Topical analysis and comparative study of fourteen recent textbooks in American history, 1925-1935

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CHAPTER I
INTRODUCTION

There is an urgent and persistent demand for a more scientific and objective evaluation of American history textbooks, for the purpose of revising the curriculum to meet current needs of the pupils in secondary schools.¹

An attempt is made to find what materials in American history are of most worth to pupils in junior and senior high schools. How much has emphasis shifted from one topic to another during the last ten years? Has an attitude toward nationalism made any gains or complete thrust aside sectionalism? What changes have been introduced into the texts as a result of more diligent research and the demands of the curriculum?

In a very recent book, A History of Modern Culture, by Preserved Smith,² the author begins by questioning whether the historian is justified, for purposes of examination, in tearing a fragment from the "seamless web" woven by "the roaring loom of time." "Whether the division of history into great eras is purely arbitrary, or whether it corresponds to some objective change in the underlying material, is a deep problem as yet unsolved. That the former alternative is the true one is made probable by the fact that the periods into which history seems naturally to fall differ for different nations and for different subjects."


For the past few years many school officials have been seriously concerned about what should constitute the content of American history textbooks used in their secondary schools. As a result of these investigations, authors of history texts are decreasing the amount of space allotted to political and military events and increasing the space allotted to economic, social, scientific and cultural subjects. These latter topics help the pupil of secondary schools to judge correctly the difference between present-day problems of citizenship and adequate information.

An indication of what the content in secondary history textbooks should be is given in the statement of Rugg.1

His brief comments show the responsibility of the public schools and especially of those who are responsible for social studies concerning the discussion of present-day situations in the curriculum. It is only through the social studies that youth can be brought into contact with problems of today. It is through social sciences that the pupil can become acquainted with modes of living, understand conditions and policies of other governments, as well as discover how their difficulties came about.

"Through participation in community and citizenship activities, children can develop the habit of helping to decide important issues of group life. Of crucial problems of industry and business, of credit, and of artificial inflation of our standards of living, they can get some glimpse. Along with their growing respect for achievements of our people, in the mechanical conquest of a great continent, they can acquire a proper perspective of the retarded spiritual and cultural growth that has accompanied them.

---

1H. O. Rugg, "Do Social Studies Prepare Pupils Adequately For Life Activities?" Twenty-Second Year Book, N. S. S. E. Part II, 1922, p. 2
Knowledges of contemporary life and how they came to be what they are could be translated into tendencies to act intelligently upon them, provided the machinery of the social studies is properly organized.¹

Now this is in brief what the pupil could get through the social studies. The question is, "Do they get it?" Rugg says emphatically that they do not, and suggests that social studies are in need of a definite change: first, in character of the material which they set forth before the pupil, and second, in the provision for first hand participation in individual and group activities.

Problem.— An attempt is made in this study to examine the questions raised above by making an analysis of fourteen representative texts in American History for secondary schools. These texts were published within the last ten years, 1925-1935.

Purpose.— Such an analysis and comparative evaluation will set forth to some degree and emphasize the character of the content of American history in the curriculum along with recent trends and developments in the choice of such historical material.

Limitations.— The validity of the findings growing out of this study rests upon the reliability of the published historical narratives as determined by an analysis of fourteen representative textbooks of American history.

Some Previous Studies.— A. P. Harrison² wrote Topical Analysis of Ten Junior High School Textbooks in American History. The topics,

¹H. O. Rugg, op. cit., p. 2.

illustrations, and maps in each text used are accounted for in terms of numbers. The general conclusions reached are as follows: three fifths of the material was allotted to political discussions and the remaining two fifths to military, economic, social, scientific and religious discussions. Illustrative materials approached more the goal of progress education. He states finally that the authors have been conscious of a goal because of modern educational demand, but, the task of reorganizing and presenting the material being too great for them, they have failed to reach it.

Myrian Compton\(^1\) considered the paramount factors necessary in the selection of history texts. These factors were presented in a series of questions to be answered by the evaluator.

The author's criteria depended upon:

(1) The judgment of the leading historians and educators as expressed in their writings;

(2) The opinions of teachers as expressed in their writings and in their interviews;

(3) The author's own experience with history texts in high school and in college training;

(4) The recent investigations on curriculum and on textbook-making; and

(5) The studies to date made on learning among pupils of various ages, and of various degrees of maturity.

### Fourteen Textbooks Comprising The Study

<table>
<thead>
<tr>
<th>Book No.</th>
<th>Name of Book</th>
<th>Authors</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>American History</td>
<td>Bourne &amp; Benton</td>
<td>1925</td>
</tr>
<tr>
<td>2</td>
<td>History of American People</td>
<td>Beard &amp; Bagley</td>
<td>1928</td>
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<tr>
<td>3</td>
<td>History of America</td>
<td>Fish, C. R.</td>
<td>1928</td>
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<tr>
<td>4</td>
<td>History of America</td>
<td>Muzzey, D. S.</td>
<td>1929</td>
</tr>
<tr>
<td>5</td>
<td>History of the United States</td>
<td>Beard &amp; Beard</td>
<td>1929</td>
</tr>
<tr>
<td>6</td>
<td>American History Yesterday And Today</td>
<td>Tryon-Lingley &amp; Morehouse</td>
<td>1930</td>
</tr>
<tr>
<td>7</td>
<td>Advanced American History</td>
<td>Forman, S. E.</td>
<td>1931</td>
</tr>
<tr>
<td>8</td>
<td>History of the United States</td>
<td>Gordy, W. F.</td>
<td>1932</td>
</tr>
<tr>
<td>9</td>
<td>History of the United States</td>
<td>Guitteau, W. B.</td>
<td>1933</td>
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<tr>
<td>10</td>
<td>History of our Country</td>
<td>Halleck, R. P.</td>
<td>1933</td>
</tr>
<tr>
<td>11</td>
<td>American History for Younger Folk</td>
<td>Latane and Latane</td>
<td>1933</td>
</tr>
<tr>
<td>12</td>
<td>Since We Became A Nation</td>
<td>Knowlton and Harden</td>
<td>1934</td>
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<td>13</td>
<td>A Unit History of the United States</td>
<td>Hamm, Bourneard &amp; Benton</td>
<td>1935</td>
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<tr>
<td>14</td>
<td>A History of American Progress</td>
<td>Wirth &amp; Thompson</td>
<td>1935</td>
</tr>
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CHAPTER II
SELECTION OF THE FOURTEEN AMERICAN HISTORY TEXTBOOKS, PERIOD 1925-1935

This chapter proposes to present fourteen textbooks in American history used by pupils for study in the junior and senior high schools, and selected because of their recent publication and high recommendations from the various publishers. They are samples of some of the best copies for junior and senior high school pupils on the market. Table I, page 8, will show the number of texts used, the number of pages in each textbook, the author, the title, and the edition. The textbooks will be identified hereafter by number.

The object of the tables formulated from the various texts will be justified in the next chapter. A survey was made of present day textbooks in the field of American history to find out what divisions and topics had been emphasized or neglected.

The second feature of this chapter is to give a summary of each of the prefaces in the fourteen American history texts. The description and summary of the preface of each text was made in order to find what material the authors emphasized and the reasons for their emphasis.

