IN JUSTICE TO THE NATION.

AMERICAN HISTORY

IN

American Schools, Colleges, and Universities.

BY

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With Mr. Thorpe's Compts.

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WHEN the people of the United States realized that they were a nation, they began to study their own history. Lincoln, speaking to a generation in arms for this nationality, said, "We are making history very fast." Before the war, our history was little studied in the West; in the East and the South attention was chiefly given to colonial and local history. But during the national and international changes incident to the events of 1865, our history assumed a character of its own; and the study of it was begun in a few higher institutions of learning.

The Nation had begun a new era; production was stimulated; interstate commerce fostered; immigration encouraged; states founded; hostile institutions swept away; inventions in the arts, in the sciences, in the means of enjoying life perfected. The whole country became intensely active in the promotion of every interest, and material progress was phenomenal. The effect continues to this day. It is seen on every hand,—in the life at the university, in the noisy life of the street. Our national life and our individual lives, both practically and sentimentally, show the effects of that mighty convulsion in the state which, a quarter of a century ago, ended the old era and ushered in the new.

The Nation is a moral person ; its history is that of organic development. We are not first nor last ; we come in the moral order of the world. There is, in the process of history, "an organic unity of the Divine idea ; and it holds a purpose in and through, and uniting the ages. . . . Thus it has been said, 'The history of the world cannot be understood apart from the government of the world.'"

Bancroft and Hildreth are our historians ; but our history is yet to be written. The revival of historical studies in our generation is a step forward, and toward that consummation,—the production of a complete history of America. Documentary history is tedious ; statistics are not men in action ; the record of the pulse is not the pulse. We have neglected the study of our institutions. Politics, as commonly understood, form only a part of our interests. With what delight has the *History of the People of the United States*, by McMaster, been read by his countrymen ; and it is written from material gathered from a long neglected source. The study of American economics is changing ourhistorical perspective. The least has become the greatest ; the neglected has become interesting. The useless as it was becomes the useful as it is. Our various American life demands not merely some new thing, but things. We seek, like Bacon, for "fruit." Economics is a general expression, in the vocabulary of our investigators, of the causes of the wealth of nations, and signifies all that makes for material progress in the affairs of the nation. It includes our industries as such, and, on the other hand, is allied to that study of mind which teaches us to look back of the machine to its Maker for the best source of knowledge, concerning the machine. Economics connect, as a scientific study, ethics and physics or mechanics. Our industrial history is as old as our political or our financial ; but it is not so well understood.

Economics have been so theoretically studied and so theoretically presented that they have not gained, at the hands of our political economists, the confidence of the people. We are not a people tolerant toward theorists, although we build theories for everything which we do not take time to investigate. We are a very practical people, but, as must be the case, also a people much given to theorizing. Perhaps the best indication of the revival of economical studies from the dead past of pure specu-

lation is the founding of the American Economic Association which, as an association of the younger and many of the older economists of the country, purposes to base doctrine upon facts, and facts upon such a careful study of economic elements as will bear such economic fruit that the people may eat thereof and become wiser. A system of economics which begins *a priori*, and ends as it begins, has little to commend itself, and can effect nothing for the clearing away of such difficulties as strikes, or any of the causes which produce strikes. But economics, like history, has, as a science, a new birth now; and arm in arm the student of one with the student of the other walks in the same path,—the course of the nation,—its highway; and each gathers there the fruit that has long been ripening. It may be said that these two studies, history and economics, are the important ones in the education of every American youth; one pertains to the past, the other looks toward the future; together they mirror the life of the nation. As the nation ages, its opinions concerning itself change. It desires to view itself from many points; it seeks to know its daily life, its institutions,—their origin and their nature. Above all, it desires to understand its present interests, economic, political, ethical. To history and economics must be added biology, as the third study of our day. Biology is the study of life in action; instructural investigations laid bare. The methods of investigation in each of these studies are the same in principle.

In more than two hundred and fifty of our universities and colleges, the study of American history is confined to the study of one text-book. This has gone so far in our public schools that one text-book, pushed into the school by some energetic publisher, has maintained its place, though later and better books are now accessible. An examination of the ordinary text of American history shows that about one-third of the book is devoted to pictures, about two-thirds to American history before 1789, and the remainder to the history of the United States; few maps are inserted, and these are too often inaccurate and useless. In this brief treatment of the history of this nation social history is omitted; the text is chronology, or politics so-called.

