

1917

# Social studies in secondary schools

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BOSTON UNIVERSITY.

GRADUATE SCHOOL

THESIS

SOCIAL STUDIES IN SECONDARY SCHOOLS.

Submitted by

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(A.B. Boston University, 1914).

In partial fulfilment of requirements for

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1917



## O U T L I N E

### Introduction.

- I. Knowledge of effects before causes makes the study necessarily follow the reverse order.
- II. Chronological final view - the natural outcome of a sympathetic reconstructive imagination.

### Argument.

- I. Chronological order permissible and natural for the adult because experience and satisfactory interpretation of other fields of history have equipped him with a type of recurrent cause-effect relation which gives him interpretative skill.
- II. Chronological order altogether wrong for the adolescent for (1) it is based on the assumption that the boy or girl knows his present, (2) it violates the law "from known to unknown" thus becoming of no real educational value.
- III. The adolescent must defer history or acquire better knowledge of the present before attempting it.
- IV. This may lead to emphasis upon introductory material not in any real history - yet more advantageous.
- V. Space order demands equal recognition in the assignment of subject matter; remoteness of space is as erroneous as remoteness of time.
- VI. Conscious interest in the pupil should be a guiding principal in determining what he should study.
- VII. Pedagogical ability should be a guiding principal in determining what should be taught.
- VIII. All the requirements and aims of social study for adolescents are to be found in the current problems of everyday life.
- IX. Presentation of such problems should be concrete.





- X. Historical reference should be in response to the pupil's own desire, and will naturally be concrete.
- XI. Whether adolescents at any stage of their secondary course should study history in the ordinary acceptance of the term, should depend upon the amount of genuine interest, intelligent understanding of present problems, has aroused.
- XII. Emphasis upon present day problems because the pupil is interested, because the teacher can readily present them, is calculated to reap better and more tangible results than the old method.
- XIII. Because they involve his own living interests, preparation for teaching such subjects is no burden to any wide-a-woke teacher.
- XIV. In mapping out a course of study along these lines, many problems are equally near in time; whether we choose local or national or even international problems should, therefore, depend upon the observable interest in the pupil, in the narrower or broader aspect.
- XV. Today the war should take precedence over problems of all other range; ordinarily local, state, national, international would be the normal order.
- XVI. Community Civics would be the form the course of study should assume for first year pupils.  
Today international problems should take precedence over those of local interest.
- XVII. Suggestive outline for such a course.
- XVIII. Part of the freshman year also should be devoted to vocational guidance closely related to the work in Community Civics.
- XIX. The initial stages of such a course are the most crucial.
- XX. Whatever "course" the pupil is taking in the high school, no distinction in social studies should be made in the first year.
- XXI. Ancient History has no place in secondary curricula; the college would do well to cease requiring it.





O U T L I N E

3.

- XXII. For the second year of social study, some foreign country in its several aspects today, should be studied by the class entire and another by individuals as each may elect.
- XXIII. Suggestive outline for such study.
- XXIV. The third year may properly make distinction in what a student should study according to his prospective vocation.
- a. College preparatory students might consider economic, sociological, and civic problems, selected from topics of current local or wider interest.
  - b. The commercial course students should accentuate interest in problems of commercial interest.
  - c. Industrial students should study industrial problems particularly.
- XXV. Wherever history may be called in here, ~~it~~ should be chiefly that of his own country especially if the student ends his social studies with the third year.
- XXVI. A fourth year of social study should be American history, begun where the student finds himself - today the Wilson administration. He should study specific problems-in the effect-cause relationship, over selected periods. Then review each chronologically.

Conclusion.

Such a course of study based upon present day problems should fit an adolescent student for the study of history as such - and add something to his equipment for life.



A recent inquiry into the status of the teaching of history in secondary schools reveals the very general conception that the fundamental requirement in the order in which the various fields of history should be studied by the adolescent, is that of chronology, based evidently upon the assumption that in order to understand the present, one must understand the past.

This is true, however, in a very limited sense. One may be intimately acquainted with the present in some ways and know nothing whatever about the past. One may understand the mechanism of automobiles, one may understand the old age pension system, one may understand what Wilson is trying to do in regard to peace - without knowing anything about the evolution or past stages of automobile mechanism, the development of old age pensions, or the customary steps a neutral government has taken in the past to promote cessation of bloodshed. That is to say much knowledge of any present fact or entity is not at all dependent upon contributory past stages.

Knowledge of this sort answers the questions "what", "where", "why", "what present relation to". It does not answer the question "how it came to be." That is dependent upon the



element of time. That demands going back into the past and coming forward step by step. Knowledge thus gained is history. But all such knowledge of the present is rightly subsequent to that other knowledge of the present that is not at all dependent upon how it came to be. Unless one know what it is the development of which one is trying to trace - unless one know where to find it, what use it has, and what are its intimate relations with other similarly understood things, his attempt to understand it by merely tracing its development is at least a passage thru dimly lighted corridors, with many stumbling blocks by the way. An attempt to find how something came about without knowing what that something is, is utterly ridiculous when the imagination is called in to perform such a feat. If I were to inquire the genesis of some custom prevailing today among the Hottentots, I would work altogether at random until I had a fairly clear idea of what constituted the custom. If I approached the field of philosophy thru a history thereof, before I had a fair conception of the province of psychology today - the endeavors of metaphysics and the main purposes of systems of ethics - I would find myself easily floundering neck-deep, and would very soon seek a philosophical dictionary





for terms. It is thus so much a part of common sense that knowledge of present condition must precede any attempt to explain that condition by resorting to stages in its evolution, that nothing further need be added; but to grant that, is to grant that a knowledge of effects - a term which involves a relatively present time as contrasted with causes which involves a relatively past time - must always be understood first before any attempt can sensibly be made to establish such by an explanation of these causes. Thus it is readily seen that the whole order by which historical fields should be presented is just the reverse of that in which the events actually occurred. Effects must be understood in their being, before causes can be interpreted as such.

