**ABSTRACT**

Intended as an educational resource for use in the study of the early development of education in the United States, this catalog, prepared by the Educational Research Library of the U.S. Department of Education's Office of Educational Research and Improvement, contains bibliographic descriptions for more than 6,000 textbooks published from 1775 to 1900. Following an introductory essay that discusses the role of textbooks in educational change, the titles are arranged in categories corresponding to the following academic disciplines: (1) art education; (2) business education; (3) civics; (4) English, including children's literature, composition, elocution, grammar, literature, primers, readers, and spellers; (5) foreign languages, including French, German, Greek, Latin, and Spanish; (6) geography; (7) history, including ancient, European, United States (national and local), and world history; (8) mathematics, including algebra, arithmetic, and geometry; (9) music education; (10) penmanship; (11) philosophy; (12) religious education; (13) science, including anatomy, astronomy, botany, chemistry, geology, nature science, physics, and zoology; and (14) women's education. Within each category, the titles are arranged alphabetically by author and title. (FL)

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EARLY AMERICAN TEXTBOOKS

1775-1900

Office of Educational Research and Improvement
U.S. Department of Education
EARLY AMERICAN TEXTBOOKS
1775-1900

A CATALOG of the titles held by the Educational Research Library

U.S. Department of Education
Washington, D.C.
1985
THE EARLY AMERICAN TEXTBOOK COLLECTION is a special historical collection housed in the Educational Research Library of the Office of Educational Research and Improvement. The Collection contains more than 12,000 volumes of texts used or published in America during the eighteenth and nineteenth centuries. Textbooks used in the subject fields most commonly taught in the early schools, as well as books used for supplementary reading and study, are represented in the Collection. This Catalog of Early American Textbooks is an attempt to provide wider visibility and access to this outstanding Collection.

The Collection had its beginning at the Bureau of Education, established within the Department of Interior in 1869, and the forerunner of the U.S. Office of Education. Early administrators in the Bureau believed it desirable to collect these books, which were becoming scarce, in order to provide a better historical record of their development, and to exhibit them along with modern textbooks for comparative purposes. Henry Barnard, the first Commissioner of Education, expressed interest in the Collection and contributed books from his personal library. A "Museum of Textbooks" was planned by the Bureau; however, it never materialized because of lack of funds and shortages of space.

In 1953, when the Department of Health, Education, and Welfare was created, the former Bureau of Education Library was merged with the newly established departmental library. Only a small portion of the Early American Textbook Collection was retained in this library. The remainder of the Collection was fragmented and deposited in various public, college and university libraries in the Washington area. In 1973, that portion of the textbooks housed at the departmental library was transferred along with the major education collection at the National Institute of Education to form the nucleus of the Educational Research Library.

With the increase in requests for volumes not included in the Library's small collection of textbooks, it soon became evident that there was indeed a scarcity of early American textbooks. Researchers and historians were often unable to locate copies of earlier editions at other libraries. Recognizing the need for a comprehensive collection of early American textbooks, the Library initiated steps to acquire the remaining volumes which were in storage at three area libraries. In 1977, the final portion of the Early American Textbook Collection was officially transferred to the Educational Research Library. For the first time in several decades, the textbooks have now been integrated and housed as a single collection.

This Catalog of Early American Textbooks contains a representative selection of textbooks from the overall Collection and is a sequel volume to the Fifteenth to Eighteenth Century Rare Books on Education published by the Institute in 1976. As a result of the efforts expended in the compilation of these volumes, two significant historical collections, the Early American Textbook Collection and the Rare Book Collection, have been permanently established as educational resources for future study and research on the early development and trends in American education.

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Chester E. Finn, Jr.
Assistant Secretary
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American Textbooks and Educational Change

Nothing gives us insight into the history of education more clearly than do school textbooks of the past. They tell us what people thought was worth knowing—the content of education. They provide clues about how teachers taught—the methods of instruction. And they reveal what was expected of students—the standards of pupil assessment and evaluation. But the American textbooks of the nineteenth century do more than merely supply data on these aspects of education; the history of these school textbooks gives us a valuable key to understanding the dynamics of educational change in America. For American education is, and has long been, textbook-centered. School textbooks largely determine the content of what it taught, the methods of instruction, and the means of assessing student performance. The history of American school textbooks chronicles and reflects the essential changes in American education.

Early American texts had English ancestors

The textbook-centeredness of American education became a permanent feature of our schools when Americans began compiling their own textbooks in the aftermath of the war for independence from England. Noah Webster first showed the way and set the course in the 1780's when he declared that he wanted “a book from which children could really learn how to spell” something, he added “which was difficult for them in the books extant.” Those “extant” books, mostly imported from England, all shared a common theory of education: to discipline the minds of children by confronting them with words as difficult and as arcane as possible. One single lesson from Thomas Dilworth’s A New Guide to the English Tongue, for example, contained the following: Aberconway, Caglian, Carencester, Compostella, Elezeer, and T. Y. W. A. Other lessons served up such tongue twisters as: Nebuzaradam, Estremadure, Saxigesime, and Abelbethmaleah.

Noah Webster’s book appeared in 1783. Ezra Stiles, the President of Yale, urged Webster to give it the title: A Grammatical Institute of the English Language Comprising an Easy, Concise and Systematic Method of Education Designed for the Use of English Schools in America; Part I Containing a New and Accurate Standard of Pronunciation. (Part II of the Grammatical Institute was an English Grammar; Part III, An American Selection of Lessons in Reading and Speaking, was a reader.) Three years later, Webster changed the title of Part I to The American Spelling Book and later to The Elementary Spelling Book. Most Americans further reduced all display of ostentation from the title by referring to it as “the Blue-Backed Speller.” And yet, the original title, pompous as it was, pointed out just what was distinctive about Webster’s textbook: it provided a “systematic method of education” that made learning easy and concise.

By avoiding long and unfamiliar words, and by logically arranging his lists of words in lessons according to the length of words and their vowel sounds, Webster did compile a book “from which children could readily learn how to spell.” And, as Webster never tired of pointing out, this was possible only in America, where, he wrote, there exist “the fairest opportunities” for providing universal education and “the most encouraging prospect of success.”

Webster’s Spelling Book was an incomparable success. Over eighty million copies were sold, and as late as 1866 annual sales of the Blue-Backed Speller were over nine million. Income from the speller supported Webster while he worked on his dictionary. In addition to these accomplishments, he was responsible for the passage of the first copyright laws in the United States.

American textbooks become diversified

Attracted by the growing demand for “American” textbooks—and protected now by copyright laws—a number of new entrepreneurs ventured into the business of compiling textbooks. Such textbooks were frequently aimed at a specific geographic market; for example, The New York Primer (1817) and The Boston Primer (1808). Many of the new textbooks appealed to the burgeoning American nationalism, such as The United States Spelling Book (1809), or The Columbian Primer (1794), or The American Preceptor (1794). In the field of arithmetic, the new dollar currency created a need...
for American arithmetic textbooks such as Chauncey Lee's *The American Accompant: Being a Plain, Practical and Systematic Compendium of Federal Arithmetic* (1797), and Nicholas Pike's *New and Complete System of Arithmetic Composed for the Use of the Citizens of the United States* (1788).

No social studies textbook appeared until Jedidiah Morse (father of Samuel F. B. Morse) compiled *Geography Made Easy* in 1784. It is filled with misinformed boosterism, "In Europe," according to Morse, "only seven [species of trees] are fit for architecture, in America, no less than fifty-one," (p. 200). In 1802, Noah Webster published the first volume of his *Elements of Useful Knowledge*, called "Historical and Geographical Account of the U.S. for the Use in Schools." This included fourteen double-column pages of "Remarkable Events Respecting America." Later, in 1822, his son-in-law, Charles A. Goodrich, compiled the *History of the United States of America*, which was the first of the Peter Parley textbooks published by the Goodrich family.

The rapid increase in the supply of textbooks after the war for independence was partly a response to the demand for American textbooks, but it was also a response to an increase in demand for school textbooks. More children than ever before were in attendance at schools. What were those schools like?

Textbooks played a central role in early American schools

What we see when we look back at the schools in America in the early nineteenth century is best described as educational anarchy. What held this anarchical educational enterprise together was the textbook. Beginning students each had a primer, older ones had a speller, sometimes an English grammar, and usually an arithmetic. Several versions of each kind of book usually turned up in each school. the younger pupil might have *The New England Primer*—this could be the "old" version which had first appeared in the seventeenth century, or *The New England Primer Improved* which came out in 1785—or, he might have the *American Primer* (1779), or the *Columbian Primer* (1794), or the *Franklin Primer* (1802), or *The Child's Primer* (1800); the speller could be Webster's (1783), or Dilworth's (1740 in England), or Fleming's (1754 in England), or Perry's (1777 in Edinburgh). The English grammar a child brought to school could be the one compiled by Caleb Bingham (1785) or that of Lindley Murray (1800), the arithmetic text might be Dilworth's (1781) or Pike's (1788) or Daboll's (1800).

Students came to school with whatever book or books their families had in their possession. These were sometimes older British books, although by the beginning of the nineteenth century, most families owned "American" books. Horace Greeley, for example, who began attending a district school in New Hampshire in 1815 reports that when he started, Noah Webster's *Spelling Book* was just supplanting Dilworth's (British) textbook.

The textbook was the organizing principle in the schools of the early nineteenth century. It had to be, since the textbook was usually the only constant in a pupil's educational experience. Teachers might come and go, the child's family might move, his school attendance might be sporadic—but the pupil always knew where he was educationally. he had completed his Primer, or he was half-way through Webster, or three-quarters into Murray. Pupils, and teachers, were able to use the textbooks this way—to mark and record the pupil's progress—because the textbooks dictated and controlled both the method of study and the method of instruction. students memorized what was in the textbook, and teachers "heard" recitations.

Finally, in addition to being the main determinant of pedagogical methods and educational measurement, the textbooks were the sole determinant of the curriculum. The textbook supplied the content of school education. Most of the early textbooks actually tried to provide a complete elementary education. Webster's *Spelling Book*, for example, contained grammar, reading material, and religious instruction, as well as lessons in spelling.

By the 1840's, American schools began to change. For one thing, there were more of them. And they were beginning to get organized. Led by Massachusetts, which established the State Board of Education in 1837, other states now set out to create systems of education. After deciding to have "public" schools, each state assigned responsibility to local communities to create, support, and maintain its own schools.

Textbook adoptions caused changes in publication

The emerging systems of public schools diminished, but did not eliminate, American educational anarchy. The decentralized systems established in each state with control lodged locally allowed each community to create the kind of schools it wanted. And what each community wanted, it seemed, was less anarchy and more uniformity. The way they did this was through school textbooks. And so,
we find school committees, or teachers, or both together, deciding upon, or "adopting" specific textbooks for use in the schools. Of course, not all students had these official textbooks, and those who did not had to struggle along as best they could until they purchased the correct ones.

Competition for "adoption" of their books led publishers to take much more care in producing attractive, saleable products. They made the books easier to read by improving the quality of printing and by composing the books in larger type. They made the books larger in size, and reduced the number of pages.

As a feature that might further influence the adoption of their textbooks, publishers now began to include illustrations, drawings, and engravings. The 1844 edition of Webster's Spelling Book, for example, had over 150 engravings. Prior to this period, school books usually had no more than a woodcut frontispiece and four or five additional small wood engravings, all of very poor quality. One earlier edition of Webster's Spelling Book had a woodcut of Noah Webster, Esquire, himself, of such a poor quality it made poor Noah look like a porcupine.

In addition to changes in their physical appearance, the content of textbooks also changed in the 1840's; here too, the intent was to improve the sales. Textbooks, especially "readers," became "progressive," which meant that one lesson led to the next. Arithmetic textbooks became "practical," which meant that the new textbooks paid more attention to the addition, subtraction, multiplication, and division of whole numbers, while giving less attention to such topics as compound denominate numbers, foreign exchange, and tables of weights and measures, Troy weight, apothecaries' weight, cloth measure, wine measure, and ale or beer measure.

In their quest to secure adoptions of their textbooks, publishers continually modified or refined the subject content of earlier textbooks, packaging it to make their books more appealing. To do this, they published books that made the subject matter "easy" or "simple."

Another way to make a textbook appeal to school committees was to make it "interesting." The Peter Parley books, for example, employed a conversation or question-and-answer approach. Knowledgeable, kindly, old Peter Parley supplied information about the world and what was going on in it in response to questions put to him by curious children. Samuel Griswold Goodrich, brother of Noah Webster's son-in-law, Charles Goodrich, who wrote and published the Peter Parley books, reported that his attempts to make the subject interesting met with some derision. The use of engravings, for example, was "deemed a fatal facility" by some critics, for it exercised the senses alone and left the understanding to "indolence and emaciation." But Goodrich continued selling books by festooning them with striking illustrations of animals, birds, flowers, trees, and spectacular phenomena like Niagara Falls.

In addition to producing books that were "easy" and "interesting," publishers discovered that to secure adoptions, their books could not offend anyone. Efforts to remove offensive material were evident in successive editions of Jedidiah Morse's Geography Made Easy. Earlier editions of this textbook contained Morse's straight-forward evaluations of people from various sections of the nation. Virginians were "indolent, easy, and good-natured." Southerners, generally, were "much addicted to gaming, swearing, horse-raising, cock-fighting, and most kinds of dissipation;" Westerners, Jedidiah found guilty of "lawless profligacy." In the interests of marketing, the publishers removed all such gratuitous evaluations in later editions.

The struggle to secure adoptions in local school districts that led publishers in the fourth and fifth decades of the nineteenth century to produce appealing textbooks had profound consequences for the quality of American education. In America, textbooks continued to supply almost all that students studied in school. Textbook adoptions in locally-controlled educational systems led, inexorably, to watered-down school curricula. School subjects became progressively easier, simpler, "interesting," and bland rather than significant.

Textbooks reflect methodological changes

These new textbooks and new editions produced by enterprising publishers in the 1830's and 1840's also incorporated and popularized a new pedagogy. These innovations in textbooks—increase in size, larger type, illustrations, easy, simple, and interesting content—came about not simply to sell books; rather, the argument went, they developed in order to better educate children. It was claimed that to be effective, instruction had to be child-centered. According to this new theory, children learn through their senses; therefore, instructional books had to appeal to the senses through pleasant pictures and attractive typography. Moreover, according to this theory, children learn best through material appealing to their interests, and when the order of learning is from the simple to the complex, from the particular to the general. Therefore, textbooks needed to be simple, easy, interesting, and move from the easy to the difficult in slowly graduated steps.
This theory of child-centered pedagogy many credited to Johann Heinrich Pestalozzi (1746-1827), a noted Swiss educational reformer. Through journals, books, and organizations such as the American Institute of Instruction, the efforts of such men as William Russell, James G. Carter, Charles Brooks, Bronson Alcott and Henry Barnard helped implant the Pestalozzian movement in American instructional theory and practice. The first Pestalozzian textbook appeared in 1821. First Lessons in Arithmetic, compiled by Warren Colburn, one of the founders of the American Institute for Instruction. This book had a tremendous influence on all subsequent arithmetic textbooks. Its main contribution was to construe mathematics as a process of observation rather than as a "ciphering" procedure. (How many thumbs do you have on your right hand? How many on your left? How many on both together?)

In 1826, John Keagy compiled the Pestalozzian Primer which introduced the "word method" to the teaching of reading. This method rapidly replaced the old "alphabet method." The word method was Pestalozzian insofar as it taught through the senses, the total visual form of the word was associated with its whole sound.

In addition to embodying the theory of sense instruction, these new textbooks usually further incorporated Pestalozzian theory by graduating lessons from the simple to the complex. Frequently, they called this the inductive method. Roswell Chamberlain Smith, for example, in his Intellectual and Practical Grammar in a Series of Inductive Questions (1830) eschewed memorization of the rules of grammar, and instead used questions to develop an understanding of rules and definitions. Geography texts, too, used the "inductive method." Jessie Olney in his Modern Geography (1830) wrote that it was essential for the learner to thoroughly absorb the simple facts before more complex lessons could be understood. In all subject matter, the old catechetical questions common to earlier textbooks gave way after the 1840's to inductive questions.

A generation later, the German educator Johann Friedrich Herbart (1776-1841) developed his philosophy of education based on classroom experience. Herbart endorsed Pestalozzi's method of going from the known to the unknown, focusing Herbartian methodology on interest and apperception. His "five formal steps" of preparation, presentation, association, generalization, and application became the basis for the classroom lesson, and with the introduction of Herbartianism in America after the Civil War, educators were provided with increasingly detailed and structured text books. More emphasis was placed upon lessons. The idea of the planned lesson, following these formal steps of instruction, swept the country in the last quarter of the nineteenth century. Teachers were expected to proceed according to a clearly understood, step-by-step plan. Teachers came to expect schoolbooks to be more attuned to pedagogical method. Charles DeGarmo and Frank McMurry, leaders of the American Herbartians, wrote teacher-training texts aimed at explicating Herbartian psychology and pedagogy.

Commenting on the use of textbooks in the schools of the nineteenth century, John Swett wrote in 1899, "In the primitive common school the chief duty of the pupil was to memorize text-book lessons, and the main office of the teacher was to ask the text-book questions without note, comment, or explanation..." (pp. 189-90). Swett proposed that teachers abandon the traditional deductive or formal method of definition, general statement, rule, exercises, and problems in arithmetic texts and use an easy inductive approach. Teachers were to match the new psychological findings about how children learn with new teaching techniques. Underlying Swett's recommendations was a tacit acceptance of Herbartian ideology.

Thus, by the turn of the century, two basic approaches continued to be used in instruction. the older, rule-oriented deductive method and the inductive approach in which the child was left to determine an explanation for himself. The popular "mental arithmetic," for example, had the child work out the solutions to problems in the text. The older style had the teacher lecture on the rule, then the children were to memorize it and apply it to the solving of problems. Often the teacher held the only textbook in class. The gradual systematization of methods of instruction also resulted in the uniformity of textbooks.

Graded series of texts emerge

Nowhere was the Pestalozzian theory more evident than in the new readers. In these books, illustrations abounded, large type became common, and they all boasted of having stories, tales, and poems of immediate interest to young children. Still the most important Pestalozzian development of all in the reading textbooks of the 1830's and 1840's was the compilation of graded series of readers. Like all textbooks, these new graded textbooks controlled the content of what was taught, they deter-
mined the methods of instruction, and most of all they provided an objective, orderly method for assessing a pupil's progress in school.

Pestalozzian pedagogical theory aside, the graded series of textbooks was the logical outcome of the publishers' desires to capture that market made up of those pupils for whom an existing textbook was either too easy or too difficult. As an early example of this, we find John Pierpont compiling The National Reader in 1827, following it the next year with Introduction to the Reader, and three years later with an even more elementary book, The Young Reader. The principle of graded series of textbooks was not fully grasped in the 1820's as is evident from Goold Brown's The First Lines of English Grammar (1823) which he intended as an introduction to his Institutes of English Grammar (1823). The introductory book however, was not graded in difficulty; it simply was shorter. One must note, however, that Goold Brown was an ardent opponent of Pestalozzian pedagogical theory. By the 1830's, almost all publishers had grasped the principle and the sales strategy involved in graded series of textbooks. From this time on, they produced graded series in nearly all subjects.

The first graded series of readers were those of Lyman Cobb. The Juvenile Reader Number One appeared in 1830. By 1840, almost all publishers of readers produced them in graded series. Frederick Emerson compiled the first graded series of arithmetic textbooks called The North American Arithmetic. The first graded series of geography texts appeared in the 1850's.

**Graded series of textbooks made graded schools possible**

So, with the advent of graded textbooks, American schools could and did become self-contained and self-serving enterprises with greatly increased control over the progress of their students. Graded textbooks made possible and necessary the following policies, practices, and procedures: promotion and demotion, tests and examinations, marks and grades, regular attendance, and the classification of children as average, below average, above average, as well as backward and defective. Without graded textbooks, there could be no graded schools and, therefore, no educational bureaucracy. Although some people in the middle of the nineteenth century did express concern about the emerging bureaucracy in education, their objections had little impact because almost everyone wanted graded schools: educators seeking to aggrandize their power, administrators anxious to have efficient and economical schools, parents concerned about how well their children were progressing, and publishers attempting to sell books. There were exceptions to this enthusiasm for graded series. President Charles Eliot of Harvard University bitterly denounced them and extolled the virtues of real literature for children. A series by a cousin of his, Charles Eliot Norton, entitled Heart of Oak, containing fairy tales, myths, fables, and poetry secured few adoptions.

**Textbook publication became big business**

In addition to merchandizing textbooks that had greater market appeal, publishers in the 1840's and 1850's began to devote more attention to sales promotion and distribution. Now all publishers inserted advertisements in their textbooks promoting the books they sold in all fields. The 1853 edition of Lindley Murray's English Exercises, for example, contains twenty-five pages listing other textbooks for sale by the publisher.

The greatest salesman-publishers of them all was undoubtedly W. B. Smith of Cincinnati, who in 1836 succeeded in getting Professor William Holmes McGuffey to compile a set of graded readers for ten percent royalty up to the amount of one thousand dollars, after which the texts were to become the property of the publishing firm. Between 1836 and 1850, Smith sold seven million copies of the McGuffey readers. From 1850 to 1890, sales averaged ten million copies each decade. Another fifteen million were sold between 1890 and 1920. This wonder of the publishing world has sold well over 122,000,000 copies.

The McGuffey Eclectic Readers contained no noticeable innovations and nothing radically different from other readers current at the time. But W. B. Smith promoted them as no one had ever promoted textbooks before. He carefully conducted a market analysis based upon teachers' feedback, which led to frequent revisions of the readers—made by writers he hired especially for the purpose. Instead of subletting rights to other publishers to print his books, as was the common practice then, Smith steadfastly retained control by setting up branch publishing houses in major cities. In New York, the McGuffey readers were published by Clark, Austin and Smith; in Philadelphia, Lippincott and Company was the branch office; and in Chicago it was Cobb, Pritchard and Company. By the 1870's the company W. B. Smith had founded was the largest textbook publishing company in the world.
William Holmes McGuffey received nothing from all these sales, save his original one thousand dollar royalty and some gifts of sorts from the publisher. Yet, McGuffey was paid in honor and glory. Miami University of Ohio boasts a McGuffey Museum and a memorial statue carved in marble, Greenfield Village in Dearborn, Michigan has the McGuffey birthplace home on display. In 1873 following his death, the National Education Association passed a memorial resolution honoring the life and work of William Holmes McGuffey.

W. B. Smith paralleled his enormously successful McGuffey Eclectic Readers with an almost equally profitable arithmetic textbook series. In 1834, Smith published Eclectic Arithmetic by Joseph Ray, a mathematics teacher in Cincinnati. He followed this in 1837 with a graded series of Ray's arithmetic textbooks. By making arithmetic simple and easy, and by continual changes and revisions, the publishers made them the most widely used arithmetic textbooks for almost one hundred years. The 1860 edition is stated to be the one thousandth edition. As late as 1913, annual sales totaled over a quarter-of-a-million copies. Estimates of total sales are in the range of 120,000,000 copies.

Second only to Smith as a textbook entrepreneur was Samuel Griswold Goodrich, who wrote and published the Peter Parley books on history and geography for children. The Peter Parley books were simple, well illustrated, clearly printed, and cheap. While some of the Peter Parley books were intended as school textbooks, most were simply children's books, or, as they were called, "toy books." Goodrich employed many authors to help turn out these books, including for a while one Nathaniel Hawthorne. According to his own count, Goodrich between 1827 and 1857, authored and edited about 170 volumes, 116 of them bearing the name of Peter Parley. These books were reported to have sold in the millions of copies.

Prior to the American Civil War, except for a few entrepreneurs like Smith and Goodrich, school book publishing was a small-time operation. Individual printers with limited production capacities would publish a textbook for a local bestseller or a local compiler, or sometimes the printer compiled the textbook himself. One reason publishing could not expand was the lack of rapid long distance transportation, which limited the geographical market of each company. Most publishers sublet rights to a book to publishers in other sections of the country, few had the temerity of a W. B. Smith to open branch houses in other cities. Goodrich tried to break into the market beyond the Appalachian mountains (W.B. Smith territory) by having a series of readers, The Comprehensive Readers, published in Louisville in 1834. These had some popularity, but were never so widely adopted as the McGuffey readers.

After the American Civil War, the expansion of the railroads solved the problem of distribution over a large geographic area. In time, the more energetic publishers drove the small firms out of business, or gobbled them up in a crazy quilt of mergers. Like many other industries in post Civil War America, textbook publishers came to be dominated by five or six giant companies which monopolized the trade.

The public linked this growth of "textbook trusts" with the rise in cost of textbooks. In vain the publishers tried to explain that it was the cost of producing textbooks that had driven up the prices. Moreover, they now employed professional educators to write their textbooks. college professors and historians, John Bach Macmaster, Benson J. Lossing, and John Fiske for history, school psychologist, James Baldwin, and school superintendent, William T. Harris, for a series of readers. (It is of interest too, that this superintendent of the St. Louis schools, and onetime U. S. Commissioner of Education, removed Lincoln's Gettysburg Address from his readers in order to get the series adopted in South Carolina.) Unlike William Holmes McGuffey, these educator-authors received sizeable shares of the profits, publishers explained. They usually did not mention the amounts of money that book agents, themselves usually former teachers and principals, spent to encourage school board members and school superintendents to adopt their books.

Free texts for all pupils came about slowly

With the rise in cost, the purchase of textbooks could become very expensive for the family, and if a family moved from one school district to another the parents usually had to buy a different set of textbooks for each child in school. In the 1880's, the estimate of the number of pupils out of school because they could not afford the textbooks was as high as one million. Some states provided books and supplies free to the poor, but many refused to accept charity. The passage of compulsory education laws acted as a further impetus for the enactment of state laws that supplied free textbooks to all students. Some cities, such as Philadelphia and New York, had provided free textbooks for all students since before the American Civil War. By the 1880's, eight states had laws that stipulated that the poor were to receive free textbooks, and several states had passed laws that allowed communities to pro-
vide free textbooks for all students. But Massachusetts was the first state to require all communities to supply free textbooks for all students. This occurred in 1882. In the same year, California began a program to publish its own textbooks. Few states followed the lead of California, most took the same educational path as Massachusetts.

Free textbooks for all were a foregone conclusion in the development of American education. Textbook adoption in a decentralized, locally controlled system led logically to it, just as it led to the evolution of hierarchically graded schools with curricula that, in time, became progressively easier, and less controversial. For who would object to providing free textbooks to all students? Not the students and parents who sought financial relief. Not the teachers who wanted every student to have the same textbook. Not the professional teacher educators who saw uniform textbooks as a necessary instructional artifice to enable poorly prepared teachers to maintain educational standards. Not the administrators who wanted efficient institutions. And surely not the publishers who wanted to sell books.

