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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

INTRODUCTORY NOTES.

Some noteworthy recent books are the following, the numbers in parentheses referring to the numbers of the full entries in this bulletin: Walton, What do we mean by education? (1909); Jacoby, Child training as an exact science (1912); Thorndike, Educational psychology, briefer course (1919); Winch, Children's perception (1923); Fairchild, Teaching of poetry in the high school (1938); Fisher, Mothers and children (1968); Stout, The high school (1981); Bagley, School discipline (2009); Crafts, Bible in schools—plans of many lands (2036); Davis, Vocational and moral guidance (2054); Hill, Teaching of civics (2066); Binet and Simon, Mentally deficient children, authorized translation (2077).

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.


EDUCATIONAL HISTORY AND BIOGRAPHY.


Interesting account of the work at Louvain, which combined "the systems of both English and continental universities."

CURRENT EDUCATIONAL CONDITIONS.


Address before the Council of city superintendents, October 22, 1914.

The author says that the requisites of a school survey are, first, competent persons to conduct it; second, the persons conducting it must have a right purpose; third, they must have sufficient time; fourth, they must have the perspective; and fifth, they must grasp the local situations.
CURRENT EDUCATIONAL PUBLICATIONS.


Demands a return to the classical culture of France: "Deliver us from the pedantic, mediocre, and amorphous education à l'allemanded. Give us back education in clarity, nobility, and beauty, à la française."


Writer mentions the need of preserving a due sense of proportion in the educational ventures undertaken by the federal government. He asks: "Which shall the nation attend to first, special education or elementary education; generosity to immigrants or justice to native-born; to accelerate her industries or to insure civilization throughout her borders?"


Address delivered before the Iowa state teachers' association, November 5, 1914.


Independence in the meaning of the writer is "teaching independent of the State." Describes the struggles of French Catholics to instruct their teachers, etc., apart from lay schools.


Discusses the subject under the following headings: The need of industrial and vocational education for the masses, Importance and purpose of our public schools, The school for the plain man, Trade education for women, Vocational education and organized labor, and Trade education and socialism.

PEDAGOGICS AND DIDACTICS.


The writer says that a successful teacher is enthusiastic about his work and is constantly studying in the attempt to improve the efficiency of his work. Some marks of success in any teacher are the number of pupils who successfully accomplish the given work, the number of pupils who go on to a higher grade, the respect of the pupils for the teacher, and the refining influence of the teacher upon pupils and community.


Sociology furnishes valuable guidance to education. Says that "nature does not give us conscience but only the capacity to acquire one; social evolution and education must do the rest."


Defines efficiency as "that state in which we approximate preconceived ends or values through an economical expenditure of time and energy." Examinations and tests must be reorganized so that they become "a truer index of the character of class work," etc. Suggests methods.
CURRENT EDUCATIONAL PUBLICATIONS.

Describes a new type of recitation rapidly spreading over Nebraska.

A penetrating and comprehensive analysis of contemporary pedagogical tendencies as the reflection of conscious efforts made to attain the goal set by the development of the whole of social life. "Education has its roots in culture (kultur); it possesses no movement of its own; its movement is the movement of culture."

Writer says we must be careful "not to exaggerate sex differences by giving too much heed to them." The best attitude to take relative to sex aptitudes up to the age of 14 is to ignore them altogether.

Discusses the high school; curriculum of secondary education, etc. Say: "In a rich and populous community, it should be perfectly feasible for a student to pursue the so-called cultural and vocational studies side by side for an indeterminate number of years." Continued from November number.

CONTENTS. I. The end rules the means. — 2. What should be the end? — 3. Synthesis of liberty and authority. — 4. What are the means? — 5. Who are the agents? The author is profoundly convinced that theory of education can not be operated without disaster from theory of life.

EDUCATIONAL PSYCHOLOGY. CHILD STUDY.

A discussion, by a teacher-scientist of Vienna, of the social influences in the child's home environment which unconsciously mold character and reaction to the problems of school and life. The analysis shows strong traces of the psychological theories of Sigmund Freud and his school.


