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THESIS

THE TEACHING OF HISTORY IN THE ENGLISH SECONDARY SCHOOLS DURING THE NINETEENTH AND TWENTIETH CENTURIES

SUBMITTED BY

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OUTLINE

THE TEACHING OF HISTORY IN THE ENGLISH SECONDARY SCHOOLS DURING THE NINETEENTH AND TWENTIETH CENTURIES

The aim of this thesis is to give an account of the teaching of history in the English secondary schools during the nineteenth and twentieth centuries. It is intended to include in the development of the thesis, a survey of what has been done in England during the nineteenth century by such men as Thomas Arnold and his followers, and a consideration of the recent progress made by the experimentation in teaching methods.

A few facts concerning history in the eighteenth century would not be out of place in order to understand the developments in the later centuries. It would not be exact to say that there was no history taught in the schools in the eighteenth century. Dr. James, headmaster of Rugby, (1778-1794), used to devote the first lesson of the week (seven o'clock in the morning) to the subject of Scripture History varied in a regular cycle with Goldsmith's Roman History and the History of

England, although this subject was not a part of the regular curriculum. At Eton and Winchester there was, however, nothing similar to be found. People as a whole were not interested in history and whatever knowledge of preceding events they did possess, was gained through the association of such events with their personal experiences. This was partly due to the fact that the curriculum consisted mainly of the classics. Some historical information was derived through the reading of the classics, but this was of a more or less superficial character.

This lack of interest in the study of history may be attributed to the cause that the government was in the hands of a few, but as changes occurred the mass of people concerned themselves with law and government, so that the nineteenth century saw the theory of government put upon a historical basis. Works were written on ancient law. Jurists worked out a comparative study of politics and the origins of political ideas and gave a new conception of the state as a growth from primitive conditions, which growth, if it was to be healthy, was to be gradual and continuous, and developed with an eye to profit by past experiences.[1]

1-Teaching of History in England in the Nineteenth Century--Professor Withers Page 106 ff.

This difference between the eighteenth and nineteenth centuries was observable in points of theology and religious practice. The Tractarian movement and the Biblical movement of the third and fourth quarters of the nineteenth century were strikingly different in character from the Wesleyan movement. The latter was given over to a priori arguments and religious and political dogma. The authors of the Oxford Movement resorted to history and the historical data for their weapons.

This awakening interest in the relation of past to present and possibly future events was the incentive that in the nineteenth century led to the development of history and the necessity of teaching it. One may say in a broad way that history as a separate subject found no part in the course of studies at the Universities and public schools at the beginning. On the other hand the curriculum, such as it was, embodied some of the important facts of European history between the age of Pericles and the Revival of Learning and formed in itself a historical document or relic of an extroadinarly interesting kind.

About this time the Romanticist movement in literature led by Sir Walter Scott gave fresh impetus to the study of history through historical novels which

were read privately and in the schools, particularly in the schools for girls. In the second third of the century Thomas Carlyle and Thomas Macaulay began to exercise further influence over the English middle classes which did more than any other single cause to familiarize the national mind with historical images and historical ideas. None of these men could be called a professed teacher of history, but they gave a start to the study of history by their various works.

The systematic teaching of history in the public schools really began with Thomas Arnold. When he came to Rugby he found on one side a society of boys with a strange corporate life of their own, with games, institutions and laws of a spontaneous growth, and on the other a system of instruction and religious training entirely without relation to or influence upon that corporate life. He tried to fuse every part of the school energies into a unit with a general purpose. [1] He retained and confirmed with modifications the self-governing commonwealth of boys. He did this in such a manner as to train its members to take afterwards an active part in the life of the larger commonwealths. The instruction, whether it was religious or secular, was to interpret and reveal a life of the commonwealth

1-Dr. Arnold of Rugby--Rose E. Selfe--Page 34 ff.

by introducing the boys to the history of other communities and the great literature, ancient or modern, by which the ideas of those communities at their best were intepreted and expressed. In Arnold's conception the English gentleman must not only learn to rule and be ruled, to work and to play, to be honest and upright, but he must also understand the history of his Country, of Christendom and the literature of Greece and Rome. "Unity of education and unity of history" were his moving ideas. He put upon a new basis the claims of the old classical curriculum to furnish the best training for a modern Englishman.[1]

Early in the 1830's soon after his appointment as Headmaster of Rugby, Dr. Arnold began the practice of a weekly lesson to his Sixth Form on modern history. It was perhaps the first regular teaching of Modern History in an English school. He used Russell's History of Europe which he had read as a boy at Winchester. He was not satisfied with it and it was partly this dissatisfaction which lead him to give his own exposition to the Form. Passages from books, events in history, were indeliably impressed upon the memories of his pupils in those hours of study, and the moral teaching conveyed in the lessons was one invaluable element. His intense earnestness for moral conviction showed itself in his treatment of history especially in the study of God's dealings

1-Thomas and Matthew Arnold and their Influence on English Education--Page 57.

with the human race, and of the struggle between good and evil. The outcome of this was his strong feeling for and admiration of the noble characters of bygone times and his abhorrence of the base and unprincipled. He was moved always by an intense interest in the lives of the scholars.

Another element of his teaching was the constant comparison of the past and present. By examples from Greek and Roman history he was able to throw light upon modern politics and show how the same conditions and struggles were reproduced under a new aspect. His love for geography, which he maintained should only be taught as an accessory to history, supplied him with graphic illustrations with which to make the scenes of the old live again before the eyes of his scholars. He revealed new worlds to them in those never to be forgotten lessons which enriched their lives and stimulated their whole moral and intellectual being. He considered that the only two important things in life were religion and politics, or as he would call them, "our duties and affections towards God and our duties and affections towards men." [1]

In his edition of Thucydides, abundant evidence may be seen of the keen interest which he

1-Board of Education--Report on the Teaching of History--Page 5.

felt in tracing analogies between ancient and modern history and of his desire to obtain light from the polity and social life of the Greeks to be recast upon some of the complex political problems of modern times. "His pupils said that he was similarly successful in connecting events recorded by Thucydides and Tacitus with parallel incidents in modern history."

Ancient and modern history, he contended, were misleading terms. He considered that there was an ancient and modern period in the history of every people. Evidence of this theory is to be found in his statement that "The State of Greece from Pericles to Alexander fully described to us as it is in the works of their great contempories, historians, poets, orators, philosophers, affords a political lesson perhaps more appliciable to our own times if taken altogether, than any portion of history that can be named anterior to the eighteenth century." [1] In this it is evident that the object he sought in the treatment of history as a school subject, was not merely the conveyance or information but of useful knowledge. He proposed to begin with the younger children by giving a few names of the greatest men of the different periods and by presenting to them pictures of historial scenes so as to form lasting associations with the most

1-Thomas and Matthew Arnold and their Influence on English Education--J. Fitch--Page 57-59.

famous personages in history and the most remarkable actions in their lives. He would thus familiarize them with the poetry of history, the most striking characters and most heroic actions, whether of doing or of suffering, but abstain from encumbering them with its philosophy, with the causes of revolutions, progress of society or the merits of great political questions.

