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Trends in the Teaching of United States History in the Elementary Schools Grades I to VI

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TRENDS IN THE TEACHING OF UNITED STATES HISTORY
IN THE ELEMENTARY SCHOOLS
GRADES I TO VI
TRENDS IN THE TEACHING OF UNITED STATES HISTORY
IN THE ELEMENTARY SCHOOLS
GRADES I TO VI

BY
ALMA HOSS

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

DIVISION OF GRADUATE INSTRUCTION
BUTLER UNIVERSITY
INDIANAPOLIS
1941
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1. **Statement of Problem.** When, in 1934, Indianapolis published its Tentative Course of study in the Social Studies for the Intermediate Division of the Elementary Schools, it was noticed that United States history had been practically omitted. Previously, considerable time had been devoted to its study in these grades. The 1935 Course of Study for the primary grades includes about six weeks of pioneer life and an equal number of weeks of Indian life, but no narrative of our country's history nor of its leaders is offered in the first six grades. The first contact with the organized study of our past that a pupil of the Indianapolis schools now has is in the seventh grade.

It had in the past been thought that United States history was an essential part of the elementary course of
study. Some states, fearing pupils would leave school ignorant of their country's history and government, had even prescribed the teaching of the Constitution in the sixth grade. What had brought about this change of policy? Were others of the new curriculum makers also omitting the study of United States history in the first six grades? Was it now generally considered better to postpone all organized study of our country's history until the age of twelve or later? There must be some reasons causing this change; there must be some fundamental differences in methods or philosophies. These reasons have been sought and outstanding courses of study investigated to find the answer to this problem.

2. Definition of Terms. The courses of study, used in the schools at the present time, usually do not list history, as such, but include it under the heading of social studies or social science. The more progressive curriculum makers have made an effort to integrate geography, history, civics, and economics under this one heading. Many advantages are apparent in this arrangement. Even as long ago as 1828, Frederick Butler in *Elements of Geography and History Combined in a Catechetical Form* stated on the title page that "Geography

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and History to be Useful should be Inseparable". He considered that geography had a serious defect which he attempted to overcome, namely, "a want of general history". Marcius Willson in 1847 also stated in the preface of his Juvenile American History:

"Geography of our country, as can be incidentally taught in connection with historical incidents, will be more permanently retained than when learned in the usual manner from geographical detail alone."

It is sometimes difficult to select from such a course just what is historical fact rather than an economic or geographic fact. In deciding which part of a given unit was United States history, the following criterion was used: Such materials were chosen "as give the pupil a strong sense of social development in time and describe as accurately as possible the origin and development of culture".

In studying the present courses of study, all subject matter of early and later American history, as it relates to the peoples and the land of what is now the United States, has been selected. Indian and pioneer life have been included.

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and biographies of great personages in any line of development. The exploration and discovery period, as well as state and local history were also included. Anything that had to do with the development of human life within the area of the United States, economic, political, social and cultural, has been considered; but all subject matter, having to do exclusively with economic conditions as they are in the United States today such as, "Industries in the North Eastern States", or geographic conditions, such as, "Life in the Highland Region of the United States", was not considered in this study. It may be argued that there are phases of present day history, but unless the unit was presented as a social development from the past, it was not considered in this discussion.

3. Method of Procedure. First, a study of the trends in the teaching of history as shown in the course of study was made. An examination of old history textbooks, of recommendations of committees on the social studies, of textbooks on the teaching of history, and of former Indiana courses of study, was made. Next an attempt was made to discover the changes that had come about, in the philosophies underlying the teaching of history, and in the methods of presenting the study of history in the elementary schools.

Finally, an investigation of a number of courses of
study in the social sciences now used in the elementary grades was carried out. By using the criteria set up, and by ascertaining the time allotment for the social studies, the length of time devoted to the study of United States history in each grade was determined in the new integrated program. A special study, with reference to the course used in Indianapolis was made, comparing it with three selected courses now being used in other cities.

During the years 1935-1936, a tentative course in the social studies was drawn up for the Primary and Intermediate Divisions of the Indianapolis Public Schools. The Foreword states:

The course of study in Social Studies in the Primary Division presents a study of community life. In the first grade the chief center of interest is life in the home and school, in the second grade, life in the community both rural and urban, and in the third grade, primitive life in typical communities both past and present.

The course of study in Social Studies in the intermediate Division relates to world life. Following a brief study of life in a few typical regions of the world representing different environmental conditions, in the fourth grade, a more intensive study of life in all of the more important regions of the world is made, in the fifth and sixth grades.5

5 Tentative Course of Study in Social Studies for the Intermediate Division of the Elementary Schools, Indianapolis, 1934, Foreword.
There is no mention in the Foreword of a study to be made of the nation but it mentions that a study is to be made of the home, the community, primitive life, and world life. If any study of the United States was to be made, it would be as it related to world affairs.

A careful examination of the Table of Contents for each grade revealed that no units of study were listed that had to do specifically with United States history. In fact the study of "Life in the United States" was limited to one semester's work in one grade and a six weeks unit of work in another. A "unit of work" being a significant body of thought, or interpretation, capable of being learned as a whole by pupils.  

Other curricula for elementary grades were studied to determine if they, too, had assigned so little time to United States history. Special thought was given to courses considered particularly outstanding, to determine, if possible, the reasons for such omission, if any, and to find out if authorities agreed on the placement of United States history in the curriculum. An effort was made to discover the theories

and philosophies that were determining factors in the decision of the curriculum makers.

4. **Summary.** Having determined upon what to use as criteria for United States history in the social studies, a study will be made of the theories and practices of teaching United States history in the past, and the theories and practices of the teaching of United States history now taught in other elementary schools, in order to arrive at some conclusion about the course of study found in the present elementary schools of Indianapolis.
CHAPTER II

TRENDS IN THE HISTORY COURSE OF STUDY

1. Introduction. Before 1812 history was taught incidentally in the reading lesson. It was first admitted into the secondary schools and later into the elementary schools. The first date recorded for its introduction there is 1815. Between 1835 and 1840, history, as a subject, was established in the courses of study in the academies of New York and Massachusetts. In some cases it progressed more rapidly in the elementary school curricula than in the secondary schools. The course usually included American history in the elementary schools, the history of foreign countries being allotted to the secondary schools. This was partly because the time allowed for history was too short for any account of foreign history and partly of a belief that American history was all sufficient for the purpose of American elementary schools. The subject was commonly taught in the upper grades only, often only in the last year.


Since "elementary school" then meant grades one to eight, there was probably little United States history taught in the first six grades, and since a large part of the children left school in those days before reaching the seventh and eighth grades, few persons received any instruction in history.

2. Trends as Shown from an Examination of Old Textbooks. Because "courses of study had not come into use prior to 1860, the nature of the content of school history must be sought in the textbooks then current.3 Noah Webster, about 1785, published a combination reading, spelling, and grammar textbook which included a short history of the settlement of the United States. Three years later, about twenty pages devoted to the history of the United States after the Revolutionary War, was included in Jedediah Morse's Elements of Geography.4 After 1783, the authors of reading books very generally introduced historical material into their texts.5

5 Ibid., p. 115.
A table in Tryon's *The Social Sciences as School Subjects,* shows that from 10.1% to 21.2% of the contents of readers were of an historical nature. It is interesting to note, in connection with our study, that Noah Webster was one of the first textbook writers, in his *Little Readers Assistant for Beginning Readers,* to introduce history in the lower levels of instruction. We find history at this time integrated with both geography and reading, and not at first taught as a separate subject.

When, between 1815 and 1837, laws were passed in Massachusetts and New York making the teaching of United States history in the common schools mandatory, there began to be a demand for textbooks. Charles A. Goodrich published a history of the United States in 1822, which was revised in 1832. Also, in 1832, Noah Webster published his textbook dealing strictly with history, entitled, *Elementary School History of the United States,* and in 1838 John Russell published *A History of the United States of America from*

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the Discovery of America to the Present Time. 10

An examination of old history textbooks at the Indianapolis Public Library, dating from 1847 to 1884, disclosed only three histories that would probably have been used below the seventh grade, Marcius Willson's *Juvenile American History* of 1847, G. P. Quackenbos's *Primary History of the United States* of 1869, and Edward S. Ellis's *The Eclectic Primary History of the United States* of 1884. In the case of each of these books there was a more advanced book by the same author to be used in the upper grammar grades.

In the Indiana State Library four books were considered not too difficult for use below the seventh grade. Samuel G. Goodrich in his textbook, *North America or the United States and Adjacent Countries*, published in 1847, stated in the preface that

The author of this little book has been requested to prepare a series of Histories, of such simplicity in style and arrangement, as to make them suitable books for beginners. The present volume has been written in compliance with this request, and with the hope of rendering it proper as an introduction to the study of history in our common schools.

Notwithstanding the numerous books upon the subject, it is still a matter of fact that thousands of schools in the country have not yet introduced

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the study of history; the reason assigned is, that no suitable book is found, to be put in the hands of young people—those who have everything upon the subject of history yet to learn.

... It is designed to be the first of a series; the whole to form a simple outline of general history. The succeeding volumes will embrace South America, Europe, Asia, and Africa. 11

Judging from the preface and the reading matter of the text, this book seemed suited to the use of sixth grade children or, perhaps, fifth grade. Another little volume of his, Peter Parley's Tales of Ancient and Modern Greece, published in 1832, was to be used, writes the author, by boys and girls of ten or twelve years of age. 12 A third book by the same author, The American Child's Pictorial History of the United States, published at a later date, 1865, is even simpler in style than the first two and is designated "for younger children". It was written as an introduction to his "Pictorial History of the United States because teachers felt a need of a book covering the same ground as the more advanced book but adapted to younger

11 Samuel G. Goodrich, North America or the United States and Adjacent Countries. Louisville, Ky.: Morton and Griswold, 1847.

children. A later textbook published in 1872, *A School History of the United States*, by William Henry Venable, stated in the preface that a chronological order had been followed throughout the book and that it was "designed to interest the pupil in the civil and domestic character of the country and in employments, institutions and ideas not distinctly connected with war, politics, or national legislation". The book was designated for Grammar Schools and the reading matter was simple enough that it might have been used in the sixth grade, but not lower. Since little attempt was made at that time to fit reading matter to the age of the child who was to use the textbooks, it was difficult to interpret the exact grade placement of these books.

The preface of most of the books in the two collections stated that the books were for upper grammar grades, for high schools, or for academies. Very few of them were not United States histories and only one of those selected as suitable for, or designated for use below the seventh


grade, was not a United States history, Samuel G. Goodrich's Peter Parley's Tales of Ancient and Modern Greece. It appears evident from this investigation that historical material was not entirely neglected in the lower grades, but that United States history was being taught much more universally in the seventh and eighth grades and in the high schools than in grades one to six, in the years between 1847 and 1884.

3. Trends As Shown from an Examination of Recommendations of Organizations Regarding the Teaching of United States History in the Elementary Schools. Several organizations, some purely educational and others made up of educators and writers of history, have influenced the contents and importance of the history courses of study in the past fifty years. The National Education Association, almost from its organization in 1857, has been instrumental in the promotion of the social studies in the schools. In 1869 it recommended "the more extensive introduction into our schools of the study of United States history", 15 and in 1876 again recommended a study of United States history for the common schools.

A Conference on History, Civil Government, and Political Economy was held at Madison, Wisconsin in December, 1892. Those attending planned the first complete program of history for eight consecutive years, four years in the elementary schools and four in the high schools. This might be called the first concerted movement toward the introduction of a course of study in history below the seventh grade, although our study of old textbooks revealed that a few schools had introduced it into the lower grades. The plan laid out at the Madison meeting suggested a study of biography and mythology for the fifth and sixth grades. Three years later a Committee of Fifteen on elementary education, reporting to the Department of Superintendence of the National Education Association in 1895, recommended oral lessons in history and biography throughout the eight years of the elementary course.16 History was now moving into the grades below the fourth.

