An Evaluation of Elementary Textbooks of American History

Leona B. Knight
AN EVALUATION OF ELEMENTARY TEXTBOOKS OF AMERICAN HISTORY
(1830-1930)

BY
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An attempt has been made in this study to trace the development of the history text books that have been used in the elementary schools of the United States for the past one hundred years, 1830 to 1930.

As a measure of value the writer has used the criteria as set forth by present day educational experts who have specialized in the field of what should be the criteria of history text books. These educators are Dr. Alfred Hallquest, John C. Fowlkes, Raymond Franson, F. B. Knight, Rolla M. Tryon, and Charles Maxwell. No attempt has been made in this study to discuss what the objectives should be in an elementary school history text book. To advocate what should be the content of an elementary history text book is not the purpose of this study. In a purely objective way the writer has attempted to evaluate each text book analyzed in the light of the criteria as set up by the list of educators mentioned above. Quotations chosen from the text books analyzed will be used repeatedly in an attempt to help the reader to appreciate the conclusions of the writer.

In making this study the writer has been conscious of the ever changing objectives of history text book writers from year to year. In attempting to evaluate each text book in the light of present day criteria, the writer wishes to state that there has been no lack of appreciation of old history textbooks that were used in the elementary schools during the first half of the century, nor has their educational importance been underestimated. They are full of interest and antiquarian charm and no doubt filled a very important place in the schools of their day, but according to present day criteria they rank low in value.

It has been impossible to make many comparisons in these books that perhaps should have been made owing to the fact that old textbooks found in public libraries are not open to circulation but must be used in the library where found. The writer is deeply indebted to the librarians in the Chicago Public Library, the New Harmony Library, the Ft. Wayne Public Library, Indiana University Library, Indianapolis Public Library, Indiana State Library, and Butler University Library. Without their co-operation this study would have been impossible. Special recognition is offered for the contributions of friends who have so willingly permitted textbooks to be used that have come to them from their forebears and
are priceless heritages. The writer expresses her sincere appreciation to those who assisted her in this study. She is especially indebted to Dr. W. L. Richardson who has offered so many valuable suggestions and criticisms during the progress of this study.

L. B. K.
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THE EVALUATION OF HISTORY TEXTBOOKS

CHAPTER I

SURVEY OF THE SUBJECT

Purpose of this Study. Because of the important place that the textbook has in the American schools of today, its history and development form an important part of the annals of American education in the past century. It is the purpose of this study to trace the development of the history textbooks that have been used in the elementary schools of the United States from 1830 to 1930.

One of our modern educators has said:

"The textbook is the teacher of teachers. By means of a text or several texts, the teacher introduces the child into a world of knowledge." ¹

Charles Maxwell says:

"The two factors which have the most direct influence upon the success in the average classroom are, the professional training of teachers and the effectiveness of the textbook used by the pupils." ²

The importance of a well trained teacher needs no argument. The wise teacher uses many textbooks for his training and for suggesting to himself the most effective methods of teaching. It offers the student a permanent treasure-house where he may refresh his memory and where he may draw specific facts for his own use.

An analysis of history textbooks enables us to construct for ourselves a picture of the thoughts and views of life which animated the writers of these books, and which presumably influenced the learners for whom they were written.

Source of Material. The source of material used in this study is samples of textbooks that have been used in the elementary schools of the United States at some time during the past one hundred years. Each textbook was well known and was widely used in its time. They have been secured from both public and private libraries. The public libraries from which these textbooks and other reference material used in this study were obtained are, Chicago Public Library, The New Harmony Library, Ft. Wayne Public Library, Indiana University Library, Indiana State Library, Indianapolis Public Library, and Butler University Library.

The writer has examined many textbooks in history a list of which may be found in Bibliography, pages 115-116. Twelve of these have been critically examined and a resume of each included in this study.
It has been the aim of the writer to distribute these books equally over the period from 1830 to 1930. The difficulty of procuring old textbooks in history has in some instances, made it impossible. History was not included in the curriculum for many years after the public schools were established. For that reason history textbooks were not as numerous as reading, spelling, arithmetic, geography, and grammar textbooks.

The reader will note that Charles Goodrich's and Noah Webster's histories, each published in 1832, have been critically analyzed. Two books for the same period are included for the reasons that each was widely used and in style and content, they were very different. To give the reader an idea of Charles Goodrich's history a quotation is given from Clifton Johnson regarding his 1822 edition:

"Within a dozen years one hundred fifty thousand copies had been sold. It appeared in various editions, some entirely lacking pictures, and none with more than a few insignificant cuts until 1832."

The Following account show the popularity of Noah Webster as a textbook writer:

"After Noah Webster graduated from Yale College in 1778 he began teaching. As the Revolutionary War..."
was in progress, the interruption has made school books very scarce. The need of a home source of a textbook supply was evident, and in 1782 Mr. Webster compiled a spelling book. This was printed at Hartford the next year and gradually won very wide acceptance - so wide, indeed that during the twenty years its author was engaged in preparing his dictionary, 1807-1827, the profits from that one little school book furnished the entire support of his family, though his copy-right receipts were less than a cent a book. The sales went on increasing up to the time of Mr. Webster's death at the age of eighty-four. A million copies annually were then being called for and the total distribution had reached twenty-four millions.  

Mr. Samuel G. Goodrich was another of the successful textbook writers of his time. The first edition of his history was published in 1848. The preface of the 1868 edition says:

"This work was originally published more than fifteen years ago, since which time nearly five hundred thousand copies have been sold. In the present edition, 1868, the original form of the work has been preserved, but numerous additions have been made, either for the purpose of perfecting certain portions and passages, or in order to bring down the train of events to the present time."

Since textbooks are used over a period of several years, and revision is made frequently, it has been difficult in several instances, to determine the exact chronological order in which to arrange them. In each case the writer has given the date of first publication and the

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4Tbid. P. 169.

Method of Attack. The method of attack used in this study is based on the modern criteria for the selection of an elementary school history textbook. To advocate what should be the content of an elementary school history textbook does not fall within the confines of this study. The writer has accepted the criteria as set forth by experts in this field and in a purely objective way has attempted to evaluate the text analyzed in the light of this criteria. Quotations chosen as representative of the thought of the textbook from which they are extracted, will be used repeatedly to help the reader to appreciate the conclusions of the writer.

The Criteria. Many of our prominent educators among whom are Dr. Alfred Hall-Quest, John G. Fowlkes, Rolla M. Tryon, Raymond Franzen, F. E. Knight, and Charles Maxwell, have felt the need for definite criteria for judging the selection of textbooks, hence they have made scientific studies seeking to determine what should be the criteria for the selection of a textbook. A list of the authors who have made scientific studies seeking to determine the criteria for a history textbook are given in the bibliography page 113.

Dr. Hall-Quest, in his publication "The Textbook", date of the edition used, but has arranged them according to the later date.
has treated the standard for textbooks in a very thorough fashion, yet he has no device for the observation of these standards which he has suggested in the problem of evaluating school texts.

Professor Maxwell in his publication, "The Selection of Textbooks", provides an outline for judging textbooks on the basis of publication, mechanical construction, content and use.6

Dr. Franzen and Professor Knight have accepted the principles of Dr. Hall-Quest. They state in their publication, "Textbook Selection", that texts should be chosen in the light of five determinative criteria, namely: The factor of interest, the factor of comprehension, the permanent methods of study involved in the text, the permanent value of the content, and the mechanical construction of the text.7

Henry E. Bourne in his publication, "The Teaching of History and Civics in the Elementary and Secondary School" gives the following characteristics of a good textbook. It should be written by a competent author. It should not be overloaded with many details, although it should be a

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book of facts, not of readymade judgments which will relieve the pupil from forming any opinions of his own. Its pages should not be sprinkled with dates. There must be abundant maps, some of them comprehending the events of the period, others mere sketches in black and white.

A textbook should have instructive illustrations. These, like the pictures on the walls, should not represent the customary historical fancies, - The Landing of Columbus, Washington Crossing the Delaware, of Sheridan's Ride. They should be drawn as far as possible from contemporary sources and should be of historical value and significance.6

Dr. Rella Tryon emphasizes the importance of word study in the teaching of history.9

Ch. V. Langlois and Ch. Siegobos in their publication, "Introduction to the Study of History" emphasize again and again that history must be written in a scientific spirit. It is not a question of style, they insist, but of accuracy, of fullness of observation and correctness of reasoning that is before the author of a history. "It is not patriotism,

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nor religion, nor art, but the attainment of truth that is and must be the historians' single aim." 10

Since publishers of textbooks and textbook commissions are not in agreement as to the essential requirements that textbooks should fulfill, the following form will be used in this study. This form was worked out by John G. Fowlkes and published in the pamphlet, "Evaluating School Textbooks." 11

Form For Evaluating School Textbooks

I. Publication
1. Training of the author
2. Educational experience of the author
3. The author's background
4. The author's purpose

II. Content
1. Proportional distribution of subject matter
2. Proportional distribution of illustrative material, such as photographs, maps, diagrams, graphs, and tables
3. Literary style
4. Validity and reliability


5. Organization

6. Aids for using the book such as appendices, bibliography, footnotes, glossary, indices, marginal notes, paragraph headings, pupil assignments, table of contents and summaries.

III. Mechanical construction

1. Binding, size, and quality of paper
2. Typography, paragraphs, and margins

IV. Adaptability, - Does the book fulfill the purpose as stated in the preface?

History as a school subject did not have a place in the elementary school curriculum until the nineteenth century was well begun. In 1821 a citizen of Massachusetts published a small history in small leather, without maps or illustrations. His preface includes the statement:

"While our schools abounded with a variety of reading books for children and youth, there has never appeared a comprehensive history of the United States for our common schools."

In 1827 a Massachusetts law required towns of fifty families to employ a teacher of reading, writing, arithmetic, geography, and English grammar, but every town of...

In this chapter an effort will be made to evaluate seven representative history textbooks of this period, in accordance with the outline given on page eight of this study.

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In 1827 a Massachusetts law required towns of fifty families to employ a teacher of reading, writing, arithmetic, geography, and English grammar, but every town of

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five hundred had to provide a master who could teach in addition to the above branches, United States History, bookkeeping, geometry, surveying and algebra.  

During the Revolutionary War, Noah Webster, who was then a Yale student was not satisfied with the quantity and quality of school textbooks available. The following quotation from Noah Webster tells something of his interest in the matter:

"In the year 1782, while the American army was lying on the bank of the Hudson, I kept a Classical school in Goshen, Orange County, State of New York. I there compiled two small elementary books for teaching the English language. The country was then impoverished, intercourse with Great Britain was interrupted, school books were scarce and hardly attainable, and there was no certain prospect of peace."  

For over sixty years Mr. Webster worked with untiring energy to provide for the American children textbooks that would prepare them for a high type of citizenship. We owe a great debt of gratitude to the patriotism of Noah Webster, the inventor of the American textbook.

During the second quarter of the century American history was made a regular subject in many schools. A few

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textbooks in history were then published. Rev. Charles A. Goodrich published the most popular one in 1822. Within a dozen years 150,000 copies were sold. 

Rev. Charles A. Goodrich was a graduate from Yale. He became a Congregational minister and held pastorates in Worcester, Mass., Berlin and Hartford, Conn. He devoted a part of his time to writing. Besides a history of the United States, his chief publication was a book entitled "Lives of the Singers." He was a brother to Samuel C. Goodrich who published a history of the United States in 1848. As was stated above, Charles published his history in 1822. It then contained neither maps nor illustrations. By 1832 it had been revised several times and contained about a dozen illustrations. It is to the 1832 publication that the writer of this study refers in the following pages.

This history contains no preface. In the introduction the writer does not state his purpose in writing the book but undertakes to explain the uses and advantages of history. He says:

"History sets before us striking instances of virtue, enterprise, courage, generosity, patriotism, and by a natural principle of emulation, incites us to copy such noble examples. History also presents us with pictures of the vicious, ultimately overtaken

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by misery and shame, and thus solemnly warns us against vice.

"History is a school of politics. That is, it opens the hidden springs of human affairs; the causes of the rise, grandeur, revolutions and fall of empires; it points out the influence which the manners of the people exert upon government and the influence which that government reciprocally exerts upon the manners of the people; history displays the dealings of God with mankind. It calls upon us often to regard with awe His darker judgments and again it awakens the liveliest emotions of gratitude for His kind and benignant dispensations. . . . Besides these advantages, the study of history chastens the imagination; improves the taste; furnishes matters of reflection; enlarges the range of thought, strengthens and disciplines the mind." 5

Rev. C. A. Goodrich divides his history into eleven periods. At the close of each of the eleven periods the author discusses the affairs of the colonists, their religion, commerce, agriculture, arts, manufactures, population, and education. He uses from one to three short paragraphs in discussing each of these items.

Following many of the periods, the author gives a few paragraphs to what he terms "Reflections." We note the religious nature of the author in the following "Reflections:"

"What a lesson may tyranny gather from this! And how thankful should we be, that a Just Providence is above, who regards the affairs of men, who turns aside the trampling heel of oppression and causes the blood wrung out by tyranny to cry from the ground, and call forth the spirit of liberty." 6 ' ' ' "Let but the spirit, the practical wisdom, the religious integrity of the first planters of our soil, prevail among rulers and subjects - let God be acknowledged by giving that

6 Ibid. P. 118.
place to His word and institutions which they claim and all the blessings are ours."

The illustrative material in this textbook consists of the following pictures: Discovery of San Salvador, Captain John Smith Defending Himself from the Indians, Portraits of William, Ann, and George II, Battle of Lexington, Convention at Philadelphia in 1787, Portraits of George Washington, John Adams, Thomas Jefferson, James Madison, and James Monroe. Most of these pictures are highly fantastic drawings and add little value to the text. Of course the modern photographic and lithographic arts were not developed until long after the period under review and we could not expect children to develop a critical attitude toward pictures as we now expect them to do.

The book contains no maps, graphs, diagrams, or tables. As in the matter of illustrative pictures, one must not be too critical. The modern cartographic art had not yet been developed.

As to literary style, the book is too detailed. The important points are lost sight of in the great mass of unimportant subject matter. The vocabulary is unsuited to the school child. The following illustrations will help the reader to appreciate the author's lack of evaluation of

subject matter and his failure to adapt his language to the child.

"Wanton, however, as the burning of Charleston was, it enhanced the dreadful magnificence of the day. To the volleys of musketry and the roar of canons; to the shouts of the fighting and the groans of the dying; to the dark and awful atmosphere of smoke, enveloping the whole peninsula and illumined in every quarter by the streams of fire from the various instruments of death; the conflagration of six hundred buildings added a gloomy and amazing grandeur. In the midst of this waving lake of flame, the lofty steeple, converted into a blazing pyramid, towered and tumbled over the vast pyre and finished the scene of desolation."

"The condition of the New England Colonies was now distressing and as the administration of Andros was becoming more severe and oppressive, the future seemed not to promise alleviation."

"The unfortunate defeat of General Braddock is to be ascribed to his imprudent and too daring intrepidity. Had he attended to those precautions which were recommended to him, he would have thus ambuscaded; or had he wisely retreated from a concealed enemy and secured the thicket with his cannon, the melancholy catastrophe might have been avoided."

"This year, 1794, was distinguished by an insurrection in Pennsylvania, growing out of laws enacted by congress in 1791, laying duties on spirits distilled in the United States and upon stills. In August the president issued a proclamation commanding the insurgents to disperse. This not having the desired effect, a respectable body of militia was ordered out, under Governor Lee of Maryland on whose approach the insurgents laid down their arms, solicited the clemency of the government, and promised submission to the laws."

8 Goodrich, Charles. History of the United States. P. 133
9 Ibid. P. 51.
10 Ibid. P. 99.
11 Ibid. P. 213.
As to aids in using the book the author gives the following statement under the title, "Remarks on Using This Work."

"The General Divisions should first be thoroughly committed to memory.

"That portion of the work which is in larger type, embraces the leading subjects of the history, and should be committed to memory by the pupil. That part which is in smaller type should be carefully perused.

"It is recommended to the teacher not to make a severe examination of the pupils, until the second or third time going through the book. This particularly should be observed in regard to young and backward pupils."12

The "General Divisions" referred to above are the "Eleven Periods" mentioned earlier in this study. There are no table of contents, footnotes, marginal notes, index, bibliography, nor summary in this history.

Table II Appendix page116 shows that 22.6% is given to the Revolutionary War as compared with 4.9% in the table for analyzing a history textbook. See Table I page117. Mr. Goodrich has given 32.3% of his book to the period from 1607 - 1763. Table I shows that 12.3% should be given to this period. A large proportion of this material is accounts of Inter-Colonial Wars.

The mechanical construction of textbooks has received much experimental study in recent years and authorities are well agreed that they should be made attractive, the size

of the type should be selected to suit the age of the child for which the book is designed, the lines should be properly spaced and of uniform length, the paper should be of slightly yellowish tinge and sufficiently opaque that the print will not show through, and many other hygienic factors should receive attention. Judged by these criteria this book ranks very low. It is about the size of a handbook Testament, has a wooden cover with unattractive paper on the outside. The type is small, the letters and words are poorly spaced, the paper thin and of inferior quality, all of which must have been very injurious to the eyes of the pupil.

Rev. C. A. Goodrich felt the need of a history textbook for elementary school children and made an attempt to meet that need. It is crude and shows narrowness and meets none of the requirements of a present day textbook in history. Yet it has picturesque interest and antiquarian charm to be found only in rare old books.

