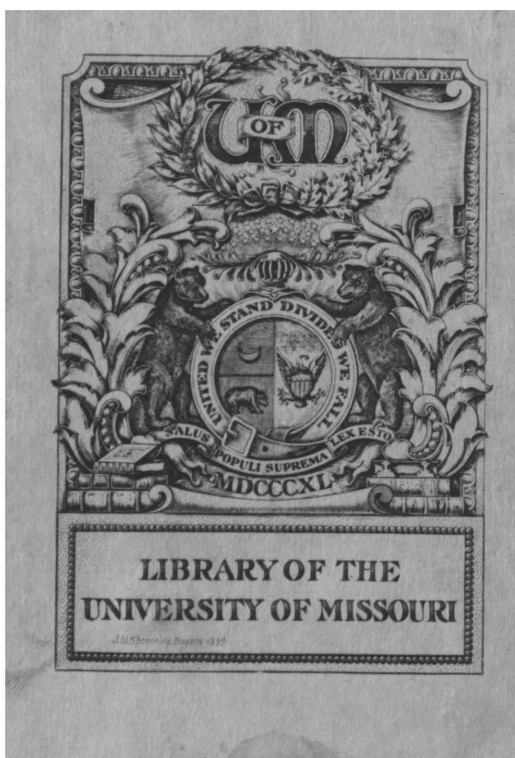




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THE IMPORTANCE OF PROBLEMS IN THE TEACHING
OF AMERICAN HISTORY IN
HIGH SCHOOLS

by

Edgar Desmond Lee

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*Appointed May 28. '09
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I N T R O D U C T I O N

No invention, no conformity to a new mode of living, was ever brought about by an individual or community except to meet some definite need. Some obstacle, some difficulty, arose which had to be overcome. For example, the invention of the cotton gin was the result of a need for an improvement over the slow and tedious method of separating the seed from the fiber, by hand. In like manner, the edict passed by the Emperor of China in 1905 giving Western education a place in the Chinese schools grew out of the feeling that China was in need of such a civilization. Granting this, the subject of history, which is an account of the development and growth of societies or nations, in its several phases, religious, political, social and institutional, is the result of various difficulties or problems which have presented themselves during this development. The best and most logical method of teaching history in the high school is to place it before the student in the form of problems, each smaller problem contributing to the solving of the main problem, or general movement.

To do this, it is necessary to place the student, in so far as it is possible, in an imaginary situation similar to that in which those, who have been confronted with these difficulties have found themselves. In this way, the student, knowing the chief difficulties and problems which have beset the race, comes into closer contact with the past, - such thoughts and feelings are the real content of history. When the student is brought thus into contact with the thoughts

and emotions, he is in a better position to interpret events because events are but signs of the inner thoughts of the race.

The position that history should be taught in the form of problems will be maintained in this thesis, which presents considerations on the method worked out with a fourth-year class in American history in the Teachers College High School during the year 1908-1909. The class met three times each week throughout the year, in periods of fifty minutes each.

Chapter I.

An Exposition and Criticism of Current Literature

This chapter will consider methods of teaching history that have been advocated in the last ten or fifteen years. The chapter will thus deal: first, with methods concerning the use of text-books, collateral reading, original sources, use of maps, use of notebooks, and written work, pertaining to history in general but applicable to American history; and second, with problems and topics, organization of material, interpretation of historical facts and events, and application and relation to present day problems, with special reference to American history.

1. TEXT-BOOKS. There are three different positions taken in regard to the use of text books. Some favor the use of a single text; others advocate the library method; and some believe in what is called the source method or the laboratory method. Practically all the teachers in our high school, at the present time as in the past, use a text-book¹. Those who favor the use of the text contend that it preserves unity in the work of the course. It furnishes an outline to guide both the teacher and the student². All are agreed that the text should be supplemented, that the student should be required to do additional work on topics of special importance.

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1. The Teaching of History in the Public Schools with reference to War and Peace, 1906., p. 14.
 2. Bourne, Teaching of History and Civics, p. 156.
Hinsdale, How to Study and Teach History, p. 156.
Committee of Seven, p. 91.
School Review, 7:231.

But the text should be used as a basis for supplementary reading, the purpose of which should be to clear up questions that are raised in connection with the text. There are those who favor the use of two text-books¹, because they believe that the students should be required to compare one account with another. This will cause the student in case the two text-books differ in opinion, to try to work out for himself which of these opinions is correct. In order to do this, he will probably do additional reading. Those who advocate this plan point out that it is necessary for the teacher to use proper discretion and keep in sight the thread of unity, and to make clear the relations of the two text-books; otherwise, the pupils at this stage may become hopelessly confused.

We find those who favor the library method². In this method, each student has an outline of the topics to be studied, and under each topic reference is made to practically all histories that have any material on that topic. As far as possible, references are to one volume editions. The pupil goes into the library and selects the books that he wishes to read on the topic to be studied. No student is supposed to read all the references. But he is given training in examining a number of histories and selecting those that are best on the special topic that is under consideration.

1. Hinsdale, How to Study and Teach History, p. 28.

Bourne, Teaching of History and Civics, p. 156.

2. Getchell, The Study of Mediaeval History by the Library Method, p. II

It is held by some that history should be taught by the source method or laboratory method¹. They argue that history is a science, that is, a body of systematized knowledge. History is built up from the sources. If a student would study it, he must employ the method of the historian, i. e. work directly with the sources and form his own judgment².

2. COLLATERAL READING. A great majority of the history teachers use supplementary reading in connection with the text-book³. The purpose of this collateral reading, as it is used by most teachers, is to furnish additional material on topics that are not discussed fully in the text. It is impossible for the text to treat every event mentioned in detail. But this work should not terminate in the mere hunting for additional facts but should rather be a search for material to interpret some question that is raised in connection with the text⁴.

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1. Fling and Caldwell, Studies in History, p. 11.
Mrs. Mary Sheldon Barnes, "Method of Teaching General History", N. E. A. Reports, 1891:674.
 2. "It is just as necessary that the students do laboratory work in history by going to sources, as that students of botany, chemistry, and physics should do laboratory work.....Pupils should use a book made up of extracts from the sources and photographs of the historical remains.....A book of sources is not a narrative like the ordinary school history." Fling and Caldwell, Studies in History, p. 22.
"Sources are to history what plants are to botany, what rocks are to geology....." Mrs. Mary Barnes, "Method of Teaching General History, N. E. A. 1891:674.
 3. A committee of three appointed by the American peace society in collecting statistics from one hundred and twenty-six cities and towns found that all, except three, provided for supplementary and reference books. - The Teaching of History in the Public Schools with reference to War and Peace, p. 14.
 4. Supplementary reading should not be done for the purpose of hunting for additional facts but to assist in the better interpretation of some event given in the text. Mace, Method in History, p. 42.

Most of the text-books which are used in our high schools at the present time have references either at the beginning or the close of each chapter and some have marginal references. Most of them are made to secondary histories with a few references to original sources¹.

Other writers on method favor the use of supplementary reading for the purpose of developing gradually and systematically the power of the pupil in using books².

There are also some who claim that selections from literature should be used as supplementary reading³. Literature portrays the manners and customs of a given age and supplies interesting material for the interpretation of important events. The historical novel may be at fault from the standpoint of chronology, and the facts may be inaccurately stated, but the story often succeeds in making a period live in the imagination when text-books merely give

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1. An examination of the following texts was made on the Revolutionary period: Channing, Students' History of the United States; Hart, Essentials in American History; Ashley, American History; McLaughlin, History of the American Nation. These texts gave as references for supplementary reading such books as: Channing, The United States of America; Fiske, The American Revolution; Hart, The Formation of the Union; Howard, Preliminaries of the Revolution; Van Lyne, American Revolution. Original sources; - MacDonald, Select Documents of United States History; A. B. Hart, American History told by Contemporaries.
 2. Bourne, "What can the College Expect from the High School Course in History", Proceedings of the North Central History Teachers Association, 1905, p. 8. Committee of Seven, p. 92.
 3. Carlton Brown, "The Correlation of History and English", Sixth Annual Convention of the Association of History Teachers of the Middle States and Maryland, p. 50. Sarah C. Brooks, "Correlation of History with other subjects", Ibid., p. 38.

us dry facts. Such stories are very helpful to the student who may be especially interested in some certain period, man, or event. By this means, the student is able to get more into the life and spirit of the time in which the event took place or in which the man lived¹.

3. SOURCES. In the last few years, there has been a great agitation among history teachers concerning the use of sources. At the present time opinion is very much divided on this question. The question is by no means settled in the mind of the average high school teacher. We find those who favor the use of sources in order to give the student training in collecting material which lies in documents and narratives of contemporary writers². There should be just enough of this work to give him an idea of the nature of the historical process. A few writers on method claim that it is necessary in some cases to refer to the sources to get an accurate interpretation of some questions that may be raised in class. Sources should not be used for the purpose of hunting for additional facts but to assist in the better interpretation of some event given in the text³.

1. Baker. The preface, History in Fiction, vol.I.

2. Bourne, Teaching of History and Civics, p. 183.
Committee of Seven, p. 101.

A. H. Tuttle, Proceedings of the North Central History Teachers Association, 1899-1904, p. 9.

Lawrence Larson, "Some College Courses outside the Regular History Courses which are valuable in the training of a History Teacher", Proceedings of the North Central History Teachers Association, 1906, p. 7.

Report of a Select Committee, Historical Sources in Schools, p.6.

3. "Historical interpretation, and not historical criticism, is his (the pupil) problem". Mace, Method in History, p. 46.

It has been shown in the above discussion on the text-book, that some hold that history should be studied from original sources rather than a narrative text¹. Every historical statement must go back to the memory of some one who saw the event, or some record made at that time².

On the other hand, there are a large number of teachers who are very much opposed to the source method. The high school student is not mature enough to be brought directly into contact with the sources of history³. This plan implies a higher stage of development than the average high school boy or girl has reached. Their experiences are too vague. They are not capable of applying tests to the evidence they accumulate, or of distinguishing authorities. "The source method trains the pupil to do the very thing the historical student should not do. One of the greatest difficulties the teacher has to deal with.....is to repress the tendency to hasty conclusion on the part of his pupils, a tendency that this method systematically cultivates⁴."

1 See p. 5 of this thesis.

2 "Sources are indeed the basis of history;.....history is the biology of human conduct. No historical question can be settled without an appeal to the sources, or without taking into account the character of the actors in history. Secondary histories can only bring out the outward event; the inner spirit can only be revealed by the sources". Hart, American History told by Contemporaries, vol.II, p. 3

3 James Crowell, "Methods of Stimulating and Testing the Work of History Students", Fifth Annual Convention of the Association of History Teachers of the Middle States and Maryland, p. 22.

