

ANALYSES OF SEVEN RECENTLY-PUBLISHED JUNIOR-HIGH-SCHOOL
AMERICAN HISTORIES AND EIGHT RECENTLY-PUBLISHED
JUNIOR-HIGH-SCHOOL GEOGRAPHIES WITH REFER-
ENCE TO THE INTERPENETRATION OF THE
CONTENT OF EACH INTO THE OTHER

by

Clifford H. Melton

Contributions of the Graduate School
Indiana State Teachers College
Number 207

Submitted in Partial Fulfillment
of the Requirements for the
Master of Science Degree
in Education

1933

INDIANA STATE
NORMAL LIBRARY

ACKNOWLEDGMENTS

The author wishes to express his sincere appreciation to Dr. Waldo F. Mitchell, Prof. E. E. Ramsey, Dr. J. R. Shannon, and Miss Florise Hunsucker for their kind assistance in the preparation of this thesis.

Clifford H. Melton

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I. INTRODUCTION

A. General Statement

It is generally conceded that there is a relationship between practically all of the social studies and sciences, particularly between history and geography. The textbook of either geography or history, in all probability, will contain materials from each of these fields besides material from other fields of social studies such as economics, political science, and sociology.

B. Problem

Since the textbook of any course largely determines the outcome of the teaching of any subject, the problem becomes one of textbook analysis.

The following problem, as stated, becomes then the object of this study: to discover the degree to which history subject matter is carried into the field of geography and the degree to which geography subject matter is carried into the field of history.

C. Fourfold Aim

The aim of the author, considered in the preparation of this thesis, is fourfold: first, to set definitions of geography and history in order to make

a study of the texts from these definitions; second, to show that there are, at present, several different viewpoints in regard to the trend of modern social studies, there being a question in the minds of many educators whether to teach the social studies in group units, following out the ideas of such authorities as Rugg and Marshall, or to follow the authors who have attempted to keep these subjects distinctly separate as Atwood, Turner, Jacobs, Guitteau, and Smith; third, to analyze these following textbooks so as to make it possible for comparisons to be made, bringing out in the study the interpenetration of one field into that of the other field, whether it be history or geography; fourth, to show by the analysis how these textbooks rank in comparison of the material studied, and, in the case of history, to compare their rank with that of Mr. M. S. Dudley, who analyzed the same texts, but from another angle.¹

D. Method and Development

The method used by the author was that of research and judgment analysis of the fifteen books listed in section A of the appendix. The plan of development was threefold in nature.

¹M. S. Dudley, An Evaluation of Junior-High-School American History Textbooks and the Preparation of a List of Textbooks to Be Used in This Line. Thesis No. 106. (Terre Haute, Indiana: Indiana State Teachers College, 1933).

The contents of seven recently-published junior-high-school American histories and eight recently-published junior-high-school American geographies were examined in order to find what proportional part of each geography text was given to history and what proportional part was given to geography in each history text.

In order to compare his findings with those of others who have made similar studies in the past, at the suggestion of his committee, the author made the following divisions as a basis for his study.

1. Topic Study. A topic study was made of each text according to the headings of each topic, whether they were chapter, paragraph, or unit headings, as the author came to them in his study, and these headings were further divided into the following headings: definite or indefinite history, definite or indefinite geography, and other social studies.

2. Vocabulary Study. A vocabulary study was made according to sentences chosen from the texts to see whether they were history, geography, or other social studies. They were classified and the results compared with those of the topic study.

3. Index Classification. An index classification was effected by taking all words in each of the textbooks and putting them into general classes according to peoples, places, industries, government affairs,

natural resources, organization, climate, fruits, objects, or into a class called miscellaneous.

The first course pursued by the author was the reading of these texts and the classifying of the topics according to the headings given above.

E. Definitions

1. Of Geography. a. "Geography is the study of the world as the home of man. It carries us over every land and sea, unfolds to us the wonders of nature, the distributions of plants and animals, the influence of climate, the upward struggle, and final supremacy of man. Geography underlies all history and teaches us the interrelations and interdependencies of nations. It engenders a sympathetic understanding of the peoples differing from us in race, ideals, and modes of living. It is fundamental to the formulating of lasting international policies that spell peace."¹

b. "Geography is a descriptive and explanatory science, dealing with the relations between man and his natural environment. By natural environment is meant the combined physical, plant, and animal environment. The distinctive function of geography is to describe and to explain the relationships of man to his natural

