

**TOPICAL BRIEF OF SWINTON'S
OUTLINES OF HISTORY: A
SUGGESTIVE ANALYSIS FOR THE
USE OF PUPILS IN THE PREPARATION
AND RECITATION OF LESSONS**

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Topical Brief of Swinton's Outlines of History: A Suggestive Analysis for the Use of Pupils in the Preparation and Recitation of Lessons by John Lockwood

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JOHN LOCKWOOD

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A SUGGESTIVE ANALYSIS

FOR THE USE OF PUPILS

IN

THE PREPARATION AND RECITATION OF LESSONS.

BY

JOHN LOCKWOOD.

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1877.

NOTE BY PROF. SWINTON.

The "Topical Brief, or Suggestive Analysis" of the *Outlines of History* was submitted in manuscript to me by the distinguished teacher whose name is on the title-page of this manual. It seemed to me so positive a contribution to rational methods of education that I was urgent for its publication, to the end that its benefits might not be confined to one school, but extended to many. This decided on, I have had occasion during its passage through the press to examine the *Brief* with minute detail and close comparison with the *Outlines*, and my estimate of its utility has been enhanced day by day. I believe it will prove a most valuable aid in the preparation of the history lessons, leading pupils to a close and logical analysis of the subject matter; that it will convert the ordinary dry rote-work of recitation into a lively and enlivening exercise; and finally, that in its training in the use of language and in the habit of connected discourse it will be found a powerful instrument of mental culture. From the many progressive teachers who have said good words as to the *Outlines* and have that work in use in their classes, I earnestly bespeak a kindly trial for this little manual, convinced, as I am, that it will, at a stroke, double the value of the text-book.

WM. SWINTON.

New York, 1877.

EDUCATION DEPT

P R E F A C E .

IT has been said there is no royal road to learning ; but, it may be added, there is a decided preference in the routes to that Delectable Mountain,—some being good, while others are well-nigh impassable. Of the latter sort is, too often, the study of history—a kind of corduroy, and in bad repair at that. If this little book shall prove to be to other classes, as it has been to the author's, a kind of asphaltum road, pleasant to travel over, and admitting of rapid progress, his principal aim in its publication will be accomplished.

The *Brief* is a kind of analysis of Swinton's *Outlines of the World's History*, paragraph by paragraph, presented suggestively by key-words or phrases taken from the text. Its main purpose is twofold : first, to assist the student to prepare his lesson intelligently, and to remember it ; and secondly, to enable him to make a handsome recitation. Besides this main purpose, it has, incidentally, other uses. By setting before the student, in their logical order, the constituent elements of each paragraph, his mind will gradually take on the habit of analyzing the subjects of its thought. If he fully comprehends the analysis presented, and verifies it by the text, he is learning to think in an orderly, logical manner ;—and this is a cardinal point in education. Again, the practice, in recitation, of collecting the constituent elements of the paragraph and connecting them in a continuous

discourse furnishes an exercise in extempore speaking—one of the finest of accomplishments. The practice of reciting in this way gives him confidence in his powers and pleasure in exercising them. The recitation, instead of being the usual battledoor and shuttlecock of question and answer, becomes a lively occasion of speech-making, the scholars taking the floor in turn, and the teacher acting as moderator. Like the runners in the old Greek game of the *torch-race*, (each, in turn, seizing the flaming torch from the hands of the preceding runner, and bearing it swiftly on, unextinguished, to the next), an animated class, using this little book, will delight to take up the narrative from one another, on the teacher's signal, and continue it rapidly and unbroken. Thus treated, the study invigorates the mind, and becomes a powerful exercise in expression.

The proper names and the dates with which history bristles are a discouraging difficulty to the average student—meeting him at the outset and keeping him company to the end. They are a kind of Old Man of the Sea, jumping on the student's back the moment he makes his appearance. The *Brief* is an answer to his call for help. It comes to rescue him from his tormentor by taking the Old Man on its own shoulders.

