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LIGHT LITERATURE.

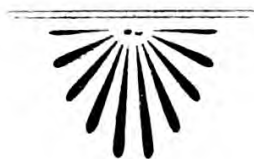
- F. K55—\*Geoffrey Hamlyn. *H. Kingsley*.  
F. T847—\*He knew he was right. *Anthony Trollope*.  
J. P359—\*Prentice Hugh. *F. M. Peard*.  
Winnefred's Journal.

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MISCELLANEOUS.

- R. 000.5—\*Common Seals of Devon. Transactions Devonshire Association, Vol. VI.  
R. 000.5—\*Devonshire Lanes. Transactions Devonshire Association, Vol. VI.  
R. 009.11—\*Heraldry of Exeter, The. *F. T. Colby*. (Pamphlet).  
R. 009.1—\*History of the Suburbs of Exeter. *C. Worthy*. (ROBERTS and POLLARD). 2/6.  
R. 000.5—\*Index to the Printed Literature relating to the Antiquities, History, and Topography of Exeter. *Maxwell Adams*. Transactions Devonshire Association, Vol. XXXIII.  
R. 009.12 \*Official Guide to Exeter. *H. Tapley Soper*.  
R. 009.19 \*Royal Visits to Exeter. *J. Gidley*, 1861.

SECRETARY OF THE HISTORICAL ASSOCIATION:—  
Miss M. B. CURRAN, 6, South Square, Gray's Inn, W.C.



March, 1908.

[LEAFLET NO. 10.]

# The Historical Association.

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## ADDRESS

BY THOMAS HODGKIN, Esq., D.C.L., F.S.A.,

ON THE

## TEACHING OF HISTORY IN SCHOOLS.

Delivered at the second Annual Meeting of the Association,  
held at University College on January 9th, 1908.

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The teaching of history: that is the subject which is to occupy us this evening, and about which we are to exchange thoughts with one another concerning the manner of its most successful accomplishment.

The younger historical students of our time are perhaps hardly aware how greatly the study of our subject has gained in dignity and importance in the course of the last half century. I can well remember the time when the writing of history was looked upon as a literary accomplishment, and the reading of it as a pleasant diversion, but its claim to rank as a science was either absolutely denied, or at best coldly admitted and then practically ignored. There was then no history school in either of the older Universities. A professor here and there delivering a series of semi-popular lectures vindicated the theoretical right of history to be studied; but I think it may safely be said that except in so far as the study of the Greek and Latin classics necessitated some acquaintance with historical problems, history was not considered one of the regular "paying" subjects either at Oxford or Cambridge. And in the world of letters, though some admirable works of historical art were being given to the world, there was nothing like the same sustained and conscientious labour being given to the study of original documents which is now being bestowed upon them by a multitude of earnest and diligent students.



To this last result I must think that the splendid series of chronicles, State papers, judicial registers, and so forth published by the Record Office have largely contributed. We have here a wealth of material which makes the really scientific study of English history possible in a sense that it never was before. I confess that I doubt whether we have yet hit upon the best way of utilising the vast stores of knowledge thus collected. The Record Office is most liberal in supplying public libraries and educational institutions with the volumes of its publications. But how shall they learn without a teacher? As a museum is of little educational use without a good curator, so the value of the Record publications would be enormously increased if in every large centre of population there was a miniature *Ecole des Chartes*, wherein a documentary expert—whether you called him demonstrator, lecturer, or master of method—working himself, should show students, especially young students, how to work at these vast and ponderous volumes so as to extract the fine ore that is needed for any special purpose that they may have in hand without being buried under the heaps of slag.

But this by the way. I must return for a few minutes to the question of the relation of history to the other sciences, especially to those which sometimes seem barely willing to admit her into their sisterhood—the mathematical and physical sciences. I believe the secret thought of some of the votaries of these sciences is, “Why should man trouble himself to discover the course of events that have happened long ago—the geography of one of Cæsar’s campaigns or the precise degree of blackness in the character of Tiberius? Let the dead Past bury its dead, and do you come forth with me into the Present, the world of existing Nature, which has endless wonders yet to be discovered and yet undreamed-of powers awaiting the appropriating grasp of *Homo Naturæ minister et interpres*.”

To this I would answer: You are perfectly right, O Physicist, in the positive part of your argument, but we venture to dispute your negative conclusion. While the organic structures with which we find ourselves surrounded in the material universe are abundantly worthy of some men’s study, these political organisms which we call States and Nations have also their lives to lead, and we historical students are rightly employed in studying the laws by which they are regulated. From a utilitarian point of view we consider that the study of the “has been” of history is a useful guide towards the solution of the “what shall be” of politics; but we refuse to rest our claim for the study of history on this merely utilitarian ground.

We say that historians are the great memory-keepers of the human race. I need not insist upon the proof—how large a part of the thinking operations of the individual man consists of acts of memory, or how intensely sad we feel to be the condition of those persons who, through some lesion of the brain, suddenly lose all power of memory and are unable to recall any event of their past lives. Yet even such a being as the hapless wanderer through the streets of a great city from whom all power of memory has departed would the human race

be but for the labour of the historian. If it be not venturing too far into the regions of teleology, I would suggest that it is in order to guard mankind from the calamity of this sad obliteration of its past that the desire to read and write history has been given to man. Often, especially in these days of intense specialisation of studies, the thought must suggest itself to the mind both of the historian and of the biologist, "To what end is all this labour of mine tending?" Is it worth while to spend the best years of my life classifying the different species of *mixo-mycetæ*? How will the world be benefited by this monograph, the result of many years of labour, on the relation between the Ephors and the kings of Sparta?

Yet, though we freely allow that in all scientific pursuits there is a danger of over-specialisation, that it is not all details that deserve the same degree of minute, microscopic examination, still, as a rule, it is better to pursue the path of investigation whithersoever it leads us, not stopping at every turn to inquire "What is the good of this and the other point which I am labouring to prove?" Fraunhofer's lines in the *Spectrum* seemed, when I was a boy, to be only a fanciful discovery of opticians; but by *spectrum analysis* murders have been detected, and new facts have been added to our knowledge of the nature of the sun. Even so some historical facts which seem thoroughly obscure and unimportant may one day be shown to have had an important bearing on the career of a race or the fortunes of a mighty kingdom. But it may be taken for granted that all of us here are thoroughly convinced of the high place which history holds in the circle of human sciences, and that in this assembly at least no *apologia* is needed for its votaries. What we have to consider is the best means of kindling in young minds an enthusiasm for its study, and thus handing on to future generations the torch of historical enlightenment which we have received from our fathers.

I.—One essential element, as it seems to me, in all sound teaching of our subject is a thorough grasp of what I may call *historical perspective*. How often do we hear remarks made by persons who are by no means utterly illiterate which show that they have no adequate idea of the distance of time which separates two great historical events. I am sure that I have sometimes known fairly well educated persons boggle terribly over the name of a great commercial nation, not quite certain whether they ought to sound it Phœnicians or Venetians. There is some little excuse for the waverer, because, as we all know, there was a considerable resemblance between the life-history of the children of Canaan and that of the adventurous mariners of the Rialto; but still, the interval is so vast—something like 1,000 years between the death of Tyre and the birth of Venice—that no properly instructed person can ever be in doubt with which he is dealing.

