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The Texas History Teachers' Bulletin

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The Texas History Teachers' Bulletin is issued in November, February and May. The history teachers of Texas are urged to use it as the medium of expression for their experience and ideals and to help make it as practicable and useful as possible by contributing articles, suggestions, criticisms, questions, personal items, and local news concerning educational matters in general.

Address

THE TEXAS HISTORY TEACHERS' BULLETIN
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(Volume 3, No. 3, May 15, 1915)

This Bulletin is the organ of expression of the History Teachers of Texas. The editors disclaim responsibility for statements of fact or opinion herein.

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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.

SOURCE READINGS IN TEXAS HISTORY.¹

I. LIFE IN THE EARLY COLONIES

[The first collection of extracts below, describing the principal settlements in Austin's colony in 1831, is from *A Visit to Texas* by an anonymous writer. The author had purchased from a company in the United States scrip authorizing him to locate a quantity of land in East Texas. He found on his arrival that he had misunderstood the nature of this transaction and that in order to get any land at all he must settle in the country and conform to the Mexican laws—which he did not care to do. Before going home, however, he traveled considerably, and on his return to the United States published a very interesting account of his observations. The first edition of the book was published in New York in 1834. These extracts are from the second edition, published in 1836.

The letter which follows these selections gives an excellent description of how our grandfathers lived. It is taken from *A Guide to Texas Emigrants* (pp. 179-184), by David Woodman, Jr. The book was published in 1835 (Boston) by the company mentioned in the preceding paragraph to advertise the lands on which they were selling the right to locate. The lands were included in the grants to Burnet, Zavala, and Vehlein, and the company was The Galveston Bay and Texas Land Company.]

a. AS IT APPEARED TO A TRAVELER.

*Brazoria.*²—We reached Brazoria at about 5 o'clock. As the settlement of the place had been commenced but about twelve months before, little was to be looked for more than what we found. The village contained about thirty houses, all of logs except three of brick and two or three framed, and several more were building. It is laid out in squares of an eighth of an acre. The river was now about twenty feet lower than the street, but is swollen every year so much during the season of floods, as to rise nearly to the same level, and indeed sometimes overflows a part of it. The soil was here, as below, very rich bottom land, black, and 20 feet deep. It is probable that Brazoria will be the head of sloop navigation; for although the river above is for some distance deep enough for vessels of that class, its crooked course presents a great objection to proceeding any further up the channel, unless with oars. Lots of one-

¹This department is added to the *Bulletin* for the use of teachers of Texas history in the grades. Teachers who wish additional copies for their pupils should write to the History Department of the University of Texas.

²Pp. 21-24.

eighth of an acre sold at from \$20 to \$140. Brazoria is thirty miles up the river, but forty-five by its crooked course.

I took lodgings at the house of Mr. William T. Austin, . . . The house was of a very simple construction and plain materials, and may be given as a pretty fair specimen of most of the best houses in the country. I shall therefore be excused for introducing here a description of such a house, with a brief account of the manner in which we were accommodated. Two square houses, about fifteen feet apart, are constructed of logs, well fitted together by deep mortices cut at their ends, where they meet to form the corners. Each of these buildings has a door in the middle, on the side facing inwards; and the space between them being covered over by a roof, a broad passage is left, sheltered indeed above, but quite open at both ends. Add floors to the two houses or apartments, a few windows closing with wooden shutters and destitute of glass, with a place for a fire in the northern one, and a hole through the roof for the smoke, and you have a description of the principal hotel in Brazoria. The furniture was of the plainest description, and such as barely to serve the most necessary purposes of thirty boarders; for that was the number with whom I found myself associated on entering the mansion. The regular price was \$4.00 a week; and for transient travellers a dollar a day.

In so new a settlement, where much has already been accomplished, where much more is in prospect, and where everything assumes an encouraging appearance, and every person is under the excitement of animating hopes, inconveniences like these are easily overlooked. The company were cheerful, conversation was lively, our arrival brought new subjects of attraction and inquiry to all, and the time passed very pleasantly. The wife of our host, I found was an intelligent lady from New York; and her care furnished us with excellent food considering the disadvantages of the place, while her arrangements afforded us more comfort and convenience than we could have expected in a habitation so disproportioned to our numbers. Our table was set on the ground, in the open passage of the house; while our mattresses were spread at night on the floor of the southern apartment. In order to place thirty men in a horizontal position, on a space about twenty feet square, and each upon a separate bed, required no small care and calculation; yet there we laid ourselves down, as on the floor of a steamboat, and slept soundly till morning. . . .

*A Prosperous Farm.*³—Two of my fellow-passengers, who intended to visit Mr. McNeil's estate, kindly invited me to accompany them, a day or two after our arrival; and we set off

³Pp. 27, 29-30, 35-36, *passim*.

together, one pleasant morning on foot, as we had but an excursion of ten miles to perform. . . .

