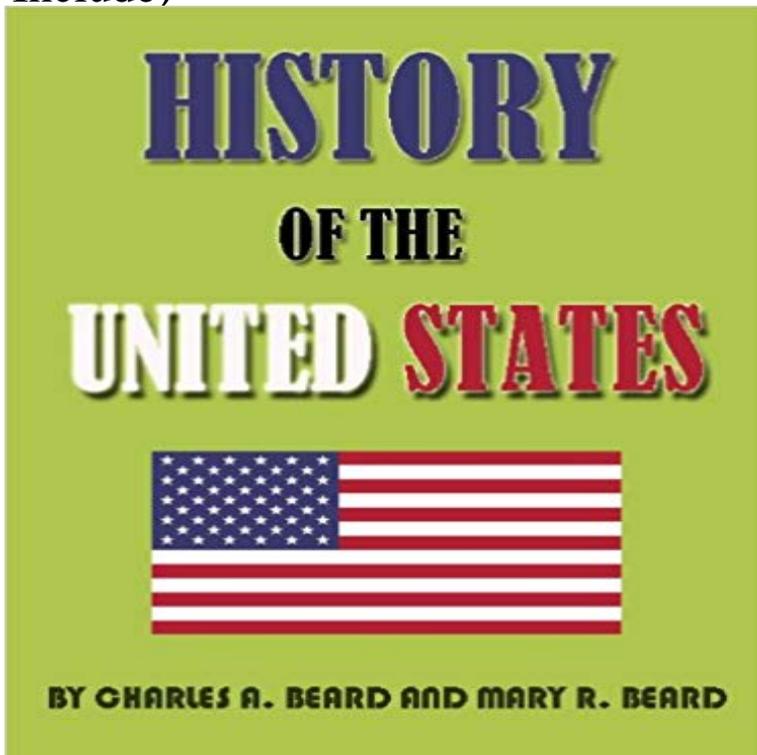


History of the United States (Original Illustrated and High Quality Maps Include)



History of the United States with many Illustrations and High Quality Maps Include. By Charles A. Beard and Mary R. Beard Features- Indexes and Table of Contents- Internal Anchor Links - Original Illustrated - High Quality Maps from the Original PREFACE As things now stand, the course of instruction in American history in our public schools embraces three distinct treatments of the subject. Three separate books are used. First, there is the primary book, which is usually a very condensed narrative with emphasis on biographies and anecdotes. Second, there is the advanced text for the seventh or eighth grade, generally speaking, an expansion of the elementary book by the addition of forty or fifty thousand words. Finally, there is the high school manual. This, too, ordinarily follows the beaten path, giving fuller accounts of the same events and characters. To put it bluntly, we do not assume that our children obtain permanent possessions from their study of history in the lower grades. If mathematicians followed the same method, high school texts on algebra and geometry would include the multiplication table and fractions. There is, of course, a ready answer to the criticism advanced above. It is that teachers have learned from bitter experience how little history their pupils retain as they pass along the regular route. No teacher of history will deny this. Still it is a standing challenge to existing methods of historical instruction. If the study of history cannot be made truly progressive like the study of mathematics, science, and languages, then the historians assume a grave responsibility in adding their subject to the already overloaded curriculum. If the successive historical texts are only enlarged editions of the first text more facts, more dates, more words then history deserves most of the sharp criticism which it is receiving from teachers of science, civics, and economics. In this condition of

affairs we find our justification for offering a new high school text in American history. Our first contribution is one of omission. The time-honored stories of exploration and the biographies of heroes are left out. We frankly hold that, if pupils know little or nothing about Columbus, Cortes, Magellan, or Captain John Smith by the time they reach the high school, it is useless to tell the same stories for perhaps the fourth time. It is worse than useless. It is an offense against the teachers of those subjects that are demonstrated to be progressive in character. In the next place we have omitted all descriptions of battles. Our reasons for this are simple. The strategy of a campaign or of a single battle is a highly technical, and usually a highly controversial, matter about which experts differ widely. In the field of military and naval operations most writers and teachers of history are mere novices. To dispose of Gettysburg or the Wilderness in ten lines or ten pages is equally absurd to the serious student of military affairs. Any one who compares the ordinary textbook account of a single Civil War campaign with the account given by Ropes, for instance, will ask for no further comment. No youth called upon to serve our country in arms would think of turning to a high school manual for information about the art of warfare. The dramatic scene or episode, so useful in arousing the interest of the immature pupil, seems out of place in a book that deliberately appeals to boys and girls on the very threshold of life's serious responsibilities.

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