A Comparison of the Seventh and Eighth Grade American History Textbooks Adopted for use in the Indiana Public Schools from 1854 to 1946

Edythe Dale Atkins

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EDYTHE DALE ATKINS

Oral examination:

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Committee:

\begin{itemize}
  \item \textbf{ prefers}\textbf{.}
  \item \textbf{ Mark.}
  \item \textbf{E. F. Leonard.}
  \item \textbf{ D. D. Bolman}
\end{itemize}

Thesis title:

\textbf{A COMPARISON OF THE SEVENTH AND EIGHTH GRADE AMERICAN HISTORY TEXTBOOKS ADOPTED FOR USE IN THE INDIANA PUBLIC SCHOOLS FROM 1854 TO 1946}

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Major Professor \textbf{.}

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A COMPARISON OF THE SEVENTH AND EIGHTH GRADE AMERICAN HISTORY TEXTBOOKS ADOPTED FOR USE IN THE INDIANA PUBLIC SCHOOLS FROM 1854 TO 1946

by

Mythe Dale Atkins

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts College of Education

Division of Graduate Instruction
Butler University
Indianapolis
1947
Among those who have rendered assistance in the task of organizing the materials for this study, it is a pleasure to make special mention of Dr. Frank Gorman of the College of Education, Butler University, under whose direction this study was begun and concluded. Special thanks is also due to Dr. Albert Mock and Dr. H. M. Whisler of the College of Education, Butler University, and to Mr. Harold J. Sander of the Indiana State Library for their assistance in obtaining the textbooks used in the preparation of this study.

E. D. A.
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CHAPTER I

INTRODUCTION

The Problem

In a school system in which textbooks form the basis for the course of study, the chosen textbooks are a major factor of influence in the offering of the educational program.

Ellwood P. Cubberley makes the following comment concerning the importance of textbooks:

Probably the most important of the forces directly responsible for American education has been the creation of the high standard American textbook, which has long served as a guide for both teachers and pupils. With us, the school textbook has always occupied a position of importance. In the early days of our schools, when well-trained teachers were almost unknown, and professional supervision lacking, the success of instruction was very largely determined by the textbooks in use.¹

A comparison of textbooks in use over a long period of years should point out the changes which have evolved in a given subject during that time, as evidenced by the content of the textbooks themselves. Since children over the years have received their first major contacts with American History in the seventh and eighth grades, the writer feels that a study of the changes in the textbooks used over several decades should give some clues as to the nature of the

significant changes of which teachers and administrators should be aware.

The purpose of this study, therefore, is to compare the seventh and eighth grade American History textbooks adopted for use in the Indiana public schools during the past century, more specifically, from 1854 to 1946. In so doing, an answer to the following questions will be attempted:

(1) What major changes in mechanical features have occurred in the development of representative seventh and eighth grade American History textbooks since 1854?

(2) What changes have been made in the aims and objectives of history textbooks?

(3) What changes have there been in presentation of, and emphasis upon the various topics in American History?

Source and Method of Securing Data

The source of data in this study is the ten American History textbooks recommended or adopted for use in the seventh and eighth grades of the public schools of the state of Indiana during intervals of approximately ten years each from 1854 to 1946.

The titles of these books were obtained from the Minutes of the Board of Education meetings recorded in the files of the Indiana State Department of Education.

The textbooks themselves were secured from Dr. Albert Mock, and Dr. H.M. Whisler, of the College of Education, Butler University; from the Indiana State Library, and the Indianapolis Public Library; the
most recent three textbooks were in the possession of the author.

Plan of Treatment

The textbooks to be compared were analyzed according to a rather definite outline containing criteria for textbook analysis, approved by the College of Education, Butler University.

Limitations of the Problem

Since 1854 many history textbooks have been used in the seventh and eighth grades of the public schools of the state of Indiana. The author selected those adopted approximately every ten years, as an adequate sampling of the type of textbook used; therefore, this study involves only those state-adopted or state-recommended textbooks at approximately ten-year intervals during the period 1854 to 1946. Minutes of the State Board of Education meetings were available only from the year 1854 forward.

During the interval of years, 1854 to 1946, there was a period when, according to Indiana school law, there were no state-adopted textbooks. The power to adopt textbooks was delegated to local authorities (e.g., the county superintendents or township trustees), and for representative textbooks of these years (1868 to 1889), the author selected three textbooks which were mentioned in the Minutes of the Board of Education meetings as being "in use in various Indiana public schools," and consequently would prove typical of the times.

In the Minutes of the Board of Education meetings for the year 1854, the writer found titles for four history textbooks suggested for
use in the schools of the state. They were William Robertson's *History of the Discovery and Conquest of America*, Ellett's *Domestic History*, Ellett's *History of the Revolution*, and Blake's *American Revolution*. Of these four books recommended in 1854, only the Robertson book was available for examination; this is regrettable since a study of the four books together would have presented a more accurate picture of the American History textbooks in use during that period.

The author of this study was also unable to obtain the state-adopted textbook for the year, 1861, Berard's *History of the United States*, and the state-recommended textbook for the year 1881, which was Mary E. Thalheimer's *History of the United States*; therefore these two textbooks were omitted from the study. However, typical textbooks in local use in the state of Indiana during those periods were substituted so as not to lose trace of the types and trends in American History textbooks prevalent during those periods.
CHAPTER II

FACTS OF PUBLICATION AND MECHANICAL MAKEUP
OF THE TEXTBOOKS

The description of the textbooks selected for this study falls into two categories:

1) description of the books with regard to the year of state-adoption or state-recommendation, authorship, and facts of publication, consisting of the name of the publisher, location of the publishing company, and the copyright date.

2) description as to appearance or mechanical makeup of the book, which includes the following items: (a) the type of binding, (b) color of the book, (c) the over-all size of the book (measurement of binding and thickness), (d) number of pages, (e) the style and size of type or printing, (f) quality of the paper, and (g) marginal measurements.

The facts of publication and the mechanical makeup of the texts can best be illustrated by the use of tables. Table 1 will serve to identify each textbook used in this study by placing it in its proper period as to year of state-adoption or state-recommendation, and by stating and name and status of the author, and the complete title of the book.

Table 2 will further identify each textbook by stating facts relative to its publication. In each Table following Table 1, the name of the author will be used to designate the textbook under consideration.
### Table 1

**Seventh and Eighth Grade American History Texts Adopted for Use in the State of Indiana for the Years, 1854 to 1946**

<table>
<thead>
<tr>
<th>Year Adopted</th>
<th>Name and Status of Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1864</td>
<td>Marcius Willson, lawyer, public speaker, principal of Canandaigua Academy, N.Y., 1849-1852. Author of &quot;American History&quot;, &quot;Outlines of General History&quot;, &quot;Philosophy of History&quot;, etc.</td>
<td>History of the United States</td>
</tr>
<tr>
<td>1871</td>
<td>Samuel Griswold Goodrich, member of Massachusetts Legislature, 1837; United States Consul at Paris, 1851; author of &quot;Peter Parley's Tales&quot;, &quot;Pictorial History of the United States.&quot;</td>
<td>The American Child's Pictorial History of the United States</td>
</tr>
<tr>
<td>1885</td>
<td>Joel Dorman Steele, Ph.D., F.G.S., Professor, New York, and Esther Baker Steele, Lit.D.</td>
<td>A Brief History of the United States</td>
</tr>
</tbody>
</table>

*Books thus designated were locally used in the state of Indiana, and are substitutes for those state-recommended texts which were not available.*

*Books thus designated were adopted locally by counties and townships.*
TABLE 1 -- Continued

<table>
<thead>
<tr>
<th>Year Adopted</th>
<th>Name and Status of Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>David H. Montgomery</td>
<td>The Leading Facts of American History (revised edition)</td>
</tr>
<tr>
<td>1931</td>
<td>James Woodburn and Thomas Moran</td>
<td>Elementary American History and Government (rev. ed.)</td>
</tr>
</tbody>
</table>

Continued on the following page
### TABLE 1 -- Continued

<table>
<thead>
<tr>
<th>Year Mentioned</th>
<th>Name and Status of Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941</td>
<td>Mabel B. Casner, Washington School, West Haven, Connecticut, and Ralph Henry Gabriel, Professor of American History, Yale University</td>
<td>The Rise of American Democracy</td>
</tr>
</tbody>
</table>

### TABLE 2

FACTS OF PUBLICATION FOR SEVENTH AND EIGHTH GRADE AMERICAN HISTORY TEXTBOOKS

<table>
<thead>
<tr>
<th>Author</th>
<th>Publisher</th>
<th>Copyright Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robertson</td>
<td>Harper and Brothers</td>
<td>1854</td>
</tr>
<tr>
<td></td>
<td>New York, N.Y.</td>
<td></td>
</tr>
<tr>
<td>Willson</td>
<td>Ivison, Phinney, Blakeman and Co. Chicago, Illinois</td>
<td>1864</td>
</tr>
<tr>
<td>Goodrich</td>
<td>E.H. Butler Co.</td>
<td>1865, 1868</td>
</tr>
<tr>
<td>Anderson</td>
<td>Clark and Maynard, Pub.</td>
<td>1876</td>
</tr>
<tr>
<td>Steele and Steele</td>
<td>Barnes Historical Series</td>
<td>1885</td>
</tr>
<tr>
<td></td>
<td>American Book Company</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New York, N.Y.</td>
<td></td>
</tr>
<tr>
<td>Montgomery</td>
<td>Ginn and Co.</td>
<td>1890, 1895, 1896, 1899</td>
</tr>
<tr>
<td>Gordy</td>
<td>Charles Scribner's Sons</td>
<td>1911</td>
</tr>
<tr>
<td></td>
<td>New York, N.Y.</td>
<td></td>
</tr>
<tr>
<td>Woodburn and Moran</td>
<td>Longmans, Green, and Co.</td>
<td>1919, 1926, 1928</td>
</tr>
<tr>
<td></td>
<td>New York, N.Y.</td>
<td></td>
</tr>
<tr>
<td>Casner and Gabriel</td>
<td>Harcourt, Brace, and Co.</td>
<td>1931, 1935, 1939, 1944</td>
</tr>
<tr>
<td></td>
<td>New York, N.Y.</td>
<td></td>
</tr>
<tr>
<td>McGuire and Portwood</td>
<td>Macmillan Company</td>
<td>1942, 1946</td>
</tr>
<tr>
<td></td>
<td>New York, N.Y.</td>
<td></td>
</tr>
</tbody>
</table>
The description of the ten textbooks selected for this study continues in Table 3, which gives information relative to the type of binding, color of the books, size, thickness, and number of pages.

**Table 3**

**Appearance and Size of Seventh and Eighth Grade American History Textbooks**

<table>
<thead>
<tr>
<th>Author</th>
<th>Type Binding</th>
<th>Color</th>
<th>Size</th>
<th>Thickness</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robertson</td>
<td>leather</td>
<td>mottled brown</td>
<td>4 x 6½</td>
<td>1½&quot;</td>
<td>551</td>
</tr>
<tr>
<td>Wilson</td>
<td>cloth and leather</td>
<td>dark brown</td>
<td>5 x 7½</td>
<td>1&quot;</td>
<td>362</td>
</tr>
<tr>
<td>Goodrich</td>
<td>cloth</td>
<td>orange</td>
<td>5 x 7½</td>
<td>1½&quot;</td>
<td>250</td>
</tr>
<tr>
<td>Anderson</td>
<td>cloth</td>
<td>dull red</td>
<td>4½ x 7</td>
<td>1½&quot;</td>
<td>212*</td>
</tr>
<tr>
<td>Steele and Steele</td>
<td>cloth</td>
<td>orange</td>
<td>5½ x 8</td>
<td>1½&quot;</td>
<td>314</td>
</tr>
<tr>
<td>Montgomery</td>
<td>cloth</td>
<td>blue</td>
<td>4⅛ x 7</td>
<td>1½&quot;</td>
<td>410</td>
</tr>
<tr>
<td>Gordy</td>
<td>cloth</td>
<td>grey</td>
<td>5½ x 7½</td>
<td>1½&quot;</td>
<td>471*</td>
</tr>
<tr>
<td>Woodburn and Moran</td>
<td>cloth</td>
<td>grey</td>
<td>5½ x 7½</td>
<td>1½&quot;</td>
<td>532*</td>
</tr>
<tr>
<td>Corner and Gabriel</td>
<td>cloth</td>
<td>royal blue</td>
<td>6 x 9½</td>
<td>1&quot;</td>
<td>671</td>
</tr>
<tr>
<td>McGuire and Portwood</td>
<td>cloth</td>
<td>light blue</td>
<td>5½ x 8½</td>
<td>1½&quot;</td>
<td>773</td>
</tr>
</tbody>
</table>

*Books thus designated contain an Indiana History supplement at the end of their contents. Anderson's Grammar School History of the United States has an Indiana History supplement of fourteen pages; Gordy's History of the United States for Schools contains a supplement of seventy-one pages; and Woodburn and Moran's Elementary American History and Government adds a section entitled "History and Government of Indiana," consisting of sixty-four pages. Further information concerning the inclusion of supplements on Indiana History appears in a later chapter of this study. Pages included in the supplementary sections of the books designated above are in addition to the page numbers given.*

Table 4 gives further information regarding the appearance of the
textbooks used in this study, as to style of type, quality of paper, and marginal measurements.

