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SOME CONSIDERATIONS IN THE TEACHING OF
MEDIAEVAL AND MODERN HISTORY IN HIGH SCHOOLS

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SOME CONSIDERATIONS IN THE TEACHING OF
MEDIAEVAL AND MODERN HISTORY IN HIGH SCHOOLS.

Preface.

This paper is an attempt to show what is considered by the writer to be the function of Mediaeval and Modern History at the Teachers College High School, to find out by what method this function can best be realized, to show how collateral reading and sources may be used to obtain this end, and to further show the use that is made of dates, maps and illustrations.

1908.

Chapter I.

The Function of History.

The function of history is to give the pupils in the light of the past a better understanding of present events. When it helps the pupils to see that the institutions which surround them, whether political, religious, social or otherwise, are the results of problems solved by past generations, it is fulfilling its mission. In other words, it is the application of historical facts to modern life rather than the facts themselves that is of importance.

This stand-point is advocated by Emily J. Rice when she states that the great function of history is social efficiency¹, if a sufficiently broad interpretation is given to the term social efficiency so as to make it include the understanding of political, religious, and social events.

Another view of the function of history is given by Webster Cook when he states that the function of history is to reconstruct in the mind of the pupils the periods of the past². This view is valuable, because it is necessary

1. El. Sch. Tr. Vol. 1, p. 689 et seq.

2. The historical student must try to reconstruct the period, reproduce in his own mind the thought, the feelings, the mode of action, the motives, the ideals and aspirations, the conduct, and the habitual course pursued under various conditions, class recitations and class movements.

Sch. Review vol. 7, p. 229.

for the pupils to reconstruct the past in order that a proper understanding of the present may be had. But the reconstruction of the past is of secondary importance. If one stops with the reconstruction of the past without making application to present conditions, the present will not be thoroughly understood. This author's idea of the function of history is included as a means within the one here advocated, for if one does understand the present by the aid of the past one will not only realize the main function of history as stated here, but will also be compelled to reconstruct the past.

Still another view of the function of history is given by W. B. Caldwell when he states that the unity and continuity of history is of primary importance¹. Whether attention is given to the reconstruction of the past or to the application of the past to the present, unity and continuity must be taken into account. However, if emphasis is placed upon the understanding of the present, unity and continuity will become by-products, and largely take care of themselves. But if unity and continuity become the primary function, applications to the present are likely to be neglected. For

1. The main effect of all historical instruction should be to get the unity and continuity of history. Emphasize unity and show the progressive development of civilization and national life.
N. E. A., '02. p. 481.

instance, in Mediaeval and Modern History one may have pretty well in mind the unity and continuity of the history of the modern nations of Europe, and yet not understand to any great degree the workings of their present institutions.

Still another, the disciplinary view of the function of history is advocated by A. D. Cromwell when he states that the supreme end in teaching history should be the habit of correct thinking¹. This view too is necessary because otherwise one cannot get the proper understanding of present events. But it is too narrow when taken alone. It might be gotten when unity and continuity would be passed by unnoticed. It might be gotten when reconstruction of the past would be left out, or when social efficiency would not be taken into account. It might be gotten without any reference to present-day problems. But if emphasis is placed upon the meaning of present-day problems, correct thinking will be secured without much attention being paid to it.

Another view of the function of history is given by W. A. Edwards when he states that the chief aim of history is the inculcation of a broad, intelligent, humane sympathy². This view appeals, more than the others named, to the personal element in history. It is not as logical as that of Cromwell, nor as factual as that of Caldwell, nor yet as definite as that of

1. Sch. Review, vol. 11, p. 678 et seq.

2. N. E. A., '92. p. 349.

Webster Cook, nor as practical as that of Miss Rice. Yet it is necessary and should receive a place among the functions of history. It may, however, be unconsciously secured if emphasis is placed upon the meaning of present surroundings. If the pupils understand that the institutions that surround them are the results of problems worked out by those who have gone before, they will better understand and appreciate their efforts, hence will become broader in sympathy. But on the other hand, if the cultivation of that broad sympathy becomes the primary function of history, the pupils are liable to become lost vaguely in the past, and not properly understand the meaning of present events.

Thus far, the term application of the past to the present has been freely spoken of. To illustrate what is meant by that an example or two may be given: - During the Century which followed Charlemagne's death, the complete decline of the great empire he had founded, took place. The barbarian invasions, civil wars and the divisions of the empire, sapped the central authority. On account of these things society was in danger of being reduced to anarchy. For the pupils to get in their minds the above facts only, is not sufficient. They must in addition to that carry over those facts to present times and apply them to modern conditions. For instance, they must see that their country is subject to invasion, that civil wars may break out among them, that divisions of their country are possible. By doing this they may study the problems which confronted the people of the past. In so

doing they will take those historical experiences which are now of most value and apply them to present conditions in order to understand why those conditions are as they are.

To illustrate further: -- During the French Revolution there existed in France many kinds of governments. The absolutism of the old regime gave way to a weak constitutional monarchy; this in turn was followed by a republic in which all power was vested in an unwieldy assembly; and this by the executive despotism of the Committee of public safety and the reign of terror. These facts the pupils know after they have studied them in class. But France still exists. She has a government which might be roughly compared to that of our own country. This government was an outgrowth of the struggles that existed in the past. Now not merely to stop with the important, to bring the conditions at the time of the French Revolution over to the present and to compare them with conditions in Modern France and let each throw light upon the other is what is meant by application of the past to the present.

Summary. The main function of history is to give the pupils, in the light of the past, a better understanding of present events. To do this they must reconstruct the past in their own minds, and in reconstructing this past or in making applications of it to the present, they must understand the unity and continuity of history. They must also think correctly. All this will cultivate a broad, intelligent sympathy. But all of the others, if proper attention is

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given to the main function, will become of secondary importance or will largely take care of themselves.

Chapter II

The Method of Teaching History.

After determining the function of history the next question that naturally arises is, in what way can this function be best realized? In other words, what method should be used in the teaching of History?

The methods in use at the Teachers College High School are relatively flexible. The main purpose of the course is to reconstruct the past so as to be able to better interpret the present, and any method that will best bring this about is used. During the pervious term several of the well known methods of teaching history were made use of in part.

