

AN INVESTIGATION OF THE EMPHASES AND TRENDS  
IN HIGH SCHOOL AMERICAN HISTORY TEXTS

A THESIS

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C. M. C.

## PREFACE

It is considered advisable to give the writer's qualifications in the social science field in order to ascertain his competency to judge the material in this subjective manner. He has a major in social science in his under-graduate college work, and a minor in the graduate division. His teaching experience has been in high schools from 1930 to 1938, most of it being social science subjects. Education was his major in the graduate division. A course was taken during the summer of 1936 called Bibliography of American and European History, in it the technic of judging a history text was stressed.

From the above summary of the writer's qualifications the reader will have to base his opinion of the soundness of the conclusions arrived at in his thesis.

G. M. G.

May, 1938

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## CHAPTER I

### STATEMENT OF THE PROBLEM

Text books have always been a problem to the school. The history text is an even greater problem, as the author must choose his material from the complete story of human relations. He must keep in mind his objectives in writing, besides making the text historically correct and interesting.

#### I. REASON PROBLEM WAS UNDERTAKEN

In this thesis an attempt has been made to gather various authors' viewpoints and objectives of high school texts, extending over a period of approximately fifty years. The question as it was originally propounded was: has the viewpoint of the author's time of writing affected his handling of the historical material? Twenty-four high school texts were gathered and read. Notes were taken upon the treatment of the basic problems that were pre-determined before beginning work on the thesis. The list of books are given later in this chapter.

The study brought out what has been the trend in texts, but not what leading educators or superintendents of progressive school systems thought should be the

emphasis of historical teaching in the future. A summary of the ideas of a number of these men, as regards this point, are presented in chapter five.

## II. THE SCOPE OF THE STUDY

The text books were divided roughly into three chronological groups. The first group included books published between the years 1889 and 1910. The authors, titles and copyright dates are :

1. Barnes, M. S., and Earl Barnes, Studies in American History. Boston: D. C. Heath and Co., 1891, 433 pp.
2. Butterworth, H., The Story of America. New York: The Werner Co., 1899. 699 pp.
3. Chambers, H. E., A Higher History of the United States for Schools and Academies. New York: University Publishing Co., 1889. 468 pp.
4. Channing, Edward, A Student's History of the United States. New York: Macmillan Co., 1904. 587 pp.
5. Davidson, W. M., History of the United States. Chicago: Scott, Foresman and Co., 1902. 548 pp.
6. Fiske, John, A History of the United States for Schools. New York: Houghton Mifflin and Co., 1894-95-98-99-1909. 557 pp.



7. Mc Master, J. B., A School History of the United States. New York: American Book Co., 1897. 484 pp.
8. Montgomery, D. H., The Leading Facts of American History. Boston: Ginn and Co., 1890. 405 pp.
9. Montgomery, D. H., The Leading Facts of American History. Boston: Ginn and Co., 1899. 542 pp.
10. Montgomery, D. H., The Leading Facts of American History. Boston: Ginn and Co., 1910. 405 pp.
11. Shinn, J. B., History of the American People. New York: American Book Co., 1893. 454 pp.
12. Taylor, Edward, The Model History. Chicago: Scott, Foresman and Co., 1897. 440 pp.

The above group of authors represents a cross section of the historical writers of high school text books at the beginning of the expansion of the public high school.

The next group of authors presented texts representing the period previous to the World War, and during the war. This list of books is not as extensive as the previous period, either because it was impossible to find as many, or because the historical writer's attention was turned to other pursuits than historical writing.

1. Evans, Lawton B., The Essential Facts of American History. New York: Benj. H. Sanborn and Co., 1909. 544 pp.

2. Fite, E. D., History of the United States.  
New York: Henry Holt and Co., 1919. 597 pp.
3. James, J. A., and A. H. Sanford, American History.  
New York: Charles Scribner's Sons, 1917. 509 pp.
4. McLaughlin, A. C., A History of the American Nation.  
New York: D. Appleton and Co., 1919. 586 pp.
5. Muzzey, D. S., American History. Boston: Ginn  
and Co., 1911. 626 pp.
6. Thompson, C. M., History of the United States.  
Chicago: Benj. A. Sanford Co., 1917. 486 pp.
7. West, W. M., History of the American People.  
Boston: Allyn and Bacon, 1918. 729 pp.

The next group of authors are mainly from the period 1920 to 1929. The number of authors is not large, but it must be remembered that the period represented is smaller.

1. Beard, C., and Mary Beard, History of the United States. New York; MacMillan Co., 1921. 663 pp.
2. Fish, C. R., History of America. New York;  
American Book Co., 1925. 570 pp.
3. Hulbert, A. B., United States History. New York;  
Doubleday, Doran and Co., 1924. 570 pp.
4. Hulbert, A. B., United States History. New York;  
Doubleday, Doran and Co., 1929. 655 pp.

5. Mace, W. H., History of the United States.  
Chicago: Rand McNally and Co., 1921. 500 pp.
6. Mace, W. H., American History. Chicago: Rand  
McNally and Co., 1925. 648 pp.
7. Muzzey, D. S., School History of the American  
People. Boston: Ginn and Co., 1929. 625 pp.
8. Robbins, G. L., School History of the American  
People. Chicago: World Book Co., 1925. 545 pp.

### III. THE BASIC PROBLEMS INVESTIGATED

The problems were divided into two classes. The first group includes those which can be determined objectively. The second group is more subjective. They represent the opinions formed on the basis of the study and research.

The objective measures are:

1. The method of division of the book.
2. The number of pictures and maps in the book.
3. The types of index used, the teaching aids given,  
and method of proper name pronunciation.
4. The length of the text.
5. The authors' qualifications as historical writers.
6. The size of type used.

7. The authors' statement of their purposes in the introduction of the texts.

The objective measures are found in the tables in chapter four. They are also discussed in that chapter. Their value and quality will be more or less subjective opinion.

The main body of the thesis is in chapter five, in which the subjective measures are discussed. These measures are:

#### I. Social Problems.

1. The treatment of famous men like Columbus, and whether or not the author quotes them.
2. The treatment of the Indians.
3. Religion.
4. Education.
5. Slavery.
6. Author' remarks about the problems of their time.

#### II. Economic Problems.

1. The geographical factor in history.
2. Discussion of natural resources.
3. The authors' stressing of economic reasons for peoples' actions.
4. The relations with South America.

### III. Military and Political History.

1. Treatment by the World War authors of the United States former relations with England, France and Spain.
2. The treatment of the English side of the Revolution.
3. The authors' attitude toward war.
4. The authors' attitude toward Jingoism and Imperialism.
5. The emotional element explained or stressed in the explanation of peoples' actions.

### IV. Interpretative Problems.

1. Does the author stress the psychological factor in history?
2. The authors' willingness to put in things which have been open to question on their accuracy.
3. Do the authors point out how a historical event of the past has affected things of the present?
4. The authors' method of handling problems.

### V. The future trends in history teaching.

1. Interviews with leading city school men summarized, and the recommendations recorded.

## CHAPTER II

### PREVIOUS INVESTIGATIONS

Investigators who have attempted a study of this problem have secured some evidence that a large field is open for investigation. History texts were shown to lag behind modern research, in the presentation of facts, by seven to fourteen years, says Irene T. Blythe in the Historical Outlook, for December 1932.<sup>1</sup> The students should at least get the results of the findings, whether they are presented as absolute truths or not.

