

### DURHAM CHRONICLE

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#### THE VALUE OF HISTORY.

An Essay by Mr. H. H. Burgess, English Master in the Owen Sound Collegiate Institute. Read Before the South Grey Teachers' Institute. May 26th, 1900.

Why should we continue to keep the subject of History on our school course and devote so much time to the subject? To answer this question we must take an estimate of the value of studies in general. Some studies are instrumental, that is, they are used to enable us to pursue other studies. Writing is taught as a means to impart and to record knowledge. Reading is an instrument of acquisition. It opens the printed page. Of course, they have a value in themselves, but they are, first of all, means to attain knowledge. Other studies give us knowledge of direct use in the affairs of daily life, in guiding and directing in the real activities of life. Such are Geography, Physiology, etc. Then, there are disciplinary studies that exercise and strengthen the mental power, that increase the mental capacities. Some of these prepare the way for other subjects, as Arithmetic for Algebra. They have also some guidance value, but they are characteristically formative subjects; such are Mathematics, Science and Language. Then again there are culture subjects. Culture is a hard thing to define, but let this definition suffice: "Culture is the slowly maturing fruit of a silent feeding of the soul upon nourishing ideas." Discipline increases the mental power, Culture looks to the tone rather than the intensity.

The studies have not all the same value, but rather a comparative value. I think, too, that the different studies have a different value for different persons. One gets more discipline out of Science, another out of Language, etc. In History the subject matter is facts. Knowledge gained by observation from the daily papers, etc., is called by Dr. Fitch "Folk-lore." Similar knowledge of what has gone on in the world is History. The newspaper deals with current life—History with past life; History deals with man in his human capacity, and it is thus the working of his intellect, as revealed in the facts of laws, battles, cities, religions. It is moral knowledge—knowledge of the play and activities of his mind.

There is a wide difference between History and Mathematics. History is a fact study. Mathematics begins with definitions and axioms and proceeds by logical deductions. The process of reasoning is one of necessary influence. History moves in the field of moral freedom. The material of History must be elaborated and organized.

Organization is essential to real knowledge and it is necessary to its retention. The memory can not cope with a mass of unrelated and unorganized facts. They can not be remembered out of relation any more than they can be explained and comprehended out of relation. As information no school study ranks so high for experience is the great guide to man in the affairs of the world. Oral knowledge is of great value, but in the long run the pages of History convey to live the past experience of the race. In politics, religion, morals, education and in the economical, social and industrial life, an historical knowledge is essential, for no individual or generation begins life anew. The progress of life is continuous, and therefore is an historical development. "The present is the fruit of the past and the germ of the future," says some one. No man who disregards the lessons history teaches him can give anything to the future. "History is Philosophy teaching by examples," is an oft repeated quotation. It is the only study through which Philosophy can reach and influence the mass of mankind. The facts of History will be grasped by minds that the abstract subtleties of the philosopher can never influence. It is the case of the particular and the general, the concrete and the abstract. The practical value of History has many advocates, among them Milton, Guizot, Locke, Macaulay, Carlyle and Gladstone.

History has a disciplinary value too. Even when taught in an unorganized fashion, it trains the memory and when taught philosophically it surpasses all other subjects in mnemonic value. I have said that History is a fact study; but to stop short with a memorized multitude of facts in their separation and not to see them in the unity of their relations is not to learn the lesson of History. The mind thus simply filled, or crammed, is not instructed. There is no insight. By means of associations of time, place, and cause and effect, the facts are capable of complete organization.

Then it has its value in training the imagination. It is, as I have said, a great mistake to think that

the subject is taught by committing to memory masses of dry unorganized and unrelated facts, dates names, statistics, clauses of treaties, etc. Does History not reveal to the mental eye the whole movement that constitutes the life of a man, a city, a nation, or a part of it. What boy can read the story of the death of Caesar, or the Syracuse Expedition, the victories of Marlborough, or the trial of Warren Hastings, and the many other historical events, without having his imaginative faculties cultivated and strengthened?

