

from literary works of art. These are selected for their intensity, and for their peculiar merits in expressing situations of the soul brought about by external or internal circumstances. Language itself contains the categories of thought, and the study of grammatical structure makes one conscious of phases of ideas which flit past without notice in the mind of the illiterate person. Literary genius invents modes of utterance for feelings and thoughts that were hitherto below the surface of consciousness. It brings them above its level, and makes them forever after conscious and articulate. Especially in the realm of ethical and religious ideas, the thoughts that furnish the regulative forms for living and acting, litera-

ture is pre eminent for its usefulness. Literature may be said, therefore, to reveal human nature. Its very elementary study in school makes the pupil acquainted with a hundred or more pieces of literary art, expressing for him with felicity his rarer and higher moods of feeling and thought. When, in mature age, we look back over our lives and recall to mind the influence that our schooldays brought us, the time spent over the school readers seems quite naturally to have been the most valuable part of our education. Our thoughts on the conduct of life have been stimulated by it, and this ethical knowledge is of all knowledge the nearest related to self preservation.—*Wm. T. Harris, in the Atlantic Monthly.*

THE TEACHING OF HISTORY.

PROFESSOR MEIKLEJOHN.

(Continued from page 244.)

IN the fifth place would come the life of the people, their manners and customs, prices of food and clothing, their architecture, their religion, and so on. This kind of knowledge seems to me fit for young people above sixteen years of age.

Last of all would come a general review, with constant reference to constitutional history; and for this purpose the excellent "Student's History," by Professor Gardiner, in three volumes, or John Green's "Short History of the English People," or Knight's "Larger History" would be among the best that can be mentioned.

But it may be said that this is too large a programme, and, in view of the examinations which press upon us all, that it is not to the purpose. Well, speaking as a practical man, one

must have some regard to the examinations; but I will take a case. I will suppose that the teacher buys the whole of Miss Yonge's "Cameos," in six volumes. As they cost 36s., he can hardly be expected to put them into the hands of his class. I will suppose, further, that he has three hours a week for the teaching of history. Well, I should get a boy who could read in a vivid and lively and impassioned style, and get him to read for three-quarters of an hour; the next quarter of an hour might be allotted to placing upon the black-board the chief events read of, in separate lines, and not more than two dates. These statements and these dates might be copied into the note-books of the pupils. It will be still better if the teacher would read up all he could about the persons and