Features in the General Make-up of Fourteen American History Textbooks

Study of Preface.—A synopsis of each preface was made so that it may be learned what the authors had in mind when they rearranged or prepared the materials for the completed text.
### TABLE I

**LIST OF FOURTEEN RECENT AMERICAN HISTORY TEXTBOOKS**

**AUTHORIZED EDITIONS, 1925-1935**

<table>
<thead>
<tr>
<th>Textbook No.</th>
<th>Title</th>
<th>Edition</th>
<th>Author</th>
<th>Number of pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>American History</td>
<td>1925</td>
<td>Bourne &amp; Benton</td>
<td>674</td>
</tr>
<tr>
<td>2</td>
<td>History of American People</td>
<td>1926</td>
<td>Beard &amp; Bagley</td>
<td>686</td>
</tr>
<tr>
<td>3</td>
<td>History of America</td>
<td>1926</td>
<td>Fish, C. R.</td>
<td>570</td>
</tr>
<tr>
<td>4</td>
<td>History of America</td>
<td>1929</td>
<td>Muzzey, D. S.</td>
<td>730</td>
</tr>
<tr>
<td>5</td>
<td>History of the United States</td>
<td>1929</td>
<td>Beard &amp; Beard</td>
<td>680</td>
</tr>
<tr>
<td>6</td>
<td>American History, Yesterday and Today</td>
<td>1930</td>
<td>Tryon-Lingley &amp; Morehouse</td>
<td>624</td>
</tr>
<tr>
<td>7</td>
<td>Advanced American History</td>
<td>1931</td>
<td>Forman, S. E.</td>
<td>675</td>
</tr>
<tr>
<td>8</td>
<td>History of the United States</td>
<td>1932</td>
<td>Gordy, W. F.</td>
<td>556</td>
</tr>
<tr>
<td>9</td>
<td>History of the United States</td>
<td>1933</td>
<td>Guitteau, W. B.</td>
<td>748</td>
</tr>
<tr>
<td>10</td>
<td>History of Our Country</td>
<td>1933</td>
<td>Halleck, R. P.</td>
<td>538</td>
</tr>
<tr>
<td>11</td>
<td>American History for Younger Folk</td>
<td>1933</td>
<td>Latane &amp; Latane</td>
<td>514</td>
</tr>
<tr>
<td>12</td>
<td>Since We Became a Nation</td>
<td>1934</td>
<td>Knowlton &amp; Harder</td>
<td>654</td>
</tr>
<tr>
<td>13</td>
<td>A Unit History of the United States</td>
<td>1935</td>
<td>Hamma, Bourne &amp; Benton</td>
<td>878</td>
</tr>
<tr>
<td>14</td>
<td>A History of American Progress</td>
<td>1935</td>
<td>Wirth &amp; Thompson</td>
<td>524</td>
</tr>
</tbody>
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Average Number of Pages: 646
Largest Number of Pages: 878
Smallest Number of Pages: 514
1. Beard and Bagley¹ "Teach the boys and girls to think of events and issues of the living present in the light of the historical past, by giving them a sense of historical continuity." The authors attempted to treat American life fairly and justly, and at the same time to show its significance to the issues of the present time. They divided the field of American history into periods and topics, with "Citizenship" the chief theme in mind. The authors broke each fundamental up into its essential parts; the stories or events were adjusted to the unit planned.

As in most of the other texts, the topical method of treatment took precedence over the purely chronological method. History here was emphasized in terms of great interests and achievements rather than presidential administrations. Yet these writers did try to compromise with those who object to the topical method by admitting summaries and tables and in many cases by repetition of facts in different connections.

Besides questions and exercises at the end of each chapter, important terms were also used and italicized so that they might increase clarity, as well as projects and problems for further study.

2. Beard and Beard.² Besides using the topical or "unit" method, the authors laid emphasis on the social and economic aspects of our history. The revised edition which is used in this study retains all the important features of the older editions, but widens its scope by including American culture in its broadest sense: thought as well as commerce; science as well as politics; art as well as industry.

¹C. A. Beard, and W. C. Bagley, The History of American People, Atlanta 1928, p. iii.
²Beard and Beard, History of the United States, Atlanta, 1928, p. iii.
With this extension an attempt was made to acquaint the high school pupil with intellectual issues which are being discussed by educated people everywhere. These authors believe that man lives, "not by politics alone but by things of the spirit which form ideals, inspire love of beauty, and ennable action." To reinforce this new treatment of American history, illustrations, well-chosen, were fitted into the text in appropriate places.

3. Bourne and Benton. A connection between the current political and social problems and the past experiences of the American people is emphasized in the text. Some of the subject matter has been limited or reduced in space while more room has been given to information more recent and important. For example, the usual chapter given to the discovery of America was dropped. Instead of an account of the founding of each colony, three chapters upon the colonial background of the Revolution present the salient features of that period. The space given to military history has been reduced so that an account of the social and economic activities of the population during the war period could be admitted. By such an apportionment of space a balance was established between the social, political, and military history and between sectional interests as well.

Graphs constitute the largest portion of illustrative materials, with the exception of forty-two portraits. The graphs will suggest other problem work to the pupil. This text, however, has the smallest amount of illustrative pictures of all the texts used in the analysis.

1H. E. Bourne and E. J. Benton, American History, Atlanta, 1925, p. iii.
4. C. R. Fish. Professor Fish's book is new in another respect. The subject matter is selected and arranged in accordance with the theory that pupils should emphasize those facts which have most powerfully affected life. As a result, military events are briefly treated and the life and character of the people is stressed throughout. Political events are not ignored; yet Jennie L. Pingrey, in her review of this text, feels that not enough space has been devoted to European relations.

One of the most important features of the book is the emphasis placed on present-day problems. The recent developments of educational trends are stressed; religious and cultural factors are not omitted and economic problems are treated at length. The volume, though written in an interesting style, underestimates the maturity of the high school pupil.

There are reviews and suggestions at the end of the chapters. Maps are well chosen. The book is very attractive in appearance, of convenient size, with clear type, decorative chapter headings, and a large number of excellent illustrations.

Although Professor Fish's book is not perfect, it deserves a high rank as one of the most successful attempts in the field of New History.

5. S. E. Forman. As Forman thought it best in his revised edition of Advanced American History to rewrite his text, in many cases

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1C. R. Fish, Book Review, (Jennie L. Pingrey), Historical Outlook, Vol. XVII, p. 36.

2Ibid.

3S. E. Forman, Advanced American History, Atlanta, 1931, p. iii.
his features are entirely new. He attempts to account for the social, eco-
nomic, as well as political growth in American history. Besides treating
political factors, the text tells the story of our social and industrial
life. It discusses freely our religious and educational systems; it fol-
lows the pioneer as he moves toward the west, transforming the wilderness
into an abode for man and bringing state after state into the union. It
shows cooperation with the employer and employee during this great economic
crisis, and describes the reformer, who promotes interest in the laborer
and establishes agencies for social betterment. The economic development
is stressed as second in importance. Twenty-six per cent of the subject
matter is devoted to economic history. The evolution of commerce and in-
dustry as set forth in the text tends to stimulate the young voter to think
of solutions to certain problems which he will have to face.