¹Fred K. Branom, The Teaching of Geography. (New York: Ginn and Co., 1921), Chapter III, pp. 39-41.

environment; to examine and interpret the adjustments which groups of people have to the combinations of natural environmental conditions that exist in the regions in which they live; to explain why men use the land and its resources as they do; to study the advantages and disadvantages, the opportunities and handicaps, of unit regions throughout the world for the utilization of man."²

c. Geography describes the surface of the earth; the peoples of the earth; and the resources and products of the earth. A good geography text should contain:

- (1) Effect of location on peoples
- (2) Effect of topography on peoples
- (3) Effect of climate on peoples
 - (a) Winds
 - (b) Rainfall
 - (c) Ocean currents
 - (d) Places of interest

- (4) Effect of natural resources on people

The rising generation needs sound geographic training in preparation for earning a livelihood, for a life of culture and of broad social outlook, and for intelligent citizenship in an ever changing world more than any

²Harlan H. Barrows and Margaret T. Parker, "Elementary Geography Objectives," Elementary School Journal, Vol. XXV, No. 7. (New York: Henry Holt and Company, 1925), p. 493.

earlier generation in the history of the country. As the Thirty-Second Yearbook of the National Society for the Study of the Teaching of Geography states: "A subject that deals so intimately and practically with the activities and happenings of the everyday world, that lays the foundation for constructive thinking on many modern problems confronting us today. . . .needs no effort on our part to justify its place in the curricula for our public schools."³

2. Of History. a. "History is the unbiased story of social evolution. It strives constantly to maintain an attitude of mind that is entirely honest, as ready to come to one conclusion as to another. It knows one criterion of judgment--demonstrable fact. History in its last analysis is the story of how men learned to live together. Throughout the study of history the child is given an understanding of the process of living together in a highly organized and developed community. In history youth learns that society is a developing social organism bent on achieving a higher destiny. In learning how people have repressed personal impulses in the interest of harmonious social life, the child develops, in a measure, the power of social adjustment in the

³ Thirty-Second Yearbook of the National Society for the Study of the Teaching of Geography (Edited by Guy M. Whipple, 1933).

present."⁴

b. History records what people have done in the past. A good text in history should contain:

(1) A record of what people have done:

- (a) In a certain locality
- (b) As a result of certain topography
- (c) In a certain climate
- (d) With natural resources
- (e) Social and racial forces

(2) How peoples, as a result of the above, have evolved a plan or plans of living together; i.e., a social organization.

3. Of a Good Textbook. A good textbook should include as to content:

a. Material, the scholarly nature of which, should be not only unquestioned, but endorsed by leading authorities of today.

b. Significant, essential facts, the selection of which is endorsed by a recognized body of experts.

c. Such treatment of facts as to give a unified treatment of the whole.

d. Such opening pages as to connect with present needs in as intimate a way as possible.

⁴Arvil S. Barr and William H. Burton, Supervision of Instruction (New York: D. Appleton and Co., 1926), pp. 256-257.

e. Such organization of essential and significant facts as meets the requirements of unity, definiteness and preparation.

f. Style--when it contains discourse, it should be written in a style that is clear, graphic, colorful, dramatic (when possible), virile, dynamic (when suitable), intimate, attractive, and wholesomely technical when economy and necessity demand.

g. Materials that appeal to the child.

h. Illustrations that tend in size, distribution, and character to indicate the relative importance or significance of content, i.e., in history the illustrations should focus attention on men and events of most far-reaching influence."⁵

F. Trends in Social Studies

The people of each generation, through social inheritance, have accumulated a knowledge of the past on which they can draw for assistance in the study of the relations of mankind. This knowledge, whether accidentally or intentionally discovered, in so far as it has functioned usefully, has been considered with reference to life situations. In an attempt to pass

⁵ A. E. Hall-Quest, "Cincinnati Standard for Judging Textbooks," The Textbook (New York: Macmillan Co., 1918), pp. 85-87.

on the social inheritance so that there will be no loss, and so that the knowledge may be put to maximum use, it has been customary to establish organizing centers about which material representing a similar view may be considered.

