MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

Compiled by the Library Division of the Bureau of Education, under the direction of John D. Wolcott, Chief of Division

September, 1915
MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS:


INTRODUCTORY NOTES.

The following is a selection of recent educational books of importance, the numbers in parentheses referring to the full entries in this bulletin: Dewey, Schools of to-morrow (883); Haggerty, Arithmetic; a cooperative study in educational measurements (914); Jenkins, Reading in the primary grades (928); Wallis, Teaching of geography (933); Judd, Psychology of high-school subjects (951); Ballou, Appointment of teachers in cities (955); Taylor and Haight, Vassar (988); Curtis, Practical conduct of play (1016); Roman, Industrial and commercial schools of the United States and Germany (1044); Bloomfield, Youth, school, and vocation (1046); Mathews, The dean of women (1059); Fay and Eaton, Instruction in use of books and libraries (1076).

The present number of the record immediately follows in series the issue for June, 1915, publication of this bulletin being suspended during July and August.

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

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.
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PUBLICATIONS OF ASSOCIATIONS.


2. Pensions, for public school teachers, p. 28-44.
4. The Vermont report, p. 57-60.
5. The American association of university professors, p. 61-63.
7. Medical education on the Pacific coast, p. 73-77.


5. W. D. Lewis: Socializing the high school, p. 41-46.
7. J. Y. Joyner: The adaptation of the work of the country school to the life and needs of the country community, p. 56-61.


3. E. B. Payne: The spiritual and professional assets of the normal school, p. 31-35.
4. C. N. Kendall: The training of teachers in service, p. 36-44.
5. A. D. Down: A state program for industrial and social efficiency, p. 44-47.
7. R. C. Cooly: Continuation school work in Wisconsin, p. 64-65.
12. E. C. Warriner: The all-day school, p. 84-88.
17. W. D. Lewis: Socializing the high school, p. 102-106.
22. The investigation of the efficiency of schools and school systems, p. 139-141.
36. J. Y. Joyner: The field for the corporation school and its relation to the public schools, p. 188-189.
42. J. Y. Joyner: The field for the corporation school and its relation to the public schools, p. 200-201.
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31. C. C. Green: The promotion of teachers on the basis of merit and efficiency, p. 221-24. 32. Joseph
Roth: A satisfactory basis for the promotion of pupils, p. 224-27. 33. S. G. Hartwell: The
administration of compulsory attendance laws, p. 232-33. 34. Helen T. Woolley: The issuance
of work permits and its bearing on other school problems, p. 237-42.

Paper no. 1 also appears in Educational administration and supervision, 1: 355-61, June 1915;
no. 8 in Educational monthly, 1: 123-28, June 1915; no. 14 in Journal of education, 87: 630-32,
June 17, 1915; no. 35 in School and society, 1: 725-31, May 22, 1915.

879. Utah educational association. * Proceedings of the twentieth annual con-
vention, Salt Lake City, November 23-25, 1914. Utah educational review,

This article forms a chapter of the author's work entitled "institutions scolaires de l'École


881. Tewa, Johannes. Ein jihrhundert preussischer schulgeschichte; volkschule
und volkschullehrerstand in Preussen im 19. und 20. Jahrhundert. Leipzig,

CURRENT EDUCATIONAL CONDITIONS

882. Buisson, Ferdinand. La France et l'école; pendant la guerre—après la guerre.
Conférence faite à la Ligue de l'enseignement . . . sous la présidence de M.

Reprinted from Revue pédagogique, 60: 229-38, April 1915.


Contents: —1. Education as natural development. —2. An experiment in education as natural
Play. —6. Freedom and individuality. —7. Relation of the school to the community. —8. The
school as a social settlement. —9. Industry and educational readjustment. —10. Education through
industry. —11. Democracy and education.

The type of school described in this volume shows tendencies that seem truly symptomatic of the
times; namely, the movement toward greater freedom and an identification of the child's school
life with his environment and outlook, and the recognition of the role education must play in a
democracy. The following schools are used for illustration: Fairhope, Ala.; Teachers' college,
New York city; Francis Parker school, Chicago; University school, Columbia, Mo.; Public schools,
Indianapolis, Ind.; Interlaken school, Ind.; Howland school, Chicago; Play school, New York
city; Cottage school, Riverside, Ill.; Gary, Ind., schools.


The author, professor of psychology at the University of Vienna, directs attention to the lessons which the European war should teach, which are, in the main, less intellectualistic instruction and more moral training.


How the continuous survey in New Orleans is conducted, and some of the difficulties growing out of it.


