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An Analysis of High School Histories From 1836 to 1936

Ancel G. Lewis

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AN ANALYSIS OF HIGH SCHOOL HISTORIES
FROM 1836 TO 1936

By
Ancel G. Lewis

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Science

COLLEGE OF EDUCATION
BUTLER UNIVERSITY
INDIANAPOLIS
1937
PREFACE

This study is an attempt to describe briefly the evolution of history texts for high schools in the United States, beginning with the early nineteenth century and extending to the present time. It seeks to show that the objectives of the textbooks have changed to keep pace with the changing conceptions and ideals in the life of a people, whose past they attempt to interpret and whose present they try to explain. It attempts to show that from biographies of the leaders of the times, extensive narratives or statistics of wars and campaigns, that these texts have evolved step by step until now the main objective is to give the pupil a coherent view of the main forces or factors involved in living together in society, challenging his thinking and experience to the end that he may think of the history of his country as a whole, rather than a series of scattered fragments.

The writer would not be understood as criticizing either the content or method presented in any of the texts examined. No attempt has been made to advocate changes either in the subject matter or method of presentation, but merely to present the results of the analysis in an unbiased way. To Dr. Mock for his excellent guidance and to Dr. W. L. Richardson for his valuable suggestions and criticisms the writer wishes to express his profound appreciation. Also to the librarians in Butler, State, Teachers Special, and Branch libraries for their excellent cooperation in locating old texts and to his friends who have so generously assisted during the progress of this study the writer is deeply grateful.

A. G. L.

Indianapolis, 1937
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CHAPTER I

INTRODUCTION

One of the very first types of texts was the hornbook—not really a book at all, but simply a bit of printed paper about three by four inches fastened on a thin piece of board. The name "hornbook" originated in the fact that the printed slip was covered with a translucent sheet of horn. A light strip of metal, usually brass, was fastened with several short nails or tacks around the edges of the horn to keep it in place. The board had a handle at one end and occasionally, this handle was pierced with a hole so that a string could be attached and the owner could carry it suspended from his neck. At the top of the paper was printed the alphabet, capitals and small letters; and then in orderly array the vowels, then the benediction and Lord's Prayer. However, texts slowly improved and the curriculum was gradually enlarged, until history was included along with the 3 R's.

One of the earliest histories of the United States, prepared for school use was "by a citizen of Massachusetts,"
in 1821. The book was a small volume in full leather without maps or illustrations.

In 1822, Rev. C. A. Goodrich published a history, which was reedited as late as 1832. Approximately 150,000 copies were sold. Since then, histories have appeared in large numbers. With few exceptions, all the books showed narrowness and crudity, but time brought a steady improvement. By 1850, the formative period in the manufacture of schoolbooks was over. Yet while the later books are much better than the old, they have not the picturesque interest and antiquarian charm that belong to the earlier texts.

Problem

The purpose of this survey is to show trends in mechanical features, subject matter, and teaching devices of United States histories in the last hundred years in order to meet the demands of a changing civilization.

Limitations

This study will be limited to the facts secured from the books analyzed with no attempt to criticize or to recommend that changes should be made. Because the development in histories in general covers so vast a field, it has been deemed wise to include only United States histories, and since it was 1880 before a sharp differentiation of the high school from elementary school occurred, some of the histories selected before 1880 may have been used by more advanced
students in elementary grades as well as those in the Latin Grammar schools as the earlier "high" schools were designated. The term high school will be used in this study to include 9th to 12th grades inclusive and the term history will mean high school history unless otherwise designated.

Sources of Data

The source of data used in this study is school textbooks that have been used sometime in the past hundred years, in secondary schools of the United States. These books have been secured from the State Library, Teachers Special, Central Library, Hawthorne Branch Library, Butler University Library, and private libraries of friends.

The following texts were used for analysis:

Method of Procedure

The data secured by a careful examination of texts includes the following:

1. Name of book
2. Year published
5. Author

4. Type of binding

5. Number of pages

6. Number of Pictures -- type

7. Quality of paper

8. Organization of subject matter

9. Space given to:
   a. War
   b. Religion, culture
   c. Government, politics
   d. Exploration, settlement
   e. Invention, improvements

10. Trends in teaching aids:
    a. Maps
    b. Charts
    c. Graphs
    d. Outlines
    e. Topics for review
    f. Questions
    g. Summaries
    h. Orientation paragraphs

Numerous quotations will be given to illustrate the content of subject matter and teaching devices in the last hundred years.
CHAPTER II

GENERAL DESCRIPTION AND MECHANICAL FEATURES OF HIGH SCHOOL HISTORY TEXTS

That marked changes have taken place in history books in the past century, has been asserted in the foregoing chapter. This chapter will attempt to show by brief descriptions of typical texts and summary tables the trends in mechanical features.

The first book to be examined is C.B. Taylor's *A Universal History of the United States*. This history was published in 1838. It has a brown, durable leather binding, that shows the effect of many years use. The paper is thin, rough and yellowed with age; however, the small, closely set printing is still legible. There are 606 pages with two full-page pictures in the front of the book and thirteen pages each containing two pictures, and practically all are on war, bearing such titles as, Death of Wolfe, Death of Tecumseh, Death of Warren, Battle of Lexington, Wayne's Victory at Miami, 1774, and Capture of Andre. One picture shows a man tarred and feathered (a punishment quite frequent in those days) being pushed down the street in a two-wheeled cart, with the inscription,
"Punishment of a man from Billerica, who purchased a gun from a British soldier in Boston, March, 1775." The pictures are stereotyped, very crude compared with our modern illustrations. There are no study aids, such as maps, questions, or suggestions of things to do. In spite of its weaknesses in mechanical make-up, it is a charming old book and one cannot help experiencing a feeling of living in an earlier age when thumbing through its tattered pages.

Another edition of this book, printed in 1842, was examined, but there were no significant mechanical changes, except five additional pages of pictures.

The School Edition of the History of the United States, by Marcus Wilson, published in 1853, contains many interesting features. Embellishments, Maps, Charts, Plans of Battles, etc., are listed in the front of the book. There are thirteen chapters in the body, and three in the appendix. Divisions of the chapter are given at the beginning. Perhaps the most interesting feature is the marginal notes, references and questions, which are very numerous. The geographical and historical notes and small maps, at the bottoms of the pages, give the localities of all important places mentioned, and furnish the geographical information respecting them. Maps of important sections of the Union, the vicinities of large cities, plans of battles, etc., are given on the same pages with events referring to them. The five pictures of leading
men and five of events, four of which pertain to war, are crude engravings. The history of Canada and Mexico is given in the appendix.

A School History of the United States, by W. H. Venagle, published in 1872, contains 247 pages with fifteen chapters. The chapters begin with a picture and a very elaborate initial letter approximately one and a half inches high.

The paragraphs are numbered and corresponding questions are found at the bottom of the page, with references given directly above the questions. The pronunciation of difficult words is placed in parenthesis immediately following the word. There are numerous engravings of important men and small pictures without titles at the end of each chapter.

Besides the eight maps in color, an interesting feature is the six pages of advertisements of other books following the index.

A School History of the United States, published in 1872, by David B. Scott, helps to reveal the trend of that period. There are ten chapters, some with nine divisions. A table of maps and illustrations is given. The paragraphs are numbered with questions on each paragraph at the foot of the page. The forty-six maps are in black. The engravings are good, bearing such titles as, "Columbus in Chains," "View of Boston from Dorchester Heights 1774," and, "The Wrath of Peter Stuyvesant." Long lists of review questions are found throughout the book.
A table of presidents, settlement and admission of States is given, also a chronological table of events. Six pages in the back are devoted to schoolbook publications.

The American History for Schools, by G. P. Quackenbos, is a small green back book of 330 pages, including the appendix. At the end of some of the thirty-one chapters is a list of questions on the colored maps.

