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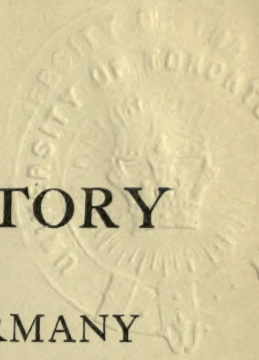
TEACHING OF HISTORY

IN THE SCHOOLS OF GERMANY
AND BELGIUM

BY

M. E. WOODS, B.A. LOND :

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PREFACE.

WHEN the Council of Bedford College did me the honour of electing me to hold the first travelling studentship given in the College by the Gilchrist trustees, and selected for my subject, "The teaching of history in schools of Germany and Belgium," I felt that I had a unique opportunity of observing how others dealt with the problem which had so perplexed me when teaching history in South Africa.

No one can realize without experience the difficulties encountered in teaching this subject to classes of two distinct nationalities, especially when the events treated are of such recent date as to be almost present day politics. It therefore seemed well to me to go to Germany, so that I might visit in particular Alsace-Lorraine and see how the difficulty of mixed races is solved there. As the question of language is also a burning one, I wished to study the treatment of bi-lingualism in Belgium. The following report is the outcome of this journey.

The difficulty of finding equivalent expressions in English for foreign words and phrases, which often convey ideas also foreign to us, has been a great obstacle in the writing of this report. This want of fluency will be quickly discerned in the translations from Government regulations and such papers, and in order to obviate the defect, I have sometimes adopted the foreign term itself.

I wish here to express my gratitude to those who were so courteous in furnishing me with information, and the means of obtaining it. Among those to whom my thanks are specially due I must mention the Ministers of Education, and M. Alexandre, Inspector of Secondary Schools, at Brussels; M. Verdeyen, at Ghent; Herr Pünnel and Dr. Ernsing, at Metz; Herr Motz, Dr. Luthner and Dr. Francke, at Strassburg; Dr. Von Sallürk, Dr. Wendt and Dr. Löhlein, at Karlsruhe; Dr. Böckel and Dr. Wittmann, at Heidelberg.

Finally, I wish to convey my warmest thanks both to the Council of Bedford College and to the Gilchrist Trustees for having afforded me an opportunity of gaining experience which I feel will be of great value to me on my return to South Africa, and I desire to express the gratification it has given me that my report has been considered worthy of publication.

M. EDITH WOODS.

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LIST OF SCHOOLS IN WHICH HISTORY LESSONS
WERE HEARD.

	Number of Lessons.
BRUGES—	
State Middle School, - - - - -	Girls 4
Convent School du Sacré Cœur (Primary), - -	Girls 3
Communal School, - - - - -	Girls 1
GHENT—	
Institut de Kercheve, - - - - -	Girls 3
Primary Training College (Catholic, private), -	Girls 3
Technical School (Callier), - - - - -	Girls 2
State Middle School, - - - - -	Boys 2
BRUSSELS—	
Athénée Royal (Ixelles), - - - - -	Boys 4
Rue du Marais Secondary School, - - - - -	Girls 2
Rue du Marais Secondary Training College, - -	Girls 2
Rue Visitandine (School and Training College), -	Girls 2
Rue de Malines (Primary Training College), - -	Girls 1
Primary School, Rue des six Jetons, - - - - -	{ Boys 2 Girls 2
METZ—	
Girls' Higher School, - - - - -	Girls 9
Training College for Secondary Teachers, - -	Girls 5
Middle School, - - - - -	Girls 2
Four Volksschulen, - - - - -	Girls 7
One Volksschule - - - - -	Boys 3
ST. PRIVAT—	
Volksschule, - - - - -	Girls 2
Volksschule, - - - - -	Boys 1
STRASSBURG—	
Training College for Primary Teachers, - - -	Girls 4
Girls' Higher School, - - - - -	Girls 4
Two Volksschulen, - - - - -	Girls 4
Middle School, - - - - -	Girls 3
Two Girls' Higher Schools (Private), - - - -	Girls 3
KARLSRUHE—	
Girls' Higher School, - - - - -	Girls 4
Gymnasium, - - - - -	Girls 2
Gymnasium, - - - - -	Boys 1
Volksschule (paying), - - - - -	Girls 2
Oberrealschule, - - - - -	Boys 2
HEIDELBERG—	
Volksschule (paying), - - - - -	Girls 2
Gymnasium, - - - - -	Boys 2
Girls' Higher School, - - - - -	Girls 3
Total	98

I.

PATRIOTIC AND UNIVERSAL HISTORY. CONTEMPORARY HISTORY.

IT would be out of place to recapitulate here the reasons urged for giving history a place in the curriculum. That it has so long been neglected, both in England and Germany, seems to have been due to a feeling that it is unnecessary to insert in an already overcrowded time-table a subject, of itself so attractive, which can so easily be "picked up" out of school. Perhaps also in the classical schools of both countries a feeling prevailed that what was not directly involved in the study of ancient language was, if not *infra dig.*, at least of little educational value.

We are all so familiar with the controversies of educationalists on this subject that a mere summary of the aims found to be kept in view by some practical teachers will suffice. The first and most obvious, namely, the moral elevation produced by wholesome admiration, is more generally attainable, since it can be aimed at as well in a primary school, where the sum total of history learned must always be small, as in a higher school, where the study may be more advanced. As Goethe puts it, "the best we get from history is the enthusiasm it arouses," and this can arise from a little as well as from much, if the little be only well presented.

The aim set forth by the American "Committee of Seven," that the ultimate object of history, as of all other

sciences, is the search for truth, and that that search entails the responsibility of abiding by the results when found," is no doubt the highest; but it is a little ambitious, and probably beyond the reach of most schools, where, as a rule, the children must accept the teachers' authority, and cannot actively join in the search. It perhaps represents the goal aimed at in Belgium (in addition to the nearer one of patriotism), where the "science" of history is insisted upon to such an extent; but it always struck me as a little above the heads of the pupils and as a flaw in the whole system. Yet it was a Belgian who said, "Let us give detailed stories to children, and leave the summing-up to grown men." This appears to me to be a wiser course to pursue.

There is an educative value in vivid biographical stories, besides the ethical one. They introduce the children into the world of men, and acquaint them with their actions, words, and thoughts; in this way children learn to weigh and discriminate. The reasoning power developed by history is more likely to prove of practical worth than that cultivated by a study of mathematics. For the mathematical student deals with data and demonstration, beginning with certain axioms based upon intuition, and arriving at an inevitable conclusion; but the problems of history are like those of practical life; one must collect data, balance opposing arguments, and at last arrive, at a *probable* conclusion. In mathematics one can positively predict; in real life one can never do so. Perhaps this is the reason why mathematicians have the reputation of being unpractical men.

The training of a discriminate judgment represented the earlier aim of history-teaching in Germany, but the Emperor, who sees the Pan-Germanic germ in all things, was disgusted to find, from his own public-school experience, that the teaching of history does so little to repress socialism; and in compliance with his desire there is in that country a tendency to use the study of this subject, during school-life, as an active weapon against that movement.

Everybody, I suppose, agrees that the implanting of

patriotism, an object so universally pursued in other lands, though hardly ever deliberately aimed at in England, is a perfectly legitimate aim. Very few of us would, however, consent thus to use the study as a political lever.

There has also been a tendency in Germany towards narrowing the field covered by the study of history, and towards emphasising national history rather than ranging through universal history. In fact, I could not help feeling, both in Belgium and Germany, that had these countries been fortunate enough to be islands, their history syllabus would have been as narrowly nationalistic as our own is accused of being. In the primary schools of both countries the syllabus includes only national history; in the other schools, "general history," in so far as it affects national history, is wound round the story of the national life; and it is their misfortune, and cannot be accounted laudable, that they have felt the shocks of the vicissitudes and revolutions of foreign countries so much more violently than we have done. While, in order to get a fairly complete and intelligent grasp of English history, it is necessary to keep an eye on our neighbours' doings across the seas, a student both of Belgian and of German history finds himself obliged to continually keep in touch with the doings of other nations, who are at one time his fellow-subjects, and immediately afterwards his country's enemies.

Contemporary History.—In both countries, and particularly in the girls' schools of both countries, where the classics are not taught, the importance of the subject increases as it approaches recent times. This fact is curious and interesting, as regards Germany. I was told by the Director of a Gymnasium in that country that, when he was a boy, the teaching of history was not allowed to extend to the period of the First French Revolution, lest the boys should become infected with the dangerous "liberty" notions of that time. For a similar reason it is now determined to lay particular stress on modern and even contemporary history. Here is an extract from an order of the Emperor's, dated May 1st, 1889:—

“The schools must bring the recent and the most recent history of the times more than hitherto into the circle of the subjects of instruction, and show that the power of the State alone can protect the individual’s family, freedom, and rights. It must also bring the youth to recognize how Prussia’s Kings have exerted themselves to better the conditions of the working-classes in a continuous development from the legal reforms of Frederick the Great and from the abolition of serfdom to the present day. Moreover, the school must show by means of statistics how considerably and how constantly in this century the wages and the condition of the working-classes have improved under monarchical protection.”

Just as France, in order to check the implanting of socialistic ideas, takes the negative step of restricting the history programme to the year 1875, Germany, secure in the orthodoxy of its Government-examined and appointed (or approved) professors, uses contemporary history, as already indicated, as an active weapon against socialism. Neither method seems fair, but that of France has the advantage of leaving the boy, if uninformed, at least unprejudiced, and the arguments brought forward in its favour that it is impossible to get an historical survey of contemporary events, and that the history of the present day is nothing but politics, are endorsed by some German teachers. But, allowing all this, it seems hardly justifiable to oust contemporary history from the programme. It may be difficult to place recent events in their right perspective, yet it is in view of these recent events and their development that the present citizen is called upon to act, and it is right that he should form some acquaintance with them. Moreover, difficult as it is to entirely eliminate the personal equation of the teacher, his conscientious and carefully-deliberated representation of difficult questions is much more likely to be free from prejudice and party bitterness than any account the boy would otherwise pick up from hearsay or tradition.

In Belgium, history is always brought up to the latest

times, but in that country it is understood that nothing is to be said or done to offend the pupils' sympathies, religious or political, and the Belgian teachers find themselves obliged to approach the subject gently and gingerly, as they informed me that they found it "*une chose très-delicat.*" They are, however, in some degree shielded by the censorship exercised over the text-books, all of which have to gain the approval of a "*conseil de perfectionnement de l'enseignement*" before they can be adopted for school use.

In England, the detailed study of contemporary history is said to be hindered by this same fear of arousing political passions and prejudice. The Germans, who "*fürchten Gott, sonst nichts in der Welt,*" have no such fear; but then, the German schoolboy has no political opinions—except those which he has been taught.

II.

METHODS OF TEACHING HISTORY IN GERMAN SCHOOLS.—"KULTURGESCHICHTE."

"It is not only the deeds of the sword and of statecraft which determine the development of humanity."

The "Harmonious Whole" of History.—The aphorism quoted above gives the trend of the most marked tendency of the teaching of history in Germany—that is, a desire to treat history from every point of view, instead of confining the attention to a merely military or political standpoint. It is the recognition that history should set forth, in some degree, the entire development of the human race; that it should neglect neither the industrial, social, religious, intellectual, nor aesthetic side.

In England the origin of this movement is perhaps to be traced to J. R. Green and his works; and his own words

explain best what the Germans call "Kulturgeschichte." He writes: "The aim of the following work [*A Short History of the English People*] is defined by its title—it is a history, not of the English kings or English conquests, but of the English people. At the risk of sacrificing much that was interesting and attractive in itself, and which the constant usage of our historians has made familiar to English readers, I have preferred to pass lightly and briefly over the details of foreign wars and diplomacies, the personal adventures of kings and nobles, the pomp of courts and the intrigues of favourites, and to dwell at length on the constitutional, intellectual, and social advance in which we read the history of the nation itself. It is with this purpose that I have devoted more space to Chaucer than to Cressy, to Caxton than to the petty strife of Yorkist and Lancastrian, to the Poor Law of Elizabeth than to her victory at Cadiz, to the Methodist revival than to the escape of the Young Pretender."

Necessity of Narrowing the Field.—But this ideal offers so wide a field that the necessity of limitation seems to have led to a study of the constitutional and political development with us, while a strong party urges the claim of the history of our industrial development.

Those of us who remember long hours consumed over Pitt and Grenville Ministries, and the too often purely personal contests for place and power, will acknowledge that we might have spent our time more profitably. On the one hand, few of the facts so learned remain in the mind; and probably no one not actually engaged in teaching (and very few of those who are) could give extempore anything like a coherent account of such matters. All that is left is a confused idea of political intrigue and littleness, which is by no means edifying. On the other hand, we recognize that we have been dealing with a very confined section of our subject, to the neglect of other and more important issues. For example, the industrial and social conditions are often treated as of interest merely to the extent that they bear upon politics, and are disregarded altogether except when

they come into the political arena ; for instance, in explaining the Repeal of the Corn Laws and the Reform Bill. In modern history, the study of the national development in literature and art is only saved from neglect by its connection with the study of literature, and this subject is very often not correlated with history. Material progress, such as the introduction of steam-driven machinery, is again generally subordinated to the political idea. Even Professor Seeley, though he refuses to recognize the existence of the individual except as a member of the body politic, and utterly ignores such issues as art and literature and social life, complains that by history we generally understand nothing but the history of Parliament.

One reason for this may be the Englishman's love of public life—his long-accustomed and eager participation in politics—which makes party questions interesting and exciting even in the schoolroom, and gives to this aspect a natural prominence. To this may be added a natural lack of appreciation of art, painting, and architecture, which undoubtedly characterises the average Englishman, and which would naturally lead to the neglect of this side of the subject ; but this is a defect which makes its presence in the curriculum all the more necessary. The industrial and economic side is too complicated to be treated in any but the higher classes, and indeed cannot be properly treated without a groundwork of knowledge of the political facts to start with. This is probably the reason for the seeming neglect of these branches of historical study—namely, that generalisations (whichever side they may emphasise) must always be weak and uncertain in application unless anchored to a good firm bottom of facts. And it seldom happens to an ordinary middle-class school to get further than laying this foundation.

Of course, what is to be aimed at is to have all sides of the question proceed as much as possible *pari passu*, and this requires both knowledge and skill on the part of the teacher. It is managed very well in Germany.

For the social side of history, English teachers have a

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powerful ally in the numerous and well-written historical novels which are so eagerly read; Belgium seems rather deficient (from what I could gather) in this respect, and suffers further from having no truly national language. Germany is as fortunate as ourselves in these respects, though I fancy the amount of work demanded from the children allows them little time for independent reading; the great attention paid to literature and to its correlation with history, however, more than makes up for this.