A characterization of French science as illustrated by the French exhibit at the exposition in San Francisco.

889. Reid, Sydney. Our castles of enlightenment. Modern schools, like old-time castles, are becoming centers of culture and enlightenment. Mother's magazine, 10: 89-12, 72, August 1915.

The writer says that the American public-school ideals have been changing, broadening, extending. The American school of the future is to be a place of instruction, growth and play for all of the children and most of the grown people. Tales of the progress of neighborhood centers, etc., in New York city.


"Summarizing the aspects of modern education which have been found most hopeful for the child we find: joy, physical health, natural atmosphere in work and play, creative activities, concrete aims, work leading to increased responsibility, power, effort, and attention, health of spirit and, in short, natural unbroken development of growing powers (native or grafted) through wise nurture."


An interesting survey of current progress in education in Switzerland.

PEDAGOGICS AND DIDACTICS.


Concluded from May number. Criticizes the multiplicity of topics taught in the schools. Advocates concentration on a few large topics, in order that children may have "the time to acquire the needed richness of details."


Inaugural address read at the Johns Hopkins university on May 29, 1915. The author says: "The educational ideals of the present day are so very comprehensive in their scope. They include the disciplinary training of the young along general lines, the transmission of that particular knowledge of the past which we do most to develop persons of culture, the application of scientific methods to the conduct of the ordinary affairs of life, the increase of our knowledge through research and investigation, and the rendering of public service."

Also in Johns Hopkins alumni magazine, 3: 207-18, June 1915.

Writer says the ultimate product of education is the efficient leader. Leadership must come to mean something that is measurable. A beginning has been made and all interested in education should rally to the support of the noble project of finding additional ways and means of measuring the ultimate product of education.


An address given February 12 at the Annual conference of superintendents of the second and third class, at Emporia, Kans.

This article brings out the fact that experimentation, observation, and testing for results are the operations being used in the effort to introduce science into education.

897. Martin, George H. Real education can never be standardized. Journal of education, 82: 5-6, July 8, 1915.

From Boston Globe.

The effort to standardize education can only result in mechanizing it. Only the externals, as school age, course of study, textbooks, etc., can be standardized. Education itself cannot be standardized.

898. Mariam, J. L. How well may pupils be prepared for high school work without studying arithmetic, grammar, etc., in the grades? Journal of educational psychology, 6: 361-4, June 1915.

In the work of the University elementary school at the University of Missouri emphasis is given to the immediate needs of the pupils rather than to preparation for high school work. The pupils throughout the seven grades pursue four studies: Observation of nature and industrial activities, playing games of present interest, handicraft (making things of immediate usefulness), and enjoyment of stories, pictures, music. Reading, writing, arithmetic, and other such “common branches” are taught as such at all. An investigation has been made to find out the standing of these pupils in high school work. The investigation showed that the studies pursued in the University elementary school prepared pupils, not only for high school work, but for the “common branches.”


The author points out particularly the value of extra-school educational agencies and considers the problems of their systematic organization.


(Blackie’s library of pedagogies)


A philosophical discussion of the relation between education and cultural values.


Says that the most important task imposed upon the public schools is training for leadership. The curriculum and methods used should be directed toward that end.


The author sketches Schleiermacher’s ideas and compares them with the ideas of later and contemporary writers on social pedagogy, among the latter Schere, Barth, and Riehmann.


The writer says that “Industrial efficiency is good in itself and greatly to be desired, but it never can be the legitimate and ultimate aim of education. The ultimate aim must be single; it never can be anything else than the attainment of God. Nothing that conflicts with this aim can be tolerated.”
C U R R E N T  E D U C A T I O N A L  P U B L I C A T I O N S.


912. Dawson, Jean. Measuring the end-product. Pedagogical seminary, 22: 290-95, June 1915. A test given to some high school graduates showed that they failed to recognize the most common things in their environment; they look with unseeing eyes, have feeble powers of discrimination, and fail in concise thinking and accuracy of expression.


915. Jenkins, Frances. A test of the ability of children to use language forms. Journal of educational psychology, 6: 335-44, June 1915. The results of a series of tests with division exercises to determine words misapplied, words wrongly used, and sentences correctly formed by fifth and eighth-grade pupils. The practical effort of a school supervisor to obtain objective evidence of the work of individual pupils.


919. Witham, Ernest C. All the elements of handwriting measured. Educational administration and supervision, 1: 313-24, May 1915. The writer says that we have enough methods for measuring writing. What we need now is a comparative application of the existing scales by teachers of writing in sufficient quantity to determine the practical and usable from the theoretical and unsuitable material. "The present article is a study of the method of measuring handwriting, described in the School board journal, applied to two seventh-grade classes."

