

the past. My object, then, is to lead the boy to consider himself as a continuation of the past, as handing on, during his lifetime of activity, a tradition of life and character, while aiming to make things better than he found them by keeping before him the highest ideal of the duties of a citizen recognizing the need of self-sacrifice.

If this is not our aim, what is? Why do I not give him the chronology and annals of Peru instead of England and Scotland and the United States?

Thus the general method of teaching history to the young already indicated is confirmed when we begin to apply a principle of all method: "Turn to use." What use? Having settled this, we see that the early teaching of the story of our nation must have, as far as the materials admit, the characteristics of a national Iliad.

In applying a second principle of method we have found that even this epic teaching cannot profitably begin till the boy is in his eleventh year or ten complete.

Let us further consider the different stages in history instruction in accordance with the governing principle that all teachings must be adapted to the mind-growth and the mind-material already possessed.

FROM TENTH TO TWELFTH YEAR.

It is a story to be told, and the wandering minstrel of old is our model teacher. The childhood of history is the history for children. Text-books are out of place—at least till the story has been narrated by the teacher, just as these old minstrels used to sing the deeds of heroes at the courts of princes. The teacher's mind must be very full, and he must cultivate dramatic and graphic narration. Preserve the human interest of the narrative and point the morals as you go without *impressing* them.

Narrations should always be given in the presence of a map, and geographical references constantly made.

FROM TWELFTH TO FIFTEENTH YEAR.

Even at this period history cannot be made interesting in any other way than that which I have explained; and if it is not made interesting, it is quite useless in the school. History can be of moral and intellectual value to a boy only in so far as it gathers round persons and dramatic incidents, thereby enriching his moral nature and furnishing food for his imagination. In the thirteenth year a text-book may be put into the pupil's hands *for the first time*.

I do not think that children should be questioned much in history, except with a view to the *language* of the book they may have been reading, after they have been allowed a text-book. The ends of examination in *narrative*, except where words demand explanation, are always best attained by requiring the pupils to reproduce in their own words, orally or on slate or paper, what they have read in their books or heard from their teacher.

A text-book may be allowed when a boy is twelve complete, but it should not be an epitome of history, but a historical reading book. Chronological connections will be furnished by the teacher orally and written on the blackboard, and the poets will be largely utilized, and if not read by the boys, then read *to* them. Portraits of great men and pictures of great historical scenes or monuments should be shown. Lantern slides might be effectively used.

The two first stages of history teaching are thus, as will be seen, *an-alistic*, epic, pictorial—not rational.

FROM FIFTEENTH TO EIGHTEENTH YEAR.

During this period of secondary instruction the pupil may begin his