Blythe's findings were seconded by Mr. R. R. Fahrney, in his article, "Teaching the Truth About History," in the February 1937, Social Education.<sup>2</sup> He claimed that the popular appeal received a great deal more consideration than adherence to accuracy and impartiality. His explanation of this is that Lyber, in 1914, exploded the myth that the Turks had cut off the sea route to India. This caused Columbus to search for a new route to India. Lyber showed

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<sup>1</sup>Irene T. Blythe, "Text Books and New Discoveries in American History." Historical Outlook, 23:395-402, Dec., 1932.

<sup>2</sup>R. R. Fahrney, "Teaching the Truth About History." Social Education, 1:98-103, Feb., 1937.

that the new countries, such as Spain, could not use the old routes because they were controlled by the Italian cities. Mr. Fahrney said he found the explanation of Columbus' voyages in most of the high school texts, and some college texts, to be, that the Turks had cut off the sea route and a new route was needed to India.

Research of the type should cause our historical writers to re-evaluate some of the material they place in their texts, which they have taken from older texts. If one author included the present day findings in his texts and a contemporary writer did not, it would likely cause the child to wonder as to which was the true explanation. It might even cause the child to "hate" history. His reaction to conflicting claims upon the same subject, or happening, might cause him to be disgusted with the subject, and cause him to feel it is only rubbish. The writers of history texts might correct a discrepancy, by a careful perusal of contemporary research before writing their texts.

Another investigator, Mr. W. G. Montrose, in the Elementary School Journal for April, 1935, spoke of the need for a more thorough indexing of our texts.<sup>3</sup> His

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<sup>3</sup>W. G. Montrose, "Needed Investigations in the Field of the Text Book." Elementary School Journal, 35:575-82, April, 1935.

contention was that an experienced indexer should be employed to index all of the texts. Too often, he explained, an effort is made to save a few cents by having the author index his own text. As the author is not experienced in this work, his index is apt to be both inaccurate and too brief. This leads to the text being less readable, and a discouragement to the student, when he desires to find certain material.

Another problem in the historical field is the differing amounts of space given to different periods of history. An investigation of sixteen recently published books was made by Orlie Clem and W. H. Ellis, in the Historical Outlook, for December 1933.<sup>4</sup> Their findings were that recent history was given the least space in text books; that the expansion and conflict period, 1829-1865, was given about twenty-five percent of the space in most all texts. There is a great variation in the space given to Discovery and Exploration. Some authors nearly omit it, while others give it a great deal of space. They also found a great variation in the allotment for the Reconstruction period,

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<sup>4</sup>Orlie Clem and W. J. Ellis, "The Comparative Space Given by Sixteen Recently Published American History Text Books to the Different Periods of Our History," Historical Outlook, 24:459-461, Dec., 1933.



events dating from 1865 to 1898, and the National Expansion period, dating from 1898 to 1914. This would be another confusing problem to our young history student if he looked at more than one text. Imagine his disappointment when looking for the story of Columbus' voyage, in his high school text, to find that the man was merely mentioned.

This study is an attempt to point out the basic problems in our history texts, that the writers need to clear up. Some, we find, emphasized certain phases, while others left them entirely out. In other words, did the historical writers really know what their basic objectives were, or were they merely re-telling some old facts in a different outline, in order to sell new texts?

One of the purposes of this study is to present some of the inconsistencies and trends in history texts. It is hoped that efforts to eliminate these differences will be undertaken by present day writers in making their new texts.

## CHAPTER III

### METHOD OF PROCEDURE

This study was made in order to trace the trends in the social science field from the beginning of the public high school movement to the present time. The trends were traced through the text books used during that period.

Twenty-four texts were read and analyzed to the measures given in Chapter I on pages five to seven. The books were first read completely through, in order to get the general outline and thought. The next step was to re-read the parts bearing on the specific problem, and to re-view the problem before writing down the conclusions.

The study also attempts to give a summary of different educators' views on the direction that the social science teachers should aim for in the future. This data is presented in Chapter V, on page 47. In order to gather the opinions of these educators, personal interviews were obtained. The educators chosen were men who have been successful in their educational work, judged by the administrative positions they held in large school systems. It was felt that men in the public school systems could give a clearer picture of the changes needed in the social science field,

than perhaps professors of education in our colleges, as they were in closer contact with the problems. Notes were not taken during the interviews, but a general summary was written after the discussions had been completed.<sup>5</sup>

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<sup>5</sup>Some criticism might be made of the personal method of analysis used in the thesis. This was considered before the work was undertaken, but as no more objective method, than the one used, could be made and still evaluate this type of material. The subjective method of judging the material was used by the author, after extensive reading was completed.

## CHAPTER IV

### AN EVALUATION OF THE OBJECTIVE MEASURES IN THE TEXTS

Some parts of the texts were evaluated by comparative methods. These were:

1. The methods of dividing the text, and it's length.
2. The number of pictures in the text.
3. The number of maps in the text.
4. The author's qualifications as an historical writer.

The texts were also judged according to:

1. The index, teaching aids, and composition of the appendices.
2. The quality and type of pictures used.
3. The size of type used.
4. The author's statement of his purpose in writing the text, as it was found in the introduction.

In compiling the tables showing the amount of the texts devoted to various periods, the writer first divided each text into large divisions. The first division was the period beginning with the discovery of America, and closing with the conclusion of the Revolutionary War. The next period began with the Articles of Confederation, and ended

with the close of the Reconstruction period. The third period begins with the end of the Reconstruction period, and includes the present era. The authors' percentages were added and averaged for each period.

A study of Table one will show that early American History, that is, before the Revolutionary War, received less emphasis in latter day texts.<sup>1</sup> The authors of the early twentieth century placed greater emphasis upon the Reconstruction, rather than the Revolutionary period. This was proven by the fact that they decreased the amount of space allowed to the Revolutionary period fourteen percent, and increased the amount of space allowed for the period from the Revolution to the Reconstruction period by fifteen per-cent.<sup>2</sup>

These authors were inconsistent, for though they had a longer period to cover, had they followed the proportionate division of their texts as previous authors had done, it would have added but five percent. Thus a definite trend was traced here, showing that recent history is receiving much more emphasis in the last eighteen years,

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<sup>1</sup>See Table I, p. 16

<sup>2</sup>Loc. cit.

TABLE I  
DIVISION AND PERCENTAGES OF TEXTS ALLOWED  
FOR EACH HISTORICAL PERIOD

Divisions	Authors before 1900	Authors from 1900-20	Authors from 1920-38
1. From the discovery of America to the Revolution.	51%	36%	26%
2. From the Revolution to the Reconstruction.	37%	51%	39%
3. From the Reconstruction to the present period.	12%	13%	35%
Totals	100%	100%	100%

Read table thus: The authors who wrote texts before 1900 devoted 51% of their books to the period beginning with the discovery of America, and concluding with the Revolution. The authors writing from 1900 to 1920 devoted 36% of their texts to this period. The authors writing after 1920 devoted 26% to this period.

TABLE II

THE NUMBER OF PAGES IN EACH TEXT, AND THE AVERAGE  
NUMBER OF PAGES IN EACH DIVISION

	Texts pub- lished be- fore 1900	Texts pub- lished from 1900-20	Texts pub- lished from 1920-38
Pages in texts	334 423 490 408 433	520 582 561 512	645 618 568 571
Total pages	2088	2175	2402
Texts analyzed	5	4	4
Average pages in texts for the period	417	544	600

Read table thus: The five texts published before 1900 contained a total of 2088 pages. The four published from 1900 to 1920 contained a total of 2175 pages. The four published after 1920 contained a total of 2402 pages.

than previously.

