

**TRAINING FOR
CITIZENSHIP:
SUGGESTIONS ON
TEACHING CIVICS**

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Training for Citizenship: Suggestions on Teaching Civics by B. A. Hinsdale

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Training for Citizenship

How to Teach Civics




BY

DR. B. A. HINSDALE



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By B. A. HINDSDALE, PH. D. LL. D.

Professor
of the Science and the Art of Teaching
in the University of Michigan

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TRAINING
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SUGGESTIONS
ON TEACHING CIVICS

Berke BY
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ment Series," etc., etc.



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Training for Citizenship.

INTRODUCTION.

HOW TO USE "THE AMERICAN GOVERNMENT."

IN order to teach the subject of "Civics," or "Civil Government" in the schools, so as to make it interesting and valuable to the learner, a suitable text-book in the hands of the students is a recognized necessity.

"The American Government" was written primarily as a class-book for colleges, normal schools, and high schools, and the chorus of praise with which it has been received, and its constantly growing use, shows that the Author well understood the needs of all these classes of teachers. The book is divided into three parts, which deal with the Formation or Making of the Government, the National Government, and the State Governments. These, together with the Bibliographies, Appendix of Documents, Indexes, and Questions, constitute a volume of 494 pp. There is not now another class-book on the subject before the public, or a book of the same size of any kind, that contains an equal amount of valuable information regarding the government and political history of the United States. Moreover, this information is so presented as to make the book a model in respect to arrangement and style. The Author has, in fact, accomplished that very difficult thing—written two books in one. How this is will be explained.

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**I. TWO KINDS OF TYPE ARE USED THROUGH-
OUT.**

A general but complete view of the subject of a chapter is first presented in the larger type, and then additional matter is added by way of expansion and illustration in the smaller type. The result is a double view of the subject. The view presented in the larger type is complete but compendious, amply sufficient for some persons. The view presented in the two kinds of type together is not only complete but full and detailed, and adapted to the needs of those persons who have time and disposition to study the several subjects more thoroughly. Chapter I. is entitled "The Thirteen English Colonies Planted," and the ten topics in larger print, called "Right of Discovery," "First Division of North America," "London and Plymouth Companies," "Colonies Planted by Companies," "Colonies Planted by Proprietors," "Voluntary Colonies," "Agency of the Home Government," "Classes of Colonies," "Ideas of the English Colonists," and the "Rights of Englishmen" give a complete outline of the subject. These topics contain as much matter as many teachers will wish to use. But other teachers will wish to add the following topics, which are in the smaller print: "Virginia," "Maryland," the "Carolinas," "Georgia," the "Plymouth Company," "Plymouth," the "Plymouth Compact," "Massachusetts," "Connecticut," "Rhode Island," "New Hampshire," "New York," "New Jersey," "Pennsylvania," and "Delaware." What has been said about this chapter may be repeated in substance about nearly every chap-

ter in the book. In respect to its presentation of a double view of the subject, it is merely typical.

Some teachers may assign the larger print to their pupils as lessons to be prepared for recitation, and advise them or require them to read carefully the smaller print.

Or, again, the teacher may assign the larger print for lessons, and himself draw upon the smaller print for material to be used in the oral expansion of the subject.

II. CERTAIN SUBJECTS MAY BE OMITTED WHOLLY,

If thought desirable, without marring the treatment of other subjects.

1. The "Introduction" deals with the leading conceptions of political science, and it may be carefully studied by the pupil, merely read by him, or omitted altogether, as circumstances may determine.

2. Some teachers teach the Making of the Government fully enough, as they think, as a part of the History of the United States. These can give slight attention or none to Part I.

3. Some teachers wish to teach the National Government with only incidental reference to the States. These will naturally make little use or no use of Part III.

4. Still others may wish to confine their attention to the organization and the working of the National Government. These will find in Part II., which contains 252 pages, the very best Manual of the Constitution that is now in use in American schools.