Textbook evolution is slow

On careful scrutiny, the history of the role of textbooks sheds some insights into the evolution of American education. The history of textbooks helps us see why the content of education in our some 40,000 separate school districts is fairly uniform and of a certain quality, it also helps us better understand the predominance of child-centered methods and approaches to education in our schools. In addition, this history of American textbooks further explains the evolution of the educational bureaucracy, hierarchically graded schools with abundant controls (most notably tests, exams, grades, and report cards) that identify students standing in relation to grade levels.

Finally, the history of the role of textbooks reflects the reasons why our educational system is so resistant to change and innovation. The tradition of textbook centeredness largely dictates the role of the teacher. It determines what is taught, how it is taught, and how it is evaluated. Some teachers complain of this, but many do not. Textbook centeredness renders teaching a simpler task than it would be if the teachers had to decide all these matters themselves. The practice of having teachers follow an adopted textbook is one of the ways some school administrators maintain "quality control" over classroom work. And it is through the examination of adopted textbooks that parents and other concerned citizens can monitor what is being offered to their children.

The vital interest that parents, administrators, and teachers have in retaining the textbook centeredness of the schools means that educational change or innovation must come about through the school books themselves. In order to change the schools, one must first change the textbooks. But now that local communities must pay for new textbooks, they are usually hesitant to make such large expenditures. When a school does spend the money to adopt new textbooks, it is usually because it is located in a wealthy community or because of a general economic upturn in the society.

DR. HENRY J. PERKINSON
Professor, History of Education
New York University
The titles in this catalog of the Early American Textbook Collection are arranged by the various disciplines covering aspects of American education. Authors and titles are then arranged alphabetically and chronologically in each category. Accession numbers are assigned sequentially by entry and appear in brackets preceding the title. Author names which are known, but do not appear on the title page, are placed in brackets [ ]; anonymous authors are designated as such with a line enclosed by brackets [...].

Abbreviations are used in the entries for compiled (comp.); corrected (corr.); edition (ed.); editor and/or editors (ed./eds.); enlarged (enl.); no date (n.d.); revised (rev.); and translated and/or translator/translators (tr./trs.).

Bracketed numbers under the illustrations refer to the corresponding entry in the main text of the catalog. Altogether, there are 6,108 entries covering school books published and used during 1775-1900.
RT EDUCATION in nineteenth-century schools consisted solely of drawing. Initially, schools taught drawing for disciplinary purposes as a preliminary for penmanship training. Eye and hand control were especially emphasized. Later, industrial or mechanical drawing appeared in many schools to teach pattern making. Not until the end of the century did schools teach drawing for its aesthetic value and as a means of human expression. A concern for developing creative faculties also began to emerge.

Abney, W. De Wiveleslie

Augsburg, D. R.


Baker, Lucas

One of the many titles in the famous White's series on drawing.


[Bardeen, Charles William]

Bartholomew, William N.

Bartholomew disliked copying pictures as a system for learning to draw. His particular theory was that drawing should be taught gradually by first training the eye to see, the mind to identify, and finally the hand to execute. His series consisted of four drawing books accompanied by teachers' guides. Each guide outlined instruction for teaching twelve fully illustrated lessons.


Buckelaw, Sarah Frances


Cavé, Marie Elizabeth

Clark, John S., Mary Dana Hicks, and Walter S. Perry


[22] Part III. Books 5 and 6, Fifth Year. Boston, New
York, and Chicago: Prang Educational Co., 1897.
190 p. NC 620.x .C55

[23] Part IV. Books 7 and 8, Sixth Year. Boston, New
273 p. NC 620.x .C55

[24] Part V. Books 9 and 10, Seventh Year. Boston,
New York, and Chicago. Prang Educational Co.,
1899. 275 p. NC 620.x .C55

[25] Teacher's Manual for Prang's Shorter Course in
Form Study and Drawing. Boston, New York, and
Chicago: Prang Educational Co., 1887. 1275 p.)
NC 620.x C55

Daniels, Frank T.

Davidson, Ellis A.
[28] Drawing for Bricklayers. 2nd ed. London, Paris,
102 p. TH 2031 .D3

[29] Drawing for Cabinet-Makers. 2nd ed. London,
Paris, and New York: Cassell, Petter, Galpin & Co.,
n.d. 120 p. TT 196 .D3

Paris, and New York: Cassell, Petter, Galpin & Co.,
n.d. 104 p. TH 2031 .D3

[31] Drawing for Stonemasons. London, Paris, and
TH 2031 .D3

T 355 .D3

[33] Orthographic and Isometrical Projection. Rev.

Davies, Charles
[34] A Treatise on Shades and Shadows, and Linear
148 p. T 369 .D3
The writer of this treatise on projection drawing
was best known for his textbooks on mathematics.

Gray, Little, and Wilkins, 1830. 66 p. T 369

Fowle, William Bentley

Fowle is credited as being the first American educator wishing to require art study in the American public schools. Headmaster of a Boston public school, Fowle was best known for his English translations of the French work on drawing geometric figures by Louis Benjamin Francœur who lived from 1773-1849. Fowle notes the difficulty of obtaining good chalk and offers students artificial French chalk at 25 cents a pound.

Garin, Paul A.
[37] Outlines of Industrial Drawing. Part I. Free
T 353 .G3

[38] Part II. Free Hand and Instrumental. Oakland,
Calif.: W.B. Hardy, 1892. 141 p. T 353 .G3

Haupt, Lewis M[uhlenberg]
[39] Working Drawings and How to Make and Use
55 p. T 353 .H3
Hicks, Mary Dana


Hicks, Mary Dana, and Josephine C. Locke

Mahan, Dennis H.


Mason, William Albert


Peale, Rembrandt

Author is best known for his portraits of Washington (with his father, Charles Willson Peale) and Jefferson. Peale's treatise on art education stressed the importance of teaching graphics. He believed drawing should be taught before writing since "writing should be treated as subordinate to that of drawing."


Pickton, Henry

Ryan, Charles

Sickels, Ivin

Smith, Heman P.

Smith, Walter

Most art courses in early America were taught in relation to the use of art in trade, domestic service, or commerce. Art study was more apt to be offered in industrial schools than in academic centers. In 1870, Massachusetts mandated the study of art in its schools and appointed Walter Smith, headmaster of an art school in England, as the first art supervisor. This is the first art textbook officially adopted for use.


No. 16. White's Industrial Drawing Cards. Card H.

1. Church.

2. Farm House.

Copyright, 1878, by Ivison, Blakeman, Taylor & Co.

Patent applied for.
12. Make a ewer and basin. (fig. 11.)

Here is a half ellipse joined to two quarter-circles. In the foot of the ewer, its handle and neck, the curves are fanciful. In this, and in all the following figures, the drawings represent round bodies.

13. Draw a bowl. (fig. 12.)

Here is a semicircle ornamented with parallel fillets, and placed on a low pedestal.

Warren, Samuel Edward

The general concept of the Warren series, covering geometrical, mechanical and free-hand drawing, was that good drawing instruments were also essential in successful completion of the courses. The editor stresses that the human eye and hand were "incomparably more perfect and varied in their capacities than drawing instruments."


BUSINESS EDUCATION initially consisted of bookkeeping and penmanship. It was taught in private commercial schools that appeared early in the nineteenth century. Business education courses entered the American public schools in the last quarter of the century. By the late 1800's, the commercial course in public schools and private "commercial colleges" included commercial arithmetic, commercial law, stenography, and typewriting. By this time, too, the larger cities had established public commercial high schools.

Andrews, Stephen P., and Augustus F. Boyle

Barnes, Mrs. Arthur J.

Booth, James C.

Brothers of the Christian Schools
[86] 1887. 242 p. QA 103

Bryant, H.B., H.D. Stratton, and Silas Sladler Packard

Burns, Eliza Boardman

Comer, George Nixon

Crittenden, Samuel W.

Based on earlier treatise by author's brother, A.F. Crittenden, and originally published in two editions, one for "counting-houses," and one for high schools and academies. Text has four sets of books using single entry; six sets using double entry; a set of steam-boat books; and a table of foreign coins.


Dilworth, Thomas

Dilworth attempts to show "not by precept only" but by examples by "which the method of journalizing is rendered more easy and intelligible." The pages are not numbered.

Ellsworth, Henry W.

Faber, Henry A.
[99] Concise Mercantile Arithmetic, for Commercial Colleges. Cincinnati: Queen City Commercial College, 1876. 200 p. QA 103.F3

Fairbanks, Lorenzo

Fenning, Daniel
[101] The Ready Reckoner, or, Traders Useful Assistant in Buying and Selling All Sorts of Commodities, Either Wholesale or Retail. New York: Evert Duyckinck, 1803. 189 p. HF 5697.F4

Finlay, W.M.

Fulton, Levi S., and George W. Eastman


[106] 1857. 296 p. HF 5635 .F8


Hanaford, L.B., and Jessie W. Payson


Harris, Nicholas


Howard, C. Frusher


Howe, G.L., and D.L. Musselman


Jones, Thomas


Marsh, C.C.


Mayhew, Ira


Meservy, A.B.


Mitchell, Thos.


Nelson, Richard


[131] Salem: James R. Buffum, 1825. 67 p. HF 5633

Packard, Silkas Sladler


### Field of Oats, 5 Acres Dr.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>1850</td>
<td></td>
<td></td>
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<tr>
<td>Apr. 20</td>
<td>To 5 Days' Plowing</td>
<td>2.00</td>
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<tr>
<td>&quot;</td>
<td>18 Bushels Red</td>
<td>.98</td>
</tr>
<tr>
<td>&quot;</td>
<td>3 Days Sowing</td>
<td>1.00</td>
</tr>
<tr>
<td>&quot;</td>
<td>3 Days Harrowing</td>
<td>1.50</td>
</tr>
<tr>
<td>July 20</td>
<td>5 do. Harvesting</td>
<td>1.25</td>
</tr>
<tr>
<td>Sept. 22</td>
<td>Threshing 200 Bushels Oats</td>
<td>.06</td>
</tr>
<tr>
<td>Oct. 26</td>
<td>Marketing do.</td>
<td>.03</td>
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<tr>
<td>&quot;</td>
<td>Int. on 5 Acres, at $20 per</td>
<td>7.00</td>
</tr>
<tr>
<td>&quot;</td>
<td>Profit on Crop</td>
<td>7.42</td>
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### Wheatfield, 60 Acres Dr.

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<tbody>
<tr>
<td>1850</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 25</td>
<td>To Plowing 60 Acres</td>
<td>1.75</td>
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<tr>
<td>July 20</td>
<td>Harrowing do.</td>
<td>.39</td>
</tr>
<tr>
<td>Sept. 10</td>
<td>Crop's Plowing same</td>
<td>1.25</td>
</tr>
<tr>
<td>&quot;</td>
<td>90 Bush. Red Wheat</td>
<td>.75</td>
</tr>
<tr>
<td>&quot;</td>
<td>Sowing 60 Acres</td>
<td>.10</td>
</tr>
<tr>
<td>&quot;</td>
<td>Harrowing do.</td>
<td>.75</td>
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<tr>
<td>1851</td>
<td></td>
<td></td>
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<tr>
<td>July 16</td>
<td>Cuddling, Binding, and Threshing</td>
<td>60.00</td>
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<tr>
<td>&quot;</td>
<td>Drawing into Barn</td>
<td>.33</td>
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<tr>
<td>Aug. 1</td>
<td>Threshing 1500 Bush. Wheat</td>
<td>1.10</td>
</tr>
<tr>
<td>&quot;</td>
<td>Marketing 1851 do.</td>
<td>.08</td>
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<tr>
<td>&quot;</td>
<td>Int. on 60 Acres, at $20 per</td>
<td>8.4</td>
</tr>
<tr>
<td>&quot;</td>
<td>Profits on 60 Acres Wheat</td>
<td>495.50</td>
</tr>
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Grand Total: 1455.00


Potter, S. A., and W. P. Hammond

Preston, Lyman

Reade, H. L.

Scovil, W. E.

Smiley, Thomas T.


Thomson, James Bates]

Walt's, Michael

Widely hailed as the best volume to teach youth the business of the "compting-house." A special feature of the work was its treatment of numeration including foreign rates of exchange.


Watt, Alexander

White, Emerson] Ebridge] et al.

White, Horace

[Williams, Oscar Fitzalan]
IVICS courses were considered to be a truly American invention. Most other courses of study followed European examples. But the teaching of civil government (civics) and of American history originated here after independence from England. It was appropriate that early Americans should seek to acquire a better understanding of the new government. Following the American Civil War, the number of civics textbooks greatly increased. Later texts included data on state and local administrations.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Pages</th>
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<tbody>
<tr>
<td>Dawes, Anna Laurens</td>
<td>How We Are Governed</td>
<td>Boston: D. Lothrop &amp; Co.</td>
<td>1885</td>
<td>JK 251 .D3</td>
</tr>
<tr>
<td>Fallows, Samuel</td>
<td>Constitutions of the United States and of the State of Wisconsin.</td>
<td>Madison, Wis.: Atwood &amp; Culver</td>
<td>1871</td>
<td>JK 251 .F6</td>
</tr>
</tbody>
</table>
Mason, Charles

McCleary, James T[hompson]

McVickar, John

Mowry, William A.

[186] 1892. 211 p. JK 251 .M6

Northam, Henry C.


Peterman, Alexander L.


Remsen, Daniel S[mith]

Say, Jean-Baptiste

Shurtleff, J.B.

[197] 1849. 189 p. JK 221 .S5

Steele, George M[cKendre]

Sullivan, William


[201] 1841. 157 p. JK 221 .S9

Supplee, Thomas D[anly]

Thummel, Walter L[eone], and Caroline Guillaume

Townsend, Calvin


THE PRINCIPLES OF AMERICAN CITIZENSHIP
AS TAUGHT BY
THE PATRIOTIC LEAGUE
Whatever ye would that men should do to you, do ye even so to them.
WE BELIEVE in the essential of the Declaration of Independence—That all men are created equal.

Wayland, Francis


[Wells, John C.]

Wilcox, Delos Franklin, and Wilson Lindsey Gill

Willis, Anson

Purports to teach a general knowledge of the principles and operation of the federal government as essential for national defense. Treats each of the “thirty seven states” on a secondary basis but gives greater stress to historical documents, national institutions, and divisions of the federal system.

Young, Andrew White

Prolific writer of books on civics and U.S. government in the 1800's, Young wrote six different textbooks, all published in various editions. Young admitted that his purpose was to stimulate patriotism as a means of transmitting the “blessings of constitutional liberty.” Young and other civics textbook writers of his generation were eager to have the nation's young people understand the duties and obligations of all Americans.


(See page 169.)
NGLISH language study included Children's Literature, Composition and Rhetoric, Elocution, Grammar, Literature, and Primers, Readers, and Spellers. Children's Literature, the first of these categories, consisted largely of tales citing historical and geographical facts in simple form. The stories were highly moralistic, religious, and pedantic in prose and verse. By 1890, the children's books came to be somewhat more child-like, but still they maintained a highly moral tone. Biographies, fables, and fairy tales were popular.

Abbott, Edward

Abbott, Jacob

Jacob Abbott, together with Peter Parley, introduced the travel book as a new type of literature for the young. Abbott had an extraordinary sense of history and biography. His writings demonstrated a gentleness and tolerance that appealed to his young readers. He is most famous for the "Rollo series."


The *Harper Story Books* were a series of narratives, dialogues, biographies, and tales written expressly to instruct and entertain the young. This particular book detailed the "Harper establishment" as a way of showing how books are made. The series were handsomely bound with gold embellishments and offered numerous engravings.


[Adams, William Taylor]

Adams, William Taylor [Oliver Optic]

Adams was a New England school teacher who wrote over 100 full-length books under the pseudonym of "Oliver Optic" and edited several magazines for children. Among the many adventure series to his credit were "Yacht Club, Woodville, Army and Navy, and the Starry Flag Series." In each book, the young hero was portrayed as brave and idealistic. The adventures provided excitement and also instruction in geography, history, and science. Adams' well-told stories were favorites for generations.


Aiken, Dr. [John], and Mrs. [Anna Letitia] Barbauld

Mrs. Anna Letitia (Aiken) Barbauld, who co-edited the series with her brother, was an influential writer greatly criticized by Charles Lamb for her apparent prosaic, limited style and her inability to stir the imagination of children. *Evenings at Home* included short stories, plays, and instructive articles.

Alcott, Louisa May

Collection of stories by the author of *Little Women*.

[Ames, John]

Andrews, H.P.

[———]

The American Sunday School Union helped establish library services for children and through its own publications influenced the character and tone of nearly all children's books.

[———]

[237] 1846. 144 p. PZ 6

[———]
Arnold, Clara
A collection of short stories notable for the overtones of morality. Illustrated with original engravings.


Badlam, Anna B.
There were seven volumes of stories in this series edited by Larkin Dunton, headmaster of the Boston Normal School. The series were advertised as supplements to ordinary school reading books.


Baldwin, James

Barbauld, Mrs. [Anna Letitia]

Benson, Mary

Berger, E.

Berquin, M.

Blanchard, Pierre


Bouvet, Marguerite

Butts, Mrs. M. F.

Branagan, Thomas

Burnett, Frances Hodgson

Campe, J. H.

Cameron, Mrs.

Campe, J. H.

Cecil, E.
The Little Wreath

That's the way my child should talk—
Go, bring your book to me,
And when you've done, we'll take a walk,
On the beach beside the sea.

Page 96.

THE LITTLE WREATH
OF
STORIES AND POEMS
FOR
CHILDREN.

BY
CAROLINE GILMAN.


NEW-YORK:
C. S. FRANCIS & CO., 232 BROADWAY.
BOSTON:
J. H. FRANCIS, 123 WASHINGTON STREET.
1847.
DePressense, Madame E.  

Durang, Mrs. [Mary]  

One of the well-illustrated "Forget-Me-Not-Tales."

Edgeworth, Maria  

The works of this well-known writer were strongly influenced by the social and moral educational theories of her father, Richard Lovell Edgeworth, a prominent English educator, and friend of Jean Jacques Rousseau. Maria Edgeworth's prose began as "wee wee stories" for her 22 brothers and sisters, and were remarkable for their appeal, style, and for the low-key didacticism voiced directly by the author and not by the characters.


Elizabeth, Charlotte  

Elwes, Alfred  


Evans, R. M., ed.  

Ewing, Juliana Horatia  


Fellows, Edward B., ed.  

Excerpts of prose and poetry selected by teachers for their favorite pupils.

[293] *The Fisherman; A Tale, for Young Persons.* New York: W. B. Gilley, 1816. 116 p.  PZ 6

Follen, Mrs. [Eliza]  


Foster, Sarah Haven  

Franklin, Josephine  

Fox, Mrs. Mary Anna  
[298] *The Discontented Robins, and Other Stories, for the Young.* Boston: Charles Fox, 1849. 131 p.  PZ 6 .F6

Fricero, Kate J.  


Gilman, Caroline  

MRS LESLIE'S, JUVENILE SERIES

BOSTON, LEE & SHEPARD
Piggie Wig and Piggie Wee, Hungry pigs as pigs could be, For their dinner had to wait Down behind the barnyard gate.

Piggie Wig and Piggie Wee Climbed the barnyard gate to see, Peeping through the gate so high, But no dinner could they spy.
Gilmore, Ernest


[Goodrich, Samuel Griswold]


Samuel G. Goodrich, celebrated author of the Peter Parley series, drew heavily on the richness of his own New England childhood for his writings. Altogether he wrote 170 books and enjoyed sales of over five million. He wrote textbooks on science, history, geography, and mathematics, but he is most famous for the travel books and children's stories. The literature had vitality and detail that were rarely excelled. Goodrich mingled fact with fiction as he meant to instruct and to entertain. He was among the first to write American works for Americans, to use colored and elaborate illustrations, and to direct his writings strictly to the young. Goodrich was greatly inspired by the works of Hannah More.


Merry's Museum was a juvenile magazine managed by Goodrich. For a while, Louisa May Alcott was editor.


Hale, S[arah] J[oseph] [Buell]


Hall, Mrs. S.C., ed.


Hazard, Blanche E.


Hemmenway, Moses


Horwitz, Carrie Norris


Howitt, Mary


Hughes, Mrs.

[329] Holidays in the Country; or, Vanity Disappointed. Philadelphia: Lindsay and Blakiston, 1850. 64 p. PZ 6 .H8


Maurice, Helen

May, Sophie

McDonald, Mary N.

Miller, Thomas

More, Hannah

Hannah More and her sisters were famous in London during the late 1700's for their remarkable educational literary accomplishments. They were acquainted with Dr. Samuel Johnson, the Garricks, Anna Letitia Barbauld, Sir Joshua Reynolds, the painter and Horace Walpole. Hannah More's tracts were written to counteract Jacobin and atheistic propaganda and also to provide suitable material for children learning to read. Each of the books had stories, a brief set of verses, and a direct short sermon. The tracts were issued from 1795 to 1798 and sold millions.


Motherly, Mrs.

Macleod, Norman


Northend, Charles

Norton, Charles Eliot


Optic, Oliver [pseud. William Taylor Adams]


Parker, Richard Green

Pater, [Horatio] Walter


Poulsson, Emilie

Pratt, Mara L., ed.


Ross, James, ed.

Samuels, Adelaide Florence [Mrs. Bassett]


Sewell, Mrs. [Mary (Wright)]


Stein, A.


Strickland, Jane

Summerly, Felix, ed.


Talon, Thrace

Taylor, Benjamin H.

Taylor, Emily


Teller, Thomas
[403] Tales for All Seasons; or Stories and Dialogues for Little Folks. New Haven: S. Babcock, 1845. 64 p.


Thompson, Maurice

Todd, John
CHARLES AND EMILY.

Charles and Emily were the children of very poor parents, and had not clothes to go to school, until some kind neighbors gave them old coats, and dresses, and bonnets, which their mother fixed over as well as she was able. They went to school, and tried hard to learn, and at home Emily taught her little sister, Jane, the lessons she had learned at school. They learned so rapidly and behaved so well, that, when Charles was old enough, Mr. Hill the merchant took him into his store, and after employing him as clerk for several years, took him into partnership, and Charles became a prosperous merchant, and able to help his parents.
OMPOSITION AND RHETORIC did not flourish in the schools until after 1870 when colleges began to require composition for admission. Prior to this, books were imported from Europe. Later, a number of new composition and rhetoric books were produced and used entirely in the secondary schools. The new books were less theoretical, less literary, and stressed the application of writing principles. Rules and exercises in punctuation, capitalization, figures of speech, sentence structure, and style were provided.


Reprints of Bain's treatise began to appear in the U.S. in 1866. This revised edition stressed practice in composition and omitted technical terminology.


Considered to be the most famous rhetoric book in America, Blair's work was originally presented in lecture form at the University of Edinburgh as early as 1759. Blair's main concerns were diction and elegance of style. Literary selections were drawn from classical and modern writers to illustrate rhetorical principles. Many nineteenth century American writers including Emerson, Melville, and Hawthorne have acknowledged Blair's influence.


Boston: 1827

SATURDAY MORNING, AUG. 3

The Prize Book.—For the two last years a small
book under this title has been published in this
town, consisting of prize compositions, principally
in Latin and English poetry, by the pupils of the
public Latin School in this town, together with
sundry dissertations on subjects connected with
classical education, apparently by some of the in-
tstructors of the school. We hope that the publica-
tions will be annually repeated, as they are very
useful to the character of the school, and in
furnishing the public with handsome specimens of
juvenile composition, and judicious discussions
on topics connected with the task of instruction,
they afford a gratifying proof of the reputable con-
dition of our public schools. The two numbers
of the Prize Book, which are published, have met
with a favorable notice in some very respectable
quarters. The following notice is from the London
Classical Journal, for December last:

American Prizes.—It has been observed that the
progress of arts and arts has been from East to
West. From Chaldea, Egypt and Palestine, it
proceeded to Greece, then to Italy, France
and at last to the pinnacle of military and
literary fame, and has been lately rivaled by this
country. How soon the American world may
succeed to those high distinctions, we
must leave to the course of events, and the records of future
history. Certain it is, that North America
within these few years, risen high in military ex-
cursions by sea and land. Whatever jealousy may
exist in this country on account of those
symptoms of greatness in arms, we must all rejoice in
the attempts made by the Americans to deserve
some credit in art and science. We hail with
pleasure the improvements making in their Colleg-
es in classical knowledge, in the litera humani-

era. One of our correspondents in America has
sent us two publications, containing prize composi-
tions in prose and verse, in Latin and English,
by the youth of New England, educated at the
Boston Public School. What adds to the credit
of both masters and pupils is, that, as we under-
stand, the latter are not so old as those who leave
our Public Schools for the University.

We shall produce a specimen of their Latin
poetry; and take the liberty of adding a few lines
for the improvement of their style, which we shall
record with pleasure on some future occasion.

Here follows the Latin Poem, published in
"Prize Book," No. 2.

POSERPINA NAPPA,
Author Benjamin Brigham.

"Quo fugi, ah! miserum, demens Proserpina,
maturem? etc.

[569]
SUGGESTIVE AIDS
TO
ENGLISH COMPOSITION
BY
I. H. NUTTING, A.M., M.D.

BOSTON:
J. M. WHITTEMORE & CO
1860
[525] 1885. 276 p. PE 1408 .K4


Kerl, Simon


Lacey, William B[rittainham]


Leonhart, Rudolph


Marsh, John, ed.

[532] Blair's Lectures on Rhetoric and Belles-Lettres, Reduced to Question and Answer. Hartford,[Conn.]: Samuel G. Goodrich, 1830. 120 p. PE 1407 .M3

Mead, William Edward


Mills, Abraham, ed.


Newcomer, Alphonso G[erald]


Newman, Samuel P.


Nutting; I.H.


Parker, Richard Green


Another of America's prolific textbook writers, Parker planned his composition exercises as a sequel to his grammar books. Parker offered students ideas for composition topics and demonstrated the basic tenets of written expression.


"And when its yellow luster smiled
O'er mountains yet untrod,

Each mother held aloft her child
to bless the bow of God."

Waddy, Virginia

Walker, John

English actor, philologist, and lexicographer, John Walker first gained prominence in 1791 with his dictionary and his books on elocution. His rhetoric treatise classifies literary selections by genre, and offers advice to juvenile writers and orators.


