

*Publications Committee*

**BULLETIN**  
OF  
**THE UNIVERSITY OF TEXAS**

NUMBER 255 .

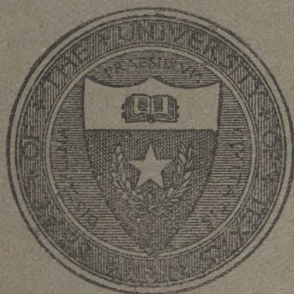
GENERAL SERIES NO. 28

NOVEMBER 15, 1912

Four Times a Month

**THE TEXAS HISTORY TEACHER'S BULLETIN**

(Volume 1, No. 1, November 15, 1912)



PUBLISHED BY  
THE UNIVERSITY OF TEXAS  
AUSTIN, TEXAS

Entered as second class mail matter at the postoffice at Austin, Texas

# THE TEXAS HISTORY TEACHER'S BULLETIN

Edited by the History Staff of  
the University of Texas

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The Texas History Teacher's Bulletin is issued in November, February, and May. The history teachers of Texas are urged to consider it as their own and to help make it as practical and useful as possible by contributing articles, suggestions, criticisms, questions, personal items, and local news concerning educational matters in general.

Address:

**THE TEXAS HISTORY TEACHER'S BULLETIN**

The University of Texas, Austin, Texas

625-1012-15h-2259

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**Cultivated mind is the guardian  
genius of democracy. . . . It  
is the only dictator that freemen  
acknowledge and the only security  
that freemen desire.**

**President Mirabeau B. Lamar.**

## THE PURPOSE OF THIS BULLETIN

Relatively few teachers in the public schools of the United States subscribe to or read educational journals. For some the price of subscription is a sufficient deterrent; for others the reason may be found in the general character of most educational periodicals, which claim for their field every subject in the curriculum and make no specialized appeal. Many teachers who feel little interest in general educational problems welcome suggestions for their special work.

For this reason the members of the history staff of the University of Texas have undertaken the management of a quarterly bulletin directed to history teachers and history teaching in Texas. It will contain brief, practical articles and suggestions, discussions of local problems, occasional reprints from *The History Teacher's Magazine* (edited under the supervision of a committee of the American Historical Association) and other educational journals, outlines, book lists and notes, and news of history teachers in Texas and elsewhere.

For the present issue information was collected by means of a questionnaire addressed to the superintendents of some two hundred of the leading schools of the State. *For future issues every history teacher in Texas is invited to send in his own contribution.* It is hoped, indeed, that teachers will use the bulletin as a medium for ventilating their teaching experiences, their theories, and their problems; that they will describe methods and devices that they have used to stimulate interest and encourage thought in their pupils; criticise methods that seem to them antiquated or backward; and ask help for the solution of problems that they have encountered. The bulletin will thereby become both interesting and practical. The University offers the bulletin to the history teachers of Texas to use as their own for the advancement of history teaching. It will be issued in November, February and May, and will be sent free to any teacher in Texas.

## LOCAL HISTORY IN THE CLEBURNE PUBLIC SCHOOLS

In an excellent article on "Local History in the Cincinnati Schools," Mr. Frank P. Goodwin of that city gives the following reasons for the teaching of local history: To furnish the basis for the development of an intelligent and elevating civic patriotism; to put the student more fully in touch with his local political, social, and industrial environment; and to furnish illustrative material that will assist in a better understanding of national history.

He gives as one of the reasons for the necessity of this special study, that practically all of the texts in use were written in New England or in the Middle Atlantic States, and therefore, devote little attention to the Ohio Valley. He is careful not to censure the historians, but seems merely to regret that someone has not done for the Middle West what Fiske and others have done for the Atlantic coast.

Possibly without thinking it out so definitely, the teachers of the Cleburne schools have felt the existence of similar conditions and have tried in a similar manner to meet them. It has been as if some one "down east" had taken a photograph of the country, and we, being so far from the camera, could scarcely find ourselves in the picture. Would it be possible to move the camera and take a photograph from this corner of the country?

One of our high school graduates, class of 1909, in her paper on local history said: "We of the South are of all sections the most indifferent concerning the deeds of our forefathers. Other parts of the country are at pains to delve for facts that pertain to their early history. New England, like the woman of the lost piece of money, sweeps every nook and corner of her home for an item of the olden times, and, when one is found, proclaims it in letters of brass. The details of the centuries since the Mayflower are so thoroughly indoctrinated in New Englanders that no citizen of this country is so completely under the influence of the past as is the 'down easter.' The Pilgrim fathers still rule us from their urns." We felt that we should emulate their example.

With us, moreover, there is still another motive, hinted at but not definitely stated above. We wanted to tie the school onto the life of the community and make it an outgrowth of that life. It may well be said that schools are like constitutions—they are not made, they grow. As the constitution is the evolution of the political needs of society—shifting and changing with its needs, growing and shrinking as the skin does upon the body that it protects—so the school should be the expression of our conscious and unconscious efforts at betterment. A school should not be like a sawmill on the prairies; it should not be an excrescence, but an organ.

Various means were used to bring about these desired results. March 2 was set apart for "Pioneer Day" and all of "the oldest inhabitants" were invited to spend an hour with the school on that day. A number of them made talks, telling of how Cleburne looked when they first saw it. One told of helping to hold the election that moved the courthouse from Buchanan to Cleburne, then Camp Henderson; some told of the fact that Dr. T. U. Taylor made pocket money by "totin' water" from the spring. Then followed stories of picnics and parties and dances and protracted meetings and the like as they were conducted in the days of long ago.