In 1832 Noah Webster published an "Elementary School History of the United States" to which he prefixed a brief account of our ancestors from the dispersal of Babel to their migration to America. As stated earlier in this

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chapter, Noah Webster was a student of Yale College, having graduated in the class of 1778. He became a teacher in Hartford, Connecticut and studied law but was led by the distressed condition of the colonies to defer entering the profession. He began writing by preparing textbooks. He wrote a "Grammatical Institute of the English Language" which consisted of three parts, a spelling book, a grammar, and a reader. These books became very popular. A royalty of a trifle less than a cent a copy on the speller, allowed him by the publishers, soon supported his family. To the wide-spread use of this speller, we owe a large part of the uniformity of pronunciation which prevails in this country.

In 1807 Noah Webster began the compilation of the "American Dictionary of the English Language." The first edition appeared in 1828. During the preparation of this dictionary, he visited Paris, Oxford, and Cambridge, to consult scholars, and to make use of the libraries.

As stated above, Mr. Webster finished his history in 1832. In the preface he says this volume was intended for American youth, and contains many facts not found in any other history of the United States. He makes the following statement in his preface, concerning the material of his text:

"In the history of these settlements, of the Indian Wars, of the forms of government in the several colonies, of the Revolutionary War, and of the measures
which were pursued for obtaining the present constitution of the United States, the most authentic authorities have been consulted and some facts are related from the personal knowledge of the writer."  

Quoting further from the preface the reader is made somewhat familiar with the content of the history:

"It begins with an account of the creation of the world and the dispersion of men on the attempt to build Babel; and to describe our ancestors, descendants of Japheth, in the wilds of Germany as they were when the Romans conquered Gaul, before the Christian Era. A brief account of the conquest of England by our Saxon ancestors and of their gradual improvement in the arts of life down to the Reformation. Then follows an account of the peopling and a description of the character and manners of the aboriginals both in Mexico and in the more northern latitudes. The origin of the Puritans and the causes of their migration to America are then stated."  

The history closes with the adoption of the Constitution of the United States. His reason for doing so he states as follows:

"An Important history cannot be published during the lives of the principal persons concerned in the transactions related, without being exposed to the charge of undue flattery or censure, and unless history is impartial, it misleads the student and frustrates its object."  

The individuality of the book is further brought out by a chapter entitled, "Advice to the Young - economical, moral and religious," which the author hopes will "serve

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15Ibid. P. 3.

16Ibid. P. 3.
in a degree to restrain some of the common vices of our country." 17

There are fifty-six paragraphs in the chapter, "Advice to the Young." The following quotation will give the reader a fair estimate of this chapter.

"Learn things that will make you good citizens, useful members of society, and candidates for a happy state in another world. First among these obey your parents. The duty of the parents is to feed, clothe, protect, and educate; but the exercise of this right is to be regulated by affection.

Children should obey promptly and cheerfully. Love and respect, render obedience easy and cheerful...

Let your first care through life be directed to and extend the influence of the christian religion and the observance of the Sabbath." 18

The individuality of the book is further emphasized by a chapter entitled, "Diseases and Remarkable Events in 1620."

"In 1620 half of the Plymouth settlers died and in 1630 the colony of Massachusetts lost more than one hundred by fevers and scurvy. In 1633, the colony of Plymouth lost twenty of its inhabitants by an epidemic of pestilential fevers. On the first of June 1633, was a severe convulsion of the earth, called the great earthquake. This was succeeded by a general prevalence of smallpox and fevers, on which account a general fast was observed in December..."

In 1633 a great sickness prevailed, and the people sought the throne of grace by a general fast. During

18Ibid. P. 324.
the winter a fever so general and so fatal prevailed in Springfield in Massachusetts that public worship on Sunday was suspended."

As to the distribution of illustrative material, there is one full-page illustration on the first page of the book, The Capitol of the United States in Washington. There are twenty-one smaller illustrations in the entire book of three hundred fifty pages. The history contains no photographs, maps, tables, nor index. The author says in his preface that history should be read with maps which are found in all book stores and in most of our schools.

As in the other histories of the times, too much space is given to details and unimportant subject matter.

As to literary style, Mr. Webster says:

"The practice of writing books for youth in the household language of children is proper and useful for those who are learning to read; but as soon as words of common use become familiar to the eye, children should leave the style of puerility, and read only or chiefly in more elevated language or that which is used by well educated people in adult years. The practices of reducing languages to children instead of elevating their understanding to the style of elegance may be carried to an extent not by just views of improvement." 20

The paragraphs are numbered throughout the entire book.
The main thought in each paragraph is given in italics.
Following each section is a list of questions relating to

19Webster, Noah. History of the United States. 1832. P. 324.
20Ibid. P. 5.
the text. There are twenty sections in the entire book. There is no central theme and no interrelation of chapters.

Like C. A. Goodrich's history, the mechanical construction of this textbook fails to meet the criteria of a present day textbook. It is small in size, the paper is of poor quality, the type is small, the spacing is such that the page has a very crowded appearance. The original copies were probably bound in leather or paper. The copy to which the writer of this study had access, had recently been bound in cloth.

Like Rev. C. A. Goodrich's book, this history is not adapted to the elementary school child. Many pages are given to moralizing which would make little appeal to child nature. Apparently there has been no effort to awaken curiosity, to appeal to interest, or to cultivate intelligent and thoughtful learning. Although his history does not rank high according to modern criteria, Noah Webster was one of the first to feel deeply the need for American textbooks and spent many years of his life in supplying that need.

The next book critically analyzed is one entitled, "A History of the United States of America, From The Discovery of America to the Present Time." This book was written by John Russell in 1888. Mr. Russell had previously published a "History of England" and a "History of France."
The author says in the preface, that he has written a history expressly for the schools. Each colony is taken up separately. In the words of the author:

"The history of each of the little communities which formed the basis of this great nation, is treated distinctly up to the year 1688, the year of many revolutions, and thence forward they are considered essentially as one people and the story of their national progress as one great epic, embellished indeed with its episodes, but preserving its unity and identity up to the period in which we live." 21

The author seems to have made a great effort to make his book interesting so that "the reader will be able to retain in his memory without any great effort." 22 He expresses the hopes that the reader will enjoy his book and that some of the leading events will be "impressed upon the plastic mind of the young pupils and that of all others most deserving attention of American youth - the history of liberty in their own country." 23

As to distribution of subject matter, the author gives in his introduction of three and one half pages, something of the attempts of the other nations in Asia and Europe, to explore in the pursuit of commerce or a desire for knowledge, how they undertook long journeys into different

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22 Ibid. P. 4.
23 Ibid. P. 5.
countries, "whilst the ablest navigators explored the coasts."

In his introduction he tells something of the work of the Egyptians, Phoenicians, Carthaginians, discovery of the Canary Islands, the Greeks directing their expeditions all toward the East, and the Romans trading in India, and closes with the work of Marco Polo and Prince Henry of Portugal.

There are thirty-three chapters in the book. As in the earlier histories, this book is too detailed, the subject matter is not evaluated. The following quotations will illustrate the point:

"General Howe who had already taken possession of the islands lying in the Sound between New York, Long Island and the shores of Connecticut, resumed his military operations.

The British army was on Long Island and the Americans about New York, separated from each other by the East River. The city of New York stands on the south-east end of an island anciently named Manhattan, but now called by the name of the city. The Hudson on North River bounds it on the south-west. It is about fifteen miles and only two broad.

After a brisk cannonade between the British batteries on Long Island those of the Americans about New York, General Howe resolved to transport his army into the island of New York; and accordingly on the 15th of September, General Sir Henry Clinton, with 4,000 men, crossed the East River in flat bottomed boats, landed at Kipp's Bay under cover of the fire of some ships of war without opposition and took post on some high ground about three miles above New York.

The American detachment appointed to defend the place daunted by the cannonade of the ships fled on the approach of the enemy without firing a shot."24

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The important point here is that the Americans lose New York. The many details so obscure this point that a child would in all probability miss it.

As to illustrative material, there are more pictures than in the preceding histories reviewed, thirty in the entire book. The frontpiece contains the "Battle of Bridgewater." Other examples are "Landing of the Pilgrims", "Amidas and Barlow Trading with the Indians at Roanoke", "March of the Americans, under Arnold through the Wilderness of Maine", "Washington taking leave of his officers". Dr. Hall-Quest says, in history the illustrations should focus the attention on men and events of far reaching influence and they should include illustrations that appeal to the interests of children for whom they are written.

Although many of these illustrations do not indicate the relative importance or significance of the content, yet, they are expressive in spite of their crudeness and diminutive size. The artist took care to get everything he could into them that would help in the interpretation of the text.

There are few footnotes in John Russell's history. At the foot of almost every page there are questions relating to the text. The following questions relating to the form-

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motion and adoption of the federal constitution will serve as illustrations:

"When were the old articles of confederation framed and passed? What were their provisions? What were their defects? What was the state of the army at the close of the war? What was the state of the country? When and where was the Federal Convention assembled? What parties then took rise? To which did Dr. Franklin belong? Describe his magnificent conduct in relation to the constitution. What was the substance of his speech? Describe the leading provisions of this Federal Constitution. What were the effects of the new constitution? What financial measures were adopted? When and where did the new congress meet?"

The above questions relative to the text, were no doubt included by the author with the thought of helping the child to interpret the text and to make the book more teachable. There are no maps. Mr. Russell has a table of contents in his history which is a new feature not found in any history thus far analyzed.

The mechanical makeup of the book is somewhat superior to the two preceding books. It is 7" by 5" in size, has a margin of 1" at the top and bottom and a ¾" margin on each side of the page. The type is larger, the letters and words are better spaced, and the paper is of better quality. Like Charles Goodrich's book, it is bound in leather.

Mr. John Russell, as shown by the quotation on page 25 of this study, has made a conscious effort to make his book

interesting and enjoyable. While this represents sound pedagogy, the writer entertains grave doubts of his success. The quotation on page 25 is a good example of killing interest with details and we question the entertaining value of the questions on page 26.

The next book critically analyzed was one published by Mrs. Emma Willard.

In 1851 Mrs. Emma C. Willard published a United States history under the title, "Abridged History of the United States or the Republic of America".

Mrs. Emma Willard was a teacher in Connecticut when she was sixteen years of age. She was later married to Dr. John Willard. Mr. and Mrs. Willard opened a seminary at Waterford, Connecticut in 1819, removing it to Troy in 1821, where it was conducted with great success. In 1838 Mrs. Willard entrusted the school to her son and went to Hartford, and devoted her time to the improvement of textbooks, among which was a history of the United States. The subject matter of this textbook includes the history of the United States from the discovery of America to the year 1850.

The author states in the preface that her leading objects have been to give the events of history with "clearness and accuracy, with such illustrations of time and place addressed to the eye, as shall secure their attention in the memory; and at the same time, with such an order of arrangement as
will enable the mind to recall at need, what it thus retains." 26

Mrs. Emma Willard says it is her desire to cultivate the memory, the intellect, and the taste. But much more anxious has she been to "sow the seed of virtue, by showing the good in such amiable lights, that the youthful heart shall kindle into the desires of imitation. And we have been careful to give clear conception of those deeds which are proper to imitate, while with regard to bad actions, we have as far as possible given the results rather than the detail." 27

Mrs. Willard divides her book into, what she terms, an Introduction and Four Parts. The Parts are divided into Periods and the Periods into Chapters. The Introduction contains two short chapters. The first chapter confines itself to the nature of the history of any nation, the location of the United States, its soil, production and climate. The second chapter is entitled "The Aborigines". It takes up briefly the location, the nature and government of the main divisions of Indians of the United States.

Part I of the text is divided into three periods extending from the discovery of America by Columbus in 1492 to the formation of the New England confederation in 1643.


27 Ibid. P. 5.
Part II extends from 1643, the beginning of the New England confederacy, to 1763, the close of the French and Indian War. Part III extends from the close of the French and Indian War in 1763 to the adoption of the present constitution of the United States in 1789. Part IV covers the years from 1789 to 1850. These four Parts as the large divisions of her book show, Mrs. Willard made a very definite effort to organize her book.

The history contains fourteen illustrative pictures. The following are examples: "Elizabeth's Patent to Sir H. Gilbert", "Landing of Sir William Phipps", "Return of Columbus", "The Cabin of the Mayflower", and "Washington Taking Command". Though these illustrations are crude and many of them focus the attention of the reader on events of little historical value, yet they pave the way for the fine illustrations of the modern text book.

The book contains thirteen black and white full page maps. Each map is numbered and an explanation of the same given. The following are examples: "Map No. 3, 1620, exhibiting the grant made by the Kings of Great Britain and France during the early part of the seventh century."28 Map No. 11. Showing the Dates of the first Settlements of the Old Thirteen United States and the admission into the

Union of the remainder." 29 Map No. 4, 1643. 30 Battle-
grounds. 31 There are no photographs, diagrams, or tables.

The style of the book is mature. The subject matter is
not evaluated and the vocabulary is not suited to the ele-
mentary school child. It is interspersed with much religious
material and dismal moralizing. A few quotations will illus-
trate these points.

"In 1715, the Yamassees, instigated a combination
of all the Indians from Florida to Cape Fear against
South Carolina. The warriors of the Creeks, Appala-
chians, Cherokees, and other tribes exceeded six
thousand. 1111111

"The Southern Indians fell suddenly on the traders,
settled upon them and in a few hours ninety persons
were massacred. Some of the inhabitants fled precipi-
tately to Charleston and gave the alarm." 32 11111111

"Washington perceived that although the people
were ardent in the cause of liberty and ready to engage
in the most desperate enterprises, yet there was a
total want of discipline and military subordination
among his troops." 33 11111111

"When Washington retired at the close of the war,
he had fully intended to pass the residue of his days
in domestic retirement. The first summons which he
received to quit his delightful retreat was when the
legislature of Virginia chose him first delegate to the
convention which framed the Constitution. With reluct-
ance he consented to the pleas of friendships and the
call of public duty. He was made president of the con-
vention by unanimous vote." 34 11111111

30 Ibid. P. 86. 31 Ibid. P. 342. 32 Ibid. P. 139. 33 Ibid.
P. 196. 34 Ibid. P. 257.
"The government of the United States is acknowledged by the wise and good of other nations to be the most free, impartial, and righteous government of the world; but all agree, that for such a government to be sustained many years, the principles of truth and righteousness, taught in the Holy Scriptures must be practiced. The rulers must govern in the fear of God, and the people obey the laws."35

"On the 4th of December, Washington parted from his officers at New York. A day was appointed at Annapolis, where Congress were sitting, and in the presence of a large and deeply affected audience he resigned his offices, and commanding his country to the protection of God, retired to Mount Vernon, followed by the benedictions of America, and the admiration of the world."36

"There are those, who rashly speak, as if in despair of the fortunes of our republic; because, they say, political virtue has declined. If so, then is there the more need to infuse patriotism into the breasts of the coming generation. And what is so likely to effect this national self-preservation as to give our children, for their daily reading and study, such a record of the sublime virtues of the worthies of our earliest day, - and of Washington and his compatriots, as shall leave its due impress? And what but the study of their dangers and toils, - their devotion of life and fortune, can make our posterity know, what our country and liberties have cost? And what but the History of our peculiar, and complicated fabric of government, by which it may be examined, as piece by piece the structures were built up, can impart such a knowledge of the power it gives, and the duties it enjoins, as shall enable our future citizens to become its enlightened and judicious supporters?"37

The table of contents divides the book into four parts. Each part is divided into periods, the periods into

36Ibid. P. 251.
37Ibid. P. 6.
chapters. The chapter headings define the contents of the chapter very definitely; e.g., Chapter III. "George Washington - his birth, parentage and education, his conduct in places of trust, private, and public.

Chapter VI. "Campaigns of 1757 and 1758.

The Periods likewise have accurate descriptive headings, as Period II. "From the new charter (1692) of Massachusetts to the first settlement (1733) of Georgia by Oglethorpe.

There is a marginal reference for each paragraph which gives the principal thought of the paragraph and the date of occurrence: e.g., "1791, A national Bank established."

"1830, Jackson proposes the removal of the Indians."

The paragraphs are numbered throughout the book and at the foot of each page there are questions relating to the text.

Table IV page 120 Appendix A, shows that 54.8% of the book is given to colonization. Much of this is the description of Indian Wars and massacres. 13.6% of the book is given to the Revolutionary period. Table I shows that 4.9% should be given to this war. These facts show that Mrs. Willard, like the other early historians, over emphasized war.

The mechanical makeup of this book is very much the same in format, edited appearance, illustrations, and presentation as other books. She has included the arts and sciences. Two popular period..."
as Mr. John Russell's history.

The content of Emma Willard's history from the view of modern educational ideals would be low. The subject matter is mature and academic. The interests and needs of the child have not been considered; yet, there are a few points worthy of mention wherein Mrs. Willard's history surpasses any thus far analyzed. She was a teacher and used the material in her classes before placing it in her text. She was the first to include maps in the text and her aids, such as marginal references, table of contents and questions are much superior to those of the earlier texts.

The next textbook analyzed was one written by S. G. Goodrich in 1843. S. G. Goodrich, a brother to Charles A. Goodrich, referred to earlier in this study, wrote a pictorial history of the United States. He made several revisions, one in 1854 and one in 1859. The book was revised by his heirs in 1865 and in 1868. It is to the 1868 publication to which reference is made in this study.

