

AN ANALYSIS OF SELECTED HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS
WITH RESPECT TO CERTAIN SOCIAL SCIENCE AREAS

by

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INTRODUCTION

The purpose of this study was to analyze selected high school American history textbooks with respect to certain social science areas.

The importance of research in this area is readily seen in the fact that the study of American history can play a definite role in the educative process of the student by providing him with a deeper understanding of himself, of his fellowmen, and of the situations in which men are put. Moreover, social scientists say that in order for the student to fully understand an event in history, it is necessary that he have an understanding of and an appreciation for those areas that are parallel and concomitant to that event. In this regard Hutton writes:

Students should be given a wide acquaintance with the activities of society and their interrelationships; with the relationship of environment to customs and achievements in different ages and countries; with social developments in time, and with the origins and development of culture. In history we use these materials of yesterday and today to educate for tomorrow. Events are important only as they are a part of the great trends of civilization. Thus . . . material must be challenging and worthwhile. It should include scientific, intellectual, industrial, and religious, as well as political phases of human life. It should emphasize the social viewpoint of ideals, cooperation, humanitarianism, and aesthetics.¹

Thus, to fully understand an event, it appears that it is necessary to be able to observe that event in its broadest aspects, to see it in terms of the whole as revealed by the contributions of the various social sciences. By acquiring this attitude of wholeness in dealing with the study of history, the

¹ Helen Audrey Hutton, "Basic Concepts for Instruction in History," The Social Studies, May 1937, 28:207.

presumption is that the student will be greatly assisted in resolving for himself the many vital problems presented to him by the complex issues of his time.

In order to command this comprehensive view, it is necessary to recognize the influence that the textbook apparently wields upon the high school curriculum in general and upon teaching methods in particular. In this regard Edgar B. Wesley says that:

The textbook reflects and establishes standards. It indicates, all too frequently perhaps, what the teacher is required to know and what the pupils are supposed to learn. By its teaching and learning aids it markedly affects methods and reflects the rising standards of scholarship. It expands its scope and size to meet the changing conception of what is considered educationally sound and desirable. Thus it sometimes leads and sometimes follows the educational procession, but it is always a significant factor.¹

Since the textbook is so widely revered as a "standard" in the selection of subject matter content to be studied in the classroom, it seems desirable that the textbook be utilized as advantageously as possible. Further, it seems desirable that the use of the textbook be in accord with the general acceptance of the unity concept of learning as supported by present-day educational psychologists. Such unity in learning has been emphasized by Gross and Zeleny as follows:

Psychology as well as everyday human experience reveals the import of unity in learning. Whatever teachers can do to help students recognize the interrelationships between scholarship in the different fields of knowledge would seem to be of value in helping prepare pupils for the total experience in social living which have no such artificial boundaries.²

¹ Edgar Bruce Wesley, Teaching Social Studies in High Schools, p. 299.

² Richard E. Gross and Leslie D. Zeleny, Educating Citizens for Democracy, p. 193.

In addition to the above mentioned statement concerning the unity concept of learning, Gross and Zeleny, by implication at least, have emphasized the importance of employing the unity concept for the teaching of American history:

American history should be taught through a broadened consideration of the geographic, economic, and social factors, in addition to the traditional political aspects. Only by understanding the major movements which mark his era will the student be able to help resolve the vital problems presented by these trends. In helping pupils grasp these factors, history instructors should draw on the contributions and data of the other social sciences.¹

Seeing, therefore, that the textbook is a most pervasive influence on what is to be taught and learned in the American public school classroom, and that one desirable way to approach the teaching of history is through a unified or broadened consideration of the subject matter, this study has attempted to discover the extent to which certain related social science areas are represented in the American history textbooks selected for study.

PROCEDURE

The method employed in carrying out this study was as follows:

1. The social science areas selected for sampling in the secondary school American history textbooks studied were:
 - a. Geography,
 - b. Economics, and
 - c. Sociology.

¹ Ibid., p. 188.