Also separately reprinted.
Bibliography: p. 578-77.


The writer says that "at present the instruments available for measuring our educational products are crude and are applicable to only a few elements of the total product, but such as we have may be used advantageously by teachers and supervising officials."


"Generalization on the basis of resemblances is one of the most important aspects of reasoning. The author reports the results of an experimental study of the ability of children from 10 to 14 years of age to generalize on four different kinds of situation. If the average rate of improvement be taken as an index, the generalizing ability doubles during the years in question."


"Says that children who exhibit precocious tendencies should be subjected to psychological and medical study. Opportunities for physical development are the best safeguards against the danger of prolixity."

1919. Thorndyke, Edward L. Educational psychology; briefer course. New York, Teachers college, Columbia university, 1914. 442 p. 8".

A simpler treatment of the more fundamental subject matter of the author's large three-volume work.


Contributions to education from recent studies in psychology.


Certain measurements which the cooperation of many principals and teachers in Massachusetts enabled the author to make give results which seem worth reporting concerning three topics: Educational scales, Sex-differences, and Retardation.


"The author examines a number of the recent school surveys, and shows that nowhere do we find a scheme of school measurement that is generally applicable and that furnishes comparable data. He then presents a scheme for such measurement and gives sample graphs showing the results of its application to different schools."


A scale of mental measurements developed at the Boston psychopathic hospital. Designed "to take the place of the Binet measuring scale of intelligence and to furnish a more definite and accurate index of the mental capacity of individuals than can be obtained by the employment of the Binet method."

Read in abstract at the Second annual conference on the medical and social work of the Psychopathic hospital, June 23, 1914.

SPECIAL METHODS OF INSTRUCTION.


Paper read before the Minnesota federation of women's clubs, Rochester, Minn.


Names some firms renting machines and films for educational purposes.


Suggest the need of a special endowment for the study of the educational advantages of moving pictures; to start a real school library of films," etc.
SPECIAL SUBJECTS OF CURRICULUM.


The chief interest of historical instruction is the moral progress revealing itself in the state as the bearer of this progress. This concept of moral progress in history is not too abstract for the comprehension of secondary school pupils.


This outline given by grades, is the result of several years of experiment, during which many changes have been made in the content of the course, the methods of work, etc.


From the course of study of the elementary schools of Oregon.


From the program of the 21st annual meeting of the American psychological association.


(Notes for giving suggestions by which the ordinary teacher can be aided in forming and selecting music for their classes. The author says that teachers are told to teach only good music, but are left to their own devices in determining the standards of selection.


A paper read before the California high-school teachers' association at Berkeley, California, July 1, 1913. Shows that Latin is "extremely practical, and worthy of being accorded an honorable and prominent position in the school curriculum."


Suggests and outlines methods of presenting a synoptic picture of a period which pupils may grasp as a whole of experience as superior to memorite of dates and chronological outlines. Contains also suggestions for graphic representation of chronological data and relations.


Says that the student should be made as expert in reading as in handling the symbols in which they may be expressed in equational form.

The author says: "The lack of definite aims graded to suit the pupil is, I believe, the cause of most failures in teaching still life."


Discusses the subject under four heads: 1. The nature of language itself. 2. Faults of the pupils who are to be taught. 3. The present system and procedure of course. 4. Faults which lie in the teacher.


A synopsis of an address delivered before the Indiana association of English teachers at the annual meeting in October.


Intended for pupils about to enter the high school.


The author demands that hygiene, as the science of the care of the body, should furnish the aim of the entire instruction in the natural sciences.


A list of words misspelled by college and secondary students. The author says that the function of the elementary school in teaching spelling is the formation of correct habits.


A condensed report of a talk given at the Iowa state teachers' association, November 1, 1914.


Experiences of an English teacher. Describes the interesting experiences of Caldwell Cook, who advocates an imitation of the best models of English literature.


A working plan for the coordination of high school and elementary college sciences.


History, in the opinion of the writer, is taught most successfully, "not by cut-and-dried formulas, but by intercourse which is natural, varied, vivid, and allusive."


