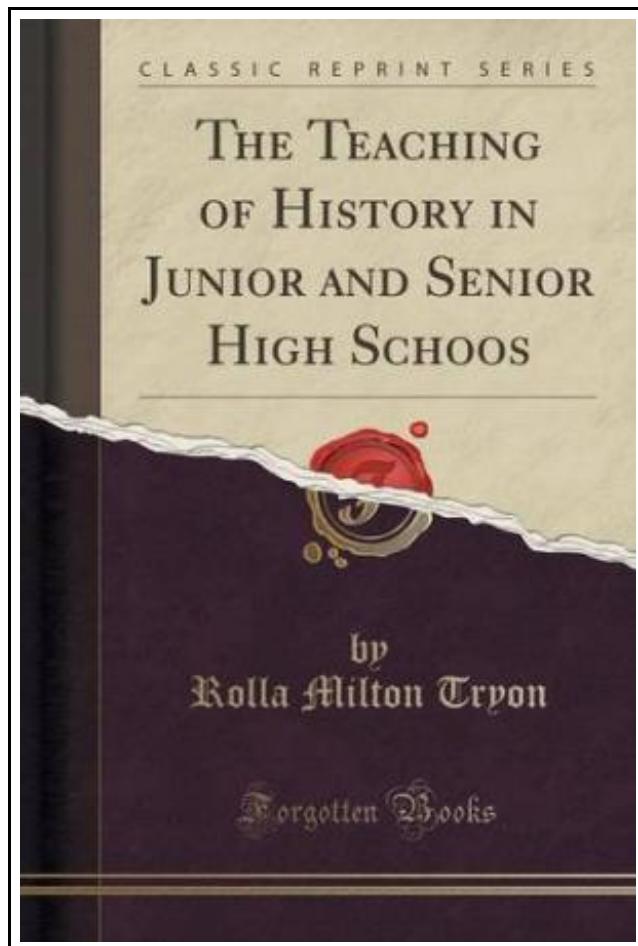


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Forgotten Books, United States, 2015. Paperback. Book Condition: New. 229 x 152 mm. Language: English . Brand New Book ***** Print on Demand *****.Excerpt from The Teaching of History in Junior and Senior High Schools This book has been written in the interest of better history teaching. It deals in most part with what might be denominated everyday classroom problems in the teaching of history in the upper-elementary and high-school grades, both junior and senior. The technic of teaching has received the chief emphasis in the majority of the chapters, and the general psychological, pedagogical, and historical phases of the subject, as well as the unsettled problem of what to teach, have been omitted. The idea back of the discussion throughout is that there is a technic of teaching history in the junior and senior high schools that can be mastered by a teacher and actually applied in directing the daily classroom activities, regardless of the content of the course. The writer fully realizes the dangers accompanying a discussion which attempts to be so practical and concrete as the one contained in the following pages purports to be. When one presents a history-recitation score card, a specific procedure for supervised study in history, a detailed outline of how to use a textbook, a definite scheme to attain progress within the subject, directions for writing a term paper, concrete examples of the problem-solving method in history, and a score or more of similar suggestions, one is likely to be met with the objection that the specific procedure proposed is by no means the best or the only one. The author's rejoinder to such an objection is that in no case has he done more than present a way of doing a specific thing. This definiteness in all probability will be...

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