Following these recommendations many new courses of study in history appeared. Some of the plans were formulated by groups and others by individuals, a number of whom were teachers in the normal schools. A survey of fifty-three

representative cities in 1909 showed that nearly one-half had American history in their courses from the fifth through the eighth grades. Practically all of them included a study of United States history below the sixth grade, and most of them advocated a more intensive study of United States history in the seventh and eighth grades.17

The American Historical Association has also been a powerful determining factor in the making of history courses of study. A Committee of Eight was appointed in 1905 to formulate a plan of history study for elementary schools, beginning with the first grade. After three years of investigation, they recommended that United States history be assigned to the fourth and fifth grades by a study of biographies, but the chronological study was left for the seventh grade. An innovation was the introduction of a study of "Old World Backgrounds" into the sixth grade. The influence of this recommendation was felt as late as 1931, although the biographical approach was considered obsolete by that time. A table of history subjects by grades in Tryon's The Social Sciences as School Subjects shows that, whereas, only fifteen were studying "Old World Backgrounds" in 1910-1911, and these

17 Ibid., pp. 151-154.
merely following the textbook, Ten Boys, sixty-eight had taken it up by 1928-1931. This table furnishes "excellent proof of the stabilizing influence of the Committee". 18

4. As Shown from an Examination of the Recommendations of History Teaching Textbook Writers. The courses of study as recommended by five history teaching textbooks have been investigated. The oldest textbook that was found in which a course was outlined was that of Charles A. McMurry, Special Methods in History, published in 1903. He offered no course for the first three grades. Only on the occasion of national holidays did he suggest a few simple history stories and in the third grade a few stories of the early settlers in the home district. He stated that: "We assume that American history will furnish the chief materials for our course of study in history", and that such a study "may begin in the fourth grade with a number of choice pioneer stories of the United States". 19 He considered these stories well fitted to fourth grade level, but did not consider children below this grade mature enough to understand these historical narratives in their geographic setting. The biographical


19 Charles McMurry, Special Method in History. New York: Macmillan Co., 1903, p. 34.
approach was thought to be the most profitable. "We believe that this pioneer epoch is the delightful gateway through which the children of our common schools are to find entrance to the fields of American history". Beginning with the simple, social state he hoped pupils would "secure an appreciative insight into the beginnings of social, economics, and political society". In the fifth grade, when pupils had developed more comprehension of the map, he advised a study of the discoverers and explorers. In both grades the study was to be kept to the pioneering areas, where life was not too complicated. Geography and some of the reading matter were to be correlated with the history course. Along with this course a number of English and European history stories were listed, mostly biographical. Some of these were to be taken up in the reading period. The sixth grade study was devoted to that of the colonial history of America, ending with the French and Indian War. The European history listed for this grade had to do largely with her wars, beginning with Greece's wars with the Persians and ending with the French and Indian War. American history was studied in all three grades for which work was outlined. Although some European history had been included, it did not seem to correlate with the American history. The plan was

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20 Ibid., p. 46.
carried out by the topical rather than the chronological method. 21

W. F. Bliss of the State Normal School, San Diego, California presented a course which he hoped would provide a basis for the correlation of history, geography, literature, and manual training. 22 In his book, History in the Elementary Schools, published in 1911, an outline for all eight grades of the elementary schools is given. In the first three grades primitive life was to be studied. The tree, cave, cliff, and lake dwellers, and primitive life among the American Indians, were listed for the first grade; whereas, the primitive life as it related to certain historic peoples was taken up in the second grade. Time and place were to be gradually emphasized, although no definite chronology was required. By the third grade, geography and chronology were to grow somewhat more definite. Maps were to be used constantly. The topics outlined were stories of the Persian, Greek, Roman, and Teutonic civilizations. The last three topics referred to the United States, namely, the American Indians, Spanish pioneers in the Southwest, and American colonial life. The author's emphasis of the Southwest was due to his residence in California. In

21 Ibid., pp. 247-262.

the fourth grade there was to be a continuation of the stories of the Greeks and Romans, and stories of the Teutonic people were carried on to their life in the Middle Ages. Two topics dealt with American history, the Indian and the white man in Mexico and the Southwest, and "first steps in American history". It is noted here that the third and fourth grades devoted a little less than one-half their history study time to the pioneer period of the Southwest and the relation of the pioneers to the Indians. In the intermediate grades no United States history was offered. The development of civilization during the medieval period was studied chronologically in the fifth grade. The theme of the sixth grade was the transition from medieval to modern civilization. American history was reserved to the seventh and eighth grades. With the exception of a thread of local history in the third and fourth grades and "first steps of American history" as one of the seven topics assigned to the fourth grade, the stress was placed upon primitive life in the primary grades and European history, studied chronologically from the third grade to the sixth.\(^23\)

The head of the department of American history and civics, and supervisor of the work in history in the training

\(^{23}\) Ibid., pp. 24-48.
department in the Lewiston (Idaho) State Normal School, Henry L. Talkington, offered a little more American history in his course of study for the eight grades of the elementary schools, as found in his textbook How to Study and Teach History, published in 1912. For the first grade he recommended fairy stories and mythology. He, like Bliss in 1911, gave definite suggestions for correlation of history with other subjects, but began the study of primitive life in the second grade instead of the first. A study of the hunting stage and the polished stone age of our civilization, as represented by the American Indian was studied in the second grade, and in the third grade a study of pastoral life. Pioneer life was listed for the fourth grade, as found in America, for the first semester, and as found in Britain, for the second semester. Greece and Rome were assigned to the fifth grade and feudalism and the discoverers of America to the sixth. American history was taken up in the seventh and eighth grades in chronological order. Talkington suggested that if a majority of the pupils were likely to drop out of school in the fifth or sixth grade it would be better that the teacher continue the study of American history in the fifth grade, instead of following the course as he had arranged it. According to his plan American history was assigned to one semester in the fourth grade and one in the sixth grade.24

In 1914 John W. Wayland, professor of history and social science in the State Teachers College of Harrisonburg, Virginia, outlined a course which included more United States history in the first six grades than did any of the writers whose courses have been cited. Some social and industrial topics were to be introduced, such as, the story of steam, the story of cotton, great American missionaries, great American educators, and great American women. The chronological study of American history was begun in the fifth grade and completed in the seventh. In the first grade Indian life, local subjects and Thanksgiving and Christmas stories were to be studied. Also, the characters of Robert E. Lee, Abraham Lincoln, George Washington, and Daniel Boone were introduced, by stories, to the children. In the second grade the child became acquainted with Columbus and his connections with the new world. A study of primitive and pioneer life as portrayed in the home county was made. The lives of the great men and the holidays assigned to the previous grade were reviewed and famous men of the home county were studied. An account of Queen Elizabeth and Sir Walter Raleigh introduced the study of the explorers and early settlers of the colonies in the third grade. A study of the early history of the state and the story of steam were included.

Beginning with the fourth grade a textbook was to be
used. This was to include a study of the explorers and of the colonizers. A fitting observation of national holidays was stressed and another industrial topic was taken up, "The Story of Iron". "The Story of Cotton" was assigned to the fifth grade. A chronological study of American history was introduced, beginning with its European background and continuing to the year 1765. Grade six carried on the study to the year 1815 and in grade seven, American history was brought up to date.\textsuperscript{25} From the first grade through the seventh, United States history was stressed. Very little European history was introduced and that only to serve as a brief background for the discovery period of American history.

Paul Klapper, dean of the school of education in the College of the City of New York, in his book, \textit{The Teaching of History}, written in 1926, does not recommend a complete course of study, but gives, rather, a résumé of the courses of study as they existed at that time. Since the date, 1926, has been taken as the beginning point for the new courses of study, his summary of courses is significant, for he states what the conditions were, at the time a few school systems were making some rather radical changes. He divided his

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summary of the first six years into two sections, namely, "the first four years and the fifth and sixth years". He found that the following studies were being made in the first four years: (1) a study of communal activities; (2) a study of elementary processes, such as, weaving and spinning; (3) a study of types of civilization; as, Indian, herding, pastoral, simple agriculture, simple handicraft, and old pirate and viking days; (4) stories of romantic heroism, such as, the Iliad and King Arthur stories; (5) stories of holidays and school celebrations; and (6) stories of local history. Considerably less than one-half of this would be classed as strictly United States history. However, he found that "American history that is systematic and formal is usually taught in the fifth and sixth grades. But there again we find no common practice".26

There were some exceptions. English history was being taught in some schools in the sixth grade and some were devoting two whole years to a purely biographical study of American history. He considered the narrative method better.

To omit biographical studies impoverishes the course and adds to the teaching difficulties. Biography must be introduced freely to give life and spirit to the narrative, but the narrative must be clearly maintained. 27


27 Ibid., p. 165.
He strongly advocated a narrative study of American history for these two years, partly because many pupils were still leaving the schools at the close of the sixth grade. The study of American relations to world history he reserved to the Junior High School and suggested the possible advisability of adopting a unified social science course for these grades. He made no mention of considering such a step for the elementary grades, however. Thus, it seems that United States history was commonly being given a place of importance in the courses of study in use just prior to the adoption of the new courses.

5. Trends As Shown by an Examination of the Courses of Study Formerly Used in the State of Indiana. According to the courses as shown in Table I, United States history was not definitely assigned to the elementary grades until 1888. History was to be oral in the fifth grade, and, "if any", so the report of the State Superintendent of Public Instruction states, it was to be the same as that for the sixth grade. United States history from the discovery of America through the Civil War was to be taught orally in grade six. Grading of the schools had not been accomplished in Indiana at the time of the meeting of the state convention of county superintendents in 1884, but a standard course of study was adopted (Continued on page 28)
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* Not a course of study, but a Report upon the Course of Instruction in the Public Schools of Indianapolis.

*** No definite assignment made.
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**##** No separate period devoted to history.
TABLE I -- CONTINUED

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at this meeting. It was hoped that the grading of pupils in the district schools would be completed at an early date. In 1886 the State Superintendent's report contained a course of study for the district schools. In it "history and physiology" are listed together as subjects for the fifth and sixth grades. Since the kind of history was not designated, it was merely assumed to be United States history. A course of study in the
same report for the graded schools as "exemplified in Indianapolis" lists no history as taught below the seventh grade. However, a small pamphlet published in 1884, *Reports upon the Course of Instruction in the Public Schools of Indianapolis*, contained a recommendation that time could well be given to a study of history in grades five and six. It also stated that United States history was being taught in the eighth grade with fifty minutes per day or 18.5% of the time being devoted to its study. Five weeks in grade Seven A were assigned to the study of Indiana history, and it was recommended that time being devoted to geography in the Seven A be given over to history. Between 1884 and 1888 some effort had evidently been made to place history below the seventh grade.

In the year 1893 the State Superintendent's report contained a definite course of United States history for grades beginning with the fourth. By 1897 a number of cities had followed the recommendation of the Committee of Fifteen and included general history study in all the grades.

Besides the intensive study of history in the seventh and eighth years, your commission would recommend oral lessons on the salient points of general history, taking a full hour of sixty minutes weekly - and preferably all at one time, for the sake of more systematic treatment of the subject of the lessons and the impression made on the mind.
of the pupil.  

Renselaer in 1897-1898 carried on a course of race history as it was given in Jane Andrew's *Ten Boys*, beginning in Grade I with the story of Kablu, the Aryan boy. Along with it, a course of United States history was included, lessons on the discovery of America and the Indians. Each grade took up another chapter in the *Ten Boys* and proceeded through the pioneer and colonial periods of United States history. A textbook, *A First Book of American History* was used as supplementary reading. Three periods a week were devoted to history study throughout the six years. The writers of the Anderson course, in 1898-1899, did not seem to have been so greatly influenced by the Committee of Fifteen as had those of Renselaer. They had listed stories of the Bible in the third grade for four months, the time of the spring and fall months being devoted to nature study. During the fourth and fifth years the pupils continued to study United States history as the state had outlined the course in 1894. However, *Ten Boys* was adopted as the textbook for the sixth grade which was a general history. By 1900 the state course of study had swung completely under the influence of the

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Committee of Fifteen. Ten Boys was used as a basis of study, beginning with the story of Kablu, the Aryan boy, in Grade I. Darius, the Persian boy was assigned to Grade II, Cleon, the Greek boy, to Grade III, and Horatius, the Roman boy, to Grade IV. In Grade V the textbook was to be placed in the hands of the pupils, who were to study Wulf, the Saxon boy, and Gilbert, "the Page who will one day become a Knight". The teacher was to help the children bridge the gap between the two periods represented by these boys and acquaint the children with some of the famous characters of these times. In the sixth grade the book of Ten Boys was completed, bringing history study to America. Here again the teacher was to fill in with stories of famous men of the age. The discovery, exploration, and colonization periods were, also, to be studied in this grade. Thus, the sixth grade was the only grade in which American history was studied in this course.

