

"Great Educators Series," edited by President Butler of Columbia University, forms a notable contribution to this group of books. Such scholarly monographs as Mr. Leach's "English Schools at the Reformation," Mr. Woodward's "Vittorino da Feltre," and Mr. Rashdall's "Universities of Europe in the Middle Ages," are examples of the kind of work which should be done over the whole field of the history of education. These books treat with sufficient fulness, and usually with fair accuracy, the facts with which they have to deal. Most of them represent a large amount of careful and often unappreciated labor. Considering the poverty-stricken state of the literature fifteen years ago, one must be glad that so much really good material is now available.

The third group of books consists of the original treatise dealing with education which have been written during the past twenty-five hundred years. The most important of these writings not originally written in our tongue now exist in good translations into English. One may mention among them the "Republic" and the "Laws" of Plato; the "Politics" of Aristotle; Cicero's "Oratory and Orators," Quintilian's "Institutes of Oratory," Plutarch's essay "On the Ages; and the more modern works of Comenius, Rousseau, Pestalozzi, Herbart, and Froebel. By reference to these books one comes into direct touch with the past. One gains as in no other way the feeling of the nearness of that past and the similarity in thought and feeling of teachers of ancient times to those of our own. And such a feeling of nearness and kinship is essential if

the facts of history are to have a living interest.

Fourthly, I mention in the briefest way some of the means by which life and vividness may be given to the subject. These are student-autobiographies, such as that of Thomas Platter, student letters, student songs, and general accounts of student life, dealing often with trivial matters, yet imparting to the more important facts an intensely human quality. To these may be added references in contemporary literature, paintings, old illustrations, and inscriptions. Beyond all these are the general social and political histories of the various countries which should be familiar to both teacher and student of the history of education.

Here indeed is material for a study which shall be interesting and profitable. But obviously it is quite too extensive to be considered in the limited time at the disposal of the kindergartner. How, then, shall the work be carried on? We lack a good general text-book on the one hand; on the other the literature available is unwieldy. May I suggest in a very tentative way a possible solution of the difficulty?

First, let the training-school provide a well-selected library of books relating to the history of education.

Second, let the topics for the course be selected carefully by the training teacher with especial reference to the needs and interests of her pupils. The history of the kindergarten movement itself lies nearest their daily work. It would seem, therefore, to be a good subject for the beginning of the course. Following this naturally is the history of theory and practice in the education of young children; and