The late Lord Beaconsfield is reputed to have said in patronising tones concerning his devoted wife, "An admirable woman, Lady



Beaconsfield ; she is a perfect wife, but she never can remember which came first, the Greeks or the Romans." This ignorance of "which came first," this inability properly to marshal facts which have somehow obtained a lodgment in our brains, is one of the sure marks of the half-educated person. Probably most of us feel it when we go outside the circle of our favourite studies. I must confess with shame that I have to pause and collect my thoughts before I can say whether Liassic or Triassic is the older geological formation.

How to impart to children a sense of the length of the periods with which history, even English history, deals is surely a difficult question. We are all in our scholastic years such slaves to our school-books, and so apt to measure the importance of things by the number of pages that they occupy therein, that this biasses our judgment even in later years. In all our school-books, from Mrs. Markham downwards, the history of our island in the Roman and Saxon periods occupies an inconsiderable space in comparison with that which follows. Even to this day it is often by a distinct mental effort that I remind myself that if you begin the recorded history of Britain with Cæsar's invasion the Roman Conquest comes more than half-way down ; the more historic time lies between Julius and William the Norman than between William the Norman and Victoria.

It is only by reminding myself of some of eternal Nature's great recurrences that I can bring the length of this first interval forcibly home to my imagination.

On one of the Farne Islands, half an hour's row from that on which St. Cuthbert ended his ascetic life, are some cliffs called the Pinnacles, to which every June innumerable sea birds come to hatch their young. Seagulls, terns, kittiwakes, shag, puffins, eider-ducks gather there in their thousands. Each tribe has its own allotted space of rock, the metes and bounds between them having probably been fixed by fierce contests thousands of years ago, but so absolutely fixed are they now by an instinct which each tribe obeys, that on these fearfully crowded rocks there seems to be never a struggle for room. After some weeks of egg-laying and egg-hatching they disappear by about the middle of July, and are seen there no more till the following spring. I say to myself, "Doubtless these birds were gathering there when Agricola's ships were coasting round to support his march against the Caledonians. A thousand times had the same scene been repeated ; the sea birds had come, had reared their young, and had flown away a thousand times ere William the Norman passed that way firing the villages of Northumbria."

I am perhaps insisting tediously on this necessity of impressing on the minds of our scholars the sense of historical perspective, a knowledge of the distances of history. But, to borrow an illustration from a kindred study, the kind of lesson of which I am thinking corresponds to that which in geography we call the study of the map of the world. For detailed work it is probably advisable to take for early lessons the geography only of our own country, or even of our own parish ; but we

must at a sufficiently early period teach our children the configuration of the five great quarters of the globe, the chief oceans and the mightiest rivers; we must in broad general outline bring these vividly before them, that they may not think when we come to more detailed work that San Francisco is in South America or Vancouver's Island in Australia.

Different people have probably different ways of measuring the vast spaces of time with which universal history deals, of drawing the lines of latitude and longitude over the historical map of the world. I have one, at which you will very likely smile, which I may call the Rome-cycle system of measurement.

The conventional date B.C. of the foundation of the city of Rome 753 is one easy of remembrance, because it consists of three consecutive odd numbers in descending scale. These seven hundred and fifty-three years, which include the whole interval from the dim mythological origin of the city built by the sons of Mars and the Vestal, the sucklings of the she-wolf, down to that noontide of history when "there went out a decree from Cæsar Augustus that all the world should be taxed" form surely a very long and a very notable portion of the conscious memory of the human race. Let us use them as our measuring rod for other ages, even as astronomers use the earth's distance from the sun as their measuring rod in the fields of ether.

Take five times Rome's cycle, 3765 years before the birth of Christ; that brings us up tolerably near to the 4000 date which many Egyptologists think they can fix approximately for the foundation of the Egyptian monarchy under Menes. But if the conclusions drawn by Assyriologists from the excavations at Nippur be correct, if 7000 B.C. is a possible date for the foundation of the Babylonian monarchy, it will be seen that not five, but nearly ten, of our Rome-cycles will be required to reach back to that awfully distant epoch. But let us turn away our eyes from these "eternities and immensities" and come nearer to the dwellings of "the kindly race of common men." Three Rome-cycles, 2259 B.C., will land us in a very flourishing period of that Minoan civilisation the wonderful remains of which Arthur Evans is now exploring.

Two cycles, 1506 B.C., plant us nearer the conventional date of the Exodus, and the campaigners of the great Ramesside kings of Egypt which we may see depicted on the walls of the British Museum.

Thus we come back to our starting point, 753 B.C., which, as we may remember, is the date not only of the foundation of Rome, but of the prophet Isaiah in Palestine, and very nearly of the first Olympiad in Greece, and perhaps of the legislation of Lycurgus in Sparta.

In the very heart and centre of this last time-cycle of the pre-Christian centuries come the most precious, from an artistic and literary point of view, of all the ages, the fifth and fourth centuries B.C., the era of Phidias, of the tragedians, of Socrates, Plato, and Aristotle, of Alexandra and Demosthenes. To recur to our geographical analogy, what the little story-famed Mediterranean Sea is among the mighty



oceans of the world *that* the years 500-300 B.C. are in the records of the ages.

The next period of 753 years is a very memorable one, since it witnessed the glory and the ruin of the Roman Empire. It is a mere coincidence, of course, but it is a notable coincidence that 753 A.D., or a date within a year or two of it, was the date of the capture of Ravenna by the Lombards and the end of the Exarchate, the governship by which the Eastern Emperors had still preserved a shadowy and precarious supremacy over Italy.

Moreover, half-way through this period, in the year 376, occurred that disastrous battle of Adrianople, in which the Roman Emperor Valens lost his crown and his life to the triumphant Visigoths. No event more decisively than this proved that the sceptre was indeed departing from home and passing into the hands of the Teutonic barbarians. Do you not think, therefore, that we are justified in dividing this most memorable epoch into two equal portions, and calling the period from A.D. 1 to A.D. 376 Roman Empire, and A.D. 376 to A.D. 753 fall of the Empire? Happily, there can be no doubt what name we shall give to the next period that lies before us, that which stretches from A.D. 753 to 1506. The period which begins with the coronation of Pippin king of the Franks, and which at its close sees Constantinople Turkish, printing invented, America discovered, and Luther in his cell at Wittenberg brooding on Justification by Faith—this period is undoubtedly entitled to the name of the Middle Ages. Few spaces in the history of human development are so clearly marked out from time before and after as this—marked out by feudalism from the ages of the early barbarian kingdoms, separated from the ages that have followed by the predominance in the middle age of the Catholic Church in the world of thought, by the predominance of the knightly array in the world of action.

And now we end with our last cycle, which as yet has but half run its course. To be exact, the half-cycle ended with the year 1882. I cannot honestly say that that year marked any great crisis in the world's history. Perhaps it may have been the birth-year of some yet unrevealed Napoleon or Mohammed. So far as it has gone the period must, I suppose, be contented with the rather unmeaning label of Modern History; though I think there is something to be said for the view—suggested, I believe, by Bunsen—that modern history began with the call of Abraham, and something for the view timidly put forward by myself that it began with the construction of the Liverpool and Manchester Railway.

