CATALOGUE

OF

PEDAGOGICAL LIBRARY.
CATALOGUE

OF THE

PEDAGOGICAL LIBRARY

AND THE

BOOKS OF REFERENCE

IN THE

OFFICE OF THE SUPERINTENDENT OF PUBLIC SCHOOLS,
BOARD OF PUBLIC EDUCATION, PHILADELPHIA,

WITH BIBLIOGRAPHICAL NOTES AND REFERENCES.

BY

JAMES MAC ALISTER,
SUPERINTENDENT PUBLIC SCHOOLS, PHILADELPHIA.

PRINTED BY ORDER OF THE BOARD.

PHILADELPHIA:
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1887.
PREFACE.

The books which are catalogued in this little volume have been brought together during the past four years. On entering upon the duties of Superintendent of Public Schools in Philadelphia, I felt that it would be a great advantage to have at command the best authorities on the history, science and art of education. Questions would be sure to arise in connection with the work of organizing the supervision of the schools which would render such a collection of books a great convenience to those immediately connected with the Superintendent's Office, to the teachers, and to other persons interested in the public school system of the city. The liberality of the Board of Public Education has enabled me to carry out this purpose, and while the resources at command have been limited, the library has grown to such proportions as to render the printing of a catalogue a necessity.

The field of pedagogical literature is so extensive that it has not been possible to do more than make a selection of books adapted to the immediate needs of the department, while laying a broad foundation for future additions. What was required was a good working pedagogical library, and it is believed that the selection made furnishes the essentials for a pretty thorough study of the history and theory of education in the past, as well as ample materials for dealing with the living questions of our own time.

The paucity of German books will be noticed by every one having the slightest acquaintance with the richness of that language in pedagogical works. The general utility of the library must be urged as an
explanation of this deficiency. Besides, many of the writings of the
great German educators are now accessible to the English reader, and
the results of German thought and experience are speedily set before
us in the form of translations and in original works upon the education
of that country.

No apology, it is presumed, is needed for what may seem an undue
preference for the French writers on education. The striking progress
recently made in public education by our sister European republic has
attracted marked attention all over the world. This advance has been
accompanied by an awakening among her leading publicists and
educators, that has borne fruit in a goodly array of works relating to
education in both its theoretical and practical aspects, and possessing
all those qualities so characteristic of the French mind in every depart-
ment of literary effort. While the French, like all the rest of the
world, have been borrowers in education from the Germans, it must
be admitted that of late years they have been producing books of great
pedagogical value. These are quite fully represented in this library,
and it is believed, are not one of its least important features.

To increase the usefulness of the catalogue, a selection of refer-
ences to the more recent and important articles in the leading periodi-
cals has been added. Some of the best pedagogical literature of the
day appears in this form; and it was thought that the references to
these sources of information, so easy of access in public libraries,
would prove a convenience to persons consulting the catalogue for
guidance or suggestions on special topics. Occasional bibliographical
notes have been inserted for the same reason. I may be permitted to
state with regard to both of these features that no attempt at com-
pleteness has been made. They might have been greatly extended;
but I have confined myself to making selections from my own note-
books and the memoranda of my current reading. The object has
been to call attention to such articles and books as are of special value,
or are interesting on account of their bearing upon new and pressing
educational questions.
It will be understood that the books in History, Science, Language and Literature are merely an incidental feature of the library. The selection in United States History might lay claim to be at least representative of the subject; but outside of that, only such volumes have been added as are needed for convenient reference in conducting the supervision of a large system of schools.

The growing attention given by teachers to the literature and learning of their own profession is one of the most hopeful and encouraging signs of the times. Classes in Psychology, the History of Pedagogy and the Science of Education, are fast becoming a feature of teachers' reading circles, and Normal Schools are beginning to realize that something more than a few lessons in "methods" and two or three weeks' "practice" in a training school, are required to prepare young men and women for the responsible duties of the school-room. The formation of pedagogical libraries in connection with the administration of city and state school systems will, I am sure, do much to promote this forward movement; and it is a source of great satisfaction to me that the Board of Public Education of Philadelphia is, I believe, the first to take this step.

The rules sanctioned by the best authorities have been followed in the arrangement and details of the catalogue. In nearly every case, the titles of the separate articles in volumes of a miscellaneous character have been given under the general title.

It is only just that I should state that any faults that may be found in the catalogue are attributable to the limited time which I have been able to devote to it. All the work has been done in the odd minutes that could be spared from the performance of my official duties. It has been time very pleasantly spent, but I should have greatly preferred to make a more serious task of even the little that was undertaken.

I must acknowledge the valuable service rendered by my clerk, Miss Adele M. Smith, in reading the proofs. She has been indefatigable in her efforts to prevent the mistakes which are apt...
to creep into the printing of so large a number of names and titles; and it will be a disappointment if any serious error should be discovered.

J. Mac A.

Superintendent's Office,
August, 1887.
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WORKS OF REFERENCE.

a. Pedagogical.


b. General.

c. English Language.


d. **Classical and Foreign Languages.**


e. **Literature.**

1. **Adams, Charles Kendall.** A manual of historical literature, comprising brief descriptions of the most important histories in English, French and German; together with practical suggestions as to methods and courses of historical study. pp. xxxviii, 665. New York, 1882.


3. **Allibone, S. Austin.** A critical dictionary of English literature in British and American authors, from the earliest accounts to the latter half of the nineteenth century. 3 vols. Philadelphia, 1881.


See also Frederick Harrison on the choice of books, in his Choice of books and other literary pieces.

f. Indexes to Periodical Literature.


g. History, Geography, Politics, Antiquities.


4. Labberton, Robert H. An historical atlas with explanatory text on the period delineated in each map, and a bibliography of the English books and magazine articles bearing on that period. New York, 1885.

5. Lalor, John J., editor. Encyclopaedia of political science; treating also of political economy and of the political history of the United States. 3 vols. Chicago, 1882.

7. Lossing, Benson J. Cyclopædia of United States history, from the aboriginal period to 1876; containing brief sketches of important events and conspicuous actors. 2 vols. New York, 1881.


h. Atlases.


3. **Scribner's** statistical atlas of the United States, showing by graphic methods their present condition and their political, social and industrial development. By Fletcher W. Hewes and Henry Lannett. New York, n. d.


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**X.**

**HISTORY OF EDUCATION.**

**a. General.**


1. Early christian teachers, from 696 to 1300.
2. Hieronymians, or brethren of the common life, from 1340 to 1500.
3. Erasmus and his educational work, 1467 to 1536.
4. Reuchlin and the Schlettstadt school, 1360.
5. Retrospect of the 15th and 16th centuries—Old and new studies, mediæval and new-school books.
6. Martin Luther and his educational work.
7. Philip Melancthon and his educational work.
8. Founders of schools and methodology in the 16th century: Trotzendorf, Sturm, Neander, the Jesuits.
9. Influence of Luther's ecclesiastical revolution.

12. Organizers of elementary instruction:—
   Frederic II., school reforms in Prussia.
   Maria Theresa and school reforms in Austria.

13. German systems of public instruction.


   An important and valuable work.