The fine estate which we were to visit, presented a beautiful appearance as we approached it. Before us spread an almost boundless plain, or natural meadow, a large part of which, owned by Mr. McNeil, is appropriated to grazing, and left unenclosed, with the exception of a single tract, as a vast pasture ground for his cattle. The enclosure, though it seemed to bear a small proportion to the whole estate, embraces not less than two hundred acres, and is secured from the encroachment of the cattle by a substantial fence of twelve rails.

It contains the garden, with a noble cotton field, which, the year before, had yielded a crop that sold for \$5,000.00. Even after it had been removed, one of our companions, who was from Alabama, declared there was still as good a crop then on the ground as they commonly gathered in his own State.

We directed our course towards his dwelling, which is a good log house, just on the verge of a fine grove, partly shaded by China trees, newly planted before it for ornament, and overlooking his whole domain.

We were received with great hospitality by Mr. McNeil and his family, in which we found every disposition to welcome us. They set before us the best products of the soil, which is indeed a land flowing with milk and honey, in a more unqualified sense of the expression than any I had ever seen. Our exercise had sharpened our appetites; and we were soon cheered with the sight of an excellent and plentiful meal: for our hosts, without making a single allusion to the subject, had immediately given directions, on our first arrival, that our wants should be provided for, and we soon sat down to a well-timed repast. It consisted chiefly of venison and a fine turkey, and was accompanied with excellent coffee. The daughter of our host was a very intelligent and well educated young lady, and had recently returned from the Northern States, where she had just completed her education.

After eating, we took a view of the charming scene around us. The house in which we were, constructed of logs, and on the plan common to the country dwellings of farmers in Texas, is well sheltered from the sun and the winds by the wood, in the verge of which it is situated; and when the beautiful China trees around it shall have attained a greater size, the spot will be rendered still more agreeable. The mansion fronts upon the estate: a fine, open prairie, over which the eye ranges with pleasure, no wild or barren spot occurring to interrupt the universal aspect of fertility and beauty, and no swelling of the surface being perceptible, which might in any degree interfere with the clearest view of every part. . . .

While we were looking at the fine scene before us, and hearing of the habits of the wild deer, which often come to feed among the oxen, Mr. McNeil discovered one at the distance of a mile, and directed that his huntsman should be sent to shoot it, supposing that we might wish to see the execution of a task which at least one of our party had lately begun to regard as not a very simple one. The hunter made his appearance, and prepared to perform his duty. He was a short, copper-colored, straight-haired man, in a tight buff deer skin dress, mounted on a fiery little horse, and armed with a rifle, being the first Indian I had seen since entering Texas. We were informed that he is kept by Mr. McNeil for the sole purpose of supplying the family with game; and this he furnishes in such quantities, that a large share of all the food eaten is of his procuring. To him we had already been indebted for the fine dish of venison on which we had dined. At the command of his master he set off at a quick rate, towards the spot where the deer was grazing in apparent security, among a number of cattle, but by such a direction as to get to the windward. As he proceeded rapidly along the prairie his size seemed to diminish, but we kept him in view, occasionally casting an eye at the object of his mission, which appeared like a very small animal from the distance at which we stood: probably about three miles.^a As the hunter came nearer and when there was some risk of his being observed by the deer, he dismounted, placed himself on the side of his horse, opposite that which was towards the object of pursuit, made him proceed in the same direction, keeping cautiously on the watch. Thus he gradually stole on, until he was within fair shot of his mark: then pointing his piece, the smoke rose, and the deer fell, and in a moment more he had it thrown across his horse, and was returning rapidly towards us with his prize.

*Harrisburg.*⁴—The surface around Harrisburg is of that kind which is called a "rolling country:" that is, it lies in gradual swells of moderate elevation, which present a constant variety of scenes, as the traveller changes his point of view at almost every step. The land was not very good, but the cornfields in some places looked very well. The forests are composed of pine and oak trees, the latter of which may be compared with that of the northern States for quality, but the pine is inferior. At this place was the only steam saw-mill at that time in the country. The engine works also a flour mill, where one-fifth is taken for toll. It was found very profitable, although not worked with proper attention to economy, as the lumber is admitted into all the Mexican ports without duty, while from the United States it was almost excluded. They did not heat the boilers until after

^aThere is some discrepancy between this and the statement in the fourth line of this page.

⁴Pp. 62-63.

breakfast, and emptied them daily at sunset. The price of boards was \$40 a thousand. The mill is on Buffalo Bayou, about thirty miles from the Brazos river, and is accessible to vessels drawing five or six feet of water. The timber, yellow pine and oak, is floated to the mills.

Three vessels were there on the 1st of April (1831), waiting for loads of lumber for Tampico and Matamoras. Mr. Harris told me he had orders for more than he could supply. They might saw from three to five thousand a day with proper industry.

