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BIBLIOGRAPHY OF EDUCATION.

BOOKS FOR TEACHERS.



Rousseau's <i>Émile</i>	\$.80
Pestalozzi's <i>Leonard and Gertrude</i>80
Richter's <i>Levana : The Doctrine of Education</i>	1.30
Payne's <i>Compayré's History of Pedagogy</i>	1.60
Hall's <i>Method of Teaching History</i>	1.30
Gill's <i>Systems of Education</i>	1.00
Radestock's <i>Habit and Education</i>60
Rosmini's <i>Method in Education</i>	1.60
Peabody's <i>Lectures to Kindergartners</i>	1.00
Guides for Science Teaching, 10 to 40 cts. each.	
How to Use Wood-Working Tools50
Gustafson's <i>Study of the Drink Question</i>	1.60
Palmer's <i>Temperance Teachings of Science</i>50

IN PREPARATION :

MacAlister's *Montaigne on Education*.

Cox's *Immanuel Kant on Pedagogy*.

Educational Monographs :

- I. Williams' *Modern Petrography*.
- II. Morris' *Study of Latin in the Preparatory Course*.
- III. Stafford's *Mathematical Teaching and its Modern Methods*.
- IV. Hall's *How to Teach Reading and What to Read in School*.

D. C. HEATH & CO., PUBLISHERS,

BOSTON.

2 HINTS

TOWARD A SELECT AND DESCRIPTIVE

BIBLIOGRAPHY OF EDUCATION.

ARRANGED BY TOPICS, AND INDEXED
BY AUTHORS.

Granville BY *1844-1924*
G. STANLEY HALL

AND

JOHN M. MANSFIELD.

W. H. Hoffmann.



BOSTON:
D. C. HEATH & COMPANY.
1886.

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J. S. CUSHING & Co., PRINTERS, BOSTON.

P R E F A C E.

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WHATEVER value this little handbook may have for those who use it will depend largely on their bearing constantly in mind that it is not put forth as a finished bibliography, but only the first beginnings of such an one as should be, and on their knowing beforehand in what parts and in what degree it is incomplete. First, many of the titles, being based on reading-notes made in foreign libraries, with no thought of such use as this, and from books not now in any of the half-dozen largest libraries in this country, are incomplete in form, or the edition, author's initials, or pages, etc., are lacking. Such, and other inaccuracies from other causes, have crept in despite the diligence of the assistant editor having this part of the work mainly in charge, and, with the facilities within reach, could not be remedied before another edition. Secondly, the grouping of the material is necessarily often arbitrary and provisional. To those who still hold that pedagogy is a finished system, the purely external arrangement of topics here adopted will be unsatisfactory. This bibliography was, however, primarily designed as a set of topical reference-lists, to be given out in connection with the writer's two-years' course of lectures on education, to post-graduate and special students at the Johns Hopkins University, and follows in the main its order of topics, and, indeed, may now be of chief use to such students. But I believe that partly by some such grouping, and by the system of cross-refer-

ences, to be facilitated by numbering each book under each head (and indeed here begun, but made largely impossible by the necessity of electrotyping each score or two of pages to free type for the rest), and partly by the slowly unfolding systematic character of psychology and ethics, on which all educational systems rest, all the cohesion there is between the vast departments of thought included under the term education can be sufficiently brought out. Thirdly, good books have no doubt been omitted, and perhaps bad ones included. With so little hitherto attempted in this field to guide us, this is certainly to be expected. Our work has been to a large extent a fight against the hack writers who have so abounded and have so discredited educational literature in every language, not least in English. We have admitted no title merely to give it the benefit of a doubt, but have gone on the principle of requiring some positive reason for admitting every book with which the editors were not already acquainted at first hand. Lastly, some sections are more incomplete than others, especially the sections on the history of education in America, religious, moral, and æsthetic education.

In all these respects except the first, the undersigned is mainly responsible, and, in a word, in grouping, on which little stress is laid,—and in the exclusions and inclusions, and especially in the remarks often appended, the work is of course in a sense personal. As a report of progress in the effort to work out an educational course adapted to the needs of an American university so largely engaged in preparing young men for the work of higher and special instruction, it is, in the phrase of an educational leader to whom the writer has been chiefly indebted, only a foot-path roughly blazed, and by no means a finished highway, though the latter may eventually follow about this course. For these reasons, although several buying-lists have been made from

these titles, librarians who have limited means at their disposal are not advised to purchase indiscriminately from all these pages in their present form.

The amount of general educational literature now published is very great. In Germany, during the few years that have elapsed since the repeal of the law controlling the introduction of text-books, their number has greatly increased. A trade catalogue for 1884 enumerates about two thousand books and pamphlets, including new editions, which appeared in the German language during that year. More than three-fourths of these were text-books, and the rest more general pedagogic treatises. One hundred and fifty-seven periodicals, devoted exclusively to education, were published in that language last year. A Berlin firm, in a letter now before me, offers to supply six hundred and eighty-four thousand school reports, of the trade in which it makes a specialty, all for less than sixty thousand dollars, and states that the British Museum has laid in as complete sets of these as could be had since 1863, now some fifty thousand in number. Our own National Bureau of Education has now not far from sixty thousand titles of books and pamphlets and more important magazine articles, mainly pedagogical in character, in its unprinted drawer catalogue, which have accumulated since its establishment, mainly by exchange and gifts, etc., with little effort or funds for systematic purchase. Mr. Bardeen of Syracuse printed some years ago a list of between sixty and seventy American periodicals devoted exclusively to education, and a reliable editor informs me he has enumerated over three hundred American periodicals of this class (of course not including Sunday-school publications or college journals). There are about one hundred and seventy-five publishing houses in the United States which issue educational works, some of their text-books for lower grades of schools quietly reaching an enormous sale. Many

of the educational journals are published by or are under the control of these firms, many if not most of which also have, or are ambitious to have, a full and complete set of textbooks on all the chief school branches, — the number of which is still increasing, — as well as courses of pedagogic reading for teachers, all their own. In France, England, and Italy this activity is somewhat less, but is now rapidly growing.

That all this will result in good there can be little doubt, although the motives to produce the best in quality are at present poorly rewarded, and the quantity of material prolongs the slow but inevitable selective processes. All these fields of literature must be at least sampled, and used for special illustration of methods or as sources of information, in a perfect bibliography. But in the field of more strictly pedagogic literature, which is relatively limited, the material is yet far too great to be mastered in a lifetime of the most diligent reading, and the reading time of most teachers is quite limited. Hence they cannot be too select in their choice of books. They must assiduously cultivate the robust moral power of ignoring the great mass of petty, under-vitalized and worthless reading-matter that is printed for them, which makes real knowledge impossible, and resolve — to adapt a well-known phrase — that the things they read shall be things worth reading.

The habit of reading what is beneath one's own level, whether fostered by ennui, idle curiosity, antiquarian interest, a sense of duty, or, worst of all, by a false sense of the authority of things printed, is so belittling, and the exact inverse of educational, that one would hardly expect educators to be so prone to it. Teachers who will maintain a proper degree of intellectual self-respect, and be as select in their reading as we should all be in the society we keep, who will vigorously reject the second best, — to say nothing

of the tenth or twentieth best, — may, I believe, in the time at their disposal, and now squandered on print unworthy of them, reasonably hope to master most of the best, at least, if they confine themselves to one language or one department.

To do this, however, not only is some hardihood of self-denial, but also some knowledge of the good and evil in pedagogic print, needed, and just this is what American teachers are at present seeking in more ways, I believe, than ever before. In seeking the best there is much to mislead and little to guide teachers.

In the general reading of every teacher, of whatever grade, should be included some work on the history of education, and some psychological and some hygienic literature. Every teacher should also select some department or topic, connected in many cases probably with the teaching they prefer, about which the reading should centre. In this field they would in time come to know the best that had been done or said, and themselves become more or less an authoritative centre of information for others about them, and could make contributions that would render many their debtors, not only by positive additions to their knowledge, but in guiding their reading, which is one of the greatest aids one person can render another. As teachers thus gradually become specialists in some such limited sense, their influence will do more than has yet been accomplished to realize the ideal of making their work professional in a way in some degree worthy that high term, and they will be able gradually to effect a greatly needed reform in the present character of text-books, and all who would lead in public school education will slowly come to see the need of thorough and extended professional study. The field of education has now become so vast that the general reader who attempts to master all the departments alike is almost sure to make shipwreck, no matter how brilliant his talent or how

great his industry; while almost any teacher who sufficiently limits his or her work may hope to render real service to the cause, even with limited time and straitened opportunities. The interest in educational problems and educational reading is now perhaps deeper and more general in this country than ever before, and there are nowhere as yet any signs of abatement. It has never been so necessary to read and think diligently to keep from falling behind in the race, while on the other hand the rewards for the professional study of education have never been so sure and substantial. I believe that there should and will soon be a well-equipped educational library in every large centre, accessible to teachers, that every teacher will own and know a few choice and well-selected educational books, and that all who have to do with education will realize the incalculable advantage which can now be derived from its serious, prolonged, and professional study.

In no less than ten of these sixty sections I have been aided by the following friends and colleagues, who have given attention to the educational aspects of their special departments.

Mr. Cyrus Adler, of this university, Fellow of Semitic Languages, has furnished many of the references in III.

Mr. Arthur L. Frothingham, Fellow by Courtesy in Archaeology and just appointed Professor at Princeton, furnished the references in VI.

Mr. Frank A. Christie, Fellow in Greek, is the sole editor of VIII. I., on standard educational writers in antiquity.

Mr. Charles L. Woodworth, instructor in elocution, has furnished most of the titles in XXIII.

Professor H. B. Adams contributes three-fourths or more of the material of XXVIII.

Professor A. Marshall Elliott contributes most of the titles in XXIX.

Mr. Geo. P. Coler, who has studied technological education in this country and Europe, has contributed much material to XXXII.

Dr. E. M. Hartwell, the head of the athletic-hygienic department of this university, has revised and largely contributed to XLVI. and XLVII.

Dr. M. Anagnos, of the Perkins Institute, has aided materially in LIV.

Miss Sara E. Wiltse has made the author's index.

I am also indebted to the Bureau of Education for contributions made by Mr. Gardner, and for the free use of all its literature; to the authorities of the libraries of the Peabody Institute of Baltimore; of Harvard University; the Boston Public Library; to the lists of Mr. C. W. Bardeen of Syracuse; to the Bulletin of the Marmonides Library, N.Y.; and to the Reading Notes on Education in the Bulletin of the Mercantile Library of Philadelphia. Mr. Edmund C. Sanford, Mr. E. P. Allen, and Mr. Albert H. Smith, graduate students here, have kindly looked over much of the proof, and many others have otherwise aided in the preparation of these titles.

G. STANLEY HALL.

JOHNS HOPKINS UNIVERSITY, August, 1886.

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PEDAGOGICAL LITERATURE.

I.

PEDAGOGICAL ENCYCLOPÆDIAS.

a. SYSTEMATIC.

1. **Schott, G. E.** Handbuch der paedagogischen literatur der gegenwart. 3 parts. Svo. Leipzig, 1869-73.
2. **Stoy, K. V.** Encyklopädie, Methodologie und Literatur der Pädagogik. 2 Aufl. pp. 478. Leipzig, 1878.

Entirely Herbartian ; much suggestive reading, but too limited literary references.

3. **Vogel, A.** Systematische Encyklopädie der Pädagogik. pp. 238. Bernburg, 1881.

The best general conspectus of each department of technical pedagogy, with copious literature, but very restricted in its range both as regards topics and literature. Its discriminations of authorities few and often unreliable. The author is instructor in a Berlin gymnasium and a writer on philosophic subjects.

4. **Wittstock, A.** Grundriss einer Encyklopädie der Pädagogik. pp. 134. Heidelberg, 1865.

Superficial ; of value only for its bibliography of several hundred titles.

b. ALPHABETIC.

- ✓ 1. **Buission, F.** Dictionnaire de pédagogie et d'instruction primaire. Paris, 1882.

The best in French. French material is especially well worked up and full ; probably to fill some 3,000 or more pages when complete.

2. **Hergang, K. G.** Pädagogische Real-Encyklopädie. 2 Aufl. Grimma and Leipzig, 1851.

3. **Kiddle, H.**, and **Schem, A. Y.** *Cyclopædia of Education.* pp. 858. New York, 1877.

The first and only work of its kind in English ; prepared by a large and able corps of contributors, and devoted mainly to English and especially American educational matter, but too restricted in both its scale and its plan. Most reliable in the statistical part by Schem. Kiddle was formerly superintendent of the public schools of New York City.

4. **Lindner, G. A.** *Encyklopädisches Handbuch der Erziehungskunde mit besonderer Berücksichtigung des Volksschulwesens.* pp. 1039. Wien und Leipzig, 1884.

One hundred illustrations, and literature up to date on each main topic ; by far the best alphabetic encyclopædia in one volume, although one seeks in vain for many leading topics. The author, after holding positions in gymnasium and normal schools, is now professor of philosophy and pedagogy in the University of Prague.

5. **Münch, M. C.** *Universal Lexicon der Erziehungs- und Unterrichtslehre.* 3 Aufl. pp. 839. Augsburg, 1858-60.

6. **Raymond, D.** *Dictionnaire d'éducation publique et privée.* pp. 1711. Tome 34 of the *Nouvelle Encyclopédie Théologique.* Paris, 1865.

Especially good for Catholic schools and systems.

7. **Sander, F.** *Lexikon der Pädagogik.* pp. 540. Leipzig, 1883.

A pocket handbook for teachers, with 16 double-column pages of select literature at the end. The author is a superintendent of instruction in Breslau.

- ✓ 8. **Schmidt, K. A.** *Encyklopädie des gesammten Erziehungs- und Unterrichtswesens, bearbeitet von einer Anzahl Schulmänner und Gelehrten.*

The first edition of this comprehensive work of eleven large volumes was published between 1859 and 1876. In 1875 a still fuller and revised edition was begun and has now reached seven volumes (1886). This is the standard and fullest of German educational encyclopædias ; comprises in the first edition eleven large volumes. Its fault is diffuseness.

CHAPTER I
THE FOUNDING OF THE NATION

The first chapter of the book discusses the early history of the United States, from the arrival of the first settlers to the founding of the nation. It covers the period from 1492 to 1776.

CHAPTER II
THE REVOLUTIONARY WAR

The second chapter discusses the Revolutionary War, which began in 1775 and ended in 1783. It covers the military and political events of the war, as well as the signing of the Declaration of Independence in 1776.

CHAPTER III
THE EARLY REPUBLIC

The third chapter discusses the early years of the United States as a republic, from 1787 to 1800. It covers the drafting and signing of the Constitution, the election of George Washington as the first president, and the early years of his administration.

CHAPTER IV
THE WESTERN EXPANSION

The fourth chapter discusses the westward expansion of the United States, from 1800 to 1848. It covers the Louisiana Purchase, the Lewis and Clark expedition, and the Mexican-American War.

9. **Wörle, I. G. C.** Encyklopädisch-pädagogisches Lexikon. Heilbronn, 1835.

Historically valuable.



II.

GENERAL OR UNIVERSAL HISTORIES OF PEDAGOGY.

1. **Anon.** History of Pedagogy. Cincinnati.
2. **Böhm, I.** Geschichte der Pädagogik mit Charakterbildern hervorragender Pädagogen und Zeiten. pp. 310. Nürnberg, 1878.
3. **Browning, O.** An Introduction to the History of Educational Theories. pp. 199. An English book republished in New York, 1882.

From the Greeks to Kant, Fichte, and Herbart, and the English public school. Only a primer.

4. **Bruckbach, G.** Wegweiser durch die Geschichte der Pädagogik. pp. 149. Leipzig, 1869.

A tiny pocket-book for normal pupils.

5. **Compayré, G.** The History of Pedagogy. Translated by W. H. Paine. pp. 592. Boston, 1886.

The best and most comprehensive universal history of education in English, with a few valuable notes by the translator. The author is a teacher in the Normal College, Paris. The translator is professor of pedagogy in the University of Michigan.

6. **Dittes, F.** Geschichte der Erziehung und des Unterrichtes. pp. 247. Leipzig, 1873.

A good general conspectus. The author has had a long and varied experience as head of several of the best known normal institutions of Germany.

7. **Hailmann, W. N.** Twelve Lectures on the History of Pedagogy. pp. 180. Cincinnati.
8. **Heindl, I. B.** Biographien der berühmtesten und verdienstvollsten Pädagogen und Schulmänner aus der Vergangenheit. pp. 510. Augsburg, 1860.

A page or two each to several hundred names mostly German.

9. **Herold, J.** Zeit-Tafel zur Geschichte der Pädagogik. pp. 48. Breslau, 1878.

A tiny pocket chart convenient for normal pupils.

10. **Niedergesäss, R.** Geschichte der Pädagogik. pp. 222. Wien, 1880.

11. **Paros, J.** Histoire universelle de la pédagogie. pp. 536. Paris, 1883.

A valuable and condensed treatise, with details about organizations and opinions in different lands, for modern times, by nations; by a Swiss normal master. A French rival of II. 5 above.

12. **Philobiblius** (pseudon.). History of Education. pp. 310. New York, 1859.

Best in the middle age period. In modern times includes all lands, but very superficially.

13. **Schmidt, K.** Geschichte der Pädagogik. Enlarged edition by W. Lange. Köthen, 1876.

Vol. I. Die Geschichte der Pädagogik in der vorchristlichen Zeit. pp. 525.

“ II. Die Geschichte der Pädagogik von Christus bis zur Reformation. pp. 494.

“ III. Von Luther zu Pestalozzi. pp. 830.

“ IV. Von Pestalozzi zur Gegenwart. pp. 1,141.

Long a standard history, but now superseded at most points; devoted almost entirely to the lower grades of education; still valuable but often incorrect, and exceedingly diffuse.

14. **Schmid, K. A.** Geschichte der Erziehung von Anfang an bis auf Unsere Zeit. Bd. I. Ante-Christian period. Stuttgart, 1884.

The first volume only has appeared ; but it is of much value and interest, and contains valuable literary references.

15. **Schumann, I. C. G.** Leitfaden der Pädagogik. II. Theil. Geschichte der Pädagogik. pp. 275. Hannover, 1881.

One of the best specimens of many normal school compends, by a school director of Triest.

16. **Sladeczek, A.** Geschichte der Pädagogik in ihrer Bedeutung für Lehrerbildung. pp. 32. Keuthen, 1875.

- ✓ 17. **Vogel, A.** Geschichte der Pädagogik als Wissenschaft. pp. 410. Gütersloh, 1877.

From oriental times to the present ; history of the attempts to treat educational topics philosophically. The same author as I. a. 3.

18. **Willmann, O.** Didaktik als Bildungslehre nach ihren Beziehungen zur Socialforschung und zur Geschichte der Bildung. pp. 421. Braunschweig, 1882.

Volume I. Introduction. Historical types of culture as represented by leading philosophers from Plato to Hegel. Good. The author is professor of pedagogy.

III.

HISTORY OF EDUCATION AMONG THE ANCIENT
HEBREWS.

1. **Duschak, M.** Schulgesetzgebung bei den alten Israeliten. Wien, 1872.
2. **Beer, Peter.** Skizze einer Geschichte der Erziehung und des Unterrichts bei den Israeliten, von der frühesten zeit bis auf der Gegenwart. Prag, 1832.
3. **Edersheim, A.** Sketches of Jewish Social Life in the Days of Christ. pp. 338. London, 1876.
Contains educational matter.
4. **Henne-Am Rhyn, O.** Kulturgeschichte des Judentums von den ältesten Zeiten bis zur Gegenwart. pp. 527. Jena, 1880.
5. **Klein, K.** Israelitische Schulbibliothek. 2 Bde. Mainz, 1858-9.
- ✓ 6. **Marcus, J.** Die Pädagogik des israelitischen Volkes. pp. 55. Vienna, 1877.
Good.
7. **Maybaum, S.** Die Entwicklung des israelitischen Prophetenthums. Berlin, 1883.
- ✓ 8. **Noah, J. J.** Hebrew Education, in the Report of the Commission of Education. 1870. pp. 359-70.
9. **Simon, J.** L'éducation et l'instruction des enfants chez les anciens Juifs. pp. 63. Paris, 1879.
10. **Spiers, B.** The School System of the Talmud. pp. 48. London, 1882.
- ✓ 11 **Strassburger, B.** Geschichte der Erziehung und Unterrichts bei den Israeliten von der vortalmudischen Zeit bis auf die Gegenwart. Stuttgart, 1885.

CHAPTER I. THE DISCOVERY OF AMERICA

The discovery of America by Christopher Columbus in 1492 is one of the most important events in the history of the world. It opened up a new world of opportunity and led to the development of a new continent. Columbus's voyage was the first of many that would follow, leading to the establishment of colonies and the eventual independence of the United States.

CHAPTER II

THE EARLY HISTORY OF THE UNITED STATES

The early history of the United States is a period of exploration, settlement, and conflict. It begins with the arrival of the first European settlers in the late 15th century and continues through the American Revolution in the late 18th century. This period is characterized by the struggle for land, resources, and political independence. Key events include the Pilgrims' arrival in 1620, the founding of the first colonies, and the signing of the Declaration of Independence in 1776.

III

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- 18. [Faint text]
- 19. [Faint text]
- 20. [Faint text]

12. **Sulzbach.** Grundzüge zu einer Schulpaedagogik des Talmuds. Frankfurt, 1863.

Most of these works on this topic are very small and inadequate. A good book, compiling the latest results of modern scholarship on the ancient Hebrew educational conceptions of, *e.g.*, priesthood, prophets, and oracle, is a great educational need. See, however, on this topic C. E. Wines, Commentaries on the laws of the Ancient Hebrews. N.Y. 1853. pp. 870; W. K. Smith, the Old Testament in the Jewish Church. Edinburg, 1881; Stanley, Lectures on the History of the Jewish Church. N.Y. 1873; Reville, Prolegomena of the History of Religion. London, 1884; Fenton, Early Hebrew Life. London, 1880; Kuenen's Religion of Israel. 3 vols.; Ewald's Commentary on the Prophets. 5 vols. See also the works of Zunz, Jost, Sachs, Geiger, Graetz, Derembourg, and Karpeles. These all contain more or less educational matter.



IV.

HISTORY OF EDUCATION IN CHINA.

1. **Bazin.** Sur l'organisation interieure des écoles chinoises. Journ. Asiat. Paris, 1839. pp. 32-80.
2. **Biot, E.** Essai sur l'histoire de l'instruction publique en Chine, Paris, 1845.
3. **Hager, J.** An Explanation of the Elementary Characters of the Chinese. pp. 43. London, 1801.
- Contains many educational allusions.
4. **Martin, W. A. P.** The Chinese, their Education, Philosophy, and Letters. pp. 319. New York, 1881.

An excellent and interesting treatise, largely at first hand. The author has resided many years in China.

Educational matter is also found in J. H. Gray's China. Two vols. London, 1878. S. W. Williams' Middle Kingdoms (N.Y. 1851) also has a chapter on education. See also S. Legge's Religions of China, Johnson's Chinese Religion, Taylor's China's Millions. London, 1880. This topic has lately attracted much interest among educators, and what is known of the Chinese system is full of suggestiveness to modern occidental schoolmen.

V.

HISTORY OF EDUCATION IN GREECE AND ROME.

1. **Becker, W. A.** Charicles; or, Illustrations of the Private Life of the Ancient Greeks. pp. 512. London, 1866.

Contains sections entitled: "Friends of Youth"; "Ancestral Abode"; "Habits of Youth, Gymnasia"; "Banquet"; "Wedding Day"; etc. See also "Gallus," by the same author, which contains educational matter about Rome.

2. **Capes, W. W.** University Life in Ancient Athens. pp. 171. New York, 1877.

An English book in the same series as II. 3.

- ✓ 3. **Cramer, F.** Geschichte der Erziehung und Unterrichts im Alterthum. 2 vols. Elberfeld, 1832.

An old standard work.

- ✓ 4. **Göll, H.** Kulturbilder aus Hellas und Rom. pp. I. 411, II. 434. Leipzig, 1878.

Part II. Professoren u. Studenten der römischen Kaiserzeit and other valuable matters.

- ✓ 5. **Grasberger, L.** Erziehung u. Unterrichts im klassischen Alterthum. Würzburg:

Bd. I. Die Leibliche Erziehung. pp. 414. 1867.

" II. Der Musikalische Unterricht. pp. 422. 1875.

" III. Die Epheben Bildung. pp. 642. 1881.

The best and fullest educational history of Greece and Rome, from original sources, which are worked over with copious details and in a philosophic spirit. The author is a professor at Würzburg.

6. **Jäger, O. H.** Die Gymnastik der Hellenen. pp. 336. Stuttgart, 1881.

A book of exceeding earnestness and insight. The author is one of the most cultivated and enthusiastic teachers of athletics in Germany.

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7. **Kapp.** Aristotle's Staats-Pädagogik. See also his Platon's Erziehungslehre.

8. **Kingsley, Charles.** Alexandria and her Schools. See also his Historical Lectures and Essays. pp. 132. London, 1880.

9. **Krause, C. J. H.** Geschichte der Erziehung bei den Griechen Etruskern und Römern. pp. 436. Halle, 1851.

An old standard.

10. **Mahaffy, J. P.** Old Greek Education. pp. 161. London, 1881.

Follows order of pupil's age, and based partly on Grasberger. The author is professor of Trinity College, Dublin.

11. **Nettleship, R. S.** Theory of Education in the Republic of Plato.

In E. Abbott's Hellenica, 1880. Good.

12. **Schmid, K. A.** Geschichte der Erziehung vom Anfang an bis auf unsere Zeit. Bd. I., pp. 333. Stuttgart, 1884.

Vol. I. includes the nations of antiquity. The entire work when complete is to comprise four volumes. The same as II. 13.

13. **Stein, Lorenz.** Erziehung im Alterthum. Part 5. Erste Abtheilung seiner Junerer Verwaltung. 1883.

The author is an eminent professor of the science of political administration in the University of Vienna. Especially valuable as from a modern statesman's standpoint.

14. **Ussing, J. L.** Erziehung- und Unterrichtswesen bei den Griechen und den Römern. pp. 166. Altona, 1870.

A scholarly and concisely written sketch.

15. **Wilkins, A. S.** National Education in Greece in the Fourth Century B.C. pp. 167. London, 1873.

The author is professor of Latin in Owen's College. Excellent; especially convenient as a brief presentation of the educational ideas of Plato and Aristotle.

For Greece and Rome see also all the works under II., especially 12, Vol. I.; also 16 and 17. See also L. Schmidt's *Die Ethik der Alten Griechen*, and in L. Friedlaender's *Sittengeschichte Roms*; two comprehensive standard works which shed many side lights upon moral education, from a broad anthropological standpoint. See also *Histories of Greek and Roman psychology*, of which a bibliography is forthcoming; Hermann's *Culturgeschichte der Griechen u. Römer*; Packard's *Studies in Greek Thought*—I. Religion and Morality among the Greeks; II. Plato's System of Education.



VI.

HISTORY OF EDUCATION AMONG THE ARABS.

1. **Haneberg, D.** *Abhandlung ueber das Schul- und Lehrwesen der Muhamedaner im Mittelalter.* pp. 40. München, 1850.

Probably the best brief monograph on the topic.

2. **Pischon, C. N.** *Der Einfluss des Islam auf das häusliche, sociale und politische Leben seiner Bekenner.* pp. 162. Leipzig, 1881.

One chapter on education.

3. **Vambéry, H.** *Der Islam im Neunzehnten Jahrhundert.* pp. 321. Leipzig, 1875.

Including chapters on culture and school, etc.

4. **Veth, P. J.** *Dissertatio de Institutis Arabum Erudiendae Juventuti et Literis Promovendis inservientibus.* pp. 51. Amsterdami, 1843.

5. **Wüstenfeld, F.** *Die Academien der Araber und ihre Lehrer.* pp. viii + 136. Göttingen, 1837.

This seems to be the only authority used by Schmidt in his extensive history of education, and is quite erroneous and defective. See also general histories of education. The contributions of the Arabs to modern educational systems and apparatus is an important topic on which no adequate single treatise exists.

VII.

HISTORY OF EDUCATION IN CHRISTIAN COUNTRIES.

a. IN ENGLISH.

1. **Adams, F.** History of the Elementary School Contest in England. pp. 349. London, 1882.
2. **Döllinger, J. J. J.** Universities, Past and Present. Barnard's Am. Journ. of Ed. 20:737. Hartford, 1875.
Originally a lecture by the author of the new Catholic movement, expanded, translated here from the German, often quoted.
3. **Donaldson, J.** Lectures on the History of Education in Prussia and England. pp. 185. Edinburgh, 1874.
4. **Drane, A. T.** Christian Schools and Scholars; or, Sketches of Education from the Christian Era to the Council of Trent. 2d edition. pp. 738. London, 1881.
A very valuable study from original Latin sources by a Catholic lady, well written and interesting.
5. **Furnivall, F. J.** Education in Early England. London, 1867.
The author is well known for his work on members of the early English tract society.
6. **Gill, J.** Systems of Education. pp. 312. London, 1876.
Only English systems, from Roger Ascham to Horace Grant. A convenient pocket history. London, 1876. Republished in Boston, 1886. The author is professor of education in the Normal College of Cheltenham, and has written other educational works.
7. **Huber, V. A.** The English Universities. 3 vols. London, 1843.
Vol. I. From the 12th century to the death of Elizabeth.
Vol. II. To the present time [1843].
Vol. III. is mainly devoted, as is Vol. II. in part, to the constitution of the universities and to student life.
A standard work, with many fine plates. Translated from the German by F. W. Newman.

- ✓ 8. **Leitch**. Practical Educationists and their Systems of Teaching. pp. 302. Glasgow, 1876.

Locke, Pestalozzi, Bell, Lancaster, Wilderspen, Stowe, H. Spencer.

9. **Mullinger, J. B.** The Schools of Charles the Great and the Restoration of Education in the Ninth Century. pp. 193. London, 1877.

The result of much independent research. A Kaye prize essay.

10. **Quick, R. H.** Essays on Educational Reformers. pp. 331. Cincinnati, 1874.

R Special chapters on schools of the Jesuits, Ascham, Montaigne, Katich, Mellin, Comenius, Locke, Rousseau, Basedow, Pestalozzi, Jacobis, and H. Spencer. The author is an experienced teacher.

11. **Wordsworth, C.** Scholae academicae: Some account of the studies at the English Universities in the Eighteenth Century. pp. 435. Cambridge, 1877.

A valuable historical study. See also J. L. Symond's Renaissance in Italy. 1875-81. 5 v.; which comprehensive work contains much educational material *passim*.

b. IN GERMAN.

1. **Ballien, T.** Abriss der Geschichte der deutschen Pädagogik. pp. 334. Stuttgart, 1872.

2. **Cramer, F.** Geschichte der Erziehung und des Unterrichts in den Niederlanden während des Mittelalters. pp. 338. Stralsund, 1843.

3. **Denifle, H.** Die Universitäten des Mittelalters bis 1400. Erster Band. Die Entstehung der Universitäten des Mittelalters. pp. 815. Berlin, 1885.

This volume is devoted only to the *external* history of the universities of the period, and is to some extent controversial against Meiners, Savigny, Raumer, and Kaemmel. The next is to be devoted to internal history. The author is a brilliant young Catholic priest, and represents the new romantic ideals. He has unusual facilities for research at Rome as a papal archivist.

- 1. The first step in the process of the American Revolution was the signing of the Declaration of Independence in 1776.
- 2. The second step was the signing of the Articles of Confederation in 1777.
- 3. The third step was the signing of the Constitution in 1787.
- 4. The fourth step was the signing of the Bill of Rights in 1791.
- 5. The fifth step was the signing of the Louisiana Purchase in 1803.
- 6. The sixth step was the signing of the Missouri Compromise in 1820.
- 7. The seventh step was the signing of the Compromise of 1850.
- 8. The eighth step was the signing of the Kansas-Nebraska Act in 1854.
- 9. The ninth step was the signing of the Lincoln-Douglas Debates in 1858.
- 10. The tenth step was the signing of the Emancipation Proclamation in 1862.

THE AMERICAN REVOLUTION

- 1. The American Revolution was a war for independence from Great Britain.
- 2. It began in 1775 and ended in 1783.
- 3. The main cause of the revolution was the British policy of taxation without representation.
- 4. The revolution was fought in the eastern United States.
- 5. The British were defeated at the Battle of Yorktown in 1781.
- 6. The American Revolution led to the signing of the Declaration of Independence in 1776.
- 7. It led to the signing of the Articles of Confederation in 1777.
- 8. It led to the signing of the Constitution in 1787.
- 9. It led to the signing of the Bill of Rights in 1791.
- 10. The American Revolution was a turning point in the history of the United States.

4. **Gräfe, H.** Deutsche Volksschule oder die Bürger- und Landschule nach der Gesamtheit ihrer Verhältnisse nebst einer Geschichte der Volksschule von J. C. G. Schumann. 3 vols. pp. 419, 498, 564. Jena, 1877-9.

Very comprehensive.

5. **Heppe, H.** Geschichte des deutschen Volksschulwesens. 5 vols. Gotha, 1858-60.

Tracing the history in departments and by territories from the Reformation.

6. **Heppe, H.** Das Schulwesen des Mittelalters und dessen Reform im sechszehnten Jahrhundert. pp. 64. Marburg, 1860.

Good.

7. **Just, K. S.** Zur Pädagogik des Mittelalters. pp. 48. Vol. I. Päd. Studien, von W. Rein, Wien and Leipzig, 1876.

8. **Kaemmel, H. J.** Geschichte des deutschen Schulwesens im Uebergange vom Mittelalter zur Neuzeit. pp. 444. Leipzig, 1882.

Best on the rise and educational development of Humanism. Published posthumously. An extreme representative of the view that all educational progress is measured by revolt from the influences of the Catholic Church.

9. **Kehr, C.** Geschichte der Methodik des deutschen Volksschulunterrichtes. Unter Mitwirkung einer Anzahl Schulmänner. 2 Bd. pp. 511, 519. Gotha, 1877-9.

Includes history of methods of teaching religion, geography, history, natural and physical science, arithmetic and geometry, writing, drawing, music, reading, object lessons. A work of great erudition, by an experienced normal school principal. See special cards under these topics.

10. **Koch, J. F. W.** Preussische Universitäten, Berlin, 1840.

Two large volumes of orders, laws, and decrees, historically arranged.

11. **Köener, Fr.** Geschichte der Pädagogik. 2d edition. Leipzig, 1857.
12. **Löschke, K. J.** Die religiöse Bildung der Jugend und der sittliche Zustand der Schulen im 16. Jahrhundert. Breslau, 1846.
13. **Ludwig, J. L.** Grundsätze und Lehren vorzüglicher Pädagogiker von Locke bis auf die gegenwärtige Zeit, nach ihrem Wesen und Verhältnisse, zur Förderung gründlicher Kenntniss der Pädagogik. 3 vols. Baireuth, 1856.
14. **Mascher, H. A.** Das deutsche Schulwesen nach seiner historischen Entwicklung und den Forderungen der Gegenwart. pp. 188. Vol. I. Päd. Studien von W. Rein. Wien und Leipzig, 1876.

An interesting monograph.

15. **Meiners, C.** Geschichte der Entstehung und Entwicklung der hohen Schulen unseres Erdtheils. 4 vols. 1802-5. Göttingen.

An old standard history of universities and organizations for higher education, from Salerno, Bologna and Paris, down to the author's time. Worked up from original sources, but now, for the most part, superseded by other works.

16. **Meyer, J. B.** Deutsche Universitäts-Entwicklung. pp. 100. In Deutsche Zeit. u. Streit-Fragen. Berlin, 1875.

An expanded popular lecture by a professor of philosophy of Bonn University.

17. **Muther.** Aus dem Universitäten u. Gelehrtenleben im Zeitalter der Reformation. Erlangen, 1866.

18. **Passow.** L. Beiträge zur Geschichte der Deutschen Universitäten im 14. Jahrhundert. Berlin, 1836.

19. **Paulsen, F.** Die Grundung der deutschen Universitäten im Mittelalter. Sybel's Hist. Zeitschrift. Bd. 45. pp. 251-311, 385-440. 1881.

One of the best and most condensed treatises on the subject, correcting Savigny in several important respects. The author is professor of philosophy and pedagogy at the University of Berlin.

- ✓ 20. **Paulsen, F.** Geschichte des gelehrten Unterrichts auf den deutschen Schulen und Universitäten vom Ausgang des Mittelalters bis zur Gegenwart. Mit besonderer Rücksicht auf den klassischen Unterricht. pp. 811. Leipzig, 1885.

A very learned and important work, devoted mostly to the development of classical studies in the universities and gymnasium, but of great value as a general history of the growth of higher education in Germany. The standpoint and general conclusion is, that while from the classics most that is best in modern culture is derived, the new went out of and has gone beyond the old, and that the ancients, instead of teaching culture, have now become objects of scientific study, which must be very special, like other specialties, to reach results, and that German humanities, especially literature and idealistic philosophy, which is of indigenous origin, and not physical science, should take, or at least share in some measure, the place once occupied by the classics in educational schemes.

21. **Pfeiffer, F. W.** Die Volksschule des 19. Jahrhunderts in Biographien hervorragender Schulmänner. pp. 786. Nürnberg, 1872-4.

- ✓ 22. **Raumer, K. v.** Geschichte der Pädagogik vom Wiederaufblühen klassischer Studien bis auf unsere Zeit. 4 vols., last edition. Gütersloh, 1880.

Bd. I. From Dante to Bacon's death.

Bd. II. To Pestalozzi's death.

From these two volumes, selections entitled German Educational Reformers have been translated in Barnard's Journal, as well as many other chapters from other parts of the work.

Bd. III. is devoted to special topics: Latin and German language, history, and natural science, and the education of girls.

Each topic is treated historically, especially as connected with individual teachers and reformers, except the last, which is treated by subjects and ethically.

Bd. IV. is devoted to the history of the German universities.

This volume has been translated into English in Barnard's Journal of Education and published as a separate volume.

This work as a whole is a standard. The material was wrought

out from lectures in the University of Erlangen, and, though published first in 1842, was revised in a third edition before the author's death in 1865.

23. **Rönne, L. v.** Das Unterrichts-Wesen des preussischen Staates in seiner geschichtlichen Entwicklung. 2 Bd. pp. 965, 660. Berlin, 1854-5.

A detailed account of the history and modern status of educational organization in the several Prussian provinces, with literature, statistics, legal documents on the several kinds of school, from kindergarten to normal school and university, including curricula, supervision, sanitation, teacher's rights, oaths, duties, pension, furlough, school funds, endowments, courses of study, with special sections on learned academies, libraries, museums, veterinary, technological, agricultural, apothecary schools. It is a mine of information on the subject, which cannot be found elsewhere in so small compass. The author is an eminent judge of the Prussian Court of Appeals.

24. **Savigny, F. C. von.** Geschichte des römischen Rechts im Mittelalter. 6 vols. 2d edition. Heidelberg, 1834.

History of Universities in Vol. III. wrought up with great care from original sources. Translated in Barnard's Journal of Education. His conclusions concerning the relations of the mediæval universities and the Church are vigorously antagonized by Denifle, who thinks the influence of the latter closer and more beneficent.

25. **Schmid, J. A.** Niederen Schulen der Jesuiten. pp. 131. Regensburg, 1852.

26. **Specht, F. A.** Geschichte des Unterrichtswesens in Deutschland von den ältesten Zeiten bis zur Mitte des dreizehnten Jahrhunderts. pp. 411. Stuttgart, 1885.

Crowned by the historical commission of the Bavarian Academy. Of great value and interest, and written in a very graphic style, and from original sources.

27. **Strack, K.** Geschichte des deutschen Volksschulwesens. pp. 438. Gütersloh, 1872.

From the Reformation to the present. Best for its sections on individuals; *e.g.*, Stephani, Dinter, Niemeyer, Schwartz, Felbiger, Von Rochow, Dentzel, Graser, Diesterweg, and others.

The first volume of the series, published in 1893, covers the period from 1776 to 1800. It is a classic work of history, written in a clear and concise style. The author, George Catlin, was a prominent American writer and traveler. This volume is a must-read for anyone interested in the early history of the United States.

The second volume, published in 1894, covers the period from 1800 to 1820. It continues the narrative of the first volume, focusing on the years of expansion and growth. The author's style is consistent, providing a detailed and engaging account of the events of the time.

The third volume, published in 1895, covers the period from 1820 to 1840. It details the westward expansion and the various conflicts that arose during this period. The author's perspective is that of a contemporary observer, providing a unique insight into the events. This volume is a valuable resource for students and scholars alike.

The fourth volume, published in 1896, covers the period from 1840 to 1860. It covers the years leading up to the Civil War, a period of intense social and political change. The author's analysis of the causes and consequences of the war is highly regarded. This volume is essential reading for anyone studying the American Civil War.

The fifth volume, published in 1897, covers the period from 1860 to 1870. It focuses on the Reconstruction era, a period of rebuilding and reform. The author's account of the challenges and successes of this period is both informative and compelling.

The sixth volume, published in 1898, covers the period from 1870 to 1880. It covers the years of industrialization and the Gilded Age. The author's description of the rapid changes in society and the economy is highly detailed and accurate.

The seventh volume, published in 1899, covers the period from 1880 to 1890. It covers the years of the Progressive Era, a period of social and political reform. The author's analysis of the reforms and their impact is highly insightful.

The eighth volume, published in 1900, covers the period from 1890 to 1900. It covers the final years of the 19th century, leading up to the beginning of the 20th century. The author's summary of the events of the decade is both comprehensive and concise.

The ninth volume, published in 1901, covers the period from 1900 to 1910. It covers the years of the Progressive Era, a period of significant social and political change. The author's account of the reforms and their impact is highly detailed and accurate.

28. **Strümpell.** Die Pädagogik der Philosophen *Kant, Fichte, Herbart.* pp. 208. Braunschweig, 1843.

Mainly devoted to an exposition of Herbart, of whom the author, who is one of the older professors in the University of Leipzig, is a devoted disciple in pedagogy as in philosophy.

29. **Theiner, A.** Geschichte der geistlichen Bildungsanstalten. pp. 505. Mainz, 1835.

From the beginning of the Christian Church to the present century. Roman Catholic. A work of considerable learning, but the material is put together in a very confusing manner, and the style exasperating.

30. **Weber, A.** Die Geschichte der Volksschulpädagogik und der Kleinkindererziehung. pp. 339. Dresden, 1877.

Begins with the advent of Christianity into Germany. Describes individual theories and methods in detail, and is especially full on Fröbel.

31. **Weicker, G.** Das Schulwesen der *Jesuiten* nach den Ordensgesetzen. pp. 288. Halle, 1863.

32. **Zirngiebl, E.** Studien ueber das Institut der Gesellschaft Jesu mit besonderer Berücksichtigung der pädagogischen Wirksamkeit dieses Ordens in Deutschland. pp. 533. Leipzig, 1870.

The educational side of the subject is quite fully and impartially treated.

c. IN FRENCH.

1. **Babeau, A.** L'école de village pendant la révolution. pp. 272. Paris, 1881.
2. **Bernard, M. P.** Histoire de l'autorité paternelle en France. pp. 511. 1863.

Crowned by the Academy.

3. **Compayré, G.** Histoire critique des doctrines de l'éducation en France depuis le seizième siècle. 2 vols. pp. 457, 437. Paris, 1880.

Revises and simplifies much matter about the early development of the French system of education not readily accessible elsewhere. The best general history in this field.

4. **During, A.** L'instruction publique et la révolution. pp. 502. Paris, 1882.

Partly documentary.

5. **Muteau.** Les écoles et collèges en Province depuis les temps les plus reculés jusqu'en 1789. pp. 599. Dijon, 1882.

An important historical work.

6. **Resbecq, Fr. de.** Histoire de l'enseignement primaire avant 1789, dans les communes qui ont formé le département du Nord. pp. 424. Paris, 1878.

7. **Sicard, A.** L'éducation morale et civique avant et pendant la révolution (1700-1808). pp. 583. Paris, 1884.

8. **Soulice, M. L.** Notes pour servir à l'histoire de l'instruction primaire dans les Basses-Pyrénées (1385-1880). pp. 64. Pau, 1881.

By the librarian and archivist of the town of Pau.

9. **Théry, A. F.** Histoire de l'éducation en France, depuis le cinquième siècle jusqu'à nos jours. 2 tom. pp. 360, 503. Paris, 1858.

Once very valuable, but now rather superseded by the history of Compayré. VII. c. 3.

VIII.

STANDARD WRITERS IN THE HISTORY OF
EDUCATION.I. *ANCIENT*.

1. **Aristotle**, *The Ethics of*. Illustrated, with Essays and Notes by Sir Alexander Grant, Bart. 2 vols. pp. 514, 351. Longmans, Green & Co. London, 1885.

The Nicomachean Ethics. Translated by F. H. Peters, M.A. pp. 354. C. Kegan Paul & Co. London, 1881.

The Politics of. Translated, with an Introduction, Marginal Analysis, Essays, Notes, and Indices, by B. Jowett, M.A. 2 vols. pp. 302, 320. Clarendon Press. Oxford, 1885.

The index gives detailed references.

The Politics and Economics. Translated by E. Walford. pp. 338. George Bell & Sons [Bohn's Classical Library]. London, 1881.

The Economics touches on female education.

- ✓ 2. **Cicero**. *De Oratore*. Translated by J. S. Watson, M.A. George Bell and Sons [Bohn's Classical Library]. London.

Deals in part with the education necessary for entering public life.

3. **Cornificius (?)**. *Rhetorica ad Herennium*.

Included in Vol. I. of Cicero's works. Mostly a technical treatise on rhetoric, but occasionally of more distinct bearing on education. Book III. advises the orator on the Art of Memory.

4. **Isocrates**. Translated by John Gillies, LL.D. 8vo. London, 1778. *Oratio XIII*. Against the Sophists.

This is an attack on the methods and pretensions of rhetoricians and dialecticians.

Oratio XV. On the Antidosis.

Explains his so-called Philosophy, or theory of practical culture.

5. **Lucian.** Anacharsis vel De Gymnasiis. In Vol. III. of Teubner edition of the text of Lucian. Lucian is translated by William Tooke, F.R.S. 2 vols. Longman, Hurst, Rees, Orme, & Brown, 1820. London.
6. **Philostratus the Elder.** Libellus de Arte Gymnastica. German translation of Philostratus, by Jacobs and Lindau. 10 vols. Stuttgart, 1828-1839.
7. **Plato,** The Dialogues of. Translated, with Analyses and Introductions, by B. Jowett, M.A. 5 vols. 2d edition. Oxford, 1875.

The index to the second edition gives references in detail. Plato's theory of education is found mainly in the Republic and the Laws. The spurious Epinomis, not included in Jowett's version, touches on the value and proper method of teaching mathematics. See Kapp, Platon's Erziehungslehren. Also Wiese, Die päd. Grundsätze in Plato's Republik.

8. **Plutarch.** Morals. Translated from the Greek by several hands. Corrected and revised by W. W. Goodwin, Ph.D. 5 vols. Little, Brown & Co. Boston, 1870.

Vol. I. pp. 1-32. On the Training of Children.

pp. 78-80. That Virtue may be taught.

Vol. II. pp. 42-94. How a Young Man ought to hear Poems.

9. **Quintilian.** Institutes of Oratory. Translated, with Notes, by J. S. Watson, M.A. 2 vols. George Bell & Sons [Bohn's Classical Library]. London.

A valuable and exhaustive treatise on the education of an orator for Roman public life.

10. **Tacitus.** Dialogus de Oratoribus. Chapters 28-35 treat of Roman education in connection with the discipline and culture

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requisite for entering public life. Translated in Bohn's Classical Library.

11. **Xenophon.** *Cyropædia.* Translated by J. S. Watson, M.A. George Bell & Sons [Bohn's Classical Library]. London.

On the education and life of Cyrus, founder of the Persian Empire. The first book especially a standard educational authority, but more for the Spartans than for the Persians.

Oeconomicus. Translated by Wedderburn and Collingwood, with a Preface by John Ruskin, in *Bibliotheca Pastorum.* Vol. I. Ellis & White. London, 1876.

How an Athenian gentleman educated his wife for the conduct of the household.

See also *Niemeyer.* *Originalstellen der Classiker über die Theorie der Erziehung.* Halle, 1813. See Grote and the philosophical literature on Socrates, and especially the Sophists.

The translations specified are simply those most accessible to students of education in the J. H. U.

II. MODERN.

1. **Alkuin's** *Leben.* 775(?)–804. F. Lorentz. Halle, 1829.
2. **Arnold, T.** 1795–1842. *Life and Correspondence of.* By A. P. Stanley.
3. **Ascham, R.** 1515–1568. *The Schoolmaster.* Works. Vol. 3. pp. 65–276. London, 1864.
4. **Basedow, J.** 1723–1790. *Ausgewählte Schriften.* By H. Göring. Langensalza, 1880.
Also his fuller *Elementarwerk.*
5. **Bell, A.** 1753–1772. *Elements of Tuition.* London, 1815.

Instruction for conducting schools through the agency of the scholars themselves. London, 1817.

6. **Combe, G.** 1788-1858. Education; its Principles and Practice. Collected and edited by W. Jolly. pp. 772. London, 1879.

7. **Beneke, F. E.** 1798-1854. Erziehungs u. Unterrichtslehre. 2 vols. Berlin, 1821-64.

See also Börner's Die Lehre von Bewusstsein in ihren pädagogischen u. didaktischen Anwendung. Frieberg, 1853. Also Moltke, Beneke's Psychologisch-pädagogische Abhandlungen u. Aufsätze. Leipzig, 1877.

8. **Campe, J. H.** 1716-1818. Theophron. Von K. Richter. pp. xxiv, 296. Leipzig, 1875.

Sämmtliche Kinder- und Jugendschriften. 1831-36.

9. **Comenius.** 1592-1611. Grosse Unterrichtslehre (translation of his *Didactica Magna*, published originally in Bohemian, 1628-32, and again in Latin about 1640), mit einer Einleitung: Comenius, sein Leben und Wirken, von Dr. Gust. Wien, 1876.

There is also a Leipzig edition of the same in German by J. Berger and Fr. Zoubek.

Pädagogische Schriften. Uebersetz von Th. Lion. Langensala, 1876.

See also his Ausgewählte Schriften, bearbeitet von T. Berder u. T. Leutbacher. Leipzig, 1876.