### Table 4

<table>
<thead>
<tr>
<th>Author</th>
<th>Style Type</th>
<th>Quality Paper</th>
<th>Top Margin</th>
<th>Left Margin</th>
<th>Right Margin</th>
<th>Bottom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robertsonc</td>
<td>7-pt. Bodoni</td>
<td>Machine-finished Book (MFB)</td>
<td>$\frac{1}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
<td>$\frac{3}{4}$&quot;</td>
<td>L &quot;</td>
</tr>
<tr>
<td>Willson</td>
<td>10-pt. Old Style</td>
<td>MFB</td>
<td>$\frac{1}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
<td>$\frac{3}{4}$&quot;</td>
<td>1 &quot;</td>
</tr>
<tr>
<td>Goodrichc</td>
<td>10-pt. De-Vinne, Solid</td>
<td>MFB</td>
<td>$\frac{1}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
<td>$\frac{3}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
</tr>
<tr>
<td>Andersonc</td>
<td>10-pt. De-Vinne, Solid</td>
<td>MFB</td>
<td>$\frac{1}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
<td>$\frac{3}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
</tr>
<tr>
<td>Steele and Steele</td>
<td>11-pt. Antique Letter</td>
<td>MFB</td>
<td>$\frac{1}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
<td>$\frac{3}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
</tr>
<tr>
<td>Montgomery</td>
<td>9-pt. Antique or Scotch</td>
<td>MFB</td>
<td>$\frac{1}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
<td>$\frac{3}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
</tr>
<tr>
<td>Gordyc</td>
<td>10-pt. Caslon</td>
<td>MFB</td>
<td>$\frac{1}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
<td>$\frac{3}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
</tr>
<tr>
<td>Woodburn and Moran</td>
<td>12-pt. Caslon with Old Style</td>
<td>MFB</td>
<td>$\frac{1}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
<td>$\frac{3}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
</tr>
<tr>
<td>Casmer and Gabriel</td>
<td>10-pt. Caslon</td>
<td>MFB</td>
<td>$\frac{1}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
<td>$\frac{3}{4}$&quot;</td>
<td>1 &quot;</td>
</tr>
<tr>
<td>McGuire and Portwood</td>
<td>10-pt. Caslon</td>
<td>Sized and Super-Calendered Sheet (S &amp; SC Bk.)</td>
<td>$\frac{1}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
<td>$\frac{3}{4}$&quot;</td>
<td>$\frac{1}{2}$&quot;</td>
</tr>
</tbody>
</table>

*aTechnical evaluation of the style of type and quality of paper used in six of the ten textbooks examined in this study was made by Mr. Jay, of the Spaulding Typesetting Company, Murphy Building, Indianapolis, Indiana.

*bMore specific evaluation of the quality of paper was impossible in most of the books because of coloring and roughening of the paper due to age.

*cThe four textbooks thus designated could not be taken to a typesetter for evaluation of paper and printing; due to their fragility because of age, they could not be removed from the Indiana State Library. Therefore their printing and paper was evaluated by the writer with the aid of a printer's manual.

From the information contained in the tables of this chapter, relative to the mechanical makeup and authorship of the textbooks examined,
the following generalizations may be made:

(1) Authors of the more recent textbooks (since 1910) tend to be more closely associated with the schools, holding such positions as teachers, principals, supervisors, and superintendents. It is safe to assume that this closer association with the schools gives the writers a better understanding of the needs of both students and teachers relative to textbooks.

(2) The textbooks of the more recent years tend toward larger size, greater thickness, and a greater number of pages.

(3) There is no appreciable difference in the size of type, or in marginal measurements of the textbooks.

(4) In the opinion of the writer of this study, the Caslon type printing, found in the textbooks in use from 1911 to 1946 is more legible than the older styles of printing, such as the Devienne, Antique, and Bodoni styles, used in texts of years previous to 1911.
CHAPTER III

ANALYSIS OF CONTENTS

In analyzing the contents of the ten American History textbooks selected for this study, the author's plan of treatment will fall into the following major divisions:

(1) The manner in which the various textbook authors have set up their tables of contents -- that is, the "mechanics" or "style" of the table of contents -- will be shown by partial quotations from the tables of contents of each book examined.

(2) The type of contents found in each textbook will be shown first by a table illustrating the percentage of space devoted to the general divisions of American History covered by each textbook, as evidenced by their tables of contents; and secondly, by an outline of ten periods into which American History normally falls, showing the emphasis given each period by the various authors, in terms of facts and ideas expressed, and the authors' organization of this material.

The table of contents in a textbook gives some indication of the manner in which the author has organized the subject matter included in his book; and it gives the reader a brief summary of, and insight into, this subject matter.

The textbooks considered in this study show a great variation in the manner in which their tables of contents were devised. A sample of each Table of Contents follows, showing the style used, with an added comment as to its entire length. The date given following the title of the textbook designates the year of state adoption or the period in which the book was in local use in the schools of Indiana.


The Table of Contents partially quoted above is very detailed. Every idea and fact brought out in Book I is itemized in the Table of Contents for that Book. There are eight such Books comprising the Robertson History. Following is a brief summary of each of the eight books, giving the total number of pages in each respective book.

<table>
<thead>
<tr>
<th>Book</th>
<th>Subject</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Progress of navigation among the ancients. a. geographical knowledge b. commerce and navigation c. Portuguese plan of discovery d. Prince Henry e. hopes for new route to the Indies</td>
<td>1--48</td>
</tr>
<tr>
<td>II</td>
<td>Birth and education of Columbus a. his training and theories b. his voyages c. discoveries</td>
<td>48--129</td>
</tr>
<tr>
<td>III</td>
<td>State of the colony in Hispaniola a. War with the Indians b. Spanish treatment of Indians c. discovery of Florida d. contributions of the Spanish clergy e. Negro importations</td>
<td>129--176</td>
</tr>
</tbody>
</table>
It is readily apparent from the above summary of the Table of Contents that the Robertson book is not a complete history of America. It contains the story of the discovery and conquest of America during the Spanish era. Reference to this fact was made in Chapter I, dealing with limitations to this study.

Marcius Willson, History of the United States, 1860's.

Part I
Voyages and Discoveries
Chapter I. Voyages and Conquests and Discoveries in the Southern Portions of North America.
Divisions: I. Columbus II. De Leon III. De Ayllon
IV. Conquest of Mexico V. De Narvaez
VI. Ferdinand de Soto ..................... pp. 13--30.
Chapter II. Northern and Eastern Coasts of North America.
Divisions: I. John and Sebastian Cabot.
II. Cortereal III. Verrazano
IV. Cartier V. Roberval VI. Ribault
VII. Gilbert, Raleigh, and Grenville...pp. 30--47.

Part II concerns the stories of early settlements, and colonial history. Part III, the American Revolution, and Part IV is entitled "The United States, from the organization of the government under the Federal Constitution in 1789 to the year 1853." The plan of treatment of Part IV is by presidential administrations. There are thirty-seven chapters in the Willson book, but they are numbered consecutively only in their respective parts.


<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>What History Means -- the Story of Columbus</td>
<td>9</td>
</tr>
<tr>
<td>II.</td>
<td>Columbus Seeks Aid in His Plans. He appeals to Queen Isabelle of Spain. He is at first refused, but afterwards is encouraged and assisted</td>
<td>11</td>
</tr>
<tr>
<td>III.</td>
<td>Voyage of Columbus across the Atlantic. The West Indies Discovered.</td>
<td>14</td>
</tr>
<tr>
<td>IV.</td>
<td>The Island of Guanahani -- Discovery of Cuba and Haiti -- Columbus Returns to Spain -- His Second and Third Voyages -- Discovery of the Continent.</td>
<td>17</td>
</tr>
<tr>
<td>V.</td>
<td>Other Voyages to America -- Americus Vespuccius -- Conquest of the Spaniards in Mexico -- The Portuguese -- The French -- The English</td>
<td>20</td>
</tr>
</tbody>
</table>

The Goodrich book contains ninety-one chapters, with each chapter numbering approximately two or three pages in length. The history begins with the story of Columbus and ends with the administration of Lincoln.
In the book by John J. Anderson, entitled *A Grammar School History of the United States* (1870's) there is no Table of Contents. Each new topic is given a heading at the top of the page on which it begins, and these section titles are listed below:

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>9-17</td>
</tr>
<tr>
<td>II</td>
<td>18-53</td>
</tr>
<tr>
<td>III</td>
<td>54-64</td>
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<tr>
<td>IV</td>
<td>65-105</td>
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<tr>
<td>V</td>
<td>106-113</td>
</tr>
<tr>
<td>VI</td>
<td>114-134</td>
</tr>
<tr>
<td>VII</td>
<td>135-156</td>
</tr>
<tr>
<td>VIII</td>
<td>157-212</td>
</tr>
</tbody>
</table>

There are, in all, eight sections to the Anderson book, all of which are quoted because of their brevity. The number of pages devoted to each topic varies greatly.

Joel Dorman Steele, and Esther Baker Steele, *A Brief History of the United States* (1880's)

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remains of Prehistoric Peoples</td>
<td>9</td>
</tr>
<tr>
<td>Mound Builders</td>
<td>10</td>
</tr>
<tr>
<td>Indians and their Characteristics</td>
<td>10</td>
</tr>
<tr>
<td>Coming of the Northmen</td>
<td>15</td>
</tr>
<tr>
<td>Division of American History into Six Great Epochs</td>
<td>16</td>
</tr>
<tr>
<td>References for Reading</td>
<td>17</td>
</tr>
<tr>
<td>Blackboard Analysis of Introduction</td>
<td>18</td>
</tr>
</tbody>
</table>

**FIRST EPOCH**

Early Discoveries and Settlements | 19
Commercial Problem of the Fifteenth Century | 19
Christopher Columbus and his Voyages | 20
Naming the New Continent | 24
The Cabots and their Discoveries | 25
Some Spanish Explorers | 26
The titles of the remaining Epochs follow, with the total pages covered by each:

<table>
<thead>
<tr>
<th>Epoch</th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Epoch: Development of the Colonies</td>
<td>45-100</td>
<td></td>
</tr>
<tr>
<td>Third Epoch: Revolutionary War</td>
<td>101-148</td>
<td></td>
</tr>
<tr>
<td>Fourth Epoch: Development of the States</td>
<td>149-213</td>
<td></td>
</tr>
<tr>
<td>Fifth Epoch: The Civil War</td>
<td>214-280</td>
<td></td>
</tr>
<tr>
<td>Sixth Epoch: Reconstruction and Passing Events</td>
<td>281-314</td>
<td></td>
</tr>
</tbody>
</table>


Because it is comparatively brief, the entire Table of Contents for the Montgomery book was quoted. Its organization is similar to that of the Anderson textbook.