Read at the High School Conference, University of Illinois, November 20, 1914.


"This monograph, prepared chiefly by Mr. George A. Mirick, assistant commissioner of education in charge of elementary schools, sets forth some of the principles which it is believed underlie the teaching of reading."


How can instruction in physics be made to induct the pupil into philosophical thinking? Suggests didactic methods, and points out the limitations of the viewpoint of physical science.

74512—15—2
CURRENT EDUCATIONAL PUBLICATIONS.


1961. Schoch, Eugene Paul. Chemistry in the high school. Austin, Tex., The University, 1914. 3 v. in 2. illus. 8°. (Bulletin of the University of Texas, nos. 329, 375, official series nos. 100, 110)


KINDERGARTEN AND PRIMARY SCHOOL


RURAL EDUCATION.


CURRENT EDUCATIONAL PUBLICATIONS.

1972. Rural educator, vol. 4, no. 5, December 1914. (The rural school as a community center)

Contains: 1. C. J. Jaclin: The rural social center, a device for large scale constructive rural acquaintance. 2. J. C. Mooman: The rural school as a community center. The community center plan in the state of Washington. 3. Edna O. Clark: The country school as a social center. 4. The school and "Back to the land." 5. Lenox Quarter: The rural school as a social center.


SECONDARY EDUCATION.


An attempt to meet some of the commonest criticisms advanced against the public schools and the Church of England. It deals with the various subjects taught in English public schools and the methods of teaching them.


Reply to a questionnaire sent to "a score of reliable students belonging to schools in cities or towns scattered throughout the country from New England to the Mississippi." Questions involved: student self-government, standards of honesty, etc.


Thinks that a combination of high school instruction and actual work could be established. Such a scheme will lead to "a closer and unify the educational forces." The student will comprehend the connection between real work and study. "It will be the means of saving a large percentage of the students who now leave the schools because of lack of interest, or on account of economic pressure."


Contains 33 charts showing the preparation, tenure, duties, etc., of teachers in Kansas high schools.


Sees danger in the effort to standardize high schools. Apt to result in "a formal evaluation of school work which in the long run will utterly defeat the purposes for which the principle of standardization was evolved." Have the high schools define the value of their units; both high schools and colleges should study the problem of the value of work done.


An experiment made in Oakland city, Indiana.


CURRENT EDUCATIONAL PUBLICATIONS.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.


HIGHER EDUCATION.


In 1910 the University of La Plata, Argentina, abandoned the conventional mess hall and dormitory system of the Latin-American boarding school, and housed its students in homes, provided over by married instructors. Very much like conditions in Eton, England. Great success has marked the experiment.

The three preceding articles in the series were mentioned as items 1520, 1575, and 16511 of this record.


Critiques the undue prominence of college athletics, musical, and dramatic clubs, fraternities, etc. Says there must be some "definite policy adopted by the college authorities in regard to the scheme of education for their undergraduates with less shifting of courses and constant change of attitude toward these questions."


Contrasts methods of instruction in American and Continental colleges and universities. Says that the American student is "given" knowledge: the Continental Is "trained to seek knowledge for himself."

SCHOOL ADMINISTRATION.


"The final conclusion of this review is that the whole inquiry with reference to the teaching and supervision of elementary schools is a set of opinions backed by guesses and assumptions."


The author says that a good board member must not think that he knows all about American schools, but should try to act at first hand all the information about his own schools, visiting them quietly and observing for himself. He should also be regular and punctual in his attendance upon board and committee meetings, and concentrate upon the business in question while at the meetings. Dr. Chancellor also gives some suggestions as to how the good board member can help the school superintendent.


Advocates the selection of the county superintendent of public instruction by the county board of education instead of by the people. Discusses particularly the conditions in Texas.


Gives a table to help superintendents who wish to know what is the right amount of time to devote to the various subjects and what other school men are providing for their systems.


Contains extracts from the report of the Committee on a larger school unit, appointed by the Missouri state teachers' association.