Table III<sup>3</sup> showing the number of maps included in the texts, does not show a definite trend toward maps. The later historians are including ten less maps per book, than authors of the early twentieth century. The quality of the maps has improved, however. The quality can not be measured objectively. Maps in the early text book dealt mainly with the subjects of wars and campaigns. Due to the fact that wars were discussed by the later authors more on their cause and effect, rather than troop movements, not so many maps were needed. The more recent authors included in their texts, maps concerning economic problems rather than military campaigns.<sup>4</sup>

The actual number of pictures in the texts did not vary much. The more modern texts did not average many more than those of the other two periods. Therefore it must be concluded that the present day texts are not any more profusely illustrated, than the older texts.<sup>5</sup>

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<sup>3</sup>See Table III, p. 19

<sup>4</sup>Loc. cit.

<sup>5</sup>See Table IV, p. 20



TABLE III  
 THE MAPS IN EACH TEXT AND THE  
 AVERAGE NUMBER OF MAPS IN EACH DIVISION

	Texts pub- lished be- fore 1900	Texts pub- lished from 1900-20	Texts pub- lished from 1920-38
Maps in individ- ual texts	67 22 24 10 54	28 20 50 48 52 66 70 56	19 57 54 24 69
Total maps	177	390	223
Texts analyzed	5	8	5
Average maps for the period	35	49	45

Read table thus: The five texts published before 1900 contained a total of 177 maps. The eight texts published from 1900 to 1920 contained a total of 390 maps. The five texts published after 1920 contained a total of 223 maps.

TABLE IV  
 PICTURES IN EACH TEXT, AND THE AVERAGE NUMBER  
 OF PICTURES IN EACH DIVISION

	Texts pub- lished be- fore 1900	Texts pub- lished from 1900-20	Texts pub- lished from 1920-38
Pictures in each text	134 106 213 106 166	130 133 123 166 133 116 126 85 125	192 98 194 217 73
Total	725	1107	774
Texts analyzed	5	9	5
Average pictures for the period	145	123	155

Read table thus: The five texts published before 1900 contained a total of 725 pictures. The nine texts published from 1900 to 1920 contained a total of 1107 pictures. The five texts published after 1920 contained a total of 774 pictures.

The summary of the various authors' occupations while writing, showed the following statistics:

Before 1900, four college teachers, one high school teacher, and one state superintendent.

From 1900 to 1920, eight college teachers, one superintendent of schools.

After 1920, five college teachers.<sup>6</sup>

From the above statistics, it seemed reasonable to conclude that when an increased number of college teachers write text books, the books are better, because they were written by better prepared historians. This fact seemed to bear out the conclusion that histories today are including facts that are more likely to be backed up by historical research than were the stories which were handed down from author to author through the histories of the nation.<sup>7</sup>

Indexing seemed to be a rather minor point with most of the texts. An index in which events, movements, and topics were given, would probably cause the texts to cost more, and would add greatly to their size. The "text book" teacher who assigned the pupils so many pages to read for the next days' lesson, and then had them recite it, had

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<sup>6</sup>See Table V, p. 22

<sup>7</sup>Loc. cit.

TABLE V  
THE TEXT BOOK WRITER'S OCCUPATION

Types of occupations	Texts published before 1900	Texts published from 1900-20	Texts published from 1920-38
College Teacher	4	8	5
High School teacher	1	0	0
State Superintendent	1	0	0
City School Superintendent	0	1	0

Read table thus: There were four texts written by college authors before 1900. There were eight texts written by college teachers during the period 1900-1920. There were five texts written by college teachers after 1920.

little use for an index. The modern history teacher who assigns a problem, and suggests texts for references, needs a large and accurate index. The increasing number of modern teachers will cause students to use the index more, therefore the indexes in later text books will probably be made by experienced indexers.<sup>8</sup>

Teaching aids, such as questions, outlines, projects and problems are given by nearly all of the authors. References also included standard historical works. One thing which the older historical writers seemed to include more than present writers do, was the pronunciation of names. The most logical place to put the pronunciation was directly after the word, and not at the end of the chapter.

The teaching aids are valuable to the beginning teacher, giving them suggestions they might not think of, or practice, for a long time, until they had worked them out for themselves. The questions at the end of our present day text books are less inclined to be the type which are used, mainly, for the review of texts, but more to force the student to think of social and economic problems.

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<sup>8</sup>G. M. Whipple, "Needed Investigation in the field of the Text Book." Elementary School Journal, 35:575-82, April, 1935.

The appendices of the text books include the Constitution, and the usual Declaration of Independence. The older texts added a list of dates, presidents, and facts that are usually left out of the most recent texts. Present texts replace these pages with economic tabulations, or may have cut the appendix down to the Constitution alone.<sup>9</sup>

A point that can not be measured so objectively is the quality of pictures in the various periods. Pictures of the earlier group were of the portrait type, that is, pictures of famous men were scattered profusely through the texts. Old wood cuts were also used. Many of these wood cuts, it must be remembered, were produced to propagate certain ideas of the day. This naturally meant the inclusion of propaganda through the pictures of the text.

The use of scenes from historical films has improved the quality of the pictures in our recent texts.

Pictures have been replaced by tables, showing statistical records by many of our more economic inclined text book writers.<sup>10</sup>

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<sup>9</sup>C. M. Thompson, History of the United States. Boston: Benjamin H. Sanborn and Co., 489 pp.

<sup>10</sup>Loc. cit.

The use of better pictures, such as those of scenes instead of portraits, plus the use of word pictures through better description of events, has made our modern texts more readable. Although they do not read as easily as story books, yet they are better than our old texts, which were books of facts which were to be drilled into the student's mind.

The size of type and the quality of paper used in the texts was all of a high grade. The type was all large enough that eye strain would not result if a normal amount of light was used.

All of the authors, according to the statement of their purposes in the preface, were to make a better history than the former ones had. Each tried, by stressing his particular viewpoint, to construct a more readable, interesting text. As each one of their efforts failed to reach the ultimate perfected text, it seemed to inspire others to attempt to add to the former works. In this manner, our texts have increased in their teachability and clarity.

A study of table II<sup>11</sup> showing the length of the text

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<sup>11</sup>See Table II, p. 17

books shows a decided trend toward a longer text. The five books written before 1900 averaged 417 pages. The text books which were copyrighted between 1900 and 1920 averaged 544 pages. This was an increase of 127 pages per text, over the former period.

The books copyrighted after 1920 had also increased in size. They averaged 600 pages, which was an increase of 56 pages over the former period, and an increase of 183 pages over the first group. Thus in a little more than twenty years, the size of texts had increased forty four percent. As will be noted in table I<sup>12</sup> most of this increase had gone into the story of the United States after the Civil War.

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<sup>12</sup>see Table I, p. 16



## CHAPTER V

### AN EVALUATION OF THE SUBJECTIVE MEASURES

#### I. SOCIAL PROBLEMS

This chapter deals with the measures in the text books that were evaluated by the author in a subjective manner. As has been stated before, the criteria for the author's ability to judge in this manner rests solely upon his experience in teaching, college work and the reading of the text books.

