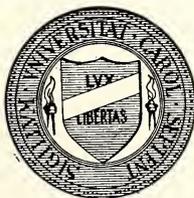


# THE UNIVERSITY OF NORTH CAROLINA RECORD

JANUARY, 1913

NUMBER 105



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OF THE RECORD

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# THE UNIVERSITY RECORD

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## THE BUREAU OF EXTENSION OF THE UNIVERSITY OF NORTH CAROLINA

Every State University's rightful work is two-fold. As a part of a great State's comprehensive educational system the University should set standards and train men within its own walls and it should carry its knowledge out into the State and apply it in creative helpfulness. "No cry for guidance in its complex development should come out of the State which is not met with immediate answer by its State University or its group of higher educational agencies." Whether the call be for aid in the perfecting of its lower schools, or for the development of its economic resources, or for the improvement of its public health, or for any other purpose which affects the life of the whole people, the State has the undisputed right to call upon its University for immediate service.

In recognition of this duty, the University of North Carolina established its Summer School and special Department of Normal Instruction in 1877 and through them has served directly the entire educational system of the State. More recently, through public lectures given by members of its faculty, through its publications, and through loans of materials from its library, it has extended the scope of its work for the public.

As a further step toward placing its resources more directly at the command of the State, it has established a Bureau of Extension through which it purposes to study the needs of the State and to render any and all assistance it can in meeting them successfully. It offers its services gladly to the whole State and will endeavor to respond promptly to all calls made upon it.

One method which the Bureau will employ in the carrying out of this idea will be the issuing of bulletins at intervals on special subjects. This bulletin, the first of the series, is prepared by the Department of Education for the special use of superintendents, principals, and teachers of secondary schools.

Further information concerning the work of the Bureau will be furnished on application to

THE BUREAU OF EXTENSION,  
University of North Carolina,  
Chapel Hill, N. C.

LOUIS R. WILSON,  
E. K. GRAHAM,  
N. W. WALKER,  
M. H. STACY,  
A. H. PATTERSON,  
C. L. RAPER,

*Committee.*

## A PROFESSIONAL LIBRARY FOR TEACHERS IN SECONDARY SCHOOLS

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### INTRODUCTION

The better professional training of the teacher is the greatest problem which American education has to face today. Not only the embryo teacher, but the teacher in active service, must get and keep in touch with the best that is being done and said in the field of education if our educational system is not finally to break down of its own weight.

For the teacher who cannot afford the time to study at some institution, there is still open the recourse of the reading of professional books. But treatises on education are produced today in such numbers that it is often very difficult to winnow the wheat from the chaff, and pick those books which will be of some definite service. Mere titles sometimes tell little, advertisements often bewilder more than they aid.

From time to time, there have come to the Department of Education requests for lists of books on special topics or in the general field of educational theory. This bulletin is an attempt to give a descriptive list of books of value to two classes of teachers; to superintendents of school systems and to high school teachers and principals. It is hoped later to issue bulletins having a more definite reference to other classes of teachers, but limitations of space have made necessary this restriction in the present publication.

Books dealing only with elementary school problems, with those of the rural school, the farm-life school, etc., have been with one or two exceptions, omitted, since it seemed best to focus on high school problems and those of general reference, rather than to attempt to scatter over the whole field in such limited space.

The bulletin attempts to aid, then, teachers who have already had some training, professional or academic. The list of books given will without doubt lead many to feel that the sins of omission and commission of the compiler have

been great. Some are rather technical, a few are intended as books of reference rather than for consecutive reading. Such have been indicated in the course of their description.

The compiler will be very glad to answer any questions as to selections which may be made from this list for local reading circles, discussion in teacher's meetings, etc. The prices given are those of the publishers' catalogue; a discount may however often be obtained.

It is much to be desired that school systems, both city and rural, gradually equip themselves with professional books. A few systems already possess excellent libraries; in others, the need is great.

The books mentioned here are in the possession of the University library. Special attention is called to the announcement of the University Librarian below with regard to the conditions under which these books may be obtained from the Library by teachers for purposes of study.

H. W. CHASE.

#### LOANS FROM THE UNIVERSITY LIBRARY

The University Library will loan to superintendents, principals, and teachers in North Carolina schools any of the books in the following list except such as may be placed on reference for the use of University classes. Books from this list may be kept for a period of three weeks including the date of issue and return. Borrowers will be expected to pay transportation charges each way which may be estimated per shipment at about ten per cent of the list price of the book. Requests for the loan of books should be sent to the Bureau of Extension.

LOUIS R. WILSON, *Librarian.*

## LIST OF TITLES

## CYCLOPEDIAS

1. Monroe, Paul (Editor). *Cyclopedia of Education*. New York, Macmillan. \$5.00 per volume.

This is the only cyclopedia of education in English not now hopelessly out of date. Three volumes of the five have already appeared, ending with "Lib." The articles are written by specialists in the various fields treated, and it is already evident that this work will give us in convenient form for reference the outlines of practically every subject of educational importance. Valuable bibliographies follow the articles. As a book of reference, as for the prosecution of research in any field, the book is invaluable.

## HISTORY OF AMERICAN EDUCATION

2. Brown, E. E. *The Making of our Middle Schools*. New York, Longmans, Green and Co., 1907. 547 pp. \$3.00.

This is the authoritative book dealing with the historical development of the high school. Its treatment is full and clear. A chapter is devoted to the grammar schools of England, five to the colonial schools, the English and the American academy are then discussed, then follows a treatment of the movement toward public control, the first high schools, special movements, notes on school life and studies, and the outlook.

3. Cubberley, E. P. *Changing Conceptions of Education*. Boston, Houghton, Mifflin and Co., 1909. 69 pp. 35 cents.

This little book is a discussion of the history and development of American education, but very different from the usual cut-and-dried sequence of names and dates. It interprets, rather than details, our educational system. Beginning with the hard conditions of pioneer days, it shows how, in response to changing environment and society, our educational conceptions have also changed. Only by the study of the other institutions of our country can we come to understand its educational system.