"Biography would form an essential feature of such a course of lessons, partly as giving fixed points of human interest round which historical facts would cluster and adjust themselves, and partly that in taking up any more detailed history or biography (and educators should never forget the importance of preparing a boy to derive benefit from his accidental reading), he may have some association with the subject of it, and may not feel himself on ground wholly unknown to him." [1] In order to do this he believed that teachers should never fail to prepare boys to derive benefit from this accidental reading. He often gave an outline of general history to boys by means of pictures and abridgements in such a manner that a keen desire for knowledge would be awakened. He had his pupils inquire into the works of some first rate historian whose mind was formed in some period of

1-Thomas and Matthew Arnold and their Influence on English Education.--J. Fitch--Page 59-60.

advanced civilization analogous to that in which they were living. In time students were introduced to high philosophy which helped them to know the causes of things. "Let him be taught to trace back institutions, civil and religious, to their origin, to explain the elements of national character, as now exhibited in maturity, in the vicissitudes of a nation's failure and the moral and physical qualities of its race, to observe how the morals and minds of the people have been subject to the succession of influences, some accidental, others regular, to see and remember what critical seasons of improvement, what begetting evils have been wantonly aggravated by wickedness and folly.... . . . In short he wished to have the pupils furnished with certain formulae which would enable them to read all history beneficially." [1]

Arnold considered a man educated if he knew ancient history. Although some provisions were undoubtedly made at Rugby for acquiring a knowledge of modern history, yet the history of Greece and Rome was more studied than that of France and England. With such a foundation in ancient history a pupil was able to know himself what was truly important in modern history. Arnold thought that a pupil would be far better equipped after this kind of instruction

1-Thomas and Matthew Arnold and their Influence on English Education--J. Fitch--Page 60-61.

than if he could tell the circumstances and dates of every battle and every debate throughout the last century.

In the study of Roman history Arnold would not dismiss traditional Roman legends as irrelevant and wholly unhistorical, but sought to find for them their place. In his Roman history one could obtain a glimpse of the method which made it possible for the teacher to vivify history and make it real and edifying to a nineteenth centry learner without robbing it of that romance of poetry which makes history full of beauty.

It is not surprising to discover that history as he treated it soon became a favorite subject with the boys. They read zealously his favorite books of history. They made his favorite heroes their heroes; to them the characters and events were real.

A program for the study of history as offered to the pupils at Rugby during Arnold's time was as follows:

First Form-Markham's England, Volume 1
Second Form-Markham's England, Volume II
Third Form-Eutropious-Physical Geography, U.K.S.
Lower Remove-Parts of Justin

Parts of Xenophon's Anabasis.

Markham's France to Philip of Valois.

Fourth Form-Part of Xenophon's Hellenics.

Florus from III, 21 to IV 11.

History of Greece, U. K. S.

Markham's France from Philip of France.

Detailed Geography of Italy and Germany.

Upper Remove--Parts of Arrian .

Parts of Paterculus.

Book: II

Sir J. Macintosh's

England.

Lower Fifth--Parts of Arrian.

Herodotus III 1,38,61,67,88,116

Livy, Parts of II and III, Hallam's Middle Ages, France, Spain, Greeks and Saracens.

Physical and Political Geography of all Europe.

Fifth Form--Parts of Herodotus and Thucydides.

Parts of Livy.

Hallam's Middle Ages.

State of Society.

Sixth Form-Parts of Thucydides and Arrian.

Parts of Tacitus.

Parts of Russel's Modern Europe.[1]

1-Arnold of Rugby-Rose E. Selfe-Page 209 ff.

It is only now that the real importance is being felt of Arnold's efforts to arouse a keen appreciation for history. His genius in awakening the interest and enthusiasm of his pupils, and of holding these after aroused is well recognized. The high lights in his method may be summarized as, a study of the past and its application to the present, the elimination of excessive detail, geography to be studied as an incidental part of history, and the lives of great men to be the inspiration for further study and reading by his boys. His method seems to have as its background the idea of learning from example. The fact that he did acquire a number of followers in the field of history proved that his work was really worth while. Arnold showed educators that the study of history whether ancient or modern had an educational value.

There seems to have been no extraordinary advancement made in teaching history since Arnold's day and in fact the progress started by him seems to have slackened rather than improved. There was no unanimity amongst the theorists or teachers. There was no agreement as to what the aims in the teaching of history should be or as to what influence history in the schools would have. These differences of

opinion in regard to the aim of the study of history were responsible in part for the difference in the time allotted to the teaching of history (varying from three quarters of an hour a week in some schools to five hours in modern history and three hours a week in the classical side of history), and to the different methods employed in the teaching of history. Every school had its own laws and the master was at ease to teach history in a way which seemed best to him. The time allotted to the study of history was to inadequate to permit periods to be covered twice. The lack of trained teachers made the study of general history with any elaborateness quite impossible. Attempts were made to cram the pupils with masses of unconnected facts and names, and an unintelligent reading of some universal history. In other words too much was being done at one time to bring about good results.[1]

In some of the schools history was made subservient to the classics and ancient history only was taught in the top divisions, and at others in the sixth form. In many of the schools long and important periods were left untouched. The history used in teaching was altogether too confined to ancient history. They became so absorbed in the instruction of ancient

1-Teaching of History in the Schools-Practice-C.H. K. Martin--Page 79 ff.

history that its association with the history of England, especially after the decline of the Roman Empire, was ignored together with that history of foreign countries related to their own even to the then present time. This, as can be readily seen led to narrowness of views and to a sort of insular complex.

No general text-book was used. The students learned by various readings, while the teacher had to explain and supplement. For English and Ancient History there was such a textbook as Freeman's General Sketches, which gave the elementary facts. For advanced boys there were Lodge's Modern European History, Periods of European History published by Messrs. Rivingston, Macmillan's Foreign Statesmen's Series and Longman's Epoch Series for special periods. Some of these were filled with remarkable illustrations which helped to stimulate the imagination and make more keen the boys' power of observation. These included photographs of buildings, coins and engravings.

Besides the illustrations in textbooks the teachers easily obtained copies of portraits which enabled students to realize that historical personages had been human beings and not remote persons marked by dates. The British Museum authorities published some interesting facsimiles of letters which described many

social epochs of history. "Some fiery notes of Henry VII were written in the margin of a document of Latimer's page from Edward VI's diary about the conversion of his sister Mary."[1] Illustrations such as these incited a boy to that personal interest in historical characters without which history would have lost its charm and reality. In the examination of letters a boy was able to first approach the original documents and learn that it was from many manuscripts similar to them that historians had formed their judgment of men and events of the past ages.

In the teaching of the geography of history Gardiner's Atlas was used. It was considered excellent and quite adequate as it treated somewhat of foreign countries For the study of European History, the Oxford Historical Atlas was used together with Murray's new series of maps for ancient history.

Before leaving the teaching of history in the nineteenth century it would be well to mention some of the methods which the teachers made use of during the latter part of this century. Boys in the lower forms had to learn the principal events and their dates. Provided these were supplied in reasonable quantities, the boys from thirteen to fifteen years had no very special horror of them. They liked having facts put

1-Teaching of History in Schools--Practice-- C. H. K. Marten --Page 79

in a concise and definite form. The learning of dates was made easier by some teachers, who exercised their ingenuity in making rhymes and puzzles which were not so difficult as to confuse, yet accomplished their purpose. Some teachers supplied a short book of a few pages containing the chief dates, names and facts of history, which was studied as a grammar throughout the school. Other teachers had graduated lists of dates to be used for the particular grades. The teachers of this period believed that the young boys should also possess some time chart of the World's History which would enable them to measure the periods of time covered, the comparative length of Ancient, Medieval and Modern History and to realize vaguely the "Unity of History." Teachers tried to teach separate and isolated the history of each country, but their results were failures because the pupils did not appreciate the length of the early periods in the World's History.