The lecture method¹ was used whenever the occasion demanded it. When a topic needed to be more fully explained, or when the connections between topics was poorly made by the pupils or when application to present conditions could not be properly made, the teacher would take a part of the hour in lecturing to the pupils. For instance, just after Napoleon Bonaparte lost his power in France, the great problem that confronted Europe was that of reconstruction. Russia Prussia, Austria, the Netherlands and other countries were advancing theories as to how reconstruction should come about. The stand that these countries took in this respect was not thoroughly clear to the pupils. So a part of the hour was used by the teacher to explain these points. The chief

1. For modification of the lecture method see N. E. A. '96, p. 625 et seq. For its use in the German Schools see Hinsdale, How to Study and Teach History, p. 54 et seq.

defect, however, of this method is that it leaves the activity on the part of the child unutilized.

As was stated there is no set method used in the Teachers College High School. However, in the main the developing method is used - - not always in the form in which McMurry advocates it¹. As it is used in the Teachers College High School it has the following characteristics. Firstly, this method makes allowance for the full utilization of all the activities of the pupils, and of the free content of their experience. They may be interested in the political, religious, social, moral or intellectual activities. If so the developing method affords opportunity for any one of these activities. If the pupils wish to ask questions they are at liberty to do so. If something comes up in the recitation which is not thoroughly clear to them, they are free to call for a fuller discussion. They are asked to contribute whatever they can to the subject under discussion. This conversational and informal way of conducting the recitation causes the pupils to feel that they are a part of the recitation. It causes them to express themselves in terms of their own experience. In brief it results in greater interest on the part of the pupils.

Secondly, this method enables the pupils to get a vivid reconstruction of historical situations. For since an image is composed of elements which are already in the consciousness of the one forming the image, an image of an historical situation

1. McMurry, The Method of The Recitation. p. 121 et seq.

can be vividly and accurately constructed by the pupils only when great care is taken to have them utilize to the full the activities and ideas they already possess.

In this reconstruction there may be either the intellectual or the emotional elements or both. If viewed from the intellectual standpoint the great strength of this method lies in the adjustment of what the teacher has to give to what is already in the pupils mind, or as McMurry says dovetailing the new with the old¹. If viewed from the emotional standpoint, the great strength of the method lies in the result which activity brings, i.e. the feeling of a more satisfactory situation. The pupil is placed in what is called the immediate situation, but is usually not satisfied with that. However, before he can reach a more perfect state, he must by various combinations of ideas, caused by activity, decide what should be done and then do it.

In carrying out the reconstruction of historical situations certain things are used as means to an end, such as comparisons taken from present situations or past, maps and illustrations. e.g. At the Treaty of Vienna it was agreed that a great change was to take place in the map of Europe. The boundaries of Russia, Prussia, Austria, the Netherlands, Italy, Switzerland, Germany, and France were affected. The boundaries of these countries were noticed before and after the treaty, also the present boundaries were noticed. Comparisons of

1. The Method of Recitation. p. 128.

various sorts were made. To do this properly maps and illustrations were freely used.

Thirdly, the developing method gives rise to problems, which grow out of the reconstruction of historical movements. The solving of these problems becomes the task of the pupils. In each lesson they have placed before them, as a rule, one main problem, and several minor ones; each of which, when solved, helps to solve the larger one. In these problems there are three things to consider, the immediate situation, the more perfect or ideal situation, and the passing from one to the other. The immediate situation means the condition of affairs just before the events have taken place. The ideal situation means the object for which the events are about to take place. The passing from one to the other means the overcoming of the resistance that exists between the present situation and the ideal situation. The valuable feature of this characteristic of the developing method is the logical process of thinking which the pupils have to do to solve the problems.

Fourthly, this method makes possible the application of past events to present conditions. This is done many times by making comparisons of the past to the present, by contrasting the past with the present, and by showing what connection the past has to the present.

To illustrate further, the characteristics of the developing method as used in the Teachers College High School a lesson plan on the Crimean War will be noticed. In this lesson

plan, however, there will be no attempt to illustrate the characteristics in the order in which they have been named.

The Crimean War arose out of the Eastern question - that is, the question of political status and future of the lands included in the Turkish Empire. The general survey of the field in regard to the Eastern question would be called the introduction to the lesson.

Suppose that the class understood that the Crimean War grew out of the Eastern question. The problem then might be to find out the meaning of the Eastern question. To do this properly the pupils would have to know something of the beginnings of the Turkish Empire. They would have to be familiar with the conquests that the Turks have made. They would have to recall to mind the Capture of Constantinople. They would have to know something of the wars that the Turks had with Philip II. They would have to review the previous trouble that Russia had had with the Turks. In obtaining this knowledge they would have to reconstruct the past. They would have to get fixed in their own mind the events that have been named.

Now here their immediate situation would be what they knew before they started to work on the problem. Their ideal situation would be one in which they had a full meaning of the Eastern question. In passing from the immediate situation to the ideal one they would use text-books, maps and illustrations as means of control.

In doing this they would be utilizing a great many activities; for some phases of the problem would be political

in their nature, some religious, and some social. They would also be compelled to draw comparisons, make contrasts and show proper connections between events.

The next problem that would naturally arise, would be to find out the immediate trouble between the Turks and Russia. To do this the pupils would have to know something about the religious conditions in Turkey, something of the kinds of people there and the treatment of the Christians. They would also have to know the real object the Czar had in mind in waging the war: the pretext that he used for making the attack¹. To understand these things the pupils would have to solve many problems. They would have to project many ideal situations and bridge over to them. They would have to draw many comparisons. In brief they would have to utilize a great many activities.

The next problem to be solved would be, who besides Russia and Turkey were concerned in this war and why? To solve this problem the pupils would have to know something of the conversation that took place at St. Petersburg between the Czar and the representative from England. They would have to know the interests of Sardinia in this respect. To understand the "why" of this problem they would have to realize

1. The real object of the Czar was to divide the "sick man", Turkey, between himself and England, giving to England the part of the Turkish Empire that was outside of Europe and retaining for himself the part that was in Europe, thus giving him the control of Southeastern Europe and perhaps the Mediterranean. His pretext was, that the Christians in Turkey were cruelly treated and that it was his duty to establish a protectorate over them.

the meaning to Western Europe of the control of the Mediterranean by Russia. They would have to know something of England's East India possessions, and how trade would be affected by such a change. To do this would involve many activities on their part. It would cause them to reconstruct the historical field of the past. It would call for many applications to modern conditions and would lead to the use of map work and other illustrations.

The other important problems of the war are: (1) the struggle; (2) the results, might be taken up in a similar way.