The town had its name from Mr. Harris, the owner of the mill. It contained only about twenty houses, built almost entirely of logs, with only two or three frame dwellings, and being laid out without much regard to regularity. The house at which we lodged was very well kept. Though a log house, our room was well furnished. The situation of the village I judged to be rather unhealthy.

*Anahuac.*⁵—It was Saturday, the 26th of March, when we reached Anahuac. It is a spot which had been recently occupied as a military post, at General Teran's order, by his second in command in the eastern military department of the Republic, Colonel Bradburn, with about a hundred soldiers. It had before been known as Perry's Point, and now received the name given to the city of Mexico by the original inhabitants of the country. The situation is pleasant, at the north-eastern corner of Galveston Bay, on the verge of the prairie, where the bank descends abruptly to the water, about thirty feet; and looks upon the bay, which spreads out about twenty miles across, and sixty miles south, where it communicates with the Gulf of Mexico on both sides of Galveston Island. The seven mouths of Trinity or Trinidad river open into the bay near this corner, and would offer important advantages of navigation but for the bars, on which the water is sometimes too shallow even for row boats. The tides are very small, but are sometimes considerably increased by strong southerly gales, which also occasionally render the water too brackish for use. We found fifteen or twenty log houses and huts, and seven poor shops, with the building erected as barracks for the garrison. This was about one hundred and fifty feet long and twenty wide, with the Colonel's quarters at one end and the guard houses at the other.

The country in the rear, perfectly level, generally green, and beautifully variegated with groves and islands of trees, has a poor soil, of that sort which is called hog-bed prairie; but yet it is capable of producing considerable crops, even with the least possible labor. Indian corn, if merely dropped into holes,

⁵Pp. 78-80.

made with a stick, will grow and yield pretty well even without hoeing. There are very few inhabitants in this vicinity, and these are principally settlers from the United States, who have large scattering estates, and confine their attention almost exclusively to raising cattle. There is one estate a little off the road by which we came, which we had passed without observing, and another some miles south-eastward from Anahuac. The former belongs to Mr. Taylor White, who has three thousand head of cattle. These are fed upon the prairies, which extend for many miles eastward from his residence on the way to Nacogdoches. For the live stock a market is found at New Orleans; and drovers annually visit this part of the country to purchase cattle, which they take back in great numbers.

Sugar and cotton flourish on proper soil. Judge Williams, who has an estate on Trinity river some miles up, the previous year raised cane enough to make forty hogsheads of sugar of fine quality. The ribband cane requires to be planted every three years. The Creole cane will continue to grow from the roots for ten or fifteen, and is but little inferior to it.

*San Felipe.*⁶—At length we arrived at San Felipe. . . . We found there were two public houses in the place, and stopped at Whitehouse's where we lodged. In the morning we had an opportunity to look around us.

San Felipe de Austin, (St. Philip,) stands on the west bank of the Brazos, at the head of boat navigation, and on ground about 40 feet above the surface of the water when at its usual level. . . . The village, as was naturally to be expected, presented nothing fine or particularly interesting. It contains about fifty houses, all built of logs, except one, which is framed and very comfortable. About a mile distant is the residence of Mr. Williams, the secretary of Col. Austin, from whom are obtained the land titles conveyed to settlers. Several wagons and other carriages which I observed in the street gave an air of business and thrift which I had not before seen in Texas.

At the inn I found twenty or thirty men who had come from different quarters in pursuit of places to settle. These persons, commonly called land-hunters, were almost all from the United States, and generally from the South Western States. I saw one, however, who had come from Ohio, and was inquiring for a tract on which he might undertake with advantage the raising of sheep. Among these strangers I found a number of very intelligent men: but I learnt that a portion of them had fled from justice, or as they chose to call it, from law, in their own country. Notwithstanding this state of things, however, the good of the public and of each individual is so evidently de-

⁶Pp. 190-195.

pendent on the public morals, that all appear ready to discountenance and punish crimes. Even men who have been expatriated by fear of justice, are here among the last who would be disposed to shield a culprit, guilty of a crime against life or property. I can say more; for, if I may judge from evidences of general honesty and confidence between man and man, I should think money would be as safe without lock and key as in our own country. I am confident that if stores were left in some parts of the United States without a watch, and exposed as many are in Texas, they would be robbed one of the first nights. The province having been until recently left without any regular courts, and being still very imperfectly provided for in this way, the inhabitants have thought it necessary in many cases to take the administration of punishment for public crimes into their own hands. Their inflictions, if not always the most just or judicious, are very apt to prove efficacious. In Brazoria, about the time of my visit there, a man strongly suspected of robbing a store, (and probably guilty) was taken, whipped, and cropped, without judge or jury, and turned off to find his way out of the country as he could but without any resort for satisfaction if he had been innocent.