Samuel G. Goodrich was born in Ridgefield, Connecticut in 1793 and died in 1860. He was an American writer, long known by the name, "Peter Parley". He became a publisher in Boston, edited several periodicals and wrote many juvenile books on a variety of subjects. The "Peter Parley", as they are called included geographies, histories, stories and articles on the various arts and sciences. Two popular period-
icals published by Mr. Goodrich were Peter Parley Magazines and Merry's Museum. During the presidency of Millard Fillmore, Mr. S. G. Goodrich served as American consul in Paris. Quoting from the preface, the author says the purpose is primarily a book for schools - interesting to the pupil and easy to be learned, yet leaving vivid and abiding impressions on the memory of the reader.

This history textbook covers the period from the discovery of America by the Northmen in 1660 to the year 1868. It is divided into three divisions prior to Washington's administration, viz: Introduction, United States, Period of the American Revolution. The presidential administrations follow, beginning with Washington's administration and concluding with Lincoln's administration. The remaining twenty pages are given to a brief history of the Indian tribes in North America, the British possessions in North America, the Polar Regions, the West Indies, Mexico, Central America, and South America.

The introduction containing twenty pages, gives a brief account of the early settlements of Asia, Africa, and Europe, the process of navigation, the voyages of the Northmen, the plans and voyages of Columbus, other discoveries in North America, closing with a few paragraphs concerning the native inhabitants and peculiar plants and animals in North America. The second subdivision bearing the title United States, takes
up the story of the settlement of the colonies and the Inter-Colonial Wars. This division covers the history of the United States from the settlement of Virginia in 1607 to the war of the revolution in 1775. The third division covers the Revolutionary War and the formation and adoption of the constitution of the United States.

In taking up the settlement of Virginia the author calls attention to a map of the southern section of the United States as it appeared at the time of writing. The attention of the reader is called to the division of states and location of towns which did not exist when our country began. He then draws attention to the fact that the mountains, rivers, shores, and waters were, however, the same. Throughout the book he points out the relation between the geography and history of the country.

Mr. S. G. Goodrich gives in great detail, the story of each of the thirteen colonies, their settlement, the life story of the outstanding men in the colony, the type of government and the progress of the colony from time to time. He has a summary of the thirteen colonies at the close of this section of his textbook. This is a step in advance in textbook writing. This can best be shown by an extract from the text:

"We have traced the history of the English Colonies in North America to the year 1763. At this later date these colonies were thirteen in number, and contained
about two millions and a half of inhabitants. Such had been the progress of these settlements in a hundred and fifty six years. . . . These were the colonies that took part in the French and Indian War. Although the British government sent over ships, men, money to aid in that war, yet on the colonies fell the heaviest share of the burden, and to them chiefly belong the merit of the great success of the conflict.

In this war the colonies as we have seen did not act separately as in the beginning; they united as all belonging to one country, and thus laid the foundation of that union which bound them during the revolution, and which now binds them, as a republic of many states, forming one nation.

Hitherto our history has been an account of the rise and progress of separate colonies; from this time forward it is the history of a nation. We are about to enter upon the events which caused a state of hostility between colonies and mother country and which resulting in a long and severe war, ended in a final separation between them. Hitherto we have spoken of this country as English; we must henceforth regard them as Americans."43

The third sub-division of the book is the period of the American revolution. The author gives a summary of the events in the first few pages of the division. Quoting from the text:

"As early as the year 1651, Great Britain had begun to pass laws to restrain and direct the colonial trade. Similar attempts were made in 1660, again in 1672, 1673, 1691 and 1692. In the year 1696 a pamphlet was published in which it was recommended to lay a tax on one of the colonies."44 . . . .

"It is true that the British had incurred a heavy

44 Ibid. P. 165.
expense on account of the colonies, but then the trade of the latter was of immense value to them. Still they seemed determined to impose taxes in some form. In 1764, it was distinctly stated in the English papers, that they were about to defray the expenses of quartering a body of troops among our countrymen by requiring a duty on sugar, molasses, indigo, coffee, etc.  

"The sugar act led to a great deal of smuggling, and finally to an almost entire extinction of the colonial trade with the French and Spanish West Indies. The colonies, to retaliate, resolved not to purchase clothing of the English, but to use, as much as possible their own manufactures."

Although the Revolutionary War period is given 88 pages, the important period 1783-1789 is dismissed with a scant two page discussion. Following this the administrations are taken up in chronological order. The important happenings in each administration are recorded in great detail. Chronological order of events is adhered to so faithfully that the history becomes a mass of isolated facts. For example, in Jackson's administration there are six chapters covering nineteen topics. These are given nearly equal space. Three paragraphs are devoted to Jackson's visit to Fredricksburg to attend the laying of the corner stone to the monument erected to the mother of George Washington, and the same number of paragraphs are given to the complicated action concerning the National Bank and the removal of the deposits.

46 Ibid. P. 166.
of the United States treasury. Such an important topic as "Nullification in South Carolina" is dismissed with two paragraphs. Again, in Monroe's administration we find about equal space devoted to Lafayette's visit, as is allotted to the admission of Maine and Missouri with all of the discussion which resulted in the Missouri Compromise.

In Table V page 121 Appendix A the reader finds that Mr. Goodrich uses 17.9% of his book in his discussion of the Revolutionary War as compared to 4.9% in Table I. The Colonial period which includes the Intercolonial and Indian Wars receives 26.6% as compared with 12.8% in Table I.

This history textbook has an index. The author recommends that the teacher "exercise the pupil in this index as a spelling lesson." Questions relating to the text are found at the foot of all of the pages and a few explanatory foot notes are included. These footnotes mark a new departure in textbook writing and the added interest may be illustrated by the following quotations relating to Perry's Treaty with Japan, and to the great fire at San Francisco in 1850:

"The empire of Japan, embracing several islands on the east coast of Asia, is supposed to contain a population of thirty-five millions. In manners and customs the people resemble the Chinese; like the Chinese, they have generally excluded foreigners from
their territory, though they have granted some exclusive privileges to the Dutch. Since this treaty made by Commodore Perry, some of the European nations have formed commercial treaties with that country.\footnote{Goodrich, S. G. Pictorial History of the United States. P. 428.}

"The great fire of May 4th, 1850, at San Francisco, destroyed nearly the entire city, which at that time consisted mostly of wooden tenements. The amount of property destroyed was estimated at four millions of dollars. Many of the edifices of San Francisco are now of brick and stone, and rival in splendor those of our Atlantic cities."\footnote{Ibid. P. 417.}

As a help in the interpretation of the text in connection with the exploration and colonization of the United States, the author has included a full-page map of the United States, also five slightly smaller maps of various sections under discussion. In the study of the Revolutionary War the author has included five three quarter page maps, showing the plan of battle. There are many small portraits of prominent men and illustrative pictures of historical events, interspersed throughout the book. The table of contents lists 238 chapters in the text of 494 pages. Detailed chapter headings indicate the contents of each chapter. The author has adopted this form rather than marginal notes or paragraph headings. This textbook has a supplement which includes the Declaration of Independence, Articles of Confederation, Constitution of the United States, and Amendments.
The mechanical structure of this textbook is slightly superior to Mrs. Emma Williard’s textbook. The marginal references are omitted thus giving the page a much more pleasing appearance. The type is a very great improvement over the previous books. The color and quality of the paper also shows much improvement.

The absence of the ecclesiastic tone and moralizing, together with the use made of maps, notes, and illustrations make this textbook somewhat more adapted to youth than the previous ones analyzed.

The next book presented to the reader is one published in 1857 by George P. Quackenbos, a noted American educator, and the author of a number of textbooks, one of which is a History of the United States.

Mr. Quackenbos was born in 1826, attended Columbia University, graduated in 1843 and was admitted to the bar. Later he abandoned law and for many years conducted a large private school in New York City. He published "an Advanced Course in Composition and Rhetoric" in 1854, "English Grammar" in 1855, "History of the United States" in 1857 and many other once popular textbooks.

In the preface the author makes the statement that he has "aimed to be simple", so that the youth as well as the more advanced classes may understand him; clear, that no indistinct or erroneous impressions may be conveyed; accurate
in the recital of facts and interesting as regards both matter and style. He further states that he has gone into detail sufficiently to show events in their connections so that the people may get a fairer idea of them and that facts otherwise dry may in this way be made attractive and indelibly impressed on the mind.

Mr. G. F. Quackenbos's history textbook covers the period from the discovery of America by Columbus in 1492, to the close of Andrew Johnson's administration in 1869. (Revised edition) The author has divided his book into four parts. Part I is devoted to what the author terms the aboriginal period. This part deals with the origin, customs and character of the American Indian. Part II takes up the study of the colonial period, covering the period of the voyages and explorations of Columbus to the American Revolution. Part III covers the revolutionary period from the battle of Lexington to Washington's administration. Part IV, termed the constitutional period, takes up the study of the administrations in chronological order. Part II deals with "Domestic Life, Character and Laws of the Puritans". Chapter XXXV in the same part deals with "The State of Society in the Colonies." The last two pages in the book give a brief account of "Present Condition of the United States". These short accounts mark the beginning of the economic life of the people in a history textbook. Some idea of the early efforts
to humanize history may be obtained from the following quotations:

"Let us glance at the state of society among the puritans. Their condition, of course, was like that of the English people at this time. Many improvements connected with domestic life were yet unknown, while others had just been introduced. The use of chimneys was becoming common, though opposed by some, who said that smoke improved their health and hardened the timbers of their houses. Wooden dishes and spoons were giving way to pewter ones. Houses of brick and stone were not unfrequent in the old country; but in America boards and unhewn logs were mostly used in building. A poor man in England received but half what he now gets for a day's labor. Rye, barley, and oats were the common food; and thousands of families hardly knew the taste of meat. The condition of the people of Massachusetts was considerably better than this. After the first few years of scarcity, ordinary industry supplied their wants; and they lived more comfortably and independently than the same class in the old world."  

"Manufacturers at an early period engaged the attention of the colonists especially at the north. What they needed for their own comfort was readily supplied, and they soon commenced producing different articles for export. Iron, hides, leather and hats were sent over to the old world, with considerable profit, till the government, fearing the effect of this competition on manufacturing industry at home, discouraged their exportation. This was the case particularly with hats, which the people of New England produced in such quantities, that we are told, if not restrained, they would soon have supplied the world with them."  

"Agriculture, however, was the main reliance of the great body of the people. The richness of the

50 Ibid. P. 186.
primeval soil well repaid the husbandman for his labor. Maize, tobacco, and the potato were extensively cultivated in the sunny fields of Virginia and the adjacent colonies. Rice and indigo were raised abundantly in South Carolina. Cotton received attention in the South, and began to be spun and woven. Fifteen years before the revolution, the wife of Washington kept sixteen spinning-wheels running, and wore the fabrics made in her house under her own direction. The people of North Carolina lived in ease and plenty, relying much on hunting and fishing. Maize, tar, and turpentine were the principal products of their domain. In the North, foreign, as well as native grains and vegetables were everywhere raised. Barley was cultivated in New England from the time of its first settlement. Gosnold sowed it in Martha's Vineyard, in 1602.

Traveling facilities, at the time we are speaking of, were exceedingly limited. Railroads, steamboats, and even stage coaches were unknown. Passengers were conveyed from point to point on the coast in small sloops navigated by a man and a boy. They engaged to run from New York to Philadelphia in three days, unless in passing through the Narrows they were driven too far out to sea, in which case the voyage might take a week or more. New Jersey was crossed by land in wagons which started twice a week from New York. In 1765, a new line was established, consisting of wagons without springs. The next year, a third line started, which promised to make the journey from New York to Philadelphia in two days; from this unprecedented speed, its vehicles were called 'flying machines'. The first stage coach in America commenced running in 1772 from Boston to Providence, taking two days to go that distance."51

Mr. Quackenbos has taken one decided step forward in the use of colored maps. These include a two-page map of the United States in civil war days and a full page map of Indian families. Besides these two full colored maps, there are

six quarter-page maps with boundary lines marked in colors. He makes a generous use of black and white maps of the plans of battlefields and to make them more usable he has placed questions relating to these at the foot of the page. This, too, is a new feature in textbook writing and to illustrate it we quote the following questions on the plan of the battle of Tippecanoe:

"Where were the Indians concealed? On what creek was the battle? How high was the bluff occupied by the Americans? What general commanded near the point first attacked?"

The pictorial illustrative material consists in seven portraits of prominent men, five of them presidents, and thirty black and white, crude and rather imaginative pictures depicting historical events.

The literary style of this history is superior to any of the previous texts analyzed. The author makes a beginning of presenting history as a narrative rather than as a multitude of isolated facts. The author makes some use of biography in the body of his text and the biographies included are interesting and fairly well adapted to children.

"Tecumseh was the most formidable of all the Indian warriors that ever fought against the United States. He was nearly six feet high; his frame was muscular and capable of great endurance. A high forehead, piercing eyes, and gravity of expression gave an air of command..."

52 Quackenbos, George P. *History of the United States*, pp. 342.
to his whole person. Strict morality and adherence to truth from his earliest years, added to talents of high order an eloquence rarely equaled, made him not only a ruling spirit among the tribes of the wilderness, but also an object to the nation whom he opposed with dying hatred. 53

"John Quincy Adams was born at Braintree, Massachusetts on the 11th of July, 1767. At the age nine, he heard the Declaration of Independence read from the state-house in Boston. Two years afterwards he started for the old world with his father, John Adams, whose patriotic career we have already traced. Accompanying his father to France and Holland, thence traversing the continent to St. Petersburg, where he acted as secretary to the American minister, and on his return through Sweden and Denmark, the young Adams, though his education was thus irregular, enjoyed unusual opportunities of becoming acquainted with men and manners, and learning the routine of diplomatic business. On the appointment of his father as minister to England, he returned to his native country, and entered Harvard University, where he was graduated with distinction in 1787. The study and practice of law next engaged his attention; but, improving his leisure to publish some political papers, he became known as a statesman, was appointed by Washington minister to Netherlands and Portugal, was transferred by his father to Russia, was sent to the senate of Massachusetts and afterwards to the U. S. senate, was made minister to Russia by Madison, and afterwards, as we have seen, served as minister at the court of St. James, and secretary of state under Monroe. By this extended experience was Mr. Adams qualified for the high office to which he was called. 54

The table of contents shows that the author has divided his four parts into eighty chapters. He includes chapter headings but omits paragraph headings, marginal notes and footnotes. He has questions on each paragraph by number at the foot of each page. The pronunciation of difficult proper names is given in brackets throughout the book. The author

53Quackenbos, George P. History of the United States. P. 367.
54Ibid. Pp. 397-398.
has an appendix including the Declaration of Independence, the Constitution of the United States, and a chronological record which gives a concise summary of the points discussed in his text.

In Table VI on page 122 we find Mr. Quackenbos as did the other textbook writers of the early period, used 19.8% of his book to the Revolutionary War as compared to 4.9% in Table I on page 117. The Colonial Period receives 22.6% as compared to 12.7% in Table I. The Civil War receives 8.8% as compared to 7.7% in Table I.

The mechanical makeup of this book is very similar to that of S. G. Goodrich's book. It has the same clear type, is the same size, is bound in cloth with leather back, and is about the same in length of line, in margins, and in quality of paper.

Because of its narrative form and somewhat simpler vocabulary, this book is better adapted to children than any of the former ones analyzed. The pronunciation of proper names, the introduction of economic history, the use of colored maps, the introduction of biography, all these points add to the adaptability of the book to the use for which it was written.

The next textbook to which the attention of the reader is called, is one written by Joel D. and Esther Baker Steele in 1871. This book was known as Barnes's Brief History of
the United States. The book received its name from the publisher, rather than from the authors. It was revised in 1879, 1880, and in 1885. It is to the 1885 edition that the writer of this study had access. This edition was published by the American Book Company.

Joel D. Steele, was born in New York in May 1836 and died in Elmira, New York in May, 1886. He graduated from Genesee College in 1858 and was later engaged in teaching. He became captain of the 61st New York volunteers in the first year of the Civil War. He saw service in the Peninsular Campaign and was severely wounded at Seven Pines. He was principal of the Newark, New York High School from 1862 to 1866 and of Elmira Academy from 1866 to 1872. He was thereafter engaged in preparing textbooks in which occupation he was highly successful. He wrote "Human Physiology", "Zoology", Barnes's Popular History of the United States", and with his wife, Esther Baker Steele "Brief History of the United States", a history of "France", of "Greece" and of "Rome". Being a teacher and a scholar, he was eminently fitted to write textbooks and his history was widely used in elementary schools for many years.

In his preface the author says:

"This work has been prepared with the following design, viz: to state only those important events in our history which every citizen should know, and to tell them in such a way as to arouse the pupil's interest and inspire enthusiasm for further study"...
"Experience has taught the value of certain general methods of teaching this study.

1. To divide the history into Epochs, giving each a characteristic name.

2. To precede each Epoch by a map and questions in order to familiarize the pupil with the localities about the events about which he is to read; and to follow each Epoch with a Chronological Table and a list of reading references for further study.

3. To furnish copious notes containing collateral facts, minor events, sketches of the lives of presidents and noted men, and especially anecdotes of heroism and devotion that so brighten the record of our national growth.