Beginning with 1897, all the courses had assigned history study from the first grade through the sixth, except that of Anderson and Knightstown, the course there merely stating that history was to be studied incidentally, and that of Indianapolis. All had listed United States history in either the fifth or the sixth grade, and some for both grades. Before 1905, most of the courses listed both United
States and other history in these grades, whereas, in 1905 and after, there seemed to have been a tendency to spend one of these two years on United States history and the other on history outside of the United States.

In two cases, this was a study of the Ten Boys in the fifth year, and in two cases, it was a study of English history in the sixth year. It seems that Indiana followed the suggestion of the Committee of Fifteen shortly after its recommendations were made and that it continued to include general history. The state course of 1899-1900 had swung the farthest in the direction of the Committee's suggestions, but individual cities did not follow the state course entirely, although they seem to have been influenced by it. The state course ten years later included more United States history, and courses in the list following the state course for 1910, devoted more time to United States history than did the state course.

A study was then made of available courses formerly used in the Indianapolis schools. It may be assumed that, after the recommendation, to place history in the fifth and sixth grades, made in 1884 in the pamphlet, Reports upon the Course of Instruction in the Public Schools of Indianapolis, that the suggestion was carried out, especially as other schools throughout the state had done so. Although the history course
of study of 1914 made no mention of history teaching below the third grade, some study of holidays and of biographical stories was included in the language lessons. The following books were assigned for history study: 3B, Bass' Pioneer Stories; 3A, Great Americans for Little Americans; 4B and 4A, Gordy's Stories of American Explorers; 5B and 5A, Andrew's Ten Boys; 6B and 6A, Mace's Primary History Stories. The 6A class was also to study Stickney's Pioneer Indianapolis and to make a study of the explorers who came to the Middle West. From the textbook titles, one may assume that history was presented by stories and biographies. United States history was to be studied throughout the four grades, except in the fifth grade, where a study of general history was to be made, as it was presented in the story of Ten Boys.

The 1922 course of study, like that for 1914, began with the third grade. Instead of pioneer stories and biographies of great Americans, lessons on Indian life were listed for that grade. Pioneer life was assigned to the 4B grade, and early Indianapolis to the 4A. The history of Indiana was designated for the 5B grade and the history of the United States for the 5A, both by biographies and stories. In the grades 4A, 5B, and 5A, history study progressed from the local community of Indianapolis, to the state, and then to the nation. In 1908 the Committee of Eight had recommended
that a study of "Our Old World Backgrounds" be assigned to the sixth grade. This was done in the 1922 course of study. With this one exception the course was a study of events within the United States.

Although some schools had carefully worked out a program of history study to be covered by each grade, they stated definitely that this study was to be correlated with geography and reading, and that no definite time on the program was to be set aside for it. How far this was true of other schools could not be ascertained owing to the fact that no definite statement was made in most cases as to the time to be allotted to it in the courses of study examined. In the year 1897 to 1904 Renselaer was allotting seventy-five minutes per week, Anderson, forty minutes, and Warrick County fifty minutes. Indianapolis, in the published courses of 1922, was allotting two fifty minute periods, or one hundred minutes per week to history study. This does not appear to be giving history a very large share of school time. However, Paul Klapper found that subjects, ranked according to amount of time allotted them in the curriculum, showed that a place of increasing importance was being accorded to history. It stood tenth in 1904, eighth in 1914, and seventh in 1924. In 1925, government reports and inquiries by educational bodies showed that
history study was receiving three periods a week in grades one to three, and five periods in grades four to nine, and that the length of the period ranged from twelve to fifteen minutes in the first grade, to thirty minutes in the eighth grade. 29

The findings show that according to the courses of study used in Indiana, history in the first six grades definitely made a rapid gain during the twenty years from 1890 to 1910. Whereas, there was no history included in any city course of study for these grades before 1890, three had included it by 1900, and five more cities and two counties had done so by 1910. Only one of the courses of study examined that had been published between 1890 and 1910 had not included a definite course in history. Both United States and general history were listed in these programs. When first introduced in these grades, history tended to be general, probably largely due to the influence of the Committee of Fifteen. By 1910 there seemed to be an increase in the amount of United States history material as compared with other history studied in grades one to six.

6. **Summary.** In this chapter an attempt has been made to acquaint the reader with the contents of the courses of study in history. Old textbooks, recommendations of organizations and writers of history teaching textbooks, and old courses of study have been consulted to ascertain what were the practices in the elementary schools that were accepted before the present courses of study were formulated. The growth of history study, in the elementary grades, was traced from the beginning of such study to its place as shown in the courses used prior to those in present use. History had emerged from incidental subject matter, found only in the readers and geography textbooks, to an important place in the curriculum.
CHAPTER III

CHANGING PHILOSOPHIES UNDERLYING THE TEACHING OF HISTORY

1. Trends in the Aims of the Teaching of History.

There have been changes in the philosophy and in the interpretation of history since the earliest teaching of the subject in the elementary schools. This, undoubtedly, has influenced the subject matter assigned to these grades. Historians before 1860 claimed that instruction in history was valuable because it gave training in morals, provided for a profitable use of leisure, was a great inspirer of patriotism, trained for a higher order of citizenship, afforded occasion for religious training, and strengthened and disciplined "the mind of those who mastered its contents". ¹ Mrs. Emma Willard in 1857 stated in her textbook, History of the United States, that "she desires to cultivate the memory, intellect, and taste. She wishes to sow the seed

of virtue by showing the good in such light that the youthful heart will have a desire to imitate".2

Following the Civil War, the religious and leisure time values were no longer mentioned. There was great emphasis upon learning by rote. One school of thought strongly advocated the study of history because of its disciplinary value, whereas, another group, the Herbartians, as strongly opposed the idea of considering history as a disciplinary subject, and upheld the idea of its virtue in showing that "the moral world is, indeed, fixed and unalterable"3 However, the men who made the working plans often included both the disciplinary and moral values of history. The intellectual, patriotic, citizenship, and cultural values were also stressed.

B. A. Hinsdale in How to Study and Teach History, published in 1894, gave four values to the study of history. First, it has great guidance value. It was philosophy teaching by examples; the only "channel through which philosophy can directly influence the majority of mankind".4

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4 Ibid., p. 6.
He quoted Carlyle who believed that history was the root of all science, man's earliest expression of what can be called thought, and the first distinct product of man's spiritual nature. He urged man to search the past, for it was his only means of interpreting the future. Second, he was sympathetic with the school of thought that maintained that history had disciplinary value. "It trains the memory. . . . It has been said that history is a fact study; . . . Its facts are readily capable of complete organization by means of those great association activities - time, place, and cause and effect". Not only the memory but also the imagination was to be disciplined by it. Third, he considered history an enrichment subject. "It adorns the mind with noble ideas". Fourth, it furnished motive power. "One of the best known forms of motive power is the patriotic sentiment or love of country. It is mainly at the altar of history that patriotism feeds her fires".

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5 Ibid., p. 7.
6 Ibid., p. 8.
7 Ibid., p. 13.
The first chapter of Charles A. McMurry's book *Special Methods in History*, copyrighted in 1903, is "The Aim of History Instructions". In the summary of this chapter he states:

In summing up the conclusions of this chapter in regard to the aim of history instruction we may say that it should be so taught that children may become thoroughly and intelligently interested in individuals and in the concerns of society.... A still stronger emphasis is given to the chief aim of history by centering its lessons upon the effort to socialize and humanize the children by an intelligent and sympathetic treatment of the moral relations of man. History is thus preeminently a moral study and moral practice. To give a vivid and intense realization of social duties and obligations is the essence of the best history instruction.

A great moral-social aim has such kingly power that it draws into its tributary service other important aims which some have set in the chief place. Among these is pure and liberal patriotism, intelligent and fair-minded. The mental powers are also exercised in a mode of reasoning peculiar to historical materials which calls for a well-balanced judgment in the weighing of arguments, and in estimating probabilities.9

The emphasis placed upon socializing the child introduced a rather modern note, but the moral, the patriotic, and the disciplinary values were the same as had been stressed during the previous half century.

The Committee of Seven which made its report to the American Historical Association on history in the Secondary Schools in 1904 and the Committee of Eight which made its report to the same association in 1909, made no mention of its disciplinary value and did not stress its value in teaching patriotism. The report states that

If it is desirable that the High School pupil should know the physical world (habits of ants, laws of floral growth, chemistry) ... it is certainly even more desirable that he should be led to see the steps in the development of the human race, and should have some dim perception of his own place, and his country's place in the great movements of men.10

These aims are akin to Hinsdale's first value, that of guidance, and his third value, that of enrichment. The new element which McMurry called "realization of social duties" was spoken of here as finding his place in mankind's development. The business of the history teacher was to help the child understand man's development, appreciate what his fellows were doing, and assist him to act intelligently in agreement or disagreement with them.

In 1914 John W. Wayland stated in the preface of his How to Teach American History, that special emphasis in

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10 John W. Wayland, How to Teach American History. New York: Macmillan Co., 1914, p. VIII.
his book had been placed on the moral value of history in normal social relations. He gave six reasons for studying history, the last of which suggests the idea of patriotism. However, he states it with less emphasis than Hinsdale in 1894, twenty years earlier, and with certain reservation. He considered that a study of history made a student a more efficient citizen, in service to home, church, and state, that it made him more intelligently patriotic, a seeker after truth and the right in every public question. His first five reasons for studying history were (1) for the pleasure of it, (2) for the knowledge it supplied, (3) as an aid to the appreciation of other things, such as art, music, and literature, (4) as a means of better understanding one's self and one's own power and significance, and (5) to broaden and quicken one's sympathy for others. No mention was made of the disciplinary value. It is interesting to note here that the Indianapolis course of study in history of the same year reflected the same ideas. The following aims for history study were given:

1. To acquire a knowledge of fundamental history facts as a basis for intelligent work.

2. To develop the imagination.

3. To train the reasoning power by a study
of cause and effect.

4. To furnish ideals of citizenship.

(a) Patriotism.
(b) Self-sacrifice and self-reliance.
(c) Courage and perseverance.
(d) Appreciation of the hard work of our forefathers.  

The values ascribed to the study of history by Paul Klapper in 1926 are as follows:

Aside from practical and social values, history teaching is rich in opportunities for developing mental habits and intellectual capacities. Teachers of history realize fully that the content they emphasize today will soon be forgotten. They find courage for the continuance of their tasks in the thought that the pupil is learning to use his mind in acquiring historical information. Though the facts be forgotten, modes of mental functions remain as permanent possessions.  

In addition to its value in developing good mental habits and its value in developing imagination he, too, contended that the study of history developed patriotism and that it had spiritual and moral value. The teacher was urged to

11 A Course of Study in History and Geography, Indianapolis: (1914)

evolve such a system of teaching the social environment as would contribute significantly toward the development of civic mindedness in youth to make him socially efficient. The aim of history education was not to store the child mind with many detailed facts, but to make certain impressions which were to exercise a guiding influence over his intellectual and social growth.

2. Trends in the Phases and Interpretations of History. Different phases and interpretations of history have been emphasized in the teaching and in the writing of history at different times. One of the earliest history textbooks was written in the Latin language by Jacob Wimpheling (1450-1528) of Germany. Its purpose was to make young Germans proud of their past and anxious to increase the fame of their own country. He stressed the military and cultural phases of German history, including everything of the past that seemed to serve his purpose and excluding everything that seemed damaging to German glory. Luther considered historians "the most useful of men and the best of teachers". The religious phase, he thought, should be emphasized. "We learn, with implications for our own conduct, how it fared with the pious and the wise and how it fared with the wicked".13

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Vives (1492-1540, a Spanish Roman Catholic, stressed the human nature angle in his writings. He conceded the fact that he was living in a changing world, but that the essential nature of human beings remained unchanged. In his treatise on education he stated that the cultural and intellectual life should be emphasized in historical instruction.

Christian Weiss (1642-1708) of Germany applied the principle that what matters in the present should determine what to teach about the past. His emphasis was upon contemporary history. School regulations in parts of Germany provided for the study of current events, but this was not done universally. In the eighteenth century there were complaints from continental Europe that pupils knew too little of their own country. Too much stress was being placed upon the cultural phase in studying ancient history. The wars of Napoleon brought about a new emphasis on the continent, on national history with a distinctly patriotic interpretation. English schools seem to have lagged behind the continent in the teaching of history, for until 1900, history was optional in the common schools.  

