

# **THE TEACHING OF HISTORY**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649718573

The Teaching of History by Dr. Oskar Jäger & H. J. Chaytor & C. H. Firth

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**DR. OSKAR JÄGER & H. J. CHAYTOR & C. H. FIRTH**

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TEACHING OF HISTORY

BY  
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LONDON  
SIMPKIN, MARSHALL & CO., LIMITED

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## TRANSLATOR'S NOTE

OF the many educational institutions in Germany, four are mentioned in the following pages: the *Gymnasium*, or classical school; the *Realschule*, and the *Oberrealschule*. The two latter correspond to our "modern school," and give a modern education, teaching no Latin or Greek. The *Realgymnasium* is a compromise between these two types, and gives a modern education, while at the same time teaching Latin. All are organized upon the basis of a nine years' course, and the forms or classes are arranged as follows, beginning with the lowest:

Sexta	-	-	translated First Form.
Quinta	-	-	Second Form.
Quarta	-	-	Third Form.
Unter Tertia	-	-	Lower Fourth Form.
Ober Tertia	-	-	Upper Fourth Form.
Unter Sekunda	-	-	Lower Fifth Form.
Ober Sekunda	-	-	Upper Fifth Form.
Unter Prima	-	-	Lower Sixth Form.
Ober Prima	-	-	Upper Sixth Form.

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## INTRODUCTION

DR. JAEGER'S book will be useful to English teachers for many reasons. It supplies a picture of the ordinary method of teaching history in Prussian schools, both classical and modern. It explains the aims which that teaching is meant to attain, the reasons which dictate the choice of particular historical periods, and determine the order in which those periods shall be studied, and the relation of history to other studies forming part of the course. Without entering too much into detail, it gives a sufficient number of examples and particulars to make the general principles upon which the course is based perfectly clear, and to show how it works in practice.

The practical object with which the book is written increases its value. Its aim is limited. Dr. Jaeger does not wish to set forth a better system of teaching history, but to explain one which actually exists. Now and then he criticizes it or suggests some modification; he is somewhat conservative, and inclined to think that recent changes have not been altogether improvements. But he