THE OBJECTIVES IN HISTORY TEACHING

AS STATED BY 521 TEACHERS IN KANSAS HIGH SCHOOLS

by

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DEDICATION

This study is respectfully dedicated to my wife, Orpha Marie, and two children: Jeannette Elaine, aged 5, and Glenn Elson, Aged 3.

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Chapter I

Introduction

This study is attempted with the idea of establishing unity of purpose and aim in the teaching of history in the junior and senior high schools. Much time has been wasted in teaching history in the schools, because it was purposeless teaching. Too many history teachers go on the assumption that if their pupils take history, they will be benefited, while really no good may be obtained or possibly a real harm may result. History must be worked at in a scientific spirit, as biology, or chemistry, and by experimentation, what is worthy and what is not, and what is true and what is false must be discovered.

Chapter II

The Problem Stated

This study purposes to ascertain from the history teachers of Kansas what they regard as the real aims or objectives of history teaching. The field is glutted with many types of objectives, of which many are good, but some are worthless. With the aim in mind of discovering what the history teachers of this state are actually using as objectives in history teaching, this study is being made.

Inquiry Concerning Objectives in History Teaching

For ten years I have been a teacher of history. I find that the literature pertaining to the teaching of history does not represent unity of aim or purpose in the subject. Accordingly, I am referring the problem to those charged with the teaching and supervision of history in Kansas and am asking them what they regard as the real aims or objectives of history teaching. I am assuming that you have definite convictions on this, that you are interested in it as a practical question, and that you will cooperate with me in the study of this problem by filling in the statements and information asked for here. If you wish to receive a report of this inquiry you may sign your name and give your address. All papers will be treated in a strictly impersonal and confidential manner.

Yours for the advancement of history teaching,

Garnett, Kansas, October, 1929. G. E. Watkins.

Name _____ Address _____

Do you teach history in grades, junior, or senior high school?
Indicate which _____.
Years of teaching experience which you have had in grades _____
junior high school _____ senior high school _____.
If you are a superintendent or principal, underline which.
How many years have you had in administrative school work? _____
What was your major subject in college? _____
How many semester hours of graduate study have you had in history? ____
How many hours of graduate credit in other subjects? _____
What book or author have you found most helpful in treating the general or specific objectives in history teaching? _____

Please indicate by check whether you are a man or a woman.

Please write in blanks below what you think are the chief aims or objectives that should give direction in history teaching.

1. _____

2. _____

3. _____

4. _____

5. _____

If you think that some objectives seem to apply only or mainly to the teaching of United States History, please indicate them below.

1. _____

2. _____

3. _____

Chapter III

Method Used

The questionnaire method was used for this study. There was no other expedient way to get to the desired sources, which were the teachers themselves. The questionnaire was carefully planned and made out under the direction of Dr. F. P. OBrien of the University of Kansas. The questionnaire used is here submitted.

The questionnaire was prepared in October, 1929. About seventy-five were handed out and filled in at the different sections of the State Teachers Meeting held in five different cities of Kansas in November, 1929. As this was not sufficient for the study, practically 1500 questionnaires were sent out, to nearly every principal of a high school in Kansas, during the month of December. A self addressed stamped envelope was included. A short letter was also inclosed, asking the principal to cooperate and to give a questionnaire to each of his history teachers to fill out and return as soon as possible. By the end of February there were 321 questionnaires returned, which was a sufficient number to carry on the study.

Chapter IV

Presentation and Interpretation of Data

The cities of Kansas are grouped according to population in first, second, and third class. The population of a first class city is 15,000 and over, of a second class city 2,000 to 15,000; and a third class city is under 2,000. The following table shows the number of questionnaires that came from each class of city, as well as the number of cities reporting.

Table I

Distribution of the questionnaires returned by schools in different class cities.

	No. of cities in state	No. of cities reporting	No. of questionnaires returned.
High schools in first class cities	11	10	55
High schools in second class cities	76	60	111
High schools in third class cities[1]		104	145
Unidentified		10	10
Total		184	321

1. Also includes Community, Township, and Rural High Schools.

Table I shows that 321 questionnaires were returned, 55 being from cities of the first class and 111 from cities of the second class. There were 145 questionnaires returned from the other types of high schools, while 10 were unidentified. There are 11 cities of the first class in the state and 10 of these sent reports, while 60 out of the 76 second class cities reported. This is an excellent response from the first and second class cities. The classification of cities just mentioned is based on the 1920 census report.

The 10 cities of the first class reporting returned 55 questionnaires, or an average of 5.5 per city. The 60 cities of the second class that reported returned 111 inquiries, or an average of 1.85 per city. There were 155 other questionnaires returned, 145 being from third class city high schools, Rural high schools, Community high schools, or Township high schools. There were 10 that could not be identified as to their origin. The returns seem to be a fair distribution over the state, as both the large and small high schools are represented, as well as the city and country high school. Reports were received from a total of 184 different cities.

Table II

Classification of Schools and Title of Person Reporting

	Teachers	Principals	Superintendents	Total
Junior High Schools	67	12	0	79
Senior High School	157	56	0	213
Superintendents	0	0	29	29
Total	224	68	29	321

Table II shows that there are 79 people connected with junior high school, and 213 people connected with senior high schools, who returned the questionnaire. There were also 29 superintendents of schools that reported. This also shows a total of 321 people who returned the inquiry. Of this total there were 224 teachers and 68 principals.

Table III shows separately the teaching experience of the superintendents, principals, and the men and women teachers in the junior and senior high schools. Only 305 of the 321 replying gave information on this question. All but one superintendent reported his teaching experience. The table shows that the experience of the superintendents has been largely in the senior high school. Eighteen of the twenty-eight reporting have taught six or more years in the senior high school, while nine or practically one-third of the group have taught there eleven or more years. This shows the superinten-

Table III

Years of experience in teaching of 506 persons answering the questionnaire, grouped by classes of teachers.

	No. Reporting	School	1-2 yrs.	3-5 yrs.	6-10 yrs.	11-20 yrs.	21+ yrs.	Total
		Grades	4	9	1	1	0	15
Superintendents	23	Jr.H.S.	7	1	1	0	0	9
		Sr.H.S.	1	9	9	8	1	28
		Grades	10	13	3	0	0	26
Principals	62	Jr.H.S.	5	3	4	0	0	12
		Sr. H.S.	10	17	23	7	0	57
Men Teachers,		Grades	4	1	2	0	0	7
Junior H.S.	13	Jr.H.S.	6	3	2	0	0	13
		Sr.H.S.	2	4	0	0	0	6
Men Teachers,		Grades	6	3	1	1	0	13
Senior H.S.	55	Jr.H.S.	8	0	0	0	0	8
		Sr.H.S.	23	15	11	3	3	55
Women Teachers,		Grades	8	7	10	4	2	31
Junior H.S.	49	Jr.H.S.	15	16	15	3	0	49
		Sr.H.S.	5	4	1	0	0	10
Women Teachers,		Grades	15	14	5	2	1	37
Senior H.S.	98	Jr.H.S.	14	4	0	0	0	18
		Sr.H.S.	30	27	27	12	2	98
Total	506		177	149	115	41	9	

dents to be an experienced group in teaching.