### Discovery of America

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>13</td>
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<tr>
<td>III</td>
<td>20</td>
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<td>IV</td>
<td>28</td>
</tr>
<tr>
<td>V</td>
<td>42</td>
</tr>
<tr>
<td>VI</td>
<td>63</td>
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<tr>
<td>VII</td>
<td>75</td>
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<tr>
<td>VIII</td>
<td>84</td>
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<td>IX</td>
<td>87</td>
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<tr>
<td>X</td>
<td>93</td>
</tr>
<tr>
<td>XI</td>
<td>105</td>
</tr>
<tr>
<td>XII</td>
<td>118</td>
</tr>
</tbody>
</table>

The second large topic in this textbook is entitled "The Revolution; The Confederation, and the Federal Union," consisting of Chapters XIII to XVIII, pages 125--355; the entire period between the beginning of the Revolution and the period of secession and the Civil War is included in this topic.

The third and last major topic is "Reconstruction and the New Union." It includes Chapters XIX to XXIV, pages 356--451, and covers the period from Reconstruction to approximately 1910.


### The Period of Discovery

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>7</td>
</tr>
<tr>
<td>II</td>
<td>30</td>
</tr>
<tr>
<td>III</td>
<td>33</td>
</tr>
</tbody>
</table>

### The Period of the Colonies

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>45</td>
</tr>
<tr>
<td>V</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Title</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>VI</td>
<td>France and Great Britain Fight for the New World, 1754 to 1763</td>
</tr>
<tr>
<td>VII</td>
<td>Colonial Government and Colonial Life</td>
</tr>
<tr>
<td>VIII</td>
<td>The Period of the Revolution</td>
</tr>
<tr>
<td>IX</td>
<td>Causes of the American Revolution</td>
</tr>
<tr>
<td>X</td>
<td>The Declaration of Independence</td>
</tr>
<tr>
<td>XI</td>
<td>The War for Independence, 1775--1783</td>
</tr>
<tr>
<td></td>
<td>The Old Confederation and its Failure, 1781--1789</td>
</tr>
<tr>
<td>XII</td>
<td>Making the New Constitution</td>
</tr>
<tr>
<td>XIII</td>
<td>The New Government</td>
</tr>
<tr>
<td></td>
<td>In addition to the four major topics listed in the preceding quotation, there are five remaining. They are:</td>
</tr>
<tr>
<td></td>
<td>Period of National Development, Chapters XIV to XXI, pages 200--289.</td>
</tr>
<tr>
<td></td>
<td>Slavery, Abolitionism, and Territorial Expansion, Chapters XXII to</td>
</tr>
<tr>
<td></td>
<td>XXXIV, pages 290--312.</td>
</tr>
<tr>
<td></td>
<td>The Struggle for Free Territory and the Causes of the Civil War,</td>
</tr>
<tr>
<td></td>
<td>Chapters XXV to XXVII, pages 313--337.</td>
</tr>
<tr>
<td></td>
<td>The Period of Civil War and Reconstruction, Chapters XXVIII to</td>
</tr>
<tr>
<td></td>
<td>XXXI, pages 338--399.</td>
</tr>
<tr>
<td></td>
<td>Since the Civil War: Industrial Development and Civic Problems,</td>
</tr>
<tr>
<td></td>
<td>Chapters XXXII to XL, pages 400--532.</td>
</tr>
</tbody>
</table>


Unit One

Awakening European Nations Struggle for Supremacy in a New World

**Problem One**: Why did Europe Discover America rather than America Discover Europe? ................. 3

**Problem Two**: How Did Spain Establish and Govern its American Colonies? .......................... 28

**Problem Three**: How did France Secure and Hold Her Empire in the New World, for 200 years? .... 42

**Problem Four**: How did Englishmen Build the Strongest Colonial Empire in North America? ........ 53

**Problem Five**: Why Was England Finally Able to Win Leadership in North America? ............... 75

The titles of the remaining Units are:

Unit Two: American Democracy Grows Out of the Struggle with English Monarchy (Problems Six to Nine, pp.93--188)
Unit Three: American Democracy Grows Stronger as the Nation Expands Across the Continent (Problems Ten to Fifteen, pp. 189--358).

Unit Four: The Nation Divides and Reunites (Problems Sixteen to Eighteen, pp. 359--434).

Unit Five: Westward Expansion and New Machines Bring New Problems to Challenge American Democracy (Problems Nineteen to Twenty-one, pp. 435--522).

Unit Six: The United States Becomes a World Power of the First Rank (Problems Twenty-two to Twenty-four, pp. 523--602).

Unit Seven: American Democracy Faces a Confused World (Problems Twenty-five to Twenty-six, pp. 603--671).


Division One. Old Europe Finds Young America ............. 1
1. A New Trade Route is Sought. A New Land if Found ... 3
2. Men Dare Much for the Treasures of the New World ... 23

Division Two. European Nations Race for Empire in America .................................................. 59
3. The Spanish and French Make Vast Claims in North America ................................................ 61
4. The English Establish Themselves on the Atlantic Coast ..................................................... 91

Division Three. An English-Speaking Nation Takes Shape 141
5. English Empire is Threatened by Colonial Rebellion 143
6. American Independence is Won by Revolution .... 166

Titles of remaining divisions are as follows:

Division Four: The Nation Establishes Itself on Firm Foundations.
Division Five: The Nation Grows and Develops a New Pattern of Living.
Division Six: The Unity of the Nation is Threatened.
Division Seven: The Reunited Nation Grows and Changes.
Division Eight: The Nation Becomes a World Power.
Division Nine: The Nation Enters the Power Age.

There are twenty-two chapters in all, numbered consecutively throughout the text.

In the organization of their Tables of Contents, quoted in the preceding pages, the authors of the ten textbooks vary widely. Robertson chooses Book I, II, III, etc., with long paragraphical subdivisions; Willson divides the contents into Parts I, II, III, etc., with both chap-
ters and divisions of chapters; Steele and Steele refer to Epochs in American History; Gordy states general topics with chapter subdivisions; Woodburn and Moran refer to the various periods in American History; Casner and Gabriel divide the contents of their book into Units and Problems; while McGuire and Portwood use large Divisions with chapters as subdivisions.

The textbooks using these various terms, as described above, tend to give a feeling of unity to the areas of subject matter which are included in their contents, while texts such as Goodrich, with its short consecutive chapters, and Anderson and Montgomery, with their long undivided sections, point toward a more chronological, continuous story of American History.

The authors also vary widely in their methods of stating chapter titles. This can be shown more clearly by a list of actual chapter titles from the Tables of Contents of each textbook, relative to one topic by which they can be compared. Chapter titles of the topic "The American Revolution" will be given as a sample to illustrate each author's style.

**Robertson.** Does not include subject matter on this topic. Part III. American Revolution.

- Chapter I. Events of 1775
- II. Events of 1776
- III. Events of 1777
- IV. Events of 1778
- V. Events of 1779
- VI. Events of 1780
- VII. Events of 1781
- VIII. Close of the War, and Adoption of the Constitution.

**Goodrich.** Chapters XLVI to LXVI, all titled according to battles and other related events of the Revolutionary War, etc., Battle of Lexington, Battle of Bunker Hill, Hessian Troops Hired by King of England, Battle of Sullivan's Island, Battle of Trenton, etc.

**Anderson** Section IV. American Revolution.
Steele and Steele. Third Epoch. The Revolutionary War.
Causes of the Separation from Great Britain.
The Seven Years Struggle for Independence.
Condition of the Country at Close of the War.
Adoption of the Federal Constitution.

Montgomery. Section IV. The Revolution; The Constitution; 1763 to 1789.

Chapter XIII. The Revolution.

Woodburn and Moran. The Period of the Revolution.
Chapter XIII. Causes of the American Revolution.
IX. The Declaration of Independence.
X. The War for Independence.
XI. The Old Confederation and its Failure.

Casner and Gabriel. Unit Two. American Democracy Grows Out of the Struggle with English Monarchy.
Problem Six. Why did the People of the Thirteen Colonies Become Americans rather than remain Englishmen living in America?
Problem Seven. Why did a War Begin Between England and its Thirteen Colonies?
Problem Eight. How did the Thirteen American Colonies, with fewer advantages than England Win the Revolutionary War?
Problem Nine. How were the Thirteen Independent States United in a Single Democratic Nation?

Chapter 5. English Empire is Threatened by Colonial Rebellion.
Chapter 6. American Independence is Won by Revolution.

The titles of chapters in the majority of the textbooks are given in a rather prosaic fashion, being, in most cases, merely factual statements of the contents included; but in the two most recent textbooks, (Casner and Gabriel and McGuire and Portwood) the titles of chapters are stated in such a manner as to appeal to the interest of the reader, in that they list problems to be solved, and present ideas which are intended
to stimulate thinking.

An over-all picture of the type of contents found in each textbook can be obtained by a list of the major topics or divisions set forth in the respective Tables of Contents, and the percentage of space allotted to each of these topics. This information will be itemized in Table 5.

**TABLE 5**

**SUMMARY OF TABLES OF CONTENTS IN STATE-ADOPTED AMERICAN HISTORY TEXTBOOKS, WITH PERCENTAGE OF SPACE ALLOTTED TO MAJOR TOPICS -- 1854 TO 1946**

<table>
<thead>
<tr>
<th>Author</th>
<th>List of Contents</th>
<th>Number Pages Devoted to Topic</th>
<th>Percentage of Total Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robertso</td>
<td>Progress of navigation among the ancients</td>
<td>48</td>
<td>8.7%</td>
</tr>
<tr>
<td></td>
<td>Birth and education of Columbus</td>
<td>81</td>
<td>14.5</td>
</tr>
<tr>
<td></td>
<td>State of the colony in Hispaniola</td>
<td>47</td>
<td>8.5</td>
</tr>
<tr>
<td></td>
<td>View of America when first discovered</td>
<td>104</td>
<td>18.9</td>
</tr>
<tr>
<td></td>
<td>History of conquest of Mexico by Cortes</td>
<td>105</td>
<td>18.9</td>
</tr>
<tr>
<td></td>
<td>History of conquest of Peru by Pizarro</td>
<td>79</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td>View of the institutions and manners of Mexicans and Peruvians</td>
<td>38</td>
<td>6.9</td>
</tr>
<tr>
<td></td>
<td>View of the Spanish Colonies</td>
<td>40</td>
<td>9.1</td>
</tr>
<tr>
<td>Wilson</td>
<td>Voyages and Discoveries</td>
<td>34</td>
<td>9.4%</td>
</tr>
<tr>
<td></td>
<td>Early settlements and Colonial History</td>
<td>160</td>
<td>44.2</td>
</tr>
<tr>
<td></td>
<td>American Revolution</td>
<td>78</td>
<td>21.5</td>
</tr>
<tr>
<td></td>
<td>The United States from the Organization of the Government under the Federal Constitution in 1789 to the year 1853</td>
<td>90</td>
<td>24.9</td>
</tr>
<tr>
<td>Goodrich</td>
<td>Period of Discovery and Exploration (Chapters I to XIV)</td>
<td>33</td>
<td>15.5%</td>
</tr>
<tr>
<td></td>
<td>Colonial Period (XV to XL)</td>
<td>53</td>
<td>21.2</td>
</tr>
<tr>
<td></td>
<td>American Revolution (XLI to LXVI)</td>
<td>102</td>
<td>40.8</td>
</tr>
<tr>
<td></td>
<td>The Constitution</td>
<td>2</td>
<td>.8</td>
</tr>
<tr>
<td></td>
<td>Washington's Administration to Jackson's Administration (LXVIII to LXXVIII)</td>
<td>25</td>
<td>10.0</td>
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</table>