However, taking this specimen of a rough kind of time-measurement as I have set it before you, we observe that we have two and a half of my Rome-cycles from Augustus downward to Edward VII., and five (or thereabouts) upwards from Augustus to Menes, first king of United Egypt. Perhaps this may give an idea of the kind of way in which we might bring the study of historical proportion home to the minds of our students. I have no especial predilection, however, for my own



unit of measurement. Perhaps it would be better for each teacher of history to frame his own. I have often felt the truth of a remark which I heard in my boyhood, "Indices and maps"—and I might add chronological tables also—"are of most use to those who make them."

II.—A reasonable knowledge of the general history of the world having been obtained, we can then proceed to the far more delightful employment of studying in detail the history of some individual country or portion of a country, and here I suppose we shall all agree that it is desirable to begin *at home*. I see that your association recommends that particular attention be given to such historical events as may be illustrated by rambles and excursions in the scholars' own neighbourhood. What more delightful task can a teacher have who lives in one of the great historical regions of England—say in Kent, or Somerset, or Devonshire—than that of orally introducing his pupils to the men and the actions of some bygone period in which their own country was the theatre of events, and then illustrating the lessons of the schoolroom by a visit to some notable battlefield or a pilgrimage to the birthplace of some hero.

Even in London it is not impossible thus to co-ordinate book work and field work, or rather street work. The Tower and Westminster Abbey have not yet been handed over to the builder for demolition, and how many a delightful Saturday afternoon a clever teacher and his class might spend within their walls in communion with the past. Perhaps on some bank holiday when the streets are comparatively empty of traffic they might together trace the boundaries of the Roman, the Saxon, the mediæval city, discovering with delight "Here stood Bishopsgate; here was Aldgate; in yonder Moorfields grazed the cattle of the citizens; there is Tyburn, under whose stones the body of Cromwell was said to have been laid, and from whose tree so many a highwayman has swung."

III.—In all teaching we are, I trust, giving increasing heed to the ever-memorable words of Horace—

"Segnius irritant animos demissa per aures  
Quam quæ sunt oculis subjecta fidelibus et quæ  
Ipse sibi tradit spectator"—

but especially for young students is it important early to fix names and dates in the mind by as free a use as possible of pictures and charts. May I here interpose a little bit of autobiography? To this day I always see the English kings in the same order and very much in the same garb in which I saw them (now some years ago) when as a child I "put up" a dissected puzzle, which must, I think, have come down to me from my great grandfather, since the last king represented is George II. The pictures were really well executed reproductions on a small scale of Virtue's well-known portraits, so that there was in them none of the vulgarity which are sometimes seen in nineteenth century work for children, and the way in which they printed themselves on my childish mind is shown by the fact that to me Henry III. always comes at the end of the topmost row, Edward IV. of the second, James I. of

the third, and George II. of the fourth row, later sovereigns of the House of Brunswick being a little lacking in clearness of visual presentation.

I have often wished that I had anything like as clear a mental view of the kings of Scotland and of France. The Popes, I fear, it would be idle to hope for. There would be such a monotony of bearded saintliness among these two hundred and sixty wearers of the triple crown that it would be vain to expect to print each one of their images in our mental retina. The practical conclusion which I would draw from this consideration of the great maxim of Homer is that for no age or condition of students ought we to shrink from using the means placed at our disposal by the useful invention of lantern slides. For biographical science their aid is indispensable; the lecturer in archæology finds that a slide representing a palæolithic axe-head or a Scandinavian torque saves him pages of description and gives his hearers, after all, a more correct idea of the object than his most carefully chosen words. And even so, slides representing costume, armour, ceremonial, the progress of mediæval architecture, the sites of important battles, and where possible the portraits of statesmen and kings, will be found helpful by every teacher of history. Away with the thought that because "the magic lantern" came into use in the first instance as a child's toy, its employment is beneath the dignity of science. "It brings the subjects of our discourse under the range of faithful eyes," and so far, *teste Horatio*, it "stirs and pricks the mind more vividly" than any words of ours, creeping into the brain through the winding passages of the ears.

IV.—I will close these somewhat desultory observations by considering the relation which history bears to biography. Possibly some teachers of history may be haunted by the fear to which I know that one writer of history is troubled, that he may be too much stringing his facts together on the thread of individual lives, and that thus he is teaching a series of biographies rather than history.

It is perhaps well to have this caution present to our minds, but I do not think we should yield it unquestioning obedience. After all, there is in history—such history as you have mostly to deal with (for we are not now talking of the history institutions and the relation of the ceorl to the Sesith cundman)—a certain epic character, and epic poetry almost of necessity postulates a hero: the wrath of Achilles for the Iliad, the wanderings of Ulysses for the Odyssey, the God-defying revenge of Satan for Paradise Lost. It is in view of this epic character of history that the teacher will surely be justified in grouping his lessons on the Danish Invasion round one or two great personalities—Alfred, Edward, Canute, the story of the Wars of the Roses round Margaret and Warwick, of the great Civil War round Fairfax, Cromwell, and Montrose.

For this reason I venture to doubt whether we do altogether wisely in following the example of J. R. Green and splitting up our work into periods rather than reigns. It is, of course, true that the regnal