The principals have had their greatest amount of experience in the senior high school, the same as the superintendents. Thirty of the thirty-two reporting have had six or more years experience in the senior high school.

The men who teach in the junior high school now have had most of their experience there. Seven of the thirteen have taught in the grades, and only six have had experience in the senior high school. There is a group of new men coming into the history work of the senior high school. Twenty-three out of the fifty-four who reported have taught in the senior high school one or two years. The table also shows that very few of the men remained in the grades or junior high school over two years. Seventeen, or nearly one-third of this group, have taught six or more years.

The women who teach in the junior and senior high school have had much experience in the grades. This is not true for any group of the men. It is a well known fact that most of the grade teachers are women: however, the ratio of women teachers to men teachers who teach history in the senior high school is less than two to one, which is a high percentage of men, compared to the total number of women in the senior high school.

Another point that is apparent from the table is that the women who teach history in the senior high school are a very experienced group, as 41 out of 98 reporting have taught six or more years

in the senior high school. The group as a whole, however, has not had long experience in either grades, junior high school, or senior high school, as only 50 out of the whole group have taught anywhere more than 10 years.

Table IV

Years of experience in types of teaching of the 306 persons answering the questionnaire.

Experience as	1-2yrs.	3-5yrs.	6-10yrs.	11-20yrs.	21+yrs.	Total
Grade teachers	49	47	22	8	3	129
Junior H.S. teachers	57	27	22	3	0	109
Senior H.S. teachers	71	75	71	30	6	253
Total	177	149	115	41	9	

Table IV shows that these teachers have had the fewest years of experience as junior high school teachers. Grade school experience comes next; and their greatest experience has been in the senior high school. It appears that 107 out of a total 253 who have taught in the senior high school have taught there six years or more. Thirty-six have taught there eleven years or more. Teachers, principals, and superintendents are included in table IV.

It is quite noticeable that but few teachers have had more than ten years experience in the grades or junior high school. Evidently they must be promoted to a higher grade or else quit the teaching profession. The least experience of these teachers has been in the junior high school, while 62 per cent of the experience in teaching of those reporting has been in senior high school work.

Table V

Classification of people answering the questionnaire

	men	women	total
Junior H. S. teachers	15	52	67
Senior H. S. teachers	65	102	157
Junior H. S. principals	12	0	12
Senior H. S. principals	54	2	56
Superintendents	29	0	29
Total	165	156	321

Table V shows the classification of all the people who answered the questionnaire. There were 165 men and 156 women. Outside of the principals and superintendents there were 70 men and 154 women. The teachers numbered 224, principals and superintendents, 97. There were more senior high school teachers who answered this inquiry than there were of any other group. Only 2 women were principals in the senior high school.

Table VI

Number of Superintendents and Principals reporting

	men	women	total	No. teaching history
Principals	66	2	68	39
Superintendents	29	0	29	19
Total	95	2	97	58

Table VI shows that there are 97 supervisors reporting counting both principals and superintendents. Only 2 of these were women, and they were principals in the senior high school. There were 68 principals and 29 superintendents that answered the inquiry. Nineteen out of the twenty-nine superintendents indicated that they themselves teach some form of history in the senior high school. Of the 68 principals, 39 stated that they teach history. This indicates that over half of the superintendents and principals that answered this inquiry teach history.

Table VII

Years of experience in administrative school work for 115 Superintendents, Principals, and history teachers.

	No. report'g	1-2 yrs.	3-5 yrs.	6-10 yrs.	11-20 yrs.	21+ yrs.	Total
Superintendents	25	4	5	6	9	1	25
Principals	63	17	20	16	10	0	63
Men teachers, Jr.H.S.	5	2	2	1	0	0	5
Men teachers, Sr.H.S.	12	3	6	0	3	0	12
Women teachers, Jr.H.S.	4	3	0	1	0	0	4
Women teachers, Sr.H.S.	6	2	3	1	0	0	6
Total	115	31	36	25	22	1	115

Table VII shows the number of years the superintendents, principals, and teachers who answered this questionnaire have had in administrative school work. There were 63 principals and 25 superintendents that answered the question. The principals have the greatest number in the first ten years of experience. In proportion to their number the superintendents have the greater percentage in experience beyond ten years.

A few of the men and women who are now teaching history report experience in administrative work. There were 27 out of a total of 225 teachers that had been superintendent of principal at some time during their teaching experience. One thing the table shows

is that there are 3 men now teaching in the senior high school who have had more than 10 years administrative work. There are but few women who have had administrative experience, there being only 10 out of a total of 154.

Table VIII

Summary of the major work done in college, as reported by the history teachers answering the questionnaire

	Number	Per cent
History and Social Science	182	62.8
English	25	8.9
Education	24	8.8
Science	24	8.8
Languages (Latin, German, French)	11	3.9
Mathematics	8	2.9
Home Economics	5	1.8
Commerce and Economics	5	1.8
Music	2	.1
Manual Training	2	.1
Geography	1	.05
Engineering	1	.05
Total	290	100.00

According to table VIII there were 290 people that reported their major work while in college. There were 321 replies, so evidently 31 people overlooked that part in answering, as it is hardly conceivable that there are that many history teachers out of so small a number who do not have sufficient work in college to have a major.

This shows that 182 teachers have majored in history or social science out of a possible 290 who reported. This is a ratio of about 9 out of 14 or not quite two-thirds who have majored in history. It is 64.3%, to be exact. There is something yet to be desired in our educational system or certification laws, when practically one-third of the teachers of a given subject have not had adequate special preparation for their work and are not teaching in their major field. How long will we permit music, manual training, or engineering teachers to teach history?

Table IX shows the majors of the superintendents, principals and teachers and practically the same ratio holds true for men or women, junior or senior high school teachers, as it does for the whole group, which is only two-thirds of each group that majored in history. This condition should be remedied.

Table IX

Major work in college of each class of teacher answering this questionnaire

	No. Reporting	Majors, with frequencies					
Superintendents	24	History	15	Education	2	Agriculture	1
		English	3	Science	2	Economics	1
Principals	62	History	28	Mathematics	4	Latin	1
		Science	12	Agriculture	3	German	1
		Education	11	Economics	1	Man. Tr.	1
Men, Junior H. S.	12	History	9	Education	1		
		Mathematics	1	Man. Tr.	1		
Men, Senior H. S.	52	History	37	Education	1	Languages	1
		English	6	Agriculture	1		
		Science	2	Latin	1		
		Economics	2	Engineering	1		
Women, Junior H. S.	47	History	28	French	1		
		English	8	Mathematics	1		
		Education	4	Sociology	1		
		Latin	3	Geography	1		
Women, Senior H. S.	93	History	64	Latin	3		
		English	8	Mathematics	2		
		Home Econ.	5	Music	2		
		Education	4	Commerce	1		
		Biology	4				
Total	290						

Table X

Hours of graduate work 283 teachers have had in history, and the graduate work they have had in other subjects.