Continued on following page
<table>
<thead>
<tr>
<th>Author</th>
<th>List of Contents</th>
<th>Number Pages Devoted to Topic</th>
<th>Percentage of Total Pages</th>
</tr>
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<tbody>
<tr>
<td>Goodrich* (continued)</td>
<td>Jackson's Administration to Lincoln's Administration (LXXIX to LXXXVII) ..........</td>
<td>23</td>
<td>9.2%</td>
</tr>
<tr>
<td></td>
<td>Lincoln's Administration and Civil War (LXXXVIII to XCI) ..</td>
<td>12</td>
<td>4.8%</td>
</tr>
<tr>
<td>Anderson</td>
<td>Discoveries and Explorations .</td>
<td>8</td>
<td>3.8%</td>
</tr>
<tr>
<td></td>
<td>Colonial History</td>
<td>39</td>
<td>18.4%</td>
</tr>
<tr>
<td></td>
<td>French and Indian War</td>
<td>10</td>
<td>4.7%</td>
</tr>
<tr>
<td></td>
<td>American Revolution</td>
<td>48</td>
<td>22.6%</td>
</tr>
<tr>
<td></td>
<td>From beginning of Washington's Administration to close of Jefferson's Administration..</td>
<td>11</td>
<td>5.2%</td>
</tr>
<tr>
<td></td>
<td>Madison's Administration</td>
<td>20</td>
<td>9.4%</td>
</tr>
<tr>
<td></td>
<td>From beginning of Monroe's Administration to close of Pierce's Administration ....</td>
<td>21</td>
<td>9.9%</td>
</tr>
<tr>
<td></td>
<td>From beginning of Buchanan's Administration to 1873 .....</td>
<td>55</td>
<td>25.9%</td>
</tr>
<tr>
<td>Steele and Steele</td>
<td>Introduction (prehistoric peoples, mound builders, Indians, Northmen) ...........</td>
<td>9</td>
<td>2.9%</td>
</tr>
<tr>
<td></td>
<td>First Epoch : Early discoveries and settlements ...........................................</td>
<td>25</td>
<td>8.0%</td>
</tr>
<tr>
<td></td>
<td>Second Epoch : Development of the colonies ................................................</td>
<td>55</td>
<td>17.5%</td>
</tr>
<tr>
<td></td>
<td>Third Epoch : The Revolutionary War ...........................................................</td>
<td>47</td>
<td>15.0%</td>
</tr>
<tr>
<td></td>
<td>Fourth Epoch : Development of the States ...................................................</td>
<td>70</td>
<td>22.3%</td>
</tr>
<tr>
<td></td>
<td>Fifth Epoch : Civil War</td>
<td>70</td>
<td>22.3%</td>
</tr>
<tr>
<td></td>
<td>Sixth Epoch : Reconstruction and passing events (up to Cleveland's Administration)</td>
<td>38</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

*The Table of Contents in the Goodrich textbook has been divided rather arbitrarily under the above headings, since the enumeration of all of the ninety-one chapters would obviously be of too great a length to be included in this table.

Table 5 continued on following page
TABLE 5 — Continued

<table>
<thead>
<tr>
<th>Author</th>
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<th>Number Pages Devoted to Topic</th>
<th>Percentage of Total Pages</th>
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<td>Discovery and Naming of America (1492 to 1521)</td>
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<tr>
<td></td>
<td>Attempts at Exploring and Colonizing America (the country, natives, effects of discovery of America on Europe) 1509 to 1600</td>
<td>25</td>
<td>6.1%</td>
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<tr>
<td></td>
<td>Permanent English and French settlements (Thirteen Colonies, French Exploration of the West, Wars with Indians and French, Colonial Life) 1609 to 1763</td>
<td>101</td>
<td>24.6%</td>
</tr>
<tr>
<td></td>
<td>The Revolution; The Constitution, 1763 to 1789</td>
<td>33</td>
<td>8.1%</td>
</tr>
<tr>
<td></td>
<td>The Union — National Development (Presidents from Washington to Buchanan, inclusive) 1789 to 1861</td>
<td>98</td>
<td>23.9%</td>
</tr>
<tr>
<td></td>
<td>Civil War, 1861 to 1865</td>
<td>48</td>
<td>11.7%</td>
</tr>
<tr>
<td></td>
<td>Reconstruction — The New Nation, 1865 to 1900</td>
<td>81</td>
<td>19.8%</td>
</tr>
<tr>
<td>Gordy</td>
<td>Discovery of America (includes exploration, discovery, colonization, colonial period, etc.)</td>
<td>124</td>
<td>26.5%</td>
</tr>
<tr>
<td></td>
<td>The Revolution; The Confederation and the Federal Union (includes period from Revolution up to Civil War, inclusive)</td>
<td>230</td>
<td>48.8%</td>
</tr>
<tr>
<td></td>
<td>Reconstruction and the New Union 1865 to 1910</td>
<td>115</td>
<td>24.4%</td>
</tr>
<tr>
<td>Woodburn and Moran</td>
<td>Introduction; The old World and the New ........................................</td>
<td>7</td>
<td>1.3%</td>
</tr>
<tr>
<td></td>
<td>Period of Discovery</td>
<td>37</td>
<td>7.0%</td>
</tr>
<tr>
<td></td>
<td>Period of the Colonies</td>
<td>75</td>
<td>14.3%</td>
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<tr>
<td></td>
<td>Period of the Revolution</td>
<td>50</td>
<td>9.4%</td>
</tr>
<tr>
<td></td>
<td>The New Constitution</td>
<td>23</td>
<td>4.9%</td>
</tr>
<tr>
<td></td>
<td>Period of National Development</td>
<td>91</td>
<td>17.1%</td>
</tr>
<tr>
<td></td>
<td>Slavery, Abolitionism, and Territorial Development</td>
<td>24</td>
<td>4.5%</td>
</tr>
<tr>
<td></td>
<td>Struggle for Free Territory, and Causes of the Civil War</td>
<td>24</td>
<td>4.5%</td>
</tr>
<tr>
<td></td>
<td>Period of Civil War and Reconstruction</td>
<td>65</td>
<td>12.2%</td>
</tr>
<tr>
<td></td>
<td>Since the Civil War; Industrial Development, Civic Problems</td>
<td>132</td>
<td>24.3%</td>
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Continued on following page
### Table 5 -- Continued

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<thead>
<tr>
<th>Author</th>
<th>List of Contents</th>
<th>Number Pages Devoted to Topic</th>
<th>Percentage of Total Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casner and Gabriel</td>
<td>Unit One: Awakening European Nations Struggle for Supremacy in the New World</td>
<td>89</td>
<td>13.3%</td>
</tr>
<tr>
<td></td>
<td>Unit Two: American Democracy Grows out of the Struggle with English Monarchy</td>
<td>95</td>
<td>14.2%</td>
</tr>
<tr>
<td></td>
<td>Unit Three: American Democracy Grows Stronger as the Nation Expands Across the Continent</td>
<td>169</td>
<td>25.2%</td>
</tr>
<tr>
<td></td>
<td>Unit Four: The Nation Divides and Reunited</td>
<td>75</td>
<td>11.2%</td>
</tr>
<tr>
<td></td>
<td>Unit Five: Westward Expansion and New Machines Bring New Problems to Challenge American Democracy</td>
<td>87</td>
<td>13.0%</td>
</tr>
<tr>
<td></td>
<td>Unit Six: The United States Becomes a World Power of the First Rank</td>
<td>79</td>
<td>11.8%</td>
</tr>
<tr>
<td></td>
<td>Unit Seven: American Democracy Faces a Confused World</td>
<td>77</td>
<td>11.4%</td>
</tr>
<tr>
<td>McGuire and Portwood</td>
<td>Division One: Old Europe Finds Young America</td>
<td>58</td>
<td>7.1%</td>
</tr>
<tr>
<td></td>
<td>Div. Two: European Nations Race for Empire in America</td>
<td>31</td>
<td>10.5%</td>
</tr>
<tr>
<td></td>
<td>Div. Three: An English-Speaking Nation Takes Shape</td>
<td>59</td>
<td>7.6%</td>
</tr>
<tr>
<td></td>
<td>Div. Four: The Nation Establishes Itself on Firm Foundations</td>
<td>63</td>
<td>8.2%</td>
</tr>
<tr>
<td></td>
<td>Div. Five: The Nation Grows and Develops a New Pattern of Living</td>
<td>99</td>
<td>12.8%</td>
</tr>
<tr>
<td></td>
<td>Div. Six: The Unity of the Nation is Threatened</td>
<td>65</td>
<td>8.4%</td>
</tr>
<tr>
<td></td>
<td>Div. Seven: The Reunited Nation Grows and Changes</td>
<td>115</td>
<td>15.0%</td>
</tr>
<tr>
<td></td>
<td>Div. Eight: The Nation Becomes a World Power</td>
<td>69</td>
<td>8.9%</td>
</tr>
<tr>
<td></td>
<td>Div. Nine: The Nation Enters the Power Age</td>
<td>164</td>
<td>21.2%</td>
</tr>
</tbody>
</table>

The following generalizations can be made concerning the percentage of space devoted to the various divisions of American History:
(1) The percentage of space allotted to a discussion of the period of discovery and exploration is variable in the ten textbooks examined; there is no general trend shown as to more or less emphasis regarding space devoted to that topic.

(2) The percentage of pages given over to the colonial period in these textbooks shows a gradual decrease from 1854 to 1946. This decrease runs from 44.2% in the Wilson textbook (1850's) to 6.3% in the McGuire and Portwood text (1946).

(3) In the discussion of the topic, "American Revolution", there is a general decrease in percentage of space allotted in the more recent textbooks. This decrease in space allotment runs from 40.8% in the Goodrich text (1870's) to 7.5% in the McGuire and Portwood text.

(4) The period between 1781 and 1860 shows a great variability among the textbooks, with no general increase or decrease to be noted over the entire period, or with reference to specific texts.

(5) The period from 1860 to the year in which each textbook was published shows a general increase in percentages of space allotted to events during that period of years. The first three textbooks examined in this study (the Robertson, Wilson, and Goodrich books) do not include this period at all, having been published in 1854, 1864, and 1871, respectively. The increase in percentage of space noted in subsequent texts is obviously due to each consecutive book's inclusion of the history of a greater number of years, plus the general decreases in percentage of space allotted in those textbooks to the colonial period and the period of the Revolution.

In order to summarize the emphasis placed upon the various phases
of American History by the authors of the ten textbooks whose Tables of Contents were outlined in Table 5, the author of this study has divided the history of America into ten periods — these ten periods or divisions being based upon a study of several contemporary American History textbooks. They are:

I. Period of Discovery and Exploration
II. The Colonial Period
III. The American Revolution
IV. Building of the Government
V. Building of National Prestige
VI. The Pre-Civil War Period
VII. The Civil War and Reconstruction
VIII. Rise of Industrialism and Capitalism
IX. World War I
X. From 1920 to the Present Time

In noting the trends in emphasis upon these topics or periods, the number of books evaluated will decrease as their respective contents reach the publication date. For example, the Robertson book, which contains only the history of the discovery and conquest of America, cannot be evaluated with respect to the topics subsequent to that in time, and will therefore be dropped from the comparison at that point. Thus, in evaluating emphasis in the more recent periods, only those texts can be used which contain subject matter relative to those periods.

Considering the textbooks as a whole, including the style in which they are written, the placement of emphasis, and the amount of space granted to each topic, the following trends are evident:

I. Period of Discovery and Exploration

In the Robertson, Willson, Goodrich, Anderson, and Steele and Steele textbooks (from 1854 to 1885, inclusive), a much more detailed and
specific treatment is given this period. Events are set forth in a strict chronological order, each known explorer is mentioned and described individually, and a complete narrative of each voyage is given.

Beginning with the Montgomery text (1891), the more recent books relate the voyages and accomplishments of individual explorers directly to the desires, ambitions, and needs of the mother country; more emphasis is placed on the extent of territory claimed by interested nations, and the importance of these territories. An example of this type of approach to the topic is found in the following excerpt from the Gordy text:

Chapter I  Discovery of America  
II  Spain in the New World  
III  England in the New World  
IX  French Explorations  

Woodburn and Moran use much the same type of approach to the topic, while Casner and Gabriel state the various phases of this topic in the form of problems or questions as follows:

I  Why did Europe Discover America, rather than America Discover Europe?  
II  How did Spain Establish and Govern its American Colonies?  
III  How did France Secure and Hold for 200 Years an Empire in the New World?  
IV  How did Englishmen Build the Strongest Colonial Empire in North America?  
V  Why was England Finally Able to Win Leadership in North America?