In the actual teaching most of the teachers covered the periods quickly with the lower forms because they included only the chief epochs in an outline. The actual teaching consisted in explaining and supplementing the book. In regard to written work short questions on the textbook which involved written answers of three or four lines in order that

the pupils might be helped in reading a book intelligently and the short questions which necessitated monosyllabic answers,helped to teach accuracy. The blackboard helped a great deal in the way of explanation and illustration.

In order to vary the program for the boys of the lower forms who were interested in military affairs they used to make maps and plans of campaigns to interpret certain battles. As the boys of this age were hero-worshippers who liked biographies, lectures were given which dealt in detail with particular wars or biographies. These diversions helped relieve the monotony of the lists of dates, wars and treaties with the result that pupils learned more of their history.

In the higher forms of schools (including boys from sixteen to nineteen years) the teaching of history changed its character. In these forms boys learned that history was not a chronology of facts and events, but a matter of cause and effect and that their reasoning power was just as necessary as their memory in order to understand it. The oral teaching at this age was of more importance than the textbooks. It was necessary for teachers to generalize and analyze facts. They had to give their judgment about men

and events, also to explain causes and estimate effects, and to stimulate and give real guidance. The oral teaching took the form of a lecture in which the text-book did not have to be followed. This necessitated the taking of notes by the boys at the lectures. In the beginning the boys were apt to take too many notes, many of which might as well have been left out and the whole reduced to a few pages. Some of the teachers when they lectured used to give to the pupils printed syllabuses which contained the outline of the lecture and the chief facts, tables of dates, genealogies, quotations from contemporary writers and modern historians, short lists of books and blank pages for the boys to take notes. This saved the teacher from giving excessive dictation and the boys from taking so many notes. This was of service for reference, and the boys appreciated the quotations and the blank pages which enabled them to take notes quickly without the necessity of a note book.

The teaching was not done entirely by the lecturing method. Questions were asked continually in order to see whether the boys understood, remembered, attended and knew the possible causes and results of a particular event or policy. Numerous explanations,

digression and illustrations prevented note taking from becoming mechanical. Questions were often asked which pupils had to answer in a limited time. This afforded valuable training.

Boys in the higher forms used reference books together with their textbooks. They chose their subject according to their interest in the development of which they were able to show some originality. In this way they were able to be introduced into the works of great historians. The middle forms had to read passages from these men,---descriptions from Macaulay, Fronde, etc.,---in order to give the boys an idea of the possibilities of enjoying history. They took some particular period of history, either Ancient or English, in detail and traced not only its political, but also the economical, constitutional, and literary history. They did this because the Oxford and Cambridge Certificate Examination required a period to be thus studied.

There was not really enough time given for the study or reading of history in most of the schools. In order to make time in the higher forms, history was optional and the boys who were interested chose it as their subject. These were boys who intended to read

history for a scholarship. With this class the teachers had a free hand and were not limited by any examinations. Their only object was to teach them to read their subject intelligently and thus build a solid foundation upon which to lay their later study. An attempt was made to to give them a clear outline of English History and when possible of some period of foreign history. They were required to read "general" books of such writers as Bagehot, Dicey and Seeley. They also had to write more elaborate essays than the ordinary boy had time to do. Naturally a boy of that form took an interest in and showed enthusiasm for particular leaders. Teachers encouraged them to read as much as they could on a subject which interested them so that they might become well acquainted with it and the authorities for its development.[1]

The universities differed in their requirements for entrance examinations. Boys were therefore influenced in their choice of subjects by the requisites of that university which they planned to enter. Cambridge demanded a wide knowledge. At one college there were papers on the World's History, on all of English History, on the History of Political Government and on a Foreign Period. A choice of eight out of twelve questions was given on each paper. The questions presented no great difficulty if the students were familiar with the facts.

1-The Teaching of History in the Schools-Practice-
C. H. K. Marten-Page 84 ff.

For Oxford, it was better to possess a detailed knowledge of one period than a superficial acquaintance with many. Only five or six out of the twelve questions needed to be answered, but these necessitated more than a textbook aquaintance with a subject. Great stress was laid on the general papers where questions were asked on all subjects from art to political economy. At Cambridge, the answers were judged not only by the knowledge evidenced, but by arrangement, arguments, style and effectiveness.

History now had become at the end of the nineteenth century, an important subject in the curriculum of the secondary schools, because they were established and supervised by the state. There were many things which needed to be corrected, but being once started it could be depended upon that history would be progressively continued in the twentieth century. The real hard work was done, it was only necessary for the present century to choose between the "chaff and the wheat." The last quarter of a century has seen this progress achieved in the effective teaching of history. Public interest has grown in the subject and with it constant changes for further development.

Regular inspection of the secondary schools began some twenty or twenty-five years ago at a time when the teaching of history was at a rather low level. The teachers were confined to the use of one textbook which was very unsatisfactory. It was simply a matter of memory work in which pupils were given two or three pages to learn and were then examined by a series of set questions. There was hardly any real teaching done. Many schools had no libraries. Maps were rarely used, and seldom was an historical atlas at hand although they were easily obtainable. The work was completely controlled by local examinations and there was no general syllabus for the teaching of the subject. These examinations as a guide to the study of history offered many drawbacks. Pupils used to take first the preliminary then the Junior, then the Senior so that for three years running their sole object was passing the examination which took place at the end of the year, repeating the work for several years until the required examination had been passed. There was no attempt to cover the whole English History. Pupils when they entered the school would sometimes begin with the period from 1689--1815 and then go back in the next year to the earliest period. Distinctions

and certificates in the Senior Local Examinations were often given to boys who knew only a brief period of history. The questions in these examinations were generally so set that they were purely a test of memory. No recognition was made in them of history outside that of England except where there had been battles between England and other countries.

Today there is nearly always in the larger and often in the smaller schools one member of the staff who is especially interested in and generally made responsible for the history teaching throughout the school. Most of the schools have their libraries and many of them have a particular room with the books which the pupils are encouraged to read extensively outside of the textbooks. The textbooks have been improved upon so that they better fit the requirements.[1]

The causes of this improvement are varied. The state organization of secondary education, which had been so fervently advocated by Matthew Arnold and others in the seventies and eighties was made possible at last by the Act of 1902. The old evils were so obvious that they could no longer escape the attention of outside visitors and great improvement followed the institution of inspection. Financial aid was also

1-Board of Education-Report on the Teaching of History.-Page 6-7.

necessary. In the earlier unaided period of secondary education most of the schools were lacking sufficient instructors and those they had were underpaid. This evil was alleviated somewhat by this same Act of 1902.

Another important factor in securing improvement has been the action of the newer Universities, which have grown up within the last half of the century, in providing for the history departments from which have come a stream of keen students and teachers to contribute to the general progress. Another agency is the Historical Association founded in 1905, which embraces practically all the professors and the bulk of the teachers and which has worked steadily to increase the opportunities for historical research, to assist and stimulate the teachers and to spread in a wider circle among the general public a sense of the profound and increasing importance of history in national life.

