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RECENT EDUCATIONAL BIBLIOGRAPHY.

VI.¹

IN the report of the United States Commissioner of Education for 1893-94, Vol. II, pp. 1701-22, under the caption "Some Recent Educational Bibliographies" were listed about three hundred catalogues, independent or supplementary bibliographies, and various book lists issued between 1840 and 1895, which seemed designed for the use of educators and students. In every October number of the *SCHOOL REVIEW* for the past six years the present writer has prepared what are in effect annual supplements to the list printed by the Commissioner of Education, and in these six numbers 112 items have been, not merely listed, but reviewed at such length as seemed necessary.

Because of the careless and unsatisfactory work which marks many pieces of bibliography, an attempt was made in the opening paragraphs of these articles for 1901 and 1902 to describe a few of the points which mark a good bibliography, which are too often disregarded, and to emphasize the extreme importance of annotation. It is believed that all notable items of educational bibliography have been included, from year to year, in these articles, and that the student of any educational topic may acquaint himself most readily with the existing literature of his subject by consulting these references.

The following items for 1903 seem worth mentioning here :

CHILD-STUDY.

"Bibliography of Child-Study for 1901." By L. N. WILSON.
(In *Pedagogical Seminary*, Vol. IX, December 1902, pp. 521-42.)

The usual excellent, annotated list, this time containing 307 titles in all languages, and continuing four, previous, similar annual summaries in the same journal for April, 1898, September, 1899, and December, 1900 and 1901.

¹ Nos. I, II, III, IV, and V of this series have appeared in the *SCHOOL REVIEW* for October, 1898, 1899, 1900, 1901, and 1902.

CITY SCHOOLS.

School Administration in Municipal Government. By FRANK ROLINS. Columbia University Press. 1902. Pp. 106, 8vo. ("Columbia University Contributions to Philosophy, Psychology and Education," No. 11, pp. 1-106.)

This monograph is a study of city school administration in its intimate relations with municipal government, and the appended bibliography is a list of sixty-three unannotated titles, most of them dealing with the subject from the schoolman's point of view, a few from the standpoint of the student of municipal government, and practically all of them referring to American cities and conditions. The list makes no claims to completeness.

CO-EDUCATION.

"Bibliography of Co-education of the Sexes" (in U. S. Bureau of Education, *Report of the Commissioner*, 1900-1901, Vol. II, pp. 1310-15).

This list of about 170 titles is the largest collection in print of references on the subject. Most bibliographies of education do not contain a section on co-education, but group all titles on this subject with those on female education. This is incorrect, and the compiler of the present list has included only titles related primarily to co-education, and has rightly passed over the large literature of female education unrelated to co-education.

Most of the literature of the last five years has been overlooked; there should be notes for many of the titles, and there are none.

COLLEGE-ENTRANCE REQUIREMENTS.

A Historical and Critical Discussion of College-Admission Requirements. By EDWIN CORNELIUS BROOME. Pp. 157, 8vo. Columbia University Press, 1903. ("Columbia University Contributions to Philosophy, Psychology and Education," No. 11, pp. 166-323.)

On pp. 319-23 are recorded about eighty titles of books, articles, and reports treating of the historical and critical aspects of the subject. Undoubtedly most of the important literature is referred to, but in a fashion so vague and inexact as to be more often vexing than useful. If a bibliography be not so explicit that it will furnish exact references quickly, it has small excuse for being. It is not enough merely to set

down a clue and leave half the work to be done by the user. Even in the case of periodical articles it is scarcely sufficient to refer to the entire file of the journal *en bloc* with the statement that it contains numerous valuable articles on the subject. When whole books are cited, chapter or page references should be given. The best cataloguing practice should be followed in choosing author entries for reports of committees of the National Educational Association and of the United States Commissioner of Education. In all these aspects the present bibliography is chiefly of value as an excellent example of how not to do it.

EDUCATION.

Syllabus of Lectures on the History of Education. With Selected Bibliographies. By ELWOOD P. CUBBERLEY. 2 vols., 4to. New York, 1902.

Also published in one volume. The course of lectures outlined is that given by the author at the University of California during one university year.

The bibliography forms about one-third of the entire material and is presented in three ways:

1. A section, "General Bibliography," comprising about one hundred selected titles (Vol. I. pp. 1-5), divided into (a) "General Histories of Education;" (b) "General Bibliographies of the History of Education;" (c) "Miscellaneous Collections of Writings and Sources;" (d) "Cyclopedias;" (e) "Chronological Tables and Dictionaries of Educational History;" (f) "Historical Atlases;" (g) "Magazines, Reports and Proceedings."