Montaigne well expresses his view of what history should be when he says: "L'enfant ne saura pas tant la date de la ruine de Carthage, que les moeurs de Hannibal et de Scipion, n'y tant où mourut Marcellus que pourquoi il feust indigne de son devoir de mourir la." But that is exactly what the examiner will not ask. "A list of the battles, with dates and results, "A genealogical tree, showing claims": such are the demands with which we are familiar, and they do not preclude "Kulturgeschichte." Indeed, they are the firm pegs on which all stable knowledge must be hung, and in Germany such details are certainly not neglected. Where, however, examinations play such a conspicuous part as they do in most English schools, all but the essential for this purpose tends to be crowded out, and to lose its importance in the eyes of the pupil at least. Hence disastrous results.

Side by side with the fight against "politics" goes on, in Germany, a campaign against wars and battles. But, accepting the Herbartian theory of natural development (as is done in Germany), there certainly comes a time when one's fighting instincts need satisfying, just as a certain phase in the development of the race is a fighting one—one, indeed, which we seem slow in outgrowing—and this fact probably explains why "arma virumque" so strongly appeal to young boys, and girls too. Of children's heroes, almost all are men of action, a title which is usually synonymous with "soldier." The combative instinct can undoubtedly be used as a moral lever. The self-sacrifice and devotion demanded in war are so much more palpable and concrete than the patience and self-effacement of civil public life. The "long self-sacrifice

of life" is so much more comprehensible to a child in the case of a fighting hero than in that of a man whose whole life is consumed in waging "the savage wars of peace." To appreciate the latter one must first learn to love the former, and it will be long before the battle-song will cease to call forth the noblest qualities of human nature.

No Political History for Girls' Schools.—This "civil side" of history is insisted on even more strongly in girls' schools than in boys', as may be seen from these remarks of Dr. Willms, of Tilsit :—

"It is to be borne in mind that, in the "höhere Mädchen Schulen" all complicated questions of home and foreign politics, all strategical relations and military details, are foreign to a girls' mind, and that minute examinations of treaties, of changes in the Constitution, and of battles have no place in these schools, and that political history in its narrower sense is only to be touched upon in broad lines, as . . . it conduces to the awakening of a warm and personal interest on great and active peoples and nations, their fate and their works. The "Kulturgestände," particularly women's life and work, are to be considered, but they must be set forth unvarnished, . . . and brought clearly before the pupil's eyes. By the side of literature and art and national and domestic customs, religious and moral ideas, trades and professions, are not to be left out of account. Ancient mythology, as such, does not belong to the teaching of history."

It is common to find that the text-books in use in the girls' schools emphasise this social side, while those in the hands of the boys are sometimes more devoted to the political side. In Alsace Lorraine, the book I found to be invariably in use in the upper classes of the girls' schools is Dr. Christensen's, which contains, in three small volumes, all that is necessary for memorising. It is generally found to be sufficient for the students in the women's Training Colleges, and an account of it will be found in V. (Illustrations and Text-books.) The boys of these provinces are changing their text-book for Dr. Marten's (in use in Baden) on account of its "kulturgeschichtliche" turn.

Description of a Lesson.—I have seen a “*kulturgeschichtliche*” lesson given to a young class by means of one of Lohmeyer’s pictures. The children were first asked to fix the period of the event portrayed, from the dress of the knights represented. Then they were asked for the subject of the picture, which was evidently surrender after defeat, and were next called upon to state the nationality of the persons, to be deduced from their arms and crests. This eliciting the information that an Austrian Prince was submitting to a Bavarian, they were asked to mention an historical occasion at which such an event took place, and remembered that Frederick the Fair had been taken prisoner by Louis the Bavarian at the Battle of Mühldorf, 1322. They were then asked to identify or name certain other knights present, and showed their familiarity with the Hapsburg and the Hohenzollern crests, among others. They then proceeded to an examination of the arms, armour, and horse-trappings, comparing these with what they had seen in pictures of earlier periods, and finding, or learning, the slow changes in war-craft which brought about these modifications.

In looking over my list of lessons heard in Germany, I find such subjects as the following common:—“Architecture and Painting at the Time of the Renaissance,” “Development of War-craft and its Consequences,” “Italian Painters,” “Difference between the Italian and the German Renaissance Architecture,” “Grecian and Roman Women,” “Description of a Roman House,” “The Arches of Titus and of Constantine and the Colisaeum.”

Use of Contemporary Records.—The children’s reading books and the teachers’ “*Quellenbücher*” are substantial aids to this particular point of view. The latter are collections of contemporary writings—letters and other documents—throwing light on the social life of the people, or vividly describing any special event. I have listened to harrowing descriptions of the misery endured during the “Thirty Years’ War,” of the treatment of witches in the Middle Ages, and the like, as well as to the reading of many extracts illustrating pleasanter subjects. The reading books contain many

passages such as one illustrating the luxury of Roman Imperial society, the customs of the ancient Germans, as well as more literary extracts of an historical character.

Elementary Schools.—There is also an attempt to give prominence to this side in the Volksschulen, but the extremely formal character of the teaching practised there often reduces it to a minimum. The historical passages in the reading-books adapted for the elementary schools have this tendency in a marked degree. I will quote a few titles from a reading-book in use in some of the Catholic Volksschulen in Alsace-Lorraine:—"Alsace in the Time of the Kelts," . . . in the Time of the Romans." "What a German Home was like at the Time of the Birth of Christ." "Cloisters." "Castles." "A Tourney." "A German Council-day in Metz." "Our Homeland in the Fourteenth and Fifteenth Centuries." "The Condition of the Peasants in the Middle Ages." "Alsace-Lorraine at the Time of the Thirty Years' War." "What our Kaiser has done for the Workman." "Past and Present." This book is specially intended for use in bi-lingual schools.

In Baden, where I was too late to attend any but "revision" lessons, there is a distinct tendency in the programme to further this humanising treatment of history. For example, in the Töchterschulen, after a three years' history course, there is a ninth and optional school-year, which comprises a fourth year of history. This time is devoted to gaining an acquaintance with the "Remarkable Women of German History." I was told that, in this school, great attention is attached to the explanation of the ideals of the Ancients, especially as regards the education of their children.

A lesson in an Elementary School.—The keynote to the method employed in all teaching in Germany is to be found in the aphorism, "Every lesson must be a language lesson." Not only is it demanded that every answer shall be a complete sentence, but questions are generally asked neither from a desire to probe knowledge nor to elicit reasoned answers, but to exercise the power of formulating replies. This has a

rather deadening effect in the Volksschulen, where a history lesson usually takes the following shape. First of all the teacher recites the lesson in a slow, impressive voice. This recital is (usually) unrelieved by questions or digressions of any kind, and may last five minutes, though the average duration is about three. Then, after a solemn pause, the matter is exactly repeated again by the teacher. Next a question is asked and answered in the words used by the teacher in his narrative. If one child fails to reproduce the exact words, another is asked, until what is required is obtained ; it is then repeated by several children individually, and by the class collectively, often several times. Then the next sentence is treated in the same way, and then the next and the next, until the whole recital is reproduced in its exact original form. Then one child is called upon to repeat the whole, and another and another ; then the whole class, until the end of the weary hour, or until the teacher is quite satisfied that his words are safely hammered in. The last ten minutes may sometimes be devoted to the happy relief of writing the absolutely indispensable sentences on the slate (and it is usually found that there is very little that is not indispensable); or sometimes, but too seldom, there is a passage bearing on the subject which may be read from the reading-book. At the end of the lesson the child is in possession of a few sentences of faultless and simple German, if of very few historical ideas.

I have listened to many such lessons—one (of many) on Karl der Grosse, which purported to portray his personal appearance and his social life. His wife was only introduced in time for burial. The one point which might have proved interesting, the exact locality and the “how” and “when,” was ignored. The children were merely told that it was in their town ; and such facts as these have to be mentioned.

I remember another dissertation on Martin Luther, which, however, lasted somewhat longer—five minutes. When called upon to repeat the passage, one poor child was severely reprimanded for calling him a *Mensch* instead of a *Mönch*, though I confess I still continue to share her view of the subject.

Some teachers, of course, have enough individuality to modify this state of things, and to put a little life into their lessons. I have known the recital of the subject-matter of the lesson to last twenty minutes of the hour, but the usual method of those who are bold enough to launch out on their own lines is to reserve their digressions and explanations until the words have been firmly hammered in. Even the localisation of the places on the map is often left until after this has been safely accomplished. Then the teacher feels at liberty to make any remarks or interesting observations he may think advisable. If he has no observation to make, nothing is simpler than to demand repetition after repetition of the passage learned until the end of the hour.

It may be suggested that this rather lifeless handling of history, so apparent in Alsace-Lorraine, is due to language difficulties, and that teachers would probably allow themselves greater freedom if they were addressing children more familiar with the tongue in which they are taught. But there are two objections to this view. The first is that the most formal lessons of any I heard were given in schools where the great majority, if not all, of the pupils were German-speaking children; and secondly, by far the most interesting lesson I heard in any Volksschule was given (in German, of course), in the Volksschule at St. Privat, where all the children, with one or two exceptions, were French. Unfortunately, in the Baden Volksschulen I heard nothing but revision lessons in history, and so was only able to form an idea of the knowledge possessed, and not of how it had been acquired. Knowledge, in a German school, is always exact

One reason for this unsatisfactory state of things is undoubtedly the lack of a text-book which might serve as a summary of the matter to be memorised. The simple Volksschule has no text-book of history as such, though the reading-books usually have a fairly connected historical outline, which might be utilised to obviate the need of a special text-book. Simple and cheap text-books of history, paying particular attention to matters of local interest, are in use in

the Mittelschulen (erweiterte Volksschulen) but their use does not seem to have the desired effect.

Another disastrous cause is the massing of classes, which seems so common in Alsace-Lorraine. Of course, such a course is unavoidable in a thinly-populated locality ; but it is hardly to be expected in towns, and seems to be a consequence of the separation of children professing different creeds. Since Catholic and Evangelical boys cannot be in the same class for any subject, this reduces the numbers and necessitates the grouping-together of children of different school-age to the extent of two or even three years in the same class, with the result that in the case of such a subject as history a boy may find himself doomed to repeat for two or three years exactly the same work. As a consequence of the German habit, of assuming the passivity of the child, his knowlege is not appealed to, but he is treated exactly in the same way as those boys to whom the subject is entirely fresh ; and thus perhaps he may spend two additional years in the repetition of a few sentences with which he was familiar after the first year's course.

For a concrete example of the effect of this grouping of years, compare the following programmes of history in force in a Volksschule (a) in Lorraine, (b) in Baden :—

LORRAINE.

4th and 5th years.—German history up to present day (two concentric circles).

6th and 7th years.—German history treated more continuously (that is, two more concentric circles).

BADEN.

5th year.—Ancient history.

6th year.—German history up to the Crusades.

7th year.—The Kaisers of different Houses. The Thirty Years' War.

8th year.—Louis XIV. War of 1870-71. The German Empire.

As may be imagined, this summary handling of the matter leaves plenty of room for revision. Every lesson begins with a revision, sometimes entirely of dates and sometimes of repeated paragraphs which have been previously instilled.

This is true not only of the Volksschulen. In a höhere Mädchen Schule, I have been rendered breathless by the airy way in which we were wafted from Karl der Grosse to bestow a passing glance on Marathon, then to rest for a moment in the contemplation of the Second Triumvirate, to examine more at leisure the character of Augustus, next to contrast the Greek and Roman games, and, lastly, to settle down to a general dissertation on Roman manners and customs.

The method of repetition, with modifications, is also in vogue in the higher schools, more particularly the girls' schools, and extends as far as the Women's Training Colleges. In these higher schools the matter is fuller and richer, appliances are more general and varied, and the intellectual atmosphere is less confined. The lesson itself, particularly in the lower forms, is usually cut up into small divisions, and each piece is concisely set forth, repeated by the children, and thoroughly disposed of before the next point is touched upon—a proceeding often detrimental to the unity of the whole. The method is clung to the more tenaciously in the Training Colleges from the desire to make every lesson a model to the student. The minute parcelling-out of a lesson given to grown-up students, and the addressing of questions to them which entail the reproduction of what has just been communicated, has a strange effect on a listener imbued with British ideas. On the other hand, one who knows the difficulty of getting verbal answers, however short, from English children, is charmed with the easy loquacity of German children.

The strong point of History-teaching in Germany.—One great excellence of German history-teaching, the undoubted result of the carefully arranged programme, is the remarkable "Ueberblick" which the children obtain of the world's history, and the well-organised state of their knowledge. Their general acquaintance with the whole lapse of history, instead of a knowledge of isolated periods, enables them to make interesting comparisons. Thus, in dealing with the Thirty Years' War, the lack of union among the German States is compared with the lack of cohesion of the German tribes in the time of Augustus, and with their subsequent history up to

the War of 1870-71 : in this respect Germany is compared with Italy and its (former) agglomeration of little States, and contrasted with Great Britain. When reconsidering the New World discoveries, the whole history of Mexico, from its seizure by Cortez up to the present day, is rapidly reviewed. The Dutch, French, and English colonies in North America are treated in the same way ; and the children know in outline the causes of the wars which gave us the first two, as well as the development of our own colonies in America, their separation from us, and the subsequent history of Canada and the United States. Very accurate, too, is the knowledge they display of the English system of representation and of our charters of liberty. Starting with our Magna Carta, they wend their way through the Petition of Right and the Bill of Rights, and come through the Reform Bills to our present system of representation. Their acquaintance with our Royal Houses and their inter-relationship is even more astonishing, revealing, as it does, such remarkable accuracy in knowledge of dates and genealogies.

On the other hand, the fact that they have never studied any period in detail prevents the students from discovering the complexity of an historical problem, rather encourages them in the idea that the study of history involves nothing more than the memorising of facts, and fails to accentuate the importance of sifting and weighing these facts to discover their significance. The existence of any other point of view than that presented by their Professor and their text-book does not occur to them.

Dates.—The attention paid to dates in Germany is very different from the supercilious treatment these useful, though often offending, adjuncts of history receive in Belgium. The great distaste for burdening the memory shown in Belgium has led to the minimising of all exact dates to be learned, and to a general desire to substitute a rather loose chronological idea for the exact date. Many Belgian teachers ask only for the century, or part of the century—first or second half—in which an event takes place ; others accept a date which is a few years out, merely correcting it, and treating it

as a matter of no importance. In Germany inexactitude is not tolerated.

