A study of relationships made between events in American history textbooks for secondary schools

Vorse, Walter Joseph
Boston University

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A study of relationships made between events in Am. history textbooks for sec. schools
A STUDY OF RELATIONSHIPS MADE BETWEEN EVENTS
IN AMERICAN HISTORY TEXTBOOKS
FOR SECONDARY SCHOOLS

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by
Walter Joseph Vorse
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READERS

1. Charles L. Peltier, Instructor in Education

2. William H. Cartwright, Assistant Professor of Education
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. THE PROBLEM AND VERIFICATION</strong></td>
<td></td>
</tr>
<tr>
<td>The problem</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Validation or justification of the problem</td>
<td>2</td>
</tr>
<tr>
<td>Investigation of the literature</td>
<td>17</td>
</tr>
<tr>
<td><strong>II. SUMMARY OF PROCEDURES</strong></td>
<td>19</td>
</tr>
<tr>
<td>Selection of textbooks</td>
<td>19</td>
</tr>
<tr>
<td>Criteria for evaluation of text material</td>
<td>20</td>
</tr>
<tr>
<td>Tabulation of relationships located</td>
<td>20</td>
</tr>
<tr>
<td><strong>III. RESULTS OF TEXTBOOK EXAMINATION</strong></td>
<td>21</td>
</tr>
<tr>
<td>&quot;The Story of America&quot;, Richard V. Harlow</td>
<td>21</td>
</tr>
<tr>
<td>Basic organization</td>
<td>21</td>
</tr>
<tr>
<td>Vertical relationships accepted</td>
<td>22</td>
</tr>
<tr>
<td>Summary</td>
<td>29</td>
</tr>
<tr>
<td>&quot;America: Its History and People&quot;, Harold Faulkner and Tyler Kepner</td>
<td>31</td>
</tr>
<tr>
<td>Basic organization</td>
<td>31</td>
</tr>
<tr>
<td>Vertical relationships accepted</td>
<td>33</td>
</tr>
<tr>
<td>Summary</td>
<td>42</td>
</tr>
<tr>
<td>&quot;American History&quot;, Howard E. Wilson and</td>
<td></td>
</tr>
<tr>
<td>Wallace Lamb</td>
<td></td>
</tr>
<tr>
<td>Basic organization</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Vertical relationships accepted</td>
<td>45</td>
</tr>
<tr>
<td>Summary</td>
<td>57</td>
</tr>
<tr>
<td>Basic organization</td>
<td>59</td>
</tr>
<tr>
<td>Vertical relationships accepted</td>
<td>60</td>
</tr>
<tr>
<td>Summary</td>
<td>66</td>
</tr>
<tr>
<td>IV. SUMMARY AND CONCLUSIONS</td>
<td>67</td>
</tr>
<tr>
<td>Summary</td>
<td>67</td>
</tr>
<tr>
<td>Topics emphasized</td>
<td>67</td>
</tr>
<tr>
<td>Arrangement characteristics</td>
<td>68</td>
</tr>
<tr>
<td>Conclusions</td>
<td>68</td>
</tr>
<tr>
<td>Suggestions for further study</td>
<td>69</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>71</td>
</tr>
</tbody>
</table>
CHAPTER I

In a recent discussion of educational observations, made during the course of his supervisory duties, a school administrator stated that it has been his experience that while classroom attacks on the teaching of history are conducive to learning acquisitions on the problem at hand, there often seems to be no recognizable attempt to relate the problem, concept, or situation of current study to any antecedent series of events or parallel situations. Since the learning of unrelated historical facts is a questionable aim of the study of history, examination of one of the media of instruction in this field of education, for purposes of its discussion in the light of the above evaluation, seems in order.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to examine representative secondary school textbooks to determine the amount of apparent emphasis placed by the authors on the problem of relating information and understandings being developed in the text to other information which, although having a different chronological location in history, are logically inter-related insofar as the understanding and appreciation of
one is materially aided by a tracing of the relationship to the other. A further aspect of the problem is to attempt to determine any difference in the weight given to the problem of the type of relationships under consideration in representative topical type textbooks as contrasted with those having the unitary organizational approach.

Validation or justification of the problem. There is general acceptance in educational thought of the belief that the learning of factual information, of itself, is important basically because of the necessity for the use of these facts in the development of understandings, appreciations and concepts. Therefore, the facts have value, not of themselves, but as tools implementing the attainment of higher goals in the learning process. While there is little doubt that unrelated facts can be learned, at the expense of disproportionate amounts of time and effort, the evidence is that this type of information is not readily retained, and if interest in preparation for quiz programs, or similar pursuits is


lacking, the forgetting of many facts seems of relatively small import to the learner.

The effect of the passage of the longer time intervals on the retention of well-developed understandings is not as deteriorating since they tend to be recalled long after the basic facts which went to make for their initial development have been forgotten. It is important, then, that the understandings developed during the course of the learning process be well-rounded, clear-cut and meaningful, if they are available for use and application to the current problem of the learner. The development of this type of understanding is one of the major aims of educational endeavor in general, and of interest in this study through its specific application to the study of history.

Robinson draws a distinction between facts in themselves and the consideration of history as an experience upon which one may base his preparation for events in his contemporary situation. He makes the example of the importance in a democracy of the citizens understanding the political story of their nation "rather than the accumulation of facts about their nation."

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3 Edgar F. Robinson, "A New American History", School and Society, 63: 73-77,
The thought that history provides opportunity for the development of patterns of procedure in meeting problems of a current nature is not of recent origin.\textsuperscript{4} Juan Luis Vives, writing in the early 1500's, stated one of the aims of history teaching as being the providing of children with the wisdom that the aged have acquired from experience. Thomas Fuller\textsuperscript{5} in 1638 expressed a similar idea with the addition of the theme that history in a sense reoccurs, that "old actions return again, furnished over with some new ideas and different circumstances".

Modern authors, in their discussion of the aims of history, continue to make reference to the possibility of using the experiences of history for human guidance.

Wilson\textsuperscript{6} and Harlow\textsuperscript{7} both evidence this belief in the prefaces to their textbooks on our national history,

\begin{itemize}
    \item \textsuperscript{5} Thomas Fuller, quoted in Avery Craven, "Objectives in History", 1st Yearbook, National Council for the Social Studies, (Mckinley Publishing Company, Philadelphia, 1931.) p.17.
    \item \textsuperscript{6} Howard E. Wilson and Wallace E. Lamb, \textit{American History}, (American Book Company, New York, 1947).
    \item \textsuperscript{7} Ralph V. Harlow, \textit{The Story of America}, (Henry Holt Company, New York, 1941.)
\end{itemize}
while Knight\textsuperscript{8} makes further contribution to enlargement of our point of view to the extent of pointing out the need of viewing the experiences of the race over long periods and with fuller perspective if we are to gain the full benefits of prior experiences of similar nature.

The above discussion may suggest that the lesson of history might be readily learned by inspection and memorization. For disproof of this, it is necessary again to return to the idea of history being not facts, but, rather, related facts. This distinction is important—especially if permanency in the retention of knowledge is accepted as a justified aim of our history teaching. For, as our authorities on history method, of whom Wesley\textsuperscript{9} is representative, say, the permanent values of history seem to inhere in relationships and processes, not in detailed facts. Therefore the present tendency, in teaching theory in this field, is to suggest emphasis upon the larger concepts, generalizations, interpretations, and principles.

It should not be assumed that facts are entirely

\textsuperscript{8} Edgar W. Knight, "Progress and Prospective", School and Society, 54: p.209, September, 1941.

valueless, or that forgetting of facts should be encouraged by our approach to the teaching of history; they are the raw materials of which understandings are manufactured, and therefore important as the means to the ultimate ends of history learning—the ability to apply facts to the development of relationships of cause and effect, to the identification of trends, to the acquisition of understandings, and to the building of appreciations of both the past and present in history.

History, then, should make a learner better able to cope with his social environment by revealing the stages by which it came to be. Writers of history are not alone in the recognition, in part, of this need, since a survey by Kniss\textsuperscript{10} indicates that both secondary school teachers and pupils preferred an emphasis in textbooks upon general trends instead of mere facts, desired more correlation with present day problems, and suggested more attention to the treatment of causes and results of historical events.

