

ning the study, direct their attention to the influences of climate, soil, mountains, coasts, seas, and rivers.

In teaching there is just one thing that I *always* do. Often when I give out the lesson I run over it with comments; but *always*, on taking my place before the class, my first words are: "Have you any question upon the lesson?" If no question comes up, I often say: "You have not studied this lesson; I know there are things in it that you ought to ask me about; there is one line I know some of you do not understand." A free conversation is the first part of the lesson.

I use the blackboard as much, I think, as I should for teaching in arithmetic. Whenever I can I illustrate the lesson by a map hastily drawn, a mere rough outline: I fear most teachers would not be willing to draw such mere diagrams as I make for maps; but I regard merely the purpose, which is not minute accuracy of coast or location, but relative position of a few points. For Asia Minor, an oblong, with rounded corners, is good enough. All sorts of diagrams are to be sought out and given; genealogies should be sketched in the usual form, where successions are influenced by relationship.

Learning dates is the great bugbear of history. I think it hugely overdone. A pupil that can in general history carry forty of them does well, if they are the pivotal ones. I find that I assign my classes twenty-three dates in all history prior to 800 A. D., and about some of these I am not strenuous; but in going over the history of any country I tell them that this and this are important in that special history. I cannot praise the method of Prof. Labberton, which requires the learning of 511 dates directly, and probably as many more incidentally. There are so many good things in the "Outlines" that I like to praise the book, if not the method. But to the learning of the succession of epochs, or of periods of history there is no objection, except that it may be made too minute; otherwise it is an admirable method, and should be largely used in reviews.

I am sorry to say that the state of civilization in our country is still so low that a large share of the instructors who have pupils in history (I cannot call them teachers) require or allow verbatim recitation, indicates ignorance of the subject of the

lesson. The pupils who has made the substance of the matter his own, will find words of his own, and tell the story in his own way. But the power of truly learning is disused and lost in this way. The effort of the mind is to commit to memory, not to appropriate material; and pupils so trained can only with difficulty be brought to take any general views, or to take abstracts or synoptical statements of subjects or epochs of history. They are degraded into drudges; and the girl whom some misguided and misguiding woman has deemed her best pupil in history, I am tormented with for a year, sometimes hopeless endeavor to get her to think, and to leave the treadmill wherein she walks her weary daily round.

Do you ask what shall be done with the contradictions of historians? Recognize them promptly, fully, unshrinkingly, even boldly. Show your pupils that in early times there were no records, or that records were under the influence of ignorance and prejudice, of national pride or the vanity of rulers; that mythical stories of Troy and Argonauts and Hercules prove nothing at all about history; that they are Jack-the-Giant-Killer tales; but there is much in history indisputable as to fact, and that the greatest difficulty is to decide upon the character and purpose of individuals. If you understand these things well yourself you can show why the Pocahontas story is false; why early Roman history is fictitious; how men discriminate between the certainly false, the probably false, the probably true, and the surely true.

I am accustomed to place before my pupils both sides of disputed questions, and to leave them to decide for themselves. Their education should constantly train them to the art of selecting reasons and judgments; and no branch is more favorable to this work than history, unless, indeed, the study of language may take precedence. I desire to make them skeptical of doubtful evidence in all things; I equally desire to make them ready to believe on reasonable evidence; to reject Rollin as trash; to learn from Arnold how to think.

Let history be in your hands the story of the development of the human race from its fierce ages of war and plunder, its Assyrian epoch, to modern civilization, point to the higher elevations beyond. Let