2. At the end of the syllabus for each lecture is a list of all the pertinent references, usually subdivided into "Sources," "Important Secondary Authorities," and "Minor Secondary Authorities."

3. At the beginning of each paragraph or section of the lecture outline the specific references are given to chapters and pages covering the topic immediately under treatment. The various lists are very full, except as to general periodicals, the references to which the author doubtless intended the student to come at through *Poole's Index*.

Many references are given which have not appeared before in connection with this topic.

The bibliography as well as the entire work should be of service to students of educational history, and especially to teachers who are planning, giving, or developing such a course.

A Bibliography of Secondary Education: Being a Classified Index of the SCHOOL REVIEW, Vols. I-X. Compiled by GEORGE H. LOCKE. University of Chicago Press, 1902. Pp. 41, 8vo.

The titles of articles in the first ten volumes of this important journal of secondary education have been arranged under eighteen main subject headings, with forty-two subheadings, thus making a very convenient and useful topical index, valuable alike to students of secondary education and to owners of a set of the SCHOOL REVIEW. The indexing is thorough, many articles being entered more than once, but a chronological arrangement under subheadings would probably have been better than an alphabetical arrangement by titles, which has been adopted, but not always observed.

This index should certainly be bound with Vol. X or XI of every set of the SCHOOL REVIEW.

"Bibliography of Education for 1902." By J. I. WYER, JR., AND ISABEL E. LORD. (In *Educational Review*, Vol. XXV, June, 1903, pp. 49-91.)

This is the fourth number of what is the only annual, comprehensive list of the most important current educational literature in English. Three hundred and sixty-seven titles are presented, most of them accompanied by descriptive or critical notes, which are more numerous and longer than ever before, in some cases furnishing almost a review of the book treated.

The introduction designates fourteen titles which, in the judgment of the compilers, may be termed the cream of the year's literature. Six of these fourteen books are again named as best worth purchase by small libraries.

The following paragraph from the introduction indicates somewhat the scope of the work and the particular educational subjects about which most is written.

It is not claimed that all the matter listed here has permanent value. Much of it—as, for example, the discussions of the English Education Bill, the Carnegie Institution, and the Rhodes scholarships—is but current chronicle, yet as such topics are tomorrow matters of educational history, it seems proper to include some of the most important literature relating to them.

Each year brings a few worthy titles on the theory and philosophy of educa-

tion, more and more concerned with its social significance and rather less with its psychology. Each year, too, brings a few titles on general method, but the old style of manual, which covered in one volume methods of teaching every subject in the curriculum, is giving place to the thoughtful discussion of the true principles which underlie the teacher's art, leaving the questions of method in the particular subjects to the teacher-specialist in each branch. And it is in this latter field that literary activity is most marked. In the bibliography for 1900 more than one-fourth of all titles fell under section 375, methods in special branches; in 1901, one-fourth; and the proportion remains the same for 1902. It will be seen that in the list of best books given below about one-half are on method. The subject of elementary education *per se* has been receiving relatively slight attention in the last three or four years as compared with that given to secondary and higher education, and the various problems relating to their harmonious articulation.

ENGLISH.

The Teaching of English in the Elementary and the Secondary School.

By GEORGE R. CARPENTER, FRANKLIN T. BAKER, AND FRED N. SCOTT. New York, 1903. Pp. 380, 12mo.

This volume, besides being one of the only two adequate and up-to-date manuals of English teaching, contains also the completest outlines, references, and bibliographical apparatus anywhere to be found covering this subject and its various minor divisions.

An extensive general bibliography, classed under ten convenient subject heads, fills thirty pages at the end of the book, and additional references are also prefixed to most of the chapters. These reference lists are not complete, of course; no such claim is made for them, yet it is surprising not to find included such books as Arlo Bate's *Talks on Writing English*, Miss Laing's little book on *Reading*, and Mr. W. F. Webster's *English Composition*.

No notes accompany the titles; even the most important have no special designation.

HISTORY.

The Teaching of History and Civics in the Elementary and Secondary Schools. By H. E. BOURNE. New York, 1902. Pp. 385, 8vo.

Ample and well-chosen reference lists to principal authorities are prefixed to each of the chapters on methods, and the whole of Part II, "The Course of Study," is devoted to bibliographies and out-

lines for the various periods from ancient history to the nineteenth century.

Historical Sources in Schools; Report by a Select Committee of the New England History Teachers' Association, C. D. Hazen, E. G. Bourne, S. M. Dean, Max Farrand, and A. B. Hart. New York, 1902. Pp. 299, 12mo.