But in connection with the developing method the topical method¹ is sometimes used in the Teachers College High School. Suppose there was time for only one lesson on the Crimean War, such topics as the following might be assigned to different members of the class for a report at next meeting: The Easter Question, England and her East India possessions, the Christians in Turkey, Nicholas I. as a man, How France was connected with the war, Why Sardinia was interested in the War, the Life of Florence Nightingale, The Sevastopol battle, etc. The advantage to be gained by such a method is that it allows much territory to be covered in a relatively short time. The disadvantage of such a method is that there is not enough activity on the part of the pupils. They usually know the topic they report on but get little from

1. See J. H. U. S. vol. 2 p. 35.

For a modification of the topical method, called the Co-operative Method, see Ibid. p. 43.

the reports of others.

Summary. At the Teachers College High School any method of teaching history is used that will best give to the pupils a reconstruction of the past for the better interpretation of the present. Many of the well known methods were found to be valuable for this purpose, among which were the lecture and the topical method, which were used whenever the occasion demanded it. In the main, however, the developing method was used, because it made allowance for the full utilization of all the activities of the pupils, gave a vivid reconstruction of historical situations and gave rise to problems.

Chapter III

Collateral Reading

It is maintained in this paper that the function of history is to give the pupils in the light of the past a better understanding of present events; that the method which best realizes this function is, in the main, the developing method. As an aid in securing this function by the developing method it becomes necessary to say something in regard to the use of collateral reading.

Collateral reading in connection with the teaching of history makes the aim of the lesson more definite, since problems are assigned; increases the interest of the pupils, since it touches their experience at more points; gives a broader view of historical events, since different sides of the question are presented. All of these make possible a better understanding of present events by allowing more applications of the past to the present than otherwise would be secured.

This standpoint is advocated in the main by W. H. Mace when he states that the larger references are needed in history work for a fuller interpretation¹. Though in so far as he lays chief stress upon the part he would not be in accordance

1. The demands of accurate interpretation will not be met by turning this fuller reading into a mere hunt for additional facts, for each fact would demand interpretation; but since each new fact is an element in the greater event, it will make its contribution to the interpretation needed, if the right attitude of mind is assumed.

Method in History. p. 42.

* with the view taken in this thesis. A more mechanical view of the value of collateral reading is given by Webster Cook when he states that larger references are needed in history for the purpose of illustrating the text-book material¹. And a disciplinary view is given by W. E. Foster when he states that references are needed for the training it gives pupils in handling books². Though the latter case is valuable yet if emphasis is placed upon it alone the use of reference books for the purpose of making applications of the past to the present, may be lost sight of. While if emphasis is placed on the application of the past to the present, the training which is spoken of will come as a natural consequence.

To further illustrate the use of collateral reading as applied to Mediaeval and Modern History in the Teachers College High School a lesson plan dealing with the subject of Feudalism will be given. The main problem for that lesson was, how did Feudalism originate? Our first sub-problem to work out was, what were the customs, in the later Roman Empire and among the invading Germans, in regard to land-holding? The next sub-problem was, what were the

1. The text-book always needs supplementing with by at least illustrative matter. -- Sch. Review. vol. 7, p. 231.

For similar view see H. E. Bourne, The Teaching of History and Civics. p. 185.

2. To use reference books to an advantage requires much skill. To "run down" a subject will often require the use of several collateral or reference books, and the pupil needs training in this work. Knowing how to consult books for information is often of more value than the facts themselves.

Sch. Review. vol. 19, p. 281 et seq.

conditions that brought about these customs? The third sub-problem was, what form of government did the invading Germans adopt and why? The fourth problem was, how were the monasteries and castles related to our main topic (a) the usufruct and beneficium explain.

Assignments (Text (Harding) pp. 50-52
(Myers, M. & M. History pp. 77-81
(Robinson, Hist. of W. E. pp. 104-106

By examining the text with reference to the first sub-problem: what were the customs of the later Roman Empire and the early invading Germans in regard to land-holding, it is found that the text has this to say: "In its origin, referring to Feudalism, it was the result of the persistent and growing state of anarchy which the German invasion began."

In regard to this same point Myers has this to say: "In the sixth century probably the greater portion of the soil of the countries which had once formed a part of the Roman Empire in the West was held by what was called an allodial or freehold tenure. The landed proprietor owned his domain absolutely, held it just as a man among us holds his estate. He enjoyed it free from any rent or service due to a superior, save of course public taxes and duties."

Robinson in this connection has this to say: "We have seen how, before the barbarian inroads, the small land owners in the Roman Empire had often found it to their advantage to give up the title to their land to more powerful neighboring proprie-

-tors The invading Germans had a custom that so closely resembled this Roman one that scholars have found it impossible to decide whether we should attribute more influence to the Roman or to the German institution in the development of Feudalism. We learn from Tacitus that the young German warriors were in the habit of pledging their fidelity to a popular chieftain who agreed to support his faithful followers if they would fight at his side."

Suppose that the pupil had read only the text. Now when the question, "Tell me something about the customs of the later Romans or earlier Germans in regard to land-holding" is put to the pupil, his answer is, if he answers at all: "The later Romans had a weak state, the early Germans took up the same thing, and drifted into anarchy." He has missed the whole point, because the question is answered by the text only in a very indirect way.

But suppose the pupil has read, in addition to the text, Myers, who says, "In the sixth century probably the greater portion of the soil of the countries which had once formed a part of the Roman Empire was called an allodial or freehold tenure. The landed proprietor owned his domain absolutely, held it just as a man among us holds his estate. He enjoyed it free from any rent or service due to a superior." In this case his answer to the problem, what were the customs of the later Romans and early Germans invaders in regard to land-holding, would probably be: "In those times the customs were that the greater amount of the land was drifting into the hands of a few. Large estates were held by the

most powerful men, who owned this land absolutely as wealthy farmers own their farms. They established customs of government."

Still further, after reading Robinson, in addition to those already named, which in substance is: that the small land-owners in the Roman Empire had often found it to their advantage to give up the title to their land to more powerful neighboring proprietors; and when the German invasion came the lot of the defenseless land-holders became worse, the pupil will be able to give the following answer. "In the later Roman Empire there had grown up a custom wherein the small land-holder had begun to grant, to the more powerful land-holders, their little tracks of land, and receive therefor a safer protection from outside disturbances. Also, when the Germanic tribes began their invasions, little attention was given to the small landowners. Greater and greater became the custom of granting small tracts of land to the large landowners until practically every small landowner did this."

In dealing with the second main problem, what were the conditions that brought about this custom, the text has this to say, "A capitulary of Charles the Bald, in 847, went so far as to order 'that each freeman in our kingdom choose the lord that he wishes'. About the year 900, the system of independent freemen had practically disappeared in Western Europe, and society had become a chain of vassals, in which subjection had its degrees, and mounted from man to man up to the king." In this case the answer of the pupil, based upon the text alone would

be: "The conditions were such that no man was free and society was broken up."

