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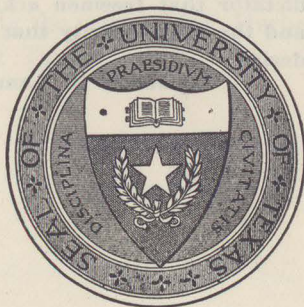
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Suggestions for the Teaching of
HISTORY AND CIVICS IN THE HIGH SCHOOL

BY

The School of History of
The University of Texas



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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston.

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

Mirabeau B. Lamar.

PREFACE

The material contained in this bulletin is largely a reprint of a bulletin of the same title written by Mr. A. C. Krey (formerly of the University of Texas). As the supply of the original bulletin was exhausted it became necessary to provide a new bulletin. This was done by revising the old bulletin. The work of revision was done by various members of the faculty of the School of History. The extensive bibliography included in the new bulletin is largely the work of Mr. Herbert Keller (formerly of the University of Texas).

SUGGESTIONS FOR THE TEACHING OF HISTORY AND CIVICS IN THE HIGH SCHOOL

The High School Course.—Where only two years are given in history in the high school, it is thought that those years should be given to General History (Ancient and Medieval and Modern). When a third course is added, it should be devoted to United States History or to a combination of United States History and Civics, the history being given in the first half with the civics in the second half of the year. English History should be the last subject added to the history curriculum, but the course should then be readjusted so that it may precede United States History.¹

The Duty of the History Teacher to the High School.—The problem of teaching history in the high school is not alone one of meeting requirements for affiliation with the State University. The first duty of the high school teacher is to the majority of the students. If this obligation is fully discharged there can be little question of affiliation with the University, for that will come as a matter of course. In view of the fact that a majority of the high school students never go to college, the task is rather one of equipping them with a certain amount of training which will be of direct benefit to them in understanding and meeting the problems of daily life. Under these circumstances, it is necessary to throw the pupils into contact with problems which they might otherwise better attack at a later date. This is an unfortunate situation, but neither university nor high school can ignore it. The public welfare demands a hearty co-operation between both institutions in order to accomplish as much as possible for the high school student.

The Aim of the Teacher.—If the teacher can say at the end of four years that his students are able to think intelligently concerning the facts of ordinary life, his duty has been fairly done. To do this the student ought to be able to read any ordinary record of common events in such a way as to understand what the

¹The following units may be offered for affiliation in the University: Ancient History, 1 unit; Medieval and Modern History, 1 unit; English History, 1 unit; American History, $\frac{1}{2}$ or 1 unit; Civics, $\frac{1}{2}$ unit. But no more than four units may be counted in History and Civics combined.

writer really intended to convey. He ought to be able to approach a public problem with an historical desire to know the truth, to apply to it all reasonable points of view, and to come to an independent conclusion based upon earnest conviction. This is an aim. To expect its complete attainment from an immature high school graduate is scarcely wise. Yet, though he cannot reach this goal until he is more mature, he can and ought to be firmly trained in this direction. He can be made familiar with the elementary steps of the journey, and can even be led a respectable distance along the right path. It is his journey, but the teacher must start him on it. This should be the conscious aim of the teacher from the first year through the last.

Aids to the Teacher.—The main aids to the teacher consist, of course, in his training and personality. The teacher who is liberally supplied with these will not find it difficult to put into practice such of the suggestions embodied in this bulletin as commend themselves to him—he will probably improve on them. One who lacks these elements will find it most profitable to try to make up at least the want of training, and to follow as many of these suggestions as possible. In the meantime there are some books on the teaching of history which will be found very helpful. The best are:

Committee of Seven, *History in the Schools*. Macmillan Company, 1904.—This little book, which embodies the report of a committee of the American Historical Association, represents the opinions of the authorities in the field, and ought to be a part of every history teacher's equipment. It can be obtained from the publishers for 50 cents.

Committee of Five, *History in the Schools*. Macmillan Company, 1910.—Like the preceding, this is the report of a committee of the American Historical Association, and is intended to consider questions which have arisen since the earlier report was issued. It is mainly useful in calling the earnest attention of teachers to the relation of the various history courses in secondary schools to each other. It can be obtained from the publishers for 25 cents.

Bourne, H. E., *The Teaching of History and Civics in the Elementary and Secondary Schools*. Longmans, Green and Company, 1910.—This is probably the most serviceable work on the

pedagogy of history which has thus far appeared. The latest edition (1910) is up-to-date and every teacher ought to have a copy. It gives a bibliography of other works of advantage to the teacher.

The History Teachers' Magazine.—This monthly publication has been issued by the McKinley Publishing Company since September, 1909. An increasing deficit forced them to discontinue it temporarily with the September issue of 1911, but the American Historical Association, at its Christmas meeting, decided to guarantee its further publication, in view of the general satisfaction which it gave to history teachers. If the former policy of taking up specific problems as treated by teachers of recognized ability and long experience is continued, it will be more than worth its price to every teacher of history. The former price was \$1.00 per year by subscription, and this price is continued to members of Teachers' Associations.

The Texas History Teachers' Bulletin.—This publication, issued in November, February and May, is the organ of expression of the history teachers of Texas. Experiences and ideals, suggestions, criticisms and questions, bibliographies, book reviews and source selections, personal items, and local news concerning educational matters in general are some of the subjects that appear in this bulletin. It is published by the University of Texas and can be obtained, together with all back numbers excepting No. 1, of Volume I, free of charge. Dr. Milton R. Gutsch, University of Texas, Managing Editor.

Other works of possible advantage are: Hinsdale, *How to Study and Teach History*, Appleton, 1894; Mace, *Method in History*, Ginn and Company, 1897; McMurray, *Special Method in History*, Macmillan, 1910.

The Plan of This Bulletin.—The suggestions which follow are grouped under the titles, Text, Assignment of Lesson, Outline, Chronology, Geography, Illustrative Material, Historical Fiction, the Source Method, the Library Problem, and the Topic. All have been drawn from the actual practice in secondary schools of this and other states and the utmost suggested under any of these titles is being actually accomplished by some high schools of our own state. Local exigencies, such as inadequate library facilities, straitened finances, and the absence of illustra-

tive material, as well as lack of training, will make it difficult for some teachers to adopt all of the suggestions here laid down. The first three subjects, however, on the text-book, assignment of lesson, and the outline, are so important that they ought to be followed by every school. Chronology and geography are also very important elements, and it is hoped that the teacher may be aided by the paragraphs on those subjects. Illustrative material and historical fiction assist the teacher in his execution of the routine work, and the value of the present suggestions will depend largely upon the resources available in each school. Those on the library problem ought to be helpful to every teacher—more where there are no reference books, less where there is already a well stocked library. Successful use of the source-method requires a considerable degree of historical preparation in the teacher, and the remarks on that subject are directed, primarily, to such teachers as have this. The discussion of the topic suggests a desirable aim which the better equipped schools are actually realizing, but schools which lack many of the facilities will have to satisfy themselves with less. Something, however, in this direction can and ought to be done by all the schools.