Welsh, Alfred H[ix]


A sentence that tells something is a statement.
Write four statements.
With what kind of letter have you begun each sentence?
What mark have you placed after each statement?
Every statement is a sentence.
Every written statement should begin with a capital.
Every written statement should end with a period.

LESSON II.
SENTENCES—QUESTIONS.

Before you ask a question, you must think. A group of
words, therefore, which is used
in asking a question is a sentence.

If you would like to
know the story
about the little
girl and the birds,
ask questions:

1. Ask about
the girl’s age
and her name,
her father and
mother, and the
house she lives in.

2. Ask about
the birds, and
why they have
come to the tree,
and whether they
are afraid of the
little girl.
LOCUTION, the art of speaking well in public, was an important part of American education in the 1800's. It was customary in many schools to set aside one afternoon a week to listen to pupils recite. Elocution texts differed from readers in featuring material more suitable for dramatic expression and recitation. Also, these texts outlined rules for speech and action to express mood and emotion. Later, "talk" supplemented oration and declamations. Elocution slowly gave way to instruction in speech and oral expression.


PN 4111 .A35


PN 4111 .B7


PN 4111 .B5


PN 4111 .B7


PN 4111 .B7


PN 4111 .B8


PN 4111 .B3

PN 4111 .B4


PN 4111 .B7


PN 4111 .B7

Caldwell, Merritt [642] Practical Elocution; or, The Art of Reading...
PN 4111 .C6

PN 4111 .C6

PN 4111 .C6

Cooke, Increase
PN 4111 .C6

Delsarte, François
PN 4111 .D4

PN 4111

Dick, Wm. B., ed.
PN 4201 .D5

Dwyer, John Hanbury
PN 4111 .D9

Enfield, William
PN 4111 .E5

Fobes, Walter K.
PN 4111 .F6

[652] [1890]. 241 p.
PN 4111 .F6

Garfield, Miss Emma
PN 4111 .G3

Garrett, Phineas
PN 4201 .G3

PN 4201 .G3

PN 4201 .G3

PN 4201 .G3

PN 4201 .G3.

PN 4201 .G3

PN 4201 .G3

Graham, F. Taveren
PN 4111 .G3

Kidd, Robert
PN 4111 .K5

PN 4111 .K5

PN 4111 .K5

Kirkham, Samuel
PN 4111 .K5

PN 4111 .K5

Maglathlin, Henry B.
PN 4111 .M3

Mandeville, Henry
PN 4111 .M3

PN 4111 .M3

Monroe, Lewis Blaxter
PN 4162 .M6

Northend, Charles
PN 4111 .N6

PN 4111 .N6

Parker, Richard Green


Walke, John
A thespian approach to oration. Offers suggestions for strengthening the voice and mastering gestures. Excerpts from Shakespeare are used to illustrate accent, emphasis, inflection, and cadence.

Welles, Elijah Gardner

Zachos, J.C.

ELEMENTS OF ELOCUTION:
IN WHICH
THE PRINCIPLES OF READING AND SPEAKING ARE INVESTIGATED;
AND SUCH PAvES, EMPHASIS, AND inflections of VOICE, AS ARE SUITABLE TO EVERY VARIETY OF SENTENCE, ARE DISTINCTLY POINTED OUT AND EXPLAINED;
With Directions for Strengthening and Modulating THE VOICE,
So as to render it varied,forcible, and harmonious:
TO WHICH IS ADDED,
A COMPLETE SYSTEM OF THE PASSIONS;
SHOWING HOW THEY AFFECT THE
ACCENT, VOICE, and GEStURE OF THE BODY,
EXEMPLIFIED BY
A COPIOUS SELECTION OF THE MOST STIRRING PASSAGES OF
SHAKSPEARE,
THE WHOLE ILLUSTRATED BY COPPER-PLATES,
EXPLAINING THE NATURE OF
ACCENT, EMPHASIS, INFLECTION, AND CADENCE.
Copied from the Third London Edition.

BY JOHN WALKER,

"Et quidem praedictum erat."—Hab.

PHILADELPHIA:
PUBLISHED BY BENNETT AND WALTON, NO. 31, MARKET STREET.
1811.
GRAMMAR book authors sought to preserve, to guard, and to develop the rules of English. Most grammar textbooks were influenced by systematic philosophy and the a priori concepts. In their quest to make language conform to the fundamental laws of logic, grammarians insisted upon precise rules and definitions for orthography, etymology, syntax, and prosody. Later, some writers initiated a "scientific" approach. This marked the beginning of formal grammar as a subordinate to study of composition and literature.


Adam, Alexander


Adams, Daniel


Alden, Joseph


Aldrich, W.


Alexander, Caleb


[713] Rutland, Vt.: William Fay, 1822. 96 p. PE 1109 .A4

Althaus, Edward


Anderson, Jessie McMillan


Angular, Joseph


Atkinson, Robert


Badgley, Jonathan


Bailey, Rufus W[illiam]


[722] 1880. 312 p. PE 1111 .B3

Bain, Alexander


Ballard, Harlan H.


Bardeen, C[harles W[illiam]]


Barrett, John


Barr, Berzelius I.


Barrett, Albert LeRoy

Baskervill, William [alone], and James W[illiam] Sevill
    PE 1111 .B3

Bell, G.H. [Eva Mary (Hamilton) Bell]
    PE 1111 .B4

    PE 1111 .B4

    PE 1109 .B5

Bigsby, Bernard
    PE 1111 .B5

    PE 1111 .B5

Bingham, William
    PE 1109 .B7

Boltwood, Henry Leonidas]
    PE 1111 .B6

Brown, Goold
    PE 1109 .B7

    PE 1109 .B7

    PE 1109 .B7

    PE 1109 .B7

    PE 1109 .B7

    PE 1111 .B7

    PE 1111 .B7

    PE 1109 .B7

    PE 4111 .B7

Brown devotes most of his preface to a criticism of Murray's grammar noting that he did not intend "to impute Murray except for those inaccuracies and deficiencies which still disgrace the work as a literary performance." Brown's grammar included appendices with oral and written exercises.

[748] 1845. 312 p.
    PE 1109 .B7

    PE 1109 .B7

[750] 1851. 311 p.
    PE 1109 .B7

    PE 1109 .B7

    PE 1109 .B7

    PE 1109 .B7

    PE 1109 .B7

    PE 1109 .B7

    PE 1111 .B7

    PE 1111 .B7

    PE 1111 .B7

Brown, James
    PE 1109 .B7

    PE 1109 .B7

    PE 1109 .B7

    PE 1109 .B7

    PE 1109 .B7

    PE 1109 .B7

Buehler, Huber Gray
    PE 1111 .B8
LESSON I.X.
A PICTURE STORY.

THE NEW PUPIL.

Write a story about "Hetty." Tell where she went one day, what she saw there; and how she was received.

Bullions, Peter
Bullions wrote a series of grammars in English, Latin, and Greek.


Butler, Andrew

Butler, Noble

California State Board of Education

Cardell, William S[amuel]

Carpenter, Stephen H[askins]
Chamberlin, D.B.
PE 1111 .C45

Champlin, J.T.
PE 1109 .C45

Chandler, Z.M.
PE 1109 .C45

Chessman, Daniel
PE 1109 .C45

Clark, Stephen W.
PE 1109 .C55

PE 1109 .C55

PE 1109 .C55

PE 1109 .C55

PE 1109 .C55

PE 1109 .C55

PE 1109 .C55

PE 1109 .C55

PE 1109 .C55

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PE 1109 .C55

PE 1109 .C55

PE 1109 .C55

PE 1109 .C55

PE 1109 .C55

PE 1109 .C55

PE 1109 .C55

Cobbett, William
PE 1109 .C6

PE 1109 .C6

PE 1109 .C6

PE 1109 .C6

PE 1109 .C6

Cochran, Peter
PE 1109 .C6

Comly, John
PE 1109 .C6

Conklin, Benj. Y.
PE 1109 .C6
Connon, Charles W[alker]
PE 1109 .C6

Covell, L.T.
PE 1109 .C6

Crombie, Alexander
PE 1109 .C7

Cruikshank, James
PE 1111 .C7

Cruttenden, D.H.
PE 1111 .C7

PE 1111 .C7

Cutler, Caroline F.
PE 1111 .C8

Dalgleish, Walter Scott
PE 1109 .D3

PE 1111 .D3

Day, Henry N[oble]
PE 1111 .D3

Deuel, A. C.
PE 1111 .D4

PE 1111

PE 1111

PE 1111

PE 1111

Eubank, Thos.
PE 1111 .E93

Fewsmith, William, and Edgar A[rthur] Singer
PE 1109 .F4

PE 1111 .F4

PE 1109 .F4

[847] 1870. 228 p.
PE 1111 .F4

PE 1111 .F4

PE 1111 .F4

PE 1111

Fisk, Allen
PE 1109 .F5

PE 1110 .F5

Flint, Abel
PE 1109 .F5

PE 1109 .F6

PE 1109 .F6

Fowler, William Bentley
PE 1111 .F6

PE 1109 .F6

[858] 1858. 381 p.
PE 1110 .F6

PE 1111 .F6
French, D'arcy A.

Frost, John

Exercises in this small book (9x15 cm.), claimed the author, are digested according to their syntactical form. Frost believed his grammar was an improvement on those produced by Lowth and Murray.

George, Mary W., and Anna C. Murphy

Girault, A. N.

Gould, Edward S.

[______]

Graham, G.F.

[867] 1866. 344 p. PE 1111 .G7


[______]

[______]

Greene, Harris R[ay] E.

Greene, Samuel S[tillman]


Greenleaf, J.

Greenwood, James M.


Grenville, A.S.

Guernsey, Mrs. Sarah

Gurney, David

Hadley, Hiram


Haldeman, Samuel S[tehman]
Hall, S[amuel] R.

Hall, William D.

Hamlin, L. F.

Harrison, Matthew


Hart, John S[eely]


Harvey, Thos. W[adleigh]


Haslam, Thomas J.


Holcomb, Alfred [1944] 1892. 342 p. PE 1111 .H95
BROWN'S FIRST LINES OF ENGLISH GRAMMAR,
DESIGNED FOR YOUNG LEARNERS.

BROWN'S INSTITUTES OF ENGLISH GRAMMAR,
FOR THE HIGHER CLASSES

[945] 1896. 154 p. PE 1111 .H95
[946] 1898. 201 p. PE 1111 .H95
[947] 1899. 152 p. PE 1111 .H95

[949] Inductive Grammar. Windsor: S. Ide, 1829. 54 p. PE 1109

Ingersoll, Charles M.


Irish, Frank V[an Buren]

Jamieson, Alexander

Jaudon, Daniel

Jewell, Frederick S[warz]

Kellogg, Brainerd, and Alonzo Reed

Kerl, Simon


Kirkham’s grammars were most admired for their fold-out and complex language charts featured on the frontispiece.
TESSA AND TOMMO. Page 90.
A List of Nouns. Philadelphia: Jacob Johnson, 1804. [12 p.] PE 1109


The Little Grammarian. Boston and New York: Munroe and Francis, 1829. 108 p. PE 1109

Sets out to explain the rules of syntax through a series of amusing and instructive tales.

Live and Learn. New York: Dick & Fitzgerald, 1856. 213 p. PE 1109


1892. 403 p. PE 1111 .L6

1893. 403 p. PE 1111 .L6

1895. 403 p. PE 1111 .L6


Lowth, Robert


1st Amer ed Cambridge. Hillard and Metcal, 1811. 164 p. PE 1109 .L6


Lynd, James


Lyte, Ellphalet] Oram


1890. 270 p. PE 1111 .L95


"BRING BACK MY FLOWERS"—Dip 3— [1968]


The "Metcalf Language Series" advocated an inductive approach to the teaching of grammar.


Author recommends "the pursuit of knowledge" to young people and professes that his book will "eradicate vulgar prejudices and rusticity of manners; rectify the will; purify the passions and facilitate the reading, writing, and speaking the English language with elegance and propriety."


Murray, Lindley [1060] *Abridgment of Murray's English Grammar.*
Many educators in nineteenth century America considered Murray to be the "father of English grammar." Murray divided the work into four main sections covering orthography, etymology, syntax, and prosody. More than 50 editions of this work were published in the United States. Murray was a wealthy New Yorker who settled permanently in England. He claimed to be indebted to Johnson, Lowth, Sheridan, Walker, Blair and Campbell for his treatise.

EXPLANATION OF THE NINE PARTS OF SPEECH.

Lo! the fine boat sails pleasantly and calmly into her port.

LO is an Interjection, expressive of the feelings of the mind; here it may signify Pleasure. THE is the definite Article, and points out what Boat you mean. FINE is an Adjective, and shows a quality of the Boat. BOAT, the principal object in the picture, is a Noun, or name given to the thing that sails. SAILS is a Verb, expressing a movement. PLEASANTLY is an Adverb, which describes more particularly the manner in which theBoat sails. CALMLY is a Conjunction, which unites the adverb PLEASANTLY with the adverb CALMLY; the latter adverb describes more correctly the manner of the Boat in sailing. AND is a Preposition, and connects the verb with the noun upon which it (the verb) acts, that is, PORT. HERE is a Pronoun, and stands instead of Boat, which must otherwise be again repeated, if you would point out the port as particularly belonging to the Boat. The word might have been str, but custom has made us call a ship's funnel, as we do a woman.


Position.

Vocal gymnastics is the art of training the vocal organs so as to develop their powers and enable them to act with ease, precision, and effect.

All who would be good readers should practice systematically and persistently such vocal exercises as will give them complete control of all the muscles of articulation, increase the power and elasticity of the voice, rendering it smooth, pure, and melodic.

Such exercises rightly taken will not only give power and purity to the voice, but will also promote the general health.

Physical culture and vocal exercises are so intimately connected that in the proper development of one the other must be necessarily improved; indeed, no vocal exercises can be correctly practised without first securing the proper position and carriage of the body.

It is of the first importance that pupils acquire the habit of sitting correctly. At the command, One: insist that the pupils assume the following position:—
1. Sit erect as far back in the seat as possible.
2. Body square to the front.
3. Feet resting on the

Nutting, I.H.

Nutting, Rufus


Osman, Thomas Embley [Alfred Ayres]

ARTICULATION
Outlines of English Grammar. Cleveland, Ohio: Cleveland Leader Printing Co., 1872. 40 p. PE 1109

Parshall, N[elson] C[lark]

Patrick, Nielson C[lerk]

Patterson, Calvin


Peet, Isaac Lewis

Peirce, Oliver B[eale]

Pelham, William
A System of Notation. Boston: W. Pelham, 1808. 301 p. PE 1450 .P4

Pinneo, Timothy S[tonce]


1859, 214 p. PE 1109 .P5


Pollard, Rebecca S[mith]

Pond, Enoch

The small engravings in this book made it among the most attractive editions of Murray's Grammar.


Powell, William B[ramwell]

Pratt, Daniel J.


Puckett, E.B.


Raub, Albert Newton


Reed, Alonzo


Reed, Alonzo, and Brainerd Kellogg

[1152] 1876. 143 p.


Grammar lessons carefully graded and adapted for daily use. This popular grammar book stressed invention, quality of style, and production. Special attention was given to oratory skills in conversation, debates, orations, and letters.

MURRAY'S
ENGLISH GRAMMAR
SIMPLIFIED;
DESIGNED
TO FACILITATE THE STUDY OF THE
ENGLISH LANGUAGE;
COMPREHENDING THE
PRINCIPLES AND RULES OF ENGLISH GRAMMAR,
ILLUSTRATED BY
APPROPRIATE EXERCISES;
TO WHICH IS ADDED A SERIES
OF QUESTIONS FOR EXAMINATION.
FOR THE USE OF THE MORE ADVANCED LEARNERS.
BY ALLEN PHEE,
Author of Above's Brief Grammar Simplified.

TROY, N.Y.
PUBLISHED AND SOLD BY R. CLARK.
AND ALSO BY H. TRECHSEL AND P. ADAMS.
Printed by Francis Adams.


English Grammar.

—o—

Orthography is the art of speaking and writing the English language correctly. It is divided into four parts: namely, Orthography, Etymology, Syntax, and Prosody.

Orthography treats of letters, syllables, separate words, and spelling.

Etymology treats of the different parts of speech and their classes and modifications.

Syntax treats of the relation, agreement, government, and arrangement, of words in sentences.

Prosody treats of punctuation, utterance, figures, and versification.

—o—

PART I.

ORTHOGRAPHY.

Orthography treat of letters, syllables, separate words, and spelling.

OF LETTERS.

A Letter is a character used in printing or writing, to represent an articulate sound.

An articulate sound is a sound of the human voice, used in speaking.

The letters in the English alphabet are twenty-six: A a, B b, C c, D d, E e, F f, G g, H h, I i, J j, K k, L l, M m, N n, O o, P p, Q q, R r, S s, T t, U u, V v, W w, X x, Y y, Z z.

* For the names and powers of the letters, see Appendix I.


Adapted and used in the schools of the Confederate States because, according to the editors, the grammar “most generally conforms to the principles, and most frequently employs the language of that distinguished and favorite grammarian, Lindley Murray.”

[1195] Philadelphia: Butler & Williams, 1845. 192 p. PE 1109 .S6


[1199] 1878. 208 p. PE 1111 .S6


[1214] 1881. 256 p. PE 1576 .S95


[1216] 1877. 177 p. PE 1111 .S95


[1218] 1887. 192 p. PE 1111 .S95


Tarbell, Horace S., and Martha

Thalheimer, Mary Elsie

Tillotson, D.C.

Tower, David Bates, and Benjamin Franklin Tweed

[1227] 1854. 125 p. PE 1109 .T6
[1228] 1855. 125 p. PE 1109 .T6

Trench, Richard Chenevix
[1229] On the English Language. New York: Redfield, 1858. 238 p. PE 1109 .T7


[1231] 1856. 236 p. PE 1575 .T7

Tweed, B[enjamin] F[ranklin]

Ussher, George Neville

Vaughn, J. F.

Vickroy, Thomas R.


Vose, James E.

Wallbank, Nellie B.

Weaver, Abram

Webb, A.C.

Webster, Noah

[1250] A Grammatical Institute of the English Language. Part Second. 6th Conn. ed. Hartford, [Conn.]: Hudson & Goodwin, 1800. 131 p. PE 1109 .W4


Weld, Allen H.


[1256] 1848. 228 p. PE 1109 .W4


Wellington, Isaac M.

Wells, W. H.


[1269] 1862. 220 p. PE 1109 .W4


Welsh, Judson Perry
LESSONS

FOR CHILDREN

From two to three years old.

COME hither, Charles, come to mamma.
Make haste.
Sit in mamma's lap.
Now read your book.
ITERATURE in American schools was first presented in rhetoric textbooks and advanced readers as excerpts from great writings. After the American Civil War, an historical approach to literature appeared. The earliest offerings were literary histories of Greece and Rome. The English literary histories followed, and, finally, there were histories of American literature. Later, publishers issued school editions of classics in series. Eventually, anthologies became standard texts, and fiction was popular.

Alger, Horatio

The popular novels of Horatio Alger followed the proverbial "rags to riches" theme whether the protagonist was a newsboy, street musician, or bootblack. The books admirably reflected the sentiments of the late 1800's. Alger wrote over 100 books including the series, *Ragged Dick, Luck and Pluck*, and *Tattered Tom*.


Bache, Richard Meade

Backus, Truman J.

The Shaw literature manuals were scholarly, written in pedantic style and Latinized vocabulary, and emphasized biographical data on the writers covered. This edition is a revision by Truman J. Backus, professor of Vassar College. It includes historical tables and a section on American literature.

Baird, James S.S.

[1297] 1870. 200 p. PA 3009 .B3

Ballantyne, Robert Michael

Robert Louis Stevenson highly praised this British writer and mentions his work in *Treasure Island*. Ballantyne left his native Edinburgh (where his uncle, James Ballantyne, was Sir Walter Scott's publisher) to serve as a clerk at the Hudson Bay Trading Co. The experience in Canada and America and his other extensive travels provided material for his adventure tales.

Barnes, Annie M.

Berens, E.M.

Boyd, James Robert

Brooke, Stopford [Augustus]

Browne, R.W.

Bunyan, John

Butterworth, Hezekiah

There was a total of 16 books in the series which began in 1880 with *Zigzag Journeys in Europe*. The
suits chronicled the travels of the fictional “Zigzag Club of the Academy of Yule” in Massachusetts. But-terworth, formerly editor of Youth’s Companion magazine, borrowed his ideas of stories about history, folklore, and travel from the Swiss writer and teacher, Rudolphe Toepffer.

[1306] 1885. 318 p. PZ 3 B .B8

Castlemon, Harry [Charles Austin Fosdick]

Charles Austin Fosdick, the uncle of Harry Emerson Fosdick, the clergyman, and Raymond Fosdick, the lawyer and publicist, wrote over 58 adventure books. He is considered to be a top novelist of his day and ranks with Horatio Alger, Elijah Kellogg, and J.T. Trowbridge.


Durang, Mrs. Mary

Ellis, Edward S.

Elwes, Alfred

Evans, R. M.

Ewing, Juliana Horatia

Frazar, Douglas

Goddard, Julia

Greeley, Horace

SCHOOL EDITION.—With Donnans's Questions.

IMPROVEMENT

of

THE MIND.

BY ISAAC WATTS, D. D.

"Whoever has the care of instructing others, may be charged with a
serious duty, if this book is not recommended. "—Dr. Johnson.

NEW YORK:
A. S. BARNES & CO., 111 & 113 WILLIAM ST.
(CORNER OF JOHN STREET.)
1866.
American literature was rarely taught as a separate subject in the American schools of the nineteenth century. Many advanced readers such as those written by William Holmes McGuffey included selections by American authors. Hart was among the first to include a discussion of American literature in his anthology.
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<td>PZ 7 .M8</td>
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<td>PZ 7</td>
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</tbody>
</table>
"The Indian has learned to kill his adversary with an unseen bullet."
Sheldon, William
                 PA 3032 .S5

                 Epitome of the Arts and Sciences. 1st Amer. ed. Phil-
                 PS 681

                 PS 681

Spalding, William
[1386] The History of English Literature. New York:
                 PR 85 .S6

[1387] 1866. 413 p.
                 PR 85 .S6

Spague, Homer B.
                 1892. 119 p.
                 PS 2066 .S6

[1389] Tales of Enterprise. London: Charles Tilt,
                 1839. 143 p.
                 PZ 6

Thackeray, William Makepeace
[1391] The Works of William Makepeace Thacker-
                 PR 5611 .T45

Thompson, John G., and Thomas E.
[1392] Fairy Tale and Fable, Second Year. New
                 York, Boston, and Chicago. The Morse Co., 1899.
                 164 p.
                 PZ 8 .T45

[1393] Uncle Herbert's Speical and Autograph
                 Album Verses. Philadelphia and Chicago: Elliot &
                 Beezley, 1889. 416 p.
                 PZ 8.3

[1394] Uncle Jack the Fault Killer. London: Smith,
                 PZ 3

[1395] Unica; a Story for a Sunday Afternoon. Lon-
                 don: Smith, Elder and Co., 1858. 121 p.
                 PZ 6

Watts, Isaac
[1396] Improvement of the Mind. New York: A. S.
                 PR 3763.W2 .W3

A collection of essays counseling readers on how
knowledge can be acquired and retained.

Young, Edward
[1397] Night Thoughts of Life, Death, and Immor-
                 PR 3780.2N .Y6
PRIMERS, originally books of private devotion, were first textbooks a child studied. For hundreds of years the teaching of religion and the teaching of reading were combined in this unique school book. The early primers were composite texts that covered a variety of subjects including spelling, reading, pronunciation, and even arithmetic. Before 1900, with the appearance of specialized textbooks in graded series, the term primer came to be used for the first, or primary, reader of a series.


Angell, Oliver


Campbell, Loomis Joseph


Cowdery, M. F.

Cowdery, Superintendent of Public Schools in Sandusky, Ohio, sets forth 32 "golden rules" he believes parents and teachers ought to oblige their pupils to follow.

Cyr, Ellen M.


Fassett, James H.

Finch, Adelaide Victoria

Frost, John, ed.

Fulcher, Sarah

Griffis, William Elliot

Hall, Samuel R.
[1411] *The Child's Instructor, or Lessons on Com-

Davis, William J.

Douai, Ad[olf]

Edgeworth, Maria

These moralistic stories included "Morning Visits" and "Bracelet of Memory." Most of Maria Edgeworth's stories were first written on a slate and then read aloud to her family. Only those approved were copied and published.


There are three stories in this compilation: "Blind Kate," "The Print Gallery," and "The Departure."

Fassett, James H.

Finch, Adelaide Victoria

Frost, John, ed.

Fulcher, Sarah


Griffis, William Elliot

Hall, Samuel R.
[1422] *The Child's Instructor, or Lessons on Com-

Hazen, Marsham W[illiams]

Heidenfeld, Theo. E.

Holbrook, Florence

Holmes, Geo. F.
[1423] The Southern Pictorial Primer, or First Reader. New York: Richardson & Co., 1866. 60 p. PE 1127.15 .1-16

Hooker, Worthington


Kirk, May

Knoflack, Augustin

Knudsen, C. W.

Lamb, J.

Leavitt, Joshua

Lee, Thomas J.

Leigh, Edwin, ed.


No author is listed for this unusual and small (10x13 cm.) book containing large type and large spaces but no illustrations. Supposedly, it was appropriate for a child two to three years old. The preface declared that the work was done for a particular child "but the publick is welcome to use it."


Livermore, Harriet


Mann, Mrs. Horace


Mavor, William

The Mother's Catechism, or First Principles of Knowledge and Instruction, for Very Young Children. New York and Baltimore: Samuel Wood & Sons, 1820. 52 p. PE 1119.A1M .M3

McGuffey, William Holmes


In 1849 the McGuffey Primer was re-issued in two volumes as the Smaller Eclectic Primer and the Pictorial Eclectic Primer which became the First Reader in the 1857 edition. It had over 170 illustrations of boys, girls, dogs, cats, toys, fruit, games, dramatic and adventure scenes. There were over 1,000 words of one syllable and at least 200 words of two syllables.


This book is 7x12 cm. in size and contains an introduction by the Rev. H. Humphrey, a former president of Amherst College. There is also "the Assembly's catechism; the account of the burning of John Rogers; a dialogue between Christ, a youth, and the devil; and various other useful and instructive matter."

The Primer.
The reprint of this famous primer measures 9x12cm., has unnumbered pages, and contains the "shorter catechism" composed by the "Reverend Assembly of Divines at Westminster" and "Spiritual Milk for Babes" by Cotton Mather. The preface credits the work as having been done by a society of Boston ladies who met regularly to pray and read "serious books."