This lag may explain why the United States, along with England, was backward in the teaching of history compared with the countries of the continent. It may also,

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14 Ibid., pp. 25-49.
explain to a certain extent why there was little of importance
written about the teaching of history before 1900 in this
country. After the organization of the United States govern-
ment, some time elapsed before schools were established even
in the already settled area of the eastern coast, and still
more in regions west of the mountains. It was not until
after the war of 1812 that the teaching of history made any
appreciable progress here. There seem to be few outstand-
ing writers on the subject before 1900. According to the
early textbooks of history, military history of the United
States was stressed. The study of the political history,
too, received early encouragement because it was thought
that as potential voters, every boy should know something
of the structure of his government. Much of the study was
merely chronological without much thought being given to
the cause and effect of events. Little of the social or
of the industrial phase was mentioned.

John W. Wayland in 1914 wrote in his How to Teach
American History

In the teaching of history we are now coming
to see that it has an intellectual phase, a moral
phase, a religious phase, an industrial phase -
many social phases - as well as a military phase, 
and a political phase.15

15
John W. Wayland, How to Teach American History.
He considered that the study of industrial history was being given increased attention at the time of the writing of his book.

Harry Elmer Barnes wrote in 1925 that there were at that time eight different schools of historic interpretation. The first was the personal or great man theory. Carlyle was the most notable exponent of the idea that great personalities were the main causative factors in historical development. The second was the economic or materialistic theory which contended that the prevailing status of economic processes in society would to a large degree decide the nature of the social and political institutions. The third theory was the geographical or the environmental one. This and the second one he considered the two most epoch making theories. The fourth, the spiritual or the idealistic theory, was closely allied with the first, but more vague, because origins of the great ideals were not explained. The fifth was the scientific theory, which contended that human progress was directly correlated with the advance in natural science. "The prevailing state of scientific knowledge and application will determine the existing modes of economic life and activity." The anthropological theory was the sixth. It

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17 Ibid., p. 34.
had attempted to discover and formulate laws of cultural evolution. The seventh, the sociological interpretation, worked along with the anthropological in the effort to explain and formulate the laws of historical causation. The last of the interpretations he called the collective psychological. Barnes considered it the task of the historian to discover, evaluate, and set forth the chief factors which create and shape the collective view of life and determine the nature of the group struggle for existence and improvement. Historians and teachers of history were, in 1925, placing greater emphasis upon the economic, the social, and the scientific factors in human development.

That the evolutionary point of view must be acquired by the student of history in order that history may achieve its socializing function, was the claim of Paul Klapper in 1926. History must do more than study the dramatic incidents of the past or explain the growth of political institutions.

Record history is exclusively of the past; it is cold and static ... Evolutionary history is of the present; it deals with life and progress; it explains what it is in terms of what has been. The child studying record history must rely on mechanical memory for chronology is the guiding principle of organization. Evolutionary history challenges thought. The logic of events, cause and effect relations must ever be traced.18

The writer urged that there be a shift of emphasis from chronological, military, and political history to the sociological and economic aspects of the development of civilization. Psychologically, the child below the Junior High School cannot comprehend the type of history which explains our institutional life and which socializes conduct. Chronological history and biographical stories, he claimed, were best suited to the first six grades. He considered it most unfortunate that, at the time his book was written, only about one-half the school population went to school beyond the sixth grade.

The failure to prepare for intelligent participation in our social life must be ascribed to the inability of our school to keep its children through the ninth year as well as the limitation of the course of study and of the current methods of teaching history and the social studies.19

3. **Summary.** A consideration of the aims in the study of history from 1857 to 1926, show that some of the values of 1857 were still listed in 1926. However, the moral value, which was given first place in 1894 and again in 1914, had taken a place at the end of the list, and the social value, not mentioned in the earlier years, was given first place in 1926. The patriotic value was no longer so highly in favor. A brief mention of a number of European

writers of history, beginning with the fifteenth century, was made to show that emphasis on certain phases of history had been made according to the conditions of the time— the nationalistic, the religious, the cultural, and the intellectual, the same phases having recurred in our own country several centuries later. By the beginning of the twentieth century, a more scientific method of establishing facts was gradually coming into use. However, facts important to historians in one generation may cease to be important to historians in the next generation. This may be due to the discovery of new facts. But quite apart from that, each generation demands a selection of facts determined by its own tastes, interests and problems, and historians consciously or unconsciously respond to the prevailing sense of what is important around them.20

By the 1920's social insight and social efficiency of the pupil were the ends to be gained through a study of history. The past was to be studied in order to understand "the life that now is".21 The trend in 1926 was toward the sociological and economic interpretation of history. These were phases never before given prominence.

CHAPTER IV

TRENDS IN THE PRESENTATION OF THE STUDY OF HISTORY

1. **The Biographical and Narrative Method.** Not only was there a change in the philosophy underlying the teaching of history but there was, also, a change in the attitude toward the learner. The makers of the first courses in history considered the child as a receptive organism. An effort was made to select such material as would make the greatest appeal to interest and would, therefore, be remembered best. In 1894, B. A. Hinsdale stated that the best results in history teaching were then being obtained in the German schools. The primary course, which began with the first grade, was wholly biographical and narrative. It was recommended that the teacher be trained as a good story teller so that she could give the narrative in simple appropriate language and with enthusiasm. The children of these schools were described as listening breathlessly with vivacity and interest. The map was referred to frequently. Bits of poetry in their readers, that correlated with the history story, were read. The narrative was then repeated by the children, interrupted by leading questions from the
teacher to bring out cause and effect and the moral value of certain historical actions. Sometimes the children wrote what they learned in essay form. The stories besides being selected for their interest were selected, also, for their moral and religious sentiment. Little use was made of the textbook because it was considered a waste of time for a child of the primary grades with his limited reading ability, to attempt to use a textbook. However, the child was progressively introduced to books. In the late elementary grades there was a blending of oral and textbook learning.¹

Textbooks for the teaching of history written from 1894 even up to so recent a date as 1926,² which is a period of thirty years, recommend the oral method of presentation in the primary grades and through the fourth grade. The teacher was still urged to develop her narrative ability and the children to retell the stories. Colorful detail was to be added and frequent questions asked to bring out the points she desired to make. One reason given for the oral story telling method in a book written in 1911 was

that there were few books of historical material suitable for children at that time. The same was still true to a large extent in 1926. The Committee of Eight in 1909 recommended, for the first three grades, that no organized history be studied, but to center much of the material about the holidays; and that deeds of daring, tales of heroism, and of thrilling adventure be related to the child. The teacher should appeal to the child's fondness of movement, of the dramatic, of the picturesque, and the personal. Although a child of these grades was unable to group the meaning of events or to appreciate causal relations, yet he could understand certain simple facts, elementary ideas, and universal truths which appealed in a moving way to his emotions, imagination, and will.

In the third grade, although the children were considered able to do some reading for themselves, the teacher was expected to supplement their reading by telling some of the stories. This was true even in the fifth and sixth grades. It was thought nothing could take the place

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of the teacher's vivid presentation of the incidents and the episodes of the past time. After the oral presentation the textbook was often used as a "follow up" device. Putting an outline on the board and pointing to it as the teacher told the story, was recommended by Klapper to help the untrained listener to follow. Sometimes an outline was developed by pupils under the teacher's guidance, beginning with the fourth and fifth grades. The pupils then made two-minute talks on each topic or wrote an essay from the outline. 5

Biographical stories were strongly recommended, as the "strong and manly efforts of individuals under the stress and strain of life's problems", 6 had a wonderful attraction for boys and girls. Our country's beginnings were not in the mythological past; the main facts were well established compared with those of many other countries. She was fortunate in the character of the men who were her leaders. It was thought that no history was "so valuable as the biographies of our sturdy pioneers". 7 Little biography of men outside of America was mentioned because

6 Charles A. McMurry, Special Method in History. New York: Macmillan Co., 1910, p. 34.
7 Ibid., p. 41.
practically no history other than American history had been considered.

2. The Teaching of Facts. The teacher of history, according to the early textbook writers on the subject, was urged to teach facts. "The main thing a teacher of history in the primary school has to do, and largely so in the secondary, is to teach facts. . . . Some speak of it contemptuously as 'mere memorizing', but no real educator speaks slightly of the memory."8 A competent teacher should dole out a fixed quantity every day, just sufficient to be taken in, and no more. He must know the assimilating and organizing power of his pupils. It was considered wise to keep instruction narrow and thorough in those days. To compare, interpret, and discuss before a pupil amassed a store of facts on which to base his reflections was folly. Historical facts should be grouped according to chronological relation, their geographical relation, or their causal relation. It was the teacher's business to fix firmly in the pupil's mind the main points on which to dispose and arrange minor facts and details as he required them.

Hinsdale suggested the occasional use of the topical

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method of study, the teacher putting the topics on the blackboard that he expected to use as the subjects of succeeding lessons. Having given the class directions regarding the choice of books and their use, he sent them to the library or other sources of information. This created interest and a spirit of investigation, familiarized the pupil with the use of books and libraries, and was a good introduction to self-cultivation; but was a poor method of teaching facts of history. It consumed too much time, was more or less aimless and gave a child vague information and general impressions rather than definite knowledge. Therefore, he recommended it should not be used too often. Methods better suited to fact fixing were those stressed. As we shall see later, however, this method approaches that now in use. The aims which were then minimized have taken first place and the learning of the facts of history has taken second place, because, whereas, the child was formerly expected to attain certain definite knowledge, he now is trained to learn, through the satisfaction of doing, how to continue to acquire such knowledge and interest as he

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9 Ibid., p. 60.
shall desire. An "introduction to self-cultivation" as Hinsdale expressed it has become one of the desired ends of modern education.

3. New Ways of Stimulating Interest. Teachers began to adopt new ways of stimulating interest in the study of history. Visual aids were recommended as early as 1896 by Mary Barnes, in *Studies in Historical Method*. She stated that textbooks should be illustrated as richly as possible by portraits, pictures of relics and monuments, maps, and charts. The Committee of Eight in 1909 considered that visual aids, construction work, games, dramatization, poetry, songs, and art would contribute to the making of right impressions on the child's mind. Interests other than the story telling of the teacher began to be added in the early years of the twentieth century. Children were given opportunities for self expression, in dramas, written composition, construction work, and games. Educators began to stress self-activity and self-reliance. The child was no longer treated as if he were merely a receptive organism. Educators began to recognize "that one obtains

knowledge by adding to the ideas which one already has, new ideas organically related to the old".  

John W. Wayland of the Virginia State Normal School in *How to Study American History*, published in 1914, tells the teacher to tie the new or the present to the old or the past when presenting history to the child in the primary school. He suggested beginning with the home and finding out if the family owned anything of historical interest, utilizing these heirlooms to awaken the child's interest in the past. Interesting landmarks were to be sought out in the neighborhood, town, or country.

Beginning at home, the student will go abroad with interest, intelligence, and appreciation. ...

Let him (the teacher) aim continually at tracing the past into the present; that is to show how and in what measure the past events, conditions and movements have registered themselves in our existing customs, laws, character, and institutions.

Having seen objects and listened to stories about real objects the child might be led easily into reading about others from books.

4. *Influence of Psychological Study upon the History Course.* With more general information available

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about psychology at the beginning of the twentieth century, new theories on teaching methods were evolved, some of which were found feasible to put into practice. Some study of the child's sense of historical time appeared in textbooks as early as 1896 in *Studies in Historical Method* by Mary S. Barnes. It was at this time conceded that history was a subject suitable for children from the age of seven, at least, but that a sense of time was slight or that time was badly understood before the age of twelve or thirteen. Her studies also revealed that an understanding of cause and effect did not become critical until the age of twelve or thirteen. Therefore, history up to that age should be presented in a series of striking biographies and events. These, to help develop the time sense, were to be presented in chronological order and with a chart of the centuries before the children to help them place their hero or event in its time place.¹⁴

It was however, about twenty years from the time William James' *Principles of Psychology* appeared in 1890, until its influence was felt materially in the making of the history courses of study. About 1910 the spiral or

The spiral plan strove to present that subject matter which satisfied the characteristic cravings of the successive stages in the mental life of the child. In the primary grades history was taught from the presentative attitude. Since a child was dependent upon concrete experiences, historic buildings, museum material, and heirlooms were referred to when telling history stories. Holidays offered opportunities for a study of dramatic incidents. The course of study for the first four grades consisted of biography and stories of the past, closely allied to the child's concrete experience, using such subject matter as satisfied the characteristic cravings of that period of his life.