One must, however, relive the past in the order in which it was actually lived, before leaving it, in order to get an appreciative and whole view of the field. Thus two distinct surveys of any historical field must be made. One which we may call our own - because it proceeds from our own viewpoint in the present and looks backward - the other that of our reconstructive imagination which rebuilds it in imaginary chronological order as nearly like the experience of those who



actually lived the events in time, as our different life and time permit.

If one had the time and the inclination to master the field of history where then would he begin, at what places would he halt, where would he end?

He would first thoroughly acquaint himself with the world in which he found himself today. He would acquire a knowledge of the great movements of the race, existing facts and tendencies. He would seek then to explain these. Certain previous facts and conditions would present themselves as probable causes of present facts and conditions. Accepting these as such, he would find himself in a present removed back by one stage. Causes of present happenings are now for him a new present which in turn must seek its causes in one further removed stage. This course might be followed ad infinitum, i. e. the first attitude, that proceeding from our own present, backward;- but one would soon find himself unconsciously rebuilding what he had torn down to examine. The second attitude would reconstruct data of effect and cause - leaving them cause and effect because one has finally to understand sympathetically and to imagine as one lives oneself, in time order.



I want to know the history of the part played by neutrals in bringing about peace. I first acquaint myself with Wilson's acts in that regard today. I next inquire what in the past could have made it natural for the President of the United States to take such a step. I find precedent in Roosevelt's Portsmouth Plan and England's overtures to Lincoln during the Civil War. These become at once of present interest ipso facto, and I seek similarly to explain these. Finally I am ready to reconstruct the whole data chronologically in order to leave it a unit of natural experience.

The position taken by those who maintain that history must be studied chronologically in order to be understood is based upon their claim that the present can not be understood unless it can be shown to have followed from the past, and that one must know the past therefore in order to have one's present illuminated. Thus were the whole field of history the problem, such persons would start in antiquity and work slowly and painstakingly to the present. A point in the remote past would be chosen from which to start and certain stages, or epochs, marked off which would be taken up in the





cause - effect method of approach. In this way but one attitude is held prominently before the mind. Some accepted effect is to be reached by starting at some remote cause and working up to it chronologically, as nearly as possible as it happened, making antecedence in time auxiliary in explaining cause and effect relationships.

The two methods of approach each argue with conviction - one must know what went before in order to understand what comes after one says - the other - one must know what is is, before one attempts to explain or account for it. In the first, the attitude of mind is one of anticipation, expectancy, suspended interest perhaps, in the other it is deliberate analysis, investigation. In either case interpretation must rest alone upon experience. Whether we go from the ancient to the recent or the recent to the ancient, any intelligent comprehension of the relationship of cause and effect rests upon what it has been our experience to recognize as such relationship. It is just this fact that makes the study of history chronologically so patently the method naturally pursued by the adult. His experience has acquainted him with the world in which he lives, in one or several aspects, more or less intimately. He



is a specialist, probably in at least one field of thought and endeavor. He understands certain effects, certain conditions in their present relationships to others - he has lived enough to designate these the effects of causes the working out of which he has consciously watched. Also he has compared certain known relationships of cause and effect with others less certainly apparent and has felt justified in stamping these also such a relationship. He has acquired through such experience a method of approach to the chronology of human experience at any point. He is familiar with a type which he may apply all along the way whether in the desire to understand the Punic wars, the Reformation or the development of the German Empire. Internal strife generally means peace abroad and vice versa. Witness England and Ireland before the war, or witness the wars of the Roses after Henry VI had lost his father's newly acquired territory by war with France. "Taxation without Representation" has universally the same result. These are types which when once accepted illumine the whole field of history whether of today or Caesar's day, and they may be gleaned anywhere along the time course. By them is the field of history laid open to



the adult mind. But the recognition of types is essentially a product of experience. The use of them to explain the past is valid to the degree that the adult student has understood his present, and has given intelligent acquiescence to the aspects of the past which their use has heretofore persuaded him to accept. In other words he has understood his own present and from that acquired an approach to the past. Chronological order for him is perfectly natural. He begins with a large measure of his task completed. His tool is in his hand. The adult may study profitably and enjoyably any field of history and this the more so according to his experience of life and former study of similar fields.

The case is different with the adolescent. His experience is small, his acquaintance with method of approach meagre, his imaginative faculty dawning. He understands his world only in parts and these always subject to the revision additional years cannot fail to effect. His effort to understand the past is often for the onlooker productive of results as amusing as a description from a Junior English class arraying Casca in a twentieth century mackintosh. More often the results are pathetic, to the onlooker and discouraging and





stultifying to the boy or girl.