4. Dexter, E. G. *A History of Education in the United States*. New York, Macmillan, 1904. 656 pp. \$2.00.

The author's aim has been to gather facts rather than to deal with generalities. He considers the peoples' schools, beginnings in Virginia, Dutch schools in the New Netherlands, early schools in

the New England Colonies, educational development in the other colonies, the growth of the academies, the educational revival, educational developments in the middle West, the Southern States, the Western States, developments in elementary education, in public secondary education, social organization and administration, textbooks. Part two is devoted to a history of higher and special education, colleges and universities, professional education, technical and agricultural education, commercial education, education of women, of negro and Indian, of defectives. Part three deals with educational extension in its various aspects.

5. Monroe, Paul. *A Text-Book in the History of Education*. New York, Macmillan, 1906. 772 pp. \$1.90.

This is the only history of education in English which deals with the history of education as a "cross-section of the history of civilization." Beginning with the earliest times and coming down to the present, the author takes the view that educational conceptions and changes are closely bound up with changes in national ideals, customs, practices. The author has broadly sketched his background, and educators themselves no longer appear as isolated figures, but as the product of the same forces which worked changes in government, religion, science, social conceptions, etc. Its excellent treatment of the forces shaping American education is war-rant for its inclusion here.

#### HIGH SCHOOL ORGANIZATION AND ADMINISTRATION

6. Brown, J. F. *The American High School*. New York, Macmillan, 1909. 462 pp. \$1.40.

The following subjects are considered: history, the function of the high school—relation to elementary school, to higher institutions, to the pupil, and to the state—the program of studies—educational aims and educational values, subjects in the program, their time and order, what subjects should be constants, the place of elective studies in the high school—organization and management, material equipment, the teacher, the principal, the pupil, the class exercise, social life, the high school, and the community, present problems and future development. The book is well and clearly written, and the material well organized. It is a good introduction to the field of high school problems.

7. De Garmo, Chas. Principles of Secondary Education. Vol. 1. The Studies. New York, Macmillan, 1908. 293pp. \$1.25.

The author first considers the presuppositions underlying American secondary education; its social and individual bases. He then passes to a discussion of the studies in the high school curriculum; the bases on which they have been and should be selected, their classification into groups, with the function and worth of each group. He then considers each subject belonging to each of these groups, and asks the same question. What, for example, is the function and worth of mathematics, of physics, chemistry, astronomy, literature, ancient languages, history, etc.? Then follows a discussion of the organization of studies into curricula, and their correlation. The treatment throughout stresses theory rather than application.

8. De Garmo, Chas. Principles of Secondary Education. Vol. 2. Processes of Instruction. New York, Macmillan, 1908. 193 pp. \$1.00.

The author attempts to give a scientific basis for high school methods. He discusses the acquisition of facts, the meaning of facts, forms of solution for the problem, scientific method in high school instruction, the educational status of the high school pupil, the inductive approach, the deductive approach, processes of application in induction and deduction, variations.

9. Hollister, H. A. High School Administration. Boston, D. C. Heath and Co., 1909. 378 pp. \$1.50.

The book is not so well organized as that of Brown, and so is harder reading. On the other hand, its treatment of given questions is often better and more suggestive. The chapters are: a backward look, legal status of high schools, place of the secondary school in our system of education, grounds, buildings and equipment, textbooks and other supplies for the use of pupils, employment of teachers and organization of the work, the program of studies, adolescence and co-education, discipline, the life of the school, method as applied to high school instruction, examinations, promotion and graduation, relation of the high school to colleges and universities, the business side of high school administration, the community life in relation to high school, high school extension and the continuation school, the outlook. The book might perhaps best be read after that by Brown has served as an introduction.

10. Johnston, C. H. *High School Education*. New York, Scribner's, 1912. 555 pp. \$1.50.

The line of treatment adopted in this book is new in that the chapters are written by specialists in the various subjects discussed, Dr. Johnston being the author of the first two chapters. Thus, the chapter in mathematics is written by the assistant professor of mathematics at the University of Michigan, that on physics by the head of that department in the University of Kansas, that on Chemistry by Dr. Mills, formerly associate professor of chemistry in the University of North Carolina, that on Latin by the head of the Latin department in the University of Kansas, etc. The editor himself is now dean of the School of Education in the University of Kansas, and a former graduate of the University of North Carolina. The list of chapters includes: current demands upon the program of studies, the disciplinary basis of courses of study, history of secondary curricula since the Renaissance, principles and plans for reorganizing secondary education (one of the most valuable chapters in the book), instruction, its organization and control, mathematics, physics, chemistry, biology, physiography, English, public speaking and voice training, Latin, modern languages, history, civil government and political economy, drawing, music, moral education and training with a suggested course of study, physiology and hygiene, sex pedagogy in the high school, agriculture, commercial education, vocational training, practical arts for girls, psychology, the high school library. The chapters are naturally of unequal value, but in general a high standard of excellence is maintained.

11. Sachs, Julius. *The American Secondary School and Some of its Problems*. New York, Macmillan, 1912. 295 pp. \$1.10.

This, the latest book to appear in its field, is the work of the professor of secondary education in Teachers' College, Columbia University. The aim of the author has been to concentrate on a few problems rather than to cover the field. Questions of method and curriculum have been subordinated to "the determining feature in a secondary school system, the fitness of the teacher for his task. The book has, in consequence, become an appeal to and for the teacher." Topics considered are the present status of the public high school, the private secondary school, the educational policy of the secondary school, the continuation school, the function of the educational expert. An appendix gives outlines for the teaching of certain subject groups in the secondary school course. "Our sec-

ondary school system," says the author, "falls short of ideal results, mainly because we lack a sufficient number of teachers competent to enlarge with the freedom of a generous attainment upon the topics it embraces. It is idle to seek elsewhere the causes of a declining interest in the secondary school courses; weak teachers create weak courses."

