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Teaching history as a social study in senior high school

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Boston University
TEACHING HISTORY AS A SOCIAL STUDY IN SENIOR HIGH SCHOOL

Submitted by

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Defining the Social Studies.

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Chapter 1

Defining The Social Studies

1) What I mean by the Social Studies—By the social studies, I mean those subjects such as history, geography, government, civics, sociology, psychology, economics, current events, and problems of democracy, which, when taught in the right way and by the right persons, with the right objectives, will enable the young men and women of today to develop a background and acquire a fund and wealth of knowledge, with which to interpret, understand, appreciate, and enjoy the rich heritage of the past, the processes of the present, and the possibilities of the future, in order that the men and women of tomorrow, the homekeepers of our nation, the builders, and perpetuators of our civilization, will be better able to live more complete and more useful lives for themselves, their friends, and their posterity.
2) How are the Social Studies going to fit into our Senior High Schools? The social studies will fit into our high schools in a way to make the best possible adaptation and application of these subjects to the courses of study in our Senior High Schools, which will give the greatest advantages possible to the many different groups. We know that the boys and girls we are teaching in our high schools today are preparing for their life's work, that they are still adolescent, and are in a plastic stage so far as ideas and interpretations of life and the ways of life are concerned. While the pupils are still in the plastic stage they should be taught the fund of subject matter and richness of social history and philosophy which the social studies offer, in order that they may meet the problems of their social contacts with a knowledge of the history of the various problems, and an understanding of how they have evolved and worked out in the past. This will enable the citizens of tomorrow to analyze with a broader understanding, a clearer vision, and a confidence to establish the right.
No one can claim to offer the only solution for the teaching of the social studies, but one by carefully analyzing the high school and its organization, by investigating the desires, ambitions, and capabilities of the pupils, and by knowing the social background and the needs of the community, with intelligent foresight based upon sound psychological, educational and social principles can draw up a social science program, which should change with the new findings and observations in the school, social environment, and the needs of the pupils.

3) Definitions of the Social Studies--------One of the earlier standard definitions of "Social Studies" was given in Massachusetts in 1913 when the chairman of the Committee in Social Studies in his report on "Reorganized Secondary Education" said that "The term social studies is used to include history, civics, and economics." (1)

In the 1916 report on Social Studies in Secondary Education the following definition was given, "The social studies are understood to be those whose subject matter relates directly to the

organization and the development of human society, and to man as a member of a social group." (1)

In the 1920 report by the same committee it stated that "Social Studies as the term is used in this report includes sociology, economics, ethics, vocational guidance and civics, not history." (2)

The Definition of Social Science and its objectives as developed by Assistant Professor Howard Copeland Hill of the University of Chicago, in teaching at that institution is as follows:

Definition

"Social study deals primarily with human relationships. It is concerned with social environment in much the same manner as physical science is concerned with natural environment. It treats of human beings as workers and organizers, depending upon associating with one another in varied political, economic, and social activities." (3)

1) Department of the Interior-Bureau of Education Bulletin No. 28, Page 9
"As ordinarily classified, the social studies embrace economics, sociology, geography, history, ethics, and political science. As offered in junior and senior high schools, the social studies are limited usually to history and civics, with, unfortunately, only occasional provision for geography." (1)

Objectives of the social studies---------"The first essential for effective instruction and supervision is a clear understanding by both teacher and supervisor of the purposes in view. Many statements of the aims that should govern the teaching of the social studies have been made. As serviceable goals, the main ends may be summarized briefly as follows: first, to develop social attitudes and social environment; second, to inculcate an understanding of social conduct, its character, needs and problems. In a word, the end in view is to develop intelligent, unselfish, right-minded citizens" (2)

1 and 2) The Supervision of Secondary Subjects----Uhl & Others. Chapter VII. Page 305 and following pages.
"Put in more definite terms, the major aims in the teaching of the social studies may be set forth as a series of propositions:

1) "To convey an understanding of the nature of human society, especially in its aspects of association and control."

2) "To establish a sense of evidence. This necessitates an appreciation of the nature of social studies and the ways in which it is discovered. A sense of evidence involves a critical attitude toward what is read or heard. It implies a rejection of superficial opinions and unsupported generalizations."

3) "To cultivate an attitude of tolerance or open-mindedness. Tolerance is an inevitable corollary of a search for evidence. Tolerance is inherent in a genuine desire for truth. Tolerance is shown in an endeavor to understand both sides of controversial questions; it is reflected in the expression of suspended judgment."

4) "To develop a sense of continuity. A sense of continuity involves a realization of the unity of human experience, of the truth that today is the sum of all yesterdays, that no one can understand
the present except by the light of the past. A sense of continuity rests upon an evolutionary conception of life. Such a conception does not necessarily imply progress in the sense of human betterment; it will, indeed, often reveal social retrogression."

5) "To create or stimulate a liking for the social studies. The best evidence of the achievement of this objective is the voluntary reading, study, and discussion of social-studies, literature and problems."

6) "To arouse desire to develop ability to contribute helpfully to the promotion of the common welfare. But a mere statement of objectives is in itself of little value in either teaching, or supervision. The important matter is the realization of the objectives. Unless the aims are utilized constantly in conference and discussion; unless they are kept in mind in the selection and organization of material; unless they are adhered to as standards by which to evaluate courses of study, classroom procedure, and teaching technique, they will prove fruitless. When used as suggested, however, they will serve as valuable aids in the betterment of instruction." 1

1) The Supervision of Secondary Subjects-Uhl & Others, Chapter VII, Pages 305 to 307. Appleton
4) Making the Definition Complete--------In the preceding definitions of the social sciences it is noticeable that the definitions include only the subjects that are classed as the social studies. I believe that a definition of the social studies does not stop with the listing of subjects. In the correct sense the social studies should not merely mean the formal teaching of the accepted subject matter in the subjects named. Social studies to be well rounded and complete mean the teaching of these subjects by persons so qualified, and with social objectives rather than academic aims in view.

In a direct way we may state thus, social studies do not stop with the subject matter, but continue in the methods of teaching, the person teaching, the people being taught and the results.

5) The Definition upon which this Thesis is based--------In conclusion the definition of social studies that we should accept and work upon will be restated.

The Social Studies are such subjects as history, geography, government, civics, sociology, economics, psychology, and problems of democracy, which,
when taught in the right way and by the right persons, with the right objectives, will enable the young men and women of today to develop a background and acquire a fund and wealth of knowledge, with which to interpret, understand, appreciate and enjoy the rich heritage of the past, the processes of the present, and the possibilities of the future, in order that the men and women of tomorrow, the homekeepers of our nation will be better able to live more complete and more useful lives for themselves, their friends and their posterity.
Chapter 2

The Objectives of Teaching History

1) To teach the story of mankind as he has lived, as he is living, and as he is apt to live in the future.
2) To understand the past.
3) To observe and interpret the present in the light of the past.
4) With a knowledge of the past and present to work out the best possible solution for the future.
5) To point out the mistakes of the past and avoid them in the future.
6) To develop by appreciation and understanding the feeling of the fundamental likenesses of all humans.
7) To understand the common points of all religious philosophies.
8) To develop the ability to look at facts in an unprejudiced way and possess a broadmindedness leading to the most desirable results for all.
9) To obtain inspiration from the great characters of the past and present.
10) As a result of the realization of all these elements to bring about better human appreciations, understandings, sympathies, and relations, and to make a better social individual in a better society.
Chapter 2

The Objective of Teaching History

1) To teach the story of man, as he has lived, as he is living, and as he is apt to live in the future—History should look into the past, observe the making of the present, and predict the future. If history is to be studied as a complete social study it should be started from the very beginning. That beginning is the study and interpretation of the earliest possible records and evidences of life. This takes us back to the stone ages. The definite story of man starts with meager beginning, evolves through the stone ages to the development of definite early arenas of civilization along the Nile, and then along the Tigris and Euphrates river valleys. Then follow the rich civilizations of the Orient and Europe, the Dark Age, the Renaissance, the great period of expansion, and today. Walter Beach of Stanford University in his Introductory to Sociology states the idea thus: "The meaning of history in society—Moreover the community is always historical in character. By this is meant that the character of group life is what it is, in
part, because of the ideas, struggles, and arrangements of the past. No generation begins a new world, but always it enters a human life already organized, whose knowledge, laws and purposes arose in earlier times. Every incident of the past of a society becomes a factor in bringing that society to its present form and position. The difference between the historical incidents and conditions of one society as compared with another started each of them upon divergent roads, so that after the passage of ages these societies, perhaps quite similar in their remote pasts, have often become very different as a consequence of those differences of knowledge or action in their history. Without question a sympathetic understanding of one's society rests upon a knowledge of its historical aspirations, beliefs, and actions." (1)

2) To Understand the Past---------The past can be understood by an intimate study of the records and evidences of mankind, and by living in imagination with people and conditions down through the ages of history.