McGuire and Portwood stress the motives of each European country in regard to America, and their respective areas of territorial influence:

Division Two. European Nations Race for Empire in America.  
3. The Spanish and French Make Vast Claims in North America.  
4. The English Establish Themselves on the Atlantic Coast.
It is therefore obvious that these more modern authors do not hold to a strictly chronological account of the discovery and exploration of the New World.

II. The Colonial Period

The textbook by Robertson does not include this period, since its subject matter concerns only the discovery and exploration of America relative to Spanish influence. In the Willson, Goodrich, Anderson, and Steele and Steele texts, strict chronological order is observed; each of the thirteen colonies is described individually, and in the order of its settlement. The political set-up in each colony is carefully recorded, and their troubles with the Indians are emphasized.

In the Montgomery text, the same chronological description of the thirteen colonies is given, each colony separately; but a section is included in this book concerning life in the colonies.

In the preface of his book (p. viii) the author Wilbur Gordy states his plan of approach to this topic in the following words:

..... the history of each group is brought down to 1689, a turning point in American History. The pupil can thus study separately the three parallel streams of colonial history, without the inevitable and almost inextricable confusion which must attend a strictly chronological treatment of the thirteen colonies, whether taken up singly or all together.

In line with the above stated plan, Gordy divides the thirteen colonies into three groups -- the Southern, Middle, and New England groups. He has selected two individual colonies to represent each group; Virginia and Maryland represent the southern colonies, New York and Pennsylvania the Middle group, and Massachusetts and Connecticut are selected as the typical New England colonies. Only the history of these colonies is given
in detail, as representative of their respective groups.

Textbooks subsequent to the Gordy book use much the same plan in the description of the colonies; in addition they include extensive sections on colonial life. Woodburn and Moran devote a complete chapter to this subject, entitled "Colonial Government and Colonial Life", Casner and Gabriel's chapter on this subject has subdivisions entitled "Ways of Getting a Living", "The Manner of Social Life", "Travel and Communication", "The Manner of Government", "Life on the Frontier", and "The Appearance of a New Type of Man, the American"; McGuire and Portwood call this section in their book "The Everyday Life in the English Colonies."

III. The American Revolution

In the discussion of this topic, textbooks by Willson, Goodrich, Anderson, and Steele and Steele maintain chronological order, both in the events leading up to the Revolutionary War, and in the progress of the war. The Montgomery text approaches the topic from a larger point of view (i.e., "From the Declaration of Independence to the Battle of Saratoga ", "From the Alliance with France to the End of the War" ); the three most recent textbooks (Woodburn and Moran, Casner and Gabriel, and McGuire and Portwood) discuss the war with relation to sections of the country, such as "War in the Middle Colonies", "War in the Southern Colonies", "Fighting West of the Appalachians", and "War on the Seas". In these texts more information is given as to the backgrounds and effects of the war, rather than to an account of the battles fought.

IV. Building the Government

Very little information is given in the earlier texts concerning
the period from the Revolutionary War to the election of George Washington. The Willson textbook devoted one page to the government under the Articles of Confederation, its subsequent failure, and the formation of a new government under the Constitution. In both the Goodrich and the Anderson texts, this subject is disposed of in two paragraphs. A quotation from the Anderson text will serve to illustrate the lack of subject matter relative to this topic in the earlier books:

It was found that by the Articles of Confederation under which the United States had existed since 1781, Congress had no power to raise money and pay the debts incurred by war. The individual states were therefore called upon for funds; but their efforts to raise them by direct taxation produced great opposition, especially in Massachusetts, where it grew to an open insurrection, known as Shay's Rebellion. This, however, was suppressed in 1787.

This rebellion and other causes convinced the people that a more powerful general government was needed. Accordingly a national convention was held at Philadelphia with Washington as President, and after four months deliberation, the Constitution was adopted September 17th, 1787. After being ratified by the requisite number of states, though not without great opposition, it went into operation on the 4th of March, 1789.2

The Steele and Steele textbook devotes one page to this topic; and the Montgomery book, six pages. In the Gordy text there is a short chapter (six pages) dealing with the breakdown of the Confederation and the formation of the Constitution.

Beginning with the Woodburn and Moran textbook, the three most recent texts give considerably more emphasis to this topic. In the book by Woodburn and Moran, the chapter entitled "Making the Constitution"

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consists of twenty-six pages; Casner and Gabriel's Problem "How Were the Thirteen Independent States United in a Single Democratic Nation?" covers twenty-three pages; and McGuire and Portwood entitle this chapter in their book "A Wise Plan of Government is Made", comprising twenty pages. In these three texts, there is an analysis and explanation of the type of government established, in addition to the story of the writing of the Constitution.

It is evident by this summary, that a definite trend can be noted in the treatment of the topic, "Building of the Government", in textbooks from 1854 to 1946. There is a general increase in the amount of space devoted to this subject; and in the three most recent texts a discussion of the plan of government under the Constitution is included.

V. Building of National Prestige

In the earlier textbooks (Wilson, Goodrich, Anderson, Steele and Steele, and Montgomery), beginning with the year 1789, American History is taken up in accordance with presidential administrations; thus chronological order is again observed. Any reference to the advancement of America from the category of a colony to that of a nation is incidental in these books.

The textbook by Gordy (adopted 1911) devotes a chapter to this topic. It is called "The New Struggle for Political Independence, and the Growth of National Feeling, 1789 to 1829." Woodburn and Moran entitle their chapter on this subject, "The New Government in Operation"; Casner and Gabriel state the problem, "How did the New Government Make its Authority Respected at Home and Abroad?"; and McGuire and Portwood entitle this chapter "The Young Republic Proves Itself Worthy of Respect."
VI. Pre-Civil War Period

Background factors (i.e., the development of sectional differences and attitudes which ultimately led to the Civil War) are mentioned only as they occur in the various presidential administrations during the first half of the nineteenth century, in the Wilson, Goodrich, Anderson, Steele and Steele, and Montgomery texts. There is no space devoted to the development of the conflict as a whole. Developing political differences between the north and south, when they are mentioned incidentally, are stressed more than the social and economic differences.

The Gordy textbook has a chapter concerning the "Slavery Question, 1841 to 1859"; Woodburn and Moran devote two chapters to the topic, "Slavery Extension", and "How the Civil War Came On"; Casner and Gabriel introduce the subject by the Problem "Why did the United States Divide into Two Warring Sections?"; and Division Six in the McGuire and Portwood text, concerning the Civil War, contains a chapter on the backgrounds of the war, entitled "The North and South Drift Far Apart." In these textbooks social, economic, and political differences existing and accumulating between the two sections of the country are given equal consideration.

VII. Civil War and Reconstruction

Textbooks of the earlier and the more recent periods vary little as to the information contained in the chapter concerning the Civil War. In the earlier texts, such as Willson, Goodrich, Anderson, Steele and Steele, and Montgomery, however, the war is given the expected chronological treatment (e.g., "Events of 1861", "Events of 1862", etc.) with more detail in the discussion of individual battles. In the more recent texts (Gordy, Woodburn and Moran, Casner and Gabriel, and McGuire and
Portwood) the progress of the war is discussed with regard to the areas of the country wherein the campaigns were carried on, rather than in strict time order. In these books, the tendency was to list and discuss only the more important battles. The Reconstruction Period in these later books stresses the effects of the Civil War from the social and economic point of view, while the earlier texts tend to place more emphasis upon the political troubles prevalent during the period of Reconstruction.

VIII. Rise of Industrialism and Capitalism

Only the most recent four textbooks used in this study contain subject matter devoted to the rise of industrialism and the development of capitalism in the United States. They are the Gordy, Woodburn and Moran, Casner and Gabriel, and McGuire and Portwood texts. Quotations of chapter titles and space allotments are given below, to show the various aspects of the topic discussed, and the emphasis devoted to them.

Gordy -- Chapter XXIV. Some Industrial, Economic, Social and Political Conditions and Problems of the Present ..................... 21 pages
Woodburn and Moran -- Chapter XXXVII. Manufactures, Agriculture, and Transportation, 1865 to 1926 .................. 20 pages
Chapter XXXVIII. Problems of Labor and Capital .................... 6 pages

The four textbooks listed above treat the topic with much similarity, stressing the importance of America's natural resources, the invention of new machinery, and the establishment of large enterprises, and the problems of labor and capital.
IX. World War I

The most recent three textbooks (Woodburn and Moran, Casner and Gabriel, and McGuire and Portwood) contain information relative to the first World War. Quotations of chapter titles and pages covered by this topic in each textbook will illustrate the respective authors' methods of approach to the topic, and the space allotment granted it in each book.

Woodburn and Moran -- Chapter XXXV. The Beginning of the World War, 1914 .......................... 8 pages
Chapter XXXVI. America and the World War 17 pages

Casner and Gabriel -- Problem Twenty-three. How did the United States Help the Allies Win the World War? .................. 25 pages

McGuire and Portwood -- Chapter 18. World War Created New International Relations...... 27 pages

Treatment of this topic is very similar in the three textbooks; but Chapter 18 of the McGuire and Portwood text also includes a discussion of the United States' part in World Peace efforts, whereas in the other two textbooks, this topic is contained in a separate chapter.

X. From 1920 to the Present Time

Three textbooks deal with this topic -- the Woodburn and Moran, Casner and Gabriel, and the McGuire and Portwood. Again chapter titles from each text will be quoted to point out the subject matter included in the respective authors' discussions of this period.

Woodburn and Moran -- Chapter XI. Problems of the New Reconstruction (following World War I) 22 pages

Casner and Gabriel -- Problem Twenty-Four. How Has the United States Promoted World Peace? .......................... 27 pages
Problem Twenty-five. How did a New Knowledge and New Ways of Making a Living Change American Life? .................. 33 pages
Problem Twenty-six. How Has American Government Changed Since the World War, 1918--1937? .......................... 34 pages
As evidenced by their chapter titles, these three textbooks, in dealing with the period from 1920 to the present, tend to stress the effects of science and invention upon American life, political, social, and industrial problems, and the development of better citizenship with a view toward the promotion of world peace.

Several textbooks used in the schools of the state of Indiana have contained supplementary sections devoted to the History of Indiana. Of the ten textbooks selected for this study, three have included an Indiana History Supplement -- those by Anderson, Gordy, and Woodburn and Moran.

The Indiana State Board of Education received a suggestion from The Society of Indiana Pioneers relative to the inclusion, by law, of an Indiana History supplement in each history textbook in use in the state's public schools.3

This Society was then instructed by the Board of Education to appoint a competent committee to study the question and report its conclusions.

3Minutes of Board of Education Meeting, State of Indiana, for January 16th, 1920, p. 198.
This committee made the following report to the Board of Education on February 13th, 1920: their recommendations are recorded in the Minutes for the Board of Education meeting for that day.

(1) That the total time devoted to History in the eighth grade be divided between United States History, Indiana History, and local History, involving as much as may be of the Civil Government of Indiana.

(2) That, as a means of placing the information in the hands of the students, a special chapter such as is not included in the Gordy History be continued in the next textbook adopted, and that such chapter shall include a bibliography of thirty titles.

(3) In order that the state history of Indiana and the local history may be taught in a better way, an advisory committee composed of one member from each congressional district be and is hereby offered to the State Board of Education. That the sole purpose and function of said advisory committee shall be an earnest endeavor to persuade city, town, and county superintendents of schools, township trustees, and teachers, and other persons to cooperate in an effort to develop state and local history.

In the next year (1921), the history by Woodburn and Moran became the state-adopted history text, and there is a supplement in this book, entitled "The History and Government of Indiana", in accordance with the recommendations to the State Board of Education.

