

**HOW TO TEACH
AMERICAN HISTORY: A
HANDBOOK FOR
TEACHERS AND STUDENTS**

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How to Teach American History: A Handbook for Teachers and Students by John W. Wayland

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JOHN W. WAYLAND

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HOW TO TEACH AMERICAN HISTORY

THIS BOOK IS DEDICATED TO
MY PUPILS
WHO HAVE HELPED TO MAKE IT
AND WHO HAVE MADE
THE TASK A JOY

PREFACE

THIS volume is intended for use as a textbook in normal schools, teacher-training classes, and teachers' institutes, and as a handbook for the teacher and student in school or at home. The principles discussed are believed to be true of history in general, but the application throughout has been made to American history and to the study and teaching of history in American schools.

An effort has been made to have the style simple and intelligible. Technical terms not well settled in common usage have been avoided. A rather close and logical classification by chapters has been attempted, and the book lists have been classified and distributed. It has been my aim throughout to give in the book lists and footnotes information of practical value and to place it where it can be found conveniently. It is hoped that the complete index appended will be found a useful feature.

The methods herein suggested are an outgrowth of practice, and have been proved in the experience of capable teachers and students of history in many parts of the country. The portions of the book for which the author ventures to claim more or less originality, for example, Chapters IV, XIV, XVII, XIX, XX, XXIV, XXVI, XXVIII, XXX, are no exception to this rule; for they have all been evolved from actual

classroom experiment, most of them by what may properly be termed the laboratory process.

Special emphasis has been placed upon the moral values of history in normal social relations. Consequently the principles acknowledged are those that are constructive rather than destructive. The heroes extolled and the victories cheered are those of peace rather than those of war; and the "brave at home" are given due recognition.

It is suggested that teachers may find it desirable to introduce the matter of Chapter XXVII near the beginning of a course of instruction.

Special obligation is acknowledged to my friend, Miss Yetta S. Shoninger, B.S., of the George Peabody College for Teachers, Nashville, Tennessee, for valuable suggestions regarding the treatment of certain topics, and to Miss Elizabeth P. Cleveland, A.B., one of my colleagues in the State Normal School, Harrisonburg, Virginia, for helpful criticisms regarding form and for aid in reading proof.

For various appreciated favors grateful acknowledgment is made also to the following: Miss Beulah Wardell, M.A., Columbus, Ohio; Professor E. M. Viollette, First District Normal School, Kirksville, Missouri; Dr. Frank A. Magruder, Princeton University; President John Preston McConnell, State Normal School, East Radford, Virginia.

JOHN W. WAYLAND.

HARRISONBURG, VIRGINIA,
July 20, 1914.

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