		1-5 hrs.	6-10 hrs.	11-15 hrs.	16-20 hrs.	21-30 hrs.	31+ hrs.	Total
	History	3	6	0	2	1	2	14
Superintendents	Other sub.	3	5	0	1	4	4	17
	History	5	11	1	1	2	0	20
Principals	Other sub.	3	11	2	8	5	17	46
Men, Junior H. S.	History	2	2	1	1	1	0	7
	Other sub.	1	2	0	0	0	1	4
Men,	History	4	6	2	2	3	2	19
Senior H.S.	Other sub.	4	5	5	3	0	10	27
Women,	History	6	3	4	2	2	1	18
Junior H.S.	Other sub.	3	5	2	1	2	3	16
Women,	History	14	13	2	6	9	7	51
Senior H.S.	Other sub.	13	13	8	3	1	6	44
Total		61	82	27	30	30	53	283
	History	34	41	10	14	18	12	129
	Other sub.	27	41	17	16	12	41	154

Table X shows the hours of graduate work in history and the hours of graduate work other than history, as given by the superintendents, principals, and teachers. A total of 129 have had some graduate work in history, while 154 have had some graduate work in some other subject. There are some who have had graduate work in both. Only 38 have had no graduate work, which seems to be a very good record, considering the total number.

It seems remarkable to find the number who have had more than 30 hours of graduate work in history, or some other subject, there being 12 of the former and 41 of the latter. Evidently more of the history teachers are taking graduate work in other subjects than in history. This is especially true of the principals and the men teachers in the senior high school. Many of these stated that this work was in the field of education, although there is no way of telling just how many there are. This must be considered a favorable tendency for any teacher to be interested enough in the teaching profession to take work in the field of education as it indicates, at least on the surface, that they are interested and will be teachers permanently.

Table XI

Summary of the objectives for history teaching, together with the frequency and per cent, given by the history teachers answering the questionnaire

		No.	per cent
1.	To develop culture and a proper use of leisure	136	12.4
2.	To create an international good will, tolerance, and openmindedness	134	12.2
3.	To develop an intelligent citizenship	122	11.1
4.	To give a knowledge of the past, so as to avoid its mistakes	119	10.8
5.	To give the student a fund of useful information	93	9.0
6.	To develop an intelligent attitude toward present day problems	85	7.7
7.	To show that our institutions are the result of growth, and that development is still taking place	72	6.6
8.	To lead to an appreciation of our heritage	65	6.0
9.	To develop critical thinking	60	5.5
10.	To stimulate a desire for historical reading	59	5.4
11.	To develop character, ideals, morality, judgment, etc.	49	4.4
12.	To develop an intelligent patriotism	43	4.0
13.	To develop an understanding of the principle of cause and effect	38	3.5
14.	To show the futility of war and the blessings ofpeace	12	1.1
15.	To make plain the contribution one's country has given to the world	9	.9
	Total	1,096	

Table XI shows the summary of the objectives as given by all the people answering the inquiry. The frequency and percentage of each objective is also shown. There was a total of 1096 objectives given that were clear enough to be used. Evidently there was some confusion existing in the minds of some of the people answering, since some of the objectives, as given, were methods and devices in teaching history, rather than the objectives in history teaching. Those unusable were thrown out.

There were 321 returns and a total of 1096 objectives given, which is an average of 3.4 per person. A few people gave no objectives, while the most received from any one person was 8. This list represents the largest number of objectives that the writer has found compiled on this particular subject. The number of people from whom they were obtained, is also the largest. That fact does not necessarily make them any better, but does give the actual objectives as used by the largest number of history teachers in Kansas. Table XI shows what a large per cent of the history teachers of Kansas are really using in the way of objectives in their teaching.

All of the 1096 objectives were grouped under 15 different headings. This was a very difficult process, as a few objectives might have been placed in any one of two or three groups. However, a careful attempt was made to preserve the original idea when it was placed in the new group. Anything else would have rendered the whole group a meaningless list of objectives.

Four objectives that stand out by themselves as far as frequency was concerned were given. They are the first four. These four objectives make a total frequency of 511 out of a total of 1096, which is nearly 47 per cent. The objective given the greatest number of times, or 136, is, "To develop culture and a proper use of leisure." "To create an international good will, tolerance, and openmindedness," was given 134 times for a close second place. "To develop an intelligent citizenship," was given 122 for third ranking place; while the fourth, given 119 times, was, "To give a knowledge of the past so as to avoid its mistakes."

One thing that seems noticeable in the list of objectives, is the different rankings given the objectives about "citizenship" and "patriotism." "Citizenship" is third in the list with 122 frequencies while "patriotism" is twelfth in the list with only forty-three frequencies. Those two objectives regarding patriotism and citizenship have, in the past, received a great deal of attention and time by history teachers. But no doubt of late more attention is being given to "citizenship" than to "patriotism." There really should be very little difference in their meaning, but today we are emphasizing our conduct and attitudes every day rather than what we can manifest on a few holidays of a patriotic nature.

One can see a decided tendency toward tolerance, and international good will in these objectives, as it ranked second in the list of objectives. Another statement that I have never seen in any

list of objectives is No. 14 which is, "To show the futility of war and the blessings of peace." Both of these last two named objectives have received great impetus since the World War.

Table XII

Objectives from Table XI grouped under four larger aims of the teaching of history.

		Objectives Number	Total Frequency
1.	Citizenship, Patriotism, Knowledge, Heritage	3-12-4-6-8	434
2.	Information, Critical Thinking, Cause and Effect	5-9-7-13	263
3.	Culture, Leisure, Character	1-10-11-15	253
4.	Peace, Tolerance	14-2	146
	Total		1096

Table XII is based on table XI. The objectives are summarised into four related fields. The first one relates to citizenship and kindred subjects and has a group summary of 434, which plainly shows that teachers are thinking strongly in terms of citizenship. The second group is centered around critical thinking, and in order to do that we must have the information and understand cause and effect. This group has a total of 263. The third group is centered around culture and its related fields of leisure and character. This group totals 253. The fourth group is about peace, tolerance, and international good will, new objectives in history teaching, and totals 146.

Table XIII

Objectives in history teaching as given by teachers who have a major in history and those who do not.

They are given in per cent.

	All Teachers	Teachers with History Majors	Other Teachers
1. To develop culture and a proper use of leisure	12.4	14.6	6.4
2. To create an international good will, tolerance and openmindedness	12.2	12.4	11.7
3. To develop an intelligent citizenship	11.1	10.1	13.7
4. To give a knowledge of the past, so as to avoid its mistakes	10.8	11.5	9.1
5. To give the student a fund of useful information	9.0	9.2	6.4
6. To develop an intelligent attitude toward present day problems	7.7	7.0	9.7
7. To show that our institutions are the result of growth, and that development is still taking place	6.6	7.1	5.1
8. To lead to an appreciation of our heritage	6.0	5.4	7.4
9. To develop critical thinking	5.5	6.5	2.7
10. To stimulate a desire for historical reading	5.4	5.8	4.4
11. To develop character, ideals, morality, judgment, etc.	4.4	3.0	8.5
12. To develop an intelligent patriotism	4.0	3.4	5.4
13. To develop an understanding of the principles of cause and effect	3.5	2.3	5.7
14. To show the futility of war, and the blessings of peace	1.1	0.9	1.7
15. To make plain the contribution one's country has given to the world	0.9	0.3	1.1
Number of Objectives	1096.0	799.0	297.0
Number of Teachers	321	182	139
Average per teacher	3.4	4.4	2.1

Table XIII lists the objectives that are given by the teachers who were history majors in college and also by those who were not history majors. The per cent of the total for each objective is shown. One thing is very noticeable at first glance, that being that the per cent for each objective as given by the teachers who had history corresponds very closely to the per cent for each objective as given by all the teachers. The ascending or descending order of the per cents is practically the same in column one and column two. In other words it might be stated that the teachers with history majors agree to a very great extent which objectives are of the most importance and which are of lesser importance.