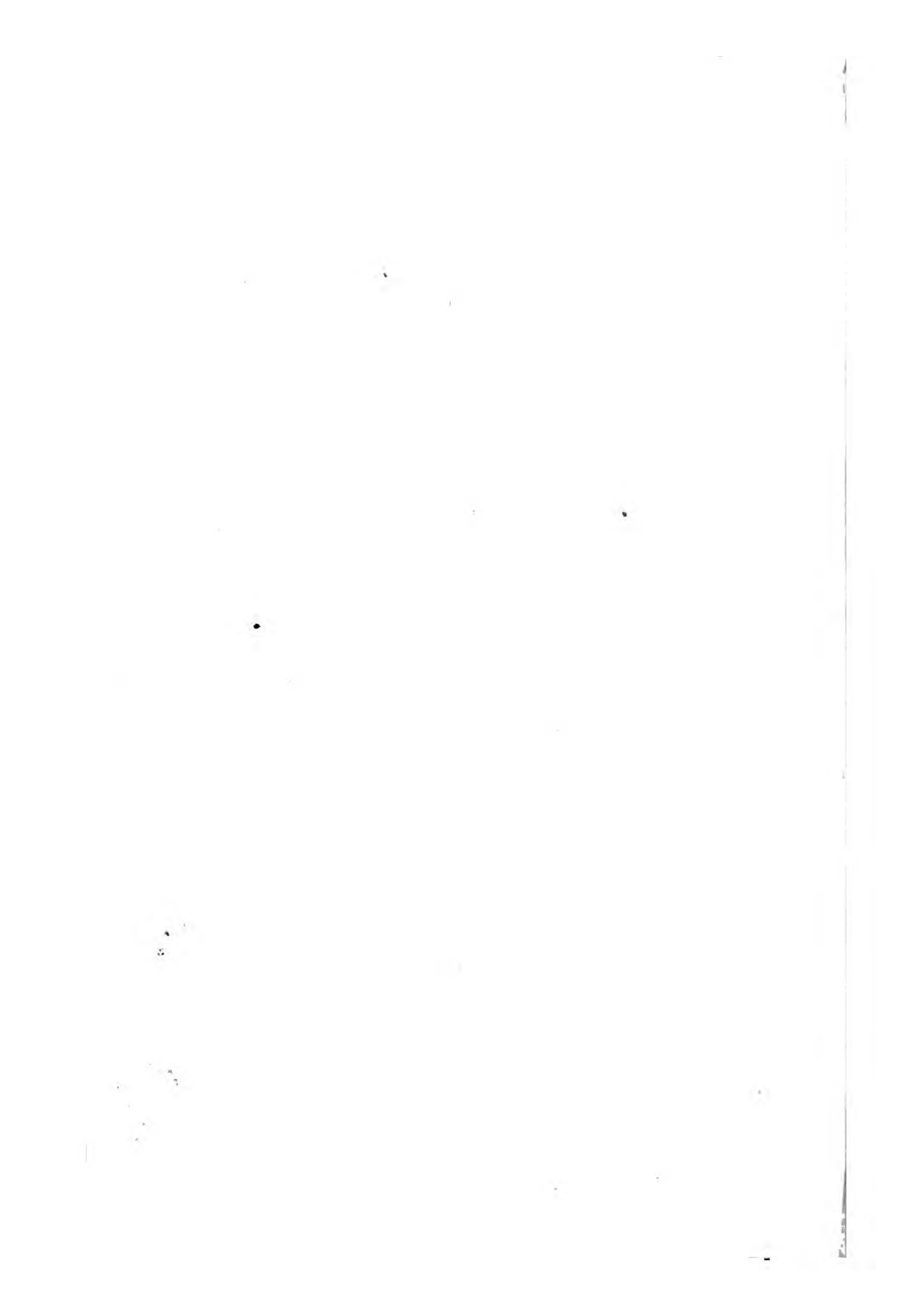
division is somewhat arbitrary. I suppose we should admit that a wider chasm separates the end of the reign of Edward III. from its beginning than that which sunders John from Henry III. or George I. from George II. Still, especially in the Middle Ages, the personal character of the sovereign counted for so much, the question whether he was a strong, efficient ruler or a *roi fainéant* was so immensely important to the meanest serf in his dominions that I think we do rightly in closing the successive acts of the great drama at each sovereign's death: and certainly history taught on this plan will be more accurately remembered by the pupil than that which is taught by periods.

To *remember* what we read, this, after all, is the great need, the supreme difficulty of every student of history. I for my part am deeply humbled by finding how few of the facts which I have gathered from a hundred pages of a well and clearly written history my memory really and lastingly retains. A friend offers the suggestion, "The best way of remembering history is to *write* it"; but alas! though this is partly true, it would be possible for an examiner to "plough" me disgracefully by a paper prepared out of my own works. The leakage in my case is, I fear, greater than with most students, and of course it is always greater with the old than with the young, but with all of us (except an occasional Macaulay or Acton) it is considerable, and this is the justification for every one who in any capacity is called upon to impart to others a knowledge of historical facts to labour to the utmost of his power—*multumque sudet, multumque laboret*—in order to make his work *interesting*, as interesting as a truthful presentation of those facts will permit. For assuredly, as a rule, that which does not interest the learner will not be remembered.