The *Janua Linguarum Reserata*, 1631, and the *Orbis Sensualium Pictus*, 1658, have never been translated *entire* into any modern tongue, to the writer's knowledge. Professor S. S. Laurie's John Amos Comenius; his Life and Educational Works, pp. 239, London, 1881, gives the best conspectus of his works in English.

10. **Degerando, J. M.** 1772-1842. Du perfectionnement morale ou de l'éducation de soi-même. 2 vols. Paris, 1826. Translated by E. P. Peabody. Boston, 1832.

11. **Dickens, C.** 1812-1870. The Schoolmaster. New York, 1871.

Extracts from his works.

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1. The first part of the paper is devoted to a study of the properties of the function $f(x)$ defined by the equation $f(x) = x + f(x^2)$.

2. In the second part we consider the function $g(x)$ defined by the equation $g(x) = x + g(x^3)$.

3. The third part of the paper is devoted to a study of the function $h(x)$ defined by the equation $h(x) = x + h(x^4)$.

4. In the fourth part we consider the function $k(x)$ defined by the equation $k(x) = x + k(x^5)$.

5. The fifth part of the paper is devoted to a study of the function $l(x)$ defined by the equation $l(x) = x + l(x^6)$.

6. In the sixth part we consider the function $m(x)$ defined by the equation $m(x) = x + m(x^7)$.

7. The seventh part of the paper is devoted to a study of the function $n(x)$ defined by the equation $n(x) = x + n(x^8)$.

8. In the eighth part we consider the function $o(x)$ defined by the equation $o(x) = x + o(x^9)$.

9. The ninth part of the paper is devoted to a study of the function $p(x)$ defined by the equation $p(x) = x + p(x^{10})$.

10. In the tenth part we consider the function $q(x)$ defined by the equation $q(x) = x + q(x^{11})$.

11. The eleventh part of the paper is devoted to a study of the function $r(x)$ defined by the equation $r(x) = x + r(x^{12})$.

12. In the twelfth part we consider the function $s(x)$ defined by the equation $s(x) = x + s(x^{13})$.

12. **Diesterweg, F. A. W.** 1790–1866. *Ausgewählte Schriften.* Herausgegeben von E. Laugenberg. 4 Bds. Frankfurt a. M., 1882.

Here are found the best of his fifty-four works.

13. **Dinter, G. F.** 1760–1831. *Leben, von ihm selbst beschrieben.* Mit Anhang, u. Erläuterungen von R. Niedergesäss. Wien, 1879.

14. **Edgeworth, K. L.** 1744–1817. (Assisted by his daughter Maria.) *Practical Education.* London, 1798.

Essays on professional education. pp. 591. London, 1812.

15. **Erasmus.** 1467–1536. *De ratione studii.*

De pueris statim ac liberaliter instituendis.

All the Familiar Colloquies of Desiderius Erasmus, of Rotterdam, concerning Men, Manners, and Things, translated into English by N. Bailey. pp. 589. London, 1733.

He also wrote many text-books. His educational works seem never to have been collected or translated.

16. **Fenelon.** 1651–1715. *De l'éducation des filles.* Paris, 1687.

See Fenelon's educational views, conveniently epitomized in Barnard's *Journal*, vol. 13, pp. 476–94.

17. **Fichte, I. G.** 1762–1814. *Reden an die deutsche Nation.* Aphorismen über Erziehung. *System der Sittenlehre.*

His Vocation of the Scholar, pp. 72. Translated. London, 1847.

18. **Flattisch, I. F.** 1717–1797. *Pädagogische Lebensweisheit,* by E. Ehmann, 1870, is the best form of his life and writings.

See Schäfer, *Flattisch u. sein Päd. System.* pp. 121. Frankfurt, a. M., 1871. His life and opinions cited by topics. A thorough work.

19. **Francke, A. H.** 1667–1727. *Schriften ueber Erziehung u. Unterricht.* Bearbeitet von K. Richter. 2 Bds. Leipzig.

See Kramer, *Francke, ein Lebensbild.* 2 Bde. pp. 304, 510. Halle, 1880–82.

20. **Froebel, F.** 1782–1852. Gesammelte pädagogische Schriften. 1874. 3 Bde., von W. Lange. Autobiographie u. kleinere Schriften. Menschen-Erziehung, die Pädagogik der Kindergartens.

The third part has been often resumed and explained in English by Madames Krieger, E. Peabody, Kraus-Bölte, Scherreff. Part second has been translated into English for the first time by J. Jarvis. The Education of Man. pp. 277. N. Y., 1885. How copious the Froebel literature has become can be seen in Walter's Die Fröbelliterature. See XXVI.

21. **Girard, Père.** 1765–1850. Cours éducatif de la langue maternelle. 1844.

22. **Gräfe, H.** 1802–1868. Die Deutsche Volksschulen. 3 Bde. Herausgegeben von J. Schumann. 1878.

23. **Graser, J. B.** 1766–1841. Divinität, oder das Princip der erwigen wahren Menschen-Erziehung. Elementarschule fürs Leben. 1817–34.

Contains his famous "Schreib-lese" method.

24. **Hamilton, J.** 1769–1831. An Essay on the Usual Mode of Teaching Languages. New York, 1815.

25. **Hamilton, E.** History of the Hamiltonian System. London, 1831.

See a good article on Hamilton in Schmidt's Encyclopedia, Bd. III.

26. **Hegel.** 1770–1831. Hegel's Ansichten über Erziehung und Unterricht, von G. Thaulow. 3 Bde. Kiel, 1853–54.

27. **Heinicke, S.** 1779–1790. Beobachtungen über Stumme u. der menschliche Sprache. Hamburg, 1778.

Wichtige Entdeckungen, etc. Leipzig, 1786.

See also Stosner, S. Heinicke, Sein Leben u. Werken, 1870.

28. **Herbart, J. F.** 1776-1841. *Pädagogische Schriften*. 2 Bde. pp. 673, 692. Leipzig, 1880.

This edition by Wilmann includes, besides the general and special pedagogy of Herbart, his work on the application of psychology to pedagogy. His papers on character, culture, and some new material not included in his collected works, are found here. The notes and references, as well as the introduction by the editor, add materially to the value of this edition.

Herbart's *Regierung Unterricht, und Zucht, dargestellt und in ihrem Verhältniss zu einander besprochen*. pp. 45. W. Rein. Vol. I. *Pädagogische Studien*. Eisenach, 1875.

John Friedrich Herbart. *Nach seinem Leben und seiner pädagogischer Bedeutung*. G. A. Hennig. pp. 130. Leipzig, 1877.

Herbart founded an influential school in pedagogy and psychology. Especially Stoy, Ziller, and Strümpell have elaborated his educational ideas. Many of the most eminent modern German psychologists owe very much to impulses received from Herbart, neglected though his principles are.

29. **Herder.** 1744-1803. *Herder als Pädagog*. pp. 60. Von W. Rein, Wien und Leipzig, 1876.

30. **Jacotot, J. J.** *Enseignement universel*. Paris, 1823.

Langue étrangère. 7th ed. pp. 279. Paris, 1852.

Langue maternelle. pp. 478. Paris, 1852.

- ✓ See also J. Jacotot et sa *Méthode d'émancipation intellectuelle*. B. Perez. pp. 210. Paris, 1883.

Stiehr. *Anleitung zur praktischen Anwendung der Unterrichtsmethode von Jacotot*. Berlin, 1836.

The first of the above works has been translated into German (Krieger). These and other German works, and the able and copious exposition of his principles by Joseph Payne, have made Jacotot more respected in other lands than in France.

31. **Jahn, F. L.** 1778–1852. *Deutsch Turnkunst.* Berlin, 1818.
Translated in English, under the title, *A Treatise on Gymnastics*, by Charles Beck. Northampton, Mass., 1828.
F. L. Jahn, sein Leben und Wirken. W. C. Schram. pp. 63.
Wien, 1878.
A memorial paper on the celebration of Jahn's hundredth birthday, with selections from his works in appendix.
32. **Jesuits.** *Constitutions 1559, and Ratio Studiorum, 1599.*
- ✓ 33. **Kant.** 1774–1804. *Ueber Pädagogik*, best edition by Theodore Vogt. Langensalza, 1878.
34. **Lacroix.** *Essais sur l'enseignement.* Paris, 1805.
A representative expression of the educational ideas of the Convention.
35. **Lancaster, Joseph.** 1778–1838. *The British System of Education: being a complete epitome of the improvements and inventions practised at the royal free schools, Borough-road, Southwark.* pp. 67. London, 1810.
Also his *Improvements in Education.*
36. **Lessing, G. E.** *The Education of the Human Race.* (Translated by F. W. Robertson. 8vo. London.)
Best English edition.
37. **Locke, J.** 1632–1704. *Some Thoughts concerning Education.* New York, 1864.
Locke's Conduct of the Understanding. Fowler, T. pp. 136.
Oxford, 1881.
The best edition.
38. **Luther, Martin.** 1483–1546. *Luther's Pädagogik, Gedike.* Berlin, 1792.
His thoughts on education and schools, extracted from his works. See also J. Schiller, *Luther's Kinderzucht.* Frankfurt a. M., 1854.

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1. *Journal of the Proceedings of the Convention of the People of the State of New York, held at the City of New York, in the Year 1787.* New York: Printed and Sold by J. B. Nichols, 1787.
2. *Journal of the Proceedings of the Convention of the People of the State of New York, held at the City of New York, in the Year 1787.* New York: Printed and Sold by J. B. Nichols, 1787.
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10. *Journal of the Proceedings of the Convention of the People of the State of New York, held at the City of New York, in the Year 1787.* New York: Printed and Sold by J. B. Nichols, 1787.

39. **Melancthon, Philip.** 1497–1560. Evangelische Kirchen- u. Schulordnung von Jahre 1578, von K. Weber, 1844.

Melancthon's Leben und ausgewählte Schriften. P. Schmidt. Elberfeld, 1861.

Philip Melancthon, der Lehrer Deutschlands, ein Lebensbild. Heppel, 1860.

40. **Milton, J.** 1608–1674. A Treatise of Education.

41. **Montaigne, Michel de.** 1533–1592. Les essais de Michel Seigneur Montaigne, avec des notes par Pierre Ceste. Paris, 1725.

Many editions. German translations by Bode, English by Cotton. London, 1711. See especially chapters on the education of children, pedantry, the affection of fathers to their children.

42. **Naville.** 1784–1846. De l'éducation publique. Paris, 1832.

43. **Necker, Madame.** Education progressive. 3 tom. Paris, 1836–38.

44. **Pestalozzi, J. H.** 1746–1824. Pestalozzi's Sämmtliche Werke, von L. W. Seyffarth. 16 vols. Brandenburg, 1869–73.

The standard German edition; but there have been many other editions of single works. See also

Die Pädagogik Johann Heinrich Pestalozzi's. Wortgetreue Auszüge aus seinem Werken. A. Vogel. pp. 137. Bernburg, 1882.

Pestalozzi, sa vie, ses œuvres, ses méthodes d'instruction et d'éducation. A. Cochin. pp. 145. Paris, 1880.

Leonard and Gertrude. Translated by Eva Channing. Introduction by G. Stanley Hall. pp. 181. Boston, 1885.

An admirable attempt to condense the substance of several volumes of the most important works of the author into one small book.

Pestalozzi and Pestalozzianism. Life, Educational Principles, and Methods of John Henry Pestalozzi, with biographical sketches of several of his assistants and disciples. H. Barnard. New York, 1862.

A collection into one volume of the matter in Barnard's *Journal of Education on Pestalozzi*, including much translation from his works.

Pestalozzi. Biber. pp. 463. London, 1831.

Pestalozzi: his Life, Work, and Influence. Krüsi, Hermann. pp. 248. New York, 1875.

✓ 45. **François Rabelais** und sein *Traité d'éducation* mit besonderer Berücksichtigung der pädagogische Grundsätze Montaigne's, Locke's, und Rousseau's. Arnstädt, F. A. pp. 295. Leipzig, 1872.

46. **Ratich, W.** 1571-1635. Ratichius oder Radtke im Lichte seiner Zeit; Krause. Leipzig, 1872. Also Radtke, Störl. Leipzig, 1872.

Die ächte Methode W. Ratke's. Schumann, I. C. G. Hannover, 1876.

47. **Richter, J. P. F.** *Levana*; or, the Doctrine of Education. pp. 413. London, 1876. Also Boston, 1863.

J. P. Fr. Richter als Pädagoge, nebst einer Auswahl pädagogisches Kernstelten. G. Wirth. Brandenburg, 1863.

48. **Rollin.** *De la manière d'enseigner et d'étudier les belles-lettres par rapport à l'esprit et au cœur.* 4 tom. 1726-1728.

A valuable and detailed exposition of methods of teaching then in use, by departments or subjects, one book being devoted to the interior government of educational institutions.

49. **Rousseau, J. J.** 1712-1778. *Émil; ou, sur l'éducation.* Paris, 1762.

Several English translations, but see as especially convenient for teachers

Émile; or, concerning Education. pp. 157. Boston, 1885.

Translated in extracts, with introduction and notes by Jules Steeg. See also Rousseau and Pestalozzi, der idealismus auf deutschem u. französischem Boden, von Dr. R. Schneider. 1866.

50. **Sailer, J. M.** 1751-1872. Ueber Erziehung für Erzieher. Sulzbach, 1870.

51. **Salzmann, C. G.** 1744-1811. Schriften. 12 Bds. Stuttgart, 1845-46.

See especially Krebsbüchlein, noch etwas über Erziehung, Ameisenbüchlein, und Ueber der wirksamsten Mittel Kinder Religion beizubringen.

52. **François del Sarte.** Life and Theories. Arnaud. pp. 258. Paris, 1882.

See also Delaunosne's work on Del Sarte. Translated. Albany, 1882.

53. **Schleiermacher.** 1778-1834. Pädagogische Schriften, von C. Platz. Langensalza, 1876.

Die Idee der Volksschule nach den Schriften Dr. F. Schleiermacher's. T. Eisenlohr. Stuttgart, 1869.

A convenient but diffusely written digest. See also Dilthey's Leben Schleiermachers. Berlin, 1870.

54. **Schwartz, F. H.** 1766-1837. Pädagogische Werke. Leipzig, 1829-37.

55. **Spurzheim.** Education. Translated by S. R. Wells. pp. 334. New York, 1847.

56. **Stow, D.** The Training System in Glasgow. pp. 569. London, 1859.

57. **Die Pädagogik des Johannes Sturm.** E. Laas. pp. 125. Berlin, 1872.

The best historical and critical treatise on the subject up to date.

58. **Vives, J. L.** Ausgewählte pädagogische Schriften. By R. Heine. pp. 64, 424. Leipzig, 1881.

59. **Watts, I.** The Improvement of the Mind.

60. **Wilderspin.** System of Education. pp. 487. London, 1870.

Infant Education. How to educate the children of the poor up to the age of seven. pp. 183. London, 1875.

Of many of the above works, there are, of course, many editions. The one designated is thought to be, if not the best, as convenient as any.

III. CHRESTOMATHIES FROM STANDARD EDUCATIONAL AUTHORS.

1. **Beyer, H.** Bibliothek pädagogischer Classiker. Sammlung der bedeutendsten pädagogischen Schriften älterer Schulmänner u. Gelehrten neu herausgegeben von F. Mann.

2. **Friedemann, F. T.** Paränesen. 6 vols. 1845.

3. **Kellner, L.** Erziehungsgeschichte in Skizzen und Bilden. 3 Bd. pp. 408, 335, 316. Essen, 1880.

A good anthology from works of leading writers from the earliest times down to the present.

4. **Richter, K.** Pädagogische Bibliothek. Eine Sammlung der wichtigsten pädagogischen Schriften älterer und neuerer Zeit. Leipzig, 1878-1881.

I. Pestalozzi. Wie Gertrud ihre Kinder lehrt.

II. Salzmann. Noch etwas über die Erziehung.

III. Comenius. Grosse Unterrichtslehre.

IV. Montaigne. Ansichten über die Erziehung der Kinder.

V. } Francke. Schriften über Erziehung und Unterricht.
VI. }

VII. Pestalozzi. Leonhard und Gertrud.

VIII. J. J. Rousseau. Emil, oder Ueber die Erziehung.

IX. John Locke. Einige Gedanken über Erziehung.

X. I. Kant. Ueber Pädagogik.

XI. Comenius. Ausgewählte Schriften.

XII. J. H. Campe. Theophron.

XIII. J. F. Herbart. Allgemeine Pädagogik und Umriss pädagogischer Vorlesungen.

XIV. J. F. Herbart. Kleinere pädagogische Schriften. Reden und Abhandlungen.

XV. C. G. Salzmann. Krebsbüchlein.

XVI. J. L. Vives. Ausgewählte pädagogische Schriften.

Most comprehensive of all.

5. **Schütze, H.** Auslese aus den Wirken berühmter Lehrer und Pädagogen des Mittelalters. Gütersloh, 1879.

Brief; especially Alcuin, Rabanus Maurus, John Gerson.

6. **Schumann, I. C. G.** Pädagogische Chrestomathie. Eine Auswahl aus den pädagogischen Meisterwerken aller Zeiten für die pädagogische Privatlektüre. 5 Bd. Hannover, 1878-80.

7. **Sperber, E.** Pädagogische Lesestücke aus den wichtigsten Schriften der pädagogischen Classiker. Als Unterlage für den Unterricht in der Geschichte der Pädagogik und zur Förderung der Privatlektüre für evangelische Seminare unter Mitwirkung des Herrn Regierungs-Rath. Fr. Schultz. 4 Hefte. pp. 232, 236, 288, 246. Gütersloh, 1878-79.

The best of its size.

One of these comprehensive works is very serviceable for reference, and for small libraries, and for normal schools.

IX.

HISTORIES OF SPECIAL EDUCATIONAL INSTITUTIONS.

*a. AMERICA.**Alcott.*

1. [**Alcott's**] School, Record of a. Alcott, B. pp. 206. Boston, 1835.

An unique attempt to make children philosophize.

Amherst.

2. **Amherst**, Historical Sketch of. Farmer, J. pp. 29. (N. H. Hist. Soc. Coll., v. 5.)

History of Amherst College during the First Half-Century (1821-71). W. S. Tyler. Springfield, 1873.

Reminiscences of Amherst College, by Edward Hitchcock. Northampton, Mass., 1871.

See also Student Life at Amherst. Amherst, 1871.

Antioch.

3. **History** of the Rise and Difficulties and Supervision of Antioch College. J. W. Allen. Columbus, Ohio, 1858.

See also E. Fay's Rejoinder. Cincinnati, 1859.

Berea.

4. **Berea** College. An Interesting History. Approved by the Presidential Committee. Cincinnati, 1875.

Boston.

5. **Boston** Latin School. pp. 32. (Am. Jour. of Ed., v. 12, 1862.)

Boston Latin School: an Oration on 250th Anniversary, by Phillips Brooks. pp. 77. Boston, 1885.

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Bowdoin.

6. **Bowdoin** College, History of, with Biographical Sketches. 1806-1879. Cleveland and Packard. Boston, 1882.

Brown.

7. **Brown** University, Life and Times of Jas. Manning, and Early History of. Guild, R. A. Boston, 1864.

Brown University in the Civil War. Bursage, H. S. Providence, 1868.

Sketch of the History and Present Organization of Brown University. Providence, 1861.

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CHAPTER I
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FROM 1492 TO 1776

SECTION I
THE DISCOVERY OF AMERICA
AND THE EARLY SETTLEMENTS

SECTION II
THE STRUGGLE FOR INDEPENDENCE
1775-1783

SECTION III
THE FEDERAL GOVERNMENT
1787-1789

SECTION IV
THE EARLY YEARS OF THE UNION
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THE UNIVERSITY OF CHICAGO

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X.

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2. **American Teachers.** 2 vols. Hartford. From Barnard's *Journal of Education.*
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3. **Baird, Wm. R.** *American College Fraternities. A Descriptive Analysis of the Society System in the Colleges of the U.S.* 12mo. pp. 212. Philadelphia, 1879.
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5. **Buisson, T.** *Rapport sur l'instruction primaire a l'exposition universelle de Philadelphia, presente a la ministre de l'instruction publique.* Illustrated. 8vo. Paris, 1878.
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9. **Hammond, C. W.** New England Academies and Classical Schools. Washington, 1868.
10. **Kiddle, H.; Schem, A. J.** The Year-Book of Education for 1878. pp. 420. New York.
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11. **Ladreyt, M. C.** L'instruction publique en France, et les écoles américaines. pp. 378. Paris.
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12. **Lang's** Religion and Education in America.
13. **Mann, Horace.** Lectures and Annual Reports on Education. pp. 571. Boston, 1872.
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14. **Nightingale, A. F.** A Hand-Book of Requirements for Admission to the Colleges of the United States. pp. 61. New York, 1879.
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17. **Randall, S. S.** History of the Common School System of the State of New York. pp. 477. Ivison, Blakeman, Taylor & Co., New York, 1871.

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19. **Richardson, C. F.; Clark, H.** The College Book. pp. 394. Boston, 1878.

Twenty-four of the older American colleges. Much the fullest on Harvard.

20. **Schuricht, Herrmann.** Geschichte der Deutschen Schulbestrebungen in Amerika. pp. 149. Leipzig, 1884.

A valuable contribution to the history of our school system. Cf. Bodenstädt's reiteration of Auerbach's idea of the need of a German university in America to work against assumed tendencies among Germans to degenerate here.

21. **Siljeström, P. A.** The Educational Institutions of the United States, their Character and Organization. pp. 411. 1853.

Translated from the Swedish. A valuable book in its day.

22. **Stockwell, T. B.** A History of Public Education in Rhode Island from 1636 to 1876, embracing account of the rise and progress of the present school system of the State; the various town and city systems; together with sketches of Brown University, and many of the academies, libraries, and literary associations of Rhode Island. 8vo. pp. 458. Providence, 1876.

23. **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. 8vo. pp. 410. Cincinnati.

1. The first part of the book is devoted to a general history of the country from the earliest times to the present day.

2. The second part is a detailed account of the political and social condition of the country at the present time.

3. The third part is a description of the natural resources of the country, and the manner in which they are being developed.

4. The fourth part is a description of the various industries and occupations of the country, and the progress which they have made.

5. The fifth part is a description of the various cities and towns of the country, and the progress which they have made.

6. The sixth part is a description of the various religious and educational institutions of the country, and the progress which they have made.

7. The seventh part is a description of the various public works and improvements of the country, and the progress which they have made.

8. The eighth part is a description of the various military and naval forces of the country, and the progress which they have made.

9. The ninth part is a description of the various scientific and literary institutions of the country, and the progress which they have made.

10. The tenth part is a description of the various public and private charities of the country, and the progress which they have made.

11. The eleventh part is a description of the various public and private libraries of the country, and the progress which they have made.

12. The twelfth part is a description of the various public and private museums of the country, and the progress which they have made.

13. The thirteenth part is a description of the various public and private gardens of the country, and the progress which they have made.

14. The fourteenth part is a description of the various public and private parks of the country, and the progress which they have made.

15. The fifteenth part is a description of the various public and private buildings of the country, and the progress which they have made.

24. **Tenney, E. P.** The New West as related to the Christian College. pp. 106. Cambridge, 1878.
25. **Thwing, C. H.** American Colleges; their Students and Work. pp. 159. New York, 1878.
- A collection of interesting popular articles on morals, religion, societies, athletics, journalism, fellowship, expenses.
26. **Swett, J.** History of the Public School System of California. pp. 246. San Francisco, 1876.
27. **Wayland, F.** Thoughts on the Present Collegiate System in the United States. pp. 160. Boston, 1842.
28. **Willard, Samuel.** Brief History of Early Education in Illinois. In Fifteenth Report. 1883-84.
29. **Whitford, W. C.** Historical Sketch of Education in Wisconsin. pp. 127. Madison, 1876.

See the proceedings of the National Council of Education, and especially the Reports of the *Bureau of Education*. Also, of course, annual reports of all kinds, city handbooks of education.

Many city and state school reports contain chapters of recent local educational history of great value, and much literature not repeated here is found under many other headings. See particularly IX. *a*, above. See A. D. White's *Ein Amerikanische Studien Leben*. *Deutsch Rundschau*. Oct., 1879. Also an article entitled *American Schools*, *London Quarterly*. April, 1886. See some account of Bp. Berkeley's plan of a Christian university to civilize America, in his *Life* by Frazer, Ch. IV. See E. D. Niell, *The University and College of Virginia*, containing an account of Patrick Copeland and the original plan of Henrico, Va. Also Salmon, *Education in Michigan during the Territorial Period*. *Education*. Sept., 1884. Boese, T., *Public Education in the City of New York: its history, condition and statistics*. N. Y., 1869. Respecting the need of a history, the same may be said here as at the end of IX. *a*.

b. GREAT BRITAIN.

1. **Adams.** The Elementary Education Act, with Analysis. 1870.
2. **Anon.** Our Public Schools. pp. 373. London, 1881.

3. **Anon.** The Public Schools: Winchester, Westminster, Shrewsbury, Harrow, Rugby. Notes on their History and Traditions. pp. 414. London, 1867.
4. **Anon.** School Life at Winchester College. London, 1870.
Illustrated and interesting.
5. **Arnold, M.** A French Eton, or Middle Class Education and the State.
6. **Barnard, H.** English Pedagogy. pp. 464. Philadelphia, 1866.
A volume of articles on this subject from his Journal.
7. **Barnard, H.** Secondary Instruction in Scotland. pp. 693-700.
Vol. 23. Am. Journ. of Ed. Hartford, 1873.
8. **Barnard, H.** Superior Instruction in Scotland. pp. 801-826.
Vol. 24. Barnard's Am. Journ. of Ed. Hartford, 1873.
9. **Bristed, C. A.** Five Years in an English University. pp. 572.
New York, 1874.
Long well known and full of interesting details.
10. **Carteret-Bisson, F. S. de.** Our Schools and Colleges. pp. 518.
London, 1872.
Prizes, officers, calender, tuition, etc., of unsectarian theological, military, endowed, proprietary, and middle-class schools.
11. **Demogeot, J.** Montucci, H. De l'enseignement secondaire en Angleterre et en Ecosse. pp. 664. Paris, 1868. Supérieur. pp. 733, 1870.
Report addressed to the minister of public instruction.
12. **Everett, W.** On the Cam. Lectures on the University of Cambridge in England. pp. 391. Cambridge, 1867.
Twelve Lowell Lectures by an American who spent four years in Cambridge immediately on graduating from Harvard.

1. The first part of the book is devoted to a general history of the world, from the beginning of time to the present day. It is written in a simple and plain style, and is intended for the use of schools and families.

2. The second part of the book is devoted to a general history of the British Empire, from the reign of King Henry II to the present day. It is written in a simple and plain style, and is intended for the use of schools and families.

3. The third part of the book is devoted to a general history of the American Empire, from the discovery of the continent to the present day. It is written in a simple and plain style, and is intended for the use of schools and families.

4. The fourth part of the book is devoted to a general history of the French Empire, from the reign of King Louis XIV to the present day. It is written in a simple and plain style, and is intended for the use of schools and families.

5. The fifth part of the book is devoted to a general history of the Spanish Empire, from the reign of King Philip II to the present day. It is written in a simple and plain style, and is intended for the use of schools and families.

6. The sixth part of the book is devoted to a general history of the Russian Empire, from the reign of Peter the Great to the present day. It is written in a simple and plain style, and is intended for the use of schools and families.

7. The seventh part of the book is devoted to a general history of the Ottoman Empire, from the reign of Sultan Suleiman the Magnificent to the present day. It is written in a simple and plain style, and is intended for the use of schools and families.

8. The eighth part of the book is devoted to a general history of the Mughal Empire, from the reign of Akbar the Great to the present day. It is written in a simple and plain style, and is intended for the use of schools and families.

9. The ninth part of the book is devoted to a general history of the Maratha Empire, from the reign of Chhatrapati Shivaji Maharaj to the present day. It is written in a simple and plain style, and is intended for the use of schools and families.

10. The tenth part of the book is devoted to a general history of the British Empire, from the reign of King George I to the present day. It is written in a simple and plain style, and is intended for the use of schools and families.

11. The eleventh part of the book is devoted to a general history of the British Empire, from the reign of King George II to the present day. It is written in a simple and plain style, and is intended for the use of schools and families.

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13. **Fredericq, P.** De l'enseignement supérieur de l'histoire en Ecosse et en Angleterre. Notes et impressions de voyage. pp. 47. Paris, 1885.

Very valuable, by a Belgian professor of history.

14. **Fry, Herbert.** Our Schools and Colleges. Giving the principal particulars respecting English educational institutions. 12mo. London, 1867.

15. **Furnival, Fr. J.** Education in Early England. Some Notes used as Forewords to a Collection of Treatises on "Manners and Meals in Olden Times," for the Early English Text Society. Paper.

16. **Hamilton** on Popular Education in England and Wales. Journal of Statistical Society, 1883. pp. 283.

17. **Hippeau.** L'instruction publique in Angleterre. pp. 138. Paris, 1872.

18. **Jolly.** Die neueren Reformen der Englischer Universitäten. Preus. Jahrb. 1879.

Valuable.

19. **Marguerin et Motheré.** De l'enseignement des classes moyennes et des classes ouvrières en Angleterre. pp. 272. Paris, 1864.

20. **Liversidge, A.** Report on the museums of technology, science, and art. Also upon scientific preferment, and technical instruction, and systems of evening classes in Great Britain and on the Continent of Europe. Legislative assembly documents, Sidney, New South Wales, 1880.

Contains much very compendious information.

21. **Pascoe, C. E.** A Practical Handbook to the Principal Schools of England. pp. 175. London, 1877.

Such information as parents and guardians might desire concerning over forty schools.

22. **Report** entitled *General Digest of Endowed Charities*.

English parliamentary papers, which appeared in parts from 1867 to 1876. This constitutes a domesday-book of foundations of the greatest value, showing a total income of 2,200,000 pounds (not including newer charities), from primary schools to universities. See also the reports of Lord Brougham's commissioners at work from 1818 to 1837. This is the most prolific and largest of all parliamentary inquiries, and extends through 38 folio vols., describing 28,880 charities, with an aggregate income of 1,200,000 pounds, a very large part of which is devoted to education.

23. **Report** of her Majesty's Commissioners, appointed to inquire into revenues and management of certain colleges and schools, and the studies pursued and instruction given therein. Four large blue-book volumes. London, 1884.

A part of the above report of special interest. A thoroughgoing inquiry restricted to the eight well-known schools preparatory to the universities.

24. **Report** of the Commissioners appointed to inquire into the property and income of the Universities of Oxford and Cambridge. Two large volumes. 1874. Mostly statistics not before made public.

A part of the general report above of special interest.

25. **Report** of the School Inquiry Commission. Twenty-one large blue-book volumes. 1868-69.

By dividing Great Britain into departments, investigated by sub-commissioners, by correspondence, and by oral evidence from scores of those most competent to testify, of which verbal minutes were printed, and by extending its inquiry to all species of schools and even to other European lands, and by presenting convenient maps, tables, etc., the commission published here the most comprehensive educational report ever made.

26. **Report** of the Oxford University Commission, appointed to inquire into the state, discipline, studies, and revenues of the University and Colleges of Oxford. One large blue-book, 1852.

1. *Journal of the American Medical Association*, Chicago, Ill., 1914, 10: 1000-1001.

2. *Journal of the American Medical Association*, Chicago, Ill., 1914, 10: 1000-1001.

3. *Journal of the American Medical Association*, Chicago, Ill., 1914, 10: 1000-1001.

4. *Journal of the American Medical Association*, Chicago, Ill., 1914, 10: 1000-1001.

5. *Journal of the American Medical Association*, Chicago, Ill., 1914, 10: 1000-1001.

6. *Journal of the American Medical Association*, Chicago, Ill., 1914, 10: 1000-1001.

7. *Journal of the American Medical Association*, Chicago, Ill., 1914, 10: 1000-1001.

8. *Journal of the American Medical Association*, Chicago, Ill., 1914, 10: 1000-1001.

9. *Journal of the American Medical Association*, Chicago, Ill., 1914, 10: 1000-1001.

10. *Journal of the American Medical Association*, Chicago, Ill., 1914, 10: 1000-1001.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical tools employed to interpret the results.

3. The third part of the document presents the findings of the study. It includes a series of tables and graphs that illustrate the key results and trends observed during the course of the research.

4. The fourth part of the document discusses the implications of the findings and offers suggestions for further research. It highlights the potential applications of the study and the need for continued exploration in this field.

5. The fifth part of the document provides a summary of the overall conclusions and a final statement of the author's appreciation for the support and assistance provided throughout the project.

6. The sixth part of the document contains the references and a list of the sources consulted during the research process. It also includes a list of the author's contact information and a statement of the author's agreement to publish the work.

27. **Reports**, What Her Majesty's Inspectors Say. Being the reports for England and Wales and Scotland, classified, paragraphed, and arranged. 1880.

Convenient digest of much of the above, out of the material of which many books were made.

28. **Reports**, other, of educational interest are blue-books entitled:
The Selection and Training of Candidates for the Indian Civil Service. 1876.

Reports of the Civil Service Inquiry Commissioners. 1875.

Special Report on Oxford and Cambridge Universities Education Bill. 1867.

Report of the Commission to inquire into the System of Training Naval Cadets on board H. M. S. Britannia. 1875.

Report on the Admission of University Candidates into the Scientific Corps. 1874.

Fitch's Report on Endowed Grammar Schools of Yorkshire.

29. **Rigg, J. H.** National Education in its Social Conditions and Aspects, and Public Elementary School Education, English and Foreign. pp. 517. London, 1873.

A thoughtful and still valuable book.

30. **Schlottmann.** Das Englische Universitätswesen. Schmollers Jahrbuch IX. 1885.

A good administrative view.

31. **Whewell, W.** On the Principles of English University Education. pp. 189. London, 1838.

Devoted to subjects, mode of treating, and discipline.

32. **Wiese.** German Letters on English Education in 1876 Translated by S. Schmitz. pp. 296. New York, 1879.

By a well-known and most competent German authority.

33. **The Educational Year-Book for Current Years.** London.

British institutions only. Describes courses, expenses, terms of admission, scholarship, of each British school, from the universities down. See Hazeltine, *British and American Education*. N.Y., 1880. See the *Couservatism of Young Oxford*. *National Rev.*, 1884, by G. M. Curtzon. See also additional material in IX. See H. G. Taylor, *Elementary Education in England and Wales*. Scribner's Mo., June, 1876.—Morris, *Higher Education in Wales*. *Contem. Rev.*, April, 1882. Also *Endowed Schools of Ireland*. Reprinted from the *Daily News*. 8vo. pp. 79. London.

c. IN GERMANY.

1. **Arnold, M.** *Higher Schools and Universities in Germany.* pp. 270. London, 1874.

First published in 1868 as the result of an official tour of inspection, here reprinted with a preface of eighty pages.

2. **Barnard, H.** *Elementary and Secondary Instruction.*

Vol. I. German States. pp. 856.

Vol. II. Switzerland, France, Belgium, Holland, Denmark, Norway, Sweden, Russia, Greece, Turkey, Italy, Portugal, and Spain.

Vol. III. Great Britain and American States. Hartford, 1872.

3. **Bashford, J. L.** *Elementary Education in Saxony.* pp. 89. London, 1881.4. **Baudouin, J. M.** *Rapport sur l'état actuel de l'enseignement spécial et de l'enseignement primaire en Belgique, en Allemagne et en Suisse.* pp. 510. Paris, 1865.5. **Beer und Hohegger.** *Fortschritte des Unterrichtswesens in den Culturstaaten Europas.* 2 vols. pp. 694. Wien, 1867.

A general view of the state of education at this date.

6. **Bertram, H.** *Das Gemeindeschulwesen der Stadt Berlin.* Two pamphlets. Berlin, 1878-79.7. **Bird, Charles.** *Higher Education in Germany and England.* pp. 137. London, 1884.

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8. **Bréal, M.** Excursions pédagogiques. pp. 364. Paris, 1882.

A very discriminating, well-informed comparison between educational institutions of Germany and France, especially those of secondary grades, by a progressive member of the Institute, who finds German ways best at most points.

9. **Carstens, H. W.** School Education in Germany.

10. **Conrad, J.** The German Universities for the Last Fifty Years. pp. 333. Glasgow, 1885.

A statistical study of attendance, length of residence at University, home, migrations, parents, occupation, etc., of German students, with other special chapters on school benefit, the different faculties, high schools, etc.

11. **Cousin, V.** Rapport sur l'état de l'instruction publique en Allemagne. pp. 431. Paris, 1833. Published in English in 1833.

A work which, in its day, marked an epoch in France.

12. **Erlcr, W.** Die Direktoren-Conferenzen des preussischen Staates. pp. 272. Berlin, 1876.

Digest of the important papers read at these conferences up to date.

13. **Hall, G. Stanley.** Aspects of German Culture. pp. 318. Boston, 1881.

Contains educational matters.

14. **Hart, J. M.** German Universities. pp. 378. New York, 1874.

Mainly a narrative of personal experience.

15. **Heigebaur, J. F.** Das Volks-Schulwesen in den preussischen Staaten. pp. 272. Berlin, 1834.

16. **Hurst, J. F.** Life and Literature in the Fatherland. The result of four years' professional residence in Germany, and describes fully German domestic and social life, the schools, universities, and general educational features of the country. Svo. New York.

17. **James, G. P. R.** On the Educational Institutions of Germany. 12mo. London.
18. **Jolly, Ludwig.** Unterrichtswesen. In G. Schoenberg's Handbuch der Politischen Oekonomie. pp. 937-1015.
A fresh and comprehensive statement, with a few citations of literature on each topic, by a well-known publicist.
19. **Mohl, Robert von.** Als Lehrer und Staatsmann. In Deutsche Rundschau. June, 1876.
20. **Northrop, B. G.** Education Abroad, and Other Papers. pp. 176. New York, 1873.
Especially Germany. Of small value.
21. **Payne.** A Visit to German Schools. pp. 138. London, 1876.
Interesting.
22. **Petersilie, A.** Die öffentlichen Volksschulen in Preussen im Jahre 1878. Berlin, 1882.
Valuable conspectus of statistics.
23. **Preyer, M.** Statistisches Jahrbuch der Stadt Wien.
Current years. Full on schools, charities, crimes, etc. Other large German cities publish year-books, with statistics of education.
24. **Schaff, Phillip.** Germany, its Universities, Theology, and Religion, with Sketches of Many Eminent Professors of Theology. pp. 418. Philadelphia, 1857.
25. **Schumann, J. C.** Dr. Karl Kehr, ein Meister der deutschen Volksschule, etc. pp. 251. Neuwied, 1885.
A good account of a representative contemporary German educator.
26. **Ward, A. W.** On some Educational Experiences of the German Renaissance. Paper, 8vo. London, 1878.

27. **Wiese, L.** Das Schulwesen in Preussen. pp. 740. Berlin, 1864.

Historical and statistical details by provinces. Still very valuable.

28. **Wurtz, A.** Les Hautes Études Pratiques dans les Universités d'Allemagne et d'Autriche-Hongrie. pp. 123. Paris, 1882.

Includes Berlin, Buda-Pest, Gratz, Leipzig, Munich, and contains many illustrations, plans of buildings, etc. Valuable.

29. **Perez.** German University Education, with Sketch of Public Schools. London, 1846.

30. **German Educational Reformers.** Hartford.

A volume gathered from Barnard's Journal of Education. See also S. B. Gould, Germany, Present and Past. N.Y. 1882. Chap. 7. Education.

See Ueber Deutsche lehre Schulen im Middlealtes. Von G. H. Salzburg, 1885. — Also Laverenz, C. Die Medaillen u. Gedächtniszeichen der Deutschen Hoch Schulen. 1 Theil. Berlin, 1885. Eight views and sixteen tables of medals. — Teichmann, A. Die Universität Basel. Basel, 1885. A history of the last fifty years. — Kieke. Statistik der Universität Tubingens. 1877. — See W. C. Perry. German University Education. London, 1831. Criticised by Helmholtz in his Rectorrede, and referred to by Perry in the Rundschau. Feb., 1878. — See also Mayerhoff. — Also Howitt. Student Life of Germany. 8vo. pp. 467. New York, 1841. — Also J. Donaldson. Lectures on the History of Education in Prussia and England, and Kindred Topics. pp. 185. Edinburgh. — Also see important articles in the Revue Internationale d'Enseignement, by Willmann, Hollenberg, Dreyfus-Brisac, Krume, Dumernil, and Sarrazin.

d. IN FRANCE.

1. **Allain.** L'instruction primaire avant la Revolution. 2 ed. 1881.

Largely historical.

2. **Arnold, M.** Education in France. pp. 291. London, 1867.

3. **Barnard.** Secondary Special Schools in France. pp. 47-64, Vol. 23; pp. 64-90, Vol. 24. American Journal of Education. Hartford, 1872-73.

4. **Bautain.** De l'éducation publique en France au xix Siècle.
pp. 326. Paris, 1875.
A Catholic view.
5. **Beaussire.** La liberté de l'enseignement et l'université sous
la troisième république. Paris, 1884.
6. **Bersot.** Questions d'enseignement, 1880.
7. **Bert, P.** Rapport sur la loi l'enseignement primaire. Paris,
1880. pp. 365.
8. **Block.** Dictionnaire de l'administration française. 2 ed.
pp. 1100. 1877.
See also Supplément Général, 1885. Contains much information
in brief compass.
9. **Bouillier.** L'université sous M. Ferry. 1880.
10. **Bréal, M.** Quelques mots sur l'instruction publique en France.
pp. 407, Paris, 1881.
1. L'école; 2. Lycée; 3. Les Facultés.
11. **Bulletin** administratif du Ministère de l'instruction publique.
No. 675. Paris, 1885.
See current numbers.
12. **Chéruel, A.** Dictionnaire d'institutions de la France.
13. **Cournot.** Des Institutions d'instruction publique en France.
pp. 575. Paris, 1864.
Contains a convenient resumé of much historical and other not
readily accessible material on the organization of higher education in
France.
14. **Delalain, Mm.** Annuaire de l'instruction publique et des
beaux-arts pour l'année 1880. pp. 521, 164. Paris, 1881.
Contains an educational map of France.

15. **Detourlet.** La loi du 28 Mars 1882, sur l'enseignement primaire obligatoire. 1883^e.
16. **D'Ocagne, Mortimer.** Les Grandes Écoles de France. pp. 399. Paris.
Includes military and civil schools; illustrated.
17. **Dubois, N. A.** Concours général. Devoirs donnés au concours général entre les élèves des lycées et collèges de Paris et de Versailles et au concours des départements, années 1866-74. Paris.
18. **Duruy, V.** Statistique de l'enseignement supérieur, 1865-68. pp. xlv, 773. Paris, 1868.
19. **Education in France.** pp. 144. Circular of Information of the Bureau of Education, Washington. No. 4, 1881.
20. **Ferneuil.** La reform de l'instruction publique. 2 ed. 1881.
21. **Gréard, M.** Instruction primaire en France. 4 vols. Paris, 1874.
The best and fullest on this topic.
22. **Guizot, F. P. G.** Essai sur l'histoire et sur l'état actuel de l'instruction en France. Paris.
23. **Hahn, Ludwig.** Das Unterrichts-Wesen in Frankreich. pp. 746. Breslau, 1848.
With history of the University of Paris.
24. **Johnston, David.** A General View of the Present System of Public Education in France, and of the Laws, Regulations, and Courses of Study in the Different Faculties, Colleges, and Inferior Schools, which now comprise the Royal University of that kingdom. Edinburgh, 1827.
25. **Jolly.** Die französische Volksschule unter der dritten Republik. 1884.

26. **Jourdain, M. C.** Rapport sur l'organisation et les progres de l'instruction publique. pp. 228. Paris, 1867.

Since 1850.

27. **Laveleye.** L'instruction du peuple. Paris, 1872.

28. **Nonus, S. A.** Les Batiments Scolaires. pp. 164. Paris, 1883.

29. **Rendu.** L'instruction primaire. 1873.

See also *Revue Internationale de Enseignement.* Paris (since 1880). See also VII. c. 3, and X.

30. **Schröder.** Das Volksschulwesen in Frankreich. 1884.

31. **Simon, Jules.** L'école. pp. 453. Paris, 1881.

1. Legislation in primary instruction, 1793-1867; 2. Education of girls; 3. Obligatory instruction; 4. Free education. Contains resume of statistics up to date. See Stanley, French Elementary Education. Nineteenth Century, March, 1883. See also valuable articles in the *Rev. Internationale de l'Enseignement*, by Dreyfus-Brisac, Leger, Hollenberg, Ferneuil, Benoist, Stapfer, Dumont, Gréard.

e. MISCELLANEOUS.

1. **Bache, A. D.** Report on Education in Europe. pp. 668. Philadelphia, 1839.

One of the best and most influential of educational works ever published in this country. The author, with Calvin Stowe and Horace Mann, constitute a trio of names of great influence.

2. **Barnard, H.** National Education in Europe.

A volume compiled from his Journal.

3. **Barnard's** National Systems of Education. 2 vols. Hartford, 1880.

These two volumes are largely devoted to England, France, and Germany, but contain much material on other countries.

4. **Birmann, M.** Die Primarschulen (aus der Allgemeinen Beschreibung und Statistik der Schweiz). pp. 53. Zürich, 1874.
Description, statistics, curricula, etc., arranged according to the species of school.
5. **Branle.** Les établissements d'instruction et d'éducation en Belgique. pp. 121. Bruxelles, 1872.
Official, comprehensive, concise.
6. **Bulletin du Ministère de l'Instruction Publique.** Bruxelles.
Current numbers.
7. **Butt, I.** The Problem of Irish Education; an Attempt at its Solution. pp. 119. London, 1875.
8. **China.** Progress of Western Education in China and Siam. pp. 13. Bureau of Education, Washington, 1880.
9. **Dor, V. E.** L'instruction publique en Egypte. pp. 394. Paris, 1872.
10. **Eaton, J.** Education in Italy and Greece. pp. 8. Bureau of Education, Washington, 1883.
11. **La Fuente, V.** Historia de las universidades, colegios, y demás establecimientos de enseñanza in España. Tomo II. pp. 631. Madrid, 1885.
12. **Grob.** Statistik ueber das Unterrichtswesen in der Schweiz. 7 Bd. 1883.
13. **Hegarty, James L.** Primary Education in Victoria (Australia). In Victorian Review. Dec., 1879.
14. **Hippeau.** L'instruction publique en Italie. pp. 415. Paris, 1875.
A general view.
15. **Japanese Department of Education.** An Outline History of Japanese Education; prepared for the Philadelphia International Exhibition, 1876. pp. 202. N.Y., 1876.

16. **Japan.** Education in Japan. pp. 56. Circulars of Information of the Bureau of Education. No. 4. 1885. Washington.
17. **Jessen, I. C.** Grundzüge zur Geschichte und Kritik des Schul- und Unterrichtswesens der Herzogthümer Schleswig und Holstein, vom christlich wissenschaftlichen Standpunkte. pp. 419. Hamburg, 1860.
18. **Lauer, M.** Entwicklung und Gestaltung des belgischen Volksschulwesens seit 1842. pp. 194. Berlin, 1885.
19. **Lauer, M.** Entwicklung und Gestaltung des niederländischen Volksschulwesens seit 1857. pp. 320. Berlin, 1885.
20. **Lethbridge, K.** Higher Education in India. pp. 216. London, 1882.
- A view of English schools there, and a plea for State colleges.
21. **Murray, E. C. Grenville.** The Russians of To-day. Chap. xxviii., Schools; xxix., Military Academies and Universities. Leipzig, 1878.
22. **Parvé, D. J. S.** Organisation de l'instruction primaire, secondaire et supérieure dans le Royaume des Pays-Bas. pp. 195. C. Leide, 1878.
23. **Pincott, Frederic.** Primary Education in India. In National Review. Feb., 1884.
24. **Pio, Prof.** Education in Greece. Circulars of Bureau of Education. Washington, 1883.
- See also Education in Italy and Greece, by the Bureau. 1883.
25. **Portugal, Education in.** In Circular of Information of the Bureau of Education. Washington, 1872.
26. **Russians of To-day, The.** Murray, E. C. Chap. 17. Schools. Leipzig, 1878.

27. **Spain.** National Pedagogic Congress. Washington, 1882.
28. **Stowe, Calvin E.** Report on Elementary Instruction in Europe. Boston.

A work of much historical importance.

29. **Swiss Teachers and Educators.** Hartford. From Barnard's Journal of Education.

On this general subject consult also sections II. and VII., XI., and also the later sections on legal and administrative aspects of education. See Pisa and its University Galaxy. Sept., 1886. See also Curious Schools. By various authors. 12mo. Illustrated. Boston, 1881. See also l'Enseignement en Tunisie Foncin, Rev. d'Enseignement, 1882; en Algérie, 1883, pp. 697 and 817; en Italie, Bertholet, 1886, pp. 137; Belgique, Hymans, 1881, pp. 250.



XI.

WORKS ON SYSTEMATIC PEDAGOGY.

1. **Bain, A.** Education as a Science. pp. 453. New York, 1881.
2. **Beneke, F. E.** Erziehungs- und Unterrichtslehre. I. Bd. pp. 403; II. Bd. pp. 482. Berlin, 1876.

Application of the author's well-known psychological ideas to education, and formerly much used.

3. **Bock, E.** Der Volksschul-Unterricht. pp. 688. Breslau, 1879.

On the basis of Prussian law. A book full of practical details on the methods of teaching each common-school branch. One of the best German guides to school-keeping, and now much read in this country.

4. **Bormann, A.** Pädagogik für Volksschullehrer. pp. 299. Berlin, 1873.

On the basis of the law of 1872, with reference to public and normal schools.

5. **Colozza, G. A.** Saggio di pedagogia comparata. pp. 104. Napoli, 1885.
6. **Denzel, B. G.** Einleitung in die Erziehungs- und Unterrichtslehre für Volksschullehrer. 1ter Theil. pp. 328. Stuttgart, 1825.

Once a standard.

7. **Diesterweg's** Wegweiser zur Bildung für deutsche Lehrer. 3 Bd. pp. 384, 573, 815. Essen, 1873-77.
- Vol. I. General consideration and literature on elementary psychology, didactics, and methods.
- Vol. II. Considers successively instruction in religion, object-lessons, reading, arithmetic, writing, drawing, singing.
- Vol. III. Geography, history, science, geometry, French, English, the instruction of deaf-mutes, the blind, the idiotic, kindergarten, and gymnastic.

An old, and for a long time almost unrivalled, standard work, revised to date, with copious literature on each topic, including both pedagogical treatises and critical estimates of the value of all the leading German school text-books. Still widely used by teachers in Germany.