In our public schools, American history should not be taught to load the memory of children with the barren records of elec-

tions, defeats, and martial deeds. Every American who becomes a true citizen enters upon responsibilities which he should have opportunity to study before assuming them. This is the just claim for having our history studied in the public schools. That study should be at first chiefly geographical and sociological. The child should be able to see from consecutive maps how the nation has grown and has spread its power over this continent; he should be taught the social development of this people; how they have founded states, built highways, railroads, canals, steamship lines; how our commerce has grown and why it has grown; what we require to support ourselves, and where and how we raise it; what is the nature of our manufactures, and what the condition and relations between employer and employee. Above all, the child should be taught the homely facts of history as they are about him. The town is the first subject for study; then the township, the city, the county, the state, the nation. It is a just criticism, that in the public schools we learned nothing of this; we learned nothing of the nature of the ordinary civil offices.

A child of ten years could understand the nature of the duties of auditor, assessor, tax-collector, council, mayor. There is no a locality in which the child may not collect material for local history, and thus form a foundation for the study of the community and the state. If all teachers who attempt to instruct in American history could understand that our history exists outside of Harrisburgh and Washington, and would teach children what children most need to know, and would develop the life of the nation, historically, in the mind of the child, our history would live in and with the child, and his knowledge of it would be a conscious power working for his happiness.

The introduction of the study of American history into the public schools resulted in the requirement of some knowledge of it from those coming up to college. The book usually designated by the faculty is one of "essentials," which the boy, by a process of mental cramming peculiar to candidates, carries loosely in his memory till he has unloaded himself in an entrance examination. If he fails, he is not conditioned, because there is no way of removing the condition; if he passes, he straightway forgets his information, and usually never takes American History again. A condition in ancient or in modern European history is a real-

ity, and can only be removed by such systematic coaching as will satisfy a learned professor. The boy entering college is not obliged to know the outlines of the history of his own country, but he is obliged to know the outlines of the history of Europe. The reasons for examining a boy in European history for admission to college apply equally to American history; there should be an intelligent study of our own history in our public schools, in our college preparatory schools, and an examination that is not a college fiction for entrance into college.

In our public and private preparatory schools American history is not taught, on the average, above five recitations a week, not to exceed thirty minutes a lesson; and the total amount of this study averages not over six months in the school life of the child. In some town and city schools it is pursued by a few pupils in the high schools for one year; but this is usually in connection with the so-called general history course. There are no special teachers of American institutions in American schools below the university, and few universities have such teachers. In the preparatory schools the prevailing method of instruction is as follows: The teacher assigns a fixed number of pages in the text-book to be memorized; pupils repeat text-book in recitation; they are examined in text-book and the subject is dropped, and usually willingly. This method (*sic*) prevails in large cities and in crowded schools, and is the *sine qua non* of every teacher (!!) who is compelled to hear lessons which he does not understand. It does not permit the use of different texts, because the teacher is required to get his pupils past a dreaded examination: for if a certain minimum is not passed, the school board employs a new teacher (!!) to hear the lessons. The result is that thousands pass from these schools with a brief mental encumbrance of names, dates, and events,—mere baggage. In later life it proves its worthlessness and is cast away, and the man knows that the public school did him more harm than good, so far as it tried to teach him American history.

In other schools, of similar grade, no text-book is used. The teacher talks, and pupils take notes. The teacher is not a special student of history. He talks text-book on a small scale. The notes of pupils are disconnected statements swept together into a "table," which is to be memorized. The recitation is the "story," after the teacher, and with unique variations by th

child. The teacher abbreviates the text-book, which abbreviates the larger work. The child abbreviates the teacher. The results are, a meager amount of disconnected facts, and a certain uncertainty in the mind of the pupil that leaves him conscious only of his ignorance. In college the talk becomes a lecture; but the conditions under which it is given are too often similar to those in the preparatory school.

