MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

COMPiled by the library division of the bureau of education, under the direction of John D. Wolcott, chief of division

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.


INTRODUCTORY NOTES.

The following are especially noteworthy books and pamphlets of the current month, the numbers in parentheses referring to the full entries in this record: Neuring, The new education (529); Klapper, Teaching of English (570); Carver, Organization of a rural community (582); Alderman, School credit for home work (615); Perry, Discipline as a school problem (618); Beard, Woman's work in municipalities (625); Cooley, Vocational education in Europe (610); Eaton and Stevens, Commercial work and training for girls (639); Redlich, The case method in American law schools (662); Schaeff and Finley, Should our educational system include activities whose special purpose is preparation for war? (661); Kuo, The Chinese system of public education (663).

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.


Altimad: Attendance—how to improve it, p. 29-34.


CURRENT EDUCATIONAL PUBLICATIONS.


2. C. G. Pearse: How can we make the schools meet the needs of life, p. 30-38.
7. J. W. Seidler: Organization of the state's instrumentalities for vocational training, p. 63-68.
10. May Bumby: Raising the work of English in the grades to that in the high school through the medium of a supervisor, p. 80-85.
12. W. F. Reeder: An elementary course in general science, content and method, p. 95-104.
13. May Bumby: Raising the work of English in the grades to that in the high school through the medium of a supervisor, p. 105-110.
15. R. F. M. Karram: To what extent is it desirable to vocationalize manual arts in the public schools, p. 119-124.
19. F. A. Kuhlman: The importance and methods of determining the mental age of subnormal children, p. 139-144.

EDUCATIONAL HISTORY.


Interesting historical résumé. Says that the most important result of the entire movement and reaction between England and Europe was the grouping of scholars and teachers at Oxford in the days of Henry Beaulcer.


Reprinted from the South Atlantic quarterly for April 1915, vol. XIV, no. 2.


Says that the significance of the Catholic school lies rather in its distinctive purpose, which is the combination of religious and moral training with intellectual culture.

CURRENT EDUCATIONAL CONDITIONS.


Gives membership total, yearly subscription, name of society's official organ, telegraphic address, dates and places of next annual meeting, secretary's name and office address.


Numbers 2 and 3 in a series of educational surveys of the counties of Georgia.

528. The moonlight schools. The campaign against illiteracy. Training school quarterly, 1: 204-12, January-March 1915.

Contains accounts of moonlight schools in Kentucky and North Carolina.


"A record of the impressions made on a traveler by a number of school systems and schools."
CURRENT EDUCATIONAL PUBLICATIONS.


An interesting account of educational activities in the U. S. Navy, which includes for the year ending June 30, 1915, the direct instruction of 26,000 men. Trade schools have been especially established to supply skilled mechanics on shipboard, but they have also been the means in many cases of fitting men to earn good wages after they have served their enlistments and returned to civil life.


An effort to abolish illiteracy in Richmond, by Dr. J. A. C. C. Chadwick, p. 18-21.


PEDAGOGICS AND DIDACTICS.


Cooperation of school with home. Cultivation of independent individuality in students as the basis of genuine democracy.


The author finds German mentality analytic and realistic; French mentality synthetic and idealistic. He considers that German pedagogy, during the last few decades, has confined itself more to the contemplation of the real—the psychological and physical nature of the child; while the attention of all pedagogical circles in France has been concentrated more and more upon the problem of moral education.


A paper delivered before the National society for the study of education, Cincinnati meeting, February 23, 1915.


Says that "French and German science are both remote from the ideal of a perfect science, but they recede from it in opposite directions, the one possessing to excess that with which the other is poorly provided; then, in German science, the geometric spirit reduces the spirit of finesses almost to the extent of suffocating it; here, in French science, the spirit of finesses overpowers too readily the geometric spirit."


The writer says that the public school and the college have different aims, problems, and ideals. He gives the problems of each and says that neither should act independently, or endeavor blindly to force the other. The college must study the purposes and limitations of the public school and, the school must recognize the ideals and the problems of the college.
CURRENT EDUCATIONAL PUBLICATIONS.