When the public library was new and still considered as an experiment, the pupils were asked to write on "What the Carnegie Library Means to Me." Out of more than a thousand papers, there was only one that did not speak in favor of the library; many of these amateur efforts were printed in the local papers and since that time the library tax has not been seriously questioned.

Next year all pupils above the fourth grade wrote papers on "Why Johnson is a Good County in Which to Live." Of course every parent in town found himself or herself "searched" for information on this vital point, and it was surprising to see what "booster" articles were produced. In passing, it may not be out of place to remark that, while every effort is made by boards of trade to induce new people to move to our cities, very little is done to prevent our own children from moving away as they become ready to take a place among the world's serious workers. They move off after some fanciful Eldorado, not knowing that greater opportunities surround them at home.

Last year every child old enough to write a letter wrote to some man or woman in the city telling of some of Cleburne's needs. Parks, new ward schools, larger hotels, a railroad to Glen Rose, more extensive sewer system, and a dozen other improvements were suggested. Some citizens got as many as fifty letters; several answered all of these communications, and a great many of the letters found their way to the local papers. The pupils took much more pains with their letters than with an ordinary school exercise, for they really sealed and stamped and directed these letters themselves. Interest in civic affairs was developed; the attention of the non-school world was arrested; and an answer was given to the man who says that pupils do not write now as they did when he was a boy.

The public school library has begun a collection of local history material, such as photographs—especially those connected with the schools—clippings, old papers, and the like. Classes are encouraged to make collections, and at the end of the year to turn them over to the library. Much attention is paid to Johnson county geography, and Texas geography is systematically studied. I regret that we have no text on the geography of the county, but we have three excellent maps, showing the land surveys and the school districts, the latter being colored as are the states on the map of the United States. This map also shows the east prairie, the cross timbers acting as a watershed between the Trinity and the Brazos, the west prairie and the brakes of the Brazos. Creeks, railroads, wagon roads, the location of well known farms, as well as towns and school-houses, interest the children.

But our most serious work is done in the senior class of the high school in connection with the study of United States history. Each pupil in the class is required to write a paper on local history or civil government. The subjects for these papers are assigned within the first two months of the school year and pupils are reminded and kept at work until the papers are handed in, which is usually about a month before the end of the year. Until experience has come to the rescue, there is danger of making the subjects too broad. As a rule, we find it best to make a list of available subjects and permit pupils to add other topics to it, provided only that these shall not be out of harmony with the general plan of the work for the year.



Some of the subjects suggested for the first year were: "Railroads," "Shops of the Santa Fe," "Some Pioneers," "The Fathers of Cleburne," "Old Buchanan," "How Johnson Became a County," "Our Mayors," "Johnson County Newspapers," "Education in Cleburne," "Cleburne Churches," "Our Tree Problem," "The Park Problem," "Our Water Problem," "Our Fire Protection Problem," "From Grazing to Agriculture," "The Market Square," "The Courthouse Square," "Grandmother's Kitchen and Pantry," "Fashions of Former Days," "Pioneer Parties," "Cleburne Banks," "Why Cleburne Became a Town," "Pioneer Merchants," "Early Social and Literary Organizations," "Hotels," "Johnson County Roads," "The Old Settlers' Reunion," "The Pioneer Doctor," "The Pioneer Preacher," "The Pioneer Lawyer," "The Pioneer Teacher," "How Cleburne Got Its Name," "Anglin Street Reminiscences," "Early Amusements," "Names of Streets," "Names of Creeks," "The East Cleburne Flood," and similar topics. But, as stated above, most of these topics are rather broad for high school pupils. We later hit upon the plan of making assignments more definite by having pupils write upon, not "Pioneer Doctors," but some specified pioneer doctor, and a similar method of limiting the work was tried upon all subjects. We felt that after we had collected material for a few years, pupils would be able to generalize; but so little had been done and there was such a scarcity of material ready at hand, that we thought best to retrench.

Recently, we have followed the plan mentioned in a bulletin from the University of Texas. "The subjects are of such nature as to permit completion within the allotted time; for example the history of a local church or school, some local industry, the founding of a town in the county, the life of one of the early settlers, the history of some local legend, and similar topics. Upon these topics the students begin work under the guidance of the teacher. Possible sources of information are suggested. The local authorities lend their heartiest co-operation. Newspaper files for years back are thrown open to the students, county records are disclosed. The oldest living inhabitants gladly grant interviews, sites are examined, former locations are pointed out. If necessary, letters are written to

former citizens. In this way the material is collected. The student then proceeds, on the basis of his training, to organize his material, to make his judgments on differences and questionable facts. At all times he is free to consult his teacher or other mature person, but the resulting composition is distinctly his own. He receives due credit in his history course, and then the theme is looked over by the English instructor and receives credit in that department. As an added incentive, all compositions are triplicated. One copy remains in the school, one is given to the local library, and one is kept by the student."

Heretofore, a prize of ten dollars in gold has been given by a citizen of Cleburne for the best paper, and it has had a stimulating effect upon the work; but, as the offering of a prize embarrasses the teacher in her efforts to coach pupils and develop essays, we may discontinue it in the future. The fact that the papers will be published by the local papers will probably be sufficient incentive for good work.

It is our plan for this year to select not more than four topics and place several pupils at work on each topic. They will meet with the teacher from time to time and compare notes, and thus help and stimulate each other. After the facts have been collected about some old homestead, a cemetery, or a now deserted town site, the pupils will be encouraged to turn loose their imaginations, and it is hoped that the more clever among them will develop some literary ability.