6. W. F. Gordy. The first purpose of the History of the United
States, by Gordy, is to help the children of our schools to discover pres-
et America. To aid the child in this purpose, the material selected has
been organized so that he may get a comprehensive view of the nation as it
has grown. The events are logically arranged in chronological sequence,
a type of organization thought by the author to be quite valuable in arous-
ing interest, clarifying the meaning of events in their relationships one
to another, and stimulating thought.

The book contains a number of suggestions in its attempt to stim-
ulate certain mental processes. For example, paragraph headings as state-
ments of central issues stand out in logical association with the discussion

1W. F. Gordy, History of the United States, Atlanta, 1932, p. ii.
of that event. Questions, suggested problems, and projects to help the pupil interpret the material in terms of his own experiences are found at the end of each chapter. Review plans for summarizing the material are found at the end of the body of the text.

The second purpose is to develop a spirit of cooperation with others in patriotic service and this purpose is best carried out by the presentation of noble characters as examples worthy of imitation. Gordy treats all phases of national life in his discussion of public affairs.

7. W. B. Guitteau. Dr. Guitteau's book is new in the sense that it is recently written and contains events of the last few years, such as the naval oil reserve incident. It is new in its inclusion of the artistic and educational element that has been omitted in some of the older books.

He states, "American history today in our high schools is a different subject from that taught twenty or even ten years ago. This is reflected in textbooks as well as teaching. Modern texts attempt to eliminate minor and relatively unimportant topics and correlate as well as emphasize the major events which have influenced our country's development."

This author shows also the influence of American women on American history today through such achievements as temperance and prison reforms, equal suffrage, and restriction of child labor, creating an advance in social history.

1W. F. Gordy, op. cit., p. iii.

2W. B. Guitteau, History of the United States, Atlanta, 1933, p. iii.

3Ibid., p. iii.
Further, the industrial age in which we live suggests a greater emphasis upon the economic history. Instead of teaching history as a series of wars, he suggests it should be taught as a succession of economical and political steps occasionally interrupted by war.¹

One of the outstanding lessons of the World War is that the social studies in our secondary school must be above everything else a preparation for citizenship. History, civics, and economics must each be a laboratory for training in the complex social, economic, and political problems confronting American democracy. The ideal which the laboratory strives to realize is the creation of "informed, interested, critical and social minded citizens".²

A sincere attempt has been made to acquaint the student of today with current news concerning the Federal Constitution and of the principles underlying our political institutions. The problems presented by the New Deal, which is being advocated by our present administration, have opened the "eyes of the blind."

The author further states, "History is the lamp by whose light we see human action, and we can understand the causes, the significance, the result of events in proportion to our comprehension of the character of men or the nations concerned."³

¹W. B. Guitteau, op. cit., p. iv.
²Ibid., p. iv.
³Ibid., p. v.
Jennie L. Pinigrey, in a criticism of Dr. Guittenau's book, says, "Only one-fourth of the text is devoted to all that has happened since the Civil War; its worst fault is that it is prejudiced." For example, the attitude taken toward the powers of the Supreme Court, and the way in which the attitude is emphasized would seem to indicate that the author would prefer that our boys and girls in high school should remain unfamiliar with certain ideas and changes advocated by the late Senator La Follette. Surely in this day, when we seem to be melting in tolerance at almost every turn, our pupils ought to be entitled to scholarly and dispassionate texts. This, she says, does not mean the volume under review is partisan in its treatment, it is simply marred here and there. The narrative is written in excellent English, and all things considered, the volume is a valuable addition to the growing list of high school texts in America.

The author believes that activities prey on the imagination of the child and thus give rise to creative ability.

Illustrative facsimiles from early newspapers and the work of modern artists have been used to interpret the historical narrative by adding color and interest to the work of the pupil.

8. Latane and Latane. Latane and Latane had two objects in mind in this text, American History for Younger Folk: first, that young people see American history as a whole by studying relationships, and noticing progress; second that, as a result of this orientation, they should be able to solve new problems which they meet. Political history is taken as a framework of the story because it allows a free topical handling of

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other subjects. Economic conditions and progress have been given much space. The Latanes also devote an unusual amount of space to European background and foreign relations. Each chapter has been made a unit in itself with emphasis on unity and coherence throughout the text. Sections vary in length according to the subject matter and its treatment.

9. Hamm, Bourne and Benton. This textbook was prepared for high school teachers as well as pupils. The chapters of the new book are grouped in thirteen "units" and tested project material is given for each "unit". The book is well-proportioned. The units vary in length from fourteen to one hundred pages. Each "unit" comprises the description and analysis of a period or a movement from its beginning to its end. In general, however, the "unit" becomes progressively longer as the narrative approaches our times, especially after the "Civil War". Chapters are divided into sections and further into subsections; often these sub-sections are divided. Topical rather than chronological treatment of text is used.

The book is strictly a history of the United States. The history of the early colonies and events leading up the war of independence occupies a limited space in the text. Not much space is given to military events, which enter only as the social and economic causes; results and significance of the wars were interwoven. Much social and economic history is integrated into the narrative. These phases of history since the Civil War are especially emphasized, special stress being given to the period 1929 to 1932, termed as "The Depression". The paramount interest displayed by the book may be indicated by the following titles: Chapter XXXI, "Economic Adjustment of North and South", Chapter XXXIII "Economic Revolution" (very good), Chapter XXXIV, "Big Business", Chapter XXXV, "Labor Problems",
Chapter XLVI, "New Agencies of Political Control", and Chapter LV (the last), "Problems of Our Own Times."  

10. R. P. Halleck. The History of Our Country aims to present the recent points of view of the main facts in American history in a simple, life-like way; such points as Americanism set forth by our forefathers, the effect of invention on industry and the people. The new social aims and patriotic duties of the twentieth century are equally emphasized.

The author stresses John Dewey's philosophy, learn by doing (or activity on the part of the pupil). As a result activities follow each chapter, because pupils tend to become interested in anything which can hold their attention long enough for some kind of mental action to result.

Illustrations are used in a greater proportion than in most of the other texts read for this study. At the end of each chapter there are aids to pupils and teachers, and suggestions for further study, which may assist youth in seeing the past more vividly and sympathetically. This book tries to tell a great story simply and to let figures of heroic size play their part.

By the way of criticism, the text is written for southern reading, but is so fair in its treatment of the Civil War and reconstruction that it could be used in northern schools. It purposely guides and stimulates pupils toward the goal of better citizenship.

11. Knowlton and Harden. "Since We Became A Nation" is addressed to the pupil. The attempt has been to make him conscious of his own part in the story by identifying him with its changing phases. This idea of

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partnership is shown in the main divisions of the text, in each of which appears the pronoun we; such titles as "We Become Americans", "We Separate Ourselves", etc., are used to designate various steps in our national development. These divisions may also serve as teaching "units", for within each will be found a number of stories connected with the division or episode.

The stories are concerned with reality alone, making the past live. They make a strong appeal to the adolescent by presenting information that is on the pupil level, keeping in mind his inexperience and immaturity. It is, therefore, a problem of selecting suitable materials.

The author states, "that young people can appreciate policies and political issues most easily when they are embodied in living personalities". As a result an attempt has been made to tell a good story in each of these chapters.