Muzzey, "Problem of Correlating the Work in History in the Elementary School, High School, and College," Fourth Annual Convention of the Association of History Teachers of the Middle States and Maryland, p. 24.

4 Webster Cook, "The Teaching of History," School Review, 7:228.

4. MAPS. Practically all teachers are agreed that maps should be used in teaching history. The student should not lose sight of the physical features which so largely determine some of the most important historical movements¹. By the use of maps he can readily see how the mountains, plains, and the nature of the coast line largely influence the industrial conditions of a people. He should get a clear picture of the physical features that help to determine certain movements. He should be able to construct a map from written data, to fill in the details on outline maps². There should be maps of different periods, besides a modern map to show present conditions; there should be maps which show the extent of territory at certain particular periods³. It is rather difficult to use a modern map for a class in Ancient or Mediaeval history and is not at all necessary.

While practically all teachers realize the importance

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1. Anna Thompson, Channing's Students' History of the United States, p. XXXI.
Hinsdale, How to Study and Teach History, p. 94.
Sarah Brooks, "Correlation of History with Other Subjects", Sixth Annual Convention of the Association of History Teachers of the Middle States and Maryland, p. 40
Committee of Seven, p. 96
Bourne, Teaching of History and Civics, p. 139.
A History Syllabus for Secondary Schools, p. 27.
Lawrence Larson, "Some College Courses Outside the Regular History Courses which are of value in the Training of History Teachers", Proceedings of the North Central History Teachers Association, 1906, p. 5.
George L. Burr, "The Place of Geography in the Teaching of History", New England History Teachers Association, 1907, p. 4
 2. A History Syllabus for Secondary Schools, p. 27.
 3. Sarah Brooks, "Correlation of History with Other Subjects", Sixth Annual Convention of the Association of History Teachers of the Middle States and Maryland, p. 45.
Bourne, Teaching of History and Civics, p. 139.

of maps in teaching history, Professor Burr of Cornell University feels that it is a very easy matter to overemphasize the influence of geography in history¹. He feels there is too much wild theorizing on the subject. Industrial conditions often under-go a change in a generation when the geographical conditions remain unchanged.

5. NOTE BOOKS. Another question very widely debated is directed upon note books. It is claimed that a student should keep a note book; he should use it for summaries of principal events, and to note the relations of important movements². He should be required to take notes on all outside reading. Such notes are of great value for reviews and examinations³. If a note book is properly kept, it furnishes excellent training in the power of organization and classification⁴. This will cause the student to appreciate better the continuity of historical events.

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1. The location of America is the same as when it was occupied by the North American Indian. The harbor of Boston, the harbor of New York may have been the finest in the world; but so they have been from time immemorial, and without a sail. What was true then is true now. George Burr, "The Place of Geography in the Teaching of History", New England History Teachers Association, 1907, p. 4
 2. Runyan, A discussion on "What can the College Expect of the High School Course in History", Proceedings of the North Central History Teachers Association, 1905, p. 14.
 3. A History Syllabus for Secondary Schools, p. 26.
 4. Bourne, Teaching of History and Civics, p. 187.
Anna Thompson, Channing's Students' History of the United States, p. XXXIV.

Those who favor the source or laboratory method lay great stress on the use of note books¹. After material has been collected on certain questions and has been discussed in class, they insist that the student's conclusion should be arranged and classified. He should analyze the results and arrange them in the form of an outline. Others oppose this plan². They claim that the scheme as given above is too difficult; it is too early to exact this kind of work of the high school student. And some hold that no subject can be organized in a note book. As one writer remarks, "Too often a system of lines, braces, and brackets delude the mind and become a substitute for that real organization which can only take place in the **thinking mind**"³.

6. WRITTEN WORK. Written examinations seem to be almost a universal practice. The student is required to take written examinations from the time he enters the grades until he has graduated from College. Some teachers believe written examinations should be given at least every four weeks to test the student's knowledge of the subject⁴. Another form of written work is to require students to read on some well defined topic or subject, and to write a paper on the subject assigned. In the last years of the high

1. Fling and Caldwell, Studies in History, p. 26.

Barnes,

2. Croswell, "Methods of Stimulating and Testing the Work Of History Students", Fifth Annual Convention of the Association of History Teachers of the Middle States and Maryland. p. 23

3. Mace, Method in History, p. 20.

4. Anna Thompson, Channing's Students' History of the United States, p. XXXVI.

A History Syllabus for Secondary Schools, p. 23.

school, the student may be required to read several books and weave together the material in his own words¹.

In reference to American History the following methods have been considered.

1. PROBLEMS AND TOPICS. There seems to be a growing tendency among history teachers to depart from the method of teaching facts in their chronological order. Charles A. Beard of Columbia University says, "Historical instruction should be topical rather than chronological"². Some favor assigning to each student a topic, requiring him to develop it in his own way³. General questions may be assigned to bring out such points as need special attention. Teachers should select a point of view that will require the student to think⁴. Attention should be paid to movements. The personal element is less prominent in the high school than in the elementary school. The student is now interested in the action or work of groups of men rather than that of the individual.

Another plan is to divide history into short periods

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1. Committee of Seven, p. 93.
 2. Beard, "A Plea for Greater Stress upon the Modern Period", Sixth Annual Convention of the Association of History Teachers of the Middle States and Maryland, p. 13.
 3. Hinsdale, How to Study and Teach History, p. 64
Fling and Caldwell, Studies in History, p. 25.
 4. A. B. Hart, "Methods of Teaching American History", Methods of Teaching and Studying History, p. 5.
Committee of Seven, p. 79.
Smith, "Differentiation in Treatment of the American Revolution in the Elementary School, High School, and College", Fourth Annual Convention of the Association of History Teachers of the Middle States and Maryland, p. 32.

for the purpose of bringing out more clearly the dominating ideas or tendencies of a certain period¹. Some insist that the divisions should be based on some phase of institutional growth rather than a portion of time, because it affords a better opportunity for the interpretation of historical facts².

Some, however, feel that too much stress should not be placed on this method. High school students are not sufficiently mature to form judgments and logical conclusions of their own³. This work is unnatural. The student at this age can not study problems, simply because the problems do not exist for him.

2. ORGANIZATION OF MATERIAL. If we are to get away from the chronological order of teaching history and present the subject matter in the form of topics or problems one of the most important questions with which we have to deal is, - how shall we organize the material? One author points out that too much stress can not be placed on organization⁴. The memory is unable to cope with a mass of unrelated facts. He suggests that historical facts might be organized according

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1. Bourne, The Teaching of History and Civics, p. 328.
 2. "The process of division is not an end in itself, but a means to a more concrete interpretation and more minute integration. History is separated into its parts, not only because there is a basis for separation into the thing itself, but, pedagogically, because it enables the mind to attack the problem of historical organization in detail". Mace, Method in History, p. 54.
 3. Muzzey, "Problem of Correlating the Work in History in the Elementary School, High School, and College", Fourth Annual Convention of the Association of History Teachers of the Middle States and Maryland, p. 25.
 4. Hinsdale, How to Study and Teach History, p. 69.

to (1) time relation, (2) place or geographical relation, (3) cause and effect.

Material should be arranged so as to bring out clearly the development of political organization. The student should have a knowledge of the facts that influence the industrial and social conditions¹. He should be able to see the relation of one period of history to that of another.

It is maintained that important dates can be used to an advantage in organization of historical material². If the dates of the most important events are well fixed in the student's mind, other events will be readily associated as either before or after. One author found that when students had memorized a chronological table of events in their written work, they organized the subject matter in a much more orderly fashion³. This would lead us to believe that dates play quite an important part in organization.

Another writer in working out his plan of organization, attempts to find out how the mind of the student can take what appears at first view a mass of isolated facts and arrange them into a consistent body of knowledge⁴. This process makes clear the transformation of historical material into a system of thought. It involves the so-called scientific view of the subject, that is, "that every subject

1. Committee of Seven, p. 75 ff.

Methods of Teaching and Studying History, p. 5.

2. Bourne, The Teaching of History and Civics, p. 137.

Hinsdale, How to Study and Teach History, p. 40.

3. Berger, "The Correlation of History and the Classics", Sixth Annual Convention of the Association of History Teachers of the Middle States and Maryland, p. 61.

4. Mace, Method in History, p. 19, ff.

of investigation presents two sets of facts for organization, generals and individuals, - laws and principles on the one hand", and particulars on the other. The problem of organization, therefore, is, according to this author's view, to discover, state, and explain the relations between these two sets of facts. "Organization is, therefore, a mental process and not a mechanical one". According to the plan as outlined above, the organization of historical material is based upon two fundamental processes:

1. "Interpretation, which gives the basis for integration and division;

2. Co-ordination and subordination, which results in the proper selection and ranking of facts."

3. INTERPRETATION OF HISTORICAL FACTS AND EVENTS. "Interpretation", according to Mace, "is the process by which the mind puts meaning or content into individual facts"¹. He emphasizes the fact that we should keep in mind that historical facts are signs of some internal movement of the people's thoughts and feelings. Events constitute the outer form of the subject matter of history; while thoughts and emotions, etc. constitute the content of history?² Mace shows by concrete examples how to get at the content of events. He takes as one example the Declaration of Independence. This document was drawn up in Independence Hall; it was drawn up in Philadelphia; it was signed on July 4, 1776;

1. Mace, Method in History, p. 21.

2. Method in History, p. 4.

it was in the hand writing of Thomas Jefferson; it was signed by John Hancock. While all of these facts are very interesting, could not any one or even all of them have been changed without affecting the course of the Revolution or the form of government which followed the Revolution? The vital thing is the thought expressed in the Declaration - the political doctrines which it sets forth. If this part had been different, the whole course of the Revolution might have been changed. The problem of history, then lies in the mastery of the content; while the events perform the function of means.

4. APPLICATION AND RELATION TO PRESENT DAY PROBLEMS. In nearly all high schools offering four years work in history, it is found that Ancient, Mediaeval and Modern, English, and American history are outlined in the course of study in the order named. This would seem to indicate that the student should study history in the same order as it has developed. However, we find a few teachers in recent years, who think that less time should be spent on the early history, and more time on events of more recent date. Applying this idea to American history, it is maintained that too much time is spent on the Colonial and Revolutionary periods. The development of the industrial and social conditions of the nineteenth Century could be dwelt upon more profitably.¹

1. Hart, "Methods of Teaching American History", Methods of Teaching and Studying History, p. 5.
Channing, "The Teaching of American History in Schools and Colleges", Proceedings of the North Central History Teachers Association, 1907, p. 16.
Arthur Dunn, Discussion on Professor Channing's Paper.