In the fifth and sixth grade history was taught from the representative attitude. At this time old presentations were to be represented without objective aid. Whereas, memory and imagination of the children in the primary grades was not sustained long enough to be of material aid in formal learning, the child, now in the fifth and sixth grades, showed an active imagination and a reliable memory. He was now able to make a systematic study of the important facts and of the most dramatic pictures of medieval and modern history. It was the teacher's business to appeal to the memory, to secure the
retention and ready recall of the minimum essential of history, and to stir the imagination of the pupil so that the past lived again.

The third stage, that of simple reasoning, came in the Junior High School age. The mind was seeking new relationships in old experiences. It was now ready to see causal relationships and to study cause and effect.16 Such a spiral plan had been carried out in the State Normal School of San Diego, California. The theme of this entire course was the progress of civilization from primitive life to that of the present, taught through a series of cycles; first a cycle of local history, then one of general, alternating throughout the grades.17

In some respects the spiral plan was akin to the Culture Epoch theory. The followers of this line of thought contended that each individual in the course of his own development, passed through a series of stages that were identical with those stages through which the race passed in its social evolution. To develop a natural course of history which would actually socialize the pupil, the


educator was to reconstruct life on the following successive levels: savage, hunting and fishing, pastoral or herding, simple agriculture, simple handicraft, and modern industrial and commercial life. It was planned to make a detailed study of the tribal life of savages, then pastoral life, including life of the American cowboy and a study of dairying activities, a study of American agricultural life from the crude Indian methods to the present stage of development in soil culture, and so on. This theory was a favorite theme in educational philosophy but it never became a common educational practice. Although phases of it were psychologically sound and it appeared to be a logical sequence it was not necessarily a historical sequence.18

5. Correlation and Integration of History with Other Subjects. There began to be much talk of correlation about 1910; correlation of history with industrial training or handwork, literature, geography, music and art, and natural sciences. History in a number of courses, provided the "core" or basis of correlation. It was considered unfortunate that the bonds between history and geography were not well tied or were neglected altogether. History, too, was only a

branch of literature. Literature helped to write history, and history helped to explain literature. Poetry and fiction made the scene and the character so vivid and full that the learner could not forget them. They were valuable in helping the child remember the facts of history. Music and art, also, when correlated with history, were considered valuable helps.19

The word "integration" of the school subjects was later used by educators. Harry Elmer Barnes of "the 'Columbia School' of historians of a decade ago who did so much to create the new history and to indicate its fundamental dependence upon the social sciences", urged that history and other social studies should make mutual contribution one to the other.20 This last integration, as we shall see, has been largely adopted by the more progressive educators.

6. Beginning with the Present. Another theory considered by the makers of the courses of study was that of developing the course in history by beginning with the present. Since the ultimate aim in teaching history was to explain the present, the question was asked, why not

19 John W. Wayland, How to Teach American History. New York: Macmillian Co., 1914, Chap. III.

begin with the present? The history course was then developed by the solution of a vital problem that served as a challenge to the pupils. Civics, ethics, geography, and history were to mingle freely to produce real situations. There were a number of teaching difficulties that followed this plan. First, newspaper topics refer frequently to only temporary problems and this does not help where the curriculum is made out to prepare the child for the problems of tomorrow. Second, to understand a contemporary problem one must know a great deal about its historic setting. Facts must be collected, analyzed, and systematized before a student can come to a conclusion, and this, pupils of elementary school age, are scarcely able to do. It is much easier to teach events of history in chronological order because then it is possible to begin with a simple life and to show its evolution to the complex society of today. To begin with our complex society and work backward is much more difficult. Third, a child's interests are not in the presentday interests of society, in politics and economics, but rather in the romance and adventure which past history gives him. Finally, a teacher would need to have an unusually thorough knowledge of all the social sciences to carry out this method. 21

Methods of Recitation Used. Gradually the textbook came to be relied upon rather than depending upon the teacher for the entire source of information. The children in primary grades still had to rely largely upon the teacher, although even there, a few books were available that could be understood by them. Better illustrations, better print, and more understandable reading matter came out for use in the intermediate grades. The textbooks on the teaching of history now gave methods, other than the telling of the story by the teacher, followed by its retelling by the children. For many years a slavish following of the text, either by rote recitation or by the simple question and answer method, was used. Paul Klapper, however, wrote in 1926 that the lecture by the teacher still was more effective than reading from a book, 

\[22\] Especially was it considered effective if the teacher built an outline of his talk on the blackboard.

The following methods of the recitation were advocated, viz., the inductive, the socialized, the review and drill, and the study methods. The inductive recitation

Ibid., p. 208.
was considered effective in topics that lent themselves to comparisons and generalizations. It was necessary for the teacher to take the initiative here. The pupils were mere followers. The teacher led her class through the five traditional steps: preparation, presentation, comparison, generalization and application. The socialized recitation gave each pupil a much better chance to take the initiative. It kept the class active because its success depended upon each member taking part in the discussion. The class was kept to the subject through the presentation, either by the teacher or a member of the class, of a problem or a project to be solved. This kind of recitation was the most noteworthy departure from methods of the recitation previously used. The review and drill recitation was for the purpose of helping the children remember the facts of history. The study recitation gave the teacher the chance to set standards of study and to help children select important ideas in their study.\(^{23}\) The assignment of collateral reading was not recommended for the first six grades, the textbook being considered quite sufficient. "Excellent results may be obtained in history teaching by using only one textbook."\(^{24}\)

\(^{23}\) Ibid., p. 236.

\(^{24}\) Ibid., p. 293.
8. **Testing.** Various kinds of tests for the teacher's use were suggested. Self-expression through gesture or pantomime, through creation and representation of objects, and through language, both oral and written, might be used. Besides these, new type tests could be used, namely: true and false, multiple choice, completion, and indicating sequence. Very few standardized tests in United States history for the first six grades were available. This was due partly to the fact that the subject matter of the social studies was less exact than that of such subjects as arithmetic and spelling, and partly to the fact that there was little uniformity in the history courses of study in use throughout the country. Also, the emphasis on facts was no longer so much desired and testing was not stressed. Rather, the child was to be stimulated in interest and enthusiasm in the subject. "The fundamental aim of the social studies is to instill a social attitude of mind and to influence conduct."²⁵

9. **Summary.** The changes that have been made in the methods of presenting history to the pupils in the first six grades of our schools have been shown in this

chapter. When public schools were first established in this country, the child was looked upon as a receptive organism, willing or unwilling to absorb certain facts. A study was early made as to the facts most likely to appeal to him and the best methods to assist him to retain these facts. New ways of stimulating interest, adopted by teachers and textbooks writers, were explained. The influence of the study and the interest in the psychology of the child, upon the laying out of history courses of study, was noted. It was shown that there was beginning to be a significant change in the method of conducting the recitation, more initiative being taken by the child. Greater interest was being shown by the educators in what the child's study was doing to him, rather than in the child's acquisition of facts. There seems to have been a greater change in the methods of presenting history to the child than there was in the values ascribed to its study.
CHAPTER V

PRESENT DAY TRENDS IN THE TEACHING OF THE SOCIAL STUDIES

1. Introduction. The previous chapters have been devoted to a study of the trends in history study, prior to 1926, in the first six grades of the public schools. First, the trends in the subject matter of the curriculum were traced; followed by a study of the philosophy underlying the teaching of history; and last, the trends in the method of presenting the subject matter to the pupil were discussed. Since "history" now so rarely occurs as a subject of the curriculum in the elementary grades, the words "social studies" will sometimes need to be substituted. It is the purpose in the following chapters to show the present trends in the methods of teaching the social studies, to ascertain the present objectives, or the philosophy underlying the subject, that may account for the decrease in the amount of history being taught and to study the content of the present courses in the social studies to find just how much United States history is included in them.

2. Present Day Trends in the Method of Presentation of the Social Studies. One important change in the
method of teaching the social studies is in the decrease of the amount of oral work done both on the part of the teacher and on the part of the pupils. Pedagogical literature for many years advocated the teaching of history by the oral method.

Probably no other theory has done so much to retard and devitalize instruction in the United States ... The unfortunate theory, now thoroughly exploded, that childhood is a period of receptivity, whereas, it is, in reality, a period of active, dynamic exploration.1

The curriculum of progressive schools has long been organized along different lines. Oral methods are still used; however, in the first three grades it is only one source of information. It is supplemented by excursions, pictures, objects, and museums, and by rich programs of constructive activity. Also, in these grades, the children begin to use printed materials. In the intermediate grades the chief source of information is books. The textbook is supplemented by collateral reading. Where instruction is organized on a unit or project basis there is need for an adequate library. Real history study should be scientific for a school child as well as for a history scholar. When a pupil asks "Is it true?" or "How do we know?" he needs more than his textbook

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to find the answer. Naturally, the reading ability of elementary school children makes scientific history study very limited. However, the school must teach him that to learn the truth about the past, he needs to search patiently for facts. He should be taught to discriminate the most valuable and dependable sources of information and why various accounts differ. He needs books to enrich his study, for the study of a single textbook alone tends to verbal memorization of facts.2

There must still be much oral teaching, to organize, interpret and supplement ideas gained in collateral reading; also, to introduce new problems and to show the relationship of the problem to what has gone before and to what is coming after. Teachers should develop skill in questioning. When the question and answer recitation becomes a conversation hour between pupil and teacher, it gives an opportunity for true education. The skillful teacher uses it to help the learner to grow in mentality, to think. Questioning still has its place in the recitation and is used in the best of modern schools.3

Visual aids are not new but they have been improved. Many kinds are more commonly available in the school rooms of today, such as stereographs, lanterns, moving pictures, charts, maps, and globes. Besides such improved equipment teachers are helping pupils to make their own graphic aids such as graphs, time lines, time charts, picture posters, friezes, cartoons, and models. Museums and Visual Education departments of the schools have models portraying the life of the past, available for school room use which aid greatly in making the past more real to the pupil. Where materials and tools to work with are furnished and where time for such work is provided on the program, crude models portraying historic events are made by the pupils to vitalize their reading and discussion.

The new type tests mentioned in Chapter IV are being perfected, but, for the social studies, they are still difficult to construct and are not altogether satisfactory. Although the emphasis in history and social science study is no longer on the mere acquisition of facts, it is highly desirable that school instruction in these subjects should leave behind a fund of definite information. The new type test, too often tests only the isolated facts of this information.

The range and quality of pupil information can be sufficiently, and even more adequately,
tested by asking questions that involve the use of information. The more general view has been that some direct testing of "mere information" is desirable but that the bulk of a history examination should be devoted to testing the ability of pupils to analyze a situation, to pick out essentials, to make comparisons, to draw inferences, and to grasp relations, including, as of special significance, the relation of past things to present things.4

Testing today in the elementary schools is only, partly, for the purpose of determining the ability of the individual pupil. Teachers frequently make their own tests to get an insight as to how effective their methods have been. The tentative courses of study being used in the Lakewood, Ohio schools provide tests in the intermediate grades not only for the teacher's benefit but also for the benefit of the curriculum makers, to help them determine the effectiveness of the courses they have planned. Horn advocates systematic testing, usually teacher made, as an aid to retention. The recall tests were considered better for this purpose than the recognition tests.5 Tests are less frequently used in the elementary schools than in the higher grades, because


the reading and writing ability of the elementary school child has not advanced far enough.

3. Present Day Trends in Social Studies Objectives. In Chapter III the values and interpretations of history study that had been popular in the past were shown. The sociological aspects were most highly rated in 1926. Social improvement is still the goal the curriculum writers hope to achieve in the teaching of the social studies. Charles A. Beard wrote in a report to the American Historical Society in 1932, "Any social science worthy of the name must objectify itself in the development and improvement of individuals, institutions, human relations, and material arrangements already in course of unfolding in the United States".6 Dr. Leon C. Marshall directs the aim of the social studies more directly to the individual than to the social order.

Their (the social studies') essential task in our schools - attended by many worthy, collateral purposes - is to aid youth to the fullest practicable understanding of our social order, to a meaningful realization of the ways in which the individual, both pupil and adult, may participate effectively in the order: and motivation for effective participation. We must set these tasks for the social studies, ... because we believe the accomplishment of these tasks

points the way to an ever increasing enrichment of individual personality. This enrichment is our real goal. 7

The curriculum must also, because Americans are never of one mind on any controversial question, train for open mindedness, "provide for free discussion, and must seek progressively and experimentally to discover better solutions". 8 To enrich and broaden the sympathies of the individual personality and to inspire him to improve his social order, continue to be the objectives of the social sciences at the present time.

