

history over again as a reasoned or rational history in some such book as Green's "Short History of England." In the course of these years he will be much exercised in writing historical narratives. Every advantage will continue to be taken of the general literature of the country, the master reading prose and poetical pieces to the pupils, substituting such readings for the ordinary lesson. When speaking of the Wars of the Roses, stop and read Shakespeare's dramas. When reading of the time of Charles I., stop and read Browning's "Strafford," etc. Historical novels, if good, should be in the school library and freely given out. In the last year of his course the pupil should read along with the master (not as lessons in the technical sense) a book on the "Making of England." The occasional acting of great historical events would do much to give life and meaning to the past.

Before the boys leave school a course of *conversational* lectures should be given on the history of the world, with constant reference to a large wall map. Pictorial illustrations of distant countries and of their great works of art should be available in every school.

In classical schools the boys will have meanwhile read the histories of Greece and Rome. These histories should be short and full, that is to say full in their treatment of a few things, and always free from details not essential to the comprehending of the general course of the story of these nations. Such books as Smith's school histories are models of what a school history ought not to be. (Read Smith's England, p. 29 for example.)

The conversational lectures to which I have alluded will connect the civilization of the ancient with the modern world.

You will see from the above that I look on history as contributing in a very direct way to the ethical pur-

pose of the school, and as also constituting an essential part of the humanistic and literary training.

But this is not all. In the secondary stage, and to some extent even in the primary stage, history must be made to teach Citizenship, and as much of the Constitution as may be thought necessary to the equipment of a citizen politician.

The civil relations and the forms of our constitutional polity, including local or municipal organization, should be taught in all secondary schools. The duty of subjects to the state ought to be impressed. But it is quite useless to do this in a formal and text-book way, until the seventeenth year at earliest. Prior to this all that can be taught with effect must arise out of the history teaching from day to day, and be in close association with it and given orally. Such teachings, if incidental and associated with persons and events, take effect; if formal and detached they are wholly ineffectual for their purpose. Their great value is not the knowledge they give, but their effect in deepening that sense of national continuity and the duty of the citizen which history itself is designed to foster.

I have said that a "text-book" of citizenship is not necessary during the school period.

For the masses who do not go to secondary schools, the more formal instruction must be given in evening continuation schools, but not disjoined from general historical reading. If formal and technical, I repeat, it loses its effect. Even the adult mind learns best from the concrete. There is only one interest that is universal, and that is Life.

I would next direct attention to the Economic teaching that may be given in connection with history and which is best so given.

As in instruction in civil relations, there is to be here no text-book if the