No uniform type of study aids is used and geographical, chronological, and biographical review questions are found throughout the book. A table of states, presidents and vice presidents and leading dates is found in the appendix, with six pages of textbook advertisements listed in the back.

S. S. Goodrich, author of Peter Parley Tales and other stories, published the first edition of A Pictorial History of the United States in 1865; however, the edition analyzed here was published in 1880. During the fifteen years nearly 500,000 copies were sold. The back is thin cardboard, covered with red cloth, bound with black vellum and it contains 522 pages of exceedingly small type. The average size of the 156 pictures, or pen sketches, is approximately three inches square. There are fifteen black and white maps, very crude in design. Probably the most outstanding feature is the numbered paragraph, with questions corresponding to the paragraphs at the bottom of each page.

The next book to be examined and one that held a place
of prominence for many years is M. E. Thalheimer's *The Eclectic History of the United States*. It was published by VanAntwerp, Bragg and Company, Cincinnati and New York, in 1881 and has cheap cloth covered backs bound in vellum, and contains 354 pages. The ninety-three pictures, mostly pen sketches and engravings, cover practically all phases of the history, but are small and uninspiring. Some of the titles are: Hudson on the River, Braddock's Defeat, Attack on Rall's Camp, Lewis and Clarke's Expedition, Battle of Lundys Lane and Gold Digging. It has nine double page colored maps and four tables:

<table>
<thead>
<tr>
<th>Table of Human Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thirteen English Colonies</td>
</tr>
<tr>
<td>English Sovereigns during First Colonial Period</td>
</tr>
<tr>
<td>English Sovereigns during Second Colonial Period</td>
</tr>
</tbody>
</table>

John Clark Ridpath's *History of the United States*, published in 1885, contains sixty-nine chapters, with a total of 396 pages, including the appendix. The discussion consists of numbered paragraphs and is divided into five periods.

*Aboriginal Period*
- Period of Voyage and Discovery
- The Colonial Period
- Period of Revolution and Confederation
- The National Period

A brief paragraph entitled "Recapitulation" is placed at
the end of each chapter and a double page colored chart for each period is a new feature. The engravings of leading men are very good. The usual advertisements of textbooks including a list of "Eclectic Educational Series," are found in this book.

The rapid improvement in mechanical features is in evidence in John Fiske's *A History of the United States for Schools*, published in 1894, of good quality green cloth binding, good quality paper and larger type not so closely spaced. Of the 190 pictures, ninety-seven are portraits; the others bearing such titles as, Typical Indian Face, Ruined Temple at Uxmal, Yucatan, Ptolemy's Idea of the World, United or Die, Portrait and Autograph of John Stark, Portrait of Stonewall Jackson, Pickett's Charge, etc., are engravings. The 572 pages include the appendix and index. The value of maps seems to be felt in this text, as forty-one are given of which four are colored.

The *School History of the United States*, published in 1897 by John Bach McMaster, has thirty-five chapters. The paragraphs are numbered and each topic is in heavy type. Footnotes are numerous and summaries replace questions after each chapter. The engravings are quite an improvement over those found in earlier editions. Extensive use is made of charts and the more important maps are colored. The Declaration of Independence is included in the appendix along with
The constitution and index.


It is divided into the following parts:

I. The discovery and naming of America. 1492-1521.

II. Attempts at exploring and colonizing America. 1509-1600.


IV. The Revolution; the Constitution. 1763-1789.

V. The Union -- National Development. 1789-1861.

VI. The Civil War. 1861-1865.

VII. Reconstruction -- the New Nation. 1865 to the present time.

The appendix is divided into eleven parts:

1. The Declaration of Independence
2. The Constitution
3. Table of Admission of States
4. Table of Presidents
5. Principal Dates in American History
6. List of Books on American History
7. Table of Boundaries of the United States
8. Table of Population and Representation of the United States
9. Questions for Examination
10. Topical Analysis
11. Index
The paragraphs are numbered and topics are printed in heavy type. Extensive use is made of footnotes. Summaries and general summaries appear frequently throughout the book with no definite scheme.

The first twentieth century history which attracted the attention of the schools is Edward Eggleston's New Century History of the United States. It contains sixty-two chapters with a total of 408 pages. The topics are in heavy print and a summary and list of collateral reading is included in each chapter. Many of the pictures are very small and of rather poor quality. The appendix consists of the constitution, brief biographies of leading men and the index. Fifteen pages of textbook advertisements are given with descriptions of each.

The History of the United States, by Mathew Page Andrews, published in 1914, is a very attractive volume with dark red binding and gold lettering. It seems rather brief compared with other texts of the same period, consisting of only 378 pages. The pictures are quite interesting and rather numerous for the size of the book. There are 156, ranging from reproductions of old prints and engravings to reproductions of photographs, the latter predominating. The paper and printing would be considered average in comparison with present day standards. Only two of the twenty-six maps are colored. Very little space is given to the maps, as they are arranged in
various shapes, surrounded by printing. Each chapter is supplemented by a list of "Sidelights and Suggestions," with references of dates where it is deemed necessary. The use of footnotes is employed quite extensively. A table of States and Territories showing area, population and date of admission and a table of the presidents is given in the appendix.

Emerson David Fite's History of the United States, published in 1916, contains 581 pages, including the appendix. It is divided into eight parts and twenty-nine chapters. There are nine maps in color and thirty-five in black and white. The paragraph topics are in small marginal indentations. General references, special topics, illustrative material and suggestive questions supplement each chapter. The appendix consists of The Declaration of Independence, Articles of Confederation, Constitution of the United States, Address of President Wilson, and bibliography and index.

The eighth edition of Andrew C. McLaughlin's A History of the American Nation was published in 1919. It has 586 pages and is divided into thirty-nine chapters, the paragraph topic of each being placed in a little square to the left in small heavy type. Footnotes are extensively used throughout the book. Many outlined maps are included and some in relief. Only references are given at the end of a chapter. In the appendix is a table showing electoral and popular votes for president and vice president to 1916, also constitution and index. Four
cartoons representing the Tweed Gang, The Great Compromise, Secession, and, The Grave of the Union, humorously yet effectively depict the important event which the titles signify.

The History of the United States published in 1921 by Beard and Beard is divided into seven parts of twenty-five chapters. A list of references, questions, and research topics is given for each chapter. The population of the United States by States, table of presidents, population of outlying possessions 1910 and 1920 and a topical syllabus are listed in the appendix.

Wilbur Fiske Gordy published his History of the United States in 1922. It has a good quality of cloth binding, with 605 interesting pages, well organized. Probably the most outstanding feature is 342 pictures in black and white and four colored reproductions of photographs, paintings and portraits, showing a trend toward visual aids. The illustrations in color are: Portrait of George Washington, Signing the Declaration of Independence, Spanning the Continent by Rail, and Uniting the Atlantic and Pacific.

The paper is of good quality and the printing excellent, judged from the hygienic standpoint. In addition to the forty-eight maps, use is made of two charts and one graph. Footnotes are numerous and the appendices include:

A. Some important Dates to be remembered
B. Review plans for directed study
C. The Declaration of Independence  
D. Constitution  
E. Table of States and Territories  
F. Presidents of the United States  
G. Some helpful method books for teachers

Emerson David Fite, a teacher of many years' experience, fully realizes the difficulty in presenting subject matter, and has made a very successful contribution toward the solution in his History of the United States, published in 1930. It has an attractive dark red binding with light red lettering and a small relief map of the United States on the back. There are 605 pages of good quality thin paper, besides the appendix and index. It does not contain as many pictures as Gordy's history -- only 107 -- but they are good reproductions of photographs, portraits, old prints and etchings. Two charts, fifty maps and seven cartoons are included in this volume. One cartoon is captioned, A Vicious Circle, depicting France, United States and Great Britain in a ship building race, each saying, "I've got to as long as he does." After each chapter is given a list of references, questions and special topics.