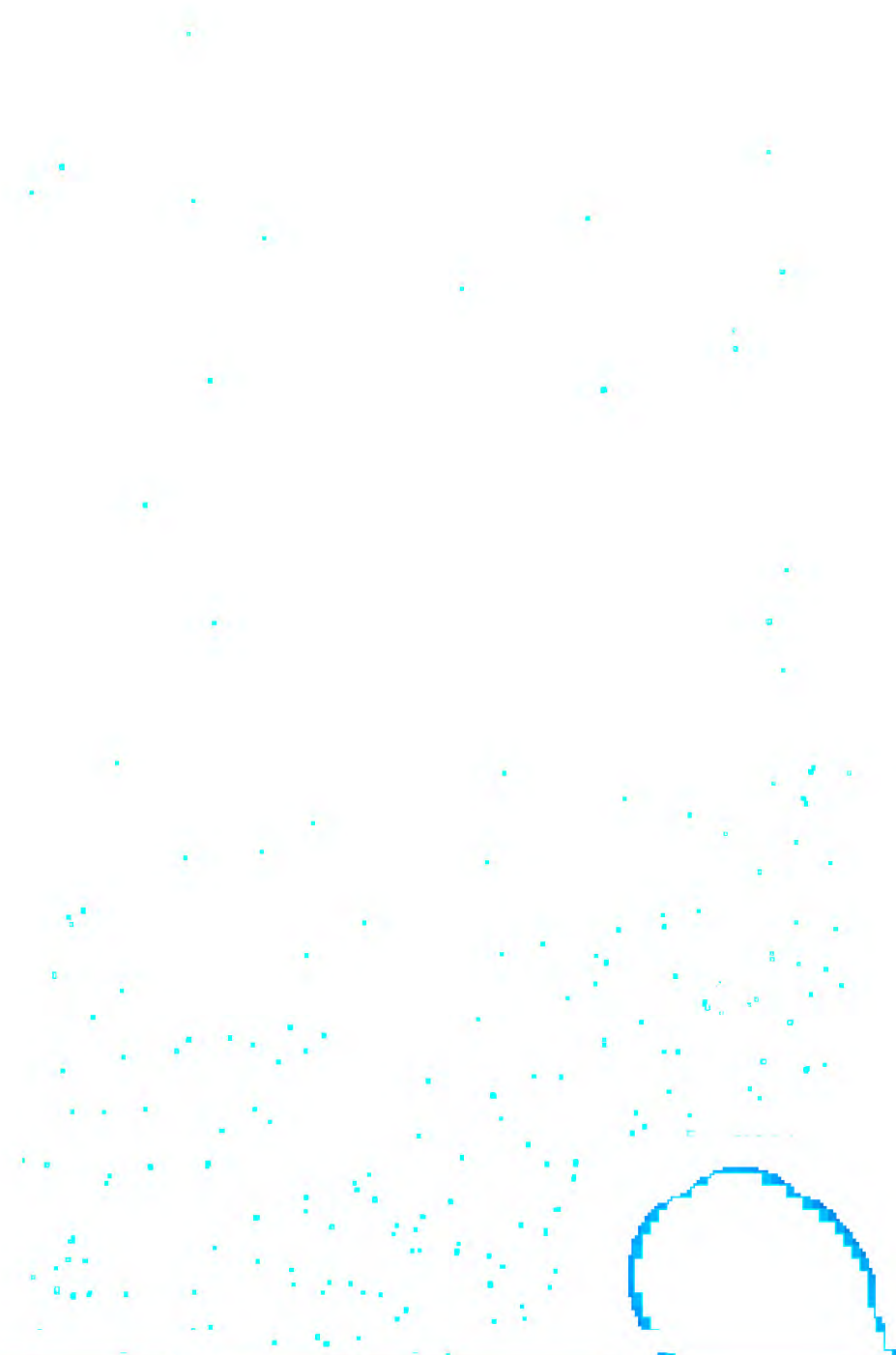


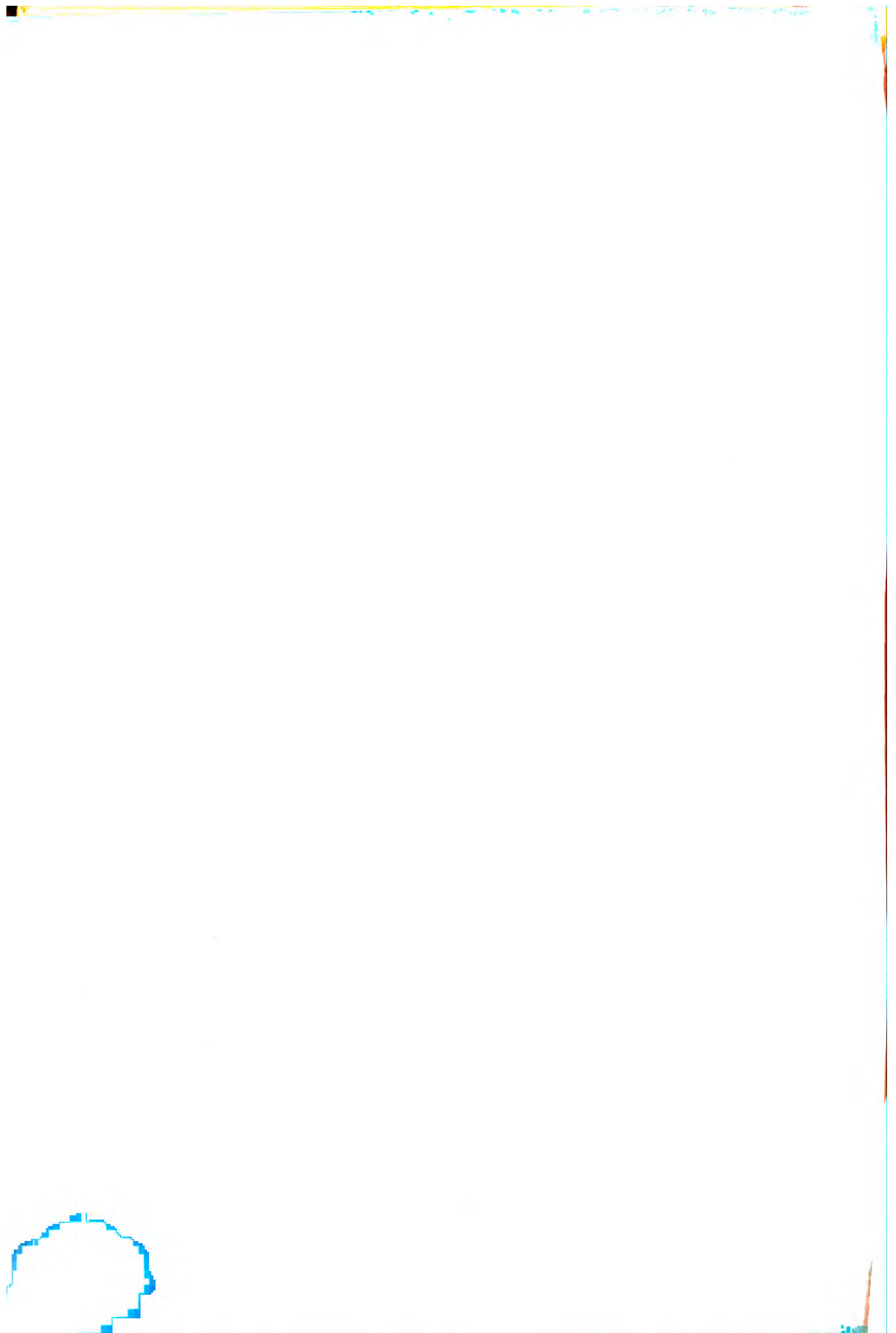
*Secretary of the Historical Association :*

MISS M. B. CURRAN, 6, SOUTH SQUARE, GRAY'S INN, W.C.