CURRENT EDUCATIONAL PUBLICATIONS.

SPECIAL METHODS OF INSTRUCTION.


SPECIAL SUBJECTS OF CURRICULUM.


926. Dykema, Peter W. Community music in its relation to the supervisor of school music. School music, 16: 8-9, May-June 1915.


929. Lane, Frank H. Faculty help in intercollegiate contests. Quarterly journal of public speaking, 1: 9-16, April 1915.


Gives the results of two years' successful teaching of versification in the grades.

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CURRENT EDUCATIONAL PUBLICATIONS.

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KINDERGARTEN AND PRIMARY SCHOOL.


RURAL EDUCATION.


842. Educational survey of Morgan County, Georgia. By M. L. Duggan, rural school agent ... [Atlanta?] 1915. 77 p. Illus. 8°. No. 5 in a series of educational surveys of the counties of Georgia.


CURRENT EDUCATIONAL PUBLICATIONS.

SECONDARY EDUCATION.


Bibliography: p. 274.

Gives a list of the cities having junior or intermediate schools, and then discusses the following aspects of the subject: Grades found in junior high school, Entrance requirements, Enrollment figures, Courses of study, Features of organization, Action of colleges and universities, and Weak points.

949. Fox, George L. The injustice of the free high school to the wage-earning classes. School and society, 1: 652-59, June 12, 1915.

The writer says that "The free high-school system, as it exists in the United States today, is unjust robbery of the wage-earners in the form of actual taxation. Advocates imposing high-school tuition fees and taxes of the movement in connection to bring this about.


The facts on which this paper is based were secured from the bulletins of 74 high schools located in cities of 4,000 or more inhabitants, selected at random throughout the United States. The bulletins were published between the years of 1912 and 1914.


Discussed the "necessity" and " electives" of the curriculum. Says that the required subjects for all pupils should be "English, some phases of the history of civilization, and practical problems in sociology, hygiene, civics, and economics."


Conditions in secondary schools of Great Britain. Writer says: "Our aim in education at present ought rather to lie in the direction of humane, generous, and liberal ideas than in the development of those faculties which make for success in military strategy and tactics."

954. Aragona, C. Tommaso. La tecnica dell'insegnamento della pedagogia nelle scuole normali. Rivista pedagogica, 8: 398-431, May 1915

On the organization of courses in pedagogy in normal schools.

Followed by an article by Luigi Benedetto, entitled: I ginnasi magistrali, on the new teachers' seminaries, with suggestions for improvement and development.


Contents.—Vorberichtigungen.—I. Das berufsmaler der lehrer, p. 2-3.—II. Die anstellung der lehrer, p. 4-10.—III. Der geburtsort der lehrer, p. 11-19.—IV. Der anstellungsort der lehrer, p. 21-28.

Presents and interprets detailed statistics of German teachers.

957. Homer, Harl M. Regents examinations in the secondary schools of the State of New York as a basis for the rating and promotion of teachers. Educational administration and supervision, 1: 375-83, June 1915.

CURRENT EDUCATIONAL PUBLICATIONS.


DISCUSSES: How to hold the good teacher; Early election of teachers; A word about certificates; and, Choosing the high school principal.

HIGHER EDUCATION.


Presents statistical tables of percentage averages, etc., from 14 colleges, and discusses them. Concludes that a high graduation percentage, in itself, is "no conclusive ground of commendation unless it is also certain that a vigorous course of serious study is exacted of every candidate for the degree, nor is a low graduation percentage, in itself, a matter of censure, unless it is due to the admission of ill-prepared students, not fit for serious academic work."


Inaugural address, Tufts college, June 13, 1915.


An address delivered at the convocation in commemoration of the twenty-fifth anniversary of the founding of Barnard college, April 20, 1915.


Says that the exceptional man must be provided with the training he needs.


Statement of Charles William Dabney, president of the University of Cincinnati, Cincinnati, Ohio, before the Committee on education of the House of representatives, 63d Congress, February 27, 1914.
Written by a Yale graduate who held the position of instructor in the Sheffield scientific school. Deals with various phases of student life.

"A plea for cultural studies. Writer says that real culture cannot be secured by a method which "openly proclaims all processes of pure intellect inferior in educational value and utility to those of mechanical processes and material results."


Read before the New York University conference.