In 1932 Charles A. and Mary R. Beard published a History of the United States that was a complete revised edition of the ones published in 1921 and 1929. Its new type fabricoid binding in solid red is both attractive and durable. It contains 690 pages of good quality paper, with seven full pages...
of pictures and 124 small inserts, mostly photographs with some cartoons and a few caricatures. Of the twenty-seven maps, thirteen are in colors. The maps and pictures are excellent examples of the progress in textbooks. A graph showing proportion of foreign born in the United States in 1850, 1880, and 1910 and a chart of a city manager plan are used. A list of general references, research topics, questions, and questions for debate is given at the close of each chapter. Footnotes are not used. In the appendix is found a table of population of the States and a table of Presidents. This book is widely used in the high schools.

The last book found worthy of attention in this study is David Saville Muzzey's *History of the American People*, published by Ginn and Company, New York, 1934. It is the largest text that has been examined, having 751 pages. The number of pictures seems rather small for so large a book, as there are only eighty-nine, nearly all of which are photographs. There are thirty-four maps, ten of them colored, six tables, six charts and three cartoons which are used very effectively by this author. Each chapter has a list of references, topics for special reports and questions for review. The return of footnotes is very noticeable in this text. Only twenty of the texts examined have been discussed in this chapter. To give data on the remaining texts and to aid the reader in assimilating the material given, the following tables have been compiled:
**TABLE I. MECHANICAL FEATURES OF HIGH SCHOOL HISTORIES FROM 1838-1936**

<table>
<thead>
<tr>
<th>No.</th>
<th>Date Copyright</th>
<th>Binding</th>
<th>No. of Pp.</th>
<th>Type</th>
<th>No. of Maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1838</td>
<td>Leather</td>
<td>606</td>
<td>Sketches</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>1842</td>
<td>Leather</td>
<td>606</td>
<td>Sketches</td>
<td>38</td>
</tr>
<tr>
<td>3</td>
<td>1853</td>
<td>Cloth, Vellum</td>
<td>429</td>
<td>Engravings</td>
<td>59</td>
</tr>
<tr>
<td>4</td>
<td>1871</td>
<td>Cloth</td>
<td>334</td>
<td>Portraits</td>
<td>53</td>
</tr>
<tr>
<td>5</td>
<td>1872</td>
<td>Cloth</td>
<td>247</td>
<td>Engravings</td>
<td>74</td>
</tr>
<tr>
<td>6</td>
<td>1872</td>
<td>Imitation</td>
<td>425</td>
<td>Engravings</td>
<td>125</td>
</tr>
<tr>
<td>7</td>
<td>1877</td>
<td>Cloth, Vellum</td>
<td>323</td>
<td>Engravings</td>
<td>58</td>
</tr>
<tr>
<td>8</td>
<td>1880</td>
<td>Cardboard with Red Cloth</td>
<td>522</td>
<td>Sketches</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>1881</td>
<td>Red Cloth, Vellum</td>
<td>354</td>
<td>Sketches</td>
<td>93</td>
</tr>
<tr>
<td>10</td>
<td>1885</td>
<td>Red Cloth, Vellum</td>
<td>396</td>
<td>Portraits, Sketches</td>
<td>64</td>
</tr>
<tr>
<td>11</td>
<td>1894</td>
<td>Cloth</td>
<td>510</td>
<td>Sketches</td>
<td>190</td>
</tr>
<tr>
<td>12</td>
<td>1897</td>
<td>Tan Cloth, Red Leather</td>
<td>488</td>
<td>Sketches, Portraits</td>
<td>126</td>
</tr>
<tr>
<td>13</td>
<td>1899</td>
<td>Red Cloth</td>
<td>414</td>
<td>Portraits</td>
<td>85</td>
</tr>
<tr>
<td>14</td>
<td>1907</td>
<td>Cloth</td>
<td>587</td>
<td>Portraits</td>
<td>115</td>
</tr>
<tr>
<td>15</td>
<td>1907</td>
<td>Cloth, Vellum</td>
<td>408</td>
<td>Portraits, Sketches</td>
<td>236</td>
</tr>
<tr>
<td>16</td>
<td>1914</td>
<td>Cloth</td>
<td>376</td>
<td>Old Prints, Sketches</td>
<td>156</td>
</tr>
<tr>
<td>17</td>
<td>1916</td>
<td>Green Cloth</td>
<td>567</td>
<td>Portraits, Sketches</td>
<td>110</td>
</tr>
<tr>
<td>18</td>
<td>1919</td>
<td>Red Cloth</td>
<td>586</td>
<td>Photo, Sketches, Cartoons</td>
<td>118</td>
</tr>
<tr>
<td>19</td>
<td>1921</td>
<td>Green Cloth</td>
<td>625</td>
<td>Photo, Sketches, Cartoons</td>
<td>81</td>
</tr>
<tr>
<td>20</td>
<td>1922</td>
<td>Cloth</td>
<td>605</td>
<td>Sketches, Portraits</td>
<td>346</td>
</tr>
<tr>
<td>21</td>
<td>1922</td>
<td>Cloth</td>
<td>584</td>
<td>Photos, Paintings</td>
<td>151</td>
</tr>
<tr>
<td>22</td>
<td>1930</td>
<td>Cloth</td>
<td>605</td>
<td>Sketches, Photos and Cartoons</td>
<td>114</td>
</tr>
<tr>
<td>23</td>
<td>1932</td>
<td>Fabricoid</td>
<td>690</td>
<td>Portraits</td>
<td>141</td>
</tr>
<tr>
<td>24</td>
<td>1934</td>
<td>Cloth</td>
<td>751</td>
<td>Cartoons, Photos</td>
<td>92</td>
</tr>
<tr>
<td>25</td>
<td>1936</td>
<td>Cloth</td>
<td>861</td>
<td>Black and White, Cartoons</td>
<td>88</td>
</tr>
</tbody>
</table>

*For name of text and author refer to pages 3 and 4.

Bindings change from leather to cloth and fabricoid.

The text published in 1853 has more maps than any other volume examined, but they are very small.
TABLE II. TYPE OF BINDINGS OF TWENTY-FIVE HIGH SCHOOL HISTORIES FROM 1836 TO 1936

<table>
<thead>
<tr>
<th>Period</th>
<th>Leather</th>
<th>Cloth and Vellum</th>
<th>Cloth</th>
<th>Fabricoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1836-1861</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1861-1886</td>
<td></td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1886-1911</td>
<td>1</td>
<td>4</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1911-1936</td>
<td></td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leather bindings had disappeared before 1861 with cloth and vellum taking the lead. After 1886 cloth bindings were predominant.
TABLE III. SUMMARY OF AVERAGE NUMBER OF PAGES AND PICTURES IN TWENTY-FIVE YEAR PERIODS

<table>
<thead>
<tr>
<th>Period</th>
<th>No. of Copies</th>
<th>Ave. No. of Pages</th>
<th>Ave. No. of Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1836-1861</td>
<td>3</td>
<td>547</td>
<td>36</td>
</tr>
<tr>
<td>1861-1886</td>
<td>7</td>
<td>372</td>
<td>88</td>
</tr>
<tr>
<td>1886-1911</td>
<td>5</td>
<td>481</td>
<td>150</td>
</tr>
<tr>
<td>1911-1936</td>
<td>10</td>
<td>625</td>
<td>137</td>
</tr>
</tbody>
</table>

This table shows the average number of pages and pictures for each twenty-five year period. It is interesting to note that the average number of pages of the first period is only slightly less than the last period, regardless of the increase in the amount of material to be treated. The greatest number of pictures was found in texts from 1886-1911.
SUMMARY

The mechanical features of the books analyzed in this chapter have varied greatly. The leather and cloth bindings of earlier times have been replaced by modern fabricoid washable bindings. The quality of paper and the type have been greatly improved, making the books more durable and more attractive to read. The crude engravings have given way to works of art. Viewing the progress in book making the last hundred years, one can but wonder what the next hundred years will bring.
CHAPTER III

ANALYSIS OF SUBJECT MATTER

In the preceding chapter, the mechanical features of histories were discussed. Interesting and significant as that may seem, it is not as important as the trends in subject matter. Fine clothes do not determine the character of a man, neither do attractive bindings represent the true value of a book.