The Great War awakened a deeper interest in history. Circulars in 1915 were sent to the teachers of history which suggested that the period from 1815 on whould be taught with a preliminary sketch of the Frenck Revolution and the Napoleonic period. This period was divided into two parts before and after the Franco Prussian War. The former was concerned with

the evolution of the countries of modern Europe and the conditions which were attached to these States-the latter with the developments of the colonial competition and changed conditions arising from the development in the Near and Far East. In all this work the circular stated, "It is unnecessary to add that in the treatment of this subject everything should be avoided which would encourage national animosities."[1]

Teachers were urged to emphasize those aspects of history which were relevant to the circumstances of the war e. g. the Navy and its importance in the defense of the Homeland and the Empire, the frequency with which the Netherlands figured in English History and the reasons for this. They were also instructed to teach the pupils to understand the causes of the war and the purpose for which England was fighting. They were to inspire their pupils with the high qualities of patience, forethought, perseverance and steadfastness which were necessary for victory as the clash and enterprise naturally moved the young minds to jump to indiscriminate conclusions. They were taught to be proud of their race and their country without arrogance, to be especially considerate and generous to others in distress. They were reminded

1-Teaching of History of To-day-By a Schoolmate-Historical Outlook, January 1920--Page 16-17.

to be courteous towards foreigners of whatever race who lived among them.

In order to help teachers to understand the origins of the war, a copy of White Paper with speeches of the Prime Minister and Secretary of State for Foreign Affairs were sent to each school. In addition two pamphlets were sent also. One was called "Why Britain is at War;" the other, "Britain and the Small Nations." This latter was a small pamphlet showing the part England played with the smaller nations of Europe and her treaty obligations to them.

The work done in the individual schools depended upon the qualifications of the teachers, so that for the most part the war made no great difference in the conduct of their classes. The history was so planned that the general basis of any great question which was likely to arise in either constitutional, social, industrial or world history would be understood. It was reasoned that every great problem was under modern conditions a world problem. The classroom work was supplemented during the war with a weekly lecture by a member of the faculty drawing attention to the significance of the events. This method, however, besides placing an undue strain on the

faculty failed to arouse much interest and tended to defeat its own ends because it encouraged boys and girls to be lax about the reading of current events as their reading was being done for them. It was soon abandoned.

The connections between geography and history were more strongly emphasized and the economic resources which supported nations in their historical development were more fully brought forth. Opportunity was offered to understand the economic effect of rainfall, frost, draught, forest, lakes, manufacturing areas and mineral areas, the strategic value of rivers, railways and rapidity of communications in general, and last, but not least, the importance of the control of sea power. The last factor was studied with regard to food supply and the transport of troops from the various dominions of the Empire. These dominions in their turn demonstrated to the pupils the wisdom of the policy of toleration which they heard so much about in their history lessons. Pupils were reminded of the fact that the world was gradually acquiring a consciousness of unity. This was entirely different from anything which the pupils were accustomed to consider. The last decade since the War has substantiated the very realness of this international dependence. [1]

1-Historical Outlook--May 1913--4: 138-139
English Historical Association.

Another aspect of the teaching method in history used during and after the War was the dividing of the countries, particularly of the continental powers, between the forms as for example the Latin form studied Russia. One form studied the Balkans and the Near East, another, India and the Far East, another, Germany and Austria, Prussia and Poland, America, France, Italy, and as further division was impossible the teaching staff undertook the study of the Colonies. It was felt that the rest of the world could be overlooked unless some other country could justify its claim to be represented. Every inducement was made so that the forms would try to see events as a whole through the eyes of their adopted country.

In regard to the method of procedure two one hour periods were assigned each week for a general meeting of the forms. At the first of these a report was presented by each form and if any time remained questions were asked. At the second meeting the questions asked at the previous meeting were answered. A chairman of the assembly was elected and a secretary for the recording of questions. Each form had its own newspaper and selections were made which were as wide as possible. It was found necessary to appoint a sub-committee for home affairs and their reports always took the form of minor ones.

It was intended that the reports should deal as far as possible entirely with fact and not the interpretation of fact. This proved a difficulty, but the difficulty tended to show that the first requisite of an historian was that he should be able to sift the truth from conflicting evidence. There was usually a great deal of difference in the quality of the reports, some forms were consistently concise while others often caused inattention or disagreement.

Although the experiment in its early stages was capable of further development, it showed that interest in international politics did not require much stimulating. It was difficult sometimes to adjust the balance of opinion. If the second report did not succeed very well in appealing to the emotions of the crowd as the first, it at least tended to make it felt that the chief danger in forming a judgment on contemporary history was not so much in being able to reach any definite conclusion, but rather in forming a conclusion rashly on insufficient evidence. This experiment helped students to realize how history was written and how to base judgments. It gave an outlet for the interest in current events which at the time needed careful study in order that all might understand them. [1]

1-Teaching of History of To-day--By a Schoolmaster, Historical Outlook--January 1920--Page 16-17.

The same decade saw the franchise extended to its farthest point and the whole working class interested in local government and the administration of justice as never before. All this activity demanded a historical basis for the institutions. It was a period in which arguments for the study of history of the civic as well as international side were intensified. Demands were made that the curriculum of the school should be more definitely and more closely related to life. It was the thought that history suffered as a teaching subject because its aims were too indefinite. Teachers did not know what to include nor what to exclude. The most fruitful topics were left by the wayside while lessons were burdened with dead matter. The memories of pupils were loaded with battles and genealogies of the Wars of the Roses etc. Craft history and studies of social conditions which might have given a new life to technical training, and a view of human relations and political discussions were lacking. These were things which were necessary to give a new zest and efficiency to citizenship. In other words it was considered necessary to teach history with the making of good citizens as an aim.

There were three obstacles to citizenship; people did not want to bother, they did not have all

the virtues and they did not know what was required. It was the business of the teacher of history to remove these obstacles. The schools accepted some responsibility in teaching about the central government, but it neglected to make any intensive study of local government which is the more important part of civic life. [1] The study of local history was started in some of the schools where students attempted to trace the developments of the particular city, town, or country in which the particular schools were located. They outlined its progress as a unit of local government and discovered what incidents of national importance had taken place in the neighborhood. In this manner national history was able to be illustrated by what actually happened in that particular district. Of course there was a great difference in opportunity offered for the study of local history. If a school was situated in an old city or town, rich in historical incidents, such as London, Canterbury, York, Norwich, Bristol, or Exeter, there was plenty of material from which to draw for lessons; if on the other hand a school was situated in a small town of little historical importance, or in the middle of some rural district there would be a dearth of material. There are plenty of places in England which have no local history. No

1-History as a School of Citizenship--H. Madeley
Page 11.

matter where the school was situated one would find it to be affected in some way by the great movements which invaded the whole nation, movements like the Civil War, or Industrial Revolution.[1]

The libraries offered a great deal of material for the study of local history. Almost every shire in England had its collection of topographical and historical volumes. They also contained detailed books on the history of particular towns and cities. Maps existed which illustrated districts of the past time. For most parts of England there were Doomsday Books. Guide books were of immense value, but a number of them showed the marks of having been hastily compiled, and carelessly written in order to provide something interesting for tourists. For the purpose of school work the popular local guide books could be well taken as a starting point provided that the teacher took care to verify the statements and correct the errors.