There seems, also, to be a strong conviction among curriculum writers of the social studies, since about the beginning of the second quarter of the twentieth century, that interdependence of mankind and world mindedness should be stressed. Has this affected the amount of United States history being taught in our schools? There is a strong probability that it has. The Denver course of study for elementary grades states that it has made "provision for the conception of world point of view through tolerant and sympathetic understanding of the peoples of other


countries, their needs and problems. The course for the state of California contains this objective:

To help children understand the world they live in, in order: first, that they may adjust themselves to it successfully and happily, and second, that they may contribute to its welfare and participate intelligently in its improvement.

Up to the present era, one of the values rarely omitted in a list of aims attributed to a study of history, was "to promote patriotism", but authorities ascribe such value to it much less frequently now. The California course of study gives it as one of the aims of the social studies with a modifier, "To create pride in the growth and progress of our country and a proper understanding of the word, patriotism". Too often it has been found that if history is to be a "great inspirer of patriotism it will mean that textbooks of history will be written to make patriots rather than portraying the truth". Instead of stressing patriotism, outstanding curricula stress "world outlook" and "the interdependence of mankind" in this country.

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11 Ibid., p. 99.

In studying the curricula of foreign countries in a "Comparative Education" class, it was developed that, the history of the native land was given great importance throughout the child's school life. The school is, in the typical European countries, an instrument of the state and the teachers are officials of the state. This is not true of England. Both in England and in Sweden a wide degree of freedom in the teaching of history has always been permitted the teacher. The schools of Germany, Russia, France, and Italy have been the most direct expression of the state as far as the child is concerned. The schools are supposed to develop the following cardinal virtues: the meaning of service, order, discipline, and obedience. All German schools devote much time to local community study - "Heimatskunde", folk literature rooted in German soil and German blood. Political education in the dictator countries goes on in a very dramatic fashion. Instruction within the school is prescribed in textbooks and courses of study, and each teacher feels he has a function which he must fulfill in society. Elementary schools in France have long been extremely nationalistic in background, atmosphere, and content.13

Russia in 1938 it was written that

The Soviet's plan for governmental administration has been followed closely in the administration of schools with the idea of furthering the centralization of control in the hands of the Central Committee of the Communist Party. ... In shaping curricula, the control of the Central Commissariat at Moscow is even more direct. The inner circle of the government undoubtedly looks upon the schools as the brightest weapon in its arsenal for world conquest by Communism. ... History tales center around these two divinities (Lenin and Stalin) almost universally. Events of the revolution and subsequent Bolshevik activities occupy a large part of history texts. Recently, however, government officials criticized history books for discriminating prominent events before the Revolution. 14

Schools of Europe seem not to have been educating children to a world point of view during the last few years. The one exception is in England. Here, according to Bagley, in his contribution to the report of the Committee on the Social Studies, the British have no definite syllabus for history in the elementary or secondary schools. The Board of Education maintains that history should be kept an altogether flexible subject and that a printed syllabus would tend toward a rigid treatment of the subject. Up to the age of eleven an appeal is made to the imagination through history stories, not confined to any country. At eleven or twelve more formal history study begins. British history is taught

as part of world history. The British teacher does not indoctrinate patriotism, but is "always aware of history as an instrument of moral training".\textsuperscript{15} The philosophy of the British school system more nearly approaches that of the United States than that of any of the other foreign courses of study here noted.

In Scott's \textit{The Menace of Nationalism}, we find this quotation: "The German historians have often been accused of betraying the cause of truth for that of patriotism, but in no country have the historians been free from guilt".\textsuperscript{16} The present curriculum writers seem to have had just this danger in mind. They are making serious efforts to pass on to the boys and girls of the public schools, a history concept as free from the guilt of nationalism as possible. There has been a conscious aim in all courses of study toward international friendship and appreciation of the interdependence of all peoples. In their desire to plant the seeds of world friendship, educators no longer limit history in the course of study to that of the United States. They realize that if boys and girls are to learn to have

\begin{flushright}
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\end{flushright}
an appreciation of man's interdependence they will need to learn about life in other lands than their own. The study of United States history must share time on the program with a study of other countries.

4. Trends in the Content of the Course in the Social Studies. Today the teaching of history is being largely influenced by the Social Studies movement. To appreciate how important this movement has been, the following extract from the report by the Commission on the Social Studies Curriculum of the Department of Superintendence in 1936, states, that "prior to 1925 fewer than fifteen hundred courses of study had been published in the United States" while since 1925, "over thirty-five thousand courses of study have reached one curriculum laboratory. ... These probably represented less than fifty per cent of the total number in the country".¹⁷ Twice as many social studies programs were included in this group as language arts programs, their nearest competitor. There are four schemes for organizing the social sciences for teaching purposes, according to Tryon. The first and oldest is the isolation plan. Others were later formulated which are now more

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popular. In the second, the correlation plan, the relations and connections among the social studies have been stressed. Third, is the concentration plan, much like correlation, except that one subject becomes the center and the other subjects are fused with it. In actual practice geography becomes the center during one grade, history another, and civics still another. The last, the unification theme, is considered the most progressive one. In it, all the traditional subjects lose their identity.

In this classification Tryon is chiefly concerned with interrelations among the various social studies, including geography, but each plan may be expanded to pertain not only to social studies but to all the subjects of the curriculum. Any form of organization may be adopted for a number of reasons. For example, either correlation or concentration may be decided upon (a) because it is thought to be a better integration of knowledge for use in life, (b) because it is believed to facilitate learning, or (c) because it is held to save time and to simplify the school program.18

Chapter II stated that history began, not as a separate subject, but incidentally integrated with geography and reading. This was not entirely in opposition to the practices advocated by many of the best educators of that time. In Europe, during the nineteenth century, Herbart

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thought a pupil should study all subjects and be "able to group their unifying relations so as to have in his mind an articulated body of knowledge and opinion." Ziller used this concept and worked out a curriculum, grouping everything about one central subject, using history for his core subject. The Lincoln School of Teachers College, Columbia University, was one of the first to formulate a curriculum on these lines in modern times. All subject matter of the grade was organized into units of work centered in the social studies. A definition of a unit of work, given by the Teachers College staff, follows:

Units of work ... means the larger learning situations which will draw upon all phases of experience and make use of all kinds of subject matter. These large units of work become the core of the elementary school curriculum.

For instance, the unit chosen for the third grade was "Indian Life" and the following subjects of study were integrated with it: reading, English, spelling, geography, history, industrial arts, fine arts, physical education, arithmetic, and science.

Much of the study of Indian Life, as carried on by


a third grade class in such a manner can be classed as history, if we use the criterion of history chosen in the introduction of this study, namely, if such material "gives the pupil a strong sense of social development in time and describe as accurately as possible the origin and development of culture".21

Units of work planned by the Lincoln staff which would be likely to have much historical content dealing with the United States are, "Water Transportation", "Colonial Life", and "Dutch Life". The unit on "Dutch Life" included Dutch life in the early America. Children who experienced history as here suggested, may not acquire "a strong sense of social development in time", but the subject matter does "describe as accurately as possible the origin and development of culture".

Denver was the first public school system to publish a social science course of study, beginning with a tentative course for Junior High School in 1924, a similar course for the elementary grades was published in 1926. The individual subjects of history, geography, and civics did not appear in the monograph in 1926 nor in the revised edition of 1931.

Many of the ideas were drawn from the experimental work done in the Lincoln school in the 1920's. Of the courses examined in the Teachers' Branch of the Indianapolis Public Library, many bore evidence of having been influenced by the work done in the Lincoln school. Much of the Indianapolis course was planned on lines set up by the Lincoln school, also.

Many courses of study in present use have set up certain basic themes to be developed in connection with the social studies. The curriculum makers have tried to secure unity and continuity in their courses through the use of carefully chosen themes or generalizations, which continue from year to year. "On these themes are strung the basic grade concepts and the fundamental unit ideas." Kansas City gives, as her fundamental themes: interdependence, man's use of nature, adaptation to change, population, democracy, and culture; Port Arthur, Texas: interdependence, increasing control over nature, adaptation, population, and democracy; and the State of Kansas: interdependence,

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23 Tentative Course in Social Studies, Kansas City, Mo. 1936, p. 4.

24 Social Studies a Tentative Course for Grade IV. Fort Arthur, Texas, 1935, p. 3.
adaptation (man to his environment), man's control over nature, immigration and democracy. Fort Worth calls these themes "basic principles underlying living in a world of constant change." Each unit contributed to some aspect of the theme.

The course in social studies is a series of major concepts, or big ideas, which seek to interpret, explain or clarify these relationships and which will aid the individual in building a sane philosophy of life. Each unit is governed by a central core of thought which serves as an organizing agent or focusing element of the unit.

Courses of study, built to develop themes of this type, must devote a good part of the allotted time to life in foreign lands. They must, moreover, give adequate time to study of the present economic conditions, not only of foreign lands, but, also, to that of our own country. This has necessitated a shortening of the time left for United States history in most of the elementary courses in the social studies. It becomes one of the many parts, that, put together, develop the concepts that have been set up.

In order not to restrict the study of the trends in the content of the course in the social studies to

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26 Tentative Course in Social Studies. Kansas City, Mo., 1936, p. 3.
recent courses of study available in the Indianapolis Library, further investigations were made. The report of the Commission on the Social Studies appointed in 1929 has made no very definite expression as to the subject matter to be taught in the elementary grades. Since these commissions have exercised such great influence in the past there is reason to expect them to do so in the future. Of history, Charles A. Beard writes in *The Nature of the Social Studies*: "It begins with the personal, local, and regional history and rises through national to world history".  

In the matter of proceeding from the local by larger and still larger units, some of the courses of study previously cited seem not to follow the recommendations of the Commission, for after a study of the community the study usually proceeds directly to the world. A study of the nation was omitted in a number of them. However, most courses of the primary divisions are centering their work on the local community and the personal surroundings of the child.

A. C. Krey, one of the leading authorities on the teaching of history today, has proposed and tried out a course in the Minneapolis schools. In the first three grades, the social experiences of the pupil at home and in the school

are used to teach the simple basic concepts of food, clothing, shelter, transportation and distribution, family, church, school, communication, health, and recreation. Most curriculum makers seem agreed about the content of the primary course. In grade four the children take fanciful trips to the more distinctive regions of the world. This is chiefly a geographical study, but some study of the past is made, also. The contents of the fourth grade course are not radically different from others examined. It is in the fifth and sixth grades that this course differs. The fifth grade begins with the European background of the history of the United States, from the Roman Empire and the beginnings of the Christian Era, American history is carried on to the War of 1812. It includes the medieval, exploration, and colonization periods, and the early westward movement on this continent. The narrative of national history is brought up to the present time, with emphasis on the expansion of this country and its internal development. This emphasis on United States history is not confined to these two grades, as the following quotation shows:

First among the demands of society upon the schools has been the requirement that they supply all the youth of the land with a knowledge of the history and tradition of our nation. ... In all the years the materials of class consideration are illustrated and vivified by reference to the activities of this country. From one point of view it might be said that, under this program, American
This program of work appeared in *A Regional Program for the Social Studies* by A. C. Krey, published in 1938 and is the most recent of all the courses examined. Is this swinging back to a teaching of more United States history, the beginning of a trend? It is too early to say.

5. **Summary.** An attempt has been made in this chapter to show the present day trends in the teaching methods employed in the social studies. It has been shown that the oral story telling method has been supplanted by an activity program in the primary grades, that graphic aids have increased and improved, and that more and better type books are available and used in all the grades, especially in the intermediate grades. The objectives of the study continue to be the enrichment of individual personality and the improvement of the social order. World friendship would probably be called the new keynote introduced in the new social studies course. Finally, the contents of the courses have been investigated. The following chapter will point out the status of United States history in the new courses of study, but the more general aspects of the contents of

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the courses have been shown here. The effect of the Social Studies movement, which brought about a fusion of history with other social sciences in the new integrated program, has been discussed as it concerns the amount of United States history now offered. How the curriculum makers have endeavored to unify the new courses by using the social studies as a core around which the curriculum has been built and how unifying themes have been introduced into the social studies courses, have been noted. The authority of textbook writers on the subject has been sought.
CHAPTER VI

STATUS OF UNITED STATES HISTORY IN ELEMENTARY COURSES IN SOCIAL SCIENCE BEGINNING WITH 1926

1. Introduction. The foregoing chapter showed the general trends in the teaching of the social studies, including the trends in the subject matter of the social science courses being taught at the present time. This chapter will endeavor to point out what part of the course is being devoted to United States history, as shown by an investigation of certain courses of study. The year 1926 is used here because it was the first year an integrated program of the social studies was offered in the public schools. Denver was the pioneer, but the St. Louis school system also published a new course during that year. However, Denver revised her course in 1931 and the findings of the revised course are here given.