"The great need of the present day is to bring our social, economic, and political institutions and technique up to something like the same level of efficiency and objectivity which has been reached in science and technology. Sweeping changes have taken effect in the ways and means of industry and have greatly altered civilized man's habits of life. The social sciences still are, primarily, in the metaphysical stage of defensive and justificatory rationalization, and have scarcely begun yet a fearless search for truth by the historical, observational, and quantitative methods. Fortunately there are at present some signs on the horizon of a gradual change for the better in the social sciences, due largely to the infusion of such subjects as biology, psychology, anthropology, history, and statistics."⁶

Numerous subjects such as geography, history, and mathematics have thus been recognized. The teacher consequently is interested not only in the development

⁶H. E. Barnes, The History and Prospect of the Social Sciences (New York: A. A. Knaff, 1925), p. 595.

of the geographical concept through a logical, well-graded arrangement of geographical material, but also in the proper relations of geography, history, or other social subjects in such a way that the particular subject which he teaches will be thought of as a co-ordinate part in common with other subjects of the whole world knowledge, and will become a co-ordinate part of the knowledge of the individual.

"All school activities should contribute to making an intelligent citizenship of co-operation and service. The environment of the material world points the way to the study of objects and phenomena that affect man's life such as soil, climate, topography, and the natural products necessary to subsistence. A study of environment of human relationships must take account of the economic factors, of industries, of vocations, and how men make a living."⁷

"Another very important progressive tendency in recent historical writing has been to bring pertinent facts of newer geography to bear upon the organization and interpretation of historical material. The view that there is a close relation between various geographical factors and the nature and development of human

⁷ Connecticut Course of Study in Social Science, Geography, and History, and Citizenship for Grades 1-8, (Hartford, Connecticut, 1925).

institutions and culture is an old one, which in itself has been a history extending from Hippocrates, Aristotle, Strabo, and Vitruvius to Ratzel, Brunhes, and Huntington."⁸

These newer trends in social studies have reacted upon political and legal history in an important manner. The proposed training in the solving of present-day crucial problems and co-operative effort demands the reorganization, the articulation, and the interpretation of the various social studies. This training is being accomplished by different methods of organization.

In some schools the individual units of geography, history, civics, and economics are retained, but they are approached from a more decidedly social point of view than they were prior to the World War. Again, there is the paralleled arrangement of geography, history, and sociology. For the junior high schools, probably the best known is that of Rugg in his Social Studies Textbooks, in which he develops a unified course around problems of the various aspects of modern life. Marshall, also, presents a composite course based on the story of the progress of mankind and connects the present with the past through suggestive problems of the present-day life."⁹

⁸H. E. Barnes, op. cit., p. 49.

⁹Ibid., p. 49.

"Following the unit idea, the work in history and geography is outlined under a selected list of units or larger problems. It is thus possible to have both history and geography related to other subjects in each grade. By no means, however, are all or even a large number of junior-high-school curricula adopting this point of view. Many schools yet retain the separate courses in geography while combining history with other civics, and still many are teaching each as a separate unit."¹⁰

"The seventh grade seems to be the logical place for the emphasizing of man's relation to the physical development and the ninth grade for directing special attention to the activities and functions of history. The task which devolves upon the teacher for placing the resources and technique of her subject matter at the disposal of the child cannot be performed in the junior high school. It is assumed that these foundations will be laid in the child's life."¹¹

"The seventh and eighth grades will be more concerned with making the child familiar with the more

¹⁰H. E. Barnes, op. cit., p. 50.

¹¹Daniel C. Knowlton, History and the Social Studies in the Junior High School, (Chicago: Charles Scribner's Sons, 1926), pp. 156-157.

remote countries and continents. An opportunity will be given him of making the acquaintances of lands and peoples reflecting strange customs and under the spell of culture quite different from those with which he is familiar. This will naturally follow from the interpretation which has been placed upon the junior-high-school stage of instruction. It is these lands and their peoples as they are today, subjected to great natural resources, which form the basis for whatever work is done. It is possible to conceive of problems so phrased and formulated as to involve both history and geography. If so formulated, the operations peculiar to each should be more or less clearly differentiated if the work done is to make a distinct contribution to the child's knowledge."¹²

"By the time the pupil has reached the junior high school, he has become a textbook addict. Textbooks are introduced at the earliest possible moment, and the pupil is made to realize their generality, if not their infallibility. The character of textbooks will determine largely the nature of the course. In general this should contain all the material needed in the solution of the problems set by the teacher. A junior-high-school student's textbook should paint as vivid word pictures of

¹²Daniel C. Knowlton, op. cit., pp. 157-163.

the past as is consistent with historical accuracy. The text should sustain and carry on the interests of the student when he is out from under the stimulus of the teacher."¹³

"Accepting the viewpoint of the critical and objective school that 'Truth must be sought in every case', but rejecting its limited range of interests, there has developed a group of historians who contend that history must include within its scope the explanation of the development of culture and civilization in all of its aspects, the growth of ideas, the accumulation of tradition, the rise and advance of natural sciences, the history of aesthetic achievement, the progress of material culture, and the development of the various forms of economic, social, and political groupings and institutions. This type of history has some times been called by its exponents the 'new' or 'synthetic history'".¹⁴

"The first great advance which came in the writing of history in the nineteenth century was the abandonment of all attitudes towards history which put an aim or purpose of writing history beyond or in conflict with

¹³ H. E. Barnes, The History and Prospect of the Social Sciences (New York: A.A. Knaff, 1925), pp. 2-3.