We think that the result of this work has been good. In a talk before our high school, Dr. Seaman A. Knapp advised the pupils to "hitch the book onto the world." The purpose of local history is to furnish a world to which history, civil government, literature, and business may be attached. The pupils are trained in historical appreciation and judgment; they become more useful citizens and more sanely patriotic, for they learn that good government is not dropped down from the heavens, but is slowly envolved through faulty human agencies; knowing better the possibilities of their environment, they are less likely to go away from home and they thus become a permanent asset to the community that has paid for their education; a basis is laid for the creation of a literature with a local coloring; and the connection between the school and town is maintained.

R. G. HALL,

Superintendent Cleburne Public Schools.

## SUGGESTIONS FOR A LESSON ON CHARLES THE GREAT

The statistics obtained by the *Committee on History Teaching* show very definitely that the majority of the schools of the state have libraries that are entirely inadequate. Superintendents and teachers should endeavor to remedy this deficiency as rapidly as possible, for effective history work can no more be carried on without library facilities than work in science can be accomplished without a laboratory. In view of the present situation, a temporary method of meeting the deficiency is suggested which will enable the teacher at least to obtain comparative and analytical work of a certain kind.

It is possible for every teacher to obtain a limited number of different text-books. A careful comparison of these will reveal a decided variation in the method of treating the same topics, as well as in the information that is given concerning them. By requiring the student to analyze these different texts and compare them with his own, the recitation can be made interesting and instructive. To illustrate the possibilities of this method, differences in the treatment of Charles the Great by four text-books are here noted.

In assigning the lesson on Charles the Great, the class should be given certain general topics to guide it in the preparation of the work. Thus the students might be asked to consider such subjects as these:

1. The character and importance of the wars of Charles.
2. The reasons for the restoration of the empire.
3. The importance of the empire.
4. The relations between Charles and the papacy.
5. How the empire was governed.
6. The personal character of Charles.
7. The interest of Charles in education.
8. Why Charles was great.

Myers, *Medieval and Modern History* (Revised edition, Ginn & Co.), pages 62-68, may be outlined as follows:

- I. Charles and His Wars.
  1. Accession of Charles.

2. Military campaigns—more than fifty in number.
    - (a) Conquest of the Lombard kingdom.
    - (b) War against the Moors, and establishment of the Spanish March.
    - (c) Conquest and conversion of the Saxons.
    - (d) Wars against the Avars.
- II. The Restoration of the Empire.
1. Charles's aid of Pope Leo III.
  2. The coronation of Charles.
    - (a) Reasons for the coronation.
      - (1) Growing hostility between the West and Constantinople.
      - (2) Belief that a woman (Irene) could not hold the imperial throne.
      - (3) Pre-eminent position of Charles in the West.
    - (b) Significance of the coronation.
      - (1) Restoration of the empire.
      - (2) The West given a political ideal.
- III. The Empire of Charles the Great.
1. Charles as a ruler.
  2. The Diet or general assembly of the empire.
    - (a) Annual meetings.
    - (b) Functions advisory, not legislative.
  3. The capitularies.
  4. The *missi dominici* and their duties.
  5. Charles's supervision of religious matters.
  6. Charles's interest in education.
    - (a) His efforts to educate himself.
    - (b) Foundation of monastic schools.
    - (c) The palace school and Alcuin.
    - (d) Importance of these schools.
- IV. The Place of Charles in History.
1. His death, 814—tradition concerning his burial.
  2. The universal verdict that Charles was the greatest man in medieval history.
- V. Results of His Reign.
1. It began the civilization of Germany.
  2. It established a political ideal for the Middle Ages.

3. It hastened the fusion of Roman and Teutonic races.
4. It created a Western Christendom.

Similar outlines can be made of other texts, as Harding, *Essentials in Medieval and Modern History* (American Book Co.), pages 32-42; Munro and Whitcomb, *Medieval and Modern History* (Appletons), pages 9-18; West, *Ancient History* (Allyn and Bacon), pages 511-522. A careful analysis of these different books shows that each of them treats Charles the Great differently. Thus for the wars of Charles, Harding (pages 32, 33), gives many facts not found in Myers, as is shown by the following outline:

1. Purpose of the Wars:
  - a. To extend territory.
  - b. To make the frontiers more secure.
2. List of the Campaigns.
3. The Saxon War.
  - a. Difficulties presented by the country.
  - b. Its duration—lasted thirty years—nine rebellions—  
one massacre.
  - c. Transportation of the Saxons to other parts of the  
empire.
  - d. Establishment of fortresses and bishoprics side by  
side in Saxony.
  - e. Severity of laws for the control of the Saxons.
  - f. Result of the ultimate civilization of the Saxons.
4. The Lombard Wars.
  - a. Causes.
    - (1) Menace of the Lombards to the papacy.
    - (2) Harboring by the Lombards of claimants to  
Frankish territory.
    - (3) Appeal of the pope to Charles for aid in  
773.
  - b. Conquest of Lombardy, 774-776.
  - c. Renewal of the donation of Pippin.
  - d. Results.
    - (1) The Franks and the papacy brought into  
closer relations.
    - (2) The way prepared for the revival of the  
empire.

5. Conclusion: The Lombard wars and the donation of Charles—two of the most important events in the reign of Charles.

West (page 513), emphasises the danger that the empire faced from Mohammedanism on one side and from barbarism on the other. Thus Charles's wars were necessary to protect the new empire and make its frontiers secure. West also gives additional details about the Saxon wars. The result of these wars was the union of all the Germanic peoples in western Europe, except those in the Scandinavian peninsula and in Britain. The empire was thus a Christian Romano-Teutonic state.

