A COMPARATIVE ANALYSIS OF ADOPTED TEXTBOOKS IN SOCIAL STUDIES IN TEXAS FROM 1913 TO 1949

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A COMPARATIVE ANALYSIS OF ADOPTED TEXTBOOKS IN SOCIAL
STUDIES IN TEXAS FROM 1913 TO 1949

THESIS

Presented to the Graduate Council of the North
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Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

180224
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CHAPTER I

INTRODUCTION

Statement of Problem

The purpose of this study is to make a comparative analysis of the adopted textbooks for the sixth and seventh grades in social studies in the public schools of Texas from 1913 until the present time, 1949, to determine changes in concepts of presenting and teaching social studies during this time.

Limitations of Study

The time limitation has been set because of lack of necessary source material. The original date for the beginning of the study was 1900. However, the earliest Course of Study available, outlining what was to be taught in the different grades of the public school, is dated 1913, so this date was decided upon. A further limitation is that the study is confined to the social studies taught in the sixth and seventh grades of the public schools of Texas.

The stress placed on social studies in present educational thought sometimes causes all the curriculum to be classified as social studies, because the achievement of social values is one of the main objectives of education.
Social studies, as used in this study, however, will be based on the traditional definition and will comprise geography, history, and civics.

Sources of Data

The material for the study has been secured from various sources. Information on the course of study recommended for the sixth and seventh grades for the period of time under consideration was secured from the bulletins issued by the State Department of Education of Texas at various times from 1913 to 1949. Determination of the geography, history, and civics textbooks was made through a study of bulletins from the State Department of Education on adopted textbooks.

Material concerning the textbooks was taken directly from a study of these books. Changes in social concepts were studied in the professional literature of the field of education.

The following textbooks were studied. The dates as given are not the dates of publication of the books, but the dates when these books were adopted as textbooks in the sixth and seventh grades.

Geography Textbooks


W. R. McConnell, *Geography of Lands Overseas*, 1943---.

William Chambers, *Geography of Texas*, 1943---.

**History Textbooks**

**Texas**


R. C. Steen, *A Story of Progress*, 1944---.

**United States**


Casner-Gabriel, *Story of American Democracy*, 1943---.

**Civics Textbooks**


Evans, Patterson, and Simmons, *American Citizenship*, 1930-1936.


Blough and McClure, *Fundamentals of Citizenship*, 1938---.
Method of Procedure

The first step in the study was a search for what has constituted the recommended course of study for geography, history, and civics for the period of time under consideration. In earlier days in Texas, the State Department of Education designated the textbooks for use, the number of pages to be covered in a school term, and, in some instances, directions for teaching the subject. Once the textbooks adopted by the State for the social studies in the sixth and seventh grades were determined, a search was begun to find copies of these textbooks for study. After the books were collected, a comparison was made of the changes occurring in each subject. In the geography textbooks, attention was given to changes in subject matter, aims and objectives, recommended practices and procedures, methods of presentation, lesson aids, and maps and illustrations. The history textbooks were analyzed for treatment of subject matter, aims and objectives, and interpretation of historical facts. The civics textbooks were compared from the standpoint of subject matter, aims and objectives, and concepts of citizenship.

After giving a brief preview of the study in the introductory chapter, the analysis of the textbooks for geography, history, and civics was taken up in individual chapters. Social concepts over the period of time under study were
briefly reviewed in a further chapter with special attention directed to changes. Changes in the textbooks were evaluated in the light of these social changes.

Related Studies

The investigator found, during the research, that she was working in almost unexplored territory. No closely related studies of changes in the Texas curriculum were found. A number of studies have been made in analysis of adopted textbooks for the Texas public schools, but the ones available are in the elementary field. Phillips, in 1947, made a comparison of the curriculum changes that have been made in Texas schools with Louisiana schools, but attention was directed to the curriculum, not the textbooks. Moore, in 1949, made a study and comparative analysis of the adopted geography textbooks for the third grade in Texas from 1920 to 1943.

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CHAPTER II

ANALYSIS OF THE SUBJECT MATTER, AIMS AND OBJECTIVES, AND RECOMMENDED PRACTICES AND PROCEDURES OF INSTRUCTION OF SIXTH- AND SEVENTH-GRADE ADOPTED GEOGRAPHY TEXTBOOKS IN TEXAS PUBLIC SCHOOLS, 1913 TO 1949

Purpose of the Chapter

The purpose of this chapter is to make an analysis of the adopted geography textbooks for the sixth and seventh grades in the public schools of Texas from 1913 to 1949. The subject matter recommended by the State Course of Study, the expressed aims and objectives of the different textbooks, the recommended practices and procedures of instruction, and the differences revealed among the books are studied.

Recommended Course of Study in Geography for Sixth and Seventh Grades from 1913 to 1949

The recommended course of study for the sixth and seventh grades in geography is shown in Table 1. Reference to this table shows that seven different textbooks have been used in a period covering thirty-six years. Only three texts were used from 1913 to 1938, and both the sixth and seventh grades used the same textbook. Since 1936 separate texts have been used for each grade.
**TABLE 1**

RECOMMENDED COURSE OF STUDY FOR THE SIXTH AND SEVENTH GRADES IN GEOGRAPHY FROM 1915 TO 1949 AS SHOWN IN BULLETINS FROM THE STATE DEPARTMENT OF EDUCATION OF TEXAS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook</th>
<th>Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1915 - 1924</strong></td>
</tr>
<tr>
<td>6</td>
<td>World Geography</td>
<td>Pp. 146-195: Dependencies of the United States, Mexico, Canada, and West Indies; review of North America.</td>
</tr>
<tr>
<td>7</td>
<td>World Geography</td>
<td>Pp. 198-255: General Geography: the earth, latitude and longitude, winds and rain, ocean movements, plants and animals, peoples of the earth; South America.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>1924 - 1930</strong></td>
</tr>
<tr>
<td>6</td>
<td>Essentials of Geography</td>
<td>Pp. 219-385: South America, Oceans, Polar Regions, world winds; Europe, Asia, and Africa.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>1930-1936</strong></td>
</tr>
<tr>
<td>6</td>
<td>Advanced Geography</td>
<td>Canada, Mexico, Central America, South America.</td>
</tr>
<tr>
<td>7</td>
<td>Advanced Geography</td>
<td>Europe, Africa, Asia, Australia and the Pacific Islands</td>
</tr>
</tbody>
</table>
TABLE 1—Continued

<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook</th>
<th>Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1933-1948</strong></td>
</tr>
<tr>
<td>6</td>
<td><strong>Living Across the Seas</strong></td>
<td>Land of Europe and Asia, India, Africa, and Australia.</td>
</tr>
<tr>
<td>7</td>
<td><strong>The United States in the Modern World</strong></td>
<td>The United States and the world.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>1948-1949</strong></td>
</tr>
<tr>
<td>6</td>
<td><strong>Geography of Lands Across the Sea</strong></td>
<td>Europe, Asia, India, Africa, and the Atlantic.</td>
</tr>
<tr>
<td>7</td>
<td><strong>Geography of Texas</strong></td>
<td>Texas.</td>
</tr>
</tbody>
</table>

From 1913 until 1930 the State Department of Education designated certain pages for each grade to cover. From 1913 until 1924, the sixth grade studied the dependencies of the United States, Mexico, Canada, and the West Indies and a review of the North American continent; from 1924 until 1930 the same grade studied South America, the oceans, Polar Regions, world winds, Europe, Asia, and Africa. The seventh grade from 1913 to 1924 studied general geography and South America; from 1924 until 1930 Australia and the Pacific Islands as well as general geography were studied.

After 1936, the subject matter appears to have been simplified. General geography, a foretaste of physical geography, was discontinued. From 1930 to 1936 the sixth grade studied Canada, Mexico, Central America, and South
America; from 1936 to 1948 the sixth-grade pupils studied ways of living in lands across the seas and not countries; from 1948 to 1949 emphasis was changed to land and water areas such as the Nile River Region, the Mediterranean lands, and like classifications. From 1930 to 1936 the seventh-grade pupils studied Europe, Africa, Asia, Australia, and the Pacific Islands; from 1936 until 1948 economic conditions affecting the United States and the world were studied; and in 1948 the geography of Texas was decided upon as the subject matter for the seventh-grade pupils.¹

A well-defined trend of increasing simplicity is noticeable in studying this subject matter of the adopted geography textbooks. The areas covered by the grades decreased, and the subject matter shifted from studies of countries to studies of people and their ways of living. In the seventh grade, especially, the subject matter shifted from Europe and Asia to the United States and finally to Texas. Some of the older geographies concluded the work in seventh-grade geography with a supplement on Texas, but it has remained for the modern age to make the study of the home environment, Texas, the subject matter for an entire year's work in geography. Simpler subject matter, difference in emphasis, and more study of the home environment, it is

¹The information on courses of study was taken from Bulletins 25, 45, 184, 274, 357, of the State Department of Education of Texas.
indicated, were the outstanding trends developed in subject matter of adopted geography textbooks over the period studied.

Aims and Objectives of Geography Textbooks

The aims and objectives of the different adopted geography textbooks for the sixth and seventh grades in the Texas public schools from 1913 until 1949 are shown in Table 2. According to the data in this table, the aim of the World Geography, which was used in both the sixth and seventh grades for twelve years, was to give facts about the world in a manner which was concrete and understandable. No mention was made of the development of attitudes; emphasis was placed upon facts. Essentials of Geography, used in the sixth and seventh grades for six years, went a step further than the geography previously used; it emphasized the human side of geography. Emphasis, it is seen, was beginning to deviate from facts about land areas to facts about people. In the preface the aim was expressly stated: "To stress unity of world and its peoples." Relationship of one part of the world to the other and the dependency of one part on the other were beginning to creep into the study of the different countries.

Advanced Geography went a step ahead of Essentials of Geography in emphasizing the world relationships to pupils.

---

2A. B. Brigham and Charles T. McFarlane, Essentials of Geography, Preface, p. iii.
TABLE 2
ANALYSIS OF STATED AIMS OF THE SIXTH- AND SEVENTH-GRADE
ADOPTED GEOGRAPHY TEXTBOOKS FOR TEXAS SCHOOLS
FROM 1913 TO 1949

<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook</th>
<th>Aims and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1912-1924</td>
<td></td>
<td></td>
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<tr>
<td>6 &amp; 7</td>
<td>World Geography</td>
<td>To present facts about the world in a concrete, understanding manner.</td>
</tr>
<tr>
<td>1924-1930</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 &amp; 7</td>
<td>Essentials of Geography</td>
<td>To emphasize the human side of geography. To stress unity of the world and all its peoples.</td>
</tr>
<tr>
<td>1930-1936</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 &amp; 7</td>
<td>Advanced Geography</td>
<td>To develop an understanding of the relationship which exists between various human groups.</td>
</tr>
<tr>
<td>1936-1948</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Living Across the Seas</td>
<td>To develop an understanding of human-natural relationships. To stimulate interest and develop thinking.</td>
</tr>
<tr>
<td>7</td>
<td>The United States in the Modern World</td>
<td>To present a study of the economic activities of the American people in relation to environmental conditions. To show how American economic interests and problems are related to the rest of the world.</td>
</tr>
<tr>
<td>1948-1949</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Geography of Lands Across the Sea</td>
<td>To show the need for world unity and cooperation. To develop an appreciation and knowledge of home environment.</td>
</tr>
<tr>
<td>7</td>
<td>Texas Geography</td>
<td></td>
</tr>
</tbody>
</table>


Unity between various human groups was the objective of this textbook. Heretofore, the idea of dependence of one portion of the world on the other for natural resources had been developed, and now the need for unity in human relationships followed. Gradually the concept of world peace and the need for it had been developed.