This is good, but the study of History does far more. It disciplines the thinking powers. To point out relations, to contrast and compare times, institutions, events and men; to discover likenesses and differences is to promote thinking, to enlarge the mental horizon, to induce the habit of mind of inestimable value. In doing this the analytic faculty is exercised and strengthened, and also complex facts have to be simplified. For example the Rebellion of 1837 has to be thoroughly analyzed to comprehend it. I have frequently heard a boy of ten years passing judgment on the characters of History, on such men as Caesar and Hannibal, on Philip of Macedonia and Alexander the Great. Judgment then passes into reasoning. To observe chronological connections, geographical conditions, and other environments, to discover causes, etc., is thinking as well as solving scientific or mathematical problems. At the outset I stated that historical knowledge is moral knowledge. The exact sciences deal with certain data and the method is demonstration. They start with definitions and axioms that are perceived by intuition and the method is one of necessary influence leading to inevitable conclusions. There is no gathering up of facts, no balancing of opposite arguments. There is no looking at the other side, for there is no other side of the question. How different are the problems of actual life?—problems arising out of the relations of human beings. In History data are collected, the force of argument and acts are weighed, and, finally, a probable conclusion is reached. Lord Roberts can not with certainty predict the result of a battle. If such results were predicted, battles would not be fought. Parliamentary candidates are never sure of the results of an election. In historical matters one comes to a conclusion by weighing the value of the items on one side, then on the other, hence in the business of politics, law, war, etc., a very important, if not the most important gift, is the ability to select the premises in the solution of the important problems of a practical life, for nearly all the problems and situations of the world, certainly all the difficult ones, combine opposite and confusing forces. In Mathematics and Science the mind deals with subjects in which demonstration enters. The data of the mathematician are all provided for him, and he is not allowed to add to, or to take from, hence we must resort to some other source than science or mathematics to obtain what is of all things the most practical, viz. historical reasoning. I have said that the subject matter is the doings of human beings, and is found in the broad field of freedom and therefore of probability, hence I claim that History is the very subject that gives the most practical kind of discipline. We all will surely agree that the purpose of teaching History is not to cram the mind with facts and dates (yet these are necessary and useful, and no teacher should neglect them), but to arouse thought, and especially to teach the habit of thinking intelligently about the political and industrial events of our country. Sometimes the objection is made that historical questions are not practical things, but come from books and documents musty with age; that they are not the thoughts and doings of living men instinct with thought and passion and will. That is very true, for no proper school subject is just like real life, but certain facts of History can be made as abstract as Euclid. As long as we deal with dates, names and unorganized facts, instead of the activities of human beings the subject will be without interest. History and politics are great educative powers, but History has the advantage over politics inasmuch as it is freer from passion and prejudice and so is a better school for judgment, hence Bishop Stubbs argues that ancient and modern History surpass modern and present History as such in discipline, and yet he says "the subject matter of modern Historical enquiry has peculiar advantages for the training of the powers most constantly in exercise in a practical generation."

Again, there are studies, that on account of their peculiar influence on the mind are called humanity studies. They are the man-studies as the Germans would call them. They liberalize the mind and free it from prejudice, narrowness, and selfishness. History is one of the group, if not the noblest of the group. The student of History is like the tourist, he is transported into new states of society. He sees new people, with new fashions, different ideas and he thus gets broader views and an enlarged mind.

Again, I would say History furnishes a motive power, as well as guidance, and one of the best known forms of motive power is the patriotic sentiment, and it is on History that patriotism is nourished. No nation was ever more patriotic than the Jews—in them it passed from enthusiasm to fanaticism. No doubt the cause of this was the stress laid on National History as a means of forming youthful character. During the last year or two, and particularly this last six months more attention has been paid to the teaching of patriotism to the children of our country. This is right and the spectacular means often resorted to serve a purpose, but in the long run the highest and truest patriotism must be founded on History and Literature. Rightly studied, History has a scathing effect on the mind, in which fact is much of its value. Taught as a mnemonic exercise it becomes a burden and an obstacle to progress. I need not tell you that China is a country thoroughly saturated with historicalism. In the study of this subject the individual will must count for something, other wise it becomes a bar to free individual and social advancement. Then it must be remembered that the exclusive study of the History of one's own country tends to a haughty and arrogant conceit, and especially so if the boy or girl is narrow minded to begin with.

In conclusion I would add in words quoted from "Psychology for Teachers" by Lloyd Morgan, that "in the study of History splendid opportunities are given to the teacher to give an indirect impetus to the development of splendid ideas both of himself and of the community. For History presents us with concrete examples of strenuous efforts towards the realization both of individual character and of an improved social condition of the community at large. There can be no question that hero-worship is of great importance in the development of character, hence it is said, "Tell me a man's heroes and I will read you his character."