Few public schools have libraries; and fewer, a collection of historical books. In our own history there is rarely a single book. Some teachers, at times, read to their classes selections from standard writers. This is rare; time and the course forbid it. The extract is only the expansion of a single line, and other lines are equally important. In rare instances the teacher, though not specially trained in history, is fond of it, and is then in danger of public criticism for not preferring arithmetic. He gathers a few war histories, biographies, and text-books sent him by careful publishers, and with these not ineffective tools he succeeds in teaching a few facts, though the principal one is that the books do not agree.

In some schools,—and they are few in number,—whose classes have access to public and private libraries, the teacher prescribes readings from standard authors. Pupils report these orally, or by brief quotations or digests of authors read. Usually there are not enough copies of the prescribed books in the library for each member of the class. Thus the reading is done by a few who take special interest. Sometimes, to avoid this, the class is divided into committees that work up separate subjects and report results to the entire class. At stated times the teacher meets his class, and the results are worked together into a whole. The work is supplemented by the teacher with informal lectures. This is the first step in our preparatory schools toward the historical seminary. Children, thus taught, acquire a few ideas of American history which will stand the test of truth and the trial of time. In later life it proves to have been an intelligent introduction to a knowledge of American institutions.

These three methods, — the text-book, the "story," and the seminary,—represent the methods now in use in our preparatory schools. Incidental to them, but found only in the third, are, class debates; reading of historical tales and poems; making of maps on paper, in clay relief, in colors; the collecting of relics

and curiosities ; seeing plays acted ; visiting museums and places of historic interest, and hearing lectures pertaining to the subject.

Of the pupils in the public schools eighty per cent. never reach the high school, and ninety-five per cent. never reach college. Of those who enter college more than twenty-five per cent. never take a degree, and usually drop out before the junior class. After a somewhat careful examination of the subject, the conclusion is forced upon us, that in these schools for elementary instruction the study of American history, as at present conducted, is, with few exceptions, time wasted, money wasted, energy wasted, history perverted, and intelligent elementary knowledge of the subject stifled It is merely mechanical, and such a manufacturing of opinion by mere text-books that it is productive only of aversion to calm and unprejudiced examination of our institutions. We are sensitive on the subject of our public schools. They are " the people's university," and we boast of them to foreigners and neglect them ourselves. Education is yet an affair of brick and mortar. Teachers and scholars are turned into costly buildings, often elegant in design, and usually lacking every kind of apparatus for tne prosecution of the work of education. The " system " is left to run itself. Little is known of these schools till, later in life, the pupil knows that he learned very little in them of value to him. The little teaching of American history in them is too often of a petty political nature, — a mere brief of elections, administrations, wars, and victories. But the real life of the people, as it is or has been, is not taught. The children know as little of the development of our institutions, when they leave school, as do the inhabitants of Lapland. The assertion that man is a political being is a plain statement, to most people, during a presidential compaign ; but that men are political beings when no election is at hand means nothing to them. When it is known that our school population is 16,243,832, of which only 6,118,331 are in actual daily attendance ; that among 293,294 public teachers not one is for American institutions ; that the children of the country remain in school, on an average, not over three years and a half ; that only about one-fifth of those in the preparatory schools reach the high school, only one-sixth the college ; that only one-fourth of this number complete a college course ; that sixty per cent. of the pupils in our schools are females, and that it is rare to find in them

a boy of eighteen years, the question becomes an important one whether our system of public education does what it ought to teach the children of the nation the history of our institutions to the end that the generation in the schools may become citizens and voters of intelligence.

It is said, by some, that the incidental instruction from newspapers, magazines, books, lectures, sermons, and conversation, is enough for training in citizenship. It is an answer to this, that technical instruction is the only instruction that counts in this world; general information has little, if any, value compared with it; everything about something, not something about everything, has been said, with much truth, to be the *desideratum* in education. The tendency of the educational work of to-day is toward specialization. This may be our vast error, but it is our vast effort.

Of the two hundred and sixty-five universities and colleges in this country, the universities of Cornell and of Pennsylvania have professorships in American history; at Columbia, Yale, Harvard, Johns Hopkins, Michigan, and Wisconsin,[1] are courses for undergraduates and for post-graduates. The instruction at Yale is chiefly in the history of New England; but in the Law Department, American constitutional history is taught.