If a school was situated in a town the pupils had to discover how that town grew or declined, to what date the various quarters of the town could be assigned, the age and history of the various buildings, the names and careers of the celebrities. Great events which took place in the town were studied in

1-Cambridge Handbook for Teachers--Teaching of History Eugene Lewis Hasluck--Page 64-65.

detail and perhaps on the actual ground in which they took place. In this manner the pupils who lived near the city of York were acquainted with the Battle of Stamford Bridge and Marston Moor. The pupils in the schools of Bristol learned particularly about the setting forth of John Cabot and the siege of 1643. All of the parts of Southern Britain must have felt the presence of the Romans. Most of the English countries must have seen severe fighting when the Jutes and Angles landed. Feudalism was also traced in this manner. Some of the places in the different neighborhoods possessed an abbey or castle either in good condition or in ruins and this was used by the teachers to illustrate the architectural characteristics of the buildings at the time when they were at their zenith. If such buildings were not available models were made to illustrate them. Pupils in their study of local history used to visit these places of historical importance. These visits required careful preparation on the part of the teachers. They had to arrange exactly what things were to be seen and a short series of notes were given before the trip was made so that the pupils would be able to know exactly what they were to see. Work ended with a composition or summary of what had been seen on the visit.

Another aspect of local history is the study of street names. A number of these have a historical significance. In some of the old central parts of an historical borough they indicated in many cases the topographical features of the medieval town. London offered a number of such examples. Some of the street names represent local celebrities while the names of battles indicate the time in which the streets were constructed.

The study of local history revealed to the pupils the various historical movements which affected the nation and helped to bring home to them the sense of development which the county underwent. In this way it was hoped that pupils would become better citizens with an interest in the development of their locality and a desire to become worthy members of it.

Closely connected with the development of the study of local history was the introduction of what is called "Social History". Numerous textbooks have recently appeared dealing with the social aspect of history, which portray the daily life, occupations, trades and amusements, especially of England's forefathers. They emphasize the fact that history is an account of the development of the life of the whole people and not

merely the great figures which led or dominated the evolution from time to time. They allow for a fairer treatment of the part played by women in the historical process than is possible with the ordinary outline. They give ample opportunity to the scholars to study and represent in various ways the details of life which pupils feel to be their own. This line of approach tends to leave out of the picture the great landmarks of history, so that if history is studied in this manner it becomes necessary to choose and make clear the great events from which important changes and developments have flowed. [1]

In England they have taken readily to the social idea in teaching history and have allowed the lesson which Civics would impart to flow naturally from the ordinary history course.

A very recent movement has been that of teaching Imperial History and just last summer a conference was held to consider this subject. Three questions were discussed in regard to it. (1) What is to be understood as the purpose of Imperial History? (2) Its content? (3) Its scope? The aim of the study of Imperial History was to set out the drama of human hope in the past with a view to handling the imagination

1-Board of Education--Report on the Teaching of History (Educational Pamphlets, No. 37) 1923. Page 22.

and stimulating the development of the student. It should not be thought of for use as a vehicle for teaching nationalism nor internationalism, imperialism nor parochialism. One of the reasons which led to the desire for the study of Imperial History was the fact that the growth and development of the British Empire was one of the big things of their efforts in the past few centuries. In order to present the situation as it truly exists it was thought necessary for the teacher of history to introduce the study of the British Empire as a separate subject. In the past too little attention was paid to this phase of history, with the result that there has been altogether too uncommon, unintelligent or prejudiced outlook in what was called "Imperial" affairs.

The purpose of Imperial History is bound up with the content. A true picture of the building of the Empire has to be given and made as interesting in its account of the British Empire as when the grandeur of Rome was taught. The teacher would be doing good work if more attention was paid to the efforts put forth by men of British descent to build up new communities and control those already established in other quarters of the globe. This attempt to give greater prominence

to "Imperial Affairs" would be worked out in a course of general history of Great Britain and Europe, taught for four or five years of the average pupil's school life and that would in itself do little more than touch the high places of the subject. Optional subjects should include the history of single Dominions as an alternative to a general survey of all from a constitutional or economic point of view. If this was done many of the pupils of the English schools would be equipped to form a balanced judgment on Imperial Affairs.[1]

Such have been the recent movements in the field of the teaching of history. Each one of them seems to show an advancement on the other, and emphasizes the fact that the people of England are beginning more and more to discover by experience the need of improvement in history. All the progressive persons in this field consider that everything is settled once and for all, but no sooner is one step taken than another change is necessitated. Some remedy has to be discovered with the result that flaws in the system are constantly being found. As long as the recent movements in the line of improvement have been portrayed, it would be well to present at this point the situation of the study of history as it now stands.

1-Davies J.S.--Teaching of Imperial History--Journal of Education and School World. July 1927.--Page 530-532.

The first thing to consider is the importance of the subject of history at the present time. All the educators believe that the humanizing and cultural value of the study of the records of the past is of great benefit to boys and girls. Those persons who are responsible for the curricula are disposed to accept the ideal of those theorists who believe that everything the child should learn should be built around history. The pressure of competing subjects, the advocates of other, perhaps less important subjects, the stress of parental demands and the force of examination systems reduce the time allowed to the study of history. The tendency is towards standardization or towards uniformity which the oversight of paternal government department has developed in the present-day schools. There is a need to extend the development and make the study of history of primary importance in the arrangement of school work, so that it will be impossible for a boy to go through a secondary school without being acquainted with the broad features of the great Western civilization as well as of some of the more important points in the story of England's past. Teachers know that which they wish to teach and they are prepared to experiment to see how far these ideas are capable of producing the end desired when put into

practice. The trouble lays in the short allowance of time which is offered under the present scheme of things and because of the indisposition of the authorities to take history as seriously as they take in the more "useful" subjects or to allow the expenditure of money for the teaching of history. [1]

One of the most obvious things in the teaching of history is the lack of time offered for the study of this subject. The normal arrangement is to have not more than two periods of forty-five minutes each with one formal preparation of about the same length of time. This is even true of those forms which are expected to offer history as one of the subjects for the School Leaving Certificate. There are some schools who do better than this, but they are exceptions. There can be no doubt in taking England and Wales as a whole the amount of time given to history is far short of what it should be if the full benefit of the modern approach to the study is to be reaped in English schools.

History is lacking in the proper accommodations and material aids, in that such subjects as Geography, Science and Arts are fully equipped. A history room is practically unknown to the majority of the schools. Some of the teachers have found it necessary on their own initiative and often at their own expense to secure

1-Memmorandum on the Teaching of History-1925--Page 1-2.

for the use of the classroom a few books of reference, some maps, charts, plans and pictures. In most of the schools a good reference library is needed, which would include the great historians as well as the standard works bearing on the various departments of historical study.

The tendency seems to be to have specialists teach history throughout the various grades. This helps to secure a large share of the pupils' time for history. Many persons consider it a danger to have a specialist as a teacher. They think that it would be better to have the instructors in charge of another subject as this would widen the teacher's point of view and would lead them to appreciate the comprehensive nature of their subject. Many of the large schools have Chief History Teachers whose duties are to draw up the syllabus, choose the textbooks, and generally supervise the teaching and examination results without the Headmaster or Headmistress. They are often younger men fresh from the universities who through inexperience are unable to rule satisfactorily their colleagues and the work. Some form of supervision or at least a friendly interchange of view and method between those engaged in the same work in the same

school is desirable. The useful method followed in some schools is to have a committee of teachers, who are most interested in the work, meet regularly under the chairmanship of the Headmaster or the Chief History Teacher to compare notes as to methods and results. They discuss new books and possible changes in syllabus and the conduction of the periodical examinations of the subject. Comparisons are made whenever possible with the teachers of other subjects especially of Geography, Literature and Science in order to have a comprehensive view of the relation of history to these subjects. This is what has comprised the teaching staff up to the present time.