"A survey of the schools of Owatonna, Minn. The general summary shows that 70.6% of the children were normal, 14.4% accelerated, and 15.2% retarded, indicating that the courses of study are finely adjusted to the capabilities of the masses—and as finely adjusted for the swift and the slow as a course may be, practically the same percentage of accelerated and retarded pupils being reported."

—The Editor.
CURRENT EDUCATIONAL PUBLICATIONS.


Members of committee: E. L. Miller, Mrs. Mary D. Bradford, F. E. Converse.

SCHOOL MANAGEMENT.


Gives the tentative conclusion that "within a given school system study-standards vary with the school, the subject, the study-grade, and the teacher." Emphasizes the need of collecting such data.


Read at the High school conference held at the University of Illinois, November 10, 1914.

The author aims to show, first, that a certain amount of uniformity is essential for a reason more fundamental than economy, second, that the justification of a certain measure of uniformity furnishes one rather definite standard for selecting common elements, and third, that the essential uniformity may be issued without interfering unduly with desirable differentiation.


Endeavors to present in a concrete way the various steps that may be taken to establish a wholesome school "spirit" that will reduce disciplinary difficulties to a minimum. To this end, most of the chapters deal rather with positive and non-coercive than with restrictive and repressive methods of treatment.


Describes an experiment made by the grade teachers of the Elkhart (Indiana) public school during the past year "with what may be called a system of minimum-maximum assignments of lessons. The purpose of the system was to provide a course to meet the different abilities of different children and thus to increase the promotion rate among them."


During the past year the writer has made a series of investigations relative to the variability of teachers' marks. The important facts which the investigations disclosed are given in this article as a means of making clear the extent of variability among teachers' marks.


A study undertaken "in the belief that errors could be graded, that if teachers knew the conditions under which they were committed there would be substantial agreement as to their seriousness."


"The problem of finding employment for pupils who finish tasks in advance of others of the class is an important one. In the issue of May 1914, Miss Wardell reported a plan called the 'self-activity class' that had been in operation a few months. A partial outline of the work given to this class was appended and an invitation extended by the author to teachers wishing to try out the plan to send for the complete outline. That many teachers availed themselves of the privilege, proving that there was a widespread interest in the subject, is the reason for Miss Wardell's second article which provides a complete outline for one year of work."—Editor.


Dr. Charles A. Wagner, commissioner of education in Delaware, has issued a pamphlet showing the results of an analytical study of school attendance made by him. The circular contains suggestions for improving the child with the importance of attendance. These suggestions are quoted in this article.
CURRENT, EDUCATIONAL PUBLICATIONS.

SCHOOL HYGIENE AND SANITATION.


Gives portions of a talk by Dr. Charles L. Dana, professor of nervous disease, Cornell university medical college, on the proposition to shorten school hours.


2019. International congress on school hygiene. 4th, Buffalo, August 25-30, 1913. Transactions. Ed. by Thomas A. Storey, with the assistance of Frederic A. Woll and Julian Park. [Buffalo, N. Y., Printed by the Courier co. of Buffalo] 1914. 5 v. illus. 8°. (Thomas A. Storey, secretary general, College of the city of New York)

Mit einem beilie: Schulhygienischer notizkalender.


Denies the existence of a distinct type of "school scoliosis." The sitting posture in the school-room merely gives opportunity for the development of previously existing weakness.

SEX HYGIENE.

Paper read at the meeting of the American social hygiene association and the Society of sanitary and moral prophylaxis, New York city, October 8, 1914.


PHYSICAL TRAINING.

Graduating thesis of the Institute and training school of the Young men's Christian association, Chicago.
Continued from a previous number, and to be continued in a later issue.

Read before the American physical education association, St. Louis, Mo., April 2, 1914.

Read at meeting of the American physical education association, St. Louis, Mo., April 4, 1914.
Tells what has been done for physical training in the schools of Germany, Austria, Switzerland, Belgium, France, England, Sweden, and Denmark.
CURRENT EDUCATIONAL PUBLICATIONS.

PLAY AND PLAYGROUNDS.


SOCIAL ASPECTS OF EDUCATION.


MORAL EDUCATION.


RELIGIOUS EDUCATION.