A preference for the qualitative selection of content in the approaches to history is authoritatively

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expressed by Ames\textsuperscript{11} and Guiness\textsuperscript{12} in their comments on the teaching practices in the subject-a point further emphasized by the Report of the College Entrance Examination Board,\textsuperscript{13} which states, as one of the guiding principles of its procedures:

An appreciation of the fact that no movement in human affairs can be adequately comprehended or properly appraised without reference to the impulse, near or remote, which set it in motion.

There is, then, on the part of pupils, teachers, historians and educators in general, a concern for a treatment of history that develops more than bare factual knowledges. This objective is recognized, too, by those primarily interested in the areas of measurement and evaluation. Test specialists here have developed instruments designed to measure understandings and the ability to draw implications from historical evidence. Both Horn\textsuperscript{14} and Park\textsuperscript{15} develop this point, and the latter

\begin{itemize}
\item \textsuperscript{11} Merlin M. Ames, "Artificial Jaw History", Social Studies, pp. 258-265, October, 1945.
\item \textsuperscript{12} Ralph B. Guiness, "A Qualitative Approach to American History Teaching," Social Studies, November, 1944.
\item \textsuperscript{13} Report of the Commission, "College Entrance Board Examinations", Social Studies, p. 549, December, 1936.
\item \textsuperscript{14} Ernest Horn, Methods of Instruction in the Social Studies, (New York: Scribner's Sons, 1937), p. 122.
\item \textsuperscript{15} Joe Parks, "An Analysis of Standardized American History Tests", Social Studies, p. 269, November, 1944.
\end{itemize}
notes that there has been a resultant decrease in the emphasis placed in standardized instruments on the recall of facts. The constructors of test materials are not finding Wesley's 16 list "irreducible", insofar, at least, as direct expression of facts is sampled.

The importance of the development of understandings has, as the evidence demonstrates, been accepted. It is logical, therefore, to make a consideration of the means to the attainment of this end in history teaching.

Horn 17 effectively eliminates the possibility of blank memorization of concepts developed by others when he says:

Understanding is an active process. No matter how docilely receptive the student may be, he cannot be given ideas ready made.

The interpretation is that the student must develop for himself, through whatever means is provided, his own concepts and implications. Real understandings cannot be developed, according to Müller, 18 when events of history are treated as isolated units. It is necessary


17 Ernest Horn, Methods of Instruction in the Social Studies, p.123.

rather, to demonstrate the relation of the part to the whole, if the learner is to gain the "insight" expressed by some of our psychological authorities. The bringing of facts into relation, either through the learner's own power to comprehend verbal interpretation, or through explanation provided by others, is essential to understanding. Facts acquire meaning for the individual when they can be explained in relation to other facts; and when facts become meaningful, understanding develops.

Considered in the perspective of the relationship of facts, it is somewhat difficult to ascertain the starting point of historical study. When, for example, does American history begin? Steinlauf\(^{19}\) raises this question, and proposes that to begin the study of American history with 1492 would eliminate a large part of the history; and because the Crusades and the resultant demand for wares of the East was the motivation for Columbus' voyages, omission of such background would make impossible a proper understanding of American history. Further, the Declaration of Independence was based partially on the contributions of Palestine, Greece, and Rome. The expression of this relationship would be

pertinent to a well-developed appreciation for this particular phase of our national history.

Where a particular history should begin is not, of course, a purpose of this study, but the examples indicate the type of factual relationships which tend to develop the broad understandings desired. The aids available for the guidance of learning in the direction that makes for these desired achievements in history should be evaluated in the light of these relationships.

One of the major factors in the direction of learning in the schools of this country is the textbook. The textbook holds a position in America that, according to the 30th Yearbook of the National Society for the Study of Education, is unique in educational practice, being, for example, far more important in the American scheme of instruction than it is in the European scene.

Johnson calls the textbook the most important aid to the teaching of history. He continues:

"It is more than an aid. In the majority of American schools, it determines facts to be taught and the manner of teaching them."


Tryon reaffirms the importance of the textbook in our educational system, and indicates that there is limited possibility of any change in this situation in the near future. There seems to be little controversy with the universality of employment of the textbook in history instruction. More important, Edmonson finds that, in the majority of schools, the textbooks used determines both the content of instruction and the methods of instruction. He says:

It is apparent that one of the most effective ways for improving the content and method of instruction is to place better textbooks in the hands of teachers and pupils.

That there is, in the ordinary classroom, a heavy drawing upon the textbook for guidance in method is strongly stated by Kepner:—

Whether textbooks lead or follow in the development of methods, it is safe to say that where the textbooks go, there goes the average teacher.

This brief review of findings regarding the text-


book is sufficient to establish the points under discussion. The textbook is, and will continue to be, used in thousands of classrooms as the dominant factor in the treatment of history. It follows, then, since we lean heavily upon the textbook, that this instrument of learning must provide for relationship if adequate development is to be expected in the classroom.

The writer has, in mentioning relationships here, considered them as being divided, basically, into two types, the horizontal and the vertical. The horizontal type is viewed as the relationship of events which occur at the same time in the course of history. This type of relationship is undoubtedly vital in gaining a reasonably broad understanding of the situation at any specific period in the development of our history. In the detailed study of the pre-Civil War period, for example: Lincoln-vs-Douglas, the Dred Scott decision, and the writings of Whittier and Lowell, balanced one against the other, help the student to acquire, for the moment, a clearer concept of the total historical picture at that time. Some appreciation for this broadening in the lateral plane is helpful to the student, but the details belong, primarily, to the province of the professional historian, who uses and reuses them in his day by day activities. The average student, in the classroom and outside of it, quickly
loses the capacity for recall of these facts when the inexorable law of forgetting goes into action.

It is agreed that horizontal development makes for meaning in the learning process, yet, in view of Volwiter's findings regarding the rapid forgetting of meaningful historical material, the residue of such development of meaning appears to be in the way of generalized understandings, good or bad, concerning the isolated period of attention.

Any listing by competent authority of the objectives of history teaching invariably includes one such as that stated by Koos, the provision for the application of the lessons of the past to the meeting of the present and the future. The development of horizontal relationships alone will not make for the attainment of this goal.

The interest of the writer in this study lies with the second type of relationships, the vertical. A vertical relationship is considered to be that dependency of one fact or issue upon a fact or issue which


precedes it chronologically if understandings and appreciations are to be applicable to the immediate and potential needs of the learner.

Baxter\textsuperscript{27} calls this the law of continuity:

\begin{quote}
... a persistent sequential relationship running through every period and tying up with the present, a relationship that joins all that has ever happened with whatever is happening and is about to happen.
\end{quote}

The effects of this law on the teaching and learning of history are far reaching. American ideals and attitudes become better understood when the past and present are bound together by the thread of continuity. The close dependency of cause and effect can be demonstrated. Change is recognized as inevitable, proceeding at a slow, deliberate pace. The understanding and evaluation of the steps permit the student to make, by intelligent judgment, those preparations for the future which seem best for him as a citizen and as an individual.

If continuity is to be attained, the content of American history must not be narrow, but provisions must be made for making history's strands run together

as a single unit. Failures to achieve continuity are penalized, insofar, at least, as motivation of learning is concerned. Tyler finds that certain American history as now taught does not seem important to students and that unrelated facts are not retained, while Harper shows that some children develop a specific dislike for history because relationships are insufficiently developed. A treatment of any subject that makes it uninteresting to the learner should certainly be avoided; further proof, if any is needed, of the desirability of drawing heavily upon relationships to attain learnings in history.

It is this development of vertical relationships that removes history from isolation and outlines its developing characteristics.

