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FOR 1911-12
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[The abbreviations used in periodical and serial references are ordinary and easily comprehended. Volumes and pages are separated by a colon. Thus 6:386-405 means vol. 6, pages 386 to 405.]

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**PUBLICATIONS OF ASSOCIATIONS, SOCIETIES, CONFERENCES, ETC.**

**NATIONAL**

American association of farmers' institute workers. See 1474.

American association to promote the teaching of speech to the deaf. See 1622.

American federation of arts. See 1504.

American home economics association. See 1486.


American instructors of the deaf. See 1623.

American library association. See 1656.


American nature-study society. See 640.

American school hygiene association. See 1097.

American school peace league. See 1368.

American society of superintendents of training schools for nurses. See 1520.

Association of American agricultural colleges and experiment stations. See 1475.

Association of American law schools. See 1512.

Association of American medical colleges. See 1515, 1516.

Association of American universities. See 655.

Association of colleges and preparatory schools of the middle states and Maryland. See 856.

Association of colleges and preparatory schools of the Southern states. See 887.

Association of collegiate alumni. See 1533.

Association of history teachers of the middle states and Maryland. See 749.

Association of mathematical teachers in New England. See 756.

Catholic educational association. See 1359.

Central association of science and mathematics teachers. See 776.

Eastern art and manual training teachers' association. See 1427.

Eastern association of physics teachers. See 777-779.

Lake Mohonk conference of friends of the Indian and other dependent peoples. See 1586.

Lake Mohonk conference on international arbitration. See 1389.

Music teachers' national association. See 1525.

National association for the study and education of exceptional children. See 1606.

National association of state universities. See 858.

National association of teachers in colored schools. See 1589.

National child labor committee. See 1261.

National conference on the education of backward, truant, delinquent and dependent children. See 1641.

National conference on vocational guidance. See 1421.

National council of teachers of English. See 709.
GENERALITIES.


General section.


Department of superintendence (Mobile meeting, 1911).


General section.


Department of kindergarten education.


Department of elementary education.


Department of secondary education.

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Department of higher education.


Department of normal schools.


Department of manual training and art education.


Department of music education.


Department of business education.


Department of physical education.


Department of science instruction.


Department of school administration.


Library department.


Department of special education.

51. Southern educational association.
52. Southern commercial congress.
50. National education association
Southern association of college
Society for the promotion of engineering
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New England high school commercial
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trueUve library platform for Southern
community life, p. 240-60. 22. C. W. Richards:
cation of the factory child, p. 198-205.
National German-American teachers' association. See 728.
National society for the promotion of industrial education. -See 1439.
National society for the study of education. See 1440.
National society of college teachers of education. See 850.
New England association of chemistry teachers. See 784.
New England high school commercial teachers association. See 801.
Playground and recreation association of America. See 1137, 1138.
Religious education association. See 1310.
Society for the promotion of engineering education. See 1501.
Southern association of college women. See 1555, 1566.


(William F. Faigin, secretary, Montgomery, Ala.)

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52. Southern educational association—Continued.


ASSOCIATIONS, SOCIETIES, CONFERENCES, ETC.—STATE AND LOCAL


GENEHALMES.


Contains reports on botany and zoology, English, French, German, geology, history and civics, Latin, manual training, mathematics, physics and chemistry by the secretaries of the respective departments.

The report briefly outlines the plan of visitation inaugurated by the University of Chicago in the autumn of 1911, whereby invitations were extended to the instructors of the secondary schools in affiliation with the University to inspect the classrooms of the Junior college. The object of this arrangement was "to secure from teachers in the cooperating schools their opinions as to the degree in which the work as conducted in the Junior college classes is suitably related to the work offered in the classes preparing for college in the high schools."

Cincinnati kindergarten association. See 483.


Contains: 1. R. B. Hyer: Adequate and permanent financial support for the higher educational institutions of the state, p. 20-29; Discussion, p. 30-34. 2. F. B. Briley: Organization for the enlargement by the state of Texas of its institutions of higher education, p. 35-40; Discussion, p. 46-49. 3. H. F. Estill: The necessity of removing by constitutional amendment the tax limitation in the support of public schools, p. 50-55; Discussion, p. 55-56. 4. Nat Benton: The extension of professional county supervision, p. 92-100; Discussion, p. 100-101. 5. J. F. Kimball: The extension of county supervision, p. 111-112.


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Ohio college association. See 859.


General:


City and borough superintendents' department.


Department of county superintendences.


Directors' department (Harrisburg meeting, February 1-4, 1913).

83. Pennsylvania state educational association—Continued.

Ungraded school department

High school department

Pennsylvania state educational association. Directors' department.
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(A list of British societies with officers and brief sketch of each may be found in the schoolmaster's Yearbook for each year.)

Association of head mistresses. See 1554.


Irish technical instruction association. See 1668.


ASSOCIATIONS, SOCIETIES, CONFERENCES, ETC. INTERNATIONAL

International moral education congress. See 1283, 1284.

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Volume 2 contains statistical matter.


ENCYCLOPEDIAS.


A new and considerably revised edition, forming a veritable cyclopedia of education for all countries, especially full in historical and biographical material.


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SECONDARY EDUCATION


A short sketch of the high school building and equipment in Richmond, Indiana.
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HIGHER OR UNIVERSITY EDUCATION

[For individual institutions see Universities and colleges.]


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177. Number of students to a teacher in state colleges and universities. Science, n. s., 34: 801-3, December 8, 1911.


183. Tombo, Rudolf, jr. Geographical distribution of the student body at a number of universities and colleges, 1910-1911. Science, n. s., 36: 543-50, October 25, 1912. Discusses the rise of the universities of the Middle West. Sketches in particular the status of the University of Wisconsin.


186. Van Hise, Charles B. A national university; a national asset; an instrumentality for advanced research. Science, n. s., 36: 193-201, August 18, 1912. Advocates a national university as supplementary to existing institutions, not a rival to them. The same journal contains an article on the National university, by E. J. James, p. 209-10.

187. Virginia education commission. Report to the General assembly of the commonwealth of Virginia, 1912. Richmond, Davis Bottom, superintendent of public printing, 1912. 102 p. 8°. Contains the recommendations of the Commission, which refer especially to the higher educational institutions of the state.


196. Sutherland, J. C. Protestant education in Quebec. Queen's quarterly (Kingston, Canada) 19: 340-47, April-June 1912. Discusses the trend of education in Protestant schools of the province of Quebec, Canada.
HISTORY AND DESCRIPTION.

SOUTH AMERICA. WEST INDIES


GREAT BRITAIN

209. The education of the prince: the expression of a theory and a pious hope. World’s work (London) 20: 360-69, September 1912. An illustrated article describing the education of the young Prince of Wales.


213. Lindsay, James Alexander. The hygiene of school life in Ireland: Child, 2: 93-98, November 1911.


221. Smith, Frederick Edwin. Recent developments of education policy. Fortnightly review, 97: 400-13, March 1912.

SECONDARY EDUCATION


223. Burtig, Sara A. The story of the Manchester high school for girls, 1871-1911. Manchester, University press, 1911. 214 p. illus. 8°. (University of Manchester publications, no. 63. Educational series, no. 6)


HIGHER OR UNIVERSITY EDUCATION


AUSTRIA

HISTORY AND DESCRIPTION.

FRANCE


GERMANY


BIBLIOGRAPHY OF EDUCATION, 1911-12.


HIGHER OR UNIVERSITY EDUCATION


"Throughout Germany progress has been made in adapting the conditions of study to the standards of the times."

Gives statistics of matriculates from America.


ITALY


BELGIUM


DENMARK


Spain: "Makes inquiry into all forms of agricultural enterprises with a view to discovering the conditions and prospects of the small holder and the part played in his work by co-operation and specialised education." Book review digest, v. 7, no. 12, p. 231.


SWEDEN


What has been accomplished in private secondary schools: new forms of organisation, introduction of practical subjects, and new methods.

ICELAND


SWITZERLAND


An account of the school system of Switzerland, giving the school statistics, expenditures, etc., and also a brief account of the Swiss societies for promoting commercial education.

ASIA


Among the chapter headings are intellectual leadership in contemporary India, The new education in China, Intellectual life in Japan.

CHINA


History of its conception and foundation.

Describes child life in China; education of boys and girls, etc.


Writer declares that "university work, in the ordinary sense of the word" is not yet being done, the demand for vocally trained men being greater. "Traces the history of higher education in China and gives the plan of organization for the Imperial University at Peking.


INDIA

281. Britain's disappointing record in educating India. Literary digest, 45: 327-28, August 31, 1912.

282. Fraser, Sir Andrew Henderson Leith. European education in India. Contemporary review, 100: 493-500, October 1911.


A collection of papers on education in India reprinted from the Calcutta Statesman. The author is principal of Presidency college, Calcutta.


287. Three new universities for India. Nation, 95: 504-505, November 28, 1912.

JAPAN


NEW ZEALAND


PHILIPPINE ISLANDS

"Paper read before the Society for the study of education in the Orient, at Amoy, China, January 19, 1912."


Written by the Secretary of public instruction of the Philippine commission.
BIOGRAPHY.


BIOGRAPHY


Contains chapters on the following educators and their work: John Milton, Francis Bacon, Hutches, Comenius, John Locke, Franks, Rousseau, Baudet, Pestalozzi, Herbert, Froebel, Lancaster and Bell, Hose Mann, and Herbert Spencer.


Contains biographical sketches of Ernest Lavisse, Tontavu Lomon, Charles Segonon, Heart Liitmenberger, Charles-Victor Langlois, and Emile Durkheim.


In addition to accounts of Dr. Angell's early life and public career, this book contains chapters on his professorship in Brown university, presidency of the University of Vermont, and presidency of the University of Michigan.


Bibliography: p. 453-54.


A series of four articles giving a sketch of the life of Froebel and a brief discussion of his principal teachings.


Chapter V, Pedagogy, p. 96-113.


A sympathetic review of the career of Dr. Jordan and his campaign of education against the evils of war.
A sketch of the life of Dr. Pearson, with the main emphasis upon the twenty-one years devoted to philanthropy, during which he has evolved a plan for endowing colleges and missions without pauperizing them.

Contains interesting material on Pestalozzi.


An appreciation of the career of the famous mathematician of France.


THEORY OF EDUCATION

"Altogether, we must say of this book that it mainly reflects the bewildered suspense of most intelligent persons at present regarding the ends and aims of education."—Nation, September 12, 1912, p. 282.

Also in School World, 14: 307-71, October 1912.
"Presidential address before the section on education in the British association for the advancement of science. Gives illustrations of the application of the scientific method to education."—School review, December 1912, p. 766.

"Emphasizes the intimate relation between philosophical conception and educational practice."

"Contains 1. Inaugural address, 1911. 2. The higher education. A plea for making it accessible to all. 3. Commemorative address, 1907. 4. State universities. 5. The old college and the new university. 6. A memorial discourse; Henry Simmons Fries."

BIBLIOGRAPHY OF EDUCATION, 1911-12.

322. Baldwin, Bird T. William James' contributions to education. Journal of educational psychology, 2: 369-82, September 1911. Aim to show that Professor James' writings "are in a large measure responsible for the present-day predominant empirical and experimental approach" to education.

323. Barnes, Earl. The feminizing of culture. Atlantic monthly, 109: 770-76, June 1912. The writer treats the subject from various standpoints—the school, the college, civic, industrial, and literary life. He thinks that our elementary schools are being feminized in the direction of literature. The secondary schools show a decrease of students engaged in scientific studies.


326. Boyd, William. The educational theory of Jean Jacques Rousseau. New York, Longmans, Green & co., 1911. 368 p. 8°. Though the argument is somewhat too long and repetitions are not infrequent, the work is one of the best expositions in English of Rousseau's theory. —Richard Smith: A. L. A. Booklist, 8: 389, June 1912.

327. A boy's school in Utopia. By a Utopian. Atlantic monthly, 109: 404-11, March 1912. A plea for a community school. Imagines a school planned as a community "in which much or all of the necessary work of maintaining life is shared or accomplished by the scholars."


333. Hart, Joseph E. The failure of the country school in the modern city. American journal of sociology, 18: 92-114, July 1912. "The failure of the schools comes from their holding to this odious intellectualistic conception of education, and their refusal to take up the work of offering a complete world to the growing children."

BIBLIOGRAPHY OF EDUCATION, 1911-12.


THEORY OF EDUCATION

More theoretical than practical; a summation of the opinions of others rather than a formulation of original views.

