

**A GUIDE TO THE STUDY
OF THE HISTORY
AND THE CONSTITUTION
OF THE UNITED STATES**

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A Guide to the Study of the History and the Constitution of the United States by William W. Rupert

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WILLIAM W. RUPERT

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I DEDICATE THIS BOOK
TO MY FRIEND

M. D. Richards, Esq.,

TO WHOM I AM INDEBTED FOR MANY
VALUABLE SUGGESTIONS.

PREFACE.

THE object of this book is to aid the teacher in imparting, and to guide the student in acquiring, a knowledge of the history and the Constitution of the United States. It is designed to be used as a supplementary work in connection with any text-book on United States history. Young persons are incapable of distinguishing between important and unimportant historical facts. It is therefore the teacher's duty so to direct the student's work that his energies may be employed upon those things that are most worthy of his attention.

It is plain that the topical method of teaching history is best adapted to this end; but when this method is adopted, a supplementary work containing the topics is needed. But even after the pupil has an important topic assigned, he may, through misdirected effort, waste much time in considering it. For the purpose of offering him some assistance, the topics in the first part of this book are subdivided. As soon as students have learned how to study topics intelligently, these subdivisions are unnecessary, and they are therefore omitted in the greater

part of this work. Neither the topics nor their subdivisions are to be committed to memory. They are intended simply to guide the pupil in the right direction. The teaching of history offers an excellent opportunity for interesting pupils in good, wholesome literature. There are hundreds of choice books that would captivate our boys and girls if they were only made acquainted with them. To introduce them to a few of these is one object of this book. This is accomplished by naming, in immediate connection with the topics, a large number of books that throw light upon and add interest to the subjects considered. Every school should have a reference library for the use of the pupils attending it. It is not expected that any school will buy all the books named in this work; but even if a few volumes are purchased, much good will be done.

A large part of this work is devoted to explanations of the more difficult parts of the Constitution of the United States. If the Constitution is simply memorized, much time is wasted, and very little is accomplished. All text-books on United States history contain the Constitution, but none explain it. When the student enters upon the study of this subject (and it should receive his attention immediately after he has studied the Revolution), he should have at his command easily understood explanations of all those provisions that he cannot be expected to understand without assistance. No explana-

tions of the simpler provisions are offered, because they would deprive the student of the benefits that may be derived from careful, independent study.

Matter admitting of presentation in tabular form has been collected in an appendix. Here will also be found a short list of books adapted to the purpose of supplementary reading on history, and some interesting and valuable historical information not always readily accessible to the student.

PORTSMOUTH, PA., May, 1888.

SUGGESTIONS TO TEACHERS.

SOME topics that teachers may desire to discuss with their pupils are not given in this book. It is believed, however, that the omitted subjects will be found of such a character that all necessary information regarding them may be obtained by having the history class converted, for a short time, into a reading class. Much history should be merely read. Intelligent reading is worth infinitely more than passive, thoughtless memorizing. The teacher will find that many of the topics, embracing a number of related facts, will furnish material for several recitations. In other cases, a number of topics may be required for one lesson.