Most schools in Alsace-Lorraine have tables of dates that are expected to be known; these are printed in large type, and hung upon the class-room walls. There are three such tables: one for ancient, another for mediæval, and the third for modern history. The dates are not numerous, there being about forty-eight in the first table, eighty in the second, and rather more in the third. The tables are used in various ways. Sometimes the teacher points out the dates at random, getting answers from various members of the class. Another time they are taken through column by column. It is usual for most history-lessons to begin with a revision of a few dates (apart from the other revisions). These were at first a great puzzle to me, as I was made to witness the strange phenomenon of children rising one after another and giving unconnected pieces of information for no apparent reason. But I soon discovered they were "saying the dates" which had been set at a previous lesson.

I did not see these date-tables in Baden, and I fancy the number of dates to be learned is not quite so limited there. In the Volksschulen the dates to be memorised are each and all entered upon the syllabus.

Local History.—In Germany, as in Belgium, great emphasis is laid on local history. It is always required that the period to be taught shall bear "special reference to" Alsace-Lorraine, or to Baden, as the case may be. Most local information is, however, given under the head of "Heimatkunde," and is more particularly connected with geography. Text-books, as a rule, do not enjoy a universal distribution, but are adapted for certain districts. This is also true of the reading-books, special sets being compiled for Alsace-Lorraine. There is also, for use in the Mittelschulen, a special local history-book prepared, which always emphasises the history of Alsace-Lorraine. In this book, after a general chapter on the ancient Germans, we come to "Alsace-Lorraine under the Romans," which ends with a list of military posts which formed the nuclei of the present

towns. Then follow certain legends of local saints, and, perhaps, histories of local bishops. After more general history, particular stress is laid upon "How Alsace-Lorraine came to the German Empire." The next item of local importance is the formation of the Bond of the ten Alsatian Towns. Then, "How Metz was lost to Germany." After this follows an outline of German, and particularly of Prussian, history up to the War of 1870-71, with the joyful heading of the last chapter. "Alsace-Lorraine again a part of the German Empire."

In Baden there is a general similarity of plan, many of the former Archdukes and some Princes of the Palatinate being specially studied; greater attention than is elsewhere given being paid to the Thirty Years' War and the unfortunate Winterkönig; also to the havoc wrought by Louis XIV. in and about Heidelberg. An acquaintance with the members of the present archducal family and their immediate ancestors is demanded, in addition to the usual acquaintance with the Kaiser and his House.

The Constitution.—The "Constitution" of the Empire does not receive nearly the time and attention the same subject does in Belgium. In the Government regulations for elementary schools in Alsace-Lorraine it is required that the pupils of the upper school shall be made acquainted with the "outlines of the political Constitution of the German Empire, of the administration, of the community and the judicial power of the country." In the Volksschulen this is treated very summarily, being reserved to the last lesson, or rather division, of the course. A paragraph in the reading-book generally supplies all the necessary information.

As the special excellence of instruction in Germany is due, to a great extent, to the correlation of the various branches of the programme, and to the use made of pictures and other illustrations, I will touch on these points in V. and VI.

The copy of a syllabus of history in force in a Gymnasium follows:—

SYLLABUS OF HISTORY IN THE HEIDELBERG GYMNASIUM.

Class.	Matter.	Hours per week.
Sexta, - -	Sagas (given in German language lesson),	
Quinta, - -	Sagas (given in German language lesson),	
Quarta, - -	History of Greece and Rome, - -	2.
Untertertia, -	German history up to 1648, - - -	2.
Obertertia, -	Modern history up to 1888, - - -	2.
Untersecunda,	Grecian history up to 301, - - -	3 with geog.
Obersecunda,	Roman history up to the Fall of the Western Empire, - - -	3 with geog.
Unterprima, -	Mediæval and modern history from 476 to 1648, - - -	3 with geog.
Oberprima, -	Modern history up to 1871, - - -	3 with geog.

III.

METHODS OF TEACHING HISTORY IN BELGIAN SCHOOLS.

AFTER listening to some half-dozen lessons in Belgium, I was of opinion that the programme lent itself to such an indefinite variety of treatment that there were as many methods as teachers; but later I began to discover some of the underlying principles, which give a certain uniformity to this seeming diversity.

Both the matter and its treatment seem to be affected by the following considerations:

1. The wish to show the "enchainement" of events—a task by no means easy in the case of a country with a history so complicated as that of Belgium.

2. The desire that all teaching shall be "intuitive"—that is, that it shall appeal to the senses and be the direct outcome of personal observation.

3. The constant mental presence of the patriotic point of view, including the imparting of a knowledge of "civil right."

(1) **Scientific Treatment of History.**

Preparatory Course analogous to Geography.—The first of these points involves an interesting addition to the State programme on the part of many communes, which retain an earlier State syllabus intended to serve as an historical preparation in the lower forms, before the study of history is entered upon systematically. It has now been omitted from the State programme, as being too abstract; nevertheless very many schools and some communes choose to retain it.

The first object of this preparatory programme is to give the child a sense of the relationship between the individual and the family, the family and the commune, the commune and the central Administration. It is formed on the analogy of the geography syllabus, with which we are more familiar. As geography starts with a plan of the school-room, pointing out the child's own position, so the first history-lesson shows his relation to his parents, brothers, sisters, and other relatives.

Example of a First History-Lesson.

I heard one such first lesson given to a class of little girls. The children sat very still, though I fancy their interest was centred in the language, for the lesson was given in French, and the greater number of them were accustomed to speak Flemish at home. From my notebook I cull the following specimen of what took place :

Question. Where do you go after school?

Answer (always a complete sentence). We go home.

Q. Whom do you find there?

A. We find our father and mother.

Q. Who are they?

A. They are our parents.

First point, repeated by individual children and afterwards by the class, when it has been written on the board. "The paternal house is the house in which our parents live."

Q. Who live there?

A. Father and mother live there.

Q. Who besides?

A. Brothers and sisters live there.

Several children are then asked how many brothers and sisters they have, and their names and ages; thereupon the second point is also written on the blackboard, and stands thus: "The family is composed of parents and children."

Q. What does your father do? (This question is put to several children in succession.)

A. He is a painter, carpenter, etc.

Q. Why is he a painter?

This question does not at once provoke a satisfactory answer, but finally a conclusion is arrived at, which is thus formulated by the teacher, and written on the board: "Father works for money for us."

Q. What does your mother do?

This question is at once productive of many and varying replies highly illustrative of the domestic qualities of the Belgian women. The information gained is again formulated by the teacher as follows: "Mother takes care of the house."

Then follow a few questions pointing the moral of the foregoing: for instance,—

Q. What ought children to do for their parents?

Q. What can you do for your father? your mother? brother?

Finally, the four main sentences, which appear on the board, are again repeated, individually and by the class, and so the lesson ends.

The second lesson, both in history and geography, treats of the school, the geography lesson, defining its physical position, and the history lesson, endeavouring to show the inter-relationship of teachers and taught. Then comes the neighbourhood of the school; the numbering of the houses, the lighting and cleaning of the streets, leading to the idea

of communal control and the interdependence of the social units. The communal life and history are set forth by means of a skilful handling of all local material, visits to all the principal monuments and public buildings, supplemented by lessons, forming the chief means of instruction. Modern industrial life is exemplified by one or more visits to such factories or works as may be accessible, such as breweries and linen factories, canals and bridges. This part of the programme consumes one year. The second year aims at giving the child an idea of chronology and of the lapse of time. This has to be effected by making the child himself, as it were, the central point or present, with a past and future on either hand. He is reminded of his father's and his grandfather's school-days, and so led to conclude that he too will grow old and die, and that the flow of time is continuous. He has to realize the duration of a century and of a thousand years. I do not quite know how this is managed.

Next comes the juxtaposition of civilised and savage man : the object being to inculcate the idea of progress as the result of work and intelligence, also to bring out the advantages of social life. Then the teacher is directed to show the advantage which each generation reaps from the possession of the experience of the last, and how it adds its own quota to the sum of human knowledge. This is the onward march of civilisation.

History begins more concretely here. The great nations of the earth are mentioned, and their geographical limits explained. This leads to Belgium, its King and Royal Family, the first King and the Revolution of 1830, the national flag, with an explanation of the national fêtes. The history of Belgium is then treated regressively back to 1830 (or, in some towns, even to 1792), before the chronological course is begun.

I found this programme in common use in all the paying primary schools, and in most of the non-paying ones that I visited ; and I have indicated it somewhat in detail, because it brings out so very clearly the ideal which shapes the teaching of history in Belgium, and gives it its special

character—viz., a desire to get at the philosophy of history, to show the trend of civilisation and of social development, with a tendency to neglect the lives of individual men in the effort to accomplish this task. Thus, though no Belgian teacher ever neglects to make his lesson “intuitive,” as far as regards his treatment of the subject, the matter itself is often, in my opinion, rather abstract. To my mind the historical idea can only be conveyed to the child in terms of the real man: “freedom,” or even “a free nation,” expresses nothing to him, but he would gain something from a lively (and somewhat detailed) description of a man’s struggle for freedom. Though I heard several lessons on Jacques Van Artvelde, and though every Belgian child is familiar with his name and face, the man is a mere abstraction, mentioned as a handle on which to hang his work. No typical details of his home-life, nor of his wife’s patriotic devotion, nor of his relations with his children (though Philip is known as his father’s successor as popular champion), were given. The children were told that he laid the foundation of communal freedom—and they were made to understand the words—and that he was one of the many Belgians of whom they were to be proud; but there was nothing to seize the imagination, or to rouse the enthusiasm. In the same way, they were all taught to be proud of Godfrey de Buillon as first King of Jerusalem, but I believe he is to no Belgian child what our Richard is to the English school-boy; and this seemed to me to result from the same calm, philosophical treatment, which touched upon his achievements and their results, but never stopped to give in detail any of the difficulties encountered in their performance. This I consider the weak point in an otherwise well-worked-out scheme. I believe it to be the result of too high expectations of the possibility of history-teaching in primary schools. The philosophy of history can hardly be taught to children who leave school at the age of twelve or earlier.

It is easy to agree with the desire so plainly expressed in the programme that the social life shall be studied, and not the history of political intrigues and party quarrels.

But the greatest men of any particular time are the outward and visible expression of their time—the summing up of all its aims and aspirations—and only by making them live can one hope to make the child at all realize their environment. Only through an intimate acquaintance with some of the greatest men has the child any chance of arriving at any degree of historical-mindedness. Thus the greatest educative value that the study of history in the lower schools can have, seems to me to be lost. Through the lack of striking biographies the child's mind is left bare of living heroes. A calm, scientific survey of the whole course of history, if it were possible of attainment, which it is not, would be but a poor exchange for this mental storehouse, which, in some degree, is within the reach of all, and is the lawful heritage of all. Everybody—except those people who wish to reduce history to a species of “fasti annalesque,” to be studied only in registers and such documents—agrees with Carlyle as to the value of hero-worship. It is a moral lever not to be lightly thrown aside. The knowledge of men and things which the study of biography gives is also of more future practical value than that conferred by a sense of social or constitutional development; and, though it is difficult to cultivate in a young child that balance of judgment which can discern both good and evil in the same cause or individual, the accepting of such a judgment is both a useful intellectual exercise and a valuable precedent for future use.

With regard to the universality of this treatment, of those teachers to whom I expressed my opinion, some contended that it was contrary to their genius to worship individual men. Their love, they said, was for their liberties rather than for either their soil or their forefathers. Others held that I was mistaken in my opinion, and maintained that biography did play a great part in their history-teaching, though the greatest importance was always attached to the public rather than to the personal side of the question. Nevertheless, my opinion is that biography as we understand it is hardly ever taught.

Regressive Treatment.—To return to a consideration of the programme and its treatment, the Brussels programme says :—

“ To awaken in the children the idea of the reality of history, the *regressive* method must at first be followed. They must be made to go back on the facts of their own history and that of their family. The regressive method must be pursued back to the Revolution of 1830. Then the children must be made acquainted with the principal sources of history, industrial remains, medals, coins, monuments, manuscripts, and books. The master should, from time to time, read to the pupils extracts from eye-witnesses.” (A certain suitable author is here mentioned.) “ After this, the course of history becomes chronological. In order to fix the facts in their proper chronological setting this course begins with a rapid sketch of our history from the Roman Conquest to the present time. The different periods are indicated in the order in which they succeed each other. In this frame, very clearly traced beforehand, the pupils fit the facts as they are unfolded before them.”—Brussels Programme, Sept. 1st, 1890.

The regressive method always seems strange to us, and illogical. It also seems non-psychological, for children do not naturally look back from an event for the causes which led to it ; this belongs to a much later stage of development. Nor can it be justified on the principle of going from the known to the unknown, for the present in which they live is not a known quantity with which to compare an unknown past. I think we are right, but so also are the Germans and the Belgians who follow the regressive method, for the cases are not parallel. We might talk of our King and our Parliament, but we could never “ regrade ” far enough to find a definite beginning of these, and, if once set upon the track, we should have no logical ground for leaving it till we had done so. The case of a third Kaiser, and still more so that of a second king with a brand new and clearly-defined Constitution, are different from the case of an ancient monarchy, embedded in traditions and with a national Con-

stitution which was not the work of one man or body of men nor of one epoch, but which has grown through centuries of liberating decentralisation and ever-widening precedent. In the first two cases it seems natural to go back to the beginning of the existing form of government. In the third case it would be impossible.

I have seen the regressive method very skilfully handled in Brussels. It was in a class of about thirty little girls in the fourth school-year, on the eve of entering on the chronological course. I think no new information was imparted, but the children were interested, and their answers showed a bright and intelligent grasp (within reason) of recent events. The lesson began with the singing of a patriotic song. Then followed a little talk about the present King, leading back to the first King, and from him to the revolt against Holland, and, broadly, its causes. The children knew the main facts about the struggle, could name the streets and the gates of the town at which the fighting took place, and the events thus became living realities to them. Then they described the Commemoration Column, with its four figures symbolizing the four great liberties of the Belgians; and as well as having learned to look for symbolism in statuary, they had an intelligent grasp of the concept of these liberties. The lesson ended by the repetition of a little poem eulogizing the first Queen, Louise Marie.

The Chronological Programme.—From an examination of the syllabus, (abridged from, the “programme-type,” placed at the end of this chapter), it will be seen that the study of consecutive history in the primary schools begins in the third year, and goes through the last four years of the school course, if the child is still attending school. The third and fourth years, assigned by the State to “striking events” of national history, are usually employed instead in getting into an historical frame of mind in the manner already indicated; but if the town follows the State programme implicitly, very nearly the same ground is covered twice, the second time with a little more detail.

In the second part of the programme the same idea of historical change is constantly kept in view and skilfully shown by means of comparisons, which the children are the more able to understand from their previous two years' training. For example, in a lesson describing a tournament, the feudal system of service was contrasted with their present system of conscription, the expense of a tourney with the expense of a modern military display (not in figures, but in the manner in which the expense is borne), the time spent by the knights in military exercise with the years of military service now demanded; the rank of former combatants with that of those now engaged in warfare, and so on. In this way the intelligence is kept on the alert, and all possible side-lights are thrown on the subject.