CURRENT EDUCATIONAL PUBLICATIONS.

MANUAL AND VOCATIONAL TRAINING.

Secondary school at Laporte, Indiana which prepares students for life work. Illustrated.

The Wisconsin system was investigated by experts. Writer sums up the points of agreement. Says that most of the teachers are not qualified for vocational or trade work.

Abstract of a paper read before the meeting of the city superintendents and school boards at the University of Illinois, November 9, 1914. The author does not think a separate system of vocational schools is advisable or necessary. Advocates the unit system for liberal and vocational public education.

Author says that the problem in this country is primarily an educational one—that of the reorganization of the public school to meet the changed conditions due to the industrial revolution.

Tells of a free school for retarded boys organized during the past summer under the direction of Mr. Frank M. Leavitt, professor of industrial education in the School of education at the University of Chicago.


Introducing a series of articles on “the adaptation of regular school subjects to the needs of prevocational boys.”

Demands instruction in hygienic principles and processes of the prevention of occupational diseases. In the continuation school the instruction should be given in connection with the courses on industrial materials and processes. A course of studies, covering three years, is suggested.

Approaching his subject historically, the author concludes that the vocational significance of manual training is the source of its educational value, that manual training is becoming vocationalized, that vocational training is outgrowing its narrow trade character, and that the two will merge in the high school.

2050. Meek, Charles S. The coordination of industrial studies with traditional subjects in the high school curriculum. School review, 22:666-72, December 1914.
Conditions in high school of Boise, Idaho. Introduction of industrial education into the curriculum has not crowded out cultural education, but has increased registrations in strictly cultural subjects.

Makes a strong plea for the study of industrial hygiene. Says that hygiene education is an indispensable phase of vocational training. Millions of workers suffer from lowered vitality and other ills, and yet educators “chance for the costly tools for a narrow type of vocational training,” while at the same time they neglect instruction in health conditions of workers. Germany, England, and Austria have accomplished much in medical examinations and follow-up work. The Manhattan trade school for girls, New York city, is meeting the urgent necessity for such sanitary and corrective work.
CURRENT EDUCATIONAL PUBLICATIONS.


2053. Spühler, J. Die wirtschaftliche aufgabe der schule. Schweizerische lahrenheitzeitung, 59:367-69, 376-77, September 26, October 3, 1914. Industrial and vocational training, vocational guidance, and civic education are the imperative need of the schools. Quotes from Treitschke: "Not ideas—action determines the destinies of nations."

VOCATIONAL GUIDANCE.

2054. Davis, Jesse Buttrick. Vocational and moral guidance. Boston, New York [etc.] Ginn and company [1914] viii, 303 p. 12°. The book recognizes the intensely practical as well as the theoretical aspects of the subject, and outlines actual methods of procedure—-with definite suggestions from public-school teachers, librarians, and Y. M. C. A. secretaries who have done the work. With charts, outlines, and card systems that have proved valuable, and with suggested reading lists for counselors and for young people.

AGRICULTURE, HOME GARDENING.


2056. Hummel, W. O. Utilization of land by high schools teaching agriculture. University of California chronicle, 16:431-42, October 1914. Discusses the school farm and its proper equipment. "Says that the school farm is "one of the most effective means of promoting the popularity of high-school agriculture."

2057. True, A. C. Address of the president of the Association of American agricultural colleges and experimental stations. Science, n. s., 40:757-66, November 27, 1914. Says that more attention should be given to persisting college courses of instruction for the general body of agricultural students, also to improving courses for teacher training for the regular work of the colleges, for extension work, and for secondary schools.

HOME ECONOMICS.


2060. Snedden, David. Current problems in home economics. Journal of home economics, 8: 430-37, December 1914. Dr. Snedden's address is given in part. Dr. Snedden's views of future social conditions and criticisms of current methods of instruction.

PROFESSIONAL EDUCATION.


