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BIBLIOGRAPHY OF EDUCATION
FOR 1910-11

WASHINGTON
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1914
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[The abbreviations used in periodical and serial references are ordinary ones and easily comprehended. Volume and page are separated by a colon. Thus 6:356-407 means vol. 6, pages 356 to 407.]

GENERALITIES

BIBLIOGRAPHY


"A reading list of children's books not only for those who direct children's reading but for the children themselves. There are nineteen groups including lists for girls from eight to ten, ten to twelve, twelve to fourteen, and fourteen to sixteen; similar groups for boys; for boys and girls from three to eight, six to ten, ten to fifteen, and fifteen to sixteen; and groups including myths, fairy tales, legends and folk lore; books for nature study; books on science, handicraft, and reference; Bible stories; poetry; supplemental reading."—Book review digest, v. 7, no. 12, December 1911.


38. School management. Jessup, W. A. In his The social factors affecting special supervision in the public schools of the United States. New York, Teachers college, Columbia university, 1911. p. 120-23.


NEW PERIODICALS


52. College world. v. 1, no. 1, October 1910. Published monthly. College world company, 53 West 33rd street, New York, N. Y.

53. Elementary teacher. v. 1, no. 1, April 1911. Published monthly, except July and August. Elementary teachers' association, Baltimore, Md.


56. Mississippi educational advance. v. 1, no. 1, May 1911. Published monthly, except July and August. The Educational advance company, Jackson, Miss.

57. Progressive school journal. v. 1, no. 1, January 1911. Published monthly. The Bowen seating and school supply company, Birmingham, Ala.


61. School news of New Jersey. v. 1, no. 1, October 1911. Published monthly. New Egypt, N. J.


63. Zeitschrift für höherschulpädagogik. v. 1, no. 1, April 1910. Published quarterly. Ernst Wiegandt Verlagbuchhandlung, Leipzig, Germany.
GENERALITIES.

PUBLICATIONS OF ASSOCIATIONS, SOCIETIES, CONFERENCES, ETC.

NATIONAL

64. **American association for the advancement of science.** Section L.—Education. Papers read at the meeting at Minneapolis, December 1910. Science, n.s., 33 and 34, April 28, July 7, November 17, December 8, and December 15, 1911.


American association of farmers' institute workers. See 882.

American federation of arts. See 928-929.

American home economics association. See 907.


American nature-study society. See 348.

American school hygiene association. See 687.

American school peace league. See 94 (4), 810.

American society for the extension of university teaching. See 519.

American society of superintendents of training schools for nurses. See 939.

Association of American agricultural colleges and experiment stations. See 883.

Association of American law schools. See 931.

Association of American medical colleges. See 932.

Association of American universities. See 520, 573.

Association of colleges and preparatory schools of the middle states and Maryland. See 521.

Association of colleges and preparatory schools of the Southern states. See 522.

Association of collegiate alumni. See 942.

Association of history teachers of the middle states and Maryland. See 400-401.


Child conference for research and welfare. See 271.

Classical conference. See 812.


Conference for the study of the problems of rural life. See 314.

Eastern association of physics teachers. See 430-433.

Lake Mohonk conference of friends of the Indian and other dependent peoples. See 952.

Lake Mohonk conference on international arbitration. See 811.

Music teachers' national association. See 940.

National association of state universities. See 923.

National child labor committee. See 771.

National commercial teachers' federation. See 924.

National conference on the education of backward, truant and delinquent children. See 901.


General session.


Department of superintendence (Indianapolis meeting, 1910).


GENERALITIES.


National council of education.


Department of kindergarten education.


Department of elementary education.


Department of secondary education.


Department of higher education.


Department of normal schools.

BIBLIOGRAPHY OF EDUCATION, 1910-1911.

Department of vocational training and art education.


Department of music education.


Department of business education.


Department of child study.


Department of physical education.

GENERALITIES.

Department of school administration.


Library department.


Department of special education.


Department of school patrons.


Department of rural and agricultural education.


National society for the promotion of industrial education. See 84-4-8.

National society for the study of education. See 83-2.

National society of college teachers of education. See 512.

North central association of colleges and secondary schools. See 83-4.
ASSOCIATIONS, SOCIETIES, CONFERENCES, ETC.—STATE AND LOCAL


Western drawing and manual training association. See 838.

Women's educational and industrial union. See 945.


GENERALITIES.


Boston home and school association. See 766.


California council of education. [Report of the annual meeting held in Los Angeles, April 1, 1911. Sierra educational news, 7: 39-42, April 1911. (L. E. Armstrong, secretary)

Cincinnati kindergarten association. See 287.


High school teachers' association of New York city. See 268, 287.


54. Mississippi teachers' association. Journal of the forty-fifth meeting, held in
Ann Arbor, March 3, April 1, 2, 1910. Ann Arbor, Mich., The Club [1910?]
104 p. 4°. (Louis P. Jocelyn, secretary-treasurer, Ann Arbor, Mich.)
3. E. L. Miller: Rebuilding an English course, p. 28-34.
7. F. C. Newcomer: The training and function of the high school teacher in botany, p. 69-75.
9. N. A. Harvey: On to college or into business, p. 89-94.
10. W. N. Ferris: On to college or into business, which? p. 95-98.
11. G. C. Frederick: How may the generally educated be prepared in English be remedied by our public schools and business colleges? p. 99-99.
12. H. S. Bier: What may be demanded of our public schools and business colleges in the teaching of bookkeeping and accounting, p. 81-92.