Bibliography of President Hall's writings: p. 385-401.


"The discussion is divided into two parts, viz., 'Die bildung des willens' and 'Die unterrichtslehre.' It is preeminently a work for earnest students."—Nation, August 24, p. 171.

The author says it is to Rousseau that we owe our vocational units, the doctrine of interest, etc.


Bibliography, p. 86-87.
"An essay, primarily a contribution to the theory of education, that discusses the aim of education from the standpoint of Spinoza's philosophy."—Book review digest, v. 7, no. 12, p. 368.


A review of two recently published books, The medieval mind, by H. O. Taylor; and The life and times of Cavour, by W. R. Thayer. Mr. Roosevelt's theme is that "scholarship that consists of mere learning, but finds no expression in production," possesses but little value.

"Cramming pupils with promiscuous masses of information results in their losing the sense of what they really like.


Also in Educational review, 32: 324-44, October 1911.

362. Smith, William Hawley. All the children of all the people; a study of the attempt to educate everybody. New York, The Macmillan company, 1912. 346 p. 12°.
The author's thesis is that "In considering the practicability of the attempt to educate all the children of all the people, the whole line turns on the natures of the children themselves, their inherent powers and capabilities, individually and as a whole."

Conclusions.—The century and the school. Morality and education. What is a school? Teachers' duties. Educational ideas in Dickens' novels. A visit to German schools. Reading in the higher grades. Folklore and fairy tales.
364. Stearns, Alfred E. Moral standards in the schools. Education, 32: 539-38, May 1912. Argues that material standards must not be permitted to dominate the work of our schools.


366. Sutton, W. S. On some current educational criticism. Educational review, 43: 256-35, April 1912. Intimates what should be the attitude of the scientific man to educational problems.


370. Van Ornum, John Lane. The elements of effective education. American educational review, 33: 131-38, December 1911. Gives the principles by which educational methods may be vitalized and education may be made more effective.


373. Weyer, Edward M. What the schools do not teach. Forum, 48: 309-20, September 1912. "The vast majority of our people regard education as a process of receiving knowledge; a few hope that some day it may be made a process of acquiring ability."


375. Young, Ella Flagg. The purpose of education not to ornament but to teach the child how to work. Mother's magazine, 7: 9, 40, September 1912. The writer says: "Ornamental education is doing more harm to the child of this country than almost anything else that I might mention."

PRINCIPLES AND PRACTICE OF TEACHING

GENERAL

376. Alan, John S. Saving time in school. Ohio educational monthly, 61: 557-62, November 1912. "To sum up, we may say that teachers may save time if they are prepared, systematic, constant in efforts to form right habits, definite in statements, do not talk too much or about irrelevant things, teach slow pupils after school, emphasize only important subjects, and cultivate habits of promptness in themselves and their pupils."


BIBLIOGRAPHY OF EDUCATION, 1911-12.


393. Stevens, Romiett. The question as a measure of efficiency in instruction; a critical study of class-room practice. New York city, Teachers college, Columbia university, 1912. 95 p. illus. 8°. (Teachers college, Columbia university. Contributions to education, no. 48)


SPECIAL METHODS OF INSTRUCTION


MOVING PICTURES, PHONOGRAPHES, ETC.


406. The cinematograph as an educator. Literary digest, 44: 204, February 10, 1912.
407. Clark, Frances E. The talking machine as a necessary part of the equipment in the modern school. American school board journal, 45: 18, 49, September 1912.


411. Ives, W. H. What school facilities shall be provided for instruction by means of motion picture machines, stereopticon lanterns, talking machines, player pianos, etc. American school board journal, 45: 24, 55, August 1912.

412. Moving pictures in the classroom. Literary digest, 44: 683-84, April 6, 1912.


418. Reavis, William C. Some factors that determine the habits of study of grade pupils. Elementary school teacher, 12: 71-81, October 1911.


METHODS OF STUDY


EDUCATIONAL PSYCHOLOGY


425. Berry, Charles Scott. A comparison of the Binet tests of 1908 and 1911. Journal of educational psychology, 3: 444-51, October 1912. "The amendment of the Binet tests of intelligence published in 1908 has brought to light defects in this measuring scale. To correct these defects Professor Binet published in 1911 a revision of the 1908 series of tests." The tests as revised are given in this article.


434. Marulli, Evaristo. La educazione dei sensi; con prefazione di Bernardino Verico. Città di Castello, S. Lapi, 1912. xii, 207 p. 12°.


439. ———. Mental fatigue; tr. by Guy Montrose Whipple. Baltimore, Warwick & York, 1911. viii, 133 p. 8°. (Educational psychology monographs)


"A useful and readable introduction to the whole subject. [The author] indicates the scope of the work as a treatise on psychological development written from an educational point of view, and he is careful to say that he avoids technicalities as far as possible."—Saturday review, 112: 20, July 8, 1911.

CHILD STUDY


This paper is the first of a series on the progress and training of the child.


A satiric but helpful discussion of selectivist ideas with particular reference to the efficiency of the school.


A study of a few children in the Henry Barnard school—"to determine, as far as possible, the cause or causes of a pupil’s failure to profit by the work of the school."


Describe work accomplished in Oakland, California.


Bibliography, p. 30.

"The substance of an address given before the National educational association at Chicago, July 10, 1912."


This congress, conceived by the Eugenics education society, was held at the University of London, July 18-24, 1912.


A study of the reading vocabulary of children who have attended school one and one-half school years, or thirteen and one-half months.


Contends that city school children are characterized by adaptability of attention but lack of intensity; that they have active mental life but show rapid exhaustion, with a tendency to distraction and discontent.

CHILD PSYCHOLOGY


A simple, comprehensive and scientific work on child study, which should help teachers in the schoolroom and parents in the home.


A work on the development and training of the mind, for country and village teachers, containing the essential facts of psychology plainly and simply expressed.


Consists of lectures on various aspects of child psychology, chosen because of their interest or their value as contributions to scientific study.


Deals with child psychology not as the basis of education, but as a means of improving and perfecting it into a science.

PLAYS, GAMES, Etc.


"'We offer two different, but related and mutually complementing points of view. One of us has undertaken to set down the results of a somewhat varied experience of story-telling ... the other has attempted to supply what may be called the elements of a science of story-telling.'—Prof.


Compiled by O. S. Rose. List of books on games and playgrounds, p. 76-77.
BIBLIOGRAPHY OF EDUCATION, 1911-12.

KINDERGARTEN, AND PRIMARY EDUCATION


BIBLIOGRAPHY OF EDUCATION, 1911-12.


MONTESSORI METHOD


524. George, Anne E. Dr. Maria Montessori; the achievement and personality. Good housekeeping magazine, 55: 24-29, July 1912.


An expression of the principles that govern the Montessori system of teaching children.
"The whole Montessori method is about where the American system was twenty-five years ago. It is a great improvement upon general Italian practice in Rome, but it does not give the American teacher a new point of view which will be of service to him in solving his present problems."
Discusses the possible combination of Montessori and Froebelian materials and methods as suggested by Dr. Holmes in his introduction to Dr. Montessori's book.
540. Smith, Theodate Louise. Dr. Maria Montessori and her houses of childhood. Pedagogical seminary, 18: 533-42, December 1911.
An exposition of Dr. Montessori's method of educating children.
"Dr. Montessori has gone deeper than Froebel. It is more practical than that of Froebel, is a means to an end, is exact and accurate, and is scientific because true to psychological and biological laws."
Discuss the relative merits of the two systems. Declare that Dr. Montessori has gone deeper than Froebel.
Also in Saturday review, 86: 308-17, August 1911.
BIBLIOGRAPHY OF EDUCATION, 1911-12.


ELEMENTARY OR COMMON SCHOOL EDUCATION


555. Fitzgerald, W. J. Problems of the elementary school. (Catholic educational review, 4: 293-316, October 1912.


RURAL SCHOOLS


563. **Billick, George.** Grading of rural schools. West Virginia educator, 8: 8-10, June 1912.

564. **Brown, H. A.** A more efficient higher education for the country boy and girl. Journal of education, 74: 563-65, November 30, 1911. Outlines a program of studies for a high school in a rural section of about a thousand people. (Colebrook, N. H.), where agriculture is the predominating industry.


567. **Caldwell, J. H.** Why are our country schools no better? Oklahoma school herald, 20: 12-14, June 1912. Claims that the failure of our schools is traceable to the following sources, viz: 1. Inefficient parentage. 2. Inefficient school boards. 3. Inefficient teachers.


569. **Crosby, Dick Jay.** Progress in the East in rural education. University of California chronicle, 14: 68-75, January 1912. Address delivered at the Rural education congress held at Davis, Ca., October 14, 1911. "The most prominent feature of recent progress in rural education in the eastern half of the United States is unquestionably to be found in the inauguration and development of instruction in agriculture, home economics, and manual arts in the elementary and secondary schools."


573. —. The relation of our public school system to the problems of country life. Midland schools, 26: 134-39, January 1912. Deals with the consolidation of rural schools as social centers, and the rural high school.


575. **Fairchild, Edward T.** Agencies for betterment of rural school conditions. School news and practical educator, 25: 316-18, March 1912. A statement of subjects chosen for consideration by the Committee on rural schools of the National education association at a recent conference.

576. **Faison, E. B.** Rural extension work. Improving sanitary conditions of the home and increasing attendance under compulsory education law are among the big school problems. Atlantic educational Journal, 8: 19-20, September 1912.

   A series of letters, each a record of practical experience, on country-school and country-life improvement, from a "country teacher."


582. Hanifan, L. J. The rural school and rural life. West Virginia school journal, 41: 204-7, August-September 1912.

   Personal experience of the author in a country school, having eight grades. Advocates supplying some of the most obvious principles of general scientific management to the mechanical parts of teaching, and thus save time for real teaching.

   Suggestions for greater efficiency in the rural schools, especially those in Indiana.


   Gives a program for a rural school improvement meeting, and a course of study for high schools in agriculture and home economics.

   Address delivered at the Conference for education in the South, April 1912.

   Address delivered at the Rural education conference held at Davis, Cal., October 14, 1911.
   "To redirect the rural school, we must redirect the whole people—not merely the rural people, but those in the cities and towns as well."


   "Four families in Henry county by cooperating organised the Norris high school and brought the school to their children instead of sending their children away to school."


594. Morse, Sarah E. The needs of the rural school and how to meet them. Inter-mountain educator, 7: 16-24, January 1912.
   Gives a summary of the answers received to 30 letters sent to rural teachers, county superintendents, trustees, and president educators of Montana asking them to state what they considered the needs of the rural schools to be.
595. Odell, Frank G. and De hien, James B. Suggested outline for a rural school survey. Nebraska teacher, 14: 521, May 1912. Outline is divided into four sections, as follows: Physical survey, social survey, educational survey, and economic survey.

596. One hundred and thirty-one rural schools in thirteen Wisconsin counties. Extracts from results of field study reported to the Wisconsin state board of public affairs by the Training school for public service. Journal of education, 76: 399-402, October 17, 1912.


600. Shelby, T. E. The establishment and maintenance of rural high schools in Texas. Texas school journal, 30: 1-7, September 1912. The need for high schools and the nature of the schools that the Department of education desires to establish in Texas.


602. Stewart, Cora Wilson. The moonlight schools of Rowan county. Normal instructor, 21: 16-17, 51, June 1912. Describes the rural night schools of Rowan county, Kentucky, where illiterates of all ages are taught to read and write.


604. Texas. University. Rural school education; lectures delivered and outlines of round tables held during rural school education week under the auspices of the University summer schools, July 15-19, 1912. Austin, Tex., The University of Texas [1912] 84 p. illus. 8°. (Its Bulletin no. 251, general series 27)

CURRICULUM


608. Snedden, David Samuel. Differentiated programs of study for older children in elementary schools. Educational review, 44: 128-30, September 1912. In the estimation of the writer, "a complete scheme of secondary education should include not only one or more of the four-year programs as now commonly found but also flexible two-year programs of study, all containing English literature, English expression, general science, social science and an option from one of the four great fields of practical arts study — namely, agriculture, industrial and practical arts, and commerce."

609. Stockwell, B. B. The public school course of study. Education, 32: 197-202, December 1911. The scheme presented is an attempt "to meet the individual capacity of each pupil at each stage of his development."
BIBLIOGRAPHY OF EDUCATION, 1911-12.

Reading


A critical discussion of the principles and methods of what the author terms "the three best American readers of their kind". Burchill's The progressive road to reading; the McCloskey primer; and Holbrook's The Hiawatha primer.