#### SUPERVISION AND ADMINISTRATION, GENERAL.

12. Ayres, L. P. *Laggards in our Schools*. New York, Charities Publication Committee, 1909. 235 pp. \$1.50.

Here is an investigation of actual conditions which has already become an educational classic, and ought to be in the hands of all supervisors of school systems. For the first time, Ayres' investigation brought to light the facts as to the number of children who are behind their normal grade in typical school systems, and the number of those who leave school at the end of each grade, with a study of the reasons in each case, of the money cost of repeating grades, all followed by constructive suggestions. How great and how widespread are the evils of retardation and elimination is not known to many superintendents; a careful study of the facts in this report is eminently worth while.

13. Chancellor, W. E. *Our Schools, their Administration and Supervision*. Boston, D. C. Heath and Co., 1904. 434 pp. \$1.50.

This is a practical and suggestive handbook for the actual or intending superintendent or principal. Some of the chapters treat of the school system, the board of education, administration, supervision, the superintendent, the principalship, the supervisorship, the graded public school, the state system and district school, education for supervision, with many appendices showing actual blanks for reports, certificates, programs, records of attendance, registration cards, etc. Much valuable advice from "the inside" is given.

14. Dutton, S. T., and Snedden, D. S. *The Administration of Public Education in the United States*. New York, Macmillan, 1908. 595 pp. \$1.75.

The book is the only complete survey of its enormously important field, and is a mine of information as to details of all sorts, past and present. Its 32 chapters discuss in a definite, practical way every phase of educational administration. It is not a theoretical

discussion, but a statement of definite facts and tendencies. The chapter on "Local Units of Educational Administration," for example, discusses the county as a unit, average area and population, the county school board, their duties and powers in various states, the county superintendent, how elected or appointed in various states, his functions, compensation, place in administration, minor areas of educational administration, the district, township, the town system, growing prominence of the district, consolidation, etc. The treatment of other chapters is as detailed. The book ought to be on the shelves of every superintendent and principal. Among chapters of interest to the high school principal and the superintendent are, problems growing out of state and local administration of education, city school systems, grading and promotion, the administration of high schools, educational statistics, the school and society.

15. Perry, A. C. *The management of a City School.* New York, Macmillan, 1908. 350 pp. \$1.25.

The author, himself principal of a city school, has something definite to say, and says it clearly. The book has many hints for the country principal as well as for the city principal and superintendent. The chapters discuss the relation of the principal or superintendent to the state, the public, the authorities, the teacher, the pupils, the pupils' physical welfare, the pupils' scholastic progress, the pupils' moral development, the principalship. Each chapter abounds in definite suggestions, many of which will be of use in the country school. The chapter on the principal and the public, for example, discusses means for enlisting the co-operation of parents, through school exhibits, special exercises, etc., how to treat unreasonable parents, unwelcome visitors. The chapter on the pupils' scholastic progress discusses questions of admission, grading, the departmental plan, the rating of pupils, report cards, promotion, forms for record of work, examinations, and gives sample examination questions testing both memory and judgment. These analyses may serve to show the practical nature of the treatment.

16. Snedden, D. S., and Allen, W. H. *School Reports and School Efficiency.* New York, Macmillan, 1908. 183 pp. \$1.50.

It is notorious that facts with regard to the actual conditions existing in any educational system, especially in a system of any size, are almost impossible to get with any degree of accuracy. It has been said that a business man who managed his affairs with

as little system as is shown in the average school system would be forced into bankruptcy. The first step in the improvement of existing conditions is always an actual knowledge of facts. To the supervisor, then, of a system of any size, this book should be very valuable. School reports from typical cities are given, compared, and discussed. The items shown and not shown are surprising. The book is constructive, as well; it points out defects in existing systems of reports and makes many valuable suggestions for their improvement.

#### SPECIAL METHODS IN SECONDARY SUBJECTS. SCIENCE

17. Mann, C. Riborg. *The Teaching of Physics for Purposes of General Education*. New York, Macmillan, 1912. 304 pp. \$1.25.

The "new movement" among physics teachers finds its first correlated expression in this book by the associate professor of physics in the University of Chicago. It has been realized by thoughtful teachers that the present situation with regard to the teaching of this subject in the secondary schools is unfortunate in many respects. Texts have been written with a view to college entrance rather than to the best welfare of the student; treatment has been too mathematical and abstract, too divorced from life. The author, who is the foremost representative of the new constructive school, considers the development of the present situation, physics and democratic education; the pedigree of physics, the method of physics, the biography of physics, the discipline of physics; hints at practical applications; the concrete problem, the organization of the course, the laboratory work, testing results. The sane treatment is in refreshing contrast to that of most of the more conservative literature in the field.

18. Smith, A., and Hall, E. H. *The Teaching of Chemistry and Physics in the Secondary Schools*. New York, Longmans, Green and Co., 1902. 377 pp. \$1.50.

The book discusses chemistry in the curriculum, the introduction of the subject, instruction in the class room, in the laboratory, some constituents of the course, the laboratory, equipment and material, the teacher, his preparation and development. The teaching of physics; whether to be a teacher of physics, preparation for teaching, the teacher as student, observer and writer, problems of laboratory practice, school text-books of physics, discovery, verification or inquiry, the technique of laboratory management, lectures

and recitations, physics in primary and grammar schools, physics in various kinds of secondary schools, on the presentation of dynamics, plan and equipment of a laboratory, physics teaching in other countries. The book represents college domination of a high school subject at its worst.

### ENGLISH

19. Carpenter, G. R., Baker, F. T., and Scott, F. N. *The Teaching of English in the Elementary and the Secondary School.* Longmans, Green and Co., 1903. 375 pp. \$1.50.

The book discusses the study of the mother tongue, English in elementary education, in secondary education, college entrance requirements in English, the course of study, the training of the teacher, the philosophy of the assignment, essay correcting.

