













STUDIES

IN

# American History

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A SURVEY OF AMERICAN HISTORY

SOURCE EXTRACTS

BY

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## AMERICAN HISTORY STUDIES.

### INTRODUCTION.

**M**ETHODS of teaching history are in process of transformation. With the change in method comes the demand for new books; so if anyone asks the reason for this little collection of sources on American history, the answer is believed to be found in this change. The compiler is pleased to know that these studies have been received with favor by many progressive teachers. He feels that the lack of proper and available material is one reason that the "laboratory method" has not found more ready acceptance in the past by a larger number of teachers. In the belief that this collection will in part supply the demand, it is now sent forth to the school-world in this more permanent form.

In many Normal schools and in some high schools brief reviews are demanded and given. In such cases it seems to the writer to be a waste of time to hurry through some text book, repeating the work that has been done in the grades, in perchance even a less efficient way. It is hoped and believed that the following ten "studies" help to solve the problem of such reviews. A few suggestions are made in regard to the method of handling this material. A note-book should be in the hand of every pupil. It is desirable to have this made up of loose sheets of paper, perforated, so that they may be bound together, or removed and changed in place at the will of the pupil. A cover should be made or purchased in which to keep and preserve these sheets.

The next and most important matter is to bring the students into contact with the original material as often and as completely as possible. For this purpose, of course the "sources" must be accessible, and as far as possible in the hands of every pupil. It should be noted here again that it is not expected that the larger part even of the facts of history can be obtained from these sources, so a good narrative text must be at hand, and in constant use. The "sources" are to be used for the purpose of illustrating how the narrative history was formed; but more especially for the mental training which may be obtained from their use. The same document or illustrative extract should be in the hands of every member of the class that each may have the benefit of the criticism of all.

With the material then in the hands of the class, the first question will be to determine as far as possible its value. To do this necessitates that we find out whether the document is what it purports to be; then to determine whether we have a correct copy of it. Next we must find out who wrote it, and under what circumstances. Finally, the character of the author will come under discussion. Did he have the opportunity to know? Was he able, honest, educated? Was he writing for partisan ends, or did he attempt to tell the exact truth? These are a few of the tests we must apply to our material, if we are to know its real value. Perhaps the most important question of all will be, did the writer know of his own personal knowledge, or did he gain his information from hearsay? After we have determined the

value of our "source," we next proceed to analyze it, and to find out just what the writer meant. Here we must notice the use and meaning of words at the time the document was written, and note any changes at the present time, so that we may get just the idea intended to be conveyed. A series of questions will often greatly help in this analysis. The ones given in the text are only intended to be suggestive, and so may be supplemented by others, or limited by omissions.

The next step will be to classify and arrange our knowledge. In the writer's opinion this is the hardest, as well as the most important, part of the work. A logical arrangement must be insisted on. A careful outline must be prepared, containing a page reference to every point in the notes. It is only by this careful preparation that accuracy in thinking or in writing can ever be secured. When this work is completed, then the last step in the plan can be taken with great ease and facility, for then the whole mind and strength can be concentrated on the composition. The memory under such circumstances is not burdened with carrying all the details. They are indicated in the outline and in the notes to which it refers. It goes without saying that every piece of student work when completed should be tested by comparing it with the best narrative texts, or with the teacher's knowledge.

One final idea should be suggested. Each of these studies covers many years of time. The evolution of the topic has been kept in mind in making the extracts. In working up the material then into papers and

reports, the teacher should see that the pupil has noted and understood the changes and the reasons therefor. For example, if the topic be the "Economic History" of the United States, great pains should be taken to call the attention to the changes in belief in regard to the tariff, or internal improvements. Let every effort be bent to discovering the causes of these changes. If Webster cease to be a free-trader, the reason for the change should be found if possible. If the South oppose internal improvements, let the cause be unearthed.

These studies, then, are committed to my fellow teachers in the hope that they may aid them a little in solving the difficult problem of how to get our children to understand their own history, and to get such an understanding in such a way as to make them mentally and morally stronger, that they may be better prepared to meet the exceedingly difficult questions which will confront the coming generation. The writer has no extravagant ideas or expectations in regard to the transforming power of these studies. He simply hopes and believes that they will be found to be an aid.

H. W. C.

November 25, 1898.

NOTE.—It will be seen that the following material is merely a reprint of the articles that appeared in the North Western Monthly for the year 1897-98; many references that are not appropriate for the present purpose find their explanation in this fact.



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THE  
FOUNDING OF THE COLONIES.

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SELECTIONS MADE FROM THE SOURCES

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## AMERICAN HISTORY STUDIES.

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### EDITOR'S PREFACE.

**V**ERY little space will be given this year to narrative text, or to method. Copious extracts will be made from the sources. The aim will be to choose the extracts in such a way that they may to a great extent tell their own story. In the ten numbers of the MONTHLY it is intended to illustrate ten phases of American history by calling in contemporaries to speak for themselves. Of course these extracts are expected to do little else than whet the appetite for more. It is hoped that the spirit of original research may be intensified in this way to such an extent that the reader may wish to go to the more extended compilations of sources. Professor Hart's new work, "American History as Told by Contemporaries," in four volumes, will meet the want of many. Many extracts may be found in the MONTHLY which could not have been laid before its readers had not this compilation been available. Niles' "Documents Illustrative of the American Revolution" is also a valuable and convenient collection of sources bearing on the American Revolution. Professor Woodburn's revision of Johnston's "American Orations" has increased the usefulness of that valuable work. It now consists of four volumes of the best speeches on all political topics made by American statesmen. The reader of these articles will thus recognize that they contain only an insignificant fraction of the available material, but it is hoped that these papers may throw light on a few of the

many great questions in the development of the life and thought of the American people. May we not at least hope that those who cannot have access to the more elaborate works, or those whose time is too limited to use them, may find something to aid them in these briefer extracts?

To get the greatest value from this work the writer believes that definite, systematic work is necessary. On the whole, the plan outlined in the September and October numbers of the *JOURNAL* of last year is believed to be a desirable one. Questions will accompany each paper this year. They will aim to direct the thought to the most important points in the extracts, and to bring out the hidden meanings. The new reader may perhaps understand the method from a few explanatory sentences. In the first place, a written answer should be prepared for every question, accompanied by the page reference to the proof for the answer. Then an outline should be prepared arranging in proper and logical order the knowledge which has been accumulated in answering the questions. This second step is followed by the third, which consists in writing a paper following the "outline" and based on the answers to the questions for the "material" or matter which it contains. In brief, we first gather our "material," then make an "outline," and finally write our "narrative" history. It is believed that those who will conscientiously follow this plan will by the end of the year have gained much in power, in knowledge of method, and in general culture and information.

More or less explanatory matter will be introduced into the extracts, but in all cases it will be inclosed in brackets [ ]. The editor will, however, in general leave the contemporary writers to tell their own story. Last year it seemed necessary to argue for the use of the

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