3) To Observe and Interpret the Present in the Light of the Past—"Today is the sum of all yesterdays." Life is continuous, the social heritage of one age passes down to following ages. History is endless. One link of history's great chain helps to make the next; one link clings to another. History repeats itself. The important facts and characters we study in past history can be shown to have some direct or indirect bearing on today. Early nations have had their downfalls because of definite reasons. Later nations have gone through the same process. Everything of history today was made possible by the work of yesterday.

4) With a knowledge of the past and present to work out the best possible solution for the future—The past has made today, thus, the past and today will make tomorrow. If today is the sum of all yesterdays, tomorrow will be the sum of all yesterdays and today. The links of history which are forged today determine the links of tomorrow. Today's happenings are to be the causes of tomorrow's results.

5) To point out the mistakes of the past and avoid them in the future—If we can learn from the mistakes of the past we can
attempt to avoid them today and do away with them tomorrow. If the individual can learn by trial and error to discard the unsuccessful and adopt the successful it is only reasonable to expect that society can be educated to the point to learn from trial and error of the past, which would enable mankind as a whole to evolve to rationalism.

6) To develop by appreciation and understanding the feeling of the fundamental likenesses of all humans--------No matter what a person's race or nationality may be he is subject to the same feelings, emotions, loves, and hatreds and is entitled to the same privileges as any other human being. All people are socially the same, and the sooner people realize that, the sooner better social relations, sympathies, appreciations and understandings, between individuals and groups will result. The right feelings for other people would mean the sympathy of one individual for another individual or one group for another group when the group is in trouble, and the rejoicing of one individual with another individual, or a group with another group in prosperity. All people are born, live and die in the same world; each person should work for the interests of all.
7) To understand the Common points of all Religious Philosophies—Religion has been one of the social elements which has led to great breaches between individuals and between social groups. Religion is a very intimate and cherished part of people's lives. The great tragedy in the past has been the lack of understanding of the other fellow's religion. People have failed to make it a point to realize that all religions are fundamentally the same, that all religions have a God, have a philosophy of right and wrong, and that they are all working toward the same end, and are trying to accomplish the same results.

8) To develop the ability to look at facts in an unprejudiced way and engender a broadmindedness leading to the most desirable results for all—History will not be a social study unless the facts of history are studied and interpreted with the idea of seeking and establishing the truth regardless of interests and feelings. Social relationships will be improved only when individuals and groups overcome their selfish prejudices, narrow-mindedness, and jealousies. This is a great task to accomplish and its accomplishment will result only after the accomplishment of other objectives.
Individuals and groups are by nature prejudiced and narrow-minded. Complete and worth-while living today, necessitates the breaking down of all barriers that might exist because of religious, racial, nationalistic or any group allegiance.

9) To obtain inspiration from the great characters of the past and the present—Any human being can be stirred to better and higher endeavors by finding something of worth-while interest in someone. With all the noble characters of history there is ample opportunity for every person to find his hero or inspiration some place. A skillful teaching of biography in our history classes will reveal to the young people the common and desirable qualities in individuals which helped to make greatness. The teaching of biography in the right way and the stimulating of the right emotions will have many advantageous effects, and results.

10) As a result of the realization of all these elements to bring about better human appreciations, understandings, sympathies, and relations; and to make a better individual in a better society—If the first nine objectives can be met in whole or in part by the teaching of history, the
subject will more than justify its worth. The realization of any of these objectives will lead to a better understanding on the part of the individual toward the social world. The individual will also be better able to understand himself. With the preceding ten points in view history becomes objective rather than subjective; history is given definite social aims and objectives to realize and accomplish. History then becomes vitalizing and dynamic. It is not fixed and set, but elastic and ever developing and changing to meet the needs of an elastic and ever changing society.

Now, if history is taught with the objective of-- --(1) teaching the story of mankind as he has lived, as he is living, and as he is apt to live in the future, (2) of understanding the past, (3) of observing and interpreting the present in the light of the past, (4) of teaching a knowledge of the past and the present to work out the best possible solution for the future, (5) of pointing out the mistakes of the past in order to avoid them in the future, (6) of developing by appreciation and understanding the feeling of the fundamental likenesses of all humans, (7) of understanding the common points of all religious philosophies, (8) of developing the ability to look at facts in an unprejudiced way and possess a broadmindedness leading to the most
desirable results for all, (9) of obtaining inspiration from the great characters of the past and present, (10) to accomplish the realization of all these elements to bring about better human appreciations, understandings, sympathies, and relations, and to make a better individual in a better society, there is no argument that can deny history every consideration possible in the making of our high school programs.
Chapter 3

Attempting to Realize Some of the Objectives

1) Two Important Objectives.

2) Learning Lessons From the Effects of Divorce on Roman Society.

3) The Framing of the Constitution of the United States as an Example of Realizing the Objectives of History.
Chapter 3

Attempting to Realize Some of the Objectives

1) Two important objectives--------I consider the following objectives important in teaching history; (1) With a knowledge of the past and present to work out the best possible solution for the future, and (2) To point out the mistakes of the past and avoid them in the future.

2) Learning Lessons From the Effects of Divorce on Roman Society---------In teaching Roman history there are a great many examples to point out in the realizing of the two objectives. Possibly one of the best examples might be stated in problem form in the following way. What disastrous results did divorce have on Rome and how might divorce affect America in the future?

The problem stated in this manner connects a social happening of the past and its results with the social happenings today and enables us to think of the possible results in the future.

The problem in order to be solved will necessitate the study of divorce in Rome and how it finally underminded the family and eventually helped to bring about the downfall of Rome.
It will be revealed that the strength of a society or a nation depends a great deal upon the strength of the family as an institution within the society or nation. Bringing the question up to the present, statistics tell us that divorce is on a steady increase in America, and we are surprised that some of our western states seem to be competing in the divorce business. We must admit that the family as an institution has declined in America since colonial times.

Now if people are going to study history and see what the prevalence of divorce did to Roman society, and realize the prevalence of divorce today, they will help to warn American society of the danger of suffering the fate of Rome unless some change is made. The problem that I have just discussed is one that I frequently use to attempt to prove to my pupils that we should study history with definite objectives in view. It enables them to see what is meant by history repeating itself. It enables them to see how we can learn from the past, and it usually leads to a discussion about the possibilities of the downfall of the United States.
3) The Framing of the Constitution of the United States as an Example of Realizing the Objectives of History—American history offers a very good example of advantage taken in a knowledge of the past and the processes of the present in order to work out the best possible solution for the future, in the organization of the Constitution of the United States. The example is made all the clearer if we compare the organization of the Constitution with that of the Articles of Confederation. Just by comparing the men who drew up the Constitution we can see at a glance what advantages the convention of 1787 had in regard to the calibre of men.

The Constitution of our country was planned and organized by as brilliant, as experienced and as capable a body of men as ever came together in a common cause. Twenty-nine of the fifty-five were men with college educations. These men were real students of history, and digging into the past, they avoided the mistakes of others and brought forth the great workable principles of government from the earliest of ancient nations up till their own times and set them to work in our present principles of government.
"They drew their inspiration from the history of their own time, from the experience of themselves, and their fathers in America and England, and from their reading of the political theories from Aristotle and Plato to Harrington and Locke." 1

They were men who were scholars of the history of the past, men who had by study or experience the chance to see the earlier organized state governments work out. All these things were not true of the people who drew up the Articles of Confederation. They lacked the scholarly background and practical knowledge and experience of America's most distinguished assemblage of men. The men in the convention of 1787, true scholars of history as they were, built upon their knowledge of the past (not only of America but of the ancient nations of the world,) and their distrust of the present, to bring about a better future, the hope for which they expressed in the preamble of the Constitution. "We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity,

1) Southworth, "The Common Sense of the Constitution." Page IX.
provide for the common defense, promote the
genral welfare, and secure the blessings of
liberty to ourselves and our posterity, do
ordain and establish this Constitution of the
United States of America."

In this spirit of 1787--1789 the mistake
of a poor instrument of government in the form
of the Articles of Confederation was avoided.
The possibilities of a bloody revolution or a
civil war were done away with. We were not to
suffer as nations of the past had suffered when
their instruments of government as well as
their forms of government had to be changed. The
United States had gone through a "Bloodless Re-
volution." The country's instrument of government
as well as its form of government had been changed
without shedding blood.

Today as we look back upon the Constitution
we can marvel at its greatness, and with Glad-
stone can say, "The American Constitution is the
most wonderful work ever struck off at a given
time by the brain and purpose of man."

The teaching of the Constitution of the
United States in this way has helped me in point-
ing out to my pupils that (1) history studied with
a knowledge of the past and present can bring about a better future, and (2) that pointing out the mistakes of the past, and avoiding them in the future, will bring about a still better future.
Chapter 4

To Understand the Common Points of Religious Philosophies by Teaching Religion in History

1) Statement of the Situation.
2) Where can Religion be taught?
3) Advantages in Teaching Religion.
4) Reactions to my teaching of Religion.
Chapter 4

To Understand the Common Points of Religious
Philosophies by Teaching Religion in History

1) Statement of the Situation

About us we see many people who have not the same social heritages as we. They have different customs, different traditions, different languages, different social standards and religions. These people are all thrown into a common society and we have been able to observe and realize the consequences. Now, if these people with different religions are to be thrown into the same society we must recognize the fact that a problem exists. I should like to state the problem thus: What in the education and training of our young folks today will bring about the desirable broad-mindedness, which leads to an understanding, sympathy, and appreciation which will bring about individual and group respect for the social heritages which are not ours?