I believe the effort to teach history chronologically to adolescents is contrary to the best psychological and pedagogical ideals - and certainly I am voicing the feeling of many who have long endeavored so to do - when I say that its gratifying results are negligible, - how negligible a revision of the subject for secondary schools alone can show. That it is the method of approach generally prevalent, the curricula of all but the most progressive of our secondary schools reveal. That it is acquiesced in by the large majority of history teachers today is apparent whenever the subject has been approached. A recent questionnaire of two hundred to three hundred teachers in the middle Western States reveals that the large majority believe that the study of history must begin at the beginning of recorded history, hence that ancient should receive first attention. That the method violates the most simple and well established pedagogical law I shall endeavor to show. "From the known to the unknown" has been our watchword since the days of Pestalozzi. In many fields of present day education it is consciously adhered to. In the field of history today it is being very generally and very ruthlessly trampled



upon. The reason is probably three-fold - failure to recognize the error, conservatism on the part of many, a lack of clear perception on the part of those tired of the errors of the present, as to just how a change could be effected. Recognition of the error may be had by any intelligent, sympathetic student of the adolescent mind in the light of this generally accepted and irradicably verified law, that knowledge proceeds from the known to the unknown. The adolescent actually knows little. The endeavor to enlarge his scope of knowledge in any direction must start with the absolute certainty that he is reasonably familiar with that from which he is to start. The effort to teach him history is an assumption that he is reasonably well acquainted with the only field of knowledge actually available for him, his present and immediate world. That such an assumption is unfounded is too generally, however too purposelessly recognized, by all those whose association with the average boy or girl is more than casual, to here need demonstration. This being true chronological order of presentation is to create for him an immense hiatus between the world in which he lives and the one into which ancient or mediaeval history casts him. His knowledge of the present is meagre; the conditions of the remote



past totally beyond his experience, and unlike the adult, his wedge - the type method of investigation is totally lacking.

The results are incommensurate with the four or five weekly periods devoted to history, one to four years of a high school course, incommensurate with the honest, devoted efforts of hundreds of history teachers who hold for their aims "broaden the pupil's horizon", "make the pupil think for himself", "relate the facts of history to life and conduct", "inculcate good citizenship". The whole effort is irreconcilable with all that is generally known and accepted in the fields of psychology and pedagogy today. Until we can assure the pupil a definite working knowledge of his own world, broadening the aspects as he matures, all effort to account for that world by a study of what went before is fruitless. All effort to present to him past epochs is to create opportunity for fancy - not reconstructive imagination. Moreover if the whole purpose of historical study and especially for the citizen prospective is not to afford interpretation for the present and possible suggestiveness for the future - its relation to life and conduct and hence to the broader purpose of education is lacking. The past has much to contribute to an adequate understanding of the present





but its contribution is "how" rather than "what" and the latter must invariably precede.

Thus let the adolescent get a knowledge of the world as it is before he undertake blindly and laborously to build up bit by bit his acquaintance therewith. Let him understand government as it exists today before he learns that the Magna Carta was a most important governmental document. What do steps in English Constitutional history, the Model Parliament of Edward I, the House of Commons of Simon de Montfort, mean to the boy or girl who does not know the powers and privileges of the departments of the English government today?

The adult may study these and similar topics in their relationship or isolated, he may trace development chronologically or he may work from effect to cause - because in general he knows present effects and the past in the relation of cause and effect type. The adolescent must either live long enough to have experience give him knowledge of effects and their interpretation, or else he must deliberately intensify and broaden his present knowledge, before he may intelligently attempt any study of history as such. For all adequate and enduring knowledge of the past for each of us takes its point



of departure from the present, and our skill in interpretation lies in our acquaintance with that present, whether from the experience of living or of learning. It is a question therefore whether the adolescent may profitably study history as such at all, whether he can be sufficiently well equipped to undertake what experience alone enables adults to venture upon. If he may so equip himself may not the method of equipment become an end in itself and far more productive of good than a knowledge of the past save as interest is awakened in specific and concrete directions? These are suggestive problems in any effort to plan a course of history in the high school or a course of something upon which intelligent history study may be based.

The endeavor to arrange subject matter to <sup>greet</sup> ~~grub~~ the pupil properly in accord with time order, suggests at once the equally necessary compliance with the demands of space order. It is as erroneous to project the adolescent into a world unrelated to his own in space as it is to similarly place him in remote time. He needs to connect his surroundings with those of the field he is studying quite as much as he does to connect his time with the time he is studying. It is little better to have him study in an isolated way conditions in any of the



warring countries today than to have him study town government in the days of the Puritans if he is given this as the place of departure. Only in accordance with the universally given data of time and space may we assume therefore to map out a course of study of a historical nature, for secondary schools. In so doing we tacitly obey the demand from the known to the unknown. In so doing we inadvertently fulfill several other current educational demands. We will find that the point of departure is the point of greatest present interest, starting with what the pupil knows here and now. Moreover we will find the pupil, not the subject matter, has become the centre of interest for the teacher. Similarly we will find a vastly enlarged harvest of realized aims, only vaguely hoped for before. ¶ Nearness in time and space is a confining rather than a defining principle, however, upon which to map out a course of study or to present various phases thereof to the pupil. It limits rather than supplies content. Motivity within this established scope must be determined. Of the things which proximity suggests, what shall be chosen? Certainly never what the pupil ought to know, never what his adults in general consider essential to "culture".