Penmanship

Measuring scale for handwriting: 1 folded sheet laid in.

A critical comparison of the typical methods of teaching handwriting which are in general use in this country. Information was obtained by a questionnaire which was sent to all of the cities of the United States of 50,000 inhabitants or more, census of 1900. Illustrated.


616. Thompson, Mary E. Psychology and pedagogy of writing; a résumé of the researches and experiments bearing on the history and pedagogy of writing. Baltimore, Warwick and York, 1911. 128 p. 12°. (Educational psychology monographs)

617. Thorndike, Edward L. 'A scale for merit in English writing by young people.' Journal of educational psychology, 2: 361-68, September 1911.
An attempt to establish an approximate scale for marking English composition.

Spelling


Bibliography at end of article.
Treats of the spelling tests made by Rice, Corman, Wallis, and others.

"An experiment to compare the relative efficiency of learning to spell by methods which conform or do not conform to the individual's imagery type."—School review, November 1912, p. 646.

Argue that spelling is not an association of ideas, but an association of sounds.

Discussion of methods and text-books as causes of bad spelling.

623. Sumselio, Henry. The teaching of spelling; a critical study of recent tendencies in method. New York, Teachers college, Columbia university, 1911. 72 p. 8°. (Teachers college record, vol. xii, no. 6, November 1911).
Competition and Language Study


Talks on language, containing bright ideas of progressive teachers.

627. Kilgus, Milo B. A scale for the measurement of quality in English composition by young people. New York city, Teachers college, Columbia university, 1912. 54 p. 8°.


A study of the measurements of quality in English composition and the formation of a standard scale for determining their value. "The scale is composed of sample English compositions, the qualities of which have been determined by more than four hundred competent judges."


Languages


Advocates Spanish in California schools.

History


Suggests that history in the elementary school should have as its aim to enable the pupil to understand the origin, growth, and character of the civilization of his own country, and gives a few points for making the teaching more effective.


An address delivered November 28, 1911, before the history section of the New York state teachers association.

634. McManis, John T. History as a study in the American elementary school. Educational bi-monthly, 6: 146-57, December 1911.

Historical outline of conditions before 1860.


Dramatizing sections of history work.

Geography


The author advocates the study of the principles of meteorology in schools as a part of the course in geography and outlines methods and apparatus for use in this study.


"Collection of modern ideas regarding needed improvements in elementary geography."


643. Harris, N. W. Natural history in the Chicago schools. American review of reviews, 45: 570, May 1912.


647. Wickes, Frances G. The sure way to teach nature study to a child. Ladies' home journal, 29: 36, 32, May, June 1912.


649. Freeman, Frank N. Grouped objects as a concrete basis for the number idea. Elementary school teacher, 12: 396-14, March 1912.


This paper read before the Association of mathematical teachers in New England, February 3, 1913, suggests considerable modification in the present elementary school course in mathematics. The writer advocates a lessening of the time devoted to written work, thereby increasing the amount of time for oral training. Gives in detail the content of such a course.


Results of mock tests given in the grammar grades in Baltimore county, Maryland, in April 1910.


656. Keatinge, M. W. The moral dangers of aesthetics in schools. Educational times, 65: 69-72, April 1, 1912. Discusses the value of aesthetic training in schools and the development of the feelings as an essential part of the mental process, but shows that the cultivation of the feelings has its dangers and needs to be restrained within certain defined limits.


658. Murphy, Bessie Randall. The kodak in art instruction. School arts magazine, 12: 14-18, September 1912.


668. ——— The sequence of the seasons in teaching elementary agriculture. Education, 32: 489-93, April 1912. Lays down the following rule: "At any given season of the year teach those agricultural things in which the farming community is interested at that time."

669. Clarke, J. B. Agriculture in the course of study and in the daily program of our schools. Ohio educational monthly, 61: 476-81, September 1912. Gives a daily program for a school of eight grades, so arranged as to include time for agriculture and nature-study.


PRINCIPLES AND PRACTICE OF TEACHING

SECONDARY EDUCATION


690. Levria, William D. The high school and the boy. Saturday evening post, 184: 8-9, 77-78, April 6, 1912.

691. — The high school and the girl. Saturday evening post, 184: 8-9, 64, May 4, 1912.


Suggestions for the annual graduation exercises of high schools.

Writer declared the "conference-hour plan" to be a useful and valuable adjunct to the work of the week. It combines the class and individual methods of teaching.

Survey of the field. Review of the report of the National education association committee upon the articulation of high school and college, adopted by the Department of secondary education, July 11th, 1911.

Reports received to a questionnaire sent out to the principals of one hundred typical high schools of the country.

Writer contends that "the small high school cannot be a vocational school in any true sense of that word, but this does not mean that it shall forego all attempts to keep its boys and girls in contact with the practical arts."

703. Success in school. School review, 19: 585-95, November 1911.
Suggestions for increasing high school teaching efficiency; an abstract of eight papers presented in conferences conducted in the Washington Irving High school for girls, February to May, 1911.

Claims that the great aim of the secondary school is moral character.

CURRICULUM

705. Burk, Frederic. Our high school curriculum, what shall we do about it? Western journal of education (San Francisco) 18: 3-6, May 19, 1912.
A discussion of the high school curriculum based on results of an entrance examination for the San Francisco state normal school.

Proposes a separation of the curriculum into two biennial divisions, each closed by a public examination. The junior division should present a general course; the work of the senior division should be departmental—precollegiate, vocational, or technical.

Problems of the course of study.


English and Composition


"Given before a group of prospective teachers of English at Mt. Holyoke college, April 10, 1912." Discusses four fundamental elements of success in the teaching of English.

To remedy the self-consciousness of pupils of the third year, with its resulting embarrassment of
thought or of expression, the writer suggests a plan "to let at least two-thirds of the class study be
done by separate classes of girls and boys, the other one-third to be 'result' work or mechanical
draft."


Some results of tests in English composition.

713. Boynton, Percy Holmes. Suggestions for the English-literature section of a
high-school library. School review, 20: 111-16, February 1912.

714. Chubb, Percival. The menace of pedantry in the teaching of English. School
review, 20: 34-45, January 1912.

715. Du Breuil, Alice Jouveau. Written composition in the high school. English
journal, 1: 537-46, November 1912.

"Delivered before the Maryland state teachers' association at Frederic Heights, Md., June 29, 1912."


"The author describes a satisfactory trial plan of securing interest in Ivanhoe and the Odyssey in
the first year of high school by means of informal, rough-and-ready dramatization." --School review,
December 1912, p. 789.

717. Hopkins, Edwin M. Can good composition teaching be done under present
conditions? English journal, 1: 1-8, January 1912.

718. Hughes, Helen S. English literature and the college freshman. School
reviews, 23: 583-92, November 1912.

"An investigation of the teaching of English in the high school and in the college, as well as
looking into the average general culture of the student body." "Illustrated by graphic statistics. Author
thinks that the high schools are not doing all that might be expected of them in their teaching of
English, particularly in the smaller towns of the Middle West.

719. Jones, Charles Edward. Sources of interest in high school English. New

720. McConn, Charles Maxwell. High-school students' rankings of English clas-

Based on the statements of about 8,000 students.

721. O'Donnell, Charles L. Reading in secondary schools and colleges. Catholic
educational review, 2: 898-908, December 1911.

722. Reynolds, G. F. English literature in secondary schools. Education, 32:
1-10, September 1911.

723. Roberts, Albert E. The teaching of English in the high schools of the United

A brief discussion of the place of English in the curriculum, principles underlying the courses
of study, method of treatment of literature, literary equipment of the schools, composition and
rhetoric, oratorical work, the teacher of English, and English in colleges and universities.

724. Starch, Daniel and Elliott, Edward C. Reliability of the grading of high-
school work in English. School review, 29: 442-57, September 1912.

The problem of this investigation was to determine the range of variation and the reliability of the
marks assigned by teachers to examination answer papers. The data were obtained from one of the
largest high schools in Wisconsin.

725. Tressler, Jacob C. The efficiency of student correction of compositions.
English journal, 1: 403-11, September 1912.

"This article is a condensation of a thesis prepared under the direction of Dr. E. L. Thorndike of
Columbia university. Because of limited space, the data on which the conclusions are based
have been entirely omitted."

9394°—15—5
BIBLIOGRAPHY OF EDUCATION, 1911–12.

Modern Languages


An account of the meeting in Berlin August 10–15 of the German-American teachers' association, which was attended by about 400 teachers and their friends from the United States.


Maintains that the vitality of the modern languages depends upon their value as a discipline and their cultural value; the practical values are accessories, but should not be neglected.


Advocates foreign residence for teachers of languages.


Experiments tried by the author in the French and German department at Ottawa university, 1905. Commends the use of the phonograph as a valuable adjunct in teaching French.


"As long as the living languages are taught in this country precisely the same way as the dead languages, that is to say, while grammatical construction and classical literature form the principal feature, so long Americans will not become good linguists."


A brief description of a course in German which has for an aim "to enable the student to use the language, at least to some extent."


Discusses the advantages of making the conversation center in and revolve about the texts.


Ancient Languages


Shows that students who have had thorough training in Latin do superior work in English.


745. Sabin, Francis E. An exhibit in answer to the high school boy's question: "What's the use of Latin?" Virginia journal of education, 6: 5-7, October 1912.

The value of the study of Latin as a foundation for the study of English literature is proved by experimental examinations taken by students who have and who have not studied Latin.


History


Advocates the use of magazines of current events as textbooks in high schools.

Civics


Holds that "the real aim of civics instruction will never be realized until the student is brought into a position where he will be able first to appreciate his environment, second, to sympathize with that environment, and third, to complete the process of socialization by adapting himself to that environment."

Debating


Designed for those who wish to engage in public debates. With each question is a bibliography divided into general, affirmative, and negative references sufficient for a thorough discussion.

Economics


Mathematics


BIBLIOGRAPHY OF EDUCATION, 1911-12.

   An experiment in teaching mathematics by the group system as carried on in Charlestown high
   school, Boston.

   (Riverside educational monographs) Treats in concise form the following topics: Modern point of view, Order of topics, Equations and
   their use, some rules of thumb. Geometry as algebraic material. Graphical method. Bases of

759. Gebhardt, Martin. Die geschichte der mathematik im mathematischen unterrichte der höheren schulen Deutschlands. Leipzig und Berlin, B. G. Teubner,
   1912. vii, 157 p. 8°. (Abhandlungen über den mathematischen unterricht in Deutschland veranlasst durch die Internationale mathematische unterrichtskommission. bd. III.HLT. 6)
   "Literaturverzeichniss": p. 153-55.

   The underlying psychology; the essentials of method; application.

761. —— Some fundamental principles in the teaching of first year algebra. Wisconsin journal of education, 43: 172-73, 220-21, 241-42, 270-71, September-
   December 1911.


   education. Special reports on educational subjects) No. 19 in a series of papers on the Teaching of mathematics in the United Kingdom, prepared
   for the International commission on the teaching of mathematics.


768. Young, J. W. A. Concerning systematic exposition of mathematics and the fusion of its various branches in secondary instruction. School science and
   mathematics, 12: 447-56, June 1912.
   Discussion of the questions referred to Subcommission A of the International commission on the
   teaching of mathematics for report at the session at Milan, Italy, September 18-21, 1911.

Geometry

   of education. Special reports on educational subjects) No. 15 in a series of papers on the Teaching of mathematics in the United Kingdom, prepared
   for the International commission on the teaching of mathematics.

   An address read before the Mathematics section of the Missouri state teachers' association at
   Hannibal. November 10, 1911, describing a plan for teaching geometry tried at Kirksville, Mo.
Deals with the history, development and methods of teaching geometry in such a way that it cannot fail to have a vitalising influence.

Science

The University high school, Chicago, Ill., early recognized "the necessity for an elementary study of the field of all the sciences as a requisite for success in any one of them."


Address read before the Central association of science and mathematics teachers at Lewis institute, Chicago, December 1, 1911.
The author emphasizes the fact that to make a science a vital part of the middle school "a minute and careful examination of your students as well as your subject matter" must be made.

The author is in favor of "a course that includes material from all the sciences but which is not classifiable as any particular science."

Physics

Wills E. Tower, chairman.
Read before the Physics section of the Central association of science and mathematics teachers December 2, 1911, at Lewis institute, Chicago.
A report of an investigation conducted in the larger cities of every state except three. The result was in favor of segregated classes.


