

HISTORY TEACHERS' SECTION

The HISTORY TEACHERS' MAGAZINE for April, May and June contain several articles of general interest to all history teachers. The Teaching of Greek History series continues through all three numbers. In the April Number Professor Sill of Cornell writes on the Two Periods of Greek Expansion; in the May number Professor Fling of Nebraska has an article on the Use of Sources in Teaching Greek History; and in the June number Professor Botsford of Columbia writes on The Choice and Use of Books Relating to the History of Greece.

In each number also is the excellent announcement of the Recent Historical Literature.

The leading article in the May number is by Professor Hull of Swarthmore College on the International Interpretation of United States History. He makes a plea for a wider view of American history, wider even than that which has recently rebelled from the traditions of the New England interpretation. The great number of immigrants into this country, and the great acceptance of culture and civilization from the different European countries leads him to make a plea for an interpretation from the point of view of all of these countries. The substance of his article may be seen in the following paragraph: "The great founders of our Republic besought their fellow-countrymen to think *continentally*; to realize that their individual and their local welfare was wrapped up in the creation and preservation of the national Union. Today we teachers must appeal to our fellow-countrymen of our own and the growing generation to think *internationally*; to realize that our national history, in its origin and in every step of its growth, is the world's most striking object-lesson in the virtue of internationalism; to realize that as a cosmopolitan nation our history and the very substance of our being bind us to the duty of making our ideals of *American Internationalism* prevail in the Family of Nations."

In the same number also is a survey of The Teaching of History in Maine, which does for that State what the same kind of a survey by Professor Sprage did for Washington—and which was published in the History Teachers' Magazine some time ago.

The most interesting article in the June number is an article by Professor Marshall of the Alameda (Cal.) High School on Present Tendencies in High School History Teaching. After discussing the question of pedagogy and the child-study for the high school he goes on to say regarding the tendencies of teaching that "the increased emphasis upon

economic and social history is sound, for it broadens the view of the child, increases his understanding of the human kind, and gives him the substance for the forming of judgments. But when it comes to the shifting of emphasis, the pendulum begins to swing the other way. In ancient history I would push back the borders to the earliest dawn of civilization, broadening rather than contracting its limits. Greek history should not be curtailed to give more time to the Roman Empire. The Hellenic contribution to mankind is as vital as that of the Roman." For the European and English history he would also be conscious of the long past on which they rest, stating that all questions of the day thread their way far into the past. For American history he would push the colonial periods into their respective European settings and see them also as part of that great movement of Europe as a whole for colonial expansion. His view of the teaching of local history is interesting—and he is speaking for California conditions. Local contracts rather than broadens the vision of the child; too often the pupils can see no further than the boundary of his state, forgetting the general movement of which his state is only an incident. He also points out the scarcity of suitable and worthy texts on local history; and closes with the belief that "There are two places in the wide field of education where California history has its place; namely, in the grammar school, where a technical knowledge of the subject is unnecessary, and in the post-graduate work of the university, where the subject is a fruitful field for investigations."

In the same number is also a thoughtful article: *Suggestions for Beginners in the Teaching of History.*

The *TEXAS HISTORY TEACHERS' MAGAZINE* for May contains an article by Professor Riker of Texas on *The Art of Studying the Text-Book.* High school teachers of European history will very likely find many valuable suggestions in it.

Of special value is the article by Professor Kellar of Texas on *Some Suggestions for Equipment in History Teaching in the High School.* In the thirty-three pages he gives an excellent selection of books for high school purposes on Ancient, Medieval and Modern, English, American, History and Civics. The lists are arranged in separate lists, costing, respectively, \$5, \$10, \$25, \$50 and \$100.

VERGANGENHEIT UND GEGENWART for May has its leading article on *The Epic Principle in History Instruction.* Another interesting article describes the attempts of Krupp and Zeiss at Essen and Jena to increase the educational advantages of their employees.

The usual excellent bibliographical notices, covering twenty-five pages in number, covers the field of ancient and art history. In the section given to the auxiliary sciences is an excellent review of the new edition of Aloys Meister's *Principles of the Historical Science*.

In the last number of the *Quarterly* reference was made to an article in the *Vergangenheit und Gegenwart* by Professor Show of Stanford—his presidential address before the Pacific Coast Branch of the American Historical Association in 1912. The translation elicited much comment in Germany and in this number of the magazine are printed three replies to Professor Show and his criticisms of the Lamprecht school of history at Leipzig. One is written by present and former students under Lamprecht at Leipzig; another is written by Lamprecht himself; and the third is from the editors of the magazine.

On June 2nd the Seattle History Teachers' Club held its second meeting at the Good Eats Cafe. Professor Fleming of the Franklin High School presided, while Professor Bowman of the University spoke on the history work of the high school as seen in the freshman class in the University. There was pointed out the usual laxness on the part of the students to read a sentence with care and understanding, also the inability to hold to a question and do only what the question calls for. Dr. Lutz of the University also spoke. The speakers urged that the high school teachers and the university instructors get together and see to what extent they could come to an understanding as to the elementary work in doing history so that the university could begin where the high schools leave off. Certain activities should be secured in the high schools so that when the student goes to the university these steps could be taken as the beginning of the work there. After a discussion of the talk a committee was authorized to work on the problem of the "power method" in the high schools and the point to which it could be carried in the schools.

This was the first of a general discussion of the relation of the several phases of the school system history teaching. The next meeting of the club will consider the history work of the university from the point of view of the high school; later the same relation will be noted between the high schools and the grades.

Professor O'Conner was elected chairman of the next meeting. A constitution was reported by Professor Fleming and was adopted. The name of the club is to be The Seattle History Teachers' Club. It will meet two or three times each year with a changing committee in charge of each meeting. It is also intended to urge the participation of the history teachers around the Sound.