Adding to this vividness is a comparatively large number of pictures, photographs, graphs or charts, cartoons, and maps. The purpose is not merely to capture his interest, important as that may be, but to capitalize and to exploit those powers and abilities which he already possesses.

This book is the final series of the American histories written by Knowlton and Harden. The volume covers only the last two centuries. The past is connected with the present in that the pupil is reminded of what has gone before and is made conscious at the same time of our present position as a nation in this great world of power.

An attempt has been made to realize a larger program in social studies, which has been set forth in a recent article in a report of the
commission on the social studies. In these reports it is stated that the
program of social science instruction should provide for a realistic study
of the life, institutions, and culture of contemporary America. "It should
open up for every pupil a wide field for the delights of the eye, the heart,
and the mind, for the rich and wholesome cultivation of aesthetic, emotional
and intellectual interests, appreciations and activities." The authors
of this volume have approached the task in this spirit.

12. D. S. Muzzey. This book is a new high school text written
in response to the request of many teachers for a fuller treatment of our
history, especially the social and economic aspects. Approximately one-
half of the text deals with the period since the Civil War, and more than
one-half of that half is devoted to our history in the twentieth century. The past is presented in a way to appeal as strongly as possible to the
pupils' curiosity, imagination, and reason.

The author above all things is making a strenuous effort to en-
hance the imagination of the pupils, rather than have them read too much
in secondary works which only expand the materials in the book.

A list of topics with references to the numbered paragraphs of
the text in which these topics are treated is placed in the appendix for
teachers who favor the unit plan.

13. Tryon, Lingley and Morehouse. At the beginning of the text,
American History Yesterday and Today, is a painting which closely and con-
cisely depicts what the book includes. It is a picture of an Indian, a

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1Knowlton and Harden, op. cit., p. vi.

2D. S. Muzzey, The American People, Atlanta, 1929, p. iii.
Pioneer of the West, a Covered Wagon, a Farmer, a Steamboat, a Railroad Train, Wall Street and an Airplane. These are some of the large phases in the American historical and sociological life.

This book is written under seven topics: Politics, Militarism, Economics, Social Life, Science, Religion, and Culture. It shows relation to other units treated in the book, and at the end of each unit are projects, problems, and questions bearing upon the topics.

History and geography are interrelated, in contrast to the old method of presenting each subject as a separate entity. There are two hundred or more pictures in the book, used to impress upon the mind a true story of the conditions related. Comparison with the past events in American history is also clearly illustrated in this text.

Socialized history is presented by pictures in a most interesting and novel fashion. The important changes are presented in topics, regardless of time; every event which has any relation to the "unit" presented is considered under that unit. This relationship is retained throughout the text. There is no political bias. All points of view are considered, the Republican as well as the Democratic. It connects the past, present, and future. Its sole purpose, as expressed in a review by T. H. Kelly,¹ is to construct a bigger and better America by rearing a more thinking American voter.

14. Wirth and Thompson. In this History of American Progress, the authors had two ideas in mind, first, to tell the story clearly, accurately and without bias; second, to present the matter so that the most important

or essential parts would be grasped by the student. An attempt also was made to present a teachable textbook.

From an article in the Historical Outlook, by F. P. Wirth, "Classroom Difficulties in the Teaching of History", it is evident the teachers concluded, that in most textbooks there were too many topics. To meet that difficulty, this book was written. A History of American Progress has been divided into nine parts, each representing an important epoch in history. For simplification of the material, each part is preceded by a preview or summary. Each part is sub-divided into suitable teaching units that include problems, projects, maps, graphs and other studies for help. Visual instruction, which is very important in expression of modern education, has been emphasized.²

Another difficulty suggested as a result of this survey was that students fail to get a sense of time. The authors placed a chart at the beginning of each division, with important events and personages in history which will prohibit memorizing dates.

CHAPTER III
TREATMENT OF MATERIALS IN FOURTEEN AMERICAN
HISTORY TEXTBOOKS

I. Justification for Grouping Material Under Assigned Periods or Divisions.-- Table II, page 22, shows the texts separated into nine divisions. These divisions are:

1. Discovery and Exploration
2. Colonization
3. Revolution and Establishment of the American Nation
4. Nationalism and Democracy
5. Expansion and Conflict
6. Reconstruction and Consolidation
7. New Democracy
8. World War to the Depression

II. Discovery and Exploration, 1492-1607. Table II, page 26.-- American history starts with the discovery of the continent in 1492. It was quite interesting to note that all the texts used allotted from 0 per cent to 8 per cent of the space in their text to Discovery and Exploration. D. C. Knowlton and Mary Harden, in their text, *Since We Became a Nation*, say, "We became Americans after 1763;" before this time, when people spoke of an "American", they meant an American Indian. The authors, therefore, did not consider the first division very essential to American history. In Wirth and Thompson's American history, we find the largest per cent of space
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devoted to this topic, 8 per cent. An average of 3 per cent of space was allotted in all texts used, to Division 1, Discovery and Exploration.

2. Colonization, 1607 - 1763.- R. P. Halleck, one of our latest authors, devotes 20 per cent of his space to Colonization. Knowlton and Harden, still thinking very little of early American history, allot 4 per cent, the smallest amount of space given by any of the fourteen authors. Beard and Bagley, Gordy, and the Latanes allot a high percentage of space to Colonization. An average of 9.5 per cent of space is used for Division 2, an increase of 6.5 per cent over the first division.

3. Revolution and Establishment of American Nation, 1763-1789.- A very significant observation was made about Division 3. The text edited in 1925 allotted 17 per cent of its space to the Revolutionary period and another, edited in 1933, 12 per cent, and still another, 14 per cent in 1934; 11 per cent in 1935, showing the rise and fall of the militaristic thought. An average of 10.6 per cent was devoted to this division. There was a range of variation in percentage from 7 to 17.

4. Nationalism and Democracy.- This is the great period when Americans began to adopt the Constitution of the United States, which was framed, adopted, and put into operation by March 14, 1789. By this body of laws we are today being governed. Each author apparently thought this division very important. While Beard and Bagley used 21 per cent. D. S. Muzzey, Tryon-Lingley and Morehouse, W. F. Gordy, and R. P. Halleck, each used 11 per cent of space on nationalism and democracy. Eleven per cent is the least amount of space allotted to this discussion in any of the fourteen textbooks. The average was 12.6 per cent.
5. Expansion and Conflict. - This division, in comparison with the average space allotted other divisions in the texts takes up the largest per centage of space of all the textbooks used. Practically one-fifth of the space of most texts was used for this discussion: Beard and Bagley, 27 per cent; Bourne and Benton, 22 per cent; S. E. Forman, Knowlton and Harden, the same amount of space each, 13 per cent.

6. Reconstruction Period. - The term Reconstruction means as far as United States history is concerned, restoration of the seceded states as members of the union under the Reconstruction Acts of March 2, 1867, and the formation of a solid union. This period began immediately after the Civil War. C. R. Fish allotted 19 per cent; Tryon-Lingley and Morehouse allotted 20 per cent, the largest percentage of space on this discussion. S. E. Forman, who is more interested in modern problems, allots 6.6 per cent.