A description of the plan used in the Oakland high school.

Suggestions for adapting the instruction to the everyday needs of the pupil, and making it fall in line with the present movement for industrial education.

The first part of this book traces the development of the present situation. The second traces the origin of physics, and seeks to establish its leading characteristics and to define its possibilities as a means of general education. In the third part the purpose of physics teaching is stated, and hints are given as to how this purpose may be attained.

783. Smith, Burton E. Should the content of high school physics be changed? School science and mathematics, 11: 604-609, October 1911.
One versus many courses; quantity reduced; illustrations increased; quality practised.
BIBLIOGRAPHY OF EDUCATION, 1911-12.

**Chemistry**


A strong plea for the teaching of chemistry in the high school as a practical subject, showing its relation to problems of every day life rather than its technical value as a science. This paper was read before the science section of the Missouri society of science and mathematics teachers, November 9, 1911.

786. Gustafson, C. F. Teaching the basic principles of applied chemistry to high school boys and girls. School science and mathematics, 11: 616-23, October 1911.


Claims that text-books in chemistry do not emphasize the conception of continuity which plays so great a part in modern science.


An address read before the Chemical section of the Chicago Association of Science and Mathematics teachers at Lewis Institute, Chicago, in which the author shows how the school may articulate with daily life, especially through the chemistry course.

**Botany**


The course in botany here outlined is the result of six years' use of the material in an effort to develop a course adapted to a high school in a community essentially rural.

**Biology and Zoology**


Read before the biology section of the Central association of science and mathematics teachers, in Chicago, December 1, 1911.

**Physiology and Hygiene**

793. Gregg, F. M. Social hygiene. Education, 33: 100-4, October 1912.

Contains that the problem of social hygiene in the schools generally is "the problem of so directing the association of the sexes as to suppress familiarity and to develop becoming modesty."


Description of methods used in the Sandusky high school.

**Agricultural Training**


PRINCIPLES AND PRACTICE OF TEACHING. 71


“A critical examination of the pedagogical conditions and principles involved in the introduction of agriculture into the secondary schools.”


List of references: p. 191-300.

Domestic Science


Commercial Subjects


“Address delivered before the Business department of the National education association, Chicago, Ill., July 9, 1912.”

“The purpose of this paper is to suggest a method of measuring the economic, social and ethical efficiency of the business department of the high school.”


“Never in the history of commercial or business courses in high schools have such radical changes been effected as were witnessed during the past four weeks. The course of study prepared by Superintendent Fee is therefore most timely, and should suggest valuable material as a basis for future changes in this direction.”


Describes the typical commercial course in the high school and shows its defects.


The schools should teach “the principles of business and give as much of the practice as may be possible.” The writer outlines a course of study.

Ethics


“Notes of an address delivered before the Chicago high and normal school association, November 11, 1911.”

Claims that the “hope for the future of high school morals lies in the direction of the laboratory, athletics, industrial education, children’s clubs, and other agencies that make for social control rather than teacher control.”
BIBLIOGRAPHY OF EDUCATION, 1911-12.


The course outlined is not entirely "an untired experiment." Portions of it have been given during the past three years in the high schools of Wisconsin and some other states.

Manual Arts

[See Manual training: Industrial and trade education.]

EDUCATION AND TRAINING OF TEACHERS


Gives special attention to the methods of coordinating theoretical instruction with the actual teaching experience in normal schools.


Address read before the city, borough and township superintendents of Pennsylvania, December 26, 1911.


Writer contends that the rural school has too long served as a sort of training for the inexperienced and unprepared teacher. Shows what has been accomplished in Michigan and Wisconsin in training teachers for rural school work.

814. Marrs, S. M.N. The training of the teacher through the medium of the secondary schools. Texas school magazine, 14: 5-7, January 1912.


The author is "more concerned about the advancement of knowledge of university education by research than about the agitation for the professional training of college teachers."

TEACHERS' INSTITUTES, MEETINGS, ETC.


"Address delivered at October meeting of New York state council of superintendents."

819. Martin, Theodore T. To what extent may the work of the county institute be made concrete by the use of illustrative materials? Educator-journal, 12: 53-34, August 1912.

Gives the replies received in response to a questionnaire which was sent to fifty of the county superintendents of Indiana.


A plea for teachers' councils. Says that the teachers' council should be established by some political body, such as the board of education, the city council, or the state legislature.

821. Bayre, Alfred V. Teachers' meetings. Teacher, 16: 268-64, November 1912.
PRINCIPLES AND PRACTICE OF TEACHING.

CERTIFICATION AND TENURE


833. Class, P. Nuchdenkliche teurungsberechnungen. Pädagogische zeitung, 41: 797-800, October 10, 1912.


CONTENTS—1. The authority of the teacher. 2. The responsibility of the teacher. 3. The profession of the teacher.

An attempt to explain each relation of the teacher in its true light—to the community, to the school, to the pupil, to the parents of the pupil.

NORMAL SCHOOLS


"References": p. 544. A brief analysis to determine the aims and values of psychology in the normal school, and the principles of teaching that would naturally grow out of them, together with some methods which the author has found useful in his own classes.


The writer declares that the dearth of suitable text-books has greatly hindered the effectiveness of the teaching of the history of education. Suggests courses.

840. Ashley, M. L. Aims, difficulties, and possibilities in teaching psychology to normal school students. Educational bi-monthly, 7: 1-8, October 1912.


The purpose of this paper, read before the Normal school section of the Southern educational association, is to show the distinction that should be made in spirit and purpose between the normal school and other institutions.


Based on reports from 84 schools.


On the free instruction given by Oklahoma state normal schools.


A criticism of Warner Flint's strictures on normal schools, etc. in the Nation, September 1, 1911.

848. Pray, Carl E. History in the normal schools. How shall the professional schools prepare their pupils to teach in accordance with the report of the Committee of eight? History teacher's magazine, 3: 54-56, March 1912.

"Read before the History teachers' section of the American historical association at Buffalo, 1911."


The fifth installment of a series of papers on normal-school work.

"Pleads for a more functional co-ordination of the elements of the normal school curriculum."—School review, November 1912, p. 647.
PRINCIPLES AND PRACTICE OF TEACHING.

PEDAGOGY IN UNIVERSITIES


The topics for the meeting were the Difference between graduate and undergraduate work in education, Relation of normal schools to departments and schools of education in universities, Undergraduate degrees in education in various colleges and universities, and Present status of education as a science.


Author endeavors to show, first, "the present status of affiliation of schools or departments engaged respectively in the training of physicians and of teachers, and secondly, to present a plea for a more general and effective cooperation between medical and educational departments where the interchange is warranted by technical training and material resources in both departments." Questionnaires were sent to medical colleges and to departments and schools of education. The responses are generalized by the writer.


Data regarding twenty-one institutions.

HIGHER EDUCATION


Contains: 1. E. B. Greene: Departmental administration in American universities, p. 17-27; Discussion, p. 27-33. 2. H. P. Judson: How can the teaching time of professors be most advantageously distributed between college work (both elementary and advanced) and graduate work? p. 33-38; Discussion, p. 38-44. 3. A. H. Lowell: Disadvantages of the current American practice of conferring degrees (with the exception of the Ph. D.) on the accumulation of credits in individual courses, rather than as the result of comprehensive examinations upon broad subjects, p. 45-62; Discussion, p. 52-61.


859. Ohio college association. Transactions of the forty-second annual meeting held at Columbus, Ohio, December 26 and 27, 1911. Columbus, Ohio, The Champlin press [1912] 111 p. 8°. (E. A. Miller, secretary, Oberlin college, Oberlin, Ohio)


Declarations that the "cultural" interests hold their own equality with athletics.


"Reprinted from the President's Annual report, 1911, p. 14-25."


Contains: 1. The obligations of the colleges in the matter of providing pensions for teachers, p. 32-39. 2. The exchange of teachers between Prussia and the United States, p. 36-40. 3. Education and the nation, p. 46-49. 4. Progress towards a better adjustment between the college and the secondary school, p. 60-63. 5. The noteworthy educational progress of the South, p. 64-67. 6. The increase in the number and in the attendance of higher institutions during the last decade, p. 69-71. 7. Increase in the number of students as related to educational progress, p. 71-77. 8. The rise of the graduate school, p. 101-107. 9. Progress of the state universities toward educational and political freedom, p. 107-112.


   Contents—1. General characteristics. 2. Education is sure. 3. The college campus.
   4. Reasons for going to college. 5. The college man and the world. Index.


   Argues that the college is not the place for specialization. This is the work of the graduate and
   trade schools.


   Shows what has been done by the Carnegie foundation for the advancement of teaching in the
   matter of educational standards and tests.

   The writer presents some of the impressions he has received from contact with business men,
   and their attitude toward college.

   Doubts of David Starr Jordan, as expressed before the American association for the advancement
   of science, regarding the utility of well-endowed scientific establishments.

   Outlines a scheme for a municipal university—"a training for life and for every occupation in
   the community." Given table of studies.


   Claims that the twofold function of the college is training for citizenship and the preparation of
   the scholar.


   The author declares that the colleges of the United States, with some honorable exceptions, are
   "rejecting young men and graduating them in masses without applying an adequate test of
   fitness to the individual at any point in his college career."

   An address delivered at the University of Tennessee on the occasion of the dedication of the
   Oliver Perry temple pavilion, May 23, 1912.


882. Thwing, Charles E. What more can the higher education do for America? Independent, 72: 268-71, August 1, 1912.
   The training of the exceptional man is emphasised.
BIBLIOGRAPHY OF EDUCATION, 1911-12.


SMALL COLLEGES


SUPERVISION AND ADMINISTRATION


893. Ladd, George T. On the need of administrative changes in the American university. Popular science monthly, 80: 813-25, April 1912.

   "A discussion of the principles which should govern the transfer of students from one institution to another."—School review, December 1912, p. 707.


   "Discusses very briefly faculty organization and administration, and the supervision and direction of student life."—School review, November 1912, p. 40.

   Discusses questions of government, method of instruction, curriculum, moral stimulus, etc.
   Declares that the examination is the weakest part of college instruction. Suggests an examination system, administered by a separate board of examiners, etc.


   Contains letters from Harvard university, letters from Yale university, letters from the University of Pennsylvania and Johns Hopkins university, letters from Cornell university and the University of Chicago.
   Calls attention to the fact that in a democratic country we have developed "what is apparently a monarchical system of university government, whereas in monarchical countries they have democratic systems of university control."


COLLEGE FACULTY


   Describes the type of men required for successful leadership in state universities.


   Discusses the assignment of individual members of the faculty to specific duties.

   Author argues that instructors should be paid primarily for teaching or directing teaching, and not for the prestige brought to the institution by their names.


ARTICULATION OF HIGH SCHOOL AND COLLEGE

   Writer declares "those arrangements best which are clearly most native to the conditions they are called to meet ... The day has certainly passed when any college can set itself up as a standard to which all others must conform."

80 BIBLIOGRAPHY OF EDUCATION, 1911-12.


917. Norlin, George. High school preparation for college. Colorado school journal, 27: 16-19, January 1912. A discussion as to whether the so-called cultural subjects should be sacrificed to a course which leads to "immediate and lucrative efficiency in our commercial and industrial life."

918. Stratton, Clarence. How can the university be of more help to the secondary school? English journal, 1: 462-67, October 1912. "Read before the Missouri society of teachers of English at Columbia, May 4, 1912." By raising the standard of entrance requirements in English the university can be of most help to the high school.

COLLEGE ENTRANCE REQUIREMENTS


920. Fiske, Thomas S. The College entrance examination board. Educational review, 43: 166-67, February 1912. Presents statistics of the Board's examinations. Of the 4,000 candidates examined in 1911, 3,572 were examined in the North Atlantic States. The candidates from private schools made, on the whole, a better showing than those from public schools.


924. National education association. The influence of the uniform entrance requirements in English. A brief chapter of educational history, together with a summary of the facts so far obtained by a committee of the National education association. English journal, 1: 95-121, February 1912. Includes the latest report of the National conference on uniform entrance requirements in English. Selected references, p. 118-21.

925. New methods of admission to college. A symposium. Education, 32: 261-83, January 1912. This symposium consists of the following articles: 1. Recent changes in the rules of the new England college entrance certificate board, by Frank W. Norlin; 2. Reasons for modifying entrance requirements; by Charles H. Judd; 3. Plan for college admission proposed by the secondary department of the National education association.

PRINCIPLES AND PRACTICE OF TEACHING:


A defense of the final examination as a basis for college entrance.