After reading Myers, in addition to the text, which states as follows: "When the barbarians overran the soil of the Empire, they appropriated, as we have seen, a good part of it to their own use. The king or leader of the invading tribe naturally had allotted to him a large share. Following his custom of bestowing gifts of arms and other articles upon his companions, he granted to his followers and friends parcels of his domains upon the simple condition of faithfulness", the pupil would give this answer: "On account of these Germanic invasions, all freedom for the lower and poorer classes was destroyed, and conditions were such that victorious kings, according to established custom, began to give their friends small tracks of land."

Concerning this question, Robinson says: "We have seen, before the barbarian inroads, the small landowners in the Roman Empire had often found it to their advantage to give up the title to their land to more powerful neighboring proprietors. The scarcity of labor was such that the new owner, while extending the protection of his name over the land, was glad to permit the former owner to continue to till it, rent free, much as if it still belonged to him.....While he no longer owned the land he still enjoyed the products and had only to pay a trifling sum each year."

After reading the three the pupil's answer would be much fuller than when the one in the text was read. "The conditions, which brought about the landholding custom, simply showed the spirit of the times. There was a continual state of warfare. There were times when aid was needed and needed badly. Then

again, the conditions of labor were such that the poor land-owner could make more money, and be better protected, by granting his land to some king, rather than by taking care of it himself. He still, many times, had the use of it for only a small rent, and a promise of faithfulness to his master."

In regard to the third problem, what form of government did the Germanic tribes adopt and why, the text has this to say: "Feudalism was the result of the persistent and growing state of anarchy, which the Germanic invasions began, and which Charlemagne's rule only temporarily checked.....Every lofty hilltop, every river-island and stronghold, became the site of a tower, whose lord ruled the surrounding population."

Myers touches the question from a later standpoint when he says, "In theory all the kings of the earth were vassals of the emperor, who, according to good imperialists, was God's vassal, and according to good churchmen the Pope's. The kings received their dominions as gifts to be held on condition of loyalty to their suzerain and of fealty to right and justice."

Robinson has this to say: "Feudalism was not established by any decree of a king or in virtue of any general agreement between the landowners.....The owner of vast estates found it to his advantage to parcel them out among vassals, who agreed to accompany him to war."

If the pupil based his answer upon the facts in the text, his idea would probably be, "The government was anarchical in its nature because that is the form of the government the

German tribes first established." If his answer was based on the text in connection with the outside readings it would probably be, "The government that the early Germans established was both anarchical and monarchical. It was anarchical in nature on account of so many wars, and was monarchical in nature on account of feudalistic tendencies in which the king became the great land-lord."

In regard to the fourth point, how were the monasteries and castles connected with the main problem, the text has this to say: "In case of incursions, the castles which were situated on every hill-top gave shelter to their wives, their children, themselves."

Myers has nothing to say bearing directly upon this point.

Robinson has this: "With the invasion of the barbarians the lot of defenseless small land owner became worse. He had a new resource, however, in the monasteries. The monks were delighted to accept any real estate which the owner -- for the good of his soul and to gain the protection of the saint to whom the monastery church was dedicated -- felt moved to turn over to them on the understanding that the abbot should permit the former owner to continue to cultivate his fields..... the use or usufruct, of the land which was thus granted by the monastery to its former owner was called the beneficium."

If the text alone was read by the pupil his answer would be, "The castles gave shelter to the small landowners." But if, in addition to the text, Robinson was read, the answer would probably be, "With the invasions of the barbarians the condition

of the small landowners grew worse. They did, however, find some relief in the castles and monasteries, which not only gave them shelter but also promised them protection from the barbarians provided they would allow their real estate to be controlled by the monastery. They were, however, still to be permitted to cultivate the fields. The usufruct which was granted by the monastery to its former owner was called the beneficium. In this way the feudal system arose."

Summary -- Collateral reading in connection with the teaching of history makes the aim of the lesson more definite, since problems can be easily assigned. It creates a greater interest in the mind of the pupils, by touching his experience at more points. It gives a broader view of historical events, by allowing a more vivid reconstruction of the past, which is necessary for the proper application of the past to the present.

SOURCES.

A very important phase of collateral reading is the source material. It is a great factor in bringing about the points that have just been named under collateral reading proper; but in addition to that it more nearly represents the personal element in history. For when pupils use the original material they are put into intimate touch with the people of the past in a way that nothing else can do. This phase of collateral reading, however, should not be so extremely used in high schools as collateral reading, as it is usually thought of; yet whenever the occasion demands it, and certainly whenever the source material which can be readily obtained is to the point, it should be used.

An extreme view of the use of sources is given by Mrs. Mary Barnes when she states that the sources are the life and soul of history¹. This view is correct when it claims that we call for the thing rather than for the book about the thing; for when we have the thing a comparison of it to modern things can be more easily made. But a daily use of it would require too much time and make progress too slow.

A more common and practical view is given by the Committee of Seven when they state that sources should be used for the purpose of vitalizing the subject². The attitude of this Committee is that

1. In every direction we call for the thing rather than for the book about the thing....What are things in History? Living men and women, found together in great societies, but men and women die and societies perish. Yes, but they leave behind them a mighty imprint of monuments, buildings, pictures, books, institutions of language, of habits and custom....Sources are to history what plants are to botany, what rocks are to geology, stars to astronomy.

N. E. A. '91. p. 673 et seq.

2. "Some acquaintance with sources vitalizes the subject and thus

of requiring sources to be introduced as vivid illustrations rather than making them almost solely the material of study. This view is taken in this thesis.

To illustrate further the value of sources and how they are used at the Teachers College High School a lesson plan will be given¹. The main problem of the lesson was, What is the meaning of Luther's Ninety-five Theses? Three sub-problems were assigned, (1) what caused the theses to be written? (2) what was Luther's purpose in writing the theses? (3) what effect did these theses have on the Pope and his followers and what effect on Luther and his followers. The following references were required: Text (Harding), beginning on page 286; Myers, beginning on page 301; Robinson, Readings in European History (this was a source work containing the theses of Luther).

The following were given to the class as an aid to the preparation of the lesson: Get all three of the references and read them all at one sitting, which will not be more than twelve or fifteen pages all together. At first reading you might have

makes it more stimulating for the pupil." Committee of Seven p.104.
For a similar view see article by H. W. Caldwell, N.E.A. '97, p. 671 et seq.