Most texts begin their discourse in the chronological manner, therefore Columbus is one of their first and foremost characters. A definite trend in treating Columbus was found. The early authors, Barnes and Fite, go into pages of detail explaining motives, incidents in the voyage, reaction of the natives, and other things.<sup>1</sup> They tend also to make a martyr out of the man, especially in the incidents occurring during the latter period of his life. The writers during the World War period left out the occurrences of the voyage, number of ships and sailors, and dwelt mostly

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<sup>1</sup> M. S. Barnes, and Earl Barnes, Studies in American History, (Boston: D. C. Heath, 1903), pp. 19-27.

on the actual motives of the voyage, and its' results.<sup>2</sup>

Another prominent trend which was noticeable was the decreasing number of "last words" of famous men. Early historical writers tended to put in every famous man's mouth noble sayings.<sup>3</sup> Research has proven many of these false, or made up, many years after the event happened. The more modern writers, those after the 1920's, have used fewer of these, if any at all. The absence of noble "last words" would tend to make the man appear less a hero in younger children's eyes, perhaps, but it would give them a truer picture of the man as a human being and less like a god.

If text book writers continue in this vein, in time we will have texts which will present these men in their true light, as being men who had the same desires, emotions, and feelings as other people. This will gradually break down the feeling that history is something that really never happened, but is merely a story.

The source of material used for arriving at a better

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<sup>2</sup>A. B. Hulbert, United States History. (New York: Doubleday, Doran and Co., Inc., 1924), pp. 18-21.

<sup>3</sup>E. D. Fite, History of the United States. (New York: Henry Holt and Co., 1916), p. 156.

<sup>4</sup>O. A. Beard and M. R. Beard, History of the United States. (New York: The MacMillan Co., 1923).

account of these famous men is available, if the writers of text books feel bold enough to use it in the face of the storm of protest the use of it might bring.

The treatment of the Indian is a subject the text writers seem to have passed over rather hurriedly, so that the student is led to believe they were, as Mather tells us, "things of the Devil that came to plague the Christians, and so should be destroyed".<sup>5</sup> Nearly all of the authors have a word condemning the abuse which was heaped on the Indians by the Spanish, however when it comes to dealing with the Americans, it seems the Indians were given more of a "square deal". The Indians' outlook on life, morals, and stage of civilization are treated only lightly, if at all, by the various authors. This has a tendency to show the Indian as a weakling.

The great decline in the number of Indians caused by such things as "fire water", venereal diseases, small pox, tuberculosis, measles and the many other white men's diseases were not mentioned. This naturally is going to lead to the assumption that the Indians disappeared from some unknown cause. The making of huge sums of money by

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<sup>5</sup>Barnes and Barnes, Studies in American History, (Boston: D. C. Heath and Co., 1903), pp. 83-84.

the professional politicians, who got into the Indian service for that purpose, was not given any space. The treatment of the slaves, by the southerners, (according to the northern texts), was cruel, but the treatment of the Indians by the government was a thing which was to be ignored.

Much can be done in this field in righting the opinion of the American people, by an author who knows his facts and presents them in a logical meaningful way.

Religion as a motive for settling in the New World was discussed by all of the authors. The authors of the earlier period were prone to give details of the religious ceremonies and beliefs, while the authors of the later period emphasized the religious motive as a cause for settlement, but did not go much further. The later authors tried to show that religion was a cause of settlement, but not the one and only cause. Economic motives entered in as a factor causing migration to the New World. This trend was not as obvious as the change in the treatment of economic matters.

The subject of education was treated in many different manners by the authors, therefore a definite trend could not be traced. Education was mentioned, especially in connection with the establishment of public education in New England, and the founding of colleges. The description

of the rise of our great public educational system after the Civil War goes relatively unnoticed, being covered up with the great importance of the rise of corporations and trusts. Fite missed a great chance to prove or disprove the assertion of Governor Berkeley, that education opened men's eyes and made them critical.<sup>6</sup>

The inability to measure the direct results of education was probably a factor in the historian's mind, when he wrote his history of the United States. The present day authors are likely to figure that the child will receive instruction in this, in a civics or guidance course. Space was limited, politics and war were necessary, (so they thought), therefore the fragmentary story of education was scattered through their books as important educators like Horace Mann made a contribution.

The question of slavery before the Civil War was taken down from it's moralistic perch by our more modern writers of history. Historians of the later nineteenth century were prone to treat the question along sectional lines, even if the Civil War had been over for forty-five years. The attempt of the older authors was to prove one

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<sup>6</sup>E. D. Fite, History of the United States, (New York: Henry Holt and Co., 1919), pp. 70-71.

section right or wrong. This, of course, probably came from their proximity to the Civil War, or their training by persons who had been in the war.<sup>7</sup>

Historians of the middle period, or from about 1910 to 1920, began to admit that both sides had arguments on moral grounds, but both missed the economic viewpoint.

The writers, from the World War on, are delving into the question more deeply, pointing out to the Northerner's argument that slavery was morally wrong, the fact that factory conditions in the north were as bad, if not worse than the slave conditions. The slave holder's complaint that he would not have any labor if the slaves were freed is also being disproved by our more recent scholars.<sup>8</sup>

The view was advanced by nearly all of the authors that the Civil War settled the slave question. This point is true as far as actual owning of the slave as a piece of property was concerned. The point has not been raised,

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<sup>7</sup>Henry E. Chambers, A Higher History of the United States, (New Orleans: University Publishing Co., 1889), p. 352, Southern viewpoint.

<sup>7</sup>D. H. Montgomery, The Leading Facts of American History, (Boston: Ginn and Co., 1899), p. 228, Northern viewpoint.

<sup>8</sup>Wm. H. Mace, American History, (New York: Rand McNally and Co., 1925), p. 171.

<sup>8</sup>Chas. A. Beard, History of the United States, (New York, McMillan Co., 1923), p. 316.

however, about the southern share cropper and small farmer, both black and white. Are they as advanced as the slave of the Civil War? Does the owner of the land not own them as much as any slave was owned, through his power of forcing them to buy from, and sell to the owner of the farm? Could the negro do better by working as a laborer under supervision and control, or should he have his own little farm and a mule?

History which teaches us that a social problem has been solved by some means, and that this problem will never bob up again, leads the child to believe that history is "old stuff" merely to memorize and tuck away. If social problems were handled in such a manner, that the crusading zeal of young folks would be aroused, it would cause them to study these problems more, thus developing a broader minded public that might be able to solve, or at least alleviate, what our fore-fathers sought to solve with shot and shell at Gettysburg.

A historian should be one who has studied the conditions of his time, and he should be able to give a summary of both sides of the problem to future generations. The trend probably has been in that direction, and will tend to swing that way even more so. The authors who wrote in the

latter part of the nineteenth century, gave for recent history, a few pages of facts in the last chapter.<sup>9</sup> The main body dealt with events that had happened during their early life time, or before. There is a tendency to change this, although the historian is not willing to go out on a limb, saying that this event or problem was of great importance to the country because----- . This might be dangerous to his reputation, in so far as he might be wrong in his judgment. He has in his hands reports, opinions, government documents, etc., which should guide him. The average child, using his text, has next to nothing except a few older texts, an encyclopedia and the world almanac. It seems, then, that the author of the text book should give more space to recent events, letting his personal opinion be the judge of the truth of his statement.