The subject matter which is closely connected with history has undergone a change in the past few years. As we have seen there has been a change in the kind of history which is being taught in the secondary schools since the World War. There has been a desire to study the history of other countries, combined with a great inclination to devote more attention to the modern developments especially to the study of European History in the nineteenth century. Before this time it was rare to find any history studied subsequent to 1815. The people are just realizing that history is

a living thing and is in touch with everyday problems. With this emphasis on the study of recent history has come a neglect of the earlier and especially of the medieval period which was so important in the political development of England. There has been a remarkable change in the choice of material which is being studied, History as a school subject is no longer the study of a list of events (with accompanying dates) unexplained and uncorrelated. English Political History is no longer taught to the exclusion of other phases and naval nor military events treated in great detail, although there is no universal consensus of opinion as to the range and content of the teaching of history in the schools. The requirements for the examinations-School and Higher Certificate and Universal Scholarship-exercise a great deal of control over the choice of material. [1]

There has been frequent discussion among the teachers as to whether the study of National History was alone sufficient. Some argued that because England was part of Europe the study of European History was necessary to make English History intelligible. Their view is that even if a child knows the big things in his own country well, he must have a background sufficient to make him realize that England has been only one barque

1-Memorandum on the Teaching of History--Page 11-12-13 ff.

out of many. They are not willing that the only parts of European History to receive attention should be those in which England came into conflict or contact with the Continent. They think that it is not fair to remember Julius Ceasar as a man who invaded Britain, Philip II as one who sent the Armada against England. They believe that it is better to leave school with a consciousness of the underlying unity of Western Christendom throughout the ages than with a knowledge of the different causes and consequences of the various wars between England and France.

Some desire to see World History studied. They consider that the history of the civilization of the Near Middle and Far East is no less essential than that of Western Europe. They believe that the history of all peoples should be studied and that the study of history should not be confined to Europe and England. The result has been that the authorities have decided that the effectiveness of any history for school purposes is dependent upon the personality of the teacher and with some teachers any history can be made effective for the training of the mind.

There are many reasons why teachers object to the wide syllabus because pupils tend to lose them-

selves in vagueness and fail to acquire that body of knowledge which they should have acquired. A number of generalizations and the dim idea of great characters and movements seem to be an inadequate historical equipment for students when they leave school. The teacher who builds up a syllabus around the History of Medieval Europe or England since the Industrial Revolution is just as effective in realizing his particular aim as one who adopts a more comprehensive scheme.

A growing practice is to take European or World History in outline or a special short period and drill the pupil in it. This may precede the examination year or coincide with it. Sometimes it is regarded as a useful subject for those boys who are not specializing in history to take.

Most modern schemes keep Political History as the framework because it offers opportunity upon which may be introduced the ordered sequence of events. The close interrelation of politics and economics is unrecognized. The teacher has to be careful not to overload the syllabus and it is her business to see that the mainpoints are emphasized.

In regard to Constitutional History many agree that it is too difficult for boys under sixteen. It has a very close connection with Political History

and for this reason it is doubtful whether boys can be sent from school without some knowledge of the growth and working of the Constitution if they are to be active citizens. Teachers are sure that civics should not be omitted from history and so some room must be found for the history of political institutions. The teacher is able to arouse interest in the method of government by correlating it with current events. In the fourth and fifth forms a sketch of the development of the constitution is attempted. This is the way that the study of Constitutional History is attempted in the schools.

The study of Naval and Military History is considered an important study as the causes and consequences of wars are of greater importance in history than the details of battles. It is one of the main methods of approach to European History because by means of a study of war with a foreign country pupils learn to know the characteristics of such a country. While Military and Naval History are very interesting the consequences rather than the details of a campaign should be studied.

It is considered dangerous to teach the history or religious development in England because of the fear of introducing a theological hatred into

the classroom. Only that part is taught that is necessary to make the pupils realize the prevailing religious ideals of the Middle Ages and the valuable influence of the Church. Teachers have to avoid considering the History of Religion because a series of quarrels have resulted over the Reformation. Teachers are instructed to use it as a means of showing religion to be a body of ideas that permeated and influenced history during the various stages.

Another phase of the study of history which has been introduced into the schools recently is the History of Science. Because science has come to affect civilization in so many ways it is thought necessary to include its history in the curriculum. It is rather difficult to have this study introduced into all of the schools of England because so few teachers of history have the necessary knowledge to deal with scientific matters. In many of the schools the science master gives a series of special lessons or lectures upon the History of Science. The most that history masters can hope to include are the biographies of the heroes and martyrs of science and to try to point out how and to what extent their activities have modified the general cause of human life.

All these aspects have important roles to play in the teaching of history. In the crowded curriculum, history is not the pupils' only occupation, it is but one subject among many, all of which demand their attention. The result is that the syllabus has to be limited to what is practical. The teacher has to choose between covering a wide range in rather a hurried fashion and working more thoroughly within narrower limits. The choice has to be determined by the teacher. The purpose is to have the pupils leave school with an inquiring mind and realize that history is not a list of dates or causes and consequences, but that it is the opening of the story of human endeavors. In history, the teacher at school can only hope to give the merest introduction. The aim is to get pupils to think and read for themselves.

The following is a history syllabus which is typical of the programs offered in the secondary schools in England:

First Year-Age 11-12

<u>World History</u>-correlating as much as possible with the Old Testament History.

Second Year-Age 12-13

<u>Greek and Roman History</u>-treated by means of biographies, correlating

when possible with Old Testament and New Testament.

Third Year-Age 13-14

a-European History-August to the fifteenth century to be used as basis of English History.

b-English History-Beginning to 1485-seems a great deal of success depends on wise omission and selections. The chief difficulty would be in the fusion of English History into European without loss to England.

Should make clear;-

a-Anglo Saxon invasions are part of the great wanderings of peoples.

b-Feudalism is not confined to England.

c-There is a French point of view to the Ten Years War.

Fourth Year-Age 14-15

England 1485-1715

a-European-Renaissance, Reformation, Age of Discoveries,

17th century slightly treated.

b-England-As thoroughly as possible to 1685.

Fifth Year-Age 15-16.

England 1715-1901-with special period.

1756-63 or 1760-1789 or 1789-1802 or 1802-1815.

As a school leaving examination will be taken this year, there will be time for reference to relevant European History. [1]

One of the problems of history teaching is in instilling the knowledge into the pupil by means of some action in conjunction with the lesson. Some such answer has been found in the carrying on of debates. This is easily accomplished as the basis of most history teaching in England is oral lessons. The interest taken in the subject depends upon the knowledge of the teacher and the methods used. Most of them have made some systematic study of history at the universities or elsewhere. Many are increasing their knowledge and fitness by further reading, by attendance at short courses, lectures and classes. The result is that they are kept aware of the improvements in the methods of teaching of history.

1.-Memorandum on the Teaching of History 1925--Page 68

The text books still play an important part in the study of history. There is absolutely no correct method for the use of the text. As in all other teaching the personality of the teacher is of primary significance. Some teachers, although they do not discard the textbook find that teaching direct from a textbook is unsatisfactory. They prefer to take the questions as they see them, talk about them, try to draw questions from them as well as answers from the class, and then put the lesson on a more personal basis. The books they left very much to the pupils. The result was that the pupils were given two points of view. The old fashioned method of reading the textbook aloud in class is abandoned. Teachers tell their pupils that the textbook is not infallible and that there are more than one on any historical problem. At the beginning of each term teachers usually outline the ground to be covered during that term and show the place it takes in the general scheme of the whole year's work, or even of the history course spread over several years. In assigning lessons from the textbooks teachers point out the relative important topics and guide the pupils in the taking of notes. Thus a more valuable use of their textbooks is taken by the pupils in their home study. The textbook is also of great help for purposes of review.