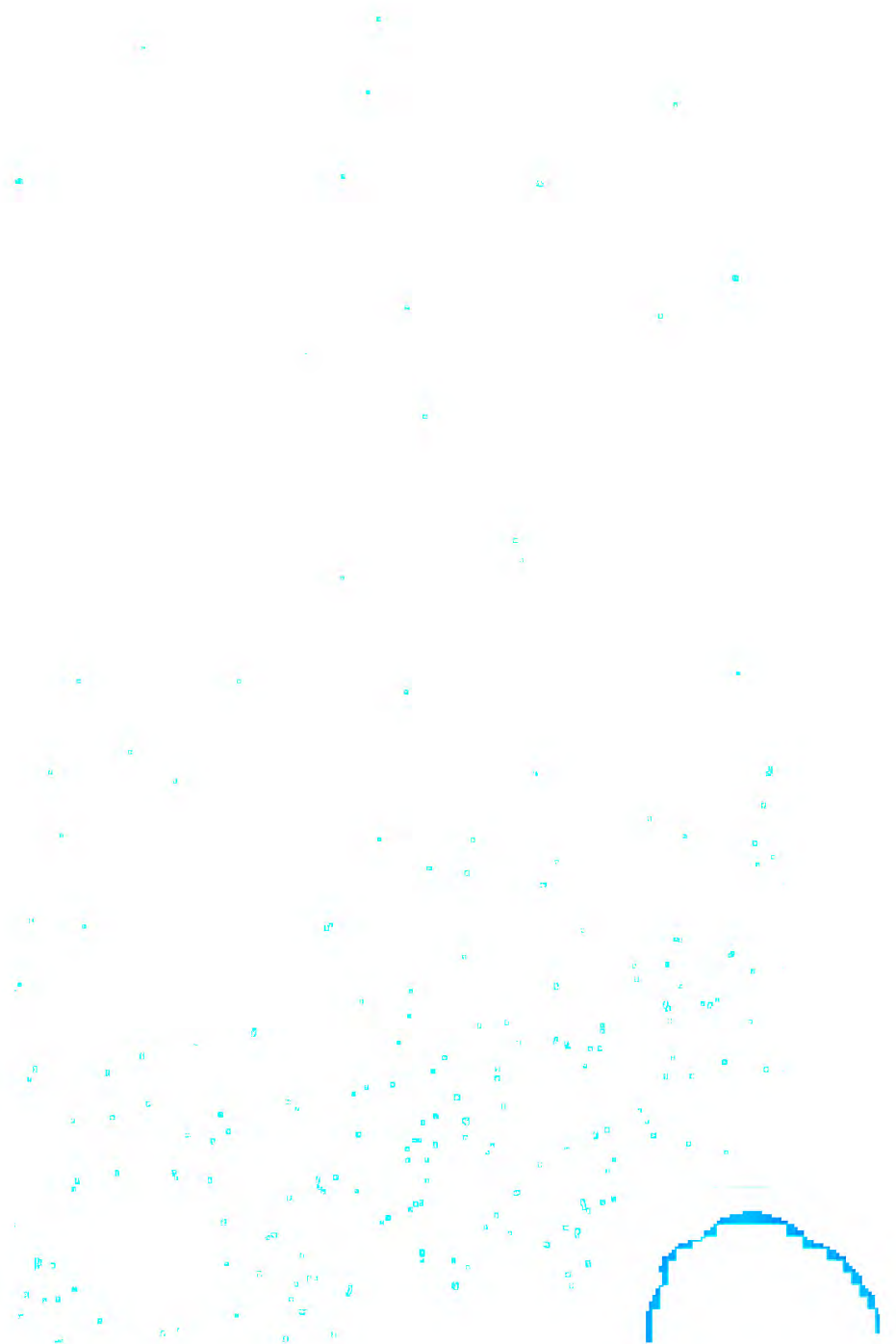
















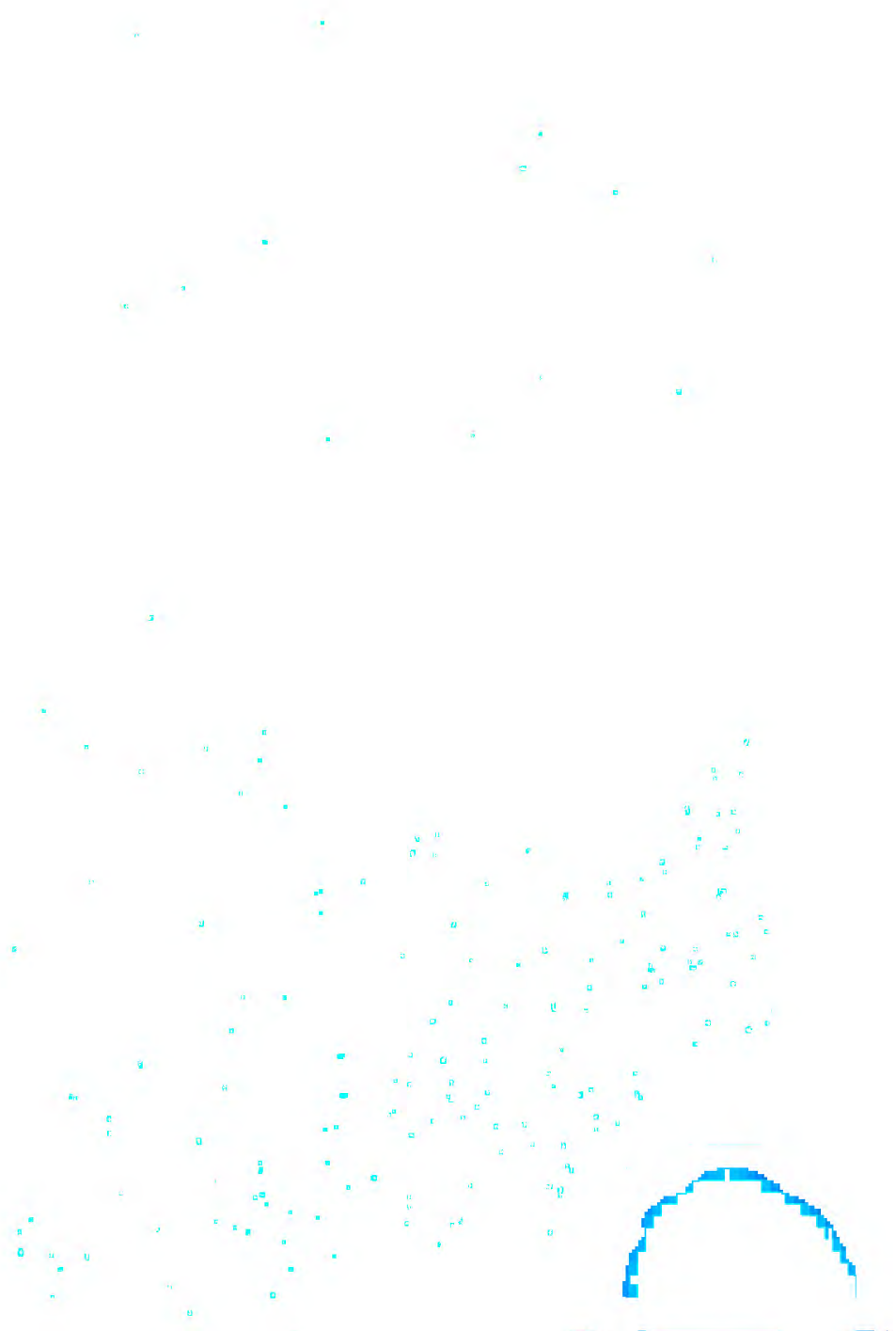


















The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial data. This includes not only sales and purchases but also expenses and income. The document provides a detailed list of items that should be tracked, such as inventory levels, supplier payments, and customer orders. It also outlines the procedures for recording these transactions, including the use of specific forms and the assignment of responsibilities to different staff members.

The second part of the document focuses on the analysis of the recorded data. It describes various methods for identifying trends and anomalies in the financial performance. This includes comparing current data with historical trends, analyzing seasonal fluctuations, and identifying areas where costs are higher than expected. The document also discusses the importance of regular reviews and reports to management, providing a clear and concise summary of the financial situation. It includes a sample report format and a list of key performance indicators (KPIs) that should be monitored.

The final part of the document addresses the overall financial health of the organization. It discusses the impact of the recorded data on budgeting and forecasting, and how it can be used to make informed decisions about future investments and operations. It also touches on the importance of maintaining a strong relationship with financial institutions and the need for transparency in all financial dealings. The document concludes with a summary of the key points and a call to action for all staff members to adhere to the established procedures and maintain the highest standards of financial accuracy.

1. *Phragmites* (Common Reed) - A tall, grass-like plant with long, narrow leaves and dense, upright stems. It is a common wetland species.

2. *Sagittaria* (Arrowhead) - A plant with large, heart-shaped leaves and a thick, horizontal rhizome. It is often found in wetlands and along water bodies.

3. *Sparganium* (Sparganium) - A plant with long, narrow leaves and a thick, upright stem. It is a common wetland species.

4. *Scirpus* (Sedges) - A group of plants with long, narrow leaves and upright stems. They are common in wetlands and along water bodies.

5. *Cyperus* (Sedges) - A group of plants with long, narrow leaves and upright stems. They are common in wetlands and along water bodies.

6. *Eleocharis* (Sedges) - A group of plants with long, narrow leaves and upright stems. They are common in wetlands and along water bodies.