2) Where can Religion be taught?

First of all we must ask where this religious education and training can be given and the answer is the public school, because there is no other
institution in our American society which has the problem so close at hand and as well equipped to meet the problem. People of many religions work and live in the same community. Unless there is a common meeting place somewhere, unless there is a common religious understanding, sympathy, and appreciation, American democracy will be seriously handicapped.

The child in his early youth is brought up in the strict teachings of his own faith, during which time he has ample opportunity to develop a love and devotion for it. It is safe to say that by the time the child arrives in high school his religious attitudes are pretty much fixed for the rest of his life. At this time the child is widening his ever increasing horizon of social contacts. He is becoming a more active member of society and is beginning to meet people of many different faiths and religious philosophies. Now, for the child's own good and for the good of society I believe he should be exposed to the teaching of religion in its broad sense, in order to have a better appreciation for his own religion, to understand the common end of all religions, to realize how much alike all religions are, and to
appreciate the religious philosophies of other peoples. The high school history courses and especially the ancient history course should teach the religions of the peoples they study. In the ancient history courses as developed in our high schools today, we have an excellent opportunity to expose the young folks to the religions of, (1) Primitive men, (2) The Indians, (3) The Chinese, (4) The Egyptians, (5) The Babylonians, (6) The Persians, (7) The Greeks, and (8) The Romans. We could develop in a beautiful way the philosophies of Brahmanism, Buddhism, Judaism, Confucianism, and Christianity, and after we finish, marvel in the beauty of these religions and be surprised that after all they are fundamentally the same.

3) Advantages in Teaching Religion---------The advantages in teaching religion in the ancient history classes are highly cultural and enlightening, as well as broadening. In mere items of knowledge for use in later life the teaching is worthwhile. Society will profit immensely by this teaching as it should lead to a better understanding, sympathy and appreciation of other religions, and the peoples of the other religions.
The school is the only unit of our society which brings together such a multiplicity of people of different religious faiths. It is the most democratic of American institutions. It is made up of the flower of society, the manhood and womanhood of tomorrow. It is, then, the duty of the school to give teachings which will accomplish the many good things that the teaching of religion will.

In an ancient history class, made up primarily of freshmen in the senior high school, I gave much attention to the study of the religion of the various ancient peoples. About a month after we had finished the subject of religion, I gave a week end assignment of writing a short essay in the subject, "What the Study of Religion in Ancient History has done for me." The writing on the papers could be disguised and the pupils were not supposed to write their names on the papers. I would not know who wrote the papers. I told them I wanted their most personal reactions of their clergy and the folks at home. The results as indicated from reading the papers were most pleasing and interesting, and if they could be taken in any way as a gauge of what was done, and the possibilities of what will result from the teach-
ing, both to the benefit of the individual and to society, I feel that my humble efforts will be nobly and bountifully repaid.

I shall now proceed to give significant quotations from some of the papers as they were passed into me.
4) Reactions to my Teaching of Religion

What the Study of Religion Has Done For Me

Quotation 1

"The study of religion has done a great deal for me. It shows how religion is reflected on Ancient History. It has led me to a better understanding of my own faith. It has led to a better understanding of other faiths. It has taught me to respect other religions and to consider them. It has added to my interest and fund of knowledge. It has made me interested, to want, and know more about other religions. It has made me more broad-minded."

Quotation 2

"The study of religion in Ancient History has shown me more than anything else, the common basis upon which all religions are founded. No matter what one's faith may be the idea of one supreme God persists."

"The golden rule "Do unto others what you would have others do unto you," a religion in itself, has been quoted by every religious leader at some time or other. Confucius, the religious teacher of the Chinese, told it to his followers 500 years before the coming of Christ."
"Before the study of religion in Ancient History there were many facts about my religion, of which I was not aware. Now that I am familiar with them I have a deeper reverence and appreciation for my religion."

Quotation 3

"Ever since starting talk about religion, and asking questions about it, during the Ancient History period I have learned different things that I never knew before regarding my own faith and other faiths."

"Before talking together with my teacher and the other pupils, my beliefs were that any other faiths other than my own were entirely different. But now I can see thoroughly that it is all about the same, centered around the same God only taught in different churches, in a slightly different way."

"Many things that I thought foolish in other religions, I can see are not any more foolish than points in my own. Reading about other religions such as Chinese, Japanese, Greek and others, I can see that it is perfectly possible to believe in some of the things that they do, as well as some things similar that we do. Therefore, the reading and talking about Religion has done me a world of good by making me understand and appreciate
far more than ever before my own religion of Christianity. And I sincerely say that if the studying of Religion with Ancient History has done as much for others as it has done for me, I heartily recommend its being continued."

Quotation 4

"I approve of the study of Religions in schools. I think it broadens a person's mind, also it is a very interesting subject."

"In our study of the religions of different peoples and their countries I have been greatly influenced in the study of my own religion in a more favorable and pleasing way."

"Studying religions has a certain tendency to bring the good points to sight and to better wrong ideas which we have."

"In my way or opinion of thinking a great barrier between peoples of different religious beliefs is because of the noticeable fact of the ignorance of the other fellow's creed."

"Misunderstanding between peoples is usually because of their lack of knowledge of other religions."
Quotation 5  

"The study of religion in Ancient History led me to develop love and admiration for the Jewish people. When we think of what the Jews have given Christianity in the way of religious gifts we cannot help but have great admiration for them. It it were not for the Jews we would not be apt to have the well established philosophy of monotheism such as we have today. The Old Testament is a purely Jewish contribution to civilization, and the Jewish race gave birth to the founder of Christianity. The ancient religion of Yahveh of Jehoveh was a simple and beautiful thing in itself. And one cannot help but love such noble and worthwhile characters as Joseph, Abraham and Moses."
Chapter 5

Connecting Links and Causes and Results in Teaching History

1) Defining History.
2) Idea of Connecting Links in American History.
3) Idea of Causes and Results in American History.
4) Conclusion.
Chapter 5

Connecting Links, and Causes and Results in Teaching History

1) Defining History—In some of the early definitions of the social studies history was not mentioned. In my thesis I wish to consider history as The Fundamental Social Study. Before attempting to prove that history is the fundamental social study it might be well to define the subject in the way which it is to be understood in this thesis.

History is the science that deals with the study of the social happenings of the past, the observations of the social happenings of the present in order to bring about the best possible social happenings in the future. History is usually defined as a subject having to deal with nothing but the past. This, I believe to be a great mistake. If we are to study history as a social subject we must not think of it (not even ancient history) as just of the past. Every worth while topic that history offers for study has in some way modified the conditions of our present day world, and will modify our world of the future. There is a great deal of truth in the saying that history repeats itself.
Now if all this is true no subject other than history can so advantageously point out the mistakes of the past in order that we, in making the future, will not make these same mistakes. History should never be looked upon as something that has to be memorized or as something that just includes a list of meaningless dates. History should be considered as a never-ending chain of links or events worked upon, formed and connected by man. In teaching such a social study as history it must be pointed out that whatever link is formed has a direct bearing on the later links to be formed. In other words everything has a cause or causes and everything has a result or results. History in this way becomes a social study and people who previously deplored history begin to care a great deal for it, because the facts do not have to be laboriously memorized. They can be thought through in an intelligent and logical way.

2) Idea of Connecting links in American History—-
--------With these ideas in mind I always start my course in American History by stating as our first unit of thought and work, The Connection Between the Crusades and the Discovery of America.
This puts before the members of the class a definite problem which they proceed to work out. The following is a reproduction of the answer to the problem by one of my pupils in American History, as the ideas were prepared for class work and for note book.
The Connecting Links Between the Crusades and the Discovery of America.

1. The Crusades 1100—1300

2. The meager European civilization comes in contact with the rich civilization of Asia.

3. A desire is developed in Europe for the goods of the Orient and the Renaissance receives its first inspiration.

4. A flourishing trade and definite trade routes bind the East and the West.

5. The trade routes are broken up, and communication between the East and the West ceases.
Europe still craves these goods and attempts are made to find a new way of getting the goods to Europe.

In the search for a new route Columbus in sailing directly westward discovered America.

Explaining the Links

1) The Crusades 1100-1300. The Crusades were the attempts of the Christian people of western Europe to rescue the Holy Land from the Turks. The Crusades were fundamentally spiritual expeditions. They sprang from pilgrimages which the Christians had been making for many years to the scenes of Christ's life on earth.

2) The meager European Civilization comes in contact with the rich Civilization of the Orient. At the time of the Crusades the Europeans were still a crude people. They possessed little more than the bare necessities of life.
When the crude European saw the beauties, splendor and refinement of the Orient, he immediately wanted to become the possessor of all these things.