   The best general history of education.


   I. La liberté d'enseignement.
      1. Le droit public.
      2. Les projets de M. Ferry.
      3. L'article sept.
   II. La politique concordataire.
   III. La réforme de l'enseignement secondaire.
   IV. La réforme de l'enseignement supérieur.

   Contains sketches of Ascham, Milton, Locke, Knox, the Edgeworths, Pestalozzi, Wilderspin, the Mayos, Bell, Lancaster, and Stow.

   *See also* Marsden's *Short account of the Tercentenary festival of the University of Edinburgh.*


17. Hanotoux, Gabriel. *L'enseignement public en France avant, 1789.* (Quinzième étude in *his* Études historiques sur le XVIe et le XVIIe siècle en France.)
   An instructive and interesting sketch.


Contains also lectures on Rondelet, the Huguenot naturalist; Vesalius, the anatomist; Paracelsus; George Buchanan, scholar.


22. The rise and early constitution of universities, with a survey of mediaeval education. New York, 1887.

Begins with an account of the Romano-Hellenic schools and their decline, traces the influence of Christianity on education, sketches the work of the Christian schools, and gives an outline of mediaeval education, preliminary to taking up the rise and early history of universities in the different countries of Europe.

See also H. Rashdall's article on The origins of the University of Paris, in English historical magazine, October, 1886.

23. Montaigne as an educationalist. In his Training of teachers, and other educational papers, pp. 231.


Contains chapters on Locke, Pestalozzi, Bell, Lancaster, Wilderspin, Stow, and Spencer.


The first attempt at a consecutive history of the University. The author expects, in subsequent volumes, to bring it down to recent times.
See C. Wordsworth's Scholæ Academicæ, for the history of Oxford in the eighteenth century.


On the colleges, teaching, studies, examinations, fellowships, and other matters pertaining to the University, as now constituted, consult Roger's Education in Oxford: its method, its aids, and its rewards; and Stedman's Oxford: its social and intellectual life.


See also the chapter on competitive examinations and schools, in J. L. Nevins's China and the Chinese; the chapter on education in S. Johnson's China (Oriental religions); report on the system of public instruction in China. Bureau of education circulars, 1877; the progress of western education in China, Bureau of education circulars, 1880; and consult the works of Gray, Williams, and Legge, on China.

33. Maurice, F. D. Milton considered as a schoolmaster. In his Friendship of books and other essays, p. 268.


The best account of Rousseau's educational theories will be found in chap. xiii of this work.

36. ——— The university of Cambridge.
   Vol. II.—From the royal injunctions of 1535 to the accession of Charles the First. pp. xlviii, 683. Cambridge, 1884.

   The fullest and most authoritative account of the early history of Cambridge.

   See also Wordsworth's Scholæ Academicae. On the studies, examinations, social customs, etc., of Cambridge, see Bristed's Five years in an English university.

37. ——— Cambridge characteristics in the seventeenth century; or, the studies of the university and their influence on the character and writings of the most distinguished graduates during that period. pp. 205. London, 1867.


   An excellent outline of the general history of education:—I. The oriental nations. II. The ancient classical nations. III. Christian education before the Reformation. IV. Education from the Reformation to the present time.


   An exceedingly useful outline, possessing features not found in Compayre's history.

The article on education in the Encyclopaedia Britannica, ninth edition.

42. **Primary education in England. In Science and education, vol. 1, p. 1.**

A useful sketch of the movement for the establishment of state aid to elementary education in England.

43. **Pennypacker, Samuel W.** Christopher Dock, the pious school-master of the Skippack, and his works. *In his Historical and biographical sketches.* pp. 91. Philadelphia, 1883.

An interesting essay, containing an account of the principal writings of this almost unknown schoolmaster, to whom, it is believed, attention is called for the first time, by Mr. Pennypacker. The full title of Dock's principal work will be found in Hildeburn's *Issues of the press in Pennsylvania,* vol. ii, No. 2,522. Of this work—“School management”—Mr. Pennypacker says: "It is the earliest written and published in America upon the subject of school teaching, and it is the only picture we have of the colonial country school. It is remarkable that at a time when the use of force was considered essential in the training of children, views so correct upon the subject of discipline should have been entertained. The only copy of the original edition I have ever seen is in the Cassel collection, recently secured by the Historical Society of Pennsylvania, and a ten years' search for one upon my own part has so far resulted in failure."

Mr. Pennypacker says further in a foot-note: "It is always treading on dangerous ground to say of a thing that it is the first of its kind, and especially is this true of books whose numbers are infinite. I know of no publication on the subject written earlier, and the bibliography of the American antiquarian society shows none. If there be any in New England or elsewhere to dispute priority with that of the Pennsylvania Dutchman, let it be produced."


Contains the following essays:—

1. The schools of the Jesuits.
3. Comenius.
4. Locke.
5. Rousseau's Émile.
7. Pestalozzi.

45. The Renaissance and its influence on education. *In Education*, vol. i, pp. 37, 177.


A outline of the history of education based on the philosophy of history—a mode of treatment not found in the other writers on the subject.


Vol. II. Die geschichte der pädagogik von Christus bis zur Reformation. pp. 496.


An interesting sketch of the rise, growth, and organization of Oxford.

   Extraits des œuvres de Érasme, Sadolet, Rabelais, Luther, Vivès, Ramus, Montaigne, Charron.


   See also On the relations of the revival of learning and the Renaissance to modern culture and education, Alfred Von Reumont’s Lorenzo D’Medici, book iv; Jacob Burckhardt's Civilization of the period of the Renaissance in Italy, part iii; P. Villari’s Niccolo Machiavelli and his times, chap. iii of the introduction; C. S. Parker's essay on the History of classical education, in Farrar’s Essays on a liberal education, p. 1; the Hibbert lectures for 1883, by Charles Beard, chap. ii; and C. J. Stillé’s Studies in mediæval history, chap. xiii.


   Devoted chiefly to Cambridge university.

b. HISTORY AND DESCRIPTION OF SCHOOLS AND SCHOOL SYSTEMS.

   See also Elementary education in London, Bureau of education circulars, 1878.

   Contains historical and descriptive sketches of Eton, Harrow, Winchester, Rugby, Westminster, Marlborough, the Charter House, and public school education.


   1. Un voyage scolaire en Allemagne; le gymnase; les études classiques; un caractère de l'enseignement allemand; comment l'enseignement secondaire s'est relevé en Allemagne; l'examen de maturité; les exercices physiques; l'école réelle.
   2. Une excursion en Belgique. Les facultés de philosophie.
   3. Excursions en France. L'enseignement secondaire spécial; l'enseignement supérieur; les statistiques de l'enseignement; coup d'œil sur nos lycées; les réformes de 1889; les facultés des lettres.


   I. L'enseignement supérieur en France.
   II. L'enseignement secondaire en France.
   III. Les universités allemandes.
   IV. Les écoles supérieures en Allemagne.
   V. Quelques mots sur l'enseignement aux États-Unis.


Part I discusses the leading questions connected with the right and duty of the state to educate the people. Part II.—Legislation and condition of public instruction in the different States.