928. Vermont University. College requirements and the secondary curriculum. Addresses presented at the Educational conference held at the University of Vermont in connection with the inauguration of Guy-Potter Benton as president of the University. Burlington, Vt., The University [1911] 79 p. 8°.


CURRICULUM


Emphasis laid upon the fact that culture does not necessarily exclude vocational training, while the latter may include culture.


The author criticizes the colleges as "diploma factories." He says: "They recognize only the classroom marks of their students, and the diploma values of these marks, and have no means or methods of measuring the ideals or the capabilities, or the failures of an institution itself."

931. Main, John Hanson Thomas. Limitation in the function of the college. American educational review, 33: 111-17, December 1911.

A discussion of the limitation of the college course to the "old classical course," and the limitations proposed by Amherst college.


Shows the growth of courses in fine arts in our colleges and universities.


Discussion, 17: 820-24, May 1912.


Criticizes some of the methods of university instruction in English.


938. Kayser, C. F. May the modern languages be regarded as a satisfactory substitute for the classics? Educational review, 43: 40-60, May 1912.

Expresses belief that "any curtailment of foreign language study in our higher institutions of learning will mean eventually a positive loss of ideals and of the higher ends of life."


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82

BIBLIOGRAPHY OF EDUCATION, 1911-12.

941. Menzies, Alan W. C. General hygiene as a required college course. Science, n. s., 35: 609-12, April 19, 1912. The substance of an address given at Oberlin college, December 1, 1911.


946. Steeves, Harrison Ross. The cultivation of ideas in the college writing course. Educational review, 44: 45-54, June 1912.


949. Taylor, John Adams. The evolution of college debating. Quarterly journal of the University of North Dakota, 3: 30-46, October 1912. The author in this article aims "to stimulate a higher regard for college debating, and to indicate in what ways the twenty years have worked an evolution."

950. Doctorates conferred by American universities. Science, n. s., 34: 193-202; 36: 129-39, August 18, 1911, August 2, 1912. Calls attention to the fact that the number of degrees conferred in the natural and exact sciences increases more rapidly than in other subjects.


DEGREES.


956. Lincoln, Edmond E. Our Rhodes scholars. Forum, 47: 715-23, June 1912. Writer says that "the true aim of an Oxford education is to enable the student to make a life rather than to prepare him for making a mere living."


FELLOWSHIPS AND SCHOLARSHIPS.
COLLEGE GRADUATES IN LIFE

Statistics from the Five year record of the class of 1906, showing the average incomes of the men for each of the years since graduated.


Gives the value of a college education.


Summarized in Literary digest, 46: 106-7, July 26, 1912.


SCHOOL GOVERNMENT, ARCHITECTURE, EQUIPMENT, ETC.

ADMINISTRATION. a. Supervision and Organization

Discusses the scientific method in education and industry.

Also separately reprinted.

"An address before the 64th University convolution of New York state."


A discussion of the "new and rather radical scheme for the supervision of the rural schools."

Address before the Association of district superintendents, Albany, N. Y., November 28, 1911, defining the duties of the newly created district superintendents in New York state.

Address before the Department of county superintendents of Pennsylvania December 27, 1911.

Discusses the inefficiency in school administration and gives suggestions for betterment, such as definite courses of study, special classes, more authority for the principal, etc.

Also in Pittsburgh school bulletin, 5: 6-11, September 1911.

980. Holmes, William H. School organization and the individual child. A book for school executives and teachers, being an exposition of plans that have been evolved to adapt school organization to the needs of individual children, normal, supernormal, and subnormal. Worcester, Mass., The Davis press, 1912. Part 1, Normal children. 197 p. Part 2, Subnormal children, including bibliography and index to both parts. 211 p. 8°.

Treats of the readjustment of school organization to the present social and economic conditions. School systems of Portland, Oregon; Chicago, Ill.; Cleveland, Ohio; Berkeley, Cal.; and Concord, N. H., considered.

A symposium compiling answers to ten questions which were sent to superintendents throughout the country.

Intended as a text-book in the study of school administration, and for the general reader who desires to acquaint himself with the salient features of the schools of our own and other leading nations.

984. Should New York have a paid board of education? Educational review, 42: 204-10, September 1911.
Discussed by William J. Gaynor and Nicholas Murray Butler.

Deprecates the spectacular advertising of certain school activities.

Address, Department of supervision, St. Louis, February 29, 1912. Results of an investigation made, which shows a general absence of standards and a resulting inefficiency and neglect in janitor service.

NATIONAL EDUCATION OFFICE


SCHOOL FINANCE


"Any student of education interested in its fiscal aspects will find this volume a veritable mine of information; a book well arranged and well written."—O. D. Strayer: Annals of the American academy, 40: 279, March 1912.

"The first part surveys broadly the origin, management, loss, and effects of permanent school funds. The second part gives an account of the funds in each state. Appendices include tables on the cost of education, salaries, increase of funds, etc."—Book review digest, v. 8, no. 13, p. 442.

Bibliography, p. 457-65.


TEACHERS' SALARIES AND PENSIONS


Claims that men teachers should be paid higher salaries than women and gives his reasons therefor.


Also in Science, n. s., 4: 713-17, November 21, 1911.


Discusses the action of the New York legislature in passing the teachers' equal pay bill, etc.


SCHOOL RECORDS AND REPORTS; EDUCATIONAL STATISTICS


As showing tendencies it is better than mere statistics.


The writer claims that "the class book, which is still in almost universal use, is far inferior to the index card."


Payson Smith, chairman.


Description of the permanent school census boards recently created in New York's first-class cities.


"Read at the Wellesley meeting of the New England association of college teachers of education, December 2, 1911."


The writer presents a scheme which he has used for ten years to discover the merits and demerits of the schools under his supervision, located in New York city.


SCHOOL BOOKS


Discussion of free text-books in California from educational and economic points of view.


Argues that when "suitable opportunity to meet teachers and superintendents is given bookmen, only good can come from their visits."


1011. Plimpton, George A. Horn books. Independent, 72: 264-68, August 1, 1912

Contains a number of facsimiles of horn books taken from the remarkable collection of Mr. Plimpton.


CENTRALIZATION OF RURAL SCHOOLS


Shows the importance of the consolidated rural school as a conservator and promoter of the country-school movement.


Comprehensive treatment of the question, with special reference to the conditions in Missouri.


Written by J. M. Layhol, assistant superintendent of public instruction.

ADMINISTRATION. Management and Discipline

Discusses the conservation of energy, time, and material in the schoolroom.


REWARDS AND PUNISHMENTS

Questions the concept of rewards and punishments in education, as J. S. C. says, 'the great secret of Education.' If it be solved, we have solved the meaning of the word discipline, and all that discipline means in the lives of men and women, both in their relation to one another and in their relation to God.' Every teacher must analyze the meaning of discipline and awaken the sense of right or wrong in each child. The author gives a brief outline of the historical development of this question and discusses in detail the problem of rewards and punishments.

CLASSIFICATION AND GRADING

A study of the Liberty schools of Pittsburgh, containing figures and facts of grading and promotion.

The facts for this article have been obtained largely from the reports of the white schools of Elkton, Maryland.

A dissertation for the degree of doctor of philosophy. Contains a comparison of the relative standing of pupils in grammar schools, high schools, and colleges, with general conclusions.

Discussion by J. Horace Landis, p. 437-40.

1028. Colvin, Stephen B. Marks and the marking system as an incentive to study. Education, 32: 560-72, May 1912.
Advocates the advantages of a carefully graded scale of objective measurements of pupils. Shows imperfections of the present scheme of marking.

1029. Grade promotions. Articles by experts on latest special plans as worked out in various cities. Journal of education, 75: 373-80, April 4, 1912.

Describes several of the most important plans of grading and promotion in the United States and Germany, gives an exposition of the three best known plans of individual instruction, and describes the provisions that have been made for gifted children in the United States and abroad.

Writer thinks that our grading is not sufficiently exacting; that too many are promoted en masse.
Discussion of weaknesses of the examination system, the best way to determine a pupil's rank, some popular errors, and progress made periodically.

Maintains that "each child should, at all times, be at work in the grade and in the subjects that he can get the most out of without regard to what he knows or does not know about studies behind him, and without regard to how much more or less he knows than other pupils."


History of the use of the system and discussion of its possibilities.

One of a series of articles under the general title: Is the public school a failure? Treats of the "pernicious habit" of examinations.

1038. Sweeney, J. D. Final examinations; how one county is trying to solve the problem. Western journal of education (San Francisco), 18: 5-7, August 1912.


Gives statistics based on the returns from a cooperative investigation conducted in the spring of 1911 by the Division of Education of the Russell Sage Foundation and the superintendents of schools of 26 cities.

Bibliography, p. 108-111. Results of a study made in five school systems to measure the relative frequency of non-promotion in the grades.

A study of the problem of retardation in the public schools of Canton, Ill.


[Backward children]


1052. Lausale, Mary A. The special transfer class at the Newton technical high school. Education, 33: 109-12, October 1912.


A brief discussion of some of the causes affecting the pupil who fails, such as ill-health, bad habits, overcrowded classes, poor textbooks, etc., with suggestions for remedying such conditions.

An investigation of the industrial experience of children, with special reference to school attendance, and of retardation, repeating, and elimination.


ATTENDANCE

A historical survey of the subject. Concludes that "the mental attainments of the child are being recognized as a proper basis upon which to determine whether attendance has been adequate."


An account of a visit to an English truant school, from the Cornhill magazine.

SCHOOL AGE

Based on statistics gathered in 1908 by the author, and on investigations made in 1911 by the Russell Sage foundation. Concludes that the age of six is the one making the best showing.

"Author shows by careful statistical methods what the actual effect of early entrance upon school courses is."

SELF-GOVERNMENT


Advocates the view of Dewey and Karchetstalner, that the school should be organized as a self-governing community.


SCHOOL ARCHITECTURE AND EQUIPMENT


1089. Sharpie, William P. The housing of consolidated schools in rural communities. Educational journal, 12: 3-17, September 1911. illus., plans.


1092. Williams, B. F. The Pennsylvania school code and the planning of elementary schoolhouses. American school board journal, 44: 15-17, 48, 50-51, April 1912 illus., plans.

COLLEGE ARCHITECTURE


Constitution of the series of articles begun in October 1903.
  A paper read before the Central association of science and mathematics teachers, Lewis institute, Chicago, December 1, 1911, in which the author emphasizes the necessity of better ventilation in school rooms.

  "Address before the American school hygiene association, Boston, March 1912."
  Gives some illumination requirements and notes some successful experiments in school illumination.

  "The Waters system is assumed in the details here indicated, inasmuch as it is installed in about 80 per cent of our school buildings; modification will be made by the engineer to conform to other systems."


  Reprinted from the Pedagogical seminary, June 1912.


  Papers treating of diseases of the mouth, throat, and chest; malnutrition, diseases of the skin; nervous and mental disorders in the schools, etc.

  The writer of the last article, Dr. A. W. Fairbanks, while exempting the school system from responsibility in the majority of instances, contends that certain educational methods are of influence in perpetuating, even if not in originating, nervous and psychical abnormalities in children, and renders relief of such conditions difficult, if not impossible. He makes a number of recommendations.

  Comparative early recognition in Japan of the value of school hygiene as fundamental in popular education. In 1912 there were 6,469 school physicians in 11,988 schools.
SCHOOL GOVERNMENT.

1104. Gulick, Luther H. What our city schools are doing for the health of our children. American physical education review, 16: 417-52, October 1911.


1106. ——— The girl versus the high school. Good housekeeping magazine, 55: 533-38, October 1912.


MEDICAL INSPECTION OF SCHOOLS


1118. Terman, Lewis M. The medical inspection of schools. Sierra educational news, 8: 165-70, March 1912.


Bibliographie, p. 279ff.
BIBLIOGRAPHY OF EDUCATION, 1911-12.

FEEDING OF SCHOOL CHILDREN.

1120. Boughton, Alice C. Administration of school luncheons. Psychological clinic, 6: 44-51, April 15, 1912.
Describes the work done by the Home and school league in Philadelphia, giving menus, equipment for serving, accommodations, supervision, etc.

Select bibliography: p. 40-43.
Historical survey of the movement in Germany, France, England, and America, giving particular attention to the conditions in America, and the investigations that have been made within the last few years.

Gives equipment needed and recipes for making soups, etc., for children in country schools.

