

★美国学生权威历史教材★



★留学美国最佳参考读本 美国高考 (SAT) 备考教材★

英汉双语 经典插图

A STUDENTS' HISTORY OF
THE UNITED STATES

美国历史^上

(学生版)

(美) 爱德华·钱宁 (Edward Channing) ◎ 著

(美国哈佛大学著名历史教授)

徐 枫 欧阳瑾 ◎ 译



上海交通大学出版社
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PREFACE

It is of the first importance that every American should have a thorough knowledge of the constitutional, the political, and the industrial development of the United States; and this applies especially to the period since the beginning of the movement which led to the separation from the British Empire and the formation of a republican government under the Constitution. It is impossible, however, to understand the history of this later period without a knowledge of the political and constitutional history of colonial times, for our institutions are mainly developed out of colonial institutions. It is also impossible to comprehend the territorial development of the United States without some acquaintance with the period of discovery and exploration. Furthermore, the history of no modern nation has been more profoundly affected by its environment than has the development of the American people; so that a knowledge of the physical advantages and disadvantages of the scene of its activity is indispensable. These considerations have determined the form and proportions of this book: of the six hundred pages of text four hundred and fifty deal with the period since 1760, and, of these, three hundred and fifty relate the history of the nation since 1783.

On the other hand, the narrative is preceded by an Introduction describing the Land and its Resources.

The elucidation of these important problems has made it necessary to omit much interesting historical material; details of military history, descriptions of colonial life, anecdotes of the heroes of colonial and revolutionary days, accounts of the institutions and manners of the aborigines, and the narrative of the ineffectual struggling of the Red Man against the superior race. These omissions have been made with the greater confidence because these topics are adequately treated in the excellent grammar-school histories with which the users of this book are expected to be familiar. Moreover, the writer of the present work believes that the topics which form the body of this book have hitherto received far too little attention in our High and Normal schools. The great successes of the American people have been won in the fields of peace, not in those of war. The men who have given the United States its foremost place among the nations of the world are its statesmen and its leaders in politics, its inventors and its captains of industry, its masters of literature, of science, and of education. The Civil War, however, is so important in our political and constitutional history, its teachings are so vital to our prosperity, and the patriotism of the men who saved the Union so deserving of remembrance, that it has seemed best to give a few details of the stupendous conflict. With this exception the information given in this book relates mainly to the victories of peace.

History, and above all American history, should not be studied only or chiefly for the information it conveys. No subject lends itself better to the disciplining of the mind, especially to the development of the critical faculties. Recognizing this fact, the Associations of Colleges and Preparatory Schools have advocated the adoption of better methods of teaching this important subject; and a few of our leading colleges have already changed their requirements for admission to encourage the use of better methods, while other colleges will doubtless make similar demands in the near

future. This volume is therefore equipped with an apparatus of topics, references, and suggestive questions which will enable the teacher to comply with the requirements of the new system.

The "Committee of Ten" of the National Educational Association advocates the introduction of history in two places in the school programme: one of them being the last year in the High School. The serious study of American history more fitly follows than precedes that of other countries, and belongs to the maturer years of school life. The present work is primarily designed, therefore, for the use of students in their last year in the High School; but the book can be adapted to the needs of lower grades by the omission of the more difficult topics, or it can be used in Normal Schools and in Colleges by the addition of more collateral reading, map work, note-book work, and written work of one sort or another.

At the beginning of each chapter is a list of "Books for Consultation." In these lists the "General Readings" are selected from books which should be in every school library, or, at all events, in every town library; and the passages selected contain usually a more detailed account of topics treated in this text-book. Under the heading "Special Accounts" * are enumerated larger works suitable for topical work in High Schools and for collateral reading by teachers; they are well fitted for collateral reading by students in Normal Schools and in Colleges, and the more difficult works, and those which for one reason or another are more suitable for mature students and for teachers, are marked with an asterisk. In the paragraphs on "Sources" care has been taken to refer only to available books; teachers whose classes have access to large public libraries can easily find other references through the sections of the Guide to American History, which are noted under "Bibliography."

