

**ESSAYS ON THE
TEACHING
OF HISTORY**

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Essays on the teaching of history by F. W. Maitland & H. M. Gwatkin

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F. W. MAITLAND & H. M. GWATKIN

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Essays on the Teaching of History

By *F. W. MAITLAND,*
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W. CUNNINGHAM,
J. R. TANNER,
W. H. WOODWARD,
G. H. K. MARTEN,
W. J. ASHLEY.

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CAMBRIDGE, at the University Press, 1901.

PREFATORY NOTE.

THE Syndics of the University Press confided the oversight of this collection of Essays to Lord Acton and myself. An Introduction by Lord Acton was to have been included but his unfortunate illness prevented this part of the arrangement from being carried out. Professor Maitland, under circumstances which make our obligation to him the greater, has kindly written the Introduction.

I may be permitted to thank the contributors for kindness which has made the mechanical part which I have performed such a pleasant one.

W. A. J. ARCHBOLD.

CAMBRIDGE.
September, 1901.

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INTRODUCTION.

THE following essays were to have been ushered into the world by Lord Acton. That he is unable to perform for them this good office will be deeply regretted both by their writers and by their readers. Of what he would have written only this can be said with certainty, that it would have added greatly to the value of this book. Still it is not apparent that these essays, proceeding from men who have had much experience in the teaching of history, imperatively demand any introduction. A few words about a matter of which the essayists have not spoken nor been called upon to speak, namely, about the history of the teaching of history in the English universities, are all that seem necessary, and may be suffered to come from one who can look at schools of history from the outside.

The tale need not be long, and indeed could not be long unless it became minute. The attempt to teach history, if thereby be meant a serious endeavour to make historical study one of the main studies of the universities, is very new. We can admit that it has attained the manly estate of one-and-twenty years and a little more. But not much more. Some of those who watched its cradle are still among us, are still active and still hopeful.

The university of Oxford, it is true, came by a professorship or readership of ancient history in times that we may well call