

corded on the same page, it is not possible for the reader to concentrate his attention on those having a special influence upon any particular department of historical study. If he is seeking for the causes which led to a great constitutional change, he should not have his attention distracted by anything which did not in some way affect the constitution. He will thus be able to fix his attention entirely on one subject at a time, and the certain result of such a course will be clearer conceptions and more permanent impressions.

In a subject like history, the successful study of which depends so largely on the memory, it is of the utmost importance that the laws of "simple suggestion," or "association of ideas," be taken advantage of to the fullest possible extent. The most important primary law of association of ideas is the law of resemblance or similarity. One fact will suggest another of a similar kind, and so a series of thoughts referring to the same subject will be recalled in the mind much more readily than if they related to dissimilar subjects. The application of this principle to the study of history is clear. In the topical arrangement of events, facts of a similar character, all leading to the same end, are learned in consecutive order, and will therefore be more easily remembered in accordance with this fundamental law of association through similarity. It may be urged that "contiguity of time" is also a law of suggestion, and that the fact that events occurred at the same time will serve to associate them in the mind, however much they may differ in character. It must be remembered, however, that "contiguity of time" refers only to the experience of the individual who tries to remember. If two important events occurred about the same time, both of which directly affected me, the remembrance of one of them will be pretty certain to recall the other to my memory. Even if these events had not directly affected me, but merely interested me, they would be likely to recall each other. This would not be the case, however, if the events had occurred before I was born. We remember events by "contiguity of time," not because they occurred at the same time, but because they affected us at, or nearly at, the same time.

2. The teaching of one department of the history of a country facilitates the teaching of every other department. The events immediately connected with any one of the topics into which the history may be divided will have a bearing more or less direct on some, if not all, the others. When the constitutional history has been studied it will be found that the history of the church, or of literature, or the social development of the people, during the same period, may easily be fitted to it. The teaching of each additional topic paves the way for the more easy learning of those which are to follow.

3. When one department of history has been taught, the teaching of each successive department reviews the work that has been done. The connection existing between the various topics compels this reviewing. It is done, too, in accordance with one of the most important, though most neglected, principles of the science of education; it is done incidentally. The portions already learned are reviewed, not as set lessons assigned for review, but in natural connection with the teaching of new work as a necessary part of that work. It will be conceded by all that reviewing is essential to fix facts in the memory. It must not be forgotten, however, that when reviewing is merely a repetition or re-teaching of a lesson already learned, it soon loses its interest. Pupils cease to give active attention to it because it has lost the charm of novelty. Facts previously learned should be impressed on the memory by being used as the basis for acquiring additional knowledge. The ploughshare of knowledge should be kept bright, not by frequent rubbing, but by constant use in turning over fresh soil. This is

the highest kind of reviewing. It is the only kind to which a child is ever accustomed before it goes to school. This method of reviewing incidentally, not directly—by using knowledge, instead of merely repeating it—is only possible in the subject of history when it is taught by the topical method. Instead of traveling over the path of history once only in search of a promiscuous collection of facts, the pupil goes over it several times, each time with a specific object, and uses in each successive excursion the information acquired previously.

4. By teaching topically the teacher develops the reasoning powers of his pupils, and trains them to read history intelligently after they leave school. It is most desirable that students of history should be taught to trace causes to effects, and effects to causes. The facts of history are of little value as information merely; the lessons to be drawn from them constitute their real value. When teaching topically, events are not presented as of importance on their own account, but as elements which together produce certain results. The circumstances are regarded as subordinate to their consequences, and so the study not only exercises the memory, but calls into action the higher faculties. This naturally makes students take a deeper interest in the study of history as they grow older and their reasoning faculties develop, while it is a well-known fact that, as usually taught, the interest grows less as the pupils advance in years. This fact has led many thoughtful writers to question the propriety of teaching the subject at all in school. It is certainly most deplorable that the vast majority of pupils have such a distaste for the subject when they leave school that many of them never read an historical work afterwards. This cannot be the fault of the subject itself. It can only be due to the character of the school-histories, and the methods of teaching which are commonly practised. It is clearly impossible to give pupils a sufficient amount of historical knowledge during the time they are at school, and it is therefore of the highest importance that the method of teaching it should accomplish two results: 1. It should satisfy the growing demand for a higher kind of mental activity than the mere exercise of memory; 2. It should give a pupil a decided taste for historical study after he leaves school, and should qualify him for pursuing such a course in a systematic and intelligent manner. Both of these objects are accomplished by the topical method of teaching the subject.

There is nothing in the preceding remarks which is intended to express disapproval of any of the excellent "Child's Histories," which are written in interesting narrative form, and are so well calculated to attract the attention of the young. The object has been to show that a taste for such narratives decreases rapidly as pupils grow older; that the "mere tissue of names and dates, and dead, unmeaning events," soon becomes wearisome, if the names, dates, and events have to be memorized; and that a more intelligent method of presenting the subject should be adopted by teachers and those who write school-histories.

THE PUBLIC SCHOOLS AND THE PUBLIC HEALTH.*

The work of Sanitary Science in the prevention and removal of disease is very nearly allied to the great scheme of human salvation—in fact may justly be regarded as a part of the work of the Gospel, and of the mission of Jesus Christ to earth. Men miss very much of the scope and meaning of the Christian religion who limit its operations to purely spiritual concerns, and relegate its practical benefits to the life to come. In all ages there have been multitudes

* An address given at the Provincial Board of Health, St. Thomas, by Rev. Prof. Austin, of Alma College.