In this chapter, an attempt will be made to reveal by numerous quotations and tables some of the outstanding changes in the contents. An examination of the tables at the close of this chapter will reveal the trends in amount of space devoted to different phases of history, but only by quotations is it possible to show the change in form or method of relating the events so vital to the history of the United States.

The following quotations will clearly show that much space was used in the treatment of War, in C. B. Taylor's A Universal History of the United States.

Eight or ten days after Joseph Filley as master of a small vessel, was taken as he was going down the Connecticut River. He came to anchor about three miles above the fort and taking a canoe and one man
with him, went a fowling. No sooner had he discharged his piece than a large number of Pequots, arising from their concealment, took him and killed his companion. The Indians used him in the most barbarous manner, first cutting off his hands and then his feet, thus torturing him to death. As he did not groan, they pronounced him a stout man. ... Soon after the enemy in a number of canoes, beset a shallop going down the river with three men on board. The men fought bravely but were overpowered by number and taken. The Indians ripped them up from the bottom of their bellies to their throats, and left them down their backs. They then hung them upon trees beside the river, in full view of the English, as they passed up and down, on the river. 

The Indians came to Fort Saybrook and challenged the English to come out and fight. This quotation tells how they were dispersed: "But, the cannon being loaded with grape shot, was fired among them which caused them to groan in reality." 

In relating the Naval Battle between the Constitution and the Guerriere nearly three pages were used. The extravagant use of words and the elaborate details are outstanding in this quotation.

The enemy, mistaking this conduct on the part of the American commander for want of skill, continued to pour out his broadsides with a view to cripple his antagonist. From the Constitution not a gun had been fired. Already had an officer twice come on deck, with information that several of the men had been killed at their guns. The gallant crew though burning with impatience silently awaited the orders of their commander. The moment so long looked for at last arrived. Sailing Master Aylwin, having seconded the views of the captain with admirable skill, in bringing the vessels exactly

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2Ibid., p. 44.
to the station intended orders were given, at five minutes before five, P. M. to fire broadside after broadside in quick succession. The crew instantly discovered the whole plan and entered into it with all the spirit the circumstance was calculated to inspire. Never was any firing so dreadful. For fifteen minutes the vivid lightning of the Constitution's guns continued one blaze and their thunder roared with scarce an intermission.  

As the material in the 1842 edition of Taylor's history is very similar, the above quotations are intended to serve for both.

An example of the style of writing of the time is shown in S. G. Goodrich's *A Pictorial History of the United States*, in his account of Washington's Defense of Fort Necessity.

Animated by their chief, they plied their rifles with so much spirit that their little fort seemed a volcano in full blast, roaring, and discharging its thick sheets of liquid death. For full nine hours, salamander like, enveloped in smoke and flame, they sustained the shock, and laid two hundred of the enemy on the field.  

A vote of thanks has passed by the legislature to Colonel Washington and his brave companions, and a pistol granted to each of the soldiers.

A further illustration is shown in an account of a naval battle during the war of 1812.

Another victory was achieved by our brave tars before the year closed. Captain Hull had retired from the service, and had been succeeded in the command of the Constitution by Commodore Bainbridge. On the 29th of December, while off the coast of Brazil, the British

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frigate Java, of forty-nine guns, came in sight, and a battle ensued. The engagement was severe from the first. It had continued nearly two hours and nearly 200 men had been killed or wounded on board the Java, when she was compelled to strike her colors. She was so much injured that it was concluded, a few days afterward, to burn her. The loss of the Constitution was hardly one sixth as great as that of the Java.

On board the Java, during the battle, was an American prisoner, in confinement. Anxious to know the issue, he often asked a Chinese, who was stationed near him, how the battle was going on. 'Oh, a glorious victory,' was the reply always. Not satisfied with this, especially as he saw so many wounded men brought below, he asked which side was about to gain the victory. 'Why,' said the Chinese, 'One or t'other.'

In discussing the life of Ethan Allen, this story is told:

And yet it must be confessed that he was an open unbeliever in Christianity. He not only published the first formal attack on the Christian religion which was ever written in America, but he adopted the notion that the soul of man, after death, would live again in beasts, birds, fishes, etc., with many other notions still more singular.

It is said that though his wife was a pious woman, and taught her children the truths of Christianity, one daughter inclined to the same strange opinions with her father. When about to die, she sent word to her father that she wished to converse with him. The father accordingly came to her bedside.

'I am about to die,' said she; 'shall I believe in the principles you have taught me, or shall I believe in what my mother has taught me?' The father became agitated, his chin quivered, his whole frame shook, and, after waiting a few moments, he replied, 'Believe what your mother has taught you.'

Allen died suddenly in 1789.

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6Ibid., pp. 190-191.
In discussing internal improvements this paragraph is of interest.

Canals had done much to facilitate the transportation of merchandise and agricultural products; steamboats had made rivers the familiar pathways of commerce and travel; railroads had given to man almost the speed of wings, as well for himself as his goods.7

M. E. Thalheimer, in The Eclectic History of the United States has endeavored very briefly, but with a degree of clearness, to indicate the state of affairs in Europe from which the first colonization and subsequent reinforcement of our nation proceeded, to mark the growth of institutions from the demands of new circumstances and without too much meddling with abstractions, to let the moral lesson in which our history abounds be apparent from a plain recital of events.

Rhymes and verses are frequently used to emphasize some point. In telling of the disputes over land in colonization, the dispute settled itself at last upon,

"The simple plan
That they should take who have the power,
And they should keep who can."8

An interesting view of the moral code of the colonists is given in statement of the New Laws.

New Laws:--The London Company sent out a new code of Laws of almost incredible strictness. Theft and disrespectful mention of the king were punishable with

death at the first offense. Profane swearing and absence from public worship received the same punishment after two trials of lighter penalties. 9

Many quaint stories are related among the most interesting are the Praying Indians.

Praying Indians:--John Eliot, translated the Bible into Indian language. He taught them how to work and live under civilized laws. At one time, they numbered nearly 4000. They were never fully trusted by the white man and were hated by their own people. 10

Going on to the revolution which furnishes a wealth of interesting incidents is a story of General Marion. It helps to reveal the hardships and privations endured by the soldiers better than mere statements could possibly do. The following story is typical of early writers of history.

Marion as Host:--It is said that a British officer, sent to arrange some matters of business with Marion, was invited by him to dinner. Already, charmed by the grace and dignity of his host, he gladly accepted the invitation, but was amazed to find that the meal consisted only of baked potatoes served on bark. No apology was offered, but the guest could not help saying 'Surely, General, this is not your ordinary fare?' 'Indeed, it is,' replied Marion, 'but having today the honor of your company, we are so happy as to have more than our usual allowance.' The officer returned to Charleston and resigned his commission, saying that America would never be conquered while served by such men. 11

In relating events of the Civil War, an account of the Naval Battle between Cumberland and Merrimac is told:


10Ibid.

