

and grouped the incidents of a subordinate nature, which go to make up the finished history. Upon this base-line should be laid successive layers of information, facts and inferences, care being taken that the historical thread is never tangled or broken, till out of indefiniteness grows a finished, connected idea of the whole.

(4.) *Outline by epochs and teach as a whole.*

Let the epochs be the foundation upon which you build; do not exhaust one epoch and then proceed to the next; the builder does not build his house gable at a time, but he lays his bricks in courses; build up your historical structure in layers and preserve the unity or connectedness of the whole, so that the line of history once laid down shall never be broken. I have repeated this idea because I consider it all-important. As you proceed with layer after layer till the structure is complete it will be found necessary to supply fuller dates, but even then only important ones should be given, to junior pupils at least. The dates of unimportant battles and minor incidents such as the institution of the Curfew Bell, the Meal-tub plot, the Great Fire of London, the Massacre of Glencoe, and the like, have little to do with the true history of England. Some dates, however, are really essential.

(5.) *A WELL-SELECTED chronology is important.*

Do not teach your pupils to measure the prosperity and greatness of a nation by its warlike achievements, but, instead, give prominence to the progress of the people in political and personal freedom, the development of its social condition, as indicated by its growing skill in arts and manufactures, agriculture and commerce; mutual intercourse and amusements; and its advancement in intellectual, moral and religious cultivation, as depending on the diffu-

sion of literature, the founding of schools and the like. You will find that these topics are not only more instructive and civilizing than military history, but can be made equally interesting to pupils.

(6.) *Teach the biography of the nation, not of its kings.*

The live teacher of a public school will doubtless feel that his pupils are much less concerned with the *early* history of a country than with the *later*, and will pass lightly over periods which have no palpable or vital connection with the present state of it, and will dwell most on those that have determined its *modern* institutions. The Roman Occupation, the Saxon Invasion, the Danish Inroads and the Norman Conquest may be fitly termed the ancient history of England. Their connection with the present is, at least, remote and incapable of being realized by the average public school pupil; but the periods of the Reformation, the Revolution, the Reform of Parliament, and the like, stand in a very different position.

(7.) *Dwell lightly on the period before the Norman Conquest.*

When the successive layers of historical knowledge have been built upon the foundation first laid in epochs; when the stream of history has been traced from its source to the present time; when the position to which the course of past events has brought the country is thoroughly comprehended, it will be time enough (and then only with adult pupils) to investigate the philosophy of History in general. Undoubtedly the design of the study of History is not alone to acquire knowledge, but to form the judgment so that it shall be able to apply the lessons of past times to the present.

(8.) *History enables us to judge of the past as of the present.*

Let us now apply the scheme thus