In civil causes a process not less simple, but far more amicable and humane, was for a time pursued, especially in the infancy of the colony. I heard it spoken of as a thing within the knowledge of every body long enough a resident of the country to remember it, that when differences arose between men about property, the custom was to refer it to Colonel Austin, who merited and enjoyed the entire confidence of the inhabitants. In case of peculiar stubbornness or passion, on one side, such as often hurry men into violent, protracted and expensive lawsuits, he repeatedly effected a reconciliation and arrangement by sitting for an hour on a log with the excited party, and conversing in such a manner as to allay his passions and convince his judgment.

There was at San Felipe an ayuntamiento, or council, an alcalde, or chief civil officer, and several persons of some education, who performed the part of advocates, much on the principles of the laws of the United States. Men accused of high crimes were, however, made over to the Mexican authorities, at the seat of government of the state of Coahuila and Texas. Two men were at San Felipe under a charge of murder, under keeping and restraint, but were allowed to move about the village.

A few native Mexicans were settled in this part of the province, and I witnessed one afternoon a Spanish fandango danced in the open air by a party of these people, evidently of a low class. There was nothing worthy of particular remark in the style of the performance; and the music, which was that of a

violin, was poor indeed. A billiard table was publicly kept in the place, and found players even among such a limited population. . . .

There were several small stores in San Felipe, their stocks of goods being brought from New Orleans through Brazoria, chiefly by land, as before remarked. Most of the inhabitants of the town have lands in the vicinity: the terms offered by the Mexican Government through the empresarios, here as well as elsewhere in the province, being extremely tempting to those who can submit to the laws of the country. Here were many persons who had come into possession, with good titles, of beautiful estates, merely for occupying them, and paying the expenses of surveying, recording, &c., altogether not exceeding one hundred and fifty dollars. Single men are thus found, in the enjoyment of their quarter leagues: more beautiful and fertile, as well as more extensive, than some old family possessions of Europe, which have been objects of envy from age to age; and by merely becoming a married man, each is entitled to an addition of three times as much more, instead of becoming by that measure, as in many other parts of the world, almost of necessity a beggar.

b. AS SEEN BY A SETTLER.

CLOPPER'S POINT (San Jacinto, Galveston Bay),

August 16, 1834.

My Dear Father and Mother,—I am sorry to inform you that Mary, after a serious illness of nearly three months and a half, died on the 24th of July. In fact, she had not been well since she left Boston; she was complaining from the time she left home, and we are all confident that her decease was in no way forwarded by, or incidental to the climate. I do not think it is more unhealthy than in Massachusetts, for we have no colds or consumptions. It seemed to be rather unfortunate for Mary that just at the time she was taken away, her prospects were better than in the whole course of her life. She was to have been married, on her recovery, to one of the best men in the country, both as a good man, and one eminent in his profession. She suffered much, but was very patient, and died like a Christian; she wanted for nothing to make her comfortable. The neighbors were very kind and were much pleased with her. Amelia [the writer's wife] has enjoyed very good health since she has been in the country, and is better pleased with Texas than I supposed she would be at first. Henry has also enjoyed very good health, and has grown very much.

After this, I shall give you some little idea of our country and prospects. Fortunately I came to Texas when I did, for the

colonization law has been altered, which is not quite, in many respects, so advantageous to colonists as when I came. The law at present is thus: every colonist selects 177 acres of land, which he petitions the commissioner to have surveyed. It is then advertised and sold at auction. The lowest price is ten dollars, and the highest bidder gets the land. One would suppose, at home, that the man would be bid over, but it is not so: the people are very anxious to have neighbors, and do all in their power to induce them to come into the country. This new law does not interfere with the arrangements the government has made with the agents [empresarios], to settle lands, so that perhaps for the length of a year, it may be possible still to secure a league or so, though, at the rate the population has increased for the last year, it cannot be possible for vacant lands to be on hand. I seriously do believe that my league of land will, in five years, be worth twenty thousand dollars. It is only twelve miles from the Bay, on the San Jacinto river, with a front of three miles and a half on the river, where there is never less than three and a half feet of water. Four fifths of it is covered with cedar, cypress, oak, and cane-brakes, which is the richest land in the world. The other fifth is prairie land, with beautiful little groves of oaks every quarter of a mile, containing, say from three to ten acres. This is the case in all the prairies in Texas, which have a most beautiful appearance. It is not so in the United States. Through the middle of the league is a running stream of water, about three times as large and deep as our brook in Roxbury. This is never dry, and has at all times sufficient water to carry a grist-mill. It is about a mile from the river, on the stream, just on the edge of the prairie, where I intend to build my house.

The prairie land is very rich; all you have to do is to put in your plough, and reap your crop. This is a decided advantage over new settlers in the United States, who have to clear their lands before they can make their crop, which is very expensive, and puts them back a year. We have had four vessels in the Bay within four weeks, two large schooners from New York, with emigrants full as they could stick: one schooner from Louisiana, with passengers; and a steam boat was here, a few days ago, from New Orleans, bound for the Brazos River, which is forty miles west of this. She is to run on that river, from the mouth to a place called Washington, about one hundred miles up. Should any person ask your advice, what part of Texas they should come to, both as regards health and opportunities to get themselves good land near the seaboard, which is a great consideration, I should advise them to come to Galveston Bay, and settle on the Trinity river, which is one of the finest rivers in Texas, and the best vacant lands.