7. The New Democracy. - Beard and Beard allot 15 per cent of space to this discussion; Wirth and Thompson, 2 per cent. The latter are interested in economic history and devote a large amount of space in the last few lessons of the book on "How the Machine Age has Affected America." Therefore, the period between 1898 and 1914 has been greatly reduced.

8. World War to the Depression. - This period shows again how America has retrogressed into a militaristic attitude, this time well-prepared and protecting her rights. The latter part of the period, "The Depression", is a development that follows every war in one form or the other. It apparently develops here into an economic revolution. D. S. Muzzey devotes the highest percentage, which is 16 per cent, to this discussion; C. E. Forman, 14.3 per cent, and Hamm, Bourne and Benton 13.5 per cent,
while Latane and Latane used only 5 per cent of space. The average space for all textbooks is 9.5 per cent.

9. Present Day Problems and Miscellaneous.—Present day problems are those problems presenting themselves to Americans from 1929 to date. Thus, the first five authors mentioned in Table I, page 7, are not included in this part of the discussion.

Knowlton and Harden, who dismissed the first division from their textbook as a discussion, have allotted 27 per cent of it to present day problems and miscellanies. R. P. Halleck allots 9.3 per cent of space, which is the smallest under the number included in division No. IX.

The terms applied to miscellaneous divisions were those that could not be classified, but the pages were numbered. This division includes illustrations, maps, and charts on numbered pages, activities, projects, problems and discussions before and at the end of each chapter, as well as the introductory space previous to 1492.

The tendency, therefore, to treat historical material in a manner which will connect past events with the present social group relationships by activities, visual aids, etc., indicates an improvement for the future.

Graph I, page 26, shows the relative position of each of the nine main divisions of American history textbooks based upon the combined but independent judgment of the fourteen authors during the period from 1925-1955. The smallest average percentage of space allotted, to Division I, Discovery and Exploration, is 3 per cent. The greatest percentage, to Division V, Expansion and Conflict, is 18.6 per cent.
GRAPH I

The Relative Position of Importance of Each of the Nine Main Divisions of American History Textbooks Based Upon the Combined but Independent Judgment of Fourteen Competent Authors, 1925-1935.

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II. A Frequency Distribution of Topical Material, Based Upon
the Actual Computed Space Devoted to Each of the Following: Politics,
The method followed in making analyses of these topics was based upon cri-
teria set up by A. P. Harrison. He selected several leading topics in
American history and out of the list made another selection of the few he
considered of most importance.

1. Politics.- Colonization, Diplomacy, Government, Exploration,
Expansion, Election, Legislation, Constitution, Presidents, etc.

2. Militarism.- Battles, Wars, Campaigns, Navy, Treaty, Prepa-
ration, Armies, Blockades, etc.

3. Economics.- Industry, Tariff, Labor, Railroads, Immigration,
Trade, Manufacturing, Banking and Reconstruction.

4. Social Life.- Indians, Colonial Life, Migration, Homes,
Slavery, Post War Problems, Social Life and Cities.

5. Culture.- Education, Writers, Literature, Newspaper, Educa-
tors, Art, Culture, Civilization, Books, etc.

6. Religion.- Church, Moral Issues, Persecution, Religious Liber-
ty, Settlement, Intolerance, Crusades.

7. Science.- Inventions.

8. Miscellaneous.- Introductory Remarks, Summaries, Ancient Civ-
ilization, Reviews, Maps, Pictures, and Charts.

Each page in the text was counted and, during the process, placed
under either one of these main topics or the other, according to the cri-
teria just stated above. Then, to get the percentage, the total number of

1A. P. Harrison, op. cit., p. 75.
pages was accumulated in each topic and divided by the total number of pages in the text.

1. Political. - These topics out-numbered topics of other classifications in all textbooks studied, with the exception of one, the American history by Wirth and Thompson, edited in 1935, which had 27 per cent. However, the largest percentage of space allotted to this type of discussion was in D. S. Muzzey's History of America, edited in 1929 49 per cent; and the smallest amount in Knowlton and Harden's text, Since We Became a Nation, edited in 1934 24 per cent (See Table III, page 29). The average amount of space allotted in the fourteen textbooks was 40 per cent. In conclusion there is a slight indication of a change in historical thought.

2. Militarism. - The highest and lowest number of topics, together with the average, and the degree of variation, was noted. The range was from 15 per cent to 29 per cent. The average space allotted to things military in the fourteen textbooks was 20 per cent.

Here is shown a decrease in percentage of pages devoted to military discussions as over against the political in all cases but one - Wirth and Thompson's American History of American Progress, Table III, page 29, shows that they allot 2 per cent more space to this topic than to the political. The book aims to emphasize the cultural, social, political and economic development of American people. Only such military events are included as are necessary to round out the story.1

In point of treatment, military subject matter in the fourteen textbooks exceeds, on the average, those of the other classes, except the

1Wirth and Thompson, History of American Progress, Atlanta, 1935, p. iv.
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</tbody>
</table>

| Total       | 158.1    | 559.0        | 290.0    | 245.5     | 85.5      | 23.5       | 26      | 11.1    | 100     |

| Average     | 11.2     | 40           | 20       | 17        | 6         | 2          | 2       | 1.2     | 100     |
political. The textbooks, however, show a great variation in the percentage of pages allotted to military topics.

A large number of pages were concerned only with detailed descriptions of phases in the Revolutionary and Civil Wars. It cannot be said that such topics will make the pupils who study American history better prepared to solve the problems of the social group. However, it might be said that much of the material used could have been omitted.

3. Economics. Table III, page 29, presents the range in percentage, the variation, and the average percentage of pages devoted to a discussion of economical history.

Two interesting facts are noticed: first, the increasing percentage of emphasis being placed upon this phase of history; second, the varying range of percentage 10.9 per cent to 25 per cent. The largest and smallest extents of discussions on this topic are in the last edited (1935) textbooks.

The majority of economic topics followed the period after the military topics were discussed, such as, the Revolutionary, Civil, and World Wars. It was also interesting to note that different textbooks varied in the value placed upon economic materials, as Table III, page 29, indicates.

Such discussions as, Economic Revolution, Big Business, Labor Problems, etc., have gained an important place in each of our latest edited books. This in itself indicates a definite economic trend.

Also, to note Government control, topics such as controlling industry, Government and Banking, Government and Big Business, Transportation, and the Government and The New Deal are evident. These topics reveal that economic problems are related to the political.
The percentage of pages used in the discussion of this topic seem to indicate that social progress is an economic progress.

Thus, topics of economical nature indicate a range in variation and an average of 17 per cent of space allotted to discussions. The second point is the trend toward a cooperation between politicians and economists. Third and last is the amount of discussion on topics just mentioned and the contribution they have made to the current economic life of our country.

4. **Social.** The social subject matter was found scattered through every chapter in small lots. Even the most heated of military episodes of history contained a page to be classified under social topics. A typical example of this is found in Wirth and Thompson's *American History*.

The percentage of social discussion ranged from 3 per cent to 13 per cent. The form is in D. S. Mussey's *History of America*; the latter is in Tryon-Lingley and Morehouse's *America Yesterday and Today*. The average percentage of pages devoted to the topic on social history is 6 per cent.

