

The value of such facts is sometimes depreciated, but in the interest of definiteness some things must actually be learned. There is a time element in all history; therefore the student must fix in memory a modicum of dates and must retain them. History deals with places, and geographical facts often assume the highest importance. "Chronology and geography," says Carlyle, "are the two lamps of history." There is a personal element, also; hence the names and characteristics of individuals must be learned. History is a matter of incidents, of laws, of institutions, of a thousand various elements of knowledge. Without the planting in the mind of these concepts we cannot have history really known. Therefore, I repeat, we must aim to teach historical facts. But like the facts of the multiplication table, they must be taught less for their own sake than as a means to an end—indeed to more ends than one, though to one chiefly. This end is training, and the training should be both of the head and of the heart.

Secondary education, as the term implies, is not the first stage in the child's preparation for life, but presupposes elementary education. When our work begins the child is passing into the period we term youth. All his faculties have found a beginning of action; all, nevertheless, lack steadiness, clearness, and precision. At this stage his mind comes under the influence of the studies we term secondary. These studies may all be so taught as to give exercise to nearly all the faculties of the mind, but it is obvious that for specific purposes some are better adapted than the rest. To the study of history must be relegated especially the development in combination of the imagination, of judgment, and of reasoning, as applied to the conduct of life. Whatever phases of development these powers receive

from other subjects, their most useful unfolding must come through actual experience, and that next in rank from a study of the experience of others. The distinctive educational value of history, then, is that it trains the imagination, the judgment, and the reasoning power of the growing youth by an experience transmitted from past generations. Through this training these powers mature and become steady, clear, and precise in action—"a consummation devoutly to be wished." Let me enlarge upon this thought.

For the training of the imagination, history has evident facilities. Childish fancy is active enough, but its activity needs direction in youth by the sense of what is true, lifelike, and probable. This is accomplished by turning the youth's attention to reading and learning about the facts of the real world. Thus only can accurate and clear mental pictures enter into imagination after its range transcends personal experience. But by such exercise there results also positive growth. After a time imaginative work of greater complexity can be mastered, like the visualizing of a battle scene, and combinations still more remote from experience, as the life of a primitive family. Sometimes fancy will need to be restrained: more often it will need guidance into healthy channels by the presentation of appropriate objects, by which interest shall be aroused and attention secured. Various subjects can be employed for this purpose, but at every step history, and its companion study geography, have magnificent resources on which to call. Their chief rival, I apprehend, is literature; under a skilful teacher it is hard to say which can be used to better effect.

In respect to training in judgment, however, history shares the throne with no rival, if the end in view be what we term practical judgments.