

**CATALOGUE OF THE PEDAGOGICAL
LIBRARY AND THE BOOKS OF
REFERENCE IN THE OFFICE OF THE
SUPERINDENDENT OF PUBLIC
SCHOOLS, PHILADELPHIA**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649414239

Catalogue of the Pedagogical Library and the Books of Reference in the Office of the Superintendent of Public Schools, Philadelphia by James MacAlister

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JAMES MACALISTER

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UNIV. OF
CALIFORNIA

CATALOGUE

OF THE

PEDAGOGICAL LIBRARY

AND THE

BOOKS OF REFERENCE

IN THE

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

WITH BIBLIOGRAPHICAL NOTES AND REFERENCES.

BY

JAMES MAC ALISTER,
SUPERINTENDENT PUBLIC SCHOOLS, PHILADELPHIA.

PRINTED BY ORDER OF THE BOARD.

PHILADELPHIA:
BURK & MCFETRIDGE, PRINTERS, 306 AND 308 CHESTNUT STREET.
1887.

PREFACE.

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

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

The paucity of German books will be noticed by every one having the slightest acquaintance with the richness of that language in pedagogical works. The general utility of the library must be urged as an

explanation of this deficiency. Besides, many of the writings of the great German educators are now accessible to the English reader, and the results of German thought and experience are speedily set before us in the form of translations and in original works upon the education of that country.

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

To increase the usefulness of the catalogue, a selection of references to the more recent and important articles in the leading periodicals has been added. Some of the best pedagogical literature of the day appears in this form; and it was thought that the references to these sources of information, so easy of access in public libraries, would prove a convenience to persons consulting the catalogue for guidance or suggestions on special topics. Occasional bibliographical notes have been inserted for the same reason. I may be permitted to state with regard to both of these features that no attempt at completeness has been made. They might have been greatly extended; but I have confined myself to making selections from my own notebooks and the memoranda of my current reading. The object has been to call attention to such articles and books as are of special value, or are interesting on account of their bearing upon new and pressing educational questions.

It will be understood that the books in History, Science, Language and Literature are merely an incidental feature of the library. The selection in United States History might lay claim to be at least representative of the subject; but outside of that, only such volumes have been added as are needed for convenient reference in conducting the supervision of a large system of schools.

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

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

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

I must acknowledge the valuable service rendered by my clerk, Miss Adele M. Smith, in reading the proofs. She has been indefatigable in her efforts to prevent the mistakes which are apt

to creep into the printing of so large a number of names and titles ;
and it will be a disappointment if any serious error should be
discovered.

J. MAC A.

Superintendent's Office,
August, 1887.

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