There is a question as to whether textbooks should be in outline or narrative form. In the middle school there is a conflict of opinion. The personality of the teacher again decides the question. Most of them prefer books which contain full narratives from which pupils can make their own outlines. Outlines from textbooks are dull and do not appeal to the interests of the pupils which is one of the essentials of the study of history.

A number prefer textbooks which present a clear outline in preference to those which are written in the narrative form. They assume that the outlined type can be obtained without a loss of interest. They think that the details can be made more interesting by the personality of the teacher who can single out for such treatment those subjects which seem to need emphasis than by ordinary, fairly, full textbooks.

A second alternative to full textbooks is a combination of a simple textbook covering the whole period with a more detailed book covering some special period. For this purpose biographies (such as those on the English Statemen or Men of Action Series) are often useful. Sometimes it is possible to use abridged forms of the great histories or to read something like

the third chapter of Macaulay's History. This is good for boys because they need to acquire a general framework of knowledge with an idea of what detailed history means and how the increase of detail of the right kind adds to the real interest of any period. A full narrative textbook is apt to fail in this respect.

In some of the schools the pupils are provided with brief, but complete exercise books in which they place an outline of the work they did for the year. The boys keep this for reference adding to it the next year's outline. In this way they have a complete record of their work in history by the time they leave school.

Textbooks differ in respect to arrangement. Some are in chronological form while others are in topical form. Many teachers argue that a topical arrangement tends to confuse pupils even up to the age of seventeen. On the other hand some believe that the chronological method, unless skillfully used is much more dangerous because it leaves the pupils with a mass of isolated facts in which they can see no unity. Teachers sometimes compromise and secure a clear view of the movements without destroying the chronological sense. Some textbooks of English History manage in such a way that by carefully chosen headings the develop-

ment of particular movements can easily be traced through the reign. In addition a sketch of contemporary European History prefaces the treatment of the important periods. In any case the idea of time sequence is created and maintained.

In the selection of textbooks teachers are careful to choose those books which are phrased in a manner which is not beyond the comprehension of the students. They require that the text should contain just sufficient detail to arouse and maintain interest. The illustrations should be carefully chosen and should be connected with the text. The same applies to the inclusion of maps. Some teachers like to see excerpts from original sources or from works of great historians incorporated in the text as it gives liveliness to the matter under consideration. Others prefer to collect them at the end of the chapter or of the book itself. A textbook which employs the ideas mentioned above may be said to meet the requirements of a good textbook.[1]

Another method which is used to stimulate mental activity on the part of pupils is note-taking and note-making. Some think that notes are no good because they are isolated opinions. A teacher who uses note-making as the basis of his teaching says;

1-Memorandum of Teaching of History--Page 29 ff.

"It helps to fix the ideas and does much more than essay work. It develops a sense of relative significance as against a merely chronological outlook. It encourages initiative as the finished notes must be the pupil's own." His plan is to give the pupils an outline of a syllabus which they are to develop by research. The finished notes are then to be marked as a written exercise.

All teachers prefer note-making as ideally better in the case of older boys rather than note-taking. A statement which takes the middle point of view and which shows how note-taking and note-making can be combined:-

"Note-taking is of value because (a)-it develops the faculties of selection and condensation;- (b)- because the fact of writing out notes (if too much time is not spent on it) is a great aid to memory. Middle forms and upper forms should be made to make their own notes. They should be given plenty of headings, but leave space enough to fill in the immediate illustrations from what the teacher is saying." [1]

There is some divergence of opinion as to whether notes should be made from the textbook or not. Some teachers consider that such notes should be obligatory while others think that the notes should be taken

1-Memorandum of Teaching of History--Page 31.

from other sources and serve as a supplement to the textbook. It depends on whether the teacher expects the notebook to be a complete record of all the work done and on the kind of textbook used. Thus note-taking and note-making play an essential part in the study of history and it is the duty of the teacher to guide and offer suggestions. [1]

Maps are another of the devices that assist teachers greatly in instructing a class. All types of wall-maps are obtainable. They are printed to show geographical, economic, religious and historical data. The only drawback they present is the cost of providing them. Usually classrooms are supplied with at least one large wall-map so that the teacher may save time by pointing to the locality in question instead of waiting while his various pupils individually seek it on their smaller maps.

When particular stress is to be laid on the position of some locality, economic, religious or historical factor the teacher can draw a map on the blackboard filling in only the necessary information. It is sometimes advisable to have pupils copy maps, or at least be given outline maps to put in required subject matter. This practice makes the pupil observe more carefully the real character and value of a map.

1-Board of Education-Report on the Teaching of History 1923--Page 31-36.

Charts and diagrams are used somewhat in history, but teachers do not like them. A time chart is regarded as a help towards giving the time sense, a really difficult accomplishment. It occupies the whole wall of a classroom, is constantly in view and is added to from time to time. Diagrams which represent such subjects as the growth of Parliament, the rise and fall of the English Power in the Hundred Years War are well illustrated in this manner. The really valuable charts are those which bear marks of individuality and those which are being added to daily as the work proceeds. The teachers give expositions of the use of diagrams and charts and the general principles which should be observed in their construction. The class is then left to construct according to their own ideas,

Some teachers devote all lessons and the preparation for a whole term at the end of the second course (13-14 years) to the making and developing of charts. The boys work in pairs at a subject which they have chosen themselves. They work up into a finished chart all the information which they obtain from the library, picture files and any place where there is any material available. Each group presents at the end of the term this chart on ceiling paper which is about twenty inches wide and of various lengths. The charts are divided

vertically into types and horizontally into periods. The master is present to give advise on books containing the information and any questions which the pupils may ask. Some of the subjects which have been worked out in this manner are:- Music and Musical Instruments, Social Life in the Middle Ages, the Evolution of Ships, Styles of English Architecture.

Pictures and Portraits also have their value in the teaching of history because they make boys realize that history is concerned with real events, places and persons. Lectures, illustrated by lantern slides are occasionally used. Pictures help to teach a great deal of history especially those which portray costumes, armors, ships and architecture. In some of the schools pictures are exhibited before the class in a glass case. These are changed weekly to fit the time of history which is being studied.

Sources of information must be numerous and wherever possible be original. England offers abundant opportunity to obtain first hand information. Such material as is offered in "The Ancient Laws and Institutes of England" edited by Benjamin Thorpe, "The Doomsday Book," "Utopia" by Sir Thomas More, the Letters and Speeches of Cromwell, Magna Carta, the Life of Thomas à Becket, the Prologue to Chaucer's Canterbury

Tales, is invaluable in an effort to get the very first information on early and middle English History. This information can then be supplemented with writings by comtemporary men on these old works and present conditions. Many original documents are collected and kept in the museums and libraries. Those that are contemporary, however, are easily obtainable. Within a year from the outbreak of the European War in 1914 an excellent collection of documents appeared which emphasized those events, which lead to the outbreak of the World War. [1]

The teachers sometimes make a list of books which relate to some particular subject,- Peninsular War, American Colonies. Passages are allotted the pupils to read and then a written résumé is asked of the work each pupil has done. Several lessons can be devoted to form a historical summary of the episodes under investigation. Variations on the above method have been tried with good results.