1. In the following lesson the teacher unfortunately, at the time of teaching, placed more stress upon the 95 theses than is warranted. But while this is the case he has thought it better to let the lesson stand exactly as given with the actual answers of the students than to try to reconstruct another colorless lesson from memory. While it is unfortunate that the facts were not exactly correct, yet the main value of the lesson, as it seems to him, is the illustration it affords of the method of using sources.

the assigned problems in mind but do not try to answer them until you have read all three of the references. After your first reading turn to your problems, which you will have before noted, and notice what each of the references has to say on that particular problem. Do this with all problems; i. e. all subproblems. Then form in your own words, what you consider to be the answer to each of the sub-problems, and then form, in the way of a summary, your own answer to the main problem.

In this particular lesson the pupils have already had and are supposed to know something of the following points: Luther's birth and education, his decision to become a monk, his disappointment in the monastery, his idea on justification by faith, his experience as teacher at Wittenberg, his visit to Rome and his idea in regard to the granting of indulgences.

At the next meeting of the class fifteen or twenty minutes were spent in asking questions on the above points. The answers were satisfactory, for the time being on all save the one in regard to indulgences. Mr. "A", Mr. "B" and Miss "C" answered this question and their answer amounted to about this, "That Luther was strictly opposed to the granting of indulgences, that it was not in accordance with true church principles". Then the question was asked, "Just what is an indulgence?" Mr. "A" said, "It was the right that a priest had to forgive the sins of one who had confessed his evil deeds." Mr. "F" said, "It was a way that Tetzal had of making money for the Pope." Several more similar answers were given and finally Mr. "T" was called on. He replied, "The indulgence was a

pardon usually granted by the Pope, through which the humble sinner escaped a part, or all, of the punishment which remained even after he had been absolved." He also stated that "The pardon did not forgive the guilt of the sinner for that had necessarily to be removed before the indulgence was granted, but it only removed or lightened the penalty which even the forgiven sinner would, without the indulgence, have expected to undergo in purgatory." This answer was accepted and those that did not do so well were asked to try again. This they did in a very satisfactory manner. The word pardon seemed to have been a key for them.

With this introduction we returned to the lesson as it was assigned. The first question asked was, "What are we to try to work out for today, Mr. 'C'?" He answered by giving the main problem. The sub-problems were next called for. They were given, but not just in the order that they were assigned. The first assigned sub-problem was next called for, i. e. What caused the Ninety-five Theses to be Written? The answers you will notice are simply an interpretation of what has preceded in connection with the assigned reading.

Mr. A's answer, "Luther wrote these theses because he was a wise man, a teacher in the University and wished to put himself before the public."

Miss B. "Luther had been urged by some of his friends to take up the fight against the church. This he did though somewhat unwillingly, and after he had started into it he would not give up, but he didn't really believe all he was saying."

Miss J's answer. "Luther was living in an age of transition and there was opportunity for just such a movement and Luther thought he was the man to do it."

Mr. R's answer. "Luther was a very religious man and opposed the Catholic doctrines and wished to cause a reformation."

Mr. K's answer. "Luther had been to Rome. While there he saw the abuses in the church, especially the indulgence evil. This disgusted him and he turned home with a determination to reform religion."

Miss D's answer. "Luther had been reading Aristotle, and had become disgusted with it and claimed that no one could be a theologian that accepted his doctrines. Therefore he wanted to show the church authorities that they were wrong."

After these answers had been given, a general summary of the points named was called for. Mr. F was pointed out to do this. He seemed to be at a loss as to what to say and ended in an almost complete failure, and gave as an excuse the following: "I did not get to read the outside references; when I wanted them some one else had them", - not an unusual answer for some members of the class. After making it somewhat disagreeable for Mr. F by asking him, among other questions, what he could tell about the point at issue, we proceeded¹. Mr. G made the following summary: "Luther was one of the best educated men of that time, and although somewhat unwillingly, he took up the fight against the church authority with great vigor. He saw

1. Class room work should not be made disagreeable; but in cases like the above something should be done to let the pupil know that such recitations would not be tolerated.

the great opportunity that was before him; and after his return from Rome he recalled the evil practices in regard to the sale of indulgences and other similar crimes of the priests; also he saw the statement and heard it preached that "no theology was true unless it involved the doctrine of Aristotle". All this disgusted him and he wrote his ninety-five theses."

The second sub-problem was next called for, What was Luther's purpose in writing the ninety-five theses? The answers given to this question were similar to those given to the first. Mr. C recognized this and asked what was the use of this second point. Several hands went up, but without discussing that question we tabled it and Mr. C. was told to bring it up again if not satisfied at the end of our next discussion.

Then answers to the second problem were given as follows:

Mr. A. "Luther's aim was to destroy the sale of indulgences, for one of his thesis reads like this 'Christians should be taught that he who gives to a poor man, or lends to a needy man, does better than if he bought pardons'."

Mr. H. said that "he also thought that Luther was aiming to spread over Germany the idea that the sale of indulgences was wrong, and that by works of charity and not by money could a man be saved." When asked upon what he based his statement, he quoted this thesis of Luther, or gave its substance at least: "Because by works of charity, charity increases and man becomes better, while by means of pardons he does not become better, but only freer from punishment."

Miss K quoted another almost word for word which seemed to be along the same line: "They preach man rather than God who say the soul flies out of purgatory as soon as the money rattles in the chest."

The conclusion was that Luther's main purpose in writing the theses was to show to the religious world just what evil there was connected with the indulgence movement, to bring the matter before the people in order that they might understand its real meaning. It was a movement that was not understood by the great mass of people. Its actions were secretly carried out. It was Luther's purpose to expose to the public just what it meant, and also to bring before the people what he called a true christianity.

The last sub-problem was next called for, What effect had the theses on the Pope and his followers and on Luther and his followers.

Mr. A's answer. "It made the pope and his party very angry and the pope issued a bull against Luther. It made Luther and his party more interested and determined in the plan of carrying out their purpose."

Miss C. "It led to a papal bull against Luther and later to his excommunication. It caused a division among the religious people and caused many to join Luther's side."

Mr. K. "It stirred up the Catholics and led to a reform on their part. It also gave Luther so much popularity that some of his friends became jealous and later there was a division a division among the protestants."

Miss C. "It so aroused the Pope and his friends that they imprisoned Luther, but while he was in prison he translated the Bible and presented it to his people that they might read for themselves."

The conclusion as given by Mr. M was, "The ninety-five theses stirred the pope and his followers to such an extent that a ban was issued against Luther, and he was excommunicated. It so stirred the Catholics that they began to reform themselves by electing a new set of officers and by not selling so many indulgences. It caused a division among the religious people and showed that a great upheaval in religion was to come about. It increased Luther's interest and determination, and made him many friends. It also caused Luther to have a few jealous enemies, and finally led to a division among the Protestants. It also caused the Bible to be translated by Luther, which greatly helped to spread Protestantism."

