
OUTLINE OF
COURSES IN HISTORY

to be offerd during
the

SUMMER QUARTER
1914

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FIRST DISTRICT NORMAL SCHOOL
Kirksville, Missouri

TO TEACHERS OF HISTORY

In view of the interest that has been aroused in the courses in History and Civics, the following pamphlet has been prepared. We trust it will appeal to all teachers in this Normal School District who are planning work in a summer school this year.

The Pedagogy of History

The work of this subject varies with the needs of the class. The concrete studies which may be made are so numerous, varied, interesting and valuable that little attention is paid to formal pedagogy. There is always a serious attempt made to trace the history of history teaching in the United States, to find out what are the best text books used in the Elementary and High Schools, to give simple, continued and connected narrativs in the class room, and to know the best current material on historical matters.

American Constitutional History (College)

This course is in reality one on the History of American Government and Politics. It has been found that a course devoted almost exclusively to constitutional principles is too much of a lawyer's study. The student masters these principles much better by seeing them work out in actual government and politics. The first quarter's work traces briefly the main developments in local government and toward Union, from about 1600 to 1760, but mostly the work of this quarter will be on the great constitutional period from 1760 to 1789.

The second quarter's work extends from about 1789 to 1861. Political party developments are studied about as much as the actions of the regularly organized governmental institutions. While the Constitutional and political causes of the Civil War are always examined carefully the underlying social and economic causes are not neglected.

American History (High School)

Most of the students who take this course are, within a few months, to teach in rural schools. Their needs are always kept in mind. The European background is first emphasized by the use of such little books as Harding's Story of Europe. Tho most of the material which students and teachers have to use is of a political nature, yet there is enuf on the life and especially on the economic history to make their study worth

while. Such hand-books as Bogart's Economic History of the United States and Coman's Industrial History of the United States are in constant use. Much use is also made of current daily newspapers and magazines. During each quarter the classes are usually required to take a daily newspaper for one month, keep clippings or card files on the same, and relate the news to the history of the past. Thru this means the student learns that the present and the past are connected. This course covers the history of the United States from its beginnings up to the present time.

All three quarters are given in the summer term.

American Government and Politics (College)

This is not a course in history. It is a study in the present of what the American Constitutional History deals with in the past. Actual workings of the government both thru regular and party organs are studied. Newspapers and magazines are used all the time. The first quarter's work goes into first a brief historical survey of the subject, followed by the study of the central government.

Beard's American Government and Politics is used as a text.

Ancient History (College)

The Orient. The text is a book recently written by Mr. Hall of the British Museum (one of the foremost authorities on Egyptian History) and takes into consideration the most recent discoveries and writing. In one feature Mr. Hall differs widely from the other writers in this field, including in his work the so-called Minoan period of Greek History, which, he declares, has far closer connection with Assyrian, Babylonian, and Egyptian History of a contemporary period, than with what may properly be called Greek History. Collateral reading in this course will be largely on the daily life of the period and peoples dealt with. It will close with the battle of Salamis.

Greek History. Emphasis will be laid on the Government of a city state, the development of Greek architecture, sculpture, literature, and philosophy, especially political philosophy. Considerable time will be devoted to a study of the lives of leaders of the different periods, and of Greek religious conceptions.

Roman History to the year 476. Among the special studies in this course will be the evolution of the Roman Governmental system from the early city state to the time of the Empire; the struggle between the political parties; and the lives of the men who were of political importance. The development of Roman Law and of the Christian church will be emphasized also.

Ancient Life

(College)

A study will be made of Greece in the Periclean Age, and of Rome under Augustus, with an attempt to bring out the similarities and contrasts. After studying the notable features of Athens and Rome, such as the Acropolis or Forum, and the streets, paving, sewer and water systems, and parks, the class will discuss the position of woman in the home life, the kinds of houses, food supply or in connection the system of agriculture of Greece and Italy, the knowledge of medicine and the other sciences, systems of Education, means of transportation, religious life, and typical festivals and amusements. Considerable attention will be given to the Literature of the two periods, and the large collections of books in both public and private libraries.

English History

(College)

First Quarter. This course covers the period from Prehistoric Britain to the outbreak of the Hundred Year's War in 1338. After a brief study of Prehistoric, Celtic and Roman Britain, Saxon and Norman England will be studied in detail. But the most intensive study will be under the following heads—"The Foundations of National Unity" and "The Forma-

tion of a United English Nation." The work will be conducted topically, with definite assignments for library study.

Second Quarter. This course covers the period from the outbreak of the Hundred Year's War in 1338 to the Revolution of 1688. After a brief study of the Hundred Years' War and the Wars of the Roses, the early Tudor and Elizabethan periods will be taken up with special stress on the religious controversies. The chief emphasis of the course, however, will be on the constitutional struggle between the Stuarts and Parliament which terminated in the supremacy of Parliament in 1689. The method indicated for English History, 1st quarter, will be followed.

Medieval History

(College)

First Quarter. This course covers the period often designated as the Dark Ages from 476 A. D. to about 918 A. D. Medieval History is preeminently institutional. The Medieval Institutions are the resultants of the fusion of three elements—The Graeco-Roman Civilization, the Christian Church, and the Germans. The aim of this course will therefore be to trace the political, economic, and ecclesiastical institutions as they emerged from the fusion of these elements. The course will therefore begin with a survey of the Roman Empire of the West at the time of its fall in 476 A. D. The Germanic Invasions will then be taken up and the process by which the German Conquerors of Rome were in turn conquered by the Roman institutions will be noted. The development of the Church and the Papacy will be given special attention. The course will be concluded by a study of the rise and the dissolution of the Empire of Charlemagne.

European History

(High School)

First Quarter. A High School course will cover rapidly the history of Egypt, Babylon and Assyria, the Hebrews, Greeks, and Romans to the time of Charlemagne.

Second Quarter. A High School course from the time Charlemagne to the death of Mazarin. Both are largely of text book courses, with occasional outside reference work.

Third Quarter. This is a general European History course covering the period from the Ascendency of France under Louis XIV to the present. The course begins with a study of France under Louis XIV and the Old Regime in Europe. Then the French Revolution and Napoleonic Era are taken up for more extensiv and detaild study. The political, industrial and social development of the different European nations is next taken up. The Industrial Revolution, the Unification of Italy and Germany, The Democratic Movement, and the Expansion of Europe are topics which receive special attention. Robinson and Beard: Outlines of European History, Vol. II is used as the text.

Civil Government

(High School)

Three courses of high school rank will be offerd during the summer term.

Course A, known as first quarter, covers the ground of state and local government, including the government of Missouri.

Course B, known as second quarter, is given mainly to the study of the National government and Constitution, but will include the study of the state and local government of Missouri as well.

Course C, known as the Advanced Course, is a general course covering the ground of courses A and B, but with more detail and technical analysis.

Any one entering the summer school may, if he so desires, take courses A and B. Course C, however, is offerd only to students who probably possess the ability to do somewhat extensiv reading, so as to cover the ground of courses A and B, in one term's work.

Any one of the above courses in civil government will give certificate credit, if carried successfully.