2. In the sampling process each of the textbooks selected was subjected to a 25 percent sampling, obtained by reading every fourth page through the text of the book, excluding summaries, reviews, questions, pictures, and tables. Every item constituting an authoritative term based upon the definition assigned for each social science area was listed, and every subsequent item found was counted.
3. For purposes of analysis the data gathered from the selected American history textbooks were organized into the following categories:
 - a. The general organization of geographic materials, the geographic locations mentioned, and geography vocabulary used.
 - b. The general organization of economic materials and the vocabulary of the four subfields of economics -- production, exchange, consumption, and distribution.
 - c. The general organization of sociological materials and the sociology vocabulary used.
4. For purposes of comparison the data gathered from the selected American history textbooks were organized into the following categories:
 - a. Number of words and percentage of word content of each social science area studied by text.
 - b. Number of words and percentage of word content of all the social science areas studied by text.

- c. Listing of the most frequently mentioned vocabulary words in each social science area.

The secondary school American history textbooks used in this study were selected from data supplied by the Kansas State Department of Public Instruction, stating that these were the American history textbooks most universally used in Kansas in the school year 1960-61.¹ These textbooks included:

1. Augspurger, Everett and Richard A. McLemore. Our Nation's Story. New York: Laidlaw Brothers, Inc., 1960.
2. Bragdon, Henry W. and Samuel P. McCutchen. History of a Free People. New York: Macmillan Co., 1961.
3. Canfield, Leon H. and Howard B. Wilder. The Making of Modern America. New York: Houghton-Mifflin Co., 1960.
4. Graff, Henry F. and John A. Krout. The Adventure of the American People. Chicago: Rand McNally and Co., 1960.
5. Muzzey, David S. Our Country's History. Chicago: Ginn and Co., 1960.

LIMITING THE STUDY

The writer recognizes that not all material in the above mentioned textbooks is covered in individual classes where these textbooks are used due to the discretion in choice of subject matter which each teacher justifiably commands. It is further recognized that supplementary material and outside readings often complement the content of the textbook; however, for purposes of analysis the writer did not take these factors into consideration,

¹ See appendix for State Department's letter and table of data.

and this may be considered a limitation of the study.

Another limitation of the study may be that this study was confined to an examination of only every fourth page of the high school American history texts selected for study.

Full cognizance is also taken of the possibility that somewhat different results might have been obtained with the same materials in the hands of another investigator due to the inherent difficulty of excluding all subjectivity, particularly in dealing with qualitative considerations.

DEFINITION OF TERMS

In this study, geography will be understood to refer to the inter-relationships existing between man and the physical environment in which he lives. Some of the elements of the physical environment of interest to this study were the surface or topography of the earth, soil, rocks and minerals, climate, land and water bodies, native plants and animal life, and location on the earth's surface.

Economics refers to the study of that portion of man's activities devoted to obtaining and using the material means required for his well-being. The study of economics deals with such concepts as pertain to the four major sub-fields of production, exchange, consumption, and distribution.

Sociology refers to the study of man in his social group relationships.

ANALYSIS OF GEOGRAPHY CONTENT

The geography content found in the selected high school American history texts studied with respect to the general organization of geographic materials,

the geographic locations mentioned, and geography vocabulary used will be discussed in this section of the study.

General Organization of Geographic Materials

The selected high school American history texts studied offer the student an opportunity for the use of maps and visual aids in the explanation and integration of historical and geographic materials. For example, in Augspurger and McLemore's text, Our Nation's Story, it was found that eighty-two maps were included as a supplement to the narrative and that the introductory section as well as the first chapter was devoted to acquainting the student with the basic geographical features of the United States. To cite a further example of the use of maps and visual aids in the explanation and integration of historical and geographic materials, it was found in Muzzey's Our Country's History, that upwards to one hundred maps were used in connection with the description of historic events of American history as they occurred. In the use of such materials in the American history texts studied, the high school student is provided with a continual reminder and guide to the influence of geography and the relationship of one location to another in the unfolding of United States history.

Geographic Location

A listing of the geographic locations most frequently mentioned in the high school American history textbooks selected for study is presented in Table 1. From Table 1 it can be seen that as many as sixty-three pertinent geographical locations were found mentioned most frequently in the American history texts studied. These geographic locations appear to present the high

Table 1. Geographic locations most frequently mentioned in the high school American history texts selected for study.