55. Mississippi teachers' association. Proceedings of the twenty-sixth annual meeting...
Jackson, Miss., May 4, 5 and 6, 1911. Jackson, Miss., Tucker printing house [1911] 191 p. 8°. (Edward L. Bailey, secretary, Jackson, Miss.)
Contains: 1. J. W. Hatt: President's address.—[Present status of schools on in our state] p. 27-34.
2. J. S. Stanford: Our educational problems, p. 34-44.
8. W. F. Kennon: Chemistry as a high school subject and some suggestions for teaching it, p. 87-107.
11. J. C. Hardy: The function and equipment of the agricultural high school, p. 112-11.

2. C. J. Baxter: The limits of free school facilities, p. 21-35.
3. P. H. Hanus: Education and social progress, p. 36-47.
6. E. L. Kieser: Rotating the instruction to the needs of the rural citizen, p. 75-86.
7. F. S. Hall: The co-ordination of the school with the three score other child welfare agencies, p. 87-99.
11. J. J. Johnson: The proper recognition of control of student activities outside of school, p. 113-118.
12. O. B. Dana: The man or the job, p. 119-121.

5. W. W. Sharp: What should be the basis of organization of subject matter for the new biology syllabus for first year high schools, p. 28-32.
7. O. W. Caldwell: School gardens as related to nature study and elementary agriculture, p. 36-45.
12. Ida Ritter: Physiology and hygiene in the public schools, p. 73-82.
13. W. O. Whitman: Adaptation of the course in physics to the needs.


GENERALITIES.


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Child Study Conference.

Manual Training Conference.

Nature Study Conference.


Pittsburgh and Allegheny free kindergarten association. See 299.


104. South Carolina state teachers' association. The proceedings of the thirty-eighth annual meeting, held at Columbia, S. C., December 20, 31, 1909, and...
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Contains: 1. State administration—C. J. Beane (and others): How can the university and the normal schools be administered so that a more unified state system will result?, p. 1-11. 2. M. F. Shawkey: The most important problem in state public school administration and the method of meeting it, p. 11-16. 3. L. Friend and Joseph Hester: The relation of the state university to public high schools, p. 17-22. 2. The administration of industrial education in West Virginia—T. C. Atkinson: The proper relations and functions of the state board of agriculture, the experiment station, the colleges of agriculture, and the state department of schools, p. 23-26. 3. County administration—A. F. Shroyer and J. F. Marsh: What are the most important duties of a county superintendent, p. 27-30. 4. Edna Arnold: What should be the education (academic and professional) of a county superintendent?, p. 31-34. 5. T. C. Miller: What can the county superintendent do towards improving the sanitary conditions of his schools?, p. 34-37. 6. D. E. Fedt: Rights and responsibilities of the county superintendent or the town principal in the appointment of teachers, p. 38-40.


ASSOCIATIONS, SOCIETIES, CONFERENCES, ETC.—FOREIGN

(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 113.


"The articles show a just distribution of emphasis; and educational treatment of every topic (especially noticeable in the biographies) and a freshness and up-to-date character not likely to be found in new editions of old cyclopedias." C. DeGarmo, Annals of American Academy, 59: 205, July 1911.
BIBLIOGRAPHY OF EDUCATION, 1910-1911.

"The book will be valuable for the information it gives, rather than for its scientific treatment of any topic, or the light it throws upon the problems arising in actual schoolroom situations." M. V. O'Nions. Dial, 50: 349, May 1, 1911.

"A volume which is indispensable to the scholar, teacher, or administrator who desires to keep in touch with education." F. A. Fitzpatrick. Educational review, 42: 421, November 1911.

"The articles present a body of scholarly material which will command respect from readers in other departments of science and letters. The intelligent general reader will also find here a broad view of school problems and educational doctrine. For what it contains, for what it adds and makes available, and for what it promises, the book will be most heartily welcomed by all those laboring to make American education scientific and systematic."—Elementary school teacher, 111: 384, March 1911.

"To an English reader the book will certainly appear a strange mixture of the important and the unimportant. The want of proportion will strike him as odd. The fact is that there is little attempt to make the perspective anything but American. English education appears to be admitted incidentally."—Athenaeum, 1: 290, March 18, 1911.

HISTORY AND DESCRIPTION.

GENERAL


"The eleven lectures constitute a whole deserving of serious attention. Those who are afraid of mental stimulation, of the upsetting of comfortable hereditary prepossession, will do well to avoid the book; but there must be many others who will be glad to get new light on several of the vexed questions of the present day—and will be surprised to find how much of this light comes from the ages which used, almost within our own memory, to be contemptuously dismissed as 'dark.'"—New York Times, 18: 129, March 5, 1911.

"With only one reservation we have nothing but praise for this book. Dr. Walsh would have done well had he omitted altogether the address on 'The church and feminine education,' for it is only a restatement of what he has already plainly told in a preceding address, and its presence has the damaging effect of urging readers to skip much good matter that succeeds it."—Catholic world, 85: 102, April 1911.

MEDIEVAL HISTORY


HIGHER EDUCATION


"The present writer makes a four-fold classification of the universities of the world, based upon the purpose of the institution: one class has for its purpose the discovery and publication of truth; a second, the development of character through the power of thinking; a third, the making of gentlemen; and the fourth, the training to efficiency, producing men who are able to earn a living. The institutions studied are the universities of Oxford, London, Paris, Leiden, Ugeana, Madrid, Geneva, Rome, Athens, Berlin, Vienna, Budapest, St. Petersburg, Bucharest, Robert college on the Bosphorus, Calcutta, Melbourne, Peking and Tokyo."—Book review digest, v. 7, no. 12, December 1911.

UNITED STATES

GENERAL


A reprint of the standard series of eminent specialists, originally published as part of the American educational exhibit at the international expositions held at Paris in 1900 and at St. Louis of 1904.
HISTORY AND DESCRIPTION.


"A convenient, comprehensive but necessarily somewhat superficial and incomplete work, containing much the same material as is comprised in the report of the U. S. Commissioner of education, but furnishing a more satisfactory review for the general reader."—A. L. A. booklist, 7: 408, June 1911.