After 1935 separate textbooks were adopted for each grade. Living Across the Sea, textbook for the sixth grade, had a double objective: (1) to develop an understanding of human-natural relationships and (2) to stimulate interest and develop thinking.

The textbook for the seventh grade in 1935 was an entirely new departure in geography texts. Instead of a study of Australia and the Pacific Islands, a study was made of the United States and its relationship to the world. Two aims were outlined: (1) to present a study of the economic activities on the American people in relationship to environmental conditions and (2) to show how economic interests and problems of the American people are related to the rest of the world. In this text an attempt was made to give the pupils an insight into problems that directly concerned their lives.

The latest of the sixth-grade geography textbooks, Geography of Lands Across the Sea, has world unity and cooperation as its theme. The need for cooperation between the peoples of the world finds new expression in the study of
the lands of the world. Seventh-grade geography narrows to a study of Texas with the expressed aim of developing an appreciation and knowledge of problems of home environment.

In summarizing the changes made in aims and objectives of the adopted textbooks, it may be said that there was a steady trend away from the objective of "learning facts" to that of developing understanding and appreciation. The need for world unity, the need for an understanding of other people, the need for understanding our own problems in relationship to those of the world gradually take shape and replace the old aim of learning facts about places and things.

Recommended Practices and Procedures

Recommended practices and procedures of instruction and lesson aids of the different textbooks in geography are shown in Table 3. A study will reveal many changes in this respect over a period of four decades.

World Geography, as indicated in Table 3, used the topic method of presentation. In the division entitled "Countries South of the United States," Mexico was studied from the standpoint of the inhabitants, surface features, climate, agriculture, manufacture, and leading cities. The countries of Central America were treated in a similar manner.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook</th>
<th>Practices and Procedures of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1913-1924</td>
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<tr>
<td>6 &amp; 7</td>
<td><em>World Geography</em></td>
<td>Topical development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Illustrations</td>
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<tr>
<td></td>
<td></td>
<td>Review Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suggestions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1924-1930</td>
</tr>
<tr>
<td>6 &amp; 7</td>
<td><em>Essential Geography</em></td>
<td>&quot;Great&quot; topics</td>
</tr>
<tr>
<td></td>
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<td>Illustrations</td>
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<td></td>
<td></td>
<td>Review Questions</td>
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<td></td>
<td></td>
<td>Maps</td>
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<td></td>
<td>1930-1936</td>
</tr>
<tr>
<td>6 &amp; 7</td>
<td><em>Advanced Geography</em></td>
<td>Problems</td>
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<td></td>
<td>Thought questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity illustrations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New types of maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1936-1948</td>
</tr>
<tr>
<td>6</td>
<td><em>Living Across the Sea</em></td>
<td>Direct story appeal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making maps tell a story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physico-political maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Population maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New types of tests:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making comparisons</td>
</tr>
<tr>
<td></td>
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<td>Matching exercises</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completion tests</td>
</tr>
<tr>
<td>7</td>
<td><em>The United States in the Modern World</em></td>
<td>Unit approach</td>
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<tr>
<td></td>
<td></td>
<td>Provisions for enrichment</td>
</tr>
<tr>
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<td></td>
<td>Projects</td>
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<td></td>
<td></td>
<td>Problems</td>
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TABLE 3--Continued

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<thead>
<tr>
<th>Grade</th>
<th>Textbook</th>
<th>Practices and Procedures of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Geography of Lands Across the Seas</td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provisions for individual differences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Map program</td>
</tr>
<tr>
<td>7</td>
<td>The Geography of Texas</td>
<td>Regional division</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Glossary and Charts</td>
</tr>
</tbody>
</table>

The book was profusely illustrated with small black and white pictures and with line-drawn maps. Other maps were the typical ones common to all geographies wherein states or countries and their divisions are represented by differently colored blocks.

Lesson aids, as used in *World Geography*, were mostly questions. For example, the following questions were asked about Mexico:

1. Give some facts about the history of Mexico.
2. Explain about the four sections in Mexico that have different altitudes.
3. Tell about its rivers.
4. Its coast line and harbors.
5. Its climate.
6. What are the products from the forest trees and other native plants?
7. What agricultural products are obtained from irrigation?
8. Describe the farming methods and the home life in the arid lands.
9. Where is ranching carried on? What animals are raised?
10. What products are obtained from the lower humid lands?
11. What about the extent of minerals in Mexico? Mention several difficulties in the development of mining there.
12. What is the condition of manufacturing?
13. Name and locate the leading cities in the interior.
14. On the coast.\(^3\)

These questions, it is evident, were of the factual kind and designed to test the memory abilities of the pupils. Some advance in thought questions and correlation with contemporary events, however, were shown in the "suggestions" for the study of Mexico:

1. Find out why coffee raising requires special care. 2. Find an article of furniture made of mahogany. 3. Walk toward Mexico City. 4. What reasons can you give for its location? 5. Who is the President of Mexico? 6. Make a sketch map of Mexico. 4

In the textbook, Essentials of Geography, the aim is to emphasize the human side of geography. This aim has colored the method of presentation of subject matter. The authors have the following statement:

In pursuance on the emphasis of the human side of geography, the materials and modes of life, industry and trade are given more than the usual proportion of attention. Moreover, industries and the growth of trade centers furnish out-door material for teaching in every locality; while routes of transportation and the contribution of the whole world to the needs of a single community can be so studied as to give the pupil inspiring ideas of the unity of the world and its people. 5

The subject matter in the book, therefore, was presented in "great topics" rather than isolated ones. Wheat, for example, was described as fully as possible in the account of the region where it was most raised. Unity and concentration were sought in the presentation. This was the

4Ibid.

5Brigham and McFarlane, op. cit., p. v.
theory as expressed in the introduction to the textbook. In actual practice, however, there was not much essential change from the World Geography. Mexico was studied from the standpoint of physical features, climate, history and people, mining, agriculture, grazing, cities, and routes of trade. The study was introduced by map study and questions, and the following review questions were asked at the end of the discussion.

1. Describe the great plateau of Mexico.
2. Give the location and height of the principal volcanic peaks. 3. What conditions cause Mexico to have a variety of climate? 4. What are the wet and the dry regions?
5. To what extent were the Azteca civilized? 6. What classes of people make up the present population? 7. What is the meaning of each of the following: tierra caliente; peon; mestizo; adobe; tortilla?
8. How much silver is annually produced?
9. What precious stones are found? 10. What is pulque and how is it produced? 11. Where are the main lines of railroad? 12. What is the "Inter-Continental Railway"?

It is evident from these questions that emphasis was still strong on factual instruction. There were no recommended activities or even suggestions. The illustrations were much the same as those in the World Geography and there was little difference, if any, in the maps.

Advanced Geography, first adopted for the sixth- and seventh-grade geography pupils in 1930, presented its subject matter in the form of problems. Geography, the authors

6Ibid., p. 215.
stated, should be taught for a purpose and that purpose
"should be an understanding of human conditions and relation-
ships." The following comment illustrates what the authors
meant:

Today the world is one great commercial whole
and almost every part is intimately related to all
the other parts. No region is independent. All
regions are interdependent. Industry and commerce
are therefore essential parts of human geography,
and a knowledge of the various elements entering
into them is necessary for an understanding of the
relationship which exists between various human
groups.

This volume is meant to be a human geography
in spirit and content. The point of view is espe-
cially to be seen in the character of the problems
which introduce and close each section of the text.
It is not the thought of the authors that any one
problem can be made the key opening a door to the
understanding of one section. Hence there have
been selected several problems of permanent inter-
est in the solving of which the pupil is led to
study a region in a broad and inclusive way.

It is expected that these "aids" will help
make classroom procedure less monotonous and more
stimulating than the usual topical outline that
has so long dominated lessons in elementary school
geography.7

The treatment given Mexico by this new type of approach
is interesting. The country is introduced by a lesson fore-
cast which indicates the contents of the discussion. The
following problems are introduced:

1. Why the people of our country are interested in
   Mexico.
2. How the people of Mexico make a living.
3. Why the resources of the country have been but
   partially developed.
4. Location and importance of the chief cities.
5. Problems of the present and future.8

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7 R. E. Dodge and E. E. Lackey, Advanced Geography, p. iii.
8 Ibid., p. 228.
Some of the questions asked at the end of the discussion on the country further indicate a new trend in geography teaching. Instead of asking for facts about the products or the size of the large cities, questions are asked along the following lines:

1. Why have the resources of Mexico been developed slowly?

2. Who owns the agricultural land in Mexico?

3. Do the Mexican children have free public schools like those in the United States?

4. How can an adequate system of transportation be built?

5. How would the building of more good railroads help the Mexican people?

6. How may increasing use of automobiles in Mexico affect the condition of the roads?

7. Why is much of the agriculture carried on by hand instead of machine?

Ways of living, it is indicated, were stressed over the accumulation of dry facts. Illustrations mainly depicted activities rather than places. A number of innovations in maps also were used. Temperature and rainfall charts, distribution of rainfall, distribution of vegetation, and distribution of population maps aided in focusing interests on the problems of the different countries. This textbook, it
is evident, not only veered away from the old factual presentation, but provided new methods of approach.

*Living Across the Seas*, as shown in Table 3, was the first geography textbook adopted exclusively for the sixth-grade pupils. It pioneered in a new approach, a direct story appeal to the pupil who was addressed as "you." The map was used as the chief means of approach. Since the subject matter comprised the lands of Europe, Asia, India, Africa, and Australia, the treatment of Mexico cannot be used as an example. However, the country of Italy serves as a good illustration. The country was introduced through "Making the Maps Tell a Story." Questions were asked concerning the Mediterranean lands and the region where the people lived and the kind of climate. Physical-political maps, population maps, and rainfall and temperature charts were used to aid the pupil in answering the questions. The Italy of ancient history was contrasted with modern Italy. The mountains, the Po Valley, rich, farming land, factories, picturesque cities and resorts, and how Italy used her crops and resources were all described. A new type of question was also introduced. *Making comparisons* had the pupils comparing different parts of Italy with another instead of reciting facts, and *matching exercises* was a selective test. This geography, it is indicated, used more modern methods of testing and lesson aids.
The adopted textbook for seventh-grade geography pupils, as shown in Table 3, was The United States in the Modern World. This text not only used new subject matter for this grade level but used new methods of approach. The book was divided into units and considered such subjects as "What We Have to Help Us Live Well," "Working on American Farms," "Fishing in American Waters," "At Work in the Woods," "At Work in Mine and Quarry," "Sources of Power," "At Work in Mill and Factory," and "Trade and Transportation." These units covered every phase of economic life in the United States. While each was independent of the other, all were integrated to form a complete picture.