11Ibid., pp. 163-165.
In vain, Lieut. Morris, who commanded the Cumberland, worked the pumps to keep her afloat a few moments more, hoping that a lucky shot might find some weaker place. He only abandoned his guns, as, one after another, the settling ship swamped them in the water. The last shot was fired by Matthew Fenney from a gun on a level with the water. That brave man then attempted to escape through the port hole, but was borne back by the incoming rush, and went down with the ship. With him went down nearly one hundred dead, sick and wounded, and those, who, like him could not extricate themselves. The "Cumberland" sank in fifty-four feet of water. The Commander of her assailant saw the flag of the unconquered, but sunken ship still flying above the surface. 23

It is difficult to crowd the narrative of nearly three centuries, within the narrow limits of a schoolbook without causing it to seem dull. To avoid unnecessary details and yet maintain a natural flow of events, requires careful grouping. John Fiske in his History of the United States has given careful consideration to this point, with the hope of sustaining interest even in the absence of stories of such men as Putnam and the Wolf.

A very noticeable trend toward purely factual material in treatment of news is evident in this book. In telling of naval victories, no detailed account of victories is given as this quotation will illustrate:

On the 13th of August, the frigate Essex, Captain Porter, captured the British sloop alert, after a fight of eight minutes without losing a man. But that was nothing compared to what happened six days later, when the 44th gun frigate Constitution, Capt. Hull, after a

half hour's fight in the Gulf of St. Lawrence, captured
the 38 gun frigate Guerriere. The British ship lost
100 men, her three masts with all their rigging were
shot away and her hull so cut up that she had to be
left to sink; the American ship had 14 killed and wound-
ed and within an hour was ready for another battle.13

The world fair in 1893 celebrated the discovery of
America. The author concludes with a very appropriate
paragraph:

We have now entered upon the fifth century since
the grand event so worthily commemorated at Chicago.
He who studies this little book will realize that
immense efforts have been put forth during this period,
and that much work has been done. He will probably
also feel that the world has grown to be somewhat
better than it was in earlier ages. The lives of
millions of human beings are richer today by reason
of the thoughts and deeds of many of the men whose
portraits have found a place in these pages.14

An analysis of books of the twentieth century impresses
one with their many new features. The attractiveness of
mechanical features have been discussed in an earlier chapter.
Due to the ever increasing amount of valuable information to
be discussed, more factual material must be utilized. Mathew
Page Andrews' History of the United States is the first to be
examined.

The following is an excellent example of condensation of
material as compared with Fiske's account of naval battles.
"On the 19th of August the frigate Constitution, Capt. Isaac

13 John Fiske, A History of the United States for Schools,
14 Ibid., pp. 508-509.
Hull in command defeated and destroyed the British frigate Guerriere off the coast of Nova Scotia. No account of number of men lost is given.

The author's experience as classroom teacher caused him to realize the need of a textbook presenting results of the latest thought and research. In recent years, new light has enveloped the oldest narrative landmarks. The author has avoided confusing the mind by beginning with the fall of Constantinople and leading up to the discovery of America. Those details bear no important part in the development of our country. He has begun with the first efforts at colonization and given a clear concise account of the development of the new world.

Much has been said in all parts of the country about authors being biased. A history written in the South will present a different story of the Civil War than one written in the North. Wilbur Fiske Gordy in his History of the United States has taken this in consideration as stated in the preface.

In treatment of all phases of the national life and in the discussion of all public questions, a sincere effort has been made to tell the truth with no partisan bias and in a spirit of fairness and justice to all.

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Quite an elaborate discussion is given to the Indians at the time of discovery. Relation of the Indians and Whites is given in this quotation:

The presence of the Indians on this continent had a marked influence on the white settlers, especially during the period before the Revolution, when the settlements were only a fringe along the Atlantic coast. There were times when the Indians saved struggling settlers from starving. They taught the settlers how to raise corn and potatoes and tobacco, and made them acquainted with the deer, the wild turkey, and the small game of the forests. They showed them how to build the wigwam and the birch-bark canoe; how to track a foe through the forest; and even how to fight behind trees instead of standing in line out in the open. It is not too much to say that the frontiersman, who came to be the typical American, with his qualities of self-sufficiency, self-confidence, and independence, has determination to achieve against many discouraging natural conditions, his perseverance against adversity of all kinds, owed much of his character and success to imitation of the Indian either as friend or foe. In meeting the conditions found in his continuous advance westward the white man had to become adaptable and inventive in his struggle for existence.

However, it was as enemies that the red men made themselves most keenly felt; for when they realized that they could not occupy the land together with the white settler, whose mode of living robbed the Indians of their hunting-grounds, they bitterly opposed the encroachments of the white race and stood as a relentless barrier to its progress westward from the Atlantic coast. 17

The following quotation gives a very good idea of this book's treatment of colonial punishment.

In communities so well ordered few crimes were committed and the laws against crime were severe. Many offenses were punishable by death, and punishments were inflicted in the most public way. Stocks, pillories,

ducking-stools, and whipping-posts could usually be found in every considerable village. The pillory was a wooden frame, so constructed as to hold fast the head and hands of the offender. The stocks held his feet only. In some cases, he was confined in a cage and exposed to the public gaze; in others he was branded with the initial letter of his crime or compelled to wear it in a conspicuous place.  

A great deal of attention is given to expansion and improvement as shown in table I. This quotation shows the spirit of this period of growth.

Then our people grew together in unity and peace. They moved westward, as, for centuries in Europe, whole races had moved westward. They bought the great Louisiana Territory and found that it was large and wonderful. Thousands came from abroad to join them. In the valley of the Mississippi and on the great plains beyond, these brave pioneers found a new freedom, a new opportunity. Truly it was a New World, a new United States, proud of its adventures, bold to push on to greater achievements, filled with the American spirit.

Vast sums had been spent upon roads, canals, and steamboats to promote travel and transportation. As already seen (see page 217) the application of steam-power to boats made the people independent of wind and current, but other methods of trade and travel overland were too slow and too meagre for the expanding energies of the American people. The great problem was to find some way of applying steam-power to travel and transportation by land. The railroad and the steam locomotive-engine furnished a solution.

A review of the schools and education institutions is given a place of importance.

Then under the influence of educational leaders, such as Horace Mann, of Massachusetts, normal schools

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19 Ibid., pp. 259-260.
had begun to train young men and women for teaching, and school superintendents in cities were supervising teachers, who were working out in a systematic way carefully organized courses of study. By 1860 a system of public schools supported by taxation had been organized in very many states of the Union.

He closes with appeal for good citizenship.

Our future will be determined by the character of our citizens. We can make the coming years more glorious than the past, if we hold to the ideals of those patriots who have built up our great republic. We owe it much. From the very beginning it has offered freedom of opportunity to all. In return, let us give loyalty and willing support to its great democratic principles and institutions.

Among the outstanding recent texts to be considered in this study is the History of the United States, Emerson David Fite.

Less space is given to military history, the author attempting only to present a broad outline of the campaign, rather than a detailed account of the battles. The social and industrial development, economic progress, sources and effects of immigration, changes in governmental forms and foreign relations have been stressed. The brevity of style is adequately illustrated in telling of Valley Forge.

Before the French supplies arrived, Washington and his men passed the winter of 1777-1778 at Valley Forge, on the Schuylkill River, twenty-four miles above Philadelphia, in great suffering, without proper


21 Ibid., p. 554.
food and without shoes and blankets. Washington said of the sufferings of his men at this time that 'their marches might be traced by the blood from their feet.' The enemy were passing a winter of ease and gaiety in Philadelphia.22

In discussing the development of the nation, to which a great amount of space is given, the quotation on internal improvements is worthy of attention:

No single indication of the wonderful prosperity was more impressive than the haste with which the new states constructed internal improvements. Ohio in a few years built over five hundred miles of state canals, two of them connecting Lake Erie and the Ohio River; Illinois planned thirteen hundred miles of state-owned railroads, improved the navigation of five of her rivers, and actually expended over eight million dollars, till her debt amounted to twenty-nine dollars for every man, woman, and child in the state. On railroads, canals, and rivers, the three states of Michigan, Indiana, and Missouri together expended almost fifty million dollars. In all the Union, before Jackson left office, over one thousand miles of railroads had been constructed. The policy of the national government in refusing financial aid for these improvements seemed justified. In 1820 many states had no state debts whatever and all the states together in this year owed but $12,000,000, while in 1840, the sum total of state debts was $200,000,000, most of it incurred for internal improvements.23

Only twenty-one pages are devoted to a summary of the World War. The following is a paragraph on modern warfare:

The introduction of one new method of warfare after another in the course of the Great War startled the world. Trench warfare was developed to an extent before undreamed of; continuous fighting day and night, winter and summer,

23Ibid., p. 356.
was a phenomenon without precedent; while camouflage and periscopes, barrage fire, trench mortars, liquid fire, hand grenades, and helmets were new terms in the annals of modern war. 24

Important as the World War may seem, the problem of peace is far greater. The horribleness of the last war has caused thinking men and women to cease its glorification and emphasize problems of government and progress.

