

if one were to go on one might well study next the history of education in the United States, and finally the general history of education in Europe. I am by no means sure that this order is the best one. I suggest it because, at the moment, it seems to relate the subjects most closely at each step to the other interests of the student. Experience alone can give us definite information in the matter.

Third, let the teacher discuss the selected topics fully in lectures, even where they are treated in books at the student's hand. This subject is peculiarly difficult to master from books alone. The lectures afford opportunity for emphasizing special topics and for giving a proper proportion to the whole, not afforded by any book; and the living voice, better than any other instrument of instruction, gives it life.

Fourth, let the students be sent to the books for collateral reading, with references to page and volume for each subject on which the lecturer has spoken.

Finally, let their work be tested from time to time by oral recitations, written reports and examinations.

May I insist again that the foregoing suggestions are merely tentative? I know of no training school in which the history of education is thus treated. Here, as always, we must wait for experience. But I am convinced that a study carried out on these general lines may have a living interest and significance for the kindergartner.

May I suggest further to training teachers, for whom this paper is especially written, some facts of vital importance in the best teach-

ing of the history of education? First, the subject cannot be taught to the best advantage unless the teacher has a good knowledge of general history. Education is not a thing apart from the rest of civilization; it is closely related to civilization at all times; and the understanding of the one is bound up with the understanding of the other. There has been too general a failure on the part of teachers of the subject to note this important relation. Again, reading *about* books is never a satisfactory substitute for the reading of the books themselves. Second-hand or third-hand information of this kind is almost invariably pale and flabby. Therefore, if, for example, one is lecturing on Comenius, let the student read some small portion at least of one of his works, and turn over the pages of the *Orbis Pictus* and the *Janua Linguarum*. Such a method gives one's knowledge a gratifying concreteness not otherwise to be obtained. The lectures themselves should be illustrated—not too frequently—by direct quotations from sources; and the books under discussion should be on the lecturer's desk for inspection by the students. Still again, maps and pictures should be used wherever possible. One will understand education in Europe in the Middle Ages far better with maps of the continent for that period before him; and a single engraving of a sixteenth century lecture room tells the student more than pages of description. Finally, let the teacher remember that the value of the subject to the student is partly determined by her own interests and enthusiasm in the teaching of it.—*Kindergarten Review*.