"Some of the information it contains is worthy of being catalogued in permanent form, but much of it is not: moreover, there is great inequality in execution."—Educational review, 42: 202, September 1911.

133. Harris, Charles A. A rapid survey of the Massachusetts educational system. [Holliston? Mass., 1910] 100 p, 12°.


"The magnitude, complexity, and difficulty of the educational problems of this country, the noble spirit of earnestness and often of self-sacrifice with which the separate communities have gone at the task before them, the chief systems evolved, the degrees of improvement achieved, are all well and interestingly brought out."—E. D. Perry. Educational review, 42: 202, June 1911.


"Lectures at University of Berlin as Roosevelt professor, 1909-1910. "They should be set into English so as to reach a wider public here, for even his elementary description of American universities would not be so supernumerous to any of us as we think, and his frank and fair discussion of educational characteristics would be of value to all of us."—Independent, December 1, 1910, p. 129.

PUBLIC SCHOOLS


142. Hardy, Carrie A. The evolution of the American high school. Western journal of education (Ypsilanti) 4: 169-75, 222-29, April, May 1911.


"Professor Müller, a retired principal who has passed part of his life in the United States, has found recreation in comparing our public educational systems with those of his fatherland (and) has succeeded better than might be expected, in presenting the various aspects for American public education as Americans would have them understood."—American college, August 1910, p. 43.


An interesting record by a former state superintendent of public instruction in California, and city superintendent of San Francisco schools, tracing his career from early New England days.

HIGHER OR UNIVERSITY EDUCATION


An address delivered at the twenty-fifth annual meeting of the New England association of colleges and preparatory schools, Harvard university, October 14 and 15, 1910.


Delivered on the occasion of the Seventy-seventh convocation of the University, December 20, 1910.

151. James, Edmund James. Relation of the state university to the commonwealth. Quarterly journal of the University of North Dakota, inauguration number, September 1910. p. 87-105.


A paper read before the Department of universities, colleges, and normal schools of the Missouri state teachers' association, St. Joseph, November, 1910, and reprinted from the South Atlantic quarterly, April 1911.

CANADA


The author, M. l'abbé Cossette, is librarian and professor of Canadian history at the Seminary of Quebec and at Laval university.
HISTORY AND DESCRIPTION.


SOUTH AMERICA. WEST INDIES


Concerns the author’s visit to six Spanish-American republics, and to the United States, as representative of the University of Oviedo and of the American movement in Spain.


Dr. Harry Erwin Hard is secretary of the Commission and advisor of the Minister of education.

GREAT BRITAIN

GENERAL


"Few Englishmen are better situated to give a clear survey of the progress of education in their country than the author of this book."—Nation, 92: 604, June 15, 1911.

"The characteristic, however, which distinguishes the author of 'Educational aims and efforts' from some few of his fellow-reformers is a sense of proportion, combined with a breadth of outlook, which gives to his utterances a value denied to others."—Nature, 85: 296, January 5, 1911.

"All reflect the author's wide knowledge and good practical sense."—Educational Review, 41: 529, May 1911.


SECONDARY EDUCATION


HIGHER OR UNIVERSITY EDUCATION


BIBLIOGRAPHY OF EDUCATION, 1910–1911.

FRANCE


GERMANY


HIGHER OR UNIVERSITY EDUCATION


ITALY


POLAND

BIOGRAPHY

SPAIN


SWITZERLAND


TURKEY AND BALKAN STATES


CHINA

189. Ross, Edward A. Young China at school. Everybody's magazine, 24: 784-95, June 1911.

JAPAN


BIOGRAPHY


"Dr. Franklin has set forth with admirable orderliness and lucidity the chief activities of a varied and complicated life, and his book will be necessary not only to admirers of the hero but also to all students of higher education in America."— Nation, June 2, 1910. p. 57.


"A biography to place beside that of Alice Freeman Palmer; the same intelligent zeal and loving sympathy have gone to the making of both."— Dial, May 16, 1910. p. 349.


A paper read before the meeting of the National education association at Boston, July 5, 1910.


"An address whose purpose is 'that productive thinking is the chief end of education and that the natural evolution of education will be, to develop this kind of thinking early in the life of the student. This idea the lecturer presents as the lesson drawn from Huxley's life and from his own experience. The liberally educated man, he holds, is the man who follows his standards of truth and beauty, who employs his learning and observation, his reason, his expression, for the purpose of production—that is, to add something of his own to the book of the world's ideas.'— New York Times."
28 BIBLIOGRAPHY OF EDUCATION, 1910-1911.

THEORY OF EDUCATION


"The purpose of the volume is to classify the controls of conduct and describe the various ways in which educative materials may influence these controls. In the second place, to evaluate in terms of the social aim of education, the controls that education may furnish; and in the third place, to outline the specific methods through the operation of which educative materials may be made to fulfill the functions that are recognized as possessing value when measured by the social criterion."—Book review digest, v. 7, no. 12, p. 15.


"The argument is this: The state is not fulfilling the trust undertaken by it, to establish and maintain equality as far as that is practicable in the government of men... The remedy is to be found in substituting for current forms of education a system which shall organize the brain, so that energy may be set free and then directed effectively to the purpose."—Pref.


"Conveys.—The call of the flag.—The Lake Champlain tercentenary.—The Hudson-Fulton celebrations.—Declaration of new buildings of the State normal schools.—The relative educational standing of New York state.—Motives in education.—Public morals and public schools.—The church influence in education.—The essential groundwork of industrial training.—The key influence in school management.—New York colleges and the state system of education.—The Lincoln-Douglas debates.—Election as Commissioner of education.—The law of equipoise.