TEXTS

The choice of the proper text-book is one of the most important elements in the course. There are quite a number of texts in each field which are quite satisfactory in general, but even among these there is a wide choice to be made by the individual teacher. The previous preparation of the students, the presence or absence of adequate library and illustrative facilities, and the special preparation of the teacher are considerations which ought to weigh heavily in the final selection. Whereas little more than a dry outline of important facts might do very well in one place with a certain teacher, another might require a text heavily laden with illustrations and fascinating phraseology. It is therefore well for the teacher to consider all the factors carefully, and, after looking over all the usable texts, to select the most suitable.

Among the books which are used with more or less satisfaction by competent teachers are the following:

(a) For Ancient History: Botsford, *A History of the Ancient*

World (The Macmillan Company), 1911; Morey, *Outlines of Ancient History* (American Book Company); Myers, *Ancient History*, Revised (Ginn and Company); West, *Ancient History* (Allyn and Bacon); Westerman, W. L.; *The Story of the Ancient Nations* (Appleton). Robertson, J. H., and Breasted, J. H., *Outline for European History*, Part I (Ginn). Webster, H., *Ancient History* (Heath).

(b) For Medieval and Modern History: Harding, *Essentials of Medieval and Modern History* (American Book Company); Munro and Whitcomb, *Medieval and Modern History* (Appleton); Myers, *Medieval and Modern History*, Revised (Ginn and Company); Robinson, *History of Western Europe* (Ginn and Company); West, *Medieval and Modern History* (Allyn and Bacon).

(c) For English History: Cheyney, *A Short History of England* (Ginn and Company); Andrews, *A History of England* (Allyn and Bacon). Larson, *History of England and the British Empire* (D. C. Heath).

(d) For American History. it is more difficult to find a satisfactory treatment. The available texts for high schools are generally marked by one of three defects: inaccuracy, want of proper proportion and organization, and sectional prejudice. Some that are, on the whole, and with these reservations, most available are Adams and Trent's *History of the United States*, Johnston's *The United States; Its History and Constitution*, and Hart's *Essentials of American History*.

ASSIGNMENT OF LESSON

Many teachers just beginning their work find this one of their chief problems. With first year students it is very profitable to devote as much as ten, or even fifteen, minutes to the assignment of the next lesson. The teacher ought to explain any difficult passages, point out what is to be emphasized and what may be omitted, pronounce difficult names, and make clear what places are to be located on maps by the students. Such consideration usually saves much time on the part of the students, and is the means of avoiding numerous unnecessary mistakes. In the course of the explanation the teacher ought to suggest questions which will involve not mere repetition of the

words of the texts, but individual thought. This will help greatly in giving the students the proper idea that their course in history is not only reading, but actual study of the past. Some teachers make such question a regular part of the day's work and place the questions on the blackboard, so that the students may copy them into note-books. But always, especially in the first year, the assignment ought to be both clear and definite, not only as to what the students shall study, but also what they shall omit. In the more advanced work less indulgence ought to be practiced, so as to cultivate a certain amount of initiative on the part of the students. By the senior year, little more than a definite assignment of the subject of the next lesson, without much explanation, ought to be sufficient, but this state of independence should be the fruit of gradual training.

THE OUTLINE

Its Importance to the Teacher.—In the first place, it cannot be too emphatically stated that an outline is indispensable to the teacher. Good teachers of history today do not think of undertaking the year's work without having prepared a complete outline of the whole course—not only of the text-book, but of all the auxiliary work as well. In this way the task becomes a unified development in which each recitation is a definite step, instead of one of a series of disjointed entities which may land teacher and class, at the end of the year, a whole century behind their point of destination. It enables the teacher to meet unforeseen delays by hastening over some less important matter, or to adapt himself to unexpected progress of the class by working more intensely on some important period. With such an outline carefully prepared, English history will extend from the earliest times to the very present; modern history will not end with Napoleon, and the student will learn, in American history, that the events of the past are the direct explanation of the life with which he is in actual contact. This is a psychological advantage which the careless teacher loses almost entirely, and his students leave the schoolroom, feeling that history is a memory, pleasant or otherwise, as the case may be, of something which happened in the past, but which is of no direct concern to them. Such a condition is pathetic.

and need not occur even where the exigencies of the high school administration place a teacher in charge of history who is not especially prepared in the subject, for there are a great many excellent syllabi now available at slight expense. A careful adaptation of one or more of these can be used with profit until a trained teacher is procured.

A History Syllabus for Secondary Schools (D. C. Heath and Company, 1904), issued by the New England History Teachers' Association, contains careful outlines of the history work of a four-year high school course, besides selected bibliographies, suggestions as to topics, and good advice to teachers.

The Syllabus for Secondary Schools, issued as a bulletin of the Education Department of the University of the State of New York, 1910, largely repeats the outlines of the New England Syllabus, but has in addition an outline of Civics and Economics.

A Syllabus of European History, including ancient, medieval and modern history, issued by Professor Laurence M. Larson and a committee of the Illinois State History Teachers' Association, contains, in addition, topic references, suggestions as to map work, and a select bibliography. A more detailed list of syllabi may be found in the *History Teachers' Magazine* of December, 1909.

The Importance of the Outline for the Students.—Careful and logical analysis of the subject is of fundamental importance. History study can give its students few things of greater importance than the ability to see clearly the sequence of cause and effect in human affairs, and nothing so surely develops this as continuous training in outline making. The teacher will find it advantageous to proceed gradually in teaching the students to outline. In the first year he may place on the blackboard a brief outline of the text-book assignment for the day, or as he gives the class some additional material, put a simple outline of that on the board as he proceeds. After the class has become accustomed to the consideration of an outline along with the recitation, he should have the students themselves outline simple assignments in the text, or have a student present orally some additional, interesting information, on the basis of an outline on the board. The outlines ought to be carefully considered in class, and the corrections should be clearly explained.

Thus the work should continue, the teacher doing the bulk of the outlining, the students doing the more simple parts of the work under the careful correction of the instructor and of each other. As their ability develops, more difficult tasks can be assigned. By the end of the second year the pupils ought to be able to analyze and outline almost any chapter in the text as well as of the simpler reference readings. Written outlines ought still to be the rule in the third year, with the teacher still doing the most difficult parts of the work.

A simple device, used by some teachers, is to have the outline of the day's lesson written on the blackboard before the recitation. This is copied into note books by the students while the teacher checks up the class roll. In the third year different members of the class are assigned the text outline on succeeding days. The outline is placed on the board, and as the recitation proceeds is corrected by teacher and students, the corrections being duly inscribed in the note-books. As the class becomes more proficient, the teacher gradually dispenses with blackboard outlines, but each student still keeps his own outline in his note-book, which the teacher examines from time to time and corrects. Outlines of additional information furnished by the teacher, or of an oral topic by a pupil, are entered during the recitation. During the senior year this method is gradually changed to one of oral outline—the student being expected to have made a clear analysis of his material, and to recite accordingly—and the students are expected to be able to read not only a few pages, but whole chapters without missing a single important point presented by the writer.