**THE DOCTOR'S ADVICE**  
Led Mr. W. F. Lefflar, of Williamsford, Ont., to use Dr. Arnold's English Toxin Pills.  
He was, in Consequence Cured of Nervousness and General Debility—A Case that Shows the Wonderful Power of Dr. Arnold's English Toxin Pills.

Nine of every ten persons in Canada suffer from nervousness and general weakness of the system. The misery caused by these complaints is immeasurable. More money is spent every year for medicines for these diseases than would buy out half-a-dozen millionaires. And yet there is a cure simple, sure, and permanent, one that costs little and produces an effect that is absolutely unparalleled in the history of medicine. The medicine is known throughout the English speaking world as Dr. Arnold's English Toxin Pills for weak people. It has the effect of permanently cleansing the system of disease, and it has this effect by killing the germs that cause the disease. Besides killing the germs of disease, it counter-acts poisons (toxins) they create in the blood; it braces the nerves, purifies the blood, and revitalizes the whole system. Dr. Arnold's English Toxin Pills are prescribed by many of the most successful physicians in their private practice.

Here is a case that shows the power of this wonderful medicine over nervous and wasting diseases: "I suffered for months with nervousness and general debility. I was utterly miserable, unable to sleep, and constantly in the most depressed spirits. My nerves were twitchy, I had splitting headaches, and was as weak as a child. My family physician, Dr. \_\_\_\_\_, advised me to use Dr. Arnold's English Toxin Pills. I bought and used three large boxes, which I am happy to state, cured me completely. I am now hale and hearty, strong and vigorous, sound in every muscle, nerve and limb, thanks to Dr. Arnold's English Toxin Pills."  
W. F. LEFFLAR,  
(Merchant.)  
Williamsford, Ont.

Dr. Arnold's English Toxin Pills are sold by all druggists, 75c a large box; 25c a small box or sent postpaid on receipt of price, by The Arnold Chemical Company, Limited, Canada Life Building, 44 King Street West, Toronto

**EGREMONT COUNCIL.**  
Council met June 29th, Minutes approved. Councillor McIntyre reported that he had let a contract of building two bridges at Lots 7 and 8, Concession 3, to Jas. McMeekin for \$22, work completed, payment recommended.

Hastie—Robb—That the foregoing report be adopted and order granted, and Mr. McIntyre be paid \$2 for letting and inspecting the same. Carried.  
Councillor McQueen reported that he let the removing of the landside at sidebank road, Concession 8, to W. J. Caulfield for \$10, work completed, payment recommended.

Robb—McIntyre—That foregoing report be adopted and order granted.

**Is Baby Thin**  
this summer? Then add a little **SCOTT'S EMULSION** to his milk three times a day. It is astonishing how fast he will improve. If he nurses, let the mother take the Emulsion. 50c. and \$1.00; all druggists.

**W. D. CONNOR**  
Manufacturer of And Dealer in  
**Pumps of all Kinds.**  
Galvanized and Iron Piping; Brass, Brass Lined and Iron Cylinders.  
Pumps from \$2 upward.  
Shop open every afternoon.  
All REPAIRING promptly and properly attended to.

**Wm. McCalmon,**  
Importer of and Dealer in Swedish, Scotch & Canadian  
**Granite and Marble Work OF ALL KIND.**  
Monuments Repaired and Inscriptions Cut on Shortest Notice.  
MCINTYRE BLOCK, — DURHAM.

**Big 4,** Calder's Block,  
— DURHAM. —  
**He Sells Cheap!**  
Dress Gingham, better and stronger than print for children's dresses, 7c and 10c per yard.  
Ladies' Pure Silk Mitts, Black or Cream, 25c per pair.  
72-in wide Heavy Twilled Sheeting, 22c yard.  
Best Table Oilcloth, 45-in wide, 25c per yard.  
18 only Glass Table Sets, 25c per set.  
24 only Glass Cake Plates, 15c each.  
38 only Glass Berry Bowls, 10c each.  
Glass Nappies at 20c, 40c, 45c and 65c dozen.  
14-in Granite Spoons, 10c each.  
Large Size Granite Pie Plates, 12c each.  
Granite Wash Bowls, 25c each.  
No. 9 Copper Tea Kettle Nickel plated, only \$1.25 each.

**W. H. BEAN.**  
Fall Term Begins Sept. 4th.  
**CENTRAL Business College**  
STRATFORD, Ont.  
No less than eight large business colleges have applied to us within the last six weeks for our graduates to take positions as teachers in their schools. As many as five business firms have applied to us in one day for office help. This is surely the best school for you. It pays to prepare for profitable, progressive and permanent employment. Catalogue free.