The subject matter on each unit was not extensive, but ample provisions were made for enrichment from supplementary sources. The lesson aids were a new type of map, exercises, class projects, and problems. The author stated that the map is a fundamental tool in geography.9 He used a wide variety of maps in illustrating the subject matter. Double-page maps in color and extensive black-and-white graphic maps were depicted. For example, in portraying the amount of coal produced in the United States and the rest of the world, he used pictures of coal cars.10 Eleven cars, each containing 100,000,000 tons of coal, represented the amount.

10 Ibid., p. 5.
produced by other countries, while five cars represented the amount produced in the United States. This type of map was used throughout the book. It has a strong visual appeal as well as factual portrayal.

Use was made of problems and projects. For example, in the unit on fishing, one of the problems suggested was: "Why Is Chesapeake Bay an Important Center in the Oyster Industry?" A companion project was a study of the fishing grounds of the world. The keynote of the geography textbook, it is indicated, was to develop an understanding of the resources of the United States and then link this with its relationship to world resources. Concepts of teaching this social study had changed from that of teaching facts to teaching understanding of world relationships with particular emphasis on the part played by the United States.

The distinctive feature of the sixth-grade geography textbook adopted in 1948, Geography of Lands Across the Sea, was the use of the workshop as a means of instruction. Activities and exercises at the end of each section included testing, guidance, geographic interpretation, and world relationships. For example, in the chapter "Exploring Your World," the workshop at the end of the chapter provided for community study. The following statement introduced the workshop:

\[\text{Ibid.}, \ p. \ 97.\]
This year you are learning about the continents that are across the seas from America. Even so, you will find it worthwhile to carry on a study of your own community. Your community has many relationships with the rest of the world, and the whole world will seem closer to you when you learn about such relationships. The stores in your town have products from distant parts of the earth. You will find war veterans who can tell you about many regions of the world.\textsuperscript{12}

Grouping was suggested as a means of study. One group, it was stated, might work on the social environment, another group on the natural environment, and a third group on the history of the community. Suggested activities were the study of current events and locating them on the maps, comparison of occupations, and selective word tests of various kinds. Many opportunities for meeting individual differences in the pupils were provided in these workshops. The connecting thread running through them was the development of a sense of world relationship and the interdependence of peoples everywhere.

As shown in Table 3, the textbook recommended for use in the seventh-grade geography in 1943 was \textit{The Geography of Texas}. This book was not officially adopted by the State Textbook Commission because at the time contracts were let in 1944 no books were offered for adoption which were deemed suitable.\textsuperscript{13} At a later date, \textit{Texas Geography} was published,

\begin{itemize}
\item \textsuperscript{12}W. R. McConnell, \textit{Geography of Lands Across the Sea}, p. 52.
\item \textsuperscript{13}Wm. C. Chambers, \textit{The Geography of Texas}, p. 2.
\end{itemize}
and the 1948 Texas Course of Study for Elementary Schools recommended its use in the seventh grade. An interesting fact in connection with the use of this book is that Texas history, which had been taught in the sixth grade previously, was moved up to the seventh-grade level at this time. For the first time in the teaching of Texas geography and Texas history, the two were placed at the same grade level, a practice which promises many opportunities for integration of subject material.

In presentation, the Geography of Texas is more factual than some of the books directly preceding it. Credit is given to the Texas Almanac for much of the material used, and the style in which the book was written was similar to that of the Almanac. The publisher made this statement:

Every aspect of Texas geography is covered in the text in a simple, straight-forward, interesting manner that will appeal to the students in the seventh and eighth grades. Naturally, the geography of Texas is approached through a study of each of the twelve distinctive geographic regions that make up the empire of Texas. In terms that the pupil can understand, the author shows how climate, altitude, terrain, and soil affect the lives of the people.

A profuse use was made of maps, charts, and illustrations in showing life in each of the geographic regions of Texas. Teaching aids were a factual glossary, a Things To Do section, and exercises to check the pupils' understanding.

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14Texas Course of Study for Elementary Schools, 1948, p. 4.

Summary of the Study of Adopted Geography Textbooks for the Sixth and Seventh Grades in Texas Schools, 1913 - 1949

The findings of this chapter on the adopted geography textbooks for the sixth and seventh grades in Texas schools for the period 1913 to 1949 may be summarized as follows:

1. The adopted textbooks for geography have been changed seven times since 1913; changes have been more numerous within recent years than in the early part of the period.

2. The subject matter covered in the earlier adopted textbooks was much wider than in the later textbooks.

3. Treatment of subject matter became simpler as time passed.

4. Emphasis was placed on the learning of facts in the early textbooks; in the later textbooks emphasis was placed on the relationships existing between nations and the interdependence of peoples.

5. Study aids in the early textbooks of the period studied were review questions and the old-fashioned type of map showing different areas in colors. In the later textbooks, various types of illustrative maps were used and lesson aids were projects, problems, and workshops.

6. There has been a steady trend, as indicated in the textbooks, toward teaching geography as a factor influencing the lives of all the people of all the world in a very vital manner.
7. The relationships between people and the need for unity and understanding have also been increasingly emphasized in the different textbooks.

8. An increasing trend in integration of geography material with history material has been noted.
CHAPTER III

AN ANALYSIS OF THE SUBJECT MATTER, OBJECTIVES, AND CHANGES IN HISTORY TEXTBOOKS ADOPTED BY THE STATE OF TEXAS FOR THE SIXTH AND SEVENTH GRADES, 1913 TO 1949

Purpose of the Chapter

The purpose of this chapter is to analyze the course of study recommended by the State Department of Education of Texas for sixth- and seventh-grade history from 1913 to 1949 and to show changes made in the adopted textbooks for these grade levels.

Course of Study in Sixth and Seventh Grades of History from 1913 to 1949

The course of study and the subject matter covered at the different grade levels for the period 1913 to 1949 are shown in Table 4. Reference to the table shows many changes. Some type of United States history comprised the history subject matter for the seventh grade until 1947, when Texas history, which had been the subject matter for the sixth grade until this time, was moved to the seventh grade level.

Five changes were made in the adopted history textbooks for the period under study. Pennybacker's A School History of Texas was the adopted textbook from 1900 to 1912, and in the 1913 course of study it was recommended as a supplementary
reader to *A New History of Texas*, adopted for the 1913-14 session of school. This textbook was used for six years and was supplanted by *A School History of Texas*, which, in turn, was used for sixteen years, 1924-1940. *The Loan Star State* was adopted as the Texas history textbook in 1940, and in 1944 it was replaced by the textbook *A Story of Progress*.

**TABLE 4**

**COURSE OF STUDY, ADOPTED TEXTBOOKS, AND SUBJECT MATTER COVERED IN SIXTH- AND SEVENTH-GRADE HISTORIES FROM 1913 TO 1949**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook</th>
<th>Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1913 - 1924</td>
</tr>
<tr>
<td>6</td>
<td><em>A New History of Texas</em></td>
<td>Texas History</td>
</tr>
<tr>
<td>7</td>
<td><em>A School History of Texas</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The Beginner's History of Our Country</em></td>
<td>United States History</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>1924-1930</td>
</tr>
<tr>
<td>6</td>
<td><em>A School History of Texas</em></td>
<td>Texas History</td>
</tr>
<tr>
<td>7</td>
<td><em>The Student's History of Our Country</em></td>
<td>United States History</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1930-1934</td>
</tr>
<tr>
<td>6</td>
<td><em>A School History of Texas</em></td>
<td>Texas History</td>
</tr>
<tr>
<td>7</td>
<td><em>The Student's History of Our Country</em></td>
<td>United States History</td>
</tr>
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</table>
### TABLE 4—Continued

<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook</th>
<th>Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1934-1940</td>
</tr>
<tr>
<td>6</td>
<td>The Lone Star State</td>
<td>Texas History</td>
</tr>
<tr>
<td>7</td>
<td>The Growth of a Nation</td>
<td>United States History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1940-1944</td>
</tr>
<tr>
<td>6</td>
<td>The Lone Star State</td>
<td>Texas History</td>
</tr>
<tr>
<td></td>
<td>A Story of Progress</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The Building of Our Nation</td>
<td>United States History</td>
</tr>
<tr>
<td></td>
<td>Story of American Democracy</td>
<td>Story of a way of life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1944-1947</td>
</tr>
<tr>
<td>6</td>
<td>A Story of Progress</td>
<td>Texas History</td>
</tr>
<tr>
<td>7</td>
<td>Story of American Democracy</td>
<td>A story of a way of life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1947-1949</td>
</tr>
<tr>
<td>6</td>
<td>Building Our America</td>
<td>Story of the growth of</td>
</tr>
<tr>
<td>7</td>
<td>A Story of Progress</td>
<td>the United States</td>
</tr>
</tbody>
</table>

Changes in the textbooks dealing with the history of the United States have likewise been numerous. From 1913 to 1924, a small text entitled The Beginner's History of Our Country was used. It was supplanted by The Student's History of Our Country in 1924, and this text was used for ten years. In
1934 the text *The Growth of a Nation* was adopted and it was used until 1940 when two texts instead of one were adopted. These were *The Building of Our Nation* and the *Story of American Democracy*. In 1947 the latter book was replaced with the text *Building Our America*.

The titles of these texts indicate the changes that have occurred in subject matter. In the early texts, *history* was emphasized, but in the later ones *building* and *growth* of a nation are indicated. *The Story of American Democracy* is the story of a way of life rather than a chronicle of facts and events.

Another important change in the use of these texts has been a reversal of the grade level. Up until 1947 Texas history was taught in the sixth grade; at that time the text in United States history, *Building Our America*, was substituted and the Texas history was moved up to the seventh-grade level.

Content of Subject Matter of Texas History Textbooks

All histories are more or less chronicles of wars and changes in governments. The extent to which these are emphasized, however, indicates changes in thinking and in ways of teaching. In the first text studied, *A New History of Texas*, the discovery and exploration of Texas and the colonization area occupied eighty pages and covered three chapters. In the succeeding textbook adopted for Texas history, four
chapters dealt with these subjects, but only forty-six pages were utilized. Wharton's textbook, The Lone Star State, devoted forty-eight pages to discovery and exploration, while A Story of Progress had fifty-four pages on Texas as a Spanish province. Differences in the material presented will be discussed in a later portion of the study.