Northend, Charles

PE 1119.A2 .N6

Oram, Elizabeth

PE 1119.A10 .O7


PE 1119.A1

Parley, Thomas

PE 1119.A1P .P3
LESSON VII.

Go up.
We do go up.
We go up on it.
Is he to go up on it?
He is to go up if we do.
No; he is to do as we do.
If it be so, he is to go on.
Is he to go up on it so?
As we go on, he is to go up.
We do go up, up, up, UP!

IV V X L C D M
A Society of ladies was formed in Boston, in the time of Mr. Whitefield, for improvement in personal piety, and to pray for the extension of the Redeemer's Kingdom. The Society met weekly for prayer, "reading some sound and serious book," singing, and other exercises adapted to "spiritual edification." "We also agree," say they, "once a quarter, to spend the day in prayer and other duties of religion, our special errand at the throne of grace to ask for the outpouring of the Spirit of God on us, our families, and the world of mankind." "Once a quarter, the exercises shall be so shortened, as to have room to tile ourselves the Assembly's Shorter Catechism, that we may keep in our minds that excellent form of sound words." This edition of the New England Primer is a reprint and fac-simile of one of those owned and used by that Society.

A community of Boston ladies of "the olden time," surrounding the bright names and embodying the choice influences of the mothers of this land—the Masons and the Watertons of hallowed memory—assembled quarterly to refresh their minds from this Primer. The last needs no comment.

N.B. This statement is from a lady who was a member of the above Society, and from the documents of the Society in her possession.
Readers in early America were numerous and varied. At first, most readers covered subject matter that went beyond the basic object of teaching reading, they taught history, geography, and literature. After 1850, readers in graded series aimed to inculcate moral virtues and to guide oral reading. Rules were provided for emphasis, enunciation, delivery, and pronunciation. There were many methods represented in the books, but the alphabet method or phonic method prevailed. Illustrations were abundant and lively.

Abbé De L'Épée

Adams, Daniel

Alden, Abner

Aldrich, George L., and Alexander Forbes

Alger, Israel, ed.

Allen, Chas. H., John Swett, and Josiah Royce


Angell, Oliver

Arnold, Sarah Louise, and Charles B. Gilbert


Autenbieth, A.

Badlam, Anna B.

Bailey, Mark

Baker, W.G.

Baldwin, James

A series of readers in which grades were combined. Baldwin's books, probably intended for rural schools, were among the first to contain colored pictures, and to begin instruction with the sentence method.


HISTORICAL READER,

DESIGNED FOR THE USE OF

SCHOOLS AND FAMILIES.

ON A NEW PLAN.

BY REV. J. L. BLAKE, A. M.

Minister of St. Matthew's Church, and Principal of a Literary Seminary, Boston.

"History serves to amuse the imagination; to interest the passions; to improve the understanding; and to strengthen the sentiments of virtue and piety."

STEREOTYPE EDITION.

PUBLISHED BY HORATIO HILL & CO.

NEW YORK: N. & J. WHITE, AND COLLINS AND HAN; PORTLAND: SAMUEL COLMAN.

[1556] Beljame, Alexandre

[1559] Bell, Alexander Melville

[1560] Bell, David Charles

[1561] Bingham, Caleb

As a textbook writer, Bingham ranked in popularity with Noah Webster. This title, first published in
1-'94, appeared in 64 editions and sold over 640,000 copies. Chiefly, themes were moralistic, patriotic, religious, and historical. A few selections related information on national affairs, and some chronicled Bingham's opinions on female education.


Blake, J. L.


Boyden, Helen W.


Branch, Oliver E.


Branson, E.C.


Brothers of the Christian Schools


Brumbaugh, Martin Grove


Burt, Mary Elizabeth, ed.


Burton, Alma Holman


Butler, Noble


Calkins, N.A.


Campbell, Loomis Joseph


THE
FRANKLIN
FIFTH READER
FOR THE USE OF
PUBLIC AND PRIVATE SCHOOLS
WITH
AN INTRODUCTORY TREATISE ON ELOCUTION BY
PROF. MARK BAILEY

By G. S. HILLARD

BOSTON:
BREWER AND TILSTON.
NEW YORK J. W. SChENKHOHN & Co
1784


Campbell, William A., and Elizabeth A. Allen


Carrington, Henry B.
Cobb's chief contribution was in the development of the serially graded reader. His Juvenile Readers 1, 2, and 3 were followed by Cobb's Sequel, a fourth reader, and North American Reader, a fifth reader.


Emerson numbered his three readers in reverse order of the intended audience. The First Class Reader was for advanced grades, the Second Class Reader was designed for middle classes, and the Third Class Reader was used in beginning grades.


[1683] 1897. [422 p.]


Fowle, William Bentley

Frost, John
Learn to read, — Read to learn.

FRANK AND MAUD. AT HOME. — Page 41.
These three authors were the creators of the renowned Appleton series of readers. The series was successful due largely to the reputation of the writers, all esteemed educators. Also, the series was attractive, well-planned, and effectively combined the word and phonetic methods. The books included elocution, literary extracts, and etymology.


Iola libraries are now so common in connection with public schools, that it becomes evident that one duty of the schools is to teach children how to use books. In no way can this be better done than by inculcating a taste for good literature. The selections for this Sixth Reader of the Alternate Series have been made with especial reference to the cultivation of a taste for reading good books. Fault has been found with the compilers of school-readers that they give crumbs and fragments that do not truly represent the several authors. Due regard has been paid to this just objection, and each selection is believed to be a complete whole; as each one is taken to be a fair sample of the author's work. It has been found that children are not interested in reading about long-continued works, and no one would now think of using Milton's Paradise Lost, or Scott's Ivanhoe, or Byron's Child's Harrow as a reading-book, although proper selections might be made from each one of these books. If reading-books must be made up from assembling complete works of English and American authors, some of the best names must be excluded, for the reason that no short works exist suitable for such a purpose.

Others maintain that reading-books should be compiled strictly from American authors. If a moment's thought is given to the subject, it will be seen that no international lines divide the field of pure literature. The American is as truly the literary heir of Chaucer, Shakespeare, Milton, and of the great galaxy of literary stars of the two centuries following the London era, as are the English themselves.
Hazen, Edward


Heidenfeld, Theo. E.


Hillard G[eorge] S[tilman]


Hillard’s readers began to appear in 1855 with the publication of the First-Class Reader. The Second-Class Reader came out in 1856 and the Third-Class Reader in 1857. Actually, the books were numbered in reverse order. The First-Class Reader, the advanced book, while proclaiming to be a “true reading book” was actually an anthology of selections suitable for silent literary reading.


Hillard’s "Franklin Series" began with the Franklin Primer or First Reader and ended with the Franklin Sixth Reader and Speaker. The books stressed elocutionary reading and even included drawings of persons speaking orally showing the various positions of gestures to reveal emotions. Later, Hillard collaborated with Loomis J. Campbell on the series and with Homer B. Sprague.


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The Sixth Reader replaced the First-Class Reader, and included reading selections described as didactic, narrative, descriptive, humorous, pathetic, declamatory, and dramatic.

The Franklin Primer or First Reader. Boston: Brewer & Tileston, 1873. 240 p.


Hillard, G[eorge] S[tillman], and Homer B. Sprague

The Franklin Sixth Reader and Speaker. Boston: Brewer & Tileston, 1874. 444 p.

The Franklin Primer or First Reader. Boston: Brewer & Tileston, 1873. 240 p.


KATE AND HER DOLL.

1. One day, while Kate was at

[1796]
Part V. Selections for Reading and Speaking.

Leigh, Edwin


Lewis, Robert


Longley, Elias

A "phonetic reader."


Lyman, Asa

Maglathlin, Henry B.

Mandeville, Henry

Manly, Louise

Mann, Edwin John

Mavor, William


McCaskey, John Pierson, ed.

McGuffey, William Holmes
The McGuffey readers were uniquely American. They were the first graded series written for the public schools; the first developed for the Western frontier children; the first to provide the repetition of new words; the first to teach spelling with reading; and, the first to decrease the number of new words introduced in one lesson. In addition, the narratives designed to teach morality and acceptable social conduct described real, human situations. The books were highly nationalistic and religious.
Editors claimed that this reader could be used by
any of the reading methods in common use, but it was especially suited to the phonic method, the word method, or a combination of the two. This series also featured carefully engraved script exercises to teach script and to be used for "slate work."


[1900] 1898. 166 p.


Distinct alterations were made in all McGuffey editions of 1853, 1857, and 1879. This title, included among those, was different from the previous Third Reader in that new materials were added because of alleged copyright infringements.


McKenney, Frederick
PE 1120 .M35

Mead, Charles
PE 1117.A1M .M4

McCuichen, Samuel, ed.
PE 1117.A2M .M4

PE 1117.A2M .M4

PE 1117.A1M .M4

PE 1117.A2

[1944] 1873. [120 p.]
PE 1117.A2

PE 1117.A2

PE 1117.A2

PE 1117.A2

PE 1117.A2

PE 1117.A2

PE 1117.A2

PE 1117.A2

Mitchell, Anne M.
PE 1117.A2M .M5

PE 1117.A2

PE 1117.A2

Monroe, Mrs. Lewis B[axter]
PE 1117.A2M .M6

PE 1117.A2M .M6

Monroe, Lewis B[axter]
PE 1117.A1M .M6

There were six readers and a primer in the Monroe series. The books were printed in large type, and lessons stressed the sound of letters and their combinations.

PE 1117.A2M .M6

PE 1117.A2M .M6

PE 1117.A2M .M6

This edition offers an English-German bilingual text.

PE 1117.A2M .M6

PE 1117.A2M .M6

PE 1117.A2M .M6

PE 1117.A2M .M6

[1965] 1873. 120 p.
PE 1117.A2M .M6

PE 1117.A2M .M6

PE 1117.A2M .M6

PE 1117.A2M .M6

PE 1117.A2M .M6

PE 1117.A2M .M6

PE 1117.A2M .M6

PE 1117.A2M .M6

PE 1117.A2M .M6

PE 1117.A2M .M6

PE 1117.A2M .M6

PE 1117.A2M .M6
Boy of Bashan takes the lead,—
Roughly hatched his bullet head;—
At the foot an eight-year-old
Stands, with head of trembling gold.
PART II.

READING, SPELLING, AND DEFINING LESSONS.

I.—WHAT IS THE USE?
Noble, M.C.S., and E.P. Moses
PE 1117.A2N .N6

Olney, Jessiel
Used as a reader but chiefly a literary anthology. Author gained prominence mostly for his texts on history, geography, and arithmetic.

Olney, J(essiel

Olney, Jessiel

Olney, John

O'Neil, John

Osgood, Lucius

Osgood, Lucius

Osgood, Lucius

Osgood, Lucius

Oxford, William

Parker, Richard G[reen]

Parker, Richard G[reen]

Parker, Richard G[reen]

Parker, Richard G[reen]


Parker, Richard G[reen]

Parker, Richard G[reen]

Parker, Richard G[reen]

Parker, Richard G[reen]

Parker, Richard G[reen], and J. Madison Watson

THE ENGLISH READER; or, PIECES IN PROSE AND POETRY, SELECTED FROM THE BEST WRITERS.

D'IGNED TO ASSIST YOUNG PERSONS TO READ WITH PROPERITY AND EFFECT; TO IMPROVE THEIR LANGUAGE AND SENTIMENTS, AND TO INCULCATE SOME OF THE MOST IMPORTANT PRINCIPLES OF PIETY AND VIRTUE.

WIT A FEW PAGES OF OBSERVATIONS

On the Prin Good Reading.

BY LINDELEY MURRAY.
AUTHOR OF AN ENGLISH GRAMMAR, &c.

HAVERHILL:
Printed at the Gazette Office. [1895]

PE 1117.A2

PE 1117.A2

Parker, Richard G[reen]
PE 1117.A1P .P3

PE 1117.A1P .P3

PE 1117.A1P .P3

Parker, Richard G[reen], and J. Madison Watson
PE 1117.A1P .P3

The distinct feat res of this series were that the word method was followed throughout each of the books, and specific exercises in articulation were offered. Each of the writers individually produced textbooks in other disciplines and other series of readers and spellers.
THE CATHOLIC NATIONAL SERIES.

THE FIRST READER.

BY

RT. REV. RICHARD GILMOUR, D.D,

BISHOP OF CLEVELAND.

New York, Cincinnati, and St. Louis:

BENZIGER BROTHERS,

PRINTERS TO THE HOLY APOSTOLIC SEE.

[1697]


Peirce, Oliver B[eale]

Perdue, H. Avis, and Florence E. La Victoire


[Phephs, Ansel]


The Phono-Syllabic Reader. Cincinnati: Ohio Book Co., 1877. 100 p. PE 1121

Picket, A[bert]


Pierpont, John


One of the many readers written by Pierpont, this one replaced Murray's English Reader as the adopted textbook in Boston. Curiously, it followed the same organization as Murray's compilation.


Pollard, Rebecca S[mith]


Pomeroy, E. C.


Post, John D.

Practical Reading Lessons. Baltimore. Lucas & Deaver, 1830. 252 p. PE 1120
PART III.
WORDS OF NOT MORE THAN THREE LETTERS.


Randall, Anna T.

Raub, Albert N.


Raymond, Robert R[ossiter]


Reynolds, [James] L[awrence]

Rickoff, Rebecca D.

Robertson, W. S., and David Winsieht


Russell, William

Russef, William, and John Goldsbery


Sabins, J. S.


Sanders directed his series to an entire curriculum and to life experiences. His readers were considered to be the most popular in the East, and included the School Reader Series and the Union Series. The books were printed in large type, had good pictures, and provided pleasant reading.

Philadelphia: Sower & Barnes, 1853. 120 p. PE 1117.A1S .S2


PE 1117.A1S .S2

PE 1117.A1S .S2

PE 1117.A2S .S2

PE 1117.A1S .S2

PE 1117.A1S .S2

Sanders, Charles Malton and Joshua C.  
PE 1117.A1S .S2

Sargent, Epes  
PE 1117.A1S .S2

The "Sargent Standard Series" were for advanced classes and offered literary and elocution extracts. Another Sargent series written with Amasa May was unique in its profuse use of pictures and the combination of the phonic, alphabet, and object-teaching methods.

PE 1117.A1S .S2

PE 1117.A1S .S2

PE 1117.A1S .S2

PE 1117.A1S .S2

PE 1117.A1S .S2

PE 1117.A1S .S2

PE 1117.A1S .S2

119
FIRST READER.

LESSON III.

it hīs pēn hānd
a īn hīs mān

[1893]

THE PROGRESSIVE THIRD READER.

win and good, for only the truly good are truly great.

Questions: 1. How old was the boy spoken of in this piece? 2. What bad habit had he? 3. What was the excuse for not having his lessons? 4. Why was he excused from visiting? 5. What did he ask the teacher? 6. What did she say? 7. Did she give up this bad habit? 8. How can you become wise and good? — What does the apostrophe in can’t denote?

LESSON III.

1. Blossom, flowers of plant.
2. Pillar, stuck with flowers.
3. Neat, squared, spread around.
4. A month in the 3rd month.
5. To become, by compounding.
6. To eat, to me one time.
7. A month to move a month a time again.

GATHERING APPLES.

1. One bright sunny morning in May, as M. and her brother were walking in the

LIV. ROBINSON CRUSOE'S DRESS. [1913]

1. But had any man in England met such a man as I was, it must either have frightened him or raised a great deal of laughter; and, as I frequently stood still to look at myself, I could not but smile at the notion of my traveling through Yorkshire in such a dress.
SECOND READER.

WILLIE'S LETTER.

New York, Dec. 10, 1878.

Dear Santa Claus,

Papa is going to give me a Christmas tree, and he says that you will put nice things on it if I ask you. I would like a gun that will shoot, and a rubber ball that I can throw hard, and that will not break Mamma's windows or the big glass in the parlor.

Now please don't forget to come. I live on Fourth St., number ten.

I will go to bed at eight o'clock, and shut my eyes tight.

I will not look indeed I won't.

Your little boy

Willie.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Location</th>
<th>Pages</th>
<th>Call Numbers</th>
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<tr>
<td>The Art of Reading.</td>
<td>Daniel Staniford</td>
<td>Boston: John West, 1800.</td>
<td></td>
<td>234</td>
<td>PE 1120 .S7</td>
</tr>
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<td>6th ed.</td>
<td></td>
<td>Montpelier, Vt.: John West, 1807.</td>
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<td>204</td>
<td>PE 1120 .S7</td>
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<td>Part of the series of readers especially written for students in the southern schools during the American Civil War.</td>
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<td>PE 11120 .S7</td>
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beach. It is now evening, and they are going home.

John, who sits on the front seat, found some pretty shells. They are in the basket by his side.

Ben White is driving. He holds the lines in one hand, and his whip in the other.
Oral reading, emphasis on spelling, and illustrative reading exercises were the hallmarks of the Town readers published in the 1840's. Later, Town collaborated with Nelson M. Holbrook to produce the "Progressive Series."

Tweed, Benjamin F[ranklin]


Vickroy, T.R.


[________]


Ward, Edward G[endar]


Watson, J. Madison


Webb, A.C.

Webb, John Russell


Webster, Noah
Noah Webster's Grammatical Institute of the English Language was considered to be the first American reader, the first American speller, and the first American grammar. Part I was the speller; Part II the grammar; and, Part III, "American Selection" was the reader. The contents of the reader included Rules for Reading and Speaking, Lessons in Reading, Lessons in Speaking Dialogues, Poetry, and an appendix. The lessons were moralistic, historical, and patriotic.

in such a pleasant way, that they were rarely, if ever offended, and it was a long time before they discovered how often he disobliged them.

One day when he was absent from school, the boys had a public meeting, and agreed unanimously that they would convince him how disobliging he was, and in such a way that he could have no excuse for being angry. The next day when he came, one of the first things he said was, "Where is the lesson to-day?" "I can't, for I haven't any, besides I want to use it myself," was the reply. He asked another who holding the book up at such a distance that he could not read it, said "There, you've seen it." Every question he asked was answered with one of his old answers. At length he began to grow angry; but when he got to his seat, and

Whittelsey, A. G., ed.

Whittelsey, A. G., and D. Mead, eds.

Wiley, Calvin] Henderson

Williams, Sherman

Willson, Marcius

Wood, [John G(orge)]

PE 1117.A2W .W5

PE 1117.A2W .W5

PE 1117.A2W .W5

PE 1117.A2W .W5

Wright, Julia McNair

PE 1127.S3 .W7

PE 1127.S3 .W7

PE 1127.S3 .W7

PE 1127.S3 .W7

PE 1123

PE 1123

PE 1123

PE 1123

PE 1123
PELLERS set out deliberately to establish American (not English) rules for syllabication and pronunciation. Early spellers were omnibus textbooks containing lessons in reading, grammar, and rhetoric. By 1850, the graded readers included a spelling text so that only a few independent spellers such as Webster's Blue Backed Speller continued publication. However, at the end of the century spellers regained stature as separate textbooks. Dictionaries in abridged form were common as classroom aids in learning to spell.


It has been claimed that Webster had no competition for his speller until Lyman Cobb's books appeared in 1821. Cobb openly criticized Webster's work for not following the orthography and ortho-
epy (pronunciation) outlined by John Walker. Cobb did not include any pictures or reading materials.


Comly, John


More than 85 percent of the pages in this book are devoted to spelling. For this reason, it was considered to be the first American textbook that was a virtual speller. The pronunciation exercises were directed by diacritical marks, and reading lessons were fully illustrated.

Day, Henry N.


DeWolf, D.F.


Dunton, Larkin


Edwards, Richard, and Mortimer A. Warren


Emerson, Benjamin Dudley


[2429] [1829]. 50 p. PE 1144 .E4


[2431] 1830. 168 p. PE 1144 .E4

[2432] Entick's New Spelling Dictionary. ... Adapted to the Use of Schools in the United States. 4th ed. New Haven: Increase Cooke, 1810. 400 p. PE 1144

Includes an alphabetical account of the "heathen deities, chronological table of remarkable events, discoveries and inventions," and an abridgment of Murray's English Grammar.

Fleming, Robert


Flint, Abel

Fowle, William Bentley


Gallaudet, [Thomas] Hopkins, and Horace Hooker


Gilbert, J.H.

Glass, E.C.

Grimshaw, William

Guilford, Nathan

Guy, Joseph

Harrington, H.F.

[2445] 1883. 92 p. PE 1145 .H3

[2446] 1884. 92 p. PE 1145 .H3

[2447] 1887. 92 p. PE 1145 .H3

Harvey, Thomas Wadleigh


Hathaway, Benjamin Adams

Hazen, E.


Hazen, Jasper
[2459] The Primary Instructer, and Improved Spelling Book. 2nd ed. Windsor, Vt.: Simeon Ide, 1823. 84 p. PE 1144 .H3

Hazen, M.W.


Henderson, N.P.

Hendrick, W.D.

Hewett, Edwin C.

Hillard, George Stillman
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Holmes, Geo. F.

Jones, John Franklin

Jones, Judson

Kelley, Hall J.

Kirby, Stephen R.

Leonard, L.W.


Marshall, Elihu F.


Martindale, Joseph C.  

McCall, John G.  

McElligott, James N.  

[2481] 1858. 215 p.  PE1144 .M33


[McGuffey, William Holmes]  

Always, Noah Webster, whose grammar books were used mostly in private schools in the East, approved of McGuffey's methods of teaching pronunciation and orthoepy.


Monroe, Lewis Baxter]  

Morrell, Thomas  

Mulkey, William  

Mulvany, Edward  

Osgood, Lucius  


Although this book bears a Virginia imprint, it probably was printed in England and copied from John Walker's dictionary. The dictionary was prepared for use in the Southern States and planned as a preliminary for a “national dictionary.” The dictionary points out the difference between English and Southern pronunciation, and gives rules to the Scots and the Irish for achieving “a just pronunciation in English.”

Parker, Richard G[reen]


[2501] 1885. 188 p.  PE 1145 .P3


Parsons, [John] U[sher]


Peirce, John

Perry, William

The two spellers most widely used in America before Webster's were those written by Thomas Dilworth and William Perry. Perry, lecturer at the University of Edinburgh, devoted 92 pages to word lists, some 58 pages to moral tales and fables, and 22 pages of appendix material that included pronunciation, rules, and definitions. This edition included a table of geographical data on America.


Picket, Al[bert], and John W.


Pike, James
Pollard, Rebecca S[mith]

Prentiss, Thomas M[ellen]

Robinson, John

Russell, William


Sanders, Charles W[alton]


Sargent, Epes

[2530] 1874. 168 p. PE 1145 .S2


Sears, James H.


Sheridan, Thomas

Simmons, John

Smith, [Sir] William


Story, Charles A[ugustus]

Swan, William D[raper]

[2544] 1851. 148 p. PE 1144 .S95

[2545] 1853. 148 p. PE 1144 .S95

Swinton, William


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Sold Wholesale and Retail by him at his Printing Office
in Worcester, and by Isa Thomas & Whitney, in New York,
and by various other Booksellers.—Journey, 1826.

[2549] New York and Chicago: Ivison, Blakeman,

Taylor & Co., 1875. 154 p. PE 1145 .S95

[2550] 1878. 154 p. PE 1145 .S95

[2551] 1879. 154 p. PE 1145 .S95

[2552] 1897. 154 p. PE 1145 .S95

[2553] Word-Primer. New York, Cincinnati, and

Chicago: American Book Co., 1873. 96 p. PE 1145 .S95

Tower, David Blake.


Piet, 1868. 160 p. PE 1145 .T6

[2557] An Analysis of the Derivative Words in the

English Language. 3rd ed. New York: Harper &
Bros., 1836. 164 p. PE 1144 .T6


1846. 164 p. PE 1144 .T6


168 p. PE 1145 .T6


PE 1145 .T6

[2561] Town's Speller and Definer. Rev. and enl.


PE 1144 .T6


[2563] 1853. 168 p. PE 1144 .T6

[2564] Boston. Sanborn, Carter and Bazin, Port-
land, [Me.]: Francis Blake, 1856. 168 p. PE 1144 .T6


Town, Salem, and Nelson M. Holbrook


**The Revised Elementary Spelling Book.**

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BY REV. ROBERT FLEMING.


Walker's dictionary was first published in 1791 and was highly acclaimed. This edition was based on the sixteenth London edition.


Warren, Mortimer A.

Watkins, William B.


Webster, Noah


Critics hailed this book for its simple and logical approach to the teaching of spelling. The pattern was to present several pages of syllables using different vowel sounds. Pupils progressed from words of one syllable to longer words with more letters, syllables, and sounds. There were also short fables, moral tales, verb paradigms, a numbers chart, illustrative sentences, and a list of foreign words occurring in English.


V. Words of Not More than Four Letters.

Directions.—(17.) Pursue the same general course of exercises as directed on page 17. Pay particular attention to the oral exercises as there explained. In Lessons 21, 22, 23, 25, etc., the couplets may often be preceded by either a or the.

Lesson 20.

The face of a man, the head of a dog, the head of a hawk, and the head of an owl. Is

[2584] 1817. 168 p. PE 1144 .W4

In the preface to his first dictionary, Noah Webster credits Dr. Goodrich for having inspired him to compile the dictionary as a companion to his previously published grammar, reading, and spelling books. The print in this edition is so small it is scarcely decipherable. Webster claims to have added 5,000 new words to compilations done by Sheridan, Walker, and Johnson. One section is devoted to showing the differences in pronunciation rules set forth by various lexicographers.


[2597] 1866. 170 p. PE 1145 .W4

Webster, William G.


The SOUTHERN FIRST SPELLING BOOK

IN TWO PARTS.

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RICHMOND.

1843.


Wheeler, William Henry

Williams, George

Willson, Marcius


Worcester, Joseph E.

Worcester, Samuel T.


Wright, Albert D.


[2616] 1852. 126 p. PE 1144 .W7


OREIGN LANGUAGE textbooks in this collection include titles on French, German, Greek, Latin, and Spanish, even though only Greek and Latin were deemed worthy of academic attention in early America. French textbooks are the most numerous in this Early American textbook collection. Most of the French titles appeared after 1875 and cover grammar, conversation, reading, and literature. The more popular works imported from Europe were reprinted here and revised to suit American tastes and needs. There was little distinction between secondary and college texts.

Addicks, Mrs. Barbara O'Sullivan

Alvergnat, Victor


Arnoult, E.

Aubert, E.


Badre, A.

Barbauld, Mrs. Anna Letitia (Aikin)


Bercy, Paul


Berger, Franqois


Berlitz, Maximillian Delphinus

Berlitz, Maximillian Delphinus, and Emil Dubols

The editors taught by the direct method, not the traditional grammar-based system. Each lesson began with oral instruction, and for those students "who rarely attend class" English explanations were available.