An able and important work, and still valuable for the information it contains and the discussion of questions of permanent interest.


42. Tegima, S. General outlines of education in Japan. In Education; vol. v, p. 474; vol. vi, p. 141.


c. American Schools and Education.


See also Memorial of the dedication of the public Latin and English high school-house. Pamph. Boston, 1881.


The best work on Harvard is Josiah Quincy’s history, Cambridge, 1840, but it is out of print and difficult to obtain.


See also Ten Brook’s American state universities.


An important work, but out of print and scarce.


17. Ten Brook, Andrew. American state universities, their origin and progress; a history of congressional university land-grants; a particular account of the rise and development of the university of Michigan, and hints toward the future of the American university system. pp. 410. Cincinnati, 1875.


22. **Wisconsin**, Historical sketches of the colleges of; prepared for the national and centennial exposition, 1876. Pamph. Madison, Wis., 1876.

**Notes.**

*Note 1.*—See also the lecture on Education in Massachusetts, by George B. Emerson, in lectures on the Early history of Massachusetts, p. 463; A Salem dame school, by Eleanor Putnam, in Atlantic monthly, Jan., 1885; the chapter on Educational progress, by Eugene Lawrence, in The first century of the republic, p. 279; and various references to the subject in Scudder's Men and manners in America one hundred years ago, Palfrey's History of New England, Lodge's Short history of the Colonies, and McMaster's History of the people of the United States. Much useful information will be found in the tables, maps, and descriptive text of Scribner's statistical atlas of the United States.

*Note 2.*—The following references to articles, historical and descriptive, on some American colleges, will be found serviceable.

- **Columbia College, N. Y.** Harper's magazine, vol. XLIX, p. 813.
- **Cornell University.** Harper's magazine, vol. XXXVIII, p. 144.
- **Smith College.** Scribner's monthly, vol. XIV, p. 9.
- **Union College.** Harper's magazine, vol. XXXI, p. 809.


d. Educational Biography.


Part II contains biographical sketches of the associates of Pestalozzi.


   In the American men of letters series.


III.

THEORY OF EDUCATION.

a. Principal Original Writers and Authorities on Theoretical Education, in Chronological Order.


   The first book treats of education among the Persians and Spartans. Xenophon’s Economics contains his opinions on the education of women.


6. Plutarch (d. circa 100 A.D.). His educational doctrines are set forth in his Morals, and in the essays: Of the training of children; Conjugal precepts; That virtue may be taught; How a young man ought to hear poems.


9. Montaigne, Michel de (b. 1533, d. 1592).

The essays having special reference to education are as follows: Of pedantry, book i, chap. 24; Of the education of children, book i, chap. 25; Of the affection of fathers to their children, book ii, chap. 27. (Hazlitt's translation.)


12. Comenius, John Amos (b. 1592, d. 1671). There are no English translations of Comenius's works; but very full analyses and critical accounts of his Didactica Magna and text books will be found in S. S. Laurie's John Amos Comenius, his life and educational works.


17. ——— Émile; or, concerning education. Translated by Eleanor Worthington. pp. 157. Boston, 1885.


In lieu of this and Jacotot's other works, which are not easily procured, consult Payne's compendious exposition of Jacotot's system of education, in his Science and art of education, which contains an excellent statement of the general principles and methods, and the papers by G. F. Kenaston, in Education, vol. ii, pp. 446, 565. Also B. Perez's Jacotot et su méthode d'émancipation intellectuelle.


Note.—For less important authorities and critical accounts of the works of the writers given above, see the titles under the heading General history of education, and a number of the works, infra.

b. General.


Contains among other papers, the following:—
Common errors on the mind.
Civil service examinations: a classical controversy.
University ideals, past and present.
The art of study.
Religious tests and subscriptions.

5. *editor*. German pedagogy: education, the school and the teacher in German literature; republished from Barnard's American journal of education. pp. 916. Hartford, 1876.

Contains the following papers:

I. Schools and education in German literature.
II. Frederick Froebel—System of infant garden training and instruction.
IV. Karl von Raumer—Selections from his writings.
V. Rudolph Raumer—Study of the German language.
VI. F. Adolph Wilhelm Diesterweg—Selections from his writings.
VII. G. A. Riecke—Man as the subject of education.
VIII. John Baptist Craser—System of instruction for common schools.
IX. John Henry Wichern—German reform schools.


I. Education—its need and nature.
II. An outline of the subjects that should be taught in our schools.
III. The principles and practice of training and instruction.
IV. Universal education of the people.
V. National education.
VI. Character, training and position of the teacher.


Republished and edited by Dr. Youmans as *Culture demanded by modern life*.


I. On the history of classical education, by C. S. Parker.

II. The theory of classical education, by Henry Sidgwick.

III. Liberal education in universities, by John Seeley.

IV. On teaching by means of grammar, by E. E. Bowen.

V. On Greek and Latin verse composition as a general branch of education, by F. W. Farrar.


VII. The teaching of English, by J. W. Hales.

VIII. On the education of the reasoning faculties, by W. Johnson.

IX. On the present social results of classical education, by Lord Houghton.

A work of permanent value which exerted a powerful influence on higher education at the time of its appearance. Out of print and scarce.


   I. Is there a science of pedagogics?
   II. The science of education, its nature, its method, and some of its problems.
   III. Contribution to the science of education values.
   IV. The conceptions of mental growth and some applications of this doctrine to teaching.
   V. The genesis of knowledge in the race.
   VI. The mode of educational progress.
   VII. Of the terms "Nature" and "Natural."
   VIII. The potency of ideas and ideals.
   IX. "Proceed from the known to the unknown."
   X. Tribute to fetich worship.
   XI. Lessons from the history of education.
   XII. The secularization of the school.
   XIII. Teaching as a trade and as a profession.
   XIV. The teacher as a philanthropist.
   XV. Education as a university study.
   XVI. The normal school problem.
   XVII. The institute and the reading circle.


Issued in 1886 in a much improved form as the Philosophy of education, *supra*.


An important work by one of the greatest Italian thinkers of recent times.


39. Tate, T. The philosophy of education; or, the principles and practice of teaching. pp. 331. New York, 1885.

It is to be regretted that the American reprint of this excellent manual was not carefully revised and edited by a competent hand.


See also the works on theory and practice of teaching, under the title Practice of teaching, etc.

IV.

PRACTICE OF TEACHING.

SCHOOL METHODS AND MANAGEMENT.

EXAMINATION PAPERS.

a. Practice of Teaching.


Contains discussions on the following subjects:—
L'enseignement de la géographie dans l'école primaire, par M. E. Lévasseur.
L'enseignement de l'histoire dans l'école primaire, par M. Brouard.
L'enseignement de la langue Francaise, par Micheal Bréal.
Le mobilier de classe, le matériel d'enseignement et les musées scolaires, par M. de Bagnaux.


The lectures are—On marking, On stimulus, On the teaching of Latin verse composition.


Inaugural lecture—The office of the historical professor.
1. History and its kindred studies.
2. The difficulties of historical study.
3. The nature of historical evidence.
4. Original authorities.
5. Classical and mediaeval writers.
7. Modern writers.
8. Geography and travel.
See a review of this work in Westminster review, October, 1886.