The two state-adopted textbooks examined for this study, which are more recent than the Woodburn and Moran are the Casner and Gabriel, and the McGuire and Portwood (1941 and 1946, respectively); and they do not contain an Indiana History supplement. However, instruction in
Indiana History is given during the eighth grade, in Indiana public schools, using as its basis, either a state-approved textbook in Indiana History, or a suitable workbook with supplementary reference readings.
CHAPTER IV

ILLUSTRATIONS

Today illustrations are regarded by educators as a very important aspect of the textbook. This was not always true. The illustrations in the earlier texts, if they existed at all, are only incidental, and at times bear little relationship to the printed matter of the textbook.

The authors of the most recent state-adopted text in American History make the following observation regarding illustrations in their message to their student readers:

There are maps, charts, picture graphs, and pictures. All have been selected because they carry further the message of the printed word. By studying these, you will understand more clearly and remember more fully the meaning of the text.4

The above quotation is significant. It can be shown that the number of illustrations has greatly increased in the more recent texts over those of the earlier years. Not only is the number greater, but the type of illustrations is more varied in the recent texts. The average size of illustrations has also increased. Beginning in 1881, the double-page illustrations came into existence and continue to the present time. Subjects of illustrations found in the ten textbooks examined have become more numerous. In the earlier texts maps, portraits, and engravings were used almost exclusively; in the more recent books are included, in addition to the maps and portraits, actual photographs of persons, places and events. Cartoons and graphs are employed in the modern texts to illustrate in a concise fashion the subject matter of the topics under consideration. Tables 6 and 7 will point out these changes which have taken place from 1854 to 1946 relative to textbook illustration.

### Table 6
**Number, Kind, and Size of Illustrations in Seventh and Eighth Grade American History Textbooks from 1854 to 1946**

<table>
<thead>
<tr>
<th>Author</th>
<th>Number</th>
<th>Kind</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robertson</td>
<td>none</td>
<td>&quot;.....&quot;</td>
<td>1 inch to one page</td>
</tr>
<tr>
<td>Wilson</td>
<td>95</td>
<td>50 maps</td>
<td>1 inch to one page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(majority very small)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>45 pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>portraits and drawings</td>
<td></td>
</tr>
<tr>
<td>Goodrich</td>
<td>60</td>
<td>engravings</td>
<td>1/2 page</td>
</tr>
<tr>
<td>Anderson</td>
<td>54</td>
<td>36 maps (4 in color)</td>
<td>1/2 page to one page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13 pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>engravings and drawings</td>
<td></td>
</tr>
<tr>
<td>Steele and Steele</td>
<td>85</td>
<td>19 maps (5 in color)</td>
<td>1/2 page to double page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>67 pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>portraits and drawings</td>
<td></td>
</tr>
<tr>
<td>Montgomery</td>
<td>48</td>
<td>21 maps (16 in color)</td>
<td>1 inch to double page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27 pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>portraits and drawings</td>
<td></td>
</tr>
<tr>
<td>Gordy</td>
<td>292</td>
<td>38 maps (7 in color)</td>
<td>1/2 page to double page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>254 pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>portraits, photographs, drawings</td>
<td></td>
</tr>
<tr>
<td>Woodburn and Moran</td>
<td>287</td>
<td>57 maps (9 in color)</td>
<td>1 inch to double page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>250 pictures (8 in color)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>portraits, photographs, drawings, a few charts</td>
<td></td>
</tr>
<tr>
<td>Casner and Gabriel</td>
<td>305</td>
<td>62 maps (1 in color)*</td>
<td>1 inch to double page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>192 pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>23 graphs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 cartoons</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12 song reprints</td>
<td></td>
</tr>
<tr>
<td>McGuire and Portwood</td>
<td>305</td>
<td>62 maps (1 in color)</td>
<td>1/2 page to double page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>190 pictures (7 in color)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>47 graphs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 cartoons</td>
<td></td>
</tr>
</tbody>
</table>

*The absence of colored maps and plates in the book thus designated is explained in the frontispiece of the book, as follows:*

**A WARTIME BOOK**

This complete edition is produced in full compliance with the government's regulations for conserving paper and other essential materials. 1944
### TABLE 7
SUBJECTS AND PURPOSES OF ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Author</th>
<th>Subjects</th>
<th>Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robertson</td>
<td>Portraits, maps, drawings of scenes</td>
<td>To illustrate printed material.</td>
</tr>
<tr>
<td>Willson</td>
<td>Portraits, pictures of buildings, chins, action scenes.</td>
<td>To supplement printed material.</td>
</tr>
<tr>
<td>Goodrich</td>
<td>Maps, drawings of scenes, portraits</td>
<td>To illustrate printed material.</td>
</tr>
<tr>
<td>Anderson</td>
<td>Maps, portraits, drawings of scenes</td>
<td>To illustrate printed material.</td>
</tr>
<tr>
<td>Steele and Steele</td>
<td>Maps, portraits, drawings of scenes</td>
<td>To illustrate printed material.</td>
</tr>
<tr>
<td>Montgomery</td>
<td>Maps, portraits, miscellaneous pictures</td>
<td>To illustrate printed material.</td>
</tr>
<tr>
<td>Gordy</td>
<td>Maps, portraits, action scenes, miscellaneous pictures, signatures, photographs of documents</td>
<td>To clarify printed material.</td>
</tr>
<tr>
<td>Woodburn and Moran</td>
<td>Maps, portraits, miscellaneous pictures, photographs, charts.</td>
<td>To clarify printed material.</td>
</tr>
<tr>
<td>Casner and Gabriel</td>
<td>Maps, portraits, miscellaneous drawings, graphs, cartoons, and reprints of songs.</td>
<td>To clarify printed material.</td>
</tr>
<tr>
<td>McGuire and Portwood</td>
<td>Maps, portraits, miscellaneous drawings, graphs, cartoons.</td>
<td>To clarify printed material.</td>
</tr>
</tbody>
</table>

Marcius Willson, author of *History of the United States*, explains the inclusion of his many small maps by saying:

"...Small maps, at the bottoms of the pages, give the localities of all important places mentioned, and furnish that kind of geographical information respecting them, without which the history can be read with little interest or profit."

John J. Anderson, author of *A Grammar School History of the United States*, makes this observation concerning the use of maps:

A knowledge of history can never be acquired so as to make the acquisition permanent and useful unless, at the same time, the geography of the narrative is well understood... of the importance of uniting the two studies of history and geography no practical teacher need be informed. By associating events with places, both are more permanently impressed upon the mind.

The authors, Casner and Gabriel, of the textbook *The Rise of American Democracy*, make the following acknowledgement concerning their illustrations:

Mr. Herbert J. Gate's drawings, Mr. Fred G. Cooper's cartoons, Mr. Rudolf Modley's pictorial charts and graphs, and Mr. Robert Bell's picture maps contribute immeasurably to the visual appeal of this text. We are grateful to these artists for their faithful interpretation of our ideas.

McGuire and Portwood, authors of *The Rise of Our Free Nation*, state the purposes of their illustrations in their message to the readers of the textbook:

There are maps, charts, picture graphs, and pictures. All have been selected because they carry further the message of the printed word. By studying these, you will understand more clearly and remember more fully the meaning of the text.

In Table 7 the author's use of the words "supplement", "illustrate", and "clarify" perhaps requires some explanation. The word, "supplement" was used to denote the adding of interest only, with no particular reference to the addition of any knowledge by way of the illustrations. The word "illustrate" designates the use of pictures in

---


connection with particular topics, but with little or no further explanation of the pictures themselves. The term, "Clarify" is used in connection with textbooks wherein there are pictures, charts, graphs, etc., which help to explain or make clear the particular topic or story being considered, and which are also given a comment or explanation themselves.

In the more recent textbooks in American History, illustrations have definitely improved as to number, kind, size, and effectiveness; they are better planned to stimulate interest on the part of the student readers, and to aid in efficient instruction.
CHAPTER V

AIMS AND OBJECTIVES OF STATE-ADOPTED AMERICAN HISTORY TEXTS

As educators and students of education, we have heard the words "aims and objectives", reiterated again and again. The importance of aims and objectives cannot be over-emphasized.

In order to produce a well-constructed textbook, the author must have constantly in mind his particular aims and objectives. This makes his activity purposeful; and purposeful activity on the part of the writer calls forth that same characteristic on the part of the reader.

Aims and objectives given by authors of the ten textbooks examined in this study will be set down in the following pages, in the respective authors' own words in order that they may be noted for both content and meaning, and phraseology.

Robertson's aims and objectives are stated in the Preface of his book, The History of the Discovery and Conquest of America, as follows:

It is ... confidently trusted that the present edition of this interesting history will be found deserving of an extensive circulation among the young; and that it will possess sufficient attraction to draw their minds from the regions of fiction and romance into that wide field of historical knowledge which is both interesting and useful -- but from which it is too frequently excluded by the voluminous nature and great expense of many of our most valuable works.

Marcius Willson, in the History of the United States, (School Edition) states no aims or objectives, but places the following remarks to the public in his Introduction to the textbook:

In offering the following History to the public, a few remarks appear necessary to point out those particulars in which it is believed to possess peculiar merits. Of the adaptation of the style to the object intended, and of the moral and general influence of the work, the public alone must be the judges.
Samuel Goodrich, author of *The American Child's Pictorial History of the United States*, makes only the following statement as his purpose for the book:

It has been prepared at the express request of large numbers of teachers who have felt the need of a book going over the same ground as "Pictorial History", but adapted to pupils.


This work is intended for advance classes in grammar schools. The leading aim in its preparation has been to narrate the events, as well as their causes, details, effects, and connection with each other, in the most concise language consistent with the clearness and fulness necessary for the proper understanding of the subject, American History.

A more complete statement of purpose is given by Steele and Steele, authors of *A Brief History of the United States*:

This work has been prepared with the following design: to state only those important events in our history which every American citizen should know, and to tell them in such a way as to arouse the pupil's interest and inspire enthusiasm for the study. In carrying out this idea, the author has sought to avoid all sectional and partisan statements; to explain from the standpoint of the Union, those principles, which coming to an issue at different times, have been decided by the progress of events; and, incidentally, to inspire, by the sweep of the story, a love for our common country, and an intelligent solicitude for her destiny.

David H. Montgomery, author of *The Leading Facts of American History*, in his Prefatory Note, states concisely his aims:

This work is based on a careful study of the highest recognized authorities on the subject. Its purpose is to present in a clear, connected and forcible manner the important events in the history of our country. The author has three objects in view — accuracy of statement, simplicity of style, and impartiality of treatment.
Wilbur Gordy, in his book *A History of the United States for Schools*, reverted to a longer, more narrative statement of aim:

The function of both the writer and the teacher of history is to explain the meaning of human life as revealed in the records of the past. In the case of both the historian and the teacher, much depends upon a nice discrimination in choosing typical facts, for their nature rather than their number should be the guiding principle. This is especially true in the teaching of history in the grammar grades, where the purpose is not so much to acquire a considerable body of knowledge as to develop in the pupil an interest in history and a taste for historical reading. In this book, care has been taken not only to select typical events but to group them so that their full value may be appreciated as causes or as results.

The aims and objectives of Woodburn and Moran, in their book, *Elementary American History and Government*, are stated in the preface as follows:

In this school history of the United States we have endeavored to tell the story of our national development from the time of Columbus to the present day. In doing this we have emphasized those larger movements which are characteristic of our American life... We have given more than the usual amount of space to the various aspects of our foreign relations. We realize that an understanding of these and kindred topics is essential in this day to an intelligent citizenship. By the introduction of a considerable amount of correlated material on American government, we have sought to make it easier for teachers to introduce instruction in Civil government of the United States. We have placed particular emphasis upon the history of our social and industrial progress.