(2) "Intuitive" Treatment of History.

That great attention is paid to the method employed in the teaching of history may be seen from the Inspectors' annual reports, in which appears a fairly long criticism on the subject. Formerly this criticism was far from favourable, and I quote from the report of 1896 on the State secondary schools for boys, with no desire to point out the shortcomings, but merely to show what the Inspectors look for:—

"Here" [that is, in the history lessons], "the text-book plays too prominent a rôle. Some Professors are content with developing in class what is condensed in the manual; but the pupils, knowing that they will find the essentials of the lesson in the book they have in their hands, do not take the trouble to listen, and, without intensifying the meaning, or assimilating the matter, they reproduce what they have before their eyes and learn the facts mechanically by heart. Besides, the Professor speaks too much, and teaches, not as one should teach boys at an Athénée or college, but as one teaches at the University. Unable to grasp the lesson in its entirety, unable to take notes rapidly, the pupils retain only a vague notion of what

they have heard, even if they carry away any impression whatever.

“It is the History Professor, above all, who ought to set himself the task of making his lessons not merely appeal to the memory of his hearers, but also of making them reach their understanding. It would be well for him to make great efforts to get the children to grasp the essential characteristic of each period, so as to enter into the details only after this characteristic has been firmly established. He ought also to appeal more to the child’s imagination.

“We have in our country first-rate museums ; places of historical interest are by no means rare ; religious and civil monuments are plentiful ; all this is often only a few steps from the school ; but the professor, far from taking his pupils to the place, does not even think of mentioning to them those museums, public places, and monuments. This ‘intuitive’ method has become of such general application in neighbouring countries that, in order to supply the lack of real objects, scarcely any author or text-book is now published without being fully and well illustrated. The pupil should see as much by means of the physical eyes as by those of the mind ; his imagination should be awakened ; or else no true idea of the matter can reach him. He cannot be interested in what means nothing to him. The lessons then become to him nothing but symbols with which he stocks his memory, and this last faculty is developed to the neglect of all the rest.”

That this criticism no longer applies I think I shall be able to show. It has only been quoted to point out the value attached to history, and the emphasis laid upon the “intuitive” method. The subject will be found developed at greater length in the description of the “objects of intuition” in V. (“Illustrations.”)

The desire to appeal to the eye leads to the paying of great attention to the tabulating of the summary, both in a great many text-books and also in the blackboard work. In some of the boys’ higher schools, where the pupils

take notes, these often assume the form of a tabulated summary.

The following is an example of such a lesson given in "troisième" at the Athénée at Ixelles, which shows the extreme care with which the phenomena are classified.

Note.—"Troisième class" is reached in the fifth school-year. As the minimum age of entering an Athénée is eleven years, the minimum age of a boy in "troisième" is fifteen.

LESSON GIVEN AT THE ATHÉNÉE ROYAL AT IXELLES ON CHRISTIANITY.

I. ORIGIN.

Jesus Christ.

- (1) Proclaims a new religion—Love of God—of one's neighbour—justice—hope in a future life.
- (2) Finds the Church with the help of the Apostles—His condemnation to death—the Apostles' Creed.

II. PROPAGATION.

The New Religion Preached.

- (1) To the Jews by the Apostles.
- (2) To the Gentiles or Pagans by the help of St. Paul—The establishment of Christian communities or churches.

III. ORGANIZATION.

(a) Priesthood.

Bishops ruled the community—Priests celebrated divine service and introduced converts—Deacons administered the finances, distributed help to the needy, and visited the sick.

(b) Hierarchy.

Bishops—Diocese ; Archbishops—Archiepiscopal see ; Patriarch—Rome, Antioch, Alexandria, Byzantium ; Pope—successor of St. Peter, Bishop of the capital of the Empire.

(c) Mode of Worship.

Prayers, hymns, reading, exhortations ; the Lord's Supper.

IV. FAVOURABLE CIRCUMSTANCES.

(1) Intrinsic Cause.

Incontestable superiority of its doctrine—brotherhood—purity of morals.

(2) External Causes.

(1) Unity of the Roman World; (2) Universal use of Latin and Greek.

V. OBSTACLES.

(1) Severity of its doctrines, which run counter to human passions.

(2) Prejudices of the people. ("Magic," "anthropophagy.")

(3) Hostility of the public powers, hence persecutions.

(4) Heresies, Arius, Council of Nicæa, 325.

(5) The attacks of Pagan writers.

VI. TRIUMPH DUE TO—

(1) The heroism of its martyrs.

(2) The decisions of the Councils.

(3) The writings of the doctors and apologists.

(4) The policy of Constantine. Edict of Milan, 313.

NOTES.—Under Constantine: Premature attacks against Paganism.

Under Julian: Pagan reaction.

Under Theodosius: Final triumph—Religion of the State.

VII. ITS PART IN HISTORY.

The transformation of the ancient world.

(1) From the moral point of view—softening and purifying of morals.

(2) From the social point of view—emancipation of slaves, equality and brotherhood of man.

(3) From the political point of view—mutual independence of religious authority and civil power.

The great stress laid upon this formulating sometimes causes young teachers to neglect the spirit for the letter in their effort to cast their work into a certain rigid mould, and the blackboard often ceases to play the living part it does in England, where the work grows under the pupils' eyes and guidance, for it is in Belgium often prepared

before the lesson. I will give an example in which the formulating seems a little laboured. The board stood thus:

JOHN THE VICTORIOUS.	His character.	1.	His intellectual qualities	{	Cultivation and patronisation of art and literature.
		2.	His military skill	{	Victories in tournaments.
		3.	His devotion	{	Fine example of brotherly love for his sister.
	War.		Cause	{	The cession made to the Duke of Brabant by Adolf de Berg, and other causes.
			Result	{	Re-union of Limbourg with Brabant.

A marked feature of a text-book which is in general use is a chronological scale, intended to give an idea of the relation of time, with the object that the child may grasp the proportion of the period under discussion with the whole lapse of time from the Christian era to the present day. As an example of this tabulation, the two figures on the next page are intended to show respectively the proportion of the period of Roman occupation and of the kingdom of the Netherlands to "all time."

That the Belgian authorities have a leaning towards these tabulated formulae is shown in the history syllabus for the first year's course of the Training College for secondary teachers, which is as follows: "Great events of contemporary history from 1839 to 1880. *Table* of progress in the nineteenth century in the various spheres of human activity, —literature, art, science, industry, and commerce. Belgian history."

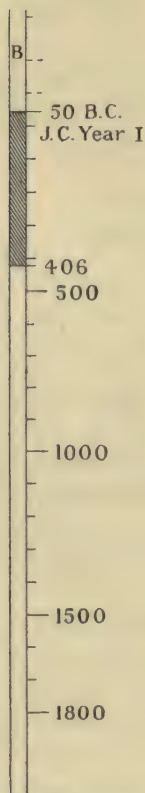


Fig. 1.—Belgium under the Romans.

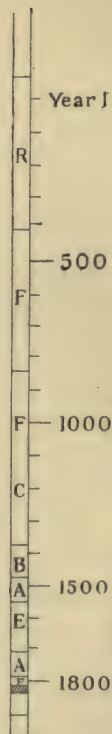


Fig. 2.—The Kingdom of the Netherlands, 1814-1830.

The letters in the second figure have these meanings :—

- R. Period of Roman occupation.
 - F. Frankish Empire.
 - F. The time during which feudalism obtained.
 - C. The time occupied by the rise of the Communes.
 - B. The sovereignty of the House of Burgundy.
 - A. The sovereignty of the House of Austria.
 - E. The sovereignty of the House of Spain.
 - A. Second period of Austrian sovereignty.
 - F. Napoleon's Kingdom of the Netherlands.
- The shaded portion denotes the Kingdom of the Netherlands (1814-30).

(3) Patriotic Treatment.

The third consideration which directs the teaching of history in Belgium is the patriotic and citizenship point of view.

No Belgian teacher fails to recognize that the inculcation of patriotism is the first object of his history-lessons, and, indeed, the Government directions leave little doubt on that score. I am sometimes inclined to think that the necessity of creating a sentiment of national unity is felt, and that Belgium, with its present uncertainty as to its mother-tongue and its past series of foreign Governments, is afraid of failing to appear as one undivided whole. At any rate, the historian Pirenne finds it necessary to propound the question, "Are we a nation?" in order to be able to answer it in the affirmative. To this, I fancy, is owing the extremely important rôle played by history in the programme of all Belgian schools.

In individual schools this attitude is easily discoverable. "To Belgium belongs the honour of producing the first Christian Emperor of the West" . . . "the first King of Jerusalem," are specimens of what constantly occurs, while Caesar's judgment, "Omnium Gallorum fortissimi Belgi," is never for a moment forgotten.

The Training of the Citizen.—In order that the constitutional point of view may not be neglected, the study of "Constitutional Right" plays a distinct part in the curriculum of the Training Colleges for Teachers for both the elementary and the secondary schools. In the first the course extends over the last two years, and comprises a knowledge of the constitutional and administrative institutions of the country, and of the law on primary education. In the course of the Secondary Training College the consideration of "Notions of Constitutional Right" is left to the last year; the syllabus shows a rather more advanced course than that of the Elementary Training Colleges, of which it is in reality a continuation. It touches on provincial and communal law, finance, the public force, and the laws on secondary education.

This course, which is intended to enable teachers to give the constitutional point of view to their teaching and also to give the children elementary ideas on the Constitution in distinct lessons, is very often not correlated with history. I have sometimes found it taught by the Professor of Geography; but more often by an advocate in the town, who is employed as a specialist. I was present at only one such lesson, when the subject under consideration was the elementary-education law. I found that the course proved very difficult to the students (they were girls), and seemed rather unpopular.

“Constitutional Right” forms a distinct subject in the boys’ elementary schools in Brussels. It is considered unnecessary for girls, and even in the girls’ training colleges that part relating to the conscription law is left out. In the boys’ schools the subject is grouped with economic science, and half an hour a week in the last school-year is the time allotted for the two subjects. In this time the children have to work through the following syllabus:—

1. Communal and provincial authorities, their principal powers and duties. Administrative and judicial divisions.
2. The liberties and rights which the Constitution guarantees to the Belgians.
3. Summary of the organization and of the duties of the three great powers of the State: the Legislative Chambers, the King and his Ministers, and the Judicial Power.
4. Elementary notions on direct and indirect taxation. Electors: conditions to be fulfilled in order to be an elector:—(a) general elector; (b) provincial elector; (c) communal elector.
5. A word on the aim and organization of public education.

I felt curious to see how such a programme could be made digestible for boys of twelve; and in the school I visited, at least, I am satisfied that the problem is satisfactorily solved. The class forms itself into an elective body, and chooses from its own number a Burgomaster and

member of the Collège des Echovins, to each of whom is assigned his proper office. Then a visit is paid to the Hôtel de Ville, where they see the Burgomaster's room and that of the College, and the seats allotted to each member. When they arrive at the third heading in the syllabus, they make similar visits to the Chamber of Representatives, to the Senate, and to the Palais de Justice.

I was present at one of these lessons, which happened to be a recapitulation, and I was astonished both at the exactness and the intelligence of the boys' answers. The subject was the Belgian Constitution and its privileges. They are familiar with the outward and visible form of the Constitution, for a copy of it hangs in the hall of most schools, and the teachers do not fail to take advantage of its presence.

Description of a Lesson on "Droit Constitutionnel."—At the outset the boys enunciated the two fundamental principles: "All Belgians are equal before the law," "All power emanates from the people," which they are able to explain in a simple and clear manner. Then, passing on to the political organization of the country, they were able to define clearly the King's prerogatives, and to compare his position with that of a private individual. Then came the House of Representatives and the Senate, treated in the same manner.

That this course may not be barren of its most desired fruit, a special clause is inserted under "Morale" for the teaching of "Civic Rights and Duties," which I venture to quote:—

"The fundamental principles of our Constitution are taught in our schools: our pupils are thus put in a position to realize the rights they will have to exercise, as well as the duties which will devolve on them as citizens of a free country. But the love of one's native land needs to be awakened by a special education, which consists of stirring appeals to a child's feelings. Talks of the beauties of our country with its glorious annals, of the men who have made it glorious, by inspiring the child with a rightful pride in belonging to a country which has so many claims on his

affection, are calculated to arouse in him a patriotic enthusiasm.

“School songs ought also to contribute to the cultivation of those feelings. It is therefore of the first importance that all the children shall know the National Anthem.”

Then follows a suggestion to headmasters that the National Anthem and other patriotic songs shall be sung upon all appropriate occasions—that is, before the annual national fêtes and such occasions; and that this ceremony should be preceded by a short address, in which the teacher touches upon the event commemorated and the virtues of the Belgian Kings.

It is also recommended that children shall be taught due reverence for the flag “which is pre-eminently the symbol of our Fatherland.” This is to be done by habituating them to the practice of saluting the colours, and of showing to the flag the outward mark of respect due to the country it represents. (Condensed from *Ordres de Service*, Jan., 1895, and May, 1897.)

The regulations from which the preceding paragraphs are condensed or extracted are printed to act as a precursor to the very short programme on “Civic Duty,” and to give it its leading tone. Unfortunately I had no opportunity of being present at a lesson on the subject.

“**Kulturgeschichte**” in Belgium.—Besides these main considerations the history-teaching of Belgium has a “kulturgeschichtliche” turn, though it is not such a marked feature as in Germany; and we find some provision made for it in the time-tables of most schools, but in Belgium it generally takes the form of a special course, such as that on the history of art, given in the secondary training colleges, and intended to lend an impetus to the artistic side: this course extends over the last year only of the two years’ training course, and one lesson per week is devoted to the subject. The course is more often than not given by the Art Master than by the Professor of History. The programme, stated at length, is as follows: “General Character of a Work of Art,” “A Short History of Architecture, Paint-

ing, Sculpture, and Music," "Costume," "Art in Belgium as explaining the National Genius." The text-book in general use (Dr. Lubke's) is a translation from the German.

From what I could observe, the divorce of these two subjects has a less happy effect than the German method. Some Belgian teachers are not quite so quick to seize all opportunities as the Germans, and they are more inclined to treat them as distinctly separate subjects than as different sides of the same subject. Thus, in the girls' schools there is often a course for the history of art, generally taught by a different teacher, and therefore not closely correlated with history. Another reason against the emphasising of this side in the boys' schools is the shorter time allowed for the whole course than in Germany, since a Belgian *Athénée* demands three concentric circles in its school-period of seven years, against the two circles of the nine years' course of a German *Gymnasium*. On the other hand, in these schools in which excursions are frequent, the children undoubtedly profit more lastingly from their observation of the "real thing" than from any mere description or picture. That is to say, that of the elementary schools of the two countries, those of Belgium are better off in this respect, the more so as in Belgium those schools are often rich in pictures and illustrations, which in Germany is not the case.