It is plain to be seen that the teachers with history majors have given a vast majority of the total number of objectives. There are 182 teachers with history majors and they have given 799 objectives, an average of 4.4 per person. There are 139 teachers who do not have history majors, and they have stated 297 objectives, an average of only 2.1 per teacher. It may be stated this way: 56.7 per cent of the teachers submitted 72.9 of the objectives. This fact speaks well for the group as a whole, showing that they are better prepared or equipped to carry on their work than the other group. Their training in history has shown up here.

Table XIV

Objectives as given by men and women teachers as compared to all teachers. They are given in per cent.

	All Teachers	Women Teachers	Men Teachers
1. To develop culture and a proper use of leisure	12.4	10.5	11.3
2. To create an international good will, tolerance and openmindedness	12.2	9.4	15.9
3. To develop an intelligent citizenship	11.1	10.2	8.0
4. To give a knowledge of the past, so as to avoid its mistakes	10.8	13.2	13.1
5. To give the student a fund of useful information	9.0	8.4	8.6
6. To develop an intelligent attitude toward present day problems	7.7	9.8	0.0
7. To show that our institutions are the result of growth, and that development is still taking place	6.6	11.9	0.0
8. To lead to an appreciation of our heritage	6.0	4.2	9.6
9. To develop critical thinking	5.5	4.1	7.5
10. To stimulate a desire for historical reading	5.4	6.8	5.3
11. To develop character, ideals, morality, judgment, etc.	4.4	4.4	7.0
12. To develop an intelligent patriotism	4.0	1.8	6.1
13. To develop an understanding of the principles of cause and effect	3.5	3.2	6.5
14. To show the futility of war, and the blessings of peace	1.1	1.1	1.1
15. To make plain the contribution one's country has given to the world	0.9	1.0	0.0
Number of Objectives	1096.0	597.0	291.0
Number of Teachers	321	156	70
Average per teacher	3.4	3.8	4.1

Table XIV lists the objectives as given by the men and women teachers. This list does not include the superintendents and principals, except in the first column where all the teachers are listed. It is plain to be seen that the men and women teachers of history disagree considerably on what are the important objectives in history teaching. For instance, the women teachers think that the most important objective is "To give a knowledge of the past, so as to avoid its mistakes", which is listed fourth by all the teachers. The most important objective according to the men teachers is, "To create an international good will, tolerance, and openmindedness", which is listed in second place by the whole group.

For second place the women teachers list "To show that our institutions are the result of growth and that development is still taking place", which is ranked seventh by the whole group. The men teachers list"To give a knowledge of the past, so as to avoid its mistakes" for second place, which is number four by the whole group. The men and women teachers agree on the third place objective, which is the first one given by all the teachers. My own opinion is that the men teachers have ranked the first two objectives a little better than the women teachers.

Another thing that is very noticeable about the table is that there are three objectives which the men did not list. I can easily understand why one of them was not mentioned, as it is the

last one mentioned in the list by all the teachers, as well as by the women teachers. But why the sixth and seventh objectives, as given by all the teachers, were not even suggested is quite puzzling. The sixth objective especially, it seems to me, is quite fundamental in history teaching. It is one of the basic lessons of history, but the men failed to mention it, and I would say the women teachers scored one here by default.

Probably another objective deserves notice here, and that is number 12. It is "To develop an intelligent patriotism." This objective comprises 6.1% of all the objectives stated by the men teachers, while it composes only 1.8% of the objectives as stated by the women teachers.

There are 166 women teachers and they have given 597 objectives, an average of 3.6 per person. There are 70 men teachers and they have given 291 objectives, an average of 4.1 per person. The average for the whole group is 3.4 per person. This points to familiarity of each group with their work.

Table XV

Objectives as stated by Superintendents and Principals compared to the whole group. Stated in per cent.

		All Teachers	Prin. and Supt.
1.	To develop culture and a proper use of leisure	12.4	19.5
2.	To create an international good will, tolerance and openmindedness	12.2	15.8
3.	To develop an intelligent citizenship	11.1	18.1
4.	To give a knowledge of the past, so as to avoid its mistakes	10.8	0.0
5.	To give the student a fund of useful information	9.0	8.7
6.	To develop an intelligent attitude toward present day problems	7.7	14.7
7.	To show that our institutions are the result of growth, and that development is still taking place	6.6	0.0
8.	To lead to an appreciation of our heritage	6.0	7.0
9.	To develop critical thinking	5.5	7.2
10.	To stimulate a desire for historical reading	5.4	1.9
11.	To develop character, ideals, morality, judgment, etc.	4.4	0.0
12.	To develop an intelligent patriotism	4.0	7.2
13.	To develop an understanding of the principles of cause and effect	3.5	0.0
14.	To show the futility of war, and the blessings of peace	1.1	0.9
15.	To make plain the contribution one's country has given to the world	0.9	0.0
	Number of Objectives	1096.0	207.0
	Number of People Reporting	321	97
	Average per Person	3.4	2.1

Table XV gives the objectives as stated by the Superintendents and Principals, the men who do most of the supervising and directing. It is interesting to note that they agree with all the teachers as to what the three most important objectives are. Their judgment in this line seems to be good. The objective that they state as fourth in the list is sixth in the list for all teachers. There are five omissions by the superintendents and principals as judged by the list for all. Those that were omitted by them were numbers 4, 7, 11, 13, and 15. The only objective that one would suggest might be included is number 4: "To give a knowledge of the past, so as to avoid its mistakes." The rest of them -- there is no serious question regarding them.

There are 97 superintendents and principals who gave 207 objectives for an average of 2.1 per person. This seems slightly small for them, but again I wonder if we can expect them to know details, or lesser important objectives, as much as we ought to expect their teachers to know them. They reported the most important objectives so possibly, as busy as they are with other matters, no serious objection can be found to so few reported.

Table XVI

Objectives in Teaching U. S. History
as reported by all the teachers
answering the questionnaire

		Frequency	Per cent
1.	To develop a more intelligent citizenship	64	25.6
2.	To create an appreciation of our heritage	43	17.2
3.	To inspire a true patriotism	33	13.2
4.	To get the pupil interested in the problems of today	25	10.0
5.	To develop character, ideals, morals, and critical thinking	21	8.4
6.	To develop culture and a desire for knowledge	19	7.6
7.	To teach toleration, openmindedness, and internationalism	18	7.2
8.	To profit from the mistakes made in the past	17	6.8
9.	To create a desire for reading, and a correct use of leisure	6	2.4
10.	To teach a love of peace	4	1.6
	Total number	250	

Table XVI lists the objectives of the teaching of U. S. history. There was a total of 250 objectives given and these were grouped into ten different classes. There were 321 questionnaires returned and only 250 objectives for teaching U. S. history, so one may see that not nearly all gave replies to this part, as some of those that did answer gave several.