Asia	Japan	Ohio
Atlantic Ocean	Kansas	Orient
Baltimore	Kentucky	Pacific Ocean
Boston	Korea	Panama Canal
California	London	Paris
Canada	Louisiana	Pennsylvania
Caribbean Sea	Manchuria	Poland
Chicago	Maryland	Puerto Rico
China	Massachusetts	Rhode Island
Connecticut	Mexico	Russia
East	Mississippi River	St. Lawrence R.
England	Missouri	South
Europe	New England	South Carolina
France	New Jersey	Spain
Georgia	New Orleans	Tennessee
Germany	New York	United States
Great Plains	New York City	Virginia
Hungary	North	Washington, D. C.
Illinois	North America	West
Indochina	North Carolina	West Indies
Italy	Northwest	Wisconsin

school student with an adequate number of locations for the understanding of historical events. Illustrations of how the geographical locations contained in the selected high school American history texts are employed to bring about student understanding of historical events are as follows: The American Revolutionary War ended when Washington defeated Cornwallis at Yorktown, Virginia, in October 19, 1781. Abraham Lincoln was assassinated by John Wilkes Booth on April 14, 1865, at Ford's Theater in Washington, D. C. In February, 1945, Prime Minister Winston Churchill, President Franklin D. Roosevelt, and Premier Joseph Stalin met at the Crimean Conference at Yalta in southern Russia.

For each event in history it can be seen that a geographic location is necessary to give that event total continuity and meaning. An indication of where an event took place is necessary so that the event can be accurately identified as to its location and made more understandable to the high school student who will study history.

It may be of interest to note that the data presented in Table 1 show that the sixty-three geographic locations listed are comprised of the following areas: three continents, twenty states of the Union, sixteen nations, seven cities, six bodies of water, and eleven general geographic areas. In regard to the geographical locations found, it can be seen that the opportunity to gain a knowledge of these areas is presented to the student by the direct relationship which these locations have to the historical events involved.

Some examples of the relationship of geographic location to historic events found in the high school American history texts examined are seen in such statements as: "Relations with our late ally France were not so difficult as those with Great Britain and Spain, but neither were they entirely happy."

"For nearly forty years after the frontier approached them, the Great Plains resisted white settlement." "Germany annexed Austria and part of Czechoslovakia in 1938 Japan followed up its earlier expansion into Manchuria with a full-scale attack on China in 1937" "The middle colonies -- New York, New Jersey, Pennsylvania, and Delaware -- shipped lumber, wheat, flour, and loaves of bread in enormous quantities to New England, the southern colonies, the West Indies, and Europe."

In the use of such geographical locations in the American history texts studied, it seems reasonable to presume that in presenting a meaningful history of the United States it is necessary to consider those essential geographic features which enter into the making of that history.

Geography Vocabulary

The geography vocabulary most frequently mentioned in the high school American history textbooks selected for study is presented in Table 2.

Table 2. Geography vocabulary most frequently mentioned in the high school American history texts selected for study.

bay	island	sea
cape	lake	section
city	mountain	shore
coast	nation	soil
continent	ocean	territory
the earth	prairie	
gulf	river	

Data presented in Table 2 show that nineteen terms were found. All of the terms listed in Table 2 are explicit in meaning and would not appear to present any difficulty to the average high school student in understanding the geographic terminology in American history textbooks.

It was determined from this study of vocabulary that having a knowledge of geographical vocabulary of the type listed in Table 2 would not necessarily mean that the student will automatically gain an understanding of the cultural and political aspects of America's historical development. However, such a preliminary knowledge of geographic terminology combined with an adequate explanation of the early conditions of the country would conceivably go far toward helping the student see why it became necessary for the American settlers to adjust their ways of living to the kinds of conditions which they encountered through settlement and emigration.

Several examples of this combination of knowledge of geographical terminology and the explanation of the early physical conditions of the country were found in Bragdon and McCutchen's text, History of a Free People, as follows:

The first Europeans who came to this coast [the Atlantic Coast] were favorably impressed. There were many good harbors, although more above Chesapeake Bay than below, and the numerous rivers flowing into the Atlantic provided the early "highways" into the coastal plain. Most of the early settlements were made at or near where rivers entered the sea and most of the great eastern cities of today have good water transportation.¹

[The Fall Line] marks the boundary between the flat Atlantic coastal plain and the piedmont, a gently rolling plateau which slopes up to the Appalachians. Where eastward-flowing rivers