Returning now to our main problem, What is the meaning of Luther's Ninety-five Theses, we have the following answers.

Mr. B. "The ninety-five theses mean the first public declaration against the practice in the Catholic church in regard to indulgences. It was started by Luther."

Mr. C. "When I think of the ninety-five theses I think of life of Luther; how his father wished him to become a lawyer and how instead he turned to a monastery, and later, in his visit to Rome, how much he was disgusted with the sale of indulgences. It means the great breaking away from the authority of the church and the beginning of a reformation in Europe."

Miss W. "They mean that Luther was determined to change matters in the way of religion, that corruption had gone too far already in the church and that there was a great need for a reformation. That Luther was so much disgusted with the indulgence movement that he was determined to check it, and he did it by writing his ninety-five theses."

Several short answers were given, similar to the above. At last came the final conclusion which was as follows: "The ninety-five theses was the public beginning of that religious reformation, which took place in Europe in the sixteenth and seventeenth centuries. It was in a great measure, the product of Luther, whose reformatory measures were due, in a great extent to the spirit of the times. It meant to the Western Countries of Europe and other countries too, two distinct and separate branches of religion, Protestant and Catholic. It meant for England, France, Spain, Germany, The Netherlands, and many other countries, America not excepted, many cruel religious wars. It meant a religious house-cleaning for the Catholics, who had become corrupt in their religious practices. It meant that the seeds of the Renaissance were beginning to spring up and blossom into reformatory measures, which were finally to place matters of religion on a firmer bases. It meant too, that persecutions were to take place on the part of both Protestants and Catholics. It meant a religious fight which was not to be settled till 1648."

Of course, not all points that are here named were understood by the pupils. This was not the case until other lessons

were given and the topics were viewed from different standpoints. For instance there was a lesson on the "Division of the Protestants", one on the "Reform of the Catholics" and several on the purpose and results of the struggle that followed; each of which not only brought out some new point but also emphasized and gave meaning to some previously studied topic. All the lessons dealing with this particular movement were grouped together and reviewed under the name of the "Reformation Movement".

Summary. Sources ^{aid} ~~and~~ the pupils in understanding the meaning of history ^{VERY} ~~very~~ materially, by making the aim of the lesson more definite, by creating greater interest in the minds of the pupils, by giving a larger and a more accurate historical view of the subject, and most of all by causing them to feel the actual situations of history.

Chapter IV

Auxiliaries to the Teaching of History.

1. Dates.

In connection with the discussion of the function of history, the method of teaching it, and the use of collateral reading the phrase "interpretation of the present in the light of the past" has frequently been made use of. This naturally suggests another, the time element, which in turn suggests the term dates. Since all history has to deal with dates it becomes necessary to say something in regard to them.

In the teaching of history dates should be used to mark off periods, to form centers around which to group facts and to show chronological relation between events.

A view somewhat similar to that expressed in the second point named is given by B. A. Hinsdale when he states that enough dates should be emphasized to keep facts in their places¹. This view is important and should be emphasized, for if facts are kept in their places the past will have a fuller meaning to the pupils and then they can better interpret the present in the light of the past.

Another more meaningful view and one closely related to

1. It is true that time relations as well as antecedent and consequent, may be taught irrespective of dates. Still it will be found that unless a sufficient number of dates are fixed in the mind to keep facts in their places, they will struggle about in the mind in the most vagrant fashion..... The time an event occurs is sometimes as important as the event itself; and in general there can be no useful comparison of historical facts without reference to dates.

Hinsdale, How to Study and Teach History. p. 88 et seq.

the third point named in the beginning of the chapter, is given by Henry E. Bourne when he states that the dates which mark the most significant event in some movement should be emphasized¹. This view is helpful for the date becomes a means of placing and fixing the significant events with which it is connected; and after the significance of an event is gotten an application of past to present can be easier secured.

To further illustrate the use that is made of dates in the Teachers College High School a few examples will be given as illustrations of the points named at the beginning of the chapter.

(1) The following dates, based upon Harding, were used to illustrate the first use stated at the beginning of this section, viz. to mark off periods:

<u>Dates.</u>	<u>Periods.</u>
768- 814	The Empire of Charlemagne
814-911	The later Carolingin Empire
1024-1125	The Franconian Emperors, Hildebrand, and the Investiture Conflict.
1096-1273	The Period of the Crusades
449-1377	England in the Middle Ages
987-1337	The Rise of France

1. Dates that are famous should be remembered because they are famous. The Frenchman has as much reason to be shocked at the ignorance of the meaning of July 14, as we of July 4. In choosing dates those should be selected which mark the most significant event in some movement, and in relation to which the other events naturally fall into line as either before or after. For example most of the incidents of the early Germanic Invasions may be grouped about Alaric's capture of Rome 410.

Bourne, The Teaching of History and Civics. p. 137.

<u>Dates</u>	<u>Periods.</u>
1337-1453	The Hundred Years War
1254-1500	The Development of Modern States
1300-1517	The Great Church Councils and the Renaissance
1517-1555	The Reformation in Germany
1518-1610	The Reformation in other lands and the Counter Reformation
1568-1648	The Thirty Years War and the United Netherlands
1643-1715	The Age of Louis XIV
1603-1760	The Constitutional Monarchy of England
1748-1786	The Age of Frederick the Great
1789-1795	The French Revolution
1795-1815	The Age of Napoleon
1830-1848	The Upheaval of Europe
1851-1871	Unification of Italy and Germany
1871-1900	National Rivalries

The pupils of course cannot readily repeat all these dates with exactness, yet they can name most of them approximately which is sufficient for proper understanding of the period.

(2) Also many dates were used as centers for grouping facts which occurred very closely around the particular date. For instance, a few days ago there was a lesson centering around the dates, 1688 and 1689, which of course applied more in particular to England than any other country. The following were some of the facts that were centered around these dates. (1) The coming of William and Mary to England from Holland, the first of the Orange Stuarts. (2) The settling of the supremacy of parliament. (3) The establishment of the precedent that Catholics should not sit on the English throne. (4) The passage of the Bill of Rights,

which made sure the constitutional monarchy of England. (5)

The beginning of the English ministry. (The date 1694 is sometimes given for this latter)

Likewise, the following dates might be used as centers of grouping. 843, The treaty of Verdun and the breaking up of Charlemagne's Empire. 888, The deposition of Charles the Fat and the rise of the modern nations. 1095, The beginning of the Crusades. 1152, the Accession of Frederick Barbarosa. 1197, The accession of Innocent III, and the Death of Henry IV. 1298, The quarrel of Boniface VIII and Philip the Fair. 1453, The fall of Constantinople. 1517, Luther's Theses. 1555, The Peace of Augsburg. 1648, The Treaty of Westphalia. 1715, The death of Louis XIV. 1789, The beginning of the French Revolution. 1815, Waterloo. 1830, The French Revolution of July. 1848, The Revolution of Europe, led by France. 1871, The beginning of the present French and German Republics and the establishment of the capitol at the city of Rome.