Specific references to the more important and accessible of these works are given on the margins of the pages of the text. Finally, under the heading of "Illustrative Material" are grouped some of the larger and more authoritative books, works of fiction, poems, and ballads. It is believed that these lists with the marginal references, and Suggestive Questions and Topics, will furnish abundant material for the teaching of American history under modern methods, while at the same time they are not so numerous as to oppress the teacher and the student.

The maps have been made from the author's sketches, and the illustrations were for the most part selected by him. Acknowledgments for the use of material are due to Houghton, Mifflin, and Company, to the Eclectic Company, to Little, Brown, and Company, to the Lippincott Company, to Lee and Shepard, to D. Appleton and Company, to Curtis and Cameron, and to Messrs. E. R. Walker, H. Pickering, and A. H. Gallatin.

The author has received many valuable suggestions from Miss Emma M. Ridley, Professor of History in the Iowa Normal School, from Ray Greene Huling, Head Master of the Cambridge High School, and from Miss Lucia Bartlett, of Milton Academy. In the "Suggestions to Teachers," Miss Anna Boynton Thompson, of the Thayer Academy, Braintree, has kindly described her own methods of teaching, and she has also prepared the Suggestive Questions which will be found at the close of each chapter. Probably few teachers will have the time or the opportunity to adopt all of these suggestions; but every teacher will find something of value in them. Few classes even in Colleges will be able to study all the questions; but every class even in the lower grades of the High School will do well to study some of them. The author

will be greatly obliged for the communication of any error, and for any suggestions which will make the book more useful to students and to teachers.

Cambridge, November 29, 1897.

前 言

每一个美国人都应当全面了解美国在制宪、政治和工业方面的发展情况，这一点是极其重要的；尤其是，我们应当全面了解美国脱离大英帝国并根据《美国宪法》成立共和政府的这一过程。然而，如果不了解殖民时期的政治史和制宪史，就不可能理解这后一时期的历史，因为我国的种种制度，都是在殖民时期各种制度的基础上逐渐发展、完善起来的。同样，如果不甚了解“发现和探索时期”的历史，我们也不可能理解美国国土扩张的过程。而且，没有哪一个现代民族的历史像美国人民的发展那样，深刻地受到了环境的影响；所以，我们必须全面地了解当时美国人民的活动舞台在自然方面的优势和劣势。正是基于这些考虑，才有了本书的体例和内容详略的安排：全书共计600页，其中450页记述的是1760年以后的历史，而在这当中，又有350页说明的是自1783年以来的美国历史。

而另一方面，本书开头部分有《导论》一节，说明了美国的领土和资源情况。

为了阐述这些重大问题，我们就必须省略掉很多有意思的史料：比如详细的军事史料、殖民时期的生活状况、殖民时期和革命时期一些英雄人物的奇闻轶事、土著居民的风土人情和生活方式，以及北美印第安人为反抗白人而进行的无效斗争。我们觉得完全可以省略掉这些内容，因为这些主题在优秀的小学历史课上都已经充分涉及到，故本书的读者应当非常熟悉了。况且，本书作者还认为，本书主要章节所说明的那些主题，至今在我国的高中和师范院校里仍然没有得到充分的重视。美国人民是在和平领域里而非战争领域里，取得了种种伟大成功的。让合众国如今位列世界各国之首的，正是美国政治领域内的政治家和领袖人物、工业领域内的发明家和企业领头人、文学大师、科学天才和教育精英。然而，南北战争在我国的政治史和制宪史中的作用如此重要，其教训对于我们的繁荣发展来说意义如此重大，那些拯救联邦的爱国人士如此值得我们怀念，因此，稍微详细地描述一下这场浩大的战争，似乎就是最好的选择。除此之外，本书内容阐述的主要都是美国在和平时期所取得的胜利。