The social history of a people must show a change in modes, quantity and quality. Let us see if there are any tendencies and movements in the direction toward equalization of opportunities among the social topics. There are certain phases of the New Deal launched by the current administration which aim to put the living conditions for all classes upon fairer basis. It began (with the common man) in the relief program which put a great number of workers back to work. Supervised recreation and teaching groups how to live, are examples.¹

5. **Science.**—Scientific discussions involve subject matter concerning inventions and the science promoted by groups or individuals, finally resulting in revolutionizing the social, political, and economic activities and relations with people and nations. It is interesting to note the part that science has played in the development of America. The Industrial Revolution has rendered scientific contributions to social progress and changed the commercial value of our country.

Beard and Bagley, editing (1928) the *History of American People*, allotted 0.1 per cent of space to this discussion, while 0.6 per cent of space was allotted by Beard and Beard, in the *History of the United States* (1929). This shows an increase of this topic value after a year's time. An average space of 2 per cent was allotted in all the fourteen American history textbooks. Even though the percentage is small, scientific material does have its historical value because of science in history today.

6. **Culture.**—The average percentage of space allotted to cultural discussions in the textbooks studied was 2 per cent. There was a general range from 0.2 per cent to 5 per cent. The study of cultural topics shows a relatively low percentage of space allotted in each textbook. However, an increase of space allotted to this topic is noticed in the American histories written by Knowlton and Harden (3.3 per cent); Hamm, Bourne and Benton (3 per cent); and Wirth and Thompson (2.2 per cent). (See Table III, page 29). This indicates that greater emphasis is now being placed on education, schools and educators. Hamm, Bourne and Benton allotted 0.2 per cent, or two pages, in their textbook to the social and intellectual changes that have affected the life of the Negro in America.\(^1\)

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\(^1\)Hamm, Bourne and Benton, *Unit History of America*, Atlanta, 1935, pp. 524-526.
7. Religion.—Religious topics received the smallest percentage of all the discussions. The range of variation is from 0.1 per cent to 3 per cent, with a general average of 1.2 per cent.

The omission of religious material in history textbooks is due to the attitude toward the teaching of the Bible in the schools. All creeds and races are accepted in the public schools, thus, the law, in the number of states, forbids formal instruction of religion in the public schools.

Graph II, page 34, shows the average amount of space in terms of percentages allotted to the seven principal topics. Thus, 40 per cent of space is allotted to political discussions, 20 per cent to military, 17 per cent to economic, 6 per cent to social, 2 per cent to scientific, 2 per cent to cultural, 1.8 per cent to religious and 11.2 to miscellaneous. These percentages are averages taken from a range of percentages.

Computation of the Mean Per Cent of the Most Frequently Appearing Material For Each Text.—Table II, page 22, shows the most frequently appearing material according to numbers, divisions, periods and percentages obtained.

<table>
<thead>
<tr>
<th>Text No.</th>
<th>Division</th>
<th>Period</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>I Discovery and Exploration</td>
<td>1492-1607</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>II Colonization</td>
<td>1607-1763</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>III Revolution and Establishment of American Nation</td>
<td>1763-1789</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>IV Nationalism and Democracy</td>
<td>1789-1829</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>V Expansion and Conflict</td>
<td>1829-1865</td>
<td>27</td>
</tr>
<tr>
<td>6</td>
<td>VI Reconstruction and Consolidation</td>
<td>1865-1898</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>VII New Democracy</td>
<td>1898-1914</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>VIII World War to Depression</td>
<td>1914-1929</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>IX Present-day Problem and Miscellaneous</td>
<td>1929 to present</td>
<td>27</td>
</tr>
</tbody>
</table>
GRAPH II

The Average Amount of Space in Terms of Percentage of Pages Allotted to Seven Principal Topics in the Authors of Fourteen American History Textbooks, 1925-1936

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics</td>
<td>40</td>
</tr>
<tr>
<td>Militarism</td>
<td>20</td>
</tr>
<tr>
<td>Economics</td>
<td>17</td>
</tr>
<tr>
<td>Social Life</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td>Culture</td>
<td>1.9</td>
</tr>
<tr>
<td>Miscellaneous and Religion</td>
<td>12</td>
</tr>
</tbody>
</table>
Of the divisions mentioned, Expansion and Conflict received the highest percentage of discussions, 27 per cent, and Discovery and Exploration the lowest, 6 per cent.

Most Frequently Appearing Percentages According to Topics are as follows.

<table>
<thead>
<tr>
<th>Text Number</th>
<th>Name of Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Politics</td>
<td>49</td>
</tr>
<tr>
<td>9</td>
<td>Militarism</td>
<td>28</td>
</tr>
<tr>
<td>12</td>
<td>Economics</td>
<td>23.2</td>
</tr>
<tr>
<td>6</td>
<td>Social Life</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Culture</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Religion</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>Miscellaneous</td>
<td>23</td>
</tr>
</tbody>
</table>

The topic with the largest percentage of discussion was Politics, 49 per cent; and the smallest was Religion, 3 per cent.

Percentage of Space Devoted to Illustrations, Maps and Charts.—The percentage of space devoted to Illustrations, Maps and Charts is found in Table IV, page 36. Quite significant were the following observations from Table IV:

W. F. Gordy allotted 33 per cent of the space in his textbook to illustrations and 1.8 per cent to maps and charts, thus allotting 65.2 per cent of space to discussions. Latane and Latane allot 27 per cent to illustrations, 7.6 per cent to maps and charts, and 76.4 per cent to discussions.
TABLE IV
PERCENTAGE OF SPACE DEVOTED TO ILLUSTRATIONS, MAPS
AND CHARTS IN FOURTEEN AMERICAN HISTORY TEXTBOOKS

<table>
<thead>
<tr>
<th>Textbook No.</th>
<th>Pages in Texts</th>
<th>Percentage of Space Devoted to Discussion</th>
<th>Illustrations</th>
<th>Maps and Charts</th>
<th>Total Space of Illustrations, Maps, and Charts</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>674</td>
<td>80.5</td>
<td>4.5</td>
<td>15.0</td>
<td>19.5</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>686</td>
<td>71.0</td>
<td>22.0</td>
<td>7.0</td>
<td>29.0</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>570</td>
<td>78.9</td>
<td>19.0</td>
<td>2.1</td>
<td>21.1</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>730</td>
<td>87.0</td>
<td>5.7</td>
<td>7.3</td>
<td>13.0</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>680</td>
<td>84.0</td>
<td>10.6</td>
<td>5.4</td>
<td>16.0</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>624</td>
<td>83.9</td>
<td>5.7</td>
<td>10.4</td>
<td>16.1</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>675</td>
<td>90.6</td>
<td>4.8</td>
<td>4.6</td>
<td>9.4</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>556</td>
<td>65.2</td>
<td>33.0</td>
<td>1.8</td>
<td>34.8</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>748</td>
<td>87.9</td>
<td>9.0</td>
<td>4.1</td>
<td>13.1</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>538</td>
<td>76.5</td>
<td>18.0</td>
<td>5.5</td>
<td>23.5</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>514</td>
<td>65.4</td>
<td>27.0</td>
<td>7.6</td>
<td>34.6</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>654</td>
<td>57.0</td>
<td>31.0</td>
<td>12.0</td>
<td>43.0</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>878</td>
<td>93.6</td>
<td>3.9</td>
<td>2.5</td>
<td>6.4</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>524</td>
<td>70.3</td>
<td>22.6</td>
<td>7.1</td>
<td>29.7</td>
<td>100</td>
</tr>
</tbody>
</table>