Some go even further than this. They claim that the pupil should be brought into contact with present day problems because he has already some knowledge of these problems. He has heard older people discussing these questions and because of this, he will take greater interest in them.¹

CRITICISM

In the above discussion, an attempt has been made to set forth in a brief way the general nature of the material that has been written on the teaching of history in secondary schools. This material may be broadly divided into two classes: first, that which deals with the formal side or the machinery of history teaching; and second, that which deals with the interpretation of the external facts of history.

Upon examining the material in view of this classification, it is found that the larger portion deals with the first part, that is, the machinery of history teaching rather than the interpretative phase, which is decidedly the more important. If we wish to judge the work of a carpenter, we would look to the building erected by him and not to the tools that he used in erecting the building. The same

1. William Sloane, "The Study of History", Fifth Annual Convention of the Association of History Teachers of the Middle States and Maryland, p. 12.

We should turn to the statute books, the debates in legislative bodies, the collection of treaties, and public papers, the programmes of political parties, etc. Of course this plan will meet with objections because the material is not organized at this time^{so} as to be available to the teacher of history, but this fault can be and should be speedily remedied. Beard, "A Plea for Greater Stress upon the Modern Period", Sixth Annual Convention of the Association of History Teachers of the Middle States and Maryland, p. 13.

principle holds true in the teaching of history. The text-book, collateral reading, note books, etc., are the tools by which we may gain the desired end, i.e., the content. The use of the text is not the important thing. It is a knowledge and sympathy with the thoughts and feelings of those who are portrayed in history that is important. These thoughts and feelings, or in other words, the content of history, can be appreciated only through the proper interpretation of the subject matter.

Let us examine the material in the first part of this chapter and see how far these methods which deal with the machinery of history teaching will help in the realization of the more important phase of the subject matter, that is, the interpretation of the content. Just so far as such methods aid the teacher in the interpretation of history, so far are they beneficial; but other than this they are irrelevant.

A teacher may be provided with the best text possible, well supplied with the best of books for supplementary reading and then make a complete failure when it comes to the interpretation of the material found in these books. The first and by far the most important thing is to be able to bring out the interpretation, that is, bring the student to an appreciation of the content of history. The next thing of importance is to find the best means by which this interpretation can be brought out. And it is at this point, that we need to consider the machinery or the tools with which we work.

We may use the text-book, collateral reading, and source material to hunt out facts and to get additional information in certain topics, but this does not necessarily help us to solve the problem, that of interpreting the subject matter. All are agreed that the text-book, maps, and collateral reading may be used to a great advantage in teaching history, but after the various positions as set forth by the different writers have been noted, the teacher is still left to solve the greatest problem, - how are these tools to be used to get the desired results?

In the above exposition, it has been shown that the text-book furnishes an outline to guide the teacher and the student. But how is this guide to be used? Collateral reading furnishes additional material on topics not fully discussed in the text. It gives the student training in using books. But what is to be the nature of this additional material? How is the student to be taught to use these books?

Suggestions pertaining to the machinery of history teaching are very good and are probably very beneficial in raising questions in the mind of the ambitious teacher, but they are too superficial. They do not get down to the real important question, - that of the interpretation of the facts.

Those who favor the source method, if the method is properly carried out, have the right idea of interpretation but they have gone to the extreme. They believe that the student should go to the sources; that he should use a book

made up of extracts from the sources, and photographs of the historical remains rather than a narrative text like the ordinary high school history. (The high school student has not had sufficient training to deal with problems from the original sources. They are entirely too tedious for the adolescent period. It is not necessary for a student to do research work in order to be a student of history - "Historical interpretation, and not historical criticism, is his problem!"¹

The use of maps helps in the solution of problems. When a student is led to see how the physical features of a country can help to influence and shape certain movements, this is truly a step toward interpretation. It causes the student to inquire into how these conditions affect the industrial conditions of man. However, Mr. Burr of Cornell University, warns us that it is easy to over emphasize the importance of the physical environment. It is necessary in considering the geographical conditions also to keep in mind the stage of civilization of the race that inhabits the country. The physical environment always plays quite an important part in the history of any country, but it does not affect every people in the same way. For example, the excellent harbor of New York means a great deal to the people of the United States to-day but it was of little importance to the North American Indian. The physical environment does not even affect the same people in the same way at dif-

1. Mace, Method in History, p. 46.

-ferent periods of time. For example, the Mississippi and Ohio rivers were of the utmost importance to commerce in our early history. They are still important factors, but railroads have made a great change in their importance. The desert region in the western part of the United States was practically uninhabitable a century ago, but since man has learned to irrigate, this has become a very desirable country. Thus it can be seen that the physical environment should always be considered in connection with the stage of civilization of the race that inhabits the country. Not that the influence of the geographical conditions will be any less, but the influence will probably exert itself in a different way.

What can note books contribute in our study of history? Note books furnish people training in organization. The organization of material for note books must necessarily be one of external events. Such work must be more or less mechanical. It can not express the feelings and thoughts of the people connected with the events. True organization can only take place in the thinking mind¹. It is true that organization of material for note books does require thought on the part of the pupil but it does not require the right type of thinking. The study that brings out the thoughts and feelings of men, as are indicated by the symbols or external events of history, can not be expressed in a note book in the form of an outline.

Another plan which requires the student to organize the subject matter and one which is advocated by a vast majority

1. Mace, Method in History p. 20.

of teachers, is that of written examinations. The student in preparing for examinations reviews the whole period or portion of the subject on which he is to be examined. This makes it necessary for him to organize the material and in this way he learns to look at the period as a whole.

But that depends altogether on the nature of the examination. Examinations as they are given by the average high school teacher are very largely a test of the memory. In preparing for an examination of this kind the student fills his mind with a great number of isolated facts which he attempts to remember until after the examination. However, the suggestion to have the student write on some question which has been raised in connection with the lesson is a good one. By this method the student will need to take some position on the question, then draw on the facts he has learned to justify his position. This kind of work is to test the student's ability to bring out the significance of the facts rather than to merely remember them.

The questions which have been discussed in the above exposition under the head, special reference to American history, bring us in much closer touch with the real problem of the teaching of history. Mace, in his discussion on interpretation, sets forth very definitely in his illustration on the Declaration of Independence how to bring out the content of history¹. He shows by this illustration that it is not the facts that is the important thing, but it is the thoughts

1. Mace, Method in History, p. 22

For further discussion of this idea see p. 15 of this Thesis.

and feelings of the race as they are set forth by these facts.

Another question which plays quite an important part in interpretation is organization of material. But organization according to time, place, or series of events does not help to interpret history. Such organization may help the student to remember the facts; for example, the Revolution was begun in 1775. It is very easy for the student to remember approximately the dates of the Stamp Act, Writs of Assistance, Boston Tea Party, Battle of Lexington, First Continental Congress, and the Battle of Bunker Hill, because all of these events happened just a few years before or after the war began. But to merely group facts around some important date or place does not help to interpret them. The student may be able to remember all of these facts and yet he may not know the influence of the events on the war. Organization should not be for the purpose of remembering the facts but to assist in bringing out what the facts stand for, that is, to help in the interpretation of the content. In order to accomplish this, it is necessary to emphasize some facts a great deal more than others. Some events are only important in so far as they influence some other more important movement. Thus, it is necessary to make some events subordinate to others.

Thus far, it is found that interpretation, and organization, as a means of interpretation, are of the utmost importance. By what method can they best be brought out? Shall it be done by assigning topics to be worked out by the pupil as suggested above? Shall it be done by dividing the subject into short

periods? This may all be done but without bringing out the content of the topics studied. As stated before, the student may learn all the important events connected with some period and yet he may not know the real significance of them. A much better plan is for the teacher to set some definite problem before the class. For example, in dealing with the new government in Washington's administration the student should be made to feel a problem similar to this: To show that there are two widely different views in regard to the interpretation of the constitution, and to show further, how the first political parties were an outgrowth of this difference in interpretation¹. In studying this problem with the class, after the students have been led up to the two view points, the broad and strict construction theories, take up such events as Hamilton's financial scheme. One part of that scheme was to establish a United States bank. Show the students how the getting hold of men's views on the bank question would lead to the question of the interpretation of the constitution. By examining the different opinions set forth on this question, it will be found that they can be divided broadly into two classes. These two positions furnish the basis for the first political parties under the constitution.

However, one author opposes this plan of setting problems

1. This is a problem that was studied in American history in the Teachers College High School, January 22, 1909.

for high school students¹. He claims they are not mature enough, and argues further, that problems do not exist for high school students. They cannot make decisions for themselves. This may all be quite true if we ~~would~~^s expect the student to have the judgment of an historian. The writer has found with his own class that the students show a keen interest in working out simple problems. The teacher should exercise care not to set a problem beyond the student's ability. They will read history with a great deal more interest if they are reading to find facts that will help them to solve some question which they have in mind. They have some definite purpose in view. They do not learn the facts for the purpose of repeating them to the teacher in the recitation, but they learn the facts because they need them to solve their problem.

It is an excellent plan to bring in present day problems. Through them the student is able to appreciate that history is a subject dealing with actual life. In the study of past events, they should be compared with the present as much as possible. For example, in studying the Stamp Act of the Revolutionary period, it is well to compare it with the stamp tax passed by Congress at the close of the Spanish-American war. This makes the student feel that the problems in history are similar to those which are being worked out in contemporary

1. Muzzey, "Problem of Correlating the Work in History in the Elementary School, High School, and College", Fourth Annual Convention of the Association of History Teachers of the Middle States and Maryland, p. 25.

life, and that these present day problems will be embodied in the history of the future.

In the last chapter of this thesis, an attempt will be made to show how the principles, as set forth in this discussion, were applied in the Teachers College High School.

Chapter II.

An Examination of Text-books.

In the foregoing chapter, the literature on the methods of teaching history has been discussed. In this chapter a number of text books¹ on American history commonly used in high schools will be examined and discussed with the following questions in mind: -

1. To what extent do texts have a central topic or problem?
2. What is the relative amount of attention given to topics?
3. What is the basis for the arrangement of the material?
4. What attention do texts give to interpretation of facts?

The table of topics on the preceding page shows the number of pages each text book gives to the forty-two topics that have been chosen from the Revolutionary period. The topics were chosen from the texts in the order in which they come with no regard to their importance.