研究历史，特别是研究美国历史的时候，不能仅仅或者主要研究历史所呈现出来的材料。没有哪个科目比历史更适合于进行思维训练了，特别是，它适合于培养批判能力。由于认识到了这一事实，所以大学和预科学校联合会已经提倡，应当采用更好的办法来教授这门重要的课程；我国一些重要的高校，也已改变了入学条件，以此来鼓励采用更好的教学方法，而其他高校在不远的将来，无疑也将会提出相似的要求。因此，本书还配有一套由“主题”、“参考资料”和“启发性问题”所组成的课后练习，能够让老师按照新的方法来组织教学。

全美国教育协会的“十人委员会”倡议，应在教学大纲中的两个地方引进历史教学：其中之一，便是在中学的最后一年。认真研习美国历史，最好是放在学习外国历史之后，而非放在学习外国历史之前进行，因为它更适合于年龄较大的学生去研习。因此，本书主要是供学生在中学阶段最后一学年所用。不过，若是略去那些较难的主题，本书也可用于较低年级的教学；或者，若是增加一些辅助性的阅读资料、地图查绘、记录工作及其他书面任务，本书也可用于师范院校和普通高校的教学。

本书每一章的开头，都列有一个“参考书目”表。此表中，“一般性阅读材料”均选自每个学校图书馆里应当都可找到、或者在每个市镇图书馆里都可找到的一些图书；而所选短文则一般都是对本书所涉及的主题进行更为详细的说明。在“专业资料”这一标题下面，列有适合于中学进行专题研习、适合于老师进行补充阅读的一些更为广泛的作品；它们也非常适合于师范院校和普通高校里的大学生进行补充阅读，而那些难度较大、由于种种原因而更适合于成年学生和教师进行阅读的作品，则被标上了星号。在“出处”这一标题下，我们已经加以注意，使得它所涉及的都是些较易找到的书籍；如果所教班级可以去大型公共图书馆查阅资料，那么教师就可以轻松地通过“参考文献”中关于美国历史指南的各节，找到其他的参考资料。对于其中较重要和较易查找到的作品，本书在页边空白处都给出了具体的参考材料。最后，在“说明性资料”这一标题下，我们分组列出了一些较为大型、较具权威性的书籍、小说、诗歌和民谣作品。相信本书页边空白处所列的参考文献，连同各个“启发性的问题和主题”，都会为用现代教学方式教授美国历史提供丰富的资料，同时也不会因为数量太大而让教师和学生感到有压力。

本书中的地图，都系在作者简图的基础上所作，而其中的插图，多半也是作者所选取。感谢霍顿·米夫林出版公司、伊克莱克提克公司、小布朗出版公司、利平科特出版公司、李和谢泼德出版公司、D·阿普尔顿出版公

司、柯蒂斯和卡梅隆公司，以及E·R·沃克、H·皮克林和A·H·加拉廷诸位先生，他们都为本书提供了资料。

作者还听取了爱荷华州师范学校历史学教授艾玛·M·里得利女士、剑桥高中校长雷·格林·胡林以及密尔顿高中露西亚·巴利特女士的许多宝贵建议。在“给教师的建议”中，布伦特里萨尔中学的安娜·博因顿·汤普森女士诚恳地描述了自己的教学方法，还准备了每一章最后的“启发性问题”。很可能，没几个老师会有时间和机会来采用所有这些建议，但每位教师都会在其中找到有价值的东西。即便是在大学里，也很少有班级能够做到研习全部问题；但就算是在中学低年级，每个班级最好也去研习其中的部分问题。如有谬误之处，作者恳请指正；而对于那些将使本书更加适合于教师和学生所用的建议，作者也甚为感激。

1897年11月29日

于坎布里奇

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IMPORTANT DATES

The more important dates are printed in bold-faced type. With each date the student should associate as many events as possible. It is better to learn a few dates correctly than it is to remember many dates incorrectly. Another list may be found in the Guide, p. 157.