4. To give each paragraph a distinct title to aid the pupil in learning, and the pupil in hearing the lesson; and to arrange these topics in such a way as to form a systematic analysis of the subject.

5. To make the great battles easy of remembrance by associating with the description of each the pivotal point on which the issue turns.

6. To introduce something of the philosophy of history by stating the plan of each campaign, and the objects sought by, and the results of, important engagements, thus leading the pupils to appreciate the fact that events hinge upon each other." 55

The author has divided his book into an introduction and six Epochs. The introduction gives a brief account of the Mound Builders and the characteristics of the American Indians. The first Epoch is given the characteristic name, in accordance with the statement in the preface quoted above, "Early

Discoveries and Settlements" and extends from the discovery of America in 1492 to the settlement at Jamestown in 1607.
The second Epoch, - "Development of the Colonies" extends from the settlement of Jamestown in 1607 to the breaking out of the Revolutionary War in 1775. The third Epoch, - "The Revolutionary War" extends from 1775 to the adoption of the constitution in 1787. The fourth Epoch, - "Development of the States" extends from 1787 to the breaking out of the Civil War in 1861. The fifth Epoch extends from 1861 to 1865 and is called "The Civil War". The sixth Epoch, - "Reconstruction and passing events" extends from 1865 to time of publication of the book in 1871.

This book contains a generous supply of maps pertaining to discoveries, settlements, and wars. Six of these are two-page maps in colors. There are many maps in black and white to clarify battles and campaigns. There are fifty-nine illustrations and thirty-eight portraits. These are well selected and add materially to the interest of the book.

In literary style this book stands very high for a book of the period in which it was written. The author's experience as a teacher has doubtless been an aid to him in the choice of words and material which would appeal to children.

The following are examples:

"The Marriage of Pocahontas (1613). - The little Indian girl had now grown to womanhood. John Rolfe, a young English planter, had won her love and wished to
marry her. In the little church at Jamestown, rough almost as an Indian wigwam, she received Christian baptism, and, in broken English, stammered the marriage vows according to the service of the Church of England.

Three years later, with her husband, she visited London. The childlike simplicity and winning grace of Lady Rebecca, as she was called, attracted universal admiration. She was introduced at court and received every mark of attention. As she was about to return to her native land with her husband and infant son she suddenly died."

"The Merrimac and the Monitor. — . . . . Suddenly, from under her lee, the little monitor darted out and hurled at the monster two one hundred and sixty-six pound balls. Startled by the appearance of this unexpected and queer looking antagonist, the Merrimac poured in a broadside, such as the night before had destroyed the Congress, but the balls rattled harmlessly off the Monitor's turret, or broke and fell in pieces on the deck. Then began the battle of the iron ships. It was the first of the kind in the world. Close against each other, iron rasping on iron, they exchanged their heaviest volleys. Five times the Merrimac tried to run down the Monitor, but her huge beak only grated over the iron deck, while the Monitor glided out unharmed. Despairing of doing anything with her doughty antagonist, the Merrimac now steamed back to Norfolk."

In considering the aids for using the history, the author has offered suggestions to teachers. He states that these suggestions "have been successfully employed by many teachers". This is in keeping with the thought of Dr. Hall-Quest in his publication, "The Textbook" that the best results must express the judgment of a large group of investigators who have found certain emphasis desirable, and that the textbook must represent the consensus of the most modern opinions on the subject on which it treats. He is the first author found

57 Ibid. P. 234.
in this study to make any such recognition.

He would supply each child with a large outline map. As he studies the development of the country, the map would be filled in day by day with the places discovered, the settlements, battles, political divisions, etc., with their dates. By this plan the geography would be associated. This suggestion sounds quite modern. It may be the forerunner of the project method, or of the unity of the geography and history in the social sciences.

The topics of the Epochs, chapters, sections, and paragraphs form a full analysis; thus, in each presidential administration, the order of subjects is uniform, viz.: Domestic Affairs, Foreign Affairs, Political Parties, - the subsidiary topics being grouped under these heads. The teacher is recommended to place on the board the analysis of each epoch and conduct the recitation from that without the use of the book in the class. At the close of each Epoch the author has given a list of references for further reading including the best historical works, fiction, magazine articles and poems relating to the period covered. He also suggests formal debates, oral and written, to stimulate research on historical subjects. Most of the paragraphs have topical headings in bold faced type. This invited the use of the topical recitation which the author recommends.

This history has an analytical table of contents, which
includes the items in the appendix, the list of maps, illustrations and portraits. The appendix includes, Questions for Class Use, Historical Recreations, Declaration of Independence, Constitution of the United States, Table of States, Table of Presidents and the Index. In his table of contents and in the appendix the author has introduced several new features which been universally adopted by later textbook writers of history.

The footnotes contain much interesting biographical material as well as many fascinating incidents which make a strong appeal to children. He has further developed social and economic life by devoting several pages of fine print to such subjects as, "Colonial Civilization", "World Life one Hundred Years Ago", "Sea-life in the Fifteenth and Sixteenth Centuries". At the close of each Epoch he gives a very complete chronological summary.

This book is somewhat larger than the books previously analyzed. The type is larger and the spacing better. Bold faced type, small capitals, capitals, and italics are wisely used, making the page attractive and emphasizing special features. It is bound in full cloth.

This book is a little better adapted for use in the school room today. The topical arrangement makes it possible for the teacher who wishes to do so, to use it with very little preparation and yet require from the pupil much work
of the memorization type. The human element, the anecdotes, the biography and the illustrations add to the interest of the child. The vocabulary is, for the most part, within the range of his comprehension. For the teacher who wishes to rise above the memorization type of teaching, the author offers some helpful material, such as reference readings, formal debates, and the elaboration of topical outlines. In common with other writers of his day, this author has given too much space to accounts of war. He devotes 11.4% of his book to the Revolutionary War and 26.3% to the Civil War while the criteria for the distribution of subject matter on page six of this study shows 4.9% and 7.7% respectively to these wars. These two wars have three times as much space as modern historians think should be allotted to them.
In the preceding pages of this chapter a detailed analysis of the contents of each of several history texts has been offered. The chapter might be summarized as follows: -

The history textbooks for the elementary school child from 1830 to 1890, show a gradual development. The books from 1830 to 1850 were a recital of military and political events, highly imaginative, of a religious nature and much of the subject matter to be memorized. The books from 1850 to 1890 in many ways fall short of the standards set up by modern criteria, yet the religious and moral atmosphere has disappeared and the memorization of subject matter as such has been eliminated.

The history of Charles A. Goodrich (1831) is without a preface and the author nowhere states his purpose in writing the text. In his introduction he seeks to explain the uses and advantages of history.

Noah Webster's history, the second textbook analyzed, (1832) states in the preface that the book was written for American youth and that it contains many facts not found in
any other history. The chapter on "Advice to the Young", makes the reader feel that Mr. Webster thought it was his duty as an historian, to emphasize the religious and moral life to the extreme.

John Russell, (1838) says in his preface that his text-book was written for the schools. He states that he has attempted to make the book interesting so that the reader will retain it in his memory without any great effort. He desires that the reader enjoy the book, also that the youth will be impressed with the history of liberty in their own country.

Mrs. Emma Willard, (1851) stated as her object, to give the events of history with clearness and accuracy. She desires to cultivate the memory, intellect, and taste. She wishes to sow the seed of virtue by showing the good in such lights that the youthful heart will have a desire to imitate.

S. G. Goodrich (1868) says his book is a book for schools, primarily, interesting to the pupil and easy to be learned, yet leaving vivid impressions on the memory of the reader.

George F. Quackenbos (1869) says that he has aimed to be simple so that the reader may understand, clear and accurate in the recital of facts, and interesting as regards both matter and style. He further states that he has attempted to show events in their connection so that they may be indelibly impressed upon the mind.
Joel D. Steele, (1885) the author of Barnes's History of the United States, states that he includes only those important events which every citizen should know and to tell them in such a way as to arouse the pupil's interest and inspire enthusiasm for further study. He offers his book to American youth "in the confident belief that as they study the wonderful history of their native land they will learn to prize their birthright more highly, and treasure it more carefully".

Emma Willard (1851) was the first author in this study to make a conscious effort to organize her material. She divides her book into parts, parts into periods, periods into chapters, and chapters into paragraphs. Mr. Hall-Quest says:

"Doubtless the most important of all questions concerning the textbook is its organization of subject matter. This gives character and educational significance to the book. The textbook must be a well systematized arrangement of a subject so that its formal study may proceed in a normal fashion."58

S. G. Goodrich (1868) divides his book into four divisions, prior to Washington's Administration after which each administration is taken up in chronological order. He is the first author to summarize his material.

George P. Quackenbos (1869) divides his history into four parts. The fourth part takes up the study of the administration of each succeeding author used them more or less but Mr. Steele made the first use of them. He placed all of his abundant biographical and anecdotal matter in footnotes. Mrs. Willard used marginal notes profusely.
ministrations in chronological order much the same as did S. G. Goodrich.

Joel Steele (1885) the author of Barnes's History divides his book into an introduction and six Epochs. The Epochs are divided into chapters, the chapters into paragraphs. Each paragraph has a caption in bold faced type which the author says is "to aid the pupil in learning and the teacher in hearing the lesson; and to arrange these topics in such a way as to form a systematic analysis of the subject."

Emma Willard (1851) was the first to include maps in a history textbook. George P. Quackenbos (1869) first used colored maps. He also included questions relating to the maps. Barnes's Book shows great improvement in the quality of colored maps and introduces a larger number of them.

The first two histories analyzed had no table of contents. This feature was first used in Russell's history in 1838, and its use was continued by each succeeding author. Mr. Steele is the first to include in his table of contents the items of the appendix, the list of maps, illustrations and portraits. An index was first included in 1866 by Mr. Goodrich.

Footnotes were introduced by Mr. Russell in 1839. Each succeeding author used them more or less but Mr. Steele made large use of them. He placed all of his abundant biographical material and much other interesting subject matter in footnotes. Mrs. Willard used marginal notes profusely.
but the succeeding writers of this period omitted them altogether. All of the writers of this period except Mr. Steele include many questions at the foot of the page to test the pupil on his knowledge of the text. Mr. Steele in Barnes's History places his questions in the appendix. He is the first author to make use of tables. He includes a table of states and a table of presidents in the appendix. This device presents much important information in small space which is easily accessible. He is the pioneer in the use of references for further reading. He includes in these historical references, fiction, magazine articles, and appropriate poems. 1860 are more detailed in tables and appendices than the earlier writers in this period insisted on the memorization of material. There seems to be no effort made to awaken curiosity or to cultivate intelligent and thoughtful thinking on the part of the child. Miss Alma Lutz, who was a student in Mr. Willard's school in Troy Seminary says:

Pupils who studied Mrs. Willard's History were expected to draw from memory all the maps in the book and a map of each year of the Revolutionary War; they were to recite the events of history and explain them with the help of their maps and were to give an analysis of the introduction of the textbook of the Constitution, of the Declaration of Independence, and Washington's Farewell Address. 58

The first four histories analyzed, included in their books, a great amount of material that was of a serious moral and religious character. Histories in this period were no different in this respect than were the readers and spellers from the primary book to the most advanced textbook. This characteristic religious emphasis gradually disappeared from history texts about 1860. The last three books analyzed have none or little of this religious tone and moralizing.

There has been a great tendency in all the elementary textbooks to lay great stress upon military affairs and very little on social and industrial movements. The books from 1830 to 1860 are more detailed in battles and campaigns than the later ones. From 1860 to 1890 some attention has been given to social and economic conditions, yet military and political affairs receive most of the authors' attention.

From the critical analysis of the history textbooks that have been used in the elementary schools from 1830 to 1890 the following conclusions have been formed:

1. There was little attempt at organization until 1850. The books that follow have a definite organization.

2. The books from 1830 to 1850 show a characteristic moral and religious emphasis. The books from 1850 to 1890 have this feature somewhat eliminated.

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3. Excessive memorization is noted in the early texts. The later texts from 1860 to 1890 have not emphasized this point.

4. As shown by Tables Pp. 118-125 Appendix, military and political affairs are given a very large place in the histories of the entire period from 1830 to 1890.

5. In 1890 social and economic conditions of the people are just beginning to be considered a part of the history of a nation.
CHAPTER III

CRITICAL ANALYSIS OF HISTORY TEXTBOOKS
FROM 1890 TO 1930

In Chapter II a critical analysis of seven elementary school history textbooks covering the period from 1830 to 1890 was presented. It was found that in 1830 they were small in size, printed in small type, had but few crude illustrations, and in content mature, with a decided moral and religious tone, little organization, and in every way poorly adapted to the child. By 1890 in size, type, and quality of paper they were practically the same as the present day textbook. The illustrations were much superior and in content they were within the range of the comprehension of the child.

In this chapter, five history textbooks that have been used in schools from 1890 to 1930, will be critically analyzed with the purpose of tracing their development to the present time. Since 1890 more rapid changes have come in ways of living, in industrial countries than in hundreds of years before that time. In 1896, for example, the first automobile appeared, no moving pictures or radios had
appeared, telephones had not been adopted widely, and corporations were in their infancy. Since that time every aspect of American culture has changed with startling rapidity. Invention has been taken over by "Big Business". Machines are displacing men from their jobs with terrifying speed. Historians caught the spirit of the age, and made every effort to place history on a scientific basis where truth alone is recorded.

In 1890 Edward Eggleston wrote a history of the United States entitled, "A History of the United States and its People". Mr. Eggleston was born at Vevay, Indiana in 1837. He entered the Methodist ministry at nineteen years of age. He spent ten years in Minnesota preaching and tramping for his health. Later he attracted attention by magazine articles and became editor of the "Little Corporal" and of the "Independent" as well as a contributor to Scribner's Monthly. In 1871, "The Hoosier Schoolmaster", his first novel appeared. This was the first of a series of stories dealing with the middle west. "The End of the World", "The Circuit Rider", "Roxy", and "The Grayson" are among his best stories. Among his best historical writings are, "Beginners of a Nation" and "A History of the United States and Its People". The author, in his preface, states that no other aim has been in view than that of making the best possible teaching book of American History. He has made an attempt to write history...
scientifically. He says it does not seem worth while to keep in elementary books, statements which every sound historical scholar rejects. The following quotation from the preface will give the reader something of his attitude in the matter of accuracy:

"No work of history ever escapes error, but I have tried to make this a genuine history, in harmony with the best historical scholarship of the time. Many laborious years passed in the critical study of original printed and manuscript authorities for the history of American institutions and American life have perhaps given the author of this book some right to speak with assurance on questions relating to our early history."  

The second guiding principle in writing this text he also states in the preface as follows:

"Next to correctness the most important feature in a book for the young is clearness. To achieve this one must not treat more subjects than can be handled with sufficient fullness for comprehension. Attempts to write a little about everything are fatal to lucidity. The writer for the young finds all his skill taxed to be clear and to be interesting, and the two things lie close together. One of the highest benefits that a good textbook in the hands of a good teacher can confer is to leave the pupil with a relish for historical reading."  

The arrangement of Mr. Eggleston's book is different from any thus far reviewed. He says:

"The rigid grouping of history by epochs is fatal to a truly logical arrangement. One of the most important of the novel features of the present history is its arrangement. Discoveries, settlements, Indians, and Indian Wars, colonial life, French Wars, government in United States, at the time of the

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2Ibid. P. IV.
colonial time, and the rise of the Revolution and other
kindred topics are severally grouped together, so that,
for instance, the pupil learns about the nature, life,
the chief Indian Wars, and the means of attack and de­
fense used by white men and Indians in successive chap­
ters, pursuing this general subject until it is finished.
Cause and effect are thus clearly set before his mind,
and history becomes a reasonable science. 3

The author further states that the proper knowledge of
mankind is man and the real importance of history lies in the
light that it throws on humanity. Thus he attempts to human­
ize history by giving attention to the economic and social
life of the people. As an illustration of this the following
quotations are given:

"Home and Society in Washington's Time."

not only did the people of the United States, in
the time of President Washington, have no railroads and
Northern steam boats, but they lacked a great number of other
conveniences. Telegraphs and telephones were unknown.
Electric lights are an invention of our own time, but
our ancestors did not even have gas or kerosine-oil.
Lamps of any kind were almost unknown; houses were
lighted with tallow candles, though some of the people
made candles of green wax derived from the berries of
the wax-myrtle tree. The poorest people burned a wick
in a vessel containing a little grease, or lighted
pieces of pitchpine on the hearth. With such lights,
the it was no great virtue that they went to bed early.
Even the streets of large towns were lighted with dim
lanterns. Stoves for heating were almost unknown;
those for cooking were not yet dreamed of. Wood was
the only fuel used in houses. Blacksmiths burned char­
coal." 4

3 Eggleston, Edward. A History of the United States and
its People. P. IV.
4 Ibid. P. 209.
stitution, were what would now be counted towns of moderate size. But in each of these little capitals there was an aristocracy that affected the style and fashion of the English gentry. Gentlemen and ladies gathered at fashionable houses in the afternoon, and spent the time in talking, and sipping tea from dainty little china cups. Sometimes large parties rode down to a public garden in the country or a tavern by the seaside, to drink tea. In most of the chief towns there were held once in two weeks 'assemblies' or balls. At these assemblies there were stately minuets or country dances, and much money was lost and won at card tables in a room prepared for fashionable gambling, which was then one of recognized amusements of good society.5

The author says in his preface that he has attempted to apply to history in a thorough and practical way the great Pestalozzian principle of teaching through the eye. He therefore includes an abundance of illustrative material. There are three large colored maps including a physical map of North America, a physical map of the United States, and a political map of the United States. An abundance of small maps is scattered throughout the book bearing upon one fact or a few facts in close relation. The purpose of these small maps as stated by the author in his preface is to elucidate the narrative and impress it on the memory at the same time, by giving it form to the eye.