These objectives seem to have back of them many similar ideas, as one finds in the eight cardinal objectives for secondary education. These ideas seem to be somewhat prevalent among the other objectives, too. The idea given the most times was "To develop a more intelligent citizenship." It occurred more than 25 per cent of the total number. Many of these objectives are similar to the list stated in table XI, but their order is not the same. The "citizenship" objective is number 12 in the other list while it is number 3 in the list of objectives for U. S. history. Many people made some comment on what they meant or did not mean by the word "patriotism". They emphasized the word <u>true</u> before the word patriotism and many further stated that they did not mean more "jingoism", or flag-waving, but a more serious and constructive patriotism. It seems that this list is a very good one, as each objective has a clear cut and definite idea.

Table XVII

The most helpful book that treats of the objectives in history teaching as given by all the teachers answering the questionnaire.

Super-intendents	Johnson, (1915) The Teaching of History	2
	Tryon, (1921) The Teaching of History in Jr. & Sr. H. S.	8
	Johnson, (1915) The Teaching of History	3
Principals	Klapper, ( ) The Teaching of History	4
	Morrison, (1926) The Practice of Teaching in Sec. Sch.	2
	Bobbitt, (1918) The Curriculum	2
	Uhl, (1929) The Supervision of Sec. Sch. Subjects	1
Men, Junior H.S.	Tryon, (1921) The Teaching of History in Jr. & Sr. H. S.	4
	Johnson, (1915) The Teaching of History	1
Men, Senior H.S.	Johnson, (1915) The Teaching of History	4
	Tryon, (1921) Teaching of History in Jr. & Sr. H. S.	3
	Newlon, ( ) History Teaching in Jr. & Sr. H.S.	1
	Morrison, (1926) The Practice of Teaching in Secondary Schools	2
	McMurray, (1915) How to Teach History	1
Women, Junior H.S.	Tryon, (1921) Teaching of History in Jr. & Sr. H. S.	16
	Johnson, (1915) Teaching of History	7
	Knowlton, (1926) History and Other Social Studies	4
	Simpson, (1918) Supervised Study	3
	Morrison, (1926) Practice of Teaching in Sec. Sch.	2
	Mace, (1897) Methods in History	1
Women, Senior H.S.	Tryon, (1921) Teaching of History in Jr. & Sr. H. S.	17
	Johnson, (1915) The Teaching of History	13
	Bourne, (1910) Teaching of History & Civics	3
	Klapper, ( ) Teaching of History	2
	Barnes, (1925) The New History and Social Studies	2

Table XVII lists the most helpful book that treats of the objectives in history teaching. The author and book that has been mentioned the greatest number of times is Tryon, The Teaching of History in the Junior and Senior High School, and was mentioned 48 times out of a total of 108 suggestions. This is 44 per cent of the total. The author and book mentioned the next greatest number of times was, Johnson, The Teaching of History, which was mentioned 30 times, a per cent of 28.

No doubt these are the two most popular books on the subject of history teaching. The book by Johnson is the older of the two, being published in 1915, while the book by Tryon was published in 1921. Some books that are mentioned are later books, but they either are not read so freely or do not treat the subject of history alone.

I think some books may well be added to that list, and I humbly suggest the following. Some are good and others not so good, but they have been published.

Dawson, Teaching the Social Studies (1927).

Twenty Second Yearbook of the National Society for the Study of Education (1923).

Wayland, How to Teach American History (1914).

Report of The Committee of Seven of the American Historical Association (1899).

Robinson, The New History (1916).

The History Teachers Magazine (Founded 1909). Indispensable.

McMurray, Special Method in History (1913).

Osburn, Are We Making Good at History Teaching? (1926).

Table XVIII

The most helpful authors that treat of the objectives in history, as given by all the teachers answering the questionnaire.

Tryon	28	Koos	4	Hill	3	Mace	1	Snedden	1
Elson	26	West	4	Paxson	2	McMaster	1	Coman	1
Johnson	15	Lingley	4	Robinson	2	Webster	1	Spencer	1
Hart	15	Wells	4	Knowlton	2	Schapiro	1	Breasted	1
Bassett	14	McMurray	3	Bobbitt	2	McLaughlinl		Fisk	1
Morrison	11	Beard	3	Hartwell	2	Cubberley	1	Bourne	1
Mussey	9	Forman	3	Bolton	2	Kilpatrick	1	Kendall and	
Rugg	6	Channing	3	Reed and		Davidson	1	Merrick	1
Klapper	5	Fish	3	Johnson	2	Ross	1		

Table XVIII gives a list of men whose writings have been helpful to the history teachers. This list mentions the author without the name of his work. It is an extensive list; many of the writers are well known in the field of history. Many, however, are known better as writers of textbooks than they are in connection with some educational phase of history. Others are well known in the field of education.

Chapter V

Review of the Literature in the Field

History, in one form or another, has been a part of instruction ever since people were conscious of past, present, and future. After history did emerge as a distinct branch of learning it was not long until it was part of formal instruction. In a way it became a professional subject, since rulers studied it to acquaint themselves in the rudiments of the art of ruling, and in their methods and plans for carrying on wars. Even men of letters studied it to carry on their art of writing. The average or common person had no occasion to use it. The schools of the middle ages, accordingly, paid little attention to history.

A few advocated the instruction of pupils in history, in the sixteenth century in England and Germany. Rollin, a Frenchman, praised history as early as 1731. In his book, Traité des Études, he states that, "History when well taught is a school of morals for all men." A generation later a Frenchman by the name of Rolland claimed that the history of France ought to be studied and complained that students knew more of Greece and Rome than they did of their own country. Thus came into being the study of the history of one's native country for patriotic reasons.

Herbert Spencer, however, disagreed with Rollin in that

history was valueless and should not be taught. He says, "Historic information commonly given is almost valueless for purposes of guidance. Most of the facts contained, not only in school histories, but even in the more elaborate works written for adults, no conclusions can be drawn, and therefore facts which can be of no service in establishing principles of conduct, which is the chief use of facts. Read them if you like, for amusement: but do not flatter yourself they are instructive."[1]

Down through the sixteenth, seventeenth, eighteenth, and nineteenth centuries, the majority of the theorists agreed that some kind of history should be taught, but criticized the kind that was being taught. By the opening of the nineteenth century, history was being taught for patriotic reasons, although it had been mentioned as early as the sixteenth century. This was especially true in France and the German countries, when France placed French history on an equal footing with ancient history and gave it a place in the program of the secondary schools.

People never became fully warmed up to history until the nineteenth century, either in Europe or America. Probably the first American history text book was written by Noah Webster in 1785; it included short stories in history and geography. More than a dozen academies in New England had included history as a separate subject

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[1] Spencer, Education, A. L. Burt Edition, p. 56.

as early as 1915. Massachussetts, in 1827, by law, made every community of 500 families, teach U. S. history in connection with the other branches. This law was not enforced very well, however. More than two-thirds of the towns reporting, were offering U. S. history in 1837. Harvard and Michigan Universities in 1847 were the first schools of higher education to list history as an entrance requirement. Michigan University went farther in 1870 and was the first to require a unit of U. S. history.