(3) Many dates were used to show the chronological relation between events, i. e. one very familiar date would be chosen which would suggest other events on account of their being before or after it. For example, the date, 800, may be chosen. This is the date on which Charlemagne was crowned. Now from this we get some idea of the Germanic invasion, 375, since it occurred a long while before, and of the date of the Mohammedan invasion since it occurred between the two, and this suggests the *struggle* of the Battle of Tours, 732, in which ^{the} ~~one~~ invasion was repelled. On the other hand it helps to place the treaty of Verdun, 843,

which succeeded his crowning, and this places the rise of the modern nations of Europe and succeeding events and this the later growth of the Papacy.

These events, some of which came after 800 and some before, are suggested by the familiar one 800. If one forgets the time of an event one can recall whether it happened before or after some well known date and thus be able to place it.

2. M A P S

As there is a time relation so is there a place relation. One cannot be considered very well without the other. So a few words in regard to place relation or the use of maps will be given.

No high school course in Mediaeval and Modern History can be properly given without the aid of maps. Their chief values are, first, in aiding the pupil to reconstruct the past by picturing in his mind the significance of the location of a place or province; and second, in the making possible the comparisons of the past with the present. For after the map, representing the time studied, has been examined and conditions observed, then one of present time may be noticed. Comparisons may be made between them. Political conditions and changes of course will be most prominent.

A view connected with the first is given by Henry E. Bourne when he says that maps aid in the reconstruction of the past, by making clear to the eye the growth of the states from period to period¹. A view given by B. A. Hinsdale lays stress upon the fulness of meaning and the vitality which maps put into history². A view, expressed by the Committee of Seven, and

1. Historical geography affords the opportunity to study many of the more complex relations. It unfolds before the eye the growth of the states from period to period and reveals the causes or the results of many a desperate struggle.

The Teaching of History and Civics. p. 138 et seq.

2. Careful study of a good map is the next best thing to visiting a historical locality in person.

How to Study and Teach History. p. 94 et seq.

which may be included in the former, claims that maps awaken interest in historical facts.¹ Of the three views given that of Bourne is most meaningful, for if there is a vivid reconstruction of the past, the fulness of meaning and vitality which Hinsdale's view suggests will be sure to be felt, and if that is the case the awakening of interest which is expressed in the view of the Committee of Seven will need little attention.

To illustrate what is being done at the Teachers College High School in regard to the use of maps, statements will be made as to when they should or should not be used.

It is not necessary in the teaching of Mediaeval and Modern History to use a map in connection with every lesson. They should be used whenever the lesson is of such a nature that by the aid of one you can ^{make} more clear the essential purpose you wish to emphasize in that lesson; i. e. whenever the occasion demands it use a map and not till then.

Maps should be used in studying Charlemagne's Empire, for then there is occasion to show the limits of France at the death of Pippin, the various additions of territory made by Charlemagne, and the location of the cities of Tours, Verdun, Paris and perhaps others. This will have to be done because these things have made changes, have come into importance, have taken on new meaning. All of which must be geographically understood.

1. As a new meaning is given to geography when physical conditions are seen in relation with human life, so reality is added to historical occurrence and new interest is awakened in historical facts by the study of the theatre within which men acted and notable events took place.

Again, suppose the hundred years war is being studied. It would be advisable to name and locate the rivers and seas that border France and England, to locate the French possessions of England and Flanders, Bretigny, Troyes, Rowen, Calais, Crecy, Porters, Domremy, Rhemus, and Avington. This will be necessary for each of these things is connected with some important event, which on account of that importance gives a sufficient reason for the use of a map.

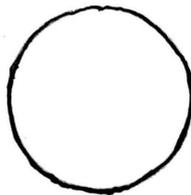
But on the other hand maps need not be used in a lesson on "The Church in the Middle Ages" or "Life in the Mediaeval Castle, Village and Town", because such topics as these are not made clearer by the use of a map. The geographical facts which a map brings out are not of enough importance, in their influence upon these topics, to warrant observation.

Of course some of the things connected with some of the above named topics must be of sufficient importance and in that case a map should be used. For instance, the monastery of Clung in Eastern France (founded in 910). This was important, because it was the center of the reform movement in the tenth and eleventh centuries, and from its wall came some of the most distinguished reformers of Europe.

3. ILLUSTRATIONS.

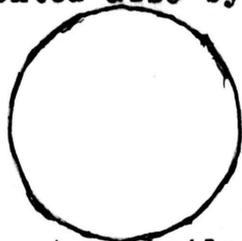
Illustrations in history are usually such things as tombs, the ruins of old castles, representations, drawings and pictures of various sorts. These things are made use of frequently at the Teachers College High School. But in addition to this various sorts of drawings are placed on the blackboard by the teacher and pupils, during the recitation period, for the purpose of making clearer the problems which are to be worked out.

For instance, a few days ago there was a lesson dealing with the state of Russia. The lesson centered around that energetic man Peter the Great. The main aim of the lesson was to find out what problems Peter the Great had and how he solved them. The immediate situation of Peter was first defined, which was represented on the board by a circle properly labeled.



Immediate Situation

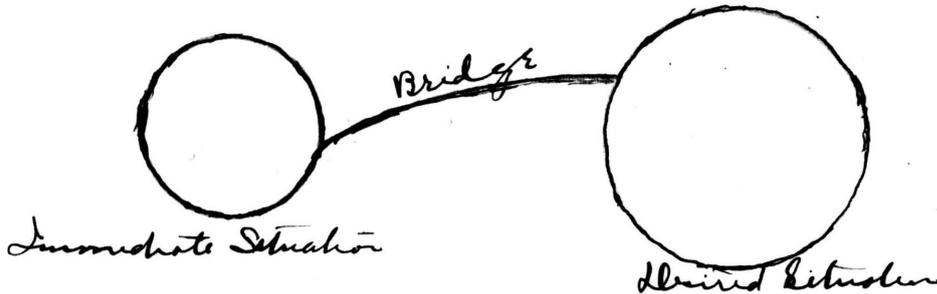
There was next worked out the desired situation of Peter which was represented also by a circle properly labeled.