8. **Dittes, F.** Schule der Pädagogik. pp. 1024. Leipzig und Wien, 1880.
- Contains I. Psychology. pp. 160.
 II. Logic, to p. 241.
 III. Theory of education and instruction, to p. 473.
 IV. Method of the public school, to p. 755.
 V. History of education and instruction, to p. 1004.

An important and comprehensive work. The author was for many years at the head of the Vienna pedagogium.

9. **Fitch, J. G.** Lectures on Teaching. pp. 393. New York, 1885.
- Very valuable lectures by a practical teacher and inspector, chiefly by topics. See also his Art of Securing Attention, p. 43.

10. **Fricke, F. W.** Erziehungs- und Unterrichtslehre. pp. 810. Mannheim, 1881-82.

Objectivity of judgment and the mediation of antitheses are sought by the author. The plan is very comprehensive and original.

11. **Kellner, L.** Volksschulkunde. Ein theoretisch-praktischer Wegweiser für katholische Lehrer und Lehrerinnen, Schulaufseher und Seminarien. pp. 352. Essen, 1874.

12. **Kern, H.** Grundriss der Pädagogik. pp. 314. Berlin, 1881.

A good modern treatise by a Berlin gymnasial rector.

13. **Klopper, Dr. K.** Grundriss der Pädagogik. pp. 183. Rostock, 1878.

For female teachers and female schools.

14. **Naegelsbach, C. F. v.** Edited by Autenrieth, G. Gymnasial-Pädagogik. pp. 175. 3d edition. Erlangen, 1879.

An old and standard work, condensed, and still valuable.

15. **Niemeyer.** Grundsätze der Erziehung und des Unterrichts. 3 vols. pp. 572, 734, 666. Halle, 1839.

An old, valued, and comprehensive work.

16. **Niedergesäss, R.** Handbuch der speciellen Methodik der elementaren Schulen. Wien, 1885.

Being published in instalments, with many co-workers and many illustrations; fuller than the preceding; valuable.

17. **Palmer, C.** Evangelische Pädagogik. pp. 736. Stuttgart, 1869.

A somewhat extreme, but tried and suggestive pietistic standard work.

18. **Piderit, Dr. Albert.** Zur Gymnasialpädagogik. 47 lectures. pp. 438. Gütersloh, 1877.

19. **Rappold, J.** *Gymnasialpädagogischer Wegweiser.* pp. 30. Wien, 1883.

Designed for beginners (or candidates) in gymnasial instruction. Contains a list of books and articles of value, arranged topically.

20. **Rosenkranz, K.** *Pedagogics as a System.* Translated by Anna C. Brackett. pp. 148. St. Louis, 1872.

The best presentation in English of Hegelian idealism applied to pedagogics.

21. **Roth, K. L.** *Gymnasial-Pädagogik.* pp. 472. Stuttgart, 1874.

First published in 1865, by an able and well-known gymnasial rector. A work still much read in Germany, and perhaps as good as anything in its special field, except Schrader.

22. **Schrader, W.** *Erziehungs- und Unterrichtslehre für Gymnasien und Realschulen.* pp. 590. Berlin, 1882.

I. Introduction, devoted to ethical and pedagogical relations.

II. General theory of education and instruction.

III. The special branches.

Fourth enlarged and corrected edition. By general consent the best, as it is the fullest, general treatise on pedagogic questions from the gymnasial standpoint. The author has had a long gymnasia experience.

23. **Schwartz.** *Allgemeine Erziehungslehre.* 8th ed. pp. 448. Leipzig, 1880. See also his *Schul-Erziehungslehre.* pp. 739. 1882.

The first is an old standard treatise on systematic pedagogy, newly edited.

24. **Thaulow, Dr. Gustav.** *Philosophie der Pädagogik.* pp. 212. Berlin, 1845.

Interesting compilation of ideas from Hegel.

25. **Waitz, T.** *Allgemeine Pädagogik.* pp. 552, lxxvi. Braunschweig, 1875.

One of the best from the standpoint of a purely Herbartian psychology. A work that has been much read, and had much influence upon university lecturers, by the eminent anthropologist.

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26. **Zeschwitz, Gerhard von.** Lehrbuch der Pädagogik. pp. 291. Leipzig, 1882.

27. **Ziller, T.** Grundlegung zur Lehre vom erziehenden Unterricht. pp. 557. Leipzig, 1884.

The author, of whom this is the chief work, was for many years professor of pedagogy at the University of Leipzig. Although there are professors in nearly every German university who lecture on pedagogy, Ziller, with three or four others, devoted his entire energy to this department, holding seminaries, conducting practice classes in the gymnasium, editing a periodical, and having many pupils. This volume was re-edited after his death, and consists of two parts: (a) on the relation of instruction to government and to discipline; (b) determination of the end of instruction. Although very original and suggestive, the author's dependence upon Herbart is manifest.

28. **Ziller, T.** Vorlesungen über Allgemeine Pädagogik. pp. 344. Leipzig, 1876.

The first work for those to read who would acquaint themselves with the author's opinions. It follows its characteristic divisions. I. School government; II. Instruction, laws, and method; III. Discipline, character, culture.

The "systematic" character claimed for works of this class has often been vigorously denied, and the differences between systems has sometimes brought discredit upon the work of those who devote themselves to the study of educational problems. Of late, however, the best minds have been drawn from premature systematizing to the study of special problems, and in this lies the new promise of fecundity in this field.

XII.

WORKS IN THE FIELD OF GENERAL PEDAGOGY, OF
A LESS SYSTEMATIC CHARACTER THAN THE
PRECEDING.

1. **Abbott, J.** *The Teacher.* 285. Boston, 1833.

The rare first edition.

2. **Anon.** *Practical Education.* 2 vols. pp. 344, 333. New York, 1801.

3. **Anon.** *The Teacher's Manual of the Science and Art of Teaching.* pp. 547. London, 1879.

4. **Bain, A.** *Practical Essays.* pp. 338. New York, 1884.

Including chapters on civil service examinations, the classical controversy, metaphysical and debating societies, the university ideal, past and present.

5. **Barnard.** *Library of Practical Pedagogy.* 10 vols. Hartford, 1880.

6. **Barnard, H.** *German Pedagogy. Views of German Educators on the Principles of Education and Methods of Instruction for Schools of Different Grades.* pp. 640. Hartford, 1871.

Republished from the *American Journal of Education.*

7. **Béésau, M. l'Abbé.** *The Spirit of Education.* pp. 325. Translated. Syracuse, N.Y., 1881.

8. **Blackie, J. S.** *On Self-Culture.* pp. 116. New York, 1874.

9. **Clarke, E. H.** *The Building of a Brain.*

10. **Ebeling, Ch.** *Briefe über Erziehung; a vade mecum for parents and teachers.* pp. 150. Hamburg, 1879.

1. The first part of the document discusses the importance of maintaining accurate records and the role of the auditor in this process.

2. The second part of the document discusses the various methods used to collect and analyze data, including interviews, surveys, and focus groups.

3. The third part of the document discusses the importance of ethical considerations in research and the need for transparency and honesty in reporting results.

4. The fourth part of the document discusses the importance of communication and the need to clearly and concisely present findings to a variety of stakeholders.

5. The fifth part of the document discusses the importance of critical thinking and the need to evaluate evidence and arguments carefully.

6. The sixth part of the document discusses the importance of collaboration and the need to work with others to solve complex problems.

7. The seventh part of the document discusses the importance of reflection and the need to evaluate one's own work and the work of others.

8. The eighth part of the document discusses the importance of staying current in one's field and the need to engage in ongoing learning and development.

9. The ninth part of the document discusses the importance of leadership and the need to inspire and motivate others to achieve their best work.

10. The tenth part of the document discusses the importance of innovation and the need to think creatively and develop new solutions to old problems.

11. The eleventh part of the document discusses the importance of resilience and the need to persevere in the face of challenges and setbacks.

11. **Eve. Sidgwick and Abbott.** Three Lectures on the Practice of Education. Cambridge, Eng., 1883.
In the Pitt. Press Series.
12. **Farrar, F. W.,** Editor. Essays on a Liberal Education. pp. 384. London, 1868.
- C. S. Parker, On the History of Classical Education, p. 1.
H. Sidgwick, The Theory of Classical Education, p. 81.
J. Seeley, Liberal Education in Universities, p. 145.
E. E. Bowen, On Teaching by Means of Grammar, p. 177.
F. W. Farrar, On Greek and Latin Verse-Composition as a General Branch of Education, p. 205.
J. M. Wilson, On Teaching Natural Science in Schools, p. 241.
J. W. Hales, The Teaching of English, p. 293.
W. Johnson, On the Education of the Reasoning Faculties, p. 313.
L. Houghton, On the Present Social Results of Classical Education, p. 365.
13. **Fellenberg.** Letters from Hofwyl, by a Parent. pp. 372. London, 1842.
See Fellenberg discussed in Atlantic Monthly, May, 1879, by Robert Dale Owen, and by an earlier writer in the Atlantic, May, 1865.
14. **Frisch, F.** Pädagogische Streifzüge. pp. 176. Wien und Leipzig, 1883.
Twenty-seven brief and bright essays on topics nearly or entirely connected with the teacher's work.
15. **Grube, A. W.** Pädagogische Studien und Kritiken für Lehrer und Erzieher. pp. 294. Leipzig, 1882. Vermischte Aufsätze aus den Jahren 1845-60. pp. 406. Leipzig, 1860.
I. Pädagogische Lehren vom administrativen, philosophischen, kirchlichen und ärztlichen Standpunkte

- II. Pädagogische Reiseskizzen.
- III. Naturwissenschaft und Natursymbolik.
- IV. Zum Unterricht in der deutschen Sprache.
- V. Volksschullehrer-Praxis.
- VI. Aus dem Gemüthsleben des Volks und seiner Lehrer.

Second Series. 1882.

- I. Naturforschung und Christenthum.
 - II. Zur Aesthetik der Tonkunst.
 - III. Zur Entwicklungsgeschichte der Volksschule.
 - IV. Evangelische Erziehungs- und Unterrichtslehren.
 - V. Staatlicher Fortschrittsdrang und klerikale Hemmung.
 - VI. Zur Einrichtung, Zucht und Leitung des Unterrichts.
16. **Hamilton, Gail.** Our Common School System. pp. 358. Boston.
Sprightly and critical miscellaneous papers.
17. **Jessen, A. C.** Pädagogische Skizzen. 2 Bd. 148. Wien, 1874-76.
Three little volumes of brief and miscellaneous practical articles.
18. **Jütting, W. U.** Sprachliche und pädagogische Abhandlungen. pp. 443, 428. Aurich, 1868.
19. **Keber, Dr. A.** Zur Methodenkunde und Pädagogik. Gesammelte Aufsätze. pp. 272. Köthen, 1877.
20. **Kaiser, E.** Grundriss der Erziehungslehre für Kleinkinderlehrerinnen. pp. 72. Berlin, 1885.
21. **Kehr, C.** Die Praxis der Volksschule. 9th ed. pp. 490. Gotha, 1880.
For normal pupils.
22. **Kellner, L.** Aphorismen. Zur Pädagogik der Schule und des Hauses. pp. 179. Essen, 1878.

1918, p. 1000. The following is a list of the names of the members of the committee on the part of the American Medical Association.

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23. **Lorenz, O.** Ueber Gymnasialwesen, Pädagogik und Fachbildung. Wien, 1879.

24. **Mähr, F.** Schülerfehler, Lebensfehler und ihre Heilung. pp. 46. Wien, 1881.

Thirty defects. Shows some observation of children.

25. **Nitzsch.** Pädagogische Briefe. pp. 332. Leipzig, 1867.

Sprightly letters on many topics, mostly educational.

26. **Noiré, L.** Pädagogisches Skizzenbuch. pp. 331. Leipzig, 1874.

Language-study the basis of higher mental development; danger of one-sidedness in the study of language; schoolmasters' diseases; ideal culture; examples of poetic interpretation; progress in the knowledge of nature, and its influence on the mental life; and other papers.

27. **Page, D. P.** Theory and Practice of Teaching. pp. 358. New York.

Quite antiquated, but good.

28. **Payne, Joseph.** Lectures on the Science and Art of Education. pp. 389. London, 1880.

Very valuable. The author was the first professor of the science and art of education in the college of preceptors in London.

29. **Quain, R.** On Some Defects in General Education. pp. 112. London, 1870.

30. **Rosmini-Serbati, A.** Scritti vari di Metodo e di Pedagogia. pp. 512. Torino, 1883.

Valuable suggestions, but desultory in form and method, by the noted Italian philosopher.

31. **Scheve, Gustav.** Naturgesetze der Erziehung. pp. 96. Stettin, no date.

32. **Schmid-Schwarzenberg, F.** Briefe über vernünftige Erziehung. pp. 196. Wien, 1882.

Thirty-four short letters of advice to teachers.

33. **Schütze, F. M.** Evangelische Schulkunde. pp. 800. Leipzig, 1876.

34. **Spencer, H.** Education, and also his Essays on Educational Topics.

35. **Tate, T.** The Philosophy of Education; or, the Principles and Practice of Teaching. London. Republished in Syracuse, 1885.

36. **Taylor, J. O.** The District School. pp. 336. New York, 1834.

Of only historical value.

37. **Thompson, D. W.** Day Dreams of the Schoolmaster. pp. 328. Edinburgh, 1864.

Pleasant but desultory reading.

38. **Thring, E.** Theory and Practice of Teaching. pp. 256. Cambridge, England, 1883.

A very bright and suggestive book, by the head master of the Uppingham School.

39. **Vernaleken, T.** Die Anfänge der Unterrichtslehre und Volksschulkunde mit psychologischer Propädeutik. pp. 192. Wien, 1874.

I. Psychological propaedeutic; II. Instruction in the public school; III. The public school; IV. Instruction in language.

40. **Wagner, J. J.** System des Unterrichts oder Encyclopædie u. Methodologie des Gesamten Schul-studiums. Ulm., 1881.

In his works, Bd. 3.

41. **Wickersham.** School Economy.
42. **Willm's** Education of the People, with a preliminary dissertation on some points connected with the present position of education in England. pp. 250. 12mo. Translated. Glasgow, 1847.
43. **Wyss, F.** Pädagogische Vorträge zur Fortbildung der Lehrer. pp. 175. Wien und Leipzig, 1884.

Chapters on character culture, the relation of education to the *Gemüth*, the pedagogy of Herder, Diesterweg, Herbart, Ziller. The importance of Herbart and Pestalozzi are especially magnified. See a system of education for the infant King of Rome, and other French princes of the blood. London, 182 . Drawn up under the direction of the Emperor Napoleon. See also *De institutione principis*. London, 1619. Works of King James I. See also Adelaide and Theodore; or, Letters on Education, containing all the principles of education relative to the different plans of education, to that of princes and to that of young persons of both sexes.

The last two sections, especially XII., might very easily have been almost indefinitely extended.

XIII.

WORKS ON THE PSYCHOLOGY OF PEDAGOGY, OR
ON SPECIAL PARTS OF IT.

1. **Ballauf, L.** Humanismus und Realismus. pp. 25. Vol. II. Päd. Studien von W. Rein. Eisenach, 1877.
2. **Barth, E.** Ueber den Umgang. Ein Beitrag zur Schul-Pädagogik. pp. 110. Langensalza, 1882.
A Herbartian essay of some interest on an extremely important topic.
3. **Craig, A. R.** The Philosophy of Training. pp. 377. London, 1847.
A still valuable, but somewhat antiquated, standard work.
4. **Dittes, F.** Naturlehre des Moralischen und Kunstlehre der Moralischen Erziehung. pp. 144. Leipzig, 1856.
5. **Fichte, J. E.** On the Nature of the Scholars, and its Manifestation. pp. 220. London.
6. **Fröhlich, G.** Die wissenschaftliche Pädagogik in ihren Grund-
lehren. pp. 164. Wien und Leipzig, 1883.
A popular prize essay, containing a plea for the application of psychology to school work, and containing lists of educational or psychological books and journals.
7. **Hall, G. Stanley.** The New Psychology. Andover Review, 1884. - The Education of the Will. Princeton Review, Nov., 1882. New Departures in Education. N. A. Review, Feb., 1885.
8. **Hooffman, U. J.** The Science of Mind Applied to Teaching. pp. 400. New York, 1885.

The following is a list of the names of the members of the
 Board of Trustees of the University of Chicago, as of
 the 1st day of January, 1910.

President: *[Name]*
 Vice-President: *[Name]*
 Secretary: *[Name]*
 Treasurer: *[Name]*
 Trustees: *[List of names]*

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9. **Imme, T.** Die Fragesätze nach psychologischen Grundsätzen. pp. 62. In the Jahres-Bericht des Königlichen Gymnasiums zu Cleve. 1879.
10. **Klaiber, J.** Das Märchen und die kindliche Phantasie. pp. 44. Stuttgart, 1866.
Good.
11. **Lange, K.** Ueber Apperception. Eine psychologische-paedagogische Monographie. pp. 112. Plauen, 1879.
Good.
12. **Maas, B.** Die Psychologie in ihrer Anwendung auf die Schulpraxis S. pp. 84. Breslau, 1885.
13. **Märkel, G.** Die Einbildungskraft und ihrer Bedeutung für Unterricht und Erziehung. pp. 34. Döbeln, 1878.
14. **Meyer, B.** Aus der ästhetischen Pädagogik. pp. 256. Berlin, 1873.
Six lectures on language, literature, music, art, art-industry, and pedagogical practice from an æsthetic, educational standpoint, by a popular professor of philosophy at the University of Bonn.
15. **Oehler, C.** Die Aufmerksamkeit der Kinder beim Unterricht. pp. 30. Leipzig, 1876.
16. **Pfisterer, G. F.** Pädagogische Psychologie. pp. 340. Gütersloh, 1880.
An attempt quite noteworthy in Germany to go beyond the psychology of Herbart and Beneke, which pervades so much of the technically pedagogical literature of that country, and to utilize and apply to pedagogical problems the newer psychology of Lotze, Ulrichi, J. H. Fichte, Wundt, Trendelenberg, Sigwart, Lazarus, Horwicz and others, but dealing largely in quotations.
17. **Radestock, P.** Habit and its Importance for Education. Translated from the German by F. Caspari. Boston, 1886.

Covers mainly the entire field of pedagogical psychology, full of well-chosen quotations, and mainly empirical in its standpoint. Brief Introduction by G. S. Hall.

18. **Richter, A.** Die Concentration des Unterrichts in der Volksschule. pp. 92. Leipzig, 1865.

A valuable prize essay on a topic then much discussed in Germany.

19. **Scherfig, F. E.** Der psychische Wert des Einzel- und Classenunterrichts. Eine psychologisch-pädagogische Monographie. pp. 56. Leipzig, 1882.

A very suggestive thesis.

20. **Schnell, F.** Grundriss der Concentration und Centralisation des Unterrichts. pp. 159. Langensalza, 1860.

From Ziller's standpoint.

21. **Sidgwick, A.** On Stimulus. pp. 29-65. See the Lectures on Education. pp. 38. Cambridge, 1883.

22. **Strümpell, L.** Psychologische Pädagogik. pp. 368. Leipzig, 1880.

Rather more abstract Herbartian psychology than pedagogy.

23. **Tate, T.** The Philosophy of Education; the Principles and Practice of Teaching. pp. 330. Syracuse, 1884.

A good old English book, well worth reprinting in this country.

24. **Wiese, L.** Die Bildung des Willens. pp. 87. 9th edition. Berlin, 1879.

A valuable contribution to the subject. Cf. also Lippe, Culturgeschichte. III. Treats of mental culture. Also Essays of Benj. Rush. Philadelphia, 1798. Treats curricula, amusements, punishments, female education, etc., in a philosophic spirit. Also H. Dittmar, Tempament und Erziehung. pp. 57. Emden, 1885. — Walsemann, Das Interesse, sein Wesen u. sein Bedeutung f. d. Unterricht. Hannover, 1885. — Löhr, Ueber Pflege der Phantasie in der Volksschule. Danzig, 1885. — Krier, Das Studium und das privat-lecture. pp. 291. Luxemburg, 1885. — Hartwig, Die Erziehungs Principien Dupanloup's. Leipzig, 1885. — Israel, Die pädagogische Bestrebungen E. Weigels. Zschoppau, 1885. — Hass, Die Psychologie als Grundwissenschaft der Pädagogik. Leipzig, 1885. — See Vico, works. — Chap. V. Blackwood, Philosophical Classics. Vico's educational ideas are important.

XIV.

PSYCHOLOGICAL AND ETHICAL WORKS WITHOUT IMMEDIATE REFERENCE TO EDUCATION, BUT RECOMMENDED TO TEACHERS.

1. **Bain, A.** *The Senses and the Intellect, and The Emotions and the Will.*

His two chief works.

2. **Benn, A. W.** *The Greek Philosophers.* 2 vols. London, 1882.

Very brilliant, chiefly from the standpoint of Zeller, of whose great standard this may almost serve as a popular resumé.

3. **Bowen, F.** *Modern Philosophy, from Descartes to Schopenhauer and Hartmann.* N.Y., 1877.

Spicily written, and fullest and best on Kant and Schopenhauer.

4. **Carpenter, W. B.** *Principles of Mental Physiology.* pp. 737. New York, 1874.

Scientifically antiquated, but containing many valuable suggestions for teachers.

5. **Ebbinghaus, H.** *Ueber das Gedächtniss. Untersuchungen zur experimentalen Psychologie.* Leipzig, 1885.

A valuable experimental research on the carrying power of memory, cited as a favorable sample of a larger class of works in scientific psychology, of practical value in education.

6. **Galton, F.** *Inquiries into Human Faculty and its Development.* pp. 380. New York, 1883.

A suggestive book for teachers interested in the psychological bearings of their work, but confined to a few topics

7. **Hamilton, Sir Wm.** Essays on Education, including a Review of Cousin on German Schools, Dalgarno on Teaching Deaf-Mutes, Mathematics, and Mental Discipline, State Control of Universities, University Rights of Dissentors, etc.

8. **Hoffman, F.** Der Einfluss der Natur auf die Kulturentwicklung der Menschen. pp. 36. Samml. Wiss. Vorträge. xx. S. H. 464. Berlin, 1885.

Anthropological, specifying climatic site, mineral resources, and plants and animals.

9. **Holmes, O. W.** Mechanism in Thought and Morals. pp. 101. Boston, 1871.

Parts of it bearing directly on education.

10. **Ireland, W. W.** The Blot on the Brain. Studies in History and Psychology. N.Y., 1886.

Contains chapters on left-handedness, unconscious cerebration, the relation of words to thought, etc.

11. **Joly, H.** Psychologie des grands hommes. pp. 280. Paris, 1883.

In the line of Galton. See also Radestock's *Genie und Wahnsinn*. Cf. also Candolle's *Histoire des Sciences et des Savants*. A study of French Academicians for two centuries. Reviewed in the *Popular Science Monthly*, May, 1886.

12. **Knight, W.,** Editor. *Philosophical Classics for English Readers.*

Very readable little volumes, each devoted to the life, character, and brief resumé of the system of eminent philosophers, by different writers. The series so far includes Descartes, Butler, Berkeley, Fichte, Kant, Hamilton, Hegel, Leibnitz, Vico, Hobbes, and Hume. Bacon and Spinoza are to come.

13. **Lazarus.** *Das Leben der Seele.* 3 vols. 1875.

The chief work of a Berlin professor of philosophy, saturated with his educational opinions.

14. **Lewes, G. H.** *Physical Basis of Mind.* Boston, 1877.

Some special problems in physiological psychology.

15. **Lotze, H.** *Outlines of Psychology.* pp. 120. Boston, 1885.

16. **Mayor, J. B.** *A Sketch of Ancient Philosophy, from Thales to Cicero.* pp. 254. Cambridge, England, 1881.

Chiefly ethical.

17. **Morris, Geo. S.** *German Philosophical Classics for English Readers and Students.*

Less popular, but more special, and of far more scientific value than Knight's series above. See also Prof. Morris' translation of Ueberweg's comprehensive *History of Philosophy*, in two vols.

18. **Müller, G. E.** *Zur Theorie der sinnlichen Aufmerksamkeit.* pp. 136. Leipzig.

A thesis vague, but suggestive.

19. **Ribot, T.** *Maladies de Personalité.* Paris, 1855.

Like the two following books, extremely popular resumés of more special works.

20. **Ribot, T.** *The Diseases of the Will.* pp. 45. New York, 1884.

21. **Ribot, T.** *The Diseases of Memory.* pp. 48. New York, 1883.

Like the preceding work, now published for fifteen cents in the Humboldt Library.

22. **Ribot, T.** *German Psychology of To-day.* pp. 307. N.Y., 1880.

A handy little digest of Herbart, Lotze, Wundt, Fechner, Helmholtz, and other experimental psychologists; see also his earlier work, *English Psychology*, N.Y., 1874, epitomizing J. S. Mill, H. Spencer, Lewes, Bain, and Bailey. These books of Ribot, especially the two last, are especially recommended to teachers.

23. **Spencer, H.** Illustrations of Universal Progress. pp. 451. New York, 1872.

Contains his essays on Progress, and also especially his Psychology (2 vols.), Manners and Fashion, Genesis of Science, Physiology of Laughter, Origin and Function of Music; Bain on Emotion and Will, Use and Beauty, Uses of Anthropomorphism; see also his Psychology, and especially the first volume.

24. **Steinthal, H.** Einleitung in die Psychologie und Sprachwissenschaft. pp. i, 496. Berlin, 1881.

Brilliant, and very valuable, especially for the study of attention in education.

25. **Sully, J.** Outlines of Psychology. pp. 711. London, 1884.

With educational references. A smaller volume, containing the parts especially devoted to pedagogy, has been independently published.

26. **Taine, H.** On Intelligence. pp. 514. New York, 1872.

The most painstaking of all the author's works, by which he wishes to be remembered. Implies much knowledge of morbid states.

27. **Tylor, E. B.** Primitive Culture. 2 vols. pp. 453, 426. London, 1871.

A standard work of much scientific interest for teachers interested in the nature of childhood, in the mental traits it has in common with savages.

28. **Ward.** See his article on Psychology in the new edition of Encyclopedia Britannica.

The author is one of the most acute of English psychologists, and has studied and lectured upon educational topics.

29. **Youmans, E. L.** The Culture Demanded by Modern Life. pp. 473. New York, 1873.

A well-known collection of essays and papers by eminent specialists, on the educational aspect and value of different departments of science. Read in this connection Taylor's Defence of Classical Studies, by many authors, prepared in a sense as a rejoinder to this book.

30. **Zeller, E.** Outlines of the History of Greek Philosophy. pp. 363. New York, 1886.

A convenient compendium of his great work, made by the author. These works are sampled from a large class as books which, in the opinion of the writer, every intelligent teacher can understand and profit by. 2, 3, 11, 15, and 16 can be read to open the field of history and philosophy, and, in part, ethics; 1, 4, 5, 6, 9, 10, 13, 18-21, as introductory to psychology.



XV.

THE STUDY AND OBSERVATION OF CHILDREN.

1. **Bartolomäi.** Der Anfang des Tastens, Sehens, und Hörens. 1872.

Ziller's Jahrbuch.

2. **De la Calle.** La Glossologie, Essai sur la science expérimentale du langage. 1881.

3. **Bowditch, H. P.** The Growth of Children: also a Supplementary Report; in eighth and tenth Reports respectively, of the Mass. Board of Health.

Based on many measurements, and showing rapidity of growth, and its causes, according to comfort, occupation, and parents. A research which has prompted several others in the field since.

4. **Bryant, Mrs. S.** Test of Children, as evinced by their Powers of Observation. Journal of Anthropol. Instr. Feb., 1868.

Applied to school children at the age of thirteen, by a method suggested by Mr. Galton.

5. **Champfleury.** Les enfants. pp. 336. Paris, 1872.

Gossipy, but readable.

6. **Darwin, C.** A Biographical Sketch of an Infant. *Mind*, July, 1877, London.
7. **Dupanloup.** *The Child.* pp. 299. Boston, 1875.
A Catholic view of child-nature, by a well-known prelate. Translated by R. Anderson.
8. **Egger, M.** Observation et réflexions sur le développement de l'intelligence et du langage chez les enfants. pp. 102. Paris, 1881.
Valuable.
9. **Faust.** *Die Perioden des menschlichen Lebens.* pp. 84. Berlin, 1794.
Old views of childhood, now only curious.
10. **Ferri, L.** I primi stadi dell' intelligenza (nella Riv. *La Filos. delle Scuole Italiane*, Ottobre, 1879). I primi passi della volontà e del sentimento morale (*Ibid.*, Ottobre, 1881). Nota sul sentimento del bello (*Ibid.*, Giugno, 1883).
See also *Rev. Philosophie*, April, 1880.
11. **Freihold.** *Lebensgeschichte der Menschheit, Culturgeschichtliche Forschungen.* Especially Bd. I. *Das Erste Leben der Menschheit, oder die Sinnliche Richtung.* pp. 266. Jena, 1876.
12. **Fürst, F.** *Das Kind und seine Pflege im Gesunden und Kranken Zustande.* pp. 434. Leipzig, 1876.
A dialectic book by a physician.
13. **Geiger, A.** *Zur Entwicklungsgeschichte der Menschheit.* pp. 150. Stuttgart, 1878.
Philogenetic light shed on ontogenesis. Translated in the English Philosophical Series.

MEMORANDUM FOR THE RECORD

Subject: [Illegible]

Reference is made to [Illegible]

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14. **Geiger, L.** Ursprung und Entwicklung der menschlichen Sprache und Vernunft. 1te Bd. pp. 486 (1868). 2tr, pp. 391. Stuttgart, 1872.

Though not pedagogical, and not devoted to the study of childhood, contains valuable contributions to the subject.

15. **Gelmini, Andr.** Studi psicologici ed educativi sul fanciullo. 16mo. pp. 151. Torino, 1886.

16. **Genzmer, A.** Untersuchungen über die Sinneswahrnehmungen des neugeborenen Menschen. Halle, 1873.

A thesis; valuable.

17. **Götze.** In die Volkspoesie und der Kind. 1872.

In Ziller's Jahrbuch, IV. Jahrgang.

18. **Goltz, B.** Buch der Kindheit. pp. 532. Berlin, 1847.

A book of considerable insight and literary merit, much read by German parents, but not scientific, or even methodic.

19. **Granville, J. M.** Youth: its Care and Culture. pp. 167. Greenwood. New York.

20. **Grohmann, J. C. A.** Ideen zu einer Geschichte der Entwicklung des kindlichen Alters. Psychologische Untersuchungen. pp. 420. 1817.

Contains some good observations, but thin and theoretical.

21. **Hall, G. Stanley.** The Contents of Children's Minds. Princeton Rev., May, 1882.

An empirical and statistical test of children entering the lowest primary class of the Boston public schools. See the same writer's report on child-study in the proceedings of the National Council of Education, 1885, containing a report on children's collections. Also a valuable study made on white and colored children in Kansas City, reported by Superintendent Greenwood in the Proceedings of the National Teachers' Association at Madison, Wis., 1884.

22. **Herzog, H., und Schiller, K.** Das Kind. Anleitungen zur rationellen physischen Erziehungsweise und Winke zur Entfaltung des Seelenlebens der Kinder. pp. 144. Pest, 1868.
23. **Hertel.** Overpressure in Schools. Translated. pp. 178. London, 1885.

Based on a careful study of the school children of Copenhagen.

24. **Holden, E. S.** Observations on Infants. Transactions of the Am. Philological Soc. 1875-77. Bulletin, Philosophical Society, Washington. Appendix VI.

Valuable.

25. **Hope, A. R.** (Pseudonym.) A Book about Boys. pp. 276. Edinburgh, 1868.

Their amusements, friendship, manners, books, etc.; popular.

26. **Johnson, J.** Rudimentary Society among Boys. Overland Monthly, Oct., 1883.

A valuable and original study. Republished later in the Johns Hopkins Historical Studies.

27. **Keber, A.** Zur Philosophie der Kindersprache. Gereimtes und Ungereimtes. pp. 132. Halle, 1868.

28. **Kriege, M. H.** The Child: its Nature and Relations. pp. 148. New York, 1872.

A free, popular rendering of Fröbel and Bülow.

29. **Kroner.** Sinnesempfindungen des Neugeborenen. pp. iv, 37. Breslau.

From the Verhandlungen der aertzlichen Gesellschaft, IV.

30. **Kussmaul, A.** Untersuchungen über das Seelenleben der neugeborenen Menschen. pp. 40. Leipzig, 1859.

Very good.

31. **Lazarus, W.** Die Reize des Spiels. Berlin, 1883.

32. **Löbische, I. E.** *Entwicklungsgeschichte der Seele des Kindes.* pp. 134. Wien, 1851.

An oft-quoted book by a physician, who makes the diseases of children his specialty.

33. **Meyer, B.** *Von der Wiege bis zur Schule.* pp. 180. Berlin, 1877.

But few facts, and those chiefly through Fröbel's eyes. Its English translation is not accessible.

34. **Necker de Saussure, Madame.** *Progressive Education, Commencing with the Infant.* pp. 348. Boston, 1835.

A book of remarkable insight and originality, translated and abridged from the French. The full French edition, as well as the full German translation, has three volumes, the last on the education of girls.

35. **Paul, H.** *The Clever Things said by Children.* London, 1882.

Better than such titles commonly suggest.

36. **Peckham, G. W.** *The Growth of Children.* pp. 46. See 6th Annual Report of the State Board of Health, Wisconsin.

A statistical, anthropometric study.

37. **Perez, B.** *L'Éducation dès le Berceau. Essai de pédagogie expérimentale.* pp. 302. Paris, 1880.

Valuable suggestions from moral and æsthetic education, by an acute observer.

38. **Perez, B.** *The First Three Years of Childhood,* translated by Oliver M. Christie. pp. 292. London, republished in Chicago, 1885.

A most valuable book. Some small parts of the author's *L'éducation dès le Berceau* are incorporated, the latter book being more specially pedagogical.

39. **Perez, Thierry Tiedemauro.** *La science de l'enfant.* pp. 78. Paris, 1881.

40. **Ploss, H.** *Das Kind in Brauch und Sitte der Völker.* pp. 394, 478. Berlin, 1882.

A comprehensive and valuable anthropological study on naming, consecrating, feeding, observing, variously operating upon infants in different lands, following the child to adolescence.

41. **Ploss, H.** *Das kleine Kind vom Tragbett bis zum ersten Schritt.* pp. 120. Berlin, 1881.

An anthropological treatise on the ways of carrying, rocking, etc., infants among various peoples, savage and civilized.

42. **Pollock, F.** *An Infant's Progress in Language.* Mind. Vol. VI. pp. 104.

43. **Preyer, W.** *Die Seele des Kindes. Beobachtungen über die geistige Entwicklung des Menschen in den ersten Lebensjahren.* 2te Ausgabe. 2 Bde. 1886.

Part I. Describes the development of each sense.

Part II. The development of the will, as shown in impulsive, reflex, instinctive, imitative, expressive, and reflective muscular movements.

Part III. The development of the understanding, especially devoted to language.

Studies mainly on his own children. More extended than any general child-studies yet made. The author is professor of physiology at the University of Jena.

44. **Preyer, W.** *Die specielle Physiologie des Embryos.* pp. 320. Leipzig, 1884.

45. **Rau, H.** *Geschichte der Entwicklung des menschlichen Geistes.* pp.: 1ter Th., 390; 2ter, 469; Neustadt a. d. Haardt, 1882.

Culture history; very popular; almost commonplace; cited here as a good example of a large class of works showing the analogy between the stages of development in the child and the race.

1. The first part of the book is devoted to a general history of the world, from the beginning of time to the present day.

2. The second part of the book is devoted to a general history of the British Empire, from the reign of Queen Elizabeth I to the present day.

3. The third part of the book is devoted to a general history of the United States of America, from the first settlement to the present day.

4. The fourth part of the book is devoted to a general history of the French Republic, from the revolution to the present day.

5. The fifth part of the book is devoted to a general history of the Russian Empire, from the reign of Peter the Great to the present day.

6. The sixth part of the book is devoted to a general history of the Ottoman Empire, from the reign of Suleiman the Magnificent to the present day.

7. The seventh part of the book is devoted to a general history of the East India Company, from its establishment to the present day.

8. The eighth part of the book is devoted to a general history of the African continent, from the first discovery to the present day.

9. The ninth part of the book is devoted to a general history of the Australian continent, from the first discovery to the present day.

10. The tenth part of the book is devoted to a general history of the Pacific Ocean, from the first discovery to the present day.

11. The eleventh part of the book is devoted to a general history of the Indian Ocean, from the first discovery to the present day.

12. The twelfth part of the book is devoted to a general history of the Arctic region, from the first discovery to the present day.

13. The thirteenth part of the book is devoted to a general history of the Antarctic region, from the first discovery to the present day.

14. The fourteenth part of the book is devoted to a general history of the world, from the present day to the year 2000.

15. The fifteenth part of the book is devoted to a general history of the world, from the year 2000 to the year 2500.

46. **Riecke, G. A.** Erziehungslehre. pp. 350. Stuttgart, 1874.
 Follows the successive periods of childhood and youth, without being distinctively anthropological.
47. **Rigutini, G.** Psicologia e pedagogia dell' infanzia. pp. 72. Milano, 1885.
 Preface to the translation of Perez' work on the education from the cradle.
48. **Schmerz, L.** Unsere Kinder. pp. 318. Wien, 1882.
 Seventy short papers on child life and culture.
49. **Schultze, F.** Die Sprache des Kindes. pp. 46. Leipzig, 1880.
 An important and oft-quoted monograph.
50. **Schröder.** Die erste Anregung des Musiksinnes. Weimar, 1873.
51. **Semmig, H.** Das Kind. Tagebuch eines Vaters. pp. 270. 2d ed. Leipzig, 1876.
52. **Sigismund, B.** Kind und Welt. Vätern, Müttern und Kinderfreunden, gewidmet. pp. 221. Braunschweig, 1856.
 Devoted to the first five years of life. One of the most delightful and suggestive books ever written on this subject.
53. **Statistisches Jahrbuch.** Vierter Jahrgang. pp. 59. Berlin, 1871.
 A systematic study of the intelligence of several thousand Berlin children on entering school. A very important work in which several eminent German scholars participated.
54. **Sully, J.** Babies and Science. Cornhill Mag., May, 1881.
 Also baby linguistics. Eng. Illustrated Mag., 1884.
55. **Taine.** Acquisition du langage. Rev. de Philos. 1876.
 Also see Mind, April, 1877.
56. **Tiedemann.** Die vier erste Jahre meiner Kinder.
 German original not known, but translated in Journal Général d'Instruction Publique, April, 1863. See also 39, above.

57. **Talbot, Mrs. E.** Papers on Infant Development. Proceedings of the American Science Circle, 1881. pp. 50.

But including new reports and the papers of Darwin and Taine.

58. **Vierordt.** Physiologie der ersten Kindheit, or a title to that effect, known to the writer only in an Italian translation.

59. **Weber, T.** Die Lüge der Kinder und deren Behandlung in Schule und Haus. pp. 43. Berlin.

In France several systems of questions, tests, and tables for recording observations, have been printed. See also the next section; for no system has been based primarily upon so direct an attempt to study the nature of childhood as the kindergarten.

XVI.

KINDERGARTEN.

1. **Anon.** Der Kindergarten in Amerika. pp. 31. New York, 1872. Steiger.
2. **Barnard, H.** Kindergarten Culture. Hartford.
3. **Barth, E.** Bilder aus dem Kindergarten. 212 woodcuts, and 12 plates.
4. **Buckland, A.** The Use of Stories in the Kindergarten, and the Happiness of Childhood.
5. **Kraus-Boelte, Maria, and John Kraus.** The Kindergarten Guide. An illustrated handbook designed for the self-instruction of kindergartners, mothers, and nurses. 8vo. New York.
 - No. I. 1st and 2d Gifts. pp. 20.
 - II. 3d-6th Gifts. pp. 118.
 - III. 7th Gift. pp. 93.
 - IV. 8th-10th Gifts. pp. 134.
 - V. 11th-13th Gifts. pp. 81.

Nos. I.-V., forming Vol. I., the gifts. pp. 453. With the "occupations" which follow this is one of the best and fullest guides in English.
6. **Bülow, Madame.** Die Arbeit. pp. 580. Berlin, 1868.

An exposition of kindergarten theories.
7. **Bülow, Madame.** Hand Work and Head Work. Translated. pp. 144. London, no date.

8. **Bülow, Madame.** *The Child and Child Nature.* Free translation by M. H. Kriegs. pp. 186. London, 1879.

See also her *Reminiscences of Fröbel*, translated by Mrs. Horace Mann, with sketch of Fröbel's life, by Emily Shireff.

9. **Currie, J.** *The Principles and Practice of Early and Infant School Education.* With an Appendix of Hymns and Songs, with Appropriate Melodies. pp. 310. Edinburgh and London.

10. **Crew, Benj. J.** *Our Jewels, and the Work of Resetting them.* pp. 203. Philadelphia, 1883.

11. **Donai, A.** *The Kindergarten.* pp. 135. New York, 1871.

12. **Eckhardt, T.** *Die Arbeit als Erziehungsmittel.* pp. 23. Wien, 1875.

An attempt to carry the kindergarten system up through the eighth school year, learning by doing.

13. **Fellner, A.** *Der Volkskindergarten und die Krippe.* pp. 130. Wien und Leipzig, 1884.

Practical directions how to conduct them, with nineteen architectural illustrations, and a short list of books. A digest of laws and orders pertaining to the subject is appended. The author is director of an institute for the training of kindergarten teachers in Vienna.

14. **Fellner, A.** *Vorlagen für Kindergärten.* 32 Gaben. Wien.

A convenient set of pictured gifts, each one in a separate package, enclosing printed directions for use, and containing many illustrations.

15. **Foelsing.** *Blüthen und Früchte der Kleinkinderschulen.* pp. 152. Forst, 1880.

16. **Fröbel, F.** *Gesammelte Schriften*, edited by Lange. 3 vols. Berlin, 1862-3. Especially his *Menschen Erziehung*. 1826.

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17. **Froebel, F.** *Mother and Nursery Songs.* Translated, with 50 illustrations. Steiger.

See also C. B. Hubbard's *Merry Songs and Games for Kindergarten*, with music, which, by personal instruction, the authoress has given some currency.

18. **Fröbel, F.** *Die Pädagogik des Kindergartens. Gedanken F. Fröbel's über das Spiel und die Spielgegenstände des Kindes.* Von W. Lange, Berlin, 1862.

19. **Goldammer, H.** *The Kindergarten. A Handbook of Fröbel's Method of Education, Gifts, and Occupations.* With introduction, etc., by Baroness B. v. Marenholtz-Buelow. Translated by William Wright. With 120 pages of illustrations.

20. **Goldammer, H.** *Gymnastische Spiele und Bildungsmittel für Kinder von 3-8 Jahren.* pp. 195. Berlin, 1879. Für Haus und Kindergarten.

21. **Hailman, W. N.** *Kindergarten Culture in the Family and Kindergarten. A Complete Sketch of Fröbel's System of Early Education, adapted to American Institutions.* For the Use of Mothers and Teachers. pp. 120. Cincinnati.

22. **Hohfeld.** *Zur Philosophie der Vermittelung der Gegensätze.* 1878.

The author compares Fröbel's mediation of opposites with the philosophies of Krause and Hegel. The best of a number of brief works on the kindergarten by the author.

23. **Illing, L.** *Die organische Verbindung des Kindergartens mit der Schule.*

24. **Koehler, A.** *Die Praxis des Kindergartens.* Weimar, 1878.

Three large volumes, with over sixty large plates. One of the best and fullest in German.

25. **Köhler, F.** *Die Mutterschule.* 1ter Th., pp. 194; 2ter., 136; 3ter., 186. Berlin, 1840.

26. **Kübler, Maria C.** Die Schule der Mutter. Ein Hand- und Hilfsbuch für Mütter und Erzieherinnen. pp. 800. Leipzig, 1864.

27. **Meyer, Bertha.** Von der Wiege bis zur Schule. Berlin, 1877.

Good.

28. **Morgenstern, Lina.** Das Paradies der Kindheit. Eine ausführliche Anleitung für Mütter und Erzieherinnen. F. Fröbel's Spiel-Beschäftigungen in Haus und Kindergarten. pp. 292. Leipzig, 1878.

Second edition, 150 woodcuts. The authoress is well known among kindergarten teachers for many new departures, some of which have occasioned some criticism.

29. **Newton, Heber.** Free Kindergarten in Church Work.

30. **Peabody, Elizabeth P.** Guide to the Kindergarten.

Kindergarten. — What is it? — Rooms, etc. — Music. — Plays, Gymnastics, and Dancing. — The Kindergarten. — Kindergarten Occupations. — Moral and Religious Exercises. — Object Lessons. — Geometry. Reading. — Grammar and Languages. — Geography. — The Secret of Power. — Moral Culture of Infancy. — Songs.

An old and once much-used book, by the venerable leader of the kindergarten movement in this country.

31. **Peabody, Elizabeth P.** Lectures in the Training Schools for Kindergartners. pp. 200. Boston, 1886.

32. **Richter, K.** Kindergarten und Schule. Leipzig, 1876.

Discusses plans for joining kindergartens to the public-school system, as an integral part of it. A very valuable prize essay.

33. **Riemer.** Des blinden Kindes erste Erziehung. 1879.

An argument that the kindergarten should admit and train blind children, as Libansky had found by trial the year before. See fuller report of introduction of kindergarten methods into a blind asylum, by M. Anagnos, Kindergarten and Primary School for the Blind. Boston, 1884.

34. **Shirreff, Emily.** Essays and Lectures on the Kindergarten. Principles of Fröbel's System, and their Bearing on the Higher Education of Women, Schools, Family, and Industrial Life. With Madame de Portugal's Synoptical Table.

35. **Schröter.** Das schwachsinnige Kind. 1879.

An account of an application of Fröbel's system to the training of idiots.

36. **Walter, L.** Die Fröbelliteratur. pp. 197. Dresden, 1881.

Attempts to give titles and a very brief digest of the contents of every important work pertaining to the kindergarten since 1838. Variousy classified, not only by date, but by the standpoint of the writer, including those offered in the official reports on kindergarten by French, Belgian, and German commissions.

37. **Wendt, F. M.** Paedagogie der Kleinkinder Stube. pp. 99. Hermannstadt. pp. 99. 1870.

Contains a few good observations on childhood.

38. **Wiebe, E.** The Paradise of Childhood. A Manual for Instruction in F. Fröbel's Educational Principles, and a Practical Guide to Kindergartners. 74 Plates. pp. 78. Springfield.

See also a valuable work in press on Child Nature and Kindergarten, by E. Marwedel. Frau H. B. Schrader of Berlin, a very thoughtful and wise trainer of kindergarten teachers, has, like Mrs. Blow of St. Louis, written little herself, but her methods are set forth by her pupil, Mary Lyschinska of London in a recent work entitled *The Kindergarten*. See also Steiger's *Kindergarten Tracts*, and the official report of St. Louis, where the kindergarten is engrafted on the public school system. The magnificent kindergarten charity system, inaugurated in Boston by Mrs. Agassiz-Shaw, and the development of Fröbel's methods for more advanced classes, by F. Adler, in New York, should be referred to. See also the diction on industrial education. If Fröbel was mystic and enthusiastic, like Delsarte and Jahn, like them he based his system upon careful observation of human nature, and the deepest sympathy with those he worked for.

39. **Wilkie, S. E.** Stories for Kindergarten and Primary Schools. pp. 79. Boston, 1885.

XVII.

PLANS AND COURSES OF STUDY IN LOWER AND INTERMEDIATE SCHOOLS.

1. **Anon.** Lehrpläne für Volks- und Bürgerschulen in Nieder-Oesterreich. pp. 103. Wien, 1876.
2. **Bohme, I.** Die Organisation der Volksschule. pp. 124. Nördlingen, 1875.
3. **Courses of Study in the Boston Schools.** Boston, 1886.
4. **Courses of Study in the San Francisco Public Schools,** 1885.
5. **Dörpfeld, F. W.** Grundlinien einer Theorie des Lehrplans, zunächst der Volks- und Mittelschule. pp. 85. Gütersloh, 1873.
6. **Elementary Education, Organization of, etc.** pp. 512. See International Health Exhibition Report. Vol. xiii. Sec. A. London, 1884.
7. **Fröhlich, G.** Die Grundlehren der Schulorganisation nach den Forderungen der pädagogischen Wissenschaft und der Erfahrung für Lehrer, Schulbeamte, Schulkommissionen und Schulfreunde. pp. 54. Leipzig, 1880.
A prize essay.
8. **Hartmann, J. N.** Pensen-Material für ein- und zweiklassige Schule. Kassel, 1880.
9. **Israel, G. A.** Dörpfeld und die Classenzahlfrage. pp. 18. Pädagog. Studien, von W. Rein. III. Leipzig, 1880.
10. **Kreyenberg, G.** Lehrplan der höheren Mädchenschule. Mit Motiven und unter Berücksichtigung gesundheitlicher Forderungen. Iserlohn, 1878.

11. **Kunze, O.** Lehrplan für eine sechsklassige Volksschule. Leipzig, 1879.
12. **Manual of the Graded Course of Instruction in the Primary Schools of Philadelphia**, adopted by the Board, Feb. 12, 1884. pp. 77.
13. **Manual of Discipline and Instruction for the Use of Teachers of the Primary and Grammar Schools under the Charge of the Board of Education, of the City of New York.** 1884.
Two small volumes.
14. **Meyer, J.** Lehrpläne für die einfache Volksschule. (Halbtagschule, einklassige, zwei- und dreiklassige mit 2 Lehrern, sowie dreiklassige Schule.) Hannover, 1879.
15. **Schorstein, R.** Ausführlicher Lehrplan einer vollständig organisirten höheren Mädchenschule und Lehrerinnen Bildungsanstalt. Elberfeld, 1874.
16. **Süssmann, G.** Die Stellung, Aufgabe und Organisation der 6 klassigen Bürgerschule. Unter steter Berücksichtigung der Volksschulen dargestellt. Hannover, 1875.
17. **Uhlig, G.** Die Stundenpläne für Gymnasium, Realgymnasien und lateinlose Realschulen in den bedeutendsten Staaten Deutschlands. pp. 52. Heidelberg, 1884.
A valuable and laborious compilation.
18. **Wade, A. L.** Graduating System for Country Schools. pp. 450. Boston, 1881.