15. Giffin, Wm. M. How not to teach, with the way to teach. pp. 84. New York, n. d.


Written for the use of Sunday-school teachers, but contains much that is of general interest.


See also The teaching of history, by J. R. Seeley, in Conference on education, (International health exhibition literature, vol. xv, p. 33); The teaching of politics in his Roman Imperialism, etc., etc., p. 306; and the papers by H. B. Adams on History in American colleges, in Education, vols. vi and vii.

The second edition entirely recast and rewritten. Diesterweg's Instruction in history has been omitted, but a number of papers by American and English teachers have been added which greatly increase the value and utility of the work. It is undoubtedly the best general manual of methods in this department of study which has thus far appeared.


*See* the volume on The cultivation of the memory, in Manuals for teachers, No. 2.


A bright and suggestive work for the primary teacher.


   Curious and interesting, as showing the practical working of the Lancasterian system.


32. _______ Rational method, following nature step by step, to learn how to read, hear, speak and write French. pp. 209. New York, 1876.


34. Organization of elementary education.
   See the papers and discussion, in Conference on education (International health exhibition literature, vol. xiii).


42. ——— Introduction to the teaching of ancient languages. Pamph. Boston, 1878.

43. ——— Introduction to the teaching of living languages without grammar or dictionary. Pamph. Boston, n.d.

44. Seeley, J. R. English in schools. In his Roman Imperialism and other lectures and essays, p. 230.


6. **School Methods and Management, and Teachers’ Manuals.**


5. **Course of instruction in the secondary schools of Philadelphia, with syllabus.** Philadelphia, 1887.


   An elaborate article in defense of the right and duty of the state to teach religion in the public schools.
11. Inspection and examination of schools.

See the papers and discussions, in Conference on education (International health exhibition literature, vol. XIII).


   No. 1. The cultivation of the senses. pp. 96.
   No. 2. The cultivation of the memory. pp. 64.
   No. 3. On the use of words. pp. 96.
   No. 4. On discipline. pp. 86.
   No. 5. On class teaching. pp. 54.


   The best outline of methods for the use of teachers in elementary schools. Fully up to the most advanced ideas, and thoroughly practical in all its suggestions.


34. Suggestions to the managers of public elementary schools, by the Liverpool school board. pp. 94. London, 1881.

35. Teachers' manuals to the American text-books of art education, parts I, II and III; and manual for the primary course of instruction. Boston, 1883.


c. Questions and Examination Papers.


This book was published as a supplement to Buisson's Rapport sur l'instruction primaire à l'exposition universelle de Philadelphie, 1876; and contains translations of specimens of the pupils' work exhibited.
2. Cambridge local examinations. 4 Pamphlets:

Examination papers, 1882;
Higher local examinations;
Examination papers, 1883;
Twenty-fifth annual report of the syndicate.


4. ——— Hints and answers to examination papers in arithmetic. pp. 86. Toronto, 1881.


6. Oxon, pseud. Examination questions on English history, with 4,900 references to standard works where the answers may be found. pp. 198. London, 1885.

7. Pratt, Daniel J., compiler. The regents' questions, 1866 to 1878. Being the questions for the preliminary examinations for admission to the university of the state of New York, prepared by the regents of the university. pp. 218. Syracuse, 1878.


V.

PRIMARY EDUCATION AND STUDY OF CHILDREN.


6. Comment élever nos enfants? * * * pp. 368. Paris, n. d.

   An important and valuable study.


   A study of child nature from the Catholic standpoint.


16. Infant training and teaching.
   See the papers and discussions, in Conference on education (International health exhibition literature, vol. xiii).


See also the paper, Primary instruction, in his Training of teachers and other educational papers.


See a notice of this book by F. Pollock, in Mind, vol. iii, p. 546.


See the controversy growing out of these papers between Dr. Jacobi and Miss Youmans, in the same magazine for October, 1885, and Jan., 1886.


See the papers on the same subject by Mrs. J. H. Baird, ibid, pp. 439, 605.


27. Scudder, Horace E. Childhood in modern literature and art. In Atlantic monthly, December, 1885.


29. Wilderspin, Samuel. The infant system for developing the intellectual and moral powers of all children, from one to seven years of age. pp. 351. London, 1852.

VI.

OBJECT LESSONS.

1. Burton, Warren. The culture of the observing faculties in the family and the school; or, things about the home and how to make them instructive to the young. pp. 170. New York, 1865.

See the volume On the cultivation of the senses, in Manuals for teachers, No. 1.


VII.

THE KINDERGARTEN.


   Contains the following papers:
   I. Froebel and his educational work.
      1. Memoir of Frederick August Froebel.
      2. Aids to the understanding of Froebel.
   II. Froebel's educational system.
      1. Educational views as expounded by Middendorff, Diesterweg and Marenholtz-Bülow.
      2. The child nature and nurture, according to Froebel.
   III. Kindergarten and child culture.
      1. The progressive improvement of manuals and methods.
      2. Kindergarten work in different countries.
      3. Examples of training institutes and kindergartens.
   IV. Papers in elucidation of Froebel's system.


   First volume, The gifts. All, so far published.


   In same volume with Peabody's Guide.


17. The new education by work, according to Froebel’s method. Translated by Mrs. Horace Mann, and Prof. Noa. pp. 169. Camden, 1876.


21. The free kindergarten in church work. In his Social studies, p. 213.

A sympathetic exposition of the philosophy and practical benefits of the kindergarten.


See also her plea for Froebel's kindergarten as the first grade of primary education, in appendix to Cardinal Wiseman's lecture on the artisan and artist.


27. The claim of Froebel's system to be called "The new education." Pamph. New York, 1877.

VIII.

MORAL EDUCATION AND SCHOOL DISCIPLINE.


Contents.—I. The family and school; II. Society and country; III. Human nature and morality; IV. Political society.


See the volume On discipline, in Manuals for teachers, No. 4.

Note.

See Part III of Landon's School management, which is devoted to discipline and moral training; chap. III (on moral education) in Herbert Spencer's Education; chap. iv (on discipline) in Fitch's Lectures on teaching; the chapters on moral education and discipline in Currie's Common school education; chap. x. (on school government) in Page's Theory and practice of teaching; and chap. xi (some remarks about moral and religious education) in Quick's Educational reformers.

IX.

PHYSICAL EDUCATION.

SCHOOL HYGIENE. GENERAL HYGIENE.

VOCAL CULTURE AND HYGIENE.

a. Physical Education.


3. Breal, Michel. Les exercices physiques (Germany). In his Excursions pédagogiques, p. 119.


Part I contains the best discussion of the general question of physical education which has yet been written.

13. Roth, M. Hand-book of the movement cure; a description of the positions, movements and manipulations used for preventative and curative purposes, according to the system of Ling and the works of Rothstein, Neumann, and others. pp. 368. London, 1856.


15. Warre, E. Athletics; or, physical exercise and recreation. Pamph. London, 1884. [International health exhibition hand-books.]

b. SCHOOL HYGIENE.