The pictorial illustrations include costumes, manners, implements, arms, jewels, vehicles, inventions and portraits. The author states the value of these illustrations is in pro-
portion to their truthfulness, hence he has given these his personal supervision. Many are founded on rare prints, others are from ancient original drawings and a few have been carefully drawn from descriptions of contemporary writers. He gives credit to Mr. John A. Fraser under whose artistic supervision the illustrations were made.

The literary style of the book is clear and interesting. The vocabulary is reasonably well suited to the child. The author has sought to stimulate interest by a coherent treatment of important subjects rather than to list chronologically all of the events of a period. He has given liberal attention to the domestic and social life of the people, their dress, their food, their modes of thought and feeling, and their ways of making a livelihood. He thinks that the succession of events in minor wars wearies the attention but that modes of attack and defense and the character of the arms of the various belligerents are essential facts in the history of man. He considers the introduction of new inventions, the changes in modes of living, are of primary importance in any history written in the modern spirit. These convictions have been determining factors in the author's style and in the selection of material.

Mr. Eggleston has made some provision for varying types of teaching. Questions for study follow each chapter. The study by topics follows the questions. In his suggestions re-
Regarding the use of the book he says the topical method of recitation develops the pupil's power of grasping and holding each branch of a subject in its entirety. He suggests that maps be sketched on the board as a help in the location of important places, also pictures illustrating the life and manners of the people may be used to advantage. Topics for composition are suggested from the subjects in the current chapter. References for further readings are given at the close of each chapter.

In the consideration of the aids for using the book we note an adequate table of contents, and a complete and detailed index. He has no footnotes but has used material which would ordinarily be placed at the foot of the page, in small type insets. The thought of the author, no doubt was that the reader's attention would be more naturally directed to insets than to footnotes which is probably true, yet modern specialists in the study of reading say that the length of line should be uniform. Dr. Edmund Huey says:

"It is important that the length of lines be approximately uniform, that lines of varying length must naturally lead to a more cautious mode of eye movements, hard to overcome later, and may cause unnecessarily slow readers." ⁶

The subject of each paragraph is printed in small heavy

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black type in the margin. At the close of each main division the author gives a skeleton summary designed to be filled in by the pupil.

This book is attractively bound in green cloth. The front cover has a beautiful gold inset of the capitol dome. The type is large and clear but the spacing in both letters and words is wider than that in ordinary use. This unusual separation is distracting to the reader.

This book is quite well adapted for an elementary grade textbook. The material is carefully selected and weighted. This is the first textbook analyzed in which logical arrangement is given a larger place rather than the chronological arrangement as in the previous histories. As the author has increased the amount of space given to the social and economic life of the people he has correspondingly decreased the amount given to wars. Campaigns and battles are almost eliminated. The space allotted to wars is largely devoted to cause and effect and to modes of procedure. The colored plates showing war uniforms and the numerous and accurate illustrations will convey much historical knowledge and afford much pleasure to the child.

The next textbook to which the writer calls attention is one published in 1896 by Mr. David H. Montgomery bearing the title, "The Leading Facts of American History". Mr. Montgomery lived in Cambridge, Mass. He was the author of several
books among which are "Leading Facts of English History", "Leading Facts of French History", and "Beginner's American History". In his preface the author states as his purpose in writing the book, "to present in a clear, connected, and forcible manner the important events in the history of our country". He says he has had three objects in view, - accuracy of statement, simplicity of style, impartiality of treatment. He further states that the work is based on a careful study of the highest recognized authorities on the subject. He offers grateful acknowledgments to J. Franklin Jameson, professor of history in Brown University for his valuable assistance in the revision of the proof sheets, and expresses thanks for the use of books and papers in the Library of Congress, Library of Harvard University, and the Library of the Mass. Historical Society and to the librarians and attendants for the aid they so courteously rendered him. This statement shows that Mr. Montgomery has used the method of the scholar - that he has applied the scientific treatment in writing his book.

The author divides his history into seven sections.

Section I and II discuss the attempts of the various countries of Europe at exploration and colonization and the discovery and naming of America. Section III has for its subject matter the permanent English and French settlements including the thirteen colonies, the French explorations of the West, wars
with the Indians and with the French. (1607-1763). Section IV takes up the story of the Revolutionary War and the Constitution. (1763-1789). Section V deals with the Union, National Development (Presidents from Washington to Buchanan, inclusive), (1789-1861). Section VI includes the Civil War. (1861-1865). Section VII treats of the Reconstruction Period. (1865-1896).

In the matter of illustrative material the book has fifteen full-page and two double-page maps, ten of them colored. He has included many small inset maps showing the location of important points of interest, especially during the Revolutionary and Civil War days. There are seventeen full page illustrations, eleven of these portraits of presidents and famous military leaders and statesmen. He has no colored illustrations, diagrams or graphs. The book has two tables, a Table of the Admission of States and a Table of Presidents.

As to literary style the author expresses the desire to be clear and simple in style. This can best be shown by a few quotations:

"Desire to reach the West; The "National Road". - Next to the extension of slavery, one of the greatest questions of this period was how to reach the West. Today, we find it difficult to understand this. To get West we simply step into an express train and steam whirls us to our destination at the rate of forty miles an hour. If mountains block the way, the train either climbs over them or goes through them. In President Monroe's time the railroad did not exist, and, although the steamboat did, that could only go where some navigable
river or lake opened the way. Look on the map of the United States, and you will see that the Alleghany Mountains shut out the East from the West. As the steamboat could not find a passage through these rough walls of rock, Congress determined to build a road over them. Such a national road had already been begun on the banks of the Potomac at Cumberland, Maryland. It was now gradually extended across the forest covered mountains to Wheeling, on the Ohio River, where it would connect with steamboats running to Cincinnati or even to New Orleans.

But that was not enough. There were millions of acres of fertile lands in Ohio and the country beyond it, that emigrants wished to reach more directly than the steamboat would help them to do. For this reason it was proposed to extend the National Road through to the Mississippi. President Monroe earnestly favored this and similar enterprises but did not think he had a lawful power under the Constitution to spend the people's money for such purposes. Indirectly, however, he used every effort to help it forward. The road was gradually built farther and farther west. It was the first great work of the kind undertaken by the United States, costing, in the end, over six million dollars.7

7The World's Columbian Exposition. In October 1892 the public schools throughout the Union celebrated the four hundredth anniversary of the discovery of America by Columbus. At the same time the magnificent buildings of the World's Columbian Exposition at Chicago were dedicated. The next spring (1893) President Cleveland opened the great Fair to the public. It proved to be a brilliant success in every respect. During the six months of its continuance this grand object lesson of the industry and art of all nations was visited by upwards of twenty-seven millions of people.8

As with the other writers of his time, the author takes up too many topics for an elementary school text. The space

8Ibid. P. 269.
is not sufficient to discuss satisfactorily the important points in history. As for example, in Taylor and Fillmore's administrations, he has given eleven points in paragraph headings covering four pages of subject matter. In Pierce's administration he discusses twelve points in five pages of subject matter. The important points in the administrations are not emphasized sufficiently in the text, although the author has added a very concise summary at the close of each administration. This summary helps the child to recall the principal events. At the close of each section he gives a general summary. As an example we quote the summary of Taylor and Fillmore's administrations:

"Summary. - The four chief events of the Taylor and Fillmore administrations were: (1) the debate on the extension of slavery in the new territory gained by the Mexican War; (2) the compromise measures of 1850, with the Fugitive-Slave Law; (3) the publication of 'Uncle Tom's Cabin'; and (4) the beginning of the final struggle in Congress between the North and South."

Montgomery includes a new feature in history textbooks which he calls a "Reference Table". This table gives a brief history of the formation of the States and their part in the Civil War. He devotes four pages of fine print to this "Reference Table". The first few paragraphs contain a brief summary of the formation of the States, Table of Presidents, Principal Dates in American History.

thirteen Colonies, the establishment of their independence and the new government. He then proceeds to give a resume of the Civil War and Reconstruction. Following this he lists the states that have entered the Union since the Constitution was adopted in 1789 stating the date of entrance, and a brief statement of the part each played during the Civil War.

Although there is nothing said about vocabulary, the subject is stated in language easily understood by an elementary school child. He has made no provision for varying types of teaching. The two-page table of contents is adequate in listing the items in the Appendix, the list of Maps and the list of Illustrations but it is very inadequate in the statement of the subject matter. This important item is given in one-third of a page and is merely a statement of the name and date of the seven sections of his book.

There are many footnotes including biographical and historical material which add to the interest and the value of the book. The paragraphs are numbered consecutively throughout the book. They are very detailed and are printed in bold faced type.

The Appendix contains nine items, viz., The Declaration of Independence, The Constitution, Table of Admission of States, Table of Presidents, Principal Dates in American History, List of Books on American History, Questions for Examination, Topical Analysis, and Index.
In the Topical Analysis he has summarized the main points in the period and given the paragraph where each item may be found in the text. He devotes eight double column pages of fine print to the "Principal Dates in American History" placing a star before the ones he considers important. His bibliography is very adequate, listing General Histories, Works of Reference, and a full list of readings for each of the seven sections of his book.

This is a 369 page book, 7\(\frac{1}{2}\) x 5 inclusive, bound in substantial cloth. The cover is dark red. The title is on the front side near the top. It has a rounded back containing the title of the book and the publisher.

The author has made no provision for the activity of the child. He has stated his facts in a clear and concise manner and the book was no doubt enjoyed by those who used it for a text.

The next book analyzed is "A History of the United States" by Wilber F. Gordy. Mr. Gordy was superintendent of schools in Springfield, Mass, for many years. He published his first edition in 1898. It was revised and brought down to date in 1911 and this is the edition under consideration.

Mr. Gordy states in the opening sentence of his preface:

"The function of both the writer and the teacher of history is to explain the meaning of human life as revealed in the records of the past. In the case of both the historian and the teacher much depends upon a nice discrimination in choosing typical facts, for their nature rather than their number should be their guiding principle."
Hence we see Mr. Gordy has in mind the evaluation of subject matter. He further states in the preface that care has been taken not only to select typical events but so to group them that their full value may be appreciated as causes or as results.

The author has divided his book into four sections. He has devoted a short chapter on early discoveries followed by an account of the struggle, on the part of the Spaniards, the English, the Dutch and the French, for control in the New World. In these pages the author explains the nature of the explorations, their objects, and methods and the reasons for failure or success in planting colonies.

In the treatment of the English Colonies, only typical ones are chosen and they are divided into three groups, Virginia and Maryland represent the Southern group; Massachusetts and Connecticut the New England group; and New York and Pennsylvania, the Middle group.

In the treatment of the colonies, each group is brought down to 1689. For instance, he gives an account of the English in Virginia and Maryland (1607-1689), the Pilgrims and Puritans in Massachusetts and Connecticut (1620-1689). He considers 1689 a turning point in history. It is the thought of the author that the child can study separately the three parallel streams of Colonial history without the confusion that comes from a strictly chronological treatment of
the entire thirteen colonies. He has made a selection of
typical colonies and of typical events in the life of these
colonies. By comparison and contrast certain definite
characteristics of the people in each one of the groups can
be brought out.

In the period following the study of the colonies the
author discusses the period from 1689 to 1775. In present-
ing this period he makes a study of the three sets of in-
fluences that gradually brought the colonies into closer
sympathy and prepared them for union. These influences, as
given by the author are, Indian Wars, Troubles with the
French, and difficulties with the Royal Governors.

In the study of the next topic, the Revolution, the
author has emphasized causes and results rather than campaigns
and battles. He has avoided military details and has given
only a few significant battles.

In his discussion of the Constitutional period the author
says he has not used the traditional grouping of topics accord-
ing to administrations because he believes that the sequence
of events can be more clearly understood by a logical group-
ing. Mr. Gordy gives quite a good deal of prominence to
Western settlement, Western life, and the difficult problems
of connecting the East and the West. He also stresses the
effect of Western expansion upon the slavery controversy and
almost equally important was the change brought about by
immigration, the influence of the prairies and the Pacific
Railroads. In discussing the development of the West, in fact, throughout the entire book, the intimate relation existing between man and his environment is made evident. He distinctly recognizes the relation of geography upon history.

"Westward Expansion. - American history has been largely the history of westward movement from the Atlantic to the Pacific. At the close of the Revolution (1783) the area of settlement was confined, for the most part, between the Alleghanies and the Atlantic. By 1825 it had reached the Mississippi, by 1850 the Missouri, and by 1890 the Pacific coast. We thus see that the westward movement was at first slow, requiring about one hundred and fifty years to reach the Alleghanies.

But after 1825 it was wonderfully rapid. This marvelous expansion was, in a large measure, due to the opening of the prairies, which were easily brought under cultivation because they were almost free from trees. In the forest-covered regions farther east, from forty to fifty days' labor was required to clear an acre of land for tillage but only three or four days per acre were required in the prairie region. Moreover, the soil was rich and fertile and needed little cultivation.

Another reason why people flocked to the West was because of the great improvement in farm machinery. The McCormick Reaper, which came into use about 1860, had a large influence. Drawn by two horses, it could do as much as twenty men using the "cradle". Yet it was but a beginning. The reaper was followed by the self-binder, which not only cut the grain but bound it into sheaves. The self-binder gave place to the steam-driven thresher, and that in turn to the combine reaper and thresher. This complex machine, which is in general used on the vast wheat farms of the North West, is either drawn by horses to the number of thirty or more, or propelled by steam. It cuts, threshes, cleans and measures the grain and puts it into bags. Tended by four men, it will cut three thousand bushels in a day.

Almost equally noteworthy was the change of method in breaking up the soil before planting or sowing the
grain. The cast-iron plow, which could be drawn by a single horse, was an advance upon the wooden mold-board of colonial days. But the pressing need for something better on the large farms of the West led to the invention of the steam-driven gang-plow. The one commonly used will turn twelve furrows at one time and will plow in a ten-hour day from thirty-five to forty-five acres.

These various causes explain the great waves of migration westward, which in turn, produced two important results: (1) They made labor scarce, and therefore wages high, in the East; (2) they led to an enormous increase in food products, and therefore lowered the cost of food. Both of these conditions were of immense advantage to the working men, and they help us to realize how much the general welfare of the people has been increased by the settlement and cultivation of the western part of our country. 

On the three pages from which the above quotation is taken, the author gives a picture of the reaper drawn by thirty horses, the steam-driven gang-plow and a thresher. These do much to clarify and make accurate the ideas which the children get and show that the author has diligently sought to adapt his book to the needs of children.

In the preface the author says that history concerns itself more largely with moral than with material life. Hence he has given the personal actor emphasis. In portraits, autographs, biographical sketches, and in the conspicuous mention made of representative men, the moral element has kept uppermost. He says:

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"Man dominating his physical and social surroundings is the central fact of history".

Mr. Gordy expresses his appreciation to a number of very prominent educators for their invaluable suggestions. This shows that he has attempted to make his book historically accurate. Like the other writers of his day, he was scientifically minded, but he far surpassed them in making his book interesting to children.

This book has an abundance of maps, six double-page colored, three full-page colored, seven full-page black, nine half-page black, and eight quarter-page black. The author, in his notes to the teacher, says no lesson should be prepared without a constant reference to maps. He makes the statement that the maps in the book contain no useful matter. The aim has been to put into them only that which will help the pupil to understand the text. He suggests giving the pupils outline maps and having them fill in places and events referred to in the text. The maps are clear, attractive, and well selected and are a decided asset to the book.

The author has placed many illustrations in his book, four hundred forty-six in all. Twenty of these are full-page cuts. Among these are the frontispiece of George Washington, Penn's Treaty with the Indians, Signing the Declaration of Independence, The Surrender of Lee to Grant at Appomattox, The Administration Building at the World's Fair at Chicago,
and Farragut in Mobile Bay. These illustrations have been carefully selected for their historical value and the author suggests that they be studied as an aid to the pupil in the interpretation to the text. Many of the small illustrations are portraits of presidents, military heroes, statesmen, and authors. Mr. Gordy is the first historian who has included authors in his illustrations. The illustrations are all in black and white.

The book is clear and interesting. It has been made attractive by its spirited style and the abundance of illustrative material. The vocabulary is well suited to the average class of elementary school children. Mr. Gordy has made provision for the varying types of teaching and has laid stress on the activity of the child. In his notes to the teacher he stresses the importance of training the pupils to right habits of study and of aiding them to discriminate between what is of less and what is of greater value. He gives reference material, history references, outside readings, and fiction at the beginning of each chapter which he suggests will help to provide for the bright child.

The book has a well organized table of contents. It has four general divisions and well selected subtopics, appendices A, B, C, and D, and an index. Appendix A includes the Declaration of Independence, appendix B, a chart on the Constitution and the Constitution itself. Appendix C consists
of a table of States and Territories giving the date of their admission, area in square miles, representatives in Congress in 1908, and electoral votes in 1908. Appendix D consists of a table of the Presidents of the United States.