Unfamiliar proper names that occur repeatedly are given in full when first mentioned, and the dates are nearly always given. All teachers appreciate the value of the eye and the ear as aids in acquiring knowledge. They may be called, respectively, the right-hand and the left-hand of Memory. A date being exhibited in juxtaposition with its proper event, the eye transfers the two facts to the memory as one picture; and afterwards, whenever one of the two is recalled to mind, the other comes up along with it—the date suggesting the event, the event the date, on the principle of the

association of ideas. If the teacher will heartily adopt the suggestion made on page 6, the student will soon be put in permanent possession of a valuable body of dates, which he will have acquired almost without effort. In the frequent repetition of names and events in the recitation-discourses, the ear becomes an instrument of the memory only second to the eye in importance.

The *Brief* is designed to be used by the student both in the preparation of his lesson and in its recitation. "To crown the edifice" suitably, there should be frequent reviews, in which the student should be encouraged to make his discourse with as little reference to his *Brief* as possible.

By simply connecting the topics in the fewest words, the student will be giving the substance of the paragraph. This will suffice for junior classes. Older students should be required to be more full—to use the topics as heads of discourse, expanding them into more elaborate statements, and connecting them handsomely.

It will not be strange if some teachers, themselves enthusiastic in the study of history and familiar with its details, should fear that the student might become enervated in the use of the *Brief* by being helped too much. But it should be borne in mind that the point to be gained is the acquisition of the subject by the student; and if he can get this by the aid of the *Brief* with one-half the labor otherwise necessary, surely the system must be useful. But even if the teacher should object to a help of this kind in recitation, the student will find it of great aid to him in the preparation of his lesson. Take, *e. g.*, chapter viii., page 14—the "Commerce of the Ancients." First, the student notes that the subject divides itself into three branches—"Babylonian Trade," "Phœnician Trade," and "Carthagénian

Trade." The first of these is considered under five heads. The second of these five has a subordinate division suggesting two distinct lines of inquiry. The third has three subordinate divisions, under the two first of which several minor details are suggested; and so on. Now, after the student has carefully read over the text, in the manner described more fully on page xiv, and is able to give the substance of it readily with the aid of the *Brief*, he is prepared to take an important step in advance. Let him now fix in his mind the five leading divisions (indicated by the symbols "a," "b," etc.), then the next subordinate divisions (indicated by the numerals "1," "2," etc.), and finally the minor details suggested in the last analysis—all which he can do in five minutes of attentive study—and he is prepared to give a connected statement of the entire subject of the "Babylonian Trade" without the *Brief*. That mastered, let him go on to the next grand division—the "Phœnician Trade"—treating it in the same way, and finally the "Carthaginian Trade." In an hour from the time he opened his book, if he be bright and accustomed to study, he can have mastered the entire subject of the "Commerce of the Ancients," so as to give independently a connected statement of the whole subject in all its details, without a prompt. And yet those four pages of the text-book are crowded to repletion with facts which not one student in a hundred can acquire in any reasonable time so as to state them connectedly and with accuracy, without the aid of some such analysis as the one here offered.

To facilitate the acquisition of the lesson, the paragraph side-heads of the text-book have been closely followed in the preparation of the *Brief*, though not always best adapted to the purpose of the analysis. For the same reason, the analysis generally employs the exact language of the *Out-*

lines, though sometimes this language, thus broken away from its connection, is less expressive than some other that might have been chosen.

For convenience of reference, the divisions and subdivisions of the *Outlines* have been strictly followed, so that the two tables of contents correspond.

Abbreviations are often employed without apparent reason ; but they will be found to contribute to the general inspiring influence which the student will feel in the use of this manual. The mind always takes delight in the discovery of hidden truth, even though it be no more than supplying the missing links in a "suggestive analysis."

Among other minor advantages of the *Brief*, the student will appreciate this : that it enables him to assure himself before going to class whether he is master of his lesson or not.

As the method of this little book is entirely new, so far as he is aware, the author solicits for it, at the hands of his fellow-teachers, a fair trial. Without asking for a suspension of that law of our nature which prompts us to look upon the new way with suspicion and to stick to the old beaten path, he hopes that, for the sake of overtaxed students, to be found in every school in the land, this effort to lighten their burden may be auspiciously received.

J. L.