See on this topic Z. Richards, *True Order of Studies in Primary Instruction* (Education, 1883); also works on general pedagogy, in which a chapter is often given to it; also many books in the next division (XVIII.); also the later sections devoted to special classes of schools, gymnasium, *real-schools*, etc.

XVIII,

PRIMARY CLASSES, ESPECIALLY READING AND
LANGUAGE LESSONS.

1. **Ambros, J.** Wunschbuch. pp. 294. Wien, 1885. Spielbuch. pp. 160. Wien, 1883.

Poetic wishes to relatives on new years and birthdays; directions for 400 games and plays for children.

2. **Böhme, A.** Die Methoden des ersten Leseunterrichts. Berlin, 1872.

Very good.

3. **Büttner, A.** Der erste Schreib- und Leseunterricht in der Elementarschule. Berlin, 1876.

4. **Currie.** Early and Infant School Education.

5. **Dunton, L.** Methods of Teaching in German Schools. Annual Report of the Board of Education of Mass. 1886. pp. 261-283.

A brief but interesting sketch of some months' observation, especially on the ways of teaching number and reading in elementary classes, by a well-known normal master.

6. **Engelien, A.** Die Geschichte des deutsch-sprachlichen Unterrichtes. pp. 50-87, in C. Kehr's Geschichte der Methodik. iii. Bd. Gotha, 1881.

7. **Goltzsch, E. T.** Anweisung zum grundlegenden Lese-, Schreib-, Recht-, und Schönschreibunterricht in der Unterklasse der Volksschulen. Berlin, 1871.

8. **Graser, J. B.** Elementarschule fürs Leben in ihrer Grundlage. Bayreuth, 1817.

Of historical value for the famous system known by the author's name.

9. **Gill, J.** Notes on Lessons on the Art of Teaching Young Minds to Observe and Think. Illustrated by sketches. London.
10. **Grüllich, A.** Das erste Schuljahr. Kurze Instruction für den Unterricht in der Seminarschule. pp. 52. Planen, no date.
A good normal plan.
11. **Fechner, H.** Die Methoden des ersten Leseunterrichts. pp. 304. Berlin, 1882.
Very valuable historically, and based on careful and extensive study of original authorities, who are often cited. Contains many facsimiles of rare and old primer pages, pictures of reading-machines, etc. The fullest and best of all histories of the subject, but written for the scholar rather than for the practical teacher.
12. **Förster.** Das erste Schuljahr. pp. 276. Leipzig, 1882.
Very good.
13. **Jacobi, F.** Lese-Unterricht. Nürnberg, 1851.
Historical, critical, methodological.
14. **Jacotot, J.** Der Universal-Unterricht. Zweibrücken, 1830.
Convenient German edition of the author's thoughts. See his works in VIII.
15. **Jutting, W.** Kritische Geschichte des ersten Leseunterrichts. Leipzig, 1872.
See also the psychological introduction (pp. iii.-xxiv.) to his ingenious primer, which represents the extreme "Schreib-lese" method.
16. **Kehr, C.** Der deutsche Sprachunterricht im ersten Schuljahre. 6te Auflage. pp. 211. Gotha, 1877.
An historical and theoretical part, both, especially the former, excellent, presentation in small space of very much learning and experience.
17. **Kellner, L.** Praktischer Lehrgang für den deutschen Sprachunterricht. Ein Hand- und Hüfsbuch für Lehrer an Volks- und Bürgerschulen. Altenburg, 1875.

18. **Kilian.** Neue Bahnen. Reform-Methodik. Method der deutschen Volksschule. 1. Die Schreib-lese-Methode. Strassburg, 1878.
19. **Klauwell, A.** Das erste Schuljahr. Praktische Anleitung für den ersten Unterricht im Anschauen, Sprechen, Zeichnen, Schreiben, Lesen, Memoriren, Singen und Rechnen. Leipzig, 1878.

An excellent book, by a very competent hand.

20. **Kriebitzsch, T.** Das Sprachstück und dessen Behandlung. pp. 1-50. In C. Kehr's Geschichte der Methodik. iii. Bd. Gotha, 1881.

Historical.

21. **Laurie.** Primary Instruction in Relation to Education. pp. 233. London, 1874.

Good.

22. **Malleson, Mrs. F.** Notes on the Early Training of Children. London, 1884.

23. **Marcel, C.** Language as a Means of Mental Culture and International Communication. pp.: vol. i., 425; ii., 416. London, 1853.

A once much-read book.

24. **March, F. A.** The Spelling Reform. pp. 36. Circulars of Information of the Bureau of Education. No. 7. Washington, 1881.

25. **Oehlwein, K.** Das Kindes erstes Buch. Leipzig, 1874. With another explanatory pamphlet, entitled Psychologische Grundlage und Gebrauchsanweisung zu des Kindes erstes Buch.

An unique, interjectional method of teaching reading, developed with much psychological ingenuity, by a pupil of Ziller's.

26. **Parker, F. W.** Tracts for Teachers.

I. Spelling.

II. Reading.

III. Talking with the Pencil.

27. **Pestalozzi.** Buch der Mütter, oder Anleitung für Mütter ihre Kinder bemerken und reden zu lehren. 1803.

Of historical value. See historical accounts of his methods in VII. and VIII.

28. **Rein, W.; Pickel, A.; und Scheller, E.** Das erste Schuljahr. Ein theoretisch-praktische Lehrgung für Lehrer und Lehrerinnen. pp. 178. Eisenach, no date.

With a primer in illustration of the scheme here developed. In successive volumes the first six school years are separately treated by Ziller-Herbartian methods, according to which the entire school work of the first year centres about twelve carefully prepared Grimm's tales; in the second, about Robinson Crusoe. See especially Das dritte Schuljahr, where all centres about tales from the Old Testament. pp. 148. Kassel, 1880.

29. **Richter, Albert.** Der Unterricht in der Muttersprache und seine nationale Bedeutung. pp. 144. Leipzig, 1872.

A prize essay.

30. **Rügg, H. R.** Die Normalwörtermethode. Nach ihrer geschichtlichen Entwicklung dargestellt und beleuchtet. Zürich, 1876.

31. **Schäfer, F.** Ueber die Wichtigsten der heute herrschenden Leselehmethoden. Welche verdient den Vorzug? Frankfurt a. M., 1876.

A valuable prize essay, with much fine analytic thought.

32. **Schindler, L.** Theoretische-praktische Handbuch für den ersten Schulunterricht. 2 Theile. pp. 320, 335. Leipzig, 1876-77.

Best and fullest part of it is on teaching the mother language.

33. **Seltzsam, K.** Jacotot's Methode in ihrer Anwendung auf den ersten Leseunterricht und die schriftlichen Uebungen. Breslau, 1841.

Of some historical value.

31. **Sheridan, Thomas.** British Education, or the Source of the Disorders of Great Britain. Being an essay toward proving that the immorality, ignorance, and false taste that generally prevail, are the natural and necessary consequence of the present defective system of education. With an attempt to show that a revival of the art of speaking and the study of our own language might contribute in a great measure to the cure of these evils. pp. 536. London, 1756.

A curiosity.

35. **Skrodzki, W.** Anleitung zum deutschen Schreib- und Leseunterricht in utraquistischen Schulen. Breslau, 1877.
36. **Schulz.** Gedanken über den Schreib-Lese-Unterricht. Düsseldorf, 1879.
37. **Stephani, H.** Kurzer Unterricht in der gründlichsten und leichtesten Methode, Kindern das Lesen zu lehren. 1804.

Of much historical importance.

38. **Stickney.** A Primer. Boston, 1885.

See two pages of author's "Announcement," at the beginning of a unique method, well worth the study of teachers.

39. **Supervisors of Boston Schools.** Method of Teaching Reading in the Primary Schools. pp. 35. Boston, 1883.

Report adopted after much discussion.

40. **Wagner, H. E.** Bilder für den Anschauungs-Unterricht in Schule und Haus in's Besondere zum Gebrauch bei Lebensbilder. Von Berthelt, Jäkel, Petermann, und Thomas. 19 Tafeln, 12 x 15 in. Dresden.

With plates, each containing one colored object with name beneath, and used for object lessons, conversation, reading, and writing.

41. **Weber, A.** Die vier ersten Schuljahre in Verbindung mit ernen Fröbel Lehen Kindergarten. pp. 70. Gotha, no date.

Good.

42. **Wheeler, W. H.** A Book of Language Lessons for Children of all Ages. Andover, Mass. 1885.

An original and ingenuous scheme.

43. **Wilke, C., und Bormann, K.** Bilder-Tafeln für den Anschauungs Unterricht. 16 Tafeln, 16 x 21 in., colored. Braunschweig, 1874.

Designed for advanced work in the vernacular, or for classes in foreign and modern languages.

44. **Winckelmann und Söhne.** Bilder für den Anschauungs- und Sprachunterricht. 6 Tafeln, 30 x 38 in. Berlin.

Large colored plates, crowded with scenes, details, and persons, chiefly from the country. A novel kind of art, very effective with children.

45. **Organization of Elementary Education, etc.** pp. 512. Vol. xiii. See International Health Exhibition, London, 1884. Section A.

The same as **XVII. 4.**

See also in connection with this topic the valuable researches of Javal, published in the *Revue Scientifique*, 1879-81, showing modified typography, length of line, etc., adapted to primers and children's eyes. A book on this subject has been announced by Javal. See also essays on the Philosophy of Instruction; or, the Nurture of Young Minds. pp. 34. Greenfield, Mass., 1832. A queer little pamphlet, published as an ingenious advertisement of Franklin Primer. Material on this topic is found in histories of education and treatises of pedagogy.

XIX.

OBJECT LESSONS. [ANSCHAUUNGS UNTERRICHT.]

1. **Barnard.** Object Teaching, and Oral Lessons on Social Science and Common Things, with Various Illustrations of the Principles and Practice of Primary Education, as adopted in the Model and Training Schools of Great Britain. pp. 434. Hartford, 1880.
2. **Breiden, J.** Theoretisch-praktische Anleitung für den Anschauungs Unterricht. Essen, 1880.
3. **Calkins, N. A.** Primary Object Lessons. New York, 1861.
See his manual of object lessons, 1882.
4. **Delbrück, J.** Les Recréations instructives sur les animaux, les arts et métiers, l'agriculture, l'industrie, les sciences et autres sujets variés. pp.: T. i, 252; T. ii., 248. Paris. 12 Tableaux synoptiques coloriés.

Many bright-colored pictures for children, instanced as a favorable sample of French picture-books for children.
5. **Denzel's** Entwurf des Anschauungs Unterrichts in katechetischer Gedankenfolge. pp. 388. Altona, 1879.
6. **Dietlein, R.** Der vereinigte Anschauungs-Sprech-Schreib-Lese-Unterricht auf der Unterstufe. Wittenberg, 1879.
7. **Duessing, G.** Der Anschauungs Unterricht in der deutschen Schule. Von A. Comenius bis zur Gegenwart. pp. 152. Frankenberg, 1885.

A valuable historical pamphlet.

8. **Fuhr, J. H., und Ortmann, J. H.** Der Anschauungs Unterricht in der Volksschule. Oder: Anschauen, Denken, Sprechen und Schreiben zur Begründung der Realien, des Styls und der Grammatik. Dillenburg, 1876.
9. **Grant, Horace.** Exercises for the Improvement of the Senses, and Providing Instruction and Amusement for Children who are too Young to Learn to Read and Write. 18mo. London.
10. **Richter, K.** Der Anschauungsunterricht in den Elementar-klassen. pp. 214. Leipzig, 1875.
A prize essay.
11. **Ross, Mary Ann.** How to train Young Eyes and Ears: being a Manual of Object Lessons for Parents and Teachers. London.
12. **Sheldon.** Lessons on Objects. New York.
13. **Schmidt, P. V.** Die Geschichte des Anschauungsunterrichtes. pp. 254-327. ii. Bd. C. Kehr, Geschichte der Methodik. Gotha, 1879.
Very interesting and scholarly, and rather supplementary than covering the same ground as Duessing. [XIX. 6.]
14. **Söder, H.** Verauschaulichung der Zeiteintheilung (zwei colorirte Tafeln). Ein Lehrmittel zum Anschauungs-Unterrichte in Elementarschulen, Volksschulen, Taubstummen-Anstalten, Idiolen-Anstalten, Schulen für Schwachbefähigte, Kindergärten, etc. Wien, 1874.
A curious bit of toy apparatus of paper and pasteboard.
15. **Treuge, J.** Der Anschauungs-Unterricht. Seine theoretische Begründung und praktische Ausführung. Münster, 1879.
16. **Welch.** Object Lessons. New York.

17. **Wille.** Veranschaulichungs-Apparate. pp. 109. Desitzsch, 1870.

Number lessons only.

18. **Willson, M.** Manual of Information and Suggestions for Object Lessons, in a Course of Elementary Instruction. Adapted to the Use of the School, and Family Charts, and Other Aids in Teaching. pp. 336. New York.

19. **Wrage, C.** Denzel's Entwurf des Anschauungs-Unterrichtes in Katechetischer Gedankenfolge. Praktische Ausgeführt. Altona, 1879.

See also many titles bearing on this topic, under the headings *Primary Classes*, and science teaching, elementary mathematics, geography, etc. See also chapters and sections on this topic in nearly all the pedagogical treatises and the history of object-lesson methods from Bacon, Comenius, and Locke, to Pestalozzi and Fröbel.

XX.

WRITING.

1. **Dietlein, H. R.** Wegweiser für den Schreibunterricht. Leipzig, 1876.
2. **Ferbers, J. H., und Nienhaus, H.** Anleitung zur Ertheilung eines gründlichen Unterrichts im Schön- und Schnellschreiben der deutschen und englischen Currentschrift nach der Takt-schreib-Methode. Berlin, 1879.
3. **Hesse.** Der Schreibunterricht. Ein Versuch, die Methode dieses Unterrichtsgegenstandes auf Psychologie zu basiren. Schweidnitz, 1860.
4. **Hillardt, F. K.** Der Schreib-unterricht nach der stigmographischen Methode für Eleментар-unterricht. pp. 28. Wien, 1873.

The best exposition of the dot-method of guidance in forming and teaching script characters.

5. **Kaplan, H.** Katechismus des Schreibunterrichts. pp. 131. Leipzig, 1877.
6. **Metzner, A.** Der Schönschreibunterricht im Dienste des deutschen Sprachunterrichtes. pp. 89. Wien, 1881.

Introducing the prescribed uniform orthography.

See additional reference on writing in **XVIII.** and **XI.** This topic is very seriously, and often almost professionally, taught in German schools.

XXI.

NUMBER AND ELEMENTARY MATHEMATICS.

1. **Böhme, A.** Anleitung zum Unterricht im Rechnen. pp. 387. 1879.

A very detailed and much-used handbook of methods. See also as models of cheapness his series of school arithmetics, each containing thousands of examples, and costing but a few pennies.

2. **Böhm, J.** Die zeichnende Geometrie. Vorschule für Geometrie und technisches Zeichnen. Nürnberg, 1878.

3. **Bopp, Carl.** Anschaulichen Unterricht in dem metrischen System. pp. 46. Ravensburg, 1872.

4. **Braeutigam, H.** Methodik des Rechen-Unterrichtes auf den ersten Stufen mit Hilfe von Tillich's Rechen-Kasten. pp. 77. Wien, 1878.

An elementary, applicable only to this simple and ingenious block-method, of the capabilities of which it is the best illustration.

5. **Bretschneider.** Die Geometrie und die Geometer vor Euklides. Leipzig, 1870.

Contains educational hints.

6. **Büttner, A.** Der Rechenunterricht in der Elementarschule. Stolp, 1871.

7. **Chasles, M.** Aperçu historique sur l'origine et le développement des méthodes en Géométrie. pp. 572. Paris, 1875.

A learned and not primarily educational work, but contains much matter of practical value to teachers.

1. The first part of the report deals with the general situation of the medical profession in the United States. It notes that the number of medical students has increased steadily since 1900, and that the number of graduates has also increased. It also notes that the number of physicians has increased, and that the number of hospitals has increased. It concludes that the medical profession is in a state of growth and expansion.

2. The second part of the report deals with the education of medical students. It notes that the curriculum of medical schools has become more comprehensive and more scientific. It also notes that the standards of admission to medical schools have become more rigorous. It concludes that the education of medical students is of a higher quality than in the past.

3. The third part of the report deals with the practice of medicine. It notes that the medical profession has become more organized and more self-regulating. It also notes that the public has become more interested in the medical profession and more demanding of its services. It concludes that the medical profession is in a state of maturity and is capable of meeting the needs of the public.

4. The fourth part of the report deals with the future of the medical profession. It notes that the medical profession will continue to grow and expand. It also notes that the medical profession will continue to be self-regulating and self-improving. It concludes that the medical profession is in a state of permanent growth and expansion.

5. The fifth part of the report deals with the conclusions of the study. It notes that the medical profession is in a state of growth and expansion. It also notes that the medical profession is in a state of maturity and is capable of meeting the needs of the public. It concludes that the medical profession is in a state of permanent growth and expansion.

8. **Colburn, Z.** A Memoir, written by himself, containing an account of the first discovery of his remarkable powers; his travels in America, and his residence in Europe; a history of the various plans devised for his patronage; his return to this country, and the causes which led him to his present profession; with his peculiar methods of calculation. pp. 204. Springfield, Mass., 1883.

9. **Davies, Chas.** The Logic and Utility of Mathematics, with the Best Methods of Instruction explained and illustrated. pp. 375. New York, 1850.

10. **Fialkowski, N.** Die zeichnende Geometrie oder Anleitung zum Zirkelzeichnen für Ackerbauschulen. Wien, 1879.
 With many illustrations.

11. **Giesing, C. J.** Patent-Rechenapparat. Nebst Anweisung z. Gebrauch. 8. pp. 80. Döbeln, 1885.

12. **Gerhardt, C. J.** Geschichte der Mathematik in Deutschland. Minethen, 1877.
 Some educational matter.

13. **Göpfert, E.** Der Rechenunterricht in den drei ersten Schuljahren. Dargestellt im Auftrage des pädagogischen Seminars an der Universität (Jena). Eisenach, 1877.

14. **Grohmann, E.** Das Rechnen in neuer Form. Wien, 1875.

15. **Grube, A. W.** Leitfaden für das Rechnen in der Elementarschule nach den Grundsätzen einer heuristischen Methode. pp. 138. Sixth edition. Berlin, 1881.

A very important work. The book which introduced the system, named from the author, confining the first number-work to ten, etc.; lately translated and published in New York (S. R. Winchell & Co.) under the title of Grube's Method. See also Soldan, Louis. Grube's Method. Two essays on elementary instruction in arithmetic, with practical hints and illustrations for primary teachers. pp. 44. Chicago. See also Mace, Jean. Grandpapa's Arithmetic, or the Story of Two Little Apple Merchants. pp. 142. New York.

16. **Hooper, W.** Rational Recreations, in which the Principles of Numbers and Natural Philosophy are clearly and rationally elucidated by a series of easy, entertaining, interesting experiments, among which are all those commonly performed with cards. 4 vols. Illustrated. London, 1787.
17. **Jänicke, E.** Der Rechenunterrichte in der Volksschule. Gotha, 1879.
- See also his Geschichte des Rechenunterrichts in Kehr's Geschichte der Methodik. Bd. i. pp. 780. A valuable and convenient compend.
18. **Lindner, G. A.** Rechnen in Bildern. Zehn Blätter nebst erläuternden Texte. Wien, 1875.
- A clever synthesis of several systems, on the basis of the "Russian System." The charts are all ready for schoolroom use.
19. **Lösser, J.** Das Kopfrechnen in den deutschen Schulen. Weinheim, 1874.
20. **Mausberger, C. T.** Das erste Rechnen in Schule und Haus. pp. 24. Glauchan, 1874.
- An explanation of the use of the Russian reckoning apparatus, lately introduced into this country in several systems of number-charts, but not in its original form, *e.g.*, in Parker's arithmetical charts.
21. **Parks, Uriah.** Lectures on the Philosophy of Arithmetic, and the Adaptation of that Science to the Business Purposes of Life; with numerous problems, curious and useful, solved by various modes; with explanations designed to make the study and application of arithmetic pleasant and profitable to such as have not the aid of a teacher, as well as to exercise advanced classes in schools. pp. 395. Philadelphia, 1855.
22. **Quitow, W. A.** Die Reform im Rechenunterricht. Güstrow, 1879.
23. **Schaehle, F. G.** Der erste Rechenunterricht. pp. 76. Wien, 1876.

A teacher's text-book.

24. **Scherer, G.** Andeutungen zur Ertheilung des Rechenunterrichts in der Volksschule. Tauberbischofsheim, 1873.
25. **Schmidt, W.** Der Rechenunterricht in der Volksschule. Ein Handbuch für den Lehrer. Wittenberg, 1876.
26. **Schubert, K.** Das Dezimalrechnen in den unteren 3 Klassen der Volks- und Bürgerschulen. Ein Beitrag zur Methodik des Rechenunterrichtes. Wien, 1877.
27. **Schubert, K.** Das Flächenmodell beim Unterrichte in der geometrischen Formenlehre. pp. 47. Wien, 1879.
 A method of elementary geometry.
28. **Schütze, E. T.** Praktische Anweisung zur Behandlung der Bruchrechnung und der bürgerlichen Rechnungsarten für angehende Lehrer. Zugleich ein ausgeführter Lehrgang in 6 Kreisen. Leipzig, 1877.
29. **Schurig, G.** Geschichte der Methode der Raumlehre im deutschen Volksschuleunterrichte. Kehr's Geschichte der Methodik. Bd. i. pp. 460.
 Very good.
30. **Stoy, H.** Zur Geschichte der Rechenunterrichts. Jena, 1876.
31. **Stubba, A.** Anweisung für den Rechenunterricht. Leipzig, 1875.
32. **Stubenvoll, G.** Kritik der Salbergschen Sachrechnenmethode. München, 1876.
33. **Verordnung** des königl. Ministeriums. Lehrpläne für das Zeichnen und die geometrische Formenlehre. pp. 33. Wien, 1874.
 Sanctioned by the ministry of instruction in Vienna.
34. **Villicus, F.** Zur Geschichte der Rechenkunst mit besonderer Rücksicht auf Deutschland und Österreich. Enthaltend 25

Illustrationen und zwei Tabellen. Vergleichende Zusammenstellungen von Zahlwörtern aus 59 Sprachen. pp. 100. Wien, 1883.

Describes the number-signs and systems of ancient peoples, and the kinds of apparatus used in teaching. A work of much historical value.

35. **Wittstein, J.** Die Methode des mathematischen Unterrichts. Nebst Proben einer schulmässigen Behandlung der Geometrie. Hannover, 1879.

36. **Index Method.** Pedagogics of Mathematics. Jahrbuch über die Fortschritte der Mathematik, v. C. Ohrlmann. 15 Bd. Berlin, 1885.

See also additional literature under XVIII., above; also the general pedagogics.

See also a forthcoming work by T. H. Safford, professor of mathematics in Williams College, entitled "Mathematical Teaching, and its Modern Methods," to be probably of high pedagogic value, as the result of wide reading and long and varied experience. The methods of teaching elementary mathematics, which have occupied so much time in American schools, as well as the order of mathematical studies, are now undergoing a slow modification.

XXII.

READING (HOW AND WHAT) IN HIGHER CLASSES,
INCLUDING VERNACULAR LANGUAGE-STUDY AND
COMPOSITION-WRITING.

1. **Bumüller und Schusler.** Das Lesebuch in der Volksschule. Freiburg, 1861.
2. **Büttner, A.** Der Sprachunterricht in der Oberklasse der Volksschule. Die Behandlung des Lesebuch, nachgewiesen an 80 Lesestücken. Berlin, 1875.
3. **Cholevius, L.** Praktische Anleitung zur Abfassung deutscher Aufsätze. Leipzig, 1878.
4. **Cholevius, L.** Dispositionen und Materialien zu deutschen Aufsätzen über Themata für die beiden ersten Klassen höherer Lehranstalten. Leipzig, 1880.
5. **Diesterweg, F. A. W.** Anleitung zum Gebrauch des Schul-Lesebuches. Crefeld, 1836.
6. **Diesterweg, F. A. W.** Beiträge zur Begründung der höherer Leselehre. Crefeld, 1859.
7. **Engelien, A.** Sammlung von Musteraufsätzen für die Mittelklassen höherer Knaben- und Mädchenschulen und für die oberen Klassen gehobener Volksschulen. Berlin, 1879.
8. **Fischer, E.** Die Grossmacht der Jugend- und Volksliteratur. pp. 512. Am Walde bei Wien, 1877.

Mainly titles, followed by descriptions of select literature for children and youth. See also G. W. Hopf, *Mittheilungen ueber Jugend Schriften*. Fursh, 1856. In this country, B. G. Northrup, and others, have collected lists of favorite juvenile reading. See a pamphlet reprint from the *Pall Mall Gazette*, entitled *The Best Hundred Books*, as selected by many writers. 1886.

9. **Green, S. S.** Libraries and Schools. pp. 126. N. Y. 1883.

With introduction by C. F. Adams, Jr. See also W. E. Foster's Libraries and Readers, which is rich in suggestiveness. N. Y. 1883. Also K. Fisher, The Proper Use of School Libraries. pp. 12. Sacramento, 1881.

10. **Greenwood, T.** Public Libraries. pp. 456. London, 1886.

11. **Hall, G. Stanley.** School Reading, How and What.

A forthcoming pamphlet.

12. **Herzog, D. G.** Stoff zu stilistischen Uebungen in der Muttersprache. Für obere Klassen von Gymnasien und höhere Lehranstalten. Braunschweig, 1879.

13. **Hiecke, R. H.** Der deutsche Unterricht auf deutschen Gymnasien. Leipzig, 1842.

14. **Kehr, C.** Theoretisch-praktische Anweisung zur Behandlung deutscher Lesestücke. Ein praktischer Lehrgang für den deutschen Sprachunterricht in einer ungetheilten Volksschule. Gotha, 1878.

15. **Laas, E.** Der deutschen Unterricht auf höheren Lehranstalten. Berlin, 1872.

By the late distinguished positivistic professor of philosophy at Strassburg, who was for years, during the early part of his life, engaged in gymnasial work.

16. **Laas, E.** Der deutsche Aufsatz in den oberen Gymnasialklassen. 2 vols. Berlin, 1877-8.

This and the preceding are among the very best works on teaching the vernacular.

17. **Lange, O.** Das deutsch Lesebuch als Mittelpunkt der Lehrstoffe und Lehrkunst.

A much-read contribution to the subject.

- 1. Let $f(x) = x^2 + 2x + 1$. Find $f'(x)$.
- 2. Let $f(x) = \sin(x)$. Find $f'(x)$.
- 3. Let $f(x) = \cos(x)$. Find $f'(x)$.
- 4. Let $f(x) = e^x$. Find $f'(x)$.
- 5. Let $f(x) = \ln(x)$. Find $f'(x)$.
- 6. Let $f(x) = x^3 + 2x^2 - 5x + 7$. Find $f'(x)$.
- 7. Let $f(x) = x^2 + 3x - 4$. Find $f'(x)$.
- 8. Let $f(x) = x^4 + 2x^3 - x^2 + 5x - 1$. Find $f'(x)$.
- 9. Let $f(x) = x^5 + 3x^4 - 2x^3 + x^2 - 7x + 9$. Find $f'(x)$.
- 10. Let $f(x) = x^6 + 4x^5 - 3x^4 + 2x^3 - x^2 + 6x - 8$. Find $f'(x)$.

18. **Müller, J.** Die Auswahl des Lesebuchstoffes. Hauen, 1878.
A very important topic, not yet satisfactorily treated.
19. **Otto, F.** Anleitung das Lesebuch als Grundlage und Mittelpunkt eines bildenden Unterrichts in der Muttersprache zu behandeln. Leipzig, 1873.
20. **Rudolf, L.** Practisches Handbuch für den Unterricht in deutschen Stilübungen. Berlin, 1880.
21. **Schoene, Gust.** Griechische, römische, deutsche Mythen u. Sagen f. den Unterricht in den unteren u. mittleren Klassen höherer Schulen. 7 Aufl. 8. 64 S. Iserlohn, 1885.
22. **Seemüller, J.** Die Sprachvorstellung als Gegenstand des deutschen Unterrichts. pp. 32. Vienna, 1885.
23. **Shedd, W. G. T.** The Influence and Method of English Studies, and Other Papers in his Literary Essays. 1879.
24. **Trauer, L.** Die Verwendung des deutschen Lesebuchs für den deutschen Unterricht im Gymnasien und Realschulen. pp. 106. Schaffhausen, 1861.
Illustrated by Göttinger's Reader.
25. **Weiss, K.** Religiös-sittliches Element in der deutschen Sprache und Literatur in weiblichen Fortbildungsanstalten. Erfurt, 1876.
26. **Winsor, J., and Robinson, O. H.** College Libraries as Aids to Instruction. Boston, 1881.

Circulars of information of the Bureau of Education, No. 1, 1880.
See also document of the department, entitled Library Aids, 1881.

This topic is attracting very wide and serious attention. The great interest excited among teachers during the last few years on how to teach reading, seems passing to the later question of *what* to teach. See also the works in **XI.**, and the pedagogics.

XXIII.

RHETORIC AND ELOCUTION.

1. **Bacon, A. M.** A Manual of Gesture. pp. 260. Chicago, 1873.

A curious and interesting theory.

2. **Behnke, E.** The Child's Voice.

3. **Delaumosne, M. l'Abbe.** The Art of Oratory, System of Delsarte. Translated by F. A. Shaw. pp. 170. Albany, 1882.

Delsarte had great personal influence upon his pupils, but published little. Prof. Munroe, the well-known elocutionist, shows his influence in his later work. See also G. Stebbins' Delsarte System of Dramatic Expression, with Charts.

4. **Durant, Ghislani, M.D., Ph.D.** Hygiene of the Voice. pp. 188. New York, 1879.

5. **Cohen, J. Solis, M.D.** The Throat and the Voice. pp. 159. Philadelphia, 1879.

6. **Farrar, J., M.D.** The Human Voice. pp. 256. London, 1881.

7. **Frobisher, J. E.** Acting and Oratory. pp. 415. New York, 1879.

8. **Holmes, Gordon.** Vocal Physiology and Hygiene. pp. 266. London, 1879.

9. **Hullah, J.** The Cultivation of the Speaking Voice. pp. 64. Oxford, 1870.

10. **Kirby, E. N.** Vocal and Action Language. pp. 167. Boston, 1865.

CHAPTER I. THE FOUNDING OF THE NATION

1. The first settlers of the United States were the Pilgrims, who came to the New World in 1620 on the ship the Mayflower. They established the Plymouth Colony in Massachusetts.

2. The Pilgrims were followed by other groups of settlers, including the Puritans and the Quakers. These groups brought with them different religious and social ideas, which shaped the early American society.

3. The American Revolution began in 1775, as the colonies fought for independence from British rule. The Declaration of Independence was signed on July 4, 1776, marking the birth of the United States as a nation.

4. The new nation faced many challenges, including the need to establish a strong government and a common identity. The Constitution was drafted in 1787 to provide a framework for the federal government.

5. The early years of the United States were marked by westward expansion and the discovery of gold in California. This led to the Gold Rush of 1849 and the development of the West.

6. The Civil War, which lasted from 1861 to 1865, was a pivotal moment in American history. It resulted in the abolition of slavery and the preservation of the Union.

CHAPTER I

The first part of the history of the United States is the history of the colonies. The colonies were first settled by Englishmen in 1607. They were at first dependent on England, but they gradually became more independent. In 1776 they declared their independence from England. The American Revolution was fought between 1775 and 1783. The United States won the war and became a free and independent nation. The Constitution was written in 1787. It is the foundation of the government of the United States. The President is the head of the executive branch. The Congress is the legislative branch. The Supreme Court is the highest court in the land. The United States has a long and glorious history. It is a land of freedom and opportunity. It is a land where every man is created equal. It is a land where the rights of the individual are protected. It is a land where the future is bright.

11. **Lunn, Charles.** *The Philosophy of the Voice.* pp. 92. London, 1875.
12. **Seiler, E.** *The Voice in Speaking.* Translated. pp. 164. Philadelphia, 1875.
13. **Sandland, J. P.** *The Voice, and Public Speaking.* pp. 182. London, 1879.

See also Le Gourcè, *Art of Reading*; A. J. Ellis, *Speech in Song*, and other works; A. M. Bell, *Principles of Elocution*; and Sir Charles Bell, *Anatomy and Philosophy of Expression*. In Bell's visible speech, see topic, *Sounds and their Relations*. Mallory's admirable *Study of the Gesture Language of the North American Indians*, in the Reports of the Bureau of Ethnology, the study of gesture-speech of infants, and philological theories like that of Noiré, and the literature of deaf-mutism, are suggestive. See also *Progression of Schools for Actors*, and the journal entitled *The Voice*, published by E. S. Werner, New York.

XXIV.

MUSIC AND SINGING.

1. **Bagge, S.** Ueber das Verhältniss der Musik zur Religion und zum christlichen Cultus. Basel, 1876.

Good.

2. **Baumert, L.** Der Gesang-Unterricht in der Volksschule. Lowenberg, 1869.

3. **Brandt, M. G. W.** Die erziehliche Bedeutung des Gesanges. Hannover, 1875.

Suggestive.

4. **Bryant, William Cullen.** Prose Writings. 2 vols. N. Y., 1884.

Music in the public schools.

5. **Curwen, John.** The Teacher's Manual of the Tonic Sol-fa Method. pp. 392. London, no date.

Applies pedagogical principles from a wide range of authors to methods in a very suggestive way. The author is the chief, and, next to Miss Glover, the first, to elaborate tonic sol-fa methods, so widely adopted in England, for schools.

6. **Curwen, John.** Musical Theory. pp. 867. London, no date.

Educational. See also his very suggestive "How to Observe Harmony." pp. 131. Also his series of three large *tracts on musical statics*.

7. **Drath, T.** Der Gesanglehrer und seine Methode. Berlin, 1875.

8. **Frank, O.** Geschichte der Tonkunst. Leipzig, 1878.

Contains educational matter.

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9. **Grell, F.** Der Gesangunterricht in der Volksschule. Leipzig, 1879.
10. **Helm, J.** Die Entwicklung des Gesangunterrichtes. In Kehr's Geschichte der Methodik. Bd. 2. pp. 204.
Very valuable.
11. **Hullah, John.** Time and Tune in the Elementary School. A New Method of Teaching Vocal Music. 12mo. pp. 188. London, 1877.
12. **Hennes, A.** Die Musik und die musikalische Erziehung der Jugend. Berlin, 1878.
Good.
13. **Hüffer, F.** Die Poesie in der Musik. Leipzig, 1875.
14. **Jeltsch, M.** Der Gesangunterricht in der Volksschule, wie er sein muss, um die Kinder zu sinngemäßem Vortrage und zum Singen nach Noten zu bringen. Breslau, 1878.
15. **Koch, E. E.** Geschichte des Kirchenlieds und Kirchengesangs der christlichen insbesondere der deutschen evangelischen Kirche. Stuttgart, 1877.
Contains some educational matter.
16. **Köstlein, H. A.** Geschichte der Musik im Umriss. Tübingen, 1880.
17. **Kothe, B.** Vademecum für Gesanglehrer. Eine Zusammenstellung des Theoretischen und Methodischen in Bezug auf Gesang und Gesangunterricht. Breslau, 1880.
18. **Küster, H.** Methode für den Unterricht im Gesange auf höheren Schulanstalten. Berlin, 1868.
19. **Mair, F.** Kurzgefasste Geschichte des Gesanges. Der Gesang in der Schule. pp. 26. Wien, 1881.
A public lecture.

20. **Merling, J.** Der Gesang in der Schule, seine Bedeutung und Behandlung zur Förderung musikalischer Einsicht und religiös-ästhetisch-gemüthlicher Bildung. Leipzig, 1856.
21. **Musiol, R.** Katechismus der Musikgeschichte. Leipzig, 1877.
22. **Nerrlich, C. G.** Die Gesangkunst physiologisch, psychologisch-ästhetisch und pädagogisch dargestellt. Leipzig, 1865.
Good.
23. **Reichelt, G.** Gesanglehrer und Gesangunterricht der Volksschulen. Leipzig, 1874.
24. **Riemann, H.** Musikalische Logik. Hauptzüge der physiologischen und psychologischen Begründung unseres Musiksystems. Leipzig, 1875.
Very valuable.
25. **Riemann, H.** Ueber das musikalische Hören. Leipzig, 1874.
26. **Schlecht, R.** Geschichte der Kirchenmusik. Regensburg, 1879.
Many educational hints on the qualities of music.
27. **Schröder, H.** Die erste Anregung des Musiksinnes. Berlin, 1873.
Good psychological discriminations.
28. **Sering, F. W.** Die Kunst des Gesanges in der Elementarschule, Methodschule, Höheren Zöehlerschulen, etc. Leipzig, 1879.
The author has written several other small pamphlets on the subject; all good.
29. **Tomlins, W. L.** On the Training of Children's Voices. Introduction by Theodore Thomas. In Century, June, 1883.

Dr. [Name] is a member of the [Organization] and has been [Action] [Reason]

The [Organization]

It is the policy of the [Organization] to [Action] [Reason]

Respectfully,
[Name]

[Name]

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30. **Steinitzer, M.** Ueber die psychologischen Wirkungen der musikalischen Formen. pp. 130. München, 1885.

Very valuable.

31. **Wackernagel, P.** Das deutsche Kirchenlied von der ältesten Zeit bis zu Anfang des 17. Jahrhunderts. Leipzig, 1877.

32. **Widmann, B.** Die Methode des Schul- und Chorgesang-Unterrichts in ihrer geschichtlichen Entwicklung nach Quellen dargestellt. Leipzig, 1878.

Cf. histories of music by Ambros, Brendel, Burney, Dommer, Fetis, Kiesewetter, Nohl, and Rockstro. Also Grove's Dictionary of Music and Musicians.

On few, if any, topics of instruction, have American teachers more to learn from their German fellow-workers than on this topic. Here, only beginnings have so far been made, although beginnings now quite hopeful, because the basis of musical distinctions, which recognizes as wide differences between good and bad in music as in literature, is now becoming apparent.

XXV.

RELIGIOUS EDUCATION.

1. **Abbot, E. A.** Hints on Home Teaching.

Contains an admirable chapter on religious training in the home.

2. **Adler, Felix.** Ein Problem der Religionsgeschichte. Jahrbuch für wis. Pädagogik. 1879.

Some educational bearings.

3. **Alden, J.** Handbook on Teaching. N. Y. Methodist Book Concern.

A guide for Bible teachers.

4. **Anon.** Auserlesene biblische Historien für evangelische Schulen. 3 Theile. pp. 354, 117. Gütersloh, 1879.

Includes Old and New Testament, and the history of the Church, from the apostolic time to the present. A sample German text-book.

5. **Arenz, W.** Praktische Vorschläge zur Reform des Religionsunterrichtes an den Gymnasium und ähnlichen höheren Lehranstalten. pp. 42. 1882.

Pleads for a central position for religious teaching in these institutions on psychologic grounds, and because classical antiquity is isolated without religious instruction, which should be so organized as to fulfil its normal function of mediating between ancient and modern culture. After the catechism, for which the author pleads against many objectors, he would introduce a chrestomethy, or reader, made of selections from the Church Fathers, somewhat on the plan, perhaps, of the book of mediæval Latin hymns proposed by Professor Marsh for a position beside Horace and Juvenal in curricula.

6. **Arnold, M.** The Great Prophecy of Israel's Restoration. Isaiah, chaps. 40-66. pp. 65. London, 1875.

Bible matter suggested for use in secular schools.

LETTER OF THE UNIVERSITY OF CHICAGO TO THE PRESIDENT OF THE UNITED STATES

IN RESPONSE TO A RESOLUTION PASSED BY THE HOUSE OF REPRESENTATIVES

ON FEBRUARY 2, 1910

TO THE HONORABLE PRESIDENT WOODROW WILSON

AND TO THE HONORABLE SENATE OF THE UNITED STATES

IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE

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7. **Arnold, M.** Literature and Dogma. pp. 316. Boston, 1874.
 Contains educational matter. See also his God and the Bible, a review of Objections to Literature and Dogma. London, 1875.
8. **Arnold, T.** Sermons preached in the Chapel of Rugby School, with an Address before Confirmation. pp. 284. New York, 1846.
9. **Behrends, A. J. F.** What Place, if any, is Religion entitled to in our System of Public Education? pp. 27. Boston, 1882.
10. **Bondi, E.** Leitfaden zum Religionsunterricht.
 A good specimen of a course for Hebrew children.
11. **Bormann, K.** Bilder-Tafeln zum Gebrauch beim Unterricht in der biblischen Geschichte und Alterthumskunde. 16 x 21 inches. Berlin.
 Claims to be archæologically correct. See also other series of Biblical charts, by Helmert and Rentsch. Leipzig, 1885.
12. **Bullard, Asa.** Fifty Years with the Sabbath Schools. pp. 346. Boston, 1876.
13. **Buschmann, C.** Der Religionsunterr. u. d. religiöse Memorierstoff im Dienste der Uebürdung. pp. 16. Glauchau.
14. **Candler, W. A.** The History of Sunday-schools. pp. 149. New York, 1880.
15. **Clarke, J. F.** The Ten Great Religions. pp. 509. Boston, 1873.
 Contains many educational allusions.
16. **Cobb, F. P.** Religious Duty. pp. 311. Boston, 1883.
 I. Religious offences; II. Religious faults; III. Religious obligations.

17. **Dibelius, F.** Der Kindergottesdienst. Leipzig, 1881.

A proposition of the Congress of Inner Missions to abolish the term "Sunday-school," and to use in its place the above term, "divine services for children," and to adopt a method of teaching in small groups.

18. **Diekmann, C.** Der biblische Geschichtsunterricht in der Volksschule. Leipzig, 1878.

19. **Diman, J. L.** Religion in America, in his Orations and Essays. Boston, 1882.

20. **Farrar.** Seekers after God.

Pedagogic hints.

21. **Frothingham, O. B.** The Child's Book of Religion.

Contains unusual and suggestive material.

22. **Gall, James.** The End and Essence of Sabbath-school Teaching. Edinburgh, 1827.

One of the earliest thoughtful books on the subject.

23. **Gannet, W. C.** A Chosen Nation. The Childhood of Jesus.

Specimen free religious text-books. Both titles designating series of small books.

24. **Gattermann, H.** Die Frage über den pädagogischen Werth und Gebrauch der biblischen Bilder, vom ästhetisch-psychologischen Standpunkte betrachtet. Delitzsch, 1879.

25. **Gneist.** Die confessionellen Schulen. Berlin, 1869.

From an administrative standpoint.

26. **Gregory, J. M.** Seven Laws of Teaching. Boston. Congregational Publishing House.

27. **Groser, W. H.** The Young Teacher. An Elementary Handbook of Sunday-school Instruction. Boston.



28. **Hall, E. H.** First Lessons on the Bible. pp. 124. Boston, 1883.
 Old Testament lessons. A text-book illustrating a theory of religious education. See also his Lessons on the Life of St. Paul. pp. 114. Boston, 1885. A convenient Sunday-school resumé.
29. **Hall, G. Stanley.** The Moral and Religious Training of Children. Princeton Rev., Jan., 1882.
30. **Hart, J. S.** The Sunday-school Idea. Philadelphia.
 Including a treatment of method.
31. **Hase, H.** Lehrbuch der Kirchengeschichte. Leipzig, 1867.
 See also Hausrath, A. Neutestamentliche Zeitgeschichte. München, 1879. These two may be cited as specimen German text-books.
32. **Hurlbut, J. L.** Outline Normal Lessons for Normal Classes, Assemblies, Bible Students, and Sunday-school Teachers. pp. 107. New York, 1885.
 A Chautauqua text-book. See also in this connection the plan of the school of theology in the Chautauqua University, especially the "Jerusalem Chamber."
33. **Keil, C. F.** Handbuch der biblischen Archäologie. Frankfurt, a. M. 1875.
 Officially recommended to teachers of religion in Germany.
34. **Kirchner, F.** Zur Reform des Religions-Unterrichts, Zeit u. Streit Fragen. 1877.
 A radical protest against the present German system.
35. **Koch, E. E.** Geschichte des Kirchenlieds und Kirchengesangs der christlichen, insbesondere der deutschen evangelischen Kirche. Stuttgart, 1878.
 See also Brahmaier, H. Das Evan. Kirchenlied. An historic sketch and a pedagogy method of teaching hymnology in schools.
36. **Lang, John D.** Religion and Education in America, with Notices of the State and Prospects of American Unitarianism, Popery, and African Colonization. pp. 474. London, 1840.

37. **Lieber, F.** Religious Instruction in Colleges. pp. 525-33 of his miscellaneous writings.

A plea for it on constitutional and on moral grounds.

38. **Manitius.** Ueber religiöse Bildung in Vaterhouse. Halle, 1870.

In the programme of the Halle Latin School. A plea that the school is an ideal home, and with an extended descriptive bibliography on the subject.

39. **Mehl, H.** Gedanken über die sittlich-religiöse Bildung und Erziehung unserer Jugend und unseres Volkes. Wien, 1879.

40. **Meredith, R. R.** Notes on the International S. S. Lessons. Successive years. Pocket Series. Boston.

A favorable specimen of a large class of American text-books.

41. **Niederegger.** Der Studentenbund der Marianischen Sodalitäten sein Wesen u. Wirken an der Schule. Regensburg, 1885.

42. **Nissen, J.** Unterredungen über die biblischen Geschichten. Kiel, 1878.

43. **Redford, R. A.** The Bible the Sunday-School Text-Book.

44. **Reuscher, H.** Religions Unterricht auf höheren Lehranstalten. 1873.

In the programme of the Ritter Academy at Brandenburg. Detailed directions of how to teach Church history, persecutions; Church cult, heresies (especially the Arian and Pelagian), Patristics and Apologists.

45. **Richter.** Die Emancipation der Schule von der Kirche. A prize essay. Leipzig, 1870.

A plea for confessionless schools.

46. **Salzmann.** Ueber die wirksamsten Mittel Kindern Religion beizubringen. pp. 200. Berlin, 1870.

An old and oft-cited work republished.

47. **Schumann, J. C. G.** Die Kirchengeschichte in Lebensbildern. Hannover, 1880.
48. **Steel, Robert.** The Christian Teacher in Sunday-Schools. pp. 247. London, 1867.
49. **Steinhäuser, C.** Wegweiser zum Durchlesen der biblischen Geschichten aus den heiligen Schrift. Ein Hilfsmittel zum bewussten Erzählen der biblischen Geschichte. Wolfenbüttel, 1879.
50. **Teacher Taught.** An Humble Attempt to make the Path of the Sunday-School Teacher Straight and Plain. pp. 416. Philadelphia, 1861.
51. **Teacher Teaching.** A Practical View of the Relations and Duties of the Sunday-School Teacher. pp. 371. Philadelphia, 1861.
52. **Tenney, E. P.** The New West, as related to the Christian College and the Home Missionary. 2d edition. pp. 73. Cambridge, 1878.
53. **Tharau, H.** Ein Wort zu seiner Zeit für Sontagschullehrer. Bonn, 1883.
54. **Toy, C. H.** History of the Religion of Israel. An Old Testament Primer. Boston, 1883.

The author is professor of Hebrew at Harvard University.

55. **Tulloch, J.** Movements of Religious Thought in Britain during the Nineteenth Century. pp. 338. London, 1885.

A book for teachers of religion, devoted to a characterization of many of the most effective religious teachers in England since Coleridge.

56. **Trumbull, C.** Teaching and Teachers, or the Sunday-school Teachers' Work. pp. 390. Philadelphia, 1884.

An attempt at a systematic treatise on the subject. The author is editor of the Sunday-school Times.

57. **Tuck, R.** *The New Handbook of Sunday-school Addresses.* pp. 276. London, 1883.
58. **Vincent, J. H.** *The Chautauqua Movement.* pp. 308. 1886.
59. **Wangemann, L.** *Handreichung beim Unterrichte der Kleinen in der Gotteserkenntnis Anweisung zum Gebrauche der biblischen Geschichten für die Elementarstufen mit bildlichen Darstellungen nebst einem Plane für den Religions-Unterricht in mehrklassigen Schulen.* pp. 336. Leipzig, 1882.
60. **Warneck, G.** *Die Mission in der Volksschule.* Gutersloh, 1883.
- A plea for connecting instruction in missions with schoolwork in geography and mediæval history. See also O. P. Harper, *Professorship of Missionary Instruction in Theological Seminaries.* Bibliotheka Sacra. Vol. 33.
61. **Westcott, B. T.** *Some Points on the Religious Offices of Universities.* London, 1873.
62. **Wiedemann, F.** *Wie ich meinen Kleinen die biblischen Geschichten erzähle.* Dresden, 1878.
63. **Winship, A. E.** *Methods and Principle.*

See also *Object and Culture Teaching*, by H. C. McCook, St. Louis. Also *the Blackboard in the Sunday-school*, by Frank Beard. Also *Eye and Ear Teaching*, by W. F. Crafts, and old-time works by John Todd and F. A. Packard. Cf. also Pres. F. Carter's (Williams Coll.) proposition for a chair of Hebrew theocracy in colleges, in his inaugural address. See especially *La Garde zum Unterrichts-gesetz*, and his *Ueber das Verhältniss des deutschen Staates zur Theologie, Kirche und Religion*. See especially the later section on theological education. See also Comte's catechism. See also the text-books and the normal class manuals, published by each of the principal Protestant denominations; such as *Preparing to Teach*, the *Manual of the Presbyterian Church*, the *Normal Class Manual of the Baptist Church*, etc. Many of the Catholic text-books and methods, and calender series of stories of saints, sometimes used in Germany, are constructed on very suggestive pedagogic principles. The vast material now developed in this field, including the international lesson system, the Chautauqua scheme, societies for ethical culture, represented by the suggestive institution of

Felix Adler in New York, and his pupils, Mr. Salter in Chicago, and S. B. Weston in Philadelphia, etc., all need to be wrought over comparatively by some comprehensive, philosophic, pedagogic mind, full of reverence for the Bible, but open on all sides to suggestion; for here, where the highest wisdom is to be impressed on the lowliest souls, lies the most important, as it is the least adequately treated, of all pedagogic themes.



XXVI.

DRAWING.

[On this topic a few American and German text-books believed to be representative, but with no implied superiority over others not named, are included as necessary to the exposition of method.]