"Conveys.—The education that concerns New York.—Inherent elements of power in a system of schools.—Religion, morals, ethics, and the schools.


"It contains three of the most important essays that have come from his pen. The first, 'The ethical principles underlying education,' is an attempt to bring reality into the school system and to make the latter more significant for life in general... The second essay, 'Interest in relation to training of the will,' is one of the most illuminating pieces of writing that has appeared for many years... The third essay, 'Psychology and social practice,' is less important, but all three may be recommended to readers as contributions to pedagogical thinking by one of the leading figures of the educational world."—Journal of education (London) 89: 310, December 1910.


"A very elaborate treatise on the science of education... divided as follows: The philosophical problem or question of the ideal, the technical problem or question of the program, the scientific problem or question of the method, the pedagogic problem or question of the educator. He writes from the 'scientist's' point of view."—Nasion, April 4, 1911, p. 332.


Presents to the form of a Platonic dialogue the author's conception of an Ideal education for boys.


Bibliographic: p. (779)-81.


An important educational work which is the outgrowth of twenty-five years of sifting and digesting the educational ideas that are broadening out to meet international needs. - Book review digest, v. 7, no. 12, p. 204.

"The encyclopedic scope of the volumes is superhuman. The reference value of the summaries of educational movements, appliances, experiments, data, results, and conclusions make the work indispensable to every self-respecting educational library." - Joseph Jessee: Dial, 85: 341, May 1, 1911.


"This is an attempt to weld together on an idealistic basis the various forces that enter into the educational process. In Prof. Horne's view these may be reduced to three—Heredity, environment, and the personal contribution of the individual, which, for want of a better name, he calls the will. It will be gifted, therefore, that the subject of education is treated in the widest possible way." - Journal of education (London) September 1911, p. 440.


"His book, in spite of its 'efferent' and 'afferent' nerves and molecular impulses, is as free as could be desired from scientific pretensions. Its hopeless dreariness is due mainly to the solemn and abstract delivery of truths of which it is composed." - Nation, 90: 218, September 7, 1911.


"A treatise of education as a species of conduct in which Dr. Ladd emphasizes the importance, to the teacher and to the mass of education, of the personal and moral elements in teaching. He calls the 'business' of teachers, and believes that the character formation of citizens is largely in their hands." - Book review digest, v. 7, no. 12, December 1911.

"The book is a compend of the practical applications of Professor Ladd's well-known philosophical views and is distinctly valuable." - Educational review, 42: 428, November 1911.


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A collection of monographs grouped under the headings of Allgemeine energetik, Methodik, Psychologie und biographie, Allgemeine kulturprobleme, Die internationale philosphie, Unterrichtswesen. The last-named group contains Naturwissenschaftliche forderungen zur mittel- schulreform. Deutsch-americanische universitaten, Universitaetsfragen, Das grundwissenschaftliches jubiilum der Universitat Liverpool, Moderne universitaetsunterricht, Chemische lehrbcher, etc.


"Seventeen papers dealing with principles and methods in education, art and civics evolved from the author's long experience as an analyst, interpreter and teacher."—Book review digest, v. 7, no. 12, December 1911.


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*President's address, National education association, 1911.

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"A dozen papers that treat in a concrete and personal manner some of the principles which the author has developed in two previously published books."—Book review digest, v. 7, no. 12, p. 18.
"Written simply and vigorously, and is interspersed with common sense and enthusiasm."—Nation, 91: 110, September 7, 1911.

Contents. Handwork as an educational medium.—The fundamental school subjects.—Formal grammar.—Pitfalls in the teaching of arithmetic.—The teaching of algebra.


"A succinct little handbook for teachers covering the phases of the purposes and methods of recitation, the art of questioning, conditions necessary to a good recitation and the assignment of the lesson. An outline of the chapters has been included at the end of the text."—Book review digest, v. 7, no. 12, December 1911.

"It differs from previous books in being a simple, flexible and even informal treatment of a subject that is usually presented more or less technically."—A. L. A. Booklist, 7:410, June 1911.


"Every aspect of the teacher's work is discussed with a thoroughness of knowledge, a grasp, a sanity, and a careful weighing of values that is as rare as it is helpful."—Journal of education, July 21, 1910, p. 77.


"A presentation of the outlines of a theory of education from the viewpoint of evolution. A topical outline appears as marginal notes."

"The reviewer regrets to confess that, scholarly as the book is, he has found it difficult to read. The thought is not always clearly expressed; but the serious student will find in every paragraph something worth the concentrated attention that the reading will demand."—Irving King: School review, 19:643, November 1911.

"This is a book to be welcomed by everyone who is interested in the study of education as such. It is not history; it is not psychology; it is just education. At last it is beginning to be realized that there is enough matter in education to form a study by itself."—Journal of education (London) June 1, 1911.


"States the aim of education in a form at once suggestive and tangible to teachers; works out that aim in terms of actual schoolroom experiences; and gives definite yet simple statements of a group of principles of education and regards them as they are to be found in the concrete in the schoolroom."—Book review digest, 7:384, December 1911.


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EDUCATIONAL PSYCHOLOGY


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"A subjective view of child development with suggestions for parents and teachers.

See preface.


A general view of the principal social child problems of today. The main topics are Child mortality; Recent aspects of educational reform, including Play, Medical inspection of schools, Backward children, and the New education; Child labor; the Delinquent child, and the Dependent and neglected child.

CHILD PSYCHOLOGY


KINDERGARTEN, AND PRIMARY EDUCATION


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Spelling

"A suggestive guide for teachers, containing tested model lessons. There is an appended list of poems suitable for children thru the grammar grades."—Book review digest, v. 12, no. 7, December 1911.

"The plan is excellent and teachers will find the explicit directions suggestive and useful even though they do not wholly agree with the choice of poems."—A. L. A. Booklist, 7 : 472, June 1911.