¹ Henry W. Bragdon and Samuel P. McCutchen, History of a Free People, p. 8.

cross the fall line there are rapids and waterfalls blocking navigation from the sea. In colonial times the great plantations lay in the tidewater area, while the piedmont was an area of small farms. Many early towns grew on the fall line because there were the points of trans-shipment from ship to land transportation or canals. Water power also furnished the basis for industry and further urban growth.¹

To further illustrate this combination of geographic terminology and the explanation of our country's early physical conditions, Augspurger and McLemore, in their text, Our Nation's Story, wrote the following:

Of the two great mountain systems on the continent, the Appalachians, though much lower than the western system, seem to have had the greater influence upon our history. While they were not an insurmountable barrier to the west, they seemed to delay the westward movement for a century and a half after the planting of the first settlement on the Atlantic coast. Thus the Appalachians held together a colonial population that might otherwise have scattered. They contributed to the unity that made possible the early winning of independence and the organization of our nation.²

Such a combination of knowledge of geographical terminology and the explanation of the early physical conditions of the country would presumably give the student a basic geographical perspective of our nation's experience in dealing with the uniqueness of the physical environment. In addition, it would seem that such a combination would also assist the student in appreciating the effects of physical forces upon the development of our particular way of life.

Summary

On the basis of the data analyzed in this section of the study, it may be concluded that the secondary school American history textbooks studied

¹ Ibid.

² Everett Augspurger and Richard A. McLemore, Our Nation's Story, pp. 42-43.

appear to offer a sufficient number of geographic locations for the understanding of historical events by the high school student, and an opportunity for the student to use maps and visual aids in the explanation and integration of historical and geographical materials. In addition, it may be observed in the matter of geography vocabulary that little appreciable challenge has been offered to the high school student. However, the vocabulary included in the high school American history texts studied would appear to offer a preliminary knowledge of the field of geography and would presumably give the student a basic geographical perspective of our nation's historical development when combined with an explanation of the early physical conditions of the country.

ANALYSIS OF ECONOMIC CONTENT

The economic content found in the selected high school American history texts studied with respect to the general organization of economic materials and the vocabulary of the four subfields of economics -- production, exchange, consumption, and distribution -- will be examined in this section of the study.

General Organization of Economic Materials

The fact that economics has played and continues to play such an important role in our nation's historical development was continually emphasized in the American history textbooks selected for study. An example of the importance of economics in our country's development as presented in Muzzey's text, Our Country's History, is as follows:

History records more than the political activities of the government. Otherwise we could pass over the later decades of the nineteenth century in a few pages. There were great forces at work beneath this covering of politics. Some of the most

remarkable changes in our country's economic and social life that history has ever known were taking place. We were no longer a people of small farmers and manufacturers alone, producing food and goods for local consumption. We were rapidly becoming a land of highly organized industries, densely populated cities, and thousands of immigrant laborers. Fine farms and cattle ranges, magically rising cities, and a thickening network of railroads were all evidences of the great economic revolution underway.¹

In the high school American history texts studied, many of the economic concepts and statistics discussed in the narrative were ingeniously converted into visual aids -- graphs, cartoons, and explanatory diagrams -- thereby making them more meaningful to the student of American history. The use of such visual aids to simplify economic material for the high school student was noted quite frequently in the examination of the selected high school American history texts. For example, in Bragdon and McCutchen's History of a Free People, such matters as the downward spiral of deflation, the make-up of a holding company, and the effects of high tariff upon imports were simply illustrated in order that the student might be able to grasp the significance of the material quite readily. Another example of the use of visual aids to simplify economic material was noted in Augspurger and McLemore's Our Nation's Story. In this text such subjects as the comparison of production and distribution costs in several industries, the graphic history of the United States tariff, and the trends of employment in the United States were but a few of the many visual aids included.

It appears that the use of visual aids in the explanation and interpretation of economic phenomena can be beneficial to the teaching of American

¹ David S. Muzzey, Our Country's History, p. 340.

history. These aids become useful to the extent that they provide a means whereby the teaching of history can be made both interesting and challenging to the high school student.