## II. ECONOMIC PROBLEMS

Some of the earlier authors placed at the beginning of their texts, a chapter dealing with the geography of the United States.<sup>10</sup> This has been eliminated by present day

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<sup>9</sup>Josiah H. Shinn, History of the American People, (New York: American Book Co., 1893), pp. 399-417.

<sup>10</sup>Ibid., pp. 9-22.



authors as unnecessary. With this, however, they have cut out the effect of geography on the individual.

Geography had a decided effect on the building of the British Empire. It caused them to be a nation of traders and manufacturers. The protectiveness of the English Channel caused the small island of England to develop and cultivate democracy, while the rest of Europe was falling under the sway of benevolent despots during the fifteenth, sixteenth and seventeenth centuries. The geographical conditions that caused the isolation of Great Britain were instrumental in making it a great country. They have also operated to give the United States freedom from foreign trouble during the earlier period of it's history, when democracy was developing.

The backwardness of our mountaineers can be traced to the effects of the mountains, cutting them off from outside civilization for a long period of time. Thus our geography or environment has caused many of the sections of the country to differ from others. The effects of the environment on the individual seems to be one of the points many texts left out.

The wealth of natural resources in the United States was described by all of the authors. The idea of conser-

vation did not come into the books until about 1914.<sup>11</sup> From that time on, conservation became a much discussed subject. Forests and timber lands to be conserved were the first principal natural resources. From thence the idea of conservation has become a greater subject for discussion. Authors of citizenship or civics texts are enlarging upon this field greatly, so perhaps the straight historian will not need to give it as much emphasis in the historical text.

The era for assigning economic reasons for nearly all historical events began shortly after the World War. Previously most of the reasons had been political. The economic reason that might have been back of Henry Clay's sponsorship of the Kansas-Nebraska Act was not mentioned. The economic side was: Henry Clay held western lands which would be greatly enhanced in value if the territory was organized and railroads were put across his lands. The idea given in the political histories was that his desire was only for the presidency, which of course was mainly political. The Monroe Doctrine was treated as a political document to preserve the democratic form of government in

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<sup>11</sup>Not because it had never been brought to the minds of the American People, but because a prominent man, like Theodore Roosevelt had not taken governmental steps to put the policy into force. As previous histories dealt with government practically alone, unless the government did something it did not get into the books.

South America. The adverse economic results to the United States trade in South America, if Spain reconquered her foreign colonies and reserved all of their trade for herself, were not mentioned.

The coming of a group of more searching historians brought out the economic reasons, and they, in all probability, swung to the other end of the pendulum arch in assigning economic motives for all things. That we are still in that era to a large extent is shown by the recent Nye World War investigation committee, which attempted to pin the cause of the United States going into the war on the big bankers and munitions makers. Some of the newer writers, as James Truslow Adams and Rugg, are swinging more to the viewpoint that the cause was a mixture of political, economic and social factors.

Political relationship with South America was discussed by all of the authors, but only one, Mace, brought out very many of the economic reasons for these political actions.<sup>12</sup> The treatment of Columbia by the United States in the Panama case was not discussed in very great detail. The economic effects of the Monroe Doctrine, and its'

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<sup>12</sup>W. H. Mace, American History, (New York: Rand McNally and Co., 1925), p. 316 f.

Roosevelt Correlary in regard to its' effect on trade were never traced. The United States was a heavy investor in South American industries and had an interest in the government there also, as shown by the Monroe Doctrine, yet the United States history texts make small mention of South American history in connection with that of the United States. Recent writers are devoting more space to the history of South America, due probably to the increased number of dollars invested there. The writers before the Spanish American War only mention South America in relation to to the Monroe Doctrine.

The rise of corporations, trusts, and finally, holding companies was discussed by all of the various authors, (holding companies by only the recent ones). There did not seem to be any general trend in regard to the treatment of big business by the authors. One author dwelt mostly on the advantages which were derived from the consolidation of smaller business, while the next one discussed the slum and labor condition, caused by the coming of large industrial empires.

The authors of text books published during the World War period did not seem to "tone down" any of the facts occurring during our Revolutionary War period. As the United States and Great Britain were in alliance at that time, it

was assumed, before the investigation was undertaken, that the war-time authors might eliminate some of the differences of opinion existing between the two countries during the Revolutionary War. This could have been done in order that the feeling of hostility between the two countries during the infancy of the United States, would not lap over into the present period. This tendency did not seem to be very evident upon reading the texts.

A very marked tendency was found however, in the treatment given the English actions, and viewpoint by the first group of writers, (those before 1900), and the group writing after the World War.

The attitude of the early writers was to prove that the United States was right in their rebellion, and that they won nearly all of the battles.<sup>13</sup> The earlier writers wished to show that the Indian depredations were all performed by the Indians on the English side.

The change of attitude toward Great Britain, brought on largely by the World War, was probably responsible for the later books giving greater credence to the supposition that the Americans were not treated so badly for that time

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<sup>13</sup>D. H. Montgomery, *The Leading Facts of American History*, (Boston: The MacMillan Co., 1923), p. 77f.

in fact, some authors point out that the Colonies had greater freedom than any other colonies owned by European countries.<sup>14</sup>

Later writers spoke more of the economic and financial conditions of the country during the Revolutionary War period, and less about the various campaigns. The early writers described troop movements in quite a bit of detail, gave the numbers on each side, the number killed, and various dates. The older texts are grand books to find a long list of facts in, but as to readableness, they are very difficult.

The attitude of the authors in regard to the necessity of war to settle problems was not very pronounced. They all deplored war as unnecessary, and usually explained its' cost in money and lives. There was another point in which they were not so consistent however, the defense of National Honor. The historians of the nineteenth century first deplored war, then told us that the nation had to defend its' National Honor. They next pointed out stories of various war heroes who exclaimed, "Don't give up the ship".

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<sup>14</sup>Charles A. Beard and Mary R. Beard, History of the United States, (New York: The Macmillan Co., 1923), p. 77 f.

and "my only regret is that I have only one life to give for my country." This type of bravery was pointed out to the youth, but the "hell" of war was not mentioned. If they really want to impress the youth with the futility of war they should bring out the dark and sinister side.<sup>15</sup> The marchings, campaigns and etc., seem the important ones to the historian bent on tracing a certain course. The value of history to teach the child the truth that will be of value to him in his later life was left out, or submerged.

Historians of the later period left out the speeches of the heroes, and tried instead to bring out more clearly the consequence of campaigns, rather than to trace troop movements. The outbreak of the World War probably kept many of the war-time authors from presenting some of the truths of the World War, due to the fact their books would never have sold.

The idea of protecting the "National Honor" seemed to be fading in the later historian's books. Motives, both social and economic, became more their themes instead of the emotional side of war spirit.

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<sup>15</sup>Chapter VI, p. 54, (page on which the author of this thesis re-wrote Pickett's charge).

The attitude of the writers toward war, as shown by their histories, seems to be one of an increasing questioning of the old saying that "war was a necessary evil".

