

THE TEACHING OF HISTORY

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649050437

The Teaching of History by Charles H. Jarvis

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

CHARLES H. JARVIS

**THE TEACHING
OF HISTORY**

THE
TEACHING OF HISTORY

BY

CHARLES H. JARVIS, M.A., LL.D.

LECTURER IN EDUCATION AT THE CITY OF LEEDS
TRAINING COLLEGE

OXFORD

AT THE CLARENDON PRESS

LONDON EDINBURGH GLASGOW NEW YORK

TORONTO MELBOURNE CAPE TOWN BOMBAY

HUMPHREY MILFORD

1917

A SCHOOL HISTORY OF ENGLAND. By C. R. L. FLETCHER and RUDYARD KIPLING. In two editions.

Crown 8vo, pp. 250, with eleven coloured and twelve black-and-white illustrations by H. J. FORD, and seven maps. From 1s. 8d.

Quarto, with additional illustrations, 7s. 6d. net.

THE STORY OF ENGLAND. For Junior Forms. By M. O. DAVIS. With sixteen maps. Crown 8vo, 3s. Also in Parts: I, to Elizabeth; II, to Victoria. 1s. 9d. each.

A SCHOOL HISTORY OF ENGLAND. By O. M. EDWARDS, R. S. RAIT, H. W. C. DAVIS, G. N. RICHARDSON, A. J. CARLYLE, and W. G. POGSON SMITH. Second edition. Two volumes, crown 8vo, 2s. each.

Vol. I. To the Death of Elizabeth. With seven genealogical tables, four maps, and an index. Pp. 208.

Vol. II. To the Death of Edward VII. With three genealogical tables, four maps, and six plans. Pp. 206. Also in one vol., 3s. 6d.

ILLUSTRATIONS TO BRITISH HISTORY, 55 B.C.-1854 A.D., being extracts from contemporary documents and literature. Edited by J. TURRAL. Crown 8vo, pp. 314, 2s. 6d. net.

LYRA HISTORICA. Poems of British History, A.D. 61-1910. Selected and edited, with introductions, notes and glossary, by M. E. WINDSOR and J. TURRAL. Crown 8vo, 2s.

Also separately: Part I (A.D. 61-1381), 8d.; Part II (1388-1641), 8d.; Part III (1644-1910), 1s.

THE RELATIONS OF GEOGRAPHY AND HISTORY. By H. B. GEORGE. Fourth edition. With two maps. Crown 8vo, 4s. 6d. net.

HISTORICAL EVIDENCE. By H. B. GEORGE. With index of historical illustrations. Crown 8vo, 3s. net.

AN HISTORICAL ATLAS OF MODERN EUROPE, from 1789-1914. By C. GRANT ROBERTSON and J. B. BARTHOLOMEW. 3s. 6d. net.

Education
Library

D
16.2

J28

PREFACE

THIS little book is based upon lectures to students in training and to evening classes of teachers. It is hoped that in their present form the opinions and suggestions will be found useful to other young teachers, and even to some with riper experience.

My aim has been to deal simply and clearly with the problems which often perplex those teachers who have had no definite historical training and do not specialize in History teaching. Why should we teach History in schools? What parts shall we select for our scheme? What books can we consult for the subject-matter? What illustrations can we use? What place should original sources have in our teaching? Is dramatization of any value? How can we connect History with Literature, Art, and Handwork? These are some of the questions which I am often asked and have here tried to answer. The advice I have given is practical, since it is the outcome not of theorizing, but of many years' experience as a teacher.

C. H. J.

CONTENTS

	PAGE
CHAPTER I	
THE PURPOSE OF HISTORY TEACHING	7
CHAPTER II	
THE CONTENT OF THE SCHEME	31
CHAPTER III	
THE FORM OF THE SCHEME	47
CHAPTER IV	
HISTORICAL STORIES FOR YOUNG CHILDREN	55
CHAPTER V	
THE WORK OF THE FOURTH YEAR	64
CHAPTER VI	
THE WORK OF THE FIFTH YEAR	78
CHAPTER VII	
THE WORK OF THE SIXTH YEAR	95
CHAPTER VIII	
THE WORK OF THE SEVENTH AND EIGHTH YEARS	109
CHAPTER IX	
THE ORAL LESSON	126
CHAPTER X	
LEARNING BY DOING—YOUNGER PUPILS	161

	PAGE
CHAPTER XI	
LEARNING BY DOING—OLDER PUPILS	173
CHAPTER XII	
ILLUSTRATIONS	200
CHAPTER XIII	
CONCLUSION	222
APPENDIXES	
I. THE CULTURE-EPOCH THEORY	229
II. SHORT LIST OF SOURCES FOR ENGLISH HISTORY	232
III. SHORT LIST OF GENERAL BOOKS	235
IV. SHORT LIST OF HISTORICAL FICTION	238

CHAPTER I

THE PURPOSE OF HISTORY TEACHING

'The advantages found in History seem to be of three kinds, as it amuses the fancy, as it improves the understanding, and as it strengthens virtue.'—HUME.

'As nothing teaches, so nothing delights more than History. The first of these recommends it to the study of grown men: the latter makes one think it the fittest for a young lad.'—LOCKE.

ALTHOUGH universally taught in schools, history is still considered one of the less important subjects of the curriculum. In elementary schools even in the upper classes less time is often devoted to it than to 'spellings' or 'copy-books'; in secondary schools classics, mathematics, modern languages, and natural science hold more dignified places. This subordinate position is due partly to tradition, partly to the teacher not recognizing its educative value. The latter point was well illustrated recently by a head master who had included in the history scheme some lessons on the history of China, to be taken in connexion with the geography of that country. When asked why he did not teach Chinese language and literature he was naturally puzzled by the futility of the question. Such subjects, of course, were of no use. 'But are lessons on the old kings of China of any use?' 'Ah, well, that is history and it does not matter a great deal what we teach.' This attitude is fairly common. Codes and Regulations require that children should have some knowledge of history, but many teachers

are not convinced of its value. They have no definite objective in their work, no enthusiasm, and little historical knowledge. History has accordingly been more neglected than any other subject of the curriculum. If, then, there is to be any improvement, teachers must have faith in the subject, they must be convinced it is worth teaching. This is the problem of the present chapter.

But there are many who hold it to be impossible to teach history to children. 'It seems clear that if we start teaching any sort of formal history to a child under fourteen we shall be teaching what will be to the child unintelligible rubbish.'¹ In the following chapters, then, the further task will be attempted of showing that history can be taught to children. Suggestions will be made regarding selection of matter and methods of work in order to demonstrate that even children under the age of fourteen can understand at least the main lines of national growth.

1. *History as the Study of Social Development.* At the outset of our inquiry concerning the value of history in the school, we must consider whether we are justified in including it in the curriculum at all. We must not merely show that history is of some value to the child. Time is short and the curriculum is crowded, and we must be convinced that history can do something for the child that no other subject can.

'Man', says Emerson, 'is explicable by nothing less than all his history;' not the history of individuals alone but also of human society. Our laws and systems of government, our manners and customs and modes

¹ J. W. Allen, *The Place of History in Education*, pp. 188-9; and see Welton, *Psychology of Education*, p. 256.