20. Chubb, Percival. *The Teaching of English.* New York, Macmillan, 1902. 412 pp. \$1.00.

"The book is a plea for unity and continuity in the English course from its beginnings in the kindergarten up through the high school . . . . The high school teacher will find that many of the basic principles . . . in his work have been enumerated in dealing with the kindergarten and primary grades." The topics discussed are: the movement for the reform of English studies, limitations of the school in dealing with illiteracy, early formative phases, the kindergarten and primary grades, learning to read and write, reading in primary grades, how and what; in grammar grades, what; methods, composition, grammar and language work. The high school, aims, literature in the high school, plan and materials, method of treatment, composition, versification, formalism in method, summary, outline of suggested course in the high school.

### HISTORY

21. Bourne, H. E. *The Teaching of History and Civics in the Elementary and the Secondary Schools.* New York, Longmans, Green and Co., 1909. 385 pp. \$1.50.

"It is the aim of this book to aid teachers of history, and especially those who have not had special training in historical work, better to comprehend the nature of the subject." The book consists of two parts, part one dealing with the study and teaching of history, and covering the meaning of history, the foundations of historical scholarship, history in French and German schools, in

American schools, value, aim in teaching civics, program for history, school and library, facts of most worth, method of teaching history, source method. Part two deals with the course of study, ancient history, Greek, Roman, Mediaeval, the expansion of Europe, the founding of America, European history since 1560, history of the United States, course of study in the elementary school, the teaching of civics.

22. Hinsdale, B. A. *How to Study and Teach History. With Particular Reference to the History of the United States.* New York, Appleton, 1894. 350 pp. \$1.50.

The book is well written and helpful, though rather old. It considers the educational value of history, the field of history, sources of information, choice of facts, methods of teaching, organization of facts, time relations in history, place relation (geography), cause and effect in history, physical causes that act in history, the teacher's qualifications, historical geography, North America in outline, colonization of North America, struggle between France and England in North America, conspectus of the American Revolution, the war of 1812, territorial growth of the United States, phases of industrial and political development, slave power, teaching civics.

23. *The Study of History in Schools.* Report to the American Historical Association by the Committee of Seven. New York, Macmillan, 1899. 265 pp. 50 cents.

The committee was appointed to consider the subject of history in the secondary schools, and to draw up a scheme of college entrance requirements in history. Their report discusses the value of historical study, continuity of historical study, the four year's course in history, why no short course is recommended, how the different periods may be treated, methods of instruction, sources, need of trained teachers, college entrance requirements. Appendices discuss the present condition of history in American secondary schools, study of history below the secondary schools, history in schools of Germany, France, England, Canada, books and articles on methods of teaching history, maps and atlases.

24. *A History Syllabus for Secondary Schools, Outlining the Four Year's Course in History Recommended by the Committee of Seven of the American Historical Association, by a Special Committee of the New England History Teach-*

ers' Association. Boston, D. C. Heath and Co., 1904. 375 pp. \$1.20.

This syllabus does not propose to replace the text-book, but it points out what subjects are worthy of special study, indicates in what connection these should be taken up, and gives a few carefully selected specific topics and references for additional reading, map and written work, which will supplement the text-book, train pupils in gathering and presenting material, and make some vital contribution to the daily recitation. Ancient, European, English and American history are here presented by topics and references given to books, comprising a small but well-chosen library, which the pupil may consult for himself.

#### ANCIENT LANGUAGES

25. Bennett, C. E., and Bristol, G. P. *The Teaching of Latin and Greek in the Secondary School*. Longmans, Green and Co., 1901. 336 pp. \$1.50.

The part of the book dealing with the teaching of Latin is by Prof. Bennett, of Cornell University, that dealing with Greek by Prof. Bristol, also of Cornell. Such topics as the historical position of the study of Latin, its justification, the beginning work, authors to be read, conduct of the work, Latin composition, prosody, the aim of Greek study, pronunciation, beginning work, Xenophon, Homer, Greek composition, geography and history, mythology and art, are discussed.

#### MODERN LANGUAGES

26. Report of the Committee of Twelve of the Modern Language Association of America. Reprinted from the Report of the Commissioner of Education for 1897-98.

This report discusses the teaching of French and German in the high school. It reviews methods of teaching: grammar method, natural method, psychological method, phonetic method, and reading method. It outlines suggested courses for elementary schools and gives suggestions as to textbooks.

#### GEOGRAPHY

27. Redway, J. W. *The New Basis of Geography*. New York, Macmillan, 1901. 229 pp. \$1.00.

This book traces modern geography from its genesis in the trade-routes to India and the discovery of the New World, considers phy-

siographic processes, the distribution of life, the effects of topography on commercial development, and on the history of the United States. The book considers the emphasis of essentials, discusses the use of pictures, models, and maps, and stresses observational and field work. Though written twelve years ago, it is thoroughly in keeping with the spirit of modern geography teaching.

### MATHEMATICS

28. Young, J. W. A. *The Teaching of Mathematics in the Elementary and the Secondary Schools*. Longmans, Green and Co., 1909. 351 pp. \$1.50.

The book should be of great value for the ambitious teacher of mathematics. It is by no means the easiest sort of reading, but it covers the field completely and excellently. It discusses the study of the pedagogy of mathematics, the purpose and value of the study of mathematics in primary and secondary schools, methods and modes, the heuristic method, the individual mode, the Perry movement, miscellaneous points of method and mode, preparation of teachers, mathematical clubs, the material equipment, the curriculum in mathematics, definitions and axioms, the teaching of arithmetic, the teaching of geometry, the teaching of algebra, limits.

29. Smith, D. E. *The Teaching of Elementary Mathematics*. New York, Macmillan, 1900. 305 pp. \$1.00.

This is a simpler book than that of Young cited above, and perhaps serves better as an introduction to the subject. The chapters are as follows: historical reasons for teaching arithmetic, why arithmetic is taught at present, how arithmetic has developed, how arithmetic has been taught, the present teaching of arithmetic, the growth of algebra, what and why taught, typical parts of algebra, the growth of geometry, what is geometry, the bases of geometry, typical parts of geometry, the teacher's bookshelf. Emphasis on the historical point of view lends unusual freshness to the treatment.

