

**REPORT OF THE COMMITTEE OF SIX ON  
PRACTICAL METHODS AND COURSES TO  
THE NEW ENGLAND HISTORY TEACHERS'  
ASSOCIATION; PUBLICATIONS OF THE  
ASSOCIATION, NO. 6**

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# **VARIOUS**

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REPORT  
OF THE <sup>862</sup>  
COMMITTEE OF SIX ON PRACTICAL  
METHODS AND COURSES  
TO THE  
NEW ENGLAND HISTORY TEACHERS'  
ASSOCIATION

SUBMITTING A PLAN OF A SYLLABUS FOR A FOUR YEARS'  
COURSE IN HISTORY FOR SECONDARY SCHOOLS

*Publications of the Association, No. 6*

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### NOTE SUBMITTING THE ACCOMPANYING REPORT

At the meeting of the New England History Teachers' Association held in Boston, April 21, 1900, it was voted, on motion of Professor H. D. Foster of Dartmouth College, "that the Council appoint a committee of six to prepare and submit to this association (with a view to eventual adoption by the New England colleges as a basis for their entrance requirements) a report on practical methods of teaching history, with such topical outlines, references, and bibliographies as shall help teachers to put into operation such suggestions for reform in history teaching as may be applicable to the conditions in the secondary schools."

The committee was made up of Herbert D. Foster of Dartmouth College, B. Perrin of Yale University, Elizabeth K. Kendall of Wellesley College, Edwin A. Start, then of Tufts College, Ernest F. Henderson and Walter H. Cushing of the Medford High School. The committee afterwards organized by appointing Professor Foster chairman, Professor Start secretary, and the following sub-committees: ancient history, Professor Perrin; mediæval and modern European history, Professor Start and Dr. Henderson; English history, Professor Kendall; American history, Professor Foster and Mr. Cushing. The report of the committee takes the

#### 4 Note submitting the Report

form of a manual for teachers, containing a syllabus and commentary, the ultimate object being the publication, when it shall have received the full approval of the Association, of a small volume to embody an introduction dealing with methods, material, etc., and a systematic syllabus of topical outlines and references, covering each of the fields proposed in the four-year programme of the Committee of Seven; the whole to make a compact and practical teachers' manual, not competing with other books, but making and filling its own place. It is also intended that the topics and references for each of the four courses shall be printed in a separate pamphlet for the use of pupils. A preliminary report was presented to the Association at its April meeting, 1901, and on motion of Professor Macdonald of Bowdoin College the committee was instructed to publish by September 1 as much of the report as would show the character and plan, with examples of the syllabus to be tested by the members of the Association; this printed report to be delivered at once to members, in order that it might be thoroughly studied and acted upon at the October meeting. In accordance with these instructions the appended report has been printed by arrangement with D. C. Heath & Company, and is herewith submitted to the Association. It contains the general introduction, with the special introductions and earlier parts of the syllabus for three of the four fields. It was not practicable to submit any of the syllabus in ancient history at this time. It may be said of that section that it will follow the general lines of the others, with only such differences in detail

as the special requirement of the field may dictate. The method and purpose of the whole report is explained in the general introduction.

It may be added that the work of the committee relates itself very closely to the question of preparation for college under the new entrance requirements, which are gradually becoming established as the standard of history work in the secondary schools of New England. Teachers feel the need of a manual to guide them in the course intended by those colleges which have adhered to the new requirements and have thereby established a new standard of preparation in history. Some of these colleges, notably Harvard with its large constituency, contemplated the preparation of such manuals for their own special needs. It was seen, however, that the situation could be met better by a coöperative manual, representing the best thought of this Association, which may fairly claim to be representative of the history teachers of New England in both school and college.

At the meeting of the Association last October the chairman of the Committee on College Entrance Requirements, who is also a member of this committee, presented a review of the history of the movement for more rational and effective college entrance requirements and for correspondingly improved methods of teaching in the secondary schools. That report, contained in No. 5 of the Publications of the Association, was prepared to lead up to the forthcoming report of the present committee, and may be considered a logical introduction to it.



## 6 Note submitting the Report

The report herewith submitted is necessarily incomplete. It is intended to illustrate the scope, plan, and method of the syllabus proposed by the committee. It has been found impracticable to prepare a section of the outline for ancient history, and some of the details, such as bibliographical notices, are wanting in other portions. We believe, however, that there is in this pamphlet a basis for the judgment of the Association and for a practical test, and we hope that the frank and full criticism of the Association will enable us to perfect our task along the lines here laid down.

The report is respectfully submitted by the committee,

HERBERT D. FOSTER, *Chairman.*  
ELIZABETH K. KENDALL.  
B. PERRIN.  
ERNEST F. HENDERSON.  
WALTER H. CUSHING.  
EDWIN A. START, *Secretary.*

BOSTON, August 2, 1901.

# HISTORY SYLLABUS FOR SECONDARY SCHOOLS



## GENERAL INTRODUCTION

### I. SPIRIT AND PURPOSE OF THE SYLLABUS

ACTIVE thought and experimentation with material and methods during several years in the field of history teaching have opened a maze of possibilities which need to be formulated and organized in order that the best results of the experience of many teachers may be made tangible and brought into general use in secondary schools. This volume, with the allied pamphlets for pupils, issued under the auspices of an association of history teachers, is intended to meet this need. It is not offered as a final word, but must be subject to revision from time to time as new stages of the inevitable progress in history teaching are attained. Its merit is not in its originality, but in the fact that it gives a definite application of the work of previous committees of this and other associations, and in particular of the recommendations of the New England Associations of Colleges and Preparatory Schools (1895), of the

## 8 History Syllabus for Secondary Schools

Columbia Conference of 1896, and of the Committee of Seven of the American Historical Association. It has been prepared with the coöperation of many teachers.

A large amount of valuable work has been done by history teachers in the study of actual conditions and the putting forth of tentative theories and suggestions, and many practical results have been attained. If, then, we organize these results in a working plan, shall we not be so much nearer the attainment of the beneficent purpose contemplated when the new entrance requirements were first proposed, and so much nearer a sympathetic organization of the study of history in our schools, not according to a rigid system, but in harmony with a comprehensible idea, — namely, the development of the historic understanding in the young people who attend those schools?

The working material of this guide is embodied in a syllabus for each of the four courses recommended by the Committee of Seven; this syllabus being accompanied by a set of special topics for individual and more detailed work by the pupil, and by carefully selected references to elementary, fuller, and source materials. This syllabus is intended to be used as an outline guide by both teacher and pupil, and as a guide in the preparation of examination papers by the colleges. It is hoped that the colleges will consent to include in their questions each year a certain number of the special topics in the syllabus, thus securing for the schools some of the advantage accompanying work with a practical incentive. The syllabus for the teacher will be accompanied by helpful