3) A desire is developed in Europe for the Goods of the Orient and the Renaissance received its first inspiration—As the European returned to his native land with the stories and goods of the Orient, a general demand was developed in Europe for these luxuries of the East. By the Crusades, Europe was exposed to a broader, more complete life. The Crusades started the great revival or rebirth of learning in Europe which we term the Renaissance. As Hutton Webster says, "It must be noted how much the Crusades contributed to intellectual and social progress. They brought the inhabitants of western Europe into close relation with one another, with their fellow Christians of the Roman Empire in the East, and with the nations of Asia Minor, Syria, and Egypt. The intercourse between Christians and Moslems was particularly stimulating, because the East at this time surpassed the West in Civilization. The Crusaders enjoyed the advantages which came from travel in strange lands and among unfamiliar peoples."
They went out from their castles or villages to see great cities, marble palaces, superb dresses, and elegant manners; they returned with finer tastes, broader ideas and wider sympathies. The Crusades opened up a new world."

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A flourishing trade and Definite trade routes bind the East and the West. The people of the East found an extensive market for their wares in Europe and a continual line of diamonds, rubies, sapphires, spices, and tapestries poured into Europe. These goods were taken over one of the three trade routes connecting the East with the West. One route had its beginning in Southern India or Persia and continued to the Indian Ocean, up the Red Sea, overland to the Mediterranean Sea then to the Northern Mediterranean ports and on throughout Europe. A second one, after gathering in many tributaries, started up the Euphrates River, continued overland across the Fertile Crescent, through Asia Minor, to the Strait of Dardenilles, on to Constantinople, the Balkan peninsula and through Central and Western Europe. A third was a caravan route from China, which continued across the land of Asia, to the Black sea, to some European Port, and then on to the many localities of Europe.

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1 Webster, Hutton--Medieval and Modern History, page 177--
5) The Trade Routes are broken up and communication between the East and the West ceases. Before the on-rush of the Turks the Crusades failed, the European suffered great losses, and the bulwark of Western civilization (Constantinople) finally fell to the conquering Turk in 1453. This severed the flourishing trade routes that had developed and connected the East with the West.

6) Europe still craves these goods and attempts are made to find a new way of getting the goods to Europe. The people of Europe had become accustomed to the use of the luxuries of life which they had been receiving from the Orient. Europe at this time was making scientific discoveries, and navigation was being studied. Europe was about to start its great Renaissance. A new route to the East had been discovered by rounding the Cape of Good Hope.

7) In search for a new route Columbus in sailing westward stumbled upon the new land of America. A good feature of this organization is that the idea of the links of the chain were diagrammed and no one will dispute that history, organized, studied, and taught on this basis, has more meaning and is more worth while.

3) Idea of Causes and Results in American History--

----In teaching the important topics of history
the causes and the results should be stressed. It should be pointed out that a significant happening in history influences later history. I shall try to illustrate this point by giving the development of the Monroe Doctrine as organized by my American History class.
Definition

The Monroe Doctrine is the attitude of the United States in regard to foreign relations as laid down by President Monroe in his message to Congress Dec. 2, 1823, and has remained the traditional foreign policy of the United States since it was promulgated.

Causes

1) Russia issued a proclamation forbidding people of other nations to come within 100 miles of 51° of latitude, on American soil.

2) (1806--1807) Napoleon was in power in Spain. The Spanish provinces in South America declared their independence. In 1822 United States recognized the independence of South American countries, causing the enmity of Europe.

3) Holy Alliance (France, Prussia, Russia, and Austria) sought to restore lost provinces to Spain and fight against revolutionists. After the battle of Waterloo (1815) the rulers of the four nations resolved to establish the old rule and to regain Spanish colonies. France was to have Mexico; Russia was to have Oregon.
4) Monroe wanted to take a definite stand. He consulted two ex-presidents, (Jefferson and Madison). The aged Jefferson said, "We must never entangle ourselves in the broils of Europe, and we must never suffer Europe to intermeddle with our affairs." He urged cooperation with England. Canning, Premier of England, suggested that the United States join England in keeping European nations out of the Western Hemisphere. Monroe's Cabinet voted not to accept Canning's invitation. Monroe in his message to Congress (Dec. 2, 1823) stated the doctrine.

5) England was interested because of the great shipping interests she developed during the decline of Spain. United States merchants were also interested. England built up a yearly trade of $3,000,000.

Provisions

1) We were not to meddle in European affairs.

2) Europeans were not to meddle with American affairs.

3) The land of the western hemisphere was closed to further colonization.

Results

It accomplished its purpose. The Holy Alliance did not function. The great trade with Latin America was secured for England and the United States.
Applications

1) (1867) Maximilian in Mexico. Attempt at French Empire in the New world, was thwarted by the application of the Monroe Doctrine.

2) (1895) (Cleveland's Administration) Venezuelan vs. England in boundary dispute. United States stepped in. During Cleveland's Administration a boundary dispute between Venezuela and British Guiana occurred (1895). An application of the Monroe Doctrine forced England to submit to arbitration.

In the organization of the preceding topic it can be seen that we have gone into the past for the causes and have brought them up to the present by stating the results and applications of the Doctrine from the time of its statement.

4) Conclusion-----------History is the fundamental subject of our Social Studies. It is the study of life itself and the things resulting from their contacts with life. It is studied by the records left by life. These records are not all written in script, many are the material records of life in ruins, and in stone such as the ancient cities, the pyramids and the Great Wall of China. All history is related, the history of any given time was determined by previous history, and the history of any given time determines the history which follows.
If the reactions of my pupils are to serve as guides in the teaching of history, I feel sure that the ideas and methods previously mentioned, which I have carried out in my classes are highly effective and desirable.
Chapter 6

Applying Modern Educational Philosophy to the Teaching of Grecian History.

1) Types of subject matter.
2) Motivated appreciation and problems.
3) Appreciation through dramatization.
4) Development of appreciation by visual aids, and the development of attitudes, standards, and ideals.
5) All day trip to help in motivation, socialization, and appreciation.
6) Enable the pupils to be conscious of their scholastic growth.
7) Place of the Problem of History.
8) Place of assignment in problems.
9) Right use of Examinations.
10) Continuity of Facts.
11) Working with the pupils.
Chapter 6

Applying Modern Educational Philosophy to the Teaching of Grecian History

1) Types of subject matter---There are two important types of subject matter used in the teaching of Grecian history in high school. In order of their importance they are: (1) Appreciation subject matter, and (2) Problem solving subject matter. I place appreciation first, because I believe the study of Grecian history is primarily a study of cultural and aesthetic life, which can only be understood and interpreted through the development of appreciation. Problem solving is used to make the pupils see the continuity of history, and to help analyze the big questions of the subject such as explaining the causes and results.

2) Motivated appreciations and problems---Motivated assignments to develop individual interests and curiosities which lead to appreciation and problem solving. From my point of view the right techniques for use in the teaching of Grecian history can be found in the expression, "Motivated Appreciations and Problems." I introduce my course in Grecian history and carry it through the year by
constantly keeping motivated appreciations and problems before the class. In doing this I try to stimulate and bring into use, the worthwhile instincts (human appeals) of the pupils, which I believe to be the underlying psychological bases of motivation. Instinctive reactions (in general) are easily made, and are usually accompanied by satisfaction or amusement on the part of the one who is active. Realizing these facts, I try to arouse the instincts of curiosity and interest the first day of school by telling the pupils that there are many, many evidences of Grecian ideas, names, and culture in our town. The pupils immediately become curious after this statement, and want to know where all these evidences of Grecian civilization are. At this point, the first assignment is made, which is, to look for these evidences of Grecian civilization, and to report to the class on their discoveries the following day. On the next day, and the days following, the children usually bring enough material and ideas to class to give a good start to the course. As the material and ideas are brought to class the pupils become interested in different phrases of Grecian history, and they have as their assignments, the development of their special interests and discoveries.
The boys who are interested in athletics will make a detailed study of the Olympic games, and the importance of athletics in the life of Greeks. Those interested in literature will usually turn to Greek mythology, and the translations of Homer. Many of the pupils take immense enjoyment in reading the Iliad and the Odyssey, while the more seriously minded pupils will take great enjoyment in working out problems in Grecian philosophy.

The preceding work brings into use both problem solving and appreciation subject matter, through the use of general techniques of motivation and provisions for individual differences and interests. The minor technique of the assignment is directly used by the teacher, but the pupils, by their special interests and development of work, unconsciously assign themselves their own individual work. Motivation is the key work of effective studying and learning; and the greater the provisions for individual differences and interest, the greater the motivation will be, thus these two general techniques are adequately provided for, and will be a natural outgrowth of the special assignment techniques.
3) Appreciation through Dramatization-----As the pupils develop their special interests the class work gets under way. Some pupils work alone on one unit, while others who have the same interest will work together in groups. Our start is usually made in mythology. Several reports are made on the more important stories of Greek mythology, by interested groups. As required reading, the pupils who are reading Homer, assign the reading of the Illiad and the Odyssey, to be done by all pupils. Certain pupils are delegated to plan dramatizations of special scenes from the Illiad, such as the appeal of King Menelaus to the Greek leaders to capture the city of Troy, or the duel between Hector and Achilles outside the city gates of Troy. This work adds much to the appreciation of Greek literature and makes provisions for expression of appreciation.