At Columbia, American history is pursued as an elective, by the seniors, for four hours a week for six months, and by post-graduates for three hours a week for one year. The work is by means of lectures, the use of texts,—von Holst and Bancroft,—original documents, such as legislative records, executive reports, legal reports, both state and national, memoirs, pamphlets, newspapers, and standard authors,—all of which aid in seminary work. "After the casual nexus has been established," says Professor Burgess, "we endeavor to teach students to look for the institutions and ideas which have been developed through the sequence of events in the civilization of an age or people. This I might term the ultimate object of our entire method of historical instruction. With us history is the chief preparation for the study of the legal and political sciences; through it we seek to find the origin, follow the growth, and learn the meaning of our legal, political, and economic principles and institutions."

At Johns Hopkins, courses in American history are offered as

[1] No post-graduate course.

preparatory to the legal, editorial, or academic professions, or for the public service and the duties of citizenship; there is an undergraduate course three hours weekly, during the second half of the third year. The constitutional history of the colonial and Revolutionary periods, together with the formation and adoption of the present constitution, is first studied; then a brief series of lectures is devoted to the interpretation of the constitution; the constitutional, and to some extent, the political history of the period, from that time until the close of the period of reconstruction, is then taken up; the course concludes with a series of lectures descriptive of the actual present form of the government of the United States, the government of the states, and of municipal and local institutions. In the graduate course is the work of the seminary in American history and economics. Only graduate students connected with the university are received as members of the seminary. The work of this coöperative organization of teachers and instructors in the department of history and political science is chiefly devoted to original research, in the fields of American institutions and American economics. The exercises of the seminary, which occupy two hours each week, consist of oral and written reports of progress, discussions of these, and historical reviews. The work of this seminary, which was a departare in the educational history of American institutions of learning, finds its way into magazines, and constitutes the four volumes of *Studies in Political Science* published by the university. These are now widely and favorably known, and have exercised a great influence in the revival of historical studies in this country. Of the twenty fellowships founded at Johns Hopkins, two are usually in history, and several of the Fellows have worked almost exclusively in American history, and have published monographs of singular value.

At Cornell, American history is elective as a five hour-per-week study, during the junior and senior years. Besides the use of such texts as Von Holst, lectures are given and original documents are consulted. The topics to which particular attention is paid are: The Mound-builders and the North American Indians; The Alleged Pre-Columbian Discoveries, the Origin and Enforcement of England's Claim to North America, as against Competing Nations; The Motives and Methods of English Colony-planting in America, in the 17th and 18th Centuries; The Development of Ideas and Institutions in American Colonies,

with particular reference to Religion, Education, Industry, and Civil Freedom ; The Grounds of Inter-Colonial Isolation and of Inter-Colonial Fellowship ; The Causes and Progress of the Movement for Colonial Independence ; The History of the Formation of the National Constitution ; The History of Slavery as a Factor in American Politics, culminating in the Civil War of 1861–65. "In the presentation of these topics the student is constantly directed to the original sources of information concerning them and to the true methods of historical inquiry." At Cornell special attention is given to American literature as an element in American history. Students have access to original sources of all kinds ; and, as at Columbia and Johns Hopkins, the number who elect this subject is increasing year by year. The Goldwin Smith Fellowship, in history and political science, affords opportunity for special work.

At Harvard, American history is studied by freshmen and sophomores, each three hours a week through the year ; but it is taken chiefly by the juniors and seniors for the same time. Post-graduates have a course covering two years, with a maximum of six hours per week. The work is done in lectures and by the study at the same time of Johnston and Von Holst. Original documents are freely consulted. The four courses are four "electives."

(1) A course in American and English political institutions, designed as an introduction to later courses and chiefly devoted to English history.

(2) A course in colonial history, covering the period from 1492 to 1789, showing the growth of the spirit of Union and of the institutions upon which the Union is based. In this are three hours (lectures) per week.

(3) A course devoted to the history of the United States proper from 1789 to 1861, three lectures per week.

(4) A course designed for advanced students who are investigating the period from 1861 to the present time, two hours per week.