The objective of Charles A. and Mary R. Beard in their History of the United States, published in 1932, is contained in the following quotation.

To introduce high school pupils to intellectual issues which are being discussed by educated people everywhere and to explain the background of those issues. . . . Mankind lives not by politics alone nor by bread alone but also by things of the spirit which form ideals, inspire love of beauty and ennoble action. 25

This book is attempting to meet the demands on high schools which have been created by the unprecedented increase in enrollment during the past few years. And still more important to bring the work into harmony with the present trend in American thinking. Brevity is very noticeable in exploration and settlement of America, only forty-seven pages are used.


In telling of King Philip's war:

King Philip, son of Massasoit, the friend of the Pilgrims, called his tribesmen to a war of extermination which brought the strength of all New England to the field and ended in his own destruction.²⁶

During the Revolution many prominent Englishmen were in sympathy with the Colonists. One of these, Edward Gibbons, a historian, after given a high Government position lent his support to the King causing critics to write:

King George in a fright
Lest Gibbons should write
The story of England's disgrace
Thought no way so sure
His pen to secure
As to give the Historian a place.²⁷

In the discussion of the War of 1812 "The stirring deeds of the 'Constitution'"²⁸ is the only comment on the exploits of that ship. However, this quotation gives us some idea of the sea battles. "As long as men love the annals of the sea, they will turn to the running battles, the narrow escapes and the reckless daring of American sailors in that naval contest."²⁹

The last book to be critically analyzed in this study is History of The American People, by David Saville Muzzey. There is quite a contrast in this modern book and the histories of

²⁷Ibid., p. 165.
²⁸Ibid., p. 237.
²⁹Ibid.
the nineteenth century. A history of today written in the style of the forties or even eighties would take several volumes.

The aim is not specified in so many words, but by inference from the preface it is: "To give a factual knowledge of American History, and to explain the experiences by which the American people have evolved those ideas and ideals with which they face the problems of today." 30

The book begins with this statement: "America is the child of Europe." 31 The character of Colonial America seems adequately expressed in the quotation by Charles W. Eliot:

Generations of colonial women cooked, carried water, washed and mended clothes, bore children in lonely peril and tried to bring them up safely through all sorts of physical exposure, without medical or surgical help, lived themselves in terror of savages, in terror of the wilderness, and under the burden of a sad and cruel creed and at last sank into nameless graves without any vision of the grateful day when millions of their descendants should rise up and call them blessed." 32

A quotation from Washington's letter to Lafayette:

I have retired from all public employment and shall tread the paths of private life with heart-felt satisfaction. . . . I shall move gently down the stream of life until I sleep with my fathers. 33

31 Ibid., p. 1.
32 Ibid., pp. 92-93.
33 Ibid., p. 148.
To show the intense interest in the political campaign of 1856 the Republican campaign song is quoted:

Then sound again the bugles
Call the muster roll anew;
If months have well nigh won the field
What may not four years do?  

After the assassination of Lincoln many poems were written on his death. Here is a Eulogy from Lowell's Commemoration Ode.

Our children shall behold his fame
The kindly, earnest, brave, foreseeing man
Sagacious, patient, dreading praise not blame
New birth of our new soil, the first American.

In closing a strong appeal is made to the boys and girls of our country to be real Americans.

Paraphrasing the words of Abraham Lincoln, the teacher of American history today says to the boys and girls in the classrooms of our broad land, 'In your hands, my young fellow students and citizens, lies the future of our country.' If the coming generation is a little more faithful to the ideals of economy, industry, and honesty of order, freedom, and disinterested service than the present generation has been, then we shall be going forward toward the fulfillment of the destinies of the republic. If the coming generation is a little less faithful to these ideals, then we shall be headed down the road to degeneracy, defeat, decay. Could there be a more inspiring call than the stake of America's very life and honor for the youth of our schools to pledge themselves to study her past history with diligence in order that they may judge her present policies with understanding and meet her future problems with courage? A feature of the ancient Greek games was the relay race in which the runner at the end of his lap handed on the

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lighted torch to his successor. It is a parable of all education and a symbol of ever-renewing life. The torch of our history was kindled at the sacred altar of liberty. Let it be your pledge and mine to bear it.

High like a beacon
Till our strong years be sped
And sinews weaken;
Till others in our stead
Take from our loosening hand
The torch full-streaming
Which we pass at Death's command. 36

This chapter has been devoted mainly to the type of subject matter found in the texts examined, with brief reference to the amount of space devoted to the different phases of history. The number of pages and per cent of the book given to the various topics will show the trends in histories during the last hundred years.

Considerable variation is found in the treatment of war as indicated in Table IV.

**TABLE IV. WAR AS TREATED IN TWENTY-FIVE HIGH SCHOOL HISTORIES FROM 1838 to 1936**

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*Number of text in table corresponds to list of texts and authors on pages 3 and 4.

It is interesting to note that the first book examined contained 53.3 per cent more material on war than the 1936 volume.
TABLE V. RELIGION AND CULTURE AS TREATED IN TWENTY-FIVE HIGH SCHOOL HISTORIES FROM 1838 TO 1936

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<td>1916</td>
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<td>4.0</td>
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<tr>
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<td>1936</td>
<td>75</td>
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</table>

*Number of text in table corresponds to list of texts and authors on pages 3 and 4.
TABLE VI. GOVERNMENT AND POLITICS AS TREATED IN TWENTY-FIVE HIGH SCHOOL HISTORIES FROM 1838 to 1936

<table>
<thead>
<tr>
<th>No. of Text</th>
<th>Date of Copyright</th>
<th>No. of Pages Devoted to Government and Politics</th>
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<td>1881</td>
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<td>25</td>
<td>1936</td>
<td>562</td>
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</table>

*Number of text in table corresponds to list of texts and authors on pages 3 and 4.
TABLE VII. EXPLORATION AND SETTLEMENT AS TREATED IN TWENTY-FIVE HIGH SCHOOL HISTORIES FROM 1838 TO 1936

<table>
<thead>
<tr>
<th>No. of Text</th>
<th>Date of Copyright</th>
<th>No. of Pages Devoted to Exploration and Settlement</th>
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</table>

*Number of text in table corresponds to list of texts and authors on pages 3 and 4.

For highest percentage of space devoted to exploration and improvement was found in a well written, facts very greatly as the treatment of this phase of history.
### TABLE VIII. INVENTIONS AND IMPROVEMENTS AS TREATED IN TWENTY-FIVE HIGH SCHOOL HISTORIES FROM 1838 TO 1936

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<td>22</td>
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<td>1936</td>
<td>14</td>
<td>1.6</td>
</tr>
</tbody>
</table>

*Number of text in table corresponds to list of texts and authors on pages 3 and 4.