Paper prepared on behalf of the University of California and presented at the meeting of the Association of American universities at Princeton university, November 6, 1914.
"A number of examples indicating the general types of organization and administration of university publication prevalent among the state universities.

"An address delivered at college hour at the University of Virginia, February 8, 1915. This was the first of a series of lectures delivered by Professor Mims at the University of Virginia as exchange lecturer."

A critical survey, by a Harvard professor, of the relations of the universities of the United States and of Europe to the respective state governments, and a consideration of the effect of these relationships upon the academic body, taking the war manifesto of the German scientists, of English university men, and of the French universities as evidence of such effects.


A sketch of the career of Dr. Charles McCarthy, librarian of the Legislative reference library of Wisconsin. Contains an appreciation of the work of the University of Wisconsin.

"Describes the "unit system" as a method of "computing and recording grades which results in a student graduating from college upon the completion of a certain number of units of work without further ratification by faculty action." It is a consequence of the elective system of choosing studies. Says the unit system should be retained, for there is no effective substitute for it.

"Gives the qualities of a good college instructor, a summary of points made by twenty college seniors and juniors who have had about forty instructors each.

A selection from the annual addresses made before chapters of the society, covering a wide range of subjects.
CURRENT EDUCATIONAL PUBLICATIONS.


Writer says that the purposes, methods, and results of liberal education have never been susceptible of "scientific management." The professor of liberal arts can not be subjected to a scientific or practical demonstration of his efficiency.

A comprehensive account of a great multiplicity of German university-student organizations, including numerous bibliographical footnotes.

Abstract from the Maine school report for 1914. Gives reasons for the dissatisfaction which has arisen in relation to the New England college entrance certificate board.

Discusses the essential conditions for a successful fraternity and the official relations of the university and the fraternities.


Address delivered at the Southern conference for education and Industry at Chattanooga, Tenn., April 27, 1915.
The writer pleads "for a broader consideration of the industrial element of education by our school and college officers and teachers.... The general college curriculum is to be perfected not so much by the addition of subjects to give the students a broader range of choice as by the reorganization and redirecting of a limited number of fundamental subjects to make him a well-educated man prepared to live in the day of his own generation."

SCHOOL ADMINISTRATION.

Takes up the question of the number of classes or teachers a supervisor of a school should direct, and what work should legitimately be demanded of him.

A collection of material designed to be of service to those who have the reorganization by "six-six" under consideration.

Claims that the state cannot furnish as good books, and furnish them at a lower price than the open market, and should therefore not attempt to do it.

"The president of the State board of education in Kansas tells, as he sees it, how a single board for a state's higher institutions does its work."

"The president of the State board of education in Kansas tells, as he sees it, how a single board for a state's higher institutions does its work."
"The result of a statewide study of school accounting, conducted by superintendents and members of school boards in Minnesota."
The second half of the article takes up minor records, particularly those used in purchasing and distributing school supplies.

The final test of efficiency is the kind of men and women the school's pupils turn out to be. Says that "the statistical professors of education would do well to try their theories on the work of their college and university colleagues before applying them to the common schools."

"Textbooks should be uniform throughout the state and free to pupils. Choice of textbooks should be taken out of the hands of non-expert school boards."

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SCHOOL MANAGEMENT.

The subject is discussed under the following headings: Relation of failures to years of experience; Ways of accounting for this; Legitimate number of failures; Legitimate causes of failure; Treatment of failures; Avoiding failures; and Inevitable disappointments.

"Discuss the following phases of the subject: What should be the aim in supervising study? How is the most economical period for recitation and study? What should be the attitude toward home work? Is supervised study more costly? What should be the nature and the distribution of the exercises within the period? and What are the essentials in the technique of study?"

"Suggests a plan of conservation by scientific management."

"Associated with Miss Irwin in this study was Miss Jessie L. Louderbeck, who prepared the entire third section."

The author thinks that the Missouri system of grading does not offer a complete and universal panacea for all the irregularities and injustices connected with the determination and assignment of grades, but that it is better than any other plan yet proposed and should be accepted by any one unable to suggest a better plan.

A sketch of American systems of classification and promotion of pupils—Cambridge, Elizabethtown, Pueblo, St. Louis plans. The article closes with a critical summary and points to Dewey's social pedagogy.

Bibliography: p. 3, 8-19.
"In this review the writer has attempted to summarize some of the more important educational studies based upon school marks, and to extract their more significant implications."
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SCHOOL ARCHITECTURE.


SCHOOL HYGIENE AND SANITATION.


SOCIAL ASPECTS OF EDUCATION.