Amelia is collecting for goods, which we are disposing of for what is considered the best property in Texas—cows and calves. She has already twenty head, and is taking them in daily for goods. The price in Texas for a cow and calf is ten dollars, so that, paying in goods, they cost her about five dollars. And, with one hundred head of cows in Texas, a man is considered independent, and so he is; for if you sit down and calculate the increase, you will find it enormous. The steers they dispose of either to the merchants in the country, or, if they have large stocks, so that they can drive themselves, say from fifty to two hundred, they drive them through to New Orleans, which is 300 miles from here. The price of a yearling here is five dollars; three-year-old, 10, five-year-old, 15 dollars, payable in goods, on which we make from one to three or four hundred per cent. A five-year-old, in New Orleans, generally brings about thirty five dollars. Takes twenty-one days to drive through, at an expense of four dollars twelve and a half cents a head, including all expenses for man and horses, if you have in your drove sixty head; if less, the expense is more in proportion; if a greater number, less. The calculation is, in Texas, that, allowing for loss of cattle by disease and other things, the increase is sixty per cent a year; so that you can easily imagine what kind of property it is. All you have to do is to keep the calves up, and the cows come nightly to them; thus the cattle are kept perfectly gentle, and you have nothing to do. It is also better property for the reason, you have no trouble with them, not even to salt them; I mean to give them salt to eat, which has to be done in the States. But not so here, as the atmosphere is salt. It is Amelia's intention to have, before the year is out, one hundred head of cows. Thus she never can want, but must accumulate a large property. She will kill none, dispose of the male cattle when she has sufficient number to drive them to New Orleans, and the heifers will so increase her stock, so that, in five years, she will have more stock than she will know what to do with. A man by the name of Taylor White, who came here about ten years ago with about thirty head, branded this year 2700 calves. Look at this! As he sold his beef cattle, he purchased cows, and by this means he increased his stock, until he has more now than he can hardly manage.

I disposed, as you will have learned, of my schooner. I lost money by her, in the long run. Should any of our friends send to New Orleans, this winter, any small schooner, which is very customary, for freight, small fishing vessels, drawing not more than five and a half feet of water, I will always give them freight for some part of our Bay. I lost all my trees which

were put on board of the vessel. I cannot account for it, as we were only twenty-two days from Nantucket. Not one came up. Of my pigs, two of the sows I lost on Galveston Island; when I arrived there, I carried them on shore to feed; they fell into a well and were drowned. These were the two I had of Bennett, the butcher. The little beautiful Byfield sow I bought . . . is the handsomest creature I ever saw. Should there be a vessel from Boston bound to Galveston Bay, send me . . . any large seeds of pumpkins or squashes; also send any thing that yourself would wish in a new country. I cannot particularize, but do remember us. I should like very much a yearling bull of the short-horned Durham breed . . . Do not forget a box of trees and currant bushes, if an opportunity offers from Boston. If you look in the *Courier and Enquirer* of New York, you will see the vessels advertised for Galveston Bay, Texas; write always by them, some of you, for we have not heard by letter from home but once since we left; and I know that there is some mistake some way. Always pay the postage on letters, or we can never get them.

As this letter is a family one, and you will say, I suppose, a costly one too, I shall write all in it that I think will interest. John would like to know what amusements we have. Tell him we can kill a deer any time we please. The prairies are full of wild turkies: I kill them often from the door where I now sit. Fish, I can catch a mess in ten minutes from now. Oysters, I can jump into a boat any time and catch a mess in a few hours. The country is covered with wild ducks in winter. The ducks are of the same species as our yard ducks. Were I to give you a description of the numbers, you would hardly believe it, they are so thick. Opossums, rabbits, and gray squirrels, the woods are full of. In fact, there are as many amusements for a person who is fond of shooting, fishing or boating, as you will find in any country.

While I was in the store, in Boston, there were a great many remnants of cotton, and one thing and another, that were of very little use. They would be very acceptable to us here. You could put them in some old box in the shop until you have an opportunity to send them to New Orleans. I shall be in New Orleans in the course of a month, when I will write you. Should you, or any of your friends, desire to make us presents, send such things as stout cotton, and, if clothing, let them be stout and strong: fine goods are of no use in this country. Collect all the peach stones that are of a choice kind, and put them in the box, when you send. I have sent in this an account against Mr. ———, which John said he could collect. If so, lay the money out in twilled cottons, such as we used for pockets when in Boston. Should you send anything for me, direct them to

the care of Messrs. J. W. Breedlove & Co., Orleans, with directions for them to keep them for me until I called for them. Put in all kinds of vegetable garden seeds (no flower seeds) that you can think of.