The Object of the Outline.—Leaving aside the value which the outline gives in the matter of perspective and the slight amount of synthetic practice afforded by fitting several accounts into a single outline, the student is trying, primarily, in this matter of analysis, to understand a narrative as the author intends that he should, and to gauge the relative importance of various facts from the point of view of the writer. This should not be impossible of attainment, yet a notable English scholar has criticized the Americans on the ground that they do not get more than a fourth of what they read on the printed page. If his criticism is just, the teachers of history must carry no small amount of

the blame, and they can best absolve themselves of the blame by rigid insistence on well-considered outlines. Needless to say, such training is valuable to the student not only for his work in history. The power of logical analysis thus acquired ought to form a basis for logical thinking in dealing with all similar matter, both in school and afterwards.

CHRONOLOGY

Importance of Dates.—Perhaps one of the most certain tests of accuracy in history training lies in the students' knowledge of the time and place of historical events. The importance of these needs little emphasis here. The problem is rather one of making their importance clear to the student. Psychology has demonstrated the wastefulness of the old system of memorizing dates for the menemonic value of the exercise. Each date should be a peg on which to hang historical events. 490 B. C. becomes a convenient pivot around which to fix the history of the Persian wars. The whole confusing series of the Barbarian Invasions may be grouped around the dates at which they reached the city of Rome. Visigoths 410, Huns 452, Vandals 455, Ostrogoths 493, and the Lombards at the end of the sixth century. From these dates each of the invasions may be traced backward to its starting place and forward to the place of final settlement. Numerous other illustrations might be suggested, but by the use of such chronological bases the student will remember the facts and dates because of their relationship, and not each for itself. The associations ought to be so firmly fixed that, given one of a series, the student will readily reconstruct the whole series in its proper time and place. This ought to be rigidly practiced. An occasional rapid fire question drill will impress upon the student's mind the fundamental importance of accuracy in these relations. The excitement of the method will make its use both stimulating and profitable.

Chronological Devices.—Various devices have been invented by ingenious teachers, to fix clearly in the mind of the students numerous historical relationships. Synchronous charts, time maps, graphs, chronological outlines, and blackboard representations are used to present the facts of history more graphically. Some of these have been described in various num-

bers of the *History Teachers' Magazine*, and a careful study of them will suggest many other similar devices to the resourceful teacher. Among the chronological compendiums, Ploetz, C., *Epitome of Universal History* (newly revised, Houghton, 1909), is still the most popular. George P. Putnam's *Tabular Views of University History* (Putnam, 1907), is likewise a very convenient collection of dates.

GEOGRAPHY

The Importance of Geography.—The makers of dictionaries have not yet invented a word to describe the sin of place confusion, as they have that of time, but there ought to be one. When a student calmly assures us that Elbe was a famous Roman general, or that Constantinople is located in the northern part of England, it is, to say the least, discouraging. Such facts are not only historically important, but ought to be matters of general contemporary information. Most high school freshmen, it may be presumed, have had an elementary course in the geography of the world. With the present larger political divisions of the world they ought to be familiar, and this will offer a convenient basis for localizing historical names as they occur in the text. There ought to be a few large wall maps in the school, and with the beginning of the first year the teacher ought to set the example of pointing out the locations on the map. This can very soon be varied by letting a student go to the map and point out the location of countries, rivers, mountains, and towns as they are called off by the teacher. The teacher should supplement this exercise by having the students fill in outline maps. Almost all text-books now have a few excellent maps, and the student ought to be taught as soon as possible to appreciate their significance. He should learn very soon that he is expected to know the location of every place mentioned in the text. Important physical features ought to be emphasized.

Geography Not a Thing Apart From History.—The great danger in geographical work lies in the possibility that the student may regard it as something apart from his history—a danger which is invited by setting aside certain days for geographical work alone. It is much better to have the geographical drill as part of the day's lesson, or in connection with the review. The brief survey of oriental history with which the first year

begins could be very effectively reviewed by a map assignment of the Mediterranean basin, including the political divisions of the ancient empires as well as the more important cities. The use of colors would be an added incentive to the average freshman. With careful correction of these maps in the class room the student would obtain very valuable results. The review of the Persian wars should be accompanied by a map. Alexander's empire offers another opportunity. It was no accident that made farmers of the Egyptians, shepherds of the Assyrians, sailors of the Phoenicians and Greeks. The physical conditions of their respective countries left them no choice.

Influence of Geography on History.—Some beginnings can even be made in explaining the influence of physical geography in history. In connection with Greek history a relief map of the peninsula and the Aegean Sea will simply illuminate the text, showing concretely how the mountains kept the Greek states apart, retarded the development of some, hastened the opportunities of others; and how the remarkable indentations of the eastern coast and the conveniently scattered islands invited the Greeks out to sea. Such an illustration is much more vivid than the words of a text-book can ever be. Military operations cannot be studied intelligently apart from the map; and they can often be illuminated by a relief map. For example, the stages of the Persian wars in Greece, or the campaigns of Hannibal in Italy take on a new meaning when studied in connection with the topography of the country.

What May Be Reasonably Expected of the Student.—By the end of the first year the student ought to have acquired the habit of looking up the geography of every important point encountered in the reading, and the ability to locate it on an outline map. The second year offers abundant opportunity for map work. In fact, map work becomes an absolute necessity for such a topic as the barbarian invasions. The expansion of the Frankish domain from Clovis to Charlemagne on one map is an exercise of a different kind. Occasion for map making is offered throughout the second year by the kaleidoscope changes in political geography. English history offers an opportunity for more intensive work on smaller localities, showing the influence of various physical factors. This is even more true of Amer-

ican history, where early settlements trickled inland along river valleys, where mountain passes become main highways, and cities grew up at the confluence of commercial streams. The increased interest in the recent study of geography has placed numerous aids at the disposal of the teacher. Every school ought to have a set of good wall maps whose features are clear to students in their seats. The Kiepert maps (Rand, McNally Company), the Spruner-Bretschneider (Perthes), and the Rand, McNally series are some of the better known of these. For high school use the Rand, McNally maps are perhaps the best, and they have the additional advantage of cheapness. Atlases for reference purposes are quite numerous. Dow, *Atlas of European History* (Henry Holt and Company, 1909, \$1.50), and Shepherd, *Historical Atlas* (Henry Holt and Company, 1911, \$2.50), are both extremely useful. For ancient history, Kiepert, *Atlas Antiquus* (Sanborn, \$2.50) is helpful, while in English History, Gardiner, *School Atlas of English History* (Longmans, \$1.25) is quite adequate. For American history there is no complete Atlas, but the Shepherd Atlas, referred to above, devotes a good deal of attention to America. Cheap and very handy atlases of European history—Ancient, Medieval and Modern—are published in Everyman's Library (E. P. Dutton, New York, 35 cents each).

Small outline maps useful for work by the students are published by Atkinson, Mentzer and Grover, D. C. Heath and Company, McKinley Publishing Company, and Rand, McNally and Company. The teacher can usually select from the catalogues the very map he desires.

On the subject of geographical influence in history, H. B. George, *Relations of Geography and History* (Clarendon Press), A. P. Brigham, *Geographic Influences in America* (Ginn and Company), and E. C. Semple, *American History and its Geographic Conditions* (Houghton, Mifflin and Company) will be found of great value to the teacher.