- 1492. Columbus (Discovery of America).
- 1497. John Cabot (Discovery of North America).
- 1513. Ponce de Leon (Florida) and Balboa (Pacific).
- 1524. Verrazano and Gomez (Atlantic coast).
- 1534. Cartier (the French in the St. Lawrence).
- 1539-1542. De Soto and Coronado (the Spaniards in the United States).
- 1588. Defeat of the Armada (Beginnings of English Colonization).
- 1604. Acadia (the French in the North).
- 1607. Virginia (the First Permanent English-American Colony).
- 1619. Representative Government and Slavery in Virginia.
- 1620. The Pilgrims at Plymouth (the First Permanent English Colony in the North).
- 1630. The "Great Emigration to Massachusetts."
- 1632. Maryland (the Calverts and Toleration).
- 1635. Connecticut (Constitutional Development).
- 1636. Roger Williams (Separation of Church and State).
- 1643. New England Confederation.
- 1649. Maryland Toleration Act.
- 1664. English Conquest of New Netherland.
- 1676. Bacon's Rebellion and King Philip's War.
- 1689. The "Glorious Revolution" in America.
- 1701. Pennsylvania Charter of Privileges.
- 1713. The Treaty of Utrecht.
- 1754. Albany Plan of Union.
- 1763. Peace of Paris and King's Proclamation.
- 1765. The Stamp Act (Henry's Resolves).
- 1767. The Townshend Acts (colonial union).
- 1774. Massachusetts Government Act and First Continental Congress.
- 1775. Lexington and Concord.
- 1776. Declaration of Independence.
- 1781. Articles of Confederation.
- 1783. Treaty of Peace (Boundaries, Debts, etc.).
- 1787. The Constitution and the Northwest Ordinance.
- 1794. Jay's Treaty (Foreign Relations and Party Organization).
- 1798-1799. Kentucky and Virginia Resolutions.
- 1803. Louisiana Purchase.
- 1812-1815. War with England (Neutral Commerce and Impressment).
- 1814. Hartford Convention.

1820.	Missouri Compromise.
1823.	The Monroe Doctrine.
1832.	The Nullification Episode.
1845.	Annexation of Texas.
1846–1848.	Mexican War.
1850.	Compromise on Slavery.
1854.	Kansas–Nebraska Act.
1857.	The Dred Scott Case.
1861–1865.	The Civil War.
1863.	Emancipation Proclamation.
1867.	Reconstruction Act.
1883.	Civil Service Reform.
1898.	Spanish War.

大事记

较重要的日期，都会用黑体印刷。学习者应当尽量将每个日期与其他事件联系起来，越多越好。最好是正确地记住少量大事，而不是错误地记住许多事件。另一份大事表，请参阅《指南》第157页。

1492年	哥伦布（发现美洲）。
1497年	约翰·卡伯特（发现北美大陆）。
1513年	庞塞·德莱昂（佛罗里达）和巴尔博亚（太平洋）。
1524年	韦拉扎诺和戈麦斯（大西洋海岸）。
1534年	卡提亚（圣劳伦斯河上的法国人）。
1539–1542年	迪·索托和科罗拉多（美国的西班牙人）。
1588年	无敌舰队战败（英国殖民的开始）。
1604年	阿卡迪亚（北方的法国人）。
1607年	弗吉尼亚（英国人在美洲建立的第一个永久性殖民地）。
1619年	弗吉尼亚的代议制政府和奴隶制度。
1620年	普利茅斯的清教徒（英国人在北方地区建立的第一个永久性殖民地）。
1630年	“马萨诸塞大移民”。
1632年	马里兰（卡尔弗特父子和宗教信仰自由）。