1. **Art Handbooks**, Putnam Series of. Carter, Susan N., editor.
 - I. Sketching from Nature; II. Landscape Painting in Oil Colors; III. Flower Painting; IV. Figure Drawing; V. Water-Color Painting; VI. Artistic Treatise on Human Figure; VII. Sketching in Water Colors from Nature; VIII. Drawing in Black and White; IX. Composition in Pictures.
2. **Barnes' Drawing Series**. With Manuals. Introductory Course; Primary Course; Freehand Course; Mechanical Course; Perspective Course. A. S. Barnes & Co. New York.
3. **Bartholomew's New Drawing Series**. Freehand Tracing; Grammar School Course; High School Course. Potter, Ainsworth & Co. New York.
4. **Clark, John S.** Drawing in Public Education; the Features of the Study which should be taught in Primary, Grammar, and High Schools. Pamphlet. L. Prang & Co. Boston.

5. **Collins, Jas. K.** Art Foljage, for Sculpture and Decoration, with an Analysis of Geometric Form, and Studies from Nature of Buds, Leaves, Flowers, and Fruit. James R. Osgood & Co. Boston.
6. **Conz, G.** Der Zeichenunterricht an der höheren Mädchenschule. Stuttgart, 1877.
7. **Eclectic System of Industrial and Freehand Drawing.** Van Antwerp, Bragg & Co. Cincinnati.
8. **Domschke, C.** Methodische Anleitung zum Freihandzeichnen. Berlin, 1877.
9. **Dreesen, G.** Wegweiser für den Zeichen-Unterricht in der Volksschule. Flensburg, 1877.
10. **Fialkowski, N.** Elemente des Situations-Zeichnens nebst Anleitung zum Koloriren. pp. 6. Wien, 1880.
Topographical drawing, with illustrations.
11. **Flinzer, F.** Lehrbuch des Zeichenunterrichts, an deutschen Schulen. pp. 211. Leipzig, 1882.
Theoretic and practical.
12. **Fowler, Frank.** Drawing in Charcoal and Crayon, with Eight Studies from Original Designs. Cassell & Co. New York.
13. **Gernesson, M. L.** Elementar-Grammatik der Zeichenkunst für den methodischen und sachlichen Unterricht im Zeichnen. Berlin, 1878.
14. **Hamerton, Philip G.** Graphic Arts. A Treatise on the Varieties of Painting and Engraving, with 54 Illustrations. Seeley & Co. London. Without Illustrations. Roberts Bros. Boston.
15. **Hulme, F. Edward.** Principles of Ornamental Art. Illustrated. Cassell, Petter & Galpin. London, Paris, and New York.

16. **Jilinek, A.** Methodischer Leitfaden für den Unterricht im perspektivischen Freihandzeichnen. pp. 40. Wien, 1879.
A set of small charts.
17. **Jilinek, A.** Lehrgang für den Zeichenunterricht an Volks- und Bürgerschulen.
Einfache Darstellungen leichter dem Sachunterrichte entnommener Gegenstände. pp. 54. Blätter, 5 Hefte.
Unterricht auf der Mittelstufe der Volksschule. 7 Hefte.
Blätter für das Zeichnen der Vorderansichten technischer Objecte nach dem Maasstabe. 4 Hefte. Wien, 1878.
18. **Krusi's Easy Lessons.** Three Parts. Synthetic Series. Analytic Series; Perspective Series. D. Appleton & Co. New York.
19. **Le Mang, G.** Das Volksschulzeichnen im Dienste der Pädagogik. Leipzig, 1877.
20. **Menge, R.** Der Kunstunterricht im Gymnasium. Langensalza, 1880.
21. **Moody, F. W.** Lectures and Lessons on Art, with Diagrams and Illustrative Composition, and Other Matters. George Bell & Sons. London.
22. **Perry, Walter S.** The Teaching of Drawing in Public Schools. Pamphlet. The Teaching of Drawing in Grammar Schools. Pamphlet. L. Prang & Co. Boston.
23. **Prang's American Text-Book of Art Education.** From Objects and Flat Copy. Books 1 to 9 "Clark Edition," with Manuals accompanying them.

Treating Drawing under the three subjects of Construction (working drawings), including exercises in the use of instruments, and in making and designing; Representation (picture drawing), including exercises for the study of the appearance of objects, and grouping; Decoration (drawing of ornament), including exercises for the study of historic ornament, plant form, and original design. See also Prang's models for form-study and drawing, for the use of teachers and pupils.

24. **Rein, W.** Das Freihandzeichnen im Seminar. pp. 22. Vol. 3. Päd. Studien. Eisenach, 1878.

Good.

25. **Smith, Walter.** Art Education, Scholastic and Industrial. Illustrated. pp. 397. Boston, 1873.

See also many pamphlets on the same subject since, by the same very able and successful teacher. See especially Report on Drawing. pp. 65. Boston, 1880. Plan and Graded Programme of Instruction in Drawing for the Public School of Massachusetts of the Primary, Grammar, and High School Grades. pp. 71. Annual Report of Industrial Art Education in the State of Massachusetts. pp. 50. 1881. Popular Industrial Art Education. pp. 110. 1882.

26. **South** Kensington Drawing Books. Issued under the superintendence of E. J. Poynter, R. A., under the sanction of the Lords of the Committee of Council on Education. From flat copy. Black & Son. London.

Elementary Freehand Ornament Books. I. II., Freehand Objects and Ornament; flat and in perspective. First Grade Books, I. to VI.; Second Grade Books, I. to IV.

27. **Scheider, G. E.** Der Elementar-Zeichenunterricht in der Volksschule. Eine praktische Anleitung zur Ertheilung derselben. Leipzig, 1878.

28. **Sparkes, J. C. L.** Schools of Art. Their Origin, History, Work, and Influence. Reprint from the Report of the International Health Exhibition. pp. 152. London, 1884.

Of great value.

29. **Staden, J. v.** Der erste Unterricht im Zeichnen. Eine vollständige Lehranweisung in Verbindung mit lithographirten Schülerheften, zum Gebrauch für Lehrer an Volks- und Mittelschulen bearbeitet. Hannover, 1880.

30. **Stuhlmann, A.** Zeichenunterricht und Formenlehre in der Elementarclasse. Hamburg, 1870.

1. The first part of the document is a list of names and addresses of the members of the committee.

2. The second part is a list of the names of the members of the committee who have been elected to the office of chairman.

3. The third part is a list of the names of the members of the committee who have been elected to the office of secretary.

4. The fourth part is a list of the names of the members of the committee who have been elected to the office of treasurer.

5. The fifth part is a list of the names of the members of the committee who have been elected to the office of clerk.

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9. The ninth part is a list of the names of the members of the committee who have been elected to the office of collector.

10. The tenth part is a list of the names of the members of the committee who have been elected to the office of surveyor.

11. The eleventh part is a list of the names of the members of the committee who have been elected to the office of engineer.

12. The twelfth part is a list of the names of the members of the committee who have been elected to the office of architect.

13. The thirteenth part is a list of the names of the members of the committee who have been elected to the office of physician.

14. The fourteenth part is a list of the names of the members of the committee who have been elected to the office of lawyer.

15. The fifteenth part is a list of the names of the members of the committee who have been elected to the office of judge.

31. **Thrändorf.** Kritische Betrachtungen über die kunstcatechese. pp. 19. W. Rein. Päd. Studien. Dresden, 1881.
A suggestive paper.
32. **Urban, J.** Der Zeichenunterricht in den Volksschulen Süddeutschlands und der Schweiz. Wien, 1879.
33. **Weishaupt, H.** Das Elementarzeichnen an der Volksschule. München, 1878.
34. **Weishaupt, H.** Theorie und Praxis des Zeichnenunterrichts. Weimar, 1879.
35. **White's** New Series of Industrial Drawing Books; Perspective Drawing Books; Object and Design Drawing Books; Light and Shade Drawing Books; Orthographic Projection; Theory of Design. Ivison, Blakeman, Taylor & Co. New York.
36. **Wihan, R.** Methodik des Zeichenunterrichtes mit gründlichster Behandlung der Elemente der Perspective. pp. 76. Trautenau, 1879.
Theoretical and systematic.
37. **Wunderlich.** Der Zeichenunterricht in der Landschule: Was und wie soll in unsern Landschulen gezeichnet werden! Theoretisch erörtert und an praktisch ausgeführten Zeichenlektionen erläutert. Hannover, 1880.
38. **Zelenke, O.** Freies Handzeichnen ebener gradliniger Gebilde in Verbindung mit der geometrischen Formenlehre. Tabor, 1879.

See also a carefully prepared eight-years' course of training in industrial drawing for public schools, by Charles M. Carter, of the Mass. Board of Education, 1886. This subject is now everywhere attracting attention as the grammar of all forms of industrial education apart from its own high intrinsic educational value. Teachers of drawing would no doubt derive benefit from Ruskin, Chesneau, etc. See also the treatises on general pedagogy, XI.

XXVII.

GEOGRAPHY.

1. **Bartels, F.** Lehrplan für den Anschauungs-Unterricht und die Heimatskunde nach methodischen Grundsätzen bearbeitet. Altenburg, 1879.
2. **Brice, J.** Relations between History and Geography. Eclectic Mag., May, 1886.
3. **Bush, C. E.** Method of Teaching Geography. In Conn. Report, 1881.
4. **Chun, G.** Ueber die Berücksichtigung volkswirthschaftlichen Gesichtspuncte im geographischen Schul-Unterricht. Frankfurt, 1885.
5. **Crocker.** Methods of Teaching Geography. Boston, 1884.
A tiny but suggestive book, by a Boston supervisor.
6. **Delitzsch, O.** Beiträge zur Methodik des geographischen Unterrichts, namentlich des Kartenlesens und Kartenzeichnens in Schulen. Leipzig, 1878.
7. **Diercke, C.** Geographische Schulatlantent und Schulwandkarten. Kehr's Geschichte Methodik. Bd. 1. pp. 153.
Good.
8. **Felkl, J.** Der Globus und seine Anwendung in Schule und Haus. Rostock, 1877.
9. **Geistbeek, M.** Geschichte der Methodik des Geog. Unterrichts, Kehr's Geschichte der Methodik. Bd. 1.
Valuable.
10. **Grün, D.** Die Geographie als selbständige Wissenschaft. Prag, 1875.

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11. **Huxley, T.** *Physiography.* London, 1881.
A good method illustrated.
12. **Keltie, J. S.** *Supplementary Papers of Royal Geographical Society.* 1886. Part IV.
By the inspectors of geographical education, on its present condition, especially in Germany, where courses are described from the Sexta to the universities, where there are now twelve professorships, geography being allowed as a major subject for doctorates at Göttingen, and two grades of state examination required for licensees to teach it.
13. **Leisner, O.** *Methodische Anleitung zur Heimatskunde.* Leipzig.
Sample of a progressive series adapted especially to Leipzig.
14. **Lüdde, J. S.** *Geschichte der Methodologie der Erdkund.* Leipzig, 1879.
15. **Mikusch, G.** *Kurzgefasste Anleitung zur Behandlung der Heimatskunde in der Volksschule.* Brünn, 1876.
16. **Oberländer.** *Die geographische Unterricht nach der Grundsätze der Ritterschen Schule.* pp. 279. 1879.
Historical and methodological.
17. **Peschel, O.** *Geschichte der Erdkunde bis auf Alexander von Humboldt und Carl Ritter.* München, 1877.
But little pedagogical material.
18. **Prange, W.** *Geographie.* Paedagogischer Jahresbericht. 21 Ed. Leipzig, 1870.
19. **Pulling, F. S.** *The Teaching of Geography and History.* London, 1882.
20. **Püsehmann, F. A.** *Ueber Veranschaulichungsmittel für mathematische Geographie.* Grimma, 1873.

21. **Richter, E.** Die historische Geographie als Unterrichtsgegenstand. pp. 25. Wien, 1877.

Reprinted from the XXVII. vol. of the Salzburg Gymnasial Program.

22. **Richter, J. W. O.** Der geographische Unterricht besonders auf höheren Schulen. pp. 50. Vol. 2. Päd. Studien von W. Rein. Wien und Leipzig, 1877.

Good.

23. **Richthofen, F. F. von.** Aufgaben und Methoden der heutigen Geographie. pp. 72. Leipzig, 1883.

24. **Rommel.** Heimatskunde von Leipzig, 1876.

A good example of the method of geographical instruction which begins in the immediate environment and widens from streets and squares to suburbs, and involves excursions.

25. **Schlotterbeck, B.** Die Heimatskunde im ersten Schuljahre oder Einführung des 6-7 jährigen Kindes in das Natur- und Menschenleben. Wismar, 1868.

26. **Schneider, O.** Ueber die Nothwendigkeit und Einrichtung geographischer Schulsammlungen. Berlin, 1877.

An important topic, also involving explorations by the pupils.

27. **Schopf, A.** Reform des geographischen Unterrichts an Gymnasien. Wien, 1875.

28. **Schreiber, C.** Vorcursus des geographischen Anschauungs- und Denkkunterrichts. Leipzig, 1878.

29. **Stossner, E.** Die Methode des geographischen Unterrichts in Realschulen. Döbeln, 1871.

30. **Stoy, K. V.** Von der Heimatskunde. Jena, 1876.

From the normal teacher's standpoint.

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The fifteenth part is devoted to a detailed history of the United States from the discovery to the present time.

The sixteenth part is devoted to a detailed history of the United States from the discovery to the present time.

31. **Trampler, R.** Die constructive Methode des geographischen Unterrichts. pp. 82. Wien, 1878.

An interesting and scholarly account of a number of popular methods before and since Ritter.

32. **Trampler, R.** Zweckmassige Anlage eines Atlases für Volks- und Bürgerschulen. pp. 74. Wien, 1879.

33. **Trunk, H.** Ueber die Anschaulichkeit des geographischen Unterrichts mit besonderer Berücksichtigung des Kartenlesens. Wien, 1878.

34. **Wentz, G.** Das Kartenzeichnen in der Schule; methodisch dargestellt. München, 1878.

See also Die Reform der geographischen Unterrichts in Schulen, Seminaren, etc. Munich, 1874. A special bibliography on geography, including methods of teaching, has been collected by Charles F. King, of Boston. See Ritter's Geographical Studies. Also two small volumes of resumé's entitled Comparative Geography. Cincinnati, 1882.

XXVIII.

HISTORY AND POLITICAL SCIENCE.

1. **Adams, C. K.** Manual of Historical Literature.

This is a useful and convenient guide to historical authorities. It contains not only classified lists of titles, arranged by periods and countries, but also brief descriptions of the character and contents of the most important historical works in English, French, and German, with practical suggestions as to methods and courses of historical study.

2. **Adams, H. B.** Methods of Historical Study.

Johns Hopkins University Studies in Historical and Political Science. Second Series, numbers 1 and 2.

3. **Adams, H. B.** English Views on the Study of History. The Index, Dec. 20, 1884.

A comparison of the views of E. A. Freeman and J. R. Seeley.

4. **Adams, H. B.** History in American Colleges.

A series of articles in Education, beginning in May and June, 1886, with two papers on "History at Harvard University," to be followed by articles on "History at Columbia College," "History at the University of Michigan," etc.

5. **Adams, H. B.** The Study of History in the United States. Bureau of Education, Washington (in preparation).

This educational report will contain a revision and expansion of the above series of special articles on the history of historical departments in representative institutions, together with an account of the methods of historical instruction now actually employed in the best schools and colleges. The report will aim to show (1) the origin and growth of historical studies in this country; (2) the present status of historical teaching.

6. **Allen, W. F.** *Instruction in American History.* Wisconsin Journal of Education. Madison, Oct., 1874.

7. **Allen, W. F.** *Reader's Guide to English History.*

This is a convenient pamphlet, containing classified lists of the best authorities, and also of historical fiction and other literature illustrating English history.

8. **Anon.** *Ueber die Nothwendigkeit einer gründlichen Reform des Lehrplans für den Geschichtsunterricht auf Real- und höheren Bürgerschulen.* Neuwied, 1870.

9. **Anon.** *Wie Studirt Man classische Philologie und Geschichte.* Leipzig, 1884.

10. **Arnold, Dr. Thomas.** *Lectures on Modern History.*

In Arnold's inaugural lecture at Oxford, and in the notes to page 46 (Appleton's edition of the Lectures), will be found the ideas which determined E. A. Freeman's philosophy of the continuity of history. "Modern history differs from ancient history in this, that while it preserves the elements of ancient history undestroyed, it has added others to them." Arnold believed, as does Freeman, that what is miscalled the ancient history of Greece and Rome is really modern history.

11. **Assman, W.** *Das Studium der Geschichte.* Braunschweig, 1849.

12. **Biedermann, Friedrich Karl.** *Der Geschichts-Unterricht in der Schule, seine Mängel und ein Vorschlag zu seiner Reform.* pp. 45. Braunschweig, 1860.

13. **Birrell, Augustine** (author of "Obiter Dicta"). *The Muse of History.* Contemporary Revue, June 8, 1885.

An extract reprinted in the Critic, Aug. 8, 1875. A very clever critique of Seeley, and the purely scientific method of treating history. "What is wanted is a passion for facts; the style may be left to take care of itself." He instances with approval Maitland's "Dark Ages." "Leaving political philosophy to the political phi-

losopher, and political economy to the political economist, remember that the first if not the last duty of the historian is to narrate, to supply the text, not the comment; the subject, not the sermon; and proceed to tell our grandchildren and remoter issue the story of our lives." Birrell's view of history is essentially that of a story-teller like Herodotus or Sir Walter Scott.

14. **Blume, E.** *Geschichts-Unterricht auf den Seminarien.* Rein's Pädagogischen Studien.
15. **Boston Public Library.** 1. Catalogue of History, Biography, and Travel; 2. Class List for English Prose Fiction.

The first is one of the best practical guides to historical authorities upon special subjects, whether countries, periods, persons, or events. Not only are books and magazine articles classified by subjects, but there are also frequent notes, indicating the point of view from which authors have written.

16. **Brooklyn Library Catalogue.** Authors, Titles, Subjects, and Classes.

Under the head of "Countries" and "Biography," in this useful catalogue, the student will find valuable bibliographies of historical works, with oftentimes analyses of the contents of serial volumes. For example, an analysis of the extensive collections of the Massachusetts Historical Society, pp. 743-46.

17. **Campe, J. F. C.** *Geschichte und Unterricht in der Geschichte.* Leipzig, 1859.

18. **Carlyle, Thomas.** *Essay on History.*

See also essays by Emerson and Macaulay.

19. **Diesterweg, G.** *Instruction in History.* Boston, 1885.

Translated from Diesterweg's *Wegweiser*.

20. **Droysen, J. G.** *Grundriss der Historik.* pp. 38. Leipzig, 1868.

Of great value.

21. **Eberhardt, K.** *Ueber Geschichts-Unterricht auf der Seminarien.* Rein's Pädagogischen Studien.

The first part of the book is devoted to a general history of the United States from its discovery to the present time. It is divided into three volumes, the first of which contains the history of the discovery and settlement of the continent, the second the history of the colonies, and the third the history of the United States since its independence.

The second part of the book is devoted to a general history of the United States from its discovery to the present time. It is divided into three volumes, the first of which contains the history of the discovery and settlement of the continent, the second the history of the colonies, and the third the history of the United States since its independence.

The third part of the book is devoted to a general history of the United States from its discovery to the present time. It is divided into three volumes, the first of which contains the history of the discovery and settlement of the continent, the second the history of the colonies, and the third the history of the United States since its independence.

The fourth part of the book is devoted to a general history of the United States from its discovery to the present time. It is divided into three volumes, the first of which contains the history of the discovery and settlement of the continent, the second the history of the colonies, and the third the history of the United States since its independence.

The fifth part of the book is devoted to a general history of the United States from its discovery to the present time. It is divided into three volumes, the first of which contains the history of the discovery and settlement of the continent, the second the history of the colonies, and the third the history of the United States since its independence.

22. **Eberhardt.** Zur Methode und Technik des Geschichtsunterricht auf den Seminarien. Eisenach, 1874.
23. **Foss, Rudolph.** Wie ist der Unterricht in der Geschichte mit dem Geographischen Unterricht zu verbinden. Dargelegt an der Darstellung der Mark Brandenburg. Eine Anleitung für Lehrer und reiferen Schülern. Mit Karten. pp. 48. Berlin, 1874.
24. **Freeman, E. A.** The Unity of History.

A most suggestive introduction to historical study. Published at the end of Mr. Freeman's book on Comparative Politics, and also in separate form. Macmillan. See also The Continuity of English History. Historical Essays, first series. — How the Study of History is Let and Hindered. An address delivered in the Liverpool Institute, Nov. 19, 1879. — On the Study of History. Fortnightly Review, March 1, 1881. — The Office of the Historical Professor. An inaugural lecture read in the Museum at Oxford, Oct. 15, 1884. — The Methods of Historical Study. A course of lectures at Oxford, 1885-86. In press.

25. **Geffroy.** La Concours d'agregation de Histoire. Revue de l'Enseignement, 1885.
26. **Gervinus, G. E.** Grundzuge der Historik. pp. 95. Leipzig, 1837.

The first important publication on the subject.

27. **Grüllich, O. A.** Beitrag zur Methodik des Geschichtsunterrichtes an höheren Lehrenstalten. Löbau, 1874.
28. **Hall, G. Stanley** (editor). Methods of Teaching History. Boston, 1885. pp. 385. Contains the following articles: —
- Methods of Teaching American History, by Dr. A. B. Hart, Harvard University.
- The Practical Method in Higher Historical Instruction, by Professor Ephraim Emerton, of Harvard University.
- On Methods of Teaching Political Economy, by Dr. Richard T. Ely, Johns Hopkins University.

- Historical Instruction in the Course of History and Political Science at Cornell University, by President Andrew D. White, Cornell University.
- Advice to an Inexperienced Teacher of History, by W. C. Collar, A.M., Head Master of Roxbury Latin School.
- A Plea for Archæological Instruction, by Joseph Thacher Clarke, Director of the Assos Expedition.
- The Use of a Public Library in the Study of History, by William E. Foster, Librarian of the Providence Public Library.
- Special Methods of Historical Study, by Professor Herbert B. Adams, Johns Hopkins University.
- The Philosophy of the State and of History, by Professor George S. Morris, Michigan and Johns Hopkins Universities.
- The Courses of Study in History, Roman Law, and Political Economy at Harvard University, by Dr. Henry E. Scott, Harvard University.
- The Teaching of History, by Professor J. R. Seeley, Cambridge University, England.
- On Methods of Teaching History, by Professor C. K. Adams, Michigan University.
- On Methods of Historical Study and Research in Columbia University, by Professor John W. Burgess Columbia University.
- Physical Geography and History.
- Why do Children Dislike History! by Thomas Wentworth Higginson.
- Gradation and the Topical Method of Historical Study. Part I. Historical Literature and Authorities; II. Books for Collateral Reading; III. School Text-Books. Supplement History Topics, by Professor W. F. Allen, Wisconsin University.
- Bibliography of Church History (special index to this article), by Rev. John Alonzo Fisher, Johns Hopkins University.

29. **Herbst, F. L. W.** Landeschule Pforta. Die Neure und Neueste Geschichte auf Gymnasien. pp. 40. Mainz, 1877.
30. **Hodgkin, Howard.** The Study of History in the University of Cambridge, England. The *Alumnus* (a literary and educational quarterly, formerly edited by E. P. Allinson). Philadelphia, Oct., 1879.
31. **Howard, Geo. E.** (University of Nebraska). The Place of History in Modern Education. *State Journal*, Lincoln, Neb., Jan. 18, 1885.
A valuable article, well deserving reprint in some educational journal.
32. **Jacobi, F.** Grundzüge einer neuen Methode für den vaterländischen Geschichtsunterricht in deutschen Schulen. Nürnberg, 1839.
33. **Jodl, F.** Die Culturgeschichtsschreibung, ihre Entwicklung und ihr Problem. Halle, 1878.
34. **Oscar-Jäger, E. F.** Bemerkungen ueber den Geschichtlichen Unterricht. Beigabe zur dem "Hilfsbuch für den ersten Unterricht in alten Geschichte." Für Lehrer der Geschichte an Höheren Schulen. pp. 47. Wiesbaden, 1882.
35. **Julian, Camille.** Historical and Philological Seminaries in Germany. *Revue internationale de l'Enseignement*, 15 Oct. and 15 Nov., 1884.
Compare in this connection, the *Philologische Wochenschrift*, 12 Aug., 1882, pp. 10, 16, on German Seminaries.
36. **Keferstein.** Historisches Wissen und historische Bildung. *Ziller's Päd. Jahrbuch*, XIII., p. 130 *et seq.*
37. **Krieger, F.** Der Geschichtsunterricht in Volks-, Bürger- und Fortbildungsschulen. Eine Anleitung zur richtigen Ertheilung der Geschichte. Nürnberg, 1876.

38. **Kurth, Prof.**, of Liege. Article on History in Germany, the *Revue de l'Enseignement public en Belgique*, XIX., pp. 90.
39. **Lazarus, M.** Ueber die Ideen in der Geschichte. Berlin, 1872.
40. **Lazarus, M.** Erziehung und Geschichte. pp. 51. Breslau & Leipzig, 1881.
41. **Löbell.** Grundzüge einer Methodik des geschichtlichen Unterrichts auf Gymnasien. Leipzig, 1847.
42. **Lorenz, Ottokar.** Friedrich Christoph Schlosser und ueber einige Aufgaben und Principien der Geschichtschreibung. pp. 91. Wien, 1878.
43. **Laughlin.** Instruction in Political Economy. New York, 1885.
44. **Maurenbrecher.** Geschichte und Politik. 1884.
45. **Miquel, F. W.** Beiträge eines mit der Herbart'schen Pädagogik befreundeten Schulmannes zur Lehre vom biographischen Geschichtsunterricht auf Gymnasien. Aurich, 1847.
46. **Morrison, J. Cotter.** Article on History in the new edition of the *Encyclopædia Britannica*.
 A suggestive article on the nature and development of historical science. "A history of history is a desideratum in literature." "The institutional history of political states is at the present moment, perhaps, the subject which attracts the most lively attention of scholars."
47. **Muster, F.** Hauptlehrer in Köln. Die Geschichte in der Volksschule; eine von der Diesterweg-Stiftung in Berlin prämiirte *Concurrenzschrift*. pp. 78. Köln, 1876.
48. **Noack, F.** Alte und neue Ansichten ueber der Ziels der Geschichts-Unterrichts. *Päd. Archiv.*, April, 1883.
49. **Nohl, Clemens.** Ueber die Nothwendigkeit einer gründlichen Reform des Lehrplans für den Geschichtsunterricht auf Real- und höheren Bürgerschulen. Neuweid.

50. **Nohascheck, H.** Ueber der Geschichts-unterricht in einer Volksschule von acht Klassen. Ein methodischer Versuch. pp. 38. Mainz, 1878.
51. **Peter, C.** Der Geschichts-unterricht auf Gymnasien. Ein methodischer Versuch. Halle, 1849.
52. **Ranke, Leopold von.** Geschichte und Politik.

Inaugural lecture upon the relations of history and politics, delivered in 1825, when Ranke became a professor in the University of Berlin.

53. **Seeley, J. R.** History and Politics.

A series of valuable articles, originally published in Macmillan's Magazine, *circa* 1882-83, and republished in Littell's Living Age. Prof. Seeley's views in regard to the practical and political bearings of history are here developed in detail.

54. **Seeley, J. R.** The Teaching of History.

This article, originally published in the Journal of Education, London, Nov. 1, 1884, is reprinted in full in the Methods of Teaching History, pp. 193-202. Prof. Seeley, who stands at the head of the Cambridge School of History, advocates the scientific and sociological method of historical study instead of the chronological and purely literary method. "We still arrange historic phenomena under periods, centuries, reigns, dynasties; but what is wanted is a real rather than a temporal classification. The phenomena should be classed under such headings as constitutional, international, economical, industrial, etc." For example, Seeley would have us study the agrarian laws of the Gracchi as the land-question of that period, and not mix historical economics with the conquest of Greece or of Carthage, with irrelevant facts of a military, literary, or philosophical nature.

55. **Seignobos, Charles.** L'Enseignement de l'histoire dans les universités allemandes. Revue Internationale de l'Enseignement supérieure en Europe, 15 June, 1881.
56. **Seignobos, Charles.** L'Enseignement d'histoire dans les Facultés. Revue Internationale de l'Enseignement supérieur, 15 Oct., 1883; 15 Aug., 1884.

57. **Smith, Goldwin.** Lectures on the Study of History.
58. **Stiehl, F.** Der vaterländische Geschichtsunterricht in unseren Elementarschulen. Koblenz, 1842.
59. **Stutzer, E.** Der Lernstoff im Geschichtlichen Unterricht. Päd. Archiv., 1883.
60. **Sybel, H. v.** Ueber den Stand der neuen deutschen Geschichtschreibung. Marburg, 1856.
61. **Thorpe, F. N.** The Study of American History in Schools and Colleges.
- This paper embodies the results of a special inquiry regarding the extent to which the history of this country is pursued in American schools. It will be first published in *Education*, in the autumn of 1886, and will be finally embodied in the government report on history in the United States, now in preparation by H. B. Adams.
62. **Trainer.** How to study United States History. Chicago.
63. **Weber, Dr. Georg.** Der Geschichtsunterricht in Mittelschulen. Ein Vortrag. Heidelberg, 1864.
64. **Weber, Dr. Georg.** Der Geschichtsunterricht auf Schulen ein vorzügliches Mittel zur Bildung des Charakters und richtiger Lebensanschauung in der deutschen Jugend. Heidelberg, 1850.
65. **White, Andrew D.** The Study of History. *Atlantic Monthly*, Jan., 1870.
66. **Willmann, Dr. Otto.** Der elementare Geschichts-Unterricht. Leipzig, 1872.
67. **Wright, John Henry.** The Place of Original Research in College Education.

Suggestive notes on historical research, pp. 8, 18, 19, 20, 28. Transactions of the National Educational Association, 1882.

68. **Zillig.** Der Geschichts-Unterricht in den elementaren Erziehungs-Schulen. Ziller, Päd. Jahrbuch, XIV., p. 89.

See also the following articles from the *Revue Internationale d'Enseignement*:—

Sur l'Enseignement de l'histoire diplomatique. A. Sorel. pp. 75. 1881.

Coneours pour l'Agrégation d'histoire et de geographie. Lavisse. pp. 137. 1881.

Deux Rapports sur l'organisation de l'enseignement des sciences politiques et administratives. Bufnoir. pp. 378. 1881.

Les origines de l'École des chartes et du Comité des travaux historiques. Au XVIII. siècle. Cilleuls. pp. 344. 1884.

Observations sur l'Enseignement des sciences publiques et administratives. E. Boutmy. pp. 378. 1881.

See also Bolingbroke, *Letters on the Use and Study of History*. Formerly in great favor.

Priestley, *Lectures on the Study of History*. Priestley prescribes excellent courses of reading in classical history.

W. Smith, *Lectures on Modern History*. At once a history, as its title indicates, and a trustworthy guide as to what books and parts of books should be read.

Goldwin Smith, *On the Study of History and On Some Supposed Consequences of the Doctrines of Historical Progress*. Two of three lectures given by Goldwin Smith as Regius Professor of Modern History at Oxford in 1859-61.

The articles by Prof. Frédéricq are now in process of translation into English, and will be ultimately published, with an introduction by H. B. Adams. See also the courses of the Seminar of the Prussian Statistical Bureau. *Letters sur l'école d'administration*, par A. Roulliet. pp. 37. Paris, 1876. Also the courses of the *École libre des Sciences Politiques* in Paris. Also the books referred to under the section entitled *Legal Education*, and for juvenile history the books on *Reading*.

XXIX.

MODERN LANGUAGES AND LITERATURE.

1. **Asher.** Ueber das Studium der neueren Sprachen an den Universitäten. Ein Nothschrei an die Unterrichtsbehörden, etc. Leipzig, 1881.
2. **Beljame, G.** D'Agregation des langues vivantes. Rev. de l'Enseignement, 1885.
3. **Berger, B.** Conférences pédagogiques sur l'enseignement de la langue maternelle. pp. 36. Paris, 1884.
4. **Bierbaum, J.** Die Reform des fremdsprachlichen Unterrichts. pp. 136. Cassel, 1886.
5. **Bréal, M.** Comment on apprend les langues étrangères. Rev. de l'Enseignement, 1886.
Reviewed in New York Nation, April 22, 1886.
6. **Breymann, H.** Der neusprachliche Unterricht an Gymnasium und Realschule. Mit Anhang: Einige Stimmen von Fachmännern über die neusprachliche Unterrichtsmethode.
Being an introduction to the author's Lehre vom französischen Verb. München und Leipzig, 1882.
7. **Breymann, H.** Bearing of the Study of Modern Languages on Education at Large. Manchester, 1871.
8. **Breymann, H.** Sprachwissenschaft und Neuere Sprachen. München, 1876.
9. **Brunetière, F.** L'Enseignement de la Litterature française dans les Facultés de lettres. Rev. de l'Enseignement, 1881.
10. **Comfort, G. F.** Modern Languages in Education. Syracuse, N.Y. C. W. Bardeen, 1886.

11. **Delbrück.** Das Sprachstudium auf den deutschen Universitäten. Jena, 1875.
12. **Elliott, A. M.** Modern Languages as a College Discipline. Education, Vol. V., No. 1, Sept.-Oct., 1884.
13. **Cebhard.** Langues et Litteratures Etrangères. Rev. de l'Enseignement, 1884.
14. **Gerard, L. J. V.** On the Comparative Method of Learning Foreign Languages. pp. 33. Leicester, 1876.
15. **Gericke, A.** Der französische Unterricht in der Mittelschule, der höheren Bürger- und der höheren Mädchenschule. pp. 26. 21 Heft. Vol. III. Pädagogischen Studien, von W. Rein. Eisenach, 1878.
16. **Gouin, F.** L'Art d'enseigner et d'étudier les langues. 12mo. pp. 589. Paris, 1886.
17. **Gröber, G.** Grundriss der romanischen Philologie (unter Mitwirkung von fünfundzwanzig Fachgenossen). I. Lieferung. Strassburg, Trübner, 1886.
18. **Körting, G.** Encyclopaedie und Methodologie der romanischen Philologie. Third (and concluding) part soon to appear. Heilbron, Hemminger.
19. **Körting, G.** Gedanken und Bemerkungen über das Studium der neueren Sprachen, auf den deutschen Höhschulen. pp. 83. Heilbron, 1882.
20. **Kuhff, Ph.** Le Principe et la Méthode de l'enseignement scolaire des langues vivantes.
21. **Kühn, K.** Zur Methode des französischen Unterrichts. Ein Beitrag zur Reform des Sprachunterrichts und zur Überbürdungsfrage. pp. 48. Wiesbaden, 1883.

22. **Marcel, C.** Language as a Means of Mental Culture and International Communication, or Manual of the Teacher and Learner of Language. 2 vols. London, 1853.
23. **March, F. A.** Method of Philological Study of the English Language. 12mo. New York.
24. **Paul, H.** Grundriss der germanischen Philologie (in preparation). Strassburg, Trübner.
25. **Pfalz, Franz.** Die neuesten Erscheinungen auf dem Gebiete des deutschen Sprachunterrichtes. In Pädag. Jahresber. 21tr Bd.
26. **Reinharostöttner, Von.** Gedanken über das Studium der modernen Sprachen, etc. München, 1882.
27. **Reinharostöttner, Von.** Weitere Gedanken über das Studium der modernen Sprachen. München, 1883.
28. **Sayce, A. H.** How to learn a Language. In Nature, 1879.
29. **Schaeffer.** Die vermittelnde methode. Ein praktischer Vorschlag zur Reform des franz. Sprachunterrichts, etc. Berlin, Hertz, 1886.
30. **Stapfer, P.** Sur Réforme de l'enseignement supérieure et les chaires de littérature. Rev. de l'Enseignement, 1884.
31. **Williams, A.** The Aim and Method of Teaching Foreign Languages in the High School. Massachusetts Teachers' Association, Dec., 1880.
32. **Zeller, E.** Ueber die Bedeutung der Sprache und des Sprachunterrichts für das geistige Leben. In Deutsche Rundschau. March, 1884.

See also l'Enseignement des langues modernes en Russie, Janowsky, et Sokolovski. Rev. d'Enseignement. pp. 138. 1882. Transactions of the Modern Language Association for 1884-85 (A. M. Elliott,

Secretary), in one volume, about to appear; The Modern Language Series (Pamphlets on the Study of Modern Languages, reprinted or published under the auspices of the M. L. A. of A.), Nos. 1, 2, 3. A. M. Elliott, Baltimore. See also the works in pedagogy, some of which have chapters devoted to this topic, and compare the wall-pictures for use in the study of foreign languages under Reading.



XXX.

NATURAL AND PHYSICAL SCIENCE.

I. GENERAL.

1. **Barnard, H.** Oral Training Lessons in Natural Science and General Knowledge, for Teachers. New York, 1871.
 2. **Becker, B. H.** Scientific London. pp. 340. London, 1875.
 3. **Bert, P.** Les Réformes de l'enseignement secondaire et le rôle der sciences dans l'education. Rev. de l'Enseignement, 1881.
 4. **Eldridge.** The Cultivation of the Senses. Philadelphia.
 5. **Faraday.** Mental Education. In lectures at the Royal Institute, 1855.
 6. **Guckeisen, A.** Aufgabe und Organisation des naturwissenschaftliche Unterrichts an höheren Lehre-Anstalten. pp. 43. Leipzig, 1884.
- A plea for science in girls' schools.
7. **Heym, K.** Zur Geschichts der mathematischen und naturwissenschaftliche Unterrichts an Gymnasien. pp. 54. Program der Thomasschule. Leipzig, 1873.

8. **Huxley, T.** Science and Culture. In Science and Culture, and Other Essays. London, 1882.
9. **Lowe, E.** Stellung der Schule zur Naturwissenschaft. pp. 57. Berlin, 1874.
10. **Monnier.** La Science ès Sciences Naturelles. Rev. de l'Enseignement. 1882.
11. **Muehlberg, F.** Natural Science in Secondary Schools. Washington, 1882.
12. **Report of the Royal Commission on Scientific Instruction,** appointed 1870, and publishing 1000 pages of testimony and eight reports, with appendixes and index, the last volume appearing 1875.
13. **Report of the Committee on Science Teaching, of the Am. Assoc. for the Advancement of Science.** Proceedings, 1880.
14. **Reymond, E. du Bois.** Culturgeschichte und Naturwissenschaft. pp. 59. Leipzig, 1878.
15. **Roscoe, H. E.** Original Research as a Means of Education. pp. 21-57. In Essays and Addresses, Owen's College. London, 1874.
16. **Rowland, H. A.** A Plea for Pure Science. Am. Assoc. for the Advancement of Science. pp. 105-126. 1883.
17. **Shaler, N. S.** Natural History Education. In Proceedings Nat. Educa. Assoc., 1872.
18. **Schwalbe, Dr. Prof.** Über Bestrebungen für die Hebung des Unterrichts in den experimentellen Wissenschaften. pp. 20. Berlin, 1885.
19. **Siebeck.** De l'essence et du but des études scientifiques. Rev. de l'Enseignement, 1877.

Two articles.

20. **Steele, J. Dorman.** The Growth and Development of the Teaching of Science in the Schools and Colleges of New York. In ninety-eighth report of the Board of Regents of the Univ. of the State of New York. 1884.
21. **Whewell, Wm.** Influence of the History of Science on Mental Education. In lectures of the Royal Institute. London, 1855.
22. **Wilson, J. M.** On Teaching Natural Science in Schools.
A valuable book by the head master of Clifton College.
23. **Zacharias, Otto.** Die Naturwissenschaft als Grundlage einer freisinnigen Erziehung. In Die Gegenwart. Dec. 1, 1877.

II. SPECIAL SCIENCES.

a. CHEMISTRY.

1. **Arendt, R.** Ueber den Unterricht in der Chemie an höheren und niederen Schulen. Leipzig, 1868.
2. **Clarke, F. W.** A Report on the Teaching of Chemistry and Physics in the United States. pp. 219. Circulars of Information of the Bureau of Education. No. 6. Washington, 1881. Appendix, Text-books of Chemistry and Physics.
Valuable.
3. **Erdmann, O. L.** Ueber das Studium der Chemie. Leipzig, 1861.
4. **Franz, Gay-Lussac.** Mit Anhang, ueber die ehemalige polytechnischen Schule. In Werke. Bd. 3.
5. **Gerding, T.** Geschichte der Chemie. Leipzig, 1867.
6. **Francis, G. W.** Chemical Experiments illustrating the theory, practice, and application of the science of chemistry; and

containing the properties, uses, manufacture, purification, and analysis of all inorganic substances, with numerous engravings of apparatus, etc. 8vo. pp. 252. London, 1858.

7. **Frankland, Ed.** How to teach Chemistry. Hints to science teachers and students. Being the substance of six lectures delivered at the Royal College of Chemistry, June, 1872. Summarized and edited by G. Chaloner. 12mo. Philadelphia.
8. **Kopp, H.** Beiträge zur Geschichte der Chemie. Braunschweig, 1875.

Like Gerding above, contains educational hints.

b. PHYSICS.

1. **Düring, E.** Kritische Geschichte der allgemeinen Principien der Mechanik. Leipzig, 1877.
Educational allusions.
2. **Grüger, J.** Die Physik in der Volksschule. Ein Beiträge zur methodischen Gestaltung des ersten Unterrichts in der Physik. Leipzig, 1876.
3. **Maier**, in Schmid's Pädagogisches Handbuch.
A good discussion of physics in the public and normal schools.
4. **Tyndall.** The Importance of the Study of Physics. Royal Institute Lectures, 1885.
See also his address on the methods and tendencies of physical investigation.
5. **Netoliczka, E.** Methodik des physikalischen Unterrichtes an Volks- und Bürgerschulen. pp. 181. Wien, 1879.

A detailed plan by which it is argued physics might be introduced into schools for much younger children than at present.

Section 1. The Commission has the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the above-mentioned matter.

2. In answer to your letter of the 15th inst. I beg to inform you that the same has been forwarded to the proper authorities for their consideration.

3. I am, Sir, very respectfully,
Your obedient servant,

Wm. H. Hunt, Commissioner
General Land Office

Section 2. The Commission has the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the above-mentioned matter.

4. In answer to your letter of the 15th inst. I beg to inform you that the same has been forwarded to the proper authorities for their consideration.

5. I am, Sir, very respectfully,
Your obedient servant,

Wm. H. Hunt, Commissioner
General Land Office

Section 3. The Commission has the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the above-mentioned matter.

6. In answer to your letter of the 15th inst. I beg to inform you that the same has been forwarded to the proper authorities for their consideration.

7. I am, Sir, very respectfully,
Your obedient servant,

Wm. H. Hunt, Commissioner
General Land Office

The first part of the book is devoted to a general history of the United States from its discovery to the present time. It is written in a clear and concise style, and is well adapted for use in schools and colleges.

The second part of the book is devoted to a detailed history of the United States from the discovery to the present time. It is written in a clear and concise style, and is well adapted for use in schools and colleges.

The third part of the book is devoted to a detailed history of the United States from the discovery to the present time. It is written in a clear and concise style, and is well adapted for use in schools and colleges.

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The ninth part of the book is devoted to a detailed history of the United States from the discovery to the present time. It is written in a clear and concise style, and is well adapted for use in schools and colleges.

6. **Wead, C. K.** Aims and Methods of the Teaching of Physics. pp. 158. No. 7. 1884. Circular of the Information of the Bureau of Education. Washington, 1884.

A valuable report, with much testimony from America, and some from foreign teachers of physics. See also his *Physics in Common Schools*. Proceedings of the American Educational Association, 1885.

7. **Poggendorff, J. C.** Geschichte der Physik. Leipzig, 1879.

Educational reference.

A large work is announced by K. Stumpf, which pays special attention to school physics. A work is also expected by Prof. Mendenhal, in furtherance of a plan proposed by him in 1882, at Toronto.

c. MINERALOGY.

1. **Groth, P.** Ueber das Studium der Mineralogie auf den deutschen Hochschulen. Strassburg, 1875.
2. **Sidler, W.** Zur Entwicklungsgeschichte der modernen Meteorologie. Einsiedeln, 1877.
3. **Williams, G. H.** The New Petrography (in preparation).

d. ASTRONOMY.

1. **Newcomb, S.** Snggestions respecting a School of Practical Astronomy. pp. 4. Baltimore, 1876.

e. BIOLOGICAL SCIENCES.

1. **Beal, W. J.** The New Botany. A lecture on the best method of teaching. 8vo. pp. 15. Lansing, 1882.
2. **Burgess, E. S.** Syllabus of the Courses in Botany and Zoölogy in the Washington, D. C., High School. pp. 39. 1884.
3. **Czermak, J. N.** Die Physiologie als allgemeines Bildungselement. pp. 24, Leipzig, 1870.

4. **Farlow, W. G.** Biological Teaching in Colleges. pp. 577-586. Popular Science Monthly, March, 1886.
5. **Hartwell, E. M.** The Study of Anatomy. Historically and legally considered. pp. 37. Boston, 1881.
6. **Henfrey.** The Study of Botany. In Youman's Culture Demanded by Modern Life.
7. **Huxley, T.** Elementary Instruction in Physiology. In his Science and Culture, and Other Essays. London, 1882.
8. **Loew, E.** Der botanischen Unterricht an höheren Lehranstalten. Bielefeld, 1876.
9. **Luben, A.** Anweisung zu einem methodischen Unterricht in der Pflanzenkunde. Halle, 1879.
10. **Paget.** The Importance of the Study of Physiology. Lecture before the Royal Institute, 1855.
11. **Pflüger, E.** Wesen und Aufgaben der Physiologie. pp. 16. Bonn, 1878.
12. **Reymond, E. Du Bois.** Die physiologische Unterricht sonst und setzt. pp. 31. Berlin, 1878.
13. **Rolleston, G.** Biological Training and Studies. pp. 846-79. Vol. II. of his Scientific Papers and Addresses. Oxford, 1884.
14. **Rouchet, G.** Rapport au ministre sur un Museum en Allemagne. (Les Collections d'Anatome Comparée. Rev. Int. de l'Enseignement, 1881.)
15. **Trelease.** Inaugural Address at the Opening of the State School of Botany. St. Louis, 1886.

16. **Virchow, Rudolf.** Die Freiheit der Wissenschaft im modernen Staat. pp. 32. 1878.

His well-known Munich address, objecting to the teaching of evolution in schools of lower grade. Cf. E. Hacckel's reply, *Freie Wissenschaft und freie Lehre.* pp. 106. Stuttgart, 1878.

17. **Waldeyer.** Wie soll man Anatomis Lehren u. Lehrnen. pp. 41. Berlin, 1884.

18. **Youmans, Eliza.** An Essay on the Culture of the Observing Powers of Children, especially in Connection with the Study of Botany. Edited, with notes and a supplement, by Joseph Payne. 12mo. London.

The pedagogic literature on the special sciences is small, but the educational activity of scientific men is best exemplified in text-book methods, and especially in illustrative apparatus, in devising and using, which tact for teaching here finds wide scope. For this latter a discriminating descriptive catalogue is needed. In the art of popular scientific teaching and writing, another concrete exemplification of pedagogy in science is seen. Cf., *e.g.*, the lectures and books which French scientific men, owing to a well-known peculiarity of the University of Paris, evolve with such lucidity; also lectures like those in the *Zeit- und Streit-Fragen* Series, and the *Populäre Wissenschaftliche Vorträge* Series, etc.; public lectures like those of Helmholtz, Du Bois Reymond, Huxley, Tyndall, the Geike Series, and many others; or, for younger learners, works like A. Watt's *A Lump of Coal, A Lump of Chalk*, etc. Teachers may also be referred to the biographies of eminent scientific men like Newton, Brewster, De Morgan, W. K. Hamilton, Maxwell, Faraday, etc. See also the following sections on real schools and technical education. In the school curricula of some of our cities, well-advised and coherent courses of instruction in science have been wrought out. In most cases, however, these courses are very unpedagogically and unscientifically devised. Another and perhaps the most grave difficulty is the lack of that degree of co-operation between colleges and high schools which exists in Greek and Latin, many colleges doing the same and often less work than many high schools.

XXXI.

REAL SCHOOL.

1. **Ammermüller.** Die Real- und Gewerbe-Schulen. Stuttgart, 1837.
Of historic interest.
2. **Isaac, H.** Wissenschaftlichkeit und Idealismus in der Realschule. Berlin, 1880.
3. **Krämer.** Historischer Blick auf der Realschulen Deutschlands. Hamburg, 1870.
4. **Kriess, G. F.** Das Realschulwesen, nach seiner Bedeutung und Entwicklung. Stuttgart, 1863.
5. **Krück, M.** De l'État actuel de les question des écoles reales en Allemagne. Rev. de l'Enseignement, 1883.
Good.
6. **Laas, E.** Gymnasium und Realschule. Alte Fragen, mit Rücksicht auf das bevorstehende preussische Unterrichtsgesetz, historisch und kritisch von Neuen beleuchtet. p. 95. Berlin, 1875.
7. **Lattmann, J.** Reorganisation des Realschulwesens und Reform der Gymnasien. pp. i. Th. 38, ii. 90. Göttingen, 1873.
8. **Nagel.** Die Idee der Realschule. Ulm, 1840.
Of historical value.
9. **Ostendorf.** Die Vorbildung für das Lehramt in Realschulen. 1870.

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10. **Rolleston, G.** The Relative Value of Classical and Scientific Training. pp. 716-22. Vol. II. Scientific Papers and Addresses. Oxford, 1884. Nature. Vol. II. pp. 250-52. 1870.
11. **Schultz, Schultzen-dorf.** Das Zustand der Wissenschaft auf Universitäten und das Verhältniss zur Lebens Praxis mit Beziehung auf der Zulassung der Realschulabiturienten zur Universitätsstudium und der Weg zur Wiedergeburt, 1870.
12. **Strack, M.** Das Schulwesen Italien's besonders die Realschulen Italien's im Jahr 1878. pp. 80. Leipzig, 1878.
- Good.
13. **Séailles.** Les Realschulen. Rev. de l'Enseignement, 1882.
14. **Walser, E.** Entwicklung der Realschulwesens. Wien, 1877.

See Zeitschrift für Realschulwesen; Edited by J. Kolbe, Vienna. Also Central-Organ für die Interessen des Realschulwesens; Edited by D. M. Strack, Berlin, and several other journals of more local interest, devoted to the interest of real schools. See later section on Gymnasia. The voluminous controversial literature respecting real schools and gymnasia in Germany is mainly omitted here, as being without further practical interest in this country.

XXXII.

