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The Teaching of History (History Teaching Resources)

Ernest C Hartwell

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The Teaching of History by Ernest C. Hartwell - History Teaching Resources - History (from Greek - historia, meaning "inquiry, knowledge acquired by investigation") is the study of the past, specifically how it relates to humans. It is an umbrella term that relates to past events as well as the discovery, collection, organization, and presentation of information about these events. The term includes cosmic, geologic, and organic history, but is often generically implied to mean human history. Scholars who write about history are called historians. Events occurring prior to written record are considered prehistory. History can also refer to the academic discipline which uses a narrative to examine and analyse a sequence of past events, and objectively determine the patterns of cause and effect that determine them. Historians sometimes debate the nature of history and its usefulness by discussing the study of the discipline as an end in itself and as a way of providing "perspective" on the problems of the present. This volume is offered as a guide to history teachers of the high school and the upper grammar grades. It is directly concerned with the teaching methods to be employed in the history period. The author assumes the limiting conditions that surround classroom instruction of the present day; he also takes for granted the teacher's sympathy with modern aims in history instruction. All discussions of purpose and content are therefore subordinated to a clear presentation of the details of effective teaching technique. The reader into whose hands this volume falls will be deeply interested in the ideals of teaching implied in the concrete suggestions given in the following pages, for after all the value of any system of special methods rests, not merely on its apparent and immediate psychological effectiveness, but also on the social purposes which it is devised to serve. It must be recognized at the outset that history has a social purpose. However much university teaching may be interested in truth for its own sake, an interest necessarily basic to the service of all other ends, the teaching of the lower public schools must take into account the relevancy of historical fact to current and future problems which concern men and women engaged in the common social life. So the elementary and secondary school teachers of the more progressive sort recognize that the way in which historical truths are selected and related to one another determines two things: (1) Whether our group experiences as interpreted in history will have any intelligent effect upon men's appreciations of current social difficulties, and (2) whether history will make a more vital appeal to youth at school.

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