In the foreword of their book, *The Rise of American Democracy*, Casner and Gabriel list the following aims:

...to give a comprehensive story of the unfolding of American life in its economic and social, as well as its political aspects... to make clear how Americans have come to live and to believe as they do... to show today's pupils how American democracy is fitted to meet new problems. Facts are not studied in isolation, but are presented to give meaning to the main idea. These ideas or concepts will remain long after isolated facts have been forgotten.
A thoroughly modern approach is taken by authors McGuire and Portwood, of Rise of Our Free Nation. They have inserted the statement of their aims and objectives in their message to the student readers -- a challenging message which contains these words:

Young Americans, yours is a rare privilege. You have been given the opportunity to live in one of America's great testing times. With your own eyes you can see history in the making...this republic has survived all threats, to become a full-grown nation in which the ideals of freedom and justice are held dear. Through the years men have been willing to fight, and if necessary, to die in order that that freedom might be preserved. As young citizens, who will become the leaders of tomorrow, it is your right to know how this great free nation developed.

We have written this book to help you gain that knowledge. In its pages you will find described the principal events that have shaped the nation's life. It has been our purpose to present the broad sweep of history, and yet at the same time to make many exciting and thrilling incidents live again. By doing this, we believe that we have written a book that you will like to read.

In a few short years, you who are young citizens today, will take your place among those who are responsible for the nation's welfare. "The Rise of Our Free Nation" will help you to understand how the principles of freedom and democracy have come to us, and how they can be preserved.

A summary showing the trends in the aims and objectives stated in the ten seventh and eighth-grade textbooks examined for this study can be made by listing the authors of the books, the year of state-adoption or local use in Indiana, and the aims as expressed by the authors. This summary appears below:

Robertson, 1854:
1. to draw the minds of the young to the study of history, which is both interesting and useful.

Willson, 1864 — no aims stated.

Goodrich, 1871:
1. to prepare a history especially adapted to school pupils.
Anderson, 1871:
1. to narrate the events in American history, as well as their causes, details, effects, and connections with one another.

Steele and Steele, 1885:
1. to state the important events of history.
2. to arouse pupil's interest and enthusiasm.
3. to inspire love for country, and intelligent solicitude for its destiny.

Montgomery, 1891:
1. to present in a clear, connected, and forcible manner the important events in the history of our country.
2. to maintain accuracy of statement.
3. to present material in simple style.
4. to maintain impartial treatment of topics.

Gordy, 1911:
1. to explain the meaning of human life as revealed in the records of the past.
2. to develop in the pupil an interest in history and a taste for historical reading.

Woodburn and Moran, 1921:
1. to tell the story of our national development.
2. to emphasize the larger movements characteristic of American life.
3. to develop an intelligent citizenship through the understanding of our own government and those of foreign nations.
4. to emphasize our social and industrial progress.

Casner and Gabriel, 1941:
1. to give a comprehensive story of American life, in its economic, social, and political aspects.
2. to encourage democracy.
3. to emphasize ideas and concepts rather than facts.

McGuire and Portwood, 1946:
1. to promote an understanding of the development of America, a great free nation.
2. to teach the principles of freedom and democracy and their preservation.

The above summary of aims and objectives as stated in the ten state-adopted or state-recommended American history textbooks representing the years 1854 to 1946 indicates the following trends in the more recent textbooks over the earlier ones:

(1) an emphasis on larger movements in American history.

(2) an emphasis on social and economic progress, rather than
purely political progress.

(3) an emphasis on the development of intelligent citizenship through an understanding of the principles of democracy.

(4) an emphasis on the understanding of ideas and concepts, rather than a great stress upon the acquisition of factual information.

(5) a definite effort to appeal to the pupil's interest in, and enthusiasm for, the study of American History.
CHAPTER VI

TEACHING AIDS PROVIDED IN THE STATE-ADOPTED
AMERICAN HISTORY TEXTBOOKS, 1854 TO 1946

Teaching aids serve as a guide to both teacher and pupil. To the teacher of history, they represent a basis for directing the learning of the pupils, a wealth of new ideas, and a time-saving device. For the pupil, they furnish a guide in developing better habits of study, and criteria for determining what has been learned.

Due to the changes that have taken place in the American public school system in the years between 1854 and 1946, and the consequent changes in methods of instruction, as well as the shifting of emphasis upon the material studied, we may expect a change in the types of teaching aids prevalent in the textbooks used.

These changes can best be itemized in tabular form. Table 8 presents a picture of these various teaching aids, as to the type provided, and their location in the textbook.

TABLE 8

TYPE AND LOCATION OF TEACHING AIDS
IN AMERICAN HISTORY TEXTBOOKS

<table>
<thead>
<tr>
<th>Author</th>
<th>Type of Teaching Aids</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robertson</td>
<td>Index (alphabetized)</td>
<td>End of book.</td>
</tr>
<tr>
<td>Willson</td>
<td>Questions, Notes, Supplementary Chapter -- History of Canada</td>
<td>Margin of page, Bottom of page</td>
</tr>
<tr>
<td></td>
<td>Supplementary Chapter -- History of Mexico</td>
<td>Appendix</td>
</tr>
<tr>
<td></td>
<td>Constitution of the United States</td>
<td>Appendix</td>
</tr>
</tbody>
</table>

Continued on the following page
<table>
<thead>
<tr>
<th>Author</th>
<th>Type of Teaching Aids</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodrich</td>
<td>Questions (numbered same as paragraphs)</td>
<td>Bottom of page</td>
</tr>
<tr>
<td>&amp;</td>
<td>Preface &quot;To Teachers&quot; explaining use of maps, questions, reviews</td>
<td>Preface</td>
</tr>
<tr>
<td></td>
<td>Section &quot;How to Teach History&quot; explaining assignment, recitation, reviews</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Questions (numbered same as paragraphs)</td>
<td>Bottom of page</td>
</tr>
<tr>
<td></td>
<td>Chronological Recapitulation (list of dates mentioned in chapter)</td>
<td>End of chapter</td>
</tr>
<tr>
<td></td>
<td>Review Questions</td>
<td>End of chapter</td>
</tr>
<tr>
<td></td>
<td>Notes (interesting sidelines on topics covered in chapter)</td>
<td>End of chapter</td>
</tr>
<tr>
<td></td>
<td>Table listing Presidents, and Vice-Presidents of the United States</td>
<td>End of book</td>
</tr>
<tr>
<td></td>
<td>Table showing settlement and admission of the states</td>
<td>End of book</td>
</tr>
<tr>
<td></td>
<td>Appendix</td>
<td>End of book</td>
</tr>
<tr>
<td></td>
<td>a. Declaration of Independence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Constitution of United States (with questions)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Washington's Farewell Address</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions for Topical Study and Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Brief History of Indiana - by James A. Barns.</td>
<td></td>
</tr>
<tr>
<td>Anderson</td>
<td>&quot;Suggestions to Teachers&quot; explaining construction of textbook and use of teaching aids.</td>
<td>Front of book</td>
</tr>
<tr>
<td></td>
<td>Notes</td>
<td>Bottom of page</td>
</tr>
<tr>
<td></td>
<td>References for Reading</td>
<td>End of chapter</td>
</tr>
<tr>
<td></td>
<td>Blackboard Analysis (outline of preceding chapter)</td>
<td>End of book</td>
</tr>
<tr>
<td></td>
<td>Questions for class use</td>
<td>End of book</td>
</tr>
<tr>
<td></td>
<td>Historical recreations (interesting sidelines, incidents, etc.)</td>
<td>End of book</td>
</tr>
<tr>
<td></td>
<td>Declaration of Independence</td>
<td>End of book</td>
</tr>
<tr>
<td></td>
<td>Constitution of United States (with questions)</td>
<td>End of book</td>
</tr>
<tr>
<td></td>
<td>Table showing settlement and admission of states</td>
<td>End of book</td>
</tr>
<tr>
<td></td>
<td>Table listing Presidents and Vice-Presidents</td>
<td>End of book</td>
</tr>
<tr>
<td>Steele and</td>
<td></td>
<td></td>
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<tr>
<td>Steele</td>
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</tr>
</tbody>
</table>

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### TABLE 3 -- Continued

<table>
<thead>
<tr>
<th>Author</th>
<th>Type of Teaching Aids</th>
<th>Location</th>
</tr>
</thead>
</table>
| Montgomery | Heavy type paragraph headings  
Notes (pronunciations and additional information on topics of the page  
Summary  
Declaration of Independence  
Constitution of the United States  
Table of states and territories  
Table of Presidents  
List of the principal dates in American History  
List of reference books on American History  
Table of boundaries of United States  
Tables showing population by periods  
Table showing basis for representation  
Questions for examination  
Topical analysis of American History ("for slate and blackboard")  
Index (alphabetized) | Each page  
Bottom of page  
End of chapter  
End of book  
Appendix  
Appendix  
End of book  
End of book  
End of book  
End of book  
End of book  
End of book  
End of book |
| Gordy | Preface -- explaining construction and use of the text  
List of references (approximately five or six books)  
"To the Pupils" -- a list of projects and suggestions for further work in connection with material studied  
Notes -- extra items of interest relating to material studied  
Chronology -- list of important dates  
Topical review in American History -- an outline consisting of 25 major tonics with page references to text  
Declaration of Independence  
Charts showing steps leading to the writing of the Constitution, the three branches of government, etc.  
Constitution of the United States  
Table of states and territories  
Table of Presidents of United States  
Index (alphabetized)  
History of Indiana | Preface  
Beginning of each chapter  
End of chapter  
End of chapter  
End of book  
Appendix "A"  
Appendix "B"  
Appendix "C"  
Appendix "D"  
End of book  
End of book |

Continued on following page
### TABLE 3 -- Continued

<table>
<thead>
<tr>
<th>Author</th>
<th>Types of Teaching Aids</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodburn and Moran</td>
<td>Heavy type paragraph headings&lt;br&gt;Notes -- relevant to topic considered&lt;br&gt;Questions and Suggestions&lt;br&gt;References for additional reading&lt;br&gt;Pronunciation list -- for words encountered in the chapter&lt;br&gt;History and Government of Indiana&lt;br&gt;Declaration of Independence&lt;br&gt;Constitution of the United States&lt;br&gt;Topical outline for the blackboard&lt;br&gt;Each chapter given a brief outline&lt;br&gt;Dates of important events, in order&lt;br&gt;Table of the Presidents&lt;br&gt;State Statistics -- dates of admission, area, population.&lt;br&gt;United States Statistics -- area, population by decades, representation, electoral votes, etc.&lt;br&gt;Index (alphabetized)</td>
<td>Each page&lt;br&gt;Bottom of page&lt;br&gt;End of chapter&lt;br&gt;End of chapter&lt;br&gt;End of chapter&lt;br&gt;End of book&lt;br&gt;Appendix&lt;br&gt;Appendix&lt;br&gt;End of book&lt;br&gt;End of book&lt;br&gt;End of book&lt;br&gt;End of book&lt;br&gt;End of book&lt;br&gt;End of book</td>
</tr>
<tr>
<td>Casner and Gabriel</td>
<td>How to Use This Book -- a list of 11 steps in mastery of the lesson. Directed to both teachers and pupils&lt;br&gt;&quot;Exploring the Problem&quot; -- introductory questions preceding chapter&lt;br&gt;Word list --&lt;br&gt;Activities -- list of suggestions for pupil projects, etc.&lt;br&gt;Conclusions -- list of questions with multiple choice answer lists&lt;br&gt;Declaration of Independence&lt;br&gt;Constitution of the United States&lt;br&gt;Index (alphabetized)&lt;br&gt;Table listing Presidents, dates.&lt;br&gt;Table listing states admission</td>
<td>Introduction&lt;br&gt;Beginning of each chapter&lt;br&gt;Precedes chapter&lt;br&gt;End of chapter&lt;br&gt;End of chapter&lt;br&gt;End of book&lt;br&gt;End of book&lt;br&gt;End of book&lt;br&gt;End of book&lt;br&gt;End of book&lt;br&gt;End of book&lt;br&gt;End of book</td>
</tr>
</tbody>
</table>
| McGuire and Portwood     | "Words We Should Know" -- word list.<br>"People We Should Know" -- important persons figuring in chapter.<br>Discussion questions<br>Map suggestions -- time graph ideas<br>Declaration of Independence<br>Annotated Constitution of United States<br>Table of Presidents<br>Table of States<br>Index (alphabetized) | End of chapter<br>End of chapter<br>End of chapter<br>End of chapter<br>Appendix<br>Appendix<br>End of book<br>End of book<br>End of book<br>End of book
Teaching aids provided in each of the ten textbooks examined for this study do not vary greatly as to number. With the exception of the Robertson book, all of the texts are well-equipped with teaching aids.