Dr. Cohn is the highest authority on this subject.

5. Combe, Andrew. The principles of physiology, applied to the preservation of health and to the improvement of physical and mental education. pp. 291. New York, 1836.
6. **Conditions of healthy education.**


   Printed for hygienic reasons, on pale green paper, in deep blue ink. This combination of colors has been pronounced by competent authorities the least injurious to the eyesight.


14. **Physical education.**

   See the papers and discussion, in Conference on education (International health exhibition literature, vol. XIII).


c. General Hygiene.


The most complete work on the subject.


See the papers and discussion, in Conference on education (International health exhibition literature, vol. xiii).
X.

EDUCATION OF THE BLIND AND DEAF-MUTES.


   Aural instruction of the deaf. J. A. Gillespie.

   Deaf-mute instruction in relation to the work of the public schools. A. G. Bell.

   Historical experiments in associated education.

XI.

TRAINING OF TEACHERS—NORMAL SCHOOLS.

1. Craig, A. R. The philosophy of training; or, the principles and art of a normal education; with a brief review of its origin and history. pp. xx, 377. London, 1847.


   The other papers are:—
   Primary instruction.
   Secondary or high schools.
   Montaigne as an educationalist.
   The educational wants of Scotland.
   Authority in relation to discipline.
   Sketch of the history of the education department (of England).

4. Mann, Horace. Special preparation a pre-requisite to teaching. In his Lectures and annual reports on education, vol. i, p. 89.


7. Training of teachers.
   Papers and discussions, in Conference on education (International health exhibition literature, vol. xvi).


XII.

SELF-CULTURE AND HOME EDUCATION.


XIII.

COLLEGE AND UNIVERSITY EDUCATION AND STUDIES.


   II. Columbia college; vol. vii, pp. 7, 92.
   III. Amherst college; vol. vii, p. 177.
   IV. Yale university; vol. vii, p. 334.


5. Arnold, Matthew. Literature and science. *In his Discourses in America*, p. 72.


15. ——— The problem of higher education. *In Popular science monthly*, November, 1885.

17. Elliott, A. M. Modern languages as a college discipline. *In Education*, vol. v, p. 49.


   International communication by language. Gilbert Hamerton.
   The reform in higher education. Anon.
   Upper schools. President McCosh.
   The university system in Italy. Angelo de Gubernatis.
   And other papers.

22. Helmholtz, H. On academic freedom in German universities. *In Popular scientific lectures*, second series.


25. Huxley, Thomas Henry. Universities actual and ideal. *In his Science and culture*, and other essays.


28. ——— Instruction in political and social science. Pamph. 1885.


Discusses the following topics:
- General view of the action of examinations.
- Historical notices: disputations.
- The Cambridge mathematical tripos.
- The functions of examination.
- Examinations as a test of knowledge.
- Prize emoluments in education.
- Examinations for college fellowships and scholarships.
- On marking and classing.
- Proposed changes with respect to fellowships in college statutes.
- On fellowships as ladders.


35. ——— What an American university should be. *In Education*, vol. vi, p. 35.

36. McElroy, J. G. R. The requirements in English for admission to college. *In Transactions of modern language association of America*, vol. i.

See also English in schools, in J. R. Sceley’s Roman Imperialism, etc., p. 230.


See also his review of Prof. Sidgwick’s discourse on The studies of the university of Cambridge, in *Dissertations and discussions*, vol. i, p. 121.


41. Newton, James K. A criticism of the classical controversy. *In Education*, vol. v, p. 496.


44. Organization of university education.
   See papers and discussions, in Conference on education (International health exhibition literature, vol. xv).


46. Payne, W. H. Education as a university study. In his Contributions to the science of education, chap. xv, and the study of education in the university of Michigan, appendix to same work.


   These lectures set forth the views entertained by an able writer on education fifty years ago (1836).


   The following subjects are discussed among many others:
   College study and instruction.
   Morals and manners of colleges and universities.
   The ideal American university.
   Co-education of the sexes.


Other important papers are:—
Competitive examinations.
Private study of mathematics.
Academical reform.
The mathematical tripos.


**Notes.**

*Note 1. See portions of the following works: Arnold's Higher schools and universities in Germany; Bristed's Five years in an English university (Cambridge); Cournot's Des institutions d'instruction publique en France; Hart's German universities; Farrar's Essays on a liberal education; Grant's Story of the university of Edinburgh; Hippeau's various works on public instruction in European countries and America; Lyte's History of Eton college; Lyte's University of Oxford; Mullinger's University of Cambridge; Staunton's Great schools of England.*

*Note 2. See also, under the heading, *American schools and colleges*, some titles and references relating to the general subject of college education and studies.*

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**XIV.**

**EDUCATION OF WOMEN.**


3. ——— Women in London university and in university college. *In Education*, vol. iv, p. 476.


A succinct statement of the history, statistics and results of the higher education of women in the United States.


16. Lynton, Mrs. E. Lynn. The higher education of women. In Popular science monthly, December, 1886. An attempt to prove that higher education is not only valueless, but injurious to a wife and mother.


The several chapters of this work contain information concerning the progress and present condition of female education in European countries. Special chapters are devoted to England, p. 30, and to Italy, p. 320.

26. Thwing, Charles F. *Woman’s education.* *In his American colleges, their students and work.*

*See also* the chapter on girls’ schools, in English schools inquiry commission, vol. i, p. 546.

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**XV.**

**ART EDUCATION. MANUAL TRAINING. NEEDLEWORK. SCIENTIFIC, TECHNICAL AND INDUSTRIAL EDUCATION.**

*a. Art Education.*


For the general history of art consult Lübke, *Outlines of the history of art*.

b. **Manual Training.**


An uncompromising argument in favor of manual training as a part of general education. Contains a detailed account of the organization and course of instruction in the Chicago manual training school.


   An instructive and suggestive paper.


   A report made to the Belgian government on the Slöjd system of instruction in the Swedish public schools, with the conclusions of MM. Sluys and St. Vankalen.


c. Needlework.


See chap. vi (On needlework), in Blakiston's The teacher.


d. Scientific Education.


   Among the other essays is The elementary teaching of physical science.


   See also his papers on The educational value of the natural history sciences and On the study of zoölogy, in the same volume; Technical education, and Elementary instruction in physiology, in his Science and culture, and other essays.


Contains essays on the following subjects—

2. The study of physics. Prof. Tyndall.
3. The study of botany. Prof. Henshaw.
4. The study of zoology. Prof. Huxley.
5. The study of physiology. Dr. Jas. Paget.
6. The education of the judgment. Dr. Faraday.
7. The educational history of science. Dr. Whewell.
8. The study of economic science. Hodgson.
11. The development of scientific ideas. Prof. Liebig.
12. The scientific study of human nature. E. L. Youmans.

c. Technical Education.


See the review of these reports, in Bureau of education circulars 1885.


10. Technical teaching—science, art, handicrafts, agriculture, domestic economy.

See the papers and discussions, in Conference on education (International health exhibition literature, vol. XIV).


f. Industrial Education.