Authors, writing in the later nineteenth century, were less inclined to point out the arguments against imperialism. They gave the factual matters about the event, but made little or no comment on the effects of the imperialistic policy on the natives. They were inclined to adopt more of the Jingoistic policy toward the actions of the United States. They reflected the attitude of the majority of persons of that time, in all probability.<sup>16</sup>

Historians of the present era, that is, since the 1920's were more apt to show our losses through the efforts of our imperialistic era. This attitude coincides with that adopted by the American people after the World War. The Jingoistic Nationalism was much less apparent in their writing, than in those of previous times.<sup>17</sup> This was even reflected in texts written by the same author as Muzzey's in 1911, and his later book in 1929. While Muzzey still

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<sup>16</sup>D. H. Montgomery, The Leading Facts of American History, (Boston: Ginn and Co., 1899), p. 387 f.

<sup>17</sup>Charles A. Beard and Mary R. Beard, History of the United States, (New York: The Macmillan Co., 1923), p. 494.



stays by his original case, that the United States was forced into a war with Mexico, there was a different viewpoint of our imperialistic policy in the far east.<sup>18</sup>

The population of a country must necessarily be kept at a high pitch of emotion during a war. Therefore an attempt was made to see how much of the emotional stories or propaganda crept into the various writers' accounts of the United States Civil War. A definite trend could not be established here. Seemingly it depended more upon the man than the time that he was writing. Southern writers like Evans were inclined to refute stories which were spread of the terrible suffering of northern prisoners in the southern prison camps, but emphasized that the blockade was cutting off the necessities of life.<sup>19</sup>

The psychological factor in history means: did the author bring out the human elements that naturally dominate man at times, causing him to do unreasonable things without thinking? The mob element that caused the Boston Tea Party was an example of this thing. The hatred of Andrew Jackson

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<sup>18</sup>P. S. Muzzey, History of the American People, (New York: Ginn and Co., 1929), p. 299

<sup>19</sup>Lawton B. Evans, The Essential Facts of American History, (New York: Benj. H. Sanborn and Co., 1917),

for the United States Bank, which was formed, not on economic reasoning, but on personal dislike of the person at the head of the bank, was another.

This factor, it seems, has only come into prominence in our more recent text books, but it still can be developed further. Earlier historians were content to give the facts, mainly political, without connecting them very closely with the natural human desires and instincts. This made their books storehouses of facts, but they lacked the human element, and seemed dead or dry. This made it extremely hard for the pupil to connect these incidents with real flesh and blood persons.

### III. INTERPRETATIVE PROBLEMS

A definite increase in the scholarship of the texts was noted. The authors of the older texts had not attained as high a scholastic degree before publishing their texts.<sup>20</sup> This was noticed in the texts which gave incidents which have been proven untrue by historical research. Older texts accepted the poem of Paul Revere's ride as true, and gave him the credit for arousing the countryside. Later histor-

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<sup>20</sup>See Table V, p. 22

local research has found that it was not Revere.<sup>21</sup> The same discrepancy is true of the many noble utterances of our national heroes. The older historians probably found them in histories, copied them, and so they were carried on. The inquiring, or as is sometimes called "debunking", attitude toward these things had not arisen as yet.

Another factor that has caused our later histories to be more accurate may be the tendency for several authors to collaborate on a text. This would give them a check on each other, besides each could specialize in that part of the text he was best fitted for.

Some of the historians pointed out how a thing of the past was similar to, or has affected things of the present. They do this, mainly, by a footnote or marginal reference. There was not a definite trend in organizing the texts in this manner, however. Some of the authors in all periods did this, while the others followed a strict chronological order. Mace's History of the United States devoted the last half of the text to social problems such as immigration. He traced our immigration

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<sup>21</sup>D. H. Montgomery, The Leading Facts of American History, (Boston: Ginn and Co., 1899), p. 161.

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problem from the earliest times to the present, putting in only the various events in history that were pertinent to the problem.<sup>22</sup>

The older authors outlined their material in chronological order and divided the period after the making of our constitution into chapters, each dealing with an administration. Their emphasis was on the presentation of facts, with little interpretation of them. The period was one in which few efforts were made to show the student how these events dovetailed together.

The next period, up to the end of the World War, was one of experimentation, in which the usual chronological order was used, but attempts were made to fit the whole series of events together in a more perfect picture. The authors gave more in the way of opinions of events, and the effects of the events.

The last period was one in which the authors attempted to interpret to the student, the happenings of history. Due to this fact, differences of opinion were found about certain events. This difference in the interpretation may prove confusing to the student, until he realizes that

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<sup>22</sup>William H. Mace, American History, (New York: Rand McNally and Co., 1925), p. 15-47.

history is a series of events, that may be of great importance to one section of the country, and not so great to another. Hulbert's story of the United States gave a great deal of space to the west and the frontier, while other authors gave little attention to this phase of our history.

By reading from several texts, the student would more likely get the varied views of our history, and so have a broader viewpoint in thinking of the United States.

The author of this thesis decided to try to get opinions of various school men as to the direction they believed the Social Sciences would take in the future. The men who were interviewed are: Superintendent Waller and Principal Daniels, of the Enid High School system, in Oklahoma, Superintendent Hill, of the Humboldt schools, Principal Van Slyck, of the Topeka schools, and Dr. MacFarlane of Kansas State Teachers College of Emporia.

Their views on the subject differed as to the exact organization of the social studies in the future, but there was the general feeling that more subjects would come into this field. This would cause less specialization, and a great variety of subjects. Reports from various colleges

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23 A. B. Hulbert, United States History. (New York: Doubleday, Page and Co., 1924).

show that the social science field is very popular at the present time, and there is not any reason that it should not become increasingly more popular.

Another movement in support of the view that social science will become a subject which will include many of our specialized fields, as is the social studies program in the grade schools in Kansas. If this proves successful in the grades, it will be carried to the high schools, and later to the colleges. The social studies in the grades after it's preliminary stage of criticism, seems to have survived and become increasingly popular with both the students and teachers.

The teacher in the social science field of the future must have a broader education than the straight history teacher of the present. This, of course, is just a supposition, but if the superintendents of schools start demanding this sort of person for their social science teachers, those who prepare along this line will be chosen.

## CHAPTER VI

### TRENDS THAT WERE DISCOVERED AND THE AUTHOR'S RECOMMENDATIONS

In spite of some educators frowning upon chronological history texts and recommending that they should be written topically, the authors still follow the date line in the organization of their texts. Some have revised the period after the Civil War into a topical treatment of social customs, foreign relations and other such divisions. The general trend, however, is to follow the time-honored date line in writing the text.

The recommendation given concerning the writing of texts in this manner would be to continue the same type of writing until there is discovered a better manner of organizing history. A new method which would teach the facts and yet leave in the child's mind some idea of the time, place and sequence of events may be worked out, but as yet it is in the experimental stage. It is recommended that authors try to point out historical events which are based upon fundamental natural laws. That economic factors caused the World War and the War of 1812 could be pointed out very successfully by the text book writers when studying events leading to the World War. Panics or depressions and the

causes that seem fundamental to them all could be used in the same manner.

There are some encouraging signs noted in the development of more accurate history texts. The credit for this is probably due to our students who have delved into many of our moralizing stories, and proven them false. This tendency will, it is hoped, bring history closer to the exact sciences and less in the realm of meta-physics. It is recommended that persons who intend to write history texts first read extensively of the present day historical research before beginning their texts. They should then include in their texts those things which are more basic, leaving the questionable heroic parts to writers of historical novels, who do not have to be absolutely accurate in their presentation of historical events.