ILLUSTRATIVE MATERIAL

Material for Gaining Interest.—The service of the psychologists in analyzing the process whereby the student gains knowledge is utilized by the teachers of history to no small extent. The

problem of gaining the attention of the student and implanting ideas is a rather complex one. Already text-books have formed the habit of appealing to the student's powers of visualization by printing numerous pictures and maps. The modern picture postals and cheap prints of historical scenes make the same appeal. Historical landmarks and monuments of the immediate neighborhood offer other opportunities. The skill of manual training students might be applied to the manufacture of models—for example, Caesar's bridge across the Rhine. The local physical geography can be used to afford illustrations of geographical influences; for example, why is Galveston the second largest shipping port in the United States? Why is Houston a great railroad center? Why are San Antonio and El Paso health resorts? Why is rice raised in South Texas, and wheat in North Texas? And the sentiments of local newspapers can be employed to show concretely local jealousies and rivalries of the past. Then there are museums, exhibitions of coins, arms, historical curiosities, and the like to engage the attention of the student.

The Use of Such Material.—How to use illustrative material will rest largely with the teacher. There are some classical examples of the use of illustration, like the one of the teacher in France who used a model of a castle to draw from the students the whole account of chivalry and the life of the twelfth and thirteenth centuries. Many teachers have been able to make clear difficulties in financial history by exhibiting coins of the period. Even the monetary issue of the political campaign of 1896 has been somewhat elucidated by the comparison of a gold dollar and the campaign sixteen-to-one dollar. The *History Teachers' Magazine* has from time to time given other examples. The use of illustrative material to arouse the interest of the student in the study of history, to make clear some otherwise abstract fact, and to make real the spirit of past ages offers a wide field for the exercise of individual ingenuity by the teacher. No teacher can use all the devices already invented, and there remain a great many points yet to be illustrated, leaving ample opportunity for the teacher's individual ability.

HISTORICAL FICTION

The Value of Historical Fiction.—The use of historical fiction is of unquestionable value. It requires no sage to recognize

that fiction is not history, even though it uses materials of history. Imagination is a wonderful and valuable element in history, as well as in other fields, but the historical imagination is strictly limited by fact, and its chief function consists in taking given facts, reconstructing probable intermediate facts, and on this basis working out the true explanation of an event, a movement, or a period. The genius among historians is the one who can on the basis of a few established facts work out the true interpretation of an historical movement. Such interpretation, however, must stand the test of every additional fact discovered by later workers. The literary imagination of the fiction writer, on the other hand, may begin like that of the historian, with a few established facts; but on the basis of these it is not restrained from constructing any creation which the fancy may dictate, and the criterion by which the work is judged is whether it is artfully, deceivingly done. There are a few good historical novels scattered over the four fields of history which seem to have caught the spirit of the times as the historian knows it, and without distorting actual historical characters to have woven out of it interesting accounts. These may well be used to stimulate interest in the students, but since there is so much of the unusual in real life, and since historians today are writing accurate accounts in an interesting way, it is doubtful whether even these few need to be resorted to.

THE LIBRARY PROBLEM

The Importance of the Library.—The time when teachers felt and conveyed to their classes the comfortable assurance that the text-book was the embodiment of all historical knowledge and that perfection in the study of history could be attained by memorizing the words of the book has happily passed. The facts of history, even those which are important, are too numerous to permit of such convenient compression. The books which deal with the past life of man are numerous enough to stock whole libraries. It becomes, therefore, a problem of training the student to use such books to advantage. The practical character of secondary education demands an elementary training in this problem in the high school.

Utilization of the Public Library.—Where the community is al-

ready supplied with a public library the problem is not difficult. The teacher can co-operate with the librarian, suggesting new and excellent books which the library ought to have, selecting from the present stock-books which the student ought to read, and assisting generally in getting the books and the students together. The librarian can be of great assistance, too, in suggesting to students what books they can read to good advantage. This is an opportunity which arises constantly in the work of the librarian.

Where There Is No Library.—In many of our communities, however, the school is not so fortunate. Often not even ten books are available for reference purposes, and this imposes a more serious task upon the teacher—that of collecting a library. In this undertaking the teacher can benefit from the experience of others who have met the same difficulties. Of course, the first essential is to make the community aware of the need of books. This may be rather slow work, but it can be hastened by activity on the part of both teacher and students. Local patriotic societies are usually willing to apply some funds to the purchase of historical material. Such materials could be made available for the use of the students. In the same way local self-culture clubs, church organizations, and even private libraries might be levied upon. For the course in civics an immense amount of literature can be obtained at practically no cost. The local congressman would usually be willing to get all national publications which might be of service. The secretary of state at Austin will send on request the available state publications, while the governmental publications of county and city may be procured with even less trouble. Determined teachers sometimes conduct bazaars, the proceeds of which are applied to the purchase of historical material. A share of the proceeds of school entertainments might often be secured for the same purpose. Other expedients will occur to the teacher who is in earnest. The interest of the class can be enthusiastically enlisted in building up its own library—an achievement which will benefit everybody concerned, the community not the least.

What Books to Buy.—When the teacher has secured funds for this purpose, the question usually arises of how to use them most effectively. At the end of this bulletin there is a small list of

books which can be purchased with a comparatively small outlay of money. Larger selected lists may be found in some of the syllabi and books on the teaching of history. A good, critical list of books will be found in Andrews, Gambrill and Tall, *A Bibliography of History for Schools and Libraries* (Longmans, Green and Company, 1910), a book which every history teacher ought to have.

THE SOURCE METHOD

The Problem of Using Sources.—There is perhaps no more disputed problem in high school history than that of how far to use the sources. That there is a place for such material in secondary work is almost universally admitted, but how much of it is to be used, and in what manner it is to be employed have provoked almost diametrically opposite opinions from very excellent teachers. Already the market has been supplied with a variety of source-books representing different views on the subject, and from these the teacher must select according to his individual preference.

Sources May Stimulate Interest.—To arouse interest, such books are of constant value from the first year to the last. The stories in Plutarch's Lives have led countless boys to a sympathetic study and appreciation of Greek history. The stories woven originally by Herodotus for audiences at the Olympic games have lured as many into the spirit of ancient times. By a skillful use of such material, the trained teacher can inveigle even the indifferent beginner into an attitude of interest sufficient to tide him over the drearier, though necessary, portions of the work. Classical Latin literature offers many passages which can be wisely used with the first year students. To arouse interest, to make a remote past assume a real existence, are valuable services which source material may be made to perform in the first year. But such material ought to be used mainly in the class room, where the teacher can supply the setting and explain allusions. Such practice may be followed fruitfully even to the last year by selecting gradually more pointed and meaningful extracts.

Sources May Elucidate the Texts.—By careful selection the teacher can make the sources elucidate passages in the text which would otherwise escape the understanding of the student.

The attitude of the best early Roman emperors toward Christianity is made much clearer by the correspondence between Pliny and Trajan. Throughout medieval history the gradual development of knowledge and ideas can be made clearer from selected sources in a way which a text-book can scarcely accomplish. Einhard's account of life at Charlemagne's court, the account of an actual ordeal, the Abbot Martin's recital of the sack of Constantinople in 1204, a contemporary description of Luther at the Diet of Worms, Arthur Young's description of peasant life in France before the Revolution, Bismarck's account of the Ems telegram, extracts from Bede, the letters of Washington, and many other selections given in source-books on medieval, modern, English and American history, clarify and fix firmly in the mind of the student facts which he might otherwise fail to grasp.