"The Chart of the Constitution", is a new feature in a textbook in history. In this chart the author has outlined four main divisions for the study of the Constitution. Under the first one, "Some Steps Toward the Constitution" lists nine steps which led toward unity in the colonies beginning with the New England Confederacy (1643) and closing with the Constitutional Convention (1787). In the three remaining divisions he lists the powers and duties of the Legislative, Executive, and Judicial departments of government. Following the Table of Contents he gives a complete list of illustrations and a list of maps.

The book is not overloaded with footnotes, yet there are enough. The author expects the pupil to make frequent use of the reference material listed at the head of each chapter. He has marginal notes and paragraph headings in heavy black type. Another new feature in this book is his "Notes to the Pupil". These are questions bearing on the important facts found in the text and also other suggestions for further reading, and assignments of work for extra study:

"You can easily make a review outline from the topics in the three chapters now studied. Do it. It would be well for you to read the Life of Sir Walter
Haleigh and also Scott's Kennelworth. 11 

"Learn all you can about the Iroquois Indians, as their influence upon Colonial history was remarkable. You will find a good account of them in the first chapter of Parkman's Conspiracy of Pontiac." 12 

"What is meant by the Industrial Revolution? Name two inventions that had a large influence on the making of textiles. How did the sewing machine cheapen the cost of clothing?" 13

These questions and problems are placed at the close of each chapter. At the close of each of the four divisions he adds a chronological table.

This is a four hundred eighty-six page book, 7\(\frac{1}{2}\) x 5\(\frac{1}{2}\) bound in durable brown cloth. The front cover includes the title, the name of the author, and several attractive designs in black and gold. It has a rounded back containing the title of the book and the name of the author.

The author in his preface says that his great desire is to develop in the pupil an interest in history and a taste for historical reading. To accomplish this purpose he has adapted his vocabulary to the child, selected an abundance of interesting illustrations and colorful maps, and has included many cleverly-planned tasks for the child. He shows


12Ibid. P. 92.

13Ibid. P. 448.
resourcefulness in his presentation of material. His book is well adapted to the purpose for which it was written.

The next history critically analyzed was one written in 1920 by William H. Mace, the author of "Mace's School Histories," and "Method in History," and Frank S. Bogardus, professor of History and Economics in the Indiana State Normal School. Mr. Mace was former professor of History in Syracuse University. This history bears the title, Mace-Bogardus School History. The authors state that their purpose in writing the book is to present the American people in the process of acting out their history. In attempting to do this they say they have had constantly in mind to set forth their history as a series of panoramic views. They think these views will take hold of the pupil's imagination enabling his understanding to work. They further state in the preface:

"We have, therefore, taken special pains: (1) To use simple and easy words. (2) To use the concrete form of the word instead of the abstract form. (3) To use short and striking sentences rather than long and complicated ones. (4) To use many 'word-pictures' in setting forth events, where the events are important and lend themselves to such treatment." 14

They state further that when word-pictures are used a series of most interesting actions and dramatic events are flashed across the pupil's imagination. They say action in

history is always dramatic if it shows men in the struggle to attain a common end. In the second place the authors feel the child is able to understand this type of subject matter, hence he will be able to draw his own conclusions. The word-picture presents the facts and the conclusions can be self-made. The authors think the teaching of effective, functioning citizenship is the great problem before the American schools. But in order to function effectively as citizens, Americans must understand their economic and social environment. Hence they give industrial and social problems full treatment. They have distributed their material in such a way as to meet the requirements of the Committee of Eight, the Committee of Social Studies, appointed by the N. E.A., and finally by the Joint Committee of the American Historical Association and of the War Service Board.

The book is divided into twenty-eight chapters. The first chapter takes up the discussion of the European background from 1400 to 1600. Included in this discussion are stories of the Northmen, the discovery of America by Columbus, and a few paragraphs on the attempts of England, France, and Spain at explorations. In the study of the colonies the authors have divided them in groups much as Mr. Gordy divided them. The Southern Colonies include Virginia, Maryland, the two Carolinas and Georgia. The New England group includes Massachusetts, New Hampshire, Connecticut, and Rhode Island.
The Middle Colonies include New York, Delaware, Pennsylvania, and New Jersey. One chapter is given to each group and each colony is discussed, the more important ones receiving the larger treatment.

Chapter six discusses the ways of colonial life including the people, home life, education, religious and moral life, industry, commerce, and the government of the colonies. The next three chapters deal with the French and Indian War, and the Revolutionary War. Chapter Ten takes up the organization of the Federal Government. It discusses how the states were made into a confederation, the weaknesses of the Articles of the Confederation, the disputes that arose among the delegates from the different states, the Constitutional Convention, the important points in the constitution, and the important powers of the president and congress. The period from 1783 to 1812 is discussed in two chapters. They present the changes in the colonists during their one hundred fifty years in America, changes in religion, in industry, invention of the cotton gin, the new West, the origin of our foreign policy, the purchase of Louisiana, Lewis and Clark's expedition, and our troubles with England and France. The War of 1812 is discussed briefly in one chapter of seven pages. Much of the subject matter from the close of 1812 to the question of slavery in 1840 is a discussion of internal
improvements, social changes such as changes in manners of living, educational changes and moral reforms. The question of slavery and the Civil War is discussed in three chapters. Following the Reconstruction period the authors discuss the economic problems that have come up from time to time, political reforms, our new position among the nations of the world, and the growth of the nation in trade and industry. The closing chapters in the book are taken up with the discussion of the World War and its moral and social effects. The topics are well chosen and the emphasis is well placed in this history.

The book contains forty-four maps, eight of which are full page colored maps. The remainder are one half and one fourth black inset maps bearing on the important points in the wars, early trails and post roads, the early settlements in the various colonies and maps of our island possessions. There are two hundred forty seven black illustrations in the book. Sixty-nine of these are portraits of presidents, war heroes, writers, and statesmen. Many of these pictures are of great aid to the child in the interpretation of the text, for example: "Cowboys Driving Cattle from the Prairie Pasturage", "Southern Cotton Mill", "Freight at the Docks for Shipment for Europe", and the "Battle of Manila Bay". Much of this illustrative material is based on action which will make a strong appeal to adolescent children. The book
includes two tables, - Table of Presidents, and Table of States and Territories much like those in proceeding books.

As to literary style, the book is simple, clear, colorful, and dramatic when possible. A few quotations from the text will illustrate these points.

"Oklahoma. After long continued trouble with the Indians east of the Mississippi, the government set aside a vast region of about seventy thousand square miles in all, west of Arkansas, for them. This country, called Indian Territory, lay in the valleys of the Red, Canadian, and Arkansas Rivers. White men were ordered to keep out of it. But they knew of its rich land and were continually trying to break in and seize it. Finally the government bought the land from the Indians and made the western half of it into Oklahoma Territory.

The Oklahoma Rush. A proclamation by President Harrison announced that at noon, April 22, 1889 the territory would be open for settlers. Great crowds gathered along the border, anxious to rush in and establish claims. People in wagons, on horseback, and on foot eagerly awaited the signal. At just twelve o'clock a bugle blast rang out and they started across the line in a mad rush for land. Fifty thousand people went in the first day. Before night towns were laid out, and banks, newspapers and stores were established. In 1907 Oklahoma was admitted as a state."15

In connection with this description the following illustrations are given: "Guthrie on the first Night of the Opening", and "Guthrie Four Years Later, a thriving and well built city.

In the authors' discussion on the "Growth in Education" they say:

"The School a Community Center

The school is a natural center for all community interests. All our citizens, of every race, color, condition, and creed have a like interest in the school. In the public schools all children have the same opportunity. The rural schools were closed about half of the year. About the year 1900 people began to use the school building for community meetings. One of our troubles in the past was that we did not get together enough and talk things over. Now people of a neighborhood gather in the school house and have lectures, debates, parties, banquets and meetings to discuss public questions. Many a rural school has a good library and pleasant reading room open to the public. To the school the farmers come to hold their seed-testing and stock judging contests. This does much to take away the loneliness of the farmers' life. It also shows the country boys and girls that people can have good times in the country as well as in the city. City people, too, are taking hold of the community center movement. In 1916 there were community centers in five hundred eighteen cities, and the movement is spreading rapidly.\[16\] . . . . . . . .

The following is a quotation from the chapter on the

World War:

"Raising an army. How shall we get our millions of men prepared to fight? 'Volunteers make the finest soldiers!', said those who remembered the Civil War. But the government decided on a more democratic way - the 'selective draft'. Congress ordered all men between twenty and thirty one to present themselves before 'war boards'. These boards selected those that were fit and sent them to training camps in different parts of the country. Later all between eighteen and forty five were summoned.

An army of carpenters was at work building the training camps, which looked like little cities. Here the boys drilled many hours each day. When not drilling, those who could not read and write and those who could not speak the English language were put in schools where

they soon got a start in education. The other boys were busy with athletics of every kind or attending entertainments given by lectures, by motion pictures, or even attending theaters. On Sunday they had an opportunity to hear great preachers. The purpose of this was to keep the boys 'fit' physically and to keep up their spirits.

"Pershing Goes to France. While the boys were being trained, General Pershing was sent to France with twenty-five thousand men who had seen service on the borders of Mexico. How happy the French people were to see the splendid-looking American soldiers! These boys were just the vanguard of the millions yet to come.

"It made the French people think of the time, long ago, when they gave LaFayette, DeKalb, and Rochambeau with thousands of soldiers to aid in the American Revolution.

"It was a touching scene when General Pershing, surrounded by the great men of France at the tomb of LaFayette, said: 'LaFayette, we are here'."

In connection with the preceding quotation the following illustrations are given: A Training Camp in the United States, A Y. M. C. A. Hut at One of the U. S. A. Camps.

The text is not overloaded with dates and the vocabulary is well adapted to the elementary school child.

The authors have arranged for the "problem" or "project" method of study in that they have suggestions for compositions at the close of each chapter. The following are examples:

"Get permission to go with Paul Revere on his first ride. Report what you saw and heard for a New York paper."18

18Ibid. P. 121.
"Imagine a company of boys and girls on the National Road. Write up an account of the journey." 19

"Make out programs for three community meetings at your school this winter." 20

"Imagine you were an apple grower in Kansas. Tell of your fights with the enemies of the apple trees." 21

The authors have included a very adequate table of contents, giving a concise birds-eye view of the structure of the book. The chapter headings are striking. Examples are: "Europe Accidentally Finds America", "The Struggle for the Rights of Man", "The coming of a New Time", "Our New Position in the World". This textbook has no footnotes. The material usually found in the footnotes is found in the Appendix. References are made throughout the book to the notes in the Appendix where much biographical and other valuable material is given. The elimination of footnotes gives the printed page a more attractive appearance but it is doubtful whether the boys and girls will make as much use of this supplementary material as they would if it were placed at the foot of the page. This book has no marginal notes but it has well selected paragraph headings in heavy black type.

The Appendix covers twelve items. Two tables mentioned

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19Hace-Bogardus School History, P. 229.
20Ibid. P. 424.  21Ibid. P. 449.

The authors in their preface say they have had constantly in mind to set forth history as a series of panoramic views. They speak of action in history as being dramatic and have placed many illustrations based on action in the book. Though they give a complete list of their maps, they have failed to give a list of illustrations. This omission makes it difficult to use the illustrative material to the best advantage.

The book is supplied with a well selected list of suggestive readings for teachers and pupils. These are listed at the close of each chapter in the book. A list of suitable books of fiction is also given. The authors say in the preface that they wish the teachers to make sure that the pupils regard the text as a reference work to be used in the solving of their historical problems, not as something to be used mechanically or to be memorized. They give no summaries but leave this entirely to the pupils.
The book is a 476-page book, 8 x 5½ inches, bound in a very durable brown cloth cover. On the front cover are the title and names of the authors. It has a rounded back containing the title, name of authors and publishers. The book is clearly printed and in general meets modern standards. The authors have used simple and easy words, short and striking sentences. It is a readable book easily interpreted by elementary school pupils. The authors have stressed the economic and social environment as a means of teaching effective functioning citizenship. On the whole the book is educational and informational. The content arouses and sustains the interest of the reader and the subject matter will no doubt function in the development of citizenship.

The last textbook critically analyzed was one written in 1930 by three modern educators, Rolla M. Tryon, Professor of the Teaching of History in the University of Chicago, Charles E. Lingley, Professor of History in Dartmouth College and Frances Morehouse, Assistant Professor of History in Hunter College of the City of New York, bearing a very attractive title, "The American Nation Yesterday and Today".

The authors say in the preface that its title was chosen to fit the content of the book and it was written for the upper-elementary and junior high school grades. They attempt to do two things:

"To tell a true story of the permanently significant facts of American history which children of this
age can understand and to explain those facts of yes-
terday as they created the United States of today -
to show the vital and causal relations of the nation's past to its present character, work, and problems.

For this reason the treatment is that of group biog-
rophy., leading the pupils to see that people similar
to those who now guide the destiny of the nation made
it what it is today. The men and women who made a
movement must always be more interesting to children
than the abstract movement itself. If in leading the
class discussion of their pupils the teachers will put
a similar emphasis upon the human creative element in
the nation's story, it is believed that greater vivid-
ness, and therefore a greater mastery of the subject,
can be attained than if 'abolition' or 'expansion' or
'conservation' be discussed.22

The book is divided into seven chronological divisions,
each division into two or more units, each unit into two or
more topics, and each topic into a number of headings. The
various sections vary in difficulty from very short and easy
ones at the beginning of the book to larger and more diffi-
cult ones further on. By these variations in difficulty the
authors think the student will always be able to keep his
bearings and see his way through the story.

In the selection of the subject matter the authors have
evaluated their material for the particular stage of mental
development of the early adolescent child. It fits their
needs and interests. They have written their book in the
light of the practical trend of modern education that all
subject matter in textbooks is being reorganized so that

22Tryon, Rolla M., Lingley, Charles R., and Morehouse,
Frances. The American Nation Yesterday and Today. Chicago:
what is valuable may really function in the development of citizenship for today, and what of secondary value is either discarded or minimized.

The captions for the divisions units are very attractive and appeal to the interests of the pupil. The following quotations will help the reader to see how these facts have been grouped into units, each having definite relation to the whole and how the captions indicate these relations.

"Division Four
The Testing of the Nation, 1860-1865

UNIT I. HOW SLAVERY DIVIDED THE NATION
1. What the Slavery System Was
2. The Slavery Fight in the Early Fifties
3. The Slavery Fight in the Late Fifties

UNIT II. THE CIVIL WAR
1. How the War Began
2. How the North won the First and Second Objects of the War
3. The Earlier Campaigns for Richmond
4. Emancipation and Blockade
5. How the War came to an End
6. What were Some of the Outstanding Effects of the War?"23

"Division Seven
America in the New Century

UNIT I. HOW THE SCIENTISTS MADE SHARING POSSIBLE
1. New Discoveries in Science
2. Some New Sciences and their Service

UNIT II. HOW THE INVENTORS MADE THE MEANS OF SHARING
1. The Wonderful 'Horseless Carriage'
2. The Coming of the Iron Man
3. The Birdmen

UNIT III. HOW EDUCATION HELPED THE NATION TO SHARE ITS
GOOD THINGS
1. The Education that comes from Books and Teachers
2. Education through Eye and Ear

UNIT IV. HOW STATESMEN AND PEOPLE MADE A MORE DEMO-
CRATIC NATION
1. The Strenuous Days of Roosevelt
2. The Leadership of Woodrow Wilson
3. The New World of After-the-War
4. Coolidge and Hoover

UNIT V. HOW LABOR AND BUSINESS BROUGHT A SHARING OF
THE NATION'S GIFTS
1. Labor since 1900
2. Business Men and the Nation

In the consideration of illustrative material the authors
have placed eight full-page progressive maps, all colored,
fifty-two other maps, many of them full page in black, a few
double page colored and a limited number of one half page
black. The following list will give the reader some idea of
the splendid maps included in the book. The Railroads in
1860, United States and its Possessions, The Caribbean Region,
Industrial United States in 1900, The March of the Cotton
Boll-weevil, The Transcontinental Trail, Famous Air Voyages
of American Pilots, and Forest Reservations in the West. The
Progressive maps mentioned above, present the continental
area of the United States in 1600, 1760, 1783, 1810, 1830,

24Tryon-Lingley-Morehouse. The American Nation
Yesterday and Today. P. 519.
1860, 1890, and 1930. There are eleven full page colored plates and one hundred ninety-three black and white pictures, including sixty-two photographs. Among the portraits several presidents and also many of the men and women who have helped to make the world a better place in which to live. Among these are Clara Barton, Frances E. Willard, Harriet Beecher Stowe, Louis Pasteur, Edward Jenner, Elihu Root, James Shotwell, Daniel Carter Beard, William C. Gorgas, Henry Bessemer, and Thomas A. Edison.

In the "Foreword to Teachers" the authors say of the illustrations:

"Illustrations have been selected that aim to do more than merely adorn: they play their part in making the past of our country actual and real. The legends accompanying the pictures form an integral enrichment of the story."