If a student were to take all the American history offered, he would pursue the subject three hours a week for three years. A considerable number do, in fact, spend at least two years in such study, a fourth of their time each year ; the larger number elect the third course only. American history is a popular elective, and there are several fellowships offered in which special work may be done.

At the University of Pennsylvania there is a special course in American history in the Wharton School. This school, which is one of the colleges in the University, aims to give a thorough general and professional training to young men who intend to engage in business, or upon whom will devolve the management of property, or to persons who are preparing for the legal profession, for journalism, for an academic career, or for the public service. The study begins in the sophomore year two hours a week; for the first year the text is Schouler, and the study is of a geographical and economical character. Students are trained to consult some original authorities. In the junior year *Johnston* is used as an outline three hours a week; the seniors take up *Bancroft's Constitution*, and later, *Von Holst*, four hours per week. The chief work of this class is the preparation of papers from time to time from original authorities on the leading questions that have come before the American people. The post-graduate courses cover two years, with no limit of hours, in American History, and, in 1885, the University founded six fellowships, known as the Wharton Fellowships, in American History and Economics. As at Harvard and at Columbia, courses of lectures in American constitutional law are open in the law department to special and graduate students in American History. The feature of the work at Pennsylvania is the high place given to the study of original authorities over formal histories; these latter are considered in their true value, but students are required to consult original papers when possible rather than these histories. By original documents is meant,—the annals, debates, records, journals, reports, and publications of Congress; judicial reports, both State and Federal; pamphlets, newspapers, executive documents and texts of treaties. More time is given to the study of American History and Economics at Pennsylvania than at any other university in this country. Besides this above indicated, the juniors have American Institutional History three hours a week during the first half of the year and two hours a week during the second half; the seniors have, also, in addition to that mentioned, one hour per week in American Financial History, and two hours a week in American Economic History through the year. In all, the work in American History and Economics covers four and three-fourths hours a week for four years exclusive of the post-graduate work or of the

lectures in American constitutional law in the law department. At Pennsylvania American History and Economics are required; but the results both at Harvard and at Pennsylvania show that the work in the two universities proceeds by common principles along a common course. In the work in American History and Economics at Pennsylvania during the past year a new feature has been the college congress, consisting of two houses with their various officers and committees before whom and by whom the work of the department has been assigned, discussed, studied, reported, and learned. The professor of American History has controlled the procedure of this embryonic legislative study and work, and the result of the experiment proves that this means of studying our institutions has its value.

The work in American History at Harvard under Dr. Albert Bushnell Hart, and at Pennsylvania under the direction of the historian, John Bach McMaster, proceeds, to use the language of Von Ranke, "to tell just how things came about." History is the development of the life of the nation. It does not begin, as taught there, by assuming to know just how things came about; history is not forced into an empiricism; its own mirror it holds up to the organic life of the nation and the historian, and the student of history must tell of that life as he sees it, and not merely as he desires to see it. The people are greater than the camp, and the mind of the people than the mind of its legislators. However vain and idle that thought, it has influenced our institutions. At Harvard and at Pennsylvania the student, as he pursues his course in American History, has put into his hand a set of outlines for his guidance; those by Dr. Hart are published; those by Prof. McMaster are in manuscript. As an index to the work attempted in these two universities we give a brief account of the Harvard plan. It may be said to represent the best attempts now making in our schools in the study of American institutions, and is substantially an outline of the courses and the work at Columbia, Cornell, and Johns Hopkins.

Dr. Hart's outlines are used during the lecture by the student as an analysis for him of the subject under consideration, and as an aid to him in his readings. Three sets of these are given: general, required, and detailed. Every student is expected to make himself familiar with the first and second. The outlines enter into the subject so as to bring before the student the polit-

ical, economical, financial, physical, and legal history of the American people. The courses aim to present the whole life of the nation. For instance, in studying the period from 1750 to 1789, the period when the colonies separated from England, for a general view the reference is to *Doyle's History of the United States*, 202–284, and to *Story's Commentaries on the Constitution Sections*, 198–305,—in all 150 pp.