This book should be in the hands of every teacher of history in secondary schools as companion volume to the report of the Committee of Seven.

Almost the entire book is devoted to a list of the easily available, printed sources for the four history courses recommended by that committee for the four years of the high school, viz.: ancient, mediæval, English, and American. Each of the courses is further subdivided into particular periods, and exact references to section or page is given for source material pertinent to the period.

A brief running comment adds to the helpfulness of the book. Many history teachers will be surprised to learn how much good source material is available in reprint at low prices.

HUNGARY—EDUCATION.

"Hungarian Education." By C. I. DODD. (In Great Britain, Department of Education, *Special Reports on Educational Subjects*, 1902, Vol. VIII, pp. 483-536.

Followed by a list of thirty titles from which the information in the article was drawn. Minute bibliographical data, descriptive notes, and any orderly arrangement are all lacking; some of the references being so general as to necessitate much further study and search to determine exactly what and where the information referred to may be found.

MEDICAL INSPECTION.

Medical Inspection of Schools. By HOMER W. ZIRKLE. University of Colorado, 1902. Pp. 66, 8vo. \$0.50.

A list of 140 titles, in two alphabets, is added. Most of the titles do not relate to the desirability or necessity for inspection, or to methods by which it is carried on in places where it has been tried, but refer to the psychological and hygienic phases of defective sight and hearing in school children.

NETHERLANDS — EDUCATION

“Note on the Bibliography of Dutch Primary Education.” By R. BALFOUR. (In Great Britain, Department of Education, *Special Reports on Educational Subjects*, 1902, Vol. VIII, pp. 295-301.)

A descriptive list of fifteen principal books, in French and English, relating to primary education in the Netherlands.

The list begins with the important report by Cuvier and Noël in 1810 when the country was added to the French empire. A further list is added of twenty-five titles, without notes, most of them articles in journals and official reports.

REFERENCE BOOKS.

Guide to the Study and Use of Reference Books: A Manual for Librarians, Teachers and Students. By ALICE BERTHA KROEGER. Boston, 1902. Pp. 104, 8vo.

This manual will prove a helpful guide to teachers in selecting reference books for the school library.

A list of one hundred reference books for a small library is added. Publishers and prices are given in every case.

A classified subject arrangement, with an exceedingly complete alphabetical subject and author index, makes the book easy to consult.

The compiler, librarian of the Drexel Institute in Philadelphia, has been assisted by many American librarians, and the book is published by the American Library Association.

Descriptive notes are numerous and of the utmost value.

SECONDARY SCHOOLS.

See United States — Education.

UNITED STATES — EDUCATION.

The Origin of American State Universities. By ELMER ELLSWORTH BROWN. Pp. 45, 4to. University Press, Berkeley, Cal. (“University of California, Publications on Education,” Vol. III, No. 1.)

Pp. 41-45 are filled with a bibliography of forty-three titles chiefly relating to the history of seventeen American colleges and universities, and selected, of course, for the purposes of this monograph, from the large literature of the subject.

A few titles are followed by brief bibliographical notes.

The list should be a useful guide to any student working on the subject of American higher education.

The Making of Our Middle Schools: An Account of the Development of Secondary Education in the United States. By ELMER ELLSWORTH BROWN. New York, 1903. Pp. 547, 8vo.

A long bibliography of about four hundred titles, divided into five sections, fills pp. 481-518.

Sec. 1 lists seventy-three titles pertaining to the general subject of the book.

Sec. 2 includes ninety-two titles treating of secondary education in particular states and cities. The arrangement of entries is unfortunate, as authors, titles, and subjects are thrown into one alphabet, with the result that titles relating to the same city or state are always separated. A strict alphabetical arrangement by city or state should have been followed as in sec. 3.

Sec. 3 is the largest, with about two hundred titles on individual institutions, arranged alphabetically by names of schools.

Sec. 4 is devoted to biography of prominent workers in the field of secondary education; while sec. 5, devoted to periodicals, gives the names of only three which claim secondary education as their sole province.

General histories (national, state, or city) are not included in any of the sections, and reports of state and city departments of education and catalogues of individual institutions are also omitted.

Besides the full classed bibliography described above, useful references are appended to many of the chapters, and not least should be mentioned an admirable index compiled by Mr. W. W. Bishop.

Origin of the System of Land-Grants for Education. By JOSEPH SCHAFER. University of Wisconsin Press, 1902. Pp. 53, 8vo. (Bulletin, "History Series," Vol. I, No. 1.)

The last four pages are filled with references to the literature used in preparing the monograph.

J. I. WYER.