The same comparison can be made for the other topics that were suggested for the assignment of the lesson. The class might be asked to find all the reasons for the restoration of the empire. Myers has three. Munro gives in addition the continuance of respect for the Roman empire and the belief that it would last forever, which was the common opinion of the Middle Ages; and the further fact that the papacy wished to break with Constantinople because it was heretical.

Who had the right to confer the imperial title on Charles: The pope, who had crowned Pippin? The people of Rome, who shouted, when Charles was crowned, "To Charles Augustus, crowned by God, be life and victory"? Did Charles have the right to assume the title himself? These questions are asked by Harding (page 34), and are followed by Einhard's statement that Charles declared that "he would not have set foot in the church \* \* \* although it was a great feast day, if he had known the design of the pope". Why was the pope anxious to crown Charles? Was it gratitude? What importance did the church later attribute to the coronation?

Other questions may be asked about the importance of the coronation, the answers to which may be found in other texts than Myers. Did Charles gain real power by the new title? (Munro, page 14.) What was Charles's conception of his new position as emperor? (Munro, page 14; Harding, page 40.) Why was Charles regarded as the successor of the Roman emperors? (Munro, page 13.) What relation did this empire have to the eastern empire? (West, page 517.)

Much more information may be found in the other texts about

the government of the empire. How did Charles obtain his revenue? (Munro, pages 14, 15.) What was the conception of law in the early Middle Ages? (Harding, page 35.) How did Charles use church officials to aid him in governing? (Munro, page 16.) What were the elements of weakness in the empire? (Munro, pages 17, 18.)

Neither Myers nor West says much about the personality of Charles. Harding (pages 40-42) has quotations from Einhard about the appearance, dress, and daily life of the emperor.<sup>1</sup> Munro has additional facts about the character of Charles. (Munro, pages 9, 10.) Through his biographer, Einhard, we know more about Charles as a man than about any other important character of the early Middle Ages. Students are always interested to know what kind of exercise or sport he favored, or that he was seven times the length of his foot.

This does not exhaust the material, or the questions that can be asked. Munro and Harding are full of condensed information, which can very well supplement that found in Myers. A careful search for differences in treatment, and the new information obtained thereby should add new life to the history work and afford excellent opportunities for intensive training.

FREDERIC DUNCALF,  
The University of Texas.

<sup>1</sup>A translation of Einhard can be obtained for thirty cents. It is published by the American Book Company.

## THE USE OF THE BLACKBOARD IN THE TEACHING OF HISTORY

Reprinted from *The History Teacher's Magazine* for 1912

It has long been advocated in educational theory that we should appeal to the visual as well as to the auditory sense of the pupil. Experiments in psychology have proven that some learn chiefly through the organ of sight, and others by means of the organ of hearing. Everyone is taught to repeat this fact in the classes in pedagogy, and to reproduce it on examination. But when the session is over, and the students take up teaching, they usually forget to make use of the good advice given them by their professors. Some have an honest desire to utilize this information, but not knowing just how to go about it, they also soon join the ranks of the backsliders. As a result, in the majority of the high schools, we see no use being made of the blackboard by the history teacher.

### THE WRONG USE OF THE BOARD

However, the mere haphazard employment of the board will not prove much aid to the student in visualizing his work. I have been in many rooms where the teacher covered the board with figures, letters, dates and names, yet did not accomplish anything except to consume time and space. There was no plan, no organization attempted. These seemed to be no idea of accomplishing anything, and at the end of the lesson the blackboard was a medley of names and dates and resembled a Chinese puzzle.

### A BETTER WAY

The proper use of the blackboard is not a hard thing to develop. Almost all teachers whose methods are superior have taken advantage of this simple device for helping their students. To deprive them of the assistance of the blackboard would be as great a handicap as the loss of the library. The wonder is that more teachers have not discovered its helpfulness.

One teacher's employment of the blackboard may be just as good, and yet entirely different in some respects from another's



method. In every phase of teaching there is room for individuality. While each teacher will have a personal idea of the way the blackboard ought to be used, the following suggestions may be of some advantage to the high school history teacher:

First, proper names not familiar to the pupils should be written down, especially if they are foreign names.

Second, the events of importance, as treaties mentioned in the discussion, which the instructor wishes to call special attention to, could be wisely noted in this manner.

Third, a number of topics often are made clearer and more easily understandable by the students if they are illustrated on the board.

Fourth, the object or aim of the recitation, and also the advance lesson should always be placed on the blackboard. The principal points taken up under each should be written down as they are given by the pupils. The advance lesson, which the teacher studies with the pupils, should be taken up in more detail. As the facts are developed and their importance discussed, relative to the problem the pupils are trying to solve, they should be so co-ordinated or subordinated that at the end of the lesson the teacher will have the aim worked out logically on the board, much in the same manner that a problem in geometry is first stated and then step by step the solution reached. The following might be taken as an example of how the blackboard might be used. The lesson is divided into the recitation and advance lesson. The assignment in the regular order would come third, and would grow out of the day's work. In this case, however, it will not be given.

RECITATION

Aim: to show why the Articles of Confederation failed to provide an adequate government.

I—Nature of the government established:

- (a) A confederation not a nation.
- (b) Relative importance of national and state governments.

II—Why it failed:

- (a) Few powers granted to the central government.