1635年	康涅狄格（制宪发展）。
1636年	罗杰·威廉姆斯（政教分离）。
1643年	新英格兰联邦。
1649年	《马里兰宗教信仰自由法案》。
1664年	英国征服新尼德兰。
1676年	培根反叛事件和菲利浦王之战。
1689年	美洲的“光荣革命”。
1701年	《宾夕法尼亚特权宪章》。
1713年	《乌特勒支和约》。
1754年	《奥尔巴尼联盟计划》。
1763年	《巴黎和约》和英王的《公告》。
1765年	《印花税法案》（亨利的决议）。
1767年	《唐森德条例》（殖民地联盟）。
1774年	《马萨诸塞州政府法案》和第一次大陆会议。
1775年	莱克星顿和康科德。
1776年	《独立宣言》。
1781年	《联邦章程》。
1783年	《和平条约》（边界、债务等）。
1787年	《宪法》和《西北土地法令》。
1794年	《杰伊条约》（外交关系和政党组织）。
1798-1799年	肯塔基和弗吉尼亚诸决议。
1803年	《路易斯安那购地案》。
1812-1815年	与英国的战争（中立贸易和强制征兵）。
1814年	《哈特福德公约》。
1820年	《密苏里妥协案》。
1823年	门罗主义。
1832年	拒执联邦法令事件。
1845年	兼并得克萨斯。
1846-1848年	墨西哥战争。
1850年	关于奴隶制度的妥协案。
1854年	《堪萨斯-内布拉斯加法案》。
1857年	德雷德·斯科特案。
1861-1865年	美国内战。
1863年	《解放奴隶宣言》。

1867年	重建法案。
1883年	行政制度改革。
1898年	美西战争。

SUGGESTIONS TO TEACHERS

By ANNA BOYNTON THOMPSON

The methods by which history is studied should be commensurate with its significance: they should not limit themselves to a mere memory-cram, but should develop the powers of thought in equal degree with mathematics and metaphysics: the study of history should be essentially a study of a logic which is written in concrete facts. The problem which confronts the teacher is to discover the practical methods by which the facts of history may be used as raw material for classification according to the laws of thought.

Necessity of adequate methods.

What does the nature of history force us to examine? Historical first, if we are to grasp it intelligently? Surely the primal elements which shape history: these are physical environment and ethnological stock; hence the history of every nation should open with the study of the Land and the People. In this book the physical setting of each historic movement and its determining influence of direction is put vividly before the student, who is led continually to look at the action of history as playing upon the mighty background of nature, as being the final outcome and resultant of the forces of nature, and to feel that the comprehension of the relative influences of these forces is the comprehension of history.

Historical geography.

How can the configuration of the land best be studied? Obviously by representing it upon maps: let there be a painted board-map showing the forms of land, in each classroom, and let every pupil who recites trace upon it the substance of his recitation whenever it is possible to devise for it graphic representation; home study of geographical detail should consist in putting it upon outline maps, and examination should be made by demanding work upon outline maps in the recitation hour, which the pupil should explain and justify in oral recitation. Graphic representation should not be confined to the study of geography alone: it should be applied to every possible subject, and the enlargement of its scope should be sought by stimulating the ingenuity of the student to devise new methods: the more abstract the subject, the greater the need of concrete handling.

Outline maps.

Other graphic representation.

After the physical features of the country have been grasped, the next question which confronts the class is how to learn the facts of its history; in other words, how to handle books. The following methods are the outcome of many years' experience :

The use of books.

(1) Use the given text-book as a guiding thread, grasp its structure by making a digest (p. xl) of each chapter. This book is specially fitted for such work, for the bold-face topics are logically unfolded in the marginals, thereby setting a model for digest-making; but the exigencies of the printed page have made it impossible to show the relation of these topics to one another, hence much remains for the student to do in gathering them under inclusive heads. Let every student bring his written digest to class; send one student to the board; call for the first great inclusive head; when given, ask for class criticism: is it the one which regard for logical order forces to be first? Call for other suggestions; criticise these; put the fitting one upon the board with brace against it for minor topics; call for the second great inclusive head; proceed as before. When the great headings have been put upon the board, develop the minor topics of each in the same manner. The result is the "class digest," which

Class digest.

all copy in note-book.