Inaugural address of the president of the New York state college for teachers, Albany, N. Y.

Finds that economic and social status of the parents affects success of their children in any type of school. These conclusions are criticized by Otto Schmidt, p. 277-286 of same periodical.


An account of the social work of German university students, such as lectures for working classes, settlement work, rural theater performances, fairy-story hours, recreation, and instruction for young people.


Refers to the economic and social status of the parents and considers the cause of vagabondage and truancy in children; also reviews:


Gives statistics of juvenile delinquency. Advocates doing away with the long vacation. Cites work of the all-year schools at Gary, Ind.


A description of "nests" of the "Wandervogel" organization of youth clubs.


Both articles deal principally with the place of religion in education.
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MANUAL AND VOCATIONAL TRAINING.


What the National association of corporation schools is, and what it stands for—getting the right men for the right places and making them more efficient for themselves as well as their employers; the success of the movement.


Gives a synopsis of an account of the prevocational schools of New Britain, Conn., which appeared in the Herald of that city.

The pupils of the seventh and eighth grades are gathered at a single center consisting of two buildings operating as a single school under the same principal. Four courses are offered to these pupils, the general course, practical arts course for girls, practical arts course for boys, and business and English courses.


A frank statement of the shortcomings of manual-training instructors and a comprehensive program for improvement.


An appendix of the sixteenth annual report of the city superintendent of schools of New York city for 1913-1914.


The effect of the Bridgeport, Conn., trade education shop shows how the school is organized upon a commercial basis and run in a business-like way. He tells of the side effects of the training upon the graduates, saying that they are delirable workmen and that the demand for them is greater than the supply.


Contents—Introduction—Part one. 1. An investigation of the paper box industry to determine the possibility of vocational training, by Robert J. Leonard. 2. An investigation of the candy industry to determine the possibility of vocational training, by Anna C. Phillips. 3. An investigation of department store work to determine the possibility of vocational training, by Mrs. Iris O'leary. Part two. Report on the wage value of vocational training, by Wesley A. O'leary.
CURRENT EDUCATIONAL PUBLICATIONS.


VOCATIONAL GUIDANCE.


AGRICULTURAL EDUCATION; HOME ECONOMICS.


COMMERCIAL EDUCATION.


This committee, upon considering the problems of commercial education in the larger high schools, decided to devote this report mainly to a discussion of the value of training for competitive activities as compared with training for clerical activities."

PROFESSIONAL EDUCATION.


Contains: 1. J. H. Beale: The necessity for a study of legal system, p. 31-40. 2. W. H. Page: Professor Hurlburt's Carnochan seminar of living law, p. 40-49. 3. W. N. Hobeld: A vital school of jurisprudence and law; have American universities awakened to the enlarged opportunities and responsibilities of the present day? p. 76-89.
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Discusses principally the education of a boy whose ambition leads him to become a pharmacist. The majority of pharmacists seem to think that the high-school boy graduate of to-day is not fit to enter the ranks of pharmacy. The writer does not believe in a prerequisite law, which implies high-school graduation, but advocates either lengthening the grammar school to the tenth grade, or changing the curriculum of the first two years of high school, making the studies more practical and of some value to the boy who intends to fit himself for such a profession as pharmacy. This newer curriculum should include a few necessary elective studies.


Gives an interesting resume of medical education in the United States. Work of the Council on medical education etc.

EDUCATION OF WOMEN.


Describes the various kinds of work undertaken by a class of women who have been out of college one year.


Author is dean of women and associate professor of history in the University of Wisconsin. Introduction by President C. R. Van Hise, who says that the description and discussion of the subject in this book will be of great assistance to deans of women in general.


EDUCATION OF DEAF.


CURRENT EDUCATIONAL PUBLICATIONS.


EXCEPTIONAL CHILDREN.


EDUCATION EXTENSION.


CURRENT EDUCATIONAL PUBLICATIONS.

LIBRARIES AND READING.


1077. Fletcher, Mabel. The struggling high-school library. English journal, 4: 357-61, June 1915. Discusses the problems that confront the librarian of a high-school library.

1078. Herzberg, Max J. Supplementary reading for high-school pupils. English journal, 4: 373-82, June 1915. Contains a list of books for supplementary reading.


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28. Education in territories and dependencies—schools conducted by United States government, p. 613-34.
31. Educational movements in Great Britain and Ireland, p. 675-78.
34. Education in central Europe, p. 737-51.
35. Education in the kingdoms of Southern Europe, p. 753-60. 36. Education in Russia, p. 761-68.
Volume 2 contains statistical material.