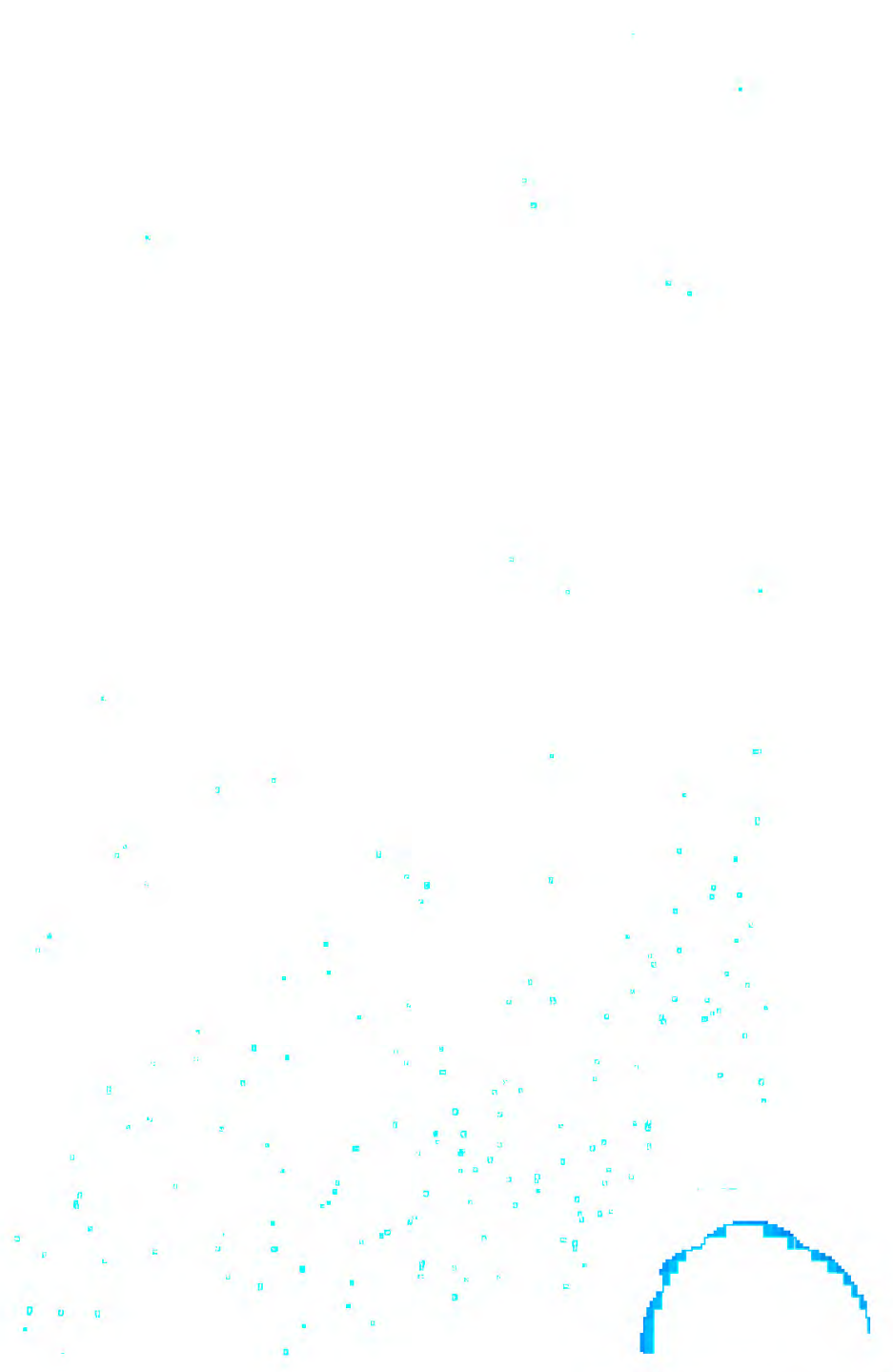


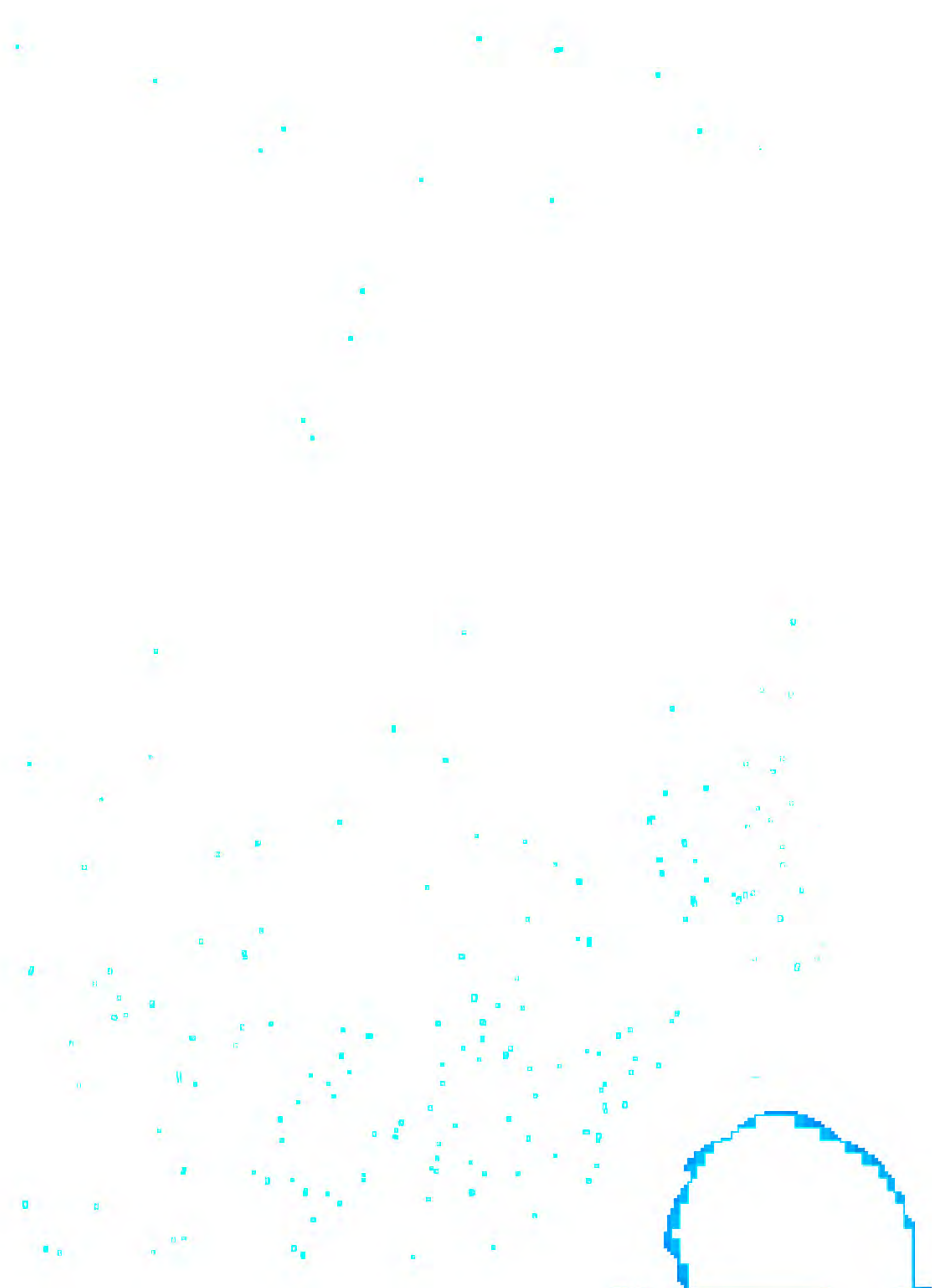
Figure 1: Scatter plot showing the relationship between the number of employees (x-axis) and the number of accidents (y-axis). The x-axis ranges from 0 to 1000, and the y-axis ranges from 0 to 10. The data points are represented by small blue squares. A red semi-circular arc is drawn at the bottom right of the plot, highlighting the area where the number of employees is between approximately 600 and 1000 and the number of accidents is between 0 and 2.