Total: 1092.8 215.8 92.4 307.2

Average: 78 16 6 22 100
Knowlton and Harden give 31 per cent to illustrations and 12 per cent to maps and charts, with a grand total of 43 per cent devoted to visual aids and only 57 per cent to discussions. Wirth and Thompson show 22.6 per cent for illustrations and 7.1 per cent for maps and charts, with 70.3 per cent for discussions. Bourne and Benton, who allotted 4.5 per cent to illustrative pictures, allotted 15 per cent of space to maps and charts. The smallest amount of space, 5.9 per cent, was allotted to illustrative pictures by Hamm, Bourne and Benton, in their text, A Unit History of America. This observation, also shows that, in 1925 and 1936, these authors thought a large number of pictures unnecessary. Thus, they devoted only 2.5 per cent to maps and charts, 3.9 per cent to illustrations, and 93.6 per cent to discussions in their revised edition. The smallest amount of space for maps and charts was found in W. F. Gordy's American History.

Graph III, page 38, shows the average per cent of pages allotted: to discussions, 78 per cent; to illustration, 16 per cent; and to maps and charts, 6 per cent. An average of 22 per cent of space was therefore taken up with visual aids.
GRAPH III

Percentage of Total Number of Pages Allotted to Discussions, Illustrations, and Maps and Charts in Fourteen American History Textbooks, editions, 1926-1935.
CHAPTER IV
INTERPRETATION AND DISCUSSION OF THE ANALYSIS

The general theme of this study is based upon the relative importance of the several topics, indicated by the percentage of space allotted. In Table II, page 22, the number of pages devoted to each period in the textbooks between 1492 and 1607 is noted. The amount of space taken up by pictures, activities, projects, problems and reviews was excluded and counted under the space allotted to the miscellaneous topics. Table III, page 29, shows that the total number of pages devoted to each division was separately divided by the total number of pages in the book. Thus, a percentage was obtained.

The array of percentage for each division of the various textbooks was grouped in sequential order. The mean percentage was then computed. The division receiving the highest percentage is conceded to be the one receiving the greatest stress in American history during the periods of 1925 and 1935. Observation shows that there is an increase in the amount of emphasis placed on the last two divisions mentioned in Table II, page 22, the Depression and Present-day Problems.

The change of emphasis is due to the ravages of the depression which were briefly set forth in an inaugural address on March 4, 1933, by President Roosevelt. He says, "... values have shrunken to fantastic levels, taxes have risen, our ability to pay has fallen, government of all kinds is faced by serious curtailment of income, the means of exchange are...

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1Hamm, Bourne and Benton, A Unit History of America, Atlanta, 1935, p. 845.
frozen in the currents of trade, the withered leaves of industrial enterprise lie on every side, farmers find no market for their produce, and the savings of many years in thousands of families are gone. More important, a host of unemployed citizens faced the grim problem of existence, and an equally great number toil with little return."

Factors causing the depression are purely economic. This period was preceded by the World War which forced new adjustments in the economic activity of the people. The factors essential in bringing on our depression were as follows:

1. The United States as a Creditor Nation
2. The Spread of Economic Expansion
3. The Decline in Farm Income
4. Diversion of Income to Capital Equipment, and
5. The Production and Distribution of Gold.

Each of these factors presented serious problems to our country. As a result we find an increase in the percentage of economic and political discussions during the last two periods that are tabulated in Graph I, page 26.

"Some thought that these problems should be solved without governmental intervention, others wanted the government to interfere."¹ But, as the government acts, we find serious conflicts arising between the economists and politicians for control of this general set-up in America.

Seven Main Topics.—Table III, page 29, was made by classifying the topical material under various headings: namely, Politics, Militarism, Economics, Social Life, Science, Culture, and Religion.

¹Hamm, Bourne and Benton, op. cit., pp. 849-859.
The textbooks were thoroughly searched for these topics, and material discovered on any one page was classified. When completed, the pages under each topic were added and divided separately by the number of pages in the book. In this way the percentage of each topic was secured. The series of percentages obtained for each of the fourteen authors were grouped as in Table II, page 22, and the mean percentage obtained.

According to Graph II, page 34, an average of 40 per cent of the actual space in the fourteen American history textbooks was allotted to the political discussions in the textbooks. There is an increase in the amount of economic, social, cultural and scientific discussion. Forty-six and nine-tenths per cent of the space was allotted to these discussions. Economic discussions are on the increase.

After the Civil War, the increased use of machinery brought about great changes in our ways of working and living. These changes are often spoken of as the Economic Revolution. The many inventions and improvements, such as electric lights, street cars, telephones, steel bridges, typewriters, automobiles, paved streets, and improved machinery for manufacturing, have caused our country to progress enormously. In brief, the machine age has transformed America.

The increase in the percentage of space allotted to social discussions, shows that there has been much neglect but also that there is a change toward social betterment. Likewise, cultural, scientific, and religious topic discussions are on the increase.

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Bagley and H. O. Rugg made an analysis of nine of the latest history textbooks used in the seventh and eighth grades. They found that stress upon the content was being newly placed. The elements being stressed were economic, social, and industrial, with the purpose of enabling the pupils to meet their present needs.1

The last three topics, science, culture and religion, have a low percentage. The reasons are as follows: science is a technical subject and can be taught only in its simplest form in high schools; cultural contributions, though important, are just making their way to light in our modern textbooks; religious topics are censored in public school textbooks.

Miscellaneous topics are those that account for summaries, reviews, problems, projects, activities, visual aids, and any other material that could not be classified (under the seven main topics) in the textbooks. (These topics are included in Graph I, page 26, with Present-day Problems.)

Table IV, page 36, shows the percentage of space devoted to illustrations, maps and charts. Every picture, map and chart in each of the fourteen American history textbooks was measured. The total amount of pictures (as in W. F. Gordy's textbook, 34 per cent, Table IV, page 36) was measured. After measuring, the dimensions were taken, grouped, and arranged in a series. The total number of pictures, maps, and charts was multiplied by the average. The sum of both was taken, the total number of pages in the textbooks was multiplied by twenty-four, and, thus, the number of square inches allotted to the materials in the book was obtained. In order

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to find the percentage of space allotted to pictures, maps and charts, the
sum of the number of square inches of both was divided by the number of
square inches in the textbook and the percentage was obtained.

The total percentages of each textbook were added and the average
was obtained in the same manner. Graph III, page 38, shows an average of
22 per cent of materials allotted to visual aids and 78 per cent to discus-
sions.
SUMMARY

The topical material of fourteen American history textbooks, edited during the period 1925-1935, was examined and evaluated. The average number of pages in the group of textbooks was 646, the range extending from 514 to 989 pages.