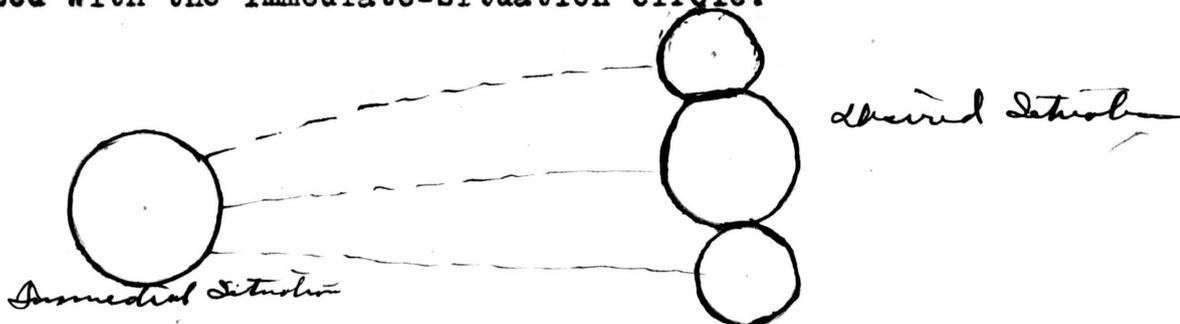
Desired Situation

(Peter wished to get an outlet to the sea, so that he might come into contact with France, Spain, England and Holland, which were much farther advanced in civilization than Russia. This he wished to do that he might build up his own country and place

it on an equal footing with the more civilized countries of Europe) These two circles were connected by a line labeled "the bridge",

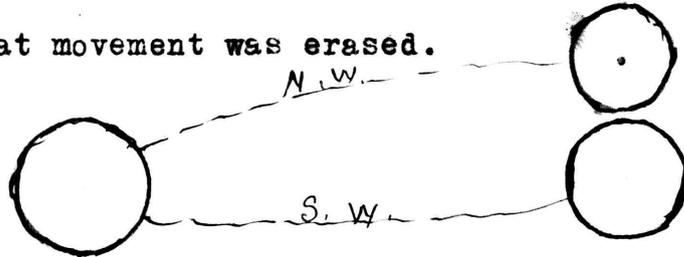


which represented the means of control he was to use to accomplish his purpose. In the meantime it was discovered that there were three ways in which Peter might get out to the western world, as he called it. He might go northwest and get out through the Baltic Sea, which at that time was controlled by Sweden, or he might go southwest and get out through the Black Sea, which at that time was controlled by the Turks, or he might go directly west through Poland and Germany. Just at this point two more circles were placed along-side the one labeled desired situation, and each of them were connected with the immediate-situation circle.

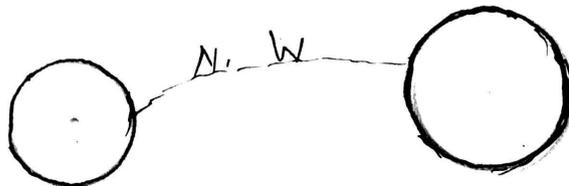


It was now discovered that Peter had some trouble (resistance) in deciding upon the line (bridge) over which he would travel. He was, on this account, exercising a great deal of effort. So the next problem was to find out which of the three lines

Peter took; each of which if successfully traveled over, would lead him to his desired situation. After placing ourselves in Peter's situation as near as possible, it was found that it was an impossibility to go directly west, on account of the distance and the warring tribes, so the line and circle representing that movement was erased.



The two possible movements that were left, according to the illustration, were tested for their respective worths by the class. The strength of Sweeden was placed against the strength of the Turks. At last it was found that Peter decided to go northwest. So the line and circle representing the southwest movement was erased.



The movement left, involved Peter into a war with Sweden, in which he was victorious thus he was seen to travel over the bridge to the desired situation. At the next lesson only a circle and three lines were necessary to make it possible for the pupils to give a review of the whole lesson.

Also many of the drawings in the text were made more meaningful by the use of illustrations. For example, on page 121 of the text is a picture of a crusader. After examining him, different parts of his armor were drawn and named. The flag with its three points and crosses was drawn and

compared with our own; thus giving the pupils a fuller idea of the meaning of the picture.

4. MISCELLANEOUS.

Note-books. Much freedom is given in regard to the use of note-books in Mediaeval and Modern History in the Teachers College High School. The pupils are not required to hand in to the teacher note-books for correction. Most pupils, however, keep them to tabulate the assignment of the lesson, to note valuable points not found in the assignment, to make an account of valuable outlines and illustrations, and to record such other information as they think necessary. In other words, the note-book is looked upon merely as an aid to the student and not as an end of any importance in itself.

Written Examinations. Written examinations are occasionally given for the purpose of seeing whether or not the pupils can intelligently give the general movements that have been passed over, show the main developments that have been made, and make proper application of facts learned. Whether examinations are valuable or not depends upon the nature of the questions, which are of two kinds, those requiring memorizing facts and those requiring re-organizations of facts already known. Only the latter should be used. For example, suppose the period extending from 1648, the treaty of ^{Westphalia to} Utrecht, ^{1713, The treaty of Utrecht,} has been covered and an examination on that period is to be given. The following questions of the class first named might be given:

1. Give the leaders of the first war of Louis XIV.
2. Give an account of Louis' expedition on the Rhine.



3. When did the war of the Spanish Succession close?

4. Tell about the peace of Utrecht.

But the following set is better.

1. What object did Louis XIV have in view in waging his wars, and how did he proceed?

2. What general basis had the events which transpired between 1648 and 1713?

3. What caused the internal conditions of France to be as they were at this period, 1648 to 1713?

4. What changes were made in the map of Europe by the treaty of Utrecht?

No stress was laid upon the value ^S sometimes claimed for examinations - that the student in preparation for an examination will go over the period on which he is to be examined and will re-organize it. Students were not told when examinations were coming. It was thought that this value of examinations could be better taken care of by the class and the teacher in the recitation. And, moreover, if the teacher depends upon examinations for re-organization by his pupils he is likely to slight it in regular class work.

General Summary. To apply facts which are gotten through the reconstruction of the past, to the present, is the function of history. This application can best be secured by the use of the developing method. As an aid to this application collateral reading and sources are very helpful; the former ^{because it} makes the aim more definite on account of problems which are assigned, gives a broader historical view and awakens interest in the minds of the pupils; the latter because it gives, in addition

to these points, the emotional element in history. A further aid to this application is given by the proper use of dates, which show the chronological relation between events, of maps, which show political changes, of illustrations, which lend meaning to events.