Self-development and the selection of material therefore are primarily the pupil's privilege and problem. Guidance alone belongs to his instructors. Our part is to nurture. Shall we then permit the adolescent unlimited choice of the subjects he shall study? In a certain sense not at all - in another entirely. In a superficial way - where his judgments are called in - the adolescent's idea of what he should study is of little or no value. Whether physics or chemistry, mediaeval or modern history should, at a given time, engage him, he is unable to determine. Fancy is his most reliable basis here. Nevertheless he has an invariable determinant. At every stage of mental development a desire for knowledge of this or that sort may be observed, asserting itself in varying degrees as conditions of his schoolroom atmosphere permit its expression. The pupil's conscious need at any given point is the motivity back of any constructive teaching in any field. "If we could only believe", says Professor Dewey, "that attending to the needs of present growth would keep the child and the teacher alike busy and would also provide the best possible guarantee of the learning needed in the future, transformation of educational ideals might soon be accomplished and the other desirable changes would



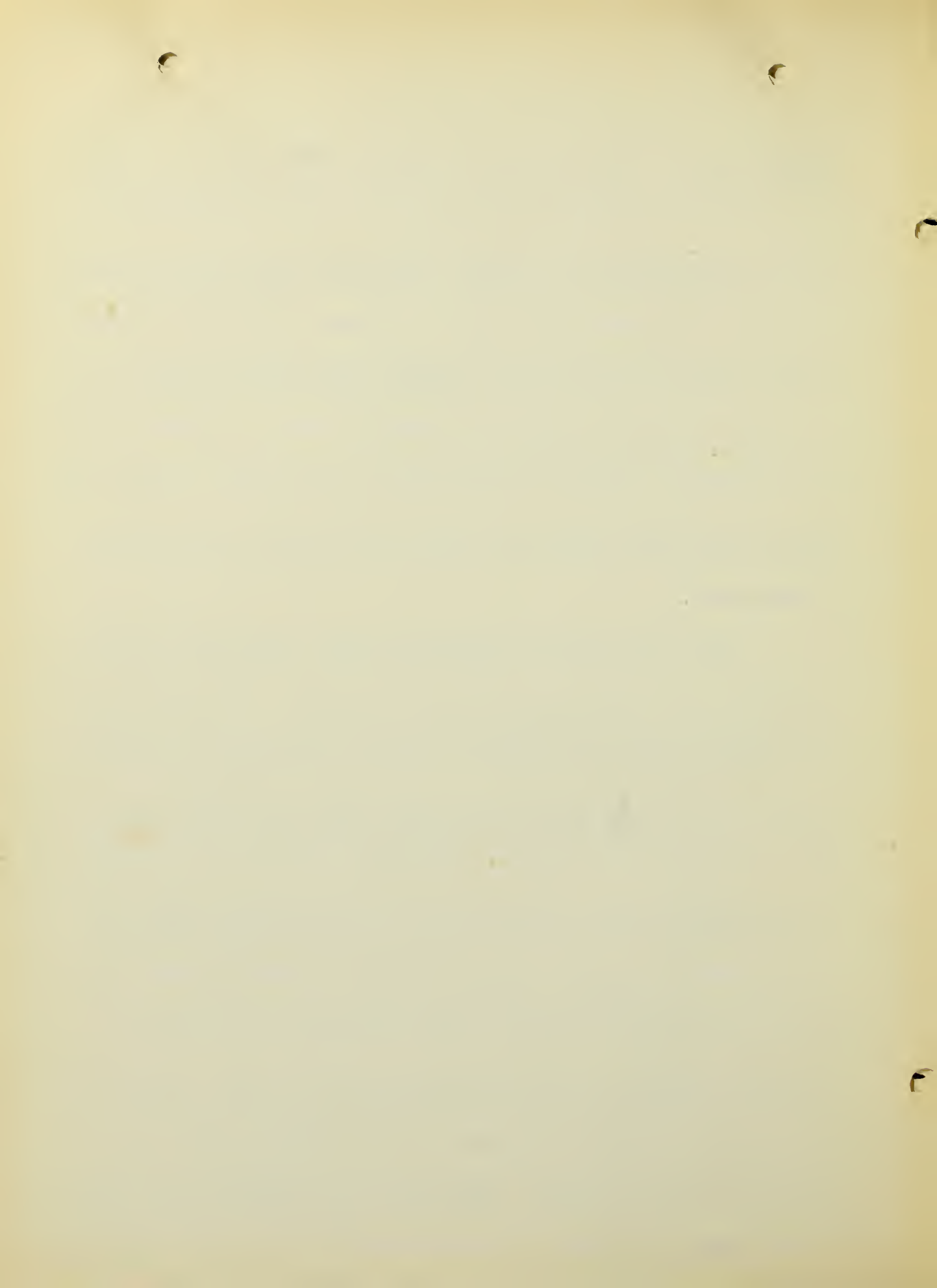
largely take care of themselves."

A secondary curriculum in social studies must be based therefore upon two considerations:-- nearness to the pupil's time and space, and satisfaction to the pupil of his conscious need. I have in mind a certain Freshman class in English History. Five or ten minutes daily is given to the discussion of current events, the rest of the hour to recitation upon the state religion of England from Henry VIII to Charles II, or what not! Recently the high cost of living was introduced as a topic of prevailing interest. One young man of fourteen protested, on his own initiative, that the government ought to take over the control of exports in order to feed the nation. Others eagerly volunteered adverse opinions. The moment was ripe for instruction in economics. Every pupil in the class was alert and eager. All had heard at home of the rising price of sugar and potatoes. But the events of Charles II's reign would have to suffer if the hour were given to such a purpose. A hurried word or two was interposed by the teacher and the routine work resumed with a perceptible loss of collective interest. The incident was a glaring but not unusual attestation to the veritably injurious methods in many of our



school rooms. The routine work should have been sacrificed and the whole period and if need be the next, devoted to a clear presentation of economic conditions and principles underlying the present high cost of living. No better opportunity for that class would perhaps ever present itself. In fact, the religious changes in England during a certain period have no place, except as elucidating in some way, present data or some data upon which the pupil has conscious need for enlightenment.