The Fourteenth Year Book of the National Council

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31 Citizens for a New World, Fourteenth Yearbook, National Council for the Social Studies.
for the Social Studies provides a guide for vertical relationships in its discussion of the major foreign policies of the United States. Here, American foreign policies have been tied together by the central core of freedom of the seas. The War for Independence was partially due to the demands of the colonies for their own merchant marine. In 1798, the new nation carried on the undeclared naval war with France to prevent restrictions of trade. The conflict with the Barbary pirates in 1806, and the resistance by force of arms in 1812 of the final British attempt to prevent freedom of the seas were further steps in the continuing development of our policy towards freedom of the seas, a policy that influenced our stand in the conflict of 1914-1916. In a like manner, the Monroe Doctrine, the expansion of the traditional freedom of the seas to the Latin American area, and the extension to China under the Open Door policy emphasize the continuity factors in our foreign policy development.

The brief summary above is indicative of the type of relationships that are the primary interest of the writer in this study. It is felt that this type of relationship is both important and necessary, if that understanding of history that fulfills what Butler calls:

the first principle for the teacher of history to enforce, as it is the first lesson of the student of history to learn, is to be obtained.

Vertical relationships help us to gain the long view of history. Opportunities for tracing these relationships in history are numerous, and since authorities cited previously suggest the strong leaning of the average classroom teacher upon textbooks for guidance and direction in instructional procedures, it follows that the good textbook can be reasonably expected to draw these relationships.

It is the purpose of this study to attempt, on the basis of the examination of representative secondary school textbooks, to determine the adequacy with which these textbooks trace vertical relationships, insofar as they are specifically and definitely noted in the text material.

II. INVESTIGATION OF THE LITERATURE

An examination of listings found in Writings in American History, Doctoral Dissertations Accepted By

American Universities\textsuperscript{34} and the Educational Index\textsuperscript{35} failed to disclose any previous studies which were conducted to determine the solution of the basic problem with which this study is concerned. Previous studies have apparently not investigated the problem of vertical relationships, nor do the writer's investigations indicate any attention given to problems closely related, or parallel to, the problem of this study.

\textsuperscript{34} Edward Henley, Editor, Doctoral Dissertations Accepted by American Universities, (H.W. Wilson Company, New York).

CHAPTER II

I. SUMMARY OF PROCEDURES

Selection of textbooks. An attempt was made to secure a representative selection of textbooks for examination in keeping with the purposes of this study. Three of the four textbooks selected were among those that appear to be in most frequent use in the high schools of this area. The fourth textbook was selected as one of recent publishing, which in preliminary inspection seemed to be attempting an organization of material over somewhat longer periods than has been the custom in most of the textbooks previously available at this level.

The selection was such that a variety of internal organizations was available. One textbook is organized along basically chronological lines; one is unitary in major areas, but chronological within these areas; one is partially chronological and partially unitary; and one is primarily unitary in its organization.

The specific textbooks selected for examination were:

Faulkner, Harold and Kepner, Tyler, America: Its History and People

Harlow, Ralph V., Story of America

Muzzey, David S., A History of Our Country
Wilson, Howard E. and Lamb, Wallace E.,
American History

Criteria for evaluation of text material. For purposes of this study, any relationship was considered as valid if a specific reference was made, during the discussion of any event or occurrence, to any event, occurrence, or series of events or occurrences, separated chronologically from the time under discussion, if the reference was made for the apparent purpose of demonstrating or amplifying a particular relationship. Both the elementary casual type of reference, and the pointed tracing of movements were accepted and listed if they appeared, in the opinion of the present writer, to be purposeful notations that might be used to develop understandings of vertical relationships during the teaching-learning process based upon the particular textbook being examined.

Tabulation of relationships located. A brief summary was made of all relationships accepted as valid and these are included in the material which follows along with a notation as to the specific page location of each item, or series of items, listed. Separate listings were made for each textbook examined in order to allow the possibility of comparing the textbooks examined to determine any trends indicated of interest in this study.
CHAPTER III

RESULTS OF TEXTBOOK EXAMINATION


Basic organization. This textbook is organized in eight major divisions that are designated by the author as units, each of these dealing with what he considers to be a major phase in the growth of our nation. His further explanation, plus an examination of the textbook, indicates that these might be more clearly designated as blocks of work, to be accomplished within one month of school time. The unit titles and the author's amplifying statement regarding each, follow:

Unit One - A NEW WORLD, How the first Americans laid a basis for our present ways of living.

Unit Two - A NEW NATION, How Americans of the Revolutionary era established an independent government.

Unit Three - THE EPIC OF THE FRONTIER, How venturesome Americans spanned the continent.

Unit Four - THE SECTIONAL TRAGEDY, America nearly becomes two nations.

Unit Five - THE RISE OF BIG BUSINESS, The United States becomes an Industrial nation, with new and greater
problems.

Unit Six - DEMOCRACY IN THE NEW AMERICA, How the people tried to adjust the relations of Big Business and government.

Unit Seven - AMERICA AND THE WORLD, How our nation has dealt with its neighbors.

Unit Eight - AMERICA TODAY AND TOMORROW, How we attack present problems and look forward towards the future.

Units one through five are basically chronological in arrangement. Some of the individual chapters in units six and eight have unitary trends, but the writer feels that they are, on the whole, chronological in organization. Unit seven, tracing the development of the nation's foreign affairs, is organized on a unitary basis.

The major units are sub-divided into chapters, with four chapters in each division, making a total of thirty-two chapters in the book. Each chapter covers a topic, with the majority of the arrangement chronological, based upon relatively short periods of time. The author planned each chapter to be equivalent to the work for one week of school.

Vertical relationships accepted.

1. The New England Confederation of 1643 was a forecast of union against Great Britain (pp.46-47)
2. Farm tools used by colonial farmers were not unlike those used in Egypt before the Christian era. It was not until the nineteenth century that farmers began to use machines (P.57)

3. The First Continental Congress of 1774 was based upon the plan evolved earlier in Franklin's Albany Plan (p. 122)

4. The frontier settlements beyond the Appalachians were similar to the colonial position with respect to England before the Revolution (p.211)

5. Every one of the new settlements beyond the mountains was as important to the new nation as the colonies had been to England (p.219)

6. The lack of exactness on the part of early settlers in defining claims accurately led, later, to many disputes over land titles in the South and Southwest (p.221)

7. Congress provided a government for the territory of Orleans based upon the Quebec Act of 1774, rather than the Ordinance of 1787 (p.227)

8. The panic of 1837 was the result of economic losses, much like that of 1929 (p.249)

9. The people had experimented with paper money during and after the Revolution (footnote, p.249)
10. The panic of 1837, which drove the state governments away from the previous policy of providing transportation facilities, may have prevented America from having state-owned railroads (p.253)

11. The people were tired of the old leadership and wanted what one of Jackson's successors a hundred years later called a "new deal" (p.260)

12. The Democratic convention adopted the two-thirds rule at the time of Jackson's re-nomination and the rule was in effect until 1936 (p.264)

13. During Jackson's terms the old problem of trade with the West Indies came up (p.268)
   a. Ports were closed after the American Revolution
   b. British and American ships both were excluded in 1827

14. Great Britain mediated a dispute between France and America in 1836 (p.268)
   a. Injuries inflicted upon American merchantmen by French warships prior to 1800
   b. Agreement for payment of damages by France in 1831
   c. Criticism of France by Jackson for failure to pay funds agreed upon, 1834
15. The Whigs, organized in Jackson's time, were in imitation of the party of the eighteenth century in opposition to the tyranny of George III in that period. Strong presidents have usually met similar opposition (p.269)

a. Washington
b. Jackson
c. Franklin D. Roosevelt

16. The boundary between Maine and Canada was settled by the Webster-Ashburton treaty of 1842 (p.273)

a. Treaty of 1783

17. Following the example set by the Pilgrims at Plymouth in 1620, the Oregon settlers drew up a compact for operation under laws of their own making in 1843 (p.280)

18. The cotton plant had been cultivated in India for two thousand years before being introduced into America at the time of the Revolution (p.308)

19. Plantations and slavery developed together (p.309)

a. First Negro slaves in America in 1619
b. American Revolution period developed some demand for emancipation
c. The Southerners were convinced of the inseparability of slavery and cotton, by 1830
20. Anti-slavery movements led to the formation of the Anti-Slavery Society in 1833 (p.343)
   a. Organized group in Pennsylvania in 1775
   b. Colonization Society of 1816
   c. Garrison's Liberator in 1831