### SCHOOL HYGIENE

30. Ayres, L. P. *Medical Inspection of Schools*. New York, Charities Publication Committee, 1910. 276 pp. \$1.00.

From the point of view of health, probably the most urgent need of the school is for regular medical inspection. In this book one

finds the whole matter considered from all points of view. "The state," say the authors, "provides for the education of all citizens as a measure of self-protection. The facts given show that the state must also take cognizance of their physical welfare for the same reason. Health and education belong hand in hand." The argument for medical inspection is given at length, followed by a historical review of its rise in other countries and at home. Then follow chapters on the inspection for detection of contagious diseases, the work of the teacher, the school nurse, examination for the detection of non-contagious diseases, vision and hearing tests by teachers, legal aspects of medical inspection, retardation and physical defects, etc. The appendices give the suggestions regarding medical inspection issued by the Massachusetts board of education, typical European blanks and forms, and rules issued to medical inspectors in Chicago, Detroit, and Springfield (Mass.). The book has an added value in that its arguments and facts may well be used by the school official in convincing his community of the importance of this matter.

31. Burrage, S., and Bailey, H. T. *School Sanitation and Decoration*. Boston, D. C. Heath and Co., 1899. 224 pp. \$1.50.

The professor of sanitary science in Purdue and the state supervisor of drawing for Massachusetts combined their efforts and have produced a book treating of the location and construction of school buildings, their ventilation, heating and lighting, sanitation, school furniture, the school room, its decoration, the old country school-room, school children, the influence of school life on the eye, school authorities and patrons, beauty in school work. Suggestions for the study of pictures, and a graded list, suitable for the different grades, are included.

32. Shaw, E. R. *School Hygiene*. New York, Macmillan, 1902. 255 pp. \$1.00.

Nicholas Murray Butler, who writes an introduction to the book, reminds us that education today is more than instruction in the three R's. The child is a body as well as a mind, and health ought to be all-controlling in education. In practice, however, the health of the child is constantly sinned against by the school, through thoughtlessness and ignorance. This book attempts in a practical way, in simple and non-technical language, to bring to the attention of the school officials fundamental facts which must be considered if the child is to develop a sound mind in a sound body.

The chapters are on the schoolroom, the school building, school grounds, warming and ventilating, sanitation, school baths, school furniture, postures and physical exercises, eyesight and hearing, handwriting, conditions conducive to healthful mental work, diseases which concern the school. A good bibliography is added. The treatment is practical throughout, and, though some devices mentioned can apply only to the city school, the majority of the topics treated are of value for the country school as well.

### MORAL EDUCATION

33. De Garmo, Chas. Principles of Secondary Education, Vol. 3. Ethical Training. New York, Macmillan, 1910. 213 pp. \$1.00.

Regulative principles (two chapters), the adolescent in modern society, moral habits, old and new, some cardinal moral ideals, realizing the ethical value of the high school studies (two chapters), some moral aspects of physical training, a general survey of ethical training abroad.

34. Dewey, John. Moral Principles in Education. Boston, Houghton, Mifflin and Co., 1909. 76 pp. 35 cents.

The moral purpose of the school, the moral training given by the school community, methods of instruction, the social nature of the course of study, the psychological aspect of moral education.

35. Spiller, Gustav. Report on Moral Instruction and on Moral Training in Eighteen Countries. London, Watts and Co., 1909. 358 pp. \$1.25.

The book, in addition to these reports, contains an excellent bibliography and two introductory chapters on the churches and moral instruction and the problems of moral education.

### VOCATIONAL TRAINING

36. Leavitt, F. M. Examples of Industrial Education. Boston, Ginn and Co., 1912. 330 pp. \$1.25.

The quotation from Gladstone on the title page "One example is worth a thousand arguments," strikes the key-note of the book. It is the best review of the situation which the writer of this notice has seen. The chapters consider the significance of the movement for industrial education, manual training and industrial education, the demand of organized labor, the demand of educators, the de-

mand of social workers, the revision of educational ideals involved, a plan for immediate reorganization, examples of more fundamental reorganization, prevocational work in grades 6-8, the intermediate or separate industrial school, vocational high schools, the trade school, part-time co-operative schools, the continuation school, vocational guidance, state legislation, concerning agricultural education.

37. Gillette, J. M. *Vocational Education*. New York, American Book Company, 1910. 303 pp. \$1.00.

Part one considers the educational renaissance: the vocational movement and concept, some accomplished results, reaction on education and the school. Part two deals with social demands on education; society and the individual, democracy and its imperatives, importance of the economic interest in society and its significance for education, pathological demands on education, the social ends of education and other ends, state education and religion. Part three deals with methods of socialization; criterion of socialization, socialization of the program of studies, socialization of subjects, some socialized programs. The book is a straightforward and readable presentation of the field.

#### SOCIAL PHASES OF EDUCATION

38. Dewey, John. *The School and Society*. Chicago, University of Chicago Press, 1909. 129 pp. \$1.00.

It is well known that Dr. Dewey embodied in the University Elementary School in Chicago his educational ideals. The school and social progress, the school and the life of the child, waste in education, with a supplement on three years of the University Elementary School, make up the book. Probably no American school has aroused so much discussion, been so often cited, as the elementary school described here. The school, holds the author, must itself be a social group, teaching children through their own activity, basing its work on life and on the child himself.

39. Jenks, J. W. *Citizenship and the Schools*. New York, H. Holt and Co., 1909. 264 pp. \$1.25.

A volume of addresses and essays dealing with the relation of education to social and political life. The titles are: training for citizenship, the social basis of education, the making of citizens, the relation of the public school to business, education for commerce, the Far East, free speech in American universities, critique

of educational values, policy of the state toward education, school book legislation.