Cf. Edwin O. Cooley's article "Welfare of working youth in Germany." (Item 622) on the new "jugendbewegung." Professor Fischer, on the other hand, presents an analysis of the "jugendbewegung," a "papodocentric" movement tending toward the creation of an autonomous "jugendkultur," proclaimed by Gustav Adolf Wyneken. Professor Fischer's pedagogical ideals approximate those expressed by John Dewey in the New republic, 2: 293-84, April 17, 1915.


An estimate of the results of education in England.


A pupil can not be said to be trained for initiative until he is able to take responsibility alone or with others: (1) for the materials involved; (2) for the methods employed; and (3) for the results that ensue.


Concedes that elementary education should be essentially individualistic. Says: "The irrepressible egoism of the pre-adolescent child is no mere caprice of nature." Modern education of youth demands as a result economic independence, spiritual strength, and altruism.


An account of the origin, goals, procedure, and significance of the German analogue of Barnardo's "Young helpers' league," in direct imitation of which the German organisation was formed.


Advances in science and philosophy accomplished by Englishmen.


Contrasts English and German methods—the English being individualists, the Germans, collectivists.


Address before the Department of superintendence, National education association.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

549. Baldwin, Bird T. The application of the Courtis tests in arithmetic to college students. School and society, 1: 589-76, April 17, 1915.


Criticizes the Thorndike and Ayres scales because of lack of uniformity in the results which are obtained from their use. Describes an analytical scale.


Discusses the place of pedology among the sciences and its value for educators. The International faculty of pedology was established upon demand of the First International congress of pedology, at Brussels in 1911.


A study concerning the objectivity of judgments upon pupil's conduct and attainments arrived at by faculty meetings. What is the influence of the following factors: sex of the teacher, sex of the pupil; the subject taught by the teacher? What is the mathematical probability of reaching an objective judgment?


"A study of high school children by means of tests of logical memory, rate memory, word building, association test, and comprehension tests. The use of such tests may be of great help to teachers and parents in determining the mental ability of pupils."
CURRENT EDUCATIONAL PUBLICATIONS.


"The author derives a method of measuring spelling ability, and presents the result of testing 1,314 pupils in five schools. On the basis of these results he presents norms of spelling ability for each grade."


The records of 49 children, who had been brought to the Psychological clinic of the University of Pennsylvania, were analysed to find out what information the record gave under each of three separate heads: General examination, Physical examination, and Mental tests.


"The authors find that differences in social status correlate with differences in mental capacity, and that the latter differences may amount to as much as 39 per cent. They emphasize the necessity of different norms for different social groups."

SPECIAL METHODS OF INSTRUCTION.


A paper read before the New England association of teachers of English, December 3, 1914. "Moving pictures offer great opportunities: (1) as a source of material for the content of composition; (2) as a means of practice in the application of the principles and theories of composition; (3) as a medium for the mental training on which success in English composition depends."


Work at the Wisconsin high school of the University of Wisconsin. Basis of the play was "Bacon’s Rebellion." Pronounces such dramatization as exceedingly beneficial for a seventh- or eighth-grade class. Given skeleton of acts and characters of the play, which was called "A relic of old Virginia."


An illustrated article on the new playhouse for children, to be built in New York city. Describes how to provide dramatic entertainment for children, with their ideals and aspirations and their point of view in mind.

SPECIAL SUBJECTS OF CURRICULUM.


Outlines briefly a course for beginners in Greek. Advocates the benefits of memorizing passages from the Greek writers.


To be continued.

563. Chadwick, B. D. Vitalizing the history work. History teacher’s magazine, 6: 112-19, April 1915.

"Tells of the vitalizing of history work in the Emerson school, Gary, Indiana, by history games, the student council, etc. Gives the equipment of the history laboratory.


Gives suggestions regarding the following aids for teaching English: Maps, plans, and charts; Reference books and pedagogical helps; Lantern slides, Stereograph; Prints and postcards; Pictures and busts, and the Playgraph."
CURRENT EDUCATIONAL PUBLICATIONS.

Discuss the subject under the following headings: Form of notebooks; Contents of notebooks; Inspection of notebooks; and Publication of notebooks.

Gives statistics taken from the Census report of 1910, showing the number of teachers of music in the United States, their sex, age, nativity, etc.

Writs says that "the gravest abuse, perhaps, of formal English grammar is the attempt to teach the subject without the assistance of the pupil's own composition." Deprecates the mere acquisition of grammar, even with stereotyped examples appended. It must be studied and through the formation of sentences composed by the pupil himself. Thinks that oral composition is of much greater importance than written composition, because an individual "talks much more often than he writes."