5. Fremont, Jessie Benton, and others. How to learn and earn; or, half hours in some helpful schools. pp. 479. Boston, 1884.


See the works under the title, History and description of art-industries and industrial processes.

g. History and Description of Art-Industries and Industrial Processes.


See sketches of the progress of American industries in the United States in The first century of the Republic.

XVI.

EDUCATIONAL POLITY AND LAW.


See also National aid to education by J. L. M. Curry, Bureau of education circulars, 1884; Illiteracy and national aid to education by E. A. Apgar, Pamph, 1884.


One of the ablest and most eloquent arguments ever made in behalf of State education.


27. Smith, Adam. The wealth of nations.

   Book v, part iii, contains his opinions on the question of the state's relation to education.

28. Spear, Samuel T. Religion and the state; or, the Bible in the public schools. pp. 393. New York, 1876.


   Note.

   See also F. D. Maurice's Lectures on national education; Woolsey's Political science, part ii, sec. 79, part iii, sec. 218; Herbert Spencer's argument against the right of the state to administer education in social statics, chap. xxvi; John Stuart Mill's views of the advantages of the voluntary principle in education, in his Liberty, chap. v; Thompson's Political economy, chap. xiii; Lester F. Ward's Dynamic sociology, chap. xiv; Education, vol. ii, p. 540.

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MISCELLANEOUS LECTURES, ESSAYS AND DISCUSSIONS RELATING TO EDUCATION AND SCHOOLS.


   The other papers are, The public library and the public schools, Fiction in public libraries, and Educational catalogues.


   I. Education and schools.
   II. Faculties and studies: their order and method of treatment.
   III. The teacher—the dignity of the office—special preparation—motives.
   IV. National and state relations to education.
   V. Various aspects of popular and higher education.
   VI. Professional or normal aims and methods in teaching.


   These volumes contain a long array of papers, speeches and discussions on matters pertaining to education, teaching and schools, by
eminent educators from all parts of the world, arranged under the following general heads:

Vol. XIII. Conditions of healthy education.
   Infant training and teaching.
   Organization of elementary education.
   Inspection and examination of schools.
   Physical education.
   Teaching of music in schools.
   On the teaching of geography.

Vol. XIV. Technical teaching: science, art, handicrafts, agriculture, domestic economy. Subsidiary aids to instruction (museums, etc.).

Vol. XV. Organization of university education.
   On the Paris free school of political science.

Vol. XVI. Training of teachers.
   Organization of intermediate and higher education (including schools for girls).


A series of papers by C. F. Adams, Jr., S. S. Green, R. C. Metcalf and W. E. Foster.

See also Horace Mann’s lecture on District school libraries in his Lectures and annual reports, vol. i, p. 298.


Contains:

- A liberal education and where to find it.
- Scientific education.
- On the educational value of the natural history sciences.
- On the study of zoology.
- On Descartes' "Discourse touching the method of using one's reason rightly, and of seeking scientific truth."

16. **Science and culture, and other essays.** New York, 1884.

Contains, among others, addresses on the following subjects:

- Universities: actual and ideal.
- Technical education.
- Elementary instruction in physiology.


Chapters on:

- The several meanings of education.
- The nature and importance of education.
- The hereditary effects of education.
- Education and the state.
- Education and religion.
- The different kind of educators.


- Principles of elementary teaching.
- Speech on the proposed system of national education for Ireland.
- National education in England and France.
- Seminaries for teachers.
On the relative importance of classical training in the education of youth.

Rationale of discipline.

A word for the universities of Scotland and a plea for the humanity classes in the college of Edinburgh.

Letter on university reform.


Contains information relating to the history and organization of the Philadelphia public schools.

XVIII.

EDUCATIONAL PERIODICALS AND REPORTS.


A classified index to the valuable series of papers contained in these volumes is very much needed.


Perhaps the largest and most valuable collection of pedagogical literature ever brought together; but needs a carefully prepared classified index to render available the multifarious contents of the thirty volumes.


6. Annual report of the president of Columbia college, 1882.

Discusses the elective system and the university education of women.


Valuable documents in connection with the history of Harvard college. They contain President Eliot's discussion of the elective system.


20. Industrial education association. Annual reports, 1885 and 1886.


See the review of these reports in Bureau of education circulars, 1885.


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**XIX.**

**FOREIGN, STATE AND CITY EDUCATIONAL REPORTS.**

A collection of official educational reports of various foreign countries and the states and important cities of the United States, which it has not been deemed necessary to enumerate.

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**XX.**

**EDUCATIONAL TEXT-BOOKS.**

A collection of text-books for schools, in the various branches of instruction, chiefly of recent date. Not catalogued. An historic collection of text-books would be a valuable addition to the library.
XXI.

PHILOSOPHY AND PSYCHOLOGY. HISTORY OF PHILOSOPHY.

a. PHILOSOPHY AND PSYCHOLOGY.


Useful for the bibliographical notes at the end of each chapter.


Contains The nature of the scholar and The vocation of man.


A comprehensive outline of the nature and functions of mind, with practical suggestions for teachers at the end of each chapter. Recommended by Prof. Joseph Payne.


Contains, among others, the following valuable papers:

The new cultus war.
Hermann Lotze.
Is aesthetics a science?
Are the German universities declining?
Fowler's Locke and German psychology.
The muscular perception of space.
Laura Bridgman.
The perception of color.

See also the following papers by him:

The education of the will. In Princeton review, November, 1882.
The new psychology. In Andover review, Feb., 1885.


There is a critical examination of Helmholtz's first paper in an article on Kant's Space and modern mathematics by J. P. N. Land, in Mind, vol. II, p. 38. Helmholtz's second paper is a reply to this article.

24. Huxley, Thomas Henry. On Descartes' discourse touching the method of using one's reason rightly, and of seeking scientific truth. *In his Lay sermons.*


26. ——— What is an emotion? *In Mind,* vol. ix, p. 188.


   *See a review of the second series—The physical basis of mind—by George Croom Robertson, in Mind,* vol. iii, p. 24.


See an article on Lotze, by T. M. Lindsay, in Mind, vol. 1, p. 363.


See also an article by Prof. Calderwood on The present position of philosophy in Britain, in New Princeton review, January, 1887.


An invaluable collection of miscellaneous papers upon the science of mind.


*Berkeley.* By A. Campbell Fraser. pp. 234.

*Butler.* By W. Lucas Collins. pp. 175.

*Descartes.* By J. P. Mahaffy. pp. 211.


*Hume.* By William Knight pp. 239.


      Discusses the theories and investigations of Herbart, Lotze, Fechner, Wundt, and others.


64. ——— Illusions of introspection. *In Mind*, vol. vi, p. 1.


b. History of Philosophy.


2. Lewes, George Henry. The biographical history of philosophy from its origin in Greece down to the present day. pp. 801. New York, 1883.


XXII.

MENTAL PHYSIOLOGY. MENTAL PATHOLOGY. COMPARATIVE PSYCHOLOGY.

a. Mental Physiology.


   The scientific portions of this work are out of date, but it is still useful for the discussions of some important educational questions.