There is another important factor underlying the arrangement of a curriculum of social studies. Consideration of this lends additional weight to that of nearness in time and space and suitability to the student need at a given time. This is pedagogical ability. That must be selected as best at any stage which, in the hands of the average teacher is most teachable. That is most teachable which in itself is most productive of interest and application in the pupil. Wherever points of contact demand search, to that extent does spontaneous interest flag and to that extent is the ingenuity of the teacher at stake. Where this is lacking in any appreciable quantity, actual constructive work in a field not





replete with native interest is at a minimum. For this reason alone, such fields as ancient and mediaeval history are comparatively unproductive. An educational expert could bring over the ancient, to meet and vivify the present as he could interpret the present itself. But in the hands of the average teacher, constructive correlation between the present and the facts of ancient or mediaeval history, is at a minimum, and present conscious need in the pupil is crushed under a burden of remote facts. In any secondary curriculum, native interest in a subject, because it insures greatest success to the greatest number of teachers, is as necessary therefore as are nearness in time and space and felt need in the pupil.

It remains merely to correlate these principles and to show that if adhered to, all the outstanding ideals of history teaching may be preserved, and to survey the fields of possible choice for selection of those which in order appear to most nearly meet those demands.

What is near the pupil, what the pupil is anxious to know, what the teacher can readily supply nutriment for, these are one and the same, the current or recent problems of everyday life-civics, economics, sociology. As they are today may





in time demand, on the pupil's part, knowledge of how they came to be. Historical study as such is at such points pertinent. Its approach will naturally be through concrete channels, the explanation of some specific present fact or condition. Present embargos and blockades suggest the tariff history of ours and other countries, and the pupil himself will, in due time, seek this, when the present is actually mastered. Until he does, the door should remain closed to him, lest in the effort to unlock it for him we should inadvertently push him into a strange country filled with perplexity and distress of mind. Emphasis upon present conditions should occupy therefore the early years of the adolescent's study, with such past reference as his need shall from time to time direct, until acquaintance with his own world and skill in handling past facts as occasion presents need of them, to explain present, shall have made the study of history as such the next natural step. At this stage genuine interest in history may be expected and fostered. How early in the course this may safely be looked for is a question, but whether the secondary course should or should not include any history in the common acceptance of the term is dependent upon the success with which the early study of civic, economic,



and sociological facts and relations make such appeal to the adolescent interest, that natural inquiry into and desire for knowledge of past stages is led to assert itself. If such need is not apparent, history courses have no place in secondary curricula.

The question may arise:- Will adherence to these principles insure the realization of the recognized aims of history teaching, such as teachers list today "good citizenship", "facts in their relation", "interest in books", "make pupil think for himself", "broaden pupil's horizon" etcetera? It is almost self-evident that far greater realization of such aims may be expected from such adherence, and the reason is simply this--that present interest and desire to know in the pupil, coupled with conditions which meet the ability of the average teacher, cannot fail to secure more and better results than the old conditions, where what the pupil ought to know because cultured people know it, pertained, where events are taken in such an order because they happened in that order, and where the average teacher has to rack her brain to make her subject interesting, and more often than not falls back upon a single or perhaps half a dozen text books from which she hears a



lagging recitation! By the new plan the pupil is with us, the subject matter is the subject of our personal daily interest, the aim is a conscious one to the pupil as well as the teacher. Will he become a "good citizen", can he "use facts", is his "horizon broadened"? All of these are; they appear from day to day, as leaves turn green on properly nurtured plants- We do not need to ask, "will they be". If the boy cares to know why we send so much food to Europe when our own sugar supply seems to be failing, the man may be fitted for membership on an inter-state commerce commission. such a question is, for his present and future citizenship, more pertinent than the reforms of Solon or the military divisions of England under Cromwell. Moreover, understanding such a present economic fact in its intimate and far reaching relations today, is so much basic principle by which he may the better understand Solon and a Cromwell when his interest turns him to the past.

The question may be raised, "does such a revision of historical study actually meet the equipment of the average teacher as well as the old regime?" It is presumed that all teachers of secondary subjects are intelligently conversant with current interests - more so than with the facts of past epochs.





Everyone knows how bare facts escape one from year to year and how much reference to text books is necessary to equip one with sufficient knowledge to present matter intelligently or to pass judgment upon the work of pupils. In the arrangement of a curriculum giving present interests wide scope, preparation would be of a different sort, - at once easier, because more natural, and at once more stimulating, because more replete with possibilities for correlation between the interest and the modern tendency than, for example, the interest of the pupil and a past event, as the Black Plague or the Fall of Constantinople. This is always going on the assumption that in either case the teachers teach and do not merely hear lessons. If the latter not unprevailing deplorable condition is to be considered, of course social studies in the high school, wherein at present few texts exist, are to make much greater demand upon the ability of the average teacher, but for that very reason, they may become additionally valuable as a corrective of secondary methods. The really virile enthusiastic teacher should welcome them.