- (b) Lack of ability to enforce laws passed by Congress.
  - (c) Votes of nine states necessary to pass any important measure.
  - (d) Weakness of the amending power.
- III—Reasons for these weaknesses:
- (a) Lack of previous experience to guide the framers of the document.
  - (b) Fear of a strong central government becoming too tyrannical.
  - (c) Local jealousy.

#### ADVANCE LESSONS

Problem: to show how the weakness of the Articles of Confederation created a demand for a stronger government.

I—The results of the weakness of the Articles of Confederation:

A—Inability to meet the question of foreign relations—

- (a) Great Britain.
- (b) Spain.

B—Failure to control internal problems—

- (a) Financial.
- (b) Commercial.
- (c) Disputes between the states.

C—The confederated United States appeared to be drifting towards anarchy.

II—Effect of this situation on the people, and, especially, the leaders.

III—Steps leading to the calling of a constitutional convention—the growth of the idea of a stronger government.

- (a) Meeting at Alexandria.
- (b) The Annapolis Conference.
- (c) The calling of the convention for amending the Articles of Confederation.

If the teacher has developed this lesson and has shown the students how the unsatisfactory conditions produced by the failure of the existing government has resulted in a demand for a stronger government, she has produced a need on their part for

the work that comes after, the solution of this demand in the shape of a new constitution. In working towards such an end, I am sure she will find the blackboard an excellent aid. It is decidedly worth while.

ELDON C. EVANS,  
University of Missouri.

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**PROGRAM OF HISTORY TEACHER'S SECTION**

The program of the History Teacher's Section of the Texas State Teachers' Association, which will meet in Fort Worth, Thursday, November 28, is as follows:

- The Value of Historical Training as a Preparation for  
Business.....W. F. McCaleb, San Antonio.
- Report of the Committee on History Teaching in Texas...  
.....Frederic Duncalf, University of Texas.
- Discussion.....  
R. G. Hall, Cleburne, and S. H. Moore, Southwestern  
University.  
Chairman, Chas. W. Ramsdell, University of Texas.

## TOPICS SUGGESTED FOR DISCUSSION

On October 10 the school of history of the University of Texas sent to some two hundred school superintendents questionnaires announcing plans for the publication of a quarterly bulletin on history teaching. The questionnaire asked, among other things, for suggestions for making the bulletin practical. In answer to this question many topics were suggested for discussion in subsequent issues of the bulletin. These suggested topics deal in general with practical problems of history teaching in the high school, and indicate what are the chief difficulties encountered by many of the history teachers. They have been classified and are published below in the hope that they will arouse discussion, and that the history teachers of the state will contribute papers thereon to this bulletin. Subjects suggested for discussion are as follows:

## METHOD:

Methods of teaching history in the high school.

## OUTLINE:

How to make the outline work more interesting to the pupils.  
The over-use of outlines.

## COLLATERAL READINGS:

The use of parallel readings.

Collateral readings; how much and how best secured.

Just how much parallel reading, and what, should be required of high school pupils in connection with Ancient, Medieval and Modern, English, and American history.

The over-use of supplements.

The amount of reference work that should be done in studying history by the average student.

## SUPPLEMENTARY READING:

Amount of collateral reading required of high school pupils and how it should be tested.

To what extent should reference work in first year history be done.

Some concrete methods of using reference works and outside reading.

**SOURCES:**

The use of sources.

Need of a source book in American history for southern schools.

Adoption of sources in Medieval and Modern history.

**MAPS:**

The kinds of maps to be used in ancient history classes and their uses.

The rational use of outline maps.

The importance of map drawing in connection with particular subjects.

How to use maps in history teaching.

The place of maps and map-making.

Map drawing and its importance in the teaching of history.

The maps to be made by the students; lists of the maps in each of the four history courses; amount of detail necessary; estimate of the value of current map books (Foster's outline maps, Ivanhoe map book). There is an interminable amount of detail called for, in working out the maps in Foster's outline maps. Should a teacher undertake to have it all worked up by the student? Should the teacher select from the list just such details as he sees fit? Would it be better to have the loose blank maps and select the details to be filled in? What maps are absolutely necessary to a knowledge of history?

**TEXTS:**

The best texts for English history. A list of four or five that are considered the best in high school.

The lack of the personal element in our new texts.

The need of a source book in United States history for southern schools.

The adoption of sources in Medieval and Modern history.

**ANCIENT HISTORY:**

How far should we teach in ancient history? What should the end of the work be? In teaching the predecessors of Greece, should the essential notion be to lead the pupil to an insight into what has been given by each to the civilization of the world?

Can first year high school pupils do creditable work in Ancient history?

How to increase the interest and knowledge of pupils in historical myths before they enter the high school.

**MEDIEVAL AND MODERN HISTORY :**

The adoption of a source book in Medieval and Modern history.

**ENGLISH HISTORY :**

The proper place of English history in the high school.

Should English history be taught in the small high school instead of American? If both are taught, should the former be given twice the time of the latter?

**AMERICAN HISTORY :**

The need of a source book in American history.

**TEXAS HISTORY :**

That pupils of the high school should have a broader knowledge of Texas history.

Is there a place for Texas history in secondary schools?

The place of Texas history in the grades.

**AUXILIARIES :**

The correlation of history and English.

The relation between literature and history teaching.

The relation of history to geography.

The influence of history upon morals.

**MISCELLANEOUS :**

How to vitalize history teaching.

Alternation of history courses in small high schools.

Pronunciation of Greek and Latin proper names.

How to increase the interest and knowledge of pupils in historical myths before they reach the high school.

The faults of university students in our high school teaching.

Equipment for teaching history in the high school.