21. The issue of state's rights was involved in the Missouri Compromise of 1820 (p.348)
   a. Appeals from Alien and Sedition Acts, 1798
   b. New England Federalists, 1804
   c. Hartford Convention, 1814

22. Buchanan failed to find any ground for action against secession of South Carolina and Louisiana, despite precedent in previous nullification actions by states (ps. 366-367)
   a. Jackson prepared to use force against South Carolina in 1833
   b. Taylor ready to use force against any attempt to secede on the part of the states in 1850

23. During the period 1862-1879, national bank notes and greenbacks were the only forms of money in circulation, and gold disappeared as it did later in 1933 (p.383)

24. The hostility to Negro rule drove the whites of the Southern states into the Democratic party and
the Republican party made no gains among them until after 1900 (p. 364)

25. The Crusaders had found the Saracens armed with steel swords (p. 413)

26. The great control exerted by the Standard Oil Company led the people to worry about monopoly control for the first time since Andrew Jackson and the Bank (p. 416)

27. The wars with the Indians between 1865 and 1882 closed the long period of friction that began in 1607 (p. 441)

28. The importation of laborers under contract, following the Civil War, was not far removed in principle from the indentured servants system of the colonial period (p. 450)

29. Gold disappeared from ordinary use following the issuance of paper money currency after the Civil War, but the government did not prohibit the purchase, sale, or export of the metal as it did in 1933 (p. 457)

30. President Arthur placed about 12 per cent of government employees under civil service with the Pendleton Reform Act of 1883, and this had increased to 60 per cent by 1936 (p. 483)

31. Decision of the Supreme Court broke down the principle of state regulation of railroads (p. 491)
a. Granger decisions

b. Interstate commerce could be regulated only by Congress, 1886

c. Power to set rates lay in the court, 1889

32. Laborers seldom earned enough money to save against hard times (p. 494)

a. Depression of 1873

b. Depression of 1893

c. Depression of 1929

33. Growth of labor unions (p. 494-496)

a. Local union during the Jackson administration

b. National labor union, 1866

c. Knights of Labor, 1869

d. American Federation of Labor, 1881

34. The drop in the Treasury's reserves in 1895 pointed to another suspension of species payment such as had taken place during the Civil War period (p.513)

35. The presidential campaign of 1896 was a combination of farmers and workingmen against business interests similar to the move led by Jefferson in 1800 (p.518)

36. Secretary of the Interior Fall, of the Harding administration, joined Secretary of War Belknap of the Grant administration as an acceptor of bribes (p.596)
37. The Hawaiian Islands were annexed by joint resolution similar to the one used in the case of Texas in 1845 (p. 627)

38. Theodore Roosevelt made the Panama Canal a reality (p. 647)
   a. Treaty with Colombia, 1846
   b. Clayton-Bulwer Treaty, 1850
   c. Oregon voyage during the Spanish-American war
   d. Revolution in Panama

39. Federal Trade Commission of 1914 was precedent for the NRA of 1933 (p. 729)

40. The Inter-American conference of 1940 agreed that any colonies of European nations that seemed in danger of falling into Axis hands should be governed by the American republics temporarily (p. 806)
   a. Monroe Doctrine

Summary. The writer found a total of forty references in the text material, which were accepted as falling within the interpretation of vertical relationships stated above. Thirty of these were of the single relationship type, and the remaining ten traced a vertical relationship of three or more related items. Some of these demonstrated similarities, rather than indicating
developmental trends, and others covered events within a short chronological period of time.

Further study of the findings discloses eleven in which the authors forecast events yet to appear in the text material, while twenty-nine relationships recall antecedent events.

It was found that, in general, the author's vertical relationships were singular, usually non-developmental in character, and with some stress laid on similarities of historical events or occurrences. Stress on the chronological arrangement of subject matter was reflected in the few, more complex relationships cited, one of the best drawn being item #33 (page 28), Growth of labor unions. The tendency toward narrow-time area relationships was found to predominate.

It is felt that, while some worthwhile broadening of viewpoint is added by the comparatively limited vertical relationships found in the examination of this textbook, the lasting contribution of these to the learners would appear to be doubtful.
Basic organization. This textbook is organized in six major divisions, designated by the authors as units. Each unit deals with a broad area and examination of the unit titles and the text material indicates that the authors' designation is an acceptable one. There is considerable overlapping, chronologically, of the major units, but the authors tend to maintain the unitary approach throughout.

The major unit divisions are:

Unit One - AMERICA A PART OF THE BRITISH EMPIRE

Unit Two - THE GROWTH OF DEMOCRACY IN AMERICA

Unit Three - THE INDUSTRIALIZATION OF AMERICA

Unit Four - CULTURAL AND SOCIAL AMERICA

Unit Five - AMERICA BECOMES A WORLD POWER

Unit Six - RECENT WORLD TRENDS

Units one and two consider nearly half of the total number of topics into which the entire textbook is sub-divided. Topics in these units are arranged somewhat in chronological order but basic unitary principles are followed. The period of time with which each unit
or topic deals is relatively short.

Typical topical headings in these sections are:

Chapter 2 - England, the mother of America
Chapter 5 - Britain loses her thirteen colonies
Chapter 12 - Sectionalism endangers national unity
Chapter 18 - The new democracy

As might be assumed from the examples above, the first two major divisions trace the general internal political history of the country from the colonial period to the contemporary century.

Examination of unit three demonstrates the tendency towards specific attention given to the development of business and labor structures. Chapter headings such as the following are typical:

Chapter 21 - The growth of Big Business
Chapter 24 - The embattled farmer
Chapter 26 - Government regulation of Big Business

Unit four topics are in keeping with the major divisional heading and unit five deals with the foreign relations of the country, from colonial times to the present. Unit six discusses current problem areas which confront the United States at the present time.
The time periods covered in units three through five are considerably longer than those of the first two units.

There is a total of forty chapters in this textbook, each chapter being devoted to a particular topic with less overlapping of sub-topic areas evidenced than there is of major unit areas.

**Vertical relationships accepted**

1. The discovery of America was the result of the expansion from Europe under the effect of the Renaissance (pp.3-7)
   - a. Crusades reopened old trade routes
   - b. Turks in Constantinople, 1453

2. The importance of the old trade routes was re-established in 1869 with the Suez canal (p.5)
   - a. The Berlin-Bagdad railroad fifty years later
   - b. Action in both World Wars (p.5-footnote)

3. The charters of the Raleigh, Gilbert, London, and Plymouth companies contained a clause providing the colonists with the privileges and obligations of those remaining in England. This served as precedent for later English policy (p.17)

4. The Virginia charter in 1609 defined boundaries in a manner that made for dissension and land
disputes after the Revolution (p. 19-footnote)

5. The New England Confederation of 1643-1648 was the forerunner of a national union (p. 44)

6. The Iroquois gave their allegiance to the English because of the earlier conflicts with Champlain (p. 52)

7. The Albany plan of 1754 followed the precedent of the New England Confederation and the Dominion of New England, and provided the pattern for the later Continental Congresses in the powers given it (p. 56)

8. The frontiersmen met the Proclamation of 1763 by ignoring the law as their descendants have so often done in later years (p. 67)

9. The First Continental Congress of 1774 was similar in organization to the Albany Congress of 1754 (p. 74)

10. The colonists demanded the rights of "Englishmen based upon the political ideals developed in England (pp. 103-104)

   a. Magna Carta, 1215
   b. Petition of Right, 1628
   c. Bill of Rights, 1689

11. The struggles between the colonial assemblies and the royal governors developed the doctrine of "natural rights" in the colonies, which was eventually stated by Thomas Jefferson in the Declaration of Independence
12. The Articles of Confederation were influenced by the Albany plan of union of 1775 (p.108)

13. The ratification of the Articles of Confederation was delayed by the western land questions growing out of the colonial charters (p.109)

14. The Ordinance of 1787 was to meet with the attention of Webster forty years later (p.116)

15. The American Constitution developed out of colonial experience, plus the English constitution and practice (pp.131-132)

a. Common law
b. Magna Carta principles
c. Petition of Rights
d. Bill of Rights

16. Washington's limitation of the presidency to two terms was established as a precedent by Jefferson and remained in effect until Roosevelt's third election in 1940 (p.151)