Education, through the public school, as a factor in shaping the destiny of the United States, is a topic that needs expansion and thought by the writers of future text books. Previous authors have minimized the effect of the public schools on the life of the United States. The social customs and ideals produced in our schools are those of the next generation, so they are very important to a person attempting to understand the attitude of a people



at a certain time. It is recommended then that more of the story of our public schools be incorporated in future history texts.

The present day authors are treating the Civil War more as an economic and social problem, rather than a moral issue over slavery. Authors should devote a space after the story of the Civil War comparing the status of the negro under slavery, and the status of the negro today. The usual text book writer leads us to the conclusion that the black problem has been solved. He may be merely hushing it up, hoping that we will forget it, or overlook it. More of the sociologists' findings and facts regarding this problem should be presented. Although we are aware of the problem, most of our opinions are founded on prejudice rather than facts. The sociology course may present these facts to the students, but there are only a few students taking sociology, while American History is a required course in nearly every state. If the American History text devoted part of its' pages to this problem, it would shed light upon one of our great social problems.

There is a distinct trend toward greater emphasis upon present day history, and less upon the story of former times.<sup>1</sup> Authors have devoted a greater number of pages of

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<sup>1</sup>See Table I, p. 16

the recent history texts to the period of the twentieth century. This practice should be continued, as it interests the students much more to be studying events in his lifetime, or so close to it that he can trace them back through contemporaries. The recent history should also contain a discussion of the social problems the student will probably face.

It is recommended that geography be stressed in texts more than it has been. It should be handled more from the viewpoint of the effects of geography upon the individual and how it affects his actions. The tendency at the present time is to leave out much of the story of nature, and put in more of the story of man's actions.

There is a definite tendency to give economic reasons as the cause of men's actions. This tendency began at the time of the World War, and has progressed rapidly since. The economic factor is a powerful motive force in directing men's actions, but it can be over-emphasized if taken as the only factor causing people to do things they do. The authors must temper economic reasons with a knowledge of human beings, and how far economic factors can guide men's actions. Heredity and environment take a hand in shaping human destinies as much as economic reasons at times.

The trend in the description of war has changed from that of tracing campaigns to devoting most of the space to studying the causes and results of the war. We have many facts bearing out the idea that it is usually futile to attempt to settle economic and social problems by means of an armed conquest. The historians usually deplore war and tell of its' casualties, cost and immediate economic results. The manner in which they describe the war, however, tends to make the child think of it as a glorious, dashing adventure. To illustrate this point take an excerpt from Muzzey's History of the American People, describing Pickett's charge at Gettysburg.

"It was the most dramatic moment of the war, as Pickett's splendid division, with perfect order, swept across the plain which separated the two armies and dashed up the opposite slope in the face of a wither-fire from the Union guns. The men went down like grain before a hailstorm, but still there was no pause. A hundred men led by Armistead pierced the Union line, and planted the stars and bars on Cemetery Ridge- the high water mark of the Confederacy. But no human bravery could stand against the blasting wall of fire that closed in upon Pickett's gallant soldiers. The line of grey wavered, then stopped, then bent slowly backwards and broke. The day, the battle, and the Southern cause were lost."<sup>2</sup>

The slaughter was terrific, and the effects of this

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<sup>2</sup>D. S. Muzzey, History of the American People. (New York: Ginn and Co., 1929), pp. 373-74.

on both the North and South was to have lasting effects. If more of the "Hell" of war had been included in the description of the battle it might have read like this:

"This was to prove one of the most foolhardy charges made in the war. Troops were to be thrown against fortifications that held more men than the attacking troops. Fifteen thousand men charged into the face of a fire that consisted of cannon, grape and musket shot. Nearly five thousand of them died. Shot tore through their ranks, disembowling, blowing off heads, blinding and maiming men who desired to live, but who had been caught in the political whirlpool of the slavery question, and so were sucked into the maelstrom of war. About fifty percent were to emerge from the battle as buzzards' food. The results of the battle did not stop here, but went on for generations.

Five thousand, or more, mothers, wives or sweethearts were plunged into deep mourning for their dear ones who would not come back. Mothers who had suffered and worked hard to raise these young men to manhood, so they could carry on the name, honor and traditions of the family, now knew that all of their sacrifices were in vain."

Thus closed the battle of Gettysburg that proved what? Certainly not that either side was right, only that men who were well equipped, and behind fortifications, could kill enough of a smaller force before the attacking force could get there to insure the victory for the men behind the fortifications.

There is a tendency for the texts to become more human, because the writers are putting into their stories more of the human side of the men described. The individual characteristics naturally color the person's actions so

a brief biographic summary showing more of the individual's private virtues and shortcomings, gives the pupil a chance to see the man more realistically.

This should continue as it will not only add to the pupil's interest but it will also give him a knowledge of people and their actions. Human psychology could be taught here without having a special course in it dished out and labeled psychology. It will cause text books, however, either to be larger or to have supplementary readings to go with them.

The text book writers of our more recent texts are attempting to interpret, to the students, more of the feeling of the people toward their problems, and what caused them to feel that way. This is called interpretive history. It is easier to read and understand, but it leaves out many of the facts the older historians felt could never be dispensed with. This type of writing has its' shortcomings, but when it is done by a competent writer, its' assets outweigh its' liabilities.

After talking with some of the leading school men concerning the future trend of social science teaching, the author of this thesis arrived at the conclusion that the future teachers of social science courses will have to

broaden their education, rather than to specialize in history or economics. The knowledge of a great many fields will be necessary to the future teacher, in order that he may give to the pupils a more complete story of the happenings of the past.

Maps in recent texts are much better in as much as they deal with matters that are more social or economic. Maps in texts of the latter nineteenth century were nearly all upon political matters or military campaigns. The factors which will affect the pupil's life most directly will be the social and economic problems. The maps then that deal with these matters will be of the greatest value to the average student in later life.

The pictures in texts of the recent period tend to be better suited to show the historical period than those in text books of an earlier period. Scenes from historical films make better pictures for texts, as far as conveying a thought, than do portraits of important men. Cartoons labeled propaganda gives to the pupil the idea that there were two sides to the question. Pictures, many times, make a greater impression on the students' minds than the printed words. It is, therefore, wise to have pictures on every third page at least. Large pictures are not necessary, but something to illustrate the thought of the words

should be there.

The indexes were a weak point in many texts. The index will become of greater value to the students, as he learns to use it. Teachers who assign problems, and then require students to use the indexes to find their material would welcome texts that are more fully indexed.

It is recommended that professional indexers, aided by the authors, make out the indexes. It is hoped that they make a better index than has been made in the past. Even if this adds a few pennies to the cost of the text, its' greater value to the student will off-set the extra expense.

The pronunciation of names is a point many authors neglect. They may put it in the index, or at the end of the chapter, but few children are going to stop their reading to look it up. They merely say the name and go on. It is recommended that the pronunciation be placed in the body of the text, just after the name. Thus it will not interrupt the thought of the sentence to pronounce it, and will give them the correct pronunciation at the beginning of their study of history.

The type of questions given by text book authors, at the end of the chapters, are changing from the type that

were merely to review the facts given, to the thought-provoking type. This trend is in line with the modern educational theory that the child should be taught to think, rather than to merely memorize something, and give it back to the teacher, during the recitation period.

This list of recommendations, it is hoped, will some day be fulfilled, by our great group of text book writers who are constantly striving to make our text books more interesting, accurate and readable.