Sources May Train the Critical Faculty.—The use of the sources to train the critical ability of the student is a much more delicate and difficult problem. Its efficacy depends to a great extent upon the teacher's knowledge of sources and his skill in making the various critical elements apparent. Professor Fling believes that rather advanced work can be done by the student, and laments the unpreparedness of a majority of the teachers to supply them with the training. Certainly something can be done. The student ought to know that history is not the creation of a literary imagination, but, to the contrary, the true account of observed and exact fact, and that the historian's greatest problem is to find out the exact facts before he can determine their real relationship. He ought to have some appreciation of the nature of the historian's material and of how the historian must proceed; for the same sort of work is demanded of the student only too soon after he leaves school.

Method of Using Sources in the First Year.—In the first year as sources are used in the class room for illustrative purposes, the instructor ought to explain who the author is, where, and when he wrote, how he got his knowledge—whether by actual observation, from oral tradition, or from other written accounts now lost. If possible a few elementary facts about the author's fitness for his task and his purpose in writing his work might be mentioned. This, of course, must come from the teacher, and must be clearly told. The utmost that may be expected of the

student is for him to recall in review some of the teacher's statements, with their application.

Method in the Second Year.—In the second year the teacher may go so far as to assign simple topics which involve the use of sources. A splendid opportunity comes in the consideration of Charlemagne where the student may be given an abstract from one of the romances of the twelfth and thirteenth centuries, selections from Einhard, an account from a modern secondary work, and required to construct his own narrative. The value of the first hand observation over oral tradition will at once be apparent. Another opportunity comes with the Children's Crusade, whose authentic sources are brief and various. All such topics, however, ought to be carefully considered in the classroom, and the teacher ought to supply the necessary information about the writers not available to the students.

Method in the Third Year.—In the third year the use of sources for topic work can be extended and here other critical elements beside time and place could be introduced. A comparison of a French and an English account of the work of Richard the Lion-hearted might be very instructive in illustrating national bias. Even better would be a comparison of the Spanish and the English attitude toward Drake, Frobisher and Raleigh. The various accounts of Henry VIII's destruction of monasteries offer a good opportunity for the display of religious bias, while the different English conceptions of Napoleon bring out very well party prejudice. Topics of this kind are valuable enough to warrant the use, occasionally, of a whole hour period. The earlier lessons of time and place of authorship can be reinforced by applying those tests here as usual, and in addition the new factors entering into the value of statements can be fixed by *modern comparisons*. In this respect the American student has a great advantage, for he comes into daily contact with almost all types of historical bias, racial, national, political, religious, sectional, family and personal. These the skillful teacher can make good use of for illustrative purposes.

In the Fourth Year.—Toward the end of the third and beginning of the fourth year source topics might be assigned to bring out family, party, sectional and even glaring examples of personal and *idea* prejudices. Here more complicated source ma-

terials may be used, such as newspapers and legal documents. In a senior topic the student ought to be able to apply all the rules of criticism which he has acquired and gain personal experience with more subtle tests.

Difficulties in Using Sources.—Obviously the use of source material as a basis for training in historical criticism has some very decided handicaps. Students of from eleven to seventeen years of age are scarcely mature enough to sense subtle distinctions of bias on the part of the author or to weigh a great many factors that demand judicious thought; to spend as much as two hours a week throughout the four years of history work might very well be considered poor pedagogical economy. During the first two years at least the training in criticism ought to be incidental to the class-room work. But at all times the student ought to be made to feel that this is an essential part of his history work, not a formal exercise apart from the regular task. Perhaps the most serious handicap lies in the fact that many teachers know too little of the sources for the various fields of history to select material wisely. Such teachers should make every effort to remedy this deficiency.

Source Books.—A more extensive discussion of the source method will be found in *Historical Sources in the Schools* (Macmillan, 1902, \$.50), a report made by a committee of the New England History Teachers' Association. Useful collections of sources will be found in the following: F. M. Fling, *A Source Book of Greek History* (Heath, 1907, \$1.00); D. C. Munro, *A Source Book of Roman History* (Heath, 1904, \$1.00); Botsford, G. W. and L. S., *A Source Book of Ancient History* (Macmillan); Davis, W. S., *Readings in Ancient History*, Vol. I, *Greece*. Vol. II, *Rome* (Allyn and Bacon); F. A. Ogg, *A Source Book of Medieval History* (American Book Company, 1908, \$1.50); *Translations and Reprints from Original Sources*. 7 vols., University of Pennsylvania; J. H. Robinson, *Readings in European History* (Ginn, 1906, \$1.50); Robinson and Beard, *Readings in Modern European History* (Ginn, 1909, 2 vols. \$3.00); E. K. Kendall, *Source Book of English History* (Macmillan, 1900, \$.80); C. W. Colby, *Selections from the Sources of English History* (Longmans, 1899, \$1.50); E. P. Cheyney, *Readings in English History* (Ginn, 1908, \$1.65); A. B. Hart, *Source-Book*

of *American History* (Macmillan, 1908, \$.60); *Old South Leaflets* (Old South Meeting House, Boston). About 200 numbers already issued, 5 cents per copy, \$4.00 per 100 copies, bound. *American History Leaflets* (Sorrell and Company, New York); over 36 numbers at 10 cents per copy. Duncalf and Krey, *Parallel Source Problems in Medieval History* (Harper & Bros.), \$1.10. For local history there is, of course, almost an unlimited amount of source material from which the teacher may make wise selections for use with the students.

THE TOPIC

The Importance of Topical Study.—The synthetic process is a no less essential, though more difficult, part of history training. This requires the exercise of personal and independent judgment on the part of the student, and therefore taxes the skill of the trained teacher to lead the student gradually from simple problems involving few factors to the more complex situations with their numerous, often intangible, elements. To inculcate in the student the habit of applying careful reasoning to the affairs of ordinary life so as to arrive at conclusions based upon honest conviction and thorough consideration is one of the most important tasks before the history teacher. In this endeavor the topic is perhaps the most effective agent.

Use of the Topic in the First Year.—Here the teacher has to consider the immature age of his pupil as well as, too often, a lack of the best reference books for this work. However, by carefully using what materials he has at hand, he may accomplish worthy results even here. In the first year the teacher can begin by making simple assignments to single books. Such assignments ought to be primarily interesting or of use to the student in his other work—for example, an Olympic meet, the battle of Marathon, a Roman legion, or one of Caesar's campaigns. The reference ought to be very definite, in order to avoid unnecessary trouble for the student at first. The reports on these topics might best be oral, with an outline on the board and with both teacher and pupils on the alert to ask questions and make corrections. Later in the year the reports might be written and the better ones read in class. Thus the student ought to realize, by

the end of the first year, that both additional and interesting material can be obtained outside of the text.