TECHNICAL AND INDUSTRIAL EDUCATION.

1. **Anon.** Das technische Unterrichtswesen in Preussen. Sammlung ämtlicher Aktenstücke. Berlin, 1879.
2. **Baines, E., and Curzon.** Yorkshire Union of Mechanics' Institutes. pp. 31-50. Vol. III. Second Report of the Royal Commissioners of Technical Instruction. London, 1884.
3. **Barnard, H.** Special Instruction in Great Britain. pp. 21-250. Vol. VI. The American Journal of Education. Hartford, 1871.
4. **Barnard, H.** Scientific Schools in France. The Polytechnic School at Paris. pp. 130. Hartford.
Republished from the Am. Journ. of Ed.
5. **Barnard, H.** Scientific and Industrial Education in Europe. Special Report to the Commissioner of Education. pp. 784. Washington, 1870.
Of mainly historical interest now.
6. **Bartley, G. C. T.** The Schools for the People. pp. 582. London, 1871.
History, development, and present working of each kind of English school for the industrial and poorer classes.
7. **Bauer, Max.** Zur Frage des gewerblichen Lehrlingswesens. In Die Gegenwart. 11ter Bd. 1877.
8. **Bell, I. L.** The Training of Employes, or Superior Managers, Foremen, Artisans in the Manufacture of Iron. pp. 19-30. Vol. III. Second Report of the Royal Commissioners of Technical Instruction. London, 1884.

9. **Bücher, B.** Geschichte der technischen Künste. Stuttgart, 1878.
10. **Bücher, K.** Die gewerbliche Bildungsfrage und der industrielle Rückgang. pp. 66. Vol. II. Pädagogischen Studien von W. Rein. Wien und Leipzig, 1877.
11. **Carter, C. M.** Industrial Drawing: Plan for a First Year's Work. In 47th Mass. Report. Boston.
12. **Cousin, V.** Education in Holland, as regards Schools for the Working Classes and the Poor. Tr. pp. 299. London, 1878.
13. **Cuyper, C. de.** L'enseignement technique supérieur dans l'empire d'Allemagne. pp. 348. Liège, 1875.
Report by provinces.
14. **Deseilligny, A. P.** De l'influence de l'éducation sur la moralité et le bien-être des classes laboureuses. Paris, 1868.
Crowned by the Academy.
15. **Edgeworth, M.** Practical Education.
16. **Enquête** sur l'enseignement professionnel. 2 vols. pp. 440 (1864), 806 (1865). Commission de l'enseignement technique. pp. 186. Paris, 1865.
Collection of depositions made under the direction of the minister of agriculture, commerce, and public works. Now of mainly historical interest.
17. **Gelbe, T.** Handfertigkeitsunterricht. pp. 112. Dresden, 1885.
Best in lithography.
18. **Genauck, C.** Die gewerbliche Erziehung durch Schulen. Lehrwerkstätten, Museen und Vereine im Königreich Württemberg. pp. 213. Reichenberg, 1882.

19. **Goddard, Geo.** A volume on Mechanics' Institutes, entitled Geo. Birbeck, the Pioneer of Popular Education. London, 1884.
20. **Greard.** Enseignement professionnel.
21. **Greenwood, J. G.** On Some Relations of Culture to Practical Life. pp. 1-19. In Essays and Addresses. Owen's College. London, 1874.
22. **Grunow, H.** Die gewerbliche Fortbildungs-Mittelschule. pp. 45. Leipzig, 1872.
A prize essay.
23. **Ham, Chas.** Manual Training. New York, 1886.
24. **Hill, A.** Our Industrial Schools. In Contemporary Review. Jan., 1882.
25. **Hutzelmann, C.** Lehr- und Übungsbuch für den gewerblichen Fortbildungs-unterricht mit einem Anhang. pp. 196. Nürnberg, 1880.
26. **Huxley, T.** Technical Education. In his Science and Culture, and Other Essays. London, 1882.
27. **Jende, P.** Schule-, Volkswirtschaft-, Zeit-, und Streitfragen. Heft, 773. 1886.
28. **Jenkins, H. M.** Report on Agricultural Education in North Germany, France, Denmark, Belgium, Holland, and the United Kingdom. pp. 442. Vol. II. Second Report of the Royal Commissioners on Technical Instruction. London, 1884.
29. **Johnson.** Education by Doing. New York.
30. **Krause, F. W. D.** Die Geschichte des Unterrichtes in den weiblichen Handarbeiten. pp. 89-136. See C. Kehr Geschichte der Methodik. 3 Bd. Gotha, 1881.

With valuable literary references.

- 13. Whittell, J. L. "A Study in Contractual Obligations: The Problem of Force of Contractual Obligations." *Yale Law Journal*, 1917.
- 14. Whittell, J. L. "Contractual Obligations." *Yale Law Journal*, 1917.
- 15. Whittell, J. L. "Contractual Obligations: A Study in Contractual Obligations." *Yale Law Journal*, 1917.
- 16. Whittell, J. L. "Contractual Obligations: A Study in Contractual Obligations." *Yale Law Journal*, 1917.
- 17. Whittell, J. L. "Contractual Obligations: A Study in Contractual Obligations." *Yale Law Journal*, 1917.
- 18. Whittell, J. L. "Contractual Obligations: A Study in Contractual Obligations." *Yale Law Journal*, 1917.
- 19. Whittell, J. L. "Contractual Obligations: A Study in Contractual Obligations." *Yale Law Journal*, 1917.
- 20. Whittell, J. L. "Contractual Obligations: A Study in Contractual Obligations." *Yale Law Journal*, 1917.
- 21. Whittell, J. L. "Contractual Obligations: A Study in Contractual Obligations." *Yale Law Journal*, 1917.
- 22. Whittell, J. L. "Contractual Obligations: A Study in Contractual Obligations." *Yale Law Journal*, 1917.
- 23. Whittell, J. L. "Contractual Obligations: A Study in Contractual Obligations." *Yale Law Journal*, 1917.
- 24. Whittell, J. L. "Contractual Obligations: A Study in Contractual Obligations." *Yale Law Journal*, 1917.
- 25. Whittell, J. L. "Contractual Obligations: A Study in Contractual Obligations." *Yale Law Journal*, 1917.
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XXXIII.

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3. **Hirgel, C.** Vorlesungen ueber Gymnasial Pädagogik. Tübingen, 1876.
4. **Paulsen, F.** Les Gymnases Prussien au XIX siècle. Rev. de l'Enseignement, 1885.
5. **Rappold, J.** Unser Gymnasien. Wien, 1881.
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7. **Schwartz.** Der Organismus der Gymnasien. Berlin, 1876.

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2. **Adams, C. F.** A College Fetich. pp. 71. Second edition. Boston, 1884.
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3. **Amos, A.** Four Lectures on the Advantages of a Classical Education, as an Auxiliary to a Commercial Education. pp. 281. London, 1846.
4. **Bergoigne, A.** La place du Sanscrit et la grammaire comparée, dans l'enseignement universitaire. Rev. de l'Enseignement, 1886.
5. **Bourgeois, E.** L'Enseignement classique. Two articles. Rev. de l'Enseignement, 1883.
6. **Breymann, H.** Ueber Lautphysiologie und deren Bedeutung für den Unterricht. pp. 32. München und Leipzig, 1884.
7. **Bursians.** Geschichts der Klassischen Philologie in Deutschland.
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9. **Delbruck.** Das Sprachstudium in der deutschen Universität. pp. 24. 1875.

10. **Dreyfus, Brisac.** La question du latin. Rev. de l'Enseignement, 1885.

11. **Egger, E.** L'hellénisme en France. pp. i. 471, ii. 498. Paris, 1869.

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12. **Egger, E.** La tradition et les réformes dans l'enseignement universitaire souvenirs et conseils. pp. 368. Paris, 1883.

Modern philological and mainly classical questions discussed.

13. **Fechner, H.** Gelehrsamkeit oder Bildung? Versuch einer Lösung der Gymnasiums und Realschulfrage. pp. 79. Breslau, 1879.

A vigorous pamphlet.

14. **Freund, W.** Wie studirt man Philologie? pp. 158. 4th ed. Leipzig, 1880.

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24. **Sears, Barnas.** The Ciceronian ; or, the Prussian Method of Teaching the Elements of the Latin Language, adapted to the use of American schools. 18mo. pp. 184. Boston, 1845.
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CHAPTER

THE HISTORY OF THE UNITED STATES

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The tenth part of the book is devoted to the history of the United States from its origin to the present time.

1. The first part of the paper deals with the general theory of the subject, and is intended to be read by all those who are interested in the subject.

2. The second part of the paper deals with the application of the theory to the case of the subject, and is intended to be read by those who are interested in the subject.

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2. **Anon.** By a Graduate of '69. Four Years at Yale. pp. 713.
New Haven, 1871.
Very full on student life.
3. **Anon.** My School-boy Friends: a Story of Whitminster Grammar School. 16mo. pp. 354. Boston.
4. **Anon.** Eight Years a Blue-coat Boy; or, Dundalker's School-days. pp. 117. London.
5. **Anon.** Student-Life at Harvard. pp. 518. Boston, 1876.
6. **Anstey, H.** Monumenta Academica, or Documents Illustrative of Academical Life and Studies at Oxford. 2 parts. pp. 366, 866-859.
7. **Baird, W. R.** American College Fraternities. pp. 212. Philadelphia, 1879.
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9. **Bärnstein, A. P. v.** Beiträge zur Geschichte und Literatur des deutschen Studententhums. pp. 156. Würzburg, 1882.
Very valuable, containing also a systematic collection of literature on the subject.

10. **Beneke, F. W.** Die Altersdisposition. pp. 94. Marburg, 1879.

Treats of the physiology and pathology of the different periods of life, considering especially liability to disease, and the changes in volume of heart and arteries, etc.

11. **De Pressensé, Mme.** Two Years of School Life. pp. 265. London.

12. **Dolch, O.** Geschichte des deutschen Studententhums. pp. 300. Leipzig, 1858.

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History and daily life.

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18. **Haupt, J. L.** Landsmannschaften und Burschenschaft. pp. 364. Altenburg, 1820.

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2. *Journal of the American Medical Association*, pp. 174-175, August 10, 1940.

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10. *Journal of the Royal Society of Medicine*, 1911, 4, 100.
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11. *The Presidential Message*. (The Year of 1911.) 1911, 10, 100.
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14. *Journal of the Royal Society of Medicine*, 1911, 4, 103.
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23. *Journal of the Royal Society of Medicine*, 1911, 4, 112.
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20. **Keil, R. und R.** Geschichte des jenaischen Studentenlebens.
(1548-1858). pp. 662. Leipzig, 1858.
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University.
21. **Masson.** Les enfants célèbres. Paris, 1863.
A history of children of all ages and lands; illustrated.
22. **Meiners, C.** Ueber die Verfassung und Verwaltung deut-
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23. **Mueller, F. Max.** Chips from a German Workshop. 5 vols.
N.Y., 1881.
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24. **Mohl, R. v.** Geschichtliche Nachweisungen über die Sitten
und das Betragen der Tübinger Studirenden während des
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25. **Osgood, Samuel.** Student Life. Letters and Recollections
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26. **Pascoe, C. E.** Everyday Life in our Public Schools. pp. 324.
London,
Very interesting sketches by a representative head scholar of each
of the seven great schools, with added notices of St. Paul's and Mer-
chant Tailor's schools and Christ's Hospital, and glossary of school
terms.
27. **Pilger, Dr. Robert.** Das Verbindungswesen auf Gymnasien.
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28. **Pocci, F. G.** Gedenkblätter als Erinnerung an das Universitäts-Studiengenossen-Fest in Landshut. July 22, 1860. pp. 63. Landshut, 1860.

29. **Schaden.** Vorlesungen über akademisches Leben und Studium. pp. 472. Marberg und Leipzig, 1845.

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30. **Steffens, Heinrich.** German University Life. The Story of my Career as Student and Professor. pp. 284. Philadelphia, 1874.

31. **Stedman, Algernon M. M.** Oxford: its Social and Intellectual Life, with Remarks and Hints on Expenses, the Examinations, the Selection of Books, etc. pp. 309. London, 1878.

Primarily for students on entering.

32. **Timbs, J.** Schooldays of Eminent Men. London, 1858.

Illustrated.

33. **Weigl, M.** Gedenken des Corps Bavaria an der Universität München zur Feier seines Jubiläums in Landshut, 1867. pp. 614. München, 1868.

34. **Wordsworth.** Social Life at the English Universities in the Eighteenth Century.

See also Hart's German Universities; Everett, On the Cam; Bristed, Five Years in an English University. See section on the Study of Children. See especially current American college journals, of which now several score are published.

1787

THE HISTORY OF THE STATE OF NEW YORK

BY JOHN BRITTON, ESQ. OF ALBANY.

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XXXVI.

THE SCHOOL AND THE FAMILY.

1. **Abbott, E. A.** Hints on Home Teaching. London.
2. **Abbott, J.** Gentle Measures in the Management and Training of the Young. New York.
3. **Bell, A.** An Experiment in Education, made at the Male Asylum at Egmore, near Madras, suggesting a system by which a school or family may teach itself, under the superintendence of the master or parent. London, 1805.
4. **Böhme, E.** Licht- und Schattenbilder häuslicher Erziehung. Dresden, 1878.
5. **Dwight, Theo., Jr.** The Father's Book; or, Suggestions for the Government and Instruction of Young Children on Principles Appropriate to a Christian Country. 2d ed. pp. 212. Springfield, 1835.
6. **Fletcher, Matilda.** Practical Ethics for Schools and Families. New York.
7. **Kennedy, H. A.** The Heart and the Mind. True words on training and teaching. London.
8. **Kennedy, John.** The School and the Family. The Ethics of School Relations. pp. 205. New York.
9. **Mann, Mary.** Moral Culture of Infancy. N. Y., 1877.
10. **Martineau, Harriet.** Household Education. pp. 366.
11. **Meyer, Bertha.** Aids to Family Government; or, from the Cradle to the School. 12mo. pp. 208. New York, 1879.
12. **Northend.** The Teacher and Parent. New York.

13. **Schultz, F.** Die häusliche Erziehung im Zusammenhang mit der Schule. Schweinfurt, 1876.

14. **Thiersch, H. J.** Family Life. London, 1856.

A good old-fashioned German book translated.

15. **Strure, A.** A Familiar View of the Domestic Education of Children during the Early Periods of their Lives, etc. Translated by Willich. London, 1802.

See next topic.



XXXVII.

MORAL EDUCATION.

1. **Abbott, J.** The Teacher. Moral influences employed in the instruction and government of the young. pp. 293. New York.

2. **Academy Keeper, The;** or, A variety of useful directions concerning the management of an academy, the terms, diet, lodging, recreation, discipline, and instruction of young gentlemen; with the proper methods of addressing parents and guardians of all ranks and conditions. As also necessary rules for the proper choice and treatment of academy-wives, ushers, and other menial servants, with the reasons of making them public. 12mo. Paper. pp. 28. London, 1770.

As may be inferred from the title, this rare pamphlet is satirical, and throws queer light upon the customs of the time. Only curious.

3. **Anon.** A New Method of Instruction for Children, from Five to Ten Years Old, including Moral Dialogues: The Children's Island, a tale; thoughts and maxims; models of composition

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1. The first part of the paper is devoted to the study of the properties of the function $f(x)$ defined by the equation

$$f(x) = \int_0^x f(t) dt + x^2 \int_0^1 f(t) dt$$

It is shown that the function $f(x)$ is continuous and differentiable on the interval $[0, 1]$ and that it satisfies the differential equation

$$f'(x) = 2x f(x)$$

2. In the second part of the paper we consider the problem of finding the maximum value of the function $f(x)$ on the interval $[0, 1]$.

It is shown that the maximum value of the function is attained at $x = 1$ and is equal to $f(1)$.

3. Finally, we mention that the results of this paper are valid for any continuous function $f(x)$ satisfying the given conditions.

The author wishes to express his appreciation to the University of Toronto for the facilities provided during the course of this research.

in writing, for children ten or twelve years old; and a new method of teaching children to draw. 4to. London, 1800.

Only curious.

4. **Appleton, Miss.** Early Education, or the Management of Children considered with a View to their Future Character. By a Governess to Queen Victoria. pp. 424. London, 1821.
5. **Arndt, E. M.** Entwurf der Erziehung und Unterweisung einer Fiesster's. Berlin, 1813.
6. **Arnott, Neil.** Observations on Fundamental Principles, and Some Existing Defects in National Education. 16mo. pp. 39. London, 1870.
7. **Blackie, J. S.** On Self-culture, Intellectual, Physical, and Moral. A vade mecum for young men and students. New York.
8. **Boyce, S. S.** Hints toward a National Culture for Young Americans. New York, 1878.
9. **Bray, C.** Education of the Feelings. A Moral System for Secular Schools. London.
10. **Buchanan, J. R.** Moral Education: its Laws and Methods. pp. 395. New York, 1882.
11. **Degerando.** Self-education as the Means and Art of Moral Progress. Translated. pp. 456. Boston, 1830.
Philosophical.
12. **Dick, Thos.** On the Mental Illumination and Moral Improvement of Mankind, or an Inquiry into the Means by which a General Diffusion of Knowledge and Moral Principle may be promoted. Illustrated. 12mo. pp. 462. New York, 1836.
13. **Ellis, Mrs.** Education of the Heart Woman's Best Work. London.

14. **Ellis, Mrs.** The Education of Character, with Hints on Moral Training. London, 1856.
15. **Feigier, F.** Das Rettungshaus. Eine Anstalt zur Besserung sittlichverwahrloster Jugend im Alter v. 10-17 Jahren. pp. 25. Pressburg, 1885.
16. **Genlis, Madame.** Lessons of a Governess to her Pupils, or Journal of the Methods adopted by Mme. Lilberg-Bruhart in the Education of the Children of M. d'Orleans, First Prince of the Royal Blood. Translated. pp. 311. Dublin, 1793.
17. **Giersing, Fr.** Die christliche Erziehung in Schule u. Haus. Tr. from the Danish by P. O. Gleiss. pp. 73. Hannover.
18. **Gill's Systems of Education.** A History and Criticism of the Principles, Methods, Organization, and Moral Discipline advocated by Eminent Educationists. 16mo. pp. 312.
Full.
19. **Gow, A. M.** Good Morals and Gentle Manners for Schools and Families. 12mo. Cincinnati, 1881.
20. **Grube, A. W.** Von der sittlichen Bildung der Jugend im ersten Jahrzehnten des Lebens. pp. 344. Leipzig, 1885.
The best and most read of the author's works.
21. **Guts Muths, J.** Über vaterländische Erziehung. pp. 76. Plauen.
22. **Hall, G. Stanley.** The Education of the Will. Princeton Review, 1882.
23. **Heinroth, J. C. A.** On Education and Self-formation. 12mo. London, 1838.
24. **Hime, M. C.** Self-education: an Essay on the Relation between the Teacher and the Taught. London, 1881.

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25. **Hime, M. C.** Parting Words to Boys leaving School. 12mo. London.

See also his *Morality*: an essay addressed to young men. London.

26. **Home, H.** Loose Hints upon Education, chiefly concerning the Culture of the Heart. pp. 419. Edinburgh, 1882.

27. **Jost-Ludwig.** Die Sittlichkeit ist im Rückschritte begriffen; woran liegt die Schuld? Vortrag. gr. 8. pp. 43. Zürich, Schröter.

28. **Kapff, S. C.** Warnung eines Jugendfreund, oder Belehrung ueber Geheimesünden. Stuttgart, 1885.

29. **Lessing, G. E.** The Education of the Human Race. Translated by F. W. Robertson. 8vo. London.

30. **Massenbach.** Ueber Fürsten-Erziehung. Heidelberg, 1817.

31. **Ménard, L.** Essai sur l'éducation d'un prince, d'après un ancien Ms. Rev. de l'Enseignement, 1882.

Four articles.

32. **Molesworth, W. N.** Prize Essay on the Great Importance of an Improved System of Education. pp. 103. London, 1867.

33. **Peck, Charles F.** Testimony establishing the Effect upon the Moral and Educational Growth of Children Employed in Factories. In Report of Bureau of Statistics of Labor of New York. Albany, 1885.

34. **Presting.** Die Hindernisse u. Bedingungen einer gesunden geistigen Volksbildung. pp. 24. 1885.

35. **Renan, E.** La part de la famille et de l'état, dans l'éducation. Paris, 1869.

36. **Rogers, Edward.** A Guide-book for Parents, Teachers, and Scholars, designed as a System of Ethics for Common Schools. 16mo. Utica, 1849.
37. **Ronneger.** On Certain Moral and Æsthetic Deficiencies in the Education of the Present Day. Lecture. London, 1874.
38. **Rosen, K.** Die Kinder-Erziehung mit besonderen Rücksicht auf die Charakterbildung. pp. 181. 1885.
39. **Simons, Thos.** Moral Education the One Thing Needful. London, 1802.
40. **Smiles, S.** Character.
41. **Stow, D.** Moral Training, and the Training System established in Glasgow Normal Seminary, and its Model High Schools. 408. London, 1841.
42. **Testas, M. F.** Virtues and Faults of Childhood. From the French, by Susan E. Harris. 12mo. Boston.
43. **Todd, J.** Student's Manual. pp. 392. 1848.
A once very widely-read book.
44. **Treschel.** Der Volkscharakter und der Bildungs-anstalten der Nord Amerikaner. Berlin, 1867.
45. **Vessiot, A.** Instruction in Moral and Civil Government. Washington, 1882.
46. **Wilson, J. M.** Morality in Public Schools, and its Relation to Religion. Paper. 16mo. pp. 38. London, 1882.

See the preceding and two following topics, and general works on pedagogy. See also as contributions to the recent discussions the following articles: Moral Training in Public Schools. Peaslee, J. B. Education. 2. 150. 1881.—Moral Education in Schools, Report on. Education. 4. 1. 1883.—Moral Instruction in the Public Schools. Newton & Patton. N. Am. Rev., July, 1883. 137. 99.—Morality in the Public Schools. Johnson,

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- 9. The ninth part of the book is devoted to a general history of the world from the beginning of time to the present day.
- 10. The tenth part of the book is devoted to a general history of the world from the beginning of time to the present day.

Oliver. *Atlantic Mo.*, June, 1883. 51. 748.—Morality in the Public Schools, Reply to, by Walter Elliott. *Cath. World*, Aug., 1883. 37. 709.—Secular View of Moral Training. Adler, F. *N. Am. Rev.*, May, 1883. 136. 446.—Teaching of Morality in Schools. Chace, E. B. *Education*. 4. 15. 1883.—Moral Results in School Training. Hailmann, W. N. *Education*. 1884. 4. 415.—Moral Training and School Government. Prince, J. T. *Education*, Nov., 1884. 5. 113.—The Religious Factor in Education. Brastow, Lewis O. *New Eng.*, Jan., 1884. 48. 20.—Teaching of Morals in the Public Schools. Barrows, W. *New Eng.*, Nov., 1884. 43. 840.—Christian Education. M'Chesney, E. *Meth. Rev.*, Jan., 1885, p. 56.



XXXVIII.

SCHOOL DISCIPLINE.

1. **Ackermann, E.** *Das Ehrgefühl im Dienste der Erziehung.* Eisenach, 1873.
2. **Andrews, Wm.** *Punishments in the Olden Time.* London, 1881.
3. **Böhm, I.** *Die Lehre von der Schul-Disciplin.* pp. 40. Vol. II. *Päd. Studien* von W. Rein. Eisenach, 1877.
See also his later and larger work, *Die Disciplin der Volksschule*, 1885.
4. **Dobschall, J. G.** *Grundsätze der Schul-Disciplin.* Leipzig, 1848.
5. **Döhm.** *Die Disciplin der Volksschule.* Nördingen, 1876.
6. **Eiseler, F.** *Zur Gesichte der Strafe als Erziehungs Mittel in Einladungsschrift.* Frankfurt a. M., 1871.

A convenient compilation on a subject not yet well written up.

7. **Fröhlich, G.** Gestaltung der Zucht und des Lebens einer erziehenden Schule, sowie des vereinten Wirkens von Eltern und Lehrern. pp. 52. Vol. III. Päd. Studien von W. Rein. Eisenach, 1878.
8. **Hawkins, L. M.** The Countess and Gertrude; or, Modes of Discipline. 4 vols. London, 1811.
9. **Holbrook, Alfred.** School Management. pp. 272. New York.
10. **Jewell, F. S.** School Government. A Practical Treatise presenting a Thorough Discussion of its Facts, Principles, and their Applications; with Critiques upon Current Theories of Punishment, and Schemes of Administration. 12mo. pp. 308. New York.
11. **Kennedy, John.** Philosophy of School Discipline. pp. 23. Syracuse, N.Y.
12. **Mertens, T.** Schläge in der Schule? Hannover, 1878.
13. **Public Education.** Plans for the Government and Liberal Instruction of Boys in Large Numbers, as practised at Hazlewood School. 2d edition. 8vo. pp. 390. London, 1825.
14. **Raub, A. N.** School Management, including a Full Discussion of School Economy, School Ethics, School Government, and Other Professional Relations of the Teacher. 12mo. pp. 285. Lock Haven, 1882.
15. **Schnell, K. F.** Die Schul-Disciplin. Berlin, 1854.
16. **Stoy, K. V.** Haus- und Schulpolizei. Berlin, 1856.
17. **Zerrenner.** Schul-Disciplin. pp. 158. Magdeburg, 1876.
18. **Ziller, T.** Die Regierung der Kinder. Leipzig, 1857.

1. The first of the three is the one which is the most common and the most useful. It is the one which is the most common and the most useful.

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XXXIX.

FEMALE EDUCATION.

1. **Baerenbach, F. v.** Das Problem einer Naturgeschichte des Weibes. pp. 126. Jena, 1877.
Contains a few educational suggestions.
2. **Brackett, Anna C.** The Education of American Girls. pp. 401. New York, 1874.
Discussion by twelve ladies, evoked by Dr. Clarke's "Sex in Education."
3. **Brooks, W. K.** The Intellectual Differences between Men and Women = Chap. X. of his Law of Heredity. Baltimore, 1883.
States a theory of great educational importance, if valid.
4. **Buchner, W.** Gegenwart und Zukunft der höheren Mädchenschule. pp. 34. Vol: 1. Pädagogischen Studien von W. Rein. Eisenach, 1876.
5. **Butler, Josephine E.** Woman's Work and Woman's Culture. A series of essays. pp. 367. London, 1869.
6. **Clarke, E. H.** Sex in Education. pp. 181. Boston, 1875.
7. **Clouston, T. S.** Female Education from a Medical Point of View. pp. 48. Edinburgh, 1882.
Two lectures.
8. **Conradi, J.** Die Hauslehrerin in ihrem Berufe und ihrer Stellung. Mitau, 1875.
9. **Cremer, W.** Frauenarbeit in der Schule. pp. 26. 1885.

10. **Dall, Caroline H.** The College, the Market, and the Court ; or, Woman's Relation to Education, Employment, and Citizenship. pp. 499. Boston, 1867.
11. **Dammann, A.** Die höhere Mädchenschule. Ein Beitrag z. Reform d. höheren Mädchenschulwesens. pp. 88.
12. **Dammann, A.** Selektta der deutschen Bürger-Mädchenschule und das Lehrerinnen-Seminar. Berlin, 1880.
13. **Dammann, A.** Zur Reform des höheren Mädchenschulwesens. pp. 88. Leipzig, 1883.
14. **Darwin, E.** A Plan for the Conduct of Female Education in Boarding Schools. pp. 128. Derby, 1797.
Of historical value.
15. **Darwin's und Hufeland's** Anleitung zur physischen und moralischen Erziehung des weiblichen Geschlechts. pp. 192. Leipzig, 1860.
16. **Du Mont, E.** Das Weib. Philosophische Briefe über dessen Wesen und Verhältniss zum Manne. pp. 377. Leipzig, 1880.
Some educational matter.
17. **Dupanloup.** L'éducation des filles. pp. 549. Paris, 1878.
Letters by a Catholic bishop.
18. **Erkelenz.** Ueber weiblichen Erziehung; Organization der höheren weiblichen Schule. Köln, 1872.
19. **Female Schools and Education.** A large volume of articles on the subject. From Barnard's Am. Jour. of Ed. Hartford, 1875.
20. **Fénelon.** The Education of Daughters. Translated. pp. 214. Boston, 1821.

21. **Grey, M. G., and Shirreff, E.** Thoughts on Self-culture. Addressed to Women. pp. 379. London, 1872.
22. **Hamilton, E.** Letters addressed to the Daughter of a Nobleman, on the Formation of Religious and Moral Principles. 2 vols. pp. 221. 1821.
Once widely read.
23. **Hennell, Sara.** Comparative Ethics. I. Moral Principle in Regard to Sexhood. pp. 289-380. London, 1883.
Educational.
24. **Hoffmann, M.** Das Weib und seine Erziehung. pp. 142. Leipzig, 1873.
25. **Ianke, A.** Die Mängel in der gegenwärtigen äusern und innern Einrichtung und die zeitgemasse Umgestaltung der höheren Töcherschulen. pp. 116. Berlin, 1873.
26. **Klencke.** Die Mutter als Erzieherin ihrer Töchter und Söhne zur physischen und sittlichen Gesundheit vom ersten Kindersalter bis zur Reife. Leipzig, 1875.
27. **Knobloch, Ida.** Unsere höheren Töcherschulen. Welche Gefahren liegen in ihrer Organisation u. wie ist denselben zu begegnen? pp. 44. Breslau.
28. **Koenig, H. Z.** Authentisches über die deutsche Erzieherin in England. pp. 44. London. Leipzig.
29. **Kreyenberg, G.** Die höheren Tochtterschulen. Leipzig, 1874.
30. **Kreyenberg, G.** Lehrplan der höheren Mädchenschule. Iserlohn, 1878.
With special hygienic motives.
31. **Lage, B. von der.** Das höhere Mädchenschulwesen Frankreichs seit der Republik. pp. 48. Berlin, 1886. In Deutsche Zeit- und Streit-Fragen.

32. **Maintenon, Mme. de.** Entretiens sur l'éducation des filles. 2 vols. pp. 355, 384. Paris, 1854.
33. **Necker von Saussure.** Die Erziehung des weiblichen Geschlechtes. Uebersetzt von E. A. Jacobi. pp. 408. Leipzig, 1877.
Less interesting than her larger treatises. The French original not accessible.
34. **Monica.** Ein Lebensbild. pp. 55. Ahlfeld, 1853.
35. **More, Hannah.** Female Education.
36. **Orton, J.** The Liberal Education of Women: the Demand and the Method. pp. 328. New York, 1873.
Thirty-five papers by different authors.
37. **Pascoe, C. E.** Schools for Girls, and Colleges for Women, for Persons of the Upper and Middle Classes. pp. 263. London, 1879.
38. **Ploss, H.** Das Weib in der Natur- und Völkerkunde. 2 Bd. pp. 480, 598. Leipzig, 1885.
Anthropological.
39. **Poestion, I. C.** Griechische Philosophinnen zur Geschichte des weiblichen Geschlechtes. pp. 474. Bremen, 1882.
Popular and interesting.
40. **Reuper, J.** Frauenberuf und Frauenbildung. pp. 84. Wien, 1878.
41. **Rondelet.** L'éducation de la vingtième année. pp. 347. Paris, 1837.
Letters on the education of girls.
42. **Rothenbücher, A.** Das Ideal e. höheren Mädchenschule. pp. 28.

43. **Rudolphi, Caroline.** Gemälde weiblicher Erziehung. 1 Th., pp. 261; 2 Th., 340. Leipzig und Heidelberg, 1857.

Fourth edition of eighty-eight letters, much read, and written with an insight into childhood hardly less profound than Madame Necker de Saussure.

44. **Rousselot, P.** Histoire de l'éducation des femmes en France. 2 vols. pp. 443, 467. Paris.

Valuable.

45. **Shirreff, E.** Intellectual Education, and its Influence on the Character and Happiness of Women. pp. 276. London, 1862.

A valuable and suggestive work.

46. **Schirreff, E.** Intellectual Education for Women. pp. 424. London, 1858.

47. **Schorstein, R.** Das höhere Mädchenschulwesens sein bisherige Entwicklung u. Zukunft. Elberfeld, 1866.

48. **Schorstein, R.** Ausführlicher Lehrplan einer vollständig organisierten höheren Mädchenschule und Lehrerinnen Bildungsanstalt. Elberfeld, 1874.

49. **Sée, C.** Lycées et Collèges de Jeunes Filles, Documents, Rapports et Discours à la Chambre des Députés et au Sénat, Decrets, Arrêtés, Circulaires, etc., relatifs à la loi sur l'enseignement secondaire des jeunes filles. Paris, 1884.

50. **Strack, K.** Geschichte der weiblichen Bildung in Deutschland. pp. 163. Gütersloh, 1873.

Book I. From earliest times to the Reformation.

Book II. From the Reformation to modern times.

Book III. Modern times.

51. **Thulié, H.** La Femme: Essai de sociologie physiologique. pp. 520. Paris, 1885.

Contains educational matter.

52. **Weiss, Karl.** Unsere Töchter u. ihre Zukunft. Mädchen-Erziehungs-Buch. 3 Aufl. pp. 130. Berlin, 1885.

53. **Wellmer, M.** Deutsche Erzieherinnen und deren Wirkungskreis. pp. 128. Leipzig, 1877.

Including chapters on governesses and female students in the university.

54. **Wychgram, J.** J. L. Vives' Schriften über weibliche Bildung. pp. 127. Wien, 1883.

His "Education of a Christian Woman," written in 1523.

55. **Wychgram, J.** Das weibliche Unterrichtswesen in Frankreich. Leipzig, 1886.

See also the following leading articles in the *Revue Internationale d'Education*:—

L'Education des femmes. Extract du Rapport de Condorcet. pp. 44. 1881.

Des avantages de l'éducation privée pour les jeunes filles. Rapport par Mlle. Guigot. pp. 161. 1881.

Études des Femmes, par Fleury. pp. 267. 1881.

Les Écoles Supérieures de filles en Allemagne, par W. Noeldeke. pp. 32, 201. 1881.

Les Écoles Supérieures de filles en Suède. G. Sjöberg. pp. 121. 1882.

De l'Enseignement Supérieur de Femme en Angleterre, en Ecosse, et en Irlande. B. Buisson. pp. 5, 30, 178, 480. 1883.

Des Principales différences en ces les Écoles de garçons et les Écoles de filles. Noldeke. pp. 445. 1884.

Ferbers, K. Die Aufgabe d. höheren Mädchensch. in ihrem Unterschiede von Knabenschulen. pp. 55. Donauwörth Rev., 1885.

Sybel, H. Ueber Frauenbildung; Rundschau der 1885.

Reinhardt, W. Die moderne, höhere Mädchenschule. pp. 31. Frankfurt, 1885.

Die Lehrerin in Schule und Haus. A monthly journal devoted to female education, conducted by Marie Koeper-Hauselle. Berlin, 1885.

Cornelia. Zeitschrift für hausliche Erziehung. Quarterly, von Carl Pillz. Leipzig, 1885.

Stevens, Le Comte. University Education for Women.

Willard, Emma. An Address to the Public; (particularly) to the Members of the Legislature of New York, proposing a Plan for Improving Female Education. 8vo. pp. 35. Albany, 1819.

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Willard, Emma. *Advancement of Female Education; or, a series of addresses in favor of establishing at Athens, in Greece, a female seminary, especially designed to instruct female teachers.* 8vo. pp. 48. Troy, 1833.

See also the life of Miss Willard, by John Lord —. *Life of Mary Lyon*, by —.

Sweden, High School for Girls in. Washington, 1882.

Health Statistics of Female College Graduates. In *Sixteenth Annual Report of the [Mass.] Bureau of Statistics of Labor.* 1885.

See also history and reports of Mt. Holyoke Female Seminary, the Albany Female Academy, Vassar, Smith's, Wellesley, Bryn Mawr Colleges, etc. By H. E. Starrett. — *The Future of Educated Women.* Chicago, 1885. W. L. Stevens. — *University Education for Women.* N. A. Rev., Jan., 1883. C. Baldwin. — *The Appeals of the Harvard Annex.* Century, Sept., 1884. G. C. Eggleston. — *The Education of Women.* Harper's Mag., July, 1883, etc.

XL.

THE EDUCATION OF TEACHERS.

1. **Bliedner, A.** Karl Volkmar Stoy und das pädagogische Universitätsseminar. Reichardt. pp. 360. Leipzig, 1885.
2. **Boodstein, O.** Die Seminar-Vorbildung. pp. 31. Vol. II. Pädagogischen Studien von W. Rein. Wien und Leipzig, 1876.
3. **Burton, W.** The District School as it Was, by One who Went to it. Revised edition. 16mo. pp. 206. Boston, 1850.
Rare.
4. **Clarke, John.** An Essay upon Study, wherein directions are given for the due conduct thereof, and the collection of a library, proper for the purpose, consisting of the choicest works in all the several parts of learning. 2d ed. 16mo. pp. 342. London, 1737.
5. **Currie, J.** The Principles and Practice of Common School Education. 12mo. London.
6. **Currie, J.** The Principles and Practice of Early and Infant School Education. With an appendix of hymns and songs, with appropriate melodies. 12mo. London.
7. **Czerny, J., und Grabolle, G.** Der Elementarunterricht und die praktische Ausbildung der Lehramtskandidaten in Deutschland und in der Schweiz. Wien, 1879.
8. **Czerny, Jos.** Die erste Lehrthätigkeit d. Elementarlehrers. 2 Aufl. pp. 27. Wien, 1883.
9. **Degerando.** Cours normal des instituteur primaire. pp. 438. Paris, 1832.

- 1. The first step in the process of the American Revolution was the signing of the Declaration of Independence in 1776.
- 2. The second step was the signing of the Constitution in 1787.
- 3. The third step was the signing of the Bill of Rights in 1791.
- 4. The fourth step was the signing of the Louisiana Purchase in 1803.
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- 6. The sixth step was the signing of the Compromise of 1850.
- 7. The seventh step was the signing of the Kansas-Nebraska Act in 1854.
- 8. The eighth step was the signing of the Lincoln-Douglas Debates in 1858.
- 9. The ninth step was the signing of the Emancipation Proclamation in 1862.
- 10. The tenth step was the signing of the Gettysburg Address in 1863.

The American Revolution was a period of great change and growth for the young nation. It was a time when the people of the United States began to assert their independence from British rule and to establish a new government based on the principles of liberty and justice for all.

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THE HISTORY OF THE UNITED STATES

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13. **Essays** on Practical Education, from the Works of Ascham Milton, Locke, Butler, etc. 2 vols. in one. pp. 419, 452.

Contains an admirable summary of the best books written on education to 1840.

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- Mainly polemic.
28. **Neef, Joseph.** Sketch of a plan and method of education founded on an analysis of the human faculties and

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By a former coadjutor of Pestalozzi at his school near Berne.

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THE ASSOCIATION OF THE AMERICAN MEDICAL COLLEGE GRADUATES

HELD AT THE UNIVERSITY OF CHICAGO, CHICAGO, ILL., FROM JUNE 15 TO 20, 1906

EDITED BY THE ASSOCIATION

CHICAGO, ILL.: UNIVERSITY OF CHICAGO PRESS, 1906

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CHICAGO, ILL.

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- Johonnot, James. Principles and Practice of Teaching. 1875.
- Mason, A. C. 1000 ways of 1000 Teachers.
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- Pickett, A. and J. W. The Normal Teacher.
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- Wells, W. H. Graded Course of Instruction.
- Wickerssham, J. P. Methods of Instruction.

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1. *Mathematics in the Middle Ages*.
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XLI.

UNIVERSITY EDUCATION.

a. GENERAL.

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2. **Bekker.** Von deutschen Hochschulen. Alles was da ist und was da sein sollte. Berlin, 1869.
3. **Blackie, John Stuart.** University Reform. Eight articles reprinted from the Scotsman newspaper, with a letter to Prof. Pillans. Svo. Paper. pp. 67. Edinburgh, 1848.
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6. **Bluntschli, Johann Kaspar.** Die Eintheilung der Universität in Facultäten. In die Gegenwart. 1877.
7. **Croiset, A.** La reforme du baccalaureat. Rev. de l'Enseignement, 1885.
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11. **Fichte**. *Deducirtes Plan einer zu Berlin zu errichtenden hohen Lehranstalt*. Stuttgart, 1817.
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Chiefly concerned with religious tests and modern studies. Of mainly historical value now.
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16. **Huxley, T.** *Universities, Actual and Ideal. In his Science and Culture, and Other Essays*. London, 1882.
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17. **Johnson, Rossiter.** *College Endowments*. In *North American Review*. May, 1883.
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19. **Jolly.** *Die neueren Reformen der Englischen Universitäten*. Preus. Jahrbuch, 1879.
20. **Lafaye, G.** *La réforme universitaire en Italie*. *Rev. de l'Enseignement*, 1884.
21. **Lagarde, Paul de.** In his *Deutsche Schriften*. 1878-81. *Zum Unterrichts Gesetz*.
22. **Laspeyres, E.** *Ueber das Alter der Universitätsprofessoren in Neuen deutsche Reich 1872*. Heft 3.

1. *Staphylococcus aureus* - commonest organism found in abscesses and boils.

2. *Staphylococcus pyogenes* - common in abscesses and boils.

3. *Staphylococcus epidermidis* - common in abscesses and boils.

4. *Staphylococcus saprophyticus* - common in abscesses and boils.

5. *Staphylococcus albus* - common in abscesses and boils.

6. *Staphylococcus carnosus* - common in abscesses and boils.

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24. **McCarthy, Justin.** The English Universities. In *Galaxy*. Nov., 1869.
25. **Mell, P. H.** College Government, Dormitory System. *Barnard's Journal*. pp. 8.
26. **Mills, Caleb.** The New Departure in Collegiate Control and Culture. Paper, 8vo. New York, 1878.
27. **Moulton, R. G., and Stuart, J.** The University Extension Movement. pp. 61. London, 1885.

A brief and clear account of this very interesting movement.

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29. **Newman, Dr. John Henry.** Idea of a University defined and illustrated in Nine Discourses, Occasional Lectures, and Essays, addressed to Members of the Catholic Union. 12mo. pp. 527. 3d edition. London, 1873.
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31. **Newman, Dr. John Henry.** Lectures and Essays on University Subjects.
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33. **Pefleiderer, E.** Zum Wesen der Universität und ihrer Aufgabe als Hochschule. pp. 57. Tübingen, 1884.
34. **Pusey, E. B.** Collegiate and Professional Teaching and Discipline. pp. 217. Oxford, 1854.

35. **Rafinesque, C. S.** Improvements of Universities, Colleges, and other Seats of Learning in North America. pp. 18. Philadelphia.

Printed for the Eleutherium of Knowledge. Very rare.

36. **Rogers, J. E.** Education in Oxford: its Methods, its Aids, and its Rewards. 12mo. pp. 266. London, 1861.

37. **Rosenthal, J.** La preparation aux études universitaires. Rev. de l'Enseignement, 1886.

38. **Russell, M.** View of the System of Education at present pursued in the Schools and Universities of Scotland. Edinburgh, 1813.

39. **Scheidler, K. H.** Ueber die Idee der Universität und ihre Stellung zur Staatsgewalt. pp. 429. Jena, 1838.

40. **Schleiermacher.** Gelegentliche Gedanken über Universitäten im deutschen Sinne. In his Works. Berlin, 1808.

An expression of ideas which had much to do in shaping the plans of the University of Berlin as opposed to Fichte.

41. **Schlottman.** Das Eng. Universitätswesen. Schmoller's Jahrbuch IX. 1885.

42. **Schönborn, T.** Das höhere Unterrichtswesen in der Gegenwart. pp. 1-40. Deuts. Zeit- u. Streit-Fr. Berlin, 1885.

43. **Schubert.** Zur Geschichte u. Statistik der akademischen Studien und des gelehrten Berufs in Preussen Seit. 1840. In Meyer's Archiv. f. Landeskunde der Preuss. Monarchie II. pp. 188.

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The first of these is the fact that the United States is a young nation, and its history is therefore a history of growth and expansion.

THE HISTORY OF THE UNITED STATES

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The tenth of these is the fact that the United States is a young nation, and its history is therefore a history of growth and expansion.

The eleventh of these is the fact that the United States is a young nation, and its history is therefore a history of growth and expansion.

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50. **Vogt, Carl.** Streifblicke auf das Universitätswesen im deutschen Reich. In Nord und Süd. May, 1885.

51. **Wall, A.** An Account of the Different Ceremonies observed in the Senate House of the University of Cambridge. pp. 376. Cambridge, 1798.

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53. **Wayland, Francis.** Thoughts on the Present College System in the United States. 16mo. pp. 160. Boston, 1842.

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56. **Zeller, E.** Gedanken über deutsche Universitäten, in das Jahrbuche der Gegenwart. pp. 1073. Tübingen, 1845.
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A convenient arrangement of material from the blue-book report of 1852.

Ditto for Cambridge. See Parl. Proc. 1857-60.

Based on blue-book reports of 1850, 1852; with index, 1853. See Royal Society of Canada, Report on Fellowship (giving their numbers and income in the fellowship of America and Europe), by Professors Johnson, McGregor, and Hunt. 1885.

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2. **Blanchet.** De l'enseignement de philosophie dans les lycées. Rev. de l'Enseignement, 1881.
3. **Boutrowx, E.** De l'organisation de l'enseignement philosophie dans les Facultés des Lettres. Rev. de l'Enseignement, 1882.
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5. **Electives.**

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3. The third section outlines the powers and responsibilities of the various branches of government.

4. The fourth section discusses the relationship between the government and the people, and the importance of civic duty.

5. The fifth section addresses the issue of slavery and the rights of African Americans.

6. The sixth section discusses the role of the states in the federal government.

7. The seventh section concludes the document with a final statement on the purpose and goals of the government.

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10. **James, E. J.** Outline of a Proposed School of Political and Social Science. Read before the Philadelphia Social Science Association. pp. 24. Philadelphia, 1885.
11. **Schelling, F. W. J.** Vorlesungen über die Methode des akademischen Studium. Tübingen, 1803.
12. **Seallers.** L'enseignement de la philosophie en Allemagne. Rev. de l'Enseignement, 1883.
13. **Shields, C. W.** The Order of the Sciences. pp. 103. New York, 1882.
14. **Tiberghien, G.** Enseignement et Philosophie. pp. 431. Bruxelles, 1873.
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16. **White, Andrew D.** The Provision for Higher Instruction in Subjects bearing directly upon Public Affairs. In Report U. S. Com. Paris Exposition, 1878. Vol. II.

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8. **Theiner, A.** Geschichte der geistlichen Bildungsanstalten. pp. 505. Mainz, 1833.
9. **Vail, S. M.** Ministerial Education in Methodist Episcopal Church. pp. 262. Boston, 1853.
10. **Verner, M.** Les abus de la méthode comparative dans l'histoire des religions en général, et particulièrement des religions scientifiques. Rev. de l'Enseignement, 1886.
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The first of these was the discovery of gold in California in 1848, which led to a massive influx of settlers and the eventual statehood of California in 1850.

Another major event was the Mexican-American War (1846-1848), which resulted in the United States acquiring a large portion of Mexico's territory.

The Civil War (1861-1865) was a pivotal moment in American history, as it resolved the issue of slavery and preserved the Union.

The Reconstruction era (1863-1877) followed the Civil War, as the nation sought to rebuild and integrate the newly freed African American population.

The Gilded Age (1870-1900) was a period of rapid industrialization and economic growth, but also of social inequality and corruption.

The Progressive Era (1890-1920) was a time of reform and social change, as Americans sought to address the problems of the Gilded Age.

The World War era (1914-1918) saw the United States emerge as a major world power and a leader in the League of Nations.

The interwar period (1918-1939) was a time of relative peace and economic recovery, but also of social and political tensions.

The Great Depression (1929-1939) was a period of severe economic hardship, which led to the New Deal and the rise of Franklin D. Roosevelt.

World War II (1939-1945) was a defining moment in American history, as the United States played a crucial role in defeating the Axis powers.

The Cold War (1945-1991) was a period of global tension and competition between the United States and the Soviet Union.

The post-war era (1945-1991) saw the United States become a superpower and a leader in the world.

The 1960s and 1970s were a time of social and political change, as Americans sought to address issues of race, civil rights, and the environment.

The 1980s and 1990s were a time of economic growth and technological advancement, but also of social and political challenges.

The 21st century has seen the United States continue to play a leading role in the world, while also facing new challenges and opportunities.

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10. **Morreau, E.** Examens universitaires.

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2. **Baer, A.** Alcoholismus. pp. 621. Berlin, 1878.
Many bearings on educational hygiene.
3. **Baginsky, A.** Handbuch der Schulhygiene. pp. 619. Stuttgart, 1883.
Second entirely revised edition; 104 plates; and especially valuable for its systematic lists of works on each topic.
4. **Blaikie.** How to get Strong. New York, 1879.
5. **Brigham, A.** Remarks on the Influence of Mental Cultivation and Mental Excitement upon Health. pp. 179. London, 1874.
Reprinted from original American edition, 1883. A work now well worth reading.
6. **Calhoun, A. W.** The Effects of Student Life upon the Eyesight. pp. 29. Circulars of the Bureau of Education. No. 6. Washington, 1881.
7. **Corning, J. L.** Brain Exhaustion. pp. 234. New York, 1884.
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8. **Erismann.** Gesundheitslehre für Gebildete aller Stande. München, 1885.
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XLVII.

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Gives a full account of American attempts at physical training; also plans and descriptions of the best college gymnasias, and a statement concerning the aims and methods of the German system of physical training. See also articles by the same author in Papers of the American Public Health-Association, vols. X. and XI.

13. **Hirth, G.** Das Gesammte Turnwesen. pp. 866. Leipzig, 1866.

Chapters on the development of gymnastics in Germany from Jahn and Spiess. Organization of buildings and yards and different games, festivals, unions, and games. Educational and military value of gymnastics. The book gives an admirable picture of the state of gymnasies in Germany at the time it was written.