The highest percentage of space devoted to inventions and improvements was found in a 1922 edition. Texts vary greatly in the treatment of this phase of history.
### TABLE IX. TRENDS IN SUBJECT MATTER
AS SHOWN IN 25 YEAR PERIODS

<table>
<thead>
<tr>
<th>Period</th>
<th>Avg. Pages Devoted to War</th>
<th>Average Per Cent</th>
<th>Avg. Pages to Religion and Cultivation</th>
<th>Average Per Cent</th>
<th>Ave. Pp. to Government and Politics</th>
<th>Average Per Cent</th>
<th>Ave. Pp. to Exploration and Settlement</th>
<th>Average Per Cent</th>
<th>Ave. Pp. to inventions and Inventions and Improvements</th>
<th>Average Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>316</td>
<td>55.9</td>
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<td>.7</td>
<td>87.</td>
<td>16.1</td>
<td>94.</td>
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<td>.8</td>
</tr>
<tr>
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<td>27.</td>
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<td>9.2</td>
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</table>

In this table the books analyzed were classified into four twenty-five year periods and the average number of pages and per cent devoted to the more important phases of history computed. The results show a decrease in the amount of space devoted to war, while the other topics (with the exception of exploration and settlement which have decreased in the last twenty-five years) have increased, with government and politics showing the most remarkable increase of all.
In this chapter an attempt has been made to reveal the trends in subject matter during the past century. The lengthy discussions of earlier books, are replaced by more factual treatises of the modern volumes. The percentage of space devoted to war has decreased 53.3 per cent while that of government has increased 50.3 per cent. More attention is given to education and inventions.

The quotation describing the naval battle between the Constitution and the Guerriere was repeated from several books to illustrate the trend in relating the same event. It decreased from a detailed description to a mere mention of the battle. Due to the ever increasing amount of material such stories as, Putnam and the Wolf, and others have disappeared.
CHAPTER IV

TRENDS IN TEACHING AIDS

The preceding chapters have been devoted to mechanical features and to changes in subject matter.

From a teacher's viewpoint a study of this type would be incomplete without a survey of trends in teaching aids. Since early histories were written primarily for use in the home, no study aids were found in the first two histories examined. The first teaching aids found in this study were footnotes and marginal questions in Marcus Wilson's School Edition of the History of the United States, for example: "What is said of the appearance of Mexico and the city?"1 The questions are not thought provoking, but merely tend to have the reader repeat the words of the author.

Swinton's Condensed United States History has important people and places in heavy black type. Brief notes are used frequently, such as this one: "The strange figures of animals, headless men, hippogriffs, etc., were placed by the old geographers upon their maps to denote that the regions thus

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marked were unknown; they were supposed to abound in horrible monsters. Scott includes long lists of review questions throughout his book.

Thalheimer states in his preface:

Paragraph headings in heavier type will serve as topics for recitation and the teacher is further aided by review questions at the end of each part. A series of questions on the Constitution will, it is hoped, help to make clearer the most important features of that document and thus simplify the teacher's task.

The notes contain biographical sketches of men discussed in the chapter. For example:

Louis XV was the great grandson of Louis XIV. His reign covered the period from 1715 to 1774. It was a brilliant era in French literature, but the profligacy of the court was notorious, and the wild speculation of the times brought about almost universal bankruptcy. The 'French and Indian War' occurred during the reign of Louis XV, by which France lost all her valuable possessions in America.

Further evidence of consideration to teaching is shown by this footnote.

Younger classes may do well to omit Chapter XIII for the present, or to use it only for reading and explanation in the classroom. Older pupils will be profited by studying the several topics with the aid of the books above mentioned and others, and making them the subjects of written essays.


\[4\] Ibid., p. 96.

\[5\] Ibid., p. 118.
Chapter thirteen is entitled, "Literature and General Progress." Some of the references given are, Tyler's "History of American Literature," Franklin's "Autobiography," and Irving's "History of New York."

Ridpath's "Recapitulation" or summary of each chapter is an outstanding feature of his History of the United States. The following example summarizes Lincoln's Administration and the Civil War.

Sketch of Abraham Lincoln.--Organization of his cabinet.--His purpose to repossess the forts of the United States.--Preparations to reinforce Sumter.--Confederate movements in Charleston.--Bombardment and fall of Sumter.--The call for troops.--Secession of Virginia, Arkansas, North Carolina, and Tennessee.--The soldiers attacked in Baltimore.--Capture of Harper's Ferry and the Norfolk navy yard.--Activity and preparation.--Davis and his Cabinet at Richmond.

The summaries in McMaster's A School History of the United States are distinctly a teaching aid. The following is a typical example:

1. The inhabitants of the New World at the time of its discovery, by mistake called Indians, were barbarians, lived in rude frail houses, and used weapons and implements inferior to those of the whites.

2. The Indian tribes of eastern North America are mostly divided into three great groups: Muskogean, Iroquoian, and Algonquian.

3. In general, the French made the Indians their friends, while the English drove them westward and treated them as an inferior race."


Forty-five pages are devoted to study aids in Montgomery's _The Leading Facts of American History_. Nine pages of principal dates, a Table of States and Territories and a Table of Presidents. Four pages of books on American History to be used as references are classified into periods. Eight pages of questions with page reference are given.

The most interesting feature is the topical analysis for slate and blackboard. The figures refer to numbered paragraphs.

**FIRST PERIOD. -- THE DISCOVERY AND NAMING OF AMERICA, (1000-1521)**

2. Who were they?
2. Iceland.
2. Greenland.

The Northmen
2. "Leif the Lucky."
2. Vinland.
3. Results of the discovery of America by the Northmen.

Geographical Knowledge
1. Ideas about the earth in 1436.
1. The "Sea of Darkness."

Columbus
1. Birth of Columbus.
3. Visits Iceland.
4. What he wished to do.
5. His second motive.
5. Trade with the Indies. (Venice, Genoa.)
6. Portuguese voyages. (Results.)
7. Plan of Columbus. (How far right, how far wrong.)
8. He seeks assistance.
9. He sails. (Vessels; Canary Islands; equipment for the voyage.)
10. Incidents of the voyage. (Compass, crew, birds.)
11. Land! (The West Indies; the Indians.)
12. Return. (Letter of Columbus; division of the world.)
14. Death of Columbus. (What he had accomplished.)

---

This analysis illustrates that more consideration is being given to teaching aids.

Channing's *A Student's History of the United States* has the teaching aids in the front of the book. Besides the list of references and important dates is a three column table called *A Perspective of United States History*. The numbers in parenthesis refer to sections of the text.


**Discovery and Exploration, 1000-1600.**

<table>
<thead>
<tr>
<th>EXPLORATIONS, 1500-1600.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Ponce de Leon, 1513 (20).</td>
</tr>
<tr>
<td>Cortez, 1519-21 (21).</td>
</tr>
<tr>
<td>Coronado, 1540-42 (25).</td>
</tr>
<tr>
<td>De Soto, 1539-43 (26).</td>
</tr>
</tbody>
</table>

| French                   |
| Verrazano, 1524 (23).    |
| Cartier, 1534-41 (27).   |
| The Huguenots, 1555-65 (28, 29). |
| The Cabots, 1498 (16).   |
| Hawkins and Drake, 1562-80 (30-32). |

| English                  |
| The Raleigh Colonists, 1584-90 (33). |

**DECLINE OF SPAIN'S SEA-POWER, 1550-1600.**

| Defeat of the Spanish Armada, 1588 (34). |

---

An interesting example of sidelights and suggestions supplementing each chapter in Mathew Page Andrew's History of the United States is given in this quotation:

"One of the most unhappy features of the war was the hardship of prison life on either side. Over fifty thousand men died in confinement or captivity during the war, the number of deaths being about equally divided between Northern and Southern prisons. This total is terrible to think about, and the causes have been explained at length and in great bitterness of spirit by the earlier writers on this subject."