Likewise, the space devoted to the study of the Texas revolution differs from book to book. In the early text, eighty-eight pages were devoted to this subject; in The School History of Texas fifty-one pages were used; and seventy-one and seventy-six pages, respectively, were used in discussing this subject in The Lone Star State and A Story of Progress. War, it is indicated, still occupies a prominent place in the history of the state.

From the standpoint of social issues, the amount of space used by the different texts is very significant. In A New History of Texas, twelve pages altogether were used in the last part of the book in discussing public education, churches, and progress and development of the people. A School History of Texas had nineteen pages on education and public charity, and the textbook The Lone Star State had ninety-one pages on educational, religious, and social progress. A Story of Progress has eighty-nine pages on state problems and development of the state. The additional space used indicates a trend to give more attention to social and
civic problems by the later texts and not so much to
factual descriptions of changes in government.

The two earliest textbooks used were divided into chap-
ters. *The Lone Star State* and *A Story of Progress* were
divided into units with a number of chapters under each.
This indicates a trend to study history as a unified whole
rather than a number of separate events.

**Aims and Objectives of the Texas History Textbooks**

The stated aims and objectives of the Texas history
textbooks also indicate many changes. *A New History of
Texas* was designed for no special grade level, but was
intended for pupils from the third grade to college status.
The purposes were expressed as follows:

The author has tried to show the causes and
results of leading events...the person who learns
to think over his history lesson, who asks him-
self the why and the wherefore, is not merely
acquiring historical knowledge—he is also devel-
oping his powers of thought.¹

Barker, Potts, and Randsell, in their textbook *A
School History of Texas*, slanted their material directly
to fifth- and sixth-grade pupils. They made the following
statement:

This book tries to present in form suffi-
ciently simple for young readers to understand
the essential facts of the history of Texas. To
bring it within the grasp of fifth and sixth
grade pupils and to make it a thoroughly useful

¹Anna Hardwicke Pennybacker, *New History of Texas*,
p. vi.
tool in the hands of the teacher, we have steadily sought to give it the qualities of accuracy, directness, and fairness....We have written only what is important to an understanding of the making of Texas.2

Wharton stated in the Preface to The Lone Star State that the text "relates the story of a nation, and of a great state."3 An essential of good citizenship, he stated, is familiarity with the history of Texas. The building of citizenship through knowledge, therefore, was the main objective of the textbook.

Steen in his textbook, Texas: A Story of Progress, states that the purpose of his book was "to tell in a complete but simple way the Story of Progress which is the History of Texas."4 The element of growth was introduced here; the textbook was not merely a collection of facts and statistics, but was aimed to show the growth and development of the people and the state.

Methods of Presenting Subject Matter of Texas History Textbooks

Many variations have occurred in presentation of history material in the textbooks of Texas history since 1913. Pennybacker's textbook, because it was designed for the elementary as well as the secondary school level, used two different

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2 Eugene C. Barker, Charles Shirley Potts, and Charles W. Ramsdell, A Schools History of Texas, p. v.
3 C. R. Wharton, The Lone Star State, p. vi.
4 Ralph W. Steen, Texas: A Story of Progress, p. iii.
levels of portrayal. For the adult reader, there were factual developments and stories of events. For the young reader, there were many descriptions taken from letters and other papers. These descriptions included much material not used since that time.

The essential facts of Texas history were simply presented in the Barker, Potts, and Ramsdell textbook. The language was simple and the descriptions both factual and interesting. For example, in the chapter on the material development of Texas since 1870, attention was given to growth in population, growth of Texas cities, civic improvement, increase in wealth, development of agriculture, the live-stock industry, development of means of communication, and mining and manufacturing. In the growth of agriculture, attention was given to the different kinds of crops, to insects injurious to these crops, and to the live-stock industry. Pennybacker's text had not touched upon these subjects, but had been confined mostly to a discussion of wars, types of government, and laws passed by the State Legislature.

Wharton's textbook, The Lone Star State, gave attention to these phases of Texas life, but gave more space to government and laws than the Barker, Potts, and Ramsdell textbook. The book was full of factual information, dates, and statistics. At the beginning of each chapter a brief paragraph

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introduced the new chapter and linked it with the preceding one. Separation of the subject matter into units was also a feature of this textbook.

The Steen textbook was a departure from the type previously used in Texas. The language used in it was simple, and it constituted "reading" much more than previous factual accounts. Less attention was paid to descriptions of battles and the passing of laws and more given to conditions of the people. For example, a moving description was given of the hardships brought on the State of Texas and its people by the war:

...it became impossible to secure coffee under any condition. The people used such things as parched sweet potatoes as a substitute for coffee. Ordinary baking soda became an impossible luxury. Calico was so scarce as to be priced at fifty dollars per yard in Confederate money. Medicine also became scarce and before the end of the war the people had to begin making their own medicine.6

The material in Pennybacker's textbook, A New History of Texas, on education, churches, and progress and development of the state was a recital of facts concerning the schools, education under Mexican rule, laws passed by the Republic, school funds, the public school system, and the state colleges. The following description was given of the public-school system:

The public schools are divided into primary, grammar-school, and high-school grades. The high school course fits the student for college. A

6Steen, op. cit., p. 224.
number of the best high schools in the State have been placed in affiliation with the State University so that their graduates can enter the Freshman class of the University without examination. 7

Barker, Potts, and Ramsdell discussed the need for a public school system, the establishment and development of the free public schools, types of school funds, defects of the school systems, and recent progress. 8 The large educational institutions were also described and were illustrated. Mention was made of the school for Negroes, of private colleges and universities, and some attention was paid to the eleemosynary institutions.

Wharton devoted an entire chapter to education and eleemosynary institutions. Much more information was given on these than in the preceding textbooks. 9 Steen wrote about school finances, the number of students, the amount of literacy in the State, private and denominational colleges, and other state institutions. 10 Full-page illustrations were used throughout the descriptions. The growth of the schools can be traced through a study of the textbooks, and the amount of space assigned the subject also denotes the growth.

7 Pennybacker, op. cit., p. 327.
8 Barker, Potts, and Ramsdell, op. cit., pp. 319-341.
9 Wharton, op. cit., pp. 303-325.
Lesson Aids Used in Texas History Textbooks, 1913 to 1949

A blackboard analysis in the form of an outline of the chapter was presented at the close of each chapter in Pennybacker's *A New History of Texas*. "Suggestions for Supplementary Work" followed each of these outlines. These suggestions for Chapter I included the writing of letters, comparing ships of LaSalle's time with those of the 1900's, visiting old missions, and staging historical tableaus. All of these comprised life activities and were a forerunner of the present activity program. Map work followed the suggestions at the close of each chapter. Illustrations were pictures of people.

*A School History of Texas* had more illustrations than the textbook used previously, but factual questions constituted almost all the lesson helps. These were questions developed directly from the text. Additional reading matter was listed at the close of each chapter. "Suggestions to Teachers" was part of the Appendix.

Wharton utilized fact questions, exercises, and problems as a review of each chapter. An example of the exercises and problems used at the end of Chapter XXIII, which dealt with economic and social growth of the state, is given below:


12 Barker, Potts, and Ramsdell, *op. cit.*, pp. xii-xviii.
1. Make a study of the various races of people in Texas and report to your class what you find out.
2. Find out all you can about some large city and write a story of some part of it.
3. Investigate the growing of some farm crop and bring to class all the information you obtain. How does this crop influence history?
4. Explain the cotton situation and suggest remedies for the difficulties now confronting the farmers of Texas.
5. How has the grain crop changed in the past thirty years?13

Steen also used questions and problems at the conclusion of each chapter. An example of the types of questions asked concerning economic and social development follows:

What is the chief agricultural product of your county?
Tell the story of the development of the oil industry in Texas.
In what ways have automobiles changed transportation problems in Texas?
Are automobiles cheaper or more expensive now than they were about 1900?
Do you think modern Texas a good place for young people to make a home?
What occupation do you intend to follow? Do you think Texas a good place to follow this occupation? Why?14

A summary of the data developed on the different adopted Texas history textbooks may be made by listing the findings:

1. The history textbooks have been changed four times in the period from 1913 to 1950.
2. Changes in textbooks have been more frequent in the period since 1940 than previously.

13 Waarton, op. cit., p. 357.
3. More than one textbook is now being recommended for teaching Texas history.

4. Subject matter used in the textbooks has varied in spite of the fact that the history covers the same period of time and the same events.

5. Differences in subject matter are due to viewpoint from which the texts were written; differences are also found in the emphasis placed on subject matter. For example, the early textbooks gave most of their attention to the story of wars and laws and changes in governments; whereas, the later textbooks give less space to this type of subject matter and devote more to economic and social problems of the people.

6. Lesson aids range from factual questions to exercises and problems. Few life activities, however, are included except research and writing or map-drawing projects.

Textbooks Used in Texas Schools in Teaching United States History from 1913 to 1949

The study of United States History as a chronicle of events has not been used to any extent in the Texas schools before the eighth grade. The history that has been taught before this level has been an orientation course leading up to the study of history from the historical viewpoint. Up until 1947 this orientation course in United States history had been taught in the sixth grade and the Texas history in
the seventh grade. By this plan the pupil loses the thread of continuity that should exist between the orientation course and the follow-up course. The change in 1947 now puts Texas history in the sixth grade and the orientation course in United States history in the seventh grade where it directly precedes further study in this field.

As shown in Table 4, there have been six textbooks used in the period from 1913 to 1949. Changes have been more frequent since 1940 with three different textbooks used since that time. Two textbooks were used in the period from 1940 to 1944, but one of these was discontinued in 1947. At the present time only one textbook is used in teaching United States history.

The titles of the textbooks indicate many of the changes. The first textbook included in the study was The Beginner's History of Our Country. It was replaced in 1924 with The Student's History of Our Country. Ten years later The Growth of Our Nation was the title of the textbook adopted by the State Board of Education for the sixth grade. Next on the list of adopted books were The Building of Our Nation and The Story of Democracy. The present textbook is Building Our America. The first textbooks, as their titles indicate, were histories; the later ones were stories of growth and development of a way of life. Major changes, it is indicated, have taken place in the subject matter of these textbooks in United States history in the period covered by this study.
Aims and Objectives of the United States History Textbooks

The stated aims and objectives of the textbooks used in teaching United States history in the elementary grades of Texas public schools, as taken from prefaces in the histories, are presented in Table 5, page 42.

In the words of its author, the first textbook used during the period of time covered in this study was designed to introduce the study of American history. It was not a story-book or a collection of biographies, but was intended to be a "connected view of the country's continuous life and progress."15 The settlement of America, the colonies, the War of the Revolution, statesmen who had a part in establishing a democratic form of government, the Civil War, the Spanish-American War are all presented in a very brief but connected manner. According to the author, only such events "as may be brought within the range of the child's comprehension and interest" were included.16

The second United States history textbook considered in the study was a much larger and more comprehensive book than Estill's textbook. There were 520 pages in the book besides an extensive Appendix. American activities in all their phases were included in the textbook by the author.