17. Jefferson established a precedent, by not accepting a third term, which remained unbroken until 1940 (p.184)
18. The Hartford Convention report was comparable to the nullification doctrine of the Virginia and Kentucky resolutions (p.195)

19. The South Carolina Exposition of 1828 repeated the compact theory expressed in the Kentucky and Virginia resolutions of 1798 (p.213)

20. The South Carolina Ordinance of Nullification in 1832 repeated the history of the Virginia and Kentucky resolutions, and the Hartford Convention (p.215)

21. Van Buren's "free soil" policy was to become a principle of the new Republican party (p.229)

22. There was a gradual change from the spoils system to Civil Service (pp.306-313)
   a. Jackson, 1830
   b. Lincoln, the first Republican president
   c. Hayes, 1877
   d. Garfield, 1881
   e. Pendleton Civil Service Act of 1883
   f. Ramspeck Civil Service Act of 1940

23. The political action of the Populists in 1890 was like the farmers' revolt in 1933 (p.324)

24. The rise of women suffrage (pp.362-365)
   a. Women's Rights Convention at Seneca Falls, New York, 1848
   b. Wyoming granted suffrage to women, 1869
The word "t" appears on the page without context, making it difficult to decipher its meaning or purpose. It could be part of a larger text or a standalone element. Without additional context, it is challenging to provide a meaningful interpretation.
c. National American Women Suffrage Association, 1890

d. Women Suffrage Amendment, 1919

25. The American custom of democratic association for a common purpose developed during the colonial period (pp. 370-372)

   a. Mayflower Compact
   b. New England Confederation
   c. Stamp Act Congress
   d. Continental Congresses

26. The West exerted pressure toward political democracy (p. 382)

   a. Bacon's Rebellion in the colonial period
   b. Shays' Rebellion during the "critical period"
   c. Whiskey Rebellion under Washington's administration

27. The position of the Cumberland Gap as a frontier was similar to that of the South Pass of the Rockies a century later (p. 382)

28. The Southwest as a frontier (p. 385)

   a. Kentucky and Tennesse, 1770-1796
   b. New Cotton Kingdom in western Georgia, Alabama, and Mississippi, 1790-1830

29. The growth of labor organizations (pp. 436-439)
a. Local crafts unions before 1800 had developed collective bargaining, closed shop, business agent, strike, and boycott as features of labor activity

b. National trade organizations, 1860
c. Brotherhood of Railroad Engineers, 1863
d. Knights of Labor, 1869
e. American Federation of Labor, 1886

30. The American Merchant Marine has had varying fortunes during the course of its existence (pp. 480-485)

a. Prosperity during the colonial period
b. The China trade revival, 1785
c. Napoleonic Wars
d. Clipper ship era
e. Decline brought on by War between the states 1865-1900
f. World War I re-established strength
g. Postwar decline
h. World War II revival

31. The development of the United States banking system (pp. 511-517)

a. Hamilton’s First Bank of the United States
b. Second Bank of the United States
c. The Independent Treasury
d. National Bank Act of 1863
e. Federal Reserve System, 1914

32. The development of the American tariff system (pp. 517-526)
   a. The British tariff system one of the causes of the Revolution
   b. Internal tariffs among many states
   c. Revenue measures, 1789-1816
   d. First protective tariff, 1816
   e. Compromise Tariff of 1832 helped to prevent nullification
   f. High tariffs from War Between the States to the present, in general

33. American relations with foreign countries (pp. 631-647)
   a. Isolation and neutrality the theme of the early policy
   b. War of 1812, second War of Independence
   c. The Monroe Doctrine
   d. The Monroe Doctrine applied to the Venezuela boundary dispute
   e. Roosevelt and the second Venezuela incident
   f. The Roosevelt Corollary
   g. Pan-Americanism

34. The Trent affair of the War Between the States led England to reverse its stand of the Napoleonic Wars
35. Neutrality was an issue during the War Between the States (p.664)
   a. "Broken voyage" of the Napoleonic Wars
   b. Reversal of broken voyage stand by the United States 1861-1865
   c. Disadvantage in World War I

36. It was impossible to know at the time of its purchase that Alaska was to be the first line of defense in the Pacific during World War II (p.666)

37. The development of the American Far Eastern policy (pp.686-688)
   a. China trade, 1784
   b. Perry and the Open-door in Japan

38. The early history of Americans in Hawaii was similar to that of Americans in Texas (p.688)

39. The economic effects of the first World War on America were like those that had taken place during the Napoleonic Wars (p.698)

40. The military conscription of World War I had precedent in the compulsory drafts for the Union and Confederate armies (p.701)

41. American insistence on neutrality rights has led to war several times
   a. Napoleonic Wars, 1783
b. Drawn into world struggle in 1812

c. World War I

d. World War II

42. Selective Service, 1941

a. Compulsory service in North and South
1861-1865

b. World War I

43. Changes in the United States foreign policy (pp. 756-758)

a. Early neutrality

b. Strong nationalism

c. Territorial expansion

d. International power

e. United Nations

44. The participation of the farmer in politics following World War I was similar to the activities of the comparable group after the War Between the States (p. 818)

45. Americans have shown an indifference to law (p. 834)

a. Navigation laws during the colonial period

b. Non-importation Act of 1808

c. Fugitive slave law

d. Land disposal laws
Summary. Examination of the text material disclosed a total of forty-five vertical relationships considered to be acceptable, with twenty-one examples of the single relationship type and the remaining tracing relationships of three or more items. Twenty-six of the examples made reference to antecedent events; eleven items were predictive in nature; and the remaining eight referred to events which preceded as well as those which followed the period under discussion.

The relationships found in units one and two, where there was, as previously mentioned, some degree of attention to the chronological treatment of material, were found to be generally brief. The tendency in these sections was towards the singular type relationship, as for example item #3 (p. 34, this study).

Units three, four, five, and six, where the emphasis was on the unitary approach, disclosed more of the multiple type relationships, with the chronological periods covered being considerably longer. Items such as #29 (pp. 38-39, this study) trace developmental relationships through relatively long periods, and indicate the type of vertical treatment of events the writer believes to be an important aid to the development of understanding.

**Basic organization.** This textbook is organized in eight major divisions, each of which, in the opinion of the authors, represents an important part of our country's story. Each division is a major unit, and while these follow a roughly chronological order, careful examination shows considerable overlapping of major divisions, in the text discussions. Since this textbook follows a unitary principle very closely, this overlapping is to be expected. The major divisions are:

Unit One - MEN FROM EUROPE FIND A NEW HEMISPHERE
Unit Two - COLONISTS IN AMERICA FORM NEW NATIONS
Unit Three - THE UNITED STATES BECOMES MORE DEMOCRATIC
Unit Four - OUR NATION BECOMES STRONGER THAN SECTIONS
Unit Five - TAKING STOCK ON OUR ONE-HUNDREDTH BIRTHDAY
Unit Six - OUR NATION BECOMES A WEALTHY GIANT
Unit Seven - OUR NATION BECOMES A WORLD POWER
Unit Eight - THE UNITED STATES TODAY

The emphasis throughout this textbook is placed upon the unitary approaches, based upon relatively long
periods of time, as compared with the usual textbook in this field.

The major unit divisions are introduced by an overview discussion. Unit five is unusual in that the author uses the Century of Progress Fair, held at St. Louis in 1876, as the theme of the unit. Numerous helpful comparisons are made, with developments pointed out in a manner unique in history textbooks, within the writer's experience.

The major units are sub-divided into chapters, with from three to six chapters in each division. These individual chapters are organized on a unitary basis, treating a specific topic, which is developed through an adequate chronological period. A time chart accompanies each chapter to aid in locating the time elements concerned.

The following are indicative of the topics which are the basis of the individual chapters:

Chapter 4 - How Englishmen Became Americans
Chapter 9 - Making The Federal Government Strong
Chapter 14 - The Land Of Cotton
Chapter 20 - Science And Invention
Chapter 33 - "We, The People"

A few chapters, which treat with topics that appear to have no counterparts in other major divisions,
contain summarizing sections. Chapters typical of this organization are:

Chapter 21 - Literature And The Arts
Chapter 25 - The Growth Of Commerce

Vertical relationships accepted.

