CORRESPONDENCE.

MOHAMMEDAN HISTORY.

SIR,

Upon reading the "Summary of Historical Examinations" published by the Historical Association I cannot fail to remark upon the entire absence of any examination in Mohammedan history except so far as it may be treated in the study of one particular country—namely, India. At such a time as the present, when the Islamic nations of the Near and Middle East are once again coming into prominence, it is surely a pity that the youth of Great Britain, which is one of the greatest Mohammedan Powers, should grow up in enforced ignorance of the history of countries to whom Europe owes much of its learning and civilisation. It is obvious that such a study could only be undertaken when a groundwork of European history had already been laid, or else there would be a danger of losing the perspective, but I feel sure that some knowledge, however slight, of the Caliphate and of Persia—to quote only two examples—would be beneficial and might well find a place in historical teaching.

I am, yours, etc.,

CHARLES A. PETRIE.

[Mr. Petrie may be glad to learn that one University at least is seeking to establish a Chair of Islamic Culture, and is proposing to make Oriental History one of the branches of history in which an Honours Degree may be taken.—ED.]

HISTORY SYLLABUSES.

The Maria Grey Training College,
Brondesbury, N.W.

SIR,

I note that in the October number of HISTORY you make sympathetic reference to the deputation received by the President of the Board of Education in July with the object of encouraging the study of Imperial history and geography. You comment that "greater emphasis in the ordinary school teaching of British history could and should be laid on its Imperial aspect," but that "so far as schools are concerned the main difficulty . . . is that of time." I should like to suggest that the time difficulty might be solved in many schools by the "scrapping" of much of the detail in which English history is taught, especially to middle forms, not only in the interest of Imperial studies, but in that of the teaching of world history on a wide basis.

The ignorance of the customs, ideals, and history of other Euro-