STUDIES IN GENERAL HISTORY

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Studies in general history by Mary D. Sheldon

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MARY D. SHELDON

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BY

MARY D. SHELDON, BARRES

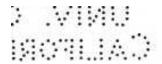
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AND TEACHER OF DISTORY IN ORWERO

NORMAL SCHOOL, N.T.

Teacher's Manual.

BOSTON: D. C. HEATH & COMPANY, 1896.

[&]quot;It is impossible that the history of any state should possess any interest unless it show some sort of development." — J. R. SELLEY.



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COCYMIGHT, FEB. 11, 1885, By MARY SHELDON BARNES,

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Notineed Dress;
J. S. Cushing & Co. -- Berwick & Smith.
Boston, Mass., U.S.A.

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My best of Masters,

Professor I. B. Sceley,

This book is most gratefully dedicated.

PREFACE.

THEY say my "Studies" are hard, and I am glad to hear it, for so in truth they should be, since history itself is hard. Our text-books in this subject have been mostly manuals of the results of this study, presented in more or less attractive literary form. They have given no chance for any genuine work; and yet the study of history demands most serious work; like mathematics, it involves logic; like language, it demands analysis and fine discrimination of terms; like science, it calls for exact observation; like law, it needs the cool, well-balanced judgment; beyond all these, it requires the highest, fullest use of the sympathetic imagination. In fact, no study is more difficult; none calls more completely on all the mental powers, none affords the mind more generous play.

It is indeed easy to read and then repeat: "Magna Charta laid the foundation of English liberty"; "The Athenian people were brave, patriotic, magnanimons, and highly-cultured"; "The government of Lewis XIV, was arbitrary, corrupt, unjust, extravagant"; but to read, or even to learn such sentences as these by heart, is not to study, or even to touch the study of history; these are mere statements of the results of historical research; before he can name his work "study," the pupil must have found out some results for himself, by exercising his own powers upon the necessary "raw material" of history; let him read Magna Charta; let him see the Athenian people in action in their contemporary world; let him have the facts of French organization and administration under Lewis XIV.; let him look, and look again, like Agassiz' famous pupil at the fish, until he sees the essential spirit, purpose, or character displayed within these words and deeds and figures; thus he becomes a genuine student. By such practice, he

PREFACE.

learns, as a practical historian, to interpret social and political forms and facts, as the biologist learns to interpret living organisms by the actual dissection of a few typical forms, or as the mathematician fits himself to wrestle with new complications by conquering well-set, formal problems; in each case, actual work is done; and nought but actual work knits us to reality.

In teaching history in higher grades, three points must always be in mind: first, to give each student independent work; next, to subject the results of solitary, individual thought to the freest criticism and discussion in the class-room; last of all, the accepted results of the collective labor must be arranged in compact and logical order, and stowed away in memory. By the solitary study of the individual, the mind gains power and originality; by the "free lance in a free field" of class-room work, the mind gains courage, sharpness, speed, and generous temper; by the strict, close sifting of study and discussion, it gains concentration, clearness, and breadth.

This mode of instruction is, in its essence, the famous "Seminary" method, first employed in Germany, and of late introduced into our own leading colleges. To render its advantages available for large classes with limited libraries, and a limited course of historical study, I have made these two books: the Student's edition contains the material and the problems for independent study; the Teacher's Manual contains the answers to these problems, embodied in tabulations, and a running commentary of text, which may serve as suggestive for the discussions and the summaries demanded by the class-room.

As for the advantage of this method to the teacher, I can only say that I can but hope it will save him the tedium of the treadmill; that it will bring him day by day the living, sympathetic touch of youthful thought and feeling; and that, in time, the world may read with fairer, clearer meaning to himself.

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