

Charta, the founding of the House of Commons. Let these events be taken in detail. Let a clear idea be secured of William, who he was, whence he came, why he came, and the effects of his government. Deal with the second event in the same way, pointing out the effect upon Britain now were she a continental power, and encouraging different views upon the matter. In the same manner let the great charter of our liberties and the great agent of English freedom be dealt with, in every case keeping before the class the fact that these are not dead issues, the interest of which has departed, but matters of real, living importance to everyone at the present moment. Having thus mastered these primary events, it might be well to take the period as a whole, dividing it into separate reigns and dealing with these in the same manner, *i.e.*, investigating causes and results as much as possible. But especially let the lesson be practical. The key note upon which everything should turn should be: "How are we at present affected by those events of the past? What lessons do they convey, what errors should be avoided, what actions are we to applaud? Keep the reason alive as well as the memory. Let the student realize he is poring over no musty, mouldering, useless relics of bygone times, but that he is conning truths meant for his guidance and assistance in threading the same mazy paths these mortals have trod before him. He should feel he is learning something that will conduce to his advantage and pleasure almost as much as the very rudiments learned at the fireside, and on the first forms at school. Once passed through a term's teaching of this kind, there will be little remaining that the student cannot master for himself; and if his enthusiasm has not been aroused he has at least a clear conception of the leading facts of

the subject, and, what is better, the power of applying them. If the pupil remain long enough at school the system can be carried further and further until the most minute details are fully mastered. It may in fact be seriously doubted whether from knowing one or two events of a reign a pupil could not in this way insure a remembrance of all the rest. When any one circumstance of history is presented he instantly has a series of stepping stones by which he descends almost at pleasure to any distance.

III. *The teacher, not text-books, must be the student's guide.* We constantly hear objections made to the use of this or that historical text-book in our schools. It is urged, and at present with some force, that some of these take very partial views, that the feelings of certain classes of the community are not sufficiently consulted, and that it is wrong that home-teaching should be destroyed, and cherished beliefs weakened by such influences at school. As long as the text-book alone is the source of knowledge, and one author merely is used, this objection will be urged, and will be a source of discontent and bitterness. It will be protested by Roman Catholics that Collier's views are those of a bigot; it will be urged by Protestants that Lingard could never with safety be allowed in the hands of our children. In consequence of this mutual feeling of distrust, it is almost impossible to get works, at once suitable and reliable, into use. The only remedy seems to be for the teacher to take the matter into his own hands, and by dispensing as far as possible with books, remove all just ground of complaint. This can be done in the manner already indicated—setting questions for the class, and allowing the scholars to read up the answers, when and where they will. The duty of the teacher, at least in Canada, requires him to be in the school-room a