1. The changing surface of the earth demonstrates the passage of time since the period just prior to the discovery of America by the white man (p.5)

   a. Some of the giant redwoods standing on the Pacific coast in 1492 are still standing today

   b. The Amazon and the Mississippi were carrying silt to the sea in 1492, but their deltas did not extend nearly so far into the water as they do now

   c. The great falls of the Niagara was nearly a quarter of a mile further downstream than it is now

2. The Indian (Maya) civilization had developed at about the same time as that of Egypt, Babylonia, India, and China (p.7)

3. The residual influence of the Spanish on the New World has been very great. About fifty million inhabitants still speak Spanish, and Spanish customs are followed in most of South America, with the exception
null
of Brazil. Spanish influence remains in parts of the Southwest in this country (p.25)

4. All of what is now the Atlantic coastline of the United States came into British hands in 1733; for England and Scotland had been united since 1707 in the new kingdom of Great Britain (p.31)

5. Nearly all of the Spanish who came to the New World had been men, but with the arrival of the English, whole families came (p.32)

6. At various times, the settlers and their ancestors had taken part in fierce struggles against unjust kings, and after settlement the struggle continued on this side of the ocean (p.34)

7. In our own day there are three or four million descendants of the early French settlers in America. French culture is strong in Canada, especially in Quebec, with its French language, customs, and newspapers (p.36)

8. The Dutch left us such customs as the yearly appearance of Santa Claus, and the doughnut (p.38)

9. In 1776, the journey from New York to Philadelphia was made in two days. Today the same trip requires only ninety minutes by train, and less by plane (p.64)

10. When the Americans began to cross the Appalachian 'fall-line', they established a contact gap nearly
as great as had been the European-American one (p.68)

11. Taxation of the colonies had been a cause of dissention (p.77-78)
   a. French and Indian wars support
   b. The Sugar Act of 1764 was one half as high as the Molasses Act of 1733

12. James Wilson was to be prominent in the framing of our Constitution in 1787 (p.81)

13. The people of the new nation had a good background of experience upon which to establish a constitution and self-government (p.98)
   a. British heritage
   b. Each of the colonies had had a certain amount of self-government
   c. Governor Andros attempted to withdraw the Connecticut charter in 1687

14. The people had united before for common causes (p.99)
   a. The New England colonies against the Indians and French in 1643
   b. Albany plan proposal, 1754
   c. Stamp Act Congress, 1756
   d. First Continental Congress, 1774
   e. Second Continental Congress, 1775
15. The agreement made in 1817 with Great Britain, that there should be no warships on the Great Lakes, has lasted one hundred and twenty-five years (p. 123)

16. Adams strengthened our claims to the Oregon territory (p. 124)
   a. Captain Gray entered Columbia River, 1792
   b. Louisiana Purchase, 1803
   c. Lewis and Clark expedition
   d. John Jacob Astor's trading posts

17. Panama conference of 1826 was a beginning for later Pan-Americanism (p. 139)
   a. Great American Union - proposed by Miranda in 1797
   b. Spanish-America League of Nations, Bolivar, 1810

18. Washington took the oath that every President of the United States has since taken (p. 151)

19. Franklin had not been certain at the Philadelphia convention that we could keep our republic. He would have been even more uncertain had he been alive in 1800 (p. 161)

20. Eli Whitney was a Connecticut school teacher who had invented the cotton-gin while Washington was president (p. 137)
21. The America of Washington and Jefferson had been rather frail, confined largely between the Atlantic and the Appalachians. Now the United States was showing signs of becoming a giant (p.189)

22. The westerners disliked cheap money for the same reasons as the American pioneers of earlier days (p.189)

23. The United States that Jackson was called upon to lead was vastly different from the nation led by Jefferson, with changes, even, in the population and capitol (p.196)

24. The rivalry and bitterness among the sections and their leaders from 1825 to 1840 made for hard feelings such as had existed at the time of the Alien and Sedition Act (p.197)

25. The followers of Jackson now learned, as had those of Jefferson twenty years before, that a weak banking system was dangerous to the nation's welfare (p.198)

26. Here, again, was the idea known as nullification (p.199)

27. The national parties have nominated candidates since Jackson's time at party conventions. It has been customary, too, for the party to adopt 'platforms', and these have become an important part of our political life (p.201)
28. The presidents who followed Jackson continued the "spoils system" (p.202)

29. The West Indies had been an important link in the "three cornered trade" of the colonial period (p.210)

30. There had been "railroads" in the United States since before the Revolution (p.217)

31. New England became less the land of the Puritans (p.222)

32. The Old South became united in defense of slavery (p.234)
   a. Some opposed in 1815
   b. Methodist and Baptist clergymen supported in 1840, after church split on issue
   c. United in 1860

33. There had been thirty years of compromise on the subject of slavery (p.249)
   a. Missouri Compromise, 1820
   b. Compromise of 1850

34. The views expressed by Lincoln during the Lincoln-Douglas debates were largely responsible for making Lincoln the next President of the United States (p.253)

35. The Confederate capture of Fort Sumter was met in the North with an effect like that of Lexington and Concord in the Revolution (p.266)
36. Money depreciated as it had at the time of the Articles of Confederation (p.274)

37. Tammany was the name of the famous Indian chief who had been adopted by the Sons of Liberty during the Revolution as their patron saint (p.282)

38. The decline of sectionalism was making for a united people (p.285)
   a. Fight for independence won in 1783
   b. Efforts to gain strength successful by 1800
   c. Control given to common man, 1840
   d. Bitterness between sections being conquered by 1876

39. The new California frontier differed from the older ones in that the interests of the people were not as opposed to those of the Eastern bankers as were those of Daniel Shays in an earlier period (p.285)

40. By 1876 more Americans felt as Patrick Henry had, when he declared himself not a Virginian, but an American, and like Daniel Webster when he said he spoke not as a Massachusetts man, but as an American (p.286)

41. In the slums, in 1876 as now, the death rate was high, and crime found a fertile breeding ground (p.315)

42. The temperance societies were leading the trend towards prohibition (p.315)
a. "T-Totalers" formed at Boston in 1826
b. Philadelphia national convention in 1833
c. Liquor sale prohibited by law in Maine, 1851
d. All northern states, except New Jersey, had some form of prohibition by 1853
e. Repeals of laws during and after war, 1860
f. Prohibition political party form in 1869
g. W.C.T.U. formed in 1874

43. Growth in labor strength begins
a. Unions declared against the law by a Philadelphia judge in 1806.
b. Workingmen's party organized in 1828
c. Unions had 300,000 members by 1836
d. Strike for ten hour day won in 1835
e. Conditions were not to be greatly improved until the American Federation of Labor was formed in 1881

44. Battle for free school had largely been won in the North and old Northwest by 1850 (p.320)
   a. Growth of state universities in Middle West following War of 1812
   b. Morrill Act of 1862 encouraged state universities
   c. Public universities in most states by 1876
null
d. Campaigns for compulsory education during the 1870's

e. First public high school established in Boston in 1821

45. The Red Cross, organized in 1881, was to be of great importance in World Wars I and II (p. 322)

46. By 1876 more than 17,000 patents had been granted under the patent laws that had protected American inventors since 1790 (p. 328)

47. Many industries made use of the idea of interchangeable parts that had been first successfully introduced by Eli Whitney in 1798 (p. 329)

48. Electrical progress was the result of the contributions of individual scientists (p. 336)

a. Franklin

b. Joseph Henry

c. Edison

d. Bell

e. Morse

49. Scientific organizations aided development of scientific progress (p. 337)

a. American Philosophical Society organized by Franklin in 1769

b. Smithsonian Institute organized in 1846

c. American Society for the advancement of
Science founded in 1848

50. "Uncle Tom's Cabin" was to be played on American stages until the 1930's (p.348)

51. Currier and Ives are even more popular in the twentieth century than they were in the nineteenth century (p.351)

52. The debtors wanted cheaper money just as the followers of Daniel Shays had desired it more than a century before (p.383)

