

every district, for lack of herdsmen, for there was such a lack of servants that no one knew what he ought to do."

Those who have to teach the writing of English (what is technically called "Composition") are often at a loss for subjects that are suited to the age of the pupils they are engaged in teaching. But in history they will find no lack; there is rather too great an abundance—too great an embarrassment of plenty. From the very beginning they can teach composition by the use of history and historical subjects; and history by means of composition. And here again comes in the test of the books on history that you are in the habit of using. Do they give stories and subjects enough, and do they tell these stories and describe these subjects in so clear, so lively, and so vigorous a manner, that the young learner is eager to retell them, or at least will find it easy to reproduce them either orally or in writing? If the teacher employs such a method, or uses such a book, then most assuredly he is killing two educational birds with one stone.

Now the purpose of this whole paper is to advocate the narrowing of the field of work, and the intensifying of the attention of the pupil, in the only way in which that can be done, that is, instead of throwing on the mental view of the learner every detail of every dynasty or vast constitutional change, I would restrict it to two subjects, and to two subjects only: persons and interesting events. These would be the *nuclei* round which would gradually cluster new facts, new persons, new ideas, picked up in reviews, or books, or magazines. These *nuclei* are living germs, which can grow and assimilate new matter, which new matter becomes living, as they are living themselves. And I should further be inclined to recommend that the method be the oral

method, that the teaching be, as far as possible, *viva voce*, with the help of note-books, in which the notes should be very sparingly made. It is a fact worthy of mention that you can, in an hour, speak to your class a volume of about sixty pages. You can, therefore, in ten hours, speak a volume of six hundred pages; though it would hardly be possible to find any mortal printer to print, or any human publisher to publish it. But the living results of this talk remain in the minds of your pupils; and, moreover, your own knowledge of history is strengthened and clarified.

To carry out this plan, it would be necessary to have a fair historical library, and I will mention a few books that I think would be useful, in addition to those that are supposed to be upon everybody's shelves.

Among the writers of school histories, I know no one who has such large first-hand knowledge, or who can give expression to his knowledge with so much vigour, as Mr. York Powell. His sketches of Alfred the Great and William the Conqueror, and the first volume of his history, published by Rivington, are books that are models of how history should be written. Then there are Ewald's "Stories from the State Papers," which are always fresh and interesting. Everyone knows Mr. Freeman's "Old English History," and many of the narratives in it are of great interest and value for young people and schools. Then there are Macaulay and Walpole, Knight's "History of England," Lingard, John Richard Green, Lord Mahon, and others. Professor Gardiner's "Student's History of England" is an excellent book, always accurate, and sometimes vigorous; but, on the whole, there is a great deal too much in it, and the style is too often quite bloodless.

Then, for a large part of English