4) Development of appreciation by visual aids, and the development of attitudes standards, and ideals Sense of values Appreciation as a type of subject matter should develop worthwhile attitudes, standards, and ideals. The development of these elements come from a sense of values. An appreciation for Grecian culture can be attained by comparing the Greek culture with the cultures of the earlier ancient civilizations.
The children have no difficulty in seeing the greater beauty of the Greek orders of architecture, the Greek temples, and Greek art, literature, and sculpturing. These contrasts can be brought out by the observation of pictures and textbooks. I have always brought out an appreciation for Greek art and architecture by the use of the stereopticon machine, which the pupils run themselves. I have a series of slides that show the evolution of art and architecture from the time of the earliest civilization to the time of the Greeks. After showing the slides a discussion is held on what order of Grecian architecture is the best, and what are the best examples of each order in our town. This always ends in a worthwhile discourse on the relative merits of beauty of the Ionic and Corinthian orders. Thus, appreciation for Greek culture is brought about by developing interests, in comparing products of culture of ancient civilization by exposure, through visual aids. A sense of values is also created, by being able to recognize and to appreciate the best, and to criticize what is not the best, in other words expressing a sense of appreciation.
5) All day trip to help in motivation, socialization, and appreciation. As I plan my course for the year I suggest the possibility of an all day trip to Boston by the class, not only in the interests of ancient history, but in the interests of anything worthwhile that will appeal to the pupils. This immediately creates an overflow of interest and enthusiasm. A committee is immediately appointed to arrange a trip to Boston during June. The children make all arrangements to be conducted through the Grecian exhibit at the Museum of Fine Arts, the Museum of Natural History, and the State House. They also make arrangements to meet the Governor, to visit Bunker Hill Monument, and to attend the big league ball game. Some people might question the advisability of having the children attend the ball game and visiting other places that were not closely related to Grecian History. I justify these visits because of the great interest and enthusiasm developed on the part of the pupils, and the new experiences the visits made for most of the pupils. In having my pupils write letters to me at the end of the course, ninety per cent of the children wrote that the trip to Boston was the most enjoyable feature of the whole school year. This trip gave splendid opportunity for socialization, cooperation, and the development of appreciation.
Enable pupils to be conscious of their scholastic growth
--Socialization and Cooperation
--Following the Fundamental Laws of Learning.

As new words come up in class, a committee known as the vocabulary committee, adds them to our Grecian history dictionary. This is a standing committee which reports from time to time on new words, their uses and meanings, as well as pronunciation. Last year, due to the work of my Grecian history vocabulary committee, my pupils added eight hundred and twenty-five new words to their vocabularies, which could be used in every day conversation.

The preceding types of work develop the social techniques of socialization and cooperation. As a result of the vocabulary work being put into practice the children have many evidences of their scholastic growth. The other teachers inquire concerning their source of new words and terms, of which, the children become very proud. The fundamental laws of learning are carried out by this vocabulary work. By learning the meaning and use of the new words and terms, the children are put in a state of readiness when the opportunity presents itself. When the opportunity comes the children through association will put the additions to their vocabulary into use.
7) Place of the Problem in History----------Problem solving is a very significant part of any worthwhile history course. History lacks its real worth, if it does not provide thought challenging questions and units of work. History in addition to being an appreciation subject can be a problem solving subject. The causes and results of the great movements of history should prove to be worthwhile problem solving material for any pupil. In my Grecian history course I attempt to have problem solving and appreciation work out on a motivated plane in every teaching and learning situation. It is true, nevertheless, that appreciation will not always follow the problem. For instance, some pupils might be motivated to solve the causes and results of the Persian-Greek wars, but for most pupils no appreciation can be developed from that topic.

8) Place of assignment in problem----------Good points and steps in problem solving----------Problem solving starts with the first day's assignment. A problem is stated, the children are interested and curious, a challenge is developed, their desires are aroused to find as many evidences of Grecian culture that they possibly can. The next day they come to class with a wealth of material in answer to the problem stated the first day.
The points of a good problem are: 1) motivation through interest, 2) chance to define the problem and make ready for a solution, 3) collecting, organizing, and evaluating of data to help in solving problems, 4) chance to reach conclusions, and 5) chance to use or express solutions. The first day's assignment and the second day's recitation carry out the five points and steps in a good problem. In having the challenge thrown at them the pupils are motivated to find a solution. In order to start work on the solution the pupils must first define the problem at hand, and prepare to make ready for a solution. After the problem is defined, and the children know what they have to do, they start to collect, organize, and evaluate data. Next they form their solutions, theories, hypotheses or explanations. The next step is made when they check their findings with each other, and have a chance to express their solutions in class. The last step is made when the pupils put this knowledge into use and make practical applications. In the assignment, motivation is brought about by interesting the children in the things about their community, and the relations these things have with the past.
Provisions for individual differences and interests are made when the pupils turn to the things of greatest appeal to them. The recitation should be planned to bring out the maximum results of their interests, individual differences, associations, and ability to apply their knowledge. The recitation should be provided for the growth of ideas, creations, and further problem solving.

Variation of recitation—A variation in recitation should be used. The teacher should conduct the class when the work is too difficult for the children to handle. Whenever possible the recitation should be socialized, by having the class conducted by a group of individuals, or by one individual, in which case the teacher should become a member of the class, taking active part in clearing up difficult problems, and sending work on in the right direction. Questions should never be of the limiting fact type, but rather of the thought challenging type, which leads to thinking, solutions, associations, and expressions or applications of knowledge.

9) Right use of Examinations—The examination seems to be a necessity in our modern school system. Examinations serve as a rather definite check-up on what is taught.
One thing that teachers should keep in mind in regard to examinations is, that examinations should be an attempt to find out what the children know, rather than what they do not know. Examinations should enable the pupils to apply the associations, and knowledge which have grown out of their school work. Examinations should cover nothing but the important units of a course. They should give plenty of chance for thought, association and application. To bring socialization and cooperation into the examinations the children should have a part in making out examinations by being given a chance to select what they think are the important items, and submit questions on the various topics.

10) Continuity of facts--------Principles and Techniques for textbook use----In all the appreciation and problem work, care should be taken to keep the continuity of history, and to connect related units and problems. The relations of causes and result should be built upon the old, and the new should broaden the meaning of the old. In providing for continuity of history we must realize the advantage of the textbook. In using textbooks the teacher must observe fundamental principles and techniques. Among them I might say that, 1) the text should be based as a medium, not ever as an end of learning itself, 2) the teacher should
know more than what is in the textbook, 3) avoid assignments by pages and chapter, and assign problems, appreciation units or topics, 4) use more than one textbook, 5) make the best possible use of the visual advantages offered by the book.

ll) Working with the pupils----------As a final word, I might say as a general technique, that the best results can be obtained all the time by working with the pupils, following their worthwhile interests and desires, and by giving them a chance to have an active part in all class work. At all times, keep an open mind to their criticisms and suggestions. At the end of the course I have my pupils write formal letters during the class period, in which they can write any estimate of the class, subject matter, and teacher if they wish. It is not obligatory; the children do not have to sign their names and I have a chance to check up on my work. I feel that these letters, written as they are, are honest expressions of the value of the course. In reading these letters I seem to believe that my course was interesting and was enjoyed by all the children, as their letters say.
Chapter 7

Written Reaction by Pupils to my Teaching Which Carried out the Ideas and Opinions of this Thesis.
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These reactions to the subject matter and my methods of teaching were expressed by my pupils in letters written to me at the end of the course. I made the statement in class, that I should enjoy the written expressions of the pupils in regard to the subject and my methods of teaching. No one had to write a letter; it was wholly voluntary on the pupil's part. I requested that they disguise their writing and not make known their identity. The following reactions are representative of the expressions handed to me by most of the pupils.

Paper 1

"I have enjoyed the class in Ancient history very much and I believe the class as a whole found it very interesting."

"Although I received a low mark I derived much benefit from the work in class which greatly helped me to understand different articles in newspapers and books which spoke of the Ancient World."

"I always thought that Ancient history was a very dry subject before this year; but as the time went on I began to like history more and more."
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"Outside topics brought in by the teacher and the pupils, especially events concerning ancient history, made the course much more interesting and instructive."

Paper 2

"The close of school for the summer is now nearing. The history course for the year has been most enjoyable as well as educational to me. In the beginning of the year I did not like Ancient History, it seemed dry. I like history now and it is one of my favorite subjects."

"One criticism I have to make is about the subjects of India and China. These two countries were of great interest but we did not spend enough time on them."

"Grecian and Roman history are also interesting topics. I could not distinguish which of the two I liked better, but both were taught well. I have a great knowledge of Ancient history, or at least that is what I think. No doubt there are many smarter than I am, but I tried. I did not receive very good marks but you know the work I have done so it was all fair."

"One thing I liked considerably was the lectures you gave to the class. I received a great amount of knowledge from them, much more than by reading."