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16 Ibid., p. iv.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook</th>
<th>Aims and Objectives</th>
</tr>
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<tr>
<td></td>
<td><strong>1912-1924</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 6     | *The Beginner’s History of Our Country* | Introduce the study of American history  
Presented a connected view of the country's continuous life and progress |
|       | **1924-1934**                    |                                                                                     |
| 6     | *The Student’s History of Our Country* | Relate a continuing story of the circumstances, endeavors, and achievements that mark the struggles and progress of the republic  
Develop causative factors influencing the growth of the country |
|       | **1934-1940**                    |                                                                                     |
| 6     | *The Growth of A Nation*          | Tells the story of the growth of a nation  
Historical interpretation of events and movements                                      |
|       | **1940-1944**                    |                                                                                     |
| 6     | *The Building of Our Nation*      | Presents the growth of a in all its aspects - government, progress of people, social and economic changes |
TABLE 5--Continued

<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook</th>
<th>Aims and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-1944</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><strong>The Story of American Democracy</strong></td>
<td>Bring to the boys and girls of today an understanding of the struggle to develop and keep the democratic way of life Enable boys and girls of today to see their country in a changing world setting</td>
</tr>
<tr>
<td>1947-1950</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>Building Our America</strong></td>
<td>Develop social concepts Develop understanding of meaning of Americanism Present history material in an interesting and meaningful manner.</td>
</tr>
</tbody>
</table>

The authors stated that they tried to show the accomplishments of peace as well as the victories in war. Particular attention was paid to social and economic developments in the building of a country. A new departure was the inclusion of much geography material in the textbook. Geography, the authors stated, is the essential background of history, and throughout the book careful attention was directed to physical features that influenced the conduct of the people and growth in government. Progress is indicated in writing
the textbook, but the book contained many factual details similar to the earlier types of history textbooks.

The Growth of A Nation was what its title implied; it was the story of the growth of a nation rather than a story of the development of a people and ways of life. According to the authors:

An elementary textbook in United States history should be simple in organization, accurate in statement, clear in presentation, wholesome and well-balanced in interpretation, and beautiful in form. The authors and publishers of this volume have tried to prepare such a book.17

An examination of the book, however, leaves the impression that it contained a great deal of material for a sixth-grade pupil to master. It contained 665 pages besides the Appendix. Evidently, the public schools found the book difficult for pupils at this grade level because it was used as an adopted text for only six years.

The Building of Our Nation had a shorter term as an adopted textbook in United States history than the preceding one; it was used only four years. Much more attention was directed to social and economic factors in American life in this book than in any preceding one, but it comprised a great deal of history for what is conceded should be an orientation course.

Another textbook, *The Story of American Democracy*, was used as a supplementary study with *The Building of Our Nation*. Its avowed purpose to bring to the boys and girls "an understanding of the struggle to develop and keep the democratic way of life" marked a new departure in the presentation of American history. Some idea of the subject matter covered may be gained from a study of the Table of Contents:

**Unit One:**
Europeans Acquire and Hold Lands in the New World

**Unit Two:**
New Colonies Win Their Independence and Become American Nations

**Unit Three:**
Free Americans Organize a Strong Democratic Nation

**Unit Four:**
American Life Becomes Better for the Common Man

**Unit Five:**
American Democracy Grows Stronger as the Nation Expands Across the Continent

**Unit Six:**
The Nation Divides and Reunites

**Unit Seven:**
The United States Uses Its Resources to Build a Well-Balanced Nation

**Unit Eight:**
The Power of the National Government Grows to Meet New Problems

**Unit Nine:**
Knowledge and the Arts Enrich the Life of the American People

**Unit Ten:**
The United States Becomes a Leader in World Affairs

Social and economic factors, it is indicated, are used as a basis of presenting material in the textbook. A world

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outlook was also substituted for the more narrow one of viewing the United States as a separate, distinct nation.

Building Our America, the United States history textbook in use at the present time as the adopted text, is a complete book in itself, but it is also a part of a series of social studies textbooks for grades one to eight. It follows a book, Building Our Communities, and may precede another study, Building Our World. The authors state that they have omitted many of the topics usually included in the history textbooks previously used at this grade level because they are beyond the understanding of elementary grade pupils. They describe what they have done as follows:

This book is the culmination of many years of gathering and testing ideas in teaching history and social studies to elementary pupils. Characters and events from the great episodes in our country's growth have been selected which are within the understanding of pupils of this age level. Emphasis is given to the everyday lives of the people: their food, houses, and dress; their games and amusements; how they made a living; how they traveled, and the great ideals and ideas that urged them on to great accomplishments. Emphasis is also given to the struggle of Americans to preserve and increase the liberties of the individual citizen and to build our great Democracy.19

The aims and objectives of the United States history textbooks for the elementary schools, it is indicated by the study of them, has changed a great deal in the period of time extending from 1913 to 1949. The fact that the latest

19 Clyde B. Moore, Helen M. Carpenter, Fred B. Painter, and Gertrude M. Lewis, Building Our America, p. iii.
book adopted is one that was written as a part of a series of social studies textbooks indicates the importance attached to the development of social concepts in the study of history rather than the mastery of a number of statistics on battle dates and important events.

Methods of Presentation and Lesson Aids Used in United States History Textbooks for Elementary Grades from 1913 to 1949

There are more points of resemblance in subject matter and method of presentation between the first textbook considered and the last than in the other textbooks included in the survey of United States histories. In the first place, the two books have been written more on the level of pupils in the elementary grades.

The Beginner's History of Our Country was not a story book, but it had many of the elements of a story book. For example, in the story of Columbus, the disappointments that he encountered were related. Columbus and his son were described. The element of romance somehow was included in the recital. Only the highlights of the story were given, but these were told in reading style very similar to that used in readers for that grade level. The same subject matter is treated in Building Our America, but the descriptive element and the "easy reading" style are features of the new textbook.

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20 Estill, op. cit., p. 8.
The greatest differences in the two textbooks are in method of presentation and emphasis. Estill's purpose was to present a "connected view" of the country's continuous life and progress. Building Our America is presented in the form of units built around certain periods. The first one deals with the search by the sailors of European nations for a new route to India. The second studies the explorations and claims made by the different European nations: Spain, England, France, and the Netherlands. A study of the thirteen colonies is subject matter for the third unit. The fourth unit is built around the struggle of the new country to free itself from the older nations and to establish its own independence. Expansion to the Pacific is the unifying thread in Unit Five and in it the story of the settlement and the problems discovered by the settlers are developed.

In Unit Six attention is centered on how the ways of the people have changed during the time that the United States has existed as a country. Changes in transportation are traced, and the effects of these changes on the lives of the people are studied. The types of people who came to America from the Old World, free schools, the invention of the electric light, the Ford automobile, and the airplane are all studied from the standpoint of the changes that were caused in the ways in which people live. The effect of

\[21\text{Ibid.},\ p.\ 111.\]
events, rather than the events themselves, constitutes the
main theme of the unit.

The progress that has been made in printing, engraving, and in illustrating are also shown in a comparison of these
two textbooks. Estill's textbook was a drab colorless little
book with maps, sketches, and pictures of historical paint-
ings. Some few real pictures were used. Building Our America
is a large book with large type, full- and double-page color-
ful illustrations, and a bright, colorful binding.

Factual questions were asked in Estill's textbook at
the close of topics. For example, the following questions
were asked after the discussion of the new government of the
United States:

1. Why were the Articles of Confederation unsuc-
   cessful?
2. How long were they in force?
3. Tell about the change to our present Constitu-
   tion.
4. Mention some of the ways in which the new gov-
   ernment differed from the old.
5. When did the new Constitution go into effect?
6. Tell about the election of the first President; his
   ride to the capital; his inauguration.
7. How old was Washington when he became President?
8. Mention three difficult subjects he had to deal
   with.
9. How did he meet the difficulties of the Presi-
   dent's office?
10. What shows how the people liked his course as
    President?
11. Where did he die?
12. How was the news of his death received?\textsuperscript{22}

\textsuperscript{22}Ibid., p. 122.
In contrast to these factual questions, *Building Our America* has many lesson aids. The unit in which the life of Washington, for example, is studied has "Questions About the New Nation," "Using Your Vocabulary," "Arrange These Events as They Happened," "Something To Do," and "Books and Stories." The questions are as follows:

1. What do the stripes in our flag stand for?
2. What do the stars stand for?
3. What do the colors red, white, and blue each mean?
4. Where did Washington take office as the first President of the United States?
5. What are the three parts or branches of our government?
6. What are some of the rights which the Constitution gives us?
7. What states gave the land for the national capital?

In the "Something To Do" section, suggestions are made for a school museum. The making of flags that have flown over different parts of the United States at different times, collecting old things such as dishes, books, and other articles, visiting museums, and making time lines showing important dates are student activities suggested. Linking the study of America to the pupil's own home is done through the following suggestions:

Find out about your own state at the time of the Revolution. Was it one of the thirteen colonies? Had it been explored? What Indians lived there? When did the first white settlers come? Why did they come? How did they come? When did your state become a part of the United States? What was it

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24. Ibid., p. 267.
called? When did it become a state? What are some of the names of the first settlements? Are these names French, Spanish, English, or Indian? Do they come from some other language? 25

The range of suggested activities are further illustrated by the ones suggested at the end of the discussion on the cattle industry:

Make a cattle ranch in a sand box. Ranch boys sometimes make tiny play ranches. They use sticks to build corrals. Wire fences are made with sticks for posts and string for wire. Corn cobs are used for cattle. Each cob is branded with a hot wire or electric burning set. Ranch buildings can be made from boards, pieces of shingles, or Lincoln logs. 26

The two textbooks represent the main differences between the types of history textbooks used during the period. A History of the United States, The Growth of A Nation, and The Building of America represent the traditional type of textbooks to a very large extent. Integration of history and geography were attempted in Hall, Smither, and Ousley's textbook, but little difference in presentation of subject matter was achieved.

The Story of American Democracy was an ambitious attempt to write a textbook to present the values of a democratic form of government and contained over six hundred pages of reading matter, illustrations, and colored maps. History was presented from the standpoint of citizenship and the problems that self-rule bring. The content was presented in

25 Ibid., p. 287.
26 Ibid., p. 388.
the form of units composed of several chapters. The extent of the subject matter and the many different phases of American life studied made the textbook somewhat difficult for the sixth-grade level. The new textbook, *Building America*, is much easier and more simplified, covers the same ground, and is used at a higher grade level.

Summary of Data on United States History Textbooks Adopted by the State of Texas from 1913 to 1949 for Elementary Grades

A summary of the data on the changes that have occurred in United States history textbooks adopted for the years from 1913 to 1940 may be made in the following findings:

1. The textbooks have been changed six times in the space of time covered in the study.

2. The changes have been more frequent in recent years than in the early period of the study.

3. The central aim of the textbooks has been orientation as a preparation for further study at higher grade levels.

4. Up until 1947, the textbook in United States history was used at the sixth-grade level, and a year elapsed before the study was resumed. Continuity of study was lost.

