

twenty-one days of their leaving Yokohama is a feat never before accomplished, sufficiently remarkable in itself, and pregnant with untold issues for the future of the British Empire."

The itinerary of these mails is worth giving in outline. The Empress of Japan left Yokohama in the morning of August 19, 1891, and reached Victoria, British Columbia, before daybreak of August 29. By noon the mails were at Vancouver, and an hour later they started eastward on a special train that whirled them to Brockville, Ontario, in seventy-seven hours. Having been ferried across the St. Lawrence, they were taken up by the New York Central, and the three hundred miles to New York accomplished in seven hours, thus enabling

them to be placed on board the City of New York, which sailed an hour later with them for Liverpool.

Many precious English lives, and over one million pounds sterling of English gold, were expended within the past century in fruitless efforts to find a short straight route to the Indies through the Arctic regions.

Now, even though the utter impracticability of such a short cut were not sufficiently demonstrated, there would no longer be any need for it, for in the Canadian Pacific Railway and its steamship connections the British Empire is furnished with a highway to the Orient, over her own territory, surpassingly better than any possible North-west Passage.—*Lippincott's Magazine*.

HISTORY IN SECONDARY EDUCATION—I.*

BY RAY GREENE HULING.

"**W**HETHER has weighed the demands of history," says Gerwinus, "and yet attempts it, must have the courage of the moth and not fear to burn his wings for love of light." Doubtless it was the writing of history to which he alluded; but his thoughts is no less applicable to the teaching of history. The subject is not a traditional one in secondary education. The ancient "grammar school" knew it not, neither does it appear that the academy of a century ago offered it to its pupils, save in some fragmentary way. Its introduction as a substantial study is a modern idea, and even yet in but few quarters are its claims to educational value recognized as comparable with those of the languages, mathematics, or the sciences. But with youth there is always a tendency to self-assertion. Together with the other new subjects

history now claims a time-allotment proportionate to its value; it demands an equipment adapted to its needs; and if one may venture to prophecy, the day is not far distant when it will in both respects prevail. But that day will be sadly delayed unless the teaching of history becomes more intelligent and less aimless than it is often found to be. Instruction in history must reform itself into training through history.

The present discussion will lead me to consider successively what should be the aims, the organization, the methods and the equipment, in order that historical teaching may do its perfect work.

The aims of historical teaching can with difficulty be expressed in a single sentence. Perhaps we shall best arrive at the comprehension of them by a method of gradual approach. It is plain that one aim should be the acquisition of a fund of historical facts.

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