Belgium loses no opportunity of utilising this humanising effect of history. Thus, in the *Ecole Callier*, a technical school for girls in Ghent (training dressmakers, milliners, corset-makers, and plain needlewomen), the course includes, in addition to the actual professional training, instruction in such business subjects as English, French, Flemish, arithmetic, exchange, and a special course on history. In the first place, in order to give the pupils a more intelligent interest in their work, and perhaps a more exalted opinion of it, the history course was entirely devoted to the study of costume; but experience proved this to be weak and uninforming unless based upon some acquaintance with the manners and general history of the times when the modes depicted were in vogue; and now "costume" proper is

relegated to the last year, being preceded in the other years by a preparatory course on general history. This last year's course is given by an artist, who makes a special study of the subject. He explains the gradual development of clothing, beginning with the simple covering worn by the ancient Egyptians, constantly sketching many and beautiful designs on the blackboard. The pupils' part consists in keeping a note-book, in which all the principal costumes are sketched in chronological order, with collateral explanatory text, the result being a really valuable and beautifully-got-up manual of historical dress. The lecturer takes great pains to give an exact idea of the dress-materials employed, and he has prepared a number of coloured plates to illustrate these. Moreover, the most typical costumes are cut out and made up, and the school is in possession of a long row of historical costumes.

The following table gives a synopsis of the history syllabus in force in all the State schools of Belgium.

The "special period" study of the last year of the secondary training colleges is the only example of the intensive study of history that I met with. The periods studied at the State Training College at Ghent in the year 1900-01 were (1) the struggle of the Plebs for political and civil equality; (2) the House of Burgundy in the Netherlands; (3) the Eastern Question in the nineteenth century.

SYLLABUS OF HISTORY FOR *ALL* STATE SCHOOLS. (BELGIUM.)

PRIMARY SCHOOLS AND THE PREPARATORY SECTION OF MIDDLE SCHOOLS.

1st and 2nd year.	None.	
3rd and 4th "	Striking events in Belgian history	(generally omitted).
5th and 6th "	Belgian history treated more continuously,	- - - - - 1 hour.

MIDDLE SCHOOLS (INFERIOR DEGREE).

1st year.	-	-	Ancient history—Normans in Sicily,	-	2 hours.
2nd „	-	-	Crusades up to present time,	-	2 „
3rd „	-	-	Review of Belgian history from Cæsar to Leopold II.,	-	2 „

MIDDLE SCHOOLS (SUPERIOR DEGREE).

1st year.	-	-	General review of universal history,	-	2 hours.
2nd „	-	-	Ancient history up to the Middle Ages,	2	„
3rd „	-	-	Crusades up to 1789.	2	„
4th „	-	-	Contemporary history from 1789, and Belgian history,	-	2 „
5th „	-	-	Ancient history up to the Crusades,	-	2 „
6th „	-	-	The Crusades and general history to 1789,	-	2 „
7th „	-	-	Contemporary history from 1789, General review of Belgian history,	2	„

PRIMARY TRAINING COLLEGES.

1st year.	-	-	Ancient history in general. Greece and Rome in particular,	-	2 hours.
2nd „	-	-	Middle Ages, and modern history to end of French Revolution,	-	2 „
3rd „	-	-	Contemporary history to present day, Belgian history,	-	1 hour.
4th „	-	-	Revision of previous year's Belgian history and its continuation to the present day,	-	2 hours.

SECONDARY TRAINING COLLEGES.

1st year.	-	-	Striking events of general history from 1830 to 1880; table of progress realized in nineteenth century; general review of Belgian history,	2	hours.
2nd „	-	-	A special period of ancient, of mediæval, of modern, or of con- temporary history,	-	2 „

IV.

THE "HISTORICAL EXCURSION."

In the Middle Schools and Training Colleges of Belgium.

To one who has been doomed to teach history in a weary waste, absolutely cut off from all historic relics, and, indeed, from anything of human construction of more than fifty years of age, it did seem that the teachers of Bruges, in the midst of their rich store of historical relics, all easily accessible, somewhat neglected their opportunities. They rather smiled at my inquiries as to the aid to be derived from an acquaintance with the town's monuments, and assured me that it was quite unnecessary to make journeys, as every point of interest, in so small a town, was already familiar to the children. In the middle schools of all Belgian towns I found that a certain difficulty was experienced in organizing such excursions; though some of the teachers made strenuous efforts to that end. In the Middle School at Ghent the boys are collected as often as possible on Tuesday afternoons (a half-holiday); but they frequently seem unwilling to give up their time, and do not respond very cordially. In the girls' middle schools it seems even more difficult to organize those outings, as the parents so often raise objections to their daughters' going out in the heat, or not under their personal supervision, and so on. In the Training Colleges, however, these visits are the general rule, being undertaken partly with a view to enable the students to organize such outings for their own pupils later on, as well as for their own immediate educative value. Formerly these visits were made to a neighbouring town and extended over two or three days; but latterly the Government has discontinued this practice in its Training Colleges, on the ground of the too great responsibility devolving on the

teacher in charge: nevertheless, some of the colleges not dependent on the central authority still continue those yearly visits, and the teachers are quite ready to bear witness to their educative value. I found the students of the second year of a Brussels Training College away on such a journey, which, however, had rather a geographical and scientific, than a historical character. I was enabled to accompany another class of students on their visit to the "Musée Royal de Peintures," where they were sent to make special observation of the historical pictures. The visit served as a rather disconnected probing of their knowledge. They were questioned as to the subject of the pictures, the names of the persons represented, and the date of the event (to be given approximately, for many Belgian teachers scorn the mechanical exactness necessitated by the memorising of dates). I cannot help thinking that a German teacher, if he would only avail himself of such opportunities, would be capable of deriving much more profit from the material; for I have seen, in Germany, a great deal more got out of much less elaborate pictures, by means of remarks on dress, furniture, arms, and weapons. The teacher, on this occasion, contented herself with a few unimportant remarks on the facial expressions of the persons portrayed, such as: "he looks sad," "proud," "contemptuous," and so forth.

In the Middle Superior Schools.—The Government, as well as the communal authorities of Ghent and Brussels, quite recognize the value of these expeditions; and the former, finding that the Athénée did not act upon suggestion, or that the visits had been discontinued, have made it compulsory for the pupils of "première" (highest class) to make at least three journeys a year to the town archives, while the boys of deuxième and troisième must pay the same number of visits to the picture galleries. M. Celens, the Keeper of the Archives at Bruges, was kind enough to explain to me the method he pursues with the boys on these occasions, and to show me all they are accustomed to see. The boys are accompanied by a master, but the Archiviste is the lecturer for the time.

Account of the Three Visits of the 1st Class of the Athénée.—At the first visit, which takes place in winter, when it is too cold to be wandering about in unwarmed rooms, M. Celens keeps the boys in his office, while he explains to them how the Department of Archives came into existence, at the same time giving them an idea of the nature of the documents it contains. Then, in order to make the subject of their second visit intelligible, he acquaints them with the rudiments of heraldry, the designating of colours, the quartering, etc., of the shield, with the proper terms to be applied. They are next introduced to the history of shields, their origin and use; and the peculiarities of certain official seals. Then comes a visit to the room above, where they see a plenteous collection of these things.

At the second visit they study the geography of Flanders, with its ancient territorial divisions. There is a map of ancient Bruges, of which I was surprised to find so few copies in the schools. Then they become acquainted with the different departments of the archives, and so realize more clearly the different kinds of documents they contain. The pupils are now called upon to recognize the value of these documents as historical evidence, by being shown how genealogies can be compiled from old wills, feudal dues can be learned from ancient rent-rolls, and so on. After this comes the examination of a number of manuscripts, arranged in chronological order (the oldest being dated 1084), in Latin, Flemish, and French. These the boys are invited to read, and failing, marvel at the Archiviste's skill, as he easily deciphers the caligraphy, and also clearly explains to them a few lines of a simple one. So ends the second visit.

The third and last visit is devoted to applying the knowledge gained at the other two; that is, two documents are examined in detail, and their historical and geographical interest noted. The two documents selected in 1900 were a widow lady's will and an account of a dispute which arose out of certain territorial rights. The former was written in Flemish, and contained many words of interest, and also threw light upon the dress, furniture, and customs of the

time. The second records how certain debtors were seized by their creditors while on their way to mass in their own church, which stood on a piece of their own ground separated from the rest by a strip of the creditors' territory, and of the complications which arose in consequence, and of their final settlement. This is the most interesting of the three visits. It terminates with a visit to the thumb-screw in a chamber below, where the boys are unable to resist the temptation to carve their names.

That these visits may not be looked upon as mere pleasure parties, a written account is demanded from each boy, and, of these, the best are selected and sent up to the Ministry. I had an opportunity of looking over several such sets (the best being absent). I have brought away one copy, which covers seven pages of foolscap, and is profusely illustrated with quartered shields. Other boys digressed more on the subject of seals, and adorned their papers with illustrations of these. The illustrations are not, as a rule, faultless, though they occasionally show some spirit. The impression left by these visits on the mind of one boy, at least, has produced a deep feeling of compassion for the Archiviste, condemned to spend his weary days in the midst of dusty papers; for so does he express his pity in his paper!

These papers may be written either in French or Flemish, but, as M. Celens always speaks in French, the boys appear, without exception, to take advantage of the permission to use that language.

Valuable as these visits are in all cases, they are far more necessary in the lower schools, where the pupils have not the same chances of home culture and intercourse as the pupils of the higher schools: a fact that is by no means disregarded in Belgium, for, in the free schools of Ghent, and still more so in those of Brussels, we find excursions both frequent and well organized.

In the Elementary Schools of Brussels.—In the free schools excursions have one of two objects: they are designed either as healthy exercise, or they have a deliberately-intended educative value. The first class of

outing has been organized upon the discovery that many poor little children of Brussels never leave the lane in which they were born, except to go to school. Now, there is bound to be one such holiday outing for each class every fortnight, when the children take balls and playthings and amuse themselves in a park or wood, the teacher merely accompanying them to organize their games and to look after them generally. Once a fortnight, also, each class makes a journey with an educative aim, so that they have an outing of some sort every week. A register of the latter kind is carefully kept, recording the route taken, time consumed, object of the journey, and any remark that may be deemed useful for future guidance, such as—"It was rather too far, and the children were tired." The specific object of these journeys, of course, varies, but it is generally an historical-geographical one. Many teachers have remarked on the value of those excursions for unifying and connecting the various branches of the programme.

As the Brussels programme insists so strongly on the history of Brussels, this necessitates a good many excursions, generally in connection with geography. Thus the children become directly acquainted with the limits of the first settlement out of which Brussels grew, the principal details of its growth, the history of its chief buildings, and its successive boundaries. Then come the visits to the picture-galleries, with a distinctly historical aim, and, in the last year, the visits in connection with the study of the Constitution.

In the Paying Primary Schools.—The journeys, as a rule, take only an afternoon, and can be accomplished on foot, thus involving no expense. When an occasional tram or railroad journey is indulged in, the Commune makes financial allowance. In many of the superior primary schools, where the scholars pay a fee, the same fortnightly excursion is made (the health excursion being unnecessary in these schools); and here the children themselves generally contribute certain weekly centimes to defray the expenses of a more prolonged tour, which often takes place (from Ghent) to Antwerp or to Brussels. When the children's contribu-

tions fail to reach the required amount, the parents are appealed to, and generally respond. The girls appear, as a rule, a little less fortunate than their brothers in getting their outings; but I know of one school at least, in Ghent, where they have their trip to Antwerp and pay for it themselves. There seems no lack of enthusiasm in those schools, as is sometimes the case with the middle schools.

After every excursion, of whatever school or class, a written summary is demanded. Sometimes these do little more than indicate the route and enumerate the objects of interests seen on the way. At another time they may expand into a lengthy account. Such a one I read of a visit to the ruins of St. Baven at Ghent, which gave, first of all, an historical review of the ruins and afterwards an architectural analysis. If it was written without subsequent help it certainly bore witness to a remarkable power of retention and attention on the part of the writer.

As an example of the manysidedness of these journeys as practised in Belgium, I must mention a technical school in Ghent, which gives them a most practical turn. Here I found a class of young dressmakers on one day making an excursion to Brussels to "see the fashions," and on the next attending the wedding of the Burgomaster's daughter, and recording their observations by means of the pencil, being required to make sketches of what appeared to them the most striking costumes. The history-teaching in this school has already been described (end of last chapter).

I think I have shown that the neglect apparent in Bruges is not shared by the other towns, and that Ghent and Brussels, at least, make the most of their opportunities. Of course, there will always be schools so situated as to be out of the reach of those living historical associations, but a school journey, with some educative aim, can always be arranged.

In Germany.—I could not find that, in Germany, this means of historical instruction was much, if at all, utilised, and this seems to be due in part to the extremely formal interpretation given to the programme in the Volksschulen,

and yet the programme, laying the stress it does on "Heimatkunde," both historical and geographical, should lend itself easily to this method of teaching. The teacher, however, always contents himself with the description of a typical "Burg" (and it seems as if the very same words are used in every school and conned by all the children), in spite of the vast number of ruins within access; while in Belgium it is always expected that a visit will be made to a "Château fort." The wealth of ruins in Germany are only used to pin the sagas to, and this would be no mean mission to fulfil if the sagas were not related in the baldest and most word-sparing manner, in the consciousness that they will have to be repeated by the children—always verbatim. Thus, it is not very interesting to be told, of a certain castle, that one brother once put another brother into an oubliette, where he finally died, and then the first brother, smitten with remorse, died too. The story lacks embellishment, but the time which might be devoted to that purpose must be employed in having the few sentences repeated again and again by individual children and by the class. The exact number of ruins to be found in Alsace-Lorraine is also insisted upon, in contrast to the looseness displayed in Belgium with regard to dates and figures.

In Strassburg the same kind of town-history is expected as in Brussels, but, though I was told that excursions are made to points of interest in the town, I could not convict any single teacher of any definite one. I listened to some children's account of the Munster, which they all told in exactly the same way; and if they had examined the place they had certainly seen nothing that was not in the description contained in the few lines they repeated. Questions revealed this. The history of Strassburg and Metz is treated from a more political, and less descriptive, standpoint than that of the Belgium towns. The sagas (properly belonging to instruction in the Mother-tongue) of Strassburg itself have to be tabooed by reason of the inordinate number of ghosts introduced in them; so the teacher takes refuge in the stories of the Vosges Mountains and the legends of the saints.