1123. Osborne, Lucy A. The school luncheon. Pedagogical seminary, 19: 204-12, June 1912.

Describes specific cases of lack of nourishment and urges a distribution to parents of literature on the subject of proper feeding.

"Presented at the Lake Placid meeting of the Administration section of the American home economics association, June, 1912."

SPECIAL SUBJECTS

Teeth


Tuberculosis

Gives suggestions for the prevention of tuberculosis that are within the means of the poorest school district.

Advocates the prevention and control of tuberculosis among school children, as well as the education of all children in the essential facts of hygiene.


How cases are discovered; treatment; general preventive measures.

OPEN-AIR SCHOOLS

Advocates open-air hospital schools for neurolie children in our cities to be part of the public-school system.

SCHOOL GARDENS

A short sketch of the school city conducted on the campus of the University of California.


PLAY AND PLAYGROUNDS


Tabulated statement of "What cities 'played' last year and how."


Treats of equipment, supervision, minimum space per pupil, etc.

President's address to the Department of physical education of the National education association, Chicago, July 12, 1912.
Discusses the moral effect of habits of play upon the individual and the nation, urging the return of out play habits as a necessity for moral advancement. The first and greatest step in this direction is in the early teaching of the child regarding the best forms of play-activities.


1144. ——— Neighborhood center; the proper relationship of the public school to playgrounds and small parks. American city, 7: 133-37, August 1912.


"Shortened form of the report prepared at request of Milwaukee Bureau of economy and efficiency, printed as one of their bulletins. Contains and condenses two original reports."

1147. Hetherington, Clark W. Playground directors—sources from which they may be secured. Playground, 5: 255-60, October 1911.
1148. HOBEN, Allen. The ethical value of organized play. Biblical world, 39: 175-87, March 1912. Advocates the saving power of organized play, and expresses regret that the play movement has not centered about the public schools.


1152. WARD, Daniel. Developing the playgrounds of a small city. American school board journal, 45: 8-9, September 1912. Describes the equipment, etc., of the public school playgrounds in Rocky Ford, Colorado.


PHYSICAL TRAINING


1156. CRAMPTON, C. Ward. A new system of physical training. American physical education review, 16: 431-38, October 1911. Outlines a day's order of exercises, based on the principle of "selection and segregation of exercises according to their function."

1157. The effects of athletics on young men. A symposium. Medical times, 40: 32-38, 61-69, February, March 1912. "The question under discussion is: 'Do present-day athletic sports have a detrimental effect upon the participants in after life?'" The consensus of opinion seems "to be that college athletic activity is a prime necessity that should be governed as carefully as are collegiate intellectual pursuits."


SCHOOL GOVERNMENT.


Public Schools


A discussion of the administration of high school athletics in California.

SCHOOL FESTIVALS, SPECIAL DAYS, ETC.


Bibliography: p. 41-46.


Suggestions and principles which should be followed in school exercises.

1163. Bruce, Lillian Hortensia. Dancing and the school festival: their relation, and how they may be planned. American physical education review, 17: 273-83, April 1912.


A scheme of work for a department of folk drama, the object of such a department being primarily to encourage and develop powers of expression in the pupils.


Bibliography: p. 288.


STUDENT LIFE AND CUSTOMS

1168. Are college students as wicked as they are represented? Current literature, 51: 540-42, November 1911.


Discusses various phases of undergraduate life, such as student government, college journalism, choosing a college, etc.

330°—18—7
BIBLIOGRAPHY OF EDUCATION, 1911-12.


1184. Fordyce, Charles. College ethics. Education, 33: 71-78, October 1911. Writer thinks that the ultimate solution of the problem lies with the faculty itself. Discusses the subject of college ethics from different viewpoints.


1192. Van Dyke, Paul. College life. Scribner's magazine, 52: 619-23, November, 1912. "A word to fathers who have not been to college but whose sons want to go." Minimizes the evils of college life and magnifies the virtues.—School review, November 1912, p. 396.


COLLEGE FRATERNITIES

1195. Evans, Henry R. Student societies and fraternities in the colleges and universities of the United States. New age, 16: 553-57, June 1912. First article of series. Subject treated from the historical standpoint.


HIGH SCHOOL FRATERNITIES

1199. Hill, Roscoe Conkling. Secret societies in high schools. Educational review, 43: 168-92, February 1912. An elaborate presentation of the subject with bibliography. Author claims that "the abolition of high school secret societies is assured if school authorities really desire that abolition."
EDUCATION--SPECIAL FORMS, RELATIONS, AND APPLICATIONS

I. FORMS

SELF-EDUCATION

[See Education extension.]

PRIVATE SCHOOL EDUCATION


II. SOCIOLOGICAL ASPECTS OF EDUCATION

EDUCATION AND SOCIETY. CITIZENSHIP


A report based upon returns from 163 outside agencies, the City superintendent's reports for 1911-12, the Board of education's and Board of superintendents' minutes for 1910-11, and newspaper files for 1910-12. Submitted April 1, 1912, to the Board of estimates of the school inquiry.


1211. Deyoe, Albert M. The school as an efficient factor in the educational, social, and recreational activities of the community. Midland schools, 27: 46-48, October 1912.


"Meant to substitute a scientific for a sentimental conception of the social meaning and value of education."—Pref.

A collection of reprinted papers by various authorities, with appropriate introductions and summaries, systematically grouped under topics so as to afford a broad view of the relations of the school to society at large, and of the internal relations of the school as a social group.


Elaboration of the author's conception of a school which fills its place in organic life, and educates the pupil for activity in society by a course of training along social lines.


"If the schools," says the writer, "are to play a more effective part in social progress the education given in them must afford a fuller preparation for the environment of the world." Advocates vocational studies. The author, who is president of the Educational Institute of Scotland at Edinburgh, analyses the pathological conditions of society, which are chiefly three: destitution, vice and crime, and parasitism or the exploitation of the weak by the strong.


Bibliography: p. 80-82.

Given four methods of scientific basis for the dogma of social pedagogy, and illustrates the practical side of social pedagogy by giving the ideas of Dewey, Riordan, and Kerzenmeister.


1229. Ward, Dorothy A. The relation of the school to society. West Virginia school journal, 41: 57-61, May 1912.

The author defines the three debts which, in his opinion, the school owes to society as efficiency, the maintenance of proper standards, and productive time, and in return society owes the school its support, moral and financial.


To be continued.

EDUCATION—SPECIAL FORMS AND RELATIONS.

EDUCATION AND LIFE


"The first endeavor to furnish in a single volume a short, readable account of all the forces that are working for the betterment of American young people."

Contents—I. Betterment through the home.—II. A better start.—III. Betterment through education.—IV. Betterment through prevention.—V. Betterment through religious and social nurture and service.

Book III (Betterment through education) includes chapters on The new education; Vocational training and guidance; Some high-school problems; Moral training in schools; The social school; Protective children; Play and playgrounds; Clubs for street boys; Camps and outings; College and the child; The beautiful ordering of life; A child educating himself.


Advocates a social regeneration through the elimination of profit, and a renovation of education by making it an ideal enterprise standing for human integrity and quality.

1234. Judd, Charles H. The organization of the energies of high school students. Kansas school magazine, 1: 139-44, April 1912.

Advocates a "closer relationship between the life of the school and the life of the community such that the whole energy of the student may be concentrated upon helpful collateral forms of activity."


Sermons that deal primarily with the problems of young men in the course of their education.

SCHOOLS AS SOCIAL CENTERS


An account of the public lecture system in New York city schools.


Advocates a "closer relationship between the life of the school and the life of the community such that the whole energy of the student may be concentrated upon helpful collateral forms of activity."


Gives a brief sketch of the development of the social center movement and tells how to organize a country social center.


"Address delivered at the sixth annual meeting of the Playground and recreation association of America, June 7, 1912." Describes the wider use of the school plant in Detroit, Michigan.

1242. Mayer, Mary J. Our public schools as social centers. American review of reviews, 44: 201-8, August 1911.

Also in Intermountain educator, 7: 22-23, September 1911.

1245. Perry, Clarence Arthur. A survey to the social-center movement. Elementary school teacher, 13: 124-33, November 1912. Discusses all phases of the movement: recreational, social, civic, etc., and shows what has been accomplished in various cities of the country.


HOME AND SCHOOL

1250. Alderman, L. R. School credit for home work. Nebraska teacher, 15: 101-7, September 1912. Gives "A plan for industrial work that is creating a decided interest all over the country. It is a novel idea, but it is a good idea."

1251. Allen, William H. How women may help their schools, public, private, or parochial. In his Woman's part in government whether she votes or not. New York, Dodd, Mead and co., 1911, p. 241-76.


1255. Owen, William Bishop. Cooperation between home and school. Educational bi-monthly, 6: 95-102, December 1911. Address delivered before the Department of school patrons of the National education association, 1911. Also in Western journal of education (Ypsilanti) 8: 15-20, January 1912. "The nature of cooperation between home and school should be . . . . one of concerted and harmonious action in determining the larger social life of the child, with a definite and clearly recognized division of labor in the matter of specific tasks and activities."


1257. Stevens, Neil B. Educational advertising. School review, 20: 577-82, November 1912. "Argues that the way to interest parents in schools is not by the production of irrelevant programs and displays."—School review, November 1912, p. 709.

1258. Wiener, William. Home-study reform. School review, 20: 526-31, October 1912. "By the plan given, home study is minimized, and in the case of the brightest pupils even eliminated."

CHILDR WELFARE; CHILD LABOR AND EDUCATION


"Contains articles by various social workers and boy leaders which interpret the principles that underlie boy development and the nature of the influences that should be brought to bear upon their training." -- Book review digest, v. 5, no. 12, December 1912.


The state's duty to the child in respect to its physical development.


"The Bureau of Municipal Research considers this study an important contribution not only to handbook material, but to the inspiration herebefore available for citizens interested in every phase of public business." -- W. H. Allen in Foreword.


Discuss the boy of yesterday and the boy of today.


1277. Rail, E. E. What Texas is doing for the physical welfare of her school children. Texas school journal, 2: 12-17, March 1912.


1280. Talbert, Ernest L. Opportunities in school and industry for children of the stockyards district. An investigation carried on under the direction of the board of the University of Chicago settlement. Chicago [University of Chicago press] 1912. 64 p. 8°. (A study of Chicago's stockyards community.)

III. MORAL AND RELIGIOUS EDUCATION

GENERAL


MORAL EDUCATION


Contains 1st Division: 1. Moral education considered from the point of view of denominationalists, of religious people not attached to any denomination, and of those who consider morality independent of religion. 2. Moral education considered from social and national point of view; formation of the will.


"It has seemed best in this article not to describe methods of ethical teaching that, while excellent, are well known, such as that of the New York school of ethical training." Includes the meaning of ethical teaching, such as English literature, story-telling, book of golden deeds, biography, drama, pictures, class discussions, etc.


Assures that more attention should be paid to a child's moral training by controlling his contact and relations with other children, in play and elsewhere.


1302. Prince, John T. Moral instruction which does not touch the deeper springs of conduct becomes a fruitless and often harmful intellectual exercise. Independent, 71: 914-19, October 26, 1911.


1304. Renaut, J. La collaboration de l'école et de la famille dans l'éducation morale de l'enfant. Education (Paris), 4: 35-54, March 1912.


EDUCATION—SPECIAL FORMS AND RELATIONS.


"An excellent handbook for teachers and parents to use as a guide in the work of instruction."—Outlook.


Contents.—1. Report of committee on elementary and advanced teacher training courses for Sunday schools. 2. Report for committee on teacher training courses for special departments. 3. Teacher training in colleges and universities.


The author concludes that the facts prove "that the best results in moral outcome are secured by making religious instruction a part of the daily training for every child in home and school."


By a careful study of the moral code in the gospels, the author formulates rules to be followed by the teacher in making Christians of his pupils.


Contents.—1. Aims of education, and the place of religious education in education as a whole. 2. Relation of the home to religious education. 3. Relation of the public school to religious education. 4. The Sunday school and similar agencies. 5. The religious influence of colleges and universities.

Religious Pedagogy: the Sunday School


"Not a philosophy of Sunday-school teaching, but a history of its development."


1328. Hind, Cornelius Z. How may we increase the efficiency of our Sunday schools. Ecclesiastical review, 46: 564-79, May 1912. States that the chief deterrent is to accommodate the grading of the Catholic Sunday school as nearly as possible to the grading of the day school.