The use of stereopticon views.

The history note-book.

The value of historical novels.

Alaric sacked Rome, loaded it on wagons, and hauled it away  
—Examination paper.

Mary Stuart married the French dolphin [dauphin].—Examination paper.

PERSONALS

Mr. L. G. Andrews of Navasota attended the summer session of the University.

Mr. C. M. Porter resigned his position as teacher of history in the Navasota high school to accept a similar position at Bartlett.

Miss Lulu Chambers, who for four years taught history in the Cameron high school, was married to Mr. W. G. Gillis of Cameron early in the summer.

Miss Ora Driskill of Mansfield was enrolled in the summer session of the State University.

Mr. J. J. Rodgers, instructor in history in Allen Academy, spent his summer vacation in Alabama. This was Mr. Rodgers's first extended visit to his native state since his return from Oxford, England, where he studied two years as a Rhodes scholar.

Mr. S. P. Williams, who a short time ago received his degree of Master of Arts from the University of Texas, has resigned his position at Allen Academy in order to do graduate work at the University of Chicago.

Superintendent A. B. Weisner of the Bowie public schools taught at the College of Industrial Arts during the summer session. After its close he traveled extensively in the East.

Miss Floy B. Perkinson has resigned her position at the Bowie high school.

Miss Jettie Donald and Mr. H. C. Bishop have been engaged to teach English and American history, respectively, at the Bowie high school.

Miss Charlotte Brown, who has charge of the history department in the Houston Heights high school, spent her summer vacation in San Marcos.

Miss Anna Romberg, who last year taught history and German at Weatherford, is pursuing her studies in Germany.

Miss Lillian Johnson has been engaged to teach history in the DeLeon high school.

Miss Annie James, who conducts all the history classes in the Belton high school, spent her summer vacation in Colorado.

Miss Jessie McGill of Waxahachie traveled in the Eastern states during the summer.

Mr. Ross Compton, who last year taught in Sanger, is now teaching history in Wacona.

Miss Frankie Loin and Mr. Ross Compton of the Sanger high school faculty, were married last July.

Mr. C. Mauelshagen has accepted a position in the Covington high school. Last year he taught history in the Hardin school, Dallas.

Mr. J. N. Bigbee and Miss Lena Koch, who have charge of history teaching in the Smithville high school, studied in the University during the summer session.

Mr. M. D. Fry of Wolfe City was enrolled in the summer session of Baylor University.

Mr. W. H. Ibbotson, who last year taught in Wolfe City, has become county superintendent of Hunt county. Superintendent Ibbotson chose a June bride as his companion in his new position.

Mr. W. F. Barnett and Mr. Simon B. Sivells of Van Alstyne taught in the Grayson county normal last summer.

Mr. George W. Harris has resumed his position in the Gatesville high school, after having spent the summer in Baylor normal, where he taught.

Mrs. R. L. Ragsdale of Yoakum, Miss Fannie Fullinwider and Miss Marie McDonnell of Palestine, Miss Maud Barnes and Mr. J. A. Poston of Floresville, Mr. T. J. Calhoun of Cuero and Mr. R. A. Burgess of Lubbock were among the state history teachers who attended the summer session of the University of Texas.

The Misses Maude Nevels and Fay Scott of Lubbock were enrolled in the Canyon summer school.

Mrs. W. M. Brown, who teaches Texas history in Lubbock, pursued her studies in the normal last summer.

Mr. R. A. Burgess, who last year taught in the Lubbock eighth grade, has been given a history teaching position in the Lubbock high school.

The wedding of Mr. T. J. Calhoun of the Cuero history department, and Miss Marjorie Rowell of Terrell was celebrated August 18.

Mr. W. H. Butler, formerly connected with the history staff



of the Floresville high school, is now principal of Coronal Academy.

The history department of the Clarendon high school has been increased by the addition of Miss Effie Vancent, who last year taught at Pilot Point.

Mr. Gus F. Urbantke of Blinn Memorial College taught in the Brenham normal during the summer.

Miss Winnie Camp, who is a member of the history staff in Beaumont, spent her summer vacation in New Orleans, where she attended Tulane University.

The summer normal history faculty of Baylor University included Mr. P. B. Peterson of the Hico high school.

Mr. T. A. Tunnell, the English history teacher at Hico, has been promoted to the principalship.

Mr. T. B. Blackstock has been honored with promotion to the principalship of the Houston Heights high school.

Miss Cora Higgins of the Gainesville high school attended the University of the South during the summer session.

Miss Voucile Liddell has succeeded Miss Cora Higgins as teacher of history in the Gainesville high school.

Miss Kathryn V. Barnett, who has charge of the history courses in the Ballinger high school, attended the University of Texas in the summer session.

Mr. J. H. Head, who last year taught in Ballinger, is now teaching in the Taylor high school.

On September 1 Mr. C. H. Hufford assumed his new position as principal of the Brownwood high school.

Miss Lena Edwards of the McGregor high school pursued her studies in the University of the South during the summer session.

Mr. D. F. Snyder, who last year was a member of the McGregor high school faculty, is studying law at the University of Texas.

The Misses Belle Walne and Mary Lovell of the Dallas high school history department attended schools in Knoxville and Chicago, respectively, last summer.

China has succeeded Dallas as the field of activities for Miss Loy Savage, who resigned as teacher of English and American history in the Dallas high school to become a missionary.

Mr. L. H. Rather of Bonham high school spent his vacation traveling in southern Mexico.

Mr. H. D. Fillers of Bonham was registered in the University of Chicago during the summer session.

