

A HISTORY OF ENGLAND

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A History of England by A. P. Stone

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A. P. STONE

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OF ENGLAND**

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HISTORY OF ENGLAND.

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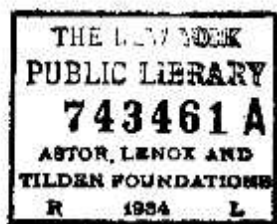
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PREFACE.

THIS work is designed as a text-book in English history for those who desire a course of moderate extent. Though comparatively brief, it omits no essential facts in the historical narrative, and it gives sufficient prominence to those features whose importance entitles them to such a consideration. The basis of the work is the chapter on England in the well-known "Elements of History" by Dr. Joseph E. Worcester, for many years a very popular text-book in extensive use in American schools. It has been thoroughly revised and rewritten, and enlarged by important additions and by a fuller treatment of such portions as seemed to demand it. Such corrections and modifications have also been made as had become necessary in view of the light of historical research and criticism since the original work was written.

The aim of the Editor has been to prepare a convenient manual, that shall serve as a guide to both teacher and pupil in an intelligent study of English history, and to present the subject in such a way as to remove from the pupil all inducements to make the study one of memorizing and routine, to assist the teacher in encouraging independent study and investigation, and to enable him to apply frequent tests of the pupils' work and knowledge.

Such suggestions and helps only have been furnished as will indicate the proper object and method of historical study, and make its pursuit one of pleasure and profit, and at the same

time will leave the teacher at liberty to follow whatever special plan may be suggested by his own individual preferences or habits of work.

Some features of the book will, it is believed, be of important assistance in its use. Instead of printed questions, against the use of which there are very grave objections, side-notes have been added, which give a key to the contents of the paragraph in which they are set, but which, nevertheless, require the learner to read carefully the whole text. Several new maps have been prepared to indicate important localities and events, and these maps are rendered specially clear and attractive by the absence of all unnecessary detail. A chronological table of sovereigns, convenient for reference, precedes the text; and at the close of the work will be found tables of leading historical events and of distinguished persons, a list of the British Possessions, the genealogy of English sovereigns, a list of the members of the royal family, and a brief account of the English Government. Outline synopses for review, with tables of contemporaneous history, have been inserted at convenient intervals, both for practical use and as suggestive models for teacher and pupil. An Index is added, which will be found a ready key to the names of all persons, places, and topics treated in the text.

The present revised edition of the work contains additions giving to portions of the narrative fuller treatment, and adding important matter and detail concerning the mode of life and social customs of the English people. It is believed that this feature will be regarded a valuable one by those who make history a study of the progress of a people.

SUGGESTIONS TO TEACHERS.

1. Encourage the pupil to read through carefully the entire lesson for the day, in connection with what immediately precedes, so as to obtain a general and a connected idea of the subject, which will enable the mind to grasp and retain the main facts of the lesson, without memorizing the words of the text.

2. Taking the side-notes as guides, use such questions of your own as will compel the learner to give the connected story of the lesson. Questions that will admit of very brief answers should be avoided.

3. Require the recitation to be given in the pupil's own language as far as possible, making allowance for age and other circumstances.

4. Make frequent use of the maps, and require sketch-maps and plans to be drawn upon the blackboard. A very few important dates only should be committed and often reviewed.

5. Show pupils how to extend their reading and researches into other books than their text-books, and to obtain information of the same events as told in the larger works of Macaulay, Hume, Lingard, Knight, Green's English People, &c.; and occasionally assign different topics to different pupils for fuller investigation.

6. Have frequent reviews and re-reviews, varying them so as to make them topical, chronological, and geographical.

7. Lessons should not be too lengthy. Their extent should depend upon the age of the pupils, the importance of the topic, and the minuteness and thoroughness with which it is to be treated.

8. Cultivate in the class a fondness for reading in history and biography.

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