**Boots & Shoes!**  
We have a full line of Boots and Shoes of all kinds.  
Men's Heavy Shoes from \$1.00 up.  
Our Ladies' \$1.25 Oxford Shoes cannot be beat.  
CALL AND SEE US!

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**Granite and Marble Work OF ALL KIND.**  
Monuments Repaired and Inscriptions Cut on Shortest Notice.  
MCINTYRE BLOCK, — DURHAM.

**Fresh Groceries**  
The undersigned wishes to announce to the residents of Durham and vicinity that she has opened up a Grocery and Confectionery Store one door east of the Post Office, where she will be pleased to furnish all goods in her line at reasonable prices.  
Teas and Coffees are a Special value.  
**MRS. ANGUS CAMERON.**

**IMPLEMENT WAREHOUSES**  
Having moved to our new stand a few steps south of the Middaugh House, we are prepared to do business better than ever, and at the lowest figures and best terms.  
**Now We Have** a full and complete line of Farm and Domestic Implements and Machinery.  
FOR THE FARM we have Deering Harvesting Machinery, Maxwell Binders and Mowers, Chatham and Snow-ball Wagons, Carriages and Buggies of all the very best makes.  
FOR THE HOUSEHOLD we have the Bell Pianos and Organs, Woodstock Organs and Pianos, Raymond Sewing Machines, a full line of McClary's Stoves.

**Malott Cream Separator**  
No dairy is complete without a Malott Cream Separator—the best and easiest handled separator in the market to-day.  
**Plows,** Scufflers, Turnip Sowers, Cultivators, and in fact everything the farmer needs.  
REPAIRS of all kinds constantly kept on hand.  
Call at the new premises a few doors south of the Middaugh House.  
**C. MCKINNON.**  
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**THE LEADING**  
And Oldest Seed House in Town.  
Import of Seeds are now in stock including all the Staple Field and Garden Seeds. Large buyers supplied at CLOSE WHOLESALE RATES.  
Sugar Beets, Carrots, Mangel, Wurtzel, Turnip Seeds, Dwarf Essex Sowing Rape.  
**American & Canadian Seeds:**  
CLOVER SEED, \$5.75 to \$6.00 bush  
TIMOTHY SEED, \$1.50 to \$2.00 bush  
Field and Garden.—Corn, Tares, Hungarian and Millet  
Seeds.—ONIONS: Dutch Sets 10c per pound, Top Onions, Potato Onions, English Potato Onions  
FEEDING STUFFS.—Ground Oil Cake in bags of 100 pounds, Ground Linseed in bags of 100 pounds, Linseed, British Horse and Cartle Spire 7-lb package for 25c, Land Plaster in bags, Windsor Salt, Seed Potatoes  
Early Vaughan, Carman's No. 2, Rose of the North, Pride of America.  
**H. PARKER,** Druggist and Seedsman!

**Frost & Wood Binders, mowers and Rakes**  
All ready set up. Call and see them.  
**Headquarters for Best Binder Twine.**  
PLYMOUTH BEST AND CHEAPEST SOLD.  
A Few good second-hand Mowers. Also Binders rebuilt and work guaranteed.  
FIRE INSURANCE promptly attended to.  
A FEW BUGGIES LEFT.  
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Early Vaughan, Carman's No. 2, Rose of the North, Pride of America.  
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**A Large Assortment**  
Of new goods just arrived. Our stock of SHOES, etc., is so complete that you can get Footwear in any style at any price.  
**SOME GOOD SNAPS:**  
Women's Dongola Buttoned, were \$1.40, now ..... \$1.00  
Girl's Dongola Buttoned, were \$1.25, now ..... .95  
Women's Canvass Oxfords, were \$1.15, now ..... .90  
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Child's Canvass Oxfords, were 80c, now ..... .60  
Men's Plough Shoes, were \$1.25, now ..... 1.00  
Women's Dongola Strap Slippers, were \$1.20, now ..... .90  
Men's Canvass Bals, were \$1.80, now ..... 1.50  
Men's Dongola Oxfords, were \$1.60, now ..... 1.25

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If you want bargains now is your time. Ready-made clothing, boots and shoes and groceries are to be handled at  
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They must go. Every article np to-date. Come and investigate.  
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