Bertenshaw, T.H.
Betis, Victor, and Howard Swan
PC 2121 .B4

PC 2121 .B4

Blondin, M.
PC 2109 .B55

Böcher, Ferdinand
PC 2115 .B6

Boeuf, Joseph A.
PC 2109 .B6

PC 2109 .B6

Bolmar, Antoine
PC 2109 .B6

Most French grammar books devoted more space to verbs than to any other part of speech. Eventually full volumes of verbs such as the Bolmar series began to appear more frequently.

PC 2109 .B6

PC 2109 .B6

PC 2109 .B6

PC 2121 .B6

PC 2115 .B6

Concentrates on French idioms.

PC 2115 .B6

PC 2115 .B6

PC 2115 .B6

PC 2115 .B6

PC 2109 .B6

The language texts by Bolmar were based on Levizac’s *French Grammar.* Part I considered words in the nature and inflections, Part II syntax, Part III idioms.

PC 2109 .B6

PC 2109 .B6

Boname, Louise C.
PC 2111 .B6

PC 2121 .B6

PC 2111 .B6

PC 2111 .B6
Both-Hendriksen, Louise

Words and definitions selected from works of Boiste, Wailly, Catineau, pronunciations of the Abbé Tardy, and prosody of the Abbé D'Olivet.

Bué, Henry


Bugard, B.F.

Carvalho, T. D'A. F.

Cassal, Charles, and Theodore Karcher

Chambaud, Lewis
The first edition of Chambaud's French grammars appeared in Paris and London in 1766. Chambaud did not profess the grammatical method despite the title of his work. Instead, he offered French vocabulary by word groups and subjects; 8th English equivalents. He also emphasized a wise use of proverbs and maxims.

Chapsal, M.
PC 2115 .C6

PC 2115 .C6

PC 2115 .C6

Coppee, Francois  
PQ 1275 .C6

Corson, C. Rollin  
PC 2111 .C6

Darr, Francis J.A.  
PC 2111 .D3

Delille, M.  
PC 2121 .D4

Deseze, J.B.A.  
PC 2117 .D4

DeVere, M. Schele  
PC 2109 .D4

Doriot, Sophie  
PC 2111 .D6

PC 2111 .D6

Dreyspring, Adolphe  
PC 2111 .D7

DuCroquet, Charles P.  
PC 2111 .D8

PC 2121 .D8

PC 2111 .D8

PC 2121 .D8

PC 2121 .D8

ADVERTISEMENT.

This Work—the first of the kind that has been published since the secession of 1861—is offered to the Confederate States of America in the hope that its acknowledged merits (it having gone through fifteen editions) will ensure it a large circulation.

U. U. vrxxs, rzi.xna, I/mow.

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of the  
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There are Twenty-five Letters in the French Alphabet:

A B C D E F G H I J K L  
M N O P Q R S T U V W X Y Z.

A, e, i, o, u, and y, are vowels, the rest are consonants.

There are three accents; the acute (') placed over the vowel e; the grave (̀) placed over e, a, and u; the circumflex (á) placed over a, e, i, 6, and u.

The grave (̀) is used when one vowel has been cut off before another, or before h mute;

The diaeresis (,) is put over the last of two vowels, to denote that they are to be uttered as two distinct syllables; hair, to hate; Noel, Christmas.

The cedilla (.) is put below the letter r, to give it the sound of s when followed by a, o, or u; listener, snail; conceived.

The apopropho (') is used when one vowel has been cut off before another; or before h mute;

* No similar sound in English.
Gouin, François
PC 2111 .G6

Greene, G.W.
PC 2109 .G7

Hahn, [Dr.]
PC 2109 .H3

Henn, P.
PC 2113 .H4

Based on the works of Franz Ahn whose books attempted to instruct by graded serial form.

PC 2113 .H4

PC 2113 .H4

PC 2115 .H4

PC 2111 .H4

[2747] 1874. 113 p.
PC 2111 .H4

Hennequin, Alfred
PC 2111 .H4

Hotchkiss, Louise Sarah
PC 2115 .H6

Janes, E.
PC 2111 .J3

Jewett, J.L.
PC 2109 .J4

PC 2109 .J4

PC 2109 .J4

Jouanne, L.E.
PC 2109 .J6

Joynes, Edward Southey
PC 2111 .J6

Based on works of Dr. Emil Otto.

Julien, F.
PC 2111 .J8

Keetels, Jean Gustave
PC 2115 .K4

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PC 2111 .K7

LeClair, M. Lucien


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LaGarde, Ernest


PC 2121 .L3

LaPorte, Count


PC 2121 .L3

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PC 2111 .L3

Ladreyt, Casimir


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Ladreyt, Casimir


PE 2117 .L3

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LaPorte, Count


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Koestler, Felix J.B.


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Kroeh, Charles Frederick


PC 2111 .L3

Kroeh, Charles Frederick


PC 2111 .L3

LaGarde, Ernest


PC 2111 .L4

Koestler, Felix J.B.


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Manesca, Louis
PC 2121 .M3

Mantilla, Luis Felipe
PC 2111 .M3


Marcel, Claude
PC 2115 .M3

Marcou, P[hillippe] Belknap

PC 2111 .M3

PC 2111 .M3

Maurice, M.B., and Leon Poitevin

PC 2143 .M4

Meier, J., ed.
PC 2111 .M4

Meras, Baptiste, and Sigmon Martin Stern

PC 2111 .M6

Moutonnier, C.
PC 2121 .M6
Muzzarelli, Antoine


Noel, [Francois Joseph Michael]

Noel, [Francois Joseph Michael] and M. Chapsal


Ohnet, Georges

[2814] 1895. 90 p. PQ 2378 .035

Otto, Emil

Most foreign language textbooks appeared in Europe first and the method expounded became identified with the author who may have selected either the purely grammatical, the direct method, the interlinear, the parallel English (or bilingual), the catechetical or the conversational approach. It was rare that any one textbook treated one method exclusively. Most of the textbooks used a combination of methods such as the series by Emil Otto.


Perrin, John

Perrin's books, originally printed in England, were the most widely circulated of all French grammars.


Peyrac, Madame de

Picot, Charles

Pinney, Norman

Pinney, Norman, and Emile Arnoult


Pinney, Norman, and Emile Arnoult

Poclet, J.J.B.
[2829] Dr. Ahn's First French Course. London. T.J. Allman, 1876. 142 p. PC 2111 .P95

Porney, M.
[2830] Syllabaire Francais or French Spelling Book Baltimore: E.J. Coale, 1827. 166 p. PC 2143 .P95

Pylodet, L.


Reynal, Charles

Robertson, T.
Roemer, Jean


Rosenthal, Richard S.

Rougemont, Amédé de


Roux, L. Charles
[2842] Cours de Language Francaise. First Part. Boston: Carl Schoenhof, 1892. 120 p. PC 2111 .R6

Sarcey, Francisque

Sardou, Alfred


Sauvage, Lambert


Saymore, Sarah E.

Shedden, Mrs. C.

Sparks, Hiram C.

Spies, A.

Stern, Sigmon Martin, and Baptiste Meras
Syms, Louis Charles  
PC 2111 .S95

PC 2111 .S95

Talbot, Guillaume H.  
PC 2109 .T3

Turrell, Hy. Stein  
PC 2117 .T8

Value, V.  
PC 2109 .V3

Voltaire  
PC 2117 .V6

Wanostrocht, Nicolas  
PC 2114 .W3

PC 2109 .W3

Among the many French language textbooks offering the grammatical approach.

PC 2109 .W3

PC 2109 .W3

PC 2109 .W3

PC 2109 .W3

PC 2111 .W3

Warren, [Frederick] M[orris]  
PC 2117 .W3

Whitney, William Dwight  
PC 2111 .W45

PC 2111 .W45

Worman, [James] H[enry]  
PC 2111 .W6

PC 2111 .W6

The Worman series claimed to teach the “natural way” by teaching the student to think in the second language.

PC 2121 .W6

PC 2111 .W6

Worman, [James] H[enry], and Amédé de Rougement  
PC 2111 .W6

Zender, J.D.L.  
PC 2109 .Z4

Zola, Emile  
[2883] *La Debacle*. Abridged and annotated by Benjamin Willis Wells, 1895. 284 p.  
PQ 2500 .Z6
ERNAN did not gain acceptance as an American school subject as early or as widely as French, although twice as many high schools in the Midwest taught German as taught French. Most American textbooks on German language instruction were based on teaching methods developed by German authors. These texts, which emphasized grammar and grammatical rules, were presented in English. Translating exercises were routinely included in the grammars, but there were also separate readers for the more advanced students of German.

Apel, H.


This well-known series on German grammar was reprinted expressly for "Confederate Schools" although it was not originally a "Confederate work." The connection seems to be the dedication to "his Excellency Jefferson Davis" inserted after publication for purposes of sales promotion.

Aüé, Carl Eduard


Deghuee, Joseph

Deutsch, Solomon

[2891] No. 2. Hartford, Conn.: The Author, 1878. 64 p. PF 3111 .D4

[2892] No. 3. Hartford, Conn.: The Author, 1878. 96 p. PF 3111 .D4

[2893] No. 4. Hartford, Conn.: The Author, 1878. 128 p. PF 3111 .D4

Deutsch, William

Doriot, Sophie

Douai, A[ldolf]

Douai admitted a debt to the "practico-theoretical system" advanced by Ollendorff, Ahn, and Woodbury, but his own approach more nearly approximates the newer audiolingual or natural method.


Dreyspring, Adolphe

Earp, John E.


Evans, E.P.

Eysenbach, William

[2903] 1893. 360 p. PF 3111 .E95

[2904] 1894. 184 p. PF 3111 .E95

Gerfen, E.

Glaubensklee, Theodor G.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Year</th>
<th>Pages</th>
<th>Call Number</th>
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<tr>
<td>Second Part.</td>
<td></td>
<td>New York: E. Steiger, 1869.</td>
<td>113</td>
<td></td>
<td>PF 3109 .G7</td>
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<td>1893 27 p.</td>
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<td>Second German Reader.</td>
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<td>New York: E. Steiger, 1877.</td>
<td>327 p.</td>
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<td>PF 3117 .H4</td>
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<tr>
<td>Otto’s German grammar and conversation studies concentrated on etymology and syntax detailed in 51 lessons. The text also included word lists and German-English reading exercises. L. Pylodet is credited with the revisions.</td>
<td></td>
<td>Julian Groos, 1885. 456 p.</td>
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<td>PF 3111 .O8</td>
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<tr>
<td>Outlines of German Literature.</td>
<td>Teusler, Madame Mary Jefferson</td>
<td>Richmond, Va.: B.F. Johnson Publishing Co., 1895.</td>
<td>238 p.</td>
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<td>PT 103 .T4</td>
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<td>150 p.</td>
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Weineck, Oscar
   PF 3111 .W4

   PF 3117 .W4

Wenchebach, Carla
   PF 3420 .W4

Wheatley, William A.
   PF 3111 .W45

   PF 3111 .W45

   PF 3420 .W45

Whitney, William D.
   PF 3111 .W45

   PF 3111 .W45

   PF 3111 .W45

   PF 3111 .W45

   PF 3116 .W45

   PF 3116 .W45

   PF 3111 .W45

Williams, T.S.
   PF 3121 .W6

Wittich, William
   PF 3111 .W5

   PF 3109 .W5

Woodbury, W.H.
   PF 3111 .W6

   PF 3116 .W6

   PF 3111 .W6

   PF 3109 .W6

   PF 3109 .W6

   PF 3109 .W6

   PF 3109 .W6

   PF 3109 .W6

   PF 3111 .W6

Worman, James H[enry]
   PF 3117 .W6

   PF 3111 .W6

The French and German grammar books by Worman followed Pestalozzian methods and were intended for self-instruction.

   PF 3111 .W6

   PF 3111 .W6

Wrage, Hermann D.
   PF 3109 .W7

---

Deutsches Alphabet.

\[ Bb \]

Birne, die

\[ Ll \]

Line
GREEK, until 1850, was a requirement for entrance into most U.S. colleges. Even later, without Greek one could only study for the less prestigious, newly created Bachelor of Science Degree. Once Greek was no longer required for college admission, it rapidly disappeared from the curriculum of most secondary schools. The Greek textbooks, usually published in Europe, consisted of grammars, readers, and editions of the classics, especially Xenophon and Homer.

Abbott, Evelyn, and Edward Mansfield

Allinson, Francis G.


Anthon, Charles


Bielley, P.

A Spanish-language text.

Boise, James R.


Bullions, Peter

Formerly published as a new translation of Moor's Greek Grammar.


Champlin, J.T.

Collar, William C., and M. Grant Daniell

[2985] 1895. 201 p. PA 181 .C6

Cotterhill, H.B., ed.

Crosby, Alpheus


[2989] 1861. 121 p. PA 258 .C7

[2990] 1872. 133 p. PA 358 .C7


Crosby, Howard, ed.

Dalzel, Andreas, ed.
Everett, Edward

Fernald, O.M., ed.

Fisk, Benjamin Franklin

Greek grammar is presented by analyzing parts of speech, syntax, and prosody. The three Greek dialects, Ionic, Attic, and Hellenistic, are explained in English with Greek illustration. Fisk complained about the bad quality of contemporary grammars and offered this volume as an example of how, in his opinion, Greek grammar should be pursued.

[2998] 1839. 263 p. PA 258 .F5

Frisbee, Ivory Franklin

Frost, Percival

Goodrich, Chauncey A.

Yale University based its entrance examination in Greek on Goodrich's Greek grammar books.

Goodwin, William W.

Goodwin, William W., and John Williams White


Higley, Edwin H.

Jebb, R.C.

Johnson, Henry Clark

Jones, Elisha

Kennedy, Charles Rann
[3014] The Olynthiac and Other Public Orations of


[3050] 1851. 107 p. PA 260 .W6


Wylie, Samuel Brown

ATIN studies were the curricula of the Latin Grammar Schools and of most academies. Students in classical curricula studied all other subjects through the medium of the Latin language and its literature. In the early 1800's, the textbooks for the study of Latin became standardized, a grammar book for the first year, followed by literature textbooks, Caesar the second year, Cicero the third year, and, Virgil the fourth. By the end of the nineteenth century the study of Latin occupied about one-fifth of the total time spent in secondary schools. Early Latin texts were modeled after English progenitors.

Adam, Alexander

PA 2087 .A3

PA 2087 .A3

PA 2087 .A3

Ainsworth, Robert

PA 2365 .A35

Andrews, E.A.

PA 2087 .A5

PA 2087 .A5

PA 2095 .A5


PA 2087 .A5

PA 2087 .A5

PA 2087 .A5

PA 2087 .A5

Arnold, Thomas Kerchever

PA 2087 .A7

PA 2087 .A7

PA 2087 .A7

Bennett, Charles E.

PA 2087 .B4

Benton, A.A.

PA 6081.B3 .B4

Biglow, William

PA 2087 .B5

PA 2087 .B5

Bingham, William

PA 2087 .B5

PA 2087 .B5

PA 2095 .B5

Bullions, Peter


PA 2087 .B8

Champlin, J.T.

PA 6393.C5 .C45

PA 6396.C5 .C45

Chase, Reginald H.

PA 6396.C5 .C45
Church, Alfred J., and W. J. Brodribb

PA 6705.C3 .C45

M. T. Ciceronis Oratones (Cicero's Speeches)
Boston. R.S. Davis, 1848. 278 p.
PA 6278.A3

Cooper, J.G.

PA 2087 .C6

This textbook in Latin provides a grammatical analysis of the First Colloquy of Corderius. Difficult words are explained and a parsing table is included.

Frieze, Henry S.

PA 6801.F3 .F7

PA 6801.F3 .F7

Includes selections from Bucolics, the Georgics, and The Aeneid.

PA 6649.F4 .F7

PA 6801.F6 .F7

PA 6949 .F7

Most of the Frieze books on Latin were part of the "Appleton Classical Series."

Giles, John

PA 2087 .G5

Greenwood, James

PA 2095 .H3

Greenough, James

PA 2087 .G7

PA 2389 .G7

There are 26 illustrations to depict vocabulary in special word groups, all attractively arranged and appealing.

Harkness, Albert

PA 2087 .H3

A professor at Brown University and one of the founders of the American Philological Association, Harkness based his Latin grammars on the Ollendorff method of teaching foreign languages. The "Harkness Latin Series" stressed orthography, etymology, syntax, and prosody.

PA 2087 .H3

PA 2087 .H3

PA 2095 .H3

Gleason, Clarence W.

PA 6801.G3 .G5

Greenough, James

PA 2095 .H3

Kelsey, Francis W.

Kirtland, J. C., Jr.

Leverett, Frederic C.

Mair, John

Melmoth, William

Page, T.E.


Pennell, R.F.

Phillips, C.J.

Ramshorn, Lewis

Reid, James S.


Wilkins, Augustus S.


Stuart, George


Underwood, William

Wilkins, H. Musgrave

SPANISH textbooks were first published in the last decade of the 1800's for use in the schools of the Southwest and the Middle West and for distribution to Mexico and South America. Books written in Spanish were also available to teach history, geography, arithmetic, and science. Most Spanish language textbooks followed the traditional grammar translation method. Literary texts, on the whole, were imported from Europe, principally from Spain and Portugal.

Cadena, Mariano Velazquez de la


Gandia, M. Zeno

Josse, M.


Matzke, John Ernst

Monsanto, Herman M., and Louis A. Languellier

Núñez, José Abelardo

[3128] 1890. 48 p.

[3129] 1899. 70 p.


---


One of the first books published in the Southwest. The fly-leaf scribbling designates the book as a gift to the “National Bureau of Education” from the Secretary of State of New Mexico.

Ramsey, Marathon Montrose

Revised editions of Ramsey's textbooks using traditional methods are still widely used in many U.S. college Spanish classes.

ORTOGRAFIA
DE LA
LENGUA CASTELLANA,
COMPUESTA
POR LA REAL ACADEMIA
ESPAÑOLA.

NOVENA EDICION NOTABLEMENTE
REFORMADA Y CORREGIDA.

1937

Trigo, Jose M.


EOGRAPHY was important in American schools. The first textbooks were descriptive of all peoples and all known countries. The books presented geography as an aid in reading comprehension. In the last part of the century, geography textbooks, replete with maps and tables, presented the subject as a science. mathematical, commercial, political, and physical. Most latter-day geography books were larger. They were profusely illustrated with fine-line drawings, complex diagrams, and colored maps and pictures.


Adams, Daniel

Divided into three parts: geographical orthography, grammar of geography, and a description of the earth. It was one of the few geography books published before 1840 containing an atlas. The author's biases were apparent.


Aikin, J.

Anthon, Charles

Apgar, E.A. and A.C.


The Appleton series began in 1880. The authors were never identified. The series was never really popular although it was attractively illustrated and had many colored maps.


[3149] 1884. 142 p. G 127

Badlam, Anna B.
[3150] The World and Its People. Book VII. Views in


Barrington, A.

Bowen, James, et al.

Boyer, John M., and John F. Wicks

Bradford, T.G.

Brewer, William [Henry]

Brocklesby, John


Burritt, Elijah [Hinsdale]

Butler, Frederick

Contained an atlas of colored maps. Frederick Butler was among the authors writing before 1840 who modeled his geography books on the catechetical part of the New England Primer.

Butler, Samuel

First edition contains no text and only 21 double-
page plates of colored maps. Dr. Butler prefers to spell ancient as “antient” and insists that even classic authors could not agree on the correct rendering of the ancient places.


[3162] 1844. no page count. G 125 .B8


Carpenter, Frank G[eorge]


Carroll, Stella W[ebster] and Clarence F.


Carroll, Stella W., and Harriet L. Jerome

Cartée, Cornelius S[lewle]


Designed as a textbook for schools and academies and intended to convey the “just ideas” of the form and structure of the earth.


Cheney, F.

Chisholm, George G[oudie], and C.H. Leete

Coe, Fanny E.


Cornell, S[arah] S.

Mrs. Cornell was one of the few women textbook writers. She highly criticized other geographies for using advanced vocabulary, unexplained terms, and perplexing maps. The book is small, has many pictures, but no maps. Cornell’s “Progressive Series” was the most popular of her works.
Doyle, David  
G 125 .D6  

Dunton, Larkin, ed.  
G 126 .D8  

G 126 .D8
Dwight, Nathaniel
Dwight, a self-claimed “school-keeper” laments the limited attention given to the teaching of geography in his day. Dwight attributes this neglect to the high cost of books and to the difficulty in comprehending most geography texts.


Eaton, Rebecca

Fisher, Gilman C.

Fitch, George W.


<table>
<thead>
<tr>
<th>Title</th>
<th>Authors/Editors</th>
<th>Publisher/Place</th>
<th>Date</th>
<th>Pages</th>
<th>Call No</th>
</tr>
</thead>
</table>


Entire book has Spanish text.


Attempts to teach geography and the histories of U.S. cities and states by a "monopoly" type game using a map, a globe, and figures made of ivory and box wood. Only the instruction text has survived.


Gonzalez, Dario


Goodrich, Samuel Griswold


Gore, James Howard

THE

American Universal Geography:

OR A

VIEW OF THE PRESENT STATE OF ALL THE

EMPIRES, KINGDOMS, STATES AND REPUBLICS IN THE KNOWN WORLD,

AND OF THE UNITED STATES OF AMERICA IN PARTICULAR.

IN TWO PARTS.

The First Part

Treats of Geographical Discovery, and other useful communications in the arts of Navigation, in the study of Geography, in the method of travelling, in the production and use of Maps, and in the government of the several States or Provinces of the United States, with a precise discussion of the principal cities, rivers, mountains, lakes, ports, mountains, rivers, lakes, ports, etc.

The Second Part

Tells of the United States of America, generally and its productions, and of the different States, cities, and counties, their history, commerce, manufactures, population, etc.

The Whole Comprehending a Complete and Improved System of Modern Geography.

CALCULATED FOR AMERICANS.

Illustrated with Six Maps, and accompanied by a new and elegant General Atlas of the World, containing [in a separate volume] thirty-three maps, and comprising all the new discoveries to the present time.

By Jedidiah Morse, D.D. F.A.A. S.H.S.

Minister of the First Congregational Church in Northampton.

PUBLISHED ACCORDING TO ACT OF CONGRESS.

Fifth Edition.—Corrected and improved.

BOSTON:

Printed by J. T. Buckingham, for Thomas & Andrews.

[August, 1805.]
The first book in the Harper's series on geography was the School Geography published in 1875. This series had appealing illustrations and many colored maps. The books were large and highly descriptive; they included questions at the end of each section. Most of the books had supplements covering geography of the individual states. Drawings by prominent American artists were featured.


[Holbrook, Florence]


Holbrook, Florence, and James A. Bowen

Hooker, Worthington

Houston, Edwin J.

Hubbard, John

Hughes, William

Huntington, Nathaniel G.


Johnston, [Alexander] Keith

Johnnnot, James


Keam, Peter, and John Mickleborough

Written to accompany Mitchell's series of geographies, this text groups the various states and countries on the basis of climate and production so that pupils can infer the similarities among particular groups.

Keith, A. E.


Kenny, A. E.

King, Charles F.


Knote, Anna Caroline


Langler, John R.

Lathrop, John


Lathrop, John

Long, C. C.

Lowe, A. T.
[3363] The Columbian Class Book. 2nd ed.
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>City</th>
<th>Year</th>
<th>Pages</th>
</tr>
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<tbody>
<tr>
<td>MacCoun, Townsend</td>
<td>An Historical Geography of the United States</td>
<td>The Author</td>
<td>New York</td>
<td>1889</td>
<td>49</td>
</tr>
<tr>
<td>Maury, Mathew Fontaine</td>
<td>Maury's Geographical Series. First Lessons in Geography</td>
<td>University Publishing Co.</td>
<td>New York</td>
<td>1871</td>
<td>62</td>
</tr>
<tr>
<td>McBeth, William A.</td>
<td>Supplement to Frye's Advanced Geography</td>
<td>Ginn &amp; Co.</td>
<td>Indianapolis</td>
<td>1899</td>
<td>10</td>
</tr>
<tr>
<td>Mayo Robert</td>
<td>An Epitome of Profane Geography.</td>
<td>The Author</td>
<td>Philadelphia</td>
<td>1818</td>
<td>243</td>
</tr>
<tr>
<td>McIntire, James</td>
<td>The World We Live In.</td>
<td>University Publishing Co.</td>
<td>New York</td>
<td>1871</td>
<td>104</td>
</tr>
</tbody>
</table>

Mitchell's geographies were the most widely used geography texts before 1900. The first volume appeared in 1839 and was only 10x15 cm. in dimension. The later editions contained many more colored maps and illustrations but followed the same format: at least 50 pages of catechism, 25 pages of maps, and the rest descriptive geography.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>City</th>
<th>Year</th>
<th>Pages</th>
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<tr>
<td>Maury, Mathew Fontaine</td>
<td>Maury's Geographical Series. First Lessons in Geography</td>
<td>University Publishing Co.</td>
<td>New York</td>
<td>1871</td>
<td>62</td>
</tr>
</tbody>
</table>
THE CHILD'S BOOK OF AMERICAN GEOGRAPHY:
DESIGNED AS AN EASY AND ENTERTAINING WORK FOR THE USE OF BEGINNERS.
WITH SIXTY ENGRAVINGS,

AND EIGHTEEN MAPS, AS FOLLOWS:

BOSTON: JAMES B. DOW,
NO. 31111 WASHINGTON STREET.
1837.
Monteith, James


Author justified the need for a separate geography text as distinct from adding geographical data to history books. Monteith's Barnes' series were in catechetical form and presented one fact at a time. All of the books had many pictures and maps. Some had supplements on geographies of the individual states.


---

**PICTURE OF THE SEA OR OCEAN,**

*OF THE SEA OR OCEAN,*

A BAY, RIVER, CANAL, BRIDGE, ROAD, HILL, VALLEY, CITY OR TOWN

PENINSULA, AN ISLAND, AND MOUNTAINS.

---

The Sea or Ocean is a vast collection of salt water, upon which vessels sail; an Island is a piece of land around by water; a City or Town is a place with many houses; a Peninsula is a piece of land nearly surrounded by water; the City in the picture stands on a Peninsula. A Bay is a part of the sea nearly enclosed by the land; you see little boats sailing on the Bay in the picture. A River is a stream of water flowing between hills or mountains, you see a Steamboat going up the River, in the picture. A Road is a place for carriages to travel on; a Canal is made by men, and consists of a trench filled with water, upon which loaded boats are drawn by horses. A Hill is an elevated piece of land; you see some cows on the hill in the picture. A Mountain is a very high piece of land; you see two Mountains in the picture. A Valley is a low place between hills or mountains; in the picture the valley is supposed to be between the hill and mountain, and the river to flow through it.
Morse, Jedidiah, was the first and the most famous American geography writer. The Morse geographies presented advanced vocabularies, no pictures, and only six maps to accompany 1250 pages of text. The reading tended to be morbid and beyond the grasp of most children. The geographies were highly nationalistic, and extremely favorable to the Scots and to most Protestants.