There are five lectures on the period 1750–1755, taking up the Constitution of England and of the colonies. The required readings are,—Bancroft (10 vol. edition), V. 32–78 (95 pp.); Green, —*History of the English People*, IV. 166–171, 197–200 (40 pp.); May,—*Constitutional History of England*, II. 510–546, Ch. XVII. (35 pp.) Five lectures on the period 1753–1763, on the subject of the exclusion of the French from North America, with references to Bancroft, Bryant and Gay, Hildreth, and Parkman. Nine lectures on Difficulties with the Home Government, 1760–1774, with references to Bancroft, Bryant and Gay, Hildreth, Frothingingham's *Rise of the Republic*, and Leckey's *History of England in the Eighteenth Century*. On the Revolution, 1774–1783; eleven lectures, with references to Bryant and Gay, Curtis' *Constitution*, Frothingham, Green, Lecky, and Gilman's *History of the American People;* seven lectures on the confederation, 1781–1787, with references to Bancroft, Curtis, Hildreth, and McMaster's *History of the People of the United States;* on the period of the making of the Constitution, nine lectures, 1786–1789, with references to Bancroft, Curtis, Hildreth, Elliott's *Debates*, McMaster, Rive's *Madison*, Frothingham, Schouler, and Von Holst. This "outline" of colonial history makes a pamphlet of sixty-four pages, of which the selection here given makes about two pages. The "outline" in constitutional and political history of the United States for the period 1789–1861 is a pamphlet of eighty-two pages and represents the course for the first half of the present year. Johnson's *Politics* is the required text, but the student is advised to own one of the following sets: *Von Holst*, 5 vols.; *American Statesmen*, 14 vols.; Schouler's *History*, 3 vols.; *Hildreth*, second series, 3 vols.; Greeley's *American Conflict*, Vol. I. These outlines, which are protected by copyright, are about to be published by the author in more complete form, and their usefulness will insure them wide adoption in this country. It is such an outline that is needed in the private library of the lawyer and

by every other student of American affairs. Dr. Hart has simply given us a digest of accessible authorities in the domain of American history. These authorities may be summed as follows: Personal reminiscences, such as letters, the works of statesmen, memoirs, and autobiographies. Unconscious authorities, such as travels, general literature, magazines, newspapers, and the publications of societies. Constitutional treatises, such as commentaries on the constitution and criticisms by Americans and by foreigners; local histories, special histories, such as financial, military, political, literary, and economic histories; compilations, such as manuals and text-books; geographies, the census reports, and formal treatises of a sociological nature; official records of government, journals of legislative bodies, annals, debates, and records of Congress; public documents, congressional reports, American state papers, department publications; legal reports of decisions handed down both in the state and in the federal courts; laws of the states and of the United States.

At the University of Wisconsin American History and Economics together are given two hours a week of the twelve hours given to all the history taken. There are no set lectures; the juniors take the subject as a required study; there is no provision for advanced historical work in fellowships or in special scholarships; the seminary methods are not in operation as such, but the classes are instructed in that method to "some extent." It is the opinion at Wisconsin that the preparatory schools do prepare students as well in American History as in Latin or mathematics. The use of original authorities, which are accessible, is recommended.

At the University of Michigan the course in American History is as follows: First semester,—constitutional history of the United States, two hours a week; American constitutional law, one hour a week; taxation (Economic History), two hours a week. Second semester,—Historical seminary, two hours a week; constitutional history and constitutional law of the United States, two hours a week. Total for the year, four and one-half hours a week through the year. There are no fellowships in history, nor special scholarships for students in history. "The greater part of our historical work," says Professor Hudson, "is done by lectures. In some lecture courses a short time is taken up each hour in questioning students upon the preceding lecture; in others, an

hour a week is devoted to questioning students on the lectures of the week, or upon lectures and text-books." Critical use is made of original documents, which are freely accessible to historical students. It was at Michigan that the Historical Seminary was first introduced in this country by Professor, now President C. K. Adams, of Cornell University. The principal text-book at Michigan is *Von Holst*, and in this place it is proper to mention that Von Holst dedicates his great work to Judge Cooley, now professor of history at Michigan.