Some persons might ask if we are at peace with the Mexicans. We are: they are disposed to do all they can for the people, and they have a great opinion of Texas. They know well that we are at present able to defend ourselves from all the Mexicans in the world. It is calculated that, at present, we could centre at one place, in twelve days, over 5000 first rate riflemen, who could march from one end of Mexico to the other. We pay no duties or taxes of any kind, and we are not likely to, for some time. In fact, things are in a very promising state, and the people are accumulating property. All religions are tolerated, which is well for Texas. This is a new law, and gives much satisfaction to the people.

[Shortly after this letter was written its writer died, while on a trip to New Orleans. The following paragraph was written by his wife.]

"I am advised to keep my land, and take out the title, as it will most likely be a fortune for my children. I shall have to pay for my league, but shall try to have a few cows and calves left, as, after a few years, they will support me and my children by their increase. At any rate, I shall find a home in Texas, if I do not find one at the north. I suppose I could stay here now, and make a good living, but I want to see my mother and sisters. William begged me so to do: you may look for me early in the spring. But I must say, after all my trouble, I have a great attachment to Texas, and shall most likely return here again, after a while."

SUGGESTED QUESTIONS

1. Locate on the map the places mentioned in these readings.
2. Describe a typical Texas village in 1831.
3. What were the principal occupations followed by the colonists?
4. On what terms did the Mexican government grant land to colonists?
5. Compare the cost of living in 1831-1834 with that of today.
6. What did the colonists have to sell? Where did they trade? How did they get their products to market?
7. Imagine yourself a colonist and write a letter to your brother in New Orleans describing your life in Texas.

EUGENE C. BARKER.

¹In the United States at this time the government sold land to settlers for \$1.25 an acre, strictly cash.

AFFILIATION IN HISTORY.

Some member of the faculty of the School of History of the University examines every set of papers submitted by a high school in support of its application for affiliation in history. There is seldom sufficient evidence accompanying them to enable him to give an intelligent opinion. The purpose of this brief article is to let high school teachers of history know what information is desired. It is the wish of the history teachers of the University that as many high schools of the state as possible may raise the standard of their instruction in history sufficiently to warrant affiliation.

The teacher's questions and the pupils' answers in examinations are not sufficient, and, no matter how good they may be, they will be very unlikely to secure approval unless accompanied by other evidence. A brief suggestive outline of the desired information follows:

1. *Examinations.* (1) Each set of examination papers should be accompanied by a list of the questions. On the paper containing the questions the teacher should (2) indicate the length of time allowed for answering the questions, and (3) should tell whether the pupils were required to answer all of the questions or were permitted to omit one or more. (4) In case the text is not prescribed by a state law, the name of the text-book and source-book used should be given.

On the papers containing the students' answers (1) the teacher should place the grade earned by each student on the entire examination, and also the grade or percentage earned by the answer to each separate question; and (2) every error in the students' answers should be corrected by a blue, or some other conspicuous pencil mark.

2. *Supplementary Reading.* It is necessary that there shall be among the papers submitted evidence that some supplementary reading is intelligently done, that is, reading in at least a few books other than the text-book and source-book. That evidence may be in the form of outlines of specific chapters in certain books; or it may be essays, themes, or compositions, for which information has been gleaned from several books, to each of which citations should be given in the essay.

It is impracticable and undesirable to prescribe the exact amount or character of the supplementary reading. It would probably be reasonable to require as many pages of supplementary reading as there are pages in the text, or possibly twice as many. This supplementary reading should consist of portions of several books rather than the whole of one or two. In addition to the students' papers giving evidence of supplementary reading the teacher should give for each course

a list of the books in which students are required to do such reading, and should tell approximately how much reading each student is required to do.

Helpful suggestions concerning supplementary reading may be found in the numbers of this Bulletin for February, 1913, pages 39 and 46; for May, 1913, page 73; for November, 1913, pages 3 and 18; for February, 1914, pages 49 and 54; and for May, 1914, pages 81 and 114. Lists of books desirable for a high school library are usually given in text-books, as, for example, in English history, C. M. Andrews, *A Short History of England*, 1912 edition, published by Allyn and Bacon.

3. *Map Making*. Some good series of outline maps should be used, such as McKinley's, Foster's, the Ivanhoe, or the Talisman. Samples of all map work should accompany the papers. It is better to require a few maps carefully done than many carelessly done. Maps should be neat, but more attention should be paid to securing accurate historical and geographical information than to securing artistic appearance. Helpful suggestions concerning map work may be found in the numbers of this Bulletin for February, 1913, page 36; November, 1913, pages 14 and 22; February, 1914, pages 43 and 62; and November, 1914, page 17.

4. *Wall Maps, Globes, Historical Atlases*. These are very important accessories to the teaching of history, and should be continually used in every course. See this Bulletin for May, 1914, page 81.