Morse, Jedidiah, and Sidney Edwards


[3474] 1823. 100 p.

Morse, Sidney E.


[3479] 1852. 72 p.
Cliney's geographies were first published in 1828 and were the most popular to follow Morse. The Olney books were attractive and appealing. There were many illustrations, instructive tables, review questions, and maps.

Like Morse, Parish was a Congregational minister and like Morse, he let his religious bias penetrate his textbook. For him, not even all Protestant sects were respected. He always used capital letters to designate Presbyterians, Congregationalists, and Lutherans, but the Baptists, Methodists, Quakers, and Roman Catholics were given lower-case lettering for their names.
Pierson, David Harrison


Pratt, Mara [Louise]


Pratt, Mary Howe Smith

[Quackenbos, John Duncan, ed.]


[3525] 1897. 152 p. G 127

[3526] 1898. 152 p. G 127


[3528] St. Louis: Woodward & Tiernan, 1898. 182 p. G 127


Redway, Jacques W[ardlaw]


Redway, Jacques W[ardlaw], and Russell Hinman


Rivas, Vicente


---

**GEOGRAPHY MADE EASY.**

178
TO THE FRIENDS
OF
UNIVERSAL EDUCATION,
AND TO THOSE
ON WHOM EVOLVES, IN EDUCATING THE YOUTH,
THE RESPONSIBILITY OF PERPETUATING
THE NOBLE INSTITUTIONS OF AMERICA,
THE SERIES
OF WHICH THIS BOOK FORMS A PART,
IS MOST RESPECTFULLY
INSCRIBED.

Robbins, Royal


1882. 124 p.


Sanborn, Dyer H.

Scott, William


Smith, John


Smith, Minna C.
Tarbell, Horace Slumner


Tarbell, Horace Slumner and Martha

Tarr, Ralph Stockman


Tilden, John Newell

Trigo, José M.


[Warren, David M.]


White, Emerson E.


Willard, Emma Hart

Emma Hart Willard was one of the first women authors to achieve success as a textbook writer. Her books on geography, world history, and American history were all well received. Her Republic of America was the first U. S. history to deal exclusively with America. She became most famous as an advocate of educational opportunities for women and for many years was director of the Troy Female Seminary.


Willetts, Jacob


Woodbridge, William Channing


SMITH'S GEOGRAPHY.

GEOGRAPHY ON THE PRODUCTIVE SYSTEM;
FOR SCHOOLS, ACADEMIES, AND FAMILIES;
REVISED AND IMPROVED.
ACCOMPANIED BY A LARGE AND VALUABLE ATLAS.

BY ROSWELL C. SMITH,
AUTHOR OF "INDUSTRIAL ARITHMETIC," "PRACTICAL AND DENTAL ARITHMETIC," "THE PRODUCTIVE ARITHMETIC," &C.

HARTFORD:
PUBLISHED BY JOHN PAINE,
SUCCESSOR TO SPALDING & STORR.
Sold by Booksellers throughout the United States. 1841.


Worcester's geography textbooks did not gain the importance that his other texts did. The book, which appeared in various editions, included an atlas, many statistical tables, and a pronouncing vocabulary of geographical names.


Workman, Benjamin


This book was compiled and printed by John M'Culloch, a printer who came to Philadelphia in 1774 from London, and was the first to compile and print an American history book. M'Culloch was highly regarded for his remarkably informative geography. He lists one "Benjamin Workman, A.M." as the author of this tome.


HISTORY textbooks in the 1800's presented either U.S. or World History. Essentially, U.S. History was taught from readers and geography textbooks. After 1812 and again after the American Civil War, many U.S. history books appeared emphasizing American wars and American heroes. Another focus of study was the history of Greece and Rome. The history textbooks in this collection are classified as Ancient History, European History (England, France, Germany, Other Countries), U.S. History by individual state, and World History.

Abbott, Jacob

Allen, William F., and Philip N[ess] Myers


Anderson, John Jacob

Bloss, Charles A.

Butterworth, Hezekiah


Ensign, S. Laura

Fyffe, Charles Allan


Gazeau, P. François

Gillies, John

Goldsmith, Dr. Oliver


Goodrich, Samuel Griswold


The Goodrich history texts had striking illustrations, carefully organized chronological tables, and helpful pronouncing vocabularies.
ANCIENT HISTORY,

FROM THE CREATION TO THE FALL OF ROME, A.D. 476.

By S. G. Goodrich,
Author of Parley's Tales, Etc.

Published by Morton and Griswold, Louisville, Ky.

1861.
Profusely illustrated with many colored maps and written in collaboration with the author's wife, Esther Baker Steele. The text was part of the "Barnes' One-Term Series" and gives a résumé of Roman history, manners, customs, arts, literature, architecture, and religion.

Taylor, W. C.
DG 210 .T3

DF 215 .T3

Thalheimer, M[ary] E[lise]
D 59 .T45

Tillinghast, William H.
D 59 .T5

Timayenis, T[elemachus] T[homas]
DF 215 .T5

Trask, Caroline W.
DG 210 .T7

Vincent, John H., and James R. Joy
DG 215 .V5

DF 215 .V5

Watterston, George
DG 210 .W3

Text included a chronology of the Roman emperors and an abridged account of Roman customs. Watterston compiled his own translations from various French authors.

Wendel, C. H.
DT 83 .W4

Worcester, J[oseph] E[merson]
D 59 .W6
DA 32 .A2

Abbott, Jacob
DA 32 .A2

DA 32

Anderson, John [Jacob]
DA 32 .A5

DA 32 .A5

DA 32 .A5

DA 32 .A5

[Armstrong, Andrew Campbell]
DA 32 .A7

Berard, Auguste Blanche
DA 32 .B4

Blewett, Samuel
DA 32 .B55

Buckley, Arabella B[urton]
DA 32 .B8

Caldecott, Alfred
DA 32 .C3

Caldecott, Lady
DA 32 .C3

DA 32 .C3

Collier, William Francis
DA 32 .C6

DA 32 .C6

DA 32 .C6

DA 32 .C6

DA 32 .C6

Creighton, Mandell
DA 32 .C7

Curry, George
DA 32 .C8

DA 32

Edwards, Amelia B[lanford]
DA 32 .E3

DA 32 .E3

DA 32

Curdiner, Samuel Rawson
DA 32 .G3


Girling, George


Dr. Goldsmith's celebrated study traced English history from the invasion of Julius Caesar to the death of George II. A zealous previous owner of this copy filled all the available space in the inside covers with his own comprehensive outline of English history.

Goodrich, Samuel G[riswold]


Philadelphia: Sorin & Ball and Samuel Agnew, 1847. 444 p. DA 32 .G6


1863. 444 p. DA 32 .G6

1870. 444 p. DA 32 .G6

1871. 448 p. DA 32 .G6

1872. 448 p. DA 32 .G6

Grimshaw, William


Higginson, Thomas Wentworth, and Edward Channing


Hume, David

Jones, Frederick T.

Kaufman, Rosalie, ed.
Adapted from the works of Agnes Strickland and included biographies of Margaret Tudor, Magdalene of France, Mary of Lorraine, Lady Margaret Douglas, and Mary Stuart.


Kelighton, Thomas

Kirkland, Miss Elizabeth Stansbury

Lancaster, Edward M.

Livesey, Thos. J., ed.

Lossing, Benson J[ohn]

MacArthur, Margaret

Miller, Hugh

Montgomery, David H[enry]


Morris, David

Yonge, Charlotte M.

Anderson, John Jacob

Brook, Sarah [pseud. Caroline Emelia Stephen]

Cushing, Caleb


Ducoudray, Gustave


Goodrich, Samuel Griswold


Kirkland, Elizabeth Stansbury

Montgomery, David Hall

Pierson, Mrs. Helen W.


[Semple, Joel Dorman]

Taylor, T. S.

Yonge, Charlotte Mary

Allen, William Francis, ed.

Pierson, Mrs. Helen W.

[3826] 1898. 226 p. DD 90 .P5

Sime, James

Taylor, Bayard

Yonge, Charlotte Mary
Adams, George Burton


Capes, W. W.

Comstock, John L.


Firth, Emma M.

Fyffe, C. A.

[3837] 1885. 127 p. DF 215 .F95

Goodrich, S[amuel] G[ristwold]

Guizot, M.

Hale, E.

Hallam, Henry

Hunt, William


Lardner, Dionysius

Leighton, R[obert] Fowle:

[3846] 1887. 515 p. DG 210 .L4

Lodge, Richard

Mangnall, Richmal

Ober, Frederick A.

Smith, Helen Ainslie

Taylor, T.S.

[3849]
Abbott, Edward

Abbott, Jacob


Allen, John G[amaliel]


Anderson, John J[acob]


[3859] 1874. 212 p. Includes the "Declaration of Independence" and Washington's "Farewell Address."


Barnes, Mrs. Mary D[owning] (Sheldon)


[3868] 1873. 209 p. E 178.1

Berard, Auguste Blanche


Blackburn, John S., and William Naylor McDonald


Bonner, John


[Buckham, Henry B.]

California State Board of Education.

Campbell, Joseph

The text was based on the book written by Seavey
whose own study was taken from the Samuel Goodrich histories.


Chadwick, Mrs. Mara Louise Pratt

Chambers, Henry Edwards


Cleveland, Helen M.

Cooper, Oscar H., Harry F. Estill, and Leonard Lemon


Cooper, Rev.

Cooper, Thomas

Davenport, B.


Davidson, Hannah Amelia [Noyes]

Davis, Anna Chase

Derry, Joseph T.

Donnelly, Thomas Francis


Eggleston, Edward

Eliot, Samuel

Ellis, Edward Sylvester


Ellis, George E.

Emerson, Joseph

Field, Lida A.


Fiske, John


PAUL RE-VERE.


E 178.1 .F5

Frost, John


E 178.1 .F7

Engravings by W. Croome in this history text, together with the large, clear print, provide a special appeal.

Gazeau, P.F.


E 178.1 .G3

Gibson, John William


E 178.1 .G5

Gilman, Arthur


E 178.1 .G5


E 178.1 .G5


E 178.1 .G5


E 178.1 .G5

Goodrich, Charles Augustus


E 178.1 .G6


E 178.1 .G6


E 178.1 .G6


E 178.1 .G6


E 178.1 .G6


E 178.1 .G6

Goodrich, the son-in-law of Noah Webster and brother of Samuel Griswold Goodrich, began his lengthy history with Columbus and ended it with Andrew Jackson. The book, published in 1822, was very popular. It was attractively illustrated and featured an index and a chronological table. Goodrich claimed that history can "chasten the imagination, improve taste and conversations, and discipline the mind." He covered war extensively, but gave scant attention to territorial expansion, culture, trade, or the industries.


E 178.1 .G6


E 178.1 .G6


E 178.1 .G6


E 178.1 .G6


E 178.1 .G6


E 178.1 .G6


E 178.1 .G6


E 178.1 .G6


E 178.1 .G6

Goodrich, Samuel Griswold


E 178.1 .G6

[3933] Peter Parley’s Book of the United States. 4th
Grimeshaw, William


Guerber, Hélène Adeline


Guernsey, Egbert

Guthrie, Frederick

Hale, Salma

Salma Hale is considered to be the author of this book which was later associated with Charles Wiley. The American Academy of Language and Belles-Lettres at an 1820 meeting in New York (and after some self-admitted text modification) awarded the book its annual prize of $400 and a $50 gold medal for being the best written history of the U.S. by an American citizen and which did contain "suitable expansion of the situation, character, and interests (absolute and relative) of the American Republic."


NORTH AMERICAN INDIANS HUNTING THE BUFFALO. [4173]

Hart, John S[eeley]

Hassard, John R[o]se G[reene]

Hassard, John R[o]se G[reene]

Hathaway, B.A.

Hathaway, Julian

Hawthorne, Julian

Henry, W.H.F.

Higginson, Thomas Wentworth

Holmes, George F[rederick]

Readers are advised that the author was "writing as a Southerner and for Southern schools and has treated more fully than elsewhere many matters to be of special interest to the South."

_Landing of the Pilgrims._ P. 58. [3922]

Judson, Harry Pratt

Junkin, George

Kerney, Martin Joseph


Kummer, S. Agnes

Lee, Mrs. Susan (Pendleton)

Lossing, Benson J.


Catching Whales.
Rhodes, James Ford
Ridpath, John Clark
Ridpath's history was one of the most popular published between 1875 and 1900. Written especially for grammar school pupils, the book had many colored maps, colored historical charts, and portraits of prominent Americans.
Robbins, Royal
Robertson, William
Robinson, John
Rocheleau, W[illiam] F.
Rupert, William W[hitehead]
Russell, John
Ridpath's history was one of the most popular published between 1875 and 1900. Written especially for grammar school pupils, the book had many colored maps, colored historical charts, and portraits of prominent Americans.
Scott, David B.
          E 178.1 .S35
          E 178.1 .S35
          E 178.1 .S35
          E 178.1 .S35
          E 178.1 .S35

Scudder, Horace Ellisha
          E 178.1 .S35

Shea, John Gilmary Dawson
          E 178.1 .S5

Shinn, Josiah H[azer.] J
          E 178.1 .S5

Snow, Freeman
          E 178.1 .S6

Snowden, Richard
          E 178.1 .S6

Steele, Joel Dorman
          E 178.1 .S7
          E 178.1 .S7
          E 178.1 .S7
          E 178.1 .S7

Steele, Joel Dorman, and Esther Baker
          E 178.1 .S7
          E 178.1 .S7

Stephens, Alexander H[amilton] J
          E 178.1 .S7
          E 178.1 .S7

Stewart, John A.
          E 178.1 .S7

Swinton, William
          E 178.1 .S95
          E 178.1 .S95
          E 178.1 .S95
          E 178.1 .S95
          E 178.1 .S95
          E 178.1 .S95
          E 178.1 .S95
          E 178.1 .S95

Symonds, H[enry] C.
          E 178.1 .S95
Taylor, Edward

Includes an historical account of Kansas by Noble Prentis.

Thalheimer, Mary Elsie


Thayer, Mrs. Caroline M.


Thomas, Allen Clapp

Tracy, Joshua L.

Trainer, John

Venable, William Henry


Wagner, Harr [pseud. James Harrison Wagner]

Webster, Noah


White, Francis H.

Willard, Mrs. Emma Hart

The Willard book was most notable for its intricate time charts and maps. This abridgment details events to 1860. Mrs. Willard pays homage to Washington in her fervently patriotic conclusion and simultaneously pleads that "the Almighty Power who overruled the oppressions of man will now rule the infernal machine at Harper's Ferry."
A Series of Maps to Willard's History of the United States or, Republic of America. New York: White, Gallaher & White, 1828. [no page count]

Alexander, William D[eWitt]

[4125] 1899. 361 p. DU 625 .A4


Barnard, James U[nderwood]

Barton, Herbert J[eawett]

Beadle, William H[enry] H[arrison]

Bradford, William

Brown, Mrs. Mary M.

Abridged from "General History of Texas" by John Henry Brown. Includes full text of the Constitution of Texas.

Burrowes, Thomas H[enry]
Dear Mr. Davis,

I am pleased to present to you a series of school books, selected from the best and most approved texts and authorities of modern usage, and prepared and adapted to the wants and institutions of the Southern States. These books cover a variety of states and topics, including:

- The Beginnings of New England, by John Bull Smith
- Missouri: Its State and Local Government, by A. E. Clarendon
- Young People's History of Illinois, by Dresbach, Arthur C., and Ada A.
- A History of Louisiana, by John Dimity
- A Brief History of the Empire State, by Welland Hendrick
- The History of Georgia, by Lawton Bryan Evans
- The Student's History of Georgia, by Chapman, John A.
- Missouri: Its State and Local Government, by A. E. Clarendon
- The History of Maryland, by Hittell, Theodore Henry
- Principles of Civil Government of the State of New York, by A. H. Lewis
- A History of the Southern States, by K. J. Stewart

These books have been carefully selected and adapted to meet the needs of Southern students. I hope they will be of great benefit to your students and the educational community.

Yours sincerely,

K. J. Stewart

London, June 15th, 1863.
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Place and Publisher</th>
<th>Year</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lilly, Lambert</td>
<td>The History of New England</td>
<td>Boston, Ticknor and Fields</td>
<td>1854</td>
<td>184 p</td>
</tr>
<tr>
<td>Lovering, Anna Temple</td>
<td>Stories of New York</td>
<td>Boston, New York, and Chicago, Educational Publishing Co.</td>
<td>1896</td>
<td>224 p</td>
</tr>
<tr>
<td>Magill, Mary Tucker</td>
<td>History of Virginia</td>
<td>Baltimore, Turnbull Bros.</td>
<td>1873</td>
<td>259 p</td>
</tr>
<tr>
<td>Moore, John Wheeler</td>
<td>School History of North Carolina</td>
<td>Raleigh, N.C., Alfred Williams &amp; Co.</td>
<td>1879</td>
<td>323 p</td>
</tr>
<tr>
<td>Pennybacker, Mrs. Anna J. (Hardwicke)</td>
<td>A New History of Texas for Schools</td>
<td>Raleigh, N.C., Alfred Williams &amp; Co.</td>
<td>1895</td>
<td>396 p</td>
</tr>
<tr>
<td>Seerley, Homer H(eratio), and Leonard W(ood) Parish</td>
<td>History and Civil Government of Iowa</td>
<td>Chicago and New York, Werner School Book Co.</td>
<td>1897</td>
<td>388 p</td>
</tr>
<tr>
<td>Shinn, Josiah H(azen)</td>
<td>The History of Arkansas</td>
<td>Little Rock, Ark., Wilson and Webb</td>
<td>1898</td>
<td>320 p</td>
</tr>
<tr>
<td>Smith, Royall Bascom</td>
<td>The Civil Government of Virginia</td>
<td>New York, Cincinnati, and Chicago, American Book Co.</td>
<td>1898</td>
<td>175 p</td>
</tr>
<tr>
<td>Spencer, Cornelia Phillips</td>
<td>First Steps in North Carolina History</td>
<td>Raleigh, N.C., Alfred Williams &amp; Co.</td>
<td>1889</td>
<td>272 p</td>
</tr>
<tr>
<td>Thomson, Ignatius</td>
<td>The Patriot's Monitor, for New Hampshire</td>
<td>Randolph, Vt., Sereno Wright</td>
<td>1810</td>
<td>204 p</td>
</tr>
<tr>
<td>Varney, George J(ones)</td>
<td>The Young People's History of Maine</td>
<td>Portland, Me., Dresser, McLellan &amp; Co.</td>
<td>1873</td>
<td>258 p</td>
</tr>
<tr>
<td>Wright, Albert 1(Orvine)</td>
<td>An Analysis and Exposition of the Constitution of the State of Wisconsin.</td>
<td>2nd ed. rev. Madison, Wis., Atwood &amp; Culver</td>
<td>1874</td>
<td>175 p</td>
</tr>
</tbody>
</table>
Abernathy, Andrew
D 21 .A2

Anderson, John Jacob
D 21 .A5

D 21 .A5

D 21 .A5

[4182] 1875. 419 p.
D 21 .A5

Barnes, Mrs. Mary Downing (Sheldon)
D 20 .B3

D 20 .B3

Beaumont, Le Prince de
D 20 .B4

Bingham, Caleb
D 20 .B5

Butler, Frederick
D 21 .B8

D 21 .B8

Collier, William Francis
D 21 .C6

Dunton, Larkin, ed.
D 21 .D8

Freeman, Edward Augustus
D 20 .F7

Gazeau, P. François
D 20 .G3

Gilman, Arthur
D 20 .G5

[Goodrich, Samuel Griswold]
D 20 .G6

D 20 .G6

D 20 .G6

D 20 .G6

D 20 .G6

D 20 .G6

D 20 .G6

Hathaway, Benjamin Adams
D 20 .H3

Keightley, Thomas
[4204] Outlines of Universal History. Philadelphia:
Hogan & Thompson, 1851. 540 p. D 21 .K4

Kerney, Martin Joseph


Lockwood, John

MacCarthy, John

Mangnall, Richmal

Mavor, William


Quackenbos, John D[uncan]


Ragozin, Zenaide A[lexieieva]

Robbins, Royal

Robinson, John

Smith, Minna C.

Sullivan, William

Swinton, William


Thalheimer, Mary)


Weber, George
[4228] Outlines of Universal History. 14th ed. by
Volumes I and II, published in 1802 and 1804, treated U.S. history from the Colonial period to 1789. Volume III covered Europe, Asia, Africa, New Holland, the Pacific and Indian Ocean islands. Webster admitted not adding new maps because it was "not expedient to swell the price of the book by inserting maps for maps in such works are soon torn and destroyed." Webster suggested instead that students buy an atlas to accompany the work.

Mrs. Willard considered universal history to be a science, "great in itself, great in its consequences on human conduct and happiness." She claimed to follow both the ethnographical and chronological plans. The book had a complex chronological table and index, folding maps, illustrations, and a concise, well-written conclusion. Mrs. Willard's book began with the Creation, "4004 B.C.,” and ended in 1855 with the opening of the railroad “over the Isthmus at Panama.”
MATHEMATICS is represented in this catalog by Algebra, Arithmetic, and Geometry. Algebra instruction initially appeared as a supplement in advanced arithmetic books, although there had been some algebraic content in most comprehensive mathematics books. The first algebra textbooks were for colleges. Early algebra books included fundamental operations, first degree and quadratic equations, factoring fractions, proportion and progression, roots and radicals, the binomial theorem, and logarithms.

Bailey, Ebenezer

Bellows, C. F. R.

Bourdon, M.
This algebra textbook, of French derivation, enjoyed great influence in the U.S. Davies, who later wrote an extensive mathematical series of his own, adapted the Bourdon principles for American students.


Bowser, Edward A.


[4251] 1897. 540 p. QA 152 .B6

Bradbury, William F., ed.

Bradbury, William F., and Greenville C. Emery


Brooks, Edward


Byerly, W. E.


Clarke, John Bernard

Cojulun, Lucas T.

Colburn, Warren
Colburn claimed that his treatment of the inductive method in algebra was designed to make the transition from arithmetic to algebra as gradual as possible.

[4264] 1838. 276 p. QA 152 .C6

Collins, Joseph V.

Courtenay, Edward H.
Davies, Charles
QA 152 .D3

QA 152 .D3

QA 152 .D3

QA 152 .D3

QA 152 .D3

QA 152 .D3

QA 152 .D3

QA 153 .D3

QA 152 .D3

QA 152 .D3

Day, Jeremiah
QA 152 .D3

Reputed to be the first of the more popular algbras in America. Day relied heavily on the earlier works of Newton, Maclaurin, Saunderson, Simpson, Euler, Emerson, Lacroix and others.

QA 152 .D3

QA 152 .D3

QA 152 .D3

QA 152 .D3

QA 152 .D3

QA 152 .D3

Farrar, John
QA 152 .F3

Ficklin, Joseph
QA 152 .F5

QA 152 .F5

QA 152 .F5

QA 152 .F5

QA 152 .F5

QA 308

Furness, H. B., G. W. Smith, and J. H. Brownell
QA 152 .F8

Giffin, Wm. M.
QA 152 .G5

Gilbert, Josiah H., and Ellen Sullivan
QA 152 .G5

Greenleaf, Benjamin
QA 152 .G7

QA 152 .G7

QA 152 .G7

QA 152 .G7

QA 152 .G7

There were over 20 pages of testimonials in most of the algebra textbooks in "Greenleaf's Mathematical Series."


[4304] 1869. 324 p. QA 152 .G7

[4305] 1877. 324 p. QA 152 .G7


[4308] 1854. 360 p. QA 152 .G7

[4309] 1863. 360 p QA 152 .G7

Haddon, James

Hall, H. S., and S. R. Knight

Hayes, Ellen

Hull, Geo. W.


Hutton, Charles


This early American algebra was designed for the use "of those who are acquainted only with the first principles."

Jones, George William


Lefevrence, Arthur

Lilley, George


Limric, Enrique G.

Loomis, Elias


[4328] 1882. 384 p. QA 152 .L6

Lubsen, H. (Einrich) B. (orchert)

MacDonald, J. W.
AN

INTRODUCTION

TO THE

ELEMENTS OF ALGEBRA,

DESIGNED FOR THE USE OF THOSE
WHO ARE ACQUAINTED ONLY WITH THE FIRST PRINCIPLES
OF

ARITHMETIC.

Selected from the Algebra of B.A.

CAMBRIDGE, N. ENG.

PRINTED BY HILLIARD AND METCALF,

At the University Press.

SOLD BY W. HILLIARD, CAMBRIDGE, AND BY CUMMINGS AND HILLIARD,
NO. 1 CORNHILL, BOSTON.
1818.

MacNie, John
QA 152 .M3

McCurdy, Matthew S.
QA 152 .M33

Meaker, Arthur Edwin
QA 152 .M4

Michael, Oscar S.
QA 152 .M5

Milne, William J.
QA 152 .M5

QA 152 .M5

QA 152 .M5

QA 152 .M5

QA 152 .M5

QA 152 .M5

QA 152 .M5

Newcomb, Simon
QA 152 .N4

QA 152 .N4

QA 152 .N4

Olney, Edward
QA 152 .O4

Perkins, George R.
QA 152 .P4

Ray, Joseph
QA 152 .R3

Based on Ray's Algebra I and II, this edition of the Ray classic was revised and edited by Del Kemper after Ray's death.

Robinson, Horatio Nelson
QA 152 .R6

Ryan, James
QA 152 .R95
Although Smyth borrowed from Lacroix and Bourdon, this algebra textbook is no mere translation. Smyth condensed previous treatises and added a great deal of original material.

Todhunter, Isaac

Tower, David Bates

According to the preface, this algebra followed the oral inductive approach since the exercises were originally written for use by blind students.

Van Velzer, C.A., and Chas. S. Slichter

[4378] 1892. 401 p. QA 152 .V4

Warner, E.H.


Although Smyth borrowed from Lacroix and Bourdon, this algebra textbook is no mere translation. Smyth condensed previous treatises and added a great deal of original material.