It is evident that upon the foregoing principles various possible courses of study present themselves. Fixity of scope must always be relative, since present conditions



change as often as one chooses to so regard them. What one offers to a Freshman today, one would not offer next year. One choice is, however, always imperative. It may, perhaps, be called spatial. The present world problem today is, of course, the war. Spatially this is well nigh all inclusive. From another point of view local problems of labor, elections, prices, may secure ready interest in the pupil's mind. Various other problems present themselves. The determining factor therefore, in the spatial field - since any one of these might be equally near in time, is the conscious need of the pupil, the apparent desire of the class for information or understanding.

Do high school freshmen today want to know about the War and its contingent factors, or about problems of welfare, of sanitation, etcetera? Undeniably the war is much more before the mind of the average boy or girl of fourteen, who has been encouraged at all to read the papers, than is any local or national problem save as it has some bearing on this. The great world crisis should unquestionably be used today as introductory to problems of economics, sociology and government. For any other period, different subject matter,



because that of a different tho perhaps of equally vital interest and purport, would suggest itself. But, of the great world crises, the possibilities are well nigh unprecedented. If it is a freshman class, the problems growing out of the war might occupy the entire study - taking them merely in their present interpretation. If it is a more advanced class, the war might be used primarily as introductory to problems treated more intensively and broadly, and perhaps more historically, if the pupil displays inquiry into the genesis of some fact or condition. In ordinary times, local, state, national would seem to be the logical subject matter freshmen, thus presenting conditions and relations in an order the reverse of that which a great world event makes possible - the wider interests first.

Whether it is the great present crisis near him, because near us all, or a problem of local sanitation, town government or other interest near the pupil actually, the first year of social study should center about present day institutions, not as such, but as related to the pupil. Community, civics, not in the geographical, but mutually-sharing significance of the term, would apply to the subject matter of such a course, the aim being to stimulate and train the pupil in appreciative





service. Such international questions as neutrality, international law governing blockades, treaties and their significance, and diplomatic relations are amply suited to the average high school freshman, provided felt need to understand what the newspapers print and people generally discuss can be recognized and utilized. Such need is most apparent in our schoolrooms today. Eager boys and girls standing on tip toe, vying with each other to ask a question or offer an opinion on current issues, rise before me from reflection on my own schoolroom. "One hundred percent interest in current topics", says Miss Evans of the William Penn High School. Training in citizenship? Let us forget all about Solon and Simon de Montfort and use to the utmost one of the few discernible blessings in the immeasurable curse the present turmoil of nations affords. That we have no texts save newspapers and magazines, that effects and their causes are purely speculative, that the very nature of the undertaking is a bit hazardous in its lack of definite knowledge of facts - nevertheless foundation may be had in established institutions the very stability of which, being at stake, challenges the interest and opinion of the adolescent mind. Why should we virtually have aided the Allies with an output of ammunition





when we professed neutrality, is a question on the lips of many a boy and girl today. The moment is ripe for a thorough-going explanation of private enterprize versus government control. This is within the grasp of the fourteen or fifteen year old boy or girl, if he wants to know and if it is presented in all simplicity. Why does our government not prohibit Americans from going abroad, is another question puzzling their minds today! Shall we curtail the amount of schoolroom instruction such inquiry deserves? "To broaden his horizon", "to train his judgment", "to equip him for citizenship?" Occasion more replete with opportunity could not present itself. An entire year of four periods a week might very profitably, both for its intrinsic value and for that which it may have for study in the later years, be devoted to a course based on the war, its national and international, its state and local problems, with newspapers and magazines for text books. Such a venture would, I believe, prove absorbingly interesting to both class and teacher, and it would meet all the demands of nearness, suitability to felt student need and equipment of the average teacher.



The following is a possible outline of such a course  
(begun with what is present at the time of writing.)

A. Diplomatic Relations.

I. Subject matter.

- a. Our severed diplomatic relations with Germany.
  1. Instance.
  2. Explanation of causes leading to this climax.
  3. Chronological account of relations between U. S. and Germany since the war.
  4. Possible and probable outcome.
- b. Diplomatic relations between nations generally.
  1. Need.
  2. Maintenance.
    - a. Difference between embassies and legations.
    - b. Secret Codes.
    - c. Consular service.
  3. Type problems.

II. Presentation.

- a. Newspaper accounts brought in by pupils.
- b. Correlation of facts from these.
- c. History of particular cases - if pupils show desire for such.

III. Possible utilization of results.

- a. Stimulation of student opinion.
- b. Stimulation of student responsibility in case of war.
- c. Comparison with conditions in other countries.
- d. Definition of real patriotism.

B. Preparedness.

I. Subject matter.

- a. As a national problem.  
Evidences of concern and unconcern.
- b. Relative virtues of being prepared or unprepared for war.
- c. Methods of preparedness.

II. Presentation.

- a. Information which pupils may have called forth.
- b. Newspaper and magazine reports.
- c. "Boy Scout" and "Camp Fire" doings.

III. Possible utilization of results:--  
Lesson of personal responsibility.



Other equally vital present day problems may be seized upon and made intelligible and stimulating to a freshman class with literally no dry technique or difficult terminology. The freshman is capable of understanding and judgment characteristic of his growing reason. He will not get all, but he will hereby be prepared to get more from a more thorough treatment of similar topics later. The necessity of using current literature cannot fail to call forth a ready interest in his present world and the privilege of expressing and correcting his views in the schoolroom cannot fail to make him intelligently conversant with its problems and responsibilities.