40. King, Irving. *Social Aspects of Education*. New York, Macmillan, 1912. 421 pp. \$1.60.

The social phases of education are now rapidly coming to the front in current discussion. There is a growing recognition of the fact that educational systems must look to society for their final sanction. In this, the pioneer book in this field, the author has gathered material from many sources; the book is in fact, largely composed of quotations. After an introduction on the social view of education the book discusses the social origin of educational agencies, the social responsibility of the school, the rural situation, the social relations of home and school, the school as a center of social life in the community, the social need for continuing the education of the adult, playground extension, the school garden, industrial and vocational education; vocational direction, education as a factor in social progress, education as a factor in social reform, the general nature of social life, the spontaneous social life of children, the social life of the school, the personal factor in the social life of the school, the social aspects of mental development, the social atmosphere of the school and the learning process, the corporate life of the school in relation to moral training.

41. Perry, C. A. *Wider Use of the School Plant*. New York, Charities Publication Committee, 1911. 423 pp. \$1.25.

There is a growing feeling that the school ought to be used by the community in which it is situated as a center of community activities, that it should be useful "for twelve instead of five hours a day." This book discusses evening schools, vacation schools, school playgrounds, public lectures and entertainments, evening recreation centers, social centers, organized athletics, meetings in school houses, social betterment through wider use. It deals throughout with actual examples of what has been done in various communities, and how.

#### PRINCIPLES AND PRACTICE OF TEACHING

42. Bagley, W. C. *Classroom Management; its Principles and Technique*. New York, Macmillan, 1909. 322 pp. \$1.25.

This is easily the best book on classroom management with which the writer of this notice is familiar. Its great merits are first, a clear, logical presentation, with little more theory than is needed to tie together the practical material, and, second, a wealth of detailed illustration and suggestion based on actual school work. After an introductory chapter, the topics are: routine and habit, preventing waste by starting right, mechanizing routine, the daily programme, regularity and punctuality of attendance, preserving hygienic conditions in the school-room, order and discipline, penalties, the problem of attention (four chapters), the technique of class instruction, the Batavia system, testing results, the disposition of the teacher's time, the teacher's relation to principal, supervisor and superintendent, the ethics of school-craft. Appendices discuss suggestions for the study of classroom teaching, pupil government and the school city, the "Springfield questions in arithmetic," pupil's written work as an index of growth.

43. Bagley, W. C. *The Educative Process*. New York, Macmillan, 1906. 358 pp. \$1.25.

In the words of the author, the book "covers the field commonly included under the terms 'General Method,' 'Method of Recitation,' 'Theory and Practice,' but it deals with principles rather than with the details of device and 'method.'" For the teacher of some training, it is the most valuable of the treatises in this field, though rather advanced for the beginner. The first part of the book deals with the functions of education, then follow sections, each of several chapters, on the acquisition of experience, the functioning of experience, the organization and recall of experience, the selection of experiences for educational purposes, the transmission of experience and the technique of teaching. The point of view underlying the treatment is that of modern psychology.

44. Bagley, W. C. *Educational Values*. New York, Macmillan, 1911. 267 pp. \$1.10.

The book considers education to be a means of modifying conduct. The controls of conduct are classified and evaluated, and the specific methods of realizing such values are considered. The chapters deal with the inherited control of conduct, the acquired control of conduct, the limitations of educative forces in modifying conduct, the criterion of value, the rubrics of function and value, values to be realized in fulfilling training functions, instructional functions, inspirational functions, disciplinary functions, recreative functions, interpretative functions, the social environment as a source of educative materials.

45. Hall, G. Stanley. *Educational Problems*. New York Appleton, 1911. 2 vols, pp. 710 and 714. \$7.50.

In these two big volumes President Hall has summed up his lectures and teachings on educational subjects for the last twenty-five years. The table of contents is as follows: introduction, the pedagogy of the kindergarten, the educational value of dancing and pantomime, the pedagogy of music, the religious training of children and the Sunday-School, moral education, children's lies, the pedagogy of sex, industrial education, the budding girl, missionary pedagogy, special child-welfare agencies outside the school, preventive and constructive movements, Sunday observance, the German teacher teaches, pedagogy of modern languages, pedagogy of history, pedagogy and the press, the pedagogy of elementary mathematics, pedagogy of reading, pedagogy of drawing, school geography, some defects of our public schools, the American high school, civic education.

46. McMurry, C. A., and McMurry, F. M. *The Method of the Recitation*. New York, Macmillan, 1909. 330 pp. 90 cents.

Not the least valuable feature of the book is the wealth of illustrative material given, sample lessons, modes of procedure, etc. The treatment is from the Herbartian point of view, which means that the formation of concepts, clear general notions, is the goal of instruction for the authors. How, by appeal to the principle of self-activity, individual notions are formed and may be generalized and applied, is worked out in detail with the citation of many actual cases.

47. McMurry, F. M. *How to Study and Teaching How to Study*. Boston, Houghton, Mifflin and Co., 1909. 324 pp. \$1.25.

A clear discussion of a difficult topic on which little has been written. After introductory chapters on the prevalence of poor methods of study and the nature of the process of study, the main part of the book is devoted to the discussion of the principal factors in study and their relation to children with a conclusion on the full meaning of study.

48. Ruediger, W. C. *The Principles of Education*. Boston, Houghton, Mifflin and Co., 1910. 325 pp. \$1.25.

“After an introductory chapter which aims to orientate the student in the field of education, the book attempts to bring together and organize the leading tendencies in modern educational thought pertaining to the bases, aims, values, and essential content of education; to discuss the principles underlying the administration of the curriculum; to inquire into the agencies that educate; and to review the fundamental psychological principles that underly the teaching process.”

### PSYCHOLOGY AND PHILOSOPHY OF EDUCATION

48a. Bolton, F. E. *Principles of Education*. New York Scribners, 1910. 790 pp. \$3.00.

This is the most comprehensive work dealing with the principles underlying educational science, mainly from the biological and psychological points of view. The many chapters consider such topics as the new interpretation of education, adaptation, adjustment and specialization of function, development and specialization of the nervous system, the theory of recapitulation, its educational significance, the culture epochs theory, from fundamental to accessory, interest, nature and nurture, correlations between mind and body, work, fatigue and hygiene, individual variations, the nature of memory, nature and educational significance of association, wise use and training of memory, imitation in relation to education, sensory education, imagination, apperception, motor expression, nature of thinking, concept in education, induction and deduction, emotional life, volition and moral education, general discipline, all in their relation to education. The size of the book allows concrete treatment throughout.