In 1876 a committee of the National Education Association, recommended U. S. history to be taught in the elementary schools, which by this time had been a rather general practice anyway. In 1892 the N. E. A. created the Committee of Ten to make appropriate recommendations for the programs of secondary schools, and the requirements for the admission to college. The Committee met at Madison, Wisconsin, and recommended for the first time in America a complete history program, including four years in the elementary school, followed by four years in the high school.

The values that were often stated for history teaching about this time were: moral training; citizenship; discipline of memory, judgment, and imagination; love of country; loyalty to national ideals; reverence for law and respect for authority. Johnson says: "History of the scientific type is dominated, as we have seen, by the idea of development. From this point of view nothing either

was or is; everything either was or is in a continuous process of becoming. Here, then, is a conception that renders history not only unique but indispensable and makes clear at once the most fundamental and the most comprehensive aim that can be formulated for historical instruction, namely, to make the world intelligible."[1] Some broader statements that were claimed for history were that it elevates the mind and enlarges the soul; gives a taste for solid reading; opens a source of amusement as well as profound thought; and that it promotes sound religion.

Again in 1896 the American Historical Association appointed a committee of Seven with the request to deal with the question of history in the schools. After considerable work and a thorough study of the question, both in the United States and Europe, recommended in 1899 a four years course in history in the high school as follows:

First year . . . Ancient history
Second year. . . Mediaeval ann Modern history
Third year . . . English history
Fourth year. . . American history and Civil Government

The National Education Association accepted the recommendations of the Committee of Seven with only one added provision: that all colleges make a requirement for entrance, at least one year of American history and Civil Government. The report of this committee

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[1] Johnson, Teaching of History, p. 74.

devoted considerable space to the value or objectives of historical study. Many objectives had been stated before, but there was something new in this report although some of the old was reiterated. "The chief advance over earlier ideas was in the emphasis placed upon history as an aid in developing what is sometimes called the scientific habit of mind and thought, and upon the training which pupils receive in the handling of books."[1]

The chief aims or objectives that the committee mentions are: "1. That history furnishes us with rules, precepts and maxims which may be used as immutable principles, as unerring guides for the conduct of the statesman or the practical politician, or as a means of foretelling the future. 2. To bring boys and girls to some knowledge of their environment. 3. To fit them to become intelligent citizens. 4. History cultivates the judgment by leading the pupil to see the relation between cause and effect, as cause and effect appear in human affairs. 5. The study of history gives training not only in acquiring facts, but in arranging and systematizing them, and putting forth individual product. 6. History is also helpful in developing in what is sometimes called the scientific habit of mind and thought. 7. Historical mindedness may also be so developed as materially to influence the character and habits of the pupils. 8. By the study of history the pupil acquires a knowledge of facts

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[1] Johnson, Teaching of History, p. 146.

that is to him a source of pleasure and gratification to him in after life. 9. We may emphasize that brighter and broader culture which springs from a sympathy with onward movements of the past, and an intelligent comprehension of the duties of the present. 10. No less important result of historical study is the training which pupils receive in the handling of books. 11. By the reading of good books, and by constant efforts to recreate the real past and make it live again, the pupils imagination is at once quickened, strengthened, and disciplined. 12. By means of the ordinary oral recitation, if properly conducted, he may be taught to express himself in well chosen words."[1]

This report of the Committee of Seven, given in the year 1899, is still used as a bible by thousands of history teachers over the country. Its work is really monumental in that it still remains, after over thirty years, the guide post for many teachers and makers of history courses of study. Not much of anything new has appeared since then, although there has been considerable writing on the subject, except that much more emphasis today is being placed on the economic, social, and industrial side of history.

During the past twenty-five years the educational magazines have contained many interesting and instructive articles on some phase of history teaching. Largely, these articles pertain to some

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1 Report of Committee of Seven, pp. 19 - 25.

some form of method. Not many articles have attempted to discuss old objectives or to find or create new ones. To a great extent we are using the same objectives that were stated a generation or more ago, and that is largely because many still believe, or act as if they believe, in the transfer of training and the old faculty psychology. To many teachers the old objectives are becoming objectionable. So from time to time a few new objectives are thought of, and given to the educational world; and yet most of them are restatements of the older objectives. Our difficulty at the present time, however, is not that we are poverty stricken for the want of objectives but rather that we need a better means of realizing fully the objectives that we have.

Years ago as well as today, some of the history reformers agreed that the content in history should be determined by the immediate needs of the individual as well as of society. Some people criticise our programs today because they take the pupil out of the society of the living and place him in the society of the dead, or because the pupil is learning what happened centuries in the past without learning what is happening now. These people were the ones that were crying for history teaching that taught pupils more of the present day activities.

However, some think that there is too much attention paid to current events in our history courses. They claim that "the basic

problems of society do not change with the decades or centuries. They are matters of human biology and psychology, influenced by such stable things as geographical environment. If human affairs were as transient as some of the apostles of current events seem to believe, what we do in this decade will be obsolete before the children whom we are teaching grow up. The emphasis on current events assumes also that children are more interested in the affiars of the current year than in those of the past. This assumption waits for proof, and it is improbable."[1]

In the February, 1917, number of the School Review, Hugo H. Gold gives a report of his thesis for the master's degree on the subject, Methods and Content in Courses in History in the High Schools in the United States. The material was gathered in 1915 and obtained from 242 courses of study received from 236 cities from 41 states. The various general aims of history teaching were assembled and it was found that only 126 out of the 242 had specified an aim. The frequency of the different aims in the teaching of history is stated below:

1.	Knolwedge of the development of civilisation.	42
2.	To develop patriotism and intelligent citizenship.	36
3.	To acquire broad sympathies and culture.	34
4.	Knowledge of the development of nations	22
5.	To acquire a store of useful facts and historical material.	18

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1 Dawson, Teaching the Social Studies, p. 270.

6.	To see how our ancestors solved problems in order to help us in the solution of problems.	15
7.	To get such a picture of the past as will help us to understand modern life, current events, and present movements.	13
8.	An idea of the remoteness of oriental beginnings and of the length and reach of recorded history.	11
9.	To develop ideals, national and universal, such as character, initiative, foresight, courage, fortitude, efficiency, genius, etc.	9
10.	To furnish a background for literature and general education.	8
11.	To furnish illustrative moral materials.	7
12.	A definite knowledge of the names, location, and chronological succession of the early oriental nations.	6
13.	To teach the pupils the use of books and how to extract substance from the printed page.	6
14.	To develop memory and the imagination.	5
15.	To gain power in the systemizing of facts.	4
16.	Knowledge of the development of democracy.	4
17.	To satisfy a conventional demand.	4
	Total	266

Here 266 objectives have been placed in 17 different groups, with "knowledge of the development of civilization" ranking first with 42 occurrences; while "to develop patriotism and intelligent citizenship" takes second place, being mentioned 36 times. According to table XI these objectives just mentioned are ranked seventh and third, respectively, as stated by the teachers of history in Kansas. The above list of objectives of teaching history is the only one that the writer has found that is the result of a compilation from one source, and having the objectives grouped together with the number of frequencies for each, except his own which also appears in this study.