14. **Hitchcock, E.** A Manual of Gymnastic Exercises as Practiced by the Junior Class in Amherst College. Boston, 1884.
15. **Hunt, Lucy B.** Handbook of Light Gymnastics. Boston, 1882.
16. **Jaeger, O. H.** Die Gymnastik der Hellenen. pp. 336. Stuttgart, 1881.
A very valuable work, but written in a scrappy and rambling way.
17. **Jahn, F. L.** Edited by Eiselen, E. Die deutsche Turnkunst, zur Einrichtung der Turnplätze. pp. 288. Berlin, 1816.
A work of great historical importance by the founder of Turner societies in Germany.
18. **Jahn, F. L.** A Treatise on Gymnastics. pp. 179. Northampton, 1828.
Translated and epitomized.
19. **Kloss, M.** Die weibliche Turnkunst. pp. 445. Leipzig, 1875.
One of the best German works on the subject. Many illustrations.
20. **Lion, J. C.** Statistik des Schulturnens in Deutschland. pp. 474. Leipzig, 1874.
21. **Lion, J. C.** Abriss des Entwicklungs-Geschichte des neueren deutschen Turnkunst. Hof, 1880.
22. **Mercurialis.** De Arte Gymnastica. Amsterdam, 1672.
Of historical importance.
23. **Morgan, I. G.** University Oars. pp. 397. 1873.
An inquiry into the health of college oarsmen.
24. **Puritz.** Code-Book of Gymnastic Exercises. London, 1883.
A most excellent manual.
25. **Ravenstein.** Volksturnbuch, im Sinne von Jahn, Eiselen und Spiess. Frankfurt a. M., 1876.
26. **Rothstein, H.** Die gymnastischen Freiübung nach dem System P. H. Ling's reglementarisch dargestellt. Berlin, 1861.

27. **Sargent's System of Developing Appliances and Gymnastic Apparatus.** pp. 20. Cambridge, 1882.

The Harvard-Sargent system lately introduced into many American colleges. See also articles by Dr. D. A. Sargent on Physical Education in Colleges, *North American Review* for February, 1883, in *Physical Training*; the *Sanitarian* for March, 1884, and in Vol. IX., *Papers of American Public Health Association*.

28. **Scholem, A.** *Allerlei für Deutschlands Turner.* pp. 119. Berlin, 1885.

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29. **Steckel, F.** *Das Wichtigste aus der Methodik des Turners für Volksschullerer.* pp. 96. Köthen, 1885.

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30. **Vischer, Fr.** *Das Akademische Leben und der Gymnastik,* in *Schwegler's Jahrbücher der Gegenwart.* pp. 678. Tübingen, 1875.

31. **Wortmann.** *Das Keulenschwingen in Wort und Bild.* Hof, 1885.

See also *Zeitschrift für das österreichische Turnwesen* Wien. With special reference to school and hygienic gymnastics. Monthly, second year, 1886. Vienna (Pichler's Witwe u. Sohn). Price, 6 marks yearly.

See also *Anleitung für Offiziere u. Unteroffiziere beim Ertheilen der Unterrichts im Turnen und Bajoué Hiren.* Berlin, 1881.

The following supplementary list may also be consulted:—

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- + Blaikie. *Sound Bodies for our Boys and Girls.* New York. Braünloch und Leonhardt. *Das Turnen mit dem Holtz- und Eissenstabe.* Leipzig, 1876.

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Brendicke. Zur Geschichte der Schwimmkunst und des Badewesens. Hof, 1885.

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Esk. Turn und Volkslieder für deutsche Schulen. pp. 120. Berlin, 1885.

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Health Statistics of Women College Graduates. Report of Special Committee of the Association of Collegiate Annual, together with Statistical Tables collected by the Mass. Bureau of Statistics of Labor. Boston, 1885.

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Koepfel. Der Rekrut. Kurze Anleitung zur Ausbildung der Infanteristen bis zur Einstellung in die Kompagnie. Berlin, 1883.

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✦ Schettler. Turnspiele für Mädchen und Knaben. 4te Aufl. Plauen, i. V., 1882.

Describes gymnastic games for children, and is highly thought of in Germany.

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Francis Lieber established a swimming-school in Boston, in 1827, according to the system of the prussian General von Pfüel.

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Part I. of International Health Exhibition Handbook on Athletics, by the head master of Eton College. A popular and interesting defence of athletic sports, with especial reference to swimming.

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XLVIII.

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die Stundung resp. den Erlass des Collegienhonorars. pp. 760.
Berlin, 1885.

Very valuable.

2. **Chalmers, T.** On Educational and Ecclesiastical Establish-
ments.

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educational endowments is approved and defended.

3. **Fitch, J. G.** Educational Endowments. Fraser's Magazine.
pp. 1-15. London, 1869.

4. **Kenny, C.** Endowed Charities. London, 1880.

Very valuable.

5. **Turgot.** Probably the author of the article Foundation in
the French Encyclopédie.

A masterly discussion of endowments, not yet surpassed though
more than a century old, but very one-sided in its animus against
them. His positions are condemned as extreme by J. S. Mill, *Dissert-
ation*, Vol. I. Mr. Lowe and Mr. John Morley still defend Turgot's
principles.

CHAPTER

THE HISTORY OF THE UNITED STATES OF AMERICA

The history of the United States of America is a story of growth and change. It begins with the first settlers who came to the shores of the continent in search of a new life. These early pioneers, including the Pilgrims and the Puritans, established small communities that would eventually grow into the great cities and states we know today. The struggle for independence from British rule led to the signing of the Declaration of Independence in 1776, a pivotal moment in the nation's history. The subsequent years were marked by the challenges of building a new government and a unified nation. The Constitution was drafted and signed, providing the framework for the federal government. The years following the Revolution were a period of rapid expansion and development. The United States emerged as a major power on the world stage, and its influence grew steadily over time. The Civil War, a defining moment in the nation's history, tested the strength of the Union and led to the abolition of slavery. The Reconstruction period that followed was a time of great struggle and progress. The United States continued to expand its territory and its influence, becoming a global superpower. The 20th century was a period of unprecedented change, with the United States playing a central role in the world. The challenges of the Great Depression, World War II, and the Cold War shaped the modern United States. Today, the United States remains a nation of great strength and potential, with a rich and diverse heritage that continues to inspire and guide its people.

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XLIX.

ACADEMIES AND LEARNED SOCIETIES.

1. **Arnold, M.** Literary Influence of Academies.
2. **Barrow, J.** Sketches of the Royal Society and Royal Society Club. pp. 212. London, 1849.
3. **Birch, T.** The History of the Royal Society of London. Vol. I. pp. 511; vol. II. pp. 501. London, 1766.
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5. **Edwards, E.** Chapters of the Biographical History of the French Academy. pp. 176. New York, 1864.
6. **Jones, B.** The Royal Institution: its Founders and its First Professors. pp. 431. London, 1871.
7. **Maury, L.-F. A.** L'Ancienne Académie des Sciences. pp. 395. Paris, 1864.
8. **Müller, J.** Die wissenschaftlichen Vereine und Gesellschaften Deutschlands im neunzehnten Jahrhundert. Bibliographie ihrer Veröffentlichungen seit ihrer Begründung bis auf die Gegenwart. pp. 560. Berlin, 1883-4-5-6.
9. **Pellisson et D'Olivet, Livet, M. C.-L.** Histoire de l'Académie Française. T. I. pp. 526; t. II. 574. Paris, 1858.
10. **Powell, J. W.** On the Organization of Scientific Work of the General Government. pp. 468. Washington, 1885.

A report of testimony before a Congressional committee. See also articles in Science during 1885 and 1886.

11. **Report** of the Joint Commission to consider the Present Organization of the Signal Service, Geological Service, Coast and Geodetic Survey, and Hydrographic Office of the Navy Department. Report No. 1285 of Forty-ninth Congress. 1886.
12. **Schlötel, W.** Die berliner Akademie und die Wissenschaft. pp. 264. Heidelberg, 1874.

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14. **Thompson, T.** History of the Royal Society from its Institution to the End of the Eighteenth Century. pp. 552, xci. London, 1812.
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18. **Year-Book** of the Scientific and Learned Societies of Great Britain and Ireland, comprising lists of the papers read during the Year before Societies engaged in fourteen Departments of Research with the names of the Authors. Second Annual Issue. pp. 231. London, 1885. Education Society, 167.

10. Hilbert, D. *The Foundations of Arithmetic*. 1902. Second edition. Revised by Paul Bernays. English translation by Philip Ebert. Springer-Verlag, Berlin, 1997. (Originally published in *Mathematische Annalen*, 1902, 51, 63-122.)

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L.

EDUCATIONAL LEGISLATION.

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2. **Arizona** Territory School Laws. 1885.
3. **Bardeen, C. W.** Common School Law. pp. 95, lviii. Syracuse, 1878.
The teacher's qualifications, contract, authority, etc. Specifies differences of law on these points in different States.
4. **Barnard, H.** Government Aid to Science and Art. pp. 39-48, 62-250, Vol. XXII. The Am. Journ. of Ed. Hartford, 1871.
5. **Barnard, H.** School Codes, State, Municipal, Institutional. Hartford, 1873.
6. **Burke, F.** A Treatise on the Law of Public Schools. pp. 154. New York, 1880.
On taxation, sites for buildings, election of school officers, district meetings, employment of teachers, etc. A little treatise for school committeemen.
7. **Craik, H.** The State in its Relation to Education. pp. 166. London, 1884.
An admirable sketch of the historical development of the governmental policy of England with regard to elementary education.
8. **Curry, J. L. M.** National Aid to Education. pp. 89-99. Circulars of Information of the Bureau of Education. No. 3. Washington, 1884.

9. **Eaton, J.** Legal Provisions respecting the Examination and Licensing of Teachers. pp. 46. No. 1. Circulars of Information of the Bureau of Education. Washington, 1883.
10. **Educational Code of the Prussian Nation in its Present Form.** London, 1879.
11. **General Law for the Schools of Austria.** pp. 879-893. Vol. XXII. Am. Jour. of Ed. Hartford, 1871.
12. **Kelley, F.** Changes in Legal Status of the Child since Blackstone. International Review, Aug., 1882.
13. **Kenny, C. S.** The Principles of Legislation, with Regard to Property given for Charitable and Other Public Uses. pp. 274. London, 1880.
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14. **Knight, G. W.** History and Management of Land Grants for Education in the Northwest Territory (Ohio, Indiana, Illinois, Michigan, Wisconsin). pp. 175. Vol. No. 3, Papers of the American Historical Association. New York, 1885.
15. **Law** relating to Education administered by Statute in the United Kingdom. pp. 679-681, Vol. VII. Encyclopædia Britannica. Edinburgh, Boston, 1877.
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17. **Mill, J. S.** Political Economy. Bk. V. ch. I., Function of Government in General. Bk. V. ch. V., Grounds and Limits of Laissez-faire.
18. **Ontario, Statutes of,** relating to Education. Toronto, 1885.
19. **Owen, H.** The Elementary Education Acts, 1870, 1873, 1874,

and 1876, with Introduction, Notes, and Index. pp. 600.
London, 1879. 24 ed.

Very valuable.

20. **Pillsbury, W. L.** Sketch of the Permanent School Funds of Illinois. In Fourteenth Report. 1880-82.
21. **Poor-Law** in Foreign Countries. Report of the Local Government Board. London, 1875.
22. **Rönne, L. von.** Verhältness des Staates zur Schule. pp. 442-483 of his Staatsrecht der preussischen Monaschen. Bd. II.
See also Bd. IV. 1884, pp. 677-739, on the different classes and grades of schools. The author is a judge in Berlin, and a high authority, and his book a standard in the field.
23. **Sargant, W. L.** School Laws and the Irreconcilables, in his Essays. New York, 1872.
24. **Schneider.** Volksschulwesen u. Lehrerbildung in Preussen. pp. 305. Berlin, 1875.
A legal digest, published with approval of the cultur-minister, by a privy councillor.
25. **School Funds.** See each State, City, Country, or Church in Kiddle and Schem. Cyclopædia of Education. New York, 1877.
26. **Sellar.** Education Acts, Scotland. Edinburgh, 1879.
27. **Smith, L. A.** Recent School Law Decisions. pp. 82. Circulars of Informaion of the Bureau of Education. No. 4. Washington, 1883.
28. **Sonnenschein.** Standards of Teaching of Foreign Codes relating to Elementary Education, in Austria, Belgium, Germany, Italy. pp. 162. London, 1881.

29. **Statutes** made for the University of Oxford and for the Colleges and Halls therein, by the University of Oxford Commissioners acting in Pursuance of the University of Oxford and Cambridge Act, 1877. pp. 793. Oxford, 1882.
30. **Statutes** for the University of Cambridge and for the Colleges within it. Made, published, and approved (1878-1882) under the Universities of Oxford and Cambridge Act, 1871. pp. 763. Cambridge, 1883.
- . With appendix of acts and orders.
31. **Turner.** School Acts. Manual of Educational Legislation. Central School Department. London, 1876.
32. **Wenzelburger, T.** Das höhere Unterrichtsgesetz in Holland. In Die Gegenwart, July 8, 1875.
33. **Wickersham, J. P.** The Common School Laws of Pennsylvania, and Decisions of the Superintendent; with Explanations, Forms, etc. pp. 202. Harrisburg, 1876.
34. **Wilcox, S. M.** Legal Rights of Children. No. 3. Circulars of Information of the Bureau of Education. pp. 96. Washington, 1880.

See also the statutes of each State, usually published in separate pamphlets, often with amendments, opinions, instructions, and judicial decisions.

b. IN GERMAN.

1. **Backhaus, J. C. N.** Die Schulgesetzgebung der Gegenwart. pp. 324. 1869.

A valuable digest of school laws of different German states and opinions of pedagogical societies.

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1. The Commission shall have the right to request any person to furnish information and to examine any records in the possession of such person.

2. The Commission shall have the right to hold public hearings and to receive testimony and evidence.

3. The Commission shall have the right to subpoena witnesses.

4. The Commission shall have the right to recommend to the Governor the removal of any officer or employee.

5. The Commission shall have the right to recommend to the Governor the appointment of any officer or employee.

6. The Commission shall have the right to recommend to the Governor the suspension of any officer or employee.

7. The Commission shall have the right to recommend to the Governor the reinstatement of any officer or employee.

8. The Commission shall have the right to recommend to the Governor the granting of a pardon to any person.

ARTICLE IV

Section 1. The Commission shall be composed of five members.

2. The members shall be appointed by the Governor.

2. **Bluntschli, J. C.** Allgemeines Statsrecht. pp. 365-487. Stuttgart, 1876.

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THE HISTORY OF THE UNITED STATES

The first part of the book is devoted to a general history of the United States from its discovery to the present time. It is written in a simple and interesting style, and is well adapted for the use of schools and families.

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LII.

MISCELLANEOUS PAPERS ON EDUCATIONAL TOPICS
BY EMINENT CONTEMPORARIES.

1. **Adams, C. F.** A College Fetich.
2. **Arnold, M.** The Literary Influence of Academies. Literature and Science. Literature and Dogma. God and Bible. Culture and Anarchy, and his well-known reports on education in France and Germany.
3. **Barnard, Henry.** The American Journal of Education, from 1856 to 1881, 25 vols. (over 20,000 octavo pages), with 800 woodcuts of structures for educational purposes, and 125 portraits of eminent educators and teachers. Hartford.

The following treatises were originally published in separate chapters in the American Journal of Education, but were prepared with special reference to being ultimately issued in the form in which they now appear:—

National Education in Europe: being an account of the organization, administration, instruction, and statistics of public schools of different grades in the principal states. pp. 890.

Scientific Schools in France. The Polytechnic School at Paris. pp. 130.

Military Schools and Courses of Instruction in the Science and Art of War in France and Prussia. pp. 399.

Reformatory Education. Papers on Preventive, Correctional, and Reformatory Institutions and Agencies in Different Countries. pp. 361.

School Architecture, or Contributions to the Improvement of School-houses in the United States. Illustrated. pp. 330.

Papers for the Teacher. I. Russell on Intellectual Education; Hill on True Order of Studies; Thayer's Letters to a Young Teacher; Catechism on Methods of Teaching, etc. pp. 400.

Papers for the Teacher. III. Organization and Instruction of Common Schools in Germany, with the Views of German Teachers and Educators on Elementary Instruction. pp. 482.

LII

RESEARCHES MADE BY THE NATIONAL BUREAU OF CHEMISTRY AND METROLOGY

1. **Edison Co.** - *Electric Power*
2. **Edison Co.** - *The Edison System of Distribution - Lighting and Heating - Inventory and Material Test and Report. The use of energy and the electrical system of a building in relation to heating.*
3. **Edison Co.** - *The Edison System of Distribution - Lighting and Heating - The use of energy and the electrical system of a building in relation to heating.*

The following is a list of the researches made by the National Bureau of Chemistry and Metrology during the year 1917. The researches were made in the National Bureau of Chemistry and Metrology, Washington, D. C.

1. **Edison Co.** - *Electric Power* - *Inventory and Material Test and Report. The use of energy and the electrical system of a building in relation to heating.*

2. **Edison Co.** - *The Edison System of Distribution - Lighting and Heating - Inventory and Material Test and Report. The use of energy and the electrical system of a building in relation to heating.*

3. **Edison Co.** - *The Edison System of Distribution - Lighting and Heating - Inventory and Material Test and Report. The use of energy and the electrical system of a building in relation to heating.*

4. **Edison Co.** - *The Edison System of Distribution - Lighting and Heating - Inventory and Material Test and Report. The use of energy and the electrical system of a building in relation to heating.*

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8. **Edison Co.** - *The Edison System of Distribution - Lighting and Heating - Inventory and Material Test and Report. The use of energy and the electrical system of a building in relation to heating.*

9. **Edison Co.** - *The Edison System of Distribution - Lighting and Heating - Inventory and Material Test and Report. The use of energy and the electrical system of a building in relation to heating.*

Papers for the Teacher. IV. Educational Aphorisms and Suggestions, Ancient and Modern. pp. 200. Properly used, this book will perhaps afford the young teacher more suggestions than any other volume in the series.

Papers for the Teacher. V. Education, the School, and the Teacher in English Literature. With the treatises of Ascham, Bacon, Wotton, Milton, Locke, Herbert Spencer, etc. pp. 470.

Object Teaching, and Oral Lessons on Social Science and Common Things, with Various Illustrations of the Principles and Practice of Primary Education, as adopted in the Model and Training Schools of Great Britain. pp. 434.

Papers on Fröbel's Kindergarten, with Suggestions on Principles and Methods of Child Culture in Different Countries. pp. 782. 1881.

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12. **Conington.** A Liberal Education. 1872.
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15. **Duff, Grant.** Essays on Liberal Education.
In his collected essays.
16. **Emerson, Ralph Waldo.** English Traits. Boston, 1884.
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19. **Eliot, Charles William.** The New Education. Two articles in the Atlantic Monthly, 1869.
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1868-69. Discussion of Leigh's phonetic system of teaching reading. English orthography, and how to teach it with least loss of time. Defects of the graded school system. What a pupil gains by the mastery of the three R's.

1869-70. Discussion of the co-education of the sexes. Industrial education. German-English instruction. Library classification, a scheme for it. How the branches of the course of study give the pupil a mastery of the world. How to conduct recitations. A plan for local supervision of principals.

1870-71. Moral education as involved in the school discipline. Education and crime. Eulogy on Ira Divoll, superintendent of schools, St. Louis. Syllabus of oral lessons in natural science, and directions for teaching it. Music instruction.

1871-72. A classification of occupations in the United States proposed, and a discussion of the occupations represented in the St. Louis

The first part of the history is a general account of the country, its situation, extent, and the manner in which it was first discovered. It then proceeds to a more particular description of the several parts of the country, and the manner in which they were first discovered. The second part of the history is a more particular account of the several parts of the country, and the manner in which they were first discovered. The third part of the history is a more particular account of the several parts of the country, and the manner in which they were first discovered.

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schools. The injury to the district schools caused by too strict examinations for admission to the high school. Corporal punishment. German-English instruction. Arithmetic *versus* grammar as a culture study. The psychological significance of the several studies.

1872-73. Method of promotion and classification adopted in the St. Louis schools. Discussion of the psychological effect of Latin and Greek in education, their containing the embryology of our civilization. Elaborate discussion of the branches necessary in a course of study in district schools, high schools, and colleges; what each branch adds to the mental structure in the way of discipline and knowledge. Identical co-education of the sexes discussed in the light of the history of three epochs of industrial civilization. The library and its significance in modern civilization. Outline of educational psychology.

1873-74. Discussion of school hygiene and the lesson of statistics taken in the St. Louis schools. Grading, classification, class intervals and promotions. Suspension of pupils *versus* corporal punishment.

1874-75. History of the public school system of St. Louis.

1875-76. School architecture best adapted for good hygiene. The philosophy of the kindergarten. The Centennial Exposition educationally considered.

1876-77. German-English instruction, its uses for towns and cities where there is a mixed population of English and Germans. What the common schools teach to fit pupils for their future vocations. Half-time schools for primary pupils, its economy and its hygienic effect. The proper school age. The results of the kindergartens in St. Louis.

1877-78. Teaching United States history.

1878-79. The age of withdrawal from school. Industrial education. The educational influence of works of fiction drawn from the library. History of the St. Louis kindergarten system and the philosophy of its methods, and the practical devices necessary to make it a part of the public school system. Oral lessons in history, syllabus of lessons for all the grades of the common school. Bird's-eye view of the entire organization of a system of city schools, with remarks and commentary on the practical working of different devices in vogue.

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31. **Helps, Arthur.** Friends in Council. 2 vols. N.Y., 1885.
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33. **Hughes, Thomas.** Tom Brown's Schooldays. Philadelphia.
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MEMORANDUM FOR THE RECORD

100

On 10/10/54, the Board of Directors met and discussed the proposed acquisition of the assets of the [illegible] Company.

The Board has approved the acquisition of the assets of the [illegible] Company for the sum of \$100,000.

The Board has also approved the issuance of 100,000 shares of common stock to the [illegible] Company.

The Board has further approved the execution of the purchase agreement and the issuance of the shares of common stock.

The Board has also approved the appointment of [illegible] as a director of the [illegible] Company.

The Board has further approved the appointment of [illegible] as a director of the [illegible] Company.

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The Board has also approved the appointment of [illegible] as a director of the [illegible] Company.

1. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Find the joint probability density function of (X, Y) .

2. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Find the probability that $X > Y$.

3. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Find the probability that $X < Y$.

4. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Find the probability that $X = Y$.

PROBABILITY THEORY

5. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Find the probability that $X > 2Y$.

6. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Find the probability that $X < 2Y$.

7. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Find the probability that $X > Y^2$.

8. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Find the probability that $X < Y^2$.

9. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Find the probability that $X > Y^3$.

10. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Find the probability that $X < Y^3$.

11. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Find the probability that $X > Y^4$.

12. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Find the probability that $X < Y^4$.

13. Let X and Y be independent random variables with probability density functions $f_X(x)$ and $f_Y(y)$. Find the probability that $X > Y^5$.

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L.III.

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10. **Hulbert, H. W.** English Rural Schools. pp. 26. Circulars of Information. No. 5. Washington, 1880.
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A valuable historical sketch of these institutions in the several countries of Europe.
15. **Rockwell, J. T.** The Teaching and Literature of Shorthand. pp. 159. Circulars of Information of the Bureau of Education. No. 2. Washington, 1884.
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1. The first of these is the fact that the majority of the cases of influenza are reported to have occurred in the latter part of the year 1917 and the beginning of 1918.

2. The second is the fact that the majority of the cases of influenza are reported to have occurred in the latter part of the year 1917 and the beginning of 1918.

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17. The seventeenth is the fact that the majority of the cases of influenza are reported to have occurred in the latter part of the year 1917 and the beginning of 1918.

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4. **Kugler, Joseph.** Die Vorkehrungen gegen e. Brandunglück in d. Schule. Ein Beitrag z. Schul-Hygiene. pp. 16. Wien.
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6. **Plath.** Ueber Schule, Unterricht und Erziehung, bei den alten chineren noch chinerescher Quelle. München, 1868.
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8. **Schule, die, im Lichte d. socialen Forderungen d. Gegenwart.** pp. 52. Hamburg, 1882, Berendsohn.
9. **Seemüller, J.** Die Sprachvorstellungen als Gegenstand d. dtsehen. Unterr. pp. 32. Wien.
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2. **Anagos, M.** Kindergarten for the Blind in Europe.
3. **Barbier, C.** De l'instruction des aveugles. Paris, 1830.
4. **Blanchet, A.** Les écoles spéciales pour les aveugles et les instituteurs primaires. Paris, 1859.
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6. **Dalezalsk, A.** Ansichten über die Erziehung, Ausbildung und Versorgung der Blinden. Pest, 1841.
7. **Dickens, C.** An Account of the Institution for the Blind at Boston. In Amer. Notes, Vol. I. London, 1842.
8. **Diderot, D.** Lettre sur les aveugles à l'usage de ceux qui voient. Paris, 1779.

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See especially his *Les Aveugles Nés*, and his *Souveneurs d'une Jeune Fille Aveugle Née*.

10. **Entlicher, F.** Das blinde Kind. pp. 72. Vienna, 1872.

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15. **Gaudet, J.** L'institut des jeunes aveugles de Paris. Paris, 1843.
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23. **Hebold, E.** Das Blinde im élderlichen Hause und in der Volksschule. Berlin, 1862.

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Many of Dr. Howe's writings are out of print, and especially the early reports on Laura Bridgman should be republished.

THE HISTORY OF THE

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The first of these was the discovery of gold in California in 1848, which led to a massive influx of settlers and the eventual statehood of California in 1850.

The second was the discovery of gold in Colorado in 1859, which led to the statehood of Colorado in 1876.

The third was the discovery of gold in Nevada in 1846, which led to the statehood of Nevada in 1864.

The fourth was the discovery of gold in Idaho in 1860, which led to the statehood of Idaho in 1890.

The fifth was the discovery of gold in Montana in 1865, which led to the statehood of Montana in 1889.

The sixth was the discovery of gold in Wyoming in 1869, which led to the statehood of Wyoming in 1890.

The seventh was the discovery of gold in Utah in 1863, which led to the statehood of Utah in 1896.

The eighth was the discovery of gold in Arizona in 1863, which led to the statehood of Arizona in 1909.

The ninth was the discovery of gold in New Mexico in 1861, which led to the statehood of New Mexico in 1906.

The tenth was the discovery of gold in Oregon in 1847, which led to the statehood of Oregon in 1859.

The eleventh was the discovery of gold in Washington in 1847, which led to the statehood of Washington in 1889.

The twelfth was the discovery of gold in Oregon in 1847, which led to the statehood of Oregon in 1859.

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37. **Kitto.** The Lost Senses. pp. 379. New York, 1852.
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38. **Klein, J. W.** Über die Eigenschaften und die Behandlung der Blinden. Prag, 1808.
39. **Klein, J. W.** Geschichte des Blindenunterrichtes unter den gewidmeten Anstalten, in Deutschland. pp. 204. Wien, 1837.
40. **Klein, J. W.** Die Anstalten für Blinden in Wien. Wien, 1841.
41. **Knis, J. G.** Anleitung zur zweckmässigen Behandlung blinder Kinder. Breslau, 1858.
42. **Krause, A.** Nachricht von der Blindenbewahr-, Erziehungs- und Beschäftigungsanstalt zu Halle an der Saale. Halle, 1841.
43. **Lachmann, W.** Über die Nothwendigkeit einer zweckmässigen Einrichtung und Verwaltung von Blindenunterrichts und Erziehungsinstituten, etc. Braunschweig, 1843.
44. **Loewy, T.** Common Sensibles. Leipzig, 1884.
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THE UNIVERSITY OF CHICAGO
OFFICE OF THE DEAN

CHICAGO, ILLINOIS
JANUARY 10, 1910

TO THE PRESIDENT OF THE UNIVERSITY OF CHICAGO

FROM THE DEAN

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2. **American Annals of the Deaf and Dumb.** Hartford Quarterly Science, 1848.
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3. **Arnold, T.** A Method of Teaching the Deaf and Dumb Speech, Lip-Reading and Language, with Illustrations and Exercises. pp. 156. London, 1881.
4. **Beitrag**e z. Geschichte u. Statistik d. Taubstummen-Bildungswesens in Preussen. pp. 276. Berlin, Hertz.
5. **Bell, Alex. Melville.** Visible Speech: the Science of Universal Alphabets, or Self-interpreting Physiological Letters, for the Writing of All Languages in One Alphabet, illustrated by Tables, Diagrams, and Examples. Inaugural edition. Half-calf. 4to. pp. 158. London, 1867.

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7. **Carton, C.** Le sourd-muet et l'aveugle. Journal mensuel. Tome I., Bruger, 1837; T. II., 1838; T. III., 1840.
8. **Cüppers, W. H.** Anweisung zur zweckmässigen Vorbereitung taubstummer Kinder für eine Taubstummen-Anstalt. pp. 86. Trier, 1862.
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10. **Degerando.** De l'éducation du sourd muets de naissance. 2 vols. pp. 592, 668. Paris, 1827.
11. **Fay, E. A.** Index to the American Annals of the Deaf and Dumb. Vols. I.-XX. 1847-1875. pp. 103. Washington, 1880.

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13. **Gude, W.** Die Gesetze der Physiologie und Psychologie über Entstehung der Bewegungen und der Articulations-Unterricht der Taubstummen. pp. 80. Leipzig, 1880.
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23. **Oehlwein.** Die naturlische Zeichensprache der Taubstummen. 3 Aufl. pp. 44. Weimar.
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27. **Sexton, S.** Causes of Deafness among School Children. pp. 47. Circulars of Information of the Bureau of Education. No. 5. Washington, 1881.



LVI.

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2. **Brace, C. L.** Dangerous Classes of New York, and Twenty Years' Work among them. New York, 1872.
3. **Brockway, Z. R.** Needed Reform in Prison Management. In North American Review. New York, 1883.
4. **Cameron, Jane,** Memoirs of. By a Prison Matron. 2 vols. London, 1864.
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5. **Carpenter, Mary.** Juvenile Delinquents: their Condition and Treatment. pp. 388. London, 1853.
6. **Carpenter, Mary.** Reformatory Schools. London, 1851.

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8. **Day, Samuel Phillips.** Juvenile Crime: its Causes, Character, and Cure. pp. 455. London, 1858.
9. **Dugdale, R. L.** The Jukes: a Study in Crime, Pauperism, Disease, and Heredity. New York, 1877.
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10. **Farrar, J. A.** Crimes and Punishments, including a New Translation of Beccaria's *Dei Delitti e delle Dene.* pp. 251. London, 1880.
11. **Fuld, L.** Das rückfallige Verbrechensthum. Zeit- u. Streitfragen. 1885. Heft, 220.
12. **Gneist.** Englische Verwaltungsrecht. Police System of England, including Prison Control. pp. 790, 824.
13. **Harrison, J. B.** Certain Dangerous Tendencies in American Life, and Other Papers. Boston, 1880.
14. **Krause, A.** Die Psychologie des Verbrechens. Ein Beitrag zur Erfahrungsseelenkunde. pp. 421. Tübingen, 1884.
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23. **Wines, E. C.** The State of Prisons and of Child-Saving Institutions in the Civilized World. pp. 719. Cambridge, 1880.

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2. **Anon.** Edinburgh Review. Idiot Asylums. July, 1865.
3. **Barthold, C.** Der erste vorbereitende Unterricht für Schwach- und Blödsinnige. pp. 25. Leipzig, 1881.
4. **Belhomme.** Essai sur l'idiotie. Paris, 1843.
5. **Brockett, S. P.** Idiots and the Efforts for their Improvement. Hartford, Conn., 1856.
6. **Brady, C.** The Training of Idiotic and Feeble-Minded Children. Dublin, 1864.
7. **Blackie.** Cretinism and Idiocy. Edinburgh, 1855.
8. **Coldstream.** Essay on Idiocy. Edinburgh, 1862.
9. **Denslhoff, J.** Die gegenwärtige Lage der Cretinen, Blödfinnigen und Idioten in den Christlichen Ländern. Bonn, 1857.
10. **Duncan, E. M.** The Method of Drill, the Gymnastic Exercises, and the Manner of teaching Speaking used at Essex Hall, Colchester, for Idiots, Simpletons, and Feeble-Minded Children. London, 1861.
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12. **Erchricht.** On the Possibility of educating Idiot Children, etc. Copenhagen, 1854.

13. **Esquirol.** Observations pour servir à l'histoire de l'idiotie. In his *Maladies mentales.* Paris, 1828.

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2. **Jacobi, Mary P.** Some Considerations on the Moral and on the Non-Asylum Treatment of Insanity. pp. 77-96. Jour. Soc. Sci. Part II., 1881. New York.
Good. Based largely upon Krafft-Ebing, but by no means a resumé.
3. **Jarvis, E.** Relation of Education to Insanity, in Report of U. S. Commissioner of Education, 1871.
A well-known Mass. statistician and specialist on this subject.
4. **Koch, J. L. A.** Psychiatrische Winke für Laien. pp. 109. Stuttgart, 1880.
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6. **Krafft-Ebbing, F. v.** Über gesunde und kranke Nerven. pp. 157. Tübingen, 1885.
A valuable popular statement by an eminent psychiatrist, now being translated.
7. **Wynter.** The Border Lands of Insanity. pp. 287. London, 1877.
Articles on training imbecile children, hallucinations and dreams.

LIX.

EDUCATIONAL WORK AND INFLUENCES AMONG
THE POOR.

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2. **Anon.** Handbook for Friendly Visitors among the Poor. Charity Organization Society of the City of New York. 1883.
3. **Barnard, C.** A Hundred Thousand Homes. Descriptive of the Small Houses of Philadelphia, and the System by which Poor People became their Owners. Scribner's Magazine, New York, February, 1876.
4. **Bonar, J.** Malthus and his Work. London and New York, 1885.
5. **Bosanquet, C. B. P.** Handy Book for Visitors of the Poor in London. London, 1874.
6. **Campbell, Helen.** The Problem of the Poor: a Record of Quiet Work in Unquiet Places. New York, 1882.
7. **Carpenter, J. Estlin.** Life and Works of Mary Carpenter. London, 1879.
8. **Chalmers, T.** The Civic Economy of Large Towns.
9. **Chalmers, T.** On Pauperism. pp. 139-444. In Vol. XVI. of his Works.

His works abound in comprehensive suggestion in regard to causes and cure of pauperism and vice. See especially vols. 14, 15, and 19-21.

CHAPTER

THE HISTORY OF THE UNITED STATES FROM 1776 TO 1865

CHAPTER I. THE FOUNDING OF THE NATION

1. The Declaration of Independence, 1776

2. The Constitution, 1787

3. The Bill of Rights, 1791

4. The Federalist Papers, 1788

5. The Louisiana Purchase, 1803

6. The War of 1812, 1812-1815

7. The Missouri Compromise, 1820

8. The Nullification Crisis, 1832

9. The Fugitive Slave Act, 1850

10. **Directory, A**, of the Charitable and Beneficent Organizations of Boston, together with "Legal Suggestions," etc. Prepared for the Associated Charities. pp. 196. Boston, 1886.

Very valuable; contains bibliography, to which this section is much indebted.

11. **Dora, Sister**. A Biography. London, 1880. The Life of Dorothy Wyndlow Pattison, Sister of Mark Pattison, and Member of the Sisterhood of the Good Samaritans, an Order of the Church of England.

12. **Doyle, A**. The Poor-Law System of Elberfeld. London, 1871.

A good account of this famous system, which has set the pattern for so many other places.

13. **Edwards, W. W**. The Poor-Law Experiment at Elberfeld. Contemporary Review, July, 1878.

14. **Emminghaus, A**. Poor Relief in Different Parts of Europe. A Selection of Essays translated from the German. London, 1872.

15. **Fields, Mrs. J. T**. How to help the Poor. pp. 125. Boston, 1883.

16. **Fawcett, H**. Pauperism: its Causes and Remedies. London, 1871.

17. **Fowle, T. W**. The Poor Law (English Citizen Series). London and New York, 1881.

18. **Gérando, J. Marie de**. Le visiteur du pauvre. Paris, 1826.

19. **Gurteen, S. H**. A Handbook of Charity Organization. Buffalo, 1882.

20. **Guthrie, Thomas**. Seed-Time and Harvest of Ragged Schools; or, A Third Plea with New Editions of the First and Second Pleas. pp. 206. Edinburgh, 1860.

21. **Hall, James G.** Sought and Saved. A Prize Essay on Ragged Schools and Kindred Institutions. pp. 256. London, 1855.
22. **Handbook** for Friendly Visitors among the Poor. Compiled and arranged by the Charity Organization Society of the City of New York. pp. 88. G. P. Putnam's Sons, 27 and 29 West 23d St., 1883.
23. **Higinbotham, Josephine M.** Una and her Paupers. Memorials of Agnes E. Jones. Introduction by Florence Nightingale. London, 1871. N.Y., 1872.
24. **Hill, Florence.** Children of the State. The Training of Juvenile Paupers. pp. 275. London, 1868.
Describes actual English and Irish systems.
25. **Hill, F.** The Children of the State. The Training of Juvenile Paupers. London, 1868.
26. **Hill, Octavia.** District Visiting. A Few Words to Volunteer Visitors among the Poor. A More Excellent Way of Charity. A Word on Citizenship. Effectual Charity. pp. 34. Reprinted from "Our Common Land." pp. 34. Boston, 1880.
27. **Hill, Octavia.** Homes of the London Poor. London and New York, 1875.
28. **Hill, Octavia.** Our Common Land, and Other Essays. London, 1877.
29. **Hopkins, Ellice.** Work in Brighton; or, Woman's Mission to Women. London, 1879.
30. **Hopkins, Ellice.** Life and Letters of James Hinton. London, 1878.
31. **Hopkins, Ellice.** The Industrial Training of Pauper and Neglected Girls. In Contemporary Review. July, 1882.

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- 1. The first of the thirteen original states to ratify the Constitution was Delaware on September 17, 1787.
- 2. The second state to ratify the Constitution was Pennsylvania on December 12, 1787.
- 3. The third state to ratify the Constitution was New Jersey on November 18, 1787.
- 4. The fourth state to ratify the Constitution was Georgia on January 7, 1788.
- 5. The fifth state to ratify the Constitution was Connecticut on January 9, 1788.
- 6. The sixth state to ratify the Constitution was Massachusetts on February 6, 1788.
- 7. The seventh state to ratify the Constitution was New York on July 26, 1788.
- 8. The eighth state to ratify the Constitution was North Carolina on November 21, 1789.
- 9. The ninth state to ratify the Constitution was Rhode Island on May 29, 1790.
- 10. The tenth state to ratify the Constitution was Maryland on April 28, 1788.
- 11. The eleventh state to ratify the Constitution was Virginia on September 17, 1789.
- 12. The twelfth state to ratify the Constitution was New Hampshire on September 22, 1789.
- 13. The thirteenth state to ratify the Constitution was Vermont on March 4, 1792.

32. **Hopkins Ellice.** Work among Workingmen. London, 1879.
33. **Hoyt, C. S.** Extracts from a Report on Pauperism. Albany, 1877.
34. **Jevons, W. S.** The State in Relation to Labor. (English Citizen Series.) London and New York, 1883.
35. **Kellogg, D. O.** Organization of Charity in Philadelphia. Penn Monthly, September, 1878.
36. **Kenny, Courtney Stanhope.** The Principles of Legislation with Regard to Property given for Charitable or Other Public Uses. pp. 274. London, 1880.
Valuable educational matter.
37. **Kingsley, Charles.** By his wife. Letters and Memories of his Life. (Especially pp. 223-226, 292-296.) London, 1877.
38. **Leighton, B.** Letters and Other Writings of the Late Edward Denison, M.P. for Newark. London, 1872.
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40. **Lesley, Susan I.** Suggestions to Ward Visitors. Philadelphia, 1879.
41. **Low, S.** The Problem of Pauperism in Brooklyn. N.Y., 1879.
42. **Lowell, Josephine S.** Public Relief and Private Charity. pp. 111. New York and London, 1884.
43. **Lowell, Josephine S.** New York State Board of Charity. N.Y., 1884.
44. **Malthus, T. R.** Principles of Population, and its Effects on Human Happiness. London, 1878.
45. **Moggridge, M. W.** Method in Almsgiving. London, 1882.

46. **Nicholls, G.** History of the English Poor Law. London, 1854.
47. **P., E. C.** Suggestions as to the Proper Guardianship of Girls taken from Industrial Schools. Boston, 1879.
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49. **Pellew, H. E.** Tenement-house System in New York. Facts and Statistics prepared by a Committee. N.Y., 1879.
50. **Pitman, Emma R.** Elizabeth Fry. Famous Women Series. Boston, 1884.
51. **Poor-Law in Foreign Countries.** Report of Local Government Board. London, 1875.
52. **Senior, Mrs. N.** Report on Workhouse Girls, in Report of Local Government Board, 1873-74. London.
53. **Shaftesbury, Earl.** pp. 338-361. In London Quarterly Review. London, 1886.
- A brief and convenient account of his educational and other work.
54. **Schurz, C.** The Education of Orphan Children. N.Y., 1883.
55. **Siegfried.** La Misère. Paris, 1877.
56. **Sieveking.** The Principles of Charitable Work as set forth in her Writings. London, 1863.
57. **Smedley, Menella B.** Boarding-Out and Pauper Schools. Especially for Girls. pp. 253. London, 1875.
- Chiefly reprinted from the Reports in Blue-Book, 1873-74.
58. **Stephen, Caroline E.** The Service of the Poor (Nursing, Sisterhoods, etc.). London and New York, 1871.
59. **Summer, W. G.** What the Social Classes owe to Each Other. New York, 1883.

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61. **Taylor, S.** Profit Sharing. London, 1885.
62. **Trevelyan, C.** Systematic Visitation of the Poor in their Own Homes, an Indispensable Basis of an Effective System of Charity. London, 1870.
63. **Treatment of the Poor.** Report of Commission. Boston, 1878.
64. **Walker, F. A.** The Wages Question. A Treatise on Wages and the Wages Class. N.Y., 1876.

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See also State Charities Aid Association of New York. Annual Reports.

Massachusetts State Board of Health, Lunacy, and Charity. Annual Reports.

Publications of the Associated Charities of Boston.

Reports of London Charity Organization Society, and of its District Committees.

The Monthly Register, published by the Philadelphia Society for organizing Charitable Relief and repressing Mendicancy.

Lend-a-Hand. A monthly magazine. 3 Hamilton Place, Boston.

Charity Organization Review, published monthly by the Charity Organization Society, London.

First Report of the Royal Commission for inquiring into the Housing of the Working Classes. (England and Wales.) London, 1885.

LX.

EDUCATIONAL PERIODICALS.

a. IN ENGLISH.1. **Academy, The.**

A monthly journal of secondary education, under the auspices of the associated academic principles of the State of New York. Published by G. A. Bacon, Syracuse. Begun in 1886.

2. **American Journal of Education.** H. Barnard. 38 vols. Hartford, 1855-72.

Probably the most valuable educational periodical ever published in any language, now constituting a vast encyclopædia of information on many if not most topics connected with education, but grouped and indexed in a very confusing way.

3. **Education.** An International Magazine, Bi-monthly. W. A. Mowry, Boston.

Founded 1880.

4. **The Journal of Education.** A Monthly Record and Review. London, 1886. No. 199, February.

See also the English University Reporters, published during term time. Several hundred colleges and high schools publish papers, and about three hundred educational journals are now published in this country alone, and at least half that number in Germany.

b. IN GERMAN.1. **Allgemeine deutsche Lehrerzeitung.** 38 Jahrg. 1886. Zugleich Organ der Allg. deuts. Lehrerversammlungen und des deutschen Lehrerpensionsverbandes.2. **Jessen, A. C.** Freie pädagogische Blätter. Wöchl. 20 Jahrg. Wien, 1886.

3. **Zeitung für das höhere Unterrichtswesen. Deutschlands.** 14 Jahrg. Wöchtl. Leipzig, 1885.
4. **Neue deutsche Schulzeitung.** Begründet, 1871. Organ des "Vereins Staatsschule." Berlin, 1885.
Weekly; begun in 1871.
5. **Deutsche Schulzeitung, Central-Organ für ganz Deutschland.** 15 Jahrg. H. Schillmann. Berlin, 1885.
Weekly.
6. **Pädagogische Zeitung** heraus von Berliner Leherverein. H. Schröder. 14 Jahrg. Berlin, 1885.
A weekly paper; 14th vol.
7. **Jahrbuch des Vereins für wissenschaftliche Pädagogik.** Ziller, T. 14 Bd. Langensala. Leipzig, 1869-82.
Formerly the most scientific of all pedagogic serials, consisting of the best essays of the editor's pedagogical seminary down to his death.
8. **Frick, O., und Richter, G.** Lehrproben und Lehrgänge aus der Praxis der Gymnasium und Realschulen. pp. 120. Halle a. S.
Begun in 1885. Good.
9. **Mnemosyne.** Organ für Gedachtniskunst. Leipzig. C. T. Mauersberger.
Published at irregular intervals since 1883.
10. **Die Erziehung der Gegenwart.** Begründet von Marenholtz-Bülow. Kassel, 1885.
Fröbelian organ of a female educational society.
11. **Pädagogische Blätter für Lehrerbildung und Lehrerbildungsanstalten von Kehr.** Gotha, 1885.
Fourteenth volume.

12. **Pädagogische Rundschau** auf dem Gebiete des Unterrichtswesens aller Länder. Körnep, F. Hildburghausen, 1885.

An international organ for the practical and scientific education of teachers. Monthly. 5th vol.

13. **Pädagogisches Correspondenzblatt** im Auftrage des Zillerischen Seminar zu Leipzig. Berger, M., und Hoffmann, S. No. 11. Januar, 1882.

Bi-monthly, 12 page sheets, begun in 1882.

14. **Strümpell, L.** Pädagogische Abhandlungen. Leipzig. New Series began 1878.

New series, begun 1879, about 100 pages each number, and numbers published at the rate of one or more per year. Each contains a few essays by students in the editor's pedagogical practicum at Leipzig. An earlier series contained but few numbers.

15. **Pädagogisches Archiv.** Centralorgan für Erziehung und Unterricht in Gymnasien, Realschulen und höheren Bürgerschulen. Stettin. Since 1858.

16. **Paedagogium.** Monatsschrift für Erziehung und Unterricht. F. Dittes. 7th ed. Vol. IX. Jahrgang, 1886.

One of the best for longer articles, edited by the former director of the pedagogium, or normal school, of Vienna. It contains anthropological, historical, and statistical matter, accounts of institutions and teacher's meetings, literature, etc.

17. **Centralblatt** für die gesammte Unterrichts-Verwaltung in Preussen. Berlin, 1885.

Monthly.

18. **Rheinische Blätter** für Erziehung und Unterricht. Frankfurt a. M.

Founded by A. Diesterweg in 1827, published bi-monthly, and now edited by Dr. Wichard Lange, and making five or six hundred pages per year. It contains original articles on educational questions of all kinds and grades, and each number contains a few careful impartial book criticisms.

Chapter 1

1.1. Let $f(x) = x^2 + 2x + 1$. Find $f'(x)$.

1.2. Let $f(x) = \sin(x)$. Find $f'(x)$.

1.3. Let $f(x) = e^x$. Find $f'(x)$.

1.4. Let $f(x) = \ln(x)$. Find $f'(x)$.

1.5. Let $f(x) = x^3 + 2x^2 - 5x + 7$. Find $f'(x)$.

1.6. Let $f(x) = x^2 + 3x + 2$. Find $f'(x)$.

1.7. Let $f(x) = x^4 + 3x^3 - 2x^2 + 5x - 1$. Find $f'(x)$.

1.8. Let $f(x) = x^5 + 2x^4 - 3x^3 + 4x^2 - 5x + 6$. Find $f'(x)$.

1.9. Let $f(x) = x^6 + 3x^5 - 2x^4 + 5x^3 - 4x^2 + 7x - 8$. Find $f'(x)$.

1. The first step in the process of the American Revolution was the signing of the Declaration of Independence in 1776.

2. The second step was the signing of the Constitution in 1787.

3. The third step was the signing of the Bill of Rights in 1791.

4. The fourth step was the signing of the Louisiana Purchase in 1803.

5. The fifth step was the signing of the Missouri Compromise in 1820.

6. The sixth step was the signing of the Kansas-Nebraska Act in 1854.

7. The seventh step was the signing of the Emancipation Proclamation in 1862.

8. The eighth step was the signing of the Reconstruction Act in 1867.

9. The ninth step was the signing of the Civil Rights Act in 1868.

10. The tenth step was the signing of the Fourteenth Amendment in 1868.

11. The eleventh step was the signing of the Fifteenth Amendment in 1870.

12. The twelfth step was the signing of the Reconstruction Act in 1867.

13. The thirteenth step was the signing of the Reconstruction Act in 1867.

c. IN FRENCH.

1. **Ligue française de l'enseignement pour la propagande de l'instruction dans les départements.** Bulletin paraissant tous les deux mois, 1881. Paris.
2. **Revue internationale de l'enseignement, publiée par la Société de l'Enseignement supérieur.** Dreyfus-Brisac, M. E. Paris, 1881.

Published the 15th of each month. Now in its 6th vol. (1886). The most valuable of French educational periodicals, each number containing *circa* 75 pages, and devoted mainly, but by no means exclusively, to higher and university education.

3. **Revue pédagogique.** Publication mensuelle. Paris, 1885.
4. **Moniteur du jeune âge.** Petite revue mensuelle. 6^e An. Paris, 1885.
5. **Bulletin de la Société pour l'instruction élémentaire, fondée en 1815.** Journal d'éducation populaire. 70th vol. Paris, 1885.
6. **Manuel général de l'instruction primaire.** Journ. hebdomadaire. An. Tome XXI. 5^e série. Paris, 1885.
7. **L'instruction publique.** Revue des sciences et arts. 14^e An. Réd. A. Blot. Paris, 1885.
8. **Manuel général de l'instruction primaire.** Journal hebdomadaire des instituteurs et des institutrices. Tome XXII. Paris, 1886.



