

**OUTLINES OF CIVICS. FOR
THE USE IN HIGH
SCHOOLS AND COLLEGES**

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Outlines of Civics. For the Use in High Schools and Colleges by Frederick H. Clark

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FREDERICK H. CLARK

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OUTLINES OF CIVICS

*Being a Supplement to
Bryce's "American Commonwealth," Abridged Edition*

FOR USE IN
HIGH SCHOOLS AND COLLEGES

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OUTLINES OF CIVICS

BEING A SUPPLEMENT TO

BRYCE'S "AMERICAN COMMONWEALTH," ABRIDGED EDITION

usually aimed quite too low. In the attempt to "simplify" they have written down or stooped to the supposed capacity of the pupil. Instead of putting the youth's faculties under a healthy strain, instead of lifting his thought to the highest possible level of attainment, the subject has been deliberately rendered juiceless and devoid of living interest, even when not made utterly distasteful. If this be a grave mistake in the historical field generally, it is positively inexcusable in civics and civil government. The boy or girl of high school age, particularly the American boy or girl, shows a surprising avidity and capacity in seeking and mastering the salient facts of contemporary political and civic life. The youth who without guide or stimulus eagerly reads the political articles in the daily newspaper, and who enters with zeal into the issues of a presidential campaign, is capable of grappling with the same problems when systematically presented in the schoolroom.

Again, if popular education is really to be the safeguard of the Republic, it is absolutely necessary that instruction in the principles of democracy should be broad and free. There must be luminous comparison and fearless criticism. It is but a false and dangerous patriotism which is born of self-flattery and nourished on national conceit. It is a perilous love of country which is blind to the country's faults. In the schoolroom, it is true, the examination of our institutions and our political methods should be sympathetic; but it must be frank and true, if it is to make for a higher ideal of citizenship.

It was a happy thought on the part of the publishers to prepare an abridged edition of Bryce's *Commonwealth* for use mainly in secondary schools. Bryce's

work has the two qualities already suggested as essential in a modern text-book. It presents a broad, critical, sympathetic examination of the plain facts of our national and local life, such as only the trained scholar and practical statesman can give. To the American citizen it is emphatically an "epoch-making" book, for it has become a centre of influence for good in our political life. We have instinctively deferred to the judgments of the wise observer who has looked at us from the outside, and in them the reformer and the honest thinker have found encouragement and support. Furthermore, the analysis of the book is so clear, the diction so pure and simple, and the style so interesting, that every page will appeal almost as readily to the comprehension of the young as it does to the mind of the experienced man of affairs.

Yet to make the American Commonwealth in the highest degree serviceable for school purposes, it was necessary that the text should be supplemented in two ways—it must have an historical setting, and it must be supplied with an efficient scientific apparatus. To provide these aids has been the aim of Mr. Clark, and he has well performed his difficult labor. In the first place, he has perceived, as the experienced modern teacher must perceive, that it is the emphasis of the element of growth, of development, which has converted a task, too frequently as dry and repulsive as it is profitless to the pupil, into a living, fascinating study. A series of historical topics is therefore planned. These are wisely selected in such a way as to disclose to the student the social processes through which the existing local and central organizations have become what they are. Indeed, Mr. Clark's "Supplement" will appeal to the high

school and the college teacher, especially as an aid in the carrying out of the library and source methods. How very urgent is the need of seizing every opportunity to secure a reform in the prevailing methods of teaching history and civics in the secondary schools throughout the country, is too little appreciated by educators. A single fact is significant. Although at least one western state, Nebraska, had for several years distinguished herself by successfully maintaining a teachers' organization for the purpose of promoting better historical methods, it was not until 1897 that, simultaneously on the opposite shores of the Republic, a similar movement was begun among the teachers of New England and California.

Mr. Clark has skilfully carried out his design of supplying an efficient working method in various ways: by assigning interesting studies on the map; by reprinting important documents, in full or in summary, and planning work based upon them; by copious and carefully selected historical references throughout the book; and especially in the opportunities afforded for the study of state and local institutions, not only in theory, but also in their practical workings. The author has rendered a distinct service to society, for which every friend of the cause of civic education and social righteousness will be grateful.

GEORGE ELLIOTT HOWARD.

STANFORD UNIVERSITY,

June 27, 1899.

SUGGESTIONS FOR USE

A FEW words of general advice in regard to the use of this book may be offered here. It is planned to accompany Bryce's American Commonwealth in the hands of pupils as a text-book. It will, however, be found serviceable in the study of American institutions from any source whatever, inasmuch as all of the work, except the "Topics" upon the Bryce chapters, can be used with any text-book.

Although this book has been prepared with particular reference to California, it will be found useful in any other state as well. With Bryce in the hands of pupils as a text-book, all the work outlined herein can be carried out anywhere in the Union. Outside of California the only modification needed will be that teachers supply the proper material from their own states, to take the place of the facts and summaries printed herein from California documents.

This book takes for granted access to a library and the use of books. For the most valuable books in this line for a high school library teachers are referred to the lists given in Channing's Students' History of the United States, which should itself be the first book purchased. But an ever increasing degree of helpfulness in education is to be expected from public libraries. Take a copy of this book to the librarian of your public library, and

obtain the library numbers for all the books referred to herein. Then have the pupils enter these numbers in their own books after each title in the reference lists. In this way the use of the library will be facilitated, and the library and the school will be brought into closer coöperation.

In the reference lists that follow, books are arranged so far as possible in the order of their adaptability to the use of high school pupils. In the specific references, Roman numerals following the title indicate the volume; chapters or sections are designated by Roman numerals, lower case; pages are indicated by Arabic numerals.

If your public library is not a depository of government publications, a little interest in this direction will be amply repaid in the acquisition of valuable material from both state and national documents. Congressmen and officials generally are glad to respond to requests from the schools. Constant effort is the price of progress in teaching, as it is everywhere.

FREDERICK H. CLARK.

SAN FRANCISCO, CALIFORNIA, June, 1899.