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APPENDIX A

TEXT BOOK DIVISIONS<sup>1</sup>

Barnes and Barnes-1891

Period	Number of Pages	Percentage
Geography before Columbus	19	3%
Age of Discovery	30	7%
Age of Plantations	75	19%
Revolutionary Records	70	17%
Growth of Land and State	95	22%
Civil Conflict	85	20%
The Completed Union	54	10%
	<hr/>	<hr/>
	408	100%

Chambers, H. E.-1889

Period	Number of Pages	Percentage
Period of Discovery	97	23%
Colonization	67	16%
Colonial Development	47	12%
Revolution	68	16%
Independence	154	33%
	<hr/>	<hr/>
	433	100%

<sup>1</sup>Texts are arranged alphabetically by periods.

## Fiske- 1894

Period	Number of Pages	Percentage
Ancient and Discovery	39	8%
Colonial	141	30%
Revolutionary	60	12%
Federal Union	250	50%
	<hr/>	<hr/>
	490	100%

## Shinn, Josiah H.-1893

Period	Number of Pages	Percentage
Pre-Historic America	25	6%
Exploration and Adventure	38	9%
Settlement and Colonial Development	66	16%
French and English Wars	24	6%
Revolution and Independence	80	19%
Rise of Republic	96	23%
Southern Confederacy War	56	13%
Reconstructed Union	38	9%
	<hr/>	<hr/>
	423	100%

## Taylor, Edward-1897

Period	Number of Pages	Percentage
Pre-Discovery	25	8%
Discovery and Exploration	14	4%
Settlement and Revolution	75	24%
Administrations to McKinley	220	64%
	<hr/>	<hr/>
	334	100%

## Channing, Edward-1907

Period	Number of Pages	Percentage
Discovery and Exploration	50	9%
Colonies and Growth	120	20%
Revolution	45	8%
Constitution to War of 1812	110	19%
Secession to Natl. Development	198	52%
National Development	59	10%
	<hr/>	<hr/>
	582	100%

## Davidson, Wm. M.-1908

Period	Number of Pages	Percentage
Discovery	63	12%
Settlement and Growth	94	18%
Revolution	64	12%
Development to Jacksonian Period	88	17%
To End of Civil War and Reconstruction	172	34%
Recent	39	7%
	<hr/>	<hr/>
	520	100%

## Evans-1904

Period	Number of Pages	Percentage
Exploration	29	6%
Settlement	80	15%
Establishment	66	13%
Revolution	73	14%
Development	73	14%
Divergence	48	10%
Disunion	72	14%
Reunion	71	14%
	<hr/>	<hr/>
	512	100%

## James and Sanford-1917

Period	Number of Pages	Percentage
Discovery and Exploration	37	7%
Colonization	105	20%
Revolution	41	7%
To end of War of 1812	88	14%
Sectionalism and Civil War	166	30%
Present	124	22%
	<hr/>	<hr/>
	561	100%

## Beard and Beard-1921

Period	Number of Pages	Percentage
Colonial	77	12%
Conflict and Independent	62	10%
Foundation of Union and National Policies	76	12%
West and Jacksonian Dem.	78	13%
Sectional Conflict and Reconstruction	84	13%
National Growth and World Politics	128	21%
Progressive Dem. and the World War.	113	20%
	<hr/>	<hr/>
	618	100%



## Fish, Carl Russel-1925

Period	Number of Pages	Percentage
Getting a Foothold	104	20%
Community Relations	113	20%
Development of the Country	102	20%
Nation Versus Section	74	12%
New Problems to Solve	86	14%
The Life of Today	89	14%
	<hr/>	<hr/>
	568	100%

## Hulbert, Archer Butler-1924

Period	Number of Pages	Percentage
The Background of American History	100	18%
Independence and Growth of Nationality	175	30%
Secession and Civil War	110	18%
Economic Revolution and it's Results	186	34%
	<hr/>	<hr/>
	571	100%

## Mace, Wm. H.-1925

Period	Number of Pages	Percentage
America, an Immigrant Nation	47	7%
Rise of Democracy in America	254	40%
American Foreign Policies	72	11%
Democracy and Industrial Development	124	20%
Democracy, The Highest Type of Government	84	12%
	<hr/>	<hr/>
	645	100%

## APPENDIX B

PICTURES IN EACH TEXT<sup>1</sup>

Author	Copyright Date	No. of Pictures
1. Barnes, M. S., and E.	1891	106
2. Chambers, H. E.	1889	213
3. McMaster, J. B.	1897	154
4. Shinn, J. H.	1893	166
5. Taylor, Edward	1897	106
6. Channing, Edward	1904	125
7. Davidson, W. M.	1902	55
8. Fite, E. D.	1919	116
9. James, J. A. and Sanford, A. H.	1917	126
10. McLaughlin, A. C.	1919	130
11. Montgomery, D. H.	1910	166
12. Muzzey, D. S.	1911	123
13. Thompson, C. M.	1917	133
14. West, W. M.	1918	133
15. Beard, C. and Beard, M.	1921	73
16. Fish, C. R.	1925	192
17. Hulbert, A. B.	1924	194
18. Mace, W. H.	1925	217
19. Muzzey, D. S.	1929	98

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<sup>1</sup>Texts are arranged alphabetically by periods.

MAPS IN EACH TEXT <sup>2</sup>

Author	Copyright Date	No. of Maps
1. Barnes, M. S., and E.	1891	22
2. Chambers, H. E.	1889	24
3. McMaster, J. B.	1897	67
4. Shinn, J. H.	1893	54
5. Taylor, Edward	1897	10
6. Channing, Edward	1904	56
7. Davidson, W. M.	1902	70
8. Fite, E. D.	1919	
9. James, J. A. and Sanford, A. H.	1917	66
10. McLaughlin, A. C.	1919	28
11. Montgomery, D. H.	1910	48
12. Muzzey, D. S.	1911	50
13. Thompson, C. M.	1917	20
14. West, W. M.	1918	52
15. Beard, C. and Beard, M.	1921	24
16. Fish, C. R.	1925	19
17. Hulbert, A. E.	1924	57
18. Mace, W. H.	1925	54
19. Muzzey, D. S.	1929	69

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<sup>2</sup>Texts are arranged alphabetically by periods.

OCCUPATIONS OF AUTHORS <sup>3</sup>

Author	Copyright Date	Occupation
1. Barnes, M. S. and E.	1891	College Teacher
2. Chambers, H. E.	1889	High School Teacher
3. McMaster, J. B.	1897	College Teacher
4. Shinn, J. H.	1893	State Supt.
5. Taylor, Edward	1897	College Teacher
6. Channing, Edward	1904	College Teacher
7. Davidson, W. M.	1902	City School Supt.
8. Fite, E. D.	1919	College Teacher
9. James, J. A. and Sanford, A. H.	1917	College Teacher
10. McLaughlin, A. C.	1919	College Teacher
11. Montgomery, D. H.	1910	College Teacher
12. Muzzey, D. S.	1911	College Teacher
13. Thompson, C. M.	1917	College Teacher
14. West, W. M.	1918	College Teacher
15. Beard, C. and Beard, M.	1921	College Teacher
16. Fish, C. R.	1925	College Teacher
17. Hulbert, A. B.	1924	College Teacher
18. Mace, W. H.	1925	College Teacher
19. Muzzey, D. S.	1929	College Teacher

<sup>3</sup>Texts are arranged alphabetically by periods