

THESIS.

Subject, *The Teaching of History*

Name, *G. B. Augustine*

There is no study in the school course that should receive more attention than history. It cultivates the memory, imagination and reason. It broadens the minds of the pupils, inculcates patriotism, creates a desire for reading the lives and deeds of our great heroes, and inspires the pupils with a higher and nobler idea of their ancestral fathers who lived and died to bless their posterity.

The real purpose in the teaching of history is to train the boys and girls in the common schools to become good citizens

and citizens who will make
and obey laws that tend
to bless the human race.
If this be accomplished more
good will be done for the
pupils, than by cramming
their minds with dry
facts of the dead languages.

The real question that we
have to consider is: What is
the best method to use in
securing these results? If
we attempt to cram the
children's minds with dry
facts of battles and dates,
the children will lose all
interest and will consider
the study of history a great
task.

This kind of teaching retards the development of the reasoning powers of the pupils and makes the children think of their school days, as days of sadness.

If we wish to be successful in the teaching of history, we must be good story tellers. When a child enters school, his life is often saddened by the teacher's giving him dry facts to remember. The child is disappointed, as he has been accustomed to hear his father tell stories about Daniel Boone, William Penn and George Washington.

If the teacher is going to be successful, he must continue to present his ^{lessons} in this way until the pupils become interested in the subject. It is a good rule to follow that, as the pupils' knowledge of history increases, story-telling should decrease; but it must be borne in mind that a teacher's success in teaching any branch, depends upon his ability to present the subject in a simple, pleasant, logical way.

We should proceed from the known to the

unknown. Children are always interested in persons or things with which they are acquainted. If you give a pupil a paper to read that is published in St. Louis, he will not be interested in reading it, for the items there do not have any meaning to him.

He is not personally acquainted with any of the characters that are mentioned in the paper, but the same pupil is always interested in reading the home news. If

John Jones has made a new pavement in front of his house or James Smith had his leg broken, last week, the pupils will be interested in reading it as they are acquainted with these persons.

Children's grades in history should depend on their experiences. This is the only true examination in history for the classification of the pupils in this branch.

In the primary grades, we should gather facts from stories and prepare the pupils to use text-books.

In teaching the history of a country, we should, also, teach the geography, as one largely depends upon the other. The teacher can make his work more practical and beneficial by having the pupils locate the important places; and if he is a skillful drawer, his success as a teacher of history is certain.

When pupils have completed the advanced book in United States History, they are prepared to commence the study of

General History.

If every teacher in every school in the United States, has not done something, to make their pupils feel proud of their glorious heritage, and to animate them with a noble ambition to live lives, and do deeds which shall be worthy of it, their work has been a failure.

D. P. A.

Bibliography

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