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"A practical guide based upon years of experience, for teachers, supervisors and parents. It is an outline of a working theory of elementary English, with selected references to recent literature of the subject; and, as well, contains a course of study in composition, grammar, word study, reading and literature. The work by grades is suggested and graded lists of materials are provided. The appendix offers a list of books to be read to children."—Book review digest, v. 12, no. 7, December 1911.

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Asserts for history, biology, sociology, and psychology, which study the "vital energies," independence from the laws and formulas of physics and mechanics.


"It is in many respects a model of what a committee report should be. It is sane and self-controlled in the face of strong temptations towards radicalism and controversy; it is helpful and stimulating, so that any teacher of history will rise from its perusal a better teacher and a more enthusiastic historical scholar; and it is written in such an interesting style that the reviewer believes it will be read with pleasure by many not actually engaged in the teaching of history."—American historical review, 17: 175, October 1911.


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Chairman of committee: John W. Hutchins, High school, Malden, Mass.  
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"The first attempt yet in print toward a school course in this neglected subject and a guide for teachers and parents both in content and manner of presentation."

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"It is the merit of this little book that it presents the results of some actual and successful experiments toward the solution of this knotty problem."—A. L. A. Booklist, 7: 124, November 1910.

"It is the merit of this little book that it presents the results of some actual and successful experiments toward the solution of this knotty problem."—A. L. A. Booklist, 7: 124, November 1910.


"An analysis and formulation of the aims and methods of agricultural education in the light of the principles and hypotheses that have been gleaned from experience in the field of general education."

"The subject is fully covered, the historical and psychological treatment excellent, and the book as accurate as rapidly changing conditions permit. It will be acceptable to readers who are interested in vocational education, and is of value to teachers."—A. L. A. Booklist, 7: 370, May 1911.


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**EDUCATION AND TRAINING OF TEACHERS**


EDUCATION AND TRAINING OF TEACHERS. 47


TEACHERS’ INSTITUTES, MEETINGS, ETC.


CERTIFICATION AND TENURE


"Few of the returns were obtained from the larger cities; the Pacific coast is not represented at all, and only three counties in New England. After making allowance for this shortcoming, it must be acknowledged that the book is an important study. Not only because it will bring to the attention of the inhabitants of the rural and smaller urban communities that short-sightedness is not teaching the calling of the teacher attractive to a more ambitious class, but because it is the kind of study that is helping to make educating a real profession. Dr. Coffman has chosen a tool that, skilfully used, does respect-demanding work; and he handles it well."-Survey, 27: 1296, November 13, 1911.


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SUPERVISION AND ADMINISTRATION


A study "offered from the viewpoint of one outside college work who has to do in the main with the study of the efficiency of industrial establishments. The college is partly a business, and partly something very different from a business. Mr. Cooke is concerned only with the former aspect."
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CENTRALIZATION OF RURAL SCHOOLS


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ATTENDANCE. TRUANCY


SELF-GOVERNMENT


SCHOOL ARCHITECTURE AND EQUIPMENT


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"The text forms a most intelligent discussion of principles and practice which the reader will find exemplified in the plates. The schools shown in the book illustrate very well the tendency of the best architects to make our schoolhouses not so much ornate and elaborate in design, but refined in detail, correct in proportion and style, and above all, sanitary."—American school board journal, September 1910, p. 29.


"It is the best officially-issued book on school architecture that has come to our notice."—Journal of education, October 13, 1910, p. 300.

SCHOOL SANITATION


Reprinted.
BIBLIOGRAPHY OF EDUCATION, 1910–1911.

SCHOOL HYGIENE


Contains bibliographies.

689. Baur, Dr. [The hygiene of mental work in pupils and teachers] Internationales archiv für schulhygiene, 7: 93-120, January 1911.


In this manual, Dr. Hoag, who is medical director of the Berkeley, California, schools, gives to teachers and parents, in clear, unscientific language, a series of suggestions for the supervision of health conditions of school children. A chapter on the Health of the teacher is included.


MEDICAL INSPECTION OF SCHOOLS


SCHOOL HYGIENE.


Concisely and conveniently presents the experience and views of no less than thirty-six expert contributors, representing the British Empire, America, and the progressive countries of Europe. Includes chapters on Medical examination of schools and scholars in the United States of America, by Luther H. Gulick and Leonard P. Ayres, and on Physical education in American universities, by R. Tait McKenzie.


FEEDING OF SCHOOL CHILDREN


702. Lage, Katherine. A lunch room for working girls, in which simple instruction is given. Journal of home economics, 2: 525-29, November 1910.


SPECIAL SUBJECTS

School Nurse


Teeth


OPEN-AIR SCHOOLS


From Report of the Sheffield education committee.

SCHOOL GARDENS


A manual for the use of teachers in the Philippines, prescribing courses for the elementary schools and giving detailed instructions for the preparation, planting, and care of the school garden.


PLAYGROUNDS, PARKS, ETC.


STUDENT LIFE AND CUSTOMS

PHYSICAL TRAINING


Public Schools


STUDENT LIFE AND CUSTOMS


741. Hughes, Richard C. The importance of keeping the student in touch with his own church. Religious education, 6: 227-34, June 1911.


This history of university student life in Germany is dedicated to the University of Berlin on the occasion of the centennial festival, 1910. Part 1, covering the period 1580-1789, is by Dr. Schultze; Part 2, 1790 to the present, is by Dr. Seymann.


COLLEGE FRATERNITIES


HIGH SCHOOL FRATERNITIES


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


EDUCATION—SPECIAL FORMS AND RELATIONS.


759. Wilson, Howard Lafayette. The adjustment of education to the needs of contemporary life. Western journal of education (Ypsilanti) 4: 49-58, February 1911.