The greatest progress in teaching aids was made when teachers began to write the histories. The following paragraph taken from Emerson Fite's History of the United States will illustrate his aim.

"In teaching American History, whether in the secondary school or in the college, there are many problems in connection with the division of the subject, method of treatment and emphasis. It has been my aim, in this short history, to add my contribution toward the solution of some of these problems from the practical standpoint of one who has had many years of experience both as teacher and as examiner, acquainted in the first capacity with the difficulty of presenting the subject, and in the second, with the unsatisfactory results often obtained."

Special topics with references supplement each chapter.

1. THE NORTHMEN. American History Leaflets, 3; Contemporaries, I, 28-35; Original Narratives--The Northmen, etc., 3-76; J. FISCHER, Norsemen in America; AVERY, United States, I, 74-96. 12

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12 Ibid., p. 21.
Suggestive questions supersede the parrot-like questions of earlier books. Example:

What are the proofs that the earth is round? Trace the history of the belief in the rotundity of the earth. In what did Columbus' greatness consist? What inventions during the Renaissance added to the zest for geographical exploration?\textsuperscript{13}

The most outstanding pedagogical device in Charles Manfred Thompson's History of the United States is the suggested topics for oral or written report. These topics will compel the students to systematize their knowledge of the topics assigned.

The Industry of England during the Reign of Elizabeth.
A. AGRICULTURE.
1. Changes after the Black Death.
   a. In methods.
   b. In land holding.
2. Principal crops.
3. By-industries.
B. MANUFACTURES.
1. The Guilds.
2. Classes of workers
   a. Master
   b. Journeyman,
   c. Apprentice.
3. The Statute of Apprentices.
5. Rise of new towns.
C. COMMERCE.
2. Activities of the government.
   a. Encouraged explorations.
   b. Built a navy.
   c. Legislated in favor of England trade.
3. The trading companies.\textsuperscript{14}

\textsuperscript{13}Emerson David Fite, History of the United States, p. 21.
\textsuperscript{14}Charles Manfred Thompson, History of the United States, p. 15.


The "Orientation" paragraph at the beginning of each chapter is a new feature incorporated in Fite's 1930 edition. The following paragraph introduces Chapter II:

After the explorers had revealed the existence of the new continent, colonists came to try out its value for settlement. The Spanish and the Portuguese in South America were not very successful in building up a new society, whereas the English in North America proved that they were a great colonizing people. Their first colonies were principally in Virginia and New England and various islands of the West Indies. The French in Canada and the West Indies were less successful, and the Dutch, Danes, Swedes, and Russians obtained a still slighter hold.15

In Wilbur Fiske Gordy's History of the United States the summaries between parts are very helpful. They consist of two pages and review the period that has been discussed, act as orientation of the part to be studied.

After a long and terrible civil war, our people awoke as from a dreadful dream. In the South they must build new homes and new schoolhouses, they must start going the wheels of factories, they must find a way to live in peace with all men, in the North there must be conciliation, with the spirit of forgetting and forgiving the horrors of civil war. After the war and after the dark days of reconstruction, there arose a new South, a new North, a new America.16

In the preface of Beard and Beard's revised edition is found the following paragraph:

As a result of a wholesome reaction against the purely chronological treatment of history, there is now a marked tendency in the direction of a purely topical


handling of the subject. The topical method, however, may also be pushed too far. Each successive stage of any topic can be understood only in relation to the forces of the time. For that reason, the best results are reached when there is a combination of the chronological and the topical methods.\footnote{Beard and Beard, History of the United States, Preface. The Macmillan Co., 1932.}

A very complete topical syllabus is given to be used in connection with the text. After each topic, the page reference is listed thus simplifying its use.

The introductory paragraph at the beginning of each chapter is a new device and very effective. The following is a typical example:

The presidency of Lincoln was an era of war and sorrow. It was followed by the rush and roar of "business enterprise"—the tremendous, tireless energy of a virile people applied to the developing of natural resources of unparalleled richness. The chief goal of this effort was high profits for the captains of industry on the one hand; and high wages for the workers on the other. Its signs, to use the language of a Republican orator in 1876, were golden harvest fields, whirling spindles, turning wheels, open furnace doors, flaming forges, and chimneys filled with eager fire. The slogan written over factory doors was "prosperity." A Republican President was its advance agent.\footnote{Ibid., p. 690.} Released from obstruction by Southern planters and the confusing issue of slavery which had checked the growth of the West, business enterprise sprang forward to the task of conquering the entire country. It even flung its outposts to the uttermost parts of the earth—Europe, Africa, and the Orient—where there were markets for American goods and more resources for American capital to develop.

David Saville Muzzey made a radical departure from the traditional pedagogical procedure by using the unit plan.
Throughout the book, each topic is numbered, ranging from one to seven hundred sixty-three. In the topical analysis, corresponding topic numbers are listed under a main heading, e.g., Arts and Inventions: 6, 7, 9, 83-85, 246, etc. Another interesting feature is the table of Members of Cabinets from 1913 to 1933 and members of the Supreme Court and date of appointment.

A most important function of history is to enable the student to understand how the present came to be, and to help him to act and think more intelligently in trying to solve current problems. The older type of history textbook is not suited to this purpose. Jernegan, Carlson and Ross have preserved the best features of the conventional treatment (Chronological--topical) and have included the unit plan, in the 1936 edition of, Growth of the American People. Nine types of bibliographical aids and questions are appended to each unit. They serve to aid teachers to stimulate the self activity and thinking of the students. The general questions, the problem and thought questions, the floor talks, the identification problems, and the subjects for debates are all important for this purpose. Identification, Map Work, Graphs, Diagrams, and Tables are other devices used.

The following brief examples will illustrate the thought provoking devices.
Problem and Thought Questions

Do you think the American Revolution could have been avoided?

Why did the colonists win the War for Independence?

Floor Talks


Projects

Write an essay on:

The Stamp Act. The Loyalists in the Revolution.

Debates

Resolved that:

1. George III was to blame for the American Revolution.

2. The Stamp Act was a fair law.

Identification

Meaning of terms:

Writs of Assistance, Parson's Cause, Natural Law, external taxes, home rule, etc.

Dates. Why Important, 1763, 1765, 1774, 1776, 1781.

Map Work

Location and Historical Connection: Vincennes, Fort Ticonderoga, Yorktown, Lexington, Valley Forge, Princeton, etc.
SUMMARY

The evolution of teaching aids in the last one hundred years has been even greater than the changes in subject matter. An attempt has been made in this chapter to show that the trend has been toward thought provoking questions and individual thinking. Since history must include so many different phases, it is impossible to give an elaborate treatise of each, hence the need for more supplementary reading. This idea is predominant in the unit plan.
CHAPTER V

CONCLUSIONS

It is a long step from the crude books of a century ago to the works of art that are the current textbooks of 1936. The old cardboard and leather covers have been discarded. The paper found in books today will stand the wear and tear of use far better than that used one hundred years ago. Perhaps the greatest improvement in mechanical features is in printing, binding and illustrating. Before 1881 most illustrations were black and white. Within the last forty years, the perfection of four color work produces illustrations almost with the exactness and fineness of tone of a water colored painting.

It is not in mechanical excellence alone that the modern textbook surpasses those of previous periods. The day has passed when just anybody can write a textbook. The writers must be recognized authorities in their field. Due to scientific research, and the constant revelation of new material, histories have changed, from a recital of a multitude of details, to be memorized, to a compact, comprehensive document which serves its purpose most efficiently.
Wars no longer consume a major portion of the histories. Religious and moral characteristics are not emphasized, but education and culture assume a place of importance. No longer do we find long accounts of droughts, floods and earthquakes. The histories today are concerned with the life, progress and thoughts of people and nations. The modern history is an instrument constructed by a schoolmaster for one definite end -- the instruction and inspiration of the children of today who are the citizens of tomorrow.
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