An analysis was made of illustrations, maps and charts, and of the relative percentages of space allotted to discussions and visual aids in the fourteen American history textbooks according to (1) the relative importance of various history periods or divisions, on the basis of percentage, in American history, (2) the relative percentage of space allotted to historical topics, (3) the materials of most worth in American history on the basis of (1) and (2) determined by the amount of space allotted on the average by the fourteen authors, (4) the relative percentage of shift in change of emphasis from one topic to the other during the past ten years, (5) the change in attitude toward nationalism as over against sectionalism, (6) some changes that were introduced in the textbooks as a result of research and the demands of the curriculum, and (7) the extent a knowledge of current topics helps pupils of junior and senior high schools to understand and appreciate present-day problems. The last chapter is an attempt to interpret the data gathered in the light of their value as a socializing factor.

The study revealed the following facts, which are in accord with the statements of Dawson:1 first, that there is a tendency among administrators, as well as authors, to combine materials taken from geography.

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1E. Dawson, "The History of Inquiring", Historical Outlook, Vol. XV (June, 1924) p. 268.
government, history and industrial and social conditions; second, that the
tendency is to give a large amount of time to the socialized conditions;
third, that the tendency is to give a large amount of time to the socialized
discussions of current events; fourth, that teaching of political issues
seems to be standing still, under the pressure of a rather definite discus-
sion of economic and social problems; fifth, that teachers should be trained
separately or in a group to teach social studies.
CONCLUSIONS

The present need and interest of the pupil is foremost in the mind of each of these authors. As the various edited textbooks approach our time, it is quite obvious that the modern educational demands should be recognized.

1. From general observation there is a varied degree of importance attached by the authors to the nine periods or divisions in American history. This was shown by the varied percentages under the several headings in Table II, page 22.

2. History materials seem to fall readily under the several headings, politics, militarism, economics, etc. There is, however, considerable overlapping, and one is likely to place political topics under military, or vice versa. The average percentages obtained for the three topics respectively, were 40, 20, and 17.

3. The divisions and topics receiving the highest percentages emphasize to some degree the character of the content of American histories used in the curriculum. Likewise, they show the viewpoints of the various authors, who agreed that certain topics should be stressed in the curriculum.

4. There seems to be a decrease in the percentage of pages devoted to military topics. For example, Bourne and Benton reduce the amount of space allotted to discussions of military topics so that an account of the social and economic activities might be admitted. On page 11, Fish treats military topics briefly.
5. The percentage of space allotted to economic discussion has increased in importance. Beard and Beard laid emphasis on the economic as well as the social aspects of our history. In his revised edition Forman stresses economic problems. See page 12, Guitteau, page 15, Latane and Latane, page 17, and Harn, Bourne and Benton, page 18. Economic topics are quite noticeable after the Revolutionary, Civil, and World Wars. A period of reconstruction usually follows a war.

6. Two trends are evident: (1) a definite economic trend; (2) a cooperation between the political and economic.

7. The present period accounted for in the last edited books shows a definite change in emphasis placed on economic discussions. Knowlton and Harden (1934) devote 23.2 per cent to economic discussion; Wirth and Thompson (1935) 10.9 per cent; Hamm, Bourne and Benton (1935) 25 per cent. (See Table III, page 29).

8. Social topics show a rather consistent change in discussions by the various authors. These topics are found scattered in bits throughout the textbooks. The average percentage allotted in the fourteen textbooks to social discussion was 6 per cent. The percentage, though low, indicates that an increase in interest in others has not been overlooked by these authorities.

9. The average percentage of space allotted to scientific material, 2 per cent, is very low but indications of progress are shown by inventions and discoveries. Thus, scientific topics show that progress has been made within any given period of history. The subject itself is very difficulty for high school pupils, and that fact accounts for simpler terms and less discussion.
10. Cultural topics average 1.9 per cent. Appreciation for cultural contributions are slowly being realized.

11. Religious topics average 1.8 per cent, because, perhaps, of the non-sectarian attitude. Some state laws positively prohibit discussions of religion in public schools.

12. The drift in the direction of nationalism is based upon economic factors. Cooperative enterprises are national, even international. Social problems, control of plants, animals, man, problems of child labor, illiteracy, are all national in scope. The present tendency is definitely and unmistakably toward national coordinations.

13. The most recent changes introduced in the textbooks to meet current demands are those considered under the topic, "Problems of Our Times." These problems are thus presented to aid the pupils in making the proper adjustments in life. Topics discussing the new occupations and new workers in society, the increase in demands for certain occupations, the concept of governmental control and governmental interest in preparation of the child to cope with life are some of the latest features in our modern textbooks.

14. Practically 3.6 per cent of space is allotted by Hamm, Bourne, Benton in their Unit History of America on the New Deal, which is a modern topic discussion that presents a grim economic problem to the young Americans.

15. An increase in space allotted to illustrations indicated a noticeable trend of the latest edited textbooks toward allowing a greater amount of space to visual aids. W. F. Gordy allotted 34 per cent of space in his textbook to visual aids, Tryon-Lingley and Morehouse, 31 per cent.
The percentage of illustrations, maps and charts referring to economic, social, scientific, and cultural events were in comparison, greater than the percentage of discussions devoted to the above topics.

16. Graphs and tables show definite historical conditions. Those predominant are indicated by higher percentages.

17. Comparative percentages are shown in Graph I, page 26. The relative position and importance of the nine divisions of history is based upon the judgment of fourteen authors. The average space allotted to Expansion and Conflict, division IV, was 18.6 per cent, the average space allotted to Discovery and Exploration was 3 per cent. The indications are that the former topics are more important and should receive more emphasis in the curriculum than the topic on Discovery and Exploration.

Present-day problems, in this study, began after 1929. Thus, the percentage of space allotted to these problems was omitted in the first five textbooks found in Table III, page 29. An average of 15.2 per cent was allotted to present-day problems, the highest percentage was 27 per cent, the lowest 9.3 per cent. Forty per cent of the average space was devoted to political discussions (See Graph II, page 34), while the remaining 60 per cent deals with militarism, economics, social life, science, culture, religion, and miscellaneous discussions. Seventy-eight per cent of the pages was allotted to discussions. Twenty-two per cent of the material was allotted to illustrations, maps and charts. (See Graph III, page 38)

The general trend is toward visual aids, and yet one of our latest authors, Hamm, Bourne and Benton, allotted only 3.9 per cent of space to this topic. This same textbook, however, has 25 per cent of the space in it devoted to economic discussions.
The study indicates that there has been a step forward in a broader interpretation of historical materials, that the percentage of space allotted to military discussion has decreased, as the percentage of space allotted to political discussions in the fourteen American history textbooks is 40 per cent. Research has shown that similar studies with American history textbooks edited five years before proved that 60 per cent of space was allotted to political materials. Statistical findings show an increase in economical thought. Thus, the percentage of space allotted to economic topics indicates a marked stride toward a new trend.

Such devices as maps, charts, and illustrative pictures make important contributions, as attested by the amount of space allotted by them. An average of 22 per cent of the space in the fourteen American history textbooks was allotted to illustrations, maps, and charts, sixteen per cent of the space for illustrations and 6 per cent to maps and charts.

Such aids as problems, projects, activities, summaries, reviews, and other suggestions, help to stimulate pupil activity. This practical application makes the work more life-like and helps to intensify pupil interest, promotes better citizenship and facilitates the study of the pupil, thus provoking a trend toward a movement in socialization or socialized history.
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