53. After the first World War there was a period of corruption in politics and business like that which had followed the War Between the States (p.414)

54. Warren G. Harding was the victim of unworthy businessmen and crooked politicians, just as Grant had been (p.414)

55. A tremendous change took place in the government after Roosevelt followed Hoover that was as great a change as had occurred when Jefferson followed John Adams, and as when Jackson followed John Quincy Adams. (p.416)

56. New labor leaders, such as John L. Lewis, arose to take the place of men like Gompers and Powderly (p.418)

57. The admission of unskilled labor to unions was feared because this had wrecked the Knights of Labor
in the 1880's (p.418)

58. The young nation was insecure in its foreign relations during the first years of life (p.434)

a. John Adams expressed the thought that the young republic might have to take orders from some larger nation, 1782

b. Washington's "Farewell Address" warned the country to keep out of alliances that might bring it into European quarrels, 1796

c. Jefferson was prepared to make an alliance with Great Britain if France moved into New Orleans, 1802

d. European armies, believed to be dangerous to the eventual safety of the United States, led to the Monroe Doctrine, 1823

59. In 1900 the government of Puerto Rico became one of our most difficult problems, a problem still important in the 1940's (p.443)

60. The necessity of the "Oregon" trip in the Spanish-American War was to have influence in the eventual building of the Panama Canal (p.444)

61. Great Britain stopped American ships on the ocean prior to our entrance in World War I, as they had done before the War of 1812 (p.450)

62. The Americans were more united in 1917 than
in any other war in our history (p. 459)

a. Revolutionary War
b. War of 1812
c. Mexican War

63. Stalingrad and Guadalcanal were as closely related in 1942 as were Saratoga and Bennington in the Revolution (p. 471)

64. Our relations with Colombia over the Panama Canal issues was to cost us the friendship of millions of Latin Americans (p. 487)

65. Pan-Americanism began to develop after 1880 (p. 489)

a. Washington Conference, 1889
b. Six conferences between 1889 and 1928

c. "Good Neighbor Policy", 1933

66. The development of relations in the Pacific were slow to become established (p. 499)

a. "Empress of China" voyage in 1784
b. Perry's visit to Japan in 1854
c. Establishment of Open-Door policy in China in 1899
d. Boxer Rebellion, 1900
e. "Gentlemen's agreement" with Japan, 1907
f. Jones Act, 1916
g. Tydings-McDuffie Act, 1934
h. Philippine independence, 1946

67. The United States had taken a leading part in attempting to promote peace by treaty (p.517)

a. Settlement of disputes with British in 1818, 1843, 1846, and 1872
   b. Washington conferences in 1921-1922
   c. London naval conference, 1930
   d. Kellogg-Briand Treaty, 1928

68. A system of public libraries is an American national characteristic (p,553)

   a. First conference of American librarians in 1853
   b. American Library Association, 1876
   c. Philanthropists helped establish many libraries during 1878-1898

Summary. Examination of the textbook resulted in the finding of a total of sixty-eight acceptable relationships, in keeping with the criteria previously stated. Of these, fifty were concerned with events which preceded the points under discussion in the text, and eighteen were predictive in nature. This total is the highest found in any of the textbooks used in this study. The multiple item type of relationship was developed in twenty instances. The application of this development to
education, as indicated in item #44, (page 52 of this study), is the only such treatment of this subject found during the course of the study.

The majority of the references found were so stated in the text as to be both interesting and informational, thus motivating understanding.
IV. Muzzey, David Saville, A HISTORY OF OUR COUNTRY, (Ginn and company, Boston, 1941) 884 pages

Basic organization. This textbook is organized in nine major divisions which the author designates as topics of study. While these major divisions are loosely listed with unit titles, the emphasis of the author is on the chronological arrangement of subject matter and it does not appear to be the author's intention that any consideration be made of the unitary approach in this textbook.

The major divisions are:

Unit One- HOW OUR COUNTRY WAS DISCOVERED AND SETTLED

Unit Two- HOW OUR COUNTRY WON ITS INDEPENDENCE AND ESTABLISHED A NATIONAL GOVERNMENT

Unit Three- HOW THE SECTIONS OF OUR COUNTRY BEGAN TO CONTEND FOR THEIR SPECIFIC INTERESTS

Unit Four- HOW OUR UNION WAS ENLARGED, ENDANGLED, AND PRESERVED

Unit Five- HOW OUR RE-UNITED COUNTRY INCREASED IN NATIONAL WEALTH AND POWER

Unit Six- HOW OUR GOVERNMENT ACQUIRED DISTANT POSSESSIONS AND PUT DEMOCRATIC GOVERNMENT TO THE TEST

Unit Seven- HOW OUR COUNTRY WAS TRANSFORMED
BY THE WORLD WAR

Unit Eight - HOW OUR COUNTRY SOUGHT TO RETURN TO NORMALCY

Unit Nine - HOW OUR COUNTRY EMBARKED ON A NEW COURSE

The chronological arrangement is also followed in the sub-divisions, or chapters, which make up the major division areas. Indicative of the arbitrary division is the fact that each major area consists of four chapters, with the single exception of the concluding unit of study. Unit three typifies this arrangement:

Chapter 9 - Jefferson makes a great bargain
Chapter 10 - Our second War for Independence
Chapter 11 - Sectional rivalry
Chapter 12 - The Jacksonian era

Both the number of major divisions and the total number of chapters leads to the probability that each chapter is intended to represent a week's allotment of work.

Vertical relationships accepted

1. The voyage across the Atlantic was made in five weeks, less than half the time it took the Pilgrims to reach the coast of Massachusetts a century and a quarter later (p. 20)

2. Spain was to lose the last of her West Indies
colonies when the United States drove her out of Cuba and Puerto Rico in the Spanish-American War of 1898 (p.42)

3. Bacon's Rebellion, as the first armed resistance to the behavior of English officials in the American colonies, was prophetic of the great rebellion a century later (p.55)

4. Washington surrendered his garrison on July 4, a day that devotion and courage he displayed was to make forever a cornerstone of our history, a quarter of a century later (p.100)

5. The Sugar and Molasses Act was enacted in 1763 (p.114)

a. Act of 1733

6. The trouble came in Boston, as usual (p.123)

7. Benedict Arnold, who had distinguished himself at Quebec and Saratoga, was in command at Philadelphia in 1778-1779 (p.150)

8. Some states felt that they could now get along better by themselves, rather than by having a strong central government to interfere with them as the king's officials and Parliament had done during colonial days (p.161)

9. For more than a hundred years before the Revolution plans had been suggested for a league of some, or all, the colonies (p.162, including footnote)
order to the Ohio Natural Resources Board and later referred to the Ohio Supreme Court in 1935. The case involved a dispute over the use of water resources and the right to follow a stream bed.

The court ruled that the right to water and the right to follow the stream bed are not necessarily the same, and that a landowner has a right to use water for certain purposes, such as irrigation, but does not have the right to follow the stream bed. This decision was significant because it established the principle that water rights and streambed rights are distinct and separable.