Taylor, James Morford


Thomson, James Bates


[4370] 1879. 312 p. QA 152 .T45

[4371] 1880. 312 p. QA 152 .T45

[4372] 1882. 324 p. QA 152 .T45

Thomson, James Bates, and Elihu T. Quimby

[4374] 1881. 346 p. QA 152 .T45

Shoup, F.A.

Smith, Charles

[4360] 1895. 589 p. QA 152 .S6

Smith, J. Hamblin

Smyth, William


Wells, Webster
Six apples and four apples are how many apples?

How many are six and four? Four and six?

Seven balls and four balls are how many balls?

How many are seven and four? Four and seven?

Eight balls and four balls are how many balls?

Eight and four are how many? Four and eight?

Nine and four are how many? Four and nine?

How many are ten and four? Four and ten?

How many are ten and four? Four and ten?

Six and two? Six and two?

How many are two and two? Two and two?

How many are two and two? Two and two?

How many are two and two? Two and two?

How many are two and two? Two and two?

How many are two and two? Two and two?
RITHMETIC was considered the most important school subject in America’s first century. Early memorization and cyphering techniques gave way in the 1820’s to the mental or intellectual method whereby arithmetic was taught inductively through exercises. After mid-century the analytic and synthetic approach combined induction and deduction by having students analyze a mathematical problem, and then synthesize the component parts. Memorization of definitions and principles was required to facilitate analysis and synthesis.

Adams, Daniel


A textbook combining instruction and exercise drills. Adams’ arithmetics were widely used and were more simply written than those of Dilworth or Pike. Many leading mathematicians endorsed the Adams’ book. Contents included sections on common arithmetic, examples and answers, foreign money, compound multiplication, forms of notes, deeds, bonds, and other instruments of writing.


Adams, F.A.


[________]


[________]


[________]


[________]


Armstrong, A[lbert] M.

[Arnold, Edward]


UNITED STATES MONEY.

SECTION I.

NOTATION AND REDUCTIONS.

United States Money, or Federal Money, consists of dollars, cents, and mills.

- 10 mills are 1 cent.
- 100 cents are 1 dollar.
- 1 dollar is 100 cents.
- 1 cent is 10 mills.
- 10 dollars are sometimes called an Eagle, and 10 cents a Dime.
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher Information</th>
<th>Call Numbers</th>
</tr>
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<tbody>
<tr>
<td>California State Board of Education</td>
<td>Advanced Arithmetic Sacramento, Calif: State Printing Office, 1887. 288 p.</td>
<td></td>
<td>QA 103</td>
</tr>
<tr>
<td>California State Board of Education</td>
<td>Primary Number Lessons Sacramento, Calif: State Printing Office, 1887. 148 p.</td>
<td></td>
<td>QA 103</td>
</tr>
<tr>
<td></td>
<td>Published first in 1821, Colburn's initial arithmetic textbooks, based on the &quot;Plan of Pestalozzi,&quot; were used in American schools for over 75 years. The texts followed the inductive approach wherein pupils memonized tables and rules and then applied them to actual numerical problems.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>[4501] 1847. 140 p.</td>
<td>QA 103 .C6</td>
<td></td>
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<tr>
<td></td>
<td>[4502] 1848. 160 p.</td>
<td>QA 103 .C6</td>
<td></td>
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<tr>
<td></td>
<td>[4503] 1849. 158 p.</td>
<td>QA 103 .C6</td>
<td></td>
</tr>
</tbody>
</table>

204 219

[4509] 1891. 216 p. QA 103 .C6


In this attractive book, the "plain, practical system of arithmetic" was adapted to the United States currency and standard of measurement. There was a


Cook, John W[illiston]


Cook, John W[illiston], and Miss N. Cropsey


[4523] 1897. 452 p. QA 103 .C6


Cropsey, N.


Crosbie, Thomas


Daboll, Nathan


In this attractive book, the "plain, practical system of arithmetic" was adapted to the United States currency and standard of measurement. There was a
special section on bookkeeping for farmers and mechanics, and it was one of the first texts to use the dollar ($) symbol. Noah Webster highly endorsed it.


Includes a supplement on accounting featuring farmers' and mechanics' best method of bookkeeping by Samuel Green.


[4539] Utica, [N.Y.]: Gardiner Tracy, 1834. 240 p. QA 101 .D3


[4541] 1835. 228 p. QA 101 .D3

[4542] Utica, [N.Y.]: Gardiner Tracy, 1836. 240 p. QA 101 .D3


Dallet, Adeila


[4546] Third Year. Toledo, Ohio: The Author, 1892. 74 p. QA 103 .D3


Davies, Charles


Davies wrote seven arithmetic books, three books on algebra, three books on geometry, a calculus book, a combined geometry and trigonometry book, a general mathematics book, and a book on navigation and surveying.


[4560] 1851. 375 p. QA 103 .D3

[4561] 1855. 375 p. QA 103 .D3


QA 103 .D4

Deighan, Paul
QA 101 .D4

Dilworth, Thomas
QA 101 .D5

Indisputably, the most popular English arithmetic textbook published in the U.S. Later editions included an interesting essay on the education of youth addressed to parents. Dilworth's text had five parts: I. Whole Numbers (and also comments on "interest, rebate, compound, fellowship, weights, and measures, double rule of three, alligation, medial, and permutation"); II. Vulgar Fractions; III. Decimal Fractions; IV. Questions; V. Duodecimals. All explanatory contents were offered in catechetical form. The book was popular in the U.S. for over 50 years and was copied and used by many textbook writers after that.

QA 101 .D5

A compendious system of practical gauging by Robert Patterson has been added to this edition.

QA 101 .D5

QA 101 .D5
Dodd, James B.


Eaton, James Stewart


[4592] Boston: Thompson, Bigelow & Brown, 1871. 100 p. QA 103 .E15


[4596] 1871. 176 p. QA 103 .E15

[4597] 1873. 176 p. QA 103 .E15


[4600] 1867. 47 p. QA 103 .E15


[4604] Boston: Taggard & Thompson, 1865. 355 p. QA 103 .E15

[4605] 1866. 355 p. QA 103 .E15


Emerson, Frederick


A title in the "North American Series", one of the early well-graded arithmetic series and among the first to use illustrations.


[4618] Philadelphia: Hogan & Thompson, 1845. 216 p. QA 101 .E4


Felter, S. A.


The Felter books were known as the "Natural Series."


Felter, S. A., and S. A. Farrand


Fenwick, George


Ficklin, Joseph


Published under the "Barnes' New Series of Mathematics".


Firor, Jacob, comp.


Fish, Daniel W.


Most of Fish's books belonged to the "Robinson Mathematical Series," named after Horatio Nelson Robinson, well-known mathematician. There were four books in the "Progressive Series," all attractively illustrated. Later, Fish edited many of Robinson's original works.

[4645] Arithmetical Problems. Robinson's Shorter
SECTION VII.

Multiplication and Division, with 4 or 5 as one factor or term. (See Manual, page 177)

A. 1. How many horseshoes will it take to shoe 4 horses, if 4 shoes are put upon each horse?
   2. 4 times 4 horses are how many horses?
   3. How many teeth in a harrow which has 4 rows of teeth, with 5 teeth in each row?
   4. How many horseshoes will be required to shoe 5 horses all round?
   5. 4 times 5 hammers are how many hammers?
      6 times 4 wedges are how many wedges?
   6. On the wall of the shop are 4 rows of horseshoes, and 6 shoes in each row. How many horseshoes are on the wall?

[4646] 1876. 282 p. QA 103 .F5
[4648] 1874. 288 p. QA 103 .F5
[4651] 1880. 516 p. QA 103 .F5
[4661] 1875. 298 p. QA 103 .F5
[4666] 1869. 372 p. QA 103 .F5
LOGARITHMIC ARITHMETICK

CONTAINING A NEW AND CORRECT

TABLE OF LOGARITHMS

OF THE NATURAL NUMBERS FROM 1 TO 10,000,

EXTENDED TO SEVEN PLACES BEYOND THE INDEX; AND SO

CONTRIBUTED THAT THE LOGARITHM MAY BE EASILY

FOUND TO ANY NUMBER BETWEEN 1 AND

11,000, 000.

ALSO,

AN EASY METHOD

OF CONSTRUCTING A TABLE OF LOGARITHMS, TOGETHER

WITH THEIR NUMEROUS AND IMPORTANT USES

IN THE MORE DIFFICULT PARTS OF

ARITHMETICK.

TO WHICH ARE ADDED A NUMBER OF

ASTRONOMICAL TABLES,

BY WHICH THE DIFFERENT PHASES OF THE MOON,—THE

TIMES OF HER OPPOSITION AND CONJUNCTION, MAY

BE COMPUTED WITH THE GREATEST EASE AND

EACHNESS; AND AN EASY METHOD

OF CALCULATING

SOLAR AND LUNAR ECLIPSES,

ILLUSTRATED WITH

GEOMETRICAL PROJECTIONS:

DESIGNED FOR THE INSTRUCTION OF YOUTH IN THE

SCHOOLS AND ACADEMIES

OF NEW ENGLAND,

BY I LIJAH HINSDALE BURRITT

WILLIAMSBURGH:

PRINTED BY EDWIN WAGNER
1811

Graham, J.W.


Green, Richard W.


Greenleaf, Benjamin


[4719] 1862. 324 p. QA 103 .G7


[4725] 1864. 144 p. QA 103 .G7

[4726] 1875. 144 p. QA 103 .G7


[4730] 1876. 194 p. QA 103 .G7


The "Greenleaf Series" was described as being on the "inductive system combining the analytic and synthetic methods."

[4739] 1847. 360 p. QA 103 .G7
[4740] 1851. 360 p. QA 103 .G7
[4743] 1861. 444 p. QA 103 .G7


[4746] 1866. 208 p. QA 103 .G7
[4747] 1873. 208 p. QA 103 .G7
[4748] 1876. 224 p. QA 103 .G7


[4750] 1873. 324 p. QA 103 .G7
[4751] 1876. 360 p. QA 103 .G7
[4752] 1877. 360 p. QA 103 .G7
[4753] 1880. 360 p. QA 103 .G7
[4754] 1891. 360 p. QA 103 .G7


[4756] 1872. 102 p. QA 103 .G7
[4757] 1880. 104 p. QA 103 .G7

Greenwood, J. M.

Guthrie, Jesse

Hagar, D. B.

Advertised "to cultivate the habits of self-reliance and independence," the text was strictly arithmetical, arranged on a plan of questions to be answered, principles and rules exactly recited, and all forms of solutions logically and concisely expressed.


Many printers during America’s earlier years print-ed and sold books written by others since the copy-right laws were not yet in effect. Such a printer, but no author, was Zachariah Jess. The first edition of this book was published in 1798, and featured English money. The 1818 edition, also in this collection, used the American money system.


Kinne, William


Kirk, Alfred, and Henry Holmes Belfield


Kirk, Alfred, and A. R. Sabin


Lander, S.


The publishers note that this "is the first Arithmetic whose authorship and publication belong exclusively to the Confederate States." This text stressed abstract and concrete numbers, appealed to "the pupils' common sense", and provided at least two-thirds answers to the problems "to test the pupil's self-reliance."

Leavitt, Dudley

Mecutchen, Samuel, and George M. Sayre

[4847] 1878. 84 p. QA 103 .M4


[4849] 1878. 120 p. QA 103 .M4


Miller, J. H.

Mills, Elizabeth T.

Mills, Joseph J(ohn)


[4856] Indianapolis: Merrill, Meigs & Co., 1883. 118 p. QA 103 .M5

Milne, William J(ames)


Moore, Eliakim Hastings, ed.

Nash, L.

Naylor, Benjamin

Nelson, Richard, and Henry A. Faber

Newell, John Lyman

Newton, Isaac

Nichols, Wilbur Fisk


Nicolson, [James] William


O'Donnell, [Donald] Joseph


Olney, Edward


1876 315 p QA 103 .C4

1877. 388 p. QA .O3 .O4


Part I and II. New York: Sheldon and Co., 1878. 188 p. QA 103 .O4

1880. 189 p. QA 103 .O4


1882. 294 p. QA 103 .O4


1879. 189 p. QA 103 .O4

Ostrander, Tobias


Peabody, Selim Hobart


Peck, William G[uy]


218 233
Pike, Nicholas
Cited as early America's most popular arithmetic, and the first American arithmetic to challenge Dilworth's popularity. The book had many endorsements from leading educators and officials of the day.


Pike, Stephen
Stephen Pike's arithmetic textbooks were noteworthy as problems and lessons in U.S. currency.


Pile, John M[ilton]

Pinkerton, B. Frank

Porter, James Henry


Preston, John


[4932] 1894. 45 p. QA 103 .P7


[4934] 1897. 90 p. QA 103 .P7

[4935] 1898. 90 p. QA 103 .P7


[4937] 1899. 92 p. QA 103 .P7


[4939] 1899. 104 p. QA 103 .P7


THE Schoolmasters Assistant: BEING A COMPENDIUM of ARITHMETIC, BOTH Practical and Theoretical.

CONTAINING

I. Arithmetic in Whole Numbers: wherein all the common Rules, having each of them a sufficient Number of Questions, with their Answers, are methodically and briefly handled.

II. Vulgar Fractions: wherein several Things, not commonly met with, are there distinctly treated of, and laid down in the most plain and easy Manner.

III. Logarithms, in which, among other Things, are considered the Extraction of Roots; Interest, both Simple and Compound; Annuities, Rebus, &c. Equation of Payments.

The whole being delivered in the most familiar Way of Question and Answer, is Recommended by several Eminent Mathematicians, Accountants and Schoolmasters, as necessary to be used in Schools by all Teachers, who would have their Scholars thoroughly understand, and make a quick progress in Arithmetic.

By THOMAS DILWORTH, Author of the New Guide to the English Tongue; Young Book-Keepers Assistant; &c. and Schoolmaster in Wapping.

WILMINGTON: PRINTED AND SOLD BY BONSAL AND NILES, Also sold at their Book-Store, No. 173, Market-Street, Baltimore.

BEST COPY AVAILABLE
Quackenbos, George Payn
The Quackenbos arithmetic books included in the "Appleton Mathematical Series" were based on the works of George R. Perkins. This title was one step above the Primary and intended for more mature students. Fractions, U. S. money, reduction, and compound numbers were introduced.


Ray, Joseph
Joseph Ray was reputed to have done for numbers what William Holmes McGuffey had done for reading. Later, Ray and McGuffey shared the same publishers. After 1837, the graded series by Ray were published under various titles, including "The Eclectic Educational Series."


Raub, Albert Newton


Rawlins, James Morgan


[4975] 1878. 143 p. QA 103 .R3


Reffet, Hermann


Richards, Zalmon


Rickoff, Andrew Jackson


Robinson, Horatio Nelson


[4996] 1868. 456 p. QA 103 .R6


LESSON XVI.

To aid us in writing larger numbers, we will make a little frame of wood and wires, and put some balls on the wires.

Another of the "Confederate books" written especially for "Dixie" children.

Southworth, Gordon Augustus

Speer, William Winfield


Stockton, J.
[5057] Pittsburgh: W. S. Haven, 1851. 200 p. QA 103 .S8

Stoddard, John Fair


<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Publisher</th>
<th>Year</th>
<th>Pages</th>
</tr>
</thead>
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<tr>
<td>Intermediate Book</td>
<td>D. C. Heath &amp; Co.</td>
<td>Boston</td>
<td>1892</td>
<td>128</td>
</tr>
<tr>
<td>Primary Book</td>
<td>D. C. Heath &amp; Co.</td>
<td>Boston</td>
<td>1892</td>
<td>80</td>
</tr>
<tr>
<td>Second Book</td>
<td>Sheldon &amp; Co., New York and Chicago</td>
<td></td>
<td>1883</td>
<td>221</td>
</tr>
<tr>
<td>A Concise Introduction to Practical Arithmetic</td>
<td>Samuel Temple</td>
<td>Lincoln &amp; Edmands, Boston</td>
<td>1818</td>
<td>108</td>
</tr>
<tr>
<td>Complete Graded Arithmetic</td>
<td>Zadock Thomson</td>
<td>Clark &amp; Maynard, New York</td>
<td>1873</td>
<td>400</td>
</tr>
<tr>
<td>Complete Intellectual Arithmetic</td>
<td>Clark &amp; Maynard</td>
<td>New York</td>
<td>1879</td>
<td>168</td>
</tr>
<tr>
<td>New Oral Arithmetic</td>
<td>Clark &amp; Maynard</td>
<td>New York</td>
<td>1879</td>
<td>400</td>
</tr>
<tr>
<td>New Mental Arithmetic</td>
<td>Clark &amp; Maynard</td>
<td>New York</td>
<td>1873</td>
<td>144</td>
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<tr>
<td>New Intellectual Arithmetic</td>
<td>Clark &amp; Maynard</td>
<td>New York</td>
<td>1879</td>
<td>384</td>
</tr>
<tr>
<td>New Intellectual Arithmetic</td>
<td>Clark &amp; Maynard</td>
<td>New York</td>
<td>1895</td>
<td>224</td>
</tr>
<tr>
<td>First Lessons in Arithmetic Oral and Written</td>
<td>Effingham Maynard &amp; Co.</td>
<td>New York</td>
<td>1891</td>
<td>186</td>
</tr>
<tr>
<td>The Grammar School Arithmetic</td>
<td>Effingham Maynard &amp; Co.</td>
<td>New York</td>
<td>1891</td>
<td>384</td>
</tr>
</tbody>
</table>


Towne, P[aul] A[llen]

Townsend, Julius L.

Tracy, C.

Venable, Charles S[cott]


Vickroy, Thomas R[hyss]


Walsh, John [Henry]


Walton, G[eorge] A[ugustus]


Walton, George A[ugustus], and Electa N.L.

Webber, Samuel


Welch, Emma A.

Wentworth, E[ras tus]

Wentworth, George Albert

[5134] 1898. 400 p. QA 103 .W4


[5138] 1897. 243 p. QA 103 .W4


Wentworth, G[eorge] A[lbert], and Thomas Hill


[5145] 1885. 244 p. QA 103 .W4


Wentworth, G[eorge] A[lbert], and E. M. Reed

[5149] 1892. 218 p. QA 103 .W4

West, Ernest E.

Wheeler, H[enry] N[athan]

White, Charles E[dward]

White, Emerson E[lbridge]


[5157] 1873. 224 p. QA 103 .W4


EOMETRY in America was a practical subject, useful for gauging and surveying, often taught from books on arithmetic, trigonometry, algebra or surveying. Before 1810 most geometry texts emphasized surveying and trigonometry. Until mid-century pure Euclidian geometry textbooks were usually European imports or translations. As colleges began to require geometry for admission, secondary schools placed more emphasis on pure geometry, plane and solid. Trigonometry, plane and spherical, became a separate course of study.

Abbott, Austin

Aldis, W. Steadman

Baker, Andrew H.

Baker, Arthur Latham

Bartol, William Cyrus

Bellows, Charles Fitzroy R.

Bonnycastle, John

The first American reprint of this English book appeared in Philadelphia in 1812. Americans received the book well because it had many practical applications concerning gauging, mason's work, carpenter's rule, timber measure, and mechanical powers. About 100 pages concentrated on geometry, and about 50 pages on mensuration of solids.


, A treatise on gauging and problems in mechanics by James Ryan is included.

Bowser, Edward Albert


Byerly, Ellwood


Bradbury, William Frothingham

Bridge, B.

Brooks, Edward

Byerly, William Elwood


Chauvenet, William

Church, Albert E.

Cochrane, Richard and John

Coffin, James Henry
Crawley, Edwin Schofield

Davies, Charles
Embraces the equations of the point, the straight line, the conic sections, and surfaces of the first and second order.


Treats descriptive geometry as it applies to spherical trigonometry, spherical projections, and warped surfaces.


Based on Adrien Marie Legendre's text. Legendre was one of the first to depart from Euclidian geometry when he published his famous *Elements of Geometry* in 1794. The striking feature of the Legendre work was to arrange the study of geometry logically and simply instead of following the sequences established by Euclid.


The surveying textbooks by Davies were first used at West Point. Davies is best known for his translations and adaptations of the Bourdon and Legendre texts.


Day, Jeremiah


Docharty, Gerardus Beekman


Includes sections on mensuration, surveying, and navigation.

An article on inverse trigonometrical functions is included.

Dodd, James B.

Dupuis, Nathaniel Fellowes

Edwards, George C.


Evans, E. W.
Flint, Abel

Although it contained only 12 pages on geometry, this textbook is considered to be one of the first devoted exclusively to geometry. Most of the book was about surveying, an extremely important occupation in the development of early America.

Gibson, Robert

Gore, James Howard

Greenleaf, Benjamin

Grund, Francis J.


Gummere, John

Articles on theodolite, levelling, and topography as well as a comprehensive section on trigonometry combine to make up this work. In addition, the author offers practical advice to young surveyors.


Hall, H. S., and S. R. Knight

Hallowell, Benjamin
[5238] *Geometrical Analysis.* Philadelphia: J. B. Lip-
Lock, John B[ascomb]
QA 531 .L6

Goomis, Elias
QA 551 .L6

QA 552 .L6
QA 551 .L6
QA 531 .L6

Marks, Bernhard
QA 501 .M3

McCurdy, D.
QA 451 .M3

QA 453 .M4
QA 453 .M4

Minifie, William
QA 501 .M5
QA 501 .M5

Monckton, James H.
QA 464 .M6

Munn, David
QA 465 .M8

Murray, Daniel Alexander
QA 531 .M8

Newcomb, Simon
QA 551 .N4
QA 529 .N4
QA 531 .N4

Nichols, Edgar H.
QA 551 .N5
USIC EDUCATION in this era was confined to the upper grades, limited to vocal music, and mostly devoted to religious use. Collections of songs, hymns, and patriotic music were the major publications. Many of the books featured a new musical notation described as buckwheat or shaped notes (triangles, circles, squares, diamonds) representing fa, sol, la, and mi. During the 1830's Lowell Mason introduced music in the American public schools, European musical notation became common, and graded series of music textbooks appeared.

Andrade, Edmond, and George W. Bullen

Bradbury, William Batchelder


Brewster, Frances Stanton, and Mrs. Emma A. Thomas

Broekhoven, J.A. and A.J. Gantvoort

Durrow, F.


Calcott, Dr.

Cary, C. S. P.

Cole, Samuel Winkley

Currie, James

Curry, S. S.

Curwen, John

De Graff, E. V.

Eichberg, Julius


Eichberg, Julius, and J. B. Sharland


Emerson, L. O.


Fairbank, H. W.
Fitz, Asa

Foote, E. M., and J. S. Slie

Graves, Joseph A.

Hamilton, J. A.

Hastings, Thomas, and Solomon Warriner

Hodgdon, William A.


Howard, F. W., ed.

Huntington, Emily

[______]

[______]

[______]

Jepson, B.


Johnson, J. C.

Jones, F. Leslie

Kenrick, Alonzo

Kissinger, J. H., et al.

Advertised as containing a "brilliant" collection of anthems, glee, secular and sacred choruses, part-songs, quartets for male and female voices, and solid psalmody.

Locke, [Edward], et al.

Loomis, George B.

Marshall, Leonard B.

Mason, Lowell

Lowell Mason is considered to be "the father of music" in American public schools.


M 2121 .M3


M 1992 .M3


M 1994 .M3


M 1994 .M3

Mason, Lowell, and George James Webb


M 2121 .M3


M 1994 .M3

1855. 224 p.

M 1994 .M3


M 1992 .M3

Mason, Luther Whiting


MT 935 .M3

Luther Whiting Mason, a distant relative of Lowell Mason, wrote the first graded series of music textbooks used in American schools.

1883. 90 p.

MT 935 .M3


MT 935 .M3


M 1993 .M3

1884. 96 p.

MT 155 .M3


MT 890 .M3


MT 155 .M3

Mason, Luther Whiting, and H. E. Holt


MT 155 .M3


Mason, Luther Whiting, et al.


M 1992 .M3

McCabe, C[harles] C[ardwell], and D. T. Macfarlan, eds.


M 1992 .M33

Mueller, C.E.R[ichard], and O[rlando] Blackman


M 1994 .M8

Mulley, Jane

Songs and Games for Our Little Ones. Lebanon, Ohio: March Bros., n.d. 60 p.

M 1900 .M8

Mundella, Emma, ed.


M 1994 .M8

Nash, Francis H[enry], and George F[rederick] Driscoll, ed.


MT 935 .N3

Palmer, H. R.


MT 155 .P3

Palmer, H. R., Emilie C[harlota] Curtis, and Caryl Florio


MT 155 .P3

Perkins, T[heodore] E.


M 1992 .P4


M 1992 .P4

Peters, W[illiam] Cumming


MT 225 .P4

[Phillips, Philip]


M 1994 .P45

The Singing Pilgrim. New York: Carlton &
THE PESTALOZZIAN SCHOOL SONG BOOK;

CONTAINING, IN THE FIRST PART,
A COMPLETE COURSE OF INSTRUCTIONS IN THE ELEMENTARY PRINCIPLES
OF MUSIC, WITH COPIOUS EXERCISES AND SONGS, SYSTEMATICALLY ARRANGED FOR PRACTICE,

By GEORGE W. PRATT,
Teacher of Music in the Massachusetts Normal Schools at West Newton and Bridgewater, and in the School and Sunday School, at Waterbury, and elsewhere.

AND, IN THE SECOND PART,
A LARGE COLLECTION OF SCHOOL SONGS;
WORDS AND MUSIC COMPOSED AND ARRANGED

By J. C. JOHNSON,
Editor of “Juvenile Oratory,” “Normal Song Book,” &c.

TO WHICH ARE ADDED
HYMNS AND TUNES FOR DEVOTIONAL EXERCISES.

BOSTON:
PUBLISHED BY A. N. JOHNSON, 86 TREMONT STREET.
1852.
ENMANSHIP initially was taught through an assortment of script samples printed at the top of each blank page of a "copy book." The penmanship systems and handwriting manuals available in the nineteenth century stressed rules and directions. About 1830, the steel pen rapidly displaced the quill pen making possible the fine lines and heavy shading of the widely used Spencerian method. This ornate style held a virtual monopoly on school penmanship until the 1880's when a less elaborate "vertical" handwriting gained currency.

Ellsworth, Henry W.


Faber, Caroline A.

Farr, J. W.

Henderson, G. W.

Jenkins, John

The preface declares that Jenkins has with "study, indefatigable labor, and great expense of time and money," perfected his writing system and that it has been in use since 1781 in more than "ten states of the Union." Jenkins gives careful instructions for holding the pen, for making the six principal strokes, and for making quill pens.

Oliver, Frances E.

Payson, Jesse W[entworth], et al.