A number of progressive educators are recognizing the desirability of vocational guidance during the years when self-adjustment undergoes phases of perplexity and change. Among these, J. Lynn Barnard, Arthur William Dunn, and other members of the committee on secondary social studies, the report of which constitutes Bulletin #28 1916 of the Bureau of Education, suggest that part of the freshman year be devoted to a study of industries with a view to giving scope to the pupils' possibilities for personal choice. This is undoubtedly indispensable and should include a wide field from purely commercial and industrial





occupations to professional and government service. Citizenship, its duties and awards, should permeate all such discussion. Such vocational study might seem to have more obvious relations to the course in Community Civics prescribed in Bulletin #23 of the Bureau of Education - where study of local industries is recommended as the natural transit. Yet in no sense is such a study of institutions, as that I recommended through an intelligent pursuit of data the European war affords, unproductive of easy channels of approach to vocationally interesting topics. Women in European countries have taken over much of the work formerly engaged in by men. A natural inquiry follows into the nature of such industries, the demands made upon a woman's fitness, etcetera, and comparisons with conditions in America open up such a discussion of the nature and demands of such industries as the pupils may feel need or desire to know of.

It is obvious that a course in institutions and vocations which shall satisfy genuinely felt need of the young pupils - growing out of the present world crisis and out of his own efforts toward self-adjustment, finding its subject matter in the present and its text books largely in current literature



must, for its success, depend entirely upon the caliber of class and teacher, primarily the teacher. Yet I believe the initial stages are the most crucial. As soon as the pupil becomes actively conscious of his need to understand, and experiences the pleasurable self-importance of intelligent grasp of what the adults about him are absorbed in, the motivity for the successful pursuit of all our ideals is guaranteed.

For the freshman year then, Community Civics and Vocational Guidance throughout the year, or half the year to each is the logical field and is equally replete whether the pupil is "taking" the scientific, commercial or college preparatory course. Distinction may properly come later, but none is pertinent at this point since intelligent grasp of present conditions, his relation to them, and the possibilities for choice from a survey of the different vocations, are at once the only fundamental basis for future study, the first from the very nature of the case, the second, because until the pupil may make even a tentative choice of an objective, his felt need must lack focus, and intelligent basis for distinction in subject matter is lacking.

It is obvious that no provision is made here for



Ancient History, which as a required college entrance subject still figures almost everywhere in our college preparatory courses, and usually in the freshman year, thus conforming also to the still prevalent though erroneous idea that history should be taught chronologically. The demand of the colleges for preparation in this subject is a relic of the days, no doubt, when classicism ruled supreme within their walls. Knowledge of the ancient world properly accompanied the study of Latin and Greek, hence in offering the latter, ancient history was conceded to be reasonably correlated. Such correlation, however, was undoubtedly meagre in the secondary school aspects of the subjects. Few, if any of us, thus prepared were led to associate the Caesar of our "Myers" with the Caesar of our Gallic Wars. The reason was chiefly because there is little to correlate in the memorizing of paradigms and the common use of cases, which occupy necessarily most of the freshman year, and the struggle between patricians and plebeians, an outstanding phase of freshman Roman History. If ancient history has any place in secondary curricula because its correlation with Latin is advisable, it is only in the senior year as an elective by students reading Cicero and Virgil and intending to devote a large part of their college





course to the classics and to history, and only provided the ancient history is studied as the culmination of at least two years of social study, one of community civics and vocational guidance the other general history or European, in which the method is to use the past as basis for elucidation of present interests. It were far better, however, both from the view point of secondary limitations and of collegiate understanding and development, to eliminate Ancient History altogether from the secondary curriculum. The colleges should be led to recognize this. The loss would be amply repaired in the additional acquaintance with social studies of modern type, economics, sociology, government, in which, if the pupil had as sound a foundation as his youth would permit, any history course as such, even if chronological order were encouraged, could find basis and motivity far more secure and dynamic than such understanding of the ancient world as a pupil gets in the secondary course is offering to colleges as ground work today. From the very nature of the case, maturity and experience alone can sympathetically and entirely grasp the significance of the ancient world save in notable exceptions, where similarity to our own is greater than that found





in the mediaeval. Maturity and experience should therefore wait upon it and ancient history remain a genuine pleasure for the college student who has worked intelligently back toward it in his secondary preparation.

What shall constitute the subject matter of a second year of social study in the high school? By this time guiding principles have been established, such as knowledge of his present world, to some extent at least, and choice of vocation at least tentatively. If Community Civics growing out of the war have constituted the freshman course, several outgrowing possibilities suggest themselves. A more intense study of American problems of government, economics and sociology, with training for citizenship is suggestive. A similar study of some other nation, a glimpse of which the boy or girl has got through the windows of the war, is also suggestive. At any stage, a foreign country would possibly interest more than America, the history of which, in the grades, the boy or girl considers rather too recently gotten through with to warrant even a differently conducted study of similar nature. England or France, Germany or Austria present interesting aspects. That boys or girls of sophomore high school age care to know



about these countries is undeniable. A felt need is apparent in any class where current history is even casually admitted to the daily program. In a certain schoolroom one copy of Hazen's "Europe Since 1815" is seized upon every night by the boy or girl who can first present his claim after school. Mr. C. D. Kingsley, of the Massachusetts State Board of Education, has advocated such a study in a paper before the Rhode Island Institute of Instruction, October 29, 1915. This I have not yet been privileged to read. My own suggestion for a course suitable for the second year would be somewhat as follows:--

A. Subject matter.

- I. The study of either France or England (because in their republican and constitutional aspects presenting analogies to our own government) and in their historical relations to America, already known to the child.
- II. Some other European country elected by the child out of his felt need to understand the land of his parent or grandparent, perhaps, and studied by him largely on his own initiative, using the former method, where all studied the same country, as a guide.