A great many of the objectives are similar to the objectives found in table XI, but there are a great many more objectives grouped in table XI than there are in this one. In this list of objectives patriotism and citizenship are grouped together, which seems to be ill-advised. One should want to see how many would mention each objective separately. They are not the same thing, nor synonimous. Sometimes I wonder if many teachers of history do not teach American history the way German teachers used to be criticized for using German history to promote Germanism and a German view of the world. "We ought to be equally critical of using history to promote Americanism and an American view of the world. It is not a United States history of the world that is needed, it is a world history of the world, a history made up of facts selected from the point of view of human development as a whole, a history so conceived, so organized, and so told as to be equally suitable for presentation to children of suitable intelligence in any country of the world — one world history for all children of the world."[1]

One other thing that it seems we can do in the training for citizenship is to develop an intelligent patriotism. We are in daily contact with people who look upon public officials and their acts through colored glasses. Most people feel that they are qualified to pass judgment upon the actions of the officers of their

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1 Dawson, Teaching the Social Studies, p. 232.

government without any special training to support that judgment. They do not feel that it is an art to be learned, to administer successfully; but that they intuitively understand the whole situation. The less prepared they are to judge, the more they assume an air of cocksureness. Ask them a question about electricity and they will tell you they do not know or that you should consult an electrician. Ask them a question in law and they will tell you to look to a lawyer for the answer. But ask them if the tariff should be raised or lowered, if the Philippines should be given their freedom; and they will give you definite categorical answers. They will not refer you to an expert in that line, nor will they pretend or claim to have much knowledge that will enable them to answer such questions intelligently and in an unbiased manner. So there is great need to fulfill this objective of training for intelligent citizenship.

Another book that should be in the hands of every history teacher is the Twenty-second Yearbook of the National Society for the Study of Education, published in 1923. The book deals particularly with the Social Studies in the Elementary and Secondary Schools. Much of it is written by Harold Rugg and Earle Rugg. They claim that neither in content of materials nor in opportunity of practice in meeting the problems of social, industrial, and political life is the school fulfilling its obligations. Two changes are needed: first, in the character of the material which they set before the children; and second, in the provision for first hand

participation in individual ang group activities. Only those who have been trained through years of practice in deliberation will tend to use critical judgment about contemporary problems.

Earle Rugg, in chapter four, states that "a study of the history of how history and civics have been taught for over 100 years shows how little progress we have made in proving their value. They were first taught in the early eighteen hundreds for practically the same reasons that they are taught today." These reasons may be grouped as follows: 1. Training for citizenship. 2. Inculcating of patriotism. 3. Disciplinary values in training the memory, judgment, imagination, and other powers. 4. Leisure. In our early history, as well as in recent times, citizens interested in public education believed that pupils should be trained to take their places as citizens. They should be taught to revere our institutions and heroes. Love for their country stimulated, and their minds disciplined."[1]

Morrison states that, "The early view of the objectives of history teaching, implied simply memorites conning the pages of a textbook, in itself necessarily a meager and purely annalistic account of the past. If the pupil gained intellectual growth of any sort at at all, his gains were purely accidental. There is little in such a course which would not be equally well acquired apart from the

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[1] Twenty-second Yearbook of the National Society for the Study of Education. Ch. IV.

from teaching altogether. . . . Another view of the appropriate objective of history teaching is the development of a liking for historical reading. Here we have a comprehensible, attainable and certainly worthy end in view. A third view would eliminate history as a separate educational factor, and make it simply the background of each of the subjects taught. In that case history ceases to be a school subject and becomes a method of teaching. The issue here set up is a problem in method and not one with which technique has anything to do."[1]

H. C. Hill states that "a mere statement of objectives is in itself of little value in either teaching or supervision. The important matter is the realization of the objectives. Unless the aims are used constantly in conference and discussion; unless they are kept in mind in the selection and organization of material; unless they are adhered to as standards by which to evaluate courses of study, classroom procedure and teaching technique, they will prove fruitless."[2]

The objectives that he sets up in this chapter are:

1. To convey an understanding of the nature of human society, especially in its aspects of association and control.
2. To establish a sense of evidence.
3. To cultivate an attitude of tolerance or openmindedness.

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1 Morrison, Practice of Teaching in Secondary Schools, p. 187.

2 Uhl, The Supervision of Secondary Subjects, p. 306.

4. To develop a sense of contimity.

5. To create or stimulate a liking for social studies.

6. To arouse a desire and develop ability to contribute helpfully to the promotion of the common welfare.

Mr. Hill here raises a good point. Are the objectives which have been formulated realized in our teaching? Prin. Harold Benjamin of the University of Oregon High School has something new in the way of finding out what pupils think should be the objectives in history teaching. He submitted eight objectives to forty-six pupils in the first and fourth year history classes of a six year high school. The objectives with pupils' rating are given below:

1.	Educated people must know how to talk about historical events.	9
2.	Learning about wars makes us willing to fight for our country.	2
3.	History helps us to solve social and political problems in an intelligent manner.	24
4.	A knowledge of history makes it easier for us to earn a living.	0
5.	If we learn to like history we can spend our spare time reading historical works instead of fiction and romance.	4
6.	One needs history to enter the university.	3
7.	History trains our minds because it is hard to learn.	2
8.	History makes us good because it shows how wicked people come to bad ends.	1

His pertinent remark regarding the above experiment was: "If any conclusion can properly be drawn from an investigation of so small a number of cases, it might well be a suggestion that pupils should receive more definite instruction concerning the aims of the

subject studied."[1]

No doubt that the above suggestion is a good one and should be observed by all teachers. But the question here is, did the pupils choose correctly the most important objective. Personally, I think they chose correctly. This one is objective number 3 and is, "History helps us to solve social and political problems in an intelligent manner." Twenty-four students out of the forty-six chose it. The objective chosen second in the list is number 1 which is, "Educated people must know how to talk about historical events," and is, in the writers opinion, the second most important one in the list. The objective just referred to has "culture" in mind and will be found in many lists containing objectives. So one would infer from the study carried on by Prin. Benjamin that the objectives that the teachers have in mind are realized.

There is another side to this question that is worth noting. Are the history teachers making use of every opportunity to teach the ideas that are given in any good list of objectives? In other words, to what extent are the questions which teachers ask in examination related to the aims in history teaching as set forth by experts in the field? W. J. Osburn shows in a table[2] that over one-half of the questions asked by teachers in examinations are for the purpose of

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[1] Historical Outlook, March, 1926, p. 133.

[2] W. J. Osburn, Are We Making Good at History Teaching? p. 63.

disciplining the memory or imagination and to train the judgment. Only 43 questions out of a total of 56,505 relate to the training of boys and girls in citizenship. 13,367 questions had in mind to teach the pupils to organize facts, and only 2,232 to emphasize cause and effect. He says in the same article, "The dominant emphasis is upon training of the memory and upon organization of the essay type. This is an excellent illustration of the inertia of educational practice. We are still teaching history in accordance with an educational philosophy which is 400 years old. There is also evidence of the old faith in formal discipline. Whatever our present theory may be, there is no doubt but that our current practice consists of a very large measure in filling the child's mind with facts and trusting to luck that he will remember them and know when and how to use them in his thinking."

As fine a contribution to the general subject under discussion as is to be found anywhere is stated by Ross L. Finney. He says, "What the people want now is not how to manage monarchies, but how to improve the common lot. To this end the old political history is out of date. Nor does the so-called new history, with additional emphasis upon the industrial and social sides go far enough, although it is a move in the right direction. The new thing we need is a history of culture that will break out the old ruts entirely, relegate political history to a definitely minor status, and give balanced attention to all the major interests and consti-

tuents of civilisation."