5. Growth is indicated in the study of titles of the different textbooks, but the ones in use from 1924 until 1947 were traditional in that they contained details of history difficult for this age-grade level.
6. Increasing attention to social and economic problems is found in the study of the different textbooks.

7. The more recent books contain experience activities as well as factual and thought questions on lesson content.

8. The new history textbooks are much more attractive in bindings, illustrations, and types of printing.

9. The new history textbooks omit many details of history and dwell on a way of life rather than on a succession of events.
CHAPTER IV

ANALYSIS OF SUBJECT MATTER, OBJECTIVES, AND CHANGES IN CIVICS TEXTBOOKS ADOPTED BY THE STATE OF TEXAS FOR GRADE SEVEN IN THE PUBLIC SCHOOLS FROM 1913 TO 1949

Purpose of the Chapter

The purpose of this chapter is to present data concerning the subject matter, objectives, and changes in adopted civics textbooks for the seventh grade in the public schools of Texas from 1913 to 1949. Evaluation of the data will be made in a subsequent chapter.

Subject Matter of the Civics Textbooks Used in Seventh Grade from 1913 to 1949

The changes made in civics textbooks and the subject matter considered in each book from 1913 to 1949 are shown in Table 6, page 55.

Two of the civics textbooks adopted by the State of Texas for the elementary grades were unavailable for this study. However, the changes that have taken place are very vividly shown in a comparison of the first adopted textbook included in the study, Civics: Texas and Federal, and the most recent one, Fundamentals of Citizenship.
## TABLE 6

CHANGES IN CIVICS TEXTBOOKS IN TEXAS PUBLIC SCHOOLS FOR THE SEVENTH GRADE, AND CONTENT OF SUBJECT MATTER IN EACH TEXTBOOK FROM 1913 TO 1950

<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook</th>
<th>Content of Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1912-1930</td>
</tr>
<tr>
<td>7</td>
<td><strong>Civics: Texas and Federal</strong></td>
<td>State and Federal Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1930-1936</td>
</tr>
<tr>
<td>7</td>
<td><strong>American Citizenship</strong></td>
<td>...*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1936-1938</td>
</tr>
<tr>
<td>7</td>
<td><strong>Civics and Citizenship</strong></td>
<td>...*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1938-</td>
</tr>
<tr>
<td>7</td>
<td><strong>Fundamentals of Citizenship</strong></td>
<td>Government and Citizenship</td>
</tr>
</tbody>
</table>

*Textbooks unavailable for comparison.

**Civics: Texas and Federal** was all that its name implies. It was a compendium of government, laws and how they are made, contents of the Constitutions, and various phases of government. The purpose of the textbook was stated as follows:

From the state viewpoint education is fostered to develop good citizens and thus to insure to all the people of the nation security in their personal and property rights.
A knowledge of our government and of the conditions that produced our constitutions and laws helps to make good citizens and is the best safeguard to our State.

In this book on Texas civics the evolution of the State government will be presented in the light of Texas history and Texas constitutional development. The Civil government of the State will be considered in an analysis of the present constitution and the legal requirements that arose therefrom. Suffrage and elections, trial proceedings, cities and towns, revenue and taxation, public education, and political party management are carefully treated. To this is added an analytical presentation of the Federal Constitution showing the function of the Federal Government.¹

Knowledge of the operation of government, it is indicated, was the basis of citizenship. For this reason the textbook presented in detail the operation of the government. The Table of Contents for Part I, Texas Government, yields some idea of what the seventh-grade pupil was supposed to learn and remember:

Chapter:
I. The Early Government of Texas
II. The Republic of Texas
III. The Texas Constitution of 1876
IV. The Three Branches of Government
V. The Texas Legislature
VI. Powers of the Legislature
VII. How Laws Are Made
VIII. The Executive Branch
IX. The Governor
X. Other Executive Officers
XI. State Lands
XII. The Judicial Branch
XIII. The Work of the Courts
XIV. Some Powers of Judges and Courts
XV. Party Organizations
XVI. Suffrage
XVII. Elections

¹Tripllett and Hauslein, Civics: Texas and Federal, p. i.
The Texas Constitution

To this formidable array of knowledge to be learned as a basis of citizenship was added a chapter on the Federal Government which was equally detailed. Thought questions were appended at the end of each chapter, and they tested the extent of knowledge and the interpretation the pupil had made of the information. An example of these thought questions follows:

1. What is significance of "Texas Under Six Flags?" Name the flags in order.
2. How many constitutions has the State of Texas had?
3. What is the significance of "Reconstruction in Texas?"
4. Why has the Texas Constitution so many enumerated rights?
5. Name the five rights that you consider most important and give your reasons.
6. What is meant by local self-government?
7. What are civil rights?
8. What is meant by freedom of speech? Of the press?
9. What is a search warrant?
10. What is the right of domain? Illustrate.
11. What is meant by martial law? Under what circumstances is martial law justifiable?
12. What is meant by concealed arms?

\[2\text{Ibid., p. iii.} \quad 3\text{Ibid., p. 56.}\]
No life activities of any kind were included in the textbook. Citizenship qualities were dependent upon knowledge of the government. The textbook was a recital of dry facts on government and its functions.

Objectives of Textbooks

The changes that have occurred in civics textbooks in the period from 1913 to 1949 are graphically shown in an examination of the most recent text, *Fundamentals of Citizenship*. Like the early book, its main objective is "to make worthy citizens" but it uses a different technique. Where the early textbook stressed the accumulation of knowledge about the government and its organization, the latest textbook seeks to develop an understanding of the pupil's relationship to himself, his family, his other social groups, his community, and finally his various governmental units, local, state, and national. Specific objectives of teaching citizenship are listed as follows:

1. To inform the individual about his social environment, whose rules and laws guide and protect him for his own good;
2. To inspire him to realize that he is an important member of his community and of society at large, and that as he grows older, his help is awaited;

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5Ibid., p. 5.
3. To challenge him to do his part sincerely and courageously.  

The desired result of such teaching is the realization by young citizens that they have responsibilities as well as privileges. The authors state that the way a civic institution functions is more important than the organization; therefore, they believe that the teaching of citizenship should be purposeful, practical, and real. It should include life activities rather than the accumulation of knowledge about the government and how it operates. A description of the contents of the textbook is given in the "Teacher Preface." Much of this description is reproduced as follows because it is self-explanatory and presents the picture effectively:

Fundamentals of Citizenship consists of four parts. The theme in Part One is the individual's responsibility to himself; in Part Two it is the individual's relationships as a member of different groups, such as the family, school, and community; in Part Three it is the community working through the individual citizens; in Part Four it is the individual's responsibility to his government.

The book attains its aims through the following procedures:

1. The individual pupil becomes the center of discussion. Facts are stated in his own language and practical references are made to his own level of experience.

2. Practical ideals are held up constantly for the pupil's assimilation. Open-mindedness, critical-mindedness, and social-mindedness are recognized as the keynote of his education. He is challenged to do his own thinking at all times and to evaluate his personal development as a growing citizen.

3. Individual differences constitute a major problem of class instruction. They are constantly kept in mind and definitely shape the exercises at

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Ibid.
the end of each chapter. The Test Exercises of each chapter are based almost entirely on that chapter and so should be the minimum requirement for all pupils. The Suggested Activities contain items which may tax the ability of the more capable pupils.

4. Various pupil helps are found in each chapter. The Preparatory Notes contain a summary of those points in the chapter which a teacher should call to the attention of pupils for their study guidance. The Aids to Learning are a statement of the essentials of each chapter. The Test Exercises are in the form of completion, matching, multiple choice, or question exercises and are graded to the capability of the normal pupil. The Suggested Activities are problems for either individual or group consideration. They cover many fields of interest associated with different fields of study, especially history, literature, and the other social studies.

5. The vocabulary is carefully chosen so as to be well within the understanding of the average pupil. The less common words, which are nevertheless necessary for the adequate expression of the ideas, are either explained in the context or defined in footnotes. The Explanation of Terms, added to the text material, gives more detailed explanation to less common or technical terms. The sentence structure is carefully adapted to the age level so as not to occasion difficulty in understanding.

6. Many interesting facts are added to the text which will contribute to the pupil's interest.

7. Illustrations of various kinds are used. A number of pictographs and other charts and graphs vividly illustrate the text. Pertinent photographs and original drawings also add to the pupil's interest and understanding.

The development of functional citizenship, it is indicated, is the primary objective of the textbook. Individual differences in learning are considered, the sometimes-difficult civics vocabulary is explained, and life experiences and activities are a part of the study. For example, at the close of Chapter I on "Physical Fitness," it is suggested

that the pupils make a study of their own neighborhoods to learn what can be done to promote better health. In the chapter on "Public Health," the following activities are suggested:

1. Ask your school office to tell you the number of absences during a school year caused by such diseases as diphtheria, scarlet fever, measles, mumps, and whooping cough. Which sickness caused the most absences and which the least?

2. Make a list of the foods you have eaten during the past week. Classify these foods as energy-producing, body-building, and regulating foods.

3. Look up the meaning of calories and vitamins in your physiology book. Which of the foods mentioned in the list you have made contain the largest number of calories? What different vitamins do they contain?

4. Ask your librarian's help in investigating the contributions made to our nation's health by such men as William C. Gorgas, Walter Reed and Alexis Carrel.

5. Group activity. The teacher may arrange a visit to the town waterworks to see how your drinking water is purified and how a constant flow is made available.

6. Group activity. The teacher may select several pupils to visit a nearby dairy to learn how milk is pasteurized and how the bottles and equipment are sterilized, and then report to the class.

In addition to these chapters on individual and public health, there are others on mental fitness, moral fitness, vocational and economic efficiency, civic efficiency, the individual's part in the family, the school, the church, and in the community, education and recreation, protection of life and property, problems of industrial life and of the

\[\text{Ibid.}, \text{ p. 127.}\]
community. Such subjects are vastly different from those considered in Triplett and Hauslein's textbook, *Civics: State and Federal*.

The Fundamentals of Citizenship, however, does not neglect the study of government. In Part IV of the textbook there are chapters on government structure, how the government is financed, and the part that each individual plays in upholding the government. Local government is studied next, and then state and national governments, respectively. In other words, the study is from the local viewpoint and then gradually advances to the national. The language used in describing the different government activities is simple, and the activities are designed to give the pupil a first-hand practical knowledge of government instead of theoretical knowledge.

The concluding chapter in the textbook deals with "Public Welfare." Topics are education, charity and penal institutions, health, good roads, and fire prevention. These are briefly presented with no large amount of details to remember. The suggested activities give some idea of the nature of subject material:

1. Find out the annual income available in your school district.
   a. What are the three largest items of expense in conducting the schools?
   b. After interviewing a member of your school board, plan an annual budget for this district, deciding definitely on five items of expense and give your reasons for allowing such an amount to each.
2. Study the highways in your locality. What inter-state, state, and county systems pass through your community? Find out where the state and county roads which are nearest to where you live are.