Another form of source work is that which is done by teachers who have time to devote a part of their time to research work. This is to build up a part of history from all available historical authorities. When a collection of this sort is obtained the documents are copied for the hectograph duplicator so that each member of the class may have a copy. From these sources, thus

1-Cambridge Teacher's Handbook-Teaching of History-Page 49.

presented a history of the episodes chosen can be developed. This presents a series of very interesting lessons in the manner of obtaining the truths of the past. The work usually fits in with the general program of work set out in the syllabus adopted by the teacher.

Sources are just one means which the teacher may use for a change from the monotony of the typical history lesson. This method of work is only used to great extent by older pupils because some of the documents require a great deal of skill to interpret them. the pupils enjoy using them and feel that they are accomplishing something big when they do so. They learn a great deal of history by this system.

Very few teachers avail themselves of the opportunity to use Drama as an aid in the teaching of history. In those schools in which dramatic work is attempted it usually forms the part of the work in literature or in the English language. The main reason why dramatized history is made little use of in the schools is because it requires the service of an expert teacher who can control and train the class. Another reason is the lack of good historical plays suitable for boys and girls. On the whole, historical drama is not satisfactory for the modern school.

The best historical plays are those which are more or less extemporized. The class discusses the possibility of acting a scene to illustrate some point connected with a history lesson. Discussions are held concerning the characters which are to be introduced what they are to do and what they are to say. The pupils write the scenes. All enjoy a great deal from work of this kind and one more contribution is made to the historical knowledge of the pupils in a pleasurable manner. [1]

Debating is another form of teaching history. In regard to the value of debates there are divergent views. Some teachers advocate the use of classroom debates from time to time. They believe that they are valuable for stimulating individual investigation and research. They help to make history a real issue with the pupils and train them to avoid loose expressions of opinion or fact. Pupils enjoy them because they feel that the knowledge acquired is theirs.

The opponents of debates consider them of little use because of the amount of preparation which is needed, the difficulty of collecting facts, and the arrangement of them when they are discovered. They believe that a boy's mind is too immature to deal with the different aspects of the topic under

1-Cambridge Handbook for Teachers--Teaching of History--Page 59 ff.

debate. The first speakers use all the material and the others have to repeat. This makes the use of debates valueless to the majority of the class.

In most cases the debates obtain their end and encourage boys to pursue an understanding of independent lines of inquiry. In the manner in which they are used they prove to be a good aid, but they can only be used for limited time to offer divergence.[1]

Another means which the teachers of history in England employ in a manner which gives variety to this study is the organized school visits to historic sites. As has been shown previously this method of teaching history is used with great success in the study of local history. Many of these visits are made outside of school periods. They are well planned in such a way that the pupils know the purpose of the expedition and what objects they are to observe. In small groups they usually visit such sites as the ruins of monasteries, cathedrals, castles, museums and picture galleries. These travels help to bring concreteness to the textbook.

As in every other subject it is necessary for the teachers of history to discover if the pupils have grasped the subject. This is done as usual by means of tests. Oral testing may be employed where

1-Memorandum on the Teaching of History--Page 44.

the teacher gives haphazard questioning to the members of the class. The pupil answers promptly and when this has been done the class is asked to make amendments to the answer. In this way the pupils are trained to give a complete story of one historical topic.

Some teachers use shorter written tests. They tell over again in their own words the story of what the pupils have been learning. They keep the sequence according to the textbooks and stop every now and then to ask names, dates, causes or results which require answers of not more than a line or two. These papers require the answers to twelve or fifteen questions and use a full lecture period.

Other teachers employ another method in which they ask the boys to read a document and in the light of what they read at home to criticize it. They may state an opinion which the pupils are asked to justify or falsify from what they have read. Pupils may be given a map upon which places are to be marked and underneath short accounts written of what happened at those places.

Short word questions and longer written questions both of which cover the same ground are used as an aid in the teaching of history. The results in

these tests are interesting. In some cases the boys who received high marks in the short word questions were poor in the longer written questions and vice versa. These results revealed the fact that those who did well in the short word questions learned some facts while those who did well in the longer questions had learned some history. Few ever do well in both of these tasks.

Whenever the teaching of history is coordinated with the teaching of English, as it is very often done in England, such methods of testing are employed as the following;- (1)- Precis work upon historical materials. (2)- Writing of historical ballads and songs in conjunction with the study of these forms of literature. (3)- Character study of historical characters. (4)- Simple historical dialogues and imaginary conversations about some historical episode.

Longer written examinations are given to pupils who are being trained for school and public examinations. The essay form has a very definite value for senior forms because it tests their historical, constructive power and it affords opportunity for the orderly arrangements of concrete facts. They test judgment, the broad apprehension of the subject and its place in contemporary history.

Because of the external examinations which are required at the end of the secondary schools in England the study of history is not a popular subject. Pupils in the secondary schools are required to cover too much ground in order to answer these examination questions. Another reason why history is not a popular subject for the examination lies in the fact that although the standard in individual subjects is not high the range of subjects is wide. The results are that history in which it is not easy to obtain good marks is neglected for other subjects which are more useful and in which it is much easier to obtain a certificate. Cramming is wide spread with the result that the teaching of history suffers and the boys' liking for the subject disappears. [1]

At present there is a controversy between those who consider for the School Certificate Examination a wide period in outline and those who desire a short period in detail. Although school syllabuses contain a general course, the length which is recommended is sufficient to show whether a pupil can express himself clearly and has the necessary sense of arrangement of historical facts. One objection to the general outline scheme is that although the examiners ask for an outline

1-Board of Education-Report on the Teaching of History-1923--Page 48-54.

they set "detailed" questions. In the examination for the Higher School Certificate the objections are not as apparent for the pupils who take the examinations as they are for those who show an aptitude and liking for historical studies. This gives an idea of the controversy over the external examinations which is expressing itself at the present time and concludes the kinds of examinations which are given in England in the Teaching of History. [1]

In these few pages it has been my endeavor to give the story of the teaching of history in the secondary schools during the nineteenth and twentieth centuries. It was pointed out that in the beginning of the nineteenth century history was not taught as a separate subject to any great degree in the schools. Thomas Arnold was the first man to consider the study of history seriously and introduced it as a separate subject into the schools. His work was continued by his followers with no great enlargement on the advancements which he had made. At the end of the nineteenth century there was no agreement by any of the teachers of the subject as to its limitations and requirements. The history of the past with no reference to the present time was all that was studied. Most of the progress made in this field during this century was made by Arnold. Improvement remained for the twentieth century.

1-Board of Education-Teaching of History-1923--Page 48.

During the first part of this twentieth century rapid strides were made in this subject. Teachers began to introduce the study of modern history and the study of the past to interpret the present. English History was one of the foremost studies offered in the schools. The Great War made a tremendous impression upon the teaching of history. Authorities saw that the study of other countries as well as that of England was necessary for the growing boy and girl in order to make them understand more clearly the situations which arise in Modern European History, Imperial History and World History. The need for training boys for citizenship was recognized. The introduction of new methods of teaching of history was made. Throughout the teaching of history in the English Secondary Schools the conditions in England have had a tremendous influence on the improvement in this study. It is expected that progress in the future in the teaching of history in England will be determined according to the needs of the English people and the awakeness of the leaders to those needs.

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