5. *Outlines*. It should be borne in mind that the value of an outline consists more in the making than in the finished product. The copying of ready-made outlines is of little, if any, value. It is well for the teacher occasionally to prepare a sample outline for the class, or, better, to work out the outline of a chapter with the class; but except for such occasional samples the outline should be the independent work of each individual pupil. Under these conditions no two outlines will be alike (as is too frequently the case in papers submitted), even when the reading is identical. To require students to keep up an outline of the text throughout the course consumes so much time and becomes so tedious that the result is probably not worth the effort. Outlines of selected chapters or periods in the text, and outlines or synopses of supplementary reading are desirable.

There is no desire on the part of the writer of this article or the School of History of the University to dictate just how history shall be taught in the high schools. The statements that have been made are intended merely as suggestions. They have grown partly out of inquiries made by high school history teachers, and partly out of experience which teachers of history

in the University have had in examining papers submitted by high schools. It is hoped that they may aid in increasing the efficiency of high school history teaching, and at the same time assist the history teachers of the University to form more intelligent and consequently more nearly fair judgments concerning the character of the work being done in schools seeking affiliation.

WILLIAM R. MANNING.

PROFESSIONAL LIBRARIES FOR TEACHERS OF HISTORY IN SECONDARY SCHOOLS.

The following lists of material are suggestive only. They consist of libraries costing approximately five, ten, twenty-five, fifty and one hundred dollars, covering the fields of Ancient, Medieval and Modern, English and American history. Civics is included with American History. The five and ten dollar lists are printed separately. The twenty-five and fifty dollar lists are indicated in the hundred dollar lists by means of the letters (a) and (b), respectively. The best results in purchasing will be gained by ordering through general dealers, such as G. E. Stechert of New York or McClurg of Chicago. Teachers can usually obtain reductions of from 10 to 20 per cent by so doing. This discount has been taken into consideration in the compiling of the lists in this article.

Attention is called to the "History Teachers' Magazine," perhaps the most important current source of information for history teaching in secondary schools. The back files of this magazine contain a great deal of valuable material. Some of this material, however, is already difficult to obtain, because of the exhaustion of certain numbers and the rapid depletion of the files of others. Exact information as to the status of the files of the magazine can be obtained by correspondence with the publishers, the McKinley Company, Philadelphia. A classified catalogue of the material in the History Teachers' Magazine from the foundation in 1909 to date is greatly needed. Single copies of back numbers cost from fifteen to twenty-five cents each. Subscriptions by the year are one dollar to members of the American Historical, state or local associations; to others, two dollars.

The American Historical Review, the Proceedings of the American Historical Association, the New England History Teachers' Association, the Middle States and Maryland Association, the former North Central History Teachers' Association, the Mississippi Valley Association and various local associations contain information of interest to history teachers. Of recent years, the Historical Association (English) has been issuing pamphlets dealing in the main with English history, though some have been of more general interest. These can be bought in this country from the McKinley Publishing Company, Philadelphia, at from fifteen to thirty-five cents each.

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.
- Mundo, 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 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.
- 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 to 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. \$2.50.
- (ab) Fling, F. M.: *An Outline of Historical Method*. Ainsworth, Chicago. 75c.
- (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 Ori-
ental 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. Ed-
ited by D. C. Knowlton. McKinley, Philadelphia. Com-
plete 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, Phila-
delphia. 36c.
- (ab)New England History Teachers' Association: A Cata-
logue 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.
- (ab)Newton and Treat: Outline for Review in Roman 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)Kiley, 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 J. H. Breasted: 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) Westweman, 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.: *Readings 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.
- Bement 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.
- (b) Bryce, J.: *The Holy Roman Empire*. Macmillan, New York. \$1.50.
- Cellini, Benvenuto: *Autobiography*. Everyman. Dutton, New York. 35c.

- Cornish, F. W.: Chivalry. Macmillan, New York. \$1.50.
- (b) Cunningham, W.: The History of Western Civilization. Cambridge University Press. 2 vols. \$2.50.
- Davis, W. S., assisted by N. S. McKendrick: A History of Medieval and Modern Europe. Houghton Mifflin, Boston. \$1.50.
- Dow, E. W.: Atlas of European History. Holt, New York. \$1.50.
- Duncalf, F. and A. C. Krey: Parallel Source Problems of Medieval History. Harper, New York. \$1.10.
- Einhard: Life of Charlemagne. American Book Co., New York. 30c.
- (ab) Emerton, E.: Introduction to the Study of the Middle Ages. Ginn, Boston. \$1.12.
- (b) Emerton, E.: Medieval Europe. Ginn, Boston. \$1.50.
- Finlay, G.: Byzantine Empire. Everyman. Dutton, New York. 35c.
- (b) Fisher, G. P.: History of the Christian Church. Scribner, New York. \$3.50.
- (b) Fling, F. M.: An Outline of Historical Method. Ainsworth, Chicago. 75c.
- Fling, F. M. and L. D.: Source Problems on the French Revolution. Harper, New York. \$1.10.
- Foster, H. D. and S. B. Fay: Syllabus of Continental European History. 378-1900. E. P. Stoers, Hanover, New Hampshire. 60c.
- Fournier, A.: Napoleon the First. Holt, New York. \$2.
- Froissart, Sir John: Chronicles of England, France and Spain. Everyman. Dutton, New York. 35c.
- (b) George, H. B.: Relations of Geography and History. Clarendon Press, Oxford. \$1.10.
- Getchell, M. S.: The Study of Medieval History by the Library Method. Ginn, Boston. 50c.
- (b) Gibbon, E.: Decline and Fall of the Roman Empire. Everyman. 6 vols. Dutton, New York. 35c each.
- Gilman, A.: The Saracens. Story of the Nations. Putnam, New York. \$1.50.
- Green, J. R.: A Short History of the English People. American Book Co., New York. \$1.50.
- Gwatkin, H. M.: Selections from Early Writers. Macmillan, London. \$1.25.
- Harding, S. B.: New Medieval and Modern History. American Book Co., New York. \$1.50.
- (b) Hartwell, E. C.: The Teaching of History. Houghton Mifflin, Boston. 35c.
- Hassall, A.: The Balance of Power, 1715-1789. Rivington, London. 6s net.