An examination of the nine texts shows that only one seemed to have a central topic. Ashley divides the subject of American history into five large topics. One of these topics is, "The Formation of the Union" (1763-1789).

1. The following texts were examined.

Adams and Trent, History of the United States.

Ashley, American History.

Channing, Student's History of the United States.

Fiske, History of the United States.

Hart, Essentials in American History.

Larned, History of the United States.

MacDonald, Johnston's High School History of the United States.

McLaughlin, History of the American Nation.

Montgomery, American History.

He discusses this topic under the four following sub-topics:-

1. The Beginning of the Revolution.
2. The Revolutionary War.
3. Creation of a General Government.
4. The Close of the XVII Century.

Each one of these sub-topics is further divided into subordinate topics. For example, the first sub-topic - The Beginning of the Revolution - is divided into, (a) The Old Colonial Policy of England, (b) The New British Colonial Policy, and (c) Disorder and Organized Opposition. Hart discusses the same period from 1763 to 1789 under two main co-ordinate topics, - The Revolution and the Federation. He discusses the Revolution under the three following sub-topics: -

1. Quarrel with the Mother Country.
2. Birth of the New Nation.
3. The War for Independence.

He discusses the Federation under: -

1. The Confederation.
2. Making the Federation Constitution.

The other seven texts treat the same period in a series of co-ordinate topics.

In the texts examined, each topic, in most every case, is discussed separate and apart from the others. There are only a few cases in which events are discussed in relation to preceding ones or in connection with present day problems. And in no case, is there an attempt to show the relation of sub-topics to the main topic. Although Ashley seems to have a central topic he does not show how each topic is related to the main one.

Another fact which seems to indicate that the texts have no definite problem in mind is that they make little difference in the attention paid to the different topics. For example, if the authors had the Formation of the Union in mind, such events as the First Continental Congress and the Declaration of Independence should stand out prominently and such events as the Writs of Assistance and the Boston Tea Party should be made quite subordinate. But if the problem was to show how England oppressed the Colonies, more attention should be paid to the latter events and less to the former.

Ashley, who seems to have the Formation of the Union for his central topic, gives one page to the First Continental Congress; one-third of a page to the Burning of the Gaspee; and three-fourths of a page to the Boston Tea Party. Thus, we would conclude that the last two events taken together are as important as the First Continental Congress. Hart gives three pages to the Declaration of Independence, but if we are to judge the importance of an event according to the attention paid it by the text this is not enough. To five other events, namely, the Writs of Assistance, Parson's Cause, Boston Massacre, Boston Tea Party, and the Battle of Lexington, Hart gives three and one-half pages - thus, making these five events as important as the Declaration of Independence. But they are only five of the many events which affected the colonial conditions that led up to that important document which practically determined the whole course of the Revolutionary War. Channing gives more attention to the Declaration of

Independence than any of the other texts examined.

There are some instances in which the text gives as much or more attention to an event of minor importance as it does to a prominent one. For example, the table above shows that Adams and Trent give one and one-half pages to the Battle of Bunker Hill, and three-fourths of a page to the First Continental Congress. By a further examination of this table it is found that the texts show considerable variation in the amount of attention given to the same topics. For example, Hart gives four pages to the ratification of the Constitution and Larned gives two pages. This might probably lead one to think that Hart gives a fuller discussion of the subject than Larned, but an examination of another event, the Battle of Bunker Hill, will show that just the reverse is true. Larned gives one and one-half pages to this event while Hart gives only one-fourth of a page. Channing gives two pages to the Parson's Cause, while four of the texts do not mention this event. He gives five and one-half pages to the Declaration of Independence, while two authors give one page each, and one a half page. Larned gives just as much space to the Conway Cabal, an event of minor importance, as he does to the Declaration of Independence. Larned and Ashley give two-thirds of a page to the Treason of Benedict Arnold and one-fourth of a page to the Colonial Committees of Correspondence. The latter was one of the greatest factors of the Revolutionary period which helped to unite the colonies. Without the work of this Committee

the success of the Revolution would have been practically impossible. The former is an event which every American hears with regret but it had practically no influence on the course or outcome of the Revolutionary war.

The arrangement of the material is practically the same in all the texts. It is based on a chronological or a logical order. For the most part, the events are presented in chronological order but a logical arrangement is found in a few cases. For example, in discussing the military campaigns of the Revolutionary war, instead of taking up the battles in the order in which they were fought, a number of the texts have divided them into northern and southern campaigns. This is done for convenience; it makes the account of the battles less complicated.

There is little or practically no attempt on the part of the texts to bring out the interpretation of the events. In discussing an event they merely state the facts connected with it. They do not, except in very few cases, show how one event prepares the way for another. The facts are merely stated and the teacher and the student are left to work out for themselves the relation of one event to another and to draw their own conclusions. But the question may be raised at this point, - should the author attempt to interpret the facts for the student? If the author should attempt to work out the interpretation of the subject matter, this would practically defeat the purpose of the recitation. This plan would bring the student back practically to the old method of recitation, merely to learn what is in the text.

In this case, the student would only get the interpretation of the facts as they have been worked out by the author. He would not learn to think for himself, to work out his own conclusions. The purpose of the problem would be defeated. By following the interpretation of the author the student would not learn to interpret facts for himself. It is much better for him to work out his own interpretation with the proper aid of a teacher who can give him just enough suggestions to guide him in his work.

If this be true, we would conclude that the author of the text should not set the problems but the problems should be set by the teacher. The arrangement of material in chronological or logical order is proper form for the text. If the author should attempt to arrange the events in the text so as to work out some definite problem this arrangement could not be used by the teacher to work out another problem. The teacher may use the same material of the same period to work out several different problems. Different teachers would probably not set the same problem for the same period. It is not probable that even the same teacher would set the same problem from year to year for different classes. If different teachers would not set the same problem and even the same teacher would not set the same problem for all classes how could we expect the author to set problems to be used by all teachers for all classes?

The amount of attention that should be given to a topic depends on the importance of the topic to the problem that is being discussed. For example, in studying the Formation of the Union, Washington's Retreat across New Jersey would proba-

-bly not be mentioned. But on the other hand, in studying some problem in connection with the military operations of the Revolutionary war this same topic would probably be of the utmost importance. Thus, it is the author's place to set forth the facts concerning an event and it is the place of the teacher and student to select those facts which they need for the special problem which they are studying.

In order then to put into practice the principles on the teaching of history that are set forth in the first chapter it is best to begin with the teacher and not with the text-book. It is not the text that is so much at fault but rather those who handle the text. It must not be maintained that all the texts on American history are well written and that they do not need to be improved, but rather that the principles which have been discussed above are the concern of the teacher and not that of the author.

TABLE OF TOPICS AND PAGES

TOPICS	Adams & Trent	Ashley	Channing	Fiske	Hart	Larned	MacDonald	McLaughlin	Montgomery
1. Albany Congress	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{2}$	1	$\frac{1}{2}$	1	$\frac{3}{4}$	$\frac{1}{2}$	$\frac{3}{4}$
2. Writs of Assistance	$\frac{1}{8}$	1	$\frac{1}{4}$	1	$\frac{3}{4}$	$\frac{1}{2}$	$\frac{1}{8}$	$\frac{1}{2}$	$\frac{1}{4}$
3. Parson's Cause	0	$\frac{3}{4}$	2	0	$\frac{1}{4}$	$\frac{3}{4}$	0	$\frac{1}{2}$	0
4. Pontiac's Rebellion	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{8}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{3}{4}$	$\frac{1}{4}$	0	$\frac{1}{3}$
5. Stamp Act	$\frac{1}{2}$	1	1	2	1	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{2}{3}$	$\frac{1}{2}$
6. Stamp Act Congress	$\frac{1}{2}$	$\frac{2}{3}$	1	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{4}$
7. Townshend Acts	$\frac{1}{3}$	1	$\frac{1}{4}$	$\frac{2}{3}$	1	$\frac{3}{4}$	1	$\frac{1}{2}$	$\frac{1}{2}$
8. Seizure of Liberty	0	$\frac{1}{4}$	$\frac{1}{2}$	0	$\frac{1}{4}$	0	$\frac{1}{8}$	0	0
9. Virginia Resolves	0	0	$\frac{1}{2}$	0	$\frac{1}{4}$	$\frac{1}{2}$	0	$\frac{1}{4}$	0
10. Sons of Liberty	0	$\frac{1}{8}$	0	0	$\frac{1}{10}$	$\frac{2}{3}$	0	$\frac{1}{10}$	0
11. Trade Acts	0	0	0	0	0	$\frac{1}{10}$	0	$\frac{1}{3}$	0
12. Boston Massacre	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{2}{3}$	$\frac{1}{4}$
13. Local Committees of Correspondence	$\frac{1}{8}$	$\frac{1}{10}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{6}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{4}$	0
14. Colonial " " "	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{8}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{8}$	$\frac{1}{4}$
15. Declaration of Rights	$\frac{1}{8}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{16}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{8}$	$\frac{1}{2}$	$\frac{1}{8}$
16. Articles of Association	$\frac{1}{10}$	$\frac{1}{8}$	$\frac{1}{8}$	0	0	$\frac{1}{4}$	$\frac{1}{8}$	$\frac{1}{4}$	$\frac{1}{8}$
17. Farmer's Letters	$\frac{1}{3}$	0	$\frac{1}{4}$	0	$\frac{1}{8}$	$\frac{1}{3}$	0	$\frac{1}{10}$	0
18. Burning of the Gaspeé	0	$\frac{1}{4}$	$\frac{3}{4}$	$\frac{1}{8}$	$\frac{1}{10}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{10}$
19. First Continental Congress	$\frac{3}{4}$	1	2	$\frac{1}{8}$	$\frac{1}{2}$	1	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
20. Boston Tea Party	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{3}{4}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{2}$
21. Repressive Acts	1	1	1	$\frac{1}{2}$	1	1	$\frac{3}{4}$	$\frac{1}{4}$	$\frac{1}{3}$
22. Mecklenburg Declaration	0	0	0	0	$\frac{1}{10}$	$\frac{1}{4}$	0	0	0
23. Battle of Lexington	$\frac{2}{3}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{2}{3}$	$\frac{1}{2}$	2	$\frac{1}{2}$	1	$\frac{1}{4}$
24. Battle of Bunker Hill	$\frac{1}{2}$	$\frac{2}{3}$	1	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{4}$
25. State Constitutions	$\frac{1}{16}$	1	$\frac{1}{2}$	0	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{4}$	0
26. Declaration of Independence	3	2	$\frac{1}{2}$	$\frac{1}{2}$	3	$\frac{1}{2}$	$\frac{1}{2}$	1	1
27. Conway Cabal	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{2}$	0	0
28. Arnold's Treason	$\frac{1}{2}$	$\frac{2}{3}$	1	$\frac{1}{2}$	$\frac{1}{8}$	$\frac{2}{3}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{2}$
29. Capture of Andre	$\frac{2}{3}$	$\frac{1}{4}$	$\frac{2}{3}$	$\frac{1}{4}$	$\frac{1}{8}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{16}$
30. Finances of the Revolution	$\frac{1}{2}$	$\frac{1}{2}$	1	$\frac{1}{4}$	$\frac{1}{4}$	1	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{3}{4}$
31. Surrender of Cornwallis	$\frac{2}{3}$	$\frac{3}{4}$	1	$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{8}$
32. Newburg Addresses	0	$\frac{1}{2}$	1	$\frac{1}{2}$	$\frac{1}{4}$	1	$\frac{1}{2}$	0	0
33. Powers Congress (<i>Art. of Confederation</i>)	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{2}{3}$	$\frac{1}{2}$	$\frac{3}{4}$	2	$\frac{1}{4}$	1	$\frac{1}{4}$
34. Shay's Rebellion	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{1}{3}$
35. Western Lands	$\frac{2}{3}$	2	3	$\frac{2}{3}$	$\frac{1}{4}$	2	$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$
36. Ordinance of 1787	$\frac{1}{2}$	$\frac{1}{4}$	1	$\frac{1}{6}$	1	$\frac{1}{3}$	$\frac{3}{4}$	1	$\frac{1}{3}$
37. Alexandria Convention	0	0	$\frac{1}{2}$	0	0	0	0	0	0
38. Annapolis Convention	$\frac{1}{4}$	1	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{16}$	1	$\frac{1}{4}$	1	0
39. Virginia Plan	0	$\frac{1}{8}$	$\frac{1}{2}$	0	$\frac{1}{3}$	$\frac{1}{2}$	0	$\frac{1}{3}$	0
40. New Jersey Plan	0	$\frac{1}{8}$	$\frac{1}{4}$	0	$\frac{1}{8}$	$\frac{1}{3}$	0	$\frac{1}{3}$	0
41. Pinckney Plan	0	$\frac{1}{8}$	$\frac{1}{8}$	0	$\frac{1}{16}$	0	0	0	0
42. Ratification of Constitution	$\frac{2}{3}$	$\frac{1}{2}$	$\frac{3}{2}$	$\frac{1}{2}$	$\frac{3}{2}$	$\frac{2}{3}$	$\frac{1}{2}$	1	$\frac{1}{4}$

