

are intelligible at the age which he has reached. The story should be *told* to him: and only thereafter read to him. He should then read it himself. This is the epic; the dramatic and the lyrical enters by reading to him, or with him, all the national poetry and song that has gathered round this period. He then, as in every other subject, is invited to *express himself* in the construction of a narrative of the period.

So in the history of England the period of the Spanish Armada, for example, is to be treated in like manner. The boy must strike his roots deep into the national soil or he will never come to much. It matters nothing that the poetry you give contains much that is legendary. A national legend is a far truer element in the inner history of a people than a bald fact.

So much for the method of school history in general. As for the rest, method is the arrangement of instruction in accordance with the principle of mind-growth and the rules which flow from it.²

A few words, however, by way of illustration may be added, although they may now be regarded by the intelligent reader as almost superfluous. With these I do not encumber this short paper.

As to method in its *more detailed* applications, we are met at the threshold by this principle, viz, new knowledge must rest on knowledge already acquired if it is to be a living and intelligible growth. In other words we must begin from a child's own mind-centre if we wish to extend his area of knowledge effectively.

Consequently if he is to learn intelligently about past men and events he must have some knowledge of existing men and events. He must have seen enough and talked enough

and read enough about things present to his own experience before he can have the imaginative material at his service for comprehending the past and remote. This he gradually acquires from the general course of instruction in the school, and from the reading of simple fables, stories and narratives in his text-books and the school library. His arithmetic, meanwhile, is teaching him to stretch his conception of time, and his geography to localize his own and other countries and to become alive to the fact that he belongs to a distinct nationality. The only historical imaginative material which I would *directly* give before the age of ten complete is the learning by heart of national ballads.

At ten complete I may begin history, and I ask guidance of my principles of method. I am confronted with "Turn everything to use"—that is to say, what intellectual or moral purpose have I in view in teaching history at all? The end must determine the way. I have already spoken of the end; but I may say further:

Geography I teach with a view to extensiveness of mind, arithmetic and geometry with a view to intensiveness of faculty, history with a view to lengthening the brief span of man's life into the past and so explaining the present. I wish the boy as he grows into a youth to be so taught that the national life and character in so far as it is worthy of admiration, and achievements of his fathers shall form part of himself, enter into his judgments on present affairs, and stimulate him to maintain and advance society by the memory of what has been done in the past. It was as citizens of a particular nation, and by a high sense of the duties of citizenship, that our ancestors accomplished all that has made the present desirable as an advance on

² See Institutes of Education.