The frontispiece, "The American Nation Yesterday and Today", from a painting from F. C. Yohn, introduces the history pleasantly to the adolescent boy and girl. This picture symbolizes the passing of the Indian and his older civilization, and the coming of the new day. In the lowest foreground are seen the Aztec, the primitive North American Indian and the colonial-period Indian. Above them the Plains Indian with his face turned to see a vision of the march of civilization. On the right the pioneer followed by a cover-
ed wagon in which ride the pioneer mother and child leads the march of civilization into the New West. Following this are the stage coach, the river steamer, the express train, and finally the airplane come in their turn. In the background are seen the towers and smokestacks of industry and a modern city. Back of it all is the rising sun which sheds the rays of enlightenment. This beautiful work of art presents a general notion of the book as a whole. The authors have included a frontispiece for each division. They state as their purpose "to furnish the stimuli needed to create mental attitudes necessary to the early stages of the learning process". Among these colored plates are The Fireplace in Paul Revere's House, Built between 1650 and 1680; A Mississippi Steamboat Landing between 1830 and 1860; Three Symbols of the New Age. These carefully selected illustrations certainly have great educational value besides adding much interest to the book.

The style of this history is clear, coherent, and easily interpreted. Its organization and interesting presentation of material make a strong appeal to the reader. It can be easily understood by the medium student. The vocabulary of the book was subjected to scientific tests by graded word lists and most of the words are easily within the vocabulary of average pupils of Grades VII-VIII.

There is a unifying principle throughout the book. A
central theme permeates the entire text. The following
Divisions from the table of contents will show this. Settle­
ment, Conquest and Colonial Life; The Colonies Become a
Nation, 1763-1789; Shaping the Nation, 1789-1860; The Testing
of the Nation, 1860-1865; Rebuilding the Nation, 1865-1900;
The United States in the Family of Nations; America in the
New Century.

The authors have placed much emphasis on recent history.
The following quotations will show the introduction of subject
matter which in previous histories has been wanting:

"Education Through Eye and Ear
The Sharing of Beauty. There had always been
beauty in America, and there had always been people
who appreciated it and had it around them. Some, as
we have seen, had stately homes with good pictures
and furnishings. Those who lacked this good fortune
learned to love the beauty of the mountains, prairies,
and valleys in which they lived. They cherished care­
fully what little they had in their homes that was
lovely.

But after 1900 the masses of the people grew more
intelligent about what was beautiful and what was ugly.
Women's magazines were largely for them. They printed
pictures of ugly things and beautiful things side by
side, and pointed out why they differed and how they
affected the people who lived with them. These maga­
zines taught women how to make their homes simple,
comfortable, and pleasing to the eye. As the years
passes, people got rid of ugly furniture and pictures
and put better things in their place. They cleaned
up the back yard and planted trees on the streets and
mowed the parkings. And so beauty, which had once been
the possession of the few, brought a new grace into the
lives of more and more people each year."[26 • • • •

26Tryon-Lingley-Morehouse. The American Nation Yesterday
"New Discoveries in Science

Solving the Yellow-Fever Puzzle. Among the worst of epidemic diseases was yellow fever. This fever usually came to the United States from Cuba or South America. No one knew how it started or how to stop it. It attacked and killed mercilessly. In 1878, for instance, a yellow-fever epidemic swept up the Mississippi from New Orleans, claiming sixteen thousand lives within a few weeks.

After the Spanish-American War, General William Gorgas 'cleaned up' Havana. He did it so thoroughly that from being for centuries a wretchedly dirty city, Havana suddenly became one of the cleanest cities in the world. Yellow fever, however, did not cease. A Cuban physician, Dr. Carlos Finlay, had a theory that a certain kind of mosquito spreads this disease by biting its victims. Dr. Walter Reed and a body of helpers made experiments to see if this theory was true. They found that Dr. Finlay was right. Then Gorgas did a very wonderful thing: he showed the people of Havana how to kill all that species of mosquito. At once yellow fever ceased. This was in 1901. Word was spread of the discovery; and wherever the mosquito was destroyed, the plague of yellow fever was ended.

Some diseases are not yet mastered by the scientists; but at least the suffering which they cause is being reduced. Chemists have discovered new and better anaesthetics; that is, substances which make people unconscious under treatment or operations. They have made drugs that will produce sleep without harming the patient. They have even reduced the danger of heart disease, which today (1930) is the disease most dangerous to life in America. They have increased the average of men from a little over forty-nine years in 1900 to about fifty-five years in 1930.27

All modern textbook writers include aids and directions of study which will facilitate the child's grasp of the subject matter. These authors have employed many means.

The first of these devices is a table of contents for the book as a whole and for each division. These form an introduction to the contents of the book. They provide the pupil with a background. He is being prepared for the new material the outline of which is supplied by these tables of contents. They show the chief landmarks in the road over which he is to travel. In the more detailed study that follows, subdivisions and special points of emphasis will make an appeal to him because they belong to the whole that he has already seen.

The second device employed by the authors is a foreword for the book as a whole and a foreword for each division. The same may be said of frontispieces as discussed earlier in the study in connection with illustrative material. These forwards give a key to what is included in the new division and show its relation to the preceding ones.

The next device which will help the child to grasp the subject matter is the "Class-room Reference Library" and a "Story-Book Library" for the book as a whole and for each division separately. The first is a list of twelve books which contain useful and interesting accounts of persons, things, events, and movements connected with the history of our country. They contain material on each of the seven divisions of the book. The reference libraries preceding each division furnish material which will fill in and round
out the information given in each of the seven divisions. The child in glancing over the titles of these books will get a general notion of the kinds of books that are available for the whole division and for any one of the units.

The authors say these lists of reference books were compiled by public libraries, by state departments of education and by the American Library Association. From this long roll of possible books a shorter list was made on the basis of frequency of mention. Provided with this shorter list, one of the authors visited the juvenile department of four large libraries. With the librarians of these departments he was able to check the actual demand for each book against the other methods that had given it its place on the list. When the final lists were made they were checked against those found in "Children's Readings" by Terman and Lima; "Winnetka Graded Book List", by Washburn and Vogel; and "Graded List of Books for Children", by the Elementary School Library Committee of the National Education Association. Thus we see that the authors have used the greatest care and the best scientific methods in selecting their reference lists.

With the tables of contents, the frontispieces and forewords, and the reference libraries at his command, the child will be equipped to enter the next stage of the learning process. Here he seeks details which illustrate and
clarify the generalizations that have been set before him. He has already seen the new material in its large associations and meaning. In the more detailed study that follows, subdivisions and special points of emphasis will make an appeal to the child because they belong to the whole that he has already seen.

At the close of each unit the authors have provided what they term "Review, Project, and Enrichment". The authors say of this material:

"The exercises given are of three kinds; those that may be done with no material other than that furnished by the text, those that require material outside the text, and those for which material is given in the exercises themselves. They also do three things, all calculated to deepen and broaden the mastery of the story; they fix by review, usually through a somewhat different arrangement of associations than that given in the text; they suggest a project which will force the pupil to think and do; and they enrich and ramify by deeper, wider, more colorful detail."28

The book has several charts, graphs, and legends accompanying the pictures. All these have been included to assist the child in the process of assimilating the material of the text and all that he may bring in from other sources.

The four appendices contain the Constitution of the United States, the Declaration of Independence, Interesting Facts about the States. The index is quite complete and includes the pronunciation of some of the words, especially

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28 Tryon-Lingley-Morhouse. The American Nation Yesterday and Today. Foreword to Teachers. P. IX.
foreign proper names. To aid the pupil he gives a complete key to the diacritical marks used.

This history is a 625-page book 8 x 5 1/2 inches. The cover is a beautiful blue cloth decorated with two attractive cuts. On the front cover are the title and the names of the authors and publishers. The printing is clear and adequately differentiated to set forth special points for study. It is attractive in every particular and no doubt serves as an incentive and inspiration to study.

This history has taken on the elements of a story of the life, the customs, and the thoughts of nations and peoples. Wars do not consume a large part of the interest. There has been two elements considered by the authors, - the subject matter and the mind of the child. The subject matter has been carefully weighed and measured and the selection made on the basis of vital relationship to the affairs of the everyday life of the upper elementary and junior high school child. Not only is the material used in the book more related to the pupils' interests and needs, but its selection has been determined by measures of its social values. The child may study this history from the viewpoint of his own position as a social factor and with reference to his own environment. This textbook with its artistic cover, its attractive illustrations, and its well selected subject matter will create in the child an abiding interest in history.
In Chapter III an examination of five history textbooks has been made. Briefly stated the analysis shows:

The history textbooks for the elementary school child from 1890 to 1930 show a gradual development. By 1890 an attempt was made to treat history scientifically. The historians sought to find the truth from source material. Some little attention was being given to the social and economic conditions of the country. Military and political affairs were yet receiving great emphasis.

Edward Eggleston in his history (1890) says that he has tried to make a genuine history, in harmony with the best historical scholarship of the times. He makes the statement that he has spent years in making a critical study of original manuscripts. He has tried to humanize history by giving some attention to the social and economic life of the people. An attempt has been made by the author to visualize history by placing an abundance of illustrative material in his textbook. Less emphasis is placed on the wars. He has included study helps and reference material for the use of the pupil. He has sought in his history to leave the pupil with a relish for historic reading.

Mr. David H. Montgomery (1896) states in his preface
that his aim in writing the book is to present in a clear, connected, and forcible manner the important events in history. He further states that he has had three objects in view, - accuracy of statement, simplicity of style, and impartiality of treatment.

Mr. Gordy (1911) states as his purpose to explain the meaning of human life as revealed in the records of the past. He says he has chosen his typical facts for their nature rather than their number. He has attempted to make his book historically accurate. He has far surpassed the two preceding authors in the matter of interest to children. He says that his great desire is to develop in the pupil an interest in history and a taste for historical reading. He has included an abundance of illustrative material, has adapted his vocabulary to that of the child, and has provided for the activity of the child by many cleverly-planned tasks.

Mr. Hace and Mr. Bogardus (1920) give as their purpose in writing their history the presentation of the American people in the process of acting out their history. They have attempted to set forth their history as a series of panoramic views. They think these views will take hold of the pupils' imagination thus enabling them to grasp the subject matter. The authors think the teaching of effective, functioning citizenship is the great problem before the American schools. But in order to function effectively as
citizens, Americans must understand their economic and social environment. Hence they have given great stress to industrial and social problems.

Mr. Tryon, Mr. Lingley, and Miss Morehouse (1930) have stated as their purpose the telling of a true story of the permanently significant facts of American history which children of the upper elementary and junior high school can understand and to explain those facts of yesterday as they created the United States of today— to show the vital causal relations of the nation's past to its present character, work, and problems.

They have emphasized the human creative element in our nation's story. They have written a book with the adolescent child in mind. They have evaluated their material to function in the development of citizenship. They have provided for the activity of the child of every degree of intelligence. Where subjective opinion has to be used, care was taken to get the best opinion of those who know. The book as a whole is adjusted to the tastes and abilities of the junior high school child. In 1860. The period from the close of the Civil War to the end of the century is 1877.

From the critical analysis of the history textbooks that have been used in the elementary schools from 1890 to 1930 the following conclusions have been formed:

1. Before 1890 the chief purpose in the writing of a history textbook was to fill the books with a mass of facts.
a large percent military facts. From 1890 to 1930 the authors have gradually eliminated dates and facts that have no bearing on the everyday life of the child.

2. From 1890 to 1930 historians have attempted to develop and awaken the scientific spirit and to cultivate scientific methods of thinking.

3. During the period of 1890 to 1930 there has been a gradual development from a scientific statement regarding history as a school subject, to a book that not only treats the subject scientifically, but is designed for the distinct purpose of teaching boys and girls. A better psychology has come to prevail. The textbook represents a desire to state truths and to present these truths to the mind of the pupil who will use the book.

4. As shown in Appendix A pages 117-128 in 1890 wars were still receiving a large percent of the subject matter. The Revolutionary War received 7.5% in 1890, 7.5% in 1896, 8.7% in 1911, 5.9% in 1920, 5.5% in 1930. The Civil War received 14.4% in 1890, 12.1% in 1896, 11.5% in 1911, 9.2% in 1920, and 9.6% in 1930. The period from the close of the Civil War received 6.5% in 1890, 11.1% in 1896, 19.1% in 1911, 20% in 1920, and 25% in 1930. Thus we see the story of the progress made since the Civil War is receiving far more emphasis, and wars less emphasis.

5. The textbooks before 1890 contained few pictures
and maps. No graphs, tables or diagrams are found. In 1930 they contain well selected illustrative material, helpful maps artistically designed, much statistical and graphic representation of the same.

6. Textbooks before 1890 provided nothing for the activity of the child. Today they provide abundant material for children of different degrees of intelligence.

7. Since 1890 the textbook in history has gradually become humanized. It has sought to follow the needs of the future life of the child and aid in his development as an American citizen.
CHAPTER IV

CONCLUSIONS

An attempt has been made in this report to evaluate history textbooks that have been used in the schools of the United States from 1830 to 1930. The following method has been used in the solution of this problem. A study was made of the findings of the educational experts who have made scientific studies of what should be the criteria of a history textbook. A list of these authors and their contributions may be found in the bibliography on page 113 under the heading, "Sources of Materials For Evaluating Textbooks". After this study was completed many textbooks of history were examined, twelve of which were selected which seemed to the author to be a fair sample of the textbooks of the period of ten years. Two lists will be found in the bibliography. Those critically examined and findings reported in this dissertation under the title, "Chronological List of Textbooks Critically Examined" are listed on pages 113 and 114. The other list contains other textbooks that were used contemporaneously with those in the first list and may be found on pages 114 and 115 under the title, "Chronological List of
Textbooks Examined." Miscellaneous material pertaining to old and new textbooks that were found to be of value in making this study are listed in the bibliography on pages 115 and 116 under the title, "Miscellaneous Material Used in this Study."

As a measure of value in evaluating these history textbooks the criteria as set forth by these educational experts have been used. An attempt has been made to examine each textbook in the light of the criteria as set forth by the list of educators mentioned above who have specialized in this field. As a result of this study the following conclusions have been formed:

1. A century ago the textbook in history was small in size, unattractive in appearance and had very few if any pictorial illustrations. The textbook of today is attractively bound and has many well selected illustrations that appeal to the child. The paper is firmer, the ink is blacker and the type used is more suitable to the eye. The different forms type serve to represent more clearly and impressively the subordinate truths presented. The illustrations, maps, and plates are chosen with great care and with a better adjustment to the text.

2. The textbook a century ago was mature in its make-up and uninteresting to the young. The textbook of today is written for the purpose of teaching boys and girls. The
writers indicate that they have made a careful study of the content of children's minds. The book represents the union of two elements - a proper knowledge of the subject matter and a proper knowledge of the mind of the child.

3. The textbook a century ago showed a characteristic religious and moral emphasis. Wars were more important than institutions. The textbook of today has taken on the elements of a story of the life, the customs, and the thoughts of nations and peoples. Wars no longer consume a large part of the interest. The way in which people live day by day, the books they read, the food they eat, the way they earn and spend their money, the schools they attend, have a prominent place in the textbook of 1930.

4. The textbook of 1830 was a recital of a multitude of facts, many of them to be memorized. The textbook of 1930 ranks high in the following factors: interest, comprehension, method of study involved, permanent value of the content and the mechanical construction of the text. It has come to relate itself to the present or to the future needs of the child. The subject matter is weighed and measured for its educational value, the content selected and arranged with the child constantly before the author - the child's point of view and the range of emphasis natural to his stage of development as an active and useful American citizen.
BIBLIOGRAPHY

SOURCES OF MATERIALS FOR EVALUATING TEXTBOOKS


CHRONOLOGICAL LIST OF TEXTBOOKS CRITICALLY EXAMINED


CHRONOLOGICAL LIST OF TEXTBOOKS EXAMINED


MISCELLANEOUS MATERIAL USED IN THIS STUDY


Strayer, George D. The Contribution of Public Education To The Welfare of the Nation. School and Society Sept. 5, 1931, V34.