Chapter III

An Outline of a Typical Problem

In the preceding chapters, it has been shown that the important thing in the teaching of history is to bring out the content of the subject matter, to bring out the interpretation of the facts rather than to merely learn them. After an examination of nine texts on American history, it was found that they merely related the facts connected with an event and made little or practically no attempt to work out the interpretation of them. It was further maintained that it is not a wise policy for the text to attempt to bring out the interpretation of the content, but that this should be done by the teacher.

In the present chapter, an attempt will be made to show in outline form how the Revolutionary period was presented to a class in American history in the Teachers College High School. The problem set for the class was: To show how the events of the Revolutionary period contributed to the growth of the union. Fifteen days were spent on this problem. There were smaller problems set for each day's study each of which was a step in the solution of the main problem. The first five days' work has been worked out in detail showing the type of questions asked. Of course, at times these questions were supplemented by other questions owing to the nature of the discussion. In the last ten days of the work, only the assignments have been given here.

Each day's work was divided into two parts. The first

ten or fifteen minutes of the hour were spent in recitation on the discussion of the previous day. The remainder of the hour was spent in discussing the advanced lesson. The students were assigned readings on the advanced lesson on the preceding day, with instruction to familiarize themselves with the facts as given by the text and outside reading. The time spent in discussing these facts was for the purpose of guiding the student and helping him study the facts in their relation to the main problem. The larger part of the class hour is thus given to a study of facts rather than a recitation upon facts. Further, the "recitation" at the opening of the hour is upon this study more than upon the facts. In this way the class hour emphasizes interpretation of historical facts rather than familiarity with the facts themselves.

At the close of the hour a double assignment was given for the next day. The first part was on that portion of the lesson which had just been discussed in class. In this part of the assignment, a problem was set which required the student to summarize the discussion and show how it was related to the main problem. The second part consisted of (1) Readings for the advanced lesson, (2) Aim of the advanced lesson, (3) Questions bearing on the aim of the advanced lesson¹.

Problem:

To show how the events of the Revolutionary period contributed to the growth of the union.

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1. Pedagogically, the order of these three parts should be: (1) Aim, (2) Questions, (3) Readings. It is, however, better in practice to assign readings first lest in the assignment of the other two the time be not controlled and thus readings be too hastily given.

Assignment (for first day)

Readings:

Text (McLaughlin, "History of American Nation").
pp. 135-140.

Hart, "Formation of the Union", pp. 28-30.

Channing, "Students' History of the United States",
pp. 119-120

Aim:

To show that the Albany Congress, an attempt to form a union, grew out of the need for such a union and that its failure was due to the fact that the local interests overshadowed the interests in a union.

Questions on the advance lesson¹:

1. What were the governmental conditions of the colonies about 1750?

2. What were the conditions that led up to the Albany Congress?

3. What were the results of the Albany Congress?

I Day.

I. What were the governmental conditions of the colonies about 1750?

1. What attempts had been made to form a union of the colonies before this time?

2. What forces were at work that tended to hold the colonies together?

3. How did the interests in local affairs prevent a union?

1. These questions are given to guide the pupil in preparing the new lesson assigned. The questions are intended to suggest the trend of the discussion which will follow the next day.

II. What were the conditions that led up to the Albany Congress?

1. How did the colonies attempt to protect themselves against the French and Indians?
 - (a) What was Franklin's plan of union?
 - (b) Compare it with Penn's plan of union.
2. Why was the plan not satisfactory to either the colonies or England?

III. What were the results of the Albany Congress?

1. Show wherein the Albany Congress failed or succeeded in solving their problem, that of resisting the French and Indians.
2. Show how the proceedings of the Albany Congress affected the governmental conditions.

Assignment.

I. On old lesson.

Show how the Albany Congress was an effort on the part of the colonies to solve a problem and how the failure of this movement shows us the governmental conditions of the colonies at that time.

II. On the advance lesson.

Readings:

Text, pp. 148-150, 169-175.

Hart, Formation of the Union, pp.39-41,43-48.

Aim:

To show how the French and Indian War changed the interests of the colonies from protecting themselves against the French and Indians to a resistance against England and show why more of the colonies were interested in the resistance against

England than in protecting themselves against the French and Indians.

Questions on advance lesson:

1. What changes do we find that came in from 1754 to 1765?
2. How did the French and Indian War lay the foundation for trouble between England and the colonies?
3. What restrictions did England place on the colonies?

II Day.

Recitation on old lesson¹.

1. Why did the fear of the French and Indians cause the colonies to attempt to form a union?
2. What forces do we find at work,
 - (a) For a union?
 - (b) Against a union?
3. What proof have we that the local interests were stronger than the forces working towards union?

Discussion on advance lesson.

I. What changes do we find that came in from 1754 to 1765?

1. What changes do we find in the forces that are bearing towards union?

(2) Show how the French and Indian War eliminated the

1. These questions are not given to the pupils but are used in this paper to indicate what the pupil is supposed to bring out in recitation on the old lesson. Pupils are not asked any questions on recitation unless they fail to bring out the essential points discussed in class on the preceding day.

fear of the French and gave the colonies experience in working together.

II. How did the French and Indian War lay the foundation for trouble between England and the colonies?

1. Give reasons as to who should bear the expense of the war, England or the colonies.

(a) What position did the colonies take when England attempted to tax them to pay part of the war debt?

2. Show by the English system of representation in Parliament whether the colonies were represented or not.

(a) What position did the colonies take?

(b) What position did England take on this question?

III. What restrictions did England place on the colonies?

1. What were the Navigation Acts and how were they executed?

2. What were the Trade Acts?

3. What were the Writs of Assistance and what was the need of such an Act?

4. Compare the search warrants under the Writs of Assistance with the search warrants of the present time.

5. What attitude did the colonists take toward these restrictions?

6. Why were more of the colonies interested in resisting England than they were in uniting to protect themselves against the French and Indians?

Assignment

I. On old lesson.

Show how the French and Indian War brought about a change in the interests of the colonies and how this change tended to

draw the colonies closer together.

II. On the advance lesson.

Readings:

Text, pp. 175-183.

Hart, Formation of the Union, pp. 48-51.

Hart, Essentials in American History, pp. 135-140.

Van Tyne, American Nation Series ¹; pp. 3-24.

Aim:

To show first, how the colonies, thru the Stamp Act Congress, showed a tendency to resist the oppression of England. To show secondly, that while there was no attempt at this Congress to form a union, the results that followed this Congress indicate that the interests of the colonies were gradually growing more alike and that they were keeping in closer touch with each other.

Questions on advance lesson:

I. What were the conditions that led up to the Stamp Act Congress?

II. What was the purpose of the Stamp Act Congress and compare its proceedings with that of the Albany Congress?

III. What were the results that followed the Stamp Act congress?

III and IV Days.

Recitation on old lesson.

1. How was the fear of the French eliminated?

2. How were the interests of the colonies united to resist England?

3. How can you account for the fact that more of the colonies

1. Not required.

were more interested in resisting England than in protecting themselves against the French and Indians?

Discussion on advance lesson.

I. What were the conditions that led up to the Stamp Act Congress?

1. What restrictions upon the colonies have we considered?
2. What was the purpose of the Stamp Act and why did England try this plan rather than a direct tax?
3. How did the colonies receive this act?

(a) Why did the colonies think this act threatened their liberty?

(b) Compare this tax with the stamp tax passed by Congress at the close of the Spanish-American War.

II. What was the purpose of the Stamp Act Congress and compare the work of this Congress with that of the Albany Congress?

1. What was the purpose of the Stamp Act Congress and how was it called?

(a) What evidence have we that there was more interest taken in the Stamp Act Congress than in the Albany Congress?

2. What was done at this congress?

(a) What was the purpose of the petition which they sent to England?

(b) What was the "Declaration of Rights"? What precedents in England served as the basis for such rights and privileges?

(c) Give reasons for your belief concerning the attitude of the delegates in their petition.

3. How did the Stamp Act Congress affect the tendency toward

a union?