All German schools, however, of whatever kind, have their annual excursion ; and this, though really intended for mere amusement, often has a more or less historical value, inasmuch as the place visited is generally either a ruin or a battlefield. In the Volksschulen, where only the children of the last school-year enjoy the privilege of the excursion, a written account is required, but it is looked upon as nothing but an exercise in composition. In the higher schools nothing of the kind is expected, and any information that is picked up is quite optional and accidental. I made an excursion with a girls' school to Gorse, and some of us (by no means all) walked towards Rezonville, where a description of the battle was given, to which those of us who chose, listened.

I do not know what the boys' schools do upon such occasions, but I found that everybody was familiar with the "battlefields round Metz" at least, and also with the sagas of all the ruins within access.

In Heidelberg, as far as I was able to probe in the very short time at my disposal, I discovered a tolerable familiarity with the Castle in its historical aspect, and this appeared to be due to the annual school visits. I was disappointed, at Karlsruhe, to find the picture-gallery, which is particularly rich in historical subjects, apparently neglected as an aid to instruction in history.

That very many fruitful journeys are made in Germany is beyond doubt ; but their object, as a rule, is "Erdkunde," not history. The girls are usually debarred from these advantages, so that I could find out very little of what actually takes place, as a lady does not often get the entrée to a boys' school. Still, I was able to discover that very little is done from an historical point of view, and therefore what is done has little interest for my present subject.

V.

ILLUSTRATIONS, MAPS, AND TEXT-BOOKS.

THERE seems to be a common superstition afloat, which does not, however, obtain in Belgium, to the effect that the best pictures and appliances should be monopolized by the higher schools, and are out of place in, or unnecessary for, the primary schools. A moment's reflection will show that the very reverse of this is in reality the case. The elementary-school child, with his narrow home-circle and its lack of intellectual interests, has often little or no food to nourish his imagination except that supplied at school; whereas the child coming from a more cultured home has a hundred and one means of supplementing and connecting all he may hear or learn. He has his picture-books and stories, his visits to galleries and museums, his parents' ready interest and sympathy, all of which may help him to realize a past unlike the present; but there is often nothing to tempt a primary-school child to conceive of anything unlike what he is already familiar with, and to talk of ancient Britons in oak forests would certainly, at the best, conjure up in his mind but a very vague picture.

The care which the Brussels authorities take in order to provide all material has already been touched upon, both in chapter II. on "Intuitive Treatment" and in IV. on the "Historical Excursion." It only remains to develop the subject here.

Objects of Intuition in Middle and Higher Schools (Boys).—Lest there should be a tendency to regard "objects of intuition" for purposes of history-teaching as unnecessary in the middle and higher schools, there is a Government regulation for these schools which runs thus:—

"A room shall be specially arranged for the teaching of history and geography. This room shall be furnished with

all the objects of intuition and demonstration necessary for the course, photographs, pictures, relief-maps, atlas, maps, globes, etc."

This room is always well provided with maps and globes, and generally has historical pictures and photographs. These latter, as would be naturally expected in a school of this nature, are rather specimens of architectural style than mere "pictures." On the whole, the furniture of the room favours geography rather than history.

Lanterns and Dark Rooms.—In addition to this special room, every Athénée and most of the Boys' Middle Schools, and many of the better primary schools, are provided with a lantern and slides and a room adapted for their use. In the Athénées this is generally used much more for science and geography than for history; but I had no opportunity of examining the slides.

The Primary Boys' School in the Rue des six Jetons, Brussels, had a room especially adapted for dark séances which was frequently in requisition. The collection of historical slides in the possession of the school is a very fine one, containing many copies of first-rate pictures and portraits. This school was particularly rich in objects of intuition, and, what is more essential, in enthusiasm for history.

The Brussels authorities lay particular stress on the value of pictorial aid. Not only do they publish, under the same cover as their yearly programme, a list of all the places and monuments of historical interest in and near Brussels, and of the historical pictures to be found in its galleries (with all of which they expect the children to be familiar), but they give explicit directions for the preparation of lantern slides, both by means of photography and by drawing, and give the names and addresses of two gentlemen in Brussels who hold themselves in readiness to help teachers desirous of becoming competent in the making of slides. The same pamphlet also sets forth the advantages to be derived from the use of the lantern in twelve clauses, which may be summarised as follows:—

Lime-light slides afford an excellent means of summarizing and revising ; of giving a general impression (of a country, a period, or a nation) ; of bringing home to the children what they have seen during an excursion ; of introducing subjects a little outside the syllabus, but which serve to supplement it, such as " A Visit to a Mine," " The Siege of a Town," etc.

Other advantages urged in favour of the use of slides are their cheapness, their durability, and the ease with which they can be stored—at least twenty-four can be kept in a cigar-box ; and it is claimed that the only means of destroying them is by breakage, which accident rarely occurs. The pamphlet speaks with authority on these subjects, for lanterns have been in use in at least three of the free schools of Brussels since 1895.

As to their cheapness, the following are the estimated prices of a slide :—Photographic slide, when bought 1 franc ; when photographed by the teacher, 25 c. to 40 c. ; when drawn or painted by the teacher, 10 c.

The lecture method is generally found to be the most practicable at these séances, though it is recommended that no opportunity be lost of appealing to the children's initiative and individuality by means of suggestive questions, and it is even thought advisable to allow the children a few seconds to discuss each slide as it appears on the screen, before the teacher himself takes up the theme. He gives the signal for silence by projecting the shadow of his pointer on the screen.

In the same pamphlet there follow, under ten headings, certain " Hints to Teachers using Lime-light Projections," the only important one of which is the recommendation that no séance should last longer than an ordinary lesson—that is, not more than an hour.

Of course, one great obstacle in the way of the frequent use of the lantern is the difficulty of procuring a constant renewal of slides. To obviate this difficulty the Brussels programme makes various suggestions, by following which the schools divide the labour of producing and collecting illustrations, while they all share the advantage of their use.

In this way a common reference library of illustrations and books is formed, the various schools specialising in collecting pictures for certain subjects, which are classified under their proper headings. The illustrations are culled from all sources, including prize-books and illustrated papers.

The primary school (Rue des six Jetons) was particularly well off in home-manufactured pictures and maps; in fact it possessed no others. The greater individuality and variety thus imparted to the pictures have no doubt their advantages, but I hardly think the result quite justifies the extra trouble involved, for the pictures, naturally, were not so good as Lehmann's or Lohmeyer's, and the maps are no better than the ordinary school map in use in Belgium. One picture, however, was unique. It represented a group of school-boys interrupting their game (marbles, if I remember rightly) to salute the colours borne past by a troop of lancers. It is intended to teach respect for the flag.

Girls' schools appear neither to possess lanterns so commonly as boys, nor to use them so frequently when they do possess them. I found but one girls' school in possession of a lantern, and that was only occasionally used for outside lectures. At the time of my visit it was doing excellent work in the class for "History of Art."

Pictures in Belgium.—As regards both pictures and text-books, the elementary schools of Belgium are better supplied than those of Germany. In the latter country I could generally find no historical pictures at all in the elementary schools properly so-called. Only occasionally a few were to be found in these elementary schools to which paying classes were attached, and even these appeared to be rarely brought into requisition, for the children seemed quite unfamiliar with them. On the other hand, no school which I visited in Belgium was without a collection of some kind. Very many primary schools have a collection of pictures of historical personages, who are portrayed in historically faultless detail of dress, insignia, and crest, but in stiff and awkward pose. They are apparently taken from, or made up from, contemporary portraits. They give a correct, if a somewhat lifeless

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and inartistic idea of all important personages of Belgian history.

Another collection, declining in favour, is that of Gérard. This consists of groups of contemporary characters, each intent upon his typical occupation. They are well drawn and simple in outline, and the chief fault lies in the incongruity of their grouping.

Perhaps those in most general use, both in primary and middle schools, are Mathy's and Roland's. The former are fairly well executed, and show plenty of spirit, but are perhaps a little too crowded in detail, and certainly rather too small to be used effectively before a class. Roland's are (usually) uncoloured, and are very typical and useful, but as they are exact reproductions of the illustrations in the text-books usually employed in the same schools with the pictures, they are superfluous, if not wearisome. They have also been convicted of historical inaccuracy; for example, that which represents the death of Jacques van Artevelde.

There is a certain difficulty in finding suitable pictures for class use. The best masterpieces do not always lend themselves to reproduction; their beauty is often lost in the process, and nothing but their stiffness and grotesqueness remains; or they are not of a character to appeal to a child's untutored taste, and often provoke nothing but his risibility. It is a case in which Goethe's advice should be followed,—

“Das Beste, was du wissen kannst,
Darfst du den Buben doch nicht sagen.”

Standing in the midst of the overwhelming mass of material and appliances to be found in the Belgian Secondary Training Colleges, I could not but recall the Robinson Crusoe ideal, and ask myself if we are not wandering too far in the opposite direction and considering the efficiency of the tools even to the neglect of the workman, for desert islands in the teaching profession are commoner than many people suppose; and what would be the unhappy fate of one brought up in such a lavish luxuriance of appliances if he found himself suddenly stranded on one of these, with no other tool than his chalk and his blackboard (the latter often

a very poor one)? Power to do without elaborate material is as important as ability to use it properly, and far more difficult to acquire.

Pictures in Germany.—Germany produces many excellent pictures entirely adapted for school needs. Of these Lohmann's, known in Belgium and in universal use in the German higher schools, seem to unite all necessary qualities of excellence. They are too well known in England to need any description.

A newer and still more beautiful collection is Lohmeyer's; these pictures are artistically executed and beautifully and brightly coloured, while every detail is valuable historically, though not obtrusively so. They are capable of developing the observation in a remarkable degree, since the children soon become accustomed to look for some meaning in every detail, and, with a little trouble, they can often be made to discover it.

Langl's excellent architectural pictures are found in all the higher schools of both Belgium and Germany.

Germany certainly knows how to *use* pictures, instead of merely employing them as wall-decorations. As a rule they are consigned to the cupboard, only seeing daylight when needed for illustration, and returning thither at the end of the lesson. In this way the pictures have always the advantage of freshness and novelty. Some schools in Belgium, on the other hand, are rather inclined to load their walls with pictures, diagrams, maps, and charts of all kinds, in the forlorn hope that the pupils' wandering attention may find a profitable resting-place among them.

Of German schools, the *Gymnasium* and the *Oberrealschule* have the most historical atmosphere. Here the corridors are always hung with beautiful pictures, often photographs of antiquities or water-colour sketches. In one *Gymnasium* I found a series of pictures representing all important German battles, from the fight in Teuteburger Wood to the Battle of Gravelotte—a concession (so I was told) to the tastes of the younger boys. In every passage is a glass-fronted case, in which week by week a fresh collection is placed, generally

consisting of photographs of monuments, ancient and modern, or of places of interest. At the end of the week, upon the changing of the pictures, the boys are questioned as to what they have seen. In the Oberrealschule this forms a part of the modern-language lessons. I have never found these cases used to show pictures of passing events, as is often the case in England. "That is not history," I was told both in Belgium and Germany, and neither country seems to trouble to keep its young people *au courant*, though the excellent way in which they give the children a concise view of quite recent events, a knowledge of which the English schoolboy so sorely lacks, puts them in a position to do this the more easily for themselves.

Busts of Shakespeare, Voltaire, Goethe, and other notable men—a cosmopolitan collection—adorn the staircases and the class-rooms. Plans of Paris, London (generally made by the students themselves), with pictures of their chief buildings, Windsor Castle and the ruins of Kenilworth, the Tower and Westminster Abbey—give some idea of the way in which the historical monuments of other countries are laid under contribution. A carefully-executed copy of a cup representing the inside of the Globe Theatre during the progress of a play will illustrate the appreciation felt for rare prints and the trouble taken to secure them. Many schools have, as well, beautifully-executed plans of all the most important battlefields of the world.

Models.—As for actual models, few are employed in either Belgium or Germany. Those few I did see were—a Gallic warrior, and a few plaster models illustrating different styles of columns with their capitals. The boys in the middle schools at Metz have themselves made models (very rough) representing a catapult and a storming-tower.

Maps in Belgium and Germany.—"Chronology and geography are the two eyes of history," is a saying quoted in Belgium, and in Germany it is understood that no history lesson shall be given without a map. In the latter country one child is usually told off to take charge of the map and to point out any place mentioned. This is always per-

formed in the primary school with the formula, "Here is . . . Here lies . . ."—uttered as the pointer indicates the spot. The schools in both countries are usually well supplied with good historical maps, but I have heard complaints in poorer schools that they have to make their geography maps do for history as well. Of those in use in Belgium, Roland's are perhaps the best suited for the elementary schools, as they are plain and clear and not overloaded with detail. In the Athénées, Sprüner and Breitschneider's are in general use. Germany's wealth of excellent school-maps is well known. Sprüner and Breitschneider's and Dr. Schwabe's are among those most used for general history. Putzger's Historical Atlas is in the hands of every pupil in the higher schools (both boys' and girls').

Text-Books in Belgian Elementary Schools.—No text-book is required as a rule until the last two years of the school-course, and that then adopted is often Roland's "Atlas-Manuel illustré d'Histoire de Belgique." This unites the excellence of a bright and connected narrative of national history with that of good maps and typical illustrations, appearing side by side with the text. Roland has published many school-books, and their fault seems to be their extreme likeness to one another. Thus, the book intended for the third and fourth years (when, as a matter of fact, no book is usually employed), only differs from that for the fifth and sixth years in being a little less full and in not containing quite all the maps and pictures. The books are remarkably cheap, the prices being 80 c. for the first, and 1 fr. 25 c. for the second.

In Belgian Middle Schools.—In the State Middle Schools these two very similar books of Roland's are generally employed in the preparatory section, and, of the last three years of the school course, two are absorbed in going through Roland's two volumes on universal history, while the third is devoted to another book of Roland's on national history, written on the same lines but much fuller than those used in the preparatory section. It contains no maps and very few

and unimportant illustrations. Roland's "Atlas and Résumé" (containing nothing but maps and summaries), sometimes takes the place of a connected text in the last year of the Middle School, or it is used along with the text-book.

A new book is now being published which will certainly find favour in the lower classes of the Athénées, and most likely in the upper section of the Middle Schools. Its principal feature is its excellent illustrations, strongly emphasising "Kulturgeschichte." These illustrations face a very short and concise text, which does not explain them, but merely gives a summary of the "history" of the people under consideration. The illustrations are, many of them, taken from standard works of art, from antique statues or buildings, with many reproductions of coins, sketches of armour, drinking-vessels, furniture, and wearing apparel.

In Brussels Free Schools.—In the Brussels primary schools the text-book in use is a collection of pictures bound together as "Histoire de Belgique en Images." It contains 143 pages, some with only one large picture, but most of them with several small ones. The subjects of these illustrations are culled from the whole range of history, from prehistoric times down to the present Belgian King and Queen, with a few pictures and a map illustrating the Congo Free State. There are only eleven maps in the whole collection.