Miss Frankie McMinn and Miss Lois Wythe of the Weatherford high school history department attended the summer session of the State University.

Miss Emma Childers and Miss Daisy Womack took special work in history at the University of Chicago last summer.

Miss Agnes Kirkland of Cleburne spent the summer in Dallas.

Miss Natalie Gerland, who last year was graduated from the University of Texas, has accepted a position as teacher of history in the Gonzales high school. Miss Sallie Duncan who last year taught both English and history has confined her work to English.

Miss Ethel Farwell has taken charge of the history department in Dalhart.

Miss Estelle Porter has joined the faculty of the El Paso high school as teacher of history, having resigned a similar position in Dalhart.

The June weddings included the marriage of Mr. C. T. Neu to Miss Johnnie Marshall. Mr. Neu teaches history in Greenville.

Miss Laura M. Moore did graduate work in the University of Illinois last summer.

Miss Mattie E. Lewis and Miss Laura M. Moore have been added to the faculty at Corsicana. Miss Lewis will have charge of the Ancient history classes and Miss Moore of Medieval and Modern, English, and American.

Mr. W. W. Battle of the Lampasas history staff spent the summer in Dallas. Miss Alice Eads of the same department attended the S. W. T. Normal.

Mr. C. E. Thomas has resigned as history teacher in the Lampasas high school to accept a position in the San Benito school.

Mr. J. S. Weaver of Big Springs studied in the Normal at that place last summer.

Mr. L. L. Wilkes, a graduate of the State University, has been added to the history teaching staff of the West Texas Military Academy.

Miss Sadie Watkins of the Marshall high school teaching staff visited many places of historic interest in the North and East last summer.

Miss Sue King, who teaches Medieval and Modern history in the Fort Worth high school spent the summer in Berkeley, California.

Mr. M. F. Carpenter has severed his connection with the Barnett high school in order to take a teaching position in Houston.

Mr. S. S. McKay, for several years teacher of history in the Temple high school, is this year at the Marshall Training School, San Antonio.

The chairman of the Teachers' Committee of the University makes the following report of members of last year's classes who are teaching history :

Andrews, L. G.	Navasota	Latin and History
Barrett, Vida	Anson	History
Budd, Della T.	Cameron	History and English
Cook, Ethel	Alice	History and Spanish
Duggan, Helen	Orange	Geography and History
Givens, Dora	Sweetwater	History and English
Grissom, J. G.	Malakoff	History and English
Higginbotham, Helen	Hamlin	History and Latin
Jones, Paul F.	Lufkin	German and History
McKay, S. S.	San Antonio	History
Martin, Grace E.	Frost	History and Latin
Pritchett, Julia E.	Temple	History
Ragsdale, Desdemona	Childress	History and Math.
Schott, Christine	Hereford	History and English
Stamps, Thomas D.	San Antonio	English and History
Stevenson, Lillian	Brownwood	History
Walker, Thomas P.	Blooming Grove	Science and History
Spradling, W. L.	Stephenville	Principal (Hist.)
McCollum, D. F.	Brownwood	History
Thatcher, Willie	(Daniel Baker College)	
	San Angelo	History and Grammar

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Stages in Luther's revolt from the Church: (1) Posted theses on church door; (2) burned *paper* bull; (3) *died* of Worms.—From a student's outline.

That superintendent is not wanting in a proper sense of humor who reported that in his school a single teacher taught Ancient, Medieval and Modern, English, and American history and two classes in English, and then, on being asked how she spent the summer, replied, "resting!"

Talleyrand: A treaty between two brothers.—Examination paper.

## BOOK NEWS

Harper and Brothers (New York) have announced for publication this month *Parallel Source Problems in Medieval History*, by Professor Frederic Duncalf of the University of Texas. The book differs from other source books in giving fully several different contemporary accounts of a few events in Medieval history, instead of devoting a single brief extract to each of many events. It is believed that the training of the student's judgment in reconciling differences in these parallel accounts and in supplementing one with another will be more valuable than can be obtained from the more or less miscellaneous illustrative material found in the usual source book. The book is intended for the first year of college, but may be used to advantage in the better equipped high schools.

Superintendent A. B. Weissner of Bowie has submitted the following notice of Mr. W. R. Potter's history of Montague County: "Mr. W. R. Potter of Bowie has written a history of Montague County. The book is intended for use in schools of the county and will be made a supplement to Texas history. It is a faithful record of the county since its organization and is written in a charming style. Numerous accounts of early experiences with the Indians are given a prominent place. The development of natural resources of the county, the history of the schools, both private and public, and the growth of its religious interests are given appropriate attention. So far as the writer knows, this is the first county history produced in Texas as a work for the schools."

The State Text-Book Board has adopted the following histories for use in the public schools of Texas during the next six years, beginning September, 1913: *A School History of Texas*, by Professors Barker, Potts, and Ramsdell of the University of Texas (Row, Peterson and Company, Chicago); *Beginner's History of Our Country*, by Principal H. F. Estill, of the Sam Houston Normal (Southern Publishing Company, Dallas); *The Student's History of Our Country*, by Superintendent R. G. Hall and Miss Harriet Smither of the Cleburne public schools and Clarence Ousley of the Fort Worth *Record* (Southern Publishing Company); Adams and Trent's *History of the United States* (Allyn and Bacon, Chicago);<sup>1</sup> Myers's *General History* for schools with a one-book course in general history; and Myers's *Ancient and Medieval and Modern History* for schools with a two-book course.