- (a) Compare the forces at work for the union at this time with those at the time of the Albany Congress.
- (b) Compare the forces against the union.
- (c) What do the changes indicate in regard to the growth of the union?

4. What other resistances do we find in the colonies at this time?

- (a) What was the purpose of the non-importation?
- (b) Who were the "Sons of Liberty"?
- (c) How were the stamp collectors treated?

III. What were the results that followed the Stamp Act Congress?

1. Why were the merchants of England anxious to have the Stamp Act repeated?

2. Compare the attitude of the English merchants toward the Stamp Act with the attitude of commercial men at the present time toward the tariff.

3. What other measures did Parliament use to coerce the colonies after the Stamp Act had been repealed?

- (a) What were the Townshend Acts?
- (b) How was the revenue which they collected from these acts to be used? What was the attitude of the colonies toward this use of the revenue?
- (c) What were the results of these measures?

(1) What was the purpose of the circular letters, the colonial committees of correspondence, and the "Farmer's Letters"?

(2) Compare the New England land town meeting at that time with the New England town meeting of today, and with the Greek City state.

- (3) What were the "Virginia Resolves"?
- (d) Why did England station troops in Boston?
- (e) Compare the purpose of England in stationing troops in the colonies with the purpose of the United States in stationing troops in the Philippine Islands.
- (1) How did the Boston Massacre affect the people in the colonies?

Assignment.

I. On old lesson.

How did the work of the Stamp Act Congress as compared with the Albany Congress, show that the colonies were getting closer together, and by what means was this gradual growth of the union brought about?

II. On the advance lesson.

Readings:

Text, pp. 183-189

Hart, Formation of the Union , pp. 58-63.

Hinsdale, American Government, pp. 71-72.

Aim:

To show how the First Continental Congress was an outgrowth of a gradual movement on the part of the colonies to resist the oppression of England, and to show, further, how the forces working toward union were gradually overcoming the interests in local affairs.

Questions on advance lesson:

I. How did the colonies meet the oppression of England?

II. How did England meet the resistance of the colonies?

III. What was the purpose of the First Continental Congress and what did it accomplish?

V Day.

Recitation on old lesson.

1. Why were there more colonies represented at the Stamp Act Congress than at the Albany Congress?
2. What new forces had entered in that were working towards a union?
 - (a) How did England continue to arouse the colonies?
 - (b) What was the importance of the circular letters, local committees of correspondence, and the "Farmer's Letters".

Discussion on advance lesson.

- I. How did the colonies meet the oppression of England?
 1. How did the burning of the Gaspee affect the trouble between England and the colonies?
 2. Compare this with the blowing up of the Maine by the Spaniards.
 3. What was the cause of the Boston Tea Party?
 4. What was being accomplished by the committees of correspondence?
 5. How would this work be done at the present time?
- II. How did England meet the resistance of the colonies?
 1. What were the Five Intolerable Acts and how did they affect the colonies?
 - (a) What was the Boston Port Bill?
 - (b) Why did the king attempt to change the Massachusetts charter?

- (c) Why did the king want to send men who were guilty of capital crime to England for trial?
- (d) Show how the King's position violated the rights of Englishmen as set forth in the Magna Charta.
- (e) What was the Quartering Act?
- (f) What was the Quebec Act?

2. How did it affect the colonies when the king sent more troops to Boston?

III. What was the purpose of the First Continental Congress and what did it accomplish?

- 1. What was the purpose of the Continental Congress?
- 2. What evidence have we that the colonies were beginning to lay aside their differences in social and industrial affairs?
- 3. How was this Congress made up?
 - (a) How were the delegates chosen? Why was this a revolutionary body?
- 4. What was accomplished by this Congress?
 - (a) What was the "Declaration of Rights"?
 - (b) Upon what laws in England did the colonists base their claims?
 - (c) What were the "Articles of Association"?
 - (d) What action did Congress take concerning the trouble in Boston?
 - (e) Why did Congress petition the king again?
 - (f) What provision did it make in regard to another meeting?
 - (1) What was the significance of such a provision?

VI Day.

Assignment.¹

Readings:

Text, pp. 190-193.

Hinsdale, American Government, pp. 73-75.

Hart, Formation of the Union, pp. 73-77.

Aim:

To show the conditions that led up to the Second Continental Congress and to show further why this Congress was a revolutionary body. ✓

Questions on advance lesson:

I. What were the conditions that brought about the Second Continental Congress?

II. From what sources did this Congress get its rights and powers?

III. What powers did this Congress exercise?

VII Day.

Assignment.

Readings:

Text, pp. 195-198.

MacDonald, Select Documents of the History of the United States (1776-1861), pp. 1-6.

✓ Hart, Formation of the Union, pp. 77-80.

✓ Hart, Essentials in American History, pp. 155-159.

Aim:

To show the conditions that led up to the Declaration of

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1. In the remaining lessons, only the assignment on the new lesson will be given.

Independence, the principles set forth therein, and the significance of this document.

Questions:

I. What were the conditions that led up to the Declaration of Independence?

II. What principles are set forth in the Declaration of Independence? Into how many parts does this document naturally divide itself?

III. Give instances showing wherein the colonies were or were not justified in their accusations against the mother country¹.

IV. Show the significance of the Declaration of Independence.

VIII Day.

Readings:

Text, pp. 195-198.

Hart, Essentials in American History, pp. 159-161.

Hinsdale, American Government, pp. 64-68.

Aim:

To show how the colonists carried out their ideas of government in the formation of the State constitutions. | ✓

Questions:

I. What were the conditions that led up to the formation of State constitutions? Show the real significance of such a movement.

II. What principles were found in practically all their state constitutions? Compare with the Constitution of Missouri

1. In discussing this question in class the pupils had the Declaration of Independence before them.

at the present time.

III. Where did the states get their ideas of government?
What were the chief sources of these new state constitutions?

IX Day.

Readings:

Text, pp. 198-208.

Hart, Essentials in American History, pp. 172-174.

Aim:

To show how the military operations held the states together, and to show further how the states were getting experience in governmental affairs.

Questions:

I. How did the military operations affect the union of the states?

II. Point out the weaknesses of the Continental Congress in conducting the war.

III. What were the conditions that brought about the French Alliance?

X Day.

Readings:

Text, pp. 208-214.

Hart, Essentials in American History, pp. 183-184.

MacDonald, Select Documents in History of the United States, 1776-1861, pp. 13-21.

Aim:

To show, (1) how the war was brought to a close, (2) the terms of the treaty of peace, and (3) how the close of the war affected the union of the states.

Questions:

- I. How was the war brought to a close?
- II. What were the terms of the treaty of peace?
- III. What difficulties were experienced in making the treaty?
- IV. How did the close of the war affect the union of the states?

XI Day.

Readings:

Text, p. 205.

Hart, Formation of the Union, pp. 89-92.

Hart, Essentials in American History, pp. 185-186.

Channing, Students' History of the United States,
pp. 223-224.

Aim:

To show how the financial conditions of the war demonstrated to the states the weaknesses of the Continental Congress, brought out the jealousy of the states, and in this way showed them the need of a stronger union.

Questions:

- I. How does the United States provide money at the present time for war?
- II. What means were used for raising money for the Revolutionary war? Point out the defects of such a system and show how they have been overcome by our present system.
- III. Discuss the use of continental currency and compare it with our paper money at the present time.

XII Day

Readings:

Text, pp. 215-223.

Hinsdale, American Government, pp. 77-81.

✓ Channing, Students' History of United States, pp. 216-227.

Aim:

✓ To show, (1) the weaknesses of the Articles of Confederation, and (2) how the weaknesses of the Confederation furnished the states experience which prepared them for a strong centralized government under the constitution.

Questions:

I. How were the Articles of Confederation drawn up? Compare the Franklin and Dickinson drafts.

II. Discuss the form of government under the Confederation and show its defects.

III. How did the western land claims affect the union of the states?

IV. What was the importance of the "Ordinance of 1787"?

XIII Day

Readings:

Text, pp. 223-225.

Channing, Students' History of the United States, pp. 232-237.

Hart, Formation of the Union, pp. 118-125.

Hinsdale, American Government, pp. 87-90, 131-136.

Aim:

To show how the weaknesses of the Confederation practically forced the states to reorganize their government, and how the constitution was an outgrowth of former experiences of the states in governmental policies.

Questions:

I. What attempts were made to amend the Articles of Confederation?

II. How was the Federal convention gradually brought about and what was the attitude of Congress toward this convention?

III. What was the purpose of this convention? How did it overreach its powers in drafting the constitution? What were the sources of the constitution?

XIV Day.

Readings:

Text, pp. 225-230.

Channing, Students' History of the United States, pp. 237-247.

Hart, Formation of the Union, pp. 125-128.

Hinsdale, American Government, pp. 96-98, 100-102.

Aim:

To show how the great struggles in the Federal Convention were an outgrowth of the individual interests of the states and how these differences were finally overcome by compromises.

Questions:

I. Give an outline of the Virginia and New Jersey plans of government. Show wherein these plans are alike and wherein they differ.

II. Show how the Connecticut plan was a compromise of these two plans.

III. What other great compromises do we find in this Convention?

IV. Compare the general character and form of the national government under the constitution with that under the confederation.

XV Day.

Readings:

Text, pp. 230-232.

Hinsdale, American Government, pp. 106-111.

Hart, Formation of the Union, pp. 128-131.

Channing, Students' History of the United States, pp. 247-252.

Aim:

To show how the adoption of the constitution was the final step in the growth of the union, and to show further, what general movements affected the growth of ^{the} union from 1750 to 1787.

Questions:

I. What steps were taken to get the constitution before the states? Show how this was a revolutionary movement.

II. What difficulties arose in connection with the ratification of the constitution?

III. What large forces or general movements do we find that influenced the union from 1750 to 1787? Show how these forces changed during the period and how each change affected the growth of the union.

Chapter IV.

Discussion of Method Outlined in Chapter III

It has been shown in the preceding chapter in outline form how one of the problems which was studied during the year was presented to a class in American history in the Teachers College High School. These outlined lessons as given above do not go as far into the subject as one would with more advanced students, or even as far as one might with the same students. They do not include all the facts pertaining to the problem, but they set forth what was worked out with the class. The purpose of this outline is not to suggest all the facts and events that have influenced this problem but to show how this material may be arranged for a fourth year class in the high school. The important thing is not whether the pupils have learned all the facts connected with this period, but whether they have learned to select and organize the facts with which they have dealt and to be able to see through these events that a great movement was gradually going on, that a union of the colonies was gradually developing.