Private reading
and conferences.

(2) The students are next directed to choose from the bibliography at the head of the chapter matter for private reading, and to insert with red ink in their proper places in Suggestions to Teachers class digest all important additional topics and individual reflections and conclusions. Such private reading can be easily overlooked if note-books and "Special Reports," stating subject, authorities, time spent, are handed in weekly, or if the teacher has a weekly fifteen-minute conference with each student.

fluent recitations.

(3) When the private reading is finished each student prepares, with amended class digest as basis, a continuous recitation of the subject. In this recitation two ends are sought — dignity of presentation, and individual contribution to the knowledge of the class: the speaker must avoid rambling, windy talk, must instruct his hearers, and must hold their interest, if he occupies their time.

Notebooks.

(4) After the recitation, students take note-books, and, with the teacher, criticise the emphasis of the speaker; the really important points are distinguished and entered in note-book.

Classdrill.

(5) These important points are studied carefully at home, and the next day the teacher begins the lesson with a fire of sharp, quick questions upon them: a question is given first, a pause of a moment allowed that each may formulate his answer, then a name is called and an instantaneous answer is demanded. Abundant time for thought has already been three times given: (1) when making the class digest; (2) when inserting individual topics; (3) when discussing relative importance of points and entering them in note-book. What now is required is drill of self at home, concentration of attention, and alertness in the class.

Notebook work.

(6) Each important point which is a stage in the development of an historic whole, a link in an historic chain, is entered in a note-book. For instance, when we reach the First Assembly of Virginia, we recognize it as a point in the development of representative institutions; hence these must be briefly traced from their beginning, for Aristotle's thesis is the motto of every intelligent history class: "Here, as elsewhere, the best system of examination will be to begin at the beginning and observe things in their growth."

Importance
note-book.

Under "Representative Institutions," the following heads are presumably entered in note-book: (1) contrast with collective assemblies of ancient world; (2) state comparative advantages of and illustrate by historic example; (3) describe origin in English history; (4) describe their transfer into political life by Simon de Montfort, 1265; (5) how given royal sanction by Edward I? (6) describe personal government of king under Tudors and Stuarts. Here, for the present, we stop, for our study has not gone beyond 1619. But every new point in the development of representative institutions which we meet in the course of American history is entered under this topic and contrasted with the line of development in England.

This note-book is of the utmost importance. Keeping it trains the power of analysis and of classification, of recognition of relations; it gives reasoned order to historic contents because it impresses indelibly upon the student the unity of history, its continuity, the truth that its course is a course of natural development, a chain of cause and effect; its contents furnish worthy material for as many themes as it has headings. Perhaps no pedagogical device so helps the teacher as the keeping of this note-book of historic evolution.

Perspective.

(7) But the task of relating events is not finished when each separate chain of

cause and effect has been disentangled: to relate the chains to one another as integral parts of the history of one country is necessary. This task is accomplished by making a "perspective of [American] history." The word "perspective" is used advisedly, for the digest designated by this name is of such nature as to indicate at once the relative importance of the different topics by the place they occupy upon the page. An example of such a perspective is to be found on page xxxvi. Whenever the study of a new subject is begun the first task should be to put it in its proper relation in the unfolding of the history as a whole, in other words, to mark its position in the perspective. For instance, when beginning the administration of Thomas Jefferson class and teacher should turn to the perspective and should note that the administration opens an epoch (1) marked by the "establishment of National Democracy," (2) extending from 1801 to 1841, (3) preceded by the epoch of "establishment of Federal Authority," (4) followed by the epoch of the "Contest over Slavery"; (5) these three epochs are subdivisions of the great "Contest between Federal Authority and State Rights," which extends from 1789–1861. We have now gained in a few moments a clear view of the relation of Jefferson's administration to the rest of United States history and are ready for the intelligent study of its details. In this study, also, we cling fast to the perspective, for the sub-topics at the right show us what to emphasize. When the epoch (1801–1841) is finished, the questions in the class-drill should demand all the points of external relationship indicated above, together with necessary knowledge of details and their inner relations. Every new subject should receive similar treatment. Thus the perspective is constantly reviewed, becomes the skeleton about which added knowledge centers, gives definite shape to what otherwise might be chaotic material, and enables the student at any moment to call before his view the total progress of history up to a given point. By this means, again, the unity of history is demonstrated. The use of the perspective should be supplemented by constant drill in the lists of dates (p. xxvii).