"Some of our omissions from history teaching would be ludicrous if they were not so lamentable. It is somewhat safer than a mere guess to assert that not ten per cent of the high school graduates in the United States can give any coherent account of Horace Mann. And yet he, more than any other one man, typifies the educational ideal of a great nation and is left almost a stranger to the citizens of our country. Consider what Beethoven has given to mankind. A citizen of modern civilization craving an hour of relaxation puts on a Beethoven record on his phonograph of one or another of the many forms produced by that amazingly versatile genius. He is soothed, delighted, and perhaps inspired. Beethoven comes to us over the radio. On Sundays he comforts or uplifts us through some of the grandest hymns of the church. Thus every week millions of people over the civilized world turn to this same source of refined and wholesome joy and for centuries to come they will continue to do so."

"History teaching in a society that really aspires to be democratic should give more attention to Amos and Ezekiel than to Cyrus; to Aristotle and Sophocles than to Alexander; to Philo and Cicero than to Caesar; to Alcuin and Augustus than to Charlemagne; to Rembrandt and Comenius than to Cromwell; to John Wesley and Adam Smith than William Pitt; to Goethe and Pestalozzi than to Napoleon; to Morse and Horace Mann than to Andrew Jackson; to Neal Dow and

Henry Barnard than to General Grant; to Pasteur and Wundt than to Kaiser Wilhelm. For the former in each case are the names that stand for contributions to the intellectual and spiritual resources of the race and, therefore, for enrichment of the common lot."[1]

Four objectives which he sets up as aims in history teaching are: 1. History should teach a sense of perspective, the concept of social change. Society is never static but always dynamic. 2. History should teach social appreciation, an appreciation of our social heritage. 3. History should teach social evaluation. This implies a critical attitude. 4. History should be taught as religion. The meaning of existence is inseparably related in our minds to the concept of purpose.

Starch in his book[2] states, "Teachers are not fully agreed as to what is to be learned in history. In general there are two extreme views: one holds that the learning of history means the learning of the main facts, names, dates, events of the human race; the other holds that history means the acquisition of ability to interpret the significance of human events. Some adherents of the second theory hold further that we should study the past, not for the information which is of importance in explaining the past, but for what is important to us. Accordingly contemporary society is recognized as the

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1 Finney, Sociological Philosophy of Education (1928), Ch. XIV, p. 272.

2 Starch, Educational Psychology, Ch. XXII, p. 495. (1927)

source of values in the solution of historical material for use in school histories. Those who stress the interpretational aspect of history would stress the conception that the purpose of history in the public schools is training for citizenship or the development of patriotism. Histories for school use have heretofore been written from the adult military and political standpoint with emphasis upon the past. It is now urged that they be rewritten and attention given to topics in accord with their social values in the present day adult life. History should be a training subject, rather than an informational subject."

Prof. Morehouse of the University of Minnesota finds that"in examining state and city syllabi, three aims of the history course stand out. 1. The mastery of facts. 2. The development of good citizenship. 3. The appreciation of and devotion to high ideals. Whatever mind there is to desert the teaching of facts there may be among experimenters, none appears in the official guides given to the teachers."[1]

One might ask this question. What are the most important uses which are made of history in life outside the school? Or in other words, does the school course in history train for situations outside the school? An attempt to answer this question is made in the Teachers College Record for September, 1915. A questionnaire

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[1] Historical Outlook, March, 1926, p. 110.

sent out to a limited number of individuals indicated that the two most important functions are: 1. To contribute to leisure reading. 2. To throw light on the solution of modern problems.

There has been a decided change in recent years in the character of the United States history textbooks written for the upper grades. Authors are giving great care to select those facts of history that have been influential in producing present conditions. They are selecting those phases of history for emphasis that relate to social and industrial life. They are also treating the subject so that the pupils may begin to realize that people in the past were like themselves in their needs and ambitions, in their likes and dislikes, in their sympathies and prejudices, and in their susceptibility to both good and evil influences.

"The objectives of history teaching vary according to the different stages of mental development. The object to be gained by the study of history is one thing with the child, is something quite different with the high school boy and girl, and again different with the college student or mature scholar. It must be borne in mind that history, like many other subjects, is in the curriculum for a double object, — for the direct information that it gives and for its help in mental training. To one person history is of help in political discussion, to another it affords subjects of polite conversation, to another it is studied to promote patriotism. Some value it for its moral lessons; some for its opportunity of character

study; others for examples to be followed when similar conditions arise. One studies it because it is interesting; another prefers fact to fiction; while another finds it helpful in studying literature and art. Others consider it useful in training the memory, training the judgment, or arousing interest."[1]

But what shall be done with the objectives? Shall we choose those we wish and reject the others? Do they do any good anyway? One university professor that the writer knows personally says that objectives should not be formulated for the teaching of history. He thinks that history should be taught for history's sake alone, and that when we formulate objectives for history teaching we reduce history to propeganda. He thinks history should not be used to teach anything but history as such.

However, not all take that attitude, and it is well answered by Bobbitt when he says, "If there are general principles that can serve for guidance they should be found, formulated, and used as a mariner uses his charts. This is the most complex and difficult field in education. It is probably our largest responsibility. Where it is not yet possible to have accepted principles then obviously there should be found and formulated the best practicable working hypothesis and assumptions. In fields of uncertainty, for guidance, the best thought is always safer than no thought: and definite formulations better than vaguely formulated attitudes and

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1 First Yearbook of the National Society for the Study of Education, Part I, p. 32.

opinions."[1]

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[1] Bobbitt, The Curriculum, p. 106.

Chapter V

Conclusions

1. The percentage of men teachers who teach history is much greater than the percentage of men teachers to the whold group of teachers.
2. From the standpoint of experience, teachers who later become high school history teachers do not teach many years in the grades.
3. Only 62.8 per cent of the teachers teaching history had a major in history in college.
4. Fifty-four per cent of the history teachers have had graduate work in some other subject than history. Only 46 per cent of the history teachers have had graduate work in history.
5. The objective given the greatest number of times was the one relating to culture and leisure.
6. A new objective that has appeared since the World War is, "To show the futility of war and the blessings of peace."
7. Practically half of the objectives given for history teaching dealt with culture, leisure, tolerance, citizenship, and knowledge of the past.
8. Citizenship ranked third in the list of objectives, while patriotism ranked twelfth.
9. Teachers with history majors give more than their proportionate share of objectives, and they are as a rule more worthy objectives.

10. Men teachers, on an average, stated more objectives than the women teachers.

11. The superintendents and principals gave the fewest average number of objectives. Their objectives compared very favorably to the objectives as given by all.

12. The objective given the greatest number of times for United States history deals with intelligent citizenship.

13. Each group of teachers cited Tryon's The Teaching of History in Junior and Senior High Schools and Johnson's Teaching of History in Elementary and Secondary Schools as the most helpful books they had read on the teaching of history.

14. The history teachers of the state are only fairly well acquainted with the best literature on the subject of history teaching.

15. A few authors listed by the teachers as having written helpfully on the objectives of history are known only as textbook writers.

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