In addition to the use of visual aids to assist the high school student in grasping the economic phenomena presented in American history, it was noted that certain American history texts studied attempted to divide the historical material into specific areas where economic activities were predominantly discussed as a separate topic. An example of the division of historical material into specific areas of economic activity was seen in Canfield and Wilder's text, The Making of Modern America, where the growing importance of economics in the United States was shown by the gradual inclusion of larger amounts of economic material. In this text the economic material was gradually expanded from only one chapter in Unit One to five chapters in both Unit Five and Unit Eight. In regard to this division of historical materials into distinct areas of economic activity, the importance of studying economic problems appear as second only to the importance of studying the problems of government and politics in American history.

Economic Vocabulary

The economic vocabulary most frequently mentioned in the high school American history textbooks selected for study is presented in Table 3. Data presented in Table 3 show that the subfield dealing with exchange had the largest frequency of mention with thirty, while the lowest frequency of mention was in the subfield of consumption. In comparison, the other two subfields had only a moderate frequency of mention in each case. From this analysis it may be presumed that the subfield of exchange is the major area of

Table 3. Economic vocabulary most frequently mentioned in the high school American history texts selected for study with respect to the four subfields of economics.

<u>EXCHANGE:</u>		
bank	paper notes	monopoly
bonds	price	production
communication	speculation	property
competition	tariff	railroad
credit	tax	raw material
creditor	trade	shipping
customs	tressury	stock
debtor		stock-market
dollar	<u>PRODUCTION:</u>	trust
embargo	agriculture	<u>DISTRIBUTION:</u>
exports	antitrust laws	boycott
finance	business	communism
free silver	capitalist	depression
funds	charter	labor union
hard money	company	panic
imports	corporation	profit
income tax	farming	prosperity
inflation	federal subsidy	relief
interstate commerce	grant	strike
loan	industry	unemployment
money	labor	wages
national debt	land	<u>CONSUMPTION:</u>
open door	manufacturing	commerce
	mining	goods
		market
		merchants
		wealth

consideration in the economic development of the United States. This high ranking of the subfield of exchange indicates that in the study of American history the various aspects of economics dealing with foreign and domestic trade issues, together with credit instruments and banking practices, and the consideration of value, prices, and the apportionment of goods and services were of primary interest.

The vocabulary of the four subfields of economics was found to lapse over into technical terminology and expressions in some cases. Some illustrations of the technical aspect of economics which the high school student might encounter in the study of American history are as follows: the devaluation of the dollar; the 16:1 ratio of silver to gold; the Federal Reserve system; the advantages of high tariff barriers; business cycles; mercantilism; and funding the national debt. These various aspects of the economics field were found to have a definite place in the study of American history and are seen to be of a technical nature, i.e., calling for a specialized knowledge of the subject matter.

The presence of such technical economic phraseology would tend to make for difficulty in teaching American history through the use of economic ideas, since the various economic ideas would need proper explanation and clarification beforehand in order to be properly assimilated by the student. Also, a number of related problems concerning terminology arising from such topics as the tariff program, the development of corporations, and the problems of inflation, recession, and depression will be understood only in a limited sense without an adequate background in economic principles and phraseology.

In most cases, a proper evaluation of technical economic materials is beyond the reach of the average high school student. However, with the use

of visual aids and simplified explanations in the texts studied, it seems quite tenable that the economic materials found in the American history texts studied could lead the way to a fundamental understanding of the economic phenomena of American history.

Summary

On the basis of the data analyzed in this section of the study, it may be concluded that the secondary school American history textbooks studied appear to offer economic materials of a technical nature in some cases. Though this would tend to make it difficult to provide an integrated treatment of economic and historical material, it is conceivable that the economic concepts pertinent to a study of history can be simplified by the use of visual aids and simplified explanations, thereby making them more meaningful to the average high school American history student. In many instances this has been done in the American history texts studied. To the extent that this was done, it aided and enriched the narrative in most cases.

ANALYSIS OF SOCIOLOGY CONTENT

The sociology content found in the selected high school American history textbooks studied with respect to the general organization of sociological materials and the sociology vocabulary used will be examined in this section of the study.