In discussing the subject of calculus, the author says that it is now practicable to provide "a large and diversified syllabus of genuinely graduate mathematical instruction for which the calculus is strictly not prerequisite."


Advocates the use of the phonic method. Enumerates the different methods (the Key, Bacon, Pollard, Ward, Gordon, and Lewis methods), and shows their possibilities. Says that the Lewis or Story method has achieved marvellous results.


The subject is discussed under the following headings: The pedagogic value of recreations, Methods of using recreations, Definition of a mathematical recreation, Recreations with numbers, Recreations in elementary algebra, Recreations in geometry. Conclusions.

Says that classics for high schools need to be delivered from pedantry.

Typical studies in electricity. A series of problems which the pupils are led to solve, mainly by individual experimentation. Apparatus of the simple homemade type.

A paper read before the college section of the National council of teachers of English in Chicago, November 27, 1914.

Inds showing the maximum of Latin that students will take or purely cultural purposes. Statistics collected from "a fair number of colleges in all parts of the country."

Presented before the science teachers' club, Teachers college, February 20, 1915.
Genius science or pupils from 13 to 18 years of age, in grades 7 to 10 inclusive.

93444—15—3
CURRENT EDUCATIONAL PUBLICATIONS.


A full, detailed course on nature-study, outlining the work through all the grades as well as the advanced work.


Presents a definite method of procedure for teaching work above the primary grade.


Discussion by W. S. Robichaud, p. 114-17.

The writer suggests that business arithmetic be made a required subject throughout the first year of the high school and that the study of algebra should begin in the second year of the course.

RURAL EDUCATION.


"Suggested readings for the various committees," p. 53-58.


Excerpts from letters received from farm women in response to inquiries "How the U. S. Department of agriculture can better meet the needs of farm women," with special reference to the provision of instruction and practical demonstrations in home economics under the act of May 8, 1914.

SECONDARY EDUCATION.


Describes the phases of student self-government, and sums up results; changes in curriculum; high school standards, classics and sociology, etc.


Gives the causes of elimination in the high school, and sets forth that better grade preparation is necessary, more individual attention is demanded, and the reorganization of our secondary schools in accordance with the "six and six" plan must be effected.


Presentation of facts concerning 1,400 graduates of secondary schools of the year 1910 who have either entered four-year state schools in Iowa and Kansas. Deductions drawn from study, with statistical data.


Suggests that the cycle system used in Germany and France be adapted to our conditions to meet the needs of the 80 per cent of our secondary pupils who drop out of school.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.


Discusses the following headings: A standard normal school; Work differentiated to meet local needs; The necessary equipment; Definition of normal school; Studies in education; and College departments.

Kendall, Calvin N. The training of teachers in service. School and society, 1: 610-15, April 19, 1915.


Higher Education.


The writer says that "our main reliance for a comprehensive national program for our higher education must be the faculties of our colleges and universities. We certainly need such a national program; less fragmentary, more organic, more free from internal competition and contradiction, than that which we now have. It seems to me that we should look to the teaching bodies of our higher institutions of learning for the gradual working out of the main lines of such a program." Speaks of making each college faculty a class in pedagogy, and suggests certain topics that might enter into the first year of the course.


Says that students in American universities are in far too many instances overtaught and over-tested. Duties and responsibilities of the university president.


Defining college spirit as loyalty born of reverence, the author sets out how this spirit may properly be fostered.


Favorable report of the House Committee on education on the National university.


Says that the essential requirements of all original work are opportunity, freedom from needless distraction, and the necessary leisure. A plea for individuality and scholarship.


Work of the People's college at Fort Scott, Kansas.


Also reprinted in pamphlet form.


Says that the schools of Gary, Ind., are built up "outside the influence of the professors of education, the teachers' colleges, and the normal schools of the land."


Paper read at the meeting of the Department of superintendence, National education association, Cincinnati, February 28, 1916.


Describes conditions of New York city, with comments on the school boards of other cities in the United States.


"Conditions in New York." Says: "The fact is, I think, that we have no experience which will enable us to decide conclusively in behalf of either state or local control." Concludes, however, that city boards of education are an anomaly at present.
CURRENT EDUCATIONAL PUBLICATIONS.