49. Thorndike, E. L. *The Principles of Teaching*. New York, A. G. Seiler, 1906. 293 pp. \$1.25.

The principles here considered are based on the laws of modern scientific psychology, and, though the book is simple in its treatment, it pre-supposes some psychological knowledge. After an introduction, it deals with physical education, instincts and capacities, apperception, interest, individual differences, attention, principles of association, principles of analysis, reasoning, responses of conduct, moral training, responses of feeling, motor expression, motor education, formal discipline, the scientific study of teaching. The value of the book is much increased by a large number of exercises, sample answers, questions, papers, etc., from actual school life.

49a. Butler, Nicholas Murray. *The Meaning of Education*. New York, Macmillan, 1909. 230 pp. \$1.00.

This well-known book contains the following papers: the meaning of education, what knowledge is of most worth, is there a new education, democracy and education, the American college and the American university, the function of the secondary school, the reform of secondary education in the United States.

50. Claparède, Ed. *Experimental Pedagogy and the Psychology of the Child*. New York, Longmans, Green and Co., 1911. 332 pp. \$1.40.

This is the only treatise in English dealing at any length with this new and growing science of experimental pedagogy. The author considers psychology and pedagogy, gives a historical sketch, takes up the problems, methods of the science, treats of mental development, intellectual fatigue. An excellent summary and comment on much of the scientific work done in this field during the last generation.

51. Colvin, S. S. *The Learning Process*. New York, Macmillan, 1911. 329 pp. \$1.25.

The book is by no means easy reading, but for the teacher who knows something of psychology will prove valuable as showing what has been done by the application of psychology to education. The chapters consider: fundamental elements in the learning process, practical applications of the general principles of learning, reflex-action, instinct, habit, the educability of instincts and habits, sensation and perception, nature of perception in the child, the characteristics of imagination, the pedagogical significance of imagination, memory, association, economy in memory and association, the applied psychology of memory and association, the association method in applied psychology, the problem of the transfer of training, theoretical aspects of the problem, practical conclusion in regard to the transfer of training, attention and interest, attention in relation to learning, pedagogical applications of the doctrine of attention, higher thought processes—logical thinking, the thought processes in judgment and reasoning, the educational problems of rational thinking.

52. Eliot, C. W. *Educational Reform. Essays and Addresses*. New York, Century Co., 1909. 418 pp. \$2.00.

A stimulating volume of occasional papers by the ex-president of Harvard, dealing with such subjects as teachers' tenure of office, liberty in education, can school programs be shortened and enriched, the aims of the higher education, shortening and enriching the grammar school course, the grammar school of the future, a wider range of electives in college admission requirements, the function of education in democratic society.

53. Hall, G. Stanley. *Youth, its Education, Regimen and Hygiene*. New York, Appleton, 1909. 379 pp. \$1.50.

Dr. Hall has here boiled down the material of his two large volumes on "Adolescence," which is not only the classic, but almost the only book in the field, into a smaller work devoid of many of the technicalities of the larger work. The chapters are: pre-adolescence, the muscles and motor power in general, industrial education, manual training and Sloyd, gymnastics, play, sports and games, faults, lies and crimes, biographies of youth, the growth of social ideals, intellectual education and school work, the education of girls, moral and religious training.

54. Heck, W. H. *Mental Discipline and Educational Values*. New York, John Lane Co., 1911. 207 pp. \$1.00.

The author has gathered together in readable form the evidence, experimental and theoretical, bearing on the vexed question of whether certain studies in the curriculum can "train the mind," and, if so, to what extent? A curriculum arranged in accordance with his conclusions is suggested.

55. Horne, H. H. *Idealism in Education; or, First Principles in the Making of Men and Women*. New York, Macmillan, 1910. \$1.25.

"Idealism," says the author, "finds personality to be the ultimate reality." The study of the forces that make personality, then, presses to the front. These the author conceives to be heredity, environment, and will. "By consciously directing, through education and otherwise, these forces, we shall in time have the superman of our modern dreams." The book, after the introduction, discusses heredity and education, environment and education, will and education, and the philosophy of man-making.

56. Horne, H. H. *The Philosophy of Education*. New York, Macmillan, 1907. 295 pp. \$1.50.

"I have attempted to organize the contemporary conflicting claims in a system of mutual dependence . . . The educational truth today is in the unification of those educational truths for which the separate factions are fighting." The introduction covers the field of education, and the remainder of the book is devoted to the biological aspects of education, the physiological aspect of education, the sociological aspects of education, the psychological aspect of education, the philosophical aspect of education.

57. Horne, H. H. *The Psychological Principles of Education*. New York, Macmillan, 1906. 435 pp. \$1.75.

The book is written in the usual fascinating style of the author, and is widely known. Its five parts deal with a science of education, intellectual education, emotional education, moral education, and religious education. The 34 chapters allow space for full discussions and many illustrations. The prominence given to emotional, moral, and religious education is in line with the best thought of the day.

58. James, William. *Talks to Teachers*. New York, Henry Holt and Co., 1899. 301 pp. \$1.50.

This series of lectures by Prof. James has become classic. The topics discussed are: psychology and the teaching art, the stream of consciousness, the child as a behaving organism, education and behavior, the necessity of reactions, what the native reactions are, the laws of habit, the association of ideas, interest, attention, memory, the acquisition of ideas, apperception, the will. Then follow three "Talks to Students" on the gospel of relaxation, on a certain blindness in human beings, and what makes a life significant. Not to have read this book leaves a gap in the equipment of any teacher.