General Organization of Sociological Materials

Sociology is often found to be built on the basis of inquiry into social problems. This problem's approach was often seen in the American history

textbooks examined. For example, in Canfield and Wilder's text, The Making of Modern America, there were three separate units devoted in their entirety to explaining and illustrating the gradual social and cultural development of the American people. Another instance of this inquiry into social phenomena was found in Augspurger and McLemore's text, Our Nation's Story. In this text at least seven chapters were concerned with the social and cultural aspects of American life during the different periods of growth and development, thus providing a chronological approach to the study of our social problems from their beginning to the present time.

In acknowledging the presence of a good deal of sociological material in the American history texts studied, it was noted that, in many cases, this sociological material was closely integrated with the political features of American history. An example of this integration of sociological material with the political aspects of American history was seen in Bragdon and McCutchen's text, History of a Free People, which emphasized such vital social phenomena as women's rights, the labor movement, and the implementation of social planning in modern American life. The fact that social phenomena are often seen to be aligned with political issues suggests the importance of studying such phenomena in connection with history. Primarily because of the repercussions that such social issues as women's rights have produced and because of the ominous forebodings concerning future changes in the order of society which such issues may introduce, it is conceivable that a vital and highly realistic approach to the study of American history might be originated by the use of such sociological materials.

Sociological Vocabulary

The sociology vocabulary most frequently mentioned in the high school American history textbooks selected for study is presented in Table 4. Data presented in Table 4 show that the great predominance of sociological terminology found in the textbooks studied were concerned with social group activities and especially with the movements of these groups in the molding of a distinctive American culture. Such activities as the formation of political parties, the continuous impetus for societal reforms and improvements, and the labor movement are indicative of the American experiment of providing for the functioning of an increasingly complex democratic society.

Several basic groups in American society -- the farmer, the workingman, the entrepreneur, and the professional man -- were found mentioned as well as the various institutions which have contributed to that society's development, such as the church, the home, and the school. Many of the essential or "key" concepts of sociology -- for instance, status, class, culture, community, and the individual -- were also found mentioned.

Like all other subjects, sociology has a specialized vocabulary that must be understood before pupils can proceed to an intelligent participation and analysis of sociological phenomena. An example of this specialized vocabulary as it pertains to sociology was seen in Graff and Krout's text, The Adventure of the American People, which included such topics as the treatment of minority groups, the increased urbanization of American cities, and the problem of organized crime. It can be seen that a knowledge of sociological terminology is necessary if any meaning and usefulness would be derived from these topics. It is fortunate that the sociological terminology

Table 4. Sociology vocabulary most frequently mentioned in the high school American history texts selected for study.

aristocracy	leader	social custom
church	labor movement	state
civilization	mass	status
class	minority group	the under- privileged
clergy	mob	the unemployed
colony	needs	urbanization
common good	organization	veterans
community	people	the westward movement
conditions of life	plantation system	workingmen
crowd	political party	
culture	population	
employer	profession	
family	progress	
farmer	public education	
frontier	public opinion	
frontiersman	rank	
group	reform movement	
home	religion	
immigration	rural area	
immigrant	settlement	
individual	settler	
institution	slavery	

often used in the textbooks examined is commonly within the scope of understanding of today's adolescent, so that the problem of rapport and presentation of material is not as complex as in the social science areas of economics and geography.

Summary

On the basis of the data analyzed in this section of the study, it may be concluded that the secondary school American history textbooks studied appear to afford a basis for rapport with the high school student in the matter of presentation of sociological materials. It appears that the modern adolescent would have such a sufficient amount of the basic terminology of social groups at his command that it would be relatively simple to assume that further progress in the field of social understanding and the integration of the historical aspect of sociological phenomena would be achieved. Furthermore, the accumulation of pertinent sociological material in present-day American history textbooks seemingly justifies an attempt to weld together these two fields into a vital and realistic form of American history.

SUMMARY AND CONCLUSIONS

The purpose of this study was to analyze selected high school American history textbooks with respect to certain social science areas.

In regard to the total weight which the social science areas selected had in relation to one another, the number of words and percentage of word content of the social science areas studied by text are presented in summary form in Table 5.

Table 5. Number of words and percentage of word content of each social science area studied by text.