3. Make a list of the ways in which an improved road in your community may better conditions of living. How can you insist on improving the highways in your community?

Fundamentals of Citizenship, it is indicated, brings the problems of government home to individuals and applies them in daily habits of living. It is a functional textbook instead of a compendium of facts and legal documents.

Summary of Data on Adopted Civics Textbooks for the Elementary Grades from 1913 to 1949

A summary of the data on the adopted civics textbooks for the elementary grades in Texas schools is made through stating the following findings:

1. Only four changes have been made in the adopted textbooks used in teaching civics in the elementary grades in Texas from 1913 to 1949.

2. Two of these textbooks were unavailable for comparison, but the textbook in use in 1913 and the one at the present time were used as a basis for comparison and for determination of the changes that have occurred in the textbooks.

3. The textbook Civics: Texas and Federal was a very complete study of the state and federal governments, and

Ibid., Part II, p. 45.
the text gave detailed descriptions of how governments were organized and laws were made.

4. The only lesson aids recommended were thought questions on the various parts of the government.

5. The textbook was not functional; the expressed aim was the acquisition of citizenship through learning how the government operated and not by participating in experience activities.

6. The Fundamentals of Citizenship begins the study of citizenship through studying the child: his health, his education, his recreation, his work, his community. These are examined from the standpoint of the individual and the part that the government plays in each area.

7. Life experiences and activities are used as lesson aids.

8. The welfare of society as a whole is the underlying philosophy of the textbook.

9. The study of government organization is subordinated to study of how the government functions in the life of the individual.

10. The textbook aims to build good citizenship through living good citizenship rather than through reading about good citizenship.

11. Good citizenship is something more than knowing how a law is made, how the government is organized, or how to vote, according to this textbook; it is being healthy, able
to make a living, obeying local, state, and federal laws, and respecting the rights of others.

12. *Fundamentals of Citizenship* stresses that the pupils have responsibilities as well as privileges.
CHAPTER V

EVALUATION OF THE CHANGES IN ADOPTED TEXTBOOKS FOR SOCIAL STUDIES IN THE SIXTH AND SEVENTH GRADES IN TEXAS FROM 1913 TO 1949 TO DETERMINE CHANGES IN CONCEPTS OF TEACHING SOCIAL STUDIES

Purpose of the Chapter

The purpose of this chapter is to evaluate the changes that have occurred in the social studies textbooks for the sixth and seventh grades in Texas schools from 1913 to 1949 and to determine changes in concepts of presenting and teaching the social studies during this time.

Current Concepts of Teaching Social Studies in Educational Literature

A brief review of the changes that have occurred in the philosophy of teaching social studies will be of value in interpreting the changes that have taken place in the adopted textbooks in the public schools of Texas. In the early schools of the United States only three subjects were first included: reading, writing, and arithmetic. The social studies began to appear at intervals in the curriculum of the secondary schools about 1830.¹ History and civil

government were the two major subjects included in this classification and their dominant functions as outlined by the Committee of Ten of the National Education Association and the Committee of Seven of the American Historical Association was the transmission of cultural heritage. A study of the past was regarded as an adequate means of preparing for the present and the future. The dominant method of instruction was textbook memorization, class recitation, and factual tests. The Commission stated that "such methods of instruction were supposed to discipline the mind, provide economy in learning, and establish a proper respect for authority."  

This type of social studies instruction prevailed with little modification up to the time of World War I. Changes in social life in the country had been many, and the global war increased the number and frequency of the changes. The country became highly industrialized in some sections. Great cities had developed, and enormous fortunes had been made by some people. At the same time the industrialization of the country and the disappearance of the land frontier had brought extreme poverty to many people. Questions of health, of citizenship, of ability to make a living, and of wholesome recreation began to appear. All these things made

\(^2\)Ibid., p. 3.

\(^3\)Ibid.
a new approach to the study of the social studies imperative; it became apparent that memorization of past achievements was not adequate preparation for life in a democracy.

In its report in 1916, the Committee on Social Studies of the Commission on the Reorganization of Secondary Education gave a new meaning to the term "social studies." How to meet the problems of everyday living was set up as the goal of the social studies, and the recommendation was made that Community Civics be given a prominent place in the secondary school curriculum and that a new course "Problems of American Democracy" be introduced in the senior year of the high school. Instruction was to be organized not on the basis of the formal social studies or distinct subject, but "upon the basis of concrete problems of vital importance to society and of immediate interest to the pupil."

Increasing attention, therefore, began to be given to the teaching of the social studies and to the formulation of aims and objectives and procedures of teaching. In a report of the Regent's Inquiry into the Character and Cost of Public Education in New York the following specific goals of social studies were listed:

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5Ibid., p. 53.
1. To present definite knowledge essential to intelligent citizenship and to an understanding of current conditions and problems.
2. To promote worthy civic ideals, attitudes, habits, and skills which will operate helpfully in the lives of the pupils.
3. To provide practice in constructive thinking, reasoning, and critical judgment.
4. To fit the pupils for effective participation in the activities of his community, state, and nation and of the world.
5. To help the pupil to develop sound economic ideals and to apply them in everyday life.

The changes that have been made in the objectives of social studies within recent years is emphasized when the aims of Spaulding are contrasted with those of the traditional school. When history and civics were the major studies in the field of social studies, a knowledge of past events was the main objective. Present objectives, as listed, emphasize not only knowledge but attitudes, habits, and skills. The program is no longer limited to the theory of social life, but incorporates the natural social situations of youth in and about the school and the community as the practice ground for the theory.

Other writers in the field of general education and of the social studies have reiterated the views expressed by Spaulding. The Fourteenth Yearbook of the National Educational Association, Department of Supervisors and Directors of Instruction, 1936, devoted all its contents to a study and

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discussion of the social studies. The four outstanding purposes of the social studies were reported to be:

1. It is the purpose of the social studies to give to the pupils the truest and most realistic knowledge that is possible of the community, state, nation, and world—the social and physical setting—in which they live and are to live and make their way.

2. A second purpose of instruction in the social studies grows out of the first, namely, preparation of pupils for promoting a wiser and more effective cooperation among regions, areas, individuals, groups, communities, states, and nations—a cooperation interracial, interreligious, and intereconomic.

3. A third purpose of instruction in the social studies is to develop character; to give the pupils a love of truth, an appreciation of the beautiful, a bent toward the good, and a desire and will to use knowledge for beneficent social ends.

4. A fourth purpose of the social studies, although it may come under the head of method, is both a purpose and a prerequisite to the attainment of other purposes; it is training in the intellectual processes indispensable to the functioning of society.

Still more recently, the Twenty-Third Yearbook of the American Association of School Administrators stated that the goal of the social studies, and the main purpose of the school, is to develop good citizens. In the traditional school the main objective was primarily the improvement of the pupil's personal economic status. "School was the way

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7 The Social Studies Curriculum, Fourteenth Yearbook, The Department of Superintendence, National Education Association, 1936, pp. 57-59.

8 The Path to Better Schools, Twenty-Third Yearbook, American Association of School Administrators, p. 108.
to get out of the ditch, out of the mine, off the farm, or out of the laboring class."\textsuperscript{9} Personal competence without social and civic responsibility, the Yearbook states, will result in a jungle society "ruled by the tooth and the claw."\textsuperscript{10} The further statement is made that social conscience and competence must become distinct objectives of the school.

The work of the schools is outlined as follows:

- Schools must teach an appreciation of America's past.
- Schools must instill faith in America's future.
- Schools must teach pupils to understand the present.
- Schools must develop self-control in pupils.
- Schools must present a realistic attitude toward change.
- Schools must teach a constructive attitude toward the operation of government.\textsuperscript{11}

The development of good citizenship, it is indicated, has gradually become the main objective of the social studies as well as of the entire curriculum. The qualities that a good citizen possesses, therefore, assume new importance. Branon, a well-known writer and teacher in the field of social studies, defines a good citizen as follows:

A good citizen is one who according to his ability (1) takes part in public affairs, (2) cooperates and works in harmony with his neighbors, (3) tries to understand the local, state, national, and international problems of the day, (4) pays his just debts, (5) wisely supports and looks after his family, (6) supports all causes which are for the betterment of mankind and works against those which tend to degrade mankind, (7) practices the conservation of our natural and human resources, (8) is willing to assume his share

\textsuperscript{9}Ibid.  \hspace{1cm} \textsuperscript{10}Ibid.  \hspace{1cm} \textsuperscript{11}Ibid., p. 110.
of responsibility in our democratic society, and (9) tries in various ways to make this world a better place in which all people may live.\textsuperscript{12}

Under this definition, a good citizen very definitely needs to have other training than a knowledge of history and the organization of his government. He needs to develop attitudes and skills that will function in his daily life activities.

The foremost changes that have taken place in the concepts of teaching the social studies in educational literature covering the period studied may be summarized as follows:

1. The subject matter has been simplified, made more interesting, related more closely to the area in which the child lives, and written on his maturation level.

2. The aims and objectives of the social studies have expanded from a narrow, individual basis to include human relationships, world relationships, and the need for world unity and peace, as well as essential knowledge in the area studied.

3. The method of presentation of the subject matter has been changed from unrelated topics to integrated units of subject matter.

4. Activities designed to give pupils practice in constructive thinking and in dealing with concrete problems have been substituted for fact questions as lesson aids.

\textsuperscript{12}Frederick K. Branom, \textit{The Teaching of the Social Studies}, p. vii.
The textbooks used in teaching the social studies in the elementary grades in the Texas schools from 1913 to 1949 will be evaluated in terms of the changes in concepts of teaching the social studies as developed from the literature in the field.

**Evaluation of Textbooks Used in Teaching Social Studies in the Sixth and Seventh Grades in Texas from 1913 to 1949**

**Changes in subject matter.**—The first geography text had a wide range of subject matter. The later textbooks narrowed this range until only Texas, the home environment, is considered. The early textbooks included studies of longitude and latitude and many other topics now considered to be the province of physical geography to be studied at a much higher grade level.

The subject matter in the different geography textbooks has been simplified in the style used in the writing. The earlier textbooks were studies of different countries under factual topics. Later texts organized the subject matter in the form of trips to different countries. Larger type was used in printing, and an effort was made to interest the pupil in the subject matter as well as in learning the essential facts about the world in which he lived.

Other changes in subject matter of the geographies were introduction of textbooks for individual grades. In the earlier textbooks used in the period under study, the subject matter would be written for "elementary grades" or for
"advanced grades." Since 1940 the textbooks have been adopted for specific grades. These individual books have made it possible to present the material at the maturation level of the learner.

Emphasis, it has been developed, has shifted from the lands studied to the people and their ways of living. In this respect, the changes have been toward giving the pupil a true and realistic knowledge of the social setting of the country as well as the physical aspects.

