

THESIS.

Subject: Educational Literature.

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The true greatness and glory of the art of teaching lie in the infinite possibilities afforded for its improvement.

The Italians, it is said reached the limits in painting, the Greeks in sculpture and oratory, but in the grandest and noblest of all arts, the art of teaching, there are absolutely no limits. The very best teaching of to-day only makes a demand for still better teaching to-morrow.

That education which does not leave its possessor hungry and thirsty for something higher and better, mentally and spiritually, is a miserable failure. No one can fairly imagine circumstances that would have placed

us one hundred years ago where we are now. Each year of this last century has brought something better for the children, and each generation has demanded something better for the next. Every step in school progress demands the education that will lift the next generation to a higher plane, and the best results of this century is the urgent demand for better education on the part of the people.

It will come to pass during the next century that teaching will be generally recognized as the highest profession upon earth. Of course radical improvement must be made in the teacher;

and the marked difference between the teachers of the future, and the teachers of the present will be found in the enthusiastic desire to know more of their great art and the best method of using it. Belief in the possibilities of what man may become by education is the highest faith in God, and the highest faith in the infinity of his greatest creation — man.

An intimate knowledge of educational literature is necessary to the highest proficiency in the art of teaching, accordingly the study of this literature should have a place in the course of instruction and reading of the best teacher.

Among the best works on kindergarten education are Froebel's Mother-Play and Froebel's Education of Man. The first named book contains a large number of pictures, songs with music, and notes to mothers. Every page is full of the natural activities of children, the music is pleasing and just what is best adapted to children. Froebel's Education of

Man is a great work by the founder of the kindergarten and is now first presented to the English reading public. It is a statement of Froebel's principles and leads the way to higher and better things for the children and humanity. Among the books for young teachers are Hewitt's Pida-

ogy in which the aim is to present the subject in a brief and compact form; give a few methods, and psychology is made the basis. De Graff's School-Room Guide which is especially intended to assist teachers in the practical work of the school-room.

In each subject the author has given: Directions, or how to teach the subjects: Cautions, or how to avoid mistakes in teaching the subjects: Results, or the ends to be attained in teaching the subjects. The topics treated embrace nearly every branch of study and sphere of duty in the public school.

Two good books on methods are Brooks' Normal Methods and Holbrook's Methods. These books contain clear directions for

teaching the ordinary school branches of knowledge, and are valuable contributions to the subject of Principles and Methods in Education.

Mention can be made of only a few of the many books for all classes of teachers. Tatler's Philosophy of Education has long been a standard work in England, and most of its teaching is in direct line with the New Education, and is a good book for those who desire to study the foundation principles.

Hart's In the School-Room is a book covering the whole field of practical inquiry among professional teachers. The book begins with the question: "What is Teach-

ing?" and ends with the question: "What is Education?" Spencer's Education is the most stirring of all books on education, and is one of the most remarkable of the many works of this eminent author. He strikes at the root of the matter and thus makes a profound impression upon every thoughtful mind. The book consists of four chapters. In the first chapter he considers the question, "What knowledge is of most worth?" Then follow "Intellectual Education," "Moral Education," and "Physical Education."

The principal idea is that Nature has a method of intellectual, moral, and physical development, which should

afford the guiding principles of all teaching. keen observation, common sense and experience are the pillars on which Mr. Spencer rests his case. Ogden's Art of Teaching is a work which deals with the questions and duties that relate to the teacher's work, such as organization, study, recitation and government.

Patridge's Quincy Methods gives an excellent insight into the way they do it at Quincy. By careful study it will serve as an inspiration to those who are desirous of finding out the best ways and means to educate listless pupils. Swatt's Methods of Teaching

accords well with the progressive educational thought of to-day. Some of the topics are, School and School Teaching; Moral Training; Intellectual Training; Physical Training; Practical Hints in School Ethics.

Baldwin's School Management treats especially of the practical side of education. Ogden's Science of Education presents the principles of right education, and teaching in such a manner that the humblest may understand. Paul's Methods is valuable both as a text-book, and as a book of reference for every teacher.