

PREFACE

Eight years ago the author began giving to the pupils under his supervision the benefit of a European historical background before introducing them to their texts in American History. That the wider historical horizon greatly strengthened their later grasp of the history of our own country has been both evident and gratifying.

The available texts having been found unsatisfactory in many ways, the author resolved to try his hand, and had covered a part of the ground before the Report of the Committee of Eight of the American Historical Association was brought to his attention. Slight alterations in his plans have made them conform in general to the excellent recommendations of that Committee.

Since no judgment of a text is as searching and final as that formed from actual use in the classroom, neither labor nor expense has been spared in making this test. The pages of the following work were first stenciled on the typewriter, and with much labor more than a hundred copies of each page were run off on the duplicator. These were collected in books with notebook covers and placed in the hands of about a hundred sixth-grade pupils in our own schools and in selected classes of neighboring Chicago suburbs. The author not only taught a class, but closely observed the use of his chapters in the hands of a number of superior history teachers. This experience with the children coupled with the invaluable suggestions of those