

very largely the representation of human character. Certainly, to a maturing lad,

Just at the age 'twixt boy and youth,
When thought is speech, and speech is truth,

the personal and moral element in history is its most impressive feature. The mistakes and misdeeds of individuals, and, later, the failures of institutions and of nations, become suggestive warnings. The course of human progress revealed in history has an ethical content to which the older pupils in secondary schools can be directed with the result of a marked impulse towards good. Out of this aspect of the study should come an intelligent acquaintance with patriotism and other civic virtues and a conviction of personal duty to illustrate them. It is from this side of historical study, also, that we often find springing a stimulation of interest which renders history forever after a delightful department of reading and investigation.

We are now prepared to state succinctly what should be the aims of the teacher of history. He should so employ historical facts as to stimulate and train to orderly action the intellectual faculties of the student, particularly the imagination, the judgment, and the reasoning power. Meanwhile he should lead to the discovery of the ethical lessons resident in history, and should apply them to the development of the moral and civic virtues. And in all he should aim to secure literary expression which shall be as vigorous and graceful as the action of the mind is strong and true.

Let me now turn to my second topic, the organization of this study. Under this head we may properly ask what position history should have in the course of study, what subjects should be taught, and how many teachers, with what qualifications, should be provided.

We have alluded to the fact that history as a disciplinary study is a new subject. One reason why it has not earlier taken rank with the traditional subjects of culture is found in the ridiculously small amount of time commonly devoted to it. Says President Eliot in his *New Haven address*: "If the same pupil studies history twice a week for one year, history cannot be made for the pupil to compare in educational value with the Latin which he studies five times a week for four years." The first claim to be made, then, is the very modest one that history be given a sufficiently long period in school life for the leisurely development of intellectual activity under its direction. Taking the standard mentioned by President Eliot, which is a common provision for the study of Latin in high schools, five hours a week for four years of forty weeks each, we have a total of eight hundred school hours, each of which would yield about forty-five minutes in the clear. This I would suggest as a proper amount of time to be given to history during the periods of childhood and youth.

It will be observed that I have included both childhood and youth in the range of time within which history should be taught. This is not accidental, but of intention. For I believe that in the case of nearly all secondary subjects there should be two well-marked stages, the elementary and the scientific, well marked in the mind of the teacher and the organizer, but so gradually merging, the one into the other, that the pupil shall discover no break in continuity. History should begin in stories told in the mother's arms. In the guise of mythology and stories about heroes and heroines it should form a part of school work even down in the primary grades. In the form of narratives it should be read at the age of ten or