A number of problems have been worked out during the year in the same manner as indicated in the preceding chapter. Some of these problems required much more time than others. Five or six lessons were spent on some, while twelve to fifteen lessons were given to others. A smaller problem was set for each day's recitation - in some instances this problem required two days - and each of these smaller problems was a step in the solution of the main problem.

The problems were chosen with the aim of giving the student some work from every period of American history as far as we were able to go. It must be definitely kept in mind that no attempt was made to study all the topics given in the text. These problems were not supposed to include all of the important events of the periods from which they were chosen but only those events that helped in the solution of the main problem under discussion. For example, Washington's retreat across New Jersey, the battles of Trenton and Saratoga, the Winter at Valley Forge were omitted in the outline given in the preceding chapter because these events, while they are quite important if we were making a study of the military operations of the Revolutionary period, do not affect the union of the colonies. The military operations were considered in a very general way. One lesson was spent on the military operations of the war as a whole to show their effect on the union of the colonies, but no specific battles were considered.

One problem does not necessarily begin where another ends. In many instances they overlap each other. Thus, some events are discussed in connection with two or more different problems. For example, the Western land claims played quite an important part in discussing the problem, To show how the events of the Revolutionary period brought about the union of the colonies. This event brought out very clearly the weaknesses of the Articles of Confederation, the jealousy of the several states, and finally, the provision for governing the Northwest Territory under the Ordinance of 1787. Several months later, the Ordinance of 1787 was discussed in connection with the problem, To show how the slave question was one of the

important causes which brought about the secession of the Southern States. This event was discussed in connection with the latter problem from an entirely different point of view. It was not to show its influence on the union of the states, but to show that the Ordinance of 1787 prohibited slavery absolutely and forever except as a punishment for crime, - with a provision for the restoration of fugitive slaves.

In setting the problem, it is necessary that it be short, simple, and definite. It should be short because the average high school student is not willing to spend several hours on some long tedious problem. It is characteristic of the high school student to concentrate his mind and to give his whole attention to a task if he knows that he can soon complete it. In other words, he wants to see the end in sight before he begins the task. Owing to this fact, that the pupil will not work for any great length of time on a task, the problem should be comparatively simple. Aside from this fact, the student at this age is not mature enough to master a problem that presents too many complications. When the average high school student finds himself confronted with a problem which is very complex, he is ready to lay aside his task immediately. The problem should be definite because the pupil in all in the adolescent period must have some specific end in view before he can be induced to go to work. Unless he knows definitely what is expected of him, he is inclined to do nothing.

Further, in setting these problems, it is important to keep in mind the experience of the student. "Any new knowledge offered to a child must be met by old ideas closely related to it, if it is to be well comprehended and ap-

-preciated"¹. It is useless to discuss with the student the work of the Continental Congress or the Federal Convention unless he has some knowledge of how a convention is made up of delegates, and how the delegates are chosen by the people to represent their interests in the congress or convention. It is important that the student have some knowledge of how a convention of this sort proceeds to business. Without this knowledge the student can not fully appreciate the work of the congress or the convention.

The problem should be one in which the student can be made to feel an interest. Unless he does feel an interest in the task set, his work will be more or less mechanical, because he has no motive for working out the problem set for him. It is the purpose of the method herein advocated to place the student as nearly as is possible in a situation so that he will feel the problem much as the people then concerned felt it². In history, the pupil cannot be placed in the real situation but he may be placed in an imaginary one. He can be led to feel the thrill when Patrick Henry in his speech before the Virginia Assembly uttered the words - "Give me Liberty or give me death" - and the student can be made to feel the excitement of the throng when they heard the warwhoop of the men who were disguised as Indians at the Boston Tea Party. In a situation of this kind, it will be found that the student will always be ready to uphold the position of some men and to criticise the actions of others. Present day events should

1. McMurry, The Method of the Recitation, p. 81.
2. Coursault, The Learning Process, p. 58.

be discussed in connection with the problem. If the problem in some way touches the pupil's present experience it is more probable that he will be interested in it.

The problem should be set so as to bring out the interpretation of the facts and events of history. The teacher should select a point of view which will oblige the pupil to think, to see the relations of one event to another. Students should be required to compare the past events with present day problems. For example, when a student is studying a lesson on Jackson's spoil system and the effect of this system on political conditions, he should be required to show whether the tendency, under our present political conditions, is to promote or discourage this system. Have him explain the workings of the civil service reform. Note especially the positions to which civil service applies and show how the spoils system would affect such positions. Then note, on the other hand, positions to which civil service does not apply, such as postmasters. What are the results after an election in which there has been a change in political parties?

Thus far, it has been shown how the problems were set for the class. The main underlying principle of the method of teaching history, as it has been set forth in the third chapter of this thesis, is that the subject matter should be presented in the form of problems. The question that may be raised at this point is, - what are the advantages of such a method?

First, (a definite aim or problem causes the student to center his attention on some main idea, and in this way, furnishes him a proper motive for active thinking.) It makes

him conscious of the course that he is to pursue. He knows definitely what he is to accomplish. Unless he knows in some way what the teacher is aiming to accomplish by the recitation, he is ignorant as to what he should search for. A definite aim furnishes a motive for effort¹. But, further than that, if one daily sets up objects to be accomplished and is successful in reaching them, he falls into the habit of succeeding. The teacher who daily leads his pupils to attain certain ends agreed upon, is accustoming them to success; he is developing in them proper habits of study.

Second, (a good aim becomes a standard both for the teacher and the student for judging the value of facts and events.) When all are conscious of a fixed and definite aim, they have a standard by which they can determine whether or not a certain event is worth their attention. For example, in studying the problem, To show the conditions that led up to the Declaration of Independence, the principles set forth therein, and the significance of this document², it will be found that the text³ gives an account of the battle of Fort Moultrie on the same page following the account of the Declaration of Independence. If the student is assigned a certain number of pages from the text for a lesson these two events will likely be discussed in the same recitation. On the other hand, if there is a definite aim set as indicated above, the question may be raised, - did the battle of Fort Moultrie in any direct way influence the conditions that led up to the

1. McMurry, The Method of the Recitation, p. 113.

2. See p. 46 of this thesis.

3. McLaughlin, History of the American Nation, pp. 194-197.



Declaration of Independence? If the battle did not influence these conditions this event will not be considered in connection with the problem as given above. An exercise of this kind furnishes the student excellent training in historical judgment. "The exercise of historical judgment in the process of interpretation fosters the formation of a most valuable habit of mind, - the habit of questioning appearances. This is not only an important habit, but it is of great thinking value to the non-historical student, for its tendency is to force the mind to look through appearances to reality, Every act of historical interpretation gives the mind this tendency"¹. This method furnishes the student excellent training in the selection of material. No attempt is made to cover all the ground given in the text, nor to study all the material in the portion that is covered. He learns how to use books. Instead of beginning at the first of the book and taking each lesson as it is given in the text, the pupil learns to select that material which he needs to furnish him information on the problem which he has before him, as was shown by the illustration given above on the Declaration of Independence. In studying the problem, To show the events of the Revolutionary period in their relation to the growth of the union, such events as the capture of Crown Point and Ticonderogo, the Conway Cabal, the treason of Benedict Arnold, and the capture of Andre were not considered because these events did not in any direct way influence the union of the colonies. "There are two phases of this question of historical selection"². It is necessary

1. Mace, Method in History, p. 57.

2. Mace, Method in History, p. 68.

first, to choose between the facts to be omitted and those to be considered; and second, to consider the relative value of those facts that are chosen. The manner of dealing with the first point has been shown in the discussion above. It is also important to see what was done in the case of the second. It is necessary that some events be made subordinate to others. To determine the method of doing this, it is necessary to have definitely in mind what is to be accomplished. "Purpose is essential to history, for this category alone can unify the multiplicity of human acts by giving meaning to them. The objective facts of religion and history are the symbolic guides in this interpretation"¹. After the aim or problem is clearly before the student the next important thing is to find out what facts and events are connected with the problem. It will at once be found that some events influence the problem more than others. For example, in discussing the problem that is given in the third chapter of this thesis, such events as the Albany Congress, and the First Continental Congress, are given a great deal of attention. It was through such bodies that the union began to develop. Such events as the Boston Tea Party, the Battle of Lexington, the non-importation agreement, the Navigation Acts, Writs of Assistance, etc., are important because they lay the foundation for resisting England. And it was this attempt on the part of the colonies to resist England that brought about such events as the Stamp Act Congress and the First Continental Congress. In the discussion of the problem, To show (1) how the colonies, through the Stamp

1. Coursault, The Learning Process, p. 52.

Act Congress, showed a tendency to resist the oppression of England; and (2) that, while there was no attempt at this Congress to form a union, the results that followed the Congress indicated that the interests of the colonies were gradually growing more alike and that they were keeping in closer touch with each other,¹ it can be seen how all the events, such as, the restrictions placed on the colonies, the declaration of rights, non-importation, etc. are discussed and finally summed up so as to show their true relation to the work of the Stamp Act Congress which is one of the important factors that helped to bring about a union of the colonies. It is in this way that the student learns to take what appears at first view a wilderness of unrelated facts and organize them into a consistent body of knowledge. The student is placed in a situation so that he looks for the significance of the events. He is not satisfied when he has learned the facts concerning the Boston Tea Party, the Committees of Correspondence, the Quartering Act, the Quebec Act, and the Boston Port Bill, but he is seeking to find how these events help to influence the proceedings of the First Continental Congress².

Third, it has been shown above that the problems studied in many instances overlap each other. This helps the student to overcome a great difficulty which so many meet in studying history by definite periods. For example, in studying the period of discovery and exploration from

1. See p. 40 of this thesis.

2. See p.43-50 of this thesis.

1492 to 1607, and the period of colonization from 1607 to 1760, the student so often gets a mistaken idea that these periods are hard and fast, that they begin and end at some definite time. If the student studies the periods as they are outlined in most high school texts, he will likely fail to appreciate that two or more movements may be developing at the same time. It should be made clear to him how the periods mentioned above gradually develop at the same time. For example, the settlement at Jamestown is going on at the same time that Henry Hudson is discovering New York for the Dutch. The English are colonizing the Atlantic Coast at the same time that the French are making discoveries and explorations in the Mississippi Valley. Again, the student often fails to see the relation between the history of one nation with another. However, it may be shown in the discussion of the lesson on the Stamp Act Congress how the colonists based their declaration of rights on the Magna Charta. By this method the pupil can be brought to an appreciation of the fact that the parliament of England at the beginning of the thirteenth century forced a law upon the king that affected in large measure the governmental conditions of their own country, and at the same time, set a precedent that helped to mould and influence the governmental policy of a country that was not discovered until nearly three hundred years later.