It is the opinion at Michigan that the teaching of American history in preparatory schools is no doubt inferior to the instruction in Latin and mathematics; but the prospect of improvement in this preparatory work is encouraging. Cambridge, Philadelphia, New York, and Baltimore afford peculiar facilities for the study of American history. In the various libraries in these cities may be found the greater part of the authorities here outlined. It cannot be said that at the present time any one of the universities in the country offers exclusive privileges in American history because not one of them is fully equipped in that department. Such an equipment would place in the library of the University all the authorities needed in the prosecution of the work. Those authorities would fully set forth the life of the nation politically and economically. Our history is not in Congress alone; that is, indeed, a very small part of it. Our discoveries, our inventions, our agrarian interests, our settlements westward, our educational affairs, the work of the church, the organization of charities, the growth of corporations, the conflict of races and for races, at times in our history, are all sources for research; but in addition to an exhaustive library is needed the man who can and will use it; he may be teacher or the taught; if the teacher, then one who by long training has prepared himself for the task; if the taught, then he who is inspired with the love of country, of American institutions, and above all, of truth, however it must change accepted notions. An adequate foundation for the prosecution of studies in American institutions can alone be made at the University. It is not called for in schools below that rank. History becomes a technical study, and it must be pursued as such. The course in our higher institutions must accommodate two classes of students,—those who intend to make special study of history and those who

pursue it as a portion of that liberal course for the training for citizenship. The universities must make provision for the training of teachers and for the training of those who are not to become teachers of history. The respective courses for these two classes must differ from each other.

The Johns Hopkins University may claim the historic honor of perfecting the seminary method of research in American history. That is now the method in each of the leading universities in the country. It is essentially the methods of biology applied to history. From this it has followed that history as a university study has had in our day its renaissance in this country. In providing a course in American History in the lower schools chief attention must be given to the study of our economic history. Of the text-books now used in these schools, that by Johnston, called *The History of the United States*, is by far the best. It is the opinion of the professors of history at Columbia, Cornell, and Pennsylvania, that all instruction in American History for those intending to enter college should be omitted in the common schools. The professors at Harvard and at Johns Hopkins favor the retaining of the study in these schools for all. It cannot be doubted that careful training in Johnston's Outlines, or its equivalent, would be a gain for those colleges which have courses in American History; such training in the preparatory school would save at least one year at college and would be a fit introduction to the extended college course. At present in more than two hundred and fifty of the colleges and universities of the country American History is only a one-term study, introduced in order to give the seniors an opportunity to read the Constitution of the United States in connection with a course of lectures upon that subject The universities which offer courses in American History differ widely in the amount offered; for instance, Harvard offers in all history twenty-four hours a week, of which at least eleven are in American history; Pennsylvania offers twenty-three hours in all history, of which nineteen are for the study of American institutions; and Wisconsin offers twelve hours in all history, of which two are in American institutions.

The maximum of opportunity for studying American institutions is at present to be found at Harvard, Pennsylvania, Johns Hopkins, Columbia, and Cornell. Three hours a week for three years is the time devoted to American history at Harvard; and

when the rosters of the colleges of the country are read, it will be found that the minimum, and the prevailing course, is for one term two hours a week, or for three months.

The present status of this study for undergraduates in American schools is not high. The public schools, conducted at great cost, in many sections of the country, do almost nothing in teaching American history. In the colleges this subject is attached somewhat curiously to other studies. Thus we find history and Latin, history and mathematics history and literature, history and a modern language, history and one of the sciences taught by the same professor. It is evident that the best work in the department of history is to be expected only when that department is under the direction of a trained mind. It must have a recognized place among the departments. So long as history has not attained this place in our educational institutions, it is premature to ask that history itself should be subdivided into its own departments. For the present, and perhaps for many years to come, it is only the larger and richer universities that will endow chairs of American history. The other colleges will doubtless unite history and political science into one department. But as the country increases in wealth the friends of university education will found chairs of American history. In that direction lies the future of our educational courses to this extent, that all the training for citizenship that can be obtained at college must be found in this department. This is its just claim for introduction as a college course, that it trains for intelligent citizenship Not that we do not have such a citizenship, in part, now; but of our ten millions of voters, how small the number who are qualified to fill the offices to which they elect others. That is an ideal citizenship that can fill any office within its own gift. A man should be able to take upon himself the duties of any office to which he elects another. This, the work of the undergraduate course, should be offered by every American college. Now that we are at last, in our own judgment, a nation, we cannot escape, any more than we have escaped the responsibilities of nationality. We are a problem unto ourselves. Life is no longer a colonial existence. Our national difficulties are quite like those of other nations. We have land and labor questions to solve, and that quickly. We have questions of race and of race privilege of great magnitude. Shall the nation educate the nation's