   Report of a committee appointed by Board of education of Syracuse, N. Y., to inspect and study
   the schools of Gary, Ind. Also published in pamphlet form by the Board.

613. Holton, Edwin L. Educational re-organization. American school, 1: 77-78,
   March 1915.
   "The two great steps needed to bring needed improvement to the public schools are, to re-examine
   the course of study in the light of present day needs, and to banish politics from the appointment
   of school officials."

614. Winslow, A. E. Text-books—educational, commercial, and political. Journal
   Address before the Department of superintendence, National education association.

SCHOOL MANAGEMENT.

615. Alderman, Lewis B. School credit for home work. Boston, New York [etc.]

616. Meek, Charles B. A study in retardation and acceleration. Elementary school
   journal, 15: 421-31, April 1915.
   Based upon investigations made in the schools of Boise, Idaho, 1911 and 1914. Advocates the
   use of an individual standard for promoting pupils, rather than a uniform standard for an entire
   grade.

617. Miller, H. L. Report on the sixty-minute class period in the Wisconsin high
   school. School review, 23: 244-48, April 1915.
   Says that the plan increases materially the net teaching time. It simplifies the problem of
   program-making. Gives comments by teachers in the school.

   [etc.] Houghton Mifflin company [1915] xii, 273 p. 12°. (Riverside text-
   books in education, ed. by E. P. Cubberley).
   Offers a method for the diagnosis and treatment of school disciplinary problems, similar to that
   used by a physician in outlining a plan of treatment for a patient.

SCHOOL ARCHITECTURE.

619. Challiman, S. A. Some common problems in schoolhouse construction. Ameri-
   can school board journal, 50: 11-12, April 1915.

SCHOOL HYGIENE AND SANITATION.

620. Finegan, Thomas B. The Department of education and the vaccination law.
   Albany, The University of the state of New York, 1915. p. [34]-52. 8°.
   An address delivered before the Conference of health officers of New York state at Saratoga,
   September 15, 1914. Reprinted from its Proceedings.

621. McCord, Clinton P. The scope of school medical inspection. American edu-
   cation, 18: 460-67, April 1915.
   To be continued. Reprinted part before the New York State district superintendents' association meeting in Buffalo,
   November 1914.
   The scope of school medical inspection with special reference to New York State under a mandator
   tory law.

PHYSICAL TRAINING.

622. Public school physical training society. Annual report of convention held
   at St. Louis, Mo., April 3, 1914. Reprinted from the American physical edu-
   cation review, October 1914. 27 p. 8°.
   2. A. A. Knoch: How does physical training add the school to training its pupils for efficient
   citizenship? Skill and endurance as developed by physical training, p. 6-7. 3. C. P. Wees: Delibera-
   tion, reflection, determination, perseverance, and self-control as ends of physical training, p. 10-17.
CURRENT EDUCATIONAL PUBLICATIONS.


The writer thinks that athletics for boys should be more carefully supervised.

SOCIAL ASPECTS OF EDUCATION.


Chapter I, Education, p. 1-44.


Social service work and education related in life discussed.

627. Hahn, H. H. Social demands upon elementary education. Middle-west school review, 7: 10-12, March 1915.

The writer says that society makes at least three important demands upon the elementary school curriculum: first, the demand that the subject-matter shall have abundant social value now, second, that its subject-matter shall be representative of all the great social interests, and third, that the amount of material selected from each social interest shall be the minimum.

CHILD WELFARE.


Discusses the municipal care of children.


Discusses the necessity of proper home instruction. Illustrated.

RELIGIOUS EDUCATION.


Discusses religious education and the public schools. Makes a plea for a tolerant and consistent introduction of religious instruction in the common schools, nonsectarian in character.


The Greeley, Colo., plan.


Bibliography at end of every chapter.
CURRENT EDUCATIONAL PUBLICATIONS.

A discussion of the academy movement. The writer says that the demand for such schools in earlier times was on intellectual grounds, while the demand today is on social, moral, and religious grounds.

From the report of the Religious education commission of the Disciples of Christ, presented at the recent convention in Atlanta.


MANUAL AND VOCATIONAL TRAINING:

Contains proceedings of a meeting under the auspices of the Club's Committee on education, of which Archibald H. Anderson, of the San Francisco normal school, is chairman.

