

evolved, must be grasped with a pretty firm hand. The teacher need not be a specialist, but the nearer he can come to it the better. Secondly, some original documents must be secured and made accessible to the pupils.

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Now let us see how we can use this documentary matter. We have, for example, the leaflet containing "Extracts from Official Declarations of the United States, Embodying the Monroe Doctrine, 1789-1891." Enough copies have been procured to set the whole class at work. Each member of the class is to read and study it; he must find out what are its provisions; he must notice when issued and the circumstances which called it forth; he must find out what it meant; he must be kept at it till he has discovered that the doctrine was a gradual growth, the product of many circumstances, and many minds; in short, he must try to find out everything that can be drawn out of these papers. This process of minute study, if wisely directed, will result in the development of the power of observation to a degree approximating at least the results obtained as the result of a similar plan when followed in studying a fish under Professor Agassiz, or a plant under Professor Bessey. Then the next step, after carrying on this study till the teacher feels sure that the pupil has seen all there is in the topic at that time for him, is to have him put in clear and concise language the results of his observations. Accuracy will thus be cultivated, and power of expression gained. These results can, of course, only be realized when the teacher has the topic fairly well in hand, and has enough ingenuity to keep up the interest. An opportunity to develop the power of comparison is offered in this problem, for the pupils may be set to work to determine the various ideas of Washington, of Jefferson, of Adams, of Monroe, and of others in regard to the so-called Monroe Doctrine. His judgment may be strengthened by weighing the motives that influenced each in pronouncing for the whole or a part of this doctrine. Finally, when the topic has been

completed, as far as time and material will permit, the class may be asked to put their knowledge in written form, with the idea of securing a presentation marked by cogency of argument, and finish in style and literary taste. It may be remarked in passing, that in the study of this little leaflet, not only will the student gain a direct knowledge of this topic, but also a vivid impression will be left of many of the leading characters in American history. Monroe and Adams, especially, will thereafter be living realities. Alexander of Russia and Prince Metternich, of Austria, and the Holy Alliance will mean something to him, for he will see that they were intimately connected with an important epoch in our own country's history. The student and the teacher will both be working for some definite end, viz: trying to solve a problem, calling for original thinking; and as far as the pupil, at least, is concerned, he will be struggling to write history, and, in a miniature way, doing all that Bancroft or Von Holst have done. In this investigation, which I have supposed to be going on for some days, perhaps even for weeks, it goes without saying that the pupil will perhaps be using all the text-books that he can lay his hands on that may throw side-light on the men, the times, the ideas then dominant, and the general course of events. If he really gets into the spirit of investigation, there is no danger in this, for he will be ready to criticise, rather than copy any of the authorities he may consult. Thus his independence may actually be strengthened in this way. Again we may notice, in passing, that the investigation of a single problem, like this, will arouse an interest in a thousand and one other issues, and will leave a vast mass of information for use in solving other questions that are to be attacked.

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These examples have been chosen only by way of illustration. In your schools, the character of the topics chosen will have to depend on the age of the pupils, the resources at hand for investigation, the knowledge of the teacher, and many other circum-