1335. Stowe, A. Monroe. The work of the Sunday school as related to public education. Western journal of education (Ypsilanti) 5: 49-58, February 1912. Develops the idea that the Sunday school teachers should cooperate with the public schools by interpreting for their pupils the knowledge which these are gaining in our public schools and by developing in them a religious attitude toward life and its social responsibilities.


Universities and Colleges


EDUCATION—SPECIAL FORMS AND RELATIONS.


Describes the work which has been done and is now being done by the different denominations.


Describes especially religious conditions in state universities and the system of student pastors.


Describes the work which has been done and is now being done by the different denominations.


Describes the work which has been done and is now being done by the different denominations.


Part of a chapter of "The culture of religion" (Item 1321). Discusses ways by which the college student would be enabled to make something like the same progress in his moral and spiritual growth that he is expected to make in his physical and intellectual growth.

Religious Instruction in Public Schools


Relates to the reading of the Bible in the public schools.


Prepared in the hope of assisting to a more thorough study of the question of the Bible in the public schools. Includes a list of books and pamphlets, contains also references to legal decisions and legislative enactments.


1353. Can the essentials of religious faith and practice be taught in the public schools of the United States for the good of the country, without violating the spirit of the Constitution and without justifying antagonism from religious sects? Educational foundations, 24: 44-47, 110-14, 168-74, September-December 1912.


Gives recent information by states concerning the restrictions upon the use of the Bible in the public schools.


"Worthy of patient study by all who are interested in education. There is matter in it for every taste; every point of view is presented; and the criticisms seem to us to be as impartial as they are acute." American, no. 4350: 557, November 11, 1911.

Examines twelve definite schemes suggested for a solution of the problem.
BIBLIOGRAPHY OF EDUCATION, 1911-12.


DENOMINATIONAL SCHOOLS AND COLLEGES


1363. Burns, James A. The development of parish school organization. Catholic educational review, 3: 419-34, May 1912.


INTERNATIONAL CONCILIATION


IV. TYPES OF EDUCATION

HUMANISTIC EDUCATION


Emphasizes two things: first, "that culture does not necessarily exclude vocational training while the latter may include culture;" and second, that culture is not equivalent to effeminacy and dilettantism.

The classical controversy in French education of today.

Argues that the study of the classics "induces tranquility and health of mind without at the same time dulling the sensibilities."

By Rev. T. Corcoran, S. J., professor of education in the National university of Ireland. The main purpose of the volume is to present, with adequate proof, the position in the history of education which may fairly be claimed for the Janus Unguaruni of William Bathe, which preceded by twenty years the Janus Unguaruni recente of Comenius.

Papers presented at the meeting of the Harvard teachers' association, March 4, 1911, by E. P. Cubberley and R. A. Woods; with discussion.

A paper read before the Latin section of the Kansas state teachers' association, at Topeka, November 10, 1911.

Gives a general survey of classical teaching for the last half-century.

1379. Draper, Andrew Sloan. Dr. Draper's reply to President Stryker's plea for Greek. American education, 15: 400-4, May 1912.
"A scholarly and comprehensive reply to President Stryker's plea for Greek learning and the continuation of the study of Greek in our high schools and colleges."


1381. Effinger, John R. La ligue pour la culture francaise. School review, 20: 401-6, June 1912.
Discusses the issue between the classics and modern language study in France.

112 BIBLIOGRAPHY OF EDUCATION, 1911-12.


- Humanistic studies not only cultivate the intellect but broaden the world-view of the student. Education means something more than mere specialization in the sciences.


- Also published, under title The philosophy of education, in North American review, 156: 447-49, June 1912.

- "The hit-and-miss choice of an immature mind in new surroundings," says President Hibben, "forms a poor propaedeutic to the serious tasks of free investigation, of original thought, and of practical efficiency."


- A paper read before the Classical association of Virginia, November 28, 1911.


- The writer says that in every school and college where she has studied or taught, with but few exceptions, "the members of the Latin classes have been the flower of the student body."


- Declares that specialization in education is one of the necessities in this workaday world, but we should not forget that mere specialization is not the whole of the educational field. Commends the Amherst idea.


- States that "in practical arts teaching the place for drill, systematic approach, and approximation of journeyman's standards, is in the vocational school."


- The writer asserts that our academic studies, to a great degree, are organized and presented without regard to their applications in contemporary life and activity.

VOCATIONAL EDUCATION


1395. Call, Arthur Deerin. The specialized or vocational vs. the composite high school. American school board journal, 45: 8-9, October 1912.

- "Mr. Call summarizes, simply and completely, a problem which is nearing solution. This paper, which was read during the Chicago meeting of the National education association, is a concise statement of the case and defines the situation which confronts us today."


- An analysis of the need for industrial and commercial training in Chicago, and a study of present provisions thereof in comparison with such provisions in twenty-nine other cities, together with recommendations as to the best form in which such training may be given in the public school system of Chicago.
EDUCATION—SPECIAL FORMS AND RELATIONS.


The result of an investigation of some schools in Germany, Belgium, Holland, England and the United States, made between September 1910 and February 1911.


Describes the day, evening, and part-time vocational schools of London. "The second of a series of articles giving results of a year's study of European industrial schools under the auspices of the Chicago commercial club."


"This report endeavors to describe some of the typical vocational schools observed by the author during his year in Europe. The major part of the report is devoted to the educational institutions of Germany. Some special institutions in Austria and Switzerland are described on account of their relations to the general problem of vocational education."


"Summarizes the efforts which have been put forth by numerous corporations and other large employers of labor to supply deficiencies in public education."


"The question of what line of vocation your boy is to follow is more than interesting—it is vital."


An illustrated article on vocational education.


"A statement of some of the fundamental principles which must control the development of vocational education."


"A comprehensive and readable presentation of the remarkable provision made for vocational opportunities for all the children by a large city school system."


"A comprehensive and readable presentation of the remarkable provision made for vocational opportunities for all the children by a large city school system."


"A statement of the fundamental principles which must control the development of vocational education."

   A discussion of the continuation schools of Germany, commercial, agricultural, etc.

   Account of the first vocational public school started in the South, at Memphis, Tenn.

   Declares that "the coming boy wants to get a definite scientific training which shall relate him to the every-day world of agriculture, commerce, and manufactures."

   Gives "a few of the problems of vocational education with reference to which there is now needed fuller analysis, discussion and experimentation."


   The writer says that "the old days the hand and the will and the practical judgment were trained through vocational work at home. In these present days they must be trained through vocational work at school."

   (Riverside educational monographs, ed. by II. Suzzallo)

1420. Wulfing, G. E. Can the administration department of a school system serve as a laboratory for the vocational training of children? American school board journal, 45: 8, 40-41, August 1912.

VOCATIONAL GUIDANCE


1423. Chicago school of civics and philanthropy. Department of social investigation. Finding employment for children who leave the grade schools to go to work. Report to the Chicago woman’s club, the Chicago association of collegiate alumni, and the Woman’s city club. [Chicago, Main, engraving company, The Hollister press, 1911] 56 p. 4°.
   Reviewed in Elementary school teacher, 12: 396-90, April 1912.

   "The report of a successful trial of a plan to find material for high-school composition in the pupil’s study of his vocational qualifications and responsibilities and the vocational opportunities of the world about him."—School review, December 1912, p. 766.
EDUCATION—SPECIAL FORMS AND RELATIONS.

1425. Davis, Jesse B. Vocational guidance a function of the public school. In North Central association of colleges and secondary schools. Proceedings, 1911. Published by the Association, 1911. p. 85-100. Also, with slight changes, in Educational bi-monthly, 6: 208-17, February 1912. Gives the results of an investigation, showing the need of better guidance, and outlines a scheme of vocational guidance for high schools.


MANUAL TRAINING


1430. Bonnell, Clarence. The first week at the beginning of the school year in the high school woodworking shop. Manual training magazine, 13: 401-23, June 1912. Suggests to those of limited experience some practical expedients, which, used in a shop where space and light and the instructor's time are all limited, have proved to be helpful.


1433. Dodd, Alvin E. Vocational consciousness in manual training. Manual training magazine, 13: 328-38, April 1912. Argues that manual training is the natural basis upon which to build up a large and important section of vocational work.


1437. Newell, A. C. A lesson plan and some shop lecture outlines. Manual training magazine, 13: 297-305; April 1912. The writer is convinced that class teaching is far better at the beginning of any course in shopwork.
116 BIBLIOGRAPHY OF EDUCATION, 1911-12.


A discussion of the necessity for manual training in the curriculum of the secondary school, and the value of a proper coordination with literary, commercial, and experimental work as a basis for a liberal education.

INDUSTRIAL AND TRADE EDUCATION


—. Industrial education and what labor unions are doing to promote it. Vocational education, 2: 28-35, September 1912.

This article is by the general secretary of the United Brotherhood of Carpenters and Joiners. "His extended knowledge and experience, as well as official position, enable Mr. Duffy to speak with authority on this subject."

1448. Fish, Elmer H. The commercial school shop. Vocational education, 1:82-90, November 1911.


1450. Industrial education: studies by Frederick H. Sink, Frederick G. Barney, Henry C. Brandon. New York city, Teachers college, Columbia university, 1911. 61 p. 8°. (Teachers college record. vol. xii, no. 4)


The author recognizes the value of a liberal background for vocational training, as well as of vocational training for liberal education.


Gives the aims of industrial education and the nature of the subjects to be taught. The second part on continuation schools is complete in itself.

1455. ———. The new standard of the present day industrial education in Europe. American school board journal, 43:15-17, September 1911.

"We have a new standard in the present system of industrial education in Europe, a growing power of the state over the organization of such schools, the extension of the compulsory feature of attendance at industrial schools, under eighteen years of age, and a vast increase of expenditures by the state and the municipalities over former years for the education of the masses of industrial workers."


1457. ———. The need, purpose, and possibilities of industrial education in the elementary school. Elementary school teacher, 13:89-90, October 1912.

Contains that elementary industrial work will be most effective when conducted under the direction of the manual-training authorities.


118

BIBLIOGRAPHY OF EDUCATION, 1911-12.


1465. Belden, Frank Henry. The educational side of the schoolshop problem. American school board journal, 45: 11, 49, 14, 59, October-November, 1912. "This discussion, beginning with an excellent description of the evolutions of industry, will form an important contribution to the literature now being published on the subject."


1468. Irish technical instruction association. Annual congress, Cork, held June 4-6, 1912. Athlone, Printed by the Athlone printing works co., ltd., 1912. 169 p. 8°.


AGRICULTURE


1476. Babcock, Ernest B. Cooperation between the schools and the College of agriculture. University of California chronicle, 13: 335-42, July 1911

Methods used by the California college of agriculture to help public school teachers in agricultural instruction.


Part of the discussion of this topic given at the Columbus meeting for the improvement of agricultural education by land-grant colleges.


"This report deals with the origin, equipment, organization and work of these schools and also contains statistical data concerning the students, graduates and income."


An address delivered before the New River and Greenbrier Valley round table at Alderson, November 17, 1911.

"A plea for the so-called utility subjects," especially the teaching of agriculture, in West Virginia schools.


Describes the different agencies for training for farm life.

BIBLIOGRAPHY OF EDUCATION, 1911-12.

DOMESTIC SCIENCE


Describe the New England kitchen, the School of homemaking, and the Household aid company.


An illustrated article describing the work of the Home House, in London, and the International movement of which it is the inspiring center. The same magazine contains an article (p. 308-310) on the New York school of mothercraft, by Mrs. G. C. Ashton Ayres. The latter school is, to a greater or less extent, a replica of the parent institution in London.


Incidentally discuss the special courses in domestic art and household science given in American colleges and universities.


Equipment for domestic science departments in public schools.


"A compilation of papers on different branches of domestic science written by well-known educators in foreign universities . . . The book is, naturally, didactic, but wholesome as, and suggests a bette" preparation on the part of all women for the administration of households, direction of servants, and rearing and educating children."—Literary digest, cr. 400, May 6, 1911.


"Describes a public school in a city that building, that is both a home and a school, training girls in living fashion for household occupations."—School review, November 1912, p. 461.


Author says that every girl, in whatever walk of life, should be given "the training and education that will awaken her enthusiasm and incline her interest in the vocation of home-making." Tells of work accomplished in various schools of the country.
PROFESSIONAL EDUCATION (PROFESSIONS AND OCCUPATIONS)


1496. Brett, George P. The need of commercial education. Independent, 72: 728-30, April 4, 1912. The author says, "for the children of our cities, about 90 per cent. of whom leave school at about the age of fourteen and enter business, commercial education is vitally necessary."