In subsequent cases, the Ohio Supreme Court has applied this principle, clarifying the rights and responsibilities of landowners and water users. This has helped to resolve conflicts and ensure the fair and equitable use of water resources in Ohio.
a. New England Confederation, 1643
b. Albany plan, 1754
c. James II, and plan to unite all the northern colonies under Andros, in 1687

10. "Not worth a continental" is still used to mean something lacking in value (p. 167, footnote)

11. The Post Office Department dated from colonial times (p. 188)

12. A protective tariff, generally much higher than that advocated by Hamilton, has remained as an American policy (p. 191)

13. Radicals in 1793, like the Bolsheviks in 1918, had announced a "world revolution" (p. 196)

14. The British prevented American trade in 1794 on the basis of the Rule of 1756 (p. 198, footnote)

15. Thomas Pinckney was sent to Madrid to take up the question of navigation on the Mississippi where Gardoqui had left it a decade before (p. 199)

16. Washington's Farewell Address has been used by those who opposed entrance of the United States into the League of Nations and the World Court (p. 201)

17. The Virginia and Kentucky resolutions were the first instance of a state, or group of states, claiming the right to nullification of national law, and fore-shadowed the Civil War of 1861 (p. 205)
18. The activities of the United States in West Florida between 1763 and 1812 was the beginning of the peaceful penetration of Latin American countries which has continued to our times (p. 224)

19. Jefferson called for militia aid to enforce the embargo (p. 237)

   a. Whiskey Rebellion suppressed under the Hamiltonians

20. The Hartford Convention of 1814 adopted resolutions similar to those of Kentucky and Virginia in 1798 (p. 254)

21. The agreement reached with England in 1817, pledging permanent withdrawal of military vessels from the Great Lakes is still maintained with Canada (p. 263)

22. The Monroe Doctrine, a cornerstone of our foreign policy, has often met with disfavor from South American countries (p. 279)

23. The "revolution" of 1828 was more thorough than that of 1800 (p. 288)

24. The American Peace Society in 1828 anticipated by nearly a century the program of Woodrow Wilson for international guarantee against war (p. 290)

25. It was not the Ostend Manifesto that was to precipitate war with Spain, but the more serious event in Havana harbor forty-four years later (p. 357)
26. The Trent affair of the Civil War period concerned the rights of neutrals (p. 398)
   a. The War of 1812

27. At one time the governors of North Carolina and Georgia threatened, like the New England states in 1812, to refuse to allow the soldiers of the states to serve outside the area of the state (p. 407)

28. Labor began to become well organized (p. 464)
   a. Strikes of workingmen in Egypt
   b. Laborer's associations of Greece and Rome
   c. Middle age guilds
   d. Cordwainers strike, 1799
   e. New York garment workers, 1834
   f. Knights of Labor, 1869
   g. American Federation of Labor

29. The government employment system made a gradual change from the "spoils system" to Civil Service (p. 464)
   a. Jackson
   b. Hayes and civil service
   c. Garfield
   d. Pendleton Bill

30. The position of the farmers in 1890 was similar to that of the pioneers in the post-Revolutionary period (p. 511)
31. Roosevelt's action made the Panama canal a possibility (p. 567)
   a. French attempt of 1878
   b. Clayton-Bulwer Treaty, 1850

32. The United States participated in world peace movements (p. 583)
   a. Second Hague Conference, 1907
   b. Washington Conference, 1921-1922
   c. World Court, 1921

33. The Populists of twenty years before had asked for the passage of reforms rather than a change in the government machinery (p. 588)

34. Theodore Roosevelt's "square deal" preceded his cousin Franklin's "new deal" by twenty years (p. 600)

35. The Progressives of 1912 disrupted the party as had the Populists of 1896 (p. 602)

36. The "proclamation of neutrality" by Wilson followed the custom in force since the days of Washington (p. 646)

37. The infringement upon our rights on the high seas brought us into war (p. 646)
   a. Napoleonic Wars

38. Britain seized United States ships (p. 647)
   a. United States practice during the Civil War
39. The precedent for our staying out of the League of Nations was set by American traditions since the days of Washington, Jefferson, and Monroe (p. 730).

40. The farmers now turned to the government for relief, as they had in the Granger movement and in the Populist revolt of the 1890's.

41. The bonus army marched on Washington in 1932 as Coxey's army had forty years before (p. 820).

Summary. Examination of the text material provided a total of forty-one relationships considered to be acceptable for purposes of this study. Of these, fifteen referred to events which were to follow, chronologically, and the remaining twenty-six items referred to antecedent events. Further study of the accepted items reveals that only four examples were of the multiple type, in which the relationship of three or more events was traced, with the remaining examples being singular.

The relationships drawn by the author were usually general rather than specific, and there was a tendency towards the pointing out of similarities, as well as the use of footnotes to trace relationships which might be made to periods other than the one under discussion.

Very few of the relationships found were developmental in character.
Summary. A total of one hundred ninety-four relationships were accepted from the three thousand one hundred sixty-nine pages of text material investigated during the process of this study. It was found that one hundred and thirty-nine, or about three fourths, of the examples made reference to antecedent events, and the remainder were predictive.

The examples included one hundred and thirty-eight of the single relationship type and seventy-eight of the multiple relationship type.

Topics emphasized. Certain topics were treated in all four textbooks in a manner to meet the criteria for vertical relationships. These were:

- The growth of labor
- States rights issues, 1790-1865
- Civil Service development
- Precedent for self-government in 1776

Other topics which appeared to be of secondary importance, based on the frequency of appearance in these textbooks, were treated to varying degrees, usually in three textbooks. These were:

- Influence of colonial charters on later devel-
of Science

Experimental and Theory
American foreign policy development, including neutrality
Pan-Americanism
Panama canal
Pacific policies

Arrangement characteristics. The vertical relationships found in the textbooks, or sections of textbooks, which were arranged according to primarily chronological principles, were usually brief and singular, covering relatively short time periods. Fewer examples were found in material arranged according to this plan, and those found were not usually developmental.

Material arranged on a unitary basis, while not evidencing an abundant number of vertical relationships, did produce a larger number of examples considered to be acceptable than did the chronologically arranged material. A higher proportion of the multiple type relationships was found in the material arranged according to this principle, with more developmental examples and with the period of time considered generally longer than that found in chronologically arranged material.

A further characteristic of the unitary arrangement was the tendency towards more multiple and developmental examples as the time period is lengthened.

Conclusions. It is not the writer's intention to
state final conclusions on the basis of the limited study made here. The scope of the study does not allow or justify this, and the following conclusions are tentative in nature and based upon the findings of this study entirely.

The problem of vertical relationships does not, in the light of the examples found in this study, appear to be adequately treated in the representative textbooks examined, whatever the arrangement principle followed may be, and if the problem is to be adequately met the teacher must trace many of these relationships for himself. A second tentative conclusion is that material arranged according to unitary principles tends to produce a higher proportion of examples than does material arranged chronologically. A third conclusion is that the unitary arrangement of material appears to result in more multiple and developmental type relationships being drawn in the textbook; this type of relationship tracing is probably most important to the development of understanding. The final tentative conclusion is that an increase in the time period covered in the discussion of a topic tends to result in more attention being given to the development of vertical relationships.

Suggestions for further study. Problems which
The text on the page appears to be a continuation of a sentence, but the paragraph is not fully visible. It seems to be discussing some form of measurement or calculation, possibly related to physics or mathematics, given the context of the numbers and units mentioned.

For example, it might be discussing the relationship between different physical quantities, such as distance, time, or force. The text seems to be addressing some complex concept, possibly involving equations or formulas that are central to the field of physics or engineering.

However, without more context or a clearer view of the text, it's challenging to provide a precise interpretation. The visible part starts with a number followed by a series of units, suggesting a scientific or technical context.
would seem to be outside the scope of this study but which may be suggestive for further study or investigation are:

1. An investigation of a more extensive list of textbooks to establish or disprove the tentative findings regarding both the number and types of vertical relationships to be found in American history textbooks for secondary schools.

2. Comparison of an extensive list of chronologically arranged textbooks, with a similar list of unitarily arranged textbooks, to prove or disprove the tentative conclusion regarding the effect of arrangement of material on the treatment of vertical relationships.

3. Establishment of an authoritative list of desirable vertical relationships for development in the teaching of American history in secondary schools, and a determination of the adequacy with which available textbooks develop these.

4. Compilation of a teaching aid, based upon an authoritative listing of vertical relationships, to assist the teacher in supplementing the textbook used in areas where greater emphasis than the textbook provides is desirable.
The specific subject of economic growth and its impact on society has been a topic of significant interest and debate. Economic growth is often measured by indicators such as gross domestic product (GDP), and its implications can be complex.

In recent years, there has been a shift towards understanding economic growth not just as an end in itself, but as a means to improve social welfare. This perspective emphasizes the role of economic growth in reducing poverty, increasing access to education and healthcare, and promoting equity.

However, economic growth can also lead to environmental degradation and social inequities. It is thus crucial for policymakers to consider the sustainability of growth and the distribution of its benefits.

Many economists argue that a balanced approach, combining economic growth with social and environmental considerations, is necessary for long-term development and well-being.
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