Fourth, another advantage to be noted is that (some facts and events may be considered in connection with two or more problems as was shown by the illustration above on the Ordinance of 1787.) It is in this way the student learns that not the event is the important thing but rather the significance of the

event. For example, in discussing the Ordinance of 1787 the facts were the same in both cases but its relation or significance in connection with the first problem was widely different from that of the second. After a few problems have been worked out with the student by the method indicated above, he can begin to appreciate the real meaning of history. He is able to see how many of the customs and institutions of his country have been centuries in developing into their present form. He can see how the facts and events that he has learned in former years are constantly taking on new meaning as his experience grows broader from year to year.

Another feature of this method which gives the student a better insight into the true meaning of history is to study present day events in connection with the problem under discussion. For example, in studying the Writs of Assistance, in connection with the lesson on How the Colonies resisted England the students were asked to compare the search warrant under the Writs of Assistance with a search warrant at the present time. This brings the question within the student's own knowledge. Another illustration of the same nature is to be found in the discussion of the lesson on, the First Continental Congress. The students were asked to compare the burning of the Gaspee with the blowing up of the Maine. Most all fourth year high school students can remember the great excitement that came to practically every American home with the news that the Spaniards had blown up an American battleship. It is, thus, very easy for him to imagine the situation in the colonies when the Gaspee was burned. By such comparisons, he is able to see that history is a reality, and that

the events of to-day will be the history of the future. It is in this way that the student is able to place himself in the situation so as to feel the problem much as the people concerned felt it¹.

Fifth, this method has another advantage in that through the use of it, the student can be made to feel an interest in his work. The student, as the business man, is more interested in his work when he has some definite purpose or aim in view. The artist feels an interest in his brushes, paint and canvass, because he needs them in order to paint some picture which he has in mind. The paint, the brushes and the canvass are the means by which he is able to realize the desired end. If the student is confronted with a definite problem, he is lead to feel an interest in the facts of history because they are the means by which he is able to study the problem before him.

In view of this the student's attitude toward collateral reading is changed. If five or six pages from the text are assigned for the next recitation and one or two references as outside reading, he feels that the outside reading is just so much work added to his regular lesson to make his task a little more difficult. But on the other hand, if he has some definite question before him in which he feels an interest, he searches for certain definite information in studying that problem, and he does not care whether it is from the text or from the outside reading, and further, he is not at all concerned with the number of pages to be read.

Thus far, it has been shown how the problems were set for the class and the advantages of such a method. The next

1. See p. 56 of this thesis.

and last question considered is, - what are the difficulties of working out and applying the method which has been advocated in this thesis?

In the first place, to carry out this method successfully, it is necessary to have an efficient teacher, one who is thoroughly acquainted with the subject matter; one that is familiar with the methods of setting and working out problems in history; and a teacher of a strong personality¹. If the teacher is not thoroughly acquainted with the subject matter he will become hopelessly confused in an attempt to set problems for the students. He must be familiar with the history that has gone before the period which he is studying with the class. He must also be in touch with present day topics to be able to guide the student in making comparisons between past and present events. Unless the teacher can work out these relations for himself, most assuredly he can not set a problem for the student that will bring out the connections and relations. While a knowledge of the subject matter is probably the most essential feature, it is necessary that the teacher be familiar with the methods of setting problems for the students. He must be a close observer of the interests of his students. The principles laid down in the first pages of this chapter will serve to guide the teacher in setting the problem. The interest of the student in a subject and the success of a method depends in a large measure upon the personality of the teacher. The teacher must be interested in the subject;

1. N. M. Trenholme; Lecture on the Teaching of History.

he must use tact in directing his questions to interest all the members of the class in the work.

In the second place, there has been a tradition firmly established in our schools that the teacher must cover all of the material in the text. There are a great number of teachers who still cling to this old idea, but there are those who would get away from this old plan were it not for the sentiment of the parents. The fathers and mothers often are ready to raise an objection to any plan or scheme that departs from the method by which they were taught. They are always ready to tell how much more progress they made while they were in school than the students do at the present time. Possibly a few superintendents could be found who would insist on the student's covering all the material of one text before promoting him to the next year's work. But in reality, the student becomes acquainted with more material than if he followed the subject as it is outlined in the text. He deals with material that has gone before, and with many events of the present time; he deals with material both from the text and from outside reading. It was shown in the second chapter of this thesis in the discussion on the text books that authors do not all agree upon the events to be considered, nor upon their relative importance. The author in writing a text must select material from a great mass of facts; he must decide what to use and what to omit. Why may not the efficient teacher also select such material as he sees fit?

One objection that might be raised to this is, - such a method of studying history would not serve to prepare the student to take an examination on American history should he

be required to take an examination to enter some college, or to qualify for some position. It is true that some of the most important events are omitted because they are not related to the problems that are studied in class. But granting that a number of important events are omitted, "we should bear in mind that real progress is not to be measured by the ground apparently covered, but rather by what the child actually gets in such a way as to make it his own"¹. Probably nine-tenths of the information acquired in school is soon forgotten. Would it not be a much wiser policy to learn well the ground that is covered? The facts that are learned in school are not the most important feature of the work but it is the attitude of mind, the habits of study that the student forms, which are important. He is prepared then to go out into the world, not merely to remember what he has learned in school, but to put into practice the habits which he has formed.

In the third place, objections might be raised, - that the method presented in this thesis is not in harmony with the spirit and formal methods of the school. Such a plan might be looked upon by other teachers with suspicion. The students who recite in three or four other classes in which this method is not used are likely to become dissatisfied. They have probably pursued their work in past years by beginning at the first of the book and taking so many pages each day until they have completed the text. After the students have become accustomed to such a method of study they will probably be slow or even unwilling to take up with a new method of study.

1. McMurry, The Method of the Recitation, p. 160

unless the teacher is able to arouse more interest on the part of the students than can be done by the old method. However, if the teacher can set the problems, as has been indicated above, he will find that only in exceptional cases will he fail to arouse the interest of the students. As soon as the teacher has succeeded thus far, the victory is practically won. A definite purpose together with an increased interest insures better work on the part of the student. The results which this method will bring, if properly carried out, will be sufficient to overcome any objection that might be raised by any other teacher or patron.

Appendix

Course Outlined in Brief

In the third chapter of this thesis, one of the problems which has been studied during the year was given in the outline form. The fourth chapter was a discussion of the third showing the manner of setting the problem and explaining how it was studied with the class.

In the following pages, the nine co-ordinate problems which have been studied during the year will be given in brief form. Under some of these main problems one or two problems of each day's recitation will be given; under others the main points brought out in studying the problem will be mentioned.

The first three days were spent on the geography of North America and the American Indian. This work furnished a proper background and showed the influence of these two factors on the early history of America.

1st Problem

To trace the discoveries and explorations of the European countries in America.

I Day

Aim:

To show the conditions of Europe that paved the way for the discovery of America.

II. Day

Aim:

To show (1) something of the life and work of Christopher

Columbus, and (2) how his discoveries affected conditions in Europe.

In the remaining lessons on this problem, the discoveries and explorations of Spain, France, England, and Netherlands were traced out. The problem was concluded by showing the territory in America claimed by each of these nations. Five lessons were given to this problem.

2nd Problem

To show the growth of colonization and the development of colonial institutions.

In this problem, the students were required to trace the colonization of Spain, France, Netherlands, and England. The struggle between the countries in Europe was noted as well as the struggle between their colonies in America. Further, they were required to follow the development of the colonial institutions in the New England, Middle, and Southern colonies, taking Massachusetts, Pennsylvania, and Virginia respectively as types of each group. Eighteen lessons were spent on this problem.

3rd Problem

This problem is outlined in the third chapter of this thesis. Fifteen lessons were spent on this problem.

4th Problem

To show how the government under the constitution was put into operation by the Federalists.

I Day

Aim:

To show how the three departments of the national government were first organized and put into operation.

II Day

Aim:

To show how there were two widely different ideas in regard

to the interpretation of the constitution, and how the first political parties were an outgrowth of this difference in interpretation.

This problem extended to the downfall of the Federalist party in 1800. Six lessons were spent on this problem.

5th Problem

To show how the Republican party gradually became nationalized.

In this problem, it was shown how the Republican party under the leadership of Thomas Jefferson gradually took on the principles of a strong centralized government. The conditions leading up to the War of 1812 and the effects of this war upon the spirit of the national government were noted. Ten lessons were spent on this problem.

6th Problem

To trace the rise of the New Democracy.

In this problem, the power and the influence of the common people was shown by a study of the election of 1828. The development of the tariff question was traced out, and the position of both the North and South on this question was noted. A study was made of Jackson's war on the United States bank. This problem extended through the financial panic up to the election of Harrison in 1840. Twelve lessons were given to this problem.

7th Problem

To show how the slave question brought the secession of the Southern states.

This problem began with the introduction of slaves in the colonies in 1619. The attitude of both the North and the South was noted in the organization of the Northwest Territory

and in the Federal Convention. A study was made of the conditions that led up to the struggle in 1820, the agitation over the annexation of Texas, the admission of California, the Kansas-Nebraska trouble, and the Dred Scott Decision. The problem concluded with the secession of South Carolina. Thirteen lessons were spent on this problem.

8th Problem

To show the plan of the national government of forcing the seceded states back into the union and the effect of the war upon the economic, social, and political conditions of the country.

I Day

Aim:

To show the conditions that brought about the outbreak of the Civil War. Compare the relative strength of the two parties.

II Day

Aim:

To show the purpose and the manner in which Lincoln blockaded the southern ports and occupied the border states.

It was shown how the North opened up the Mississippi River and how they finally succeeded in destroying the Southern army. The problem was concluded by showing the effect of the war on the economic, social, and political conditions of the country. A study of the political conditions prepared the student for the problem that followed. Five lessons were spent on this problem.

9th Problem

To show how the plan of Reconstruction was worked out.

I Day

Aim:

To show how the seceded states were brought back into the union.

II Day

Aim:

To show what was done with the negro.

III Day

Aim:

To show what was done with the civil officers.
Three lessons were spent on this problem.

Summary:

Introduction.....	3	lessons
1st Problem.....	5	"
2nd "	18	"
3rd "	15	"
4th "	6	"
5th "	10	"
6th "	12	"
7th "	13	"
8th "	5	"
9th "	3	"

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~~This thesis is never to leave this room.
Neither is it to be checked out overnight.~~