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"Some quotations from the literature advocating a separate system for vocational education."

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644. Prosser, C. A. The place of art in industry. Industrial arts magazine, 3; 155-58, April 1915.
Abstract of an address before the Eastern art and manual training association, April 1915.
"The writer says that 'all children should have an opportunity while they are going thru the schools, . . . to have their senses of appreciation of the things that are right and good and true and beautiful developed so that they may be intelligent consumers of the goods of life, so that they may learn to use aright the best things and to enjoy both their work and their leisure.'"
CURRENT EDUCATIONAL PUBLICATIONS.

Survey of the field.
Discusses the report of the Commission on national aid to vocational education, and the attitudes the Catholic schools should have toward the movement to introduce the vocational subjects into the schools.

Thinks that the industrial schools of this country are over-equipped, but that they are undertaught owing to the lack of properly trained teachers.

Read at the Boston principals' meeting, January 12, 1915.
Speaks of industrial conditions today and considers what the Boston school system is attempting in extension education for its boys and girls.

Discusses the organization of vocational guidance as carried out in the Mishawaka high school, Indiana. Outlines a course of study for vocational work.

652. Reed, Mrs. Anna Y. Seattle children in school and in industry with recommendations for increasing the efficiency of the school system and for decreasing the social and economic waste incident to the employment of children 14 to 18 years of age. Seattle, Wash., Board of school directors, 1915. 103 p. 12°.


AGRICULTURAL EDUCATION.

Says that any science scheme for rural secondary schools must be experimental and inductive observation must precede fact. Pupils should not only be taught the principles of cultivation, of plant-growth and nutrition, etc., but that these principles must be practically administered.

HOME ECONOMICS.

Apartment where the older girls may have an opportunity to apply in a "home house" the instruction which they receive in the household arts laboratories at Speyer school. The March issue contains a tentative outline of the course of study in the household arts to be used in the seventh and eighth grades of Speyer school.


COMMERCIAL EDUCATION.

Contains material prepared under the auspices of the Cooperative employment bureau for girls, Cleveland, Ohio.

Describes the demonstration form of imparting business information. Instead of telling people what business is, the writer shows them what business is by presenting in the form of a play the action of every department of business. The writer says that this form of imparting business education has already received the hearty co-operation of our leading educators and business men.
CURRENT EDUCATIONAL PUBLICATIONS.

PROFESSIONAL EDUCATION.


An introductory bulletin to the Foundation's study of legal education in the United States, which is to involve not only an examination of existing law schools, but also of methods of instruction, of bar examinations, and of the relation of these matters to the quality of legal practice.

Includes a course of study for dental schools.

MILITARY TRAINING.

664. Schaeffer, Nathan C. and Finley, John H. Should our educational system include activities whose special purpose is preparation for war? Boston, American school peace league, 1915. 21 p. 8°.
Addresses delivered before the Department of superintendence of the National educational association at Cincinnati, Ohio, February 24, 1915.

EDUCATION OF WOMEN.


Includes a proposal for a reform of the higher girls' school (oberlyzeum). The proposals include a revision of the course of study.

NEGROES AND INDIANS.


CURRENT EDUCATIONAL PUBLICATIONS.

ORIENTALS.


This volume portrays the recent efforts of the Chinese to obtain a familiarity with Western learning, and also places in a clear light the stages in the long evolution of their native culture and educational system. The introduction by Paul Monroe calls the book "a contribution of great importance to the Western knowledge of Eastern conditions."


Advocates the advance of Christian education to the university grade.


Welcomes the cooperation of mission schools with the Government. See also article by P. W. Keo on same topic, p. 140.


Defective and Delinquent Children.


679. Worcester, Alice B. How shall my children be taught to pronounce at sight the words of our written language? Volta review, 17: 85-93, March 1915.

An exposition of the phonetic reading method devised by the author. In a modified form this method is used in nearly all of the schools for the deaf in the United States.
LIBRARIES AND READING.

   Extension and growth of university libraries. Discusses library problems in Harvard, Columbia, and Princeton. University extension at Columbia university has created a great demand for new books. Actual number of potential readers added to clientele of the library by the extension department in 1914-15 was 2,812.

   Read before Library section, Minnesota educational association, Duluth, February 12, 1915.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.


   Preliminary edition.