In the Texas history textbooks adopted by the State of Texas for use in the elementary grades since 1913, the changes in subject matter have been many. This is true in spite of the fact that the components of history over a stated period do not change. The changes in the textbooks of Texas history in this respect have been changes in emphasis on subject matter. As developed in the study of the textbooks, the major portion of the first textbooks used was concerned with the colonization of Texas, the struggle for freedom from Mexico, and the development of the state government. Little attention was given to such subjects as education, the natural resources of the state, or public welfare. In the later textbooks adopted for use, a greater amount of space was devoted to the subjects and an attempt was made to relate the subject matter more directly to the life experiences of the pupils. For example, in Wharton's The Lone Star State attention was given to the important
farm crops of the state. They were studied from the viewpoint of their relationship to the development of the state, the history of the state, and finally to the lives of individual people. One of the questions at the end of the chapter pertaining to agriculture was as follows:

Explain the cotton situation and suggest remedies for the difficulties now confronting the farmers of Texas.

This book was adopted by the State Department of Education in 1934, and therefore it came into use during the depression. Various remedies by the United States government were being tried to reduce cotton acreage and to raise the price of cotton. These types of questions in the history of Texas brought history and the life of the individual child into close contact. They represent a change in social concepts in more ways than one. The school was endeavoring to present subject matter in a more realistic manner, to make it more interesting, and to make it more closely related to the life activities of the pupil.

Steen's textbook, *A Story of Progress*, eliminated many of the factual details of the previous textbooks and was a story of the growth of the lives of people in Texas. The content was related directly to the lives of people at the present time. For example, in studying the farm products of Texas the question was asked: What is the chief agricultural product of your county? In the earlier textbooks, little or no attention was paid to the part that farm
products play in the history of any state. Other questions asked in *A Story of Progress* concerned the development of a system of good roads in the state. The pupils were asked a number of questions about the kind and price of automobiles of yesterday and today, and then transportation was studied from the viewpoint of the different ways in which the automobile had changed transportation problems in Texas. Life activities were included in the suggested list of "Things To Do."

Relationships between people and the responsibility of people in this respect were also emphasized in the later texts and ignored in the earlier textbooks. Public welfare rather than historical facts was given much more space and attention in the later textbooks. An increasing trend is noticed to devote more space and attention to this phase of history and to the individual pupils' responsibility in public welfare activities.

Much the same trends are shown in the textbooks used in United States history in the sixth grades as in the Texas history textbooks for the seventh grade. The earlier texts stressed knowledge as the foundation of citizenship; the later texts do not minimize the value of knowledge, but they relate the knowledge to the life of the pupil and to his daily experiences and activities. The accomplishments of peace as well as the victories of war were given attention. The responsibility of the individual pupil as a
citizen in a democracy came to the front in the textbook *The Story of American Democracy*. The earlier concept of history had emphasized the many privileges that a citizen enjoyed in a democracy; the newer concept emphasized that every privilege carried with it a responsibility. A strong trend is apparent to use subject matter that is vitally related to the everyday activities of the student.

The most recent textbook in United States history is much easier to read and understand than the previous ones. *The Growth of A Nation* was a splendid study of the history of the United States, but many of its topics went beyond the maturation level of the pupil in the sixth grade. Estill's *The Beginner's History of Our Country*, the first textbook studied in this group, was much easier from the standpoint of interest and choice of subject matter. The succeeding texts, if anything, grew more difficult in subject matter until the adoption of *Building Our America*. Casner and Gabriel's *The Story of a Democracy* was fine in its concept of developing an appreciation of the democratic way of life, but it was above the maturation of the sixth-grade pupil.

The comparison between the subject matter of the early civics textbooks and of the most recent textbook adopted illustrates the changes that have occurred in subject matter. Where the early textbook was concerned with descriptions of laws and governments, the most recent textbook considers the qualities that constitute good citizenship. The health
of the people, education, vocational efficiency, recreation and public welfare, are all a part of the subject matter as well as a brief, understandable discussion of the organization of the government. The new textbook in civics is interesting in its arrangement of subject matter and is written in language that is easily understood.

Changes in aims and objectives of the textbooks.--The aims of the early geography textbooks were to present facts about the world in a concrete, understandable manner. Later objectives were the emphasis of the human side of geography instead of the physical aspects. The text adopted in 1930 stated its aim was to develop an understanding of the relationship between various human groups. The textbook adopted in 1932 aimed to show how American economic interests and problems are related to the rest of the world. Geography of Lands Across the Seas stressed the need for world unity and cooperation, while the present textbook in use seeks to develop and attain for the pupil an appreciation of home environment and problems.

Changes in the aims and objectives of the history textbooks likewise have occurred. Presenting the essential facts about Texas history was the dominating aim of the early Texas history textbooks. The Beginner's History of Our Country was intended as an orientation course to later study in United States history. Subsequent textbooks were traditional
in that they aimed to give a historical interpretation of events and movements. Later textbooks began to use material that would show the progress of people and social and economic changes as well as wars and changes in governments. The value of the American way of life was the aim of one of the more recent books, and the present one endeavors to develop social concepts rather than historical facts.

The changes in the aims of the textbooks used in civics also follow the pattern set by the geography texts and the history texts. The earliest text studied aimed at the development of good citizenship through knowledge of the organization and administration of the government; the most recent text still has the aim of developing good citizenship, but it seeks to do this through functional activities rather than a study of government and laws.

The aims and objectives of the textbook, it is indicated, have conformed very closely to the concepts of teaching the social studies as outlined in the literature. The history textbooks have been much more traditional in their aims than either the geography or civics texts, but the history textbook in use at the present time reverses this trend.

Method of presentation of subject matter.--In the early textbooks in geography, history, and civics, the most popular method of presentation of the subject matter was through topics. These, for the most part, were unrelated and
covered specific subjects. The textbooks adopted in both the geography and the history subject areas since 1930 have been written in the form of units with a number of closely related components. These units, in turn, form an integrated problem to which every part of the book contributes. The recent civics textbook has not utilized the unit in the arrangement of subject matter, but divides the book into four parts with a number of chapters centering around each part.

Changes in lesson aids.--The changes in lesson aids recommended by the various textbooks illustrate the changes in concepts of teaching the social studies. In the early textbooks in geography, history, and civics, the most favored practice in lesson aids was the review questions at the end of each chapter. These were later replaced with thought questions. After the experience curriculum began to be used, "Things To Do" began to appear at the end of the chapter along with factual questions. Plays, dramatizations, trips to factories, trips to the seat of county government, and all kinds of experience activities have been recommended. Lesson aids have become functional rather than factual questions for review. In this respect the textbooks have conformed very closely to educational theory.
Summary

A summary of the changes in concepts of teaching the social studies as indicated in the adopted textbooks of the social studies in Texas since 1913 is given in the following statements:

1. The subject matter of the social studies has steadily increased in simplicity and in beginning with the community experiences of the individual.

2. The purpose of the social studies is and has been the building of good citizenship qualities, but the early textbooks were more factual than functional. An increasing trend in activities instead of fact drills is noticed, and life problems are presented which are directly concerned with the lives of the individual pupils.

3. A decided trend is apparent in the textbooks for a greater concern for public welfare on the part of the individual. Vocational efficiency, employment, care of the aged and dependent, the need for wholesome recreation are all terms that are found in the new textbooks but not in the early ones of the study.

4. Another decided trend noticeable in all the textbooks is the growth of a feeling for the responsibility of the individual for the type of government in operation. Rights and privileges have responsibilities, and efforts are made to present subject matter in a manner that will develop such attitudes.
5. World relationships and the need for cooperation on the part of all peoples is another trend found in the study of the textbooks. Geography textbooks especially emphasize the world relationship and human relationship theme. The histories develop a steady story of increasing bonds between the local community and the world.

6. The social studies textbooks adopted for use in the elementary grades of the public schools in Texas have very closely followed changes in social concepts of society in their presentation of subject matter; if there were no other literature available, a study of the textbooks in geography, history, and civics used in 1913 and those used in 1949 would bring the conclusion that concepts of teaching the social changes have greatly changed during the period.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to make an examination of the textbooks adopted by the State of Texas since 1913 for the social studies in the elementary schools to determine changes in concepts of presenting and teaching the social studies. The study was limited to the textbooks adopted for use in the sixth and seventh grades and included geography, history, and civics textbooks. In each of these sections the textbooks were studied for content of subject matter, aims and objectives, methods of presentation, and lesson aids. An evaluation of the data on these different phases of the books was made in terms of concepts prevalent in the literature of social studies of the present time.

Conclusions

The following conclusions were developed from the data studied on the textbooks:

1. There have been changes in textbooks in the period of time studied, but the changes have been much more frequent since 1940 than before.

2. Development of good citizenship has always been the main objective in teaching the social studies, but the concept
of what constitutes good citizenship has widened; in the traditional school the main duties of a citizen were to pay his taxes, obey the laws, and vote in the elections. In the modern sense of the term, "good citizenship" involves good health, vocational efficiency, skill in the fundamentals of education, community welfare, cooperation with others, better human relationships, and greater responsibilities in government activities.

3. The adopted textbooks in geography, history, and civics for the elementary grades, sixth and seventh, reflect the changing concepts in subject matter, methods of presentation, and lesson aids.

4. The subject matter of the adopted textbooks of the study has been simplified and made much more interesting and more closely related to the everyday experiences of the pupils.

5. In the early textbooks of the study, the subject matter was presented as separate parts; in the later textbooks units of study were presented, and an attempt was made to relate all the parts, one to another. Integration of subject matter was introduced.

6. Lesson aids progressed from factual review questions to functional life activities designed to give the pupils practice in problem solving and to relate the subject matter to their daily experiences.
7. The concept of teaching the social studies has developed from one of narrow individualism to one of promoting a wiser and more effective cooperation among regions, areas, groups, and individuals; the textbooks of the social studies closely reflect the growth of this concept.

8. A growing need for world unity and understanding is evidenced in the aims and objectives of the different textbooks.

9. Changes in society have been more frequent since the 1920's; changes in adopted textbooks for the social studies likewise have been more numerous since this time.

10. The history textbooks appear to be more traditional in their subject matter, aims and objectives, methods of presentation, and lesson aids than the other textbooks.

11. The textbooks in the social studies have been developed to be of real help to the teacher; the suggested help has varied with changing concepts of education, but a very sincere effort to fashion a book that is adequate for the need is evidenced in a study of author’s prefaces in the different textbooks.

12. While many general variations occur, the same general pattern may be traced in the development of these textbooks for the social studies. They all indicate a progressive line of thought.
Recommendations

The following recommendations are offered as a result of the data developed in the study:

1. Further study of textbooks adopted by the state for the use of schools should be made to determine the extent to which they meet, and have met, the educational theory in the teaching of the subject.

2. Further research should be made in the study of the development of the curriculum in the public schools of Texas in the light of contributions from textbooks.

3. Further research should be made to determine standards for selection and for scoring contents and methods of presentation.

4. Changes in lesson aids in the textbooks over a period of years should prove a further valuable study in tracing changes in educational theory and practices.
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