18. The recent progress of the theory of vision. I. The eye as an optical instrument. II. The sensation of sight. III. The perception of sight. In his Popular lectures on scientific subjects, first series, p. 197.


The only treatise on the subject in the English language, embodying the researches and discoveries of Wundt and other eminent investigators. An important and valuable work.


28. ______ Where and how we remember. In Popular science monthly, September, 1884.


b. Mental Pathology.


3. Clouston, T. S. Clinical lectures on mental diseases, to which is added an abstract of the statutes of the United States and of the several states and territories relating to the custody of the insane, by Charles F. Folsom. pp. 550. Philadelphia, 1884.


5. ——— Brain-rest; being a disquisition on the curative properties of prolonged sleep. pp. 135. New York, 1885.


8. ——— Cerebral hyperæmia: the result of mental strain or emotional disturbance. pp. 108. New York, 1879.


10. Lyman, Henry M. Insomnia, and other disorders of sleep. pp. 239. Chicago, 1885.


See also Henry Maudsley's Body and will, Part III,—Will in its pathological relations.


c. COMPARATIVE PSYCHOLOGY.


XXIII.

ETHICAL SCIENCE.


7. *Elements of morals, with special application of the moral law to the duties of the individual and of society and the state.* Translated by Mrs. C. R. Corson. pp. 353. New York, 1884.


   See papers on Spencer's Ethical system by H. Sidgwick, in Mind, vol. v, p. 216, and by A. W. Benn, ibid, p. 216.


XXIV.

SCIENCE OF LANGUAGE.


XXV.

ENGLISH LANGUAGE—GRAMMAR AND PHILOLOGY.

For Dictionaries, see Works of Reference.


5. Ayres, Alfred. The orthoëpist. A pronouncing manual, including a number of the names of foreign authors, artists, etc., that are often mispronounced. pp. 208. New York, 1883.


XXVI.

HISTORY OF CULTURE, LITERATURE, SCIENCE AND ART.

a. CULTURE.


b. Literature.


The second volume, not yet published, will be devoted to American poetry and fiction.


c. SCIENCE.


    d. Art.


XXVII.

AMERICAN HISTORY AND GOVERNMENT.

The following collection is intended simply as a working library for the general student of American history.

    a. History.


_Seven volumes published, as follows:—_


Kansas. The prelude to the war for the Union. Leverett W. Spring. pp. 334.


_Twelve volumes published, as follows:—_


Contains—I. The town meeting. II. The Federal union. III. Manifest destiny.


See also his Pioneer Quakers. Boston, 1887.


   Valuable for the large number of fine portraits it contains.


   The appendix contains an historical and descriptive sketch of Girard college.


32. Lossing, Benson J. *Cyclopaedia* of United States history, from the aboriginal period to 1876; containing brief sketches of important events and conspicuous actors. 2 vols. New York, 1881.

33. The pictorial field-book of the war of 1812; or, illustrations, by pen and pencil, of the history, biography, scenery, relics and traditions of the last war for American independence. pp. 1084. New York, 1868.

34. The pictorial field-book of the revolution; or, illustrations, by pen and pencil, of the history, biography, scenery, relics and traditions of the war for independence. 2 vols. pp. 783, 772. New York, 1860.


   The Lowell institute lectures on Massachusetts and its early history, by Winthrop Ellis and others, Boston, 1869, form a valuable supplement to Palfrey.

   See also Lowell's articles on Witchcraft and New England two centuries ago, *in his* My study windows,


- Pioneers of France in the New World. pp. 473.
- Frontenac and New France under Louis XIV. pp. 463.
- La Salle and the discovery of the great West. pp. 483.
- The old régime in Canada. pp. 448.
- The Oregon trail. Sketches of prairie and Rocky-mountain life. pp. 381.


42. *Roosevelt, Theodore.* The naval war of 1812; or, the history of the United States navy during the last war with Great Britain; to which is appended an account of the battle of New Orleans. pp. 541. New York, 1883.


See The settlement of Germantown, Mennonite emigration to Pennsylvania, and other papers in Pennypacker's Historical and biographical sketches.


Three volumes published, reaching 1831.

46. Scudder, Horace E. Men and manners in America one hundred years ago. pp. 320. New York, 1887.


Note.—Additional titles will be found under the head of Juvenile literature, infra.

b. Government.


The best work on the subject, but now (1886) entirely out of print. A new edition has been announced. Vols. x and xi of Bancroft's history (vol. vi of the revised edition) are devoted to the history of the formation of the constitution. Hildreth goes over the ground more rapidly in chapters xliiv-xlvili, vol. iii. The outline in Schouler, vol. i, chap. i, is still briefer and is very readable and impartial. Elliot's Debates is the chief source of information on the formation of the constitution.

See also von Holst's constitutional history of the United States, vol. i.


   A compendium of great value to the student.

12. **Lowell, James Russell.** Democracy; an inaugural address, delivered at Birmingham, England. *In his Democracy and other addresses.*


XXVIII.

GENERAL HISTORY.

For cyclopaedias, dictionaries and manuals of history, see Works of reference.


   An able work by an authoritative catholic writer. It should be read in connection with Guizot's History of civilization, in reply to which it was written.


   Contains a chapter on education (vii).


7. **Cox, Sir George W.** A general history of Greece from the earliest period to the death of Alexander the Great, with a sketch of the subsequent history to the present time. pp. 709. New York, 1876.


   Contents—1. Europe before the Roman power. 2. Rome the head of Europe. 3. Rome and the new nations. 4. The divided empire. 5. Survivals of empire. 6. The world Romeless; Greek cities under Roman rule.


Old Greek life. J. P. Mahaffy.

Roman antiquities. A. S. Wilkins.

Rome. M. Creighton.

The development of the Roman constitution. Ambrose Tighe.

Greece. C. A. Fyffe.


Europe. Edward A. Freeman.


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   Introd. What can history teach us?

   Chap. 1. The Christian revolution.

   2. The turning-point of the middle ages.

   3. Mediæval spiritualism.

   4. The renaissance and liberty.

   5. The prophet of the renaissance.

   6. The eighteenth century.

   7. The principles of '89.

   8. The age of Balzac.


XXIX.

SOCIAL, POLITICAL AND ECONOMIC SCIENCE.


Contains a catalogue of all non-elective positions, with the compensation of each, and Full information in regard to the open competitive examinations under the act of 1883; also a description of the civil service of the States of New York and Massachusetts, and of their municipalities under recent laws.


   The best general statement of the principles and practical working of the English constitution.


   Contains a chapter (v) on The educational value of labor organizations.

   See also two essays in J. S. Mill's Dissertations and discussions; The claims of labor, vol. ii, p. 260; Thornton on Labor and its claims, vol. v, p. 28.


   Chapter xvi contains a valuable outline of the condition of public education in England.


17. Lalor, John J., editor. Encyclopædia of political science; treating also of political economy and of the political history of the United States. 3 vols. Chicago, 1882.


See an article on Socialism by F. A. Walker, in Scribner's magazine, January, 1887.


A series of essays on the labor question, co-operation, socialism, communism and education. Contains essays on Moral education in the public schools, The free kindergarten in church work.