- (b) Hayes, C. H. and L. Schuyler: Syllabus of Modern History. Lemcke & Buechner, New York. 25c.
- (ab) Hazen, C. D.: Europe since 1815. Holt, New York. \$2.50.
- Henderson, E. F. Historical Documents of the Middle Ages. Bohn. Macmillan, New York. \$1.50.
- (b) Henderson, E. F.: A Short History of Germany. 2 vols. in one. Macmillan, New York. \$2.50.
- (ab) History Teachers' Magazine. McKinley, Philadelphia. (One year's subscription) \$1.
- Hume, M. A. S.: The Spanish People. Great Peoples. Appleton, New York. \$1.50.
- Jager, O.: The Teaching of History. Translated by H. J Chaytor. McKinley, Philadelphia. \$1.52.
- Johnson, A. H.: Europe in the Sixteenth Century. Rivingtons, London. 6s net.
- Keatinge, M. E.: Studies in the Teaching of History. Black, London. \$1.60.
- Lane, Poole S.: The Speeches and Table Talk of the Prophet Mohammed. Macmillan, New York. \$1.
- (ab) Langlois, C. V. and C. Seignobos: Introduction to the Study of History. Translated by G. G. Berry. Preface by F. York Powell. McKinley, Philadelphia. \$1.85.
- Larson, S. M.: A Syllabus of European History. University of Illinois, Urbana, Illinois.
- (ab) Lodge, R.: Close of the Middle Ages. Periods of European History. Macmillan, New York. \$1.75.
- Machiavelli, Niccolo: The Prince. Everyman. Dutton, New York. 35c.
- Mason, E.: French Medieval Romances. Everyman. Dutton, New York. 35c.
- Mower, A.: The Vikings. Cambridge University Press. 40c.
- (b) McMurry, C. A.: Special Method in History. Macmillan, New York. 75c.
- Motley, J. L.: The Dutch Republic. Everyman. 3 vols. Dutton, New York. 35c each.
- (b) Muir, R.: New School Atlas of Modern History. Holt, New York. \$1.25.
- (ab) Munro, D. C.: History of the Middle Ages. Appleton, New York. 90c.
- (b) Munro, D. C. and G. C. Sellery: Syllabus of Medieval History, 395-1500. Longmans Green, New York. \$1.
- 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 of Medieval and Modern European History. Heath, Boston. 15c.
- (b)New England History Teachers' Association: Historical Sources in Schools. Macmillan, New York. 50c.
- (ab)Ogg, F. A.: Source Book of Medieval History. American Book Co., New York. \$1.50.
- Oman, C. W. C.: European History, 476-918. Rivingtons, London. \$1.75.
- Paris, Gaston: Medieval French Literature. Translated by H. Lynch. Dutton, New York. 35c.
- (b)Perkins, C.: An Outline for the History of Europe Since 1815. The College Book Store, Columbus, Ohio. 35c.
- (b)Phillips, W. A.: Modern Europe. 1815-1899. Rivingtons, London. 6s net.
- (ab)Ploetz, C.: Epitome of Ancient, Medieval and Modern History. Houghton Mifflin, Boston. \$3.
- Putzger: Historischer Schul-Atlas. Lemeke & Buechner, New York. \$1.
- Rait, R. S.: Life in the Medieval University. Cambridge Manuals of Science and Literature. Putnam, New York. 40c net.
- Ranke, L. von: The History of the Popes During the Last Four Centuries. Bohn. 3 vols. Macmillan, New York. 35c each.
- Riley, F. L. Methods of Teaching History in the Public Schools. By the Author, University of Mississippi. 25c.
- (ab)Robinson, J. H.: History of Western Europe. Ginn, Boston. \$1.60.
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