Use of the Topic in the Second Year.—In the second year the teacher can safely proceed from the mere digest of a single reference to the combination of several accounts on a given subject. The element of interest or necessary additional information which they contain ought still to be the guiding motive in the selection of topics; and the assignments ought to be very definite, stating the work, volume and inclusive pages. Gradually the assignments could be widened to include not only a single incident, but a series of connected incidents involving judgment in selection and arrangement; for example, the life of some minor character mentioned in the text-books. By the end of the year some simple criticism of authorities might even be essayed. But every new step in this work ought to be inaugurated by an oral example. A good topic might be read, and the pupils, under guidance of the teacher, might analyze it, the teacher pointing out clearly the new points involved. Differences between older reference books and modern text-books can be placed before the student in such a way as to cause him to appreciate the advantage which more recent information gives the text-book. The instructor might even go so far as to have his students recognize the difference between a popular and an authoritative account and further to recognize national prejudices in the attitude of authors.

Use of the Topic in the Third Year.—The work can be continued in the third year in dealing with English history. Here more serious bibliographical work can be assigned. A shelf should be set aside for the reference works dealing with the subject. The student ought gradually to be weaned from definite assignments, until he is able to take a title and hunt it down in the books on the shelf. He ought to be taught to note carefully the author's name, the title, volume, and page, as well as the place and date of publication of every book he uses. By this time, too, he ought to become keenly aware of the differences between secondary and source material, and between recent and older books.

Use of the Topic in the Fourth Year.—As the student proceeds into his senior year, he ought to be able to work out a

fairly adequate account of a battle, a description of an institution, an ordinary account of a war with its causes, events and results, or an elementary description of the social life of a period. On the critical side he ought to be on the alert for the more flagrant cases of racial, national, religious, sectional, family or personal bias on the part of the author. And he ought to recognize the work of a scholar in his field as more authoritative than the writings of a dilettante. With all of this should go a certain amount of sympathetic insight, a spirit of understanding, tolerance, a willingness to discount only where there are good reasons for discounting an author's estimate of a person or an event.

An Example of What Is Being Done.—In the last year, especially the latter part, the student ought to do a rather serious task in topical work either in contemporary civics or local history. This topic ought to be of such a nature as to call into play all the training which he has obtained up to that time as well as to acquaint him with new problems and new materials in the solution of an historical account. Perhaps this can be best explained by what is actually being done in one, at least, of our own high schools. In this school, in a course on local history which may be elected by the students in the last term of the senior year, each member of the class has assigned to him a specific topic on local history. The subjects are of such a nature as to permit completion within the allotted time; for example, the history of a local church or school, some local industry, the founding of a town in the county, the life of one of the early settlers, the history of some local legend, and similar topics. Upon these topics the students begin work under the guidance of the teacher. Possible sources of information are suggested. The local authorities lend their heartiest co-operation. Newspaper files for years back are thrown open to the students, county records are disclosed. The oldest living inhabitants gladly grant interviews, sites are examined, former locations pointed out. If necessary, letters are written to former citizens. In this way the material is collected. The student then proceeds, on the basis of his training, to organize his material, to make his judgments on differences and questionable facts. At all times he is free to consult his teacher or other

mature person, but the resulting composition is distinctly his. He receives due credit in his history course, and then the theme is looked over by the English instructor and receives credit in that department. As an added incentive, all compositions are triplicated. One copy remains in the school, one is given to the local library, and one is kept by the student. The greatest value of such work lies, of course, in the training which it gives the individual student, but in this particular school these amateurish researches have resulted in very valuable findings for the community.

CIVICS

The importance of the study of civics needs no emphasis. The teacher's great problem is where to teach it, whether before American history, or after it, or partly in connection with it and partly after it. There may be other alternatives, but at present there is neither a unanimous nor an authoritative opinion on this question. In general, it will perhaps best follow American history, but each individual teacher must canvass the situation for himself and decide accordingly. In that way both teacher and students will gain the best results.

The student of civics ought to give the student a clear idea of the fundamental framework of our government. In his history he will learn how this developed: in his civics he ought to gain a fuller description of the contemporary machinery of government. He ought to become acquainted with the ideals of his country, and likewise learn something about present-day problems. The course should not be a mere dry enumeration of laws and institutions. A distinct effort should be made to show the students just how the different parts of our national, state, and local governmental systems operate. This can be done by holding a mock congress, legislature, and county or town meeting. An occasional talk by some public official, and a visit to an official meeting of local authorities will prove very stimulating. In this way the student will gain the feeling that he, himself, is to take a part in moving this machinery of government, that the responsibility for its success depends in part upon himself.

For additional information to supplement the text, the various public documents of national, state, and often local governments

are available free of cost. The social side of the subject can be supplemented by a use of the periodical literature, as well as by recent works, a partial list of which is appended.

SELECT LISTS FOR SCHOOL LIBRARIES

The prices given below are list prices. Schools can usually obtain a discount of from ten to twenty per cent from list prices. It is sometimes convenient for a school to order all of its books from the same firm. A. C. McClure and Company of Chicago, and G. E. Stechert and Company of New York make a specialty of such orders. The books listed below, and almost all others that are still in print, can be supplied by them promptly and at a discount on publishers' prices. The thirty-five and fifty dollar lists are indicated in the hundred dollar lists by means of the letters (a) and (b) respectively.

ANCIENT HISTORY.

A Five-Dollar List of Material.

- American Historical Association: Report of the Committee of Five on History in Secondary Schools. McKinley, Philadelphia. 30c.
- American Historical Association: Report of the Committee of Seven on History in Secondary Schools. Macmillan, New York. 50c.
- Atlas of Ancient and Classical Geography. Everyman. Dutton, New York. 35c.
- Fling, F. M.: An Outline of Historical Method. Ainsworth, Chicago. 75c.
- History Teachers' Magazine. McKinley, Philadelphia. (One year's subscription) \$1.
- New England History Teachers' Association: A Catalogue of the Collection of Historical Material at Simmons College. Houghton Mifflin, Boston. 50c.
- New England History Teachers' Association: An Outline for Ancient History. Heath, Boston. 15c.
- New England History Teachers' Association: Historical Sources in Schools. Macmillan, New York. 50c.

Westerman, W. L.: *The Story of the Ancient Nations*. Appleton, New York. \$1.50.

A Small Library, Costing About Ten Dollars.

American Historical Association: *Report of the Committee of Five on History in Secondary Schools*. McKinley, Philadelphia. 30c.

American Historical Association: *Report of the Committee of Seven on History in Secondary Schools*. Macmillan, New York. 50c.

Bourne, H. E.: *The Teaching of History and Civics*. Longman Green, New York. \$1.50.

Bury, J. B.: *A History of Greece*. Macmillan, New York. \$1.90.

Fling, F. M.: *A Source Book of Greek History*. Heath, Boston. \$1.

History Teachers' Magazine. McKinley, Philadelphia. (One year's subscription) \$1.

Munro, D. C.: *A Source Book of Roman History*. Heath, Boston. \$1.

New England History Teachers' Association: *A Catalogue of the Collection of Historical Material at Simmons College*. Houghton Mifflin, Boston. 50c.