2. An Investigation of Certain Outstanding Courses of Study in the Social Sciences. The findings of an investigation of sixteen outstanding courses of study are shown in Table II. From it, the grade placement and time allotment of United States history may be seen. Where different social

* See Page 93.
sciences were integrated in one unit an estimate of the time given to United States history in that unit was used. Numbers of weeks marked, "Study not given consecutively", means that United States history was taught as a part of a unit, such as "Water Transportation" and as a part of another unit "Important Inventions of the United States", both in the same semester. The time devoted in each unit was added and the sum given, but the time devoted to history was broken. Where only one or two weeks were devoted, consecutively, to history during a semester, the history offered was only a sub-topic of a larger unit, such as, sub-topic, "Historical Background", under the larger unit, "The Northeastern States". If no further subject matter of historical nature was given during the semester, and if the historical sub-topic was presented in the course as an unbroken unit of thought, it was assumed that history for that one or two weeks was presented to the class consecutively. The length of a semester in city schools was judged to be eighteen weeks when it was not given. The length of time devoted to a unit was definitely stated in most of the courses examined, however. Some courses also stated the number of minutes per day or week, but in many cases this information was not available as the table indicates.
### OUTSTANDING COURSES OF THE SOCIAL STUDIES INVESTIGATED TO FIND GRADE PLACEMENT AND TIME ALLOTMENT OF UNITED STATES HISTORY IN THE ELEMENTARY SCHOOL.

<table>
<thead>
<tr>
<th>City or State</th>
<th>Date Published</th>
<th>Grade</th>
<th>Number of Weeks</th>
<th>Minutes per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Louis, Mo.</td>
<td>1926</td>
<td>3</td>
<td>2*</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>4</td>
<td>2*</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>5</td>
<td>5*</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>6</td>
<td>4*</td>
<td></td>
</tr>
<tr>
<td>Ann Arbor, Mich.</td>
<td>1929</td>
<td>3B</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>6B</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>6A</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Long Beach, Cal.</td>
<td>&quot;</td>
<td>2B</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>2A</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>4B</td>
<td>2*</td>
<td></td>
</tr>
<tr>
<td>Cleveland Heights, O.</td>
<td>1930</td>
<td>3B</td>
<td>5-9</td>
<td>125</td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>4B</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>4A</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>5B</td>
<td>10*</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>5A</td>
<td>2*</td>
<td></td>
</tr>
<tr>
<td>Detroit, Mich.</td>
<td>&quot;</td>
<td>3A</td>
<td>1 1/2*</td>
<td>100-232**</td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>4B</td>
<td>2</td>
<td>180-232</td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>4A</td>
<td>2*</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>6A</td>
<td>1</td>
<td>232-250</td>
</tr>
<tr>
<td>Baltimore, Md.</td>
<td>1931</td>
<td>5B</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>5A</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>6B</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>6A</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Denver, Colo.</td>
<td>&quot;</td>
<td>3B</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>4A</td>
<td>1*</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>5B</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>5A</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Lakewood, Ohio</td>
<td>&quot;</td>
<td>2B</td>
<td>5-8</td>
<td>150</td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>5B</td>
<td>9</td>
<td>320</td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>5A</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Berkeley, Cal.</td>
<td>1932</td>
<td>3B</td>
<td>3</td>
<td>165</td>
</tr>
<tr>
<td>&quot;</td>
<td></td>
<td>4B</td>
<td>9</td>
<td>175</td>
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<td>&quot;</td>
<td></td>
<td>5B</td>
<td>10</td>
<td>225</td>
</tr>
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</table>
TABLE II -- CONTINUED

<table>
<thead>
<tr>
<th>City or State</th>
<th>Date Published</th>
<th>Grade</th>
<th>Number of Weeks</th>
<th>Minutes per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley, Cal.</td>
<td>1932</td>
<td>5A</td>
<td>12</td>
<td>225</td>
</tr>
<tr>
<td>Pennslyvania State</td>
<td>&quot;</td>
<td>3</td>
<td>8-10</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>5</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>6</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>New York State</td>
<td>1933</td>
<td>5&amp;6</td>
<td>21</td>
<td>225-300</td>
</tr>
<tr>
<td>Virginia State</td>
<td>1934</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kansas State</td>
<td>1935</td>
<td>3</td>
<td>8</td>
<td>200</td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>5</td>
<td>14</td>
<td>350</td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Port Arthur, Tex.</td>
<td>&quot;</td>
<td>3B</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>5B</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>5A</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>6A</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Indianapolis, Ind.</td>
<td>1935</td>
<td>3</td>
<td>16</td>
<td>250-275</td>
</tr>
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<td>&quot;</td>
<td>&amp;</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>1936</td>
<td>5&amp;6</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Indiana State</td>
<td>1935</td>
<td>2</td>
<td>7-8</td>
<td></td>
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<td>&quot;</td>
<td>&quot;</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>6</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Kansas City, Mo.</td>
<td>1936</td>
<td>4B</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
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</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>5B</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

* Study not given consecutively.

** First number refers to non-platoon schools and second to platoon schools.

With the exception of the course of study for Baltimore, Maryland, both primary and intermediate courses were examined, or, in case the courses were published by grades, the courses for all grades, from one to six, were investigated. Baltimore's
course was available for grades four, five, and six, only. It was the only course among the fifteen bearing the title "History Course of Study". All others used "Social Studies" or "Social Science" in their titles. Lakewood, Ohio and Long Beach, California were the only courses whose subject matter in the second grade could be classed as United States History, according to our definition, namely, such subject matter "as gives the pupil a strong sense of social development in time and describes as accurately as possible the origin of and development of culture".¹ A lack of uniformity of both grade placement and time allotment of United States history in the middle grades may be noted. Five courses of study used by St. Louis, Long Beach, Detroit, Indianapolis, and Kansas City have practically dropped United States history in the intermediate grades. At the other extremity, Baltimore, Maryland's course, which has not been integrated, offers United States history for four consecutive grades, and for the complete semester in three of these. The state of Pennsylvania offers United States history for about an equal period, the major part of grades five and six, being devoted to it. The following cities

have assigned United States history for more than one semester: Berkeley, California; Ann Arbor, Michigan; and Cleveland Heights, Ohio; and for two complete semesters in Denver, Colorado. The following states offer it for one year: California, New York, and Kansas. None of the courses, except the five listed above, in which United States history has practically been dropped, devote less than one semester to it, although the work is not always presented in eighteen consecutive weeks. It was not possible to evaluate the time in the Virginia course. Units of work are suggested, but the method of developing them was left to the teacher. The units are such that they might or might not have history content, depending upon the method of handling the unit. By adding the number of weeks devoted to United States history in grades four, five, and six, we obtain the following totals: fourth, 73; fifth, 204; and sixth, 91. It will be readily noted that a far greater number of fifth grade children are studying United States history than either fourth or sixth grade.

3. **Additional State Courses of Study.** Table III represents a study of seventeen additional state courses published in 1930 or thereafter, not included in Table II. The time allotment for the study of United States history in these courses was not available and only the grade
placement is reported here. All states listed were offering it for one year in the intermediate grades, except Tennessee and Utah, where only one semester was given to it. There were more sixth grade children studying United States history than fourth or fifth, according to Table III, whereas Table II showed more fifth grade children studying it.

TABLE III  GRADE PLACEMENT OF UNITED STATES HISTORY IN SEVENTEEN ADDITIONAL STATE COURSES OF STUDY FOR THE ELEMENTARY SCHOOL.

<table>
<thead>
<tr>
<th>State</th>
<th>Date Published</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delaware</td>
<td>1930</td>
<td>6</td>
</tr>
<tr>
<td>Idaho</td>
<td>1931</td>
<td>5A &amp; 6B</td>
</tr>
<tr>
<td>Kentucky</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Mississippi</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Montana</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Nevada</td>
<td>1932</td>
<td>4A &amp; 6B</td>
</tr>
<tr>
<td>Alabama</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Oklahoma</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>West Virginia</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Florida</td>
<td>1934</td>
<td>5</td>
</tr>
<tr>
<td>Oregon</td>
<td>1935</td>
<td>4</td>
</tr>
<tr>
<td>Arizona</td>
<td></td>
<td>4A</td>
</tr>
<tr>
<td>Tennessee</td>
<td></td>
<td>5A &amp; 6B</td>
</tr>
<tr>
<td>Louisiana</td>
<td></td>
<td>4A &amp; 5B</td>
</tr>
<tr>
<td>New Mexico</td>
<td></td>
<td>5A &amp; 6B</td>
</tr>
<tr>
<td>North Carolina</td>
<td></td>
<td>4A</td>
</tr>
<tr>
<td>Utah</td>
<td></td>
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</table>
4. **A Detailed Study of Four Social Science Courses.**

A detailed examination of four selected courses has been made, including the Indianapolis course in the social studies. That used in Indiana will be studied first. One of the Guiding Principles set up by the Social Studies Curriculum Committee indicates that the social aspects of the course have been stressed, namely, "The materials of history, geography, civics, economics, sociology, ethics, etc., should be used to develop a fairly scientific way of dealing with social problems".  

A study of the Indians is made in the second grade, with the following objectives:

> To furnish the child with experiences that will give him a feeling that there is a past; lead him to see the influence which the Indians had upon early pioneer life; lead him to see the responses that people make to different environment; give him a basis for comparison of the simple life of the Indians and his own complex environment; and lead him to an appreciation of the worthy traits of the Indian character.

If these objectives are attained the unit must be defined as history study. The unit is one of four units of work and it is estimated that approximately seven or eight weeks are devoted to it. One unit out of six in the third grade is

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devoted to a study of pioneer life and local history. The class would probably spend about five weeks on this study. None of the units of work in grades four or five is on United States history. The work in grade six is devoted to the Americas. Unit I has to do with America's beginnings in Europe. Unit II deals with the discovery and exploration periods. Some geographic material is included, but history is the subject in which the unit is concentrated. Units V, VI, VII, and VIII deal with specific regions of the United States. The work of these units is concentrated on a geographic study, but much history is included. It was estimated that about eleven weeks would be devoted to a study of history, but this time would vary according to the class.

An examination of the Detroit Social Study course reveals that units of work, relative to the United States, are concentrated on geographic material rather than on historical. The general subject of the term's work in the 3A grade is "The Relation of Man to his Environment". In making a study of the city of Detroit and the home county, some historical material is introduced, but the time spent on the history study would not be more than a week and a half. "The Relation of Man to his Larger Environment, the State", is the subject of study in grade 4B. One of the units of work discusses the early history of the Great Lakes region and two weeks are assigned to this study. The 4A program is devoted to a study of "The Relation
of Man to his Country. This is divided into units of work according to the four regions of the United States and her outlying possessions. Historical material connected with this section is included. However, only two weeks of history study were estimated for the entire term, as the material listed for it is, for each section, very brief as compared with the geographic and economic aspects of the unit. In Grade 6A the "United States and its World Relations" is studied. The first two weeks are devoted to a general survey about one-half of which time is to be given to a brief historical survey. The makers of the Detroit course of study seem to have followed one of the recommendations of the Commission on the Social Studies, for they have begun with the local community and progressed step by step to an ever larger community, ending with the nation's position in the world.