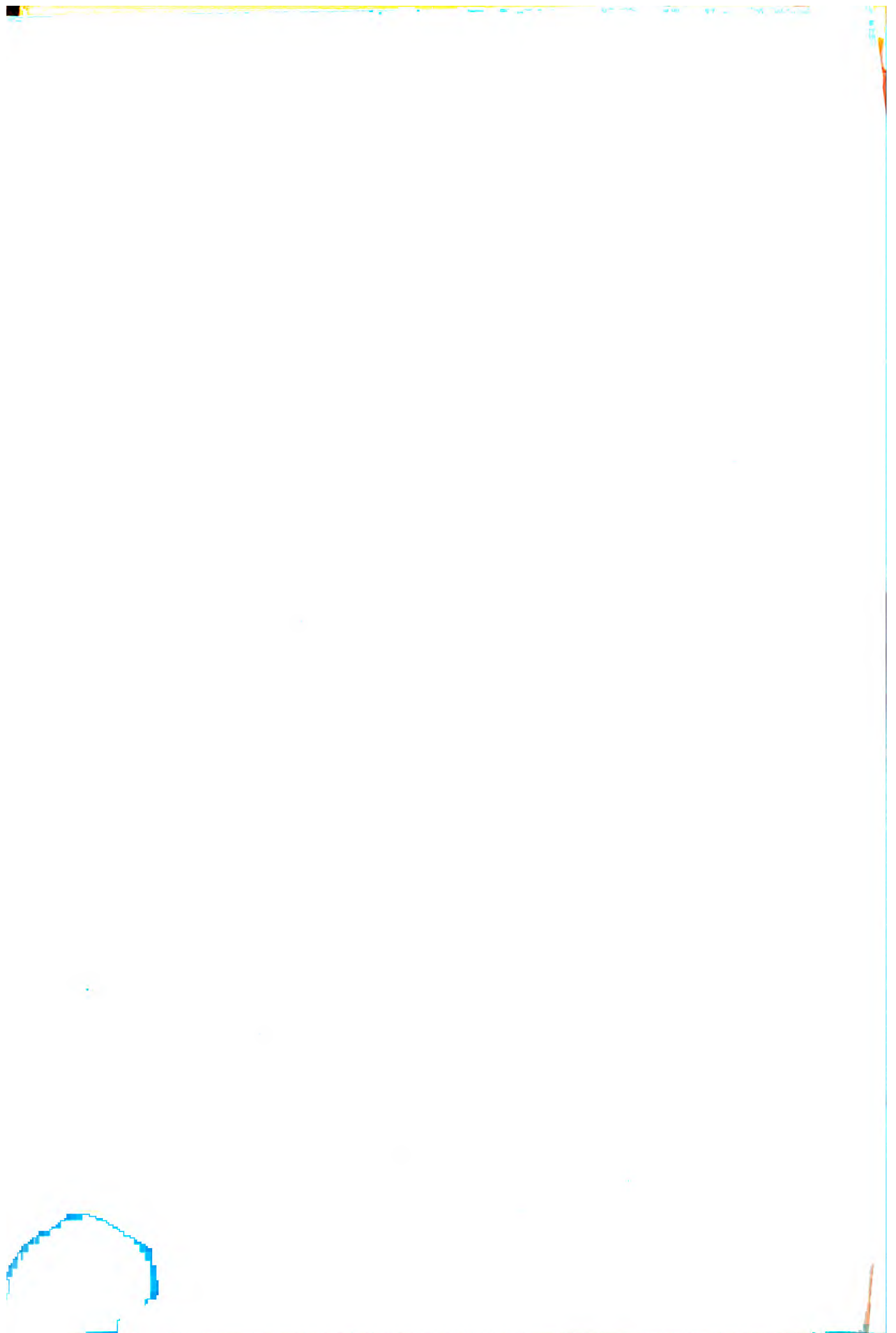
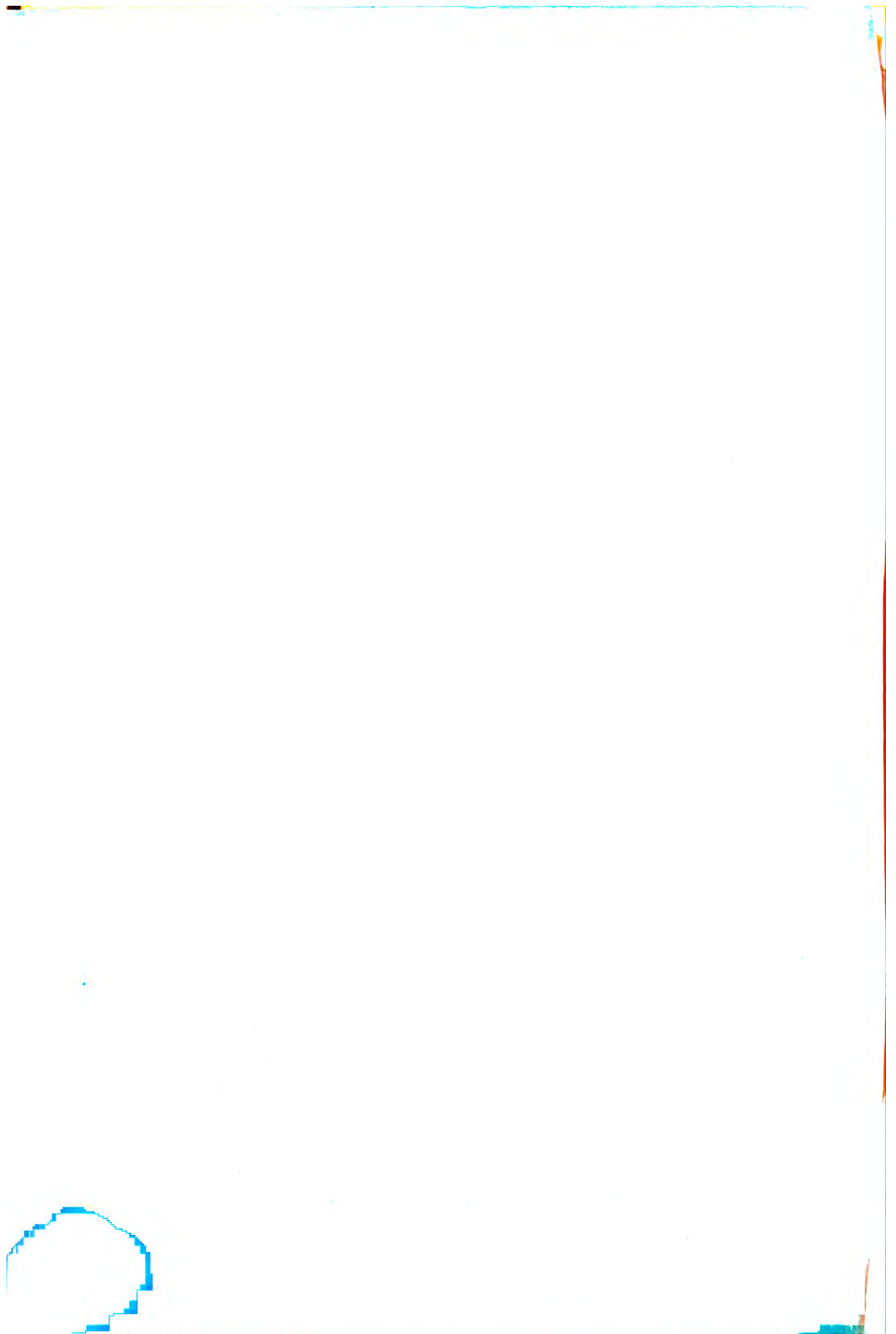




Figure 1







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