New England History Teachers' Association: *An Outline for Ancient History*. Heath, Boston. 15c.

New England History Teachers' Association: *Historical Sources in Schools*. Macmillan, New York. 50c.

Pelham, H. F.: *Outlines of Roman History*. Putnam, New York. \$1.75.

Shepherd, W. R.: *Atlas of Ancient History*. Holt, New York. 90c.

Libraries Costing Approximately Twenty-five, Fifty and One Hundred Dollars.

(b) Adams, C. K.: *Manual of Historical Literature*. Harper, New York. \$2.50.

(ab) Allen, J. W.: *The Place of History in Education*. Blackwood and Sons, London. 5s.

(ab) American Historical Association: *Report of the Commit-*

- tee of Five on History in Secondary Schools. McKinley, Philadelphia. 30c.
- (ab) American Historical Association: Report of the Committee of Seven on History in Secondary Schools. Macmillan, New York. 50c.
- (ab) Andrews, Gambrill and Tall: A Bibliography of History for Schools. Longmans Green, New York. 60c.
- Appian: Roman History. Translation by H. White. Loeb Classical Library. Vols. 3 and 4. \$3.
- (ab) Baker, E. A.: History in Fiction. Dutton, New York. \$1.50.
- (b) Barnes, M. S.: Studies in Historical Method. Heath, Boston. 90c.
- (b) Bernheim, E.: Lehrbuch der Historischen Methode. McKinley, Philadelphia. \$5.35.
- (b) Berry, A. J.: History and Geography. Blackie, London. 1s 6d net.
- Botsford, G. W. and L. S.: A Source Book of Ancient History. Macmillan, New York. \$1.30.
- Botsford, G. W. and L. S.: Story of Rome as Greeks and Romans Tell It. Macmillan, New York. 90c.
- (ab) Bourne, H. E.: The Teaching of History and Civics. Longmans Green, New York. \$1.50.
- Breasted, J. H.: A History of the Ancient Egyptians. Scribner, New York. \$1.25.
- (ab) Bury, J. B.: A History of Greece. Macmillan, New York. \$1.90.
- (ab) Carpenter, A. H.: College Entrance Examinations. Greece and Rome. By Author, College School, Kenilworth, Ill. 80c.
- Cornill, C. H.: History of the People of Israel. Open Court Pub. Co., Chicago. \$1.50.
- Cunningham, W.: Western Civilization. Vol. 1. Macmillan, New York. \$1.25.
- Davis, W. S.: Readings in Ancient History. Vol. 1, Greece and the East. Vol. 2, Rome. Allyn and Bacon, Boston. \$1 each.
- Dio, Cocceianus: Roman History. Loeb Classical Library. Vol. 1. Macmillan, New York. \$1.50.

- Droysen, J. G.: *Outlines of the Principles of History*. Translated by E. B. Andrews. Ginn, Boston. \$1.
- (b) Einhard: *Life of Charlemagne*. American Book Co., New York. 30c.
- Emerton, E.: *Introduction of the Study of the Middle Ages*. Ginn, Boston. \$1.12.
- Fairbanks, A.: *Mythology of Greece and Rome*. Appleton, New York. \$1.50.
- Fisher, G. P.: *The Beginning of Christianity*. Scribner, New York.
- (ab) Fling, F. M.: *An Outline of Historical Method*. Ainsworth, Chicago. 75c.
- York. \$2.50.
- (ab) Fling, F. M.: *A Source Book of Greek History*. Heath, Boston. \$1.
- Fowler, H. N.: *History of Ancient Greek Literature*. Appleton, New York. \$1.40.
- Fowler, H. N.: *History of Roman Literature*. Appleton, New York. \$1.40.
- Fowler, W. W.: *Rome*. Home University Library. Holt, New York. 50c.
- Freeman, E. A.: *Historical Essays*. 3 vols. Macmillan, London, \$6.
- (b) George, H. B.: *Historical Evidence*. Clarendon Press, Oxford. 75c.
- (b) George, H. B.: *Relations of Geography and History*. Clarendon Press, Oxford. \$1.10.
- Gibbon, E.: *Decline and Fall of the Roman Empire*. Everyman. 6 vols. Dutton, New York. 35c each.
- Goodspeed, G. S.: *History of the Babylonians and Assyrians*. Scribner, New York. \$1.25.
- Greenidge, A. H. J.: *A Handbook of Greek Constitutional History*. Handbook Series. Macmillan, New York. \$1.25.
- Greenidge, A. H. J. and A. M. Clay: *Sources for Roman History, 133-70 B. C.* Clarendon Press, Oxford. \$1.90.
- Grote, G.: *History of Greece*. Everyman. 12 vols. Dutton, New York. 35c each.
- Hall, G. S.: *Methods of Teaching History*. Heath, Boston. \$1.50.
- Harrison, F.: *The Meaning of History and Other Historical Pieces*. Macmillan, London. 8s 6d.

- (b)Hartwell, E. C.: *The Teaching of History*. Houghton Mifflin, Boston. 35c.
- (b)Heitland, W. M. E.: *A Short History of the Roman Republic*. Putnam, New York. \$2.
- (b)Herodotus: Translated by G. Rawlinson. Everyman. 2 vols. Dutton, New York. 35c each.
- (ab)History Teachers' Magazine. McKinley, Philadelphia. (One year's subscription) \$1.
- Homer: *The Iliad*. Translated by Lord Derby. Everyman. Dutton, New York. 35c.
- Homer: *The Odyssey*. Translated by William Cowper. Everyman. Dutton, New York. 35c.
- (b)How, W. W. and H. D. Leigh: *History of Rome to the Death of Caesar*. Longmans, New York. \$2.
- (ab)Jager, O.: *The Teaching of History*. Translated by H. J. Chaytor. McKinley, Philadelphia. \$1.52.
- (ab)Keating, W. M.: *Studies in the Teaching of History*. Black, London. \$1.60.
- Kingsley, M. E.: *Outline Studies in Roman History*. Palmer, Boston. 35c.
- (ab)Langlois, C. V. and Seignobos: *Introduction to the Study of History*. Translated by G. G. Berry. Preface by F. York Powell. McKinley, Philadelphia. \$1.85.
- Lewis, L. B.: *Pupil's Note Book and Study Outline in Oriental and Greek History*. American Book Co., New York. 25c.
- (b)Livy: *History of Rome*. Newly translated by Canon Roberts. Everyman. Vol. 1. Dutton, New York. 35c.
- (b)Longman's Atlas of Ancient Geography. Longmans Green, New York. \$2.
- (b)McKinley: *Illustrated Topics for Ancient History*. Edited by D. C. Knowlton. McKinley, Philadelphia. Complete set with cover, 35c.
- (ab)McMurry, C. A.: *Special Method in History*. Macmillan, New York. 75c.
- (ab)Mommsen, T.: *History of Rome*. Translated by W. P. Dickson, with a review of the work by E. A. Freeman. Everyman. 4 vols. Dutton, New York. 35c each.
- Morey, W. C.: *Outline of Greek History*. American Book Co., New York. \$1.50.