Contains a lecture on The education of our daughters.


See chap. xiii; The laboring classes in the middle ages, in C. J. Stillé's Studies in mediæval history, chap. xiv.


Chapter xiii treats of the science and the economy of intelligence and education.


Chap. xiv is devoted to the discussion of the theory of education and the relation of the state to education.


38. Woolsey, Theodore D. Political science; or, the state theoretically and practically considered. 2 vols. pp. 585, 626. New York, 1886.

The state's relation to education is discussed in Part II, Sec. 79.

XXX.

SCIENCE.

a. Physical Science.


Contents, Vol. I.—

Contents, Vol. II.—


b. Geography and Geology.


Two articles filled with information and suggestions of value in teaching geography.


Six volumes, as follows:


Central and South America and West Indies. Edited by H. W. Bates. pp. 571.

Australasia. Edited and extended by Alfred R. Wallace. pp. 672.

Note.—For additional titles on geography see Col. Knox's, The boy traveller series, etc., under the head, Juvenile literature, d, infra.

c. Botany.


d. Physiology and Zoology.


e. ETHNOGRAPHY AND ANTHROPOLOGY.


f. General.


   No. I. Forms of land and water.
   No. II. The story of early exploration.
   No. III. Vegetable life.
   No. IV. Flowerless plants.
   No. V. Lowest forms of water animals.
   No. VI. Lowly mantle- and armor-wearers.

   No. I. About pebbles. Alpheus Hyatt.
   No. II. Concerning a few common plants. George L. Goodale.
   No. III. Commercial and other sponges. Alpheus Hyatt.
   No. IV. A first lesson in natural history. Mrs. Agassiz.
   No. V. Common hydroids, corals and echinoderms. Alpheus Hyatt.
   No. VI. The oyster, clam and other common mollusks. Alpheus Hyatt.
   No. VII. Worms and crustacea. Alpheus Hyatt.
   No. XII. Common minerals and rocks. William O. Crosby.
   No. XIII. First lessons on minerals. Ellen H. Richards.
   Nos. VIII to XI in preparation.


   Introductory. T. H. Huxley.
Botany. J. D. Hooker.
Chemistry. H. E. Roscoe.
Geography. George Grove.
Geology. Archibald Geikie.
Invention geometry. William George Spencer. With a preparatory note by Herbert Spencer.
Logic. W. Stanley Jevons.
Physics. Balfour Stewart.
Physiology. M. Foster.
Physical geography. Archibald Geikie.

XXXI.

BELLES-LETTRES.

A few representative writers for convenient reference.


The following collection is intended simply to furnish suggestions for a small school library, to which pupils might be allowed free access. It is needless to call attention to its incompleteness or deficiencies, which are the result of limited opportunities for collecting.

a. Stories, Children’s Classics, Etc.


Seven volumes, as follows:—

Stories from Homer. With twenty illustrations from Flaxman’s designs.

Stories from the Greek tragedians. With twenty illustrations from designs by Flaxman and others.

Stories of the East from Herodotus. With illustrations from ancient frescoes and sculptures.

The story of the Persian war from Herodotus. With illustrations from the antique.
Roman life in the days of Cicero; sketches drawn from his letters and speeches. With illustrations.

Stories from Virgil. With twenty illustrations from Pinelli's designs.

Stories from Livy. With illustrations from designs by Pinelli.

3. — Two thousand years ago; or, the adventures of a Roman boy. pp. 384. London, 1886.


Kingsley, Charles. The heroes; or, Greek fairy tales for my children. Edited by John Tetlow.

Swiss family Robinson, The. (By J. D. Wyss.) Edited by J. H. Stickney.

Irving's sketch book, Six selections from, etc. Edited by Homer B. Sprague and M. E. Seates.

Church, Alfred J. Stories of the old world.

De Foe, Daniel. Life and adventures of Robinson Crusoe. Edited by W. H. Lambert.

Shakspere’s Merchant of Venice, with introduction. Edited by Henry N. Hudson.

Lamb, Charles and Mary. Tales from Shakspere.


——— The lady of the lake. Edited by Edward Ginn.


b. Poetry.


JUVENILE LITERATURE.

c. History and Biography (Chiefly American).


The story of Chaldea, from the earliest times to the rise of Assyria. Zénaïde A. Rajagin.


The story of Hungary. Arminius Vámbéry.


The story of the Moors in Spain. Stanley Lane-Poole.

The story of Norway. Hjalmr H. Boyesen.

The story of Rome, from the earliest times to the end of the republic. Arthur Gilman.

The story of the Saracens, from the earliest times to the fall of Bagdad. Arthur Gilman.


d. Geography and Travel.


2. ———— Each and all; or, how the seven little sisters prove their sisterhood. A companion to “The seven little sisters who live on the round ball that floats in the air.” pp. 159. Boston, n. d.


5. ——— Zigzag journeys in northern lands. The Rhine to the Arctic. A summer trip of the zigzag club through Holland, Germany, Denmark, Norway and Sweden. pp. 320. Boston, 1884.


10. Kirby, Mary and Elizabeth. The world by the fireside; or, pictures and scenes from far-off lands. London, 1883.


Part First.—Adventures of two youths in a journey to Japan and China.

Part Second.—Adventures of two youths in a journey to Siam and Java. With descriptions of Cochin-China, Cambodia, Sumatra and the Malay Archipelago.
Part Third.—Adventures of two youths in a journey to Ceylon and India. With descriptions of Borneo, the Philippine islands and Burmah.

Part Fourth.—Adventures of two youths in a journey to Egypt and the Holy Land.

Part Fifth.—Adventures of two youths in a journey through Africa.

12. The boy travellers in South America. Adventures of two youths in a journey through Ecuador, Peru, Bolivia, Brazil, Paraguay, Argentine Republic and Chili. With descriptions of Patagonia and Tierra del Fuego, and voyages upon the Amazon and La Plata rivers. New York, 1886.

13. The boy travellers in the Russian empire. Adventures of two youths in a journey in European and Asiatic Russia, with accounts of a tour across Siberia; voyages on the Amoor, Volga and other rivers; a visit to Central Asia; travels among the exiles, and a historical sketch of the empire from its foundation to the present time. New York, 1887.


15. The travels of Marco Polo; for boys and girls, with explanatory notes and comments. pp. 530. New York, 1885.


e. Science.


——— The winners in life's race; or, the great backboned family. pp. 353. New York, 1883.


ADDENDUM.


Bryant, Sophie. Educational ends; or, the ideal of personal development. pp. 292. London, 1887.

Hailmann, W. N. Primary methods: a complete and methodical presentation of the use of kindergarten material in the work of the primary school, unfolding a systematic course of manual training in connection with arithmetic, drawing and other school-studies. pp. 166. New York, 1887.

Hale, Edward E., and others. The "How I was educated" papers. (From the Forum magazine.) pp. 126. New York, 1887.


Muller, Max. The science of thought. 2 vols. pp. 325, 656. New York, 1887.


Seiss, Joseph A. The children of silence; or, the story of the deaf. pp. 208. Philadelphia, 1887.


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