"I wish you the best of luck wherever you may teach. Here's hoping you stay at Stetson."
Paper 3

"I cannot think of much to write but I will say that I enjoyed Ancient History more than any other subject, this year. You teach the subject better than any of the other teachers. I like the way that you bring things in from the outside; it gives us a chance to learn about things we would not know otherwise. The one thing that I do not like very well is that you get off the subject so often that many times we cannot finish the lesson. I hope that you will teach Medieval History next year. The next time you go to Boston with a History class do not take such a large crowd. But just the same I enjoyed the trip very much. I will close hoping to see you in History next year."

Paper 4

"I have enjoyed my course in Ancient History more than I have enjoyed any other course this year. I liked the way you taught this subject even though I did not always get a good mark in the one word quizzes. In the tests and exams, you have given us, I have always found out that you worded the questions as easily as possible."
"I do not think that I could have enjoyed anything as much as I enjoyed our class trip to Boston. I thought that you were a real sport to let us go to a baseball game at all. The boys got all upset, and including myself some of the girls did not like the idea of having to leave early. Although I have visited the Museum of Fine Arts before I did not get much out of it. I think I would have gotten more out of it if I had travelled through the building with you. I hope that I enjoy the course next year as much as I have enjoyed the one this year and I will say, never again, that I dislike history. I hope the classes you have next year will appreciate all that you do for them. I think you will find that all your freshman pupils of "1930" appreciate your thoughtfulness very much. I hope that you will enjoy your summer vacation and come back with the best of spirits for next year."

Paper 5

"To truthfully say, I believe, as a whole, that history has been very beneficial. I will admit that I took more interest in the contributions than in the unimportant incidents that happened in Greece, Rome, or Egypt."
I believe the contributions have more association with us today than a little battle between themselves would."

"As to our trip to Boston I have firmly decided, in spite of all my oppositions, that the trip to the State House, was the most enjoyable for me. As it happened I have never been to the museums before, so therefore they were very interesting to me."

"I have always looked forward to the sixth period in the day, even though most pupils spend it very restlessly. It has been the most enjoyable for me and that's not exaggerating it."

Paper 6

"I have not thought of anything that was not interesting and important to me. I am glad to say every night at the supper table we have a history class. I tell my folks at home all about the things we had in class during the day; and they think it is very interesting. My mother said she would love to come to school again and take history. I think that the trip to Boston helped me a great deal. I have taken my mother into the Art Museum and showed her all the things, which interested her very much."
"I think you have in many ways increased the knowledge of your pupils, and have also proved to us (in the line of history) just what Ancient History means or "is." I feel that I have taken an enriched course of Ancient History."

"We, as a class are a well organized group in my way of speaking. I hope next year when you organize a history class it will gather a field of knowledge and also be able to enjoy you as a teacher as "I have."

"In the future I hope to become a school teacher, if my knowledge of schooling will permit me to do so. When the time comes I will refer to your ways of teaching. I am proud of the well organized note book I have gathered during this year. I hope to attend either a Normal school or Boston Teachers' College where I may study a course of "Pedagogics."

"I wish to say that I will be very sorry to lose you as a teacher when I become a sophomore. This year has been a very short one to me and I wish to say I hope that schools were not closing. I have gathered a great anxiety of going to school, since first I entered this class in November, I will now close my letter as a true "Stetson High Pupil."
"This year history has been the best subject in my opinion. It included not only history, but something of everything. We have had some science, English, history and other things."

"I shall remember the 5th period of this year more than any other, as we have had, done and seen so many interesting things. The trip to Boston, to visit the Museum of Fine Arts and the Museum of Natural History along with the Big League Baseball game will be remembered by me for quite a long time. That was the first time I had ever been to the Museums and to a League game."

"The teacher in Ancient History is the person to whom we ought to be thankful not only for the trip to Boston, but for the broadening of our knowledge this year. I hope Medieval History will be as interesting to me as you have made Ancient History. I have no fault to find with the teacher as I know you have done more than your part this year."

"I have enjoyed this history class this year more than any other year, I think you have done more than your share trying to make the class interesting."
No other teacher has taken such an interest in his or her pupils as you have, such as bringing outside work into class, taking us into Boston, or letting the class voice its opinions on you and on your teachings."

"Last year when I graduated from Junior High School I told many friends I would not take History, but some of your last year pupils told me how interesting you made class and if I did not take history I'd miss a lot. And oh! How glad I am now that I did take History, even my mother is puzzled how quickly I stopped saying I hated history and said, "ee, but History is swell."

"I do not think any teacher can or will make any class so interesting. The only thing I can say is that I regret we did not please you and will not have you for History next year."

Paper 10

"The Ancient History course this year has been the most interesting, and I think I have obtained more from it than any other course."

"It seems that when topics are brought in from the outside you feel more like doing the work, than if you had to go through the same schedule day after day. In my estimation you have done more than your part in trying to make the subject interesting."
"The educational trip to Boston was very interesting; and it renewed in my mind things which I had the earlier part of the year."

Paper 11

"Wishing you a very enjoyable vacation. It would take a very large book to write all I would like to say in regard to your methods of fine teaching. This is from one of your fifth period students."

Paper 12

"As far as history goes we have covered a great deal of work. In other schools such a course was not given."

"I think that in every way this class has done its best in work although we all could have tried to please you better with our conduct. This class is rather quick and likes a great deal of fun. On your part you have to show a great deal of enthusiasm. You have done your part by bringing in outside interests so as not to make the course too stiff. I think as a whole this class must have come up to the standard. Your line of work was different from anything we have ever had, we could never tell just what to expect to happen the next time."
"Your marks on the report cards were fair. I only hope that next year Medieval History is as enjoyable as Ancient History has been this year."

"The trip to Boston was a great treat, not only in pleasure but also in Education. I have learned a great deal from things I have seen but never knew just what they were about."

"A great many other things were shown to me that I have always wanted to see. I received the greatest disappointment by not being able to see Bunker Hill Monument."

"Hope you enjoy next year's class."

Paper 13

"I have enjoyed and received a great many things from this class. Ancient History is the only subject I have really liked this year. A great many outside things have been brought in. We have studied many things that meant nothing until we took the trip to Boston. There I saw a great many interesting things that I shall remember. Some day I am going back and see all that I missed. I was interested in John Singer Sargent's painting. Ancient History has not been a bore, as some subjects have. I was disappointed in not seeing and climbing the Bunker Hill Monument."
On the trip, I think it would have been better if we had gone to Cambridge and Bunker Hill. I am not interested in Ball Games. I think notebook work is a help in later years. Is Medieval History as interesting as Ancient History? I do not know whether to take it next year or not."

"I think giving the matter in lecture form is more interesting, I learn more by it. Little interesting stories about great men make one remember better. I think everyone gets a laugh out of that little fellow with white hair and blue eyes."
Chapter 8

The Relation of the Other Social Studies to History

1) Geography
2) Government
3) Sociology
4) Psychology
5) Economics
6) Problems of Democracy
7) Civics
8) Current Events
9) Conclusion
Chapter 8

The Relation of the Other Social Studies to History

1) Geography-----------History is the fundamental social study and forms the nucleus of the social study program in our senior high schools. The other social studies supplement the study of history and enable students to gain a broader understanding, and more intimate interpretation of history. Geography is related to history, to such an extent that the study of history of any country should not be started until a complete study of the geography of the country is made. One could not understand and interpret the early history of Egypt without a geographic knowledge of the country, the Nile and its surrounding area. It can be stated and proved that the geography of a land determines its history. Outstanding examples would be the nations of Babylonia, Palestine and Greece. Geography had every part in keeping the Hebrews from developing a great nation. The barren fields of the lands of the Hebrews never offered much encouragement to greatness. The many indentations of the Grecian coastline with its many mountains and resulting valleys made the early history of Greece a history of city-states, kept from uniting due to differences that resulted from the topography of the land.
Geography greatly influences individuals and groups. On one extreme we have the Eskimoes and on the other we have the lazy indolent people of the torrid sections. The only significant progress made by mankind has been in the temperate regions.

Almost all unstable governments and uncivilized people of the world are to be found in the torrid regions. Geography alone can explain the cases of the Basques of Europe, the reason for French to be spoken on one side of the Pyrenees and Spanish on the other, and the many troubles that the Balkan Peninsula has caused the world.

Colonial development in America followed the lines of favorable geographic features, as did the early wars and movements westward.

Charles R. Dryer in his High School Geography sets up as objectives of geography the "Getting of the view of the earth, not only as the home of man, but as the garden in which he has grown, the school in which he has been educated and civilized, the environment in which still higher ideals may be attained. This can be accomplished only by taking an economic standpoint, from which the dependence of human life upon natural conditions and influences of those conditions upon human life can be most
clearly seen."

In conclusion it can be said, that the relation of geography to history is very intimate and that history is best understood and interpreted, and becomes more of a Social Study if we know the great natural geographic facts of a land which work as causes and determiners of the facts and results of history.

2) Government—Governments can be considered as a study of a specific and detailed branch of history. If we study government of the past it is purely history, if we study the theory of government, with the idea of improving the government of the future we are attempting to realize one of the objectives of history by trying to improve the future by knowledge of the past and present.