SCHOOLS AS SOCIAL CENTERS


HOME AND SCHOOL


BIBLIOGRAPHY OF EDUCATION, 1910–1911.


CHILD WELFARE

CHILD LABOR AND EDUCATION


III. MORAL AND RELIGIOUS EDUCATION

GENERAL


"The unique novelty of the contribution is that the writer subjects both the lay moral doctrine and the traditional religious doctrine in French education to a searching psychological analysis, as a result of which he discovers that the lay moral doctrine is lacking in efficacy, whereas the traditional Catholic doctrine is in accord with certain fundamental psychological conditions of an effective moral education."—Harold Johnson: Journal of education (London) January 4, 1911.


MORAL EDUCATION


"One idea animates the whole monopoly, that there may be realized the complete possible utilization of the agencies for ethical training now available to the American high school."—Prof.

EDUCATION—SPECIAL FORMS AND RELATIONS. 69


"The basis of this discussion lies in the work of Dewey, Cooley, Tufts, Angell, Mead, and others, and the treatment takes account of the foundations of the subject in the history of science and philosophy."

"Dr. Hart's dissertation will be of help to the student who wishes to see the problem in its large bearings. While there is no sacrifice of substance to immediacy, the work is practical and useful throughout. "—F. A. Manny; School review, 19: 352, May 1911.


Bibliography: p. 201-00.

The writer believes in the dynamic and organic nature of character; that character, from native impulses and tendencies in the child, which sound education should strive to direct into the service of human ideals. On the other hand, he recognizes that intellectual content is as essential to an ideal as emotional warmth.


RELIGIOUS EDUCATION


Bibliography: p. 20-40.

"An excellent handbook for teachers and parents to use as a guide in the work of instruction. The author's suggestions in regard to the study of the Bible, his review of its literary aspects,
the outline of a proposed course of instruction, and his discussion of the preparation and presentation of lessons are all marked by scholarship and a thorough knowledge of the principles and difficulties involved. The admirable treatment given to such subjects as the Old Testament myths and legends, the stories of the virgin birth, and the varying accounts of the resurrection will command approval."—Outlook.

"It is full of solid and easily apprehended material on the subject. The book is to be strongly recommended, not only to teachers in the day schools, but also to alert teachers in Sunday schools."—Independent, 71:1506, November 9, 1911.


Universities

803. Conference of church workers in state universities. [Report of the fourth annual meeting, held at the University of Illinois, January 31 and February 1, 1911.] Religious education, 6: 222-27, June 1911. (Rev. F. M. Fox, secretary-treasurer, Presbyterian university pastor, Iowa)


The Sunday School


Church and Education


International Conciliation


The International school review, 3: 1910.
IV. TYPES OF EDUCATION

71

EDUCATION—SPECIAL FORMS AND RELATIONS.

HEMANISTIC EDUCATION


Reprint from the School review, September, October, November 1910.

Contents:—1. The classics in European education (by) E. L. Rand.—2. The classics and the elective system (by) K. M. Warren.—3. The case for the classics (by) P. Libby.


"To sum up, this book contains a timely and cogent discussion of matters of interest not only to the lover of the classics but to the general public as well. It presents little, if anything, new, but some things are put extremely well, though the author's style at times offends against good taste."—C. Knapp: Educational review, 42: 528, December 1911.

Hughes, Percy. The distinction between the liberal and the technical in education. Popular science monthly, 77: 778-85, October 1911.


Formerly published in the School review or the Educational review.

"The book contains much of importance for all classes of readers. It states in most suggestive phrases, in papers that cross each other, yet have sufficient individuality, the claims of the classics to a large place in American education."—C. Knapp: Educational review, 42: 528, December 1911.

"The idea of these papers was conceived by Professor Francis W. Kelsey, in connection with the Classical conference held under his leadership for a good many years past as a part of the programme of the Michigan schoolmasters' club. The body of the volume consists of seven symposia, dealing respectively with the relation of classical studies to medicine, engineering, the law, theology, practical affairs, the new education, and formal discipline."—Dial.

"A veritable treasury of all that can be said for the modern study of Latin and Greek."—Athenaeum, 2: 118, August 13, 1911.


"A paper read before the Classical association of New England, at Hartford, Conn., April 1, 1910, in which the author determines the tendency towards vocational thinking in so far as it means the means for cultural civilization.


BIBLIOGRAPHY OF EDUCATION, 1910-1911.

VOCATIONAL EDUCATION


"This book though small in size, carries a message great in significance. Mr. Bloomfield's book comes at just the right moment. While making no pretense towards a comprehensive analysis or final definition of ways and means, it will perform an invaluable service in drawing attention to the great need of work in this field, in clearing up misconceptions, in guarding against dangerous pitfalls, and in pointing the way towards practical possibilities."—Survey, 26: 454, June 1911.


Read at the First national conference on vocational guidance, Boston, November 1910.


Read at the Conference of academies and secondary schools in relation with the University of Chicago, November 12, 1910.


"Selected list of books on vocational direction": p. 12.

MANUAL TRAINING


INDUSTRIAL AND TRADE EDUCATION


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BIBLIOGRAPHY OF EDUCATION, 1910-1911.


Presented before the New York Associated academic principals at their 1910 meeting.


"The manuscript chapters convince me that the book covers a much more rational, philosophical, practical and far-reaching treatment of a vital subject than has heretofore been presented." A. S. Draper in Introduction.

"The writer is perfectly conversant with his material and presents it in a way that gives the reader a sufficient grasp on the numerous elements involved in the movement for an adequate system of industrial education." Catholic world, 92: 535, July 1911.

"The book is the whole the most useful one that has appeared on this subject." C. De Garro, American economic review, 1: 135, March 1911.