The Brussels authorities further encourage an interest in history by giving, as rewards to the children, sets of cards, on one side of which appears an historical picture, with explanatory text on the reverse. There are two such sets, one, "Les Gloires de la Belgique," printed in black and white, and another and more popular set printed in bright colours. These cards are carefully preserved by the pupils, and pasted into books in such a manner as to show both the picture and the text at the back. The teachers express the hope that the parents, on seeing the pictures, will also be tempted to take an interest in the subject.

Of course there is an immense number of books in use,

especially in the upper forms of boys' schools, which it is impossible to mention. In these schools, where note-taking is general, the text-book plays a less important part, and I know of one school, at least, where the use of a text-book of any description is optional, in contrast with Germany, where the demanded passivity of the pupils precludes the possibility of note-taking (except a few in the margin of the text-book), and where the reading of a passage in the text-book is the invariable home-work set.

In German Elementary Schools.—In the German Volksschulen, a history text-book, as such, does not exist, but the reading-book supplies its place, with a more or less connected historical narrative, fairly well illustrated. The "local" history-book, if it may be so called, in use in the Middle Schools in Alsace-Lorraine and in the "erweiterte" Volksschulen of Baden is too cheap to be well printed or well illustrated.

Dr. Christensen's Books.—When speaking of "Kulturgeschichte" in II., I mentioned Dr. Christensen's book as being typical of the kind of work done in girls' schools. I now give an analysis of the book.

The three volumes contain a summary of general history from ancient times (the Stone Age) to the present Emperor, and to the law of insurance against old age and sickness, which came in force in 1891. The chapter on the Egyptians contains the following typical paragraphs: "The Country," "Character and Mode of Life," "Religion," "Art," "Science," "Social Distinctions," "Historical Events." The other ancient empires are treated in the same way, and the whole is disposed of in eighteen pages. Then follows a "Rückblick" of generalisations and comparisons. The Greeks have a much longer space devoted to them, but their history is treated on the same lines.

The main feature of the book is its pictures: These are intended to illustrate the civilisation of the people under discussion. I will give as examples the names of pictures dealing with the Egyptians and those relating to a modern period. "A Water-lifter by the Nile," "Rameses III. sacri-

ficing to Osiris and Isis," "The Weighing of the Heart," "The Temple of Luxor," "The Pyramid and the Great Sphinx of Gizeh," "The Principal Façade of the Temple of Luxor," "A Mummy," "The Interior of the Temple of Luxor," and three specimens of Egyptian pillars. These pictures are not only touched upon in the text, but they form the germ of the teachers' lessons (generally aided by other and more beautiful pictures and photographs), and give an idea of the lines along which the teaching of history is conducted. They are not only familiar to the children, but they can be comprehended by them.

The following are the titles of the pictures belonging to the period of the Thirty Years' War (roughly): "Court Lady of the Seventeenth Century," "A Dragoon of the Time of the Thirty Years' War," "The Castle of Heidelberg," "Strassburg in the Seventeenth Century," "Inside of a Town in the Seventeenth Century," "A Room in the Augsburg Town-Hall in the Seventeenth Century," and examples of costumes of different periods. Here there is a slight difference of arrangement, the pictures now following one another according to subject rather than in chronological order: thus, the costumes of different periods follow one another, rooms in different styles of decoration are placed together, so that the change and development can be easily traced.

Another feature of Dr. Christensen's books is the "Quellen-sätze," which are proverbs, extracts of letters, proclamations, quotations from Plato, Cicero, and Homer; extracts from ancient historians, and from Luther's ninety-five theses; in fact, anything that can throw light and interest on the subject. The book is also supplied with maps showing territorial changes.

This work further contains a number of suggestive questions (unanswered), which appear singly at the end of certain paragraphs. The following will serve as examples:—"What is the difference between the Hellenic and the Eastern priests?" "In what relation does Demeter stand to immortality?" "Enumerate the most important events in the political history and the history of civilisation of the four periods [of Roman

history].” “Compare them with the four periods of Greek history.’ How did Napoleon take advantage of human weakness (*a*) in Germany, (*b*) in France?” “How far can Napoleon III. be compared with the Emperor Augustus?”

Dr. Löhlein’s Book.—In Karlsruhe Girls’ Higher School I found Dr. Löhlein’s book in use. It is rather larger than Dr. Christensen’s three, and is also profusely illustrated, chiefly with monuments of art, such as representations of temples and their ground-plans, showing the different styles of architecture. This book, “Löhlein and Holdermann,” has special chapters devoted to the history of art and public and private life, as well as to literature.

In all the boys’ schools of Baden (and also in the Girls’ Gymnasium) where I was able to attend lessons, I found Dr. Marten’s book in use. In the Gymnasium, every boy also has a copy of Dr. Luckenbach’s “*Abbildungen zur alten Geschichte*,” which contains illustrations of temples, tombs, coins, statues, plans of towns, printed without explanatory text. I have seen this collection very skilfully and interestingly employed, and it serves excellently to connect language-lessons and reading with history and art. I have seen boys translate the inscription on somebody’s tomb, notice the antiquated form of certain words, give a list with dates of the Samnite Wars, and decide to which of them the inscription probably refers, and then notice the architectural design and other features of the tomb. These pictures are generally supplemented by large photographs, of which many of the masters have valuable private collections.

In the Realschulen, Dr. Luckenbach’s book is not employed, but great care is taken to endeavour to supply the lack of knowledge of ancient culture which the boys are likely to incur from their neglect of the classics. In the Oberrealschule of Heidelberg I found a particularly rich collection of Greek and Roman antiquities. In this school the nine years’ compulsory drawing course is utilised to give an idea of historical architectural development.

VI.

CORRELATION OF HISTORY WITH OTHER
SUBJECTS.

History and Geography correlated in Belgium.—As will be seen from the table at the end of the chapter, history and geography are closely connected in the Belgian State Schools. In all the Athénées and the State Middle Schools, the regulations demand that these two subjects shall be given by the same professor or teacher who must specialise in them. In the preparatory section of the Middle Schools, and in the primary schools the class-teacher system generally obtains, in contradistinction to specialising. This system undoubtedly gives the teacher greater power of correlating and connecting all subjects to the advantage of the class.

Correlation in Germany.—In Germany, where history, geography, and singing are all primarily merged in the teaching of the mother-tongue and gradually grow out of it, the well-organized correlation of all kindred subjects is one of the chief excellences of the system. Here national literature plays the part of connecting-thread and the rich store of historical poems or poems with an historical setting to be found in the syllabus of every school—even of the primary schools—gives life and background, and does much to create an historical atmosphere. The tables at the end of the chapter show some of the subjects (mathematics, science, etc., being of course omitted) studied simultaneously in a Gymnasium and in an Oberrealschule, though the evidence supplied by these tables fails to convey the extent to which correlation of subjects is carried on in Germany. One of the circumstances leading to this state of things is, I believe, the definiteness of the programme. No teacher can fail to know what every form he ever comes across is studying in every subject, and he does not neglect to take advantage of this knowledge. It will be observed that in the Gymnasium the predominance of the classics gives rather more prominence to ancient history ;

while in the Oberrealschulen great care is taken to supply the lack of original classical literature by the reading of translations and by the study of the ancient drama. This is also largely done in the girls' schools, where excellent translations of Homer are read in the upper classes, and the result is probably far more abiding than the impression left after painfully plodding through a book or two in the original.

In the lower classes the great meeting-ground of history and geography is in "Heimatkunde." In this the child becomes acquainted with the history and legends of his birthplace, the history of its principal buildings and scenes of interest. In Germany the history of the town is certainly touched upon, but the tendency in the Volksschulen seems to be to divert the attention to the neighbouring hills, while in Belgium everything must be the result of, or accompanied by, direct observation. (Further information on this subject will be found in II. under "Local History," and in III.)

Of the historically-turned literature lessons I have heard, I can recall two in particular. The one was Schiller's "Fight with the Dragon," given in a Volksschule. The opportunity was seized for an outline sketch of the origin and history of the Order, and this linked itself naturally to the already-existing acquaintance with the Crusades. The poem itself furnished a highly-coloured picture of mediæval life. The excellence of the other, Schiller's "Eleusinian Feast," is more abstract. Its influence was more like that of a delicate aroma than anything tangible; but at the end of the lesson the Greek spirit was nearer to the apprehension of the girls, and the worship of the many gods of the Greeks can never again seem to them either absurd or idolatrous. (The lesson was given in a girls' higher school.)

Modern Languages Correlated with History.—In the Oberrealschulen, and also in the Gymnasium so far as modern languages are taught there, their study is made to take both an historical and a literary turn. It is expected that the boys shall become acquainted with the thoughts and customs of the nation whose speech they are studying, and it is recognized that this can best be done by a study of its

history and its literature. Thus we find the pupils reading not only Shakespeare, as we should expect, but also Seeley's *Expansion of England*, which our own boys do not always read. At Heidelberg the Oberrealschule is in possession of a complete set of Cassell's Historical Pictures, which are displayed at intervals, and described by the boys in the English tongue. I have already mentioned the number of English and French historical pictures and views to be found on their walls ("Illustrations" V.).

Just as the modern schools use translations of the classics in their literature lessons, so the classical schools take advantage of German translations of the foreign classics to give an indirect acquaintance with modern literature; and Shakespeare's plays in German find a place in the syllabus of the Gymnasium, just as the *Iliad* and *Odyssey* do in that of the Oberrealschule and the Girls' Higher School. The German programme is not only well organized and connected; it is also many-sided and representative.

Correlation of Sacred and Profane History.—A subject which has a great historical value both in Belgium and Germany is what we call "Scripture history." In Belgium, since every teacher of the subject, as a rule, makes his own syllabus, it was not easy to discover how far the historical element entered. In the Primary Schools the teaching seems to be closely confined to Bible history, and, from the text-books which I saw, I am inclined to think that the turn given to the subject was rather dogmatic than historic. The value of the connection between sacred and profane history is recognized in Belgium from the point of view of "continuity," for religious history leads to Roman history, and Roman history leads to Belgian history, and here the teacher has his starting-point for the story of national life.

In Germany this subject holds such an important place in the syllabus of the higher schools that, from the generous space of time allotted to it, it is possible to give due prominence to the historical side. This is not neglected by any one of the three Creeds—Evangelical, Catholic, or Jewish. Since the first-named seems to have less to learn in the way

of creeds and legends, it perhaps develops the historical side more fully. Church history is often carried up to the latest times, and lives of eminent churchmen and reformers find a place in the course.

CORRELATION OF HISTORY AND GEOGRAPHY IN
BELGIAN MIDDLE SCHOOLS AND ATHENEES.

(a) MIDDLE SCHOOLS.

	HISTORY.	GEOGRAPHY.
1st year.	Ancient and mediæval history.	Europe. Political divisions. Relief.
2nd year.	Middle Ages (continued). Modern and contemporary hist.	Asia, Africa, America, Australasia.
3rd year.	History of Belgium.	Belgium (commercial side emphasised).

(b) ATHENEES AND COLLEGES.

	HISTORY.	GEOGRAPHY.
1st year.	Survey of universal history.	General survey of geography.
2nd year.	Ancient history. Mediæval history up to the Crusades.	General geography of Europe. Asia, Africa, America, and Australasia.
3rd year.	Mediæval, and modern history up to 1789.	The earth as a whole. Detailed geography of Belgium.
4th year.	Contemporary history.	Europe in detail.
5th year.	History of Belgium. Ancient history and mediæval to the Crusades.	Asia, Africa, America, Australasia.
6th year.	Mediæval history. Modern history to 1789. (<i>For Commercial Class</i>).—History of commerce and industry from the Romans to the House of Burgundy.	(<i>For Commercial Class</i>).—Study of the Nine Provinces commercially; communications, etc.
7th year.	History of Belgium. Contemporary history from 1789. (<i>For Commercial Class</i>).—Development of commerce in Belgium since the fifteenth century, especially since the Independence.	The earth as a whole. Geography of Belgium in detail. (<i>For Commercial Class</i>).—Industries and their centres. Exports, imports, etc.

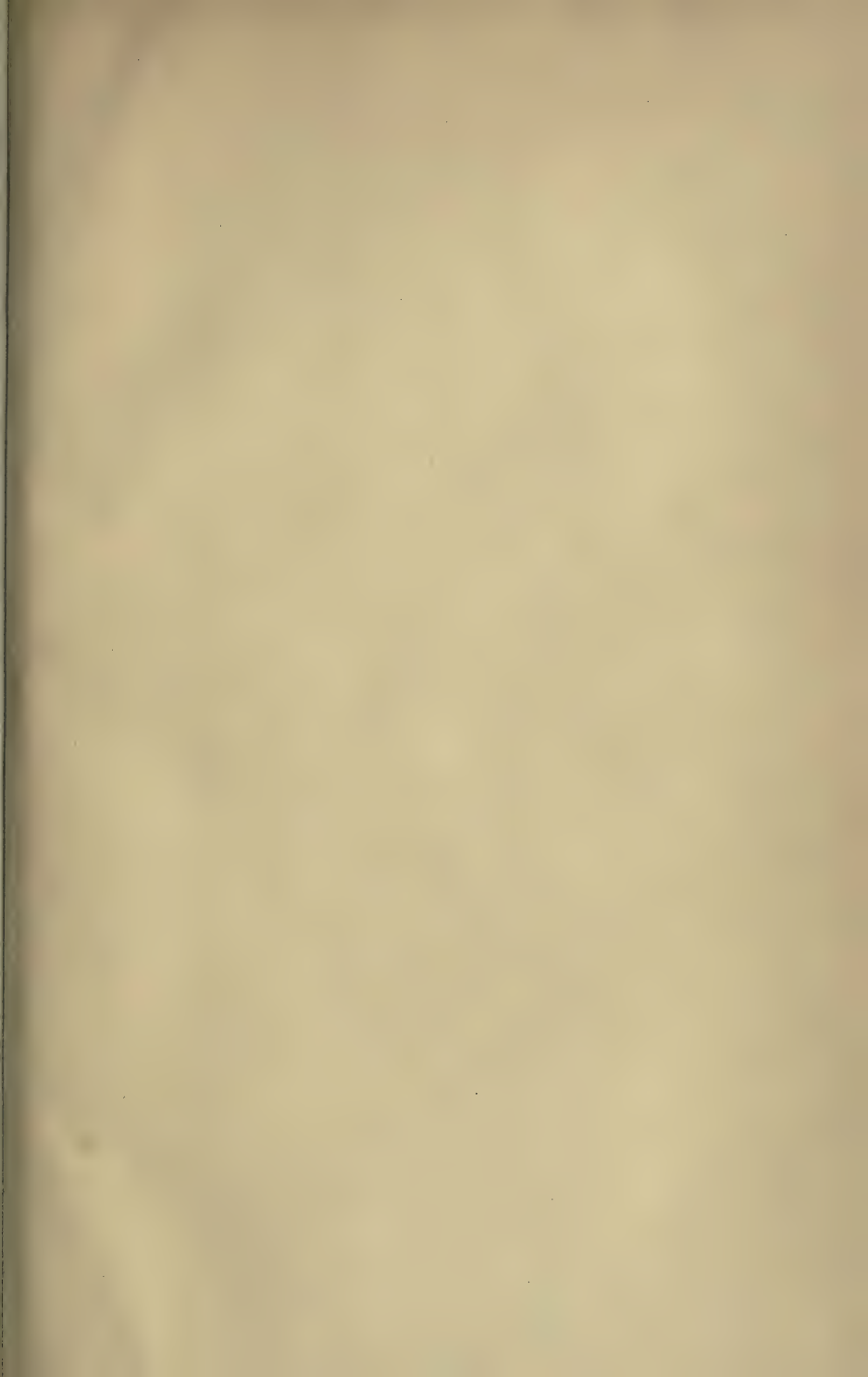
ANALYSIS OF THE PROGRAMME OF A GERMAN GYMNASIUM (HEIDELBERG). (From *Obertertia*.)