ENGINEERING


FINE ARTS


"In this book are included three pamphlets ... written by ... an artist and art teacher who approached educational questions from an unusually original and intelligent standpoint."—International studio, 48: 58, November 1911.


1510. The school of journalism of Columbia University. Science, n. s. 36: 470-72, October 11, 1912.


1516. Association of American medical colleges. Proceedings of the twenty-
second annual meeting, held at Chicago, February 28, 1912. 88 p. 8°. (F. C.
Zapffe, secretary-treasurer, University of Illinois' medical department; Chi-
cago, Ill.)

Contains: 1. W. P. Harlow: Address of president, p. 5-13. 2. H. A. Christian: General examina-
tions in a medical school: plan of examination recently adopted at Harvard, p. 14-18. 3. C. M.
Jackson: on the improvement of medical teaching, p. 18-26. 4. E. P. Lyon: The migration of
students. A plea for the individual in education, p. 27-45. 5. J. M. Dossen: The addition of a
fifth year to the medical curriculum, p. 46-62.

1517. Flexner, Abraham. Medical education in Europe. A report to the Carnegie
foundation for the advancement of teaching, with an introduction by H. S.
Pritchett. New York city, 1912. xx, 357 p. 4°. (Carnegie foundation for
the advancement of teaching. Bulletin no. 6)


1519. Matas, Rudolph. The cinematograph as an aid to medical education and
research. New York medical journal, 96: 405-14, 483-88, August 31, Septem-
ber 7, 1912.

Appendix to second article is an extensive bibliography.

1520. Pottinger, Francis M. Should we expect more than mediocrity from the
medical profession? Bulletin of the American academy of medicine, 13: 4-11;
February, 1912.

Advocates among other things better preliminary training, not only in "the branches which
underlie the foundation of medicine, but in the foundation of medicine itself."

1521. Seven years' progress in medical education. Science, n. s., 34: 317-19, Septem-
ber 8, 1911.

1522. Should there be two degrees in medicine. Symposium. Bulletin of the
American academy of medicine, 12: 346-73, December, 1911.

Contains: The need of more than one degree in medicine, by Boardman Reed, p. 347-351; Should
there be two degrees in medicine, by R. L. Wilbur; Post-graduate degrees in medicine, by A. B.
Lobling; Memoranda in absentia, by George Blume, etc.

Training of Nurses

1523. American society of superintendents of training schools for nurses.
Proceedings of the eighteenth annual convention, held at Chicago, Illinois,

(Jessie E. Catton, secretary, Springfield, Mass.)

Contains: 1. Mary J. Hurley: How can training schools best cooperate with existing educa-
trustees to the training school, p. 40-52. Discussion, p. 53-54. 3. Edna L. Foley: What can train-
ing schools do to meet the new demands upon nursing? p. 54-64. Discussion, p. 65-66. 4. Report
on possibilities of co-operation between schools of nursing and high schools, p. 126-46. 5. Repor-
t on Committee on teaching in training schools, p. 146-61. 8. Mary C. Wheeler: Training school
inspection, p. 160-44.

1524. Nutting, Mary Adelaide. Educational status of nursing. Washington,
Bulletin, 1912, no. 7)

Music

1525. Music teachers' national association. Studies in musical education, his-
tory and ethics, sixth series. Papers and proceedings of the Music teachers'
national association at its thirty-third annual meeting, University of Michigan,
Ann Arbor, Mich., December 23-29, 1911. Hartford, Conn., The Association,
1912. 300 p. 8°. (Allen Spencer, secretary, Kimball Hall, Chicago, Ill.)

Contains: 1. W. A. White: Specific musical education versus culture through music—which
p. 200-11. 2. W. O. Menzie: Specific musical education in the grades, p. 204-11. 3. E. B. Brey:
High school music, p. 211-18. 4. E. L. Baldwin: Report concerning the present status of music in
1526. Barbour, Florus A. The educational value of music. Western journal of education (Ypsilanti), 5: 1-12, January 1912. An address given before the Music section of the Wisconsin state teachers' association, at Milwaukee, November 19, 1911.


1529. —— Elective music courses. Musician, 17: 394-95, September 1912.


Theology


NAVAL AND MILITARY EDUCATION


MATHEMATICS: STUDY AND TEACHING

1536. Cajori, Florian. A review of three famous attacks upon the study of mathematics as a training of the mind. Popular science monthly, 80: 369-72, April 1912. Outlines the attacks upon the study of mathematics made by Hamilton, Schopenhauer, and Huxley. States that "the new psychology is not hostile to mathematics, except perhaps to the formal or mechanical parts of algebra."


Report also in Science, n. s., 34: 553-64, December 22, 1911.


"To humanise the teaching of mathematics means to present the subject, so to interpret its ideas and doctrines, that they shall appeal, not merely to the computational faculty or to the logical faculty but to all the great powers and interests of the human mind."

V. EDUCATION OF WOMEN


Contents: 1. To the girl who would cultivate herself. 2. To schoolgirls at graduation. 3. To college girls. 4. College teachers and college taught.


The same subject is discussed in Die lehrerin, 29: 235, October 19, 1912.


"Most of the subjects dealt with are treated in an original and illuminative manner; and hygienic rules are accompanied, when necessary to their perfect understanding, by minute explanatory details, as well as by convincing reasons for their observance." New York Times, 16: 180, March 28, 1911. "It would be a good book for every educated woman to have for her own guidance, and teachers and social workers of every kind would find it useful in their relations with girls." Survey, 20:71, April 1, 1911.


"Originally magazine articles. Mr. Hard's chapters are a unit in being sound economics and sociology on the woman question." Charles Zefflin in Intro.

1566. Harkness, Mary L. The college course for women independent, 73: 240-43, August 1, 1912.

The writer declares that "the last and least thing that needs to be taught to young girls is that marriage, motherhood, and the care of the home form the one real vocation of womanhood, said that any other calling in which they may engage are unfortunate makeshifts arising from their having missed the sole divinely appointed one."
Gives the experience of Miss Helen R. Hildreth in inaugurating the school at New Britain, Conn. It will answer many of the perplexing questions that frequently arise among those who are interested in definite plans looking to the opening of courses for girls.

"Paper read at a meeting of the Croyden branch of the Parents' educational union."

Wise and forceful suggestions for girls who would make their school and college days count for more, both while they last and as preparation for the work that is to follow.


Contains: The new social environment, p. 88-127, including Home training of the girl, School training, College education, Training for professions; and Woman's industrial field. Opportunities in education, p. 196-218, including Child training in the home and School training.


1573. Otto, Miss T. M. Making over the middle years of our school system to meet the needs of girls. Sierra educational news, 8: 95-100, February 1912.


1576. Spencer, Mrs. Anna (Garlin) The school and the feminine ideal. Forum, 47: 588-605, 702-14, May, June 1912.


"Discusses the relative importance which should be accorded in the training of Catholic young women to religion, the building of character, Catholic philosophy and history."—New York Times, 18: 846, December 24, 1911.

History of higher education of girls, prior to the opening of Vassar college.


VI. SPECIAL CLASSES OF PERSONS

INDIANS


NEGROES


Papers read at a meeting of negro state teachers and school improvement leagues of Virginia held at Lynchburg, February 23, 1912.

1596. Sutton, William Seneca. The education of the southern negro. Austin, Tex., University of Texas, 1912. 24 p. 8°. (Bulletin of the University of Texas, no. 221. General ser. 22)

"References": p. 10-24.
EDUCATION—SPECIAL FORMS—AND RELATIONS.


Arguments in favor of higher education of the negro, as really essential to permanent and effective results in elementary training and to the industrial and civic future of the race.


Discusses various phases of the subject. Lays emphasis on "the lack of a 'square deal in education," as regards the southern negro.


Given statistics based on the last Federal census. "The figures, just published, show that at the present time about 70 per cent of the colored people of the United States can both read and write."


ORIENTALS


An address delivered before the Chinese students' alliance at Princeton university, August 30, 1911. The Oriental student is warned against "the danger of a superficial understanding as regards both the content and the significance of knowledge."


Gives a picture of students, with sketches of some of the notable graduates of American institutions.

IMMIGRANTS AND CHILDREN OF IMMIGRANTS


EXCEPTIONAL CHILDREN


Suggests lines of development for the care and training of exceptional children.

1608. Dorr, Rheta Childs. The child that is different. Century magazine, 83: 924-30, April 1912.

A study of exceptional children.

1609. Downes, Frederick C. Seven years with unusually gifted pupils. Psychological clinic, 6: 13-17, March 1912.

BIBLIOGRAPHY OF EDUCATION, 1911-12.


1614. Washburn, W. C. Special provision for the bright pupil. Popular educator, 30: 5-6, September 1912.


PHYSICALLY DEFECTIVE CHILDREN.


Crippled Children.

1623. American association to promote the teaching of speech to the deaf. Proceedings of the tenth summer meeting, Providence, R. I., August 22, 1913. Volta review, 15: 375-535, November 1913. (Harris Taylor, secretary, Volta Bureau, Washington, D. C.)


1625. Moulton, Robert H. Teaching the deaf to hear with their eyes. illus. World to-day, 21: 968-95, August 1911.


MENTALLY DEFECTIVE CHILDREN


BIBLIOGRAPHY OF EDUCATION, 1911-12.


An account of eighteen backward children who were taught in a special class for six weeks during the summer of 1911.

MORALLY DEFECTIVE—TRUANTS, ETC.


VII. EDUCATION EXTENSION

CONTINUATION SCHOOLS


1645. ——— Organization of the industrial continuation schools of Orefeld. Vocational education, 1: 65-81, November 1911.


EDUCATION—SPECIAL FORMS AND RELATIONS.


UNIVERSITY EXTENSION


LIBRARIES IN EDUCATION


The writer contends that 'the administration of the library of a university center about the problem of departmental libraries.' The arguments presented are applicable in some measure to colleges generally.


Experiment in the Englewood high school of Chicago, III.


1662. Hardy, E. A. The public library; its place in our educational system. Toronto, William Briggs, 1912. 223 p. illus. 12°.


Argues that a school library is a vital part of the educational machinery of every first-class high school.
Describes the library activities of newspaper offices in New York city.

Constitutes a directory by classes of special collections in American libraries.


Gives the scope of a practical course of bibliography for the college man.


Read before the Southern educational association, Houston, Texas, December 2, 1911.


MUSEUMS


An abstract of an illustrated lecture delivered, in anticipation of the opening of the Victoria memorial museum, the national museum of Canada, at the inauguration in Ottawa of free lectures to the people under school board control, November 10, 1911.

UNIVERSITIES, COLLEGES, ETC.

UNITED STATES

UNIVERSITY OF CHICAGO


Full text of statute establishing retiring allowances.

COLUMBIA UNIVERSITY

History of the library in the eighteenth and early nineteenth centuries.


UNIVERSITY OF ILLINOIS

Describes the extension work of the university, especially that relating to agriculture.
UNIVERSITIES, COLLEGES, ETC.

UNIVERSITY OF KANSAS

1880. Price, Richard R. The University of Kansas. Twentieth century magazine, 6: 3-12, October 1912.
An illustrated article describing the work and activities of the University of Kansas.

MOUNT HOLYOKE COLLEGE

Results of the recent census taken of the alumnae of Mt. Holyoke college.
Historical sketch of the college.

PRINCETON UNIVERSITY


RICE INSTITUTE


UNIVERSITY OF WISCONSIN

A defense of the University of Wisconsin against the criticisms of the state superintendent in regard to the active part it has taken in state affairs.

YALE UNIVERSITY


CANADA

UNIVERSITY OF TORONTO

1891. Two years in a Canadian university. Living Age, 275: 203-13, October 25, 1912.

SOUTH AMERICA

UNIVERSITY OF CHILE

An illustrated article, historical and descriptive.
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1693. Mayor, John Eyton Bickersteth. Cambridge under Queen Anne; illustrated by memoir of Ambrose Bonwicke and diaries of Francis Burman and Zacharias Conrad von Uffenbach. Cambridge, Pub. for the Cambridge antiquarian society by Deighton, Bell & co.; [etc., etc.] 1911. 545 p. 16°.

LONDON UNIVERSITY


OXFORD UNIVERSITY


Contrasts conditions at Oxford university and those at American colleges and universities.

GERMANY

UNIVERSITY OF BERLIN


CHARLOTTENBURG PHYSICAL-TECHNICAL INSTITUTE


NORWAY

UNIVERSITY OF CHRISTIANIA


UNIVERSITY OF OVIEDO


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