2062. Kirk, Edward G. The tendencies in dental education. Dental cosmos, 56:1297-1309, December 1914. Advocates the necessity of enlarging the scope and improving the character of the special dental curriculum so as to adequately meet modern educational demands.
2063. Lee, Frederio S. The relation of the medical sciences to clinical medicine. Journal of the American medical association, 63:2083-88, December 12, 1914. Importance of science to the medical student. Says that teachers of the clinical subjects fail if they do not hold to "a rigid scientific ideal in their outlook over the details of practical medicine."


2067. Jenks, Jeremiah W. University influence on civic life. Religious education, 9: 515-19, December 1914. Discusses the subject under the following headings: Research; Contact with the public; Teaching; Practice; and Influence upon citizens.


2071. Sturm, Marie. Die fruenschule und der gebildete mittelstand. Frauenbildung, 13: 433-37, 9. heft, 1914. Suggests a reconstruction of the Prussian "fruenschulen," which have not been successful as had been anticipated.

2072. Van Kleeck, Mary. Working girls in evening schools; a statistical study. New York, Survey associates, inc., 1914. xi, 222 p. illus. 12°. (Russell Sage foundation publication) Based on a card questionnaire answered by more than 13,000 working girls attending public evening schools in New York city.
CURRENT EDUCATIONAL PUBLICATIONS.

ORIENTALS.


DEFECTIVE AND DELINQUENT CHILDREN.


EDUCATION EXTENSION.

CURRENT EDUCATIONAL PUBLICATIONS.

LIBRARIES AND MUSEUMS.


Read at the meeting of the Minnesota educational association, St. Paul, October 23, 1914.


BUREAU OF EDUCATION: PRESENT PUBLICATIONS.


BULLETIN OF THE BUREAU OF EDUCATION.

(Note.—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 coins, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.)

1906.
*No. 2. German views of American education, with particular reference to industrial development. William N. Hallman.

1907.
*No. 2. Agricultural education, including nature study and school gardens. James R. Jewell.
*No. 3. The auxiliary schools of Germany: six lectures by H. Maerz.
*No. 4. The elimination of pupils from school. Edward L. Thorndike.

1908.
*No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
*No. 2. List of publications of the United States Bureau of Education, 1907-1907. 10 cts.
*No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 10 cts.
*No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8. 5 cts.

1909.
*No. 2. Admission of Chinese students to American colleges. John Fryer. 25 cts.
*No. 5. Statistics of public, society, and school libraries in 1908.
*No. 7. Index to the Reports of the Commissioner of Education, 1877-1907.
*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, 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. 4. The biological stations of Europe. Charles A. Kofold. 25 cts.
*No. 5. American school annals. Flischner B. Dreslar.
*No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1909-10.
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<td>Bibliography of home teaching</td>
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<td>2</td>
<td>Opportunities for graduate study in agriculture in the United States</td>
<td>A. C. Monahan</td>
<td>5 cts</td>
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<td>3</td>
<td>Activities for the improvement of teachers in service</td>
<td>William C. Hurdler</td>
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<td>Report of the commission appointed to study the system of education in the public school of Baltimore</td>
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<td>Age and grade census of schools and colleges</td>
<td>George D. Strayer</td>
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<td>Graduate work in mathematics in universities and in other institutions of like grade in the United States</td>
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<td>Mathematics in the elementary schools of the United States</td>
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<td>Provides for exceptions children in the public schools</td>
<td>J. H. Van Sickie, Lichtner Witten, and Leonard P. Ayres</td>
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<td>15</td>
<td>Educational system of China as recently reconstructed</td>
<td>Harry K. King</td>
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<td>Teachers' certificates issued under several State laws and resolutions</td>
<td>Harlan Updegraff</td>
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<td>Statistics on State universities and other institutions of higher education partially supported by the State, 1910-11</td>
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<td>A course of study for the preparation of rural-school teachers</td>
<td>F. Mutchler and W. J. Craig</td>
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<td>Mathematics at West Point and Annapolis</td>
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<td>Report of committees on uniform records and reports</td>
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<td>Mathematics in technical secondary schools in the United States</td>
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<td>A study of expenses of city school systems</td>
<td>Harlan Updegraff</td>
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<td>Agricultural education in secondary schools</td>
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<td>Educational status of nursing</td>
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