

times fix the attention and rivet a fact. A line from one of the poets in allusion to an event will occasionally make an impression, when constant repetition has proved a failure. Anything which keeps the mind from wandering, if it has the recommendation of being short, must be useful. A free use of the blackboard by the teacher in writing down in order, and keeping before the class, the principal events of a reign is of good service. A method of procedure somewhat as follows has been adopted in some of our schools with good success. Write down the first *principal* event of the reign or period with which you are dealing, using a *Roman* numeral. Then while questioning the class, write beneath it every other event which can be deduced from that first, using in the last instance *Arabic* numerals. Continue this process through the whole lesson. At the conclusion the student has before him a panorama of the whole work. The eye is thus made to assist the memory, and the effect is a two-fold gain. The same result is secured by following a campaign on a map before the class, interspersing the exercise with questions and comments. The latter has likewise the advantage of being a good lesson in Geography. But perhaps one of the best means of exciting an interest in history and giving it a charm is the practice of encouraging scholars to examine the matter and think over the subject for themselves. Above all let the dead monotony of the daily recitation from text-books be removed. Let the pupil compare kings, their acts, and the results which followed their deeds; let them deduce effects from causes; let them read their text-books, not for the mere purpose of loading the memory with dates and facts, but with some definite object in view. For instance encourage them to write a comparison

between Hannibal and Napoleon, between Napoleon and Cromwell, to contrast the Guelphs and the Stuarts, or any other of those men or monarchs whose careers are entertaining or instructive. Still another way of keeping a definite aim in view is to rapidly detail the principal events in a coming lesson, and then prepare a list of questions on these, of which the answers must be furnished by the class. In receiving these answers let as wide a latitude as possible, both of opinion and discussion, prevail. In this way an interest may be roused, the memory may be strengthened, and an impetus given to the development of those powers of thought, the awakening of which is, as before remarked, the true end and aim of all genuine education.

II. *The student should descend from principal to minor events.* The surest way to destroy the memory is to confuse it. The surest way to confuse it is to jumble all things together, by trying to learn everything at once. This is usually the case unless the teacher exercises discretion before the class, unless he points out certain events as of more importance than others, and fixes attention upon them. In passing through an unknown tract a traveller needs landmarks at intervals to guide him. If he has these he will have little difficulty—if he use them intelligently—of making his way in safety. So it is with a student of history. There are certain leading facts upon which the mind can rest in tracing a nation's progress from the first faint dawn to the present hour. In the first place let him master these; they will be an invaluable aid in securing the rest. Take, for instance, the Norman period of British History. The mind instinctively fixes itself upon three or four events—the accession of William and its effects on the laws and language, the loss of the French Provinces under John, Magna