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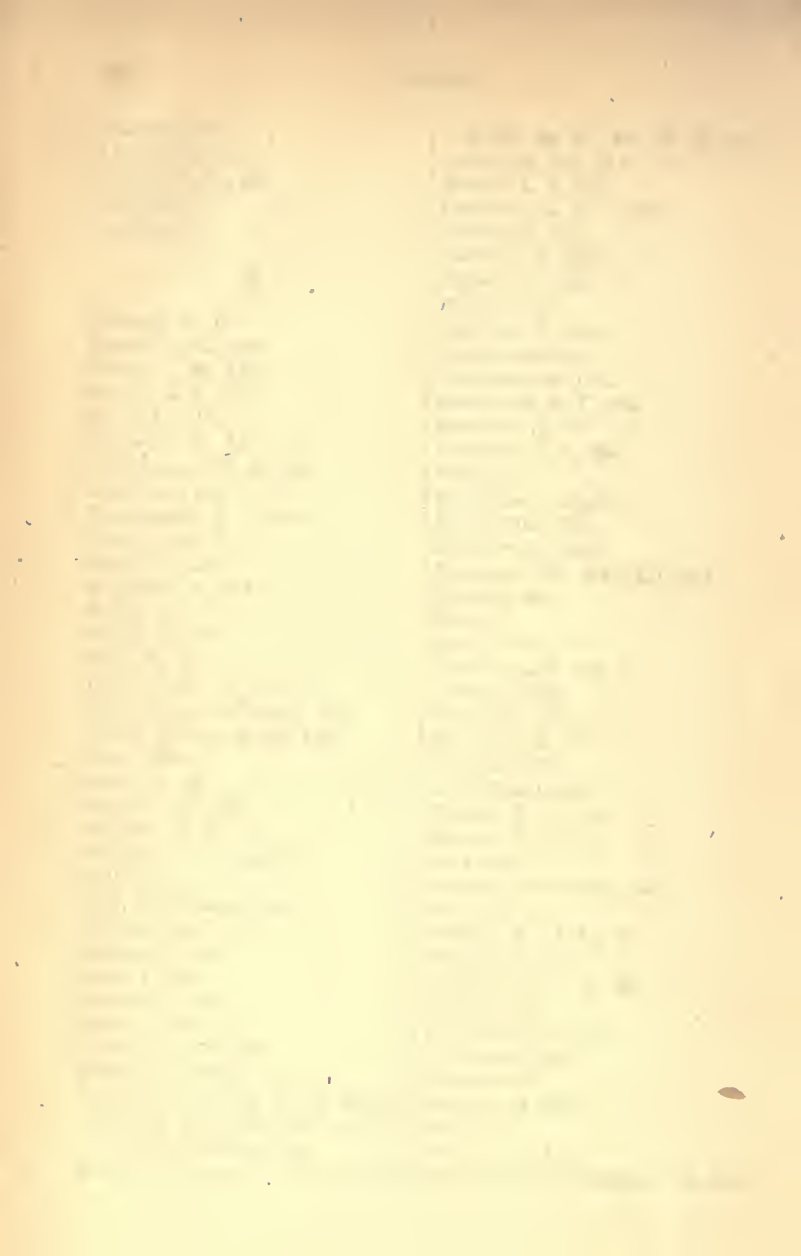
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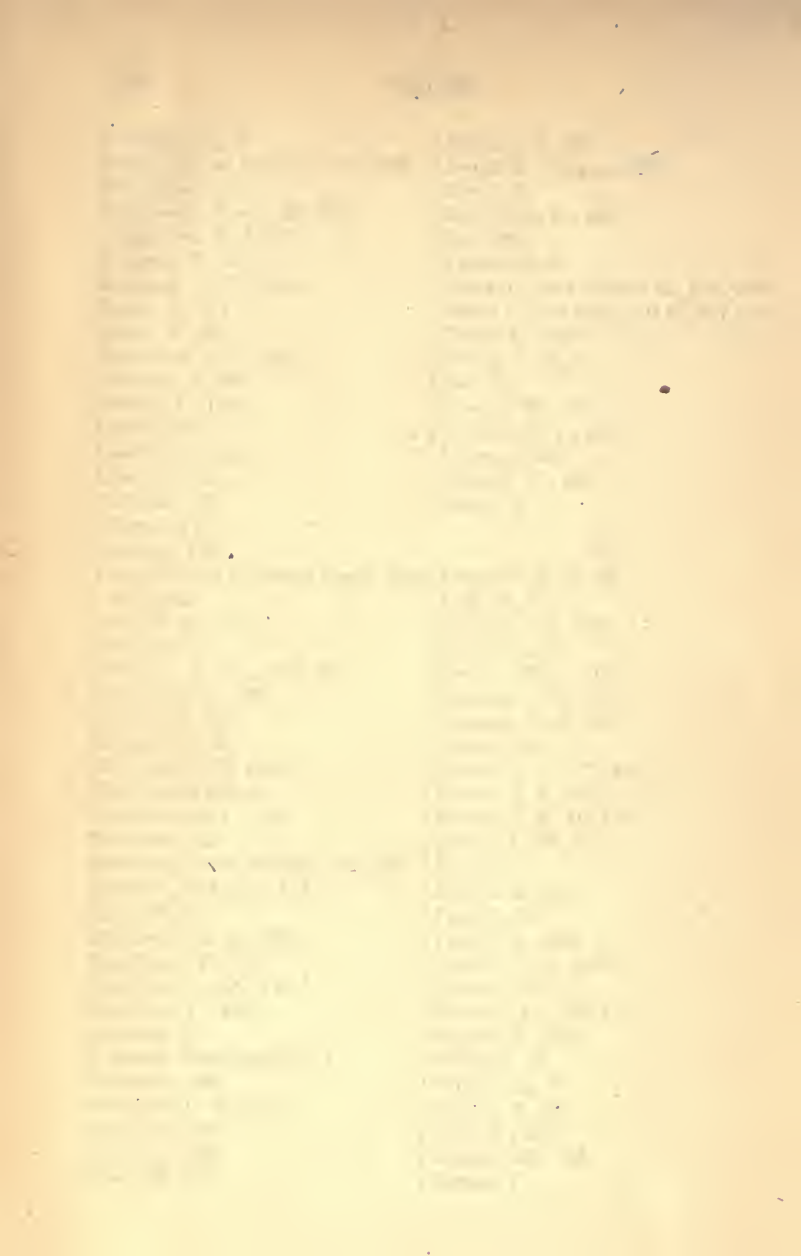
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The second part of the report
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EDUCATION.

"Thou that teachest another, teachest thou not thyself?"

FOR American Schools and American Scholarship there is no more healthful sign than the newly-awakened interest of teachers in all that pertains to successful work and personal culture. At the outset of this great and wide-spread movement in favor of better methods and worthier results, it was but natural that the practical side of education should be treated out of all proportion, while its theoretical and historical aspects should be somewhat overlooked. But if education is to become a science and teaching to be practised as an art, one means to this end is to gather and examine what has been done by those who have been engaged therein, and whose position and success have given them a right to be heard. Another and not less potent means is, to gain a clear comprehension of the psychological basis of the teacher's work, and a familiar acquaintance with the methods which rest upon correct psychological principles. As contributions of inestimable value to the history, the philosophy, and the practice of education, we take pleasure in calling the attention of teachers to our books on Education, mentioned in the following pages. It is our purpose to add from time to time such books as have contributed or may contribute so much toward the solution of educational problems as to make them indispensable to every true teacher's library.

The following good words, and also the opinions quoted under the several volumes, are an earnest of the appreciation in which the enterprise is held:—

Dr. Wm. T. Harris, *Concord, Mass.*: I do not think that you have ever printed a book on education that is not worthy to go on any teacher's reading-list, and the best list.
(*March 26, 1886.*)

J. W. Stearns, *Prof. of the Science and Art of Teaching, Univ. of Wis.*: Allow me to say that the list of books which you are publishing for the use of

teachers seems to me of exceptional excellence. I have watched the growth of the list with increasing pleasure, and I feel that you have done a service of great value to teachers.
(*May 26, 1886.*)

Nicholas Murray Butler, *Acting Prof. of Phil., Ethics, and Psychology, Columbia College, N.Y.*: I am greatly interested in your series of pedagogical

publications, and am only too glad to aid the cause of scientific education by increasing their circulation by every means in my power.

S. A. Ellis, *Superintendent of Schools, Rochester, N.Y.*: I most heartily commend the enterprise you have entered upon. These books may well be regarded as indispensable to the outfit of every earnest teacher who would win success in the profession. In bringing them within the reach of every teacher of the land, you are doing a service that will entitle you to the gratitude of all who are interested in the work of education. Personally I wish you all the success you deserve. (Oct. 23, 1885.)

W. F. Phelps, *Secretary St. Paul Chamber of Commerce, Minn.*: No greater service could well be performed for the schools and the educators of this country than issuing these valuable and timely publications. They will leave the great body of teachers without an excuse for professional ignorance, and, with the facilities now offered through the reading circles and institutes, there will be no good reason why these books should not reach the great mass of the three hundred thousand teachers in the United States. (June 25, 1886.)

J. J. Mills, *Earlham College, Richmond, Ind.*: I have looked over the different volumes with much interest. You deserve great praise for your enterprise

in putting the best pedagogical literature before the teachers of the country. I have your Leonard and Gertrude, and Émile, and prize them highly. (Jan. 4, 1886.)

W. M. West, *Supt. of Schools, Fari-bault, Minn.*: You may count upon the will of our reading-circle board to recognize your publications, and personally I am in favor of substituting at once Sheldon's *Studies in General History* and Compayré's *History of Education* for corresponding books on our list. (June 28, 1886.)

A. W. Mell, *Bowling Green, Ky.*: Your firm is far in advance of any other in the publication of teachers' libraries, and deserves hearty recognition. (June 28, 1886.)

Schoolmaster, *London*: The American house of D. C. Heath & Co. is doing good service to teachers by the publication of their series of educational classics. We commend the Émile to every one interested in the education of the young.

Critic, *New York*: Messrs. D. C. Heath & Co. are the publishers of a new and important series of works for teachers. In contributing further means for the enlightenment of our teaching world, the editors and translators engaged in this series are doing a work which cannot fail of recognition and utility.

A History of Pedagogy.

Translated from GABRIEL COMPAYRÉ'S *Histoire de la Pédagogie*, by W. H. PAYNE, Professor of the Science and the Art of Teaching in the University of Michigan, who adds an Introduction, Notes, References, and an Index. 5¼ by 7½ inches. Cloth. xxvi + 592 pages. Price by mail, \$1.75; Introduction price, \$1.60.

THIS book is confidently recommended to teachers and to students of Pedagogy, because, —

1. *It is comprehensive without being tedious.* It covers the whole

historic period, exhibits the progress made from age to age in the theory and art of education, and makes known the manner in which the greater nations and thinkers have understood the educational problem. By this treatment of the subject, the teacher may become "the spectator of all time and all existence," in whatever pertains to his vocation. There is no other book which is so well adapted to broaden and liberalize the teaching profession.

2. *It is clear and interesting.* M. Compayré has not only the genius of selection, but also of clear and interesting presentation. The whole treatise is a series of clearly cut pictures, each having its own individuality, and impressing its own special lesson. For the most part, the successive sketches are typical; duplicates are purposely and wisely omitted. Only the highest literary art can combine comprehensiveness and clearness; but these effects are realized in this *History of Pedagogy*.

3. *It is critical and instructive.* Historical facts, in order to be instructive and helpful, must be interpreted; and such interpretation must come through critical insight. M. Compayré has this endowment in a pre-eminent degree. In him the reader finds a safe as well as a suggestive and entertaining guide. In this case history is truly "Philosophy teaching by example."

WHAT LEADING EDUCATORS THINK OF IT.

Gabriel Compayré, *Chambre des Députés, Paris*: Votre traduction me paraît excellente, et je vous remercie des soins que vous y avez mis. J'ai grand plaisir à me relire dans votre langue, d'autant que vous n'avez rien négligé pour l'impression matérielle. Combien vos éditions Américaines sont supérieures aux nôtres! (to *Avril*, 1886.)

Dr. W. T. Harris, *Concord, Mass.*: Professor Payne has done a real service to education in translating M. Compayré's *History of Pedagogy*. The work has great merits. Indeed, it is indispensable among histories of education, for the reason that it shows us the subject from the standpoint of a Frenchman of broad and sound culture. The history of education has not been hitherto well represented in English educational literature, and yet

it is the most important branch for the teacher. I congratulate you, therefore, upon the accession of Professor Payne's work to your list. (*April 2*, 1886.)

G. Stanley Hall, *Prof. of Pedagogy and Psychology, Johns Hopkins Univ.*: It is the best and most comprehensive universal history of education in English. The translator has added valuable notes.

Mrs. Horace Mann, *Boston*: I consider anything of his not only authentic but invaluable, because of his candid mind and thorough interest in the subject, which enables him to give exhaustive treatises upon all points.

Miss Elizabeth P. Peabody, *Boston, Mass.*: If Compayré's *History of Pedagogy* had nothing else in it but

what he says of Père Girard's work and books (between pages 465 and 475), especially with respect to teaching children their mother tongue, it would be worth publishing. I trust all the newspapers and magazines that write of Indian education will copy these ten pages, and all the instructors of Indians will ponder them, and those who write elementary books for the education of Indians as Indian commissioner Oberlitz recommends, will follow Père Girard's suggestions. If Compayré has not been so happy in his estimate of Frœbel, it is due, I think, to Frœbel's inferior power of expressing his ideas in his books for practice. Frœbel is identical with Père Girard in his methods, and in his all predominating *moral aims*, and was by no means a mere Deist, but eminently a *Christian*.
(April 21, 1886.)

E. E. Higbee, *State Supt. of Public Instruction, Harrisburg, Penn.*: I have for some time regarded it as a very valuable work, and am glad to see it in English. I hope it may be introduced into all the normal schools of this State, and give a dignified impetus to studies of such character, so much needed and so valuable.
(April 24, 1886.)

M. A. Newell, *State Supt. of Education, Baltimore, Md.*: It is a very valuable addition to our pedagogic literature; it is as brief as the breadth of the subject would allow, and is comprehensive and philosophical. The notes and index added by Professor Payne very much increase the value of the work, both to students and to anxious inquirers of the busy sort.
(May 12, 1886.)

D. L. Kiehle, *State Supt. of Public Instruction, St. Paul, Minn.*: I can cordially recommend it as an essential to every teacher's library. It is both comprehensive and definite. It is consequently interesting and instructive. I am certain it will be recognized as a val-

uable contribution to our small but select supply of educational literature.
(April 26, 1886.)

J. W. Stearns, *Prof. of the Science and Art of Teaching, Univ. of Wis.*: I have read it with great satisfaction and pleasure, and regard it as a valuable addition to the limited number of useful books on education now accessible to American teachers. Its treatment of the subject is broad and catholic, its criticisms discerning, and it has attained unity and continuity in the presentation of very complex and heterogeneous materials. It will, I believe, serve to increase interest in the history of educational thought and experience,—an end greatly to be desired.
(May 3, 1886.)

S. N. Fellows, *Prof. of Didactics, State Univ. of Iowa*: It is comprehensive in scope, clear in thought and style, and is both critical and accurate. I am sure that the historical phase of educational study will receive a new impetus from this book. It should find a place in every earnest teacher's library.
(April 26, 1886.)

Nicholas Murray Butler, *Acting Prof. of Philosophy, Columbia Coll., New York*: I have examined it with great interest. The book was familiar to me in the original, and I am very glad to see it brought within the reach of the English-speaking public. In response to the great interest which has sprung up in educational matters in the last few years, the practical side of education has been treated of out of all proportion, while the theoretical and historical aspects of pedagogics have been somewhat overlooked. Compayré's book remedies at least one of these omissions. If our teachers are to be efficient and economical of time and force, they must be trained for their profession, and an essential part of that training consists in knowing what educators of previous cen-

tures and generations have said and done. This implies an acquaintance with the history of pedagogy. Compayre's modest little book subserves this end, and should be in the hands of every teacher, every normal-school student, and on the list of every "reading circle." It is especially valuable for its full treatment of the rationalistic movement led in France by Rabelais and Montaigne, for its analysis of Rousseau's "Emile" and its notice of the philosophy of education evolved by the French Revolution. The chapter on "Women as Educators" is, so far as I can recall, a novelty in just such a book as this, and moreover is a suggestive and valuable one. I predict for the book the greatest success, for it deserves it, and comes at a most opportune time. I have shown my appreciation of Compayre's History of Pedagogy practically, by putting it on the list of books recommended as an introductory course of reading in pedagogics. (April 22, 1886.)

H. K. Edson, *Prof. of Didactics, Iowa Coll.*: I wish to express my high appreciation of the work, and my obligations to you and to the translator in bringing it out in English for American teachers. It is unique in itself and greatly needed by our professors. It gives in compact, convenient form what we have been compelled to hunt for, and often in vain, in cyclopedias and general history. I prize it greatly, and have introduced it in our didactic course in college. (April 23, 1886.)

Edw. A. Allen, *Dean of Nor. Fac. Univ. of Mo.*: I have looked into it far enough to see that it is the best book on the subject that I can put into the hands of the normal class next year.

H. H. Freer, *Prin. of Prep. and Nor. Depts., Cornell Coll., Ia.*: It should be placed in teachers' libraries and in the list of books for reading circles, and may

be used with profit as a text-book in normal schools. I shall recommend it to teachers and give it a place in the post-graduate course of study provided for those of our graduates who may elect studies in the science and art of teaching to obtain the master's degree. (April 27, 1886.)

W. M. Beardshear, *Pres. of Western Coll., Toledo, Ia.*: It is the freshest, wisest, and best of books of that class. No one interested in education can afford to do without it. We will make a place for it at our early convenience. (June 23, 1886.)

Larkin Dunton, *Prin. of Normal School, Boston*: I have read it with keen interest. It is a valuable contribution to the educational literature available for English readers. The "analytical summaries" are important additions. The work deserves an immense sale, and I hope American teachers will buy so freely as to encourage Prof. Payne and his publishers to continue the same line of work. (April 26, 1886.)

E. H. Russell, *Prin. of State Normal School, Worcester, Mass.*: It is a handsome book throughout, with everything about it that makes a book pleasant to the eye and agreeable to use. Without going into particulars, I say unhesitatingly that it is a very valuable addition to our lengthening list of first-rate books in English for teachers. I have put it into the hands of our senior class, and have recommended it to our graduates, as I do to all teachers who desire to learn from a fresh and interesting source something of the history of school education and of the principles that underlie it. (April 21, 1886.)

D. B. Hagar, *Prin. of Normal School, Salem, Mass.*: I have read it with great interest, pleasure, and profit. It is a work that ought to be in every educa-

tional library and in the possession of every teacher.

(April 20, 1886.)

Thomas J. Morgan, *Prin. of Normal School, Providence, R.I.*: It is doubtful if a more valuable contribution has ever been made to our pedagogical literature than the translation of Compayré's History of Pedagogy. It gives in a clear, concise, comprehensive way the chief views of education that have been forceful in the past, and is invaluable to every one who wishes to have just views of pedagogy. I know of no better book on this subject. It is my purpose to introduce it into the normal school. I hope to see it widely adopted in the reading circles. (March 15, 1886.)

D. J. Waller, Jr., *Prin. of State Normal School, Bloomsburg, Penn.*: The introduction is enough to make it evident that, whether he be a safe guide or not, he is a vigorous and comprehensive thinker, and that the book will be exceedingly stimulating. I look upon the reading of it as one of the most promising pleasures of the near future. In the great dearth of writers in English upon this subject, I have taken it for granted from the little I have read that we shall make it the text-book for our classes.

(April 24, 1886.)

Geo. P. Beard, *Prin. of Central State Normal School, Lock Haven, Pa.*: The next class and all succeeding classes in all of our State normal schools will take the subject hereafter, and it is not unlikely that your book will find its way into many of our schools. Your book is more satisfactory than any I have yet examined, and has many features to recommend it to the favor of educators. Without attempting a detailed review, I will say I consider it a most excellent work for teachers and for normal-school uses.

(March 13, 1886.)

Cyrus W. Hodgkin, *Prin. of Richmond Normal School, Ind.*: I am reading

it with both pleasure and profit. I know of nothing published in the English language that could fill its place. I am making it the basis of the present term's work on the history of education.

(April 23, 1886.)

Edwin C. Hewett, *Pres. of Illinois State Normal Univ.*: I am greatly pleased with the book, and know that you have done the teachers a valuable service in publishing it. The author's work is judicious and, for ordinary purposes, sufficiently comprehensive. I rarely find myself disposed to differ from his opinions, so clearly expressed. Professor Payne's analyses and notes are a very valuable addition.

(May 5, 1886.)

Irwin Shepard, *Pres. of State Normal School, Winona, Minn.*: We have long needed a book on the history of education suitable for professional classes. Payne's translation fully meets this want. We adopted it immediately upon its publication, and are now using it with great satisfaction in a class of sixty members. Through the aid of this book, the subject has assumed a new interest and importance to all our students and teachers. Among the most valuable features of the book, I would mention Professor Payne's analytical summaries and notes. (April 23, 1886.)

A. P. Taylor, *Pres. of State Normal School, Emporia, Kan.*: We have been using it during the present term. It has given great satisfaction. So far as I know, there is nothing in the English language possessing such general excellence. It is comprehensive, philosophical, helpfully critical, and suggestive. A live teacher can hardly afford to be without it. I commend it most heartily to my brethren in the normal schools of the United States.

(May 3, 1886.)

R. C. Norton, *Pres. of State Normal School, Cape Girardeau, Mo.*: It is rec-

ommended for adoption as a text-book in that subject for this school.

(April 26, 1886.)

H. T. Tarbell, *Supt. of Public Schools, Providence, R.I.*: It is a work of great value. The translation is in clear and elegant English, and the whole work most readable while profound. There is no work within my knowledge to compare with it except Quick's "Educational Reformers," a very valuable work, but less full and interesting than Compayré's. You have done the educational world a great service by the publication of this book.

(June 4, 1886.)

James MacAlister, *Supt. of Schools, Philadelphia*: You have conferred a real favor upon the teaching profession of this country in publishing Professor Payne's translation of Compayré's History of Pedagogy. The book is especially welcome just now when larger views of the teacher's education are beginning to obtain. It is the best outline which has yet been written, and Professor Payne has translated and edited it with that care and intelligence so characteristic of all his work. The book is admirably adapted for the use of normal schools and colleges in which pedagogy is a recognized study. It will be found profitable also for private study by teachers. No teacher can read this book without forming higher views of the importance and dignity of his calling, and learning much that will tell upon the scope and purpose of his daily work in the schoolroom.

(May 1, 1886.)

C. E. Meleney, *Supt. of Schools, Paterson, N.J.*: I have read it with great pleasure and profit. I recommended it for adoption as a part of the course for the second year in our reading circle.

(June 26, 1886.)

B. C. Hinsdale, *Supt. of Instruction, Cleveland, O.*: I find it outside and

inside an admirable book; mechanically, it is neat and tasteful, and in point of doctrine, arrangement, and style, excellent. It is full without being over-full, and the emphasis is in the right places. The book will assist materially in rescuing the history of educational doctrine and practice from the neglect with which it has, in this country, been generally treated.

(April 27, 1886.)

J. G. Kimball, *recent Supt. of Schools, Newton, Mass.*: It is a most timely contribution to the bibliography of the teacher's profession. Few can read it without gaining a wider outlook, a profounder respect for the conscientious devotion of their predecessors, on the one hand, and a conviction of the substantial progress in educational science, on the other. The work is admirably done. The original of Dr. Compayré needs no commendation, while it has been so thoroughly "Englished" by the able editor as to retain no flavor of a foreign original, but reads like a product indigenous to our literary soil. It should grace every teacher's library and become a classic in his professional outfit.

(May 11, 1886.)

Harriet E. Hunt, *Adelphi Academy, Brooklyn, N.Y.*: It is a work of great value. I think that, taken with Bain's "Science of Education," Compayré's work would make a pedagogical library that any teacher might be glad to own.

(May 4, 1886.)

Josiah H. Shinn, *Editor and Publisher of "Arkansas Teacher," Little Rock*: I have not been so well pleased with a book since the reading of Adam Smith in younger days. You deserve credit for bringing out books of a higher class upon teaching.

(April 6, 1886.)

London (England) Journal of Education: We should like all those who still hesitate as to the use of studying the history of education to read M.

Compayré's serious and moderate words on the subject: we feel that few would rise from their consideration inclined to doubt that the practical teacher of to-day will do his work all the better for knowing how, why, and when, it has been done before his time, and with what results. We have thoroughly enjoyed M. Compayré's book, and can conscientiously recommend it for its matter and method as one of the few available on the interesting history of pedagogy. (March 1, 1885.)

Having reviewed at length the original work, and stated our opinion that, for its size, it is the best existing book of its class either in French or German, we may content ourselves with noting that the Michigan Professor of Pedagogy has given us a careful and very readable English translation. (May 1, 1886.)

Nicholas Murray Butler, *Columbia Coll.*, in "*Science*": For the purpose of giving a general knowledge of past educational theories and practices, we know of no book so useful. While not so special and technical as to be uninteresting to the general reader, it is full enough for the average teacher. Taken altogether, it is a valuable manual, and may safely be recommended to teachers and reading-circles. And for the use of the general public who are not teachers, we know no book at once so complete and so free from technicalities.

Boston Daily Advertiser: The translator and the publisher of this work deserve no small degree of praise for bringing before the educational public this excellent treatise. The book is one that will undoubtedly prove a most valuable acquisition to the libraries of our normal schools. It is to be commended to the special attention of all interested or actively engaged in the work of education, both for the value of the material that it contains and for

the very clear and readable shape that the translator's labors have given to it. (June 1, 1886.)

The (London) Literary World, *England*: We think we have said enough to show that this is a book which every practical educator should read.

A. E. Winship, *Editor of "New England Journal of Education"*: Since this remarkable volume first entered our office it has been an inspiration. Professor Payne has done American schoolmen a positive service in his admirable translation, arranging the matter in tempting shape, giving it a fresh, spicy, readable tone. It is the History of Pedagogy; set, however, in the philosophies, biographies, social characteristics, religious tendencies, political affiliations, of the various periods of the world's history. It is great as a revelation of the movement of pedagogical science. It is greater as a revelation of the movement of history with the schoolmaster's hand upon the plastic minds of the formative periods of nations.

Virginia Educational Journal: The work of a distinguished Frenchman who was admirably fitted by taste, education, and experience to undertake a thorough discussion extending over the whole field.

The Morning Star, *Boston*: Compayré will be for years the best single book on the subject for the teacher to own. No one can rise from the perusal of the work without an inspiration to more active service in the cause of compulsory free schools for every child of the Republic.

Academic Quarterly, *Glens Falls, N. Y.*: It is doubtless not too much to say of this work that it is the very best of its kind to which teachers have access. (May, 1886.)

Pennsylvania School Journal, *Harrisburg*: This ought to be a welcome book. For a reliable and comprehensive history of pedagogics we know not better where to turn than to the volume so well translated and so intelligently edited by Professor Payne. (June, 1886.)

Education, *Boston*: Our great desideratum has been an artistic and critical treatment of the history of education and of educational doctrines, within moderate limits, — a work that at the same time might sustain interest and be a safe guide to our teachers in their efforts at self-culture. To be thus, — brief but not scrappy, entertaining but not frivolous,

comprehensive and suggestive but not verbose, critical without loss of judicial fairness, and, withal, to sketch with the animation and symmetry of the artist, — requires the broadest culture, the clearest insight of the problems involved, and the devotion of an enthusiast. All these high qualities Monsieur Compayré has brought to the production of his unique "History of Pedagogy." This book supplies in a large measure our especial need. Professor Payne's timely completion of his task has now placed the lucid and inspiring thought of the brilliant French educator within the reach of all. He has thereby done a special service to American teachers, which we predict they will not be slow to appreciate.

Gill's Systems of Education.

A history and criticism of the principles, methods, organization, and moral discipline advocated by eminent educationists. By JOHN GILL, Professor of Education, Normal College, Cheltenham, England. 4¼ by 6½ inches. Cloth. viii + 312 pp. Price by mail, \$1.10; Introduction price, \$1.00.

SCHOOL education has to become a science. One means to this end is to gather and examine what has been done by those who have been engaged therein, and whose position or success has given them a right to be heard.

Professor Gill's book includes in its treatment the systems represented by: —

The Pioneers; Roger Ascham; Comenius; John Milton; John Locke; Vicesimus Knox; The Edgeworths; Pestalozzi; Oberlin; Wilderspin; Mayos; Home and Colonial School Society; Frœbel; Dr. Andrew Bell; Joseph Lancaster; The Intellectual System; Storr's Training System; Brougham; Thomas Wyse; Horace Grant and the Educative Department in Present Existence.

Much valuable and entertaining biographical matter is presented in connection with what the author has to say of the founder of each system. The Lancaster and Bell systems especially receive a fulness of treatment never met in French or German works on the History of Education. The various chapters of this book were first presented as

lectures to students in English training colleges; and the author has given them this permanent form in the hope that they may stimulate those just starting in their profession, ever to work, with the purpose of placing their art on a scientific basis.

The following commendations of this book have already been received:—

W. H. Payne, *Prof. of the Science and Art of Teaching, Univ. of Michigan*: I have a high opinion of Gill's *Systems of Education*, and can heartily commend it to those who wish to make a study of the more celebrated English teachers and their systems of education and instruction. I know of no other book where such information can be so conveniently found. (May 3, 1886.)

Wm. T. Harris, *Concord, Mass.*: I can say truly that I think it eminently worthy of a place on the Chautauqua Reading List, because it treats so ably the Lancaster and Bell Movement in Education,—*a very important phase.*

E. H. Russell, *Prin. State Normal School, Worcester, Mass.*: It will prove a most valuable help in studying the history of education, and from its convenient size will be preferred by many to the bulkier and more ambitious treatises on the same subject. Though brief, it is not meagre. You have put it in very comely attire, and I hope it will have a good sale.

I shall adopt it in this school as one of our regular books in the history of education. It will conflict with nothing now in use; it is well written: it deals ably with the phases of instruction and training that have held sway in England; its size and cheapness make it possible to use it as a supplementary book where others have possession of the field.

Nicholas Murray Butler, *Acting Prof. of Philosophy, Ethics, and Psychology, Columbia Coll., New York*: Gill

emphasizes some features in English pedagogy; for instance, the work of Bell, of Lancaster, and of the Edgeworths, that are seldom mentioned in the French and German histories of education. I knew of the announcement of the book, but did not expect it to be published so soon. Had I known that it was ready, it should certainly have had a place in the course of reading. If a new issue is necessary, as seems probable, I will add it to the list.

Education, Boston: Aside from the historical merit of the book, the criticism contained in it is temperate and judicious. We deem it worthy a place in every teacher's library.

Prof. Bain, Aberdeen, Scot.: A valuable little book on the *Systems of Education*.

Schoolmaster, London: We recommend it to all whose duty or pleasure it is to aid in the great work of education.

School Guardian, London: We welcome Mr. Gill's book as a valuable contribution to the literature of the art of teaching.

School Board Chronicle, London: The book is clearly, forcibly, and pleasantly written.

Educational Times, London: Will doubtless be read with interest.

Saturday Review, London: A very clear and intelligent account of the different systems of education.

Rosmini's Method in Education.

Translated from the Italian of ANTONIO ROSMINI SERBATI by Mrs. WILLIAM GREY, whose name has been widely known in England for many years past as a leader in the movement for the higher education of women. $5\frac{1}{4}$ by $7\frac{1}{2}$ inches. Cloth. About 400 pp. Price by mail, \$1.75; Introduction price, \$1.60.

THIS is a work of singular interest for the educational world, and especially for all those who desire to place education on a scientific basis.

It is an admirable exposition of the method of presenting knowledge to the human mind in accordance with the natural laws of its development; and the disciples of Frœbel will find in it not only a perfectly independent confirmation, but the true psychological estimate of the principles of Frœbel's kindergarten system. We believe that this translation of the work of the great Italian thinker will prove a boon to all English-speaking lovers of true education on both sides of the Atlantic.

[Ready in October.]

Mr. Thomas Davidson, *Orange, N.Y.*: It is one of the most careful works of the ablest and most comprehensive thinker of the nineteenth century, a man of whom friend and foe alike speak with reverence as of a saint, and who, indeed, was a saint.

(Feb. 20, 1886.)

The University, *Chicago*: Any American student of pedagogy, who, after working in the German literature of the subject, has found relief by turning to the French writers, will experience the same pleasant impression on becoming acquainted with the educational literature of Italy. Lightness and clearness

are among its valuable qualities; while no one that has undertaken Siciliani or Rosmini will deny its depth and solidity. To an American schoolman it is a wholesome lesson to survey the foreign pedagogic field and to learn that the great questions which press for solution at home are the questions among other peoples also, where they may often be seen in more advanced stages of development, or even already settled. By no means do we lead the world in education. We are a vigorous younger child in the great family of cultured nations, becoming now old enough to respect our elders.

Lectures to Kindergartners.

BY ELIZABETH P. PEABODY. Published at the urgency of a large number of Kindergartners, inasmuch as Miss Peabody is no longer able to speak *viva voce*. $5\frac{1}{4}$ by $7\frac{1}{2}$ inches. Cloth. viii + 225 pages. Price by mail, \$1.10; Introduction price, \$1.00.

THE first of these lectures introduced and interested the Boston public in Kindergarten education. The seven others are those which, for nine or ten successive years, Miss Peabody addressed to

the training classes for Kindergartners, in Boston and other cities. They unfold the idea which, though as old as Plato and Aristotle, and set forth more or less practically from Comenius to Pestalozzi, was for the first time made into an adequate system by Frœbel. The lectures begin with the natural exemplification of this idea in the nursery, followed by two lectures on how the nursery opens up into the Kindergarten through the proper use of language and conversation with children, finally developing into equipoise the child's relations to his fellows, to nature, and to God. Miss Peabody draws many illustrations from her own psychological observations of child-life.

Habit and its Importance in Education.

An Essay in Pedagogical Psychology. Translated from the German of DR. PAUL RADESTOCK by F. A. CASPARI, Teacher of German, Girls' High School, Baltimore; with an Introduction by DR. G. STANLEY HALL, Professor of Psychology and Pedagogy, Johns Hopkins University. 5¼ by 7½ inches. Cloth. ix + 117 pages. Price by mail, 65 cents; Introduction price, 60 cents.

PROFESSOR RADESTOCK has devoted some of the best years of his life to practical teaching and a research into the principles at the base of most habits. His book contains an able and practical discussion of:—

I. Value and Limits of Education; Force and Value of Habit; Various Definitions of Habit. II. Relations between Psychology and Physiology; Cause and Effect of Sensorial Impressions; Various Ways of extending Impressions. III. Relations of Concepts to each other. IV. Properly associated Habits; Habit and Habitude; Principle of Associated Practice; Repetition; Habit in the Organic World; Results of Habit; Negative and Positive Use of Power; Division and Concentration of Power; Aim of Human Education; Object Lessons. V. The Intellect; Memory and Imagination; Process of Logical Thinking; Conception Series; Laws of the Association of Ideas; Talents resulting from a Combination of the Imagination and the Intellectual Faculties. VI. The Will; Influence of Habit on the Entire Psychological Life; Value of Associates and Environment; Habitude of Personal Action; Advantage of School *versus* Home Education. VII. Special Habits; Cleanliness; Punctuality; Neatness; Endurance; Self-Control; Obedience; Politeness; Attention;

Diligence; Unselfishness; Exercise; Study. VIII. Moral Habits. IX. Extreme Habituation, Ill Effects of; Three Theories concerning the Emotions; Necessity of Change in Instruction; Punishments; Higher Æsthetic Feelings; Prejudice; Pedantry; Law of Relativeness; X. Habit and Free Will; Genius; Insanity. XI. An Appendix.

Bacon says: "Since custom is the principal magistrate of man's life, let men, by all means, endeavor to obtain good customs. Certainly, custom is most perfect when it beginneth in young years; this we call education, which is in effect but early custom."

The translator has done her work admirably, and has given us entire the little book in which Dr. Radestock has rendered his chief service to education.

The subjoined extracts from letters and reviews will aid teachers, normal-school classes, and students of psychology generally, to form some idea of the estimate placed upon the book by competent judges:—

John Dewey, *Instructor in Philosophy, Ann Arbor Univ., Mich.*: Radestock has been for some time favorably known by means of his psychological monographs, of which this upon Habit is no doubt the best, as it is also without doubt the most suggestive and fruitful of all monographs upon this most important of educational subjects. Personally I have been greatly interested in the wide range of psychological knowledge shown, and in the command of the best methods and results of the newer and more experimental psychology. In the hands of a competent teacher, it would make an excellent introduction to the later methods of looking at all kinds of psychological subjects. (May 7, 1886.)

Nicholas Murray Butler, *Acting Prof. of Ethics and Psychology, Columbia Coll., N.Y.*: Radestock's book is a most engaging little work, and I trust that teachers may be led to read its words and reflect on its precepts. I knew of its announcement, but did not know that it was ready; otherwise it should cer-

tainly have had a place in our "Course of Reading." (April 30, 1886.)

J. W. Stearns, *Prof. of Science and Art of Teaching, Univ. of Wis., Madison*: It is a very interesting and valuable study for those who care about knowing the psychological basis of teaching. You have certainly conferred a great favor upon teachers by placing so admirable a treatise within their reach, and I hope it may become widely known. (May 26, 1886.)

S. N. Fellows, *Chair of Mental and Moral Philosophy and Didactics, State Univ. of Ia.*: I have read it with great interest, and regard it as a valuable contribution to pedagogical literature. It should find a place in every teacher's library. It may certainly be affirmed that good habits are next in importance to good principles, if not of equal importance. And this book is full of valuable suggestions to the educator who would aid his pupils in forming right habits. (May 25, 1886.)

Julius H. Seelye, *Pres. of Amherst Coll., Mass.*: I am very much pleased with Radestock's *Habit in Education*. It is a valuable contribution to both educational theory and practice. (May 6, 1886.)

H. P. Judson, *Univ. of Minnesota, Minneapolis*: I have had time as yet only for a cursory examination of it, but should judge it an interesting and valuable addition to our pedagogical literature. (May 5, 1886.)

Thomas J. Morgan, *Prin. of Normal School, Providence, R.I.*: I have read it with a great deal of interest. Recognizing that the work of the teacher consists largely in the formation of right habits, he points out that the foundation of the work must be laid in a knowledge of the soul. He gathers about the discussion of habit a great deal of erudition and sound philosophy. The book is stimulating and suggestive.

C. C. Rounds, *Prin. of State Normal School, Plymouth, N.H.*: I had the pleasure of reading its proof-sheets. There is need in educational literature of just such monographs on special topics in psychology, brief, philosophical, suggestive. Teachers will do themselves a favor by carefully reading this admirable little book, and you will help them by giving more of a similar kind. (May 7, 1886.)

E. H. Russell, *Prin. of State Normal School, Worcester, Mass.*: It is a most valuable essay in pedagogical psychology. It is full of the spirit of modern teaching, and its main points are strongly fortified by abundant references to the master-educationists of the present century. It will prove a rare "find" to hundreds of teachers who are seeking to ground themselves in the philosophy of their art. There is nothing in English, so far as I know, that covers the same ground. Spencer and Bain come the nearest to it.

I can strongly recommend it to my pupils and fellow-teachers. (May 7, 1886.)

W. N. Hailmann, *Supt. of Schools, La Porte, Ind.*: The wide range of study it covers in the interest of its subject, its full and conscientious quotations, and its thoughtful analysis of the matter on hand render it a valuable contribution to the helps of the young student of psychology. It represents and opens libraries to him. (May 20, 1886.)

Mrs. Horace Mann, *Boston, Mass.*: It is a wonderfully fine analysis of mental conditions, and shows the importance of good habits. It is invaluable to the student of child-nature. The literature on the subject of habit is certainly treated exhaustively in this little book, and this alone makes it worth the perusal of all educators.

Emma Marwedel, *Kindergartner, San Francisco, Cal.*: Being quite familiar with Dr. Paul Radestock's German publications, I value your effort to engraft his psychologic and pedagogical treatise on habits upon our American educational literature. The two conflicting pedagogical problems of forming man—either by limiting his individuality, as a whole, through the power of *habit*, or fostering his creative originality, as a whole, by leaving individuality unlimited *through habits*—cannot at this time, when we just begin to foreshadow the necessity of a conscious conception of public educational impressions (as early even as the cradle), be *too often* nor *too strongly* brought before the mind of conscientious educators, not excluding mothers. We need thinking on education. (May 7, 1886.)

Wm. J. Cox, *Supt. of Schools, Hancock, Mich.*: It has been read with pleasure. Depth of thought and clearness of expression are happily combined. The work is philosophical, practical, and in-

teresting. It is a valuable and timely contribution to the study of the psychological principles of education, and will no doubt meet with a favorable reception from thoughtful and earnest teachers.

(May 4, 1886.)

John E. Kimball, recent Supt. of Schools, Newton, Mass.: I have read it with interest. It cannot fail to furnish practical teachers who are progressive in spirit and method, invaluable hints. The hope of the profession lies in discovering and intelligently applying the psychological principles which underlie pedagogical methods, and in this research the work of Dr. Radestock will be found most suggestive in a department of training whose importance is second to none. I bespeak for the little book a wide circulation among thinking, and therefore growing, teachers and educators.

(May 11, 1886.)

Ohio Educational Monthly: There is no science of education that is not based on psychology, and no profession of teaching without a knowledge of its principles. Advance in education must be along the line of psychological study. The author of this monograph regards education as progressive habituation, and good habits as more important than even good principles. That which has become second nature or habit gives shape and tone to the character. The field is a fruitful one for the teacher, who will find this little book a most interesting and stimulating study.

Troy (N. Y.) Telegram: As we speak of habits of thought, of speech, of study, of endurance, of persistence, and of a great many other things, it is easy to imagine how in every direction the formation of correct habits should be sought for as an educational result. Thus waste of effort and of strength will be avoided, and the greatest efficiency secured in every species of work, whether

that work be mental or physical. The hints and suggestions of this little manual will prove valuable in this species of culture.

Boston Transcript: This work is addressed to teachers, who will find in it solid food for thought.

The Presbyterian Observer: Baltimore: A good book for educators, both parental and public. It is a practical guide to the formation of good habits, which the author considers the end of education. It is not a set of rules, but a suggestive and stimulating book, which is at once popular and scientific.

(June 10, 1886.)

The Congregationalist: It is based upon wide reading and thorough reflection, and sets forth fully and ably the relation of habit, in general and in particular, to life, the importance of habituation, the danger of carrying it to extremes, etc. Teachers will find it suggestive, and, in spite of too much technical phraseology, practically serviceable.

Wisconsin Journal of Education: More and more as life goes on, processes, mental as well as physical, become automatic, and therefore easy and rapid, and if the education has been what it ought to be, minister to the higher ends of life. That this view of education needs to be more widely considered cannot be doubted, and this little book will contribute effectively to that result.

(June, 1886.)

Trinity Tablet, Hartford, Conn.: The chapters on the intellect, the will, and special habits, are exceedingly interesting.

(May 29, 1886.)

The Hartford Evening Post: A very absorbing and useful essay, not only indispensable to the teacher, but almost as much so to the average reflective mind.

Popular Educator : The subject is certainly a very important one, and the author is an eminent psychologist. The book is well printed, tastefully and strongly bound, moderate in price, and, as Dr. Hall observes in his preface, both translator and publisher "merit the thanks of those American teachers who are interested in the psychological basis of their vocation." (June, 1886.)

Intelligence, Chicago : The importance of right habits as a product of school training is receiving more and more attention. In this line of thought and practice every reflective teacher will find this essay of great value. It is the product of a master who has the skill and power of presenting deep scientific principles in a very clear and simple manner. (June 15, 1886.)

Central School Journal : Dr. Paul Radestock, who has attained to a wide degree of eminence as the author of several brilliant psychological monographs, has presented here a most admirable and comprehensive brochure upon the subject of "Habit in Education." Dr. G. Stanley Hall, of Johns Hopkins, has edited the work, and the publishers, Messrs. D. C. Heath & Co., whose mark is a synonym of high excellence, have dressed the book with taste and neatness. (July, 1886.)

The Christian Register : The importance of habit in education is a trite maxim of teachers and moralists; but the subject has not received the full statement that it has needed from a psychological standpoint. This work is an important one, and demands the earnest study of teachers.

Extracts from Rousseau's Émile.

Containing the Principal Elements of Pedagogy. With an Introduction and Notes by JULES STEEG, Paris, Député de la Gironde. Translated by ELEANOR WORTHINGTON, recently of the Cook County Normal School, Ill. $5\frac{1}{4}$ by $7\frac{1}{2}$ inches. Cloth. 157 pp. Price by mail, 85 cts.; Introduction price, 80 cts.

"There are fifty pages of the *Émile* that should be bound in velvet and gold."
— VOLTAIRE.

IN these pages will be found the germ of all that is useful in present systems of education, as well as most of the ever-recurring mistakes of well-meaning zealots.

The book has been called "*Nature's First Gospel on Education.*" Among its pregnant texts, are: The Object of Education; The New-born Child; The Earliest Education; Maxims to keep us True to Nature; The Cultivation of Language; Childhood to be loved; Neither Slaves nor Tyrants; Reasoning should not begin too soon; Well-Regulated Liberty; The Idea of Property; Falsehood; The Force of Example; Negative or Temporizing Education; The Memory; The Study of Words; Physical Training; Clothing; Sleep; Training the Senses; Drawing; Geometry; The Voice; The Age of Study; Cur-

city as an Incentive; Things rather than Symbols; A Taste for Science; Experimental Physics; Nothing to be taken upon Authority; Learning from Necessity; The Forest of Montmorency; Robinson Crusoe; The Pupil at the Age of Fifteen; Results.

The eighteenth century translations of this wonderful book have the disadvantage of an English style long disused. This new translation has the merit of being in the dialect of the nineteenth century, and will thus be enjoyed by a wider circle of readers.

In *Educational Theories*, Oscar Browning says concerning this book: Probably *no* work on the subject of education has produced so much effect as the "*Émile*."

The following extracts from letters and reviews serve to show with what cordiality this new edition has been received:—

G. Stanley Hall, *Prof. of Pedagogy, Johns Hopkins Univ.*: I have examined your convenient edition of the "*Emile*," and shall recommend it to my educational classes.

W. H. Payne, *Prof. of Pedagogics, University of Michigan*: I have spent considerable time in reading the "*Emile*" and in comparing certain parts of the translation with the original. Miss Worthington has made a version of real merit; Rousseau's thought has been transferred to English with great accuracy, and much of the original grace of style has been preserved. The teachers of the country are indebted to you for this invaluable contribution to the literature of the profession. (Dec. 15, 1884.)

J. W. Dickinson, *Sec. of Mass. Board of Education*: It should be in the hands of every teacher in the State.

Francis W. Parker, *Prin. Cook Co. Normal School*: Teachers need to go back to the man who gave such an immense impulse to reform in education.

R. H. Quick, in "*Educational Reformers*": Perhaps the most influential

book ever written on the subject of education.

London Journal of Education: The amazing originality and boldness of the book, its endless suggestiveness, are too often ignored by English critics, who forget that nearly all our brand-new theories are to be found in "*Emile*."

School Bulletin, N.Y.: The "*Emile*" is far the most influential of all the historically great books in pedagogy.

Philadelphia Press: There is no need to praise it. The present translation ought to be in the hands of every teacher and parent.

Boston Advertiser: Such a book as this ought to be read by every one who claims to be interested in any way in the cause of education.

Normal Echo, Lexington, N.C.: This little book contains many gems that have shone through the rubbish of more than a century. Though so old, they are elemental truths, and carry with them the freshness of youth. The book should be read by all teachers.

cators of the young who could not profit by its wise suggestions.

Pilot, Boston: The present version is in good English, and will no doubt find many readers who would have been repelled by the proportions of the original, and by the antiquated translations.

The School Herald: "Emile" is one of the educational classics of the world. The three-volume novel, however, which, at its first publication a century ago, produced such a sensation among bishops and dons, would be too wearisome a work for modern readers. This version is in a style altogether commendable for clearness and simplicity, and should be widely read by teachers who would know the thoughts of one of the most brilliant of philosophers on education. (Dec. 15, 1886.)

Journal of Speculative Philosophy: No single book ever made so much noise in the world. It was the gospel of the latter half of the eighteenth century. Condemned by church and state, its principles were accepted and practised in private, especially in Germany and Switzerland. Three celebrated educators were inspired by it—Basedow, Pestalozzi, and Fröbel. This will be enough to recommend it to the

attention of all those who are at present discussing the kindergarten, and the enlargement of the scope of education, from the nursery to the university. (October, 1885.)

Schoolmaster, London: We commend the "Emile" to every one interested in the education of the young.

The Teacher, Philadelphia: From the day of the appearance of "Emile" to the present, Rousseau's best theories have been promulgated by a continuous line of disciples; and they are reflected in all the recent improvements made in courses of instruction for young children. A perusal of this work will show some of our "advanced thinkers" how old all that is best in the "New Education" is.

The Pennsylvania Journal of Education: The "Emile" effected a genuine and needed reformation in the home and school education of children, and indeed of their treatment in general. The abridgment before us is far more useful than the original would be. It gives all that is essential, and even more, of the French philosopher's educational theories; all the gems of his work, and they are many and of the finest lustre, with none, or at least very little of the dross.

Pestalozzi's Leonard and Gertrude.

Translated and abridged by EVA CHANNING. With an Introduction by G. STANLEY HALL, Professor of Pedagogy in Johns Hopkins University. $5\frac{1}{4}$ by $7\frac{1}{2}$ inches. Cloth. 193 pp. Price by mail, 85 cts.; Introduction price, 80 cts.

THIS is a carefully abridged translation, in which the gist of five large volumes is compressed into a book of less than two hundred pages, which, while retaining much of the quaint simplicity of the original, avoids its repellent prolixity and converts the reader's task into a pleasure.

It is a book which all teachers should read with care, for it comprises within modest limits the whole substance of the Pestalozzian theory of education.

In this charming, instructive, and suggestive union of a capital story and a pedagogical treatise, Pestalozzi sets forth his radical, far-reaching views of the true scope and end of education as well as of the true method of attaining that end.

Under its wit and wisdom, its humor and pathos, he inculcates the strongest moral lessons or the most helpful doctrines of political, social, and personal education.

Every mother should read the book, for, as Oscar Browning says in his "Educational Theories," "a mother who follows the principles inculcated in this book can educate her children as if she were the possessor of all the sciences."

This volume and the "Émile" gave rise to a revolution in educational matters, and they will be found to contain the best, because the original and simplest, statement of the great principles that must guide every successful teacher.

It is this book on which Pestalozzi's fame as an author mainly rests, and this book was dictated by an earnest desire to lift up the lower classes of Switzerland—to found a Republic of thought, of capabilities, of work.

R. H. Quick, in "*Educational Reformers*": No wonder that the Berne Agricultural Society sent the author a gold medal, with a letter of thanks; and that the book excited vast interest, both in its native country and throughout Germany. It is only strange that "Leonard and Gertrude" has not become a favorite, by means of translations, in other countries.

The Nation: Its effect, not only in Germany, but throughout Europe, was great and immediate. Every teacher will be stimulated and instructed by reading this quaint and thrilling educational romance, quite apart from its great historical importance.

The New York Independent: As a story it is effective and interesting. As

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