Frank Abbott Magruder in his book American Government sets forth the aims of the study of government as follows:

1) "To impress upon the pupil his responsibility, as a junior citizen, for the development of better government."

2) "To show how the state has developed

from a simple organization for defense to the complex socialized society of today; and to make it clear that government is not operated according to preconceived theories, but is a living organism developed by the people to meet the needs resulting from changing conditions; to show, for example, that the Constitution of the United States is not a dead contract, but a living agreement which has developed with time and has adapted itself to economic and social conditions."

3) "To explain the actual operation of the National, State and Local governments, emphasizing the functions of government without neglecting the necessary details of framework."

4) "To make plain the influence of the judiciary; and to present the political and social problems of today, such as the initiative, referendum, recall, short ballot, suffrage, education, immigration, and prohibition." 1

3) Sociology--------Sociology has entered into our college and high school programs and is now being firmly established as a definite social study. Sociology can be considered as a real study of history, by the studying of society in a scientific way.

---------------------------------------------

Sociology is history in a new sense, in a social and scientific sense. Well does the definition of history fit as a definition of sociology. Sociology is a science dealing with the study of the evolution of individual and group life.

Walter Smith of Kansas University says, "As biology is the science of life, so sociology is the science of society. It deals with human relationships and the phenomena of human association. Its principles of biology underlie the more specialized studies of botany and zoology but as a study preceded the elaboration of the general principles of life, so the special fields of economics, history and civics were developed earlier than those of sociology. Sociology is therefore the latest entrant into the general scientific field. Like each of the other sciences, sociology has two aspects—the pure, or theoretic, and the applied or practical. Pure sociology is concerned with the underlying principles or law of social interaction." 1

Sociology is having a flourishing development at the present time. There is a great demand for the subject in universities, many books are being written on the subject and the subject is

1) Smith, Walter R. Principles of Education-Sociology Chapter 1--Pages 4 and 5.
fast developing an adopted and well established fund of laws and principles. The subject due to growth is splitting up into such classification as Education Sociology, Industrial Sociology, Governmental Sociology, and many other such headings. History could be dropped as a name and in its place could be substituted sociology, and in place of ancient history and medieval history, we would have ancient sociology and medieval sociology. The preceding is only logical when we think of the great socialization impetus that the study of history is now receiving.

4) Psychology--------History is fast becoming a definite social study. Now, if sociology is the study of society or groups, we can best understand our study by a scientific knowledge of the unit of society which is the individual. In order to understand the best possible way how a machine works we must understand each unit of the machine, how it acts, its functions, how it is influenced by other units and how it influences other units. Psychology is considered to be fundamentally a science dealing with the individual. We can define psychology as the subject that deals with human reactions. As there is the psychology of the individual there
is the psychology of society. Many of the psychological laws, principles, and facts that apply to the individual apply to society. As the individual has its brain, society has its consciousness. The consciousness of society brings about, and is responsible for social action just as the brain is responsible for the individual actions. As the individual is apt to emphasize his own importance, and develop prejudices and narrow-mindedness against other people, society, being made up of such individuals is subject to the same reactions.

Psychology is well established as a science in our universities and seems to be slowly following the march of its predecessors by filtering down to the high schools where it can be taught to great advantage.

If history is to be fully understood we must have a sense of individual and social psychology in order that we may better understand, interpret, and appreciate the characters and the facts of the history of the past, as well as today, to enable us psychologically to better, and to control the future.
5) Economics---------Economics is another well established and well developed social study. The subject has long been taught in European and American universities and is fairly well established as a Subject in the American High Schools, and is now in the process of following the earlier social studies down through the various levels of the American school system. A long accepted definition of economics is that of a science that investigates the conditions and laws affecting production, distribution, and consumption of wealth, or the material means of satisfying human desires. A much simpler and better understood definition is, economics is the study of man and how he makes a living. However economics is studied and under whatever conditions; it is merely an extension or specialized branch of history. Economics is another phase of the study of mankind and how he lives (or history), in which, problems take definite form and are solved by exacting scientific procedure, to better understand the past and the present, and to establish the best procedure for the future.
Arthur L. Fauber in his book "Principles of Economics" for high school use, introduces his subject in this way—"Economics—-A Dynamic Science—-You, going to school; I, writing this book, every man and woman doing his or her work—this makes up the subject of Economics. Economics then, studies man as he works for a living—-This, of course, means that Economics is very old. The name itself comes from the Ancient Greek, but the subject matter is as old as the race of man. The thought gives us the idea of the changing nature of Economics. Just as man is continually working out new relationships to things in the world in which he lives, by wireless telegraph, by the automobile, for example, just so Economics is continually changing in its application--------Economics will continue to change and continue to grow in scope and extent so long as mankind continues to advance and grow. When mankind stops growing, when there are no more new inventions, no more new business problems and social problems, then and then only, Economics may become a hard and fast set of rules and principles that never change. Such a time, fortunately, will never come, and for this reason Economics will continue to be a dynamic science." 1

6) Problems of Democracy---------Problems of democracy is a course that has developed in the American high schools since the World War. It has a most intimate relation to history. In discussing these various social studies there seems to be a great deal of over-lapping and dove-tail-ing. Some might want to call problems of democracy, sociology. The two are closely related. In defining the subject we might say that its name suggests its scope, that is, the study of any social, economic, industrial or political problem offered by the procedure of our complex democracy, in order to better understand and fit into our castes of democracy, and to avoid undesirable problems.

7) Civics---------Civics is the study of local government. As a subject it seems to be taught mostly in the seventh or eighth year of the American school system, it gives the one studying the subject a chance to see the elements of the subject close at hand in his own community. Civics is taught to enable one to gain a knowledge of the society about him, how it is organized, how it functions, how he takes part, and how he can help in improving existing conditions. Civics has the same relation to history as government.
8) Current Events--------Current events could be considered as a class for the purpose of studying contemporary history. If educators would open their eyes they would find before them, waiting for development, a subject with limitless possibilities for the bringing about of better social understanding and sympathies. The school boys and girls of today are exposed to a wealth of material and subject matter on current events and social and nationalistic inter-relations, through newspapers, the radio, magazines, lectures and the talking pictures. How inspiring it is to think of the possibilities of better socialization by hearing the voices of foreign kings and diplomats over the radio, by taking advantages of all the inter-nationalizing features of the radio, by capitalizing the inter-nationalism of magazines and newspapers, and the effectiveness of inter-national talking news reels and features. The broadening scope of these elements really makes us believe that the needs of an inter-national language or common means of understanding between all people is immediately at hand. Every active child likes to think of the people and happenings beyond his horizon; he can satisfy this desire through current events.
A knowledge of current events today will most assuredly give people the foundation for understanding the happenings and possibilities of tomorrow.

9) Conclusion---------In conclusion I should like to say that history is the first and fundamental social study, that all the other social studies are extensions of history, the other social studies are technical and specific fields of history, which, because of their wealth of related subject matter have evolved as definite social studies in themselves, and that the definition that applies to history, applies in some way to all its related social studies.
Chapter 9

Program for High School History

1) Minimum requirements in History and the Social duty of the school to teach History.
2) The Maximum offering of History.
3) Suggested Program for High School History.
4) Explanation of the Program.
5) Conclusion.
Chapter 9

Program for High School History

1) Minimum requirements in history and the social duty of the school to teach history—First of all, history must be recognized as a major subject in our senior high schools, and as such shall be taught as many times during the week as English and the other major subjects. That means that as most high schools are organized, history should be taught five times a week, each period being forty-five minutes in length. Some high schools have their major subjects occurring three times a week, each period being one hour.

I believe that every high school should establish as its minimum requirements in history one full year of world history and one full year of American history. This should be considered the least possible amount of history that a person should have who graduates from high school. I say a year of world history at least because every high school graduate should have a general knowledge of world history. I know there are many young folks in our high schools today who have no liking for academic subjects.
Through misunderstanding and wrong information they have been led to develop a dislike for history. I believe it is the obligation and duty of the school as an institution to direct the child to a subject which will prove to be extremely helpful in future life. Even though there are many young folks in high school who are taking technical courses such as the scientific, or commercial courses, provisions should be made by the high school to give one year of world history and one year of American History. The one year course in world history will give the general knowledge that all living beings should have in regard to the world of the past, in order to be better able to understand the present. The year of American history would give the knowledge that all American citizens should possess in regard to their country and their country's great leaders. Stated briefly, I should like to say it is the high school's social obligation to give every graduate at least one year of world history and one year of American history.

2) The Maximum offering of History--------On the other extreme the high school of fair size should offer a well developed four year program
for all those who care to pursue history as a major subject. The high school should offer freshmen ancient history, sophomore medieval history, junior modern history and senior American history to all people of the college course, and to as many people of the various courses who care to elect history.