59. Offner, Max. *Mental Fatigue*. Baltimore, Warwick and York, 1911. 133 pp. \$1.25.

This little monograph summarizes in a popular way what is known of the nature and forms of fatigue, its symptoms, measurement, laws, results of experimental work. Many teachers will be surprised to see what a new point of view with regard to this matter is given by the reading of the treatise.

60. O'Shea, M. V. *Education as Adjustment*. New York, Longmans, Green and Co., 1909. 317 pp. \$1.50.

The first book to formulate definitely the newer biological point of view which has so changed educational thinking. The author considers the field of education, data for a science of education, effective method in education, the aim of education, implications of adjustment as the end of education, adjustment as affected by social organization, general effect of adjustment on teaching, the organization of the simplest reaction-systems, the natural history of certain typical senses, the retention and abridgement of experience, apperception as the essential process, doctrine of formal discipline.

61. Rowe, S. H. *Habit-Formation and the Science of Teaching*. Longmans, Green and Co., 1910. 308 pp. 1.50.

Habits play a greater part in education than most teachers realize. The habit-forming subjects include such as "reading, writing, arithmetic, composition, spelling, singing, drawing"—in short, those subjects that are to be reduced to automatic control. The law of the formation of habits is here presented, analysed, illustrated, valuable suggestions for drill work are given, and all in the most concrete and helpful way.

#### PHYSICAL TRAINING

62. Bancroft, Jesse H. *School Gymnastics. Free-hand.* Boston, D. C. Heath and Co., 1908. 364 pp. \$1.75.

The author, who is director of physical training in the Brooklyn Public Schools, has arranged here a graded course of physical exercises for schools without the use of apparatus. 194 photographs.

63. Sargent, Dudley A. *Physical Education*. Boston, Ginn and Co., 1906. 311 pp. \$1.50.

The author is director of physical training at Harvard University and has incorporated in this series of essays the results of his long experience. The book is rather of a general than technical description, dealing with the place of physical training in the life of the individual and the state.

#### MANUAL TRAINING

64. Woodward, C. M. *Manual Training in Education*. New York, Scribners, 1908. 307 pp. \$1.50.

The chapters discuss the defective nature of the traditional curriculum beyond the primary grades, the remedies proposed, the

scope and content of manual training, woodwork, joinery, wood-carving, turning, pattern work, work at anvil and forge, on metals, fruits of manual training in education, record and testimony of graduates, intellectual value of manual training, relation of manual training to body and mind, fallacies connected with manual training, reply to criticisms.

#### NATURE STUDY AND SCHOOL GARDENS

65. Bailey, L. H. *The Nature Study Idea*. New York, Doubleday, Page and Co., 1905. 159 pp. \$1.00.

Professor Bailey, of Cornell, is well known to all those interested in the teaching of agriculture and nature study. The authorship of the book is sufficient guarantee of its excellence.

66. Greene, M. L. *Among School Gardens*. New York, Charities Publication Committee, 1910. 385 pp. \$1.25.

"Among School Gardens is intended (1) To answer the questions: What are School Gardens? What purpose do they serve? Where are the best? (2) To give such explicit directions that the novice may be able to start a school garden; and show that even the simplest one can be of great benefit to children. (3) To share with those already interested in school gardens knowledge of work done in different places."

67. Hodge, C. F. *Nature Study and Life*. Boston, Ginn and Co., 1903. 514 pp. \$1.50.

This book will be of value to the teacher in both elementary and high school in arousing the interest of the children in the life about them. It is one of the best books of its type.

#### SCHOOL ARCHITECTURE

68. Briggs, W. R. *Modern American School Buildings*. New York, Wiley and Son, 1909. 411 pp. \$4.00.

"A treatise upon, and designs for, the construction of school buildings, with 89 full-page illustrations." The book contains chapters on appropriations, competition, specialists, commissioners, superintendence, ready made plans, entrance, staircase, windows, and lighting, heating, ventilations, sanitary arrangements, etc.

69. Dresslar, F. B. *American Schoolhouses*. United States Bureau of Education Bulletin. 1910. No. 5. 133 pp.

A copy will be forwarded on request from the bureau. This book contains plans, photographs, description of school houses for city and country, and discusses such topics as location, basements, classrooms, assembly-rooms, blackboards, cloak-rooms, heating, ventilation, etc.

### JOURNALS

70. The Classical Journal. University of Chicago Press, Chicago. \$1.50.

This is a most suitable journal for the high school teacher of Latin and Greek. The articles are not too technical and specialized. Nine numbers a year.

71. Education. Palmer and Co., Boston, Mass. \$3.00.

Devoted to school problems of a general nature. Ten numbers a year.

72. The Educational Review. Educational Review Publishing Co., Easton, Pa., and New York City. \$3.00.

This journal is edited by Nicholas Murray Butler and contains many valuable articles dealing with general school problems. Ten numbers a year.

73. The Elementary School Teacher. University of Chicago Press, Chicago. \$1.50.

Contains articles of value for the superintendent and high school teacher, as well as the grade teachers. Ten numbers a year.

74. The English Journal. University of Chicago Press, Chicago. \$2.50.

This is a new journal and well-adapted for high school teachers, and will fill a place occupied by no other journal in the field. Ten numbers a year.

75. The History Teacher's Magazine. McKinley Publishing Co., Philadelphia, Pa. \$2.00.

Published by a committee of the American Historical Association. Contains articles on civics and history of value for high school teachers. Ten numbers a year.

76. *The Journal of Educational Psychology*. Warwick and York, Baltimore. \$1.50.

The articles published by this journal are usually of a somewhat technical nature, including studies in experimental pedagogy, child physiology and hygiene, and educational statistics. The journal is very valuable for teachers with some training in these branches and for superintendents. Ten numbers a year.

77. *The School Review*. University of Chicago Press, Chicago. \$1.50.

This journal is devoted specifically to secondary school problems. Ten numbers a year.

78. *School Science and Mathematics*. 2583 Hermitage Ave., Chicago. \$2.00.

This contains many articles on the best methods of teaching such subjects as high school physics, chemistry, algebra, and geometry. Nine numbers a year.



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