Peirce, Chandler H.

Spencer, Platt Rogers

A typical copy book used in the late 1800's to perfect the Spencerian writing system. The books sold for about 75 cents per dozen.
HILOSOPHY remained a central subject of the curriculum in American colleges and universities throughout the nineteenth century. In addition to logic, students studied moral and political philosophy, mental culture, mental philosophy, and empirical psychology, usually offered in abridgments of the original works of European philosophers. Logic, ethics, ontology, and metaphysics were necessary components of the discipline. Standard works of Plato, Isaac Watts, and Herbert Spencer were popular reading material.

Abbott, Jacob

Andrews, John


Balmes, Jaime

Beecher, Catherine E.

Bierbower, Austin

Bowen, Francis

[5504] 1881. 563 p. BD 111 .B6


Burney, Alfred M.

Cary, Henry

Channing, William H.

Combe, George

Coppée, Henry

Day, Henry Noble

Duncan, William

The four books covered the origin of ideas, grounds of human judgment, reasoning and demonstration, and the methods of invention and science. The author intended his study particularly for "young men at the University" to prepare them for a study of philosophy and mathematics.


Ferguson, Adam

Green, Richard W.

Hedge, Levi


[5520] 1833. 178 p. BC 108 .H4


Hickok, Laurens Perseus

BF 311 .H5


BJ 71 .H5


BJ 1571 .H5

Hill, Walter H.

BJ 74 .H5


BJ 71 .H5

Hopkins, Mark

BJ 1571 .H6

Janet, Paul

BJ 1571 .J3

Jevons, W. Stanley

BC 108 .J4

Lewis, Tayler

B 358 .L4

Louage, A.

B 74 .L6

Mahan, Asa

B 74 .M3

Mansel, Henry Longueville

BC 108 .M3

Mason, John

BF 145 .M3

Paley, William
[5536] The Principles of Moral and Political Philoso
Smith, Moses

Spencer, Herbert


Steele, Geo. M.

Stewart, Dugald


True, Charles Kittredge

Tyler, William Seymour


Upham, Thomas C.


[5556] 1845. 455 p. BF 145 .U6


Wagner, Wilhelm

Watts, Isaac


Wayland, Francis


Whately, Richard

RELIGIOUS EDUCATION in American schools underwent a profound transformation during the eighteenth and nineteenth centuries. The publicly-controlled and publicly-supported common schools established in most states in the middle decades of the century excluded sectarian religious instruction. Religion, represented by Protestant Christianity for the most part, remained only in the form of school ceremonies and rituals. These rituals were mainly prayer sessions and Bible readings. Biblical texts were most often used.

Abbott, Jacob

Armstrong, Amzi

Bailey, Henry Ives

Bolton, James J[ay]

Breeden, John

Bruce, John

Clark, Alexander

Cruden, Alexander

Cummings, J.A.

Evans, Thomas

Gallaudet, T.H.

Hawker, Robert

Holcombe, Wm. Henry

Lincoln, E.

Mason, William

Mitchell, John

Onohan, W. J., J. H. Barrows, and C. C. Bonney, eds.
CIENCE textbooks include works on Anatomy and Physiology, Astronomy, Botany, Chemistry, Geology, Physics, Nature Study, and Zoology. The first of these, Anatomy and Physiology, were practical sciences, provided to help pupils become healthy, and to warn them against the evils of alcohol and tobacco. The textbooks, usually written by physicians, were often technical treatises on the alimentary, circulatory, muscular, nervous, respiratory, and skeletal systems. Later, hygiene, dietary rules, and disease control were stressed.


[5620] A Treatise on Anatomy, Physiology, and
Dr. Cutter's classic was first published in 1846. The books covered the structure of the body organs, a description of the functions of the organs, and full data on health care. There are over 150 detailed pictures and a section of questions.


[5623] 1858. 466 p.

Cutter, John C.


Dinsmore, Thomas H.


Dunglison, Richard J.


Contains a special section on alcohol and narcotics and their effects on the human system. This series on health was sponsored by the National Women's Christian Temperance Union, who, according to the editors, were responsible for making health education, particularly the ill effects of alcohol, mandatory in the American public schools.

Edwards, Joseph F.


Fitch, Samuel Sheldon


Foster, M.


Hamiton G.


Hatfield, Marcus Patten


Hitchcock, Edward, and Edward Hitchcock, Jr.


Hooker, Worthington


The text is accompanied by a "pictorial anatomy" describing the various parts of the body in great detail. Lambert was astounded to find that most individuals, particularly young "ladies", considered it unsuitable to study the condition of the lungs and blood vessels "as though they had not any."


These bilingual texts stressed health care and understanding of anatomy and physiology were widely distributed in Spanish-speaking areas of the United States.

[5663] *The Popular Series Advanced Lessons in...*


Schaible, Charles Henry

Smith, William Thayer

Steele, Joel Dorman


Stowell, Charles H.

Stowell, T.B.

Tracy, Roger S.


Wilson, Erasmus

Wistar, Caspar
ASTRONOMY, the oldest of the sciences, was never fully accepted in the curriculum of the American public schools, although it was often included as a course of study in the early part of the nineteenth century. Many of the textbooks produced for use in the secondary schools and colleges in this era contained legends and myths along with treatment of standard topics: phases of the moon, eclipses, centripetal and centrifugal forces. Most astronomy textbooks had elaborate illustrations, diagrams, and maps of the solar system.


An important and widely used book during the 1800's, particularly valued by the New England seamen in the whaling industry. In 1866, the U.S. Hydrographic Office acquired the copyright and has been publishing the book ever since, revising it from time to time to include the modern changes in navigational methods.


Ferguson intended his astronomy textbook for students who had not studied mathematics. He offers "a plain method" of finding distances of all the planets from the sun. There are 17 fold-out copper engravings and a glossary of astronomical terms.


Mattison, Hiram
QB 43 .M3

QB 43 .M3

QB 43 .M3

Olmsted, Denison
QB 43 .O4

QB 43 .O4

QB 43 .O4

Peabody, Selim H.
QB 43 .P4

QB 43 .P4

Robinson, H. N.
QB 43 .R6

Rolfe, W. J., and J. A. Gillet
QB 43 .R6

Ryan, James
QB 43 .R95

Searle, Arthur
QB 43 .S4

Sharpless, Isaac, and G. M. Philips
QB 43 .S5

Steele, Joel Dorman
QB 43 .S7

QB 43 .S7

QB 43 .S7

QB 43 .S7

QB 43 .S7

Todd, David P.
QB 43 .T6

Wilbur, Hervey
QB 43 .W5

Wilkins, John Hubbard
QB 43 .W5

QB 43 .W5

QB 43 .W5

QB 43 .W5

Wood, Allen Francis
QB 43 .W6

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254 269

[5685]
OTANY books outnumbered those in all other sciences in the early nineteenth century. There was less reliance in botany on European texts than in any other scientific subject. Most American textbooks focused on the plants and trees of America utilizing either the Linnaean system of classification of plants by genera and species, or the natural (de Jussieu) system of classification by term and structure. The later textbooks usually included discussions on germination, vegetation, sap, roots, trunks, flowers, and fruit.


[5721] 1899. 274 p.  QK 47 .B4


[5725] 1834. 260 p.  QK 47 .C6


Part of the "Gray Botanical Series," this textbook is an elementary approach to teaching young children how plants grow and thrive. The text is fully illustrated and a simple vocabulary is maintained.

[5728] 1887. 226 p.  QK 47 .G7


[5730] 1859. 236 p.  QK 47 .G7


[5733] 1865. 234 p.  QK 47 .G7


[5742] 1884. 14 p.  QK 47 .G7


Phelps, Mrs. Almira (Hart) Lincoln
[5748] *Botany for Beginners: An Introduction to Mrs. Lincoln’s Lectures on Botany*. 2nd ed. Hartford, [Conn.]: F. J. Huntington, 1833. 212 p.  QK 47 .P45
Each page contains textual material, illustrations, explanations of plants discussed, and a series of questions for review.


[5752] New York: F. J. Huntington and Mason & Law. 1853. 216 p.  QK 47 .P45


[5759] 1848. 220 p.  QK 47 .P45


Post, George E.

Purón, Juan García

Thinker, Theodore

Thornton, Robert John

Wood, Alphonso


Youmans, Eliza A.

HEMISTRY texts initially were general science books on chemistry, physics, and biology. By 1840, the content of the chemistry books became standardized and topics on physics and biology were omitted. The texts included information on chemical nomenclature, molecules and atoms, hydrogen, oxygen, nitrogen, sulphur-compounds, carbon-compounds, halogens, and phosphorus-compounds. The authors of American chemistry books relied heavily on European texts. Eventually, American texts included demonstrations, experiments, and apparatus data.


[5782] Hartford, [Conn.]: Cooke and Co. and Packard and Butler, 1830. 348 p. AD 151.5 .C6


Eaton, Amos [5792] Chemical Instruction: Containing Directions for Learning and Teaching Chemistry. Troy, [N.Y.]: Wm. S. Parker and Son [etc.], 1833. 323 p. QD 151.5 .E15


Considered to be a distinct revision of Jane Halldimand Marquet's work. Jones added conversations, more illustrations of apparatus, a greater number of experiments, and a section on questions. These American editions of the British text were widely used.

[5813] 1833. 332 p. QD 151.5 .J6
[5814] 1834. 332 p. QD 151.5 .J6


There are two volumes in this fully illustrated chemistry text spelled "chymistry" by the author. In the preface, she admits "she has no real claim to the title of chemist" but "her recent knowledge can help other women." Mrs. Marquet writes that she attended lectures, wrote down experiments, worked on them, and believed her writing could help other women who have not had scientific experience or education.


[5822] Laboratory Experiments in General Chemistry. Nashville, Tenn.: The Author, 1892. 106 p. QD 83 .M33

258 273
Meyer, Lothar
QD 453 .M4

Miller, William Allen
QD 151.5 .M5
QD 151.5 .M5

Mixter, William Gilbert
QD 151.5 .M5

Montgomery, J., and R. B. Smith
QD 155 .M6

Murphy, John G.
[5828] Elements of Chemistry for Students. Philadelphia and Blakiston, 1851. 328 p
QD 151.5 .M8

Newth, George Samuel
QD 151.5 .N4

Nichols, Wm. Ripley
QD 151.5 .N5

Norton, Sidney A.
QD 151.5 .N6
QD 151.5 .N6

Parkes, Samuel
QD 151.5 .P3
QD 151.5 .P3

Phelps, Mrs. Almira Hart Lincoln
QD 151.5 .P45
QD 151.5 .P65

A sister of the famous historian and educator, Mrs. Emma Hart Willard, and herself a teacher at Troy Female Seminary, Mrs. Phelps gained prominence for her science textbooks written especially for the young. Her method was to have the students conduct the experiments themselves and report their findings.

Porter, John Addison
QD 151.5 .P6
QD 151.5 .P6
QD 151.5 .P6

Reid, B. D., and Alexander Bain
QD 151.5 .R4
<table>
<thead>
<tr>
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<th>Title</th>
<th>Publisher Details</th>
<th>Pages</th>
<th>Classification</th>
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<tr>
<td>Simmons, James W.</td>
<td><em>A Practical Course in Qualitative Analysis</em></td>
<td>Chicago: John C. Buckbe &amp; Co., 1888. 88 p.</td>
<td></td>
<td>QD 83.S5</td>
</tr>
<tr>
<td>Thorpe, J. E., and M. M. Pattison Muir</td>
<td><em>Qualitative Chemical Analysis and Laboratory Practice</em></td>
<td>New York and Bombay: Longmans, Green, and Co., 1898. 246 p.</td>
<td></td>
<td>QD 81.T45</td>
</tr>
</tbody>
</table>
Thorpe, T. E., and W. Tate
[5873] A Series of Chemical Problems. With a Pre-
Macmillan and Co., 1892. 54 p. QD 151 .T45

Tilden, William A[ugustus]
[5874] Hints on the Teaching of Elementary Chemis-
try. London and New York. Longmans, Green and
Co., 1895. 76 p. QD 151.5 .T5

Turner, Edward
[5875] Elements of Chemistry. 3rd Amer. ed. Phila-
delphia: John Grigg, 1830. 580 p. QD 151.5 .T8

[5876] 5th Amer. ed. Philadelphia: DeSilver,
Thomas & Co., 682 p. QD 151.5 .T8

Wells, David A.
[5877] Wells’s Principles and Applications of Chem-
istry. 5th ed. New York: Ivison & Phinney [etc.],
1859. 515 p. QD 151.5 .W4

[5879] New York: Ivison, Phinney & Co. [etc.],
1860 512 p. QD 151.5 .W4

Wheeler, C[harles] Gilbert
[5880] Outlines of Modern Chemistry, Organic.
Chicago: S. J. Wheeler, 1877. 231 p. QD 253 .W45

White, George Rantoul
Co., 1894. 272 p. QD 151.5 .W45

Will, Heinricf
[5882] Tables for Qualitative Chemical Analysis.
3rd Amer. ed. Edited by Charles F. Himes. Phila-
delphia: Henry Carey Baird & Co., 1881. no page
count. QD 83 .W5

Williams, Rufus P[hillips]
[5883] Elements of Chemistry. Boston and London:
Ginn & Co., 1897. 412 p. QD 151.5 .W5

[5884] Introduction to Chemical Science. Boston:
Ginn & Co., 1896. 110 p. QD 151.5 .W5

Williams, W. Mattieu
Wagnalls, 1882. 308 p. QH 53 .W5

Woodhouse, James
QD 151.5 .W6

& Thomas Kite, 1897. 454 p. QD 151.5 .W6

Youmans, Edward [livingston]
Appleton & Co., 1858. 344 p. QD 151.5 .Y6

Typical of many textbooks of the day, Youmans’
text carried full-length testimonials from leading
chemists and many advertisements. Critics were es-
pecially impressed with the chemical charts.

1866. 453 p. QD 151.5 .Y6

348 p QD 151.5 .Y6
Eology as a distinct field of study is a relatively new science. It won a place in college programs, but appeared in few public schools. The geologists' study of the earth—its processes, former state, natural structure, age, and historical making—raised controversies about the veracity of the Biblical account of the Creation. The "scientific" probing conflicted with the traditional religious beliefs current at the time. Hence, geology came to be an unpopular subject in most early American public schools.

Andrews, E. B.

Bakewell, Robert

Bèche, Henry Thomas de La

Browne, D. J.

Chase, Pliny Earle


Conk, John L.


Crosby, W. O.

A treatise on dynamical geology and petrography, but also a list of geological specimens housed at the Boston Society of Natural History.

Dana, James D.


Treats the principles of geology and provides an outline of American geological history. Intended for advanced classes in colleges, academies, and schools of sciences, the textbook also contains an illustrated geological chart of the world and many geology diagrams and figures.


Furness, John

Hitchcock, Edward


Hooker, Worthington

The "Hooker Series" were designed for elementary science classes. The geology treatise concentrates chiefly on the earth's structure and geological processes during the various mineral and fossil ages. Mineralogy is covered briefly. The textbook is fully illustrated and includes a glossary. Hooker acknowl-
edges his debt to Dana, Lyell, Hitchcock, Miller, Phillips, Gray, Adams, and Richardson.

       QE 28 .H6

Le Conte, Joseph
       QE 28 .L4

A popular title in the “Appleton Series on Science.” The author was a professor at the University of California. The text was for secondary schools.

Lyell, Charles
       QE 28 .L95

       QE 28 .L95

       QE 28 .L95

       QE 28 .L95

Phillips, John
       139 p.
       QE 28 .P45

Phillips, William
       QE 28 .P45

This early English work, meagerly illustrated, was first presented as a series of lectures aimed at encouraging an interest in science. The material is elementary and is intended for the young.

Ruschenberger, W.S.W.
       QE 28 .R8

       QE 28 .R8

       QE 28 .R8

Ruschenberger was a surgeon in the U.S. Navy whose science books are based largely on European imprints. This geology series, profusely illustrated, and offering abundant detail, was compiled from the works of F. S. Beudant, Milne Edwards, and Achille Comte.

       QE 28

Wohler, Friedrich
       QE 28 .W6
ATURE STUDY is the term first used in the nineteenth century for the elementary study of animals and plants, although it sometimes included the exploration of inorganic matter. The topic was part of the curriculum in many elementary schools of the 1800s. Here teachers avoided focusing on scientific principles, stressing instead the natural phenomena and processes that directly concerned the daily lives of their students. Textbooks were specialized and frequently attractively illustrated.

Bert, Paul


Biart, Lucien


[Goodrich, Samuel Griswold]

Goodrich's famous discourse on "natural history" reflects the writer's intense interest in nature studies. In this story, the narrator walks through the wheat fields with protagonists Jane and James responding to their eager questions about plants, animals, and the world of nature.

Hooker, Worthington

The three parts of this study are combined in one volume and include: Part I, Plants; Part II, Animals; Part III, Air, Water, Heat & Light. Later editions featured separate volumes on each part.


Johnston, Walter R.


Leonard, Levi W., ed.

Monteith, James


Nelson-Virden, L. Mae

Peterson, R. E., ed.

Schoedler, Friedrich

An elementary introduction to the sciences of physics, astronomy, chemistry, mineralogy, geology, botany, zoology, and physiology.


Trigo, José M.

HYSICS, or natural philosophy, was fairly consistent in the topics covered: matter, mechanics, sound, heat, light, and electricity. About mid-century, textbooks began replacing the classical scientific terms with modern ones. Dynamics became the study of power, hydraulics, the study of liquids, pneumatics, acoustics, and optics became the study of air, sound, and light. Throughout the period most textbooks included the description of apparatus and experiments used by teachers in their demonstrations.


Most physics books of the 1800's suggested demonstrations, but the experiments were usually performed strictly by the teachers with no student participation. This book is distinct in presenting laboratory work oriented toward the student. Some formulas were offered, and some attention was paid to mathematics.


Sir Richard Phillips was an author, bookseller, and publisher. He was imprisoned for a short time in London for writing anti-English articles. His books on various subjects were reprinted in America and were very popular throughout the century. Distinguishing features of the Phillips (or Rev. David Blair) books were the numbered paragraphs and the detailed glossaries. There were hundreds of attractive engravings throughout all of the books.


Blake's works were based on the science texts of Mrs. Jane Haldimand Marcet, a wealthy Swiss-born British writer who specialized in writing science texts for young people. This edition noted that the book is for use in the "Female Department of the Boston Publick Schools." The 1848 edition claimed 150,000 copies of the book had been distributed.


Dolbear, Almos Emerson

Eaton, Amos
[5982] Philosophical Instructor or, Webster’s Elements of Natural Philosophy. Albany, [N.Y.]: Websters & Skinners, 1824. 212 p. QC 23 .E15

Amos Eaton revised and republished this important John Webster text dealing with mechanics. The book outlined the principles of physics with full explanations and illustrations. Eaton was a professor of Natural Philosophy and Chemistry at the Vermont Academy of Medicine. His series were edited by Robert Patterson.

Edwards, William F[édéric]

Emerson, James

Fairbairn, William

By John Johnston, LL.D.


Gage, Alfred Payson

The Gage textbooks on physics stressed experimentation and laboratory work. This manual contained the laboratory exercises on which the admissions examination in physics at Harvard University was based. It has many exercises and could be used with any physics textbooks.


Gayarre, Charles

Gifford, John B.


Gillet, J.A., and W.J. Rolfe


Glazebrook, R. T., and W[illiam] N[apier] Shaw

Griffin, LaRoy F[reese]

Hall, Edwin Herbert, and Joseph Y. Bergen

Harrington, Charles L.

Harrison, W. Jerome

A SYSTEM OF NATURAL PHILOSOPHY;
IN WHICH ARE EXPLAINED THE PRINCIPLES OF MECHANICS,
HYDROSTATICS, HYDRODYNAMICS, DYNAMICS, AEROSTATICS, VAPORS, HEAT, STEAM,
OPTICS, ELECTROLYSIS, MAGNETISM, ELECTRO-MAGNETISM, ASTRONOMY, ELECTROLOGY, PHOTOGRAPHY, DAUBER'S MILK AND ILLEGUM;
TO WHICH ARE ADDED QUESTIONS FOR THE EXAMINATION OF PUPILS,
DESIGNED FOR THE USE OF SCHOOLS AND ACADEMIES.

FULLY ILLUSTRATED.

BY J. L. COMSTOKE, M. D.,
[5965] REVISED AND ENLARGED.

NEW YORK:
PRATT, OAKLEY & COMPANY,
21 MURRAY STREET.
1861.
UNIVERSAL PRECEPTOR;
BEING A
GENERAL GRAMMAR
OF
ARTS, SCIENCES,
AND
USEFUL KNOWLEDGE.

BY THE REV. DAVID BLAIR;

FIRST AMERICAN FROM THE EIGHTH LONDON EDITION, WITH ADDITIONS AND IMPROVEMENTS.

PHILADELPHIA.
PUBLISHED BY EDWARD & RICHARD PARKER,
No. 178, MARKET STREET.
1817.

Hays, Dudley G., Charles D. Lowry, and Austin C. Rishel

Hewitt, William

Hoff, J. H. van't

Hooker, Worthington

Hopkins, William J.

Hotze, C. L.

Houston, Edwin J.

Johnston, John

Kater, Henry, and Dionysius Lardner


Keith, Merton S[penzer]

Kiddle, Henry

Lodge, Oliver J[oseph]


Martindale, Joseph C.


Norton, Sidney Augustus

Nystrom, John William

Olmsted, Denison

Parker, Richard Green

As a principal of a Boston grammar school, Parker organized apparatus to demonstrate "natural philosophy." The book is a description of the apparatus and "embraces the elementary principles of mechanics, hydrostatics, hydraulics, pneumatics, acoustics, pyrominics, optics, electricity, galvanism, and magnetism." Parker's study was one of the first to signify a change of name in the discipline to "physics."

Peck, William G[uy]

Quackenbos, G[eorge] P[layn]

Included full descriptions of experiments, and was adapted to be used with or without apparatus. The author wrote books in history and composition as well as on science.

Rolfe, W. J., and J. A. Gillet

Sharpless, Isaac, and G. M. Philips

Steele, [Joel] Dorman

Tyndall, John

Unwin, William Cawthorne

Webster, John

Revised with corrections and notes by Robert Patterson. The original Webster text was over 700 pages and mostly covered mechanics.

Wells, David A.


Wood, De Volson
OLOGY, or natural history, was far less practical and far less popular than either physics or chemistry. It was not widely taught in the high schools and even those schools offering zoology treated the course in a single term, or gave it minor importance. By the end of the century, biology courses had begun to absorb and supplant separate courses in zoology, botany, and physiology. There was no standardization of topics in the early zoology textbooks whether they were European reprints or of American origin.

Agassiz, Louis, and A. A. Gould

Carll, M. M.

Chadbourne, P. A.
[6047] 1861. 160 p. QL 47 .C45


Cooper, Sarah

Eaton, Amos

Basing his materials on Cuvier's classic text, Eaton follows the principle that "zoology is the science which treats of material organized beings, which are endowed with sentient principle." Organization of Eaton's material was radically different from contemporary textbooks, and its popular style was aimed primarily for the public classroom. Before Eaton, most scientific writers referred to zoology as "natural history."

Emerton, [James] H[enry]

Fothergill, J. Milner

Gilman, Clarabel

[Goodrich, Samuel Griswold]

Gosse, Philip Henry

Holder, Charles Frederick, and Joseph Bassett

Hooker, Worthington
[6059] 1880. 371 p. QL 48

Huxley, Thomas H.


Jones, Thomas Rymer


Lockwood, Samuel

Morse, S[idney] Edward

Morse was the son of Jedidiah Morse, famous text-
book writer of geographies, and the brother of Samuel Morse, inventor of the telegraph.

Orton, James


Packard, Alpheus S[preog]

Pilkington, Mrs.

Ruschenberger, W.S.W.


Dr. Ruschenberger's text was heavily indebted to the work of Milne Edwards and Achille Comte, European professors.


Smellie, William

The textbooks on natural history by William Smellie, edited by Ware, were the first European zoology texts to be reprinted in the U.S.


[6076] 1840. 327 p. QL 47 .S6

Steele, J[oel] Dorman, and J. W. P. Jenks

This book was originally entitled "Fourteen Weeks of Zoology" and was one of the books in the natural science courses by Steele. The elementary series was described as being "brief, direct, uniform, in which curiosities, anecdotes and observations were mingled with facts and scientific terminology." The content has a lengthy introduction, almost 200 pages on vertebrates and some 80 pages on invertebrates.

Stickney, Mrs. Jennie H. (Lansing)

Tweed, B[enjamin] F[ranklin], and L. W. Anderson

Webster, Noah

This was the fourth volume in the author's Elements of Useful Knowledge.
omen’s education, as seen by the textbooks listed in this section, reflects two historical periods. The earliest texts for young women, at least in private academies, were literary anthologies and grammars intended to provide suitable selections for the education of “ladies” and were didactic and moralistic. When sewing, cooking, and housewifery courses were introduced later (around 1870) to promote the domestic arts, books on home economics became available. However, in certain locales and particularly in public schools, girls and boys did attend the same schools, were taught concurrently, and utilized identical textbooks.


Offers a full range of didactic essays, moral poems, maxims, historical writings, dialogues, and epistles with “scrupulous regard to the duties, employment, and dispositions of the softer sex.” Mrs. Barbauld believed that young girls should be introduced to great writers at a young age; lamented the “excessive attention” paid to language learning; and reiterated the importance of a literary education for females.


A fly-leaf note reminds readers that Juliet Corson was instrumental in having “domestic economy” introduced into the public school curriculum. The book is a fascinating compilation of recipes, menus, notes on nutrition, the chemistry and physiology of food, hints for good housekeeping, typical costs of food, and cooking courses for “artisans, plain cooks, and ladies.” There is a delectable scheme for “calf’s head a la poulette” to be made for 10 cents, and a “cabinet pudding” made from left-over dried fruit.


Dr. Pinneo was a respected grammarian who was called upon to do the first revisions of the McGuffey readers. Each literary piece in this anthology for young women was selected, claims Pinneo, “with regard to its adaptedness to the cultivation of the female mind and heart.”


Sanders, Charles W[alter] (1681-1770) Sanders’ Young Ladies’ Reader. New York: Ivison & Phinney; Chicago: S. C.
Sherwood, Mrs. Mary Martha (Butt)  
According to the preface, this collection of essays was written by Sarah Fielding, sister of English novelist, Henry Fielding. It is considered to be one of the first books written expressly for young girls.

Sigourney, Mrs. Lydia Howard)  


Silleck, Miss Willie  
Written for use at the Industrial School and Home for Destitute Children.


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