Every high school boy or girl who is preparing for college work, or who is taking the college course in high school for purely cultural purposes, needs a well rounded course in ancient history which is the fundamental history course for the building of appreciations, and sympathies leading to higher cultural attainments and social understandings. The ancient history course starts the social study of man and shows what elements went into the making of today. It reveals the fundamental religious philosophies of the early peoples and gives pupils a good chance to see the serious mistakes of the early nations. Ancient history offers a great many chances for the realization of the objectives of history. It points out to us in many well illustrated examples how we can make our future better by avoiding the serious mistakes of the past.
It shows us the beginnings of all we have today, it shows us the folly of war, the relative merits of autocracy and democracy, the definite stages through which people have gone to evolve to the plane of today. There is plenty of worthwhile social material in ancient history to justify a full year of study.

The ancient history course should be followed by a year of medieval history which should continue the story where ancient history left off. Medieval history points out the beginnings of many significant movements which have greatly influenced every human being since medieval times. An individual can little understand Christianity, nationalism, education, industry, and other phases of our life today without a fundamental working knowledge of medieval history.

The pupils of the college course and all others so desiring should have modern history as an elective subject in their junior year. Modern history continues the story where medieval history left off. Since the World War it has been revealed that a wealth of subject matter of great importance exists evolving from the important characters and history since 1800. This field of subject matter is of great importance in understanding the World War and the many results that
the world war is bound to bring about in the making of future history. If the high school graduate is to be socially intelligent in regard to the problems that are existing today and the problems that are bound to develop tomorrow, he must have a working knowledge of modern history.

Every high school in America should make a year of American history a hard and fast requirement. As in the case of the minimum requirements of a year of world history the high school should take it upon itself as a social institution to give at least one full year of American history to every one of its prospective graduates. The high school should do so as a guarantee of good government. If the people of America today who have the power of voting do not have some knowledge of American history, there is bound to be ignorant voting, and a poor functioning of government, because people will not possess either the historical or political knowledge to make a wise and worthwhile decision.
### Suggested Program for High School History

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4) Explanation of the Program

Ancient History for a full year's course should contain the history of mankind as far as the downfall of Rome 476 A. D. This course for high schools is admirably treated by such leading text books as Breasted's "Ancient Times, A History of the Early World," Meyer's, "Ancient History," Morey's "Ancient Peoples," and Hayes and Moon's "Ancient History."

A year's course in medieval and modern history should start with the history following the downfall of Rome (476 A. D.) and come up to the present time.

I believe a still better arrangement for a two year period of ancient and medieval and modern history is to carry the ancient history course down to a later date, either the time of Charlemagne (800 A. D.) or the beginning of the Crusades (1100).

If a year is to be spent on intensive study of medieval history it should start with the downfall of Rome and continue till 1700.

Modern history to follow intensive medieval history should start at 1700 and continue to the present day, giving special attention to such topics as the causes and results of the American and French Revolutions, the influences of Napoleon,
national movements, democratic movements, colonial expansions, the industrial revolution, and the causes and results of the World War.

A world history course should start with the brief account of the stone age of man, followed by a summary of the importances and contributions of the early eastern nations, and a worthwhile treatment of Greece and Rome, pointing out their many influences upon today, with more than half of the year's work given over to the history following the downfall of Rome. I am sorry to say that the world history course just mentioned seems to be supplanting the traditional ancient and medieval and modern history courses. This is brought about by two conditions. The first is the fact that every high school today is confronted with the problem of an over loaded program. So many subjects are fighting for recognition in our high schools that some of the older subjects are being doubled up. History happens to be one of the subjects to be suffering as a result. A second cause of the development of the world history course in our high schools is the fact that most colleges give but two credits in history for college entrance rating.

One of these credits will be used by American history and but one remains to be used up, as a result school executives have been believing that
but one year of history should be given and the rest of the pupil's time should be spent on other subjects.

There is a great deal of satisfaction in the fact that many states are now demanding that their high schools give a full year to American History. There is a very active campaign being conducted by many patriotic societies to bring about nation-wide requirement of American History in high schools.

The American History course should be given a full year in the senior year if possible. American History should not be taught in high school below the junior year because a maturity of thought is needed to solve problems which should be part of the course.

The course should stress the social and economic side of American life with the objective always in view of taking the course with the idea of preparing to be a better and more useful citizen. In the American History course the teacher has many opportunities to work towards the objectives established. The characters of our nation's history offer many inspirations to young folks. The study of the past history of our country easily points out the mistakes which should be avoided in the future.
American History can become more objective by having the pupils live the lives of the characters of American History and discuss the problems that the characters were concerned with.

5) Conclusion---------Repeating the words of the first chapter I will say that no one can claim to offer the only solution for the teaching of history in high school, but one, by carefully analyzing the high school in question, its organization, by investigating the desires, ambitions, and capabilities of the pupils, and by knowing the social background and needs of the community, with intelligent foresight, based upon sound, psychological, educational, and social principles can draw up a history program, which should be adaptable to new findings and observations in the social environment, and needs of the pupils.
Chapter 10

Summary
Chapter 10

Summary

The social sciences are those subjects such as history, geography, government, civics, sociology, psychology, economics, current events, and problems of democracy, which, when taught in the right way and by the right persons, with the right objectives, will enable the young men and women of today to develop a background and to acquire a fund and wealth of knowledge, with which to interpret, understand, appreciate and enjoy the rich heritage of the past, the processes of the present, and the possibilities of the future, in order that the men and women of tomorrow, the homekeepers of our nation, the builders, and perpetuators of our civilization, might be better able to live more complete and more useful lives for themselves, their friends, and their posterity.

No one can claim to offer the only solution for the teaching of the social studies, but one, by carefully analyzing the high school and its organization; by investigating the desires, ambitions, and capabilities of the pupils, and by knowing the social background and needs of the community, with intelligent foresight, based upon sound psychological, educational and social principles, can draw up a social study program, which should be adaptable to new findings and
observations in the school, social environment, and needs of the pupils.

In a direct way we may state: social science does not stop with the subject matter but continues in the methods of teaching, the person teaching, the people being taught, and the results.

In the development of schools down through the ages we notice that their work has become more and more social. Their support has changed from that of a limited few to that of the unlimited many. Its teachings have changed from the narrow dogmatic doctrines to the ever broadening sciences and philosophies of today. Its work has changed from the purely instructive to the directive paternalistic institution of today that is picking up social duties here and there, where other social agents and institutions are failing to function properly.

It is in this situation that the social studies need to be developed to their greatest degree today in our Senior High Schools.

History is the fundamental social study. History is the science that deals with the study of the social happenings of the present and the working out the best social order for tomorrow. History is advantageously taught by causes and results, by the idea of happenings making up links in an endless chain, and by the idea that today is the sum of all yesterdays, and tomorrow will be the sum of all
yesterdays plus today. History is the study of life itself. It is studied by the records left by life. These records are not all written in script, many are the material records of life in ruins and in stone, such as the ancient cities, the pyramids, and the Great Wall of China. All history is related, the history of any given time was determined by previous history, and the history of any given time determines the history which follows.

History being the fundamental social study, all the other social studies are extensions of history. The other social studies are technical and specific fields of history, which, because of their wealth of related subject matter have evolved as definite social studies in themselves, and the definitions that apply to history, apply in some way to all its related social studies.

The objectives of history are: 1) to teach the story of mankind as he has lived, as he is living, and as he is apt to live in the future, 2) to understand the past, 3) to observe and interpret the present in the light of the past, 4) with a knowledge of the past and the present to work out the best possible solution for the future, 5) to point out the mistakes of the past and avoid them in the future, 6) to develop by appreciation
and understanding the feeling of the fundamental likenesses of all humans, 7) to understand the common points of all religious philosophies, 8) to develop the ability to look at facts in an unprejudiced way, and to develop a broadmindedness leading to the most desirable results for all, 9) to obtain inspirations from the great characters of the past and present, 10) as a result of the realization of all these objectives to bring about better human appreciations, understandings, sympathies, and relations, and to make a better social individual in a better society.

The advantages in teaching religion in the ancient history classes are highly cultural and enlightening, as well as socially broadening. In mere items of knowledge for use in later life the teachings are worthwhile. Society will profit immensely by the teachings as it should lead to a better understanding, sympathy, and appreciation for other religions, and the peoples of other religions.

The school is the only unit of our society which brings together such a multiplicity of peoples of different faiths.
It is the most democratic of American institutions.
It is made up of the flower of our society, the manhood and womanhood of tomorrow. It is then the duty of the school to give teaching which will accomplish the many good things that the teaching of religion will.

The history teacher must possess the greatest degree of individual and social understanding and sympathy. A history teacher must fully understand the great movements and characters of the past and the present, and must be able and willing to pass on these understandings to his pupils with the real human touch, and without the slightest suggestion of favoritism, prejudice, or narrow-mindedness. The ideal history teacher should be a highly social being, should be able to appreciate the good of all races, nationalities and religions, and make that appreciation manifest itself, and impart it to his pupils.

In the development of history as a social study, we must have the people teaching the subject who have a love and understanding for the subject and for the people they are teaching; we must have people who are social beings, with the right social objectives in view.
The teaching of history in our high schools as a social study based upon sound psychological and pedagogical principles, and social objectives, by the right social personalities is bound to make better social beings in a better social world.
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