### APPENDIX A

#### TABLE I. PROPORTIONAL DISTRIBUTION OF SUBJECT MATTER FOR ANALYZING A HISTORY TEXTBOOK

<table>
<thead>
<tr>
<th>Topics covered</th>
<th>Date</th>
<th>No. Pages</th>
<th>% of Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discovery and Exploration</td>
<td>1600-1607</td>
<td>48</td>
<td>7.7</td>
</tr>
<tr>
<td>2. Colonisation of New World</td>
<td>1607-1763</td>
<td>70</td>
<td>12.3</td>
</tr>
<tr>
<td>3. Pre-Revolutionary War Period</td>
<td>1763-1775</td>
<td>30</td>
<td>5.7</td>
</tr>
<tr>
<td>4. Revolutionary War</td>
<td>1775-1783</td>
<td>27</td>
<td>4.9</td>
</tr>
<tr>
<td>5. The New Republic</td>
<td>1783-1812</td>
<td>47</td>
<td>8.6</td>
</tr>
<tr>
<td>7. Slavery and the West</td>
<td>1840-1860</td>
<td>53</td>
<td>9.7</td>
</tr>
<tr>
<td>8. The Civil War</td>
<td>1860-1865</td>
<td>42</td>
<td>7.7</td>
</tr>
<tr>
<td>9. Progress of Half a Century</td>
<td>1865-1914</td>
<td>103</td>
<td>18.8</td>
</tr>
<tr>
<td>10. World War Period</td>
<td>1914-1918</td>
<td>43</td>
<td>9.6</td>
</tr>
<tr>
<td>11. World War to Present</td>
<td>1918-</td>
<td>21</td>
<td>3.9</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>547</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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## TABLE II. PROPORTIONAL DISTRIBUTION OF SUBJECT MATTER C. A. GOODRICH'S HISTORY OF THE UNITED STATES

<table>
<thead>
<tr>
<th>Topics covered</th>
<th>Date</th>
<th>No.Pages</th>
<th>% of Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discovery and Exploration</td>
<td>1000-1607</td>
<td>21</td>
<td>7.1</td>
</tr>
<tr>
<td>2. Colonization of the New World</td>
<td>1607-1763</td>
<td>97</td>
<td>32.9</td>
</tr>
<tr>
<td>3. Pre Revolutionary Period</td>
<td>1763-1775</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>4. Revolutionary War</td>
<td>1775-1783</td>
<td>67</td>
<td>22.6</td>
</tr>
<tr>
<td>5. The New Republic</td>
<td>1783-1812</td>
<td>63</td>
<td>21.3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>206</strong></td>
<td></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The above table shows that 22.6% is given to the Revolutionary War as compared with 4.9% in the table for analyzing a history textbook. (See Table I, p. 117.) Mr. Goodrich has given 32.9% of his book to the period 1607-1763. Table I shows that 12.8% should be given to this period. A large portion of this material is accounts of Inter-Colonial and Indian Wars.
TABLE III. PROPORTIONAL DISTRIBUTION OF SUBJECT MATTER IN RUSSELL’S HISTORY OF THE UNITED STATES

<table>
<thead>
<tr>
<th>Topics covered</th>
<th>Date</th>
<th>No. Pages</th>
<th>% of Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discovery and Exploration</td>
<td>1607-1607</td>
<td>22</td>
<td>8.7%</td>
</tr>
<tr>
<td>2. Colonization of New World</td>
<td>1607-1763</td>
<td>79</td>
<td>31.4%</td>
</tr>
<tr>
<td>3. Pre Revolutionary Period</td>
<td>1763-1775</td>
<td>15</td>
<td>5.9%</td>
</tr>
<tr>
<td>4. Revolutionary War</td>
<td>1775-1783</td>
<td>69</td>
<td>27.3%</td>
</tr>
<tr>
<td>5. New New Republic</td>
<td>1783-1812</td>
<td>28</td>
<td>10.4%</td>
</tr>
<tr>
<td>6. Rise of Nationality</td>
<td>1812-1840</td>
<td>26</td>
<td>10.4%</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
<td>16</td>
<td>5.9%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>252</strong></td>
<td><strong>100.0%</strong></td>
<td></td>
</tr>
</tbody>
</table>

As in Table II the period from 1607 to 1763 is receives too large a share of the book, 31.4% instead of 12.8%. (See Table I, p. 117). The Revolutionary War period receives 27.3% as compared to 4.9% in Table I.
TABLE IV. PROPORTIONAL DISTRIBUTION OF SUBJECT-MATTER IN WILLIARD'S HISTORY OF THE UNITED STATES

<table>
<thead>
<tr>
<th>Topics covered</th>
<th>Date</th>
<th>No. Pages</th>
<th>% of Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discovery &amp; Exploration</td>
<td>1000-1607</td>
<td>25</td>
<td>6.2</td>
</tr>
<tr>
<td>2. Colonization of New World</td>
<td>1607-1763</td>
<td>137</td>
<td>34.8</td>
</tr>
<tr>
<td>3. Pre Revolutionary War</td>
<td>1765-1775</td>
<td>28</td>
<td>5.2</td>
</tr>
<tr>
<td>4. Revolutionary War</td>
<td>1775-1783</td>
<td>55</td>
<td>13.6</td>
</tr>
<tr>
<td>5. The New Republic</td>
<td>1783-1812</td>
<td>28</td>
<td>6.9</td>
</tr>
<tr>
<td>7. Introduction and Notes</td>
<td></td>
<td>13</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>402</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

The above table shows that 34.8% of the book is given to colonization. However, much of this space is diverted to Indian Wars and massacres. In table I of this study (page 117) 12.6% of the book should be given to colonization. This book gives 13.6% of its space to the Revolutionary period. Table I shows that 4.9% is the proper space for this war. These facts show that Mrs. Willard like the other early historians, overemphasized warfare.
### TABLE V. PROPORTIONAL DISTRIBUTION OF SUBJECT MATTER IN GOODRICH'S PICTORIAL HISTORY OF THE UNITED STATES

<table>
<thead>
<tr>
<th>Topics covered</th>
<th>Date</th>
<th>No. Pages</th>
<th>% of Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discovery and Exploration</td>
<td>1000-1607</td>
<td>32</td>
<td>6.4</td>
</tr>
<tr>
<td>2. Colonization of New World</td>
<td>1607-1763</td>
<td>131</td>
<td>26.6</td>
</tr>
<tr>
<td>3. Pre Revolutionary War Period</td>
<td>1763-1775</td>
<td>34</td>
<td>6.9</td>
</tr>
<tr>
<td>4. Revolutionary War</td>
<td>1775-1783</td>
<td>68</td>
<td>17.9</td>
</tr>
<tr>
<td>5. The New Republic</td>
<td>1783-1812</td>
<td>40</td>
<td>9.0</td>
</tr>
<tr>
<td>6. Rise of American Nationality</td>
<td>1812-1840</td>
<td>69</td>
<td>15.9</td>
</tr>
<tr>
<td>7. Slavery and the New West</td>
<td>1840-1860</td>
<td>52</td>
<td>10.5</td>
</tr>
<tr>
<td>8. Civil War</td>
<td>1860-1865</td>
<td>24</td>
<td>4.9</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>404</td>
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</tbody>
</table>

The Revolutionary War period receives 17.9% as compared to 4.9% in Table I. The Colonial period which includes the Inter-Colonial and Indian Wars receives 26.6% as compared with 12.8% in Table I.
TABLE VI. PROPORTIONAL DISTRIBUTION OF SUBJECT MATTER IN QUACKENBOS' HISTORY OF THE UNITED STATES

<table>
<thead>
<tr>
<th>Topics covered</th>
<th>Dates</th>
<th>No. Pages</th>
<th>% of Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discovery and Exploration</td>
<td>1600-1607</td>
<td>70</td>
<td>13.7</td>
</tr>
<tr>
<td>2. Colonization of New World</td>
<td>1607-1763</td>
<td>114</td>
<td>22.3</td>
</tr>
<tr>
<td>3. Pre Revolutionary War Period</td>
<td>1763-1775</td>
<td>19</td>
<td>3.7</td>
</tr>
<tr>
<td>4. Revolutionary War</td>
<td>1775-1783</td>
<td>101</td>
<td>19.8</td>
</tr>
<tr>
<td>5. The New Republic</td>
<td>1788-1812</td>
<td>40</td>
<td>7.2</td>
</tr>
<tr>
<td>7. Slavery and the West</td>
<td>1840-1860</td>
<td>48</td>
<td>9.4</td>
</tr>
<tr>
<td>8. Civil War</td>
<td>1860-1865</td>
<td>45</td>
<td>8.8</td>
</tr>
<tr>
<td>9. Progress of Half a Century</td>
<td>1865-</td>
<td>6</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>512</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table VI shows 19.8% as compared to 4.9% of the book is given to the Revolutionary War. The Colonial period receives 22.3% as compared to 12.8% in Table I.
TABLE VII. PROPORTIONAL DISTRIBUTION OF SUBJECT
MATTER IN BARNES'S HISTORY OF THE
UNITED STATES

<table>
<thead>
<tr>
<th>Topics covered</th>
<th>Dates</th>
<th>No. Pages</th>
<th>% of Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discovery and Exploration</td>
<td>1000-1607</td>
<td>45</td>
<td>14.3</td>
</tr>
<tr>
<td>2. Colonization of the New World</td>
<td>1607-1763</td>
<td>56</td>
<td>18.5</td>
</tr>
<tr>
<td>3. Pre-Revolutionary Period</td>
<td>1763-1775</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td>4. Revolutionary War</td>
<td>1775-1783</td>
<td>36</td>
<td>11.4</td>
</tr>
<tr>
<td>5. The New Republic</td>
<td>1783-1812</td>
<td>18</td>
<td>5.7</td>
</tr>
<tr>
<td>7. Slavery and the West</td>
<td>1840-1860</td>
<td>18</td>
<td>5.7</td>
</tr>
<tr>
<td>8. The Civil War</td>
<td>1860-1885</td>
<td>83</td>
<td>28.3</td>
</tr>
<tr>
<td>9. Progress of Half a Century</td>
<td>1865-1885</td>
<td>32</td>
<td>10.2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>313</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table VII shows 11.4% is given to the Revolutionary War as compared to 4.8% in Table I. The Civil War receives 28.3% as compared to 7.7% in Table I. The Colonial period receives 18.8% as compared to 12.5% in Table I.
TABLE VIII. PROPORTIONAL DISTRIBUTION OF SUBJECT MATTER IN EGGLESTON'S HISTORY OF THE UNITED STATES

<table>
<thead>
<tr>
<th>Topics covered</th>
<th>Date</th>
<th>No. Pages</th>
<th>% of Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discovery and Exploration</td>
<td>1600-1607</td>
<td>19</td>
<td>4.9</td>
</tr>
<tr>
<td>2. Colonization of the New World</td>
<td>1607-1763</td>
<td>142</td>
<td>35.9</td>
</tr>
<tr>
<td>3. Pre-Revolutionary War Period</td>
<td>1765-1775</td>
<td>7</td>
<td>1.8</td>
</tr>
<tr>
<td>4. Revolutionary War</td>
<td>1775-1783</td>
<td>99</td>
<td>7.5</td>
</tr>
<tr>
<td>5. The New Republic</td>
<td>1783-1812</td>
<td>43</td>
<td>11.2</td>
</tr>
<tr>
<td>7. Slavery and the West</td>
<td>1840-1860</td>
<td>28</td>
<td>7.5</td>
</tr>
<tr>
<td>8. The Civil War</td>
<td>1860-1865</td>
<td>55</td>
<td>14.4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>384</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Mr. Eggleston gives 7.5% to the Revolutionary War as compared to 4.9% in Table I. The Civil War period receives 14.4% as compared to 7.7% in Table I. The period 1840-1860 receives 7.5% as compared to 9.7% in Table I.
<table>
<thead>
<tr>
<th>Topics covered</th>
<th>Date</th>
<th>No. Pages</th>
<th>% of Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discovery and Exploration</td>
<td>1000-1607</td>
<td>49</td>
<td>13.2</td>
</tr>
<tr>
<td>2. Colonization of the New World</td>
<td>1607-1763</td>
<td>80</td>
<td>21.7</td>
</tr>
<tr>
<td>3. Pre-Revolutionary War Period</td>
<td>1763-1775</td>
<td>28</td>
<td>7.5</td>
</tr>
<tr>
<td>4. Revolutionary War</td>
<td>1776-1783</td>
<td>28</td>
<td>7.5</td>
</tr>
<tr>
<td>5. The New Republic</td>
<td>1783-1812</td>
<td>26</td>
<td>7.5</td>
</tr>
<tr>
<td>6. Rise of American Nationality</td>
<td>1812-1840</td>
<td>40</td>
<td>10.0</td>
</tr>
<tr>
<td>7. Slavery and the West</td>
<td>1840-1860</td>
<td>28</td>
<td>7.5</td>
</tr>
<tr>
<td>8. The Civil War</td>
<td>1860-1865</td>
<td>45</td>
<td>12.1</td>
</tr>
<tr>
<td>9. Progress of Half a Century</td>
<td>1865-1896</td>
<td>41</td>
<td>11.1</td>
</tr>
<tr>
<td>10. Reference Table</td>
<td></td>
<td>4</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>369</strong></td>
<td></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Mr. Montgomery and Mr. Eggleston each give 7.5% to the Revolutionary War as compared to 4.9% in Table I. The Civil War receives 12.1% as compared to 7.7% in Table I. The period 1812-1840 receives 10.8% as compared to 13.3% in Table I.
Table X shows too much attention is given to warfare. Mr. Gordy devoted 8.7% of his book to the Revolutionary War as compared to 4.9% in Table I. The Civil War receives 11.9% as compared to 7.7% in Table I.
In 1920 we find the first close approximation to the proper distribution of subject matter as shown in Table XI. The Revolutionary War period receives 5.9% as compared to 4.9% in Table I. The Civil War period receives 9.2% as compared to 7.7% in Table I. The period 1812-1840 receives 12.2% as compared to 13.3% in Table I.

<table>
<thead>
<tr>
<th>Topics covered</th>
<th>Date</th>
<th>No. Pages</th>
<th>% of Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discovery and Exploration</td>
<td>1000-1607</td>
<td>23</td>
<td>4.8</td>
</tr>
<tr>
<td>2. Colonization of the New World</td>
<td>1607-1763</td>
<td>83</td>
<td>17.4</td>
</tr>
<tr>
<td>3. Pre-Revolutionary War Period</td>
<td>1763-1775</td>
<td>10</td>
<td>2.1</td>
</tr>
<tr>
<td>4. Revolutionary War</td>
<td>1775-1783</td>
<td>25</td>
<td>5.9</td>
</tr>
<tr>
<td>5. The New Republic</td>
<td>1783-1812</td>
<td>52</td>
<td>10.9</td>
</tr>
<tr>
<td>7. Slavery and the West</td>
<td>1840-1860</td>
<td>28</td>
<td>5.9</td>
</tr>
<tr>
<td>8. The Civil War</td>
<td>1860-1865</td>
<td>44</td>
<td>9.2</td>
</tr>
<tr>
<td>10. The World War Period</td>
<td>1914-1918</td>
<td>17</td>
<td>3.6</td>
</tr>
<tr>
<td>11. World War to Present</td>
<td>1918-1920</td>
<td>9</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>476</strong></td>
<td></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
### TABLE XII. PROPORTIONAL DISTRIBUTION OF SUBJECT MATTER IN TRYON, LINGLEY AND MORRISHOUSE'S THE AMERICAN NATION YESTERDAY AND TODAY

<table>
<thead>
<tr>
<th>Topics covered</th>
<th>No. Pages</th>
<th>% of Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discovery and Exploration</td>
<td>1000-1607</td>
<td>26</td>
</tr>
<tr>
<td>2. Colonization of the New World</td>
<td>1607-1763</td>
<td>49</td>
</tr>
<tr>
<td>3. Pre-Revolutionary War Period</td>
<td>1763-1775</td>
<td>16</td>
</tr>
<tr>
<td>4. Revolutionary War</td>
<td>1775-1783</td>
<td>34</td>
</tr>
<tr>
<td>5. The New Republic</td>
<td>1783-1812</td>
<td>47</td>
</tr>
<tr>
<td>7. Slavery and the West</td>
<td>1840-1860</td>
<td>80</td>
</tr>
<tr>
<td>8. The Civil War</td>
<td>1860-1865</td>
<td>60</td>
</tr>
<tr>
<td>9. Progress of Half a Century</td>
<td>1865-1914</td>
<td>157</td>
</tr>
<tr>
<td>10. The World War Period</td>
<td>1914-1918</td>
<td>25</td>
</tr>
<tr>
<td>11. World War to Present</td>
<td>1918-1930</td>
<td>106</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>625</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

In this history we find that economic and industrial history has much emphasis. The period 1607-1763 receives 7.8% as compared to 12.8% in Table I. Practically all of this 7.8% is given to colonial life. Wars receive very little attention. The Revolutionary War period receives 5.5% as compared to 4.9% in Table I. The Civil War period receives 9.6% as compared to 7.7% in Table I. The period 1865-1914 receives 25.1% as compared to 18.8% in Table I.
APPENDIX B

SAMPLE TITLE-PAGES OF HISTORY TEXTBOOKS EXAMINED IN THIS STUDY

ELEMENTS

of

GEOGRAPHY and HISTORY

COMBINED

in a

CATECHETICAL FORM

for the use of

Families and Schools

By

Frederick Butler A.M.

Accompanied with an

Atlas

Geography and history to be Useful,

should be Inseparable

Fourth Edition

Revised, Corrected and Brought Down

To the Present Time

Wethersfield

Published By Demming & Francis

1828
A HISTORY
of the
UNITED STATES
of
AMERICA
on a plan
Adapted To The Capacity Of Youth
and
Designed To Aid The Memory
of
Systematic Arrangement and Interesting
Associations
Illustrated By Engravings
By
Rev. Charles A. Goodrich

Bellows Falls;
Printed For The Publishers
James I. Cutler & Co.
By
J. N. Taylor
1832
HISTORY
Of The
UNITED STATES
From the Dispersion of Babel,
To Their Migrations to America; and
Of The
Conquest of South America
By the Spaniards

Noah Webster L.L.D.

New Haven
Published by Durrie & Peck
1832
A HISTORY
Of The
UNITED STATES OF AMERICA
Period of Discovery to the Present Time
Arranged
For The Use Of Schools
With Questions
For the examination of students

By
John Russell A. M.,
Author of the History of France
and the History of England
For The Use Of Schools
With Numerous Engravings

Philadelphia
Published by Hogan & Thompson
No. 30 North Fourth Street
1838
ABRIDGED HISTORY

Of The

UNITED STATES

Or

REPUBLIC OF AMERICA

New and Enlarged Edition

By

Emma Willard

New York

PUBLISHED BY A. S. BARNES & CO.

Cincinnati: - H.W. Derby

1861