

of the joys, sufferings, conflicts, and achievements of mankind. Philology and polite literature arrogate the title of the "humanities"; but what study can so justly claim that honourable title as the study which deals with the actual experience on this earth of social and progressive man? What kind of knowledge can be so useful to a legislator, administrator, journalist, publicist, philanthropist, or philosopher as a well-ordered knowledge of history? If the humanity or liberality of a study depends upon its power to enlarge the intellectual and moral interests of the student, quicken his sympathies, impel him to the side of truth and virtue, and make him loathe falsehood and vice, no study can be more humane or liberal than history. These being the just claims of history in general, the history of the community and nation to which we belong has a still more pressing claim upon our attention. That study shows the young the springs of public honour and dishonour; sets before them the national feelings, weaknesses, and sins; warns them against future dangers by exhibiting the losses and sufferings of the past; enshrines in their hearts the national heroes; and strengthens in them the precious love of country. One would naturally suppose that the history of the United States and England, at least, would hold an important place in the programmes of American schools and colleges, and that no subject would occupy a more dignified position in the best colleges and universities than history in respect to the number and rank of its teachers. The facts do not accord with this natural supposition. The great majority of American colleges (there are

nearly four hundred of them) make no requirements in history for admission, and have no teacher of history whatever. Lest it be imagined that this can be true only of inferior colleges, I will mention that in so old and well-established a college as Dartmouth there is no teacher of history, whether professor, tutor, or temporary instructor; while in so excellent an institution as Princeton there is only one professor of history against three of Greek, and this single professor includes political science with history in his teaching. No institution which calls itself a college expects to do without a professor of Greek, or of Latin, or of mathematics; but nearly all of them do without a teacher of history. The example of the colleges governs the preparatory schools. When young men who are interested in historical study ask me if it would be advisable for them to fit themselves to teach history for a livelihood, I am obliged to say it would be the height of imprudence on their part, there being only an infinitesimal demand for competent teachers of history in our whole country. This humiliated condition of history is only made the more conspicuous by the old practice, which still obtains at some colleges (Harvard College, for instance), of demanding from all candidates for admission a small amount of Greek and Roman history—as much as a clever boy could commit to memory in three or four days. One hardly knows which most to wonder at in this requirement, the selection of topic or the minuteness of the amount. Is it not plain that the great subject of history holds no proper place in American education?—*The Century*.

(To be continued.)