"This book is, perhaps, at once more far-reaching and more specific than any previous book on the subject. At the same time, it is very interesting reading, and so general and inclusive that for the layman it may serve the purpose of several more intensive books." N. Y. times, 46: 126, March 5, 1911.


Read at the meeting of the National society for the promotion of industrial education, Boston, November 18, 1910.


Discusses the importance of bookbinding as a typical industrial art to be incorporated into the program of school studies, with detailed directions and illustrations for a course in this subject.


They have as 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.


An interesting and valuable sketch of industrial education in Great Britain, France, Germany, Switzerland, Ontario, and the United States.


Stockbridge, E. P. Half time at school and half time at work. World's work, VI: 14255-75, April 1911.

Describes the cooperative education plan of the University of Cincinnati, which is working with the industrial plants, the libraries, the schools, and other agencies.


"The title tells the whole story. She [the author] tells plainly how to make a trade school, describing the organization and work, the problems presented, the equipment and the support... it is as near as practical. 15% educationally vocational."—Journal of education, August 11, 1910, p. 106.

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TECHNICAL EDUCATION


An address given under the auspices of the National Society for the Promotion of Technical Education.


AGRICULTURE


A brief summary is given of the work in agricultural education in foreign countries and especially in the United States, reviewing the progress made in higher, secondary, and elementary agricultural education, with occasional articles dealing with special topics or with agencies affecting the work in this country and abroad.


A classified list of free publications of the Department of agriculture for the use of teachers of agriculture, botany, chemistry, domestic science and hygiene, geology, physics, physiology and zoology, selected with special reference to their suitability to supplement college and school textbooks in the subject mentioned.
EDUCATION—SPECIAL FORMS AND RELATIONS.


An annotated bibliography follows each article.


Papers by Dr. L. E. Beeler, President Edwin E. Sparks, Prof. John Hamilton, Dean Homer C. Price, President Kenyon L. Butterfield, Prof. J. H. Miller, Dean E. A. Burnett, Prof. P. G. Holden, Prof. G. I. Christie, and Dean Thomas F. Hunt.


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


"A discussion prepared with a conviction that the field of high-school agriculture is at the present time the most important division of the subject of educational agriculture, because the proper fixing of the upper and lower limits of that division largely determines the work of the elementary and higher institutions."—Foreword.


"This bulletin, describing the opportunities in the United States for graduate study in agriculture and those closely allied sciences which have a direct application in agriculture, is a result of an inquiry made by the Bureau of education in cooperation with the committee on graduate study of the Association of American agricultural colleges and experiment stations."


905. United States. Office of experiment stations. Organization, work, and publications of the Agricultural education service. January 13, 1910. (Circular 93). An annotated list of the publications of the Office of experiment stations dealing with the educational work of agricultural colleges, schools, farmers' institutes, and other forms of educational extension work in agriculture. These lists under various titles have been published since 1907 and give the publications available for gratuitous distribution.


DOMESTIC SCIENCE


Contains: 1. G. L. Howard: What courses in sociology, pure or applied, should be included in college departments of household science? p. 33-33. 2. Anna O. Spencer: What courses in sociology, pure or applied, should be included in schools or college departments of household science? p. 47-49.


909. Bierir, Isabel. The development of home economics. Good housekeeping, 51: 403-69, October 1910. "A historical account of the development of the subject of home economics in the United States and the agencies which have contributed to it."


"Miss Cooley discusses not only the general aspects of domestic art in the education of women, but also the details of the problem of teaching it in the elementary and high schools. She gives estimates of cost of equipment; outlines of typical lessons; and outlines of courses for every grade in many types of schools, city, town, and country, among the poor and among the well-to-do. She also gives two brief chapters on the subject in colleges and other higher institutions of learning. The book emphasizes throughout the 'thought content' that should accompany the technical work.'—School review. "It should be used by every teacher of domestic art and by everyone responsible in any way for the supervision of those who teach this subject."—E. D. Day: School review, 18: 480, October 1911.

911. Fuller, Alice M. Housekeeping and household arts: a manual for work with the girls in the elementary schools of the Philippine Islands. Manila, Bureau of printing, 1911. 178 p. 16 pl. 8°. (Bureau of education, Bulletin no. 38)
912. Great Britain. Board of education. Interim memorandum on the teaching of housecraft in girls' secondary schools. London, Eyre and Spottiswoode, ltd., 1911. 71 p. 8°. A memorandum of facts relative to what is being attempted by a few schools of various types in the teaching of housecraft, the subjects to be included, its correlation with science, the amount of time given to it, necessary equipment, and qualification of teachers.


BIBLIOGRAPHY OF EDUCATION, 1910-1911.

[1917] 381 p. 8°. (F. M. Van Antwerp, general secretary, 532 W. Main street, Louisville, Ky.)


An address before the Congress of technology at the fiftieth anniversary of the granting of the charter of the Massachusetts Institute of Technology.


Reprinted from the Transactions of the American Bar Association for 1910.


EDUCATION—SPECIAL FORMS AND RELATIONS.


Training of Nurses


Music


BIBLIOGRAPHY OF EDUCATION, 1910–1911.


"Dr. Brann has done his work so well that American college alumni will be prouder than ever of their alma mater.... The story of the foundation, the development, the growth and progress of the institution is interesting not only to its past and present students, but to all Catholics."—American Catholic quarterly review, April 1910, p. 371.

V. EDUCATION OF WOMEN


No. 1 contains minutes and reports. No. 2 contains: Mary W. Calkins: The relation of college teaching to research, p. 78–80.


Contains bibliographies.

"There is a sense of sincerity, earnestness, and warmth in the essays that is highly pleasing, and a willingness to look at new proposals and plans that contrast most favorably with the self-confidence and subacid raillery sometimes affected by the high-placed pedagogue."—Nature, 86: 476, June 8, 1911.