The types of teaching aids most frequently found in the ten textbooks are listed below. The figure quoted in each case represents the number of texts featuring that particular type of teaching aid.

Index .......... 10
Questions .......... 9
Arranged in alphabetical order.
Review of examination questions covering the subject matter studied. Appear at end of page, chapter, or book.

Constitution of the United States, 8
Notes ............. 7
At end of book. Some annotated.
Footnotes, giving further explanation of the context; others at end of chapter, giving supplementary information or interesting anecdotes related to topic studied; some at end of book, featuring biographies or stories of important events, etc.

Table of Presidents and Vice-Presidents ....... 7
Majority of tables present information as to dates of birth, death, inauguration, term of office, birthplace, party affiliation.

Tables of States.... 7
Information regarding dates of admission into the Union, area, population, etc.

Declaration of Independence ...... 7
Introduction ...... 4
At end of book.
Information concerning construction of the text. Advice to teacher and pupils concerning use of the text. In some cases stated in the preface; in other cases given a special heading.

References for supplementary reading .......... 4
Suggestions to the pupil for further reading. Usually given at end of chapter or unit.

Topical analysis .. 4
Summary outline of subject matter studied. Given at end of chapter of end of book.

History of Indiana Supplement ....... 3
At end of book.

One modern trend in teaching aids may be noted in the two most
recent textbooks, the Casner and Gabriel, and the McGuire and Fortwood. These books contain a type of teaching aid which might be called "learning aids" rather than "teaching aids". The authors of these texts direct their remarks and suggestions especially to the student reader, and include, instead of the usual factual questions, various problems, projects, and discussion topics, with a view toward promoting self-activity on the part of the pupil. By including a large variety of such problems and projects they tend to motivate the learning of each individual pupil, through an appeal to special interests and attitudes.
CHAPTER VII

TRENDS IN SEVENTH AND EIGHTH GRADE AMERICAN HISTORY TEXTBOOKS ADOPTED FOR USE IN INDIANA PUBLIC SCHOOLS, 1854 TO 1946

In this study, a thorough examination has been made of seventh and eighth grade American History textbooks adopted by the state of Indiana for use in its public schools at approximately ten year intervals over the period, 1854 to 1946.

These textbooks have been analyzed according to authorship, facts of publication and mechanical makeup, content, illustrations, aims and objectives, and teaching aids.

In this chapter the findings related to the problems stated in the Introduction are summarized. They are stated as follows:

Problem 1. What major changes in mechanical features have occurred in the development of representative seventh and eighth grade American History textbooks since 1854?

Findings:

(1) The authors of the more recent texts tend to be more closely associated with the schools, occupying positions as teachers, principals, supervisors, and superintendents, as illustrated by Table 2, on page 8, of this study.

(2) No appreciable difference can be observed in the binding of the textbooks examined. The earliest text (Robertson) is bound in leather, and all remaining books are bound in cloth, as pointed out in Table 3, on page 9.

(3) The over-all size of the more recent books tends to be
greater than that of the earlier ones. Measurements of the ten texts 
examined range from $4 \times 6\frac{1}{2}$ (Robertson, 1854) to $5\frac{5}{8} \times 9\frac{1}{2}$ (McGuire and 
Portwood, 1946).

(4) The more recent textbooks contain a greater number of pages, 
as shown in Table 3, page 9.

(5) The quality of paper used has seemingly improved. The more 
recent textbooks show the use of a heavier type paper of a smoother tex-
ture. This difference, however, may be partially due to the fact that 
deterioration of the paper in older texts would tend to make a complete-
ly fair and valid judgment impossible. All of the texts examined were 
Machine Finished books, except the McGuire and Portwood text (1946) which 
is a Sized and Super-Calendared Book, thus effecting a highly glossed 
finish to its pages.

(6) There is no appreciable difference in the marginal measure-
ments, as a review of Table 4 (page 10) will show.

(7) In the more recent textbooks there is an increase in the 
number of illustrations, as well as an increase in types and subjects 
of illustrations offered. Photographs, cartoons, graphs, and charts 
are among the latest innovations.

(8) The size of illustrations ranges from one inch to one page 
illustrations in the earlier textbooks to double page plates in the more 
recent texts. Information as to the sizes of illustrations is given in 
Table 6.

(9) There is a greater use of color, both in maps and in pic-
tures in the later textbooks, an exception occurring in the case of the 
Casner and Gabriel text (published in 1944), a wartime, book, and there 
fore subject to the wartime emergency regulations concerning color plates.
(10) The illustrations in the more recent textbooks do more toward clarifying the printed material, and are more definitely related to the subject matter of the text.

(11) The ten textbooks examined in this study do not vary greatly in the number of teaching aids offered. With the exception of the Robertson text, all the textbooks have a sufficient number. The teaching aids most frequently provided are the alphabetized index, review questions, notes giving supplementary information, the Constitution of the United States, tables listing presidents and vice-presidents, tables showing the admission of states into the Union, references for supplementary reading, The Declaration of Independence, topical outlines for review, and introductory information regarding the construction and use of the text, with suggestions to teachers and students. Three of the textbooks (Anderson, Gordy, and Woodburn and Moran) contain an Indiana History supplement.

Teaching aids in the most recent two textbooks (Casner and Gabriel and McGuire and Portwood) are organized in the form of problems, projects, and discussion topics, rather than in the form of factual questions, outlines and reviews.

Problem 2. What changes have been made in the aims and objectives of history textbooks?

Findings:

(1) In the more recent textbooks, emphasis is placed on the teaching of larger movements in American History, as contrasted with the mere recital of factual incidents in chronological order, as in the earlier books.
(2) The recent textbooks promote the teaching of social and economic progress of the nation, as well as the political progress.

(3) In the more recent texts, there is a greater emphasis placed upon the development of intelligent citizenship, through an understanding of the principles of democracy.

(4) In the modern textbooks, a definite effort to appeal to the pupil's interest in and enthusiasm for, the study of history is stated as a necessary objective for effective instruction.

**Problem 3.** What changes have there been in presentation of, and emphasis upon the various topics in American History?

**Findings:**

(1) Period of Discovery and Exploration.

In the earlier textbooks a much more detailed and specific treatment is given of this period. Events are in strict chronological order, the contributions of each explorer is described individually, and a complete narrative of each voyage is given.

In later texts, voyages and accomplishments of explorers are directly related to the ambitions and needs of the mother country, and more emphasis is placed upon the extent and importance of territory gained as a result of the explorations.

(2) Colonial Period.

The story of each of the thirteen colonies is told individually in the earlier textbooks, Emphasis is placed upon the political conditions in the colonies.

The later texts discuss the colonies as to types, rather than individually; grouping of the colonies into the three basic sectional divisions (New England, Middle, and Southern) is commonly practiced.
in the more recent texts. More emphasis is placed upon life in the
colonies from the standpoint of its social, economic, moral, and relig-
ious phases.

(3) The American Revolution.

In relating events leading up to the Revolution, the older
texts stress the political and legal causes of friction. Battles are
listed in detail during the war and are in chronological order.

In the more recent texts, the greater emphasis is on the
moral and economic causes of the Revolution. More information is given
on backgrounds, causes, and effects of the war, than on the battles.

(4) Building the Government.

There is very little information relative to this topic in
the earlier texts. In more recent ones, the writing of the Constitution
and the plan of the government are given more space and greater emphasis.

(5) Building of National Prestige.

There is no particular mention of this topic in the early
textbooks. Any reference to it is incidental and is incorporated into
the chronological listing of events under presidential administrations.

More recent texts devote complete chapters to the development
of the American nation, expansion of its territory, and the increase in its
importance among other nations.

(6) Pre-Civil War Period.

The development of sectional differences between the north and
south and events contributing to the Civil War are mentioned, in the earlier
textbooks, only as they occur in the various presidential administrations.
There is no mention of the entire movement as a whole.
The newer texts devote an entire section to the problems of the pre-Civil War period. Social, economic, and political differences between the two sections of the country are analyzed.

(7) Civil War and Reconstruction.

The textbooks examined in this study varied little as to the information contained in the chapters devoted to the Civil War. In the earlier texts, however, the battles were enumerated in great detail, and in chronological order, while in the later texts they were given according to area, rather than in strict time order.

The Reconstruction period, in the later texts, stresses the effects and results of the Civil War from a social and economic point of view, while older texts place more emphasis upon political troubles prevalent during the period of Reconstruction.

(8) Rise of Industrialism and Capitalism.

Only the four most recent textbooks contain subject matter devoted to this topic. The treatment of the topic is very similar among the four books.

(9) World War I.

The most recent three texts deal with this topic; their treatment of the subject is similar.

(10) From 1920 to the Present Time.

The most recent two texts stress, in this period, the effect of science and invention upon American life, social, political, and economic changes, need for racial tolerance, and the development of better citizenship with a view toward the promotion of world peace.
In the light of the findings which have been summarized in preceding pages of this chapter, the following conclusions may be drawn, regarding the trends in seventh and eighth grade American History textbooks of the period, 1854 to 1946:

I. Changes in mechanical features.

(a) More recent textbooks are greater in over-all size.

(b) They contain a greater number of pages.

(c) The quality of paper has improved, showing a tendency toward heavier weight and smoother texture.

(d) Illustrations in the more recent texts are more numerous and more varied in type and subject.

(e) A greater use of color is evident in the more recent textbooks, both in maps and in pictures.

(f) The size of illustrations is greater.

(g) In the two most recent textbooks, teaching aids are organized into problems, projects, and discussion activities, rather than factual questions and reviews.

II. Changes in aims and objectives.

(a) In recent textbooks, emphasis is placed on the teaching of the larger movements in American history, as contrasted with the recital of factual incidents in chronological order found in earlier texts.

(b) Recent texts promote the teaching of social and economic progress of the nation as well as its political progress.

(c) A greater emphasis is placed upon the development of intelligent citizenship through an understanding of the principles of democracy.
(d) In recent texts there is a definite effort to appeal to the pupil's interest in and enthusiasm for the study of history.

III. Changes in presentation of, and emphasis upon, the various topics in American History.

(a) In the textbooks of the period 1854 to 1946, there is a general decrease in the space allotments to the topics "The Colonial Period" and "The American Revolution", and, contrastingly, a general increase in space allotments to the periods following 1860.

(b) In discussing the period of discoveries and explorations, the more recent texts emphasize the interests of the mother countries, and the extent and importance of territorial acquisitions, rather than factual information regarding individual explorers and voyages.

Grouping of the thirteen colonies into three sectional divisions forms the basis for the discussion of the colonial period in the more recent texts. More stress is laid upon the evaluation of everyday life in the colonies, than upon political conditions.

More recent textbooks emphasize the moral and economic, as well as the political causes of the American Revolution; less emphasis is given to battles, and more to causes and effects of the War.

While there is very little or no information regarding the building of the government in the earlier texts, the more recent ones describe the writing of the Constitution, and explain the plan of government set up under the Constitution.

In discussing the topic "Building of National Prestige" recent texts stress the development of America from a colonial possession to that of an independent nation, the expansion of its territory, and the
increase in its importance among other nations.

More recent textbooks devote an entire section to the problems of the pre-Civil War period, analyzing the social, economic, and political differences between the two sections of the country.

Only the important battles of the Civil War are discussed in the recent texts, and these are grouped according to area, rather than in strict chronological order. In their treatment of the Reconstruction period, the more modern texts place as much emphasis upon social and economic conditions following the Civil War, as on political troubles prevalent at that time.

The topics, "Rise of Industrialism", and "World War I" are found in four and three textbooks, respectively; there is no difference in the treatment of these topics by the various authors.

The period from 1920 to the present time is discussed at length in only two of the textbooks examined in this study; and the authors of these two most recent texts have treated the topic similarly. Therefore in this topic, as is also the case with the preceding two topics, no specific trends can be noted.
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