The Lakewood, Ohio course of study assigns more weeks of study to United States history than either one of the above courses. The Indiana course devotes twenty-four weeks to United States history study in the elementary grades. Detroit, six and one-half weeks, and Lakewood, twenty-six weeks. Lakewood devotes more minutes per week to its study than Detroit. The number of minutes per week given to its study in Indiana was not indicated. Whereas, only one hundred minutes per week are assigned to the third grade class in the
non-platoon schools of Detroit, Lakewood assigns one hundred fifty in the second grade. On the other hand, the platoon schools of Detroit are given more time for social studies than Lakewood. The fifth grade classes of Lakewood devote three hundred twenty minutes to it, compared with two hundred thirty-two to two hundred fifty minutes in the Detroit schools. The theme for the 2B grade in the Lakewood schools is "Man's Increased Control over Nature", and the unit of study pertaining to United States history has to do with Indian life. Five to eight weeks are spent on it. Nine weeks of the 5B grade are spent on geography and nine weeks on history study. The same plan is used in the 5A grade. Lakewood prefers to keep these two subjects isolated.

Regardless of the present trend to integrate geography with history, civics and economics into one general unified course in grades four, five, and six, the field of social science has been organized into two parallel courses, namely, geography and history for the following reasons:
(1) the "solution of modern problems" requires some geographic understanding, some historic understanding, etc. No understanding or principle can be applied until it is mastered. Real mastery of any understanding of significant scope requires the organization of specific units of study, leading to such mastery. Real unification or integration of geography and history can result only after the pupil has experienced separate courses directed toward the mastery of different, specific understandings of increasing difficulty in geography and history.4

4 Social Science, A Tentative Course of Study for the Fifth Grade. Lakewood, Ohio, 1931, p. 3.
It was stated previously in Chapter I that an examination of the Table of Contents and Foreword of the Indianapolis course in the social studies showed little evidence that United States history was to be taught in the intermediate grades. Table II indicates this also. A more detailed study of the course reveals that the Indianapolis curriculum makers have set up certain basic themes to be developed throughout the six years of the elementary school in connection with the social studies. They are somewhat similar to those from other schools quoted in Chapter V, namely, (1) increasing interdependence, (2) interaction of man and his environment, (3) the influence of the social heritage, (4) the recognition of individual worth, and (5) the inward urge for personal and social improvement.

A careful examination of the course of study for each grade shows that the third grade studies Indian life for eight weeks and Pioneer life for another eight weeks. Our table shows one week in Grade IV devoted to United States history. This is in connection with Unit III of the spring semester entitled "Life in a Lowland Region of the United States". This unit, with the one exception, has to do with geographical, environmental, and economic conditions today. A sub-topic "Historical Background" under "Life in Indiana" was estimated as a week's work. In the course for
Grades V and VI is a six weeks' unit of study, "Life in the United States". Regions not emphasized in the fourth grade are studied here from the economic, geographical and environmental standpoint. The only history touched upon in this unit is (1) a study of days that are commemorated in connection with historical events, namely, Discovery Day, Independence Day, Thanksgiving Day, Paul Revere's Ride, Washington's Birthday, Lincoln's Birthday, Constitution Day, and Flag Day; and (2) a study of the lives of great men and women who have been leaders in statesmanship, science, music and art, namely, Major Walter Reed and Dr. W. T. G. Morton, noted health workers; Eli Whitney, Cyrus McCormick, and Luther Burbank, noted for their contributions to agriculture; Robert Fulton and the Wright Brothers, famous for their aids to transportation; Samuel Morse and Cyrus W. Field$, noted for their contributions to communication; Elias Howe and Charles Goodyear, famous for improvements they have wrought in manufacture; Thomas A. Edison, noted scientist; C. Francis Jenkins, noted in the field of motion pictures; Christopher Sholes, famous in the business world; Edwin Abbey and Gilbert Stuart, famous artists; and a list of ten names of outstanding writers of the past and present. It was estimated that somewhat less than two weeks would be devoted to these studies. Whether such a collection of historical events and biographies
would pass as history by Beard's definition is perhaps doubtful.

Comparing the Indianapolis course with courses that have been studied in detail, Table II shows that Lakewood devotes eighteen weeks, Indiana eleven weeks, and Detroit, one week of the fifth and sixth grades to a study of United States history, whereas Indianapolis devotes two weeks. Only Detroit and Indianapolis offer any United States history in the fourth grade, and that for only two weeks and one week, respectively. The Indianapolis course is devoting more time to a study of Indian and Pioneer life than do the other three courses, namely, sixteen weeks, as compared to eight, in Lakewood and Indiana, and one and one-half, in Detroit. In the intermediate grades the course more nearly approaches that of Detroit, and in the primary grades, that of Lakewood. Both in Indianapolis and Detroit, United States history has practically disappeared from the course of study in the intermediate grades.

5. The Time Allotment of the Present Courses compared with Those of the Past. Only in a few instances did the courses of study listed in Table I (see page 26) indicate the time devoted to history study. The greatest number of minutes for any course was one hundred minutes
for Indianapolis in 1914 and in 1922. Table II showed the highest number to be three hundred and fifty minutes for Kansas City, in the fifth and sixth grades. The lowest recorded was one hundred minutes for Detroit in the 3A grade. However, the number of minutes for the sixth grade in Detroit was two hundred fifty. It is evident that there has been a decided trend toward increasing the length of time devoted to history study.

6. **Summary.** In the foregoing paragraphs we have presented an explanation of our tables showing the status of United States history as it is found in sixteen outstanding courses of study in social science, and of our table showing the placing of United States history in seventeen state courses of study. We have given a detailed account of the United States history found in the social studies courses used in the primary and intermediate divisions of the state of Indiana, and the cities of Detroit, Lakewood, and Indianapolis schools. Our table indicates that Long Beach, Denver and Indianapolis stand at the bottom of the ladder, when judged by the amount of time given to a study of our nation's history.
CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

1. General Summary. In this study the trends in the teaching of United States history have been set forth. History was not, in the beginning, a recognized study in the schools, but entered first through the high schools, then the upper grammar grades, and appeared in the intermediate grades, by the use of stories and biographies in the 1890's. The study in these grades was first confined to that of United States history. Near the beginning of the twentieth century, owing to the influence of the Committee of Fifteen, general history was introduced into the schools of Indiana in all the six grades of the elementary school. Some United States history study persisted in the intermediate grades, however. The Committee of Eight in 1908 recommended the introduction of a course in "Old World Backgrounds" for the sixth grade, which subject remained in the sixth, and sometimes in the fifth grade, for twenty years, or until the present courses were formulated.
An investigation was made of the values formerly assigned to the study of history and the aims set forth by the writers and the teachers of history. The phases and interpretations that have been stressed by them have been studied, also. This was done to obtain an insight into the philosophy of the men and women engaged in the making of the courses of study, since their philosophy determined the subject matter included in these courses, especially as it may have influenced the amount and point of view of the United States history being offered. The patriotic value once considered so important has been given less prominence in recent years, there being a fear that it might degenerate into nationalism. This was found to be one reason for less United States history being taught at the present time. Also, the emphasis recently being placed upon world mindedness, which has doubtless been induced by our greater facilities of communication and travel, has made unpopular a course which does not include more than a history of our own country. The sociological and economic interpretations of history have caused the social studies to center in the present rather than in the past. Because conditions have made it possible for all normal children to attend school beyond the sixth grade today, it is no longer necessary to include United States
history in the elementary curriculum in the fear that they will otherwise have no future opportunity to learn about their country. These were found to be causes for a proportionately minor place of United States history in the elementary school curriculum today.

A discussion of trends in the methods of teaching history revealed that, whereas, the child was formerly considered a mere receptive organism, recognition is now given to his needs for active participation. The story telling procedure of the past has given way to an activity program. Instead of emphasizing the acquisition of facts, it is now thought preferable to educate the child in the ability to use books and other materials wherein he may find information because "a knowledge of how to acquire knowledge is a permanent possession". ¹ He must be helped to see causal relations to the extent of his ability, in the facts of history.

2. Conclusions. As a result of a demand for an enriched program, an emphasis upon world life, and greater stress upon present conditions rather than upon the past, the social studies movement has grown. This movement has brought about an attempt to fuse history with the other social studies. In some places this has resulted in

excluding United States history almost entirely from the intermediate grades. Other schools have clung more generally to past practices and have continued to teach United States history in these grades, though few are teaching it exclusively. Rolla Tryon, in *The Social Sciences as School Subjects*, lists the present as "The period of experimentation, diversity, and confusion", in his table of contents. Horn expresses the idea in the following way:

The conflict and confusion of views toward social education must impress anyone who reads widely in general and educational literature. The legend of Babel has become modern reality. Divergence of opinion is shown not merely in the practical problems of curriculum, methods, and materials of instruction; it is manifested in fundamental conceptions of education, and particularly in those pertaining to the relations of school to society. The confusion and lack of unanimity in the minds of those responsible for education are precisely what one would expect in view of the perplexities and disorders in society at large. ... As compared with spelling, reading, writing, and arithmetic learning the social studies is very difficult, even when directed to the descriptive aspects of society, about which there is little or no disagreement. ... Social problems are hard for students to understand even when the solution is known, but for many of the most important questions neither the teacher nor anyone else knows the answer.

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In the face of expressions of opinion by two such eminent authorities, a conclusion to this study is difficult to formulate. The only conclusion possible is that the trends in the teaching of United States history, as with the trends of all social study, is at present still rather confusing.

The practice of teaching United States history in the elementary schools has been found to show wide differences, ranging from almost two years of study in Baltimore to practically none in the schools of Indianapolis and Detroit. The first six years of a child's school life are important years. What shall the social study work of this period be? Besides learning to read and write and acquire arithmetic skills, he is formulating certain attitudes or loyalties. With these the social studies are concerned. There seems to be more unanimity in the social studies work prescribed for the first three grades than in the last three. It should be local and it should acquaint the child with some idea of life in its simple beginnings. Usually, in the fourth grade there is some introduction of formal geography prescribed, but the history content differs in the various schools. For the fifth and sixth grades, a group of curriculum makers, in their zeal to promote world friendship and to help the child understand the present social order, have enriched the social studies program with the stories of life in many lands and
concentrated the study of their own country on its geography and its economic and industrial life, omitting any connected study of its history. However, this is not true of the makers of the majority of courses listed in Table II, (see p. 93) and Table III, (see p. 97) for only four have not prescribed some continued study of United States history. The Commission on the Social Studies of the American Historical Society, reporting on the formulation of the principles of organization of the materials of instruction in 1936, made the following recommendations:

In the elementary school, major attention would be devoted to a study of the making of the community and the nation. ... The elementary school would acquaint the child as fully as possible with the evolution of American culture, local and national.4

It is impossible to "acquaint the child with the evolution of American culture" without including units of study devoted specifically to United States history.

Henry Johnson's opinion of this method of presenting history is as follows:

Within the topics selected, social studies programs often impress very skillfully the idea of development. Whether this piecemeal method

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of explaining the present can ever be adequate is another question. Every course of human development is so bound up with every other course of human development that a piecemeal treatment may fail to explain even the pieces at which it aims. ... Any road that really reaches the desired end must make the past which it traverses intelligible and must therefore lead to what mattered then on the way to what matters now.\(^5\)

In the introduction of this study it was stated that the Indianapolis course in the Social Studies had assigned no consecutive line of study of United States history in the intermediate grades. The question was asked whether this policy was being generally followed by curriculum makers in the country. It was found that, although other lines of social study material had been added to the curriculum of these grades, a study of United States history was still being offered in most of the courses of study examined. Leading authorities, including the Commission on the Social Studies, have in no way favored its omission. A number of courses were found which had included as little United States history as had the Indianapolis course, but they were in the minority. What had led these curriculum makers to assign so little study to United States history? It was evident that the desire to acquaint the child early

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in life with some knowledge of the varied life in the world and to explain his present environment, added to the fact that the lengthened period of schooling made it unnecessary to crowd United States history into the first six years, have brought this about. However, such a policy does not allow for a proper training in an appreciation of the values of the pupil's own country, during a formative period of his life.

3. Recommendations. In the light of the facts brought out in this study, it would seem that curriculum makers are in error in omitting United States history in the intermediate grades. The statement was made in the introduction of this report that it had practically been left out of the Tentative Course of Study in the Social Studies, now being used in these grades in the Indianapolis schools. Including a study of United States history for a year, either for consecutive study or broken up into not smaller than nine week periods, seems better and has the endorsement of leading authorities.
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Delaware 1930
Florida 1933
Idaho 1931
Kentucky 1931
Louisiana 1931
Mississippi 1931
Montana 1931
Nevada 1931
New Mexico 1932
North Carolina 1932
Oklahoma 1934
Oregon 1935
Tennessee 1935
Utah 1932
West Virginia 1932