Text	Geography		Economics		Sociology	
	No.	%	No.	%	No.	%
Augsburger-McLamore	1176	45.94	971	37.93	413	16.13
Bragdon-McCutchen	1381	45.01	1039	33.87	648	21.12
Canfield-Wilder	1473	45.86	1093	36.50	429	17.64
Graff-Krout	1585	45.96	1178	34.15	686	19.89
Muzzey	1247	43.94	1067	37.60	524	18.46

The data contained in Table 5 reveal some limited facts about the social science areas reviewed which may be of interest to note. As might have been expected from a study of historical material, the quantity of geography word content was found in every case to be the largest of any of the social science areas examined. This can be readily understood when we appreciate the fact that history and geography are found to be intimately connected in such a way that the former would appear to be meaningless as a social science without the accompaniment of the latter. One cannot hope to report an accurate historic event without at the same time telling where that event took place. Therefore, geography is seen to be a necessary partner in the study of history.

It was interesting to note the moderate frequency of mention obtained in the areas of economics and sociology. This moderate frequency of mention appears to indicate that less attention has been given to working on and applying the various economic and sociological concepts presented in American history, even

though these social sciences appear to bear a close relationship to an adequate grasp of historical movements and the decisions of men.

In regard to the total weight which the social science areas had in relation to the total history content examined, the number of words and percentage of word content of all the social science areas studied by text are presented in summary form in Table 6.

Table 6. Number of words and percentage of word content of all the social science areas studied by text.

Text	Total No. of words found	Total No. of social science words found	Percentage of content
Augsburger-McLemore	49,764	2,560	5.14
Bragdon-McCutchen	54,212	3,068	5.66
Canfield-Wilder	52,271	2,995	5.73
Graff-Krout	57,010	3,449	6.05
Muzzey	49,280	2,838	5.76

Data presented in Table 6 reveal that, compared to the over-all content given in the American history textbooks examined, there was a very low percentage of word content shown with respect to the social science areas selected for review. It must be remembered that this study was limited to an examination of one-fourth of each text and, therefore, it might be presumed that a higher percentage of social studies word content might have been obtained had a full examination been made of each text.

On the basis of the findings of this study, it is apparent that the secondary school American history texts examined offer a limited amount of word content with respect to the social science areas of geography, economics, and sociology selected for review. Furthermore, it is apparent that due to this limited amount of word content these same texts offer only a moderate quantity of resource material for the development of an American history course based upon the unity concept of learning.

From this study, it may be concluded that with respect to the social science area of geography the secondary school American history texts studied offer a sufficient number of geographic locations for the understanding of historical events by the high school student, and an opportunity for the student to use maps and visual aids in the explanation and integration of historical and geographical materials. In addition, the vocabulary included in the American history texts studied offer a preliminary knowledge of the field of geography. This preliminary knowledge would presumably give the student a basic geographical perspective of our nation's historical development when combined with an explanation of the early physical conditions of the country.

With respect to the social science area of economics, it may be concluded that the secondary school American history texts studied included economic materials of a technical nature, i.e., materials which require a specialized knowledge of the subject matter, which in some cases could be difficult for the high school student to obtain. However, in many instances an attempt was made to alleviate this condition by the use of extensive and imaginative diagrams, sketches, and graphs which simplified and explained many of the economic facts presented to the student of American history.

It may also be concluded that with respect to the social science area of sociology the secondary school American history texts studied afford a basis for rapport with the average high school student in the matter of sociological terminology. This conclusion is based upon the presence of pertinent sociological information in the American history textbooks studied and on the apparent attempt on the part of their respective authors to weld together the two fields of sociology and American history into a vital and realistic form of American history.

ACKNOWLEDGMENT

The writer of this paper wishes to express his sincere thanks to all those who aided in this study. Special gratification is tendered to Dr. Charles Brecken for the professional guidance, criticism, and assistance which he provided throughout the preparation of this report.

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APPENDIX

March 9, 1962

Mr. Gregory S. Palazzolo
1721 Laramie Avenue
Manhattan, Kansas

Dear Mr. Palazzolo:

Your letter of March 8 written to this department regarding American History textbooks was received this morning. The questions regarding the most frequently used textbooks in Kansas in 1960-1961 are answered as follows:

First Class Cities

1. The Making of Modern America - Canfield-Wilder - Houghton-Mifflin, 1960.
2. Our Country's History - Muzzey - Ginn & Company - 1961.
3. History of a Free People - Bragdon - Macmillan - 1961.