Daily revise
of perspective.

(8) Emphasis upon the whole trend of history should be accompanied by a recognition of its organic nature, permitting manifold points of view: its various aspects, as constitutional, economic, social, ethical, religious, artistic, should be set forth, and the temperament of each student allowed to place its own accent. Students should be encouraged to centralize their private work upon congenial aspects, and their various results should be gathered together as so many elements of the one complex truth. Each student should be habituated to compare the development of the subjects of his special interest with similar development in other countries. For instance, the student whom the constitutional side attracts should compare at every step—in its origin, nature, workings, etc.—the constitution of America with that of England, of France, or of Germany. If economic history is his interest, he will study the principles of economics, and also note the individual development of other commercially important countries. By this comparative method each student is taught to look at his personal interest in as broad a way as possible. The result of his special work may be handed in as a "term theme." These themes should be preceded by bibliography and digest.

Contemporaneous
chains of
development

(9) The student's growth in judgment and in grasp of material can be well tested by a written recitation. In this exercise a question which demands the application to a given historical problem of principles already learned is put before the class; fifteen minutes are allowed for its written discussion; the papers are corrected by the teacher

Written
recitation

and returned, or he gives an oral exposition of the subject, and requests the class to change papers and correct one another's work.

(10) One of the most important features of this book is the lists of "Topics for Investigation by Individual Students" in the sources, which Professor Channing has added to each set of questions. The new requirements of college entrance examinations include work with sources. But the ordinary teacher is not familiar with sources, does not know which are easily accessible, or what topics for research are fitted to the powers of the high-school pupil. Only the specialist can answer these questions. Here they are twice answered—not only by the lists just mentioned, but by fitting marginal reference to sources against the text. The special convenience of this latter device is that it forces the literature of American history upon the attention of the teacher and the student, and that each is put in the way of pursuing to the fountain head a subject in which he is specially interested. Hence the various tastes in the class can find the gratification of congenial work.

In general it may be said that the distinguishing characteristic of this book is its capability of helping even the untrained teacher to do work according to the best methods, and thereby meet the new requirements advocated by the associations of colleges and schools of the Middle States and of New England. Each one of these requirements is recognized in some fashion or other, and if the book is used in the various ways suggested no one of them will offer difficulties.

The "Suggestive Questions" which follow each chapter Character are intended to be only suggestive: no one class is expected to answer them all. They simply indicate various and Topics kinds of work in harmony with the new movement in history teaching. From them the teacher can select what suits his conditions.

Questions upon the text have been avoided for several reasons: (1) The methods indicated—digests, "fluents," class-drill, note-books, etc.—force from both teacher and student continual questioning and cross-questioning of the text; (2) It is essential that the student obtain some idea of the possible breadth of historic study: he must learn to view history as a resultant of countless forces, which finds its completeness only in so far as the manifoldness of these forces is recognized: they must be traced in the past, watched in the present, their interaction constantly noted. Hence the "Questions" seek to relate any one epoch of American history with other epochs and with other phases of world-history.

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给教师的建议

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研究历史所采用的方法，应当与历史这门学科的重要性相称才行；所用的研究方法，不能只是死记硬背，而应当像数学运算和形而上学那样，能够同等程度地培养学生的思维能力：从本质上来说，历史研究应当是对具体的书面事实所进行的一种逻辑研究。摆在教师面前的问题，就是找出切实可行