"This book is the outgrowth of a conviction that many women who are unfitted for teaching drift into it because it is the vocation with which they are most familiar; that the teaching which results is injurious to both teacher and pupil; that many who make poor teachers might become able workers if wisely guided into other fields." The papers are contributed by expert authorities on the various occupations.

VI. SPECIAL CLASSES OF PERSONS

INDIANS


NEGROES


IMMIGRANTS AND CHILDREN OF IMMIGRANTS


The complete report, to appear in five volumes, embodies the results of an extensive study of children in public and parochial schools, and of students in colleges, either foreign-born or born in the United States of foreign-born fathers, made with the purpose of determining as far as possible what progress children of the various races of immigrants are making in school work.

CRIPPLED CHILDREN


MENTALLY DEFECTIVE CHILDREN


"It is written in a plain and simple style and is full of common-sense, practical method, as well as a pretty complete explanation of causation and treatment. On the whole the work is very useful and very necessary. It has just enough science in it to be interesting, but everything scientific in form is worked out into practical application in a way that every educated layman can comprehend."—Survey, 26:425, July 29, 1911.

MORALLY DEFECTIVE—TRUANTS, ETC.


The main topics of this book are institutions for dependent and neglected children, Child-helping societies, Family home care, and the Juvenile court.

VII. EDUCATION EXTENSION

CONTINUATION SCHOOLS


An address under the auspices of the Commercial club of Chicago, November 1910.

964. —— The organization of the continuation school in Munich. School review, 19:225-37, April 1911.

An address given under the auspices of the National society for the promotion of industrial education.

965. Spranger, Eduard. The significance of the continuation school for the educational system and the educational ideal of Germany. Educational review, 42:1-16, June 1911.

CORRESPONDENCE SCHOOLS. SUMMER SCHOOLS


LIBRARIES IN EDUCATION


Contains "Libraries resources of New York city and their increase," by W. Dawsop Johnston, and special articles on the various departments of Columbia university library and its work.


An address before the American library association at Mackinac Island, Michigan, July 2, 1910, in which the author advocates a closer relationship between the school and the library, and a wider use of the library for class work.


UNIVERSITIES, COLLEGES, ETC.

UNITED STATES

AMHERST COLLEGE


The committee recommends that Amherst should stand for a broad cultural education, omitting technical training, and that all available resources should be devoted to the indefinite increase of its teachers' salaries. Theodore Roosevelt, in the Outlook, February 18, 1911, p. 344-45, reviews this report at length, and pronounces it "one of the most noteworthy of recent educational documents."

BROWN UNIVERSITY


UNIVERSITY OF CHICAGO


HARVARD UNIVERSITY


UNIVERSITY OF ILLINOIS


"A little handbook which has been produced from a study of conditions as they exist in Illinois teaches upon representative matters of interest in college all over the land."—Book review digest, v. 1, no. 12, December 1911.

"His advice as to studies, habits and fraternities is based upon so much knowledge of college life and boy nature as to be useful anywhere."—Independent, 71: 651, September 21, 1911.


Reprinted from the Illinois medical journal, January, 1911.

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BIBLIOGRAPHY OF EDUCATION, 1910-1911.

UNIVERSITY OF KANSAS


MARIETTA COLLEGE


The Diamond jubilee of Marietta college was celebrated June 12-16, 1910. Among full proceedings, this volume includes the address of President Taft on the occasion.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY


Address by the president of the Massachusetts Institute of Technology at the opening of the congress of technology, April 10, 1911.

UNIVERSITY OF MINNESOTA


UNIVERSITY OF NORTH DAKOTA


Inaugural address, University of North Dakota, September 29, 1910.

TUSKEGEE INSTITUTE

991. Corson, David B. Tuskegee institute ... School exchange, 5: 354-59, April 1911. illus.

UNIVERSITY OF VIRGINIA


YALE UNIVERSITY


GREAT BRITAIN


CAMBRIDGE UNIVERSITY


In this book "the American reader will find much of interest and the American teacher much of instruction. It gives a detailed, gossipy, minute photographic account of English life at school and university and elsewhere, written by one who was first a pupil, then an assistant master, at Eton, and later senior fellow and tutor at King's college, Cambridge."--Outlook, February 4, 1911, p. 256.
UNIVERSITIES, COLLEGES, ETC.

MACALESTER COLLEGE


OXFORD UNIVERSITY


"The result of these pictures, painted as it were in broken English, is extremely attractive, and Oxford men will delight in thus seeing themselves as others see them. Mr. de Selincourt has voluntarily handicapped himself in the attempt to achieve his difficult object by adopting a form which is apt to strike one as artificial and to be a little irritating."—Athenaeum, 1: 899, June 11, 1910.


VICTORIA UNIVERSITY OF MANCHESTER

1001. Victoria university of Manchester. Department of education. The Department of education in the University of Manchester, 1890-1911. Manchester, The University press, 1911. 146 p. illus. 8°. (University of Manchester publications, no 58)

CONTENTS.—University day training colleges: their origin, growth, and influence in English education, by M. E. Sadler.—The Department of education in the University of Manchester, by W. T. Good.—Appendix: publications by members (staff and students) of the Department of education.—Register of students entered in the Department of education since its foundation in 1890.—Roll of men students.—Roll of women students.

BELGIUM

UNIVERSITY OF LOUVAIN


GERMANY

UNIVERSITY OF BERLIN


UNIVERSITY OF ERLANGEN

BIBLIOGRAPHY OF EDUCATION, 1910–1911.

SWITZERLAND

UNIVERSITY OF BASEL


CHINA AND JAPAN


1008. ——— The University of Tokyo. Independent, 70: 1044-51, May 18, 1911.
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