The following recent publications are listed for the information of teachers. Some of them would no doubt make useful additions to the

<sup>1</sup>By mutual agreement of publishers and the Board this adoption was canceled November 6.

school library, and others may be of interest to the teacher alone. Their appearance in this list is not to be regarded in any sense as an endorsement. They are selected from a more complete list prepared by Charles A. Coulomb and published in *The History Teacher's Magazine* for September and October.

#### **American History**

- Bourne, Henry E., and Benton, E. J. *Introductory American History*. Boston: Heath. 264 pp. [5 pp. bibl.]. 60c.
- Century Readings in United States History, edited by Charles L. Barstow. [Stories for elementary grades.] *The Civil War*, 224 pp.; *The Colonists and the Revolution*, 239 pp.; *Explorers and Settlers*, 222 pp.; *A New Nation*, 211 pp.; *The Progress of a United People*, 220 pp.; *The Westward Movement*, 231 pp. New York: The Century Company. Each 50c net.
- Chandler, Julian A. C., and Chitwood, Oliver P. *Makers of American History*; a beginners' book in the history of our country. Boston: Silver, Bundett. 318 pp. 60c.
- Coolidge, Archibald C. *The United States as a World Power*. New York: Macmillan. 376 pp. 50c net.
- Dale, Edward E. *Territorial Acquisitions of the United States*. Norman, Okla.: Democrat Topic Company. 53 pp. 35c.
- Earle (Mrs.), Alice M. *Stage Coach and Tavern Days*. New York: Macmillan. 434 pp. \$1.50 net.
- Federalist, The. New York: Dutton. 456 pp. 35c net.
- Foster, Eli G. *A History of the United States*. Topeka, Kan.: History Publishing Company. 519 pp. 80c.
- Gorton, James I., and Treat, Arthur. *Elementary History of the United States*. New York: Charles E. Merrill. 40c.

#### **Ancient History**

- Du Pontet, Clement. *The Ancient World*. New York: Longmans. 388 pp. \$1.20.

#### **European History**

- Bridges, John H. *France under Richelieu and Colbert*. New edition. New York: Macmillan. 164 pp. 90c net.
- Browning, Oscar. *History of the Modern World*. In 2 vols. Garden City, N. Y.: Doubleday, Page. 528 pp. \$7.50 net.
- Harding, Samuel B., and Snodgrass, Margaret. *The Story of Europe*, an elementary history for sixth grade, based upon Report of Committee of Eight, American History Association. New York: Scott, Foresman. 364 pp. 60c.
- Terry, Charles S. *A Short History of Europe, from the Fall of the Eastern Empire to the Dissolution of the Holy Roman Empire*. New York: Dutton. 318 pp. \$1.25 net.

**Medieval History**

- Bullfinch, Thomas. Legend of Charlemagne. New York: Dutton. 240 pp. 35c net.
- Haddon, Alfred C. The Wanderings of Peoples. New York: Putnam. 124 pp. 40c net.

**Miscellaneous**

- Krey, A. C. Suggestions for the Teaching of History and Civics in the High School. Austin, Texas: University of Texas. 35 pp. Gratis.

**Biography**

- McCarthy, Charles H. Columbus and His Predecessors. Philadelphia: McVey. 224 pp. 50c net.
- Moores, W. Story of Christopher Columbus. Boston: Houghton, Mifflin. 117 pp. 75c net.
- Young, Filson. Christopher Columbus. New York: Holt. 464 pp. (bibl.). \$2.50.
- King, Bolton. Life of Mazzini. New York: Dutton. 35c net.
- Fleming, Walter L. General W. T. Sherman as College President [of Louisiana State University, 1859-61].: A. H. Clark. 399 pp. \$5.00 net.
- Du Bose, John W. General Joseph Wheeler and the Army of Tennessee. New York: Neale. 476 pp. \$3.00 net.

**Government and Politics**

- Beard, Charles A. The Supreme Court and the Constitution. New York: Macmillan. 127 pp. \$1.00 net.
- Dougherty, John H. Power of Federal Judiciary over Legislation. New York: Putnam. 125 pp. \$1.00 net.
- Fawcett, Millicent G. Women's Suffrage: A Short History, (etc.). New York: Dodge Pub. 94 pp. 20c net.
- Forman, Samuel E. Advanced Civics. New York: Century Company. 456 pp. \$1.25.
- Garner, James W. Government in the United States, National, State and Local. New York: American Book Company. 416 pp. \$1.00
- McElreath, Walter. A Treatise on the Constitution of Georgia. Atlanta, Ga.: Harrison County. \$6.00 net.
- McLaughlin, A. C. The Courts, The Constitution, and Parties. Chicago: University of Chicago. 299 pp. \$1.50 net.
- Platforms of the Two Great Political Parties, 1856-1908. Washington, D. C., Government Printing Office.

*The History Teacher's Magazine* is published monthly, except July and August. It is edited under the supervision of a committee of the American Historical Association with Dr. Albert E. McKinley of Temple College, Philadelphia, as managing editor. It maintains the

following departments: History in the Secondary Schools, History in Normal and Elementary Schools, Reports from the Historical Field, Bibliography of History, Periodical Literature, Recent Historical Publications. The subscription price is two dollars a year; to members of history teachers' associations one dollar. The magazine is indispensable to teachers who desire to keep abreast of the latest developments in history teaching. Send subscriptions to McKinley Publishing Company, 1619-1621 Ranstead Street, Philadelphia, Pa.

*The Texas School Journal*, edited by W. C. Hickson, Dallas, Texas, includes a history section which teachers will find useful.