own? Shall the nation put the great corporations under federal control? Does the right to regulate inter-state commerce reach so far as this? We, a nation, inherit both good and evil; and if we let the evil prevail, then "after us the deluge."

For the technical training in history there is needed in our universities both scholarships and fellowships, the income of which will permit men of special aptitude to pursue advanced studies. Technical work in American institutions must proceed like technical work in law or in medicine. There are at present about fifty fellowships at American universities. In the effort to introduce a reform in the study of American institutions, the work must begin in the higher schools and work down into the lower. All reforms have proceeded in that way. When the universities can offer advanced courses in such subjects as American history and economics, then the undergraduate courses will be of relative value and extent.

In the training for teaching history we cannot base our work upon American institutions as our leading study. American history is only the part of a whole. It cannot be made to take the place of the history of Europe, As a subject for philosophical investigation, American history cannot yet compare with that of Greece or Rome. It is from those nations that have run a course, that have completed a system, that we must obtain our philosophy of history; and our own history can be made only to supplement the teachings of that philosophy. Therefore, the technical student of history must study the world as the nation of nations, and view citizenship from the vantage ground of the universal citizen. He must rise to that moral elevation that he can see man brother to man, and his interests, not as those of the American nor of the Roman, but as of man himself. The history of American institutions has its beginnings far up toward the sources of the stream of time. The end of historical investigation that purposes to give the power to direct others to understand their institutions from a national point of view, is to see man in his ultimate interests as man, and yet to view him as an individual and simple factor in the moral force of the world. Thus the study of history at the university requires for the best results such an equipment of the historical department as not one of our universities can, at present, give. But we are moving toward this consummation; and in the universities whose

courses we have attempted to outline, so far as they are in American institutions, will certainly be found, in time, ample provision for the prosecution of history as a science. At the present time Harvard affords the greatest opportunities in this direction of any of the universities in the country. But the privileges at these respective seats of learning are not equal, and each has opportunities and facilities which the other does not offer. The student must know what he wants before he can select the university at which to pursue historical studies.

From this brief review of the status of the study of American history in our schools, at the present time, we conclude:

The course of study in the public schools should afford and require the study of American institutions for at least one-fourth of the time the child is in school. Political history, as such, should be made subordinate to economic and social history. The aim of the instruction should be to acquaint the child with accurate knowledge of the nature of American citizenship and of the duties he must assume as a part of the state. The instruction should develop in the child's mind the historic growth of the nation.

In the public schools should be special teachers of American History and Economics. The colleges and the normal schools should train such teachers.

The text-books in the public schools should treat chiefly of the history of the United States so far as they treat of American history. The nation should be the great theme. There should be accessible in these schools a selection of historical material,— documents, treatises, reports, reviews, maps, newspapers, books of travel, — economic material, for the use of teachers and students.

Every college should offer an undergraduate course in American History and Economics of at least two years, three hours a week. The work outlined at Harvard and at Pennsylvania may be taken as indicative of what the work should be in method and treatment.

The great universities of the country should afford opportunities for the technical study of American history. They should offer a limited number of scholarships and fellowships for the benefit of any who are qualified and desire to make technical study of our own institutions, and who otherwise are unable

to pursue such investigations. It is to the great universities of the land that we must look for courses in the philosophy of history, and in all history.

It is in justice to the nation that the youth of our land become familiar with the story of popular government in this Western world. It is from such careful study of our own institutions that we may understand the nature of our national life, may learn the sacrifice by which it has been sustained, may learn the watchful care by which it can be sustained, and, above all, learn to avoid the commission of those errors which have, of old, proven the rocks upon which nations may be wrecked.