of the Gary plan, but also shows how that plan may be used in any school system.—Editor.

LIBRARIES AND MUSEUMS.


1873. Oliver, Thomas Edward. An American reader's impressions of some great European libraries. Public libraries, 19: 377-82, November 1914. Writer visited the Royal library of Berlin, and one or two libraries in southern Germany, including Heidelberg; then the several great libraries of Paris, especially the Bibliothèque nationale; and finally the British museum in London.


1876. Warren, Irene. Teaching the use of books and libraries. Education, 35: 157-63, November 1914. Says that libraries in elementary, high, and advanced schools need to be systematically organized by expert librarians, who have also a knowledge of school aims and methods.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.


BULLETIN OF THE BUREAU OF EDUCATION.

[Note.—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 (†) 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. $0.10.

No. 2. German views of American education, with particular reference to industrial development. William N. Hallman. 75 cts.


1907.


No. 2. Agricultural education, including nature study and school gardens. James R. Jewell. 30 cts.

No. 3. The auxiliary schools of Germany. Six lectures by B. Mannes. 25 cts.

No. 4. The elimination of pupils from school. Edward L. Thorndike. 30 cts.

1908.

No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey. 75 cts.


No. 5. Education in Formosa. Jules H. Arnold. 10 cts.

No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.


No. 8. The teaching staff of secondary schools in the United States; amount of education, length of experience, salaries. Edward L. Thorndike. 25 cts.

1909.


No. 2. Admission of Chinese students to American colleges. John Fryer. 25 cts.


No. 5. A teacher's professional library. Classified list of 100 titles. 5 cts.


No. 7. Index to the Reports of the Commissioner of Education, 1867-1907. 5 cts.

No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.


No. 10. Education for efficiency in railroad service. J. Shirley Eaton. 10 cts.

No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8. 5 cts.

1910.

No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arthur B. Show. 5 cts.


No. 4. The biological stations of Europe. Charles A. Kofold. 20 cts.

No. 5. American schoolhouses. Fletcher B. Dreseal. 30 cts.

No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-10. 5 cts.
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1911.

No. 1. Bibliography of science teaching. 5 cts.
No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 10 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. 10 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. 5 cts.
No. 8. Examinations in mathematics, other than those set by the teacher for his own classes. 15 cts.
No. 9. Mathematics in the technological schools of the United States. 5 cts.
No. 10. Bibliography of education for 1900-10. 10 cts.
No. 11. Bibliography of child study for the years 1900-10. 10 cts.
No. 12. Training of teachers of elementary and secondary mathematics. 5 cts.
No. 13. Mathematics in the elementary schools of the United States. 5 cts.
No. 15. Educational system of China as recently reconstructed. Harry S. King. 10 cts.
No. 16. Mathem.atics in the public and private secondary schools of the United States. 5 cts.
No. 17. List of publications of the United States Bureau of Education, October, 1911. 5 cts.
No. 18. Teachers' certificates issued under general state laws and regulations. Harlan Updegraff. 20 cts.
No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1916-1917. 10 cts.
No. 20. Report of the American delegation to the International commission on the teaching of mathematics. 10 cts.
No. 21. Current educational topics. No. 11. 10 cts.
No. 22. The reorganized school playground. Henry S. Combe. 10 cts.
No. 24. Teaching language through agriculture and domestic science. M. A. Helper. 5 cts.
No. 26. Redistrictment of a rural high school to the needs of the community. H. A. Brown. 5 cts.
No. 28. Public and private high schools. 5 cts.
No. 29. Special collections in libraries in the United States. W. Dawson Johnston and Isadore C. Mudge. 5 cts.
No. 32. Bibliography of the teaching of mathematics, 1900-1912. David Rogers Smith and Charles Goldsberry. 5 cts.
No. 33. Latin-American universities and special schools. Edgar E. Brandon. 5 cts.
No. 34. Educational directory, 1912. 5 cts.
No. 36. Statistics of State universities and other institutions of higher education partially supported by the State, 1918-1919. 5 cts.
No. 38. Monthly record of current educational publications, January, 1913. 5 cts.
No. 39. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
No. 41. Present standards of higher education in the United States. George E. MacLean. 20 cts.
No. 42. Monthly record of current educational publications, February, 1913.
No. 1. Monthly record of current educational publications, January, 1914.
No. 2. Compulsory school attendance.
No. 3. Monthly record of current educational publications, February, 1914.
No. 4. The school and the start in Ufa.

No. 5. Monthly record of current educational publications, March, 1914.
No. 6. Monthly record of current educational publications, April, 1914.
No. 7. Monthly record of current educational publications, May, 1914.
No. 8. Monthly record of current educational publications, June, 1914.
No. 10. Monthly record of current educational publications, August, 1914.
No. 11. Monthly record of current educational publications, September, 1914.
No. 12. Monthly record of current educational publications, October, 1914.

No. 15. Annual review of educational literature, 1914.
No. 16. Annual review of educational literature, 1915.
No. 18. Annual review of educational literature, 1917.
No. 19. Annual review of educational literature, 1918.
No. 20. Annual review of educational literature, 1919.
No. 22. Annual review of educational literature, 1921.
No. 23. Annual review of educational literature, 1922.
No. 25. Annual review of educational literature, 1924.
No. 26. Annual review of educational literature, 1925.
No. 27. Annual review of educational literature, 1926.
No. 28. Annual review of educational literature, 1927.
No. 29. Annual review of educational literature, 1928.
No. 30. Annual review of educational literature, 1929.
No. 31. Annual review of educational literature, 1930.
No. 32. Annual review of educational literature, 1931.
No. 33. Annual review of educational literature, 1932.
No. 34. Annual review of educational literature, 1933.
No. 35. Annual review of educational literature, 1934.
No. 36. Annual review of educational literature, 1935.
No. 37. Annual review of educational literature, 1936.
No. 38. Annual review of educational literature, 1937.
No. 40. Annual review of educational literature, 1939.
No. 41. Annual review of educational literature, 1940.
No. 42. Annual review of educational literature, 1941.
No. 43. Annual review of educational literature, 1942.
No. 44. Annual review of educational literature, 1943.
No. 45. Annual review of educational literature, 1944.
No. 46. Annual review of educational literature, 1945.
No. 47. Annual review of educational literature, 1946.
No. 49. Annual review of educational literature, 1948.
No. 50. Annual review of educational literature, 1949.
No. 52. Annual review of educational literature, 1951.
No. 53. Annual review of educational literature, 1952.
No. 54. Annual review of educational literature, 1953.
No. 56. Annual review of educational literature, 1955.
No. 57. Annual review of educational literature, 1956.
No. 58. Annual review of educational literature, 1957.
No. 60. Annual review of educational literature, 1959.
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No. 5. The folk high schools of Denmark. L. L. Freund.
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. 15. Monthly record of current educational publications. Index.
No. 17. Rural schools and grounds. F. B. Dresslar.
No. 20. The rural school and hookworm disease. J. A. Ferrell.
No. 21. Monthly record of current educational publications, September, 1914.
No. 22. The Danish folk high schools. H. W. Foyht.
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. Monahan.
No. 32. Bibliography of the relation of secondary schools to higher education. R. L. Waikley.
No. 34. Library instruction in universities, colleges, and normal schools. Henry R. Evans.
No. 35. The training of teachers in England, Scotland, and Germany. Charles H. Judd.
No. 40. Care of the health of boys in Girard College, Philadelphia, Pa.
No. 41. Monthly record of current educational publications, November 1914.
No. 42. Monthly record of current educational publications, December 1914.