

**MANUAL OF GENERAL  
HISTORY, FOR  
THE USE OF SCHOOLS**

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Manual of general history, for the use of schools by Henry Attwell

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**HENRY ATTWELL**

**MANUAL OF GENERAL  
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MANUAL  
OF  
GENERAL HISTORY

FOR THE USE OF SCHOOLS.

TRANSLATED FROM THE HOUGHTON COURSE

BY  
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## INTRODUCTION.

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THIS book is a translation of an unpublished Manual used in the excellent school of Noorthey, Holland, and was prepared for the use of the pupils of that institution. My object in translating and publishing it is to supply the want of a faithful outline of general history which can be filled up according to the capacities of learners.

The Manual has been for many years successfully employed in the above school in teaching boys of from ten to seventeen years old; alterations and additions have been made from time to time until it has become, to my thinking, as nearly perfect, of its kind, as possible.

To speak so highly in praise of such a common-place looking little book will not seem singular to those who know how in-

ferior most of our elementary school books are, and especially those abridgments and catechisms which, possessing only the questionable recommendation of being calculated to save teacher and pupil trouble, are still in extensive use.

As this Manual of Universal History differs in form from most English school books, I may, perhaps, be allowed to suggest the way in which I consider it may be employed to the greatest advantage.

The text should be committed to memory, little by little, by the pupil; but not until it has been made palatable and easy of digestion.

Sometimes a line, sometimes a single name and date, will be sufficient; but it will be well, in the case of beginners, never to learn by heart any part of the text before the oral lesson has been given.

The meaning of every difficult word and construction should be carefully explained, so

that the pupil may feel that what he learns is an exact summing up of what has been conveyed to him by word of mouth.

Before a fresh lesson is begun, as much of the preceding parts as relates immediately to the period under consideration should be re-said.

No new **NAMES** should be introduced until the course has been gone through once at least.

If a boy learn the text with difficulty and dislike, we must, in most cases, conclude that our preliminary oral teaching has been faulty.

"**LYCUREUS**" [880] will not be a hard name and date to a boy who has taken an interest in the black broth, and the iron money, and the young Spartans' orchard adventures and table-talk.

But though it is of so much importance to excite and sustain interest, care should be taken not to overcrowd a lesson with illustration. A good teacher will know, within a little, what he means to say before he con-



fronts his class, and will be careful not to let a forward pupil lead him into digressions which will spoil the *ensemble* of his lesson.

In teaching beginners, a large map is preferable to an atlas, and a black board and chalk should be constantly in readiness.

In going through the course a second time the pupils should, when sufficiently advanced, prepare themselves by private reading for their *vivâ voce* lesson; extracts from standard authors should be read to them; and this higher instruction should be followed by compositions, the pupils taking passages from the familiar Manual as headings to their essays.

H. A.

Nassau House, Barnes.

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