- Morey, W. C.: *Outlines of Roman History*. American Book Co., New York. \$1.50.
- (ab)Munro, D. C.: *A Source Book of Roman History*. Heath, Boston. \$1.
- Myers, P. V. N. *History as Past Ethics*. Ginn, Boston. \$1.50.
- National Educational Association: *Report by the Committee of Ten on Secondary School Studies*. McKinley, Philadelphia. 36c.
- (ab)New England History Teachers' Association. *A Catalogue of the Collection of Historical Material at Simmons College*. Houghton Mifflin, Boston. 50c.
- (ab)New England History Teachers' Association: *An Outline for Ancient History*. Heath, Boston. 15c.
- (ab)New England History Teachers' Association: *Historical Sources in Schools*. Macmillan, New York. 50c.
- (ab)Newton and Treat: *Outline for Review in Greek History*. American Book Co., New York. 25c.
- (b)Oman, C. W. C.: *A History of Greece from the Earliest Times to the Death of Alexander the Great*. Longmans Green, New York. \$1.50.
- Oman, C. W. C.: *European History, 476-918*. Rivington, London. 6s net.
- Oman, C. W. C.: *Seven Roman Statesmen of the Later Republic*. Longmans Green, New York. \$1.60.
- (ab)Pelham, H. F.: *Outlines of Roman History*. Putnam, New York. \$1.75.
- (b)Plato: *Dialogues*. Everyman. 2 vols. Dutton, New York. 35c each.
- (b)Plato: *Republic*. Translated by Harry Spens. Everyman. Dutton, New York. 35c.
- (ab)Ploetz, C.: *Epitome of Ancient, Medieval and Modern History*. Houghton Mifflin, Boston. \$3.
- (ab)Plutarch: *Lives*. Dryden's translation, revised by A. H. Clough. Everyman. 3 vols. Dutton, New York. 35c each.
- Preston, H. F. and L. P. Dodge: *Private Life of the Romans*. Sanborn, Boston. \$1.05.
- (a)Riley, F. L.: *Methods of Teaching History in the Public Schools*. By the Author, University of Mississippi. 25c.

- Robinson, J. H.: Readings in European History. Vol. 1. Ginn, Boston. \$1.50.
- (b)Robinson, J. H.: The New History. Ginn, Boston. \$1.50.
- Robinson, J. H. and Breasted, J. H.: Outline for European History. Part 1. Ginn, Boston. \$1.50.
- (b)St. Augustine: Confessions. Everyman. Dutton, New York. 35c.
- (ab)Salmon, Lucy M.: Some Principles in the Teaching of History. University of Chicago Press, Chicago. 50c.
- (ab)Shepherd, W. R.: Atlas of Ancient History. Holt, New York. 90c.
- (b)Sophocles: Dramas. Translated by Sir George Young. Everyman. Dutton, New York. 35c.
- (b)Tacitus: Historical Works. Translated by A. Murray. Everyman. 2 vols. Dutton, New York. 35c each.
- (b)Thucydides: Peloponnesian War. Translated by R. Crawley. Everyman. Dutton, New York. 35c.
- (b)Tozer: Primer of Classical Geography. American Book Co., New York. 50c.
- Tucker, T. G.: Life in Ancient Athens. Macmillan, New York. \$1.25.
- (b)Vincent, J. N.: Historical Research. Holt, New York. \$2.
- (b)Webster, H.: Ancient History. Heath, Boston. \$1.50.
- Webster, H.: Readings in Ancient History. Heath, Boston. \$1.
- West, W. M.: Ancient World. Allyn & Bacon, Boston. \$1.50.
- (ab)Westerman, W. L.: Story of the Ancient Nations. Appleton, New York. \$1.50.

MEDIEVAL AND MODERN HISTORY.

A Five-Dollar List of Material.

- American Historical Association. Report of the Committee of Five on History in Secondary Schools. McKinley, Philadelphia. 30c.
- American Historical Association. Report of the Committee of Seven on History in Secondary Schools. Macmillan, New York. 50c.
- Fling, F. M.: Outline of Historical Method. Ainsworth, Chicago. 75c.

- History Teachers' Magazine. McKinley, Philadelphia. (One year's subscription) \$1.
- Johnston, W. and A. K.: The Half Crown Historical Atlas. Nystrom, Chicago. 60c.
- New England History Teachers' Association: A Catalogue of the Collection of Historical Material at Simmons College. Houghton Mifflin, Boston. 50c.
- New England History Teachers' Association: Historical Sources in Schools. Macmillan, New York. 50c.
- New England History Teachers' Association: Outline of Medieval and Modern European History. Heath, Boston. 15c.
- Robinson, J. H.: History of Western Europe. Ginn, Boston. \$1.60.

A Small Library Costing About Ten Dollars.

- American Historical Association. Report of the Committee of Five on History in Secondary Schools. McKinley, Philadelphia. 30c.
- American Historical Association. Report of the Committee of Seven on History in Secondary Schools. Macmillan, New York. 50c.
- Bourne, H. E.: The Teaching of History and Civics. Longmans Green, New York. \$1.50.
- Fling, F. M.: Outline of Historical Method. Ainsworth, Chicago 75c.
- History Teachers' Magazine. McKinley, Philadelphia. (One year's subscription) \$1.
- Johnston, W. and A. K.: The Half Crown Historical Atlas. Nystrom, Chicago. 60c.
- New England History Teachers' Association: A Catalogue of the Collection of Historical Material at Simmons College. Houghton Mifflin, Boston: 50c.
- New England History Teachers' Association: Historical Sources in Schools. Macmillan, New York. 50c.
- New England History Teachers' Association: Outline of Medieval and Modern European History. Heath, Boston. 15c.
- Robinson, J. H.: History of Western Europe. Ginn, Boston. \$1.60.
- Robinson, J. H.: Reading in European History. 2 vols. Ginn, Boston. \$3.

Libraries Costing Approximately Twenty-five, Fifty and One Hundred Dollars.

- (b) Adams, G. B.: *Civilization During the Middle Ages*. Scribner, New York. \$2.50.
- Adams, G. B.: *Growth of the French Nation*. Macmillan, New York. \$1.25.
- (b) Allen, J. W.: *The Place of History in Education*. Blackwood, London. 5s.
- (ab) American Historical Association: *Report of the Committee of Five on History in Secondary Schools*. McKinley, Philadelphia. 30c.
- (ab) American Historical Association: *Report of the Committee of Seven on History in Secondary Schools*. Macmillan, New York. 50c.
- (ab) Andrews, Gambrill and Tall: *A Bibliography of History for Schools*. Longmans Green, New York. 60c.
- Archer, Y. L. and C. L. Kingsford: *The Crusades*. Putnam, New York. \$1.50.
- Ashley, R. L.: *The Feudal Age*. Department of History and Economics, Pasadena High School, Pasadena, California. 40c.
- Bemont and Monod: *Medieval Europe*. Holt, New York, \$1.60.
- (ab) Berry, A. J. *History and Geography*. Blackie, London. 1s 6d.
- (ab) Bourne, H. E.: *The Teaching of History and Civics*. Longmans Green, New York. \$1.50.
- Brown, H. R. F.: *The Venetian Republic*. Temple Primer. Macmillan, New York. 35c.
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