

HISTORY TEACHERS' SECTION

The first article in the June number of *VERGANGENHEIT UND GEGENWART* deals with the Historical Teaching and Research Institute. It deals with a present-day controversial question in Germany regarding the organization of a school for the better training of professional historians. The Germans recognize that they do not train their men as do the French *Ecole des Chartes* at Paris or the Austrian Institute for historical research at Vienna. Another article considers the Importance of the Philosophy of History Teaching. It is in a way a review of Fritz Munch's book on Experience and Evaluation. This book as a transcendental philosophy deals with man in his present position in society and the world; it is the business of history teaching to have the next generation grow into this condition so that the condition may continue. "Civilization is activity. And just because philosophy as science does not create the values is there something in the world to do." The German Land and its Importance for People and State as an article considers the land question for the territories wherever the Germans are located. The last of the articles—History teaching in the United States—is a good interpretation of the high school history subject. It is illustrated with two schedules of the four years' history work. The usual excellent book reviews are in this number.

THE HISTORY TEACHER'S MAGAZINE for September indicates by its articles that it is to continue the consideration of the Ancient History teaching. A good article deals with the European War and History Teachers, and holds that this war must have a deep interest "for every teacher whose mind is at all trained to grasp the true significance of events. The history teacher has now the opportunity to stand as an expert guide for his school community and for the larger community about the school." Two articles consider from different points of view the question of the ends for which history is studied and taught in the grades and high schools. One of them is on the Early Teaching of History in Secondary Schools giving the reasons for this study as seen in texts and books of instruction since 1743. The reasons are arranged as follows: moral training; provision for leisure hours; religious training; patriotism; overcoming international prejudice; training for citizenship; discipline. The second article is on The Reconstruction of History Teaching. Here Professor Gathany analyzes the question under the heads of Point of view, subject matter and results. The old school of history teaching, as he calls it,

taught the subject as a body of knowledge and stopped there. The new school does this and goes further to ask other question. In his own words he puts it: "This newer school says: study the past, but don't stop *right* there. Study the past not simply to know the past *because* it is the past, but study the past so as to know how the present has come to be. Don't stop right there even, says this recent school, but go a step further, and study the *present*, so as to understand the life that now *is*. Study the past and the present so that we may intelligently analyze the present and its problems. This school believes that historical facts or events are comparatively of little value unless they have a bearing upon the present world of thought and action. The real function of history teachings according to the new school is to develop *constructive* and *interpretative power* in order that we may rightly judge contemporaneous problems, movements, institutions, and public leaders. We are to study history not for history's sake, but for our sake and for our children's sake."

The book reviews in this number of the History Teacher's Magazine are of their usual poor quality; while the list of recent historical publications is of its usual excellent quality.