Second Class Cities

1. The Making of Modern America - Canfield-Wilder - Houghton-Mifflin, 1960.
2. History of a Free People - Bragdon - Macmillan - 1961.
3. The Adventures of the American People - Graff - Rand-McNally, 1960.

Rural High Schools

1. The Making of Modern America - Canfield-Wilder - Houghton-Mifflin, 1960.
2. Our Country's History - Muzzey - Ginn & Company - 1961.
3. The Adventures of the American People - Graff - Rand-McNally, 1960.
(There was a tie between 2, 3, and 4.)
4. Our Nation's Story - Augspurger - Laidlaw - 1959.

No. 1 received more than all the others combined in each group.

Sincerely yours,

(Signed) George E. Watkins
Assistant State Superintendent
of Public Instruction

Table 7. High school American history textbooks most universally used in Kansas in the school year 1960-61.

<u>Cities of the First and Second Class</u> - 85 school systems reporting:	
Canfield-Wilder, <u>The Making of Modern America</u> , (Houghton-Mifflin, 1960)	45
Bragdon-McCutchen, <u>History of a Free People</u> , (Macmillan Co., 1961)	11
Graff-Krout, <u>The Adventures of the American People</u> , (Rand McNally & Co., 1960)	8
Muzzey, <u>Our Country's History</u> , (Ginn & Co., 1961)	7
All others listed	14
<u>Rural High Schools</u> - 57 school systems reporting:	
Canfield-Wilder, <u>The Making of Modern America</u> , (Houghton-Mifflin, 1960)	33
Augsburger-McLamore, <u>Our Nation's Story</u> , (Laidlaw Brothers, Inc., 1960)	9
Muzzey, <u>Our Country's History</u> , (Ginn & Co., 1961)	6
Bragdon-McCutchen, <u>History of a Free People</u> , (Macmillan Co., 1961)	4
All others listed	5

AN ANALYSIS OF SELECTED HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS
WITH RESPECT TO CERTAIN SOCIAL SCIENCE AREAS

by

GREGORY S. PALAZZOLO

B.A., St. Benedict's College, 1961

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1963

The purpose of this study was to analyze selected high school American history textbooks with respect to certain social science areas. The importance of research in this area is readily seen in the fact that the study of American history can play a definite role in the educative process of the student by providing him with a deeper understanding of himself, of his fellowmen, and of the situations in which men are put. Moreover, social scientists say that in order for the student to fully understand an event in history, it is necessary that he have an understanding of and an appreciation for those areas that are parallel and concomitant to that event. By utilizing this attitude of wholeness in dealing with the study of history, the presumption is that the student will be greatly assisted in resolving for himself the many vital problems presented to him by the complex issues of his time. This method of approach to the examination of the selected American history texts finds its justification in accord with the general acceptance of the unity concept of learning as supported by present-day educational psychologists.

On the basis of the findings of this study, it is apparent that the high school American history texts examined offer a limited amount of word content with respect to the social science areas of geography, economics, and sociology selected for review. Furthermore, it is apparent that due to this limited amount of word content these same texts offer only a moderate quantity of resource material for the development of an American history course based upon the unity concept of learning.

From this study, it may be concluded that with respect to the social science area of geography the secondary school American history texts studied offer a sufficient number of geographic locations for the understanding of

historical events by the high school student, and an opportunity for the student to use maps and visual aids in the explanation and integration of historical and geographical materials. In addition, the vocabulary included in the American history texts studied offer a preliminary knowledge of the field of geography and give the student a basic geographical perspective of our nation's historical development when combined with an explanation of the early physical conditions of the country.

With respect to the social science area of economics, it may be concluded that the high school American history texts studied included economic materials of a technical nature, which in some cases could be difficult for the high school student to understand. However, in many instances an attempt was made to alleviate this condition by the use of extensive and imaginative diagrams, sketches, and graphs which simplified and explained many of the economic facts presented to the student of American history.

It may also be concluded that with respect to the social science area of sociology the high school American history texts studied afford a basis for rapport with the average high school student in the matter of sociological terminology. This conclusion is based upon the presence of pertinent sociological information in the American history textbooks studied and on the apparent attempt on the part of their respective authors to weld together the two fields of sociology and American history into a vital and realistic form of American history.