B. Presentation.

- I. Whatever topics in the first year of Community Civics have aroused and interested the class should here be used as the logical approach. If it were diplomatic relations, immigration, or high cost of living, the contact is close at hand. Interest could be aroused through a dozen different channels. This is the individual teacher's problem.



II. Definite understanding on part of the pupil as to just why he is introduced to such a study as that of present day England should be next established. This should not be difficult in view of the world crisis, the prominence of England before the eyes of all today, and the pupil's former study of community civics.

III. With equal care should the pupil be led to assert certain definite and individual gains he hopes to make from such a study. Thus the possibilities of the field and his conscious aim are in the grasp of the pupil. Guidance thereof is the teacher's problem. What direction should this take? Any plan is necessarily provisional. One such follows:--

A. England as a World Power.

I. Evidence of this in the part played by her in the present war.

Here should be introduced the latest developments in her actions together with the other Allies; her degree of success avoiding the submarine menace; her blockade - its purpose and international legality, her utilization of foreign troops from different parts of her vast empire.

II. Various collateral and contributory channels growing out of these; her slowness to give appreciable aid to France and Belgium on the firing line; her great navy; her supremacy as colonizer. Choice of these or other suggestive topics must rightly depend very largely upon the pupil's felt need. Also, since he has chosen his vocation (subject perhaps to change) and therefore his course, emphasis should take the direction most instructive in phases most suited to his chosen field. The commercial student should be led to recognize the value of commercial aspects of England as a world power. The relative merits of free trade and protective tariffs should engage him. Similarly as many aspects of different sorts as he can well assimilate should engage the college preparatory student whose need for specialization is to be postponed.

III. Needless to say, geography should accompany any intelligent handling of England in her international and imperial relations, and wherever and whenever the question, "How did this come to be" arises to the lips of the pupil, history, to explain first, hence fittingly surveyed backward, then in chronological order, as a natural sequence of events cannot wisely be neglected.





## B. England Internally.

### England at work today.

All changes in industry, government, social distinctions, appearing out of the great crisis, suggest themselves and should be handled always relative to the pupil's felt need, and as far as possible with emphasis upon the aspects his course suggests, as for instance industrial changes incident upon the war is a productive field for manual training students. Geography and history here as before should be called into play.

By the time the student has reached his third year, if the secondary curriculum allows him the privilege of another year only of work in the social studies, his attention should be directed more specifically in accordance with his prospective vocation, that is to say at this point distinction may properly be made. College preparatory students would undoubtedly find interest and profit in a year's study of economic, sociological and civic problems, selected from topics of current local or wider interest. The introduction here should always be through the concrete, but some ability in the abstract might be expected and encouraged. Citizenship should occupy a prominent consideration throughout. Contrast between town and municipal government, the demands upon each, the duties of those under them, their relation to the State. Local conditions are the natural approach here - abstract principles as far as possible the goal; or again the Church - its service to



the community, the relatively small divergence between a good citizen and a good church member; or again the school as a factor in community life. Here lies a field for constructive work, possibly productive of results while the young citizen is still a member of the student body, for the latter has much to contribute toward making the school, in all its resources, a centre of community welfare. Economics, sociology, civics might thus fittingly engage the college or normal preparatory student in his third year, elements suitable to his growth and need alone being given.

In the other courses more specific handling of selected data should characterize the third year course. Commerce, national and international, should chiefly occupy the attention of the commercial student though not exclusively. He will feel need for related subjects of which as much should be given him as he can correlate. Such topics as tariffs, interstate commerce commission, boards of trade, chambers of commerce suggest themselves. Where need is felt historic aspects of these should be everywhere presented. The presentation should invariably be through concrete, easily recognized conditions. Principles should, wherever possible, be laid bare.



Similarly the manual training student should find his chief interest in industries, problems of labor and capital strikes and lockouts. History is pertinent here too and citizenship the broad,- vocational familiarity, the narrower purpose.

If the student in whatever course is to have the privilege of no further social study than that of his third year, whatever history is considered with reference to the foregoing plans, should be largely that of his own country, that he may not enter upon adult citizenship without a more mature survey thereof than his grammar school study could have given him. If, however, a fourth year is possible, for all sorts of students, a course in American history is advisable. This should begin in the Wilson administration or at whatever stage the student's present has brought him, and working backward consider as effects, topics of civic, economic and social interest, unfolding thereby certain periods such as that from the present to the Civil War, the Civil War to the Critical Period, etcetera. Each time the period should be reviewed in chronological order.

9) By this time the student's needs, both present and to come, are his self-conscious possession, - by this time he has present day knowledge and experience sufficient to warrant his delving



into the past, - by this time some dawning of the pleasure and value of historical study may be expected of him and indulged. He is fairly equipped to enter the arena of active life or that of the records of past life -- to enter business or college.





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