

**THE GOVERNMENT
OF THE AMERICAN
PEOPLE**

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The government of the American people by Frank Strong & Joseph Schafer

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FRANK STRONG & JOSEPH SCHAFFER

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BY

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J
Prof A. F. Luzzo
to Education Dept

PREFACE

THIS book is a story of the development of government in America. The writers believe from experience and observation that there are four main reasons why books on Civil Government, for both the grammar grades and the high school, have proved unprofitable, and why there is such widespread complaint about the study of civil government in the schools. (1) The books used, with some exceptions, are too elementary in treatment, and so at once offend the sense of boys and girls; or, (2) they are made up of isolated topics which have no continuity and give no idea of government even in its simplest forms, and therefore fail to leave any impression as a whole upon the mind of the pupil; or, (3) they are practically mere analyses of the Constitution; or, (4) they are written in a style which makes necessary a large amount of interpretation in order that the pupil may understand the many unfamiliar terms and expressions. This book is written with the belief that pupils have the ability (which we often underrate) to understand and appropriate ideas of government if expressed mainly in terms to which they are accustomed and in a style that does not require interpreting. Especially is this true if the explanation of government is progressive and moves from the simpler to the more complex forms.

There are two things, therefore, that seem to the

writers most desirable, and even absolutely necessary. They are (1) that the story itself should have a decided continuity; (2) that the facts and forms of government should be connected in an unbroken narrative with those historical events upon which they depend, and without which it is impossible that they be rightly understood. These two requirements seem necessary for clearness and interest, and can be conformed to without subordinating the matters of government to the historical part of the narrative.

The book may be used for three classes of pupils: first, for those of the seventh and eighth grades in the grammar school, whose preparation requires mainly a reading book on government, to be supplemented by oral instruction; second, for pupils of the eighth or ninth grade, whose preparation calls for a study book, with the questions confined mainly to the text; and third, for those more advanced students whose preparation calls for a more philosophical study of the text, with the aid of references and a large use of the suggestive questions. According to the class he has to deal with, the teacher may make much or little of the opportunities in the book for study and outside reading. He may use one chapter merely for reading, and another for both reading and study, and another for more difficult and advanced work. This will be possible and profitable, because the continuity of the book is fairly complete and the progression of the story natural and easy.

Suggestive questions have been placed at the end of each series of chapters. They are for such classes and schools as use the book in grades where the pupils are advanced enough to do some independent thinking.

Teachers should observe caution in the use of these questions, and should be certain that their pupils are mature enough to warrant such use. Outlines of present forms of government will also be found at the end of each Part for the benefit of less advanced pupils. The use of the book as a mere reading exercise will be of great value. It will supplement the knowledge of American history already gained, and will attractively connect the growth of our government with historical facts already well understood by the student.

Those using the book for reading only may, if they find it best, dispense with the questions entirely, taking care to see that the pupils read intelligently and get some correct and lasting impressions as to the growth and character of our government. When used as a reading book it should be supplemented by oral instruction, which, when rightly used, will bring out the details of present government as far as pupils of the last years of the grammar schools are able to observe them.

Many of the details of present government which are often included in a book of this kind we have left to teachers and pupils to work out for themselves. As aids to this we have put in the questions and outlines as noted above. These details are the very things pupils can and ought to get for themselves, and we think it of great importance that they have this opportunity for independent thought and research.

We are under many obligations to Dr. Joseph R. Wilson, principal of the Portland Academy, Portland, Oregon; Professor H. B. Buckham, State Normal School, Monmouth, Oregon; and Mr. Walter H. Cushing, principal of the High School, Medford, Mass., for criticisms

that have greatly aided in the revision of the manuscript. Dr. Henry D. Sheldon, assistant professor of philosophy and education in the University of Oregon, Superintendent Edward D. Ressler, of the public schools of Eugene, Oregon, and other Oregon teachers have given valuable suggestions. The suggestions and criticisms of the publishers of the book, and especially of Mr. M. W. Richardson, have been invaluable.

FRANK STRONG.
JOSEPH SCHAFFER.

EUGENE, OREGON, June 17, 1901.

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