	Religion.	German.	Latin.	Greek.	French.	History.	Geography.
<i>Obertertia</i> .	Church History.	Poems.	Caes., de Bell. Gall. I.; Selections Ovid, Metam.	Xenoph., Anab. I. and II.	Selections.	Modern History up to 1888.	The European countries (except Germany).
<i>Untersecunda</i> .	Old and New Testament.	Schiller's Wilhelm Tell; Kleist's Hermannschlacht; Uhland's Ernst von Schwaben.	Sall., Bell. Jug.; Cic., de Imp.; Cn. Pomp.; Virg., Aen. I.	Xenoph., Anab. III. and IV.; Selection from Herodotus, I.; Odyssey I.	Souvestre, Sous la tonnelle.	Greek history up to 301.	Balkan Peninsula, Asia, and Africa.
<i>Obersecunda</i> .	Same.	Lessing's Minna; Schiller's Spaziergang and Wallenstein; Shakespeare's Julius Caesar.	Livy, I., and Selections from XXI. and XXII.; Cicero, Pro Roscio Amer.; Virg., Aen. II. and VI.	Lysias, VII., XXII. XXIV; Selections from Herodotus, I.-IX.; Odyssey, V., VI., VII., VIII.	Choix de nouvelles modernes, II.; Erckmann - Chatrian, Waterloo; Racine's Athalie.	Roman history to the fall of the Western Empire.	Italy, America, Australia.
<i>Unterprima</i> .	Church History.	Walter v. d. Vogelweide and the Niebelunglied. German literature up to Klopstock, Uhland, Kleist.	Tacitus, Germania; Horace, Odes and Epodes; Cicero, Cato Major.	Demosthenes, Ol. I.-III. Phil. I.; Plato, Apology and Criton; Iliad, 1st. pt.; Soph., Ajax.	Racine, Iphigenie; Thierry, Conquête d'Angleterre; Le Malade Imaginaire.	Mediaeval and modern history from 476 to 1648.	Germany and neighbouring countries.
<i>Oberprima</i> .	Same.	Lessing's Laokoon and Hamburgische Dramaturgie; Emilia Galotti; Nathan der Weise; Goethe's Gotz, Egmont, Iphigenia, Hermann and Dorothea; Schiller's Poems and Dramas. History of Modern Literature.	Cicero, Tuscul. V.; Selections from Tac. Annal. I.-IV.; Horace, Satires and Epistles; Catullus and Tibullus.	Plato, Phaedon.; Thucyd., I. and II.; Iliad 2nd. part. Soph., Antigone, Aeschylus.	Le Bourgeois Gentilhomme; Racine, Britannicus; O. Feuillet, Le Roman d'un jeune homme pauvre; Paganet, La jeunesse de Frédéric le Grand.	Modern history up to 1871.	Other European countries.

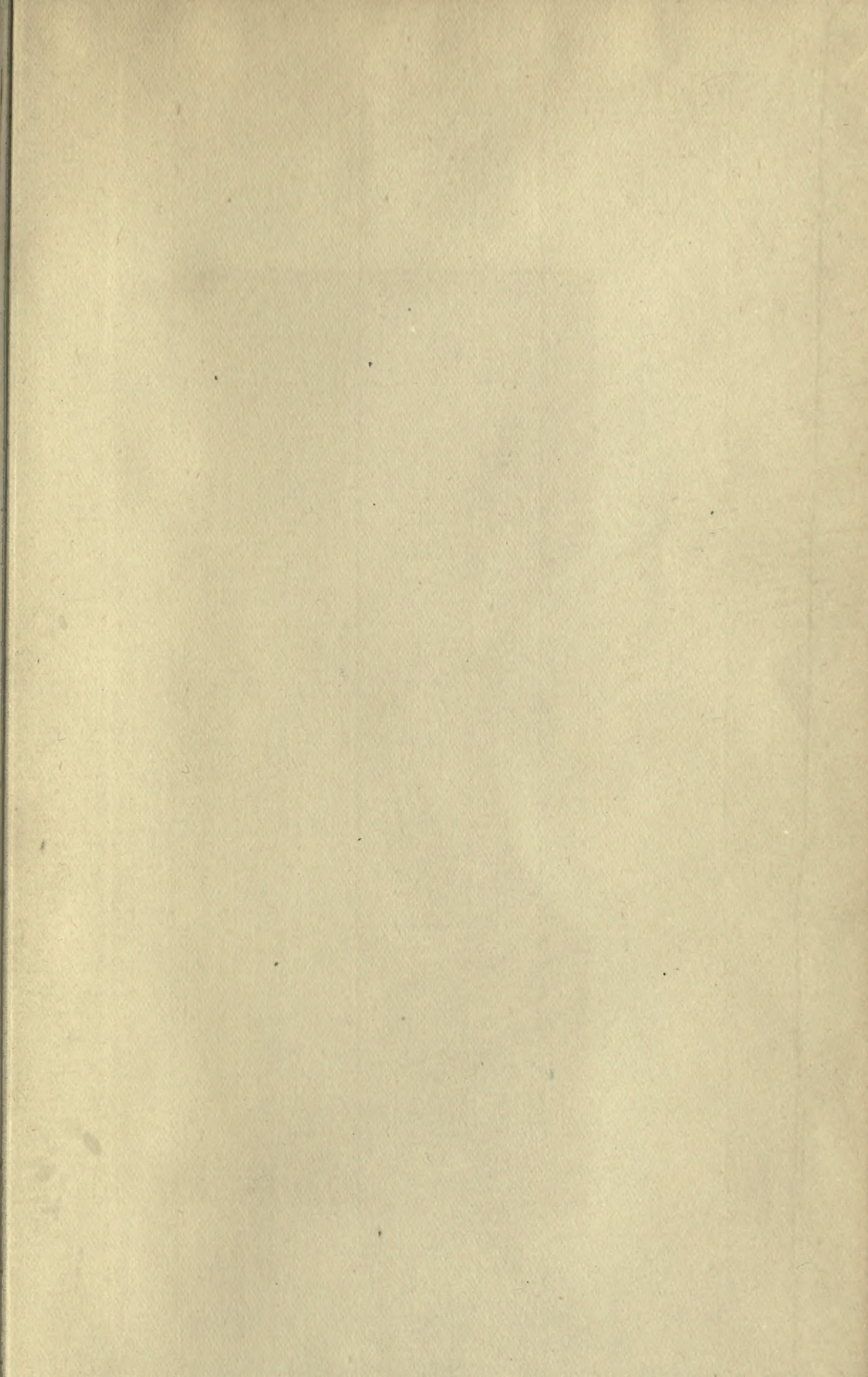
ANALYSIS OF THE PROGRAMME IN USE IN THE UPPER FORMS OF AN OBERREALSCHULE (HEIDELBERG).

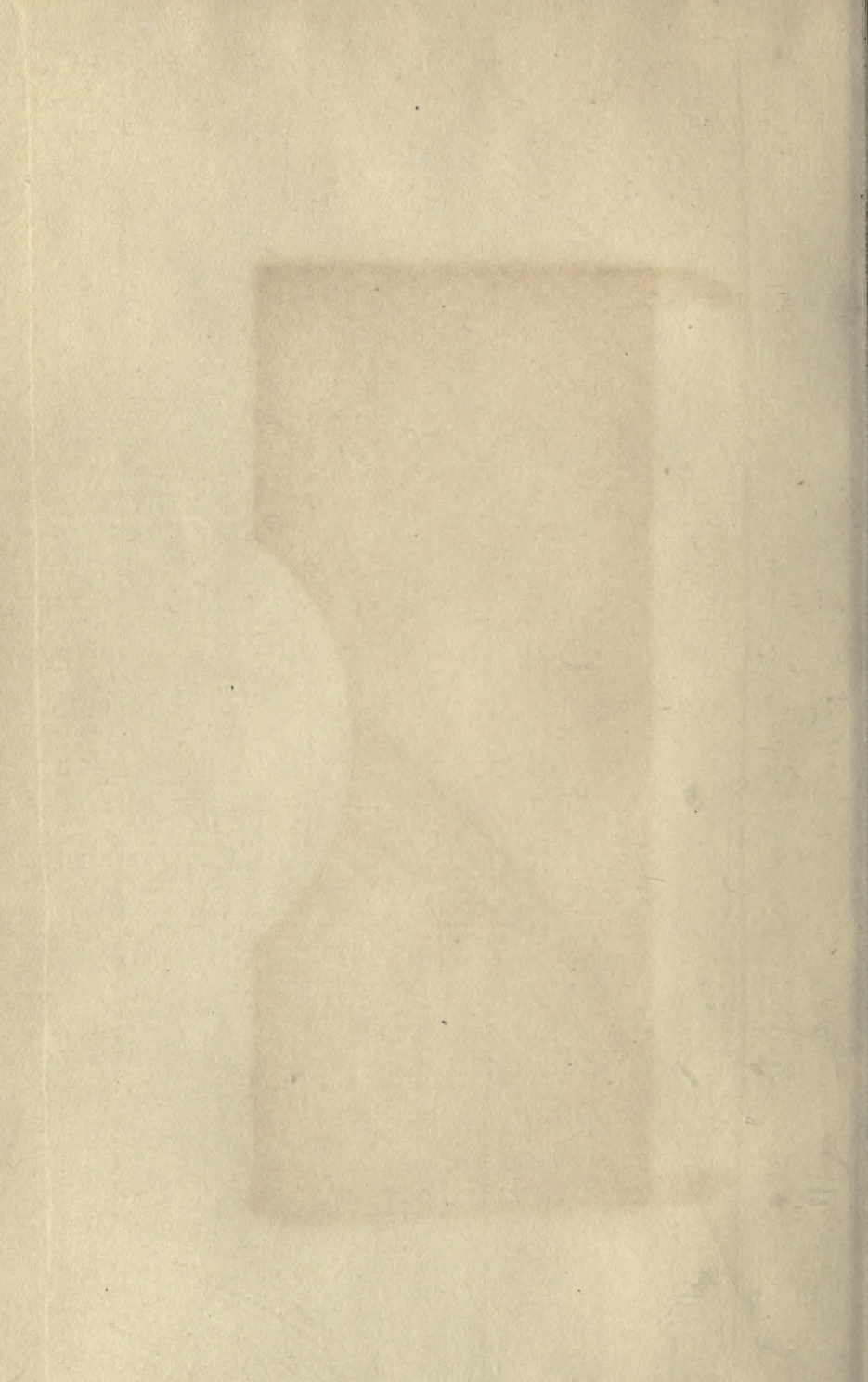
	Religion.	German.	French.	English.	Geography.	History.
Obertertia.	Whole Church history continuously treated.	Ballads (Schiller and Goethe); Uhland, Herzog, Ernst von Schwaben, and Ludwig der Baier; Homer's <i>Odyssey</i> . Wilhelm Tell; Homer's <i>Iliad</i> ; Zriny; Schiller's <i>Jungfrau von Orleans</i> and selected poems. Biographies of Körner and Schiller.	Lectures historiques; La Fontaine's Fables.	Selected pieces and Robinson Crusoe.	Mathematical and Physical Geog.; Middle Europe and the German Colonies.	German History from the Reformation to 1700.
Untersecunda.	<i>Evang.</i> : New Testament. <i>Cath.</i> : Church History up to Council of Trent.	Some "Kulturhistorischer" poems of Schiller's Maria Stuart, The Bride of Messina, Gotz von Berlichingen, Technique of the modern drama; History and Nature of the Ancient Drama. History of German literature in the Middle Ages; Niebelunglieder and Walter von der Vogelweide.	Les Confessions d'un Ouvrier; Napoléon à Moscou; Passage de la Bérézina; Béranger's Chansons. Französische Stilschule; Journal d'un Officier d'Ordonnance; Mardemoiselle de la Seiglière; Le petit Parisien.	Selections and the Warwick History Readers (Bk. VII.); Ely's History of England from 1603 up to present time. A Journey to London; The Merchant of Venice; Gardiner's Historical Biographies; The Little Londoner; Selections from English history.	No set Geography given after Obertertia.	German History from 1700 to 1871.
Obersecunda.	<i>Evang.</i> : New Testament. <i>Cath.</i> : Same as Unter II.	History of German literature from Luther to Goethe; Lessing's Laokoon; Nathan der Weise; Iphigenie auf Tauris; Torquato Tasso and Hamburgische Dramaturgie.	Lanfrey, Campaigne de 1806 - 1807, Les Femmes Savantes, Le Petit Parisien; Französische Stilschule. Le Misanthrope Lanfrey's Expédition d'Égypte; A. Daudet's Lettres de mon Moulin. &c.	Ivanhoe; Macbeth; Seeley's Expansion of England (the Indian Empire); Some numbers of the <i>Times</i> . Seeley's Expansion of England; Julius Caesar; Several numbers of the <i>Times</i> ; Fyfe's History of Commerce.		Greek and Roman History. Greek Kulturgeschichte.
Unterprima.	<i>Evang.</i> : First half Church history. <i>Cath.</i> : Church history from the Council of Trent.	History of German literature from Luther to Goethe; Lessing's Laokoon; Nathan der Weise; Iphigenie auf Tauris; Torquato Tasso and Hamburgische Dramaturgie.				General history of the Middle Ages. Reformation and Counter Reformation.
Oberprima.	Same as previous year.					General Modern history after 1648. Special history of the Palatinate of Baden, and of Prussia.











Educational
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Author Woods, M. P.

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