¹⁴ Dolla G. Fancier and Claude C. Crawford, Teaching the Social Studies (Los Angeles, California: University of California, 1932), pp. 31-34.

the calm, dispassionate exposition of facts in any particular situation in so far as they may be obtainable. History, to this group of writers, became a severely critical discipline, which frequently went so far in its reaction against literary tradition as to make historical works difficult to peruse and master as well as extremely repulsive in style and expression. Other defects were also noticeable in this mode of historical work. Attention was given primarily to what had actually happened in the past and little was devoted to explaining why things had actually taken place as they had done."¹⁵

In the year nineteen hundred fourteen there was formed a committee, known as the National Education Association of the Committee on Social Studies, subsidiary to the Committee on the Reorganization of Secondary Education. This committee, after a thorough study of the situation, recommended that political, economic, and vocational civics be introduced with history for the ninth grade. This committee did much to stimulate new courses to meet the needs of society, but probably the most outstanding influence in altering the content, direction, and purpose as well as increasing the importance of the social studies was the World War.

"The many new problems that arose during and immediately following the World War gave emphasis to social

¹⁵ H. E. Barnes, op. cit., pp. 2-3.

as well as economic and political needs. Since the numerous writers emphasize the importance of social studies programs because of their value as a means of developing social efficiency, there has come about a movement known as Unified Social Studies."¹⁶

"Many historians have been startled by what they regard as the unique and original doctrines of Ellsworth Huntington, calling attention to the relation between geography and certain aspects of history, but, as a matter of fact, this approach to the interpretation of the progress of society is as old as history itself. The subject was first systematically discussed by the contemporary of Herodotus and Thucycides, the physician, Hippocrates of Cos (c. 460-470 B.C.) in his work on Airs, Waters and Places."¹⁷

"There is no doubt that geography has important relations to every type of history, even the most archaic, political, and military history. Probably no factor has had greater influence upon English political and diplomatic history than its insular position and, more precently, its imperial responsibilities. The diversity of American colonial political institutions has been shown to depend to a large degree upon

¹⁶ Dolla G. Fancier and Claude C. Crawford, op. cit., p. 23.

¹⁷ H. E. Barnes, op. cit., pp. 40-70.

geographic differences. The two branches of the modern historical investigation which seem most likely to have fruitful interrelationship with regional geography are international relations and intellectual, industrial, and social history."¹⁸

¹⁸H. E. Barnes, op. cit., p. 585.

II. ANALYSES OF TEXTBOOKS

A. Topic Study.

Table I shows that each text in history had a certain number of topics, each of which was divided according to the author's interpretation into definite or indefinite history, definite or indefinite geography, or was placed in the other social studies group. Table I shows in percentage the amounts of each of these topics that are found in each textbook. For reference to any of these textbooks, consult the key and list of textbooks found in the appendix.

Table II shows that each text in geography had a certain number of topics, each of which was divided according to the author's interpretation into definite or indefinite geography, definite or indefinite history, or was placed in the other social studies group. This presents the resulting percentages which show the amount of each of these topics that are found in each geography textbook. Reference to any of these textbooks in geography may be made by consulting the key and list of textbooks found in the appendix of this work.

Table I also shows that out of a total of 4,593 topics an average of 61.60 per cent was given to definite history, 9.90 per cent was given to indefinite

TABLE I

ANALYSIS OF TEXTBOOKS IN HISTORY ACCORDING TO TOPIC STUDY

No. of Text	Percentage of Topics That Are:					Total Percentage
	History		Geography		Other Social Studies	
	Definite	Indefinite	Definite	Indefinite		
1.*	51.73	17.99	5.35	4.82	20.06	100
3.	53.65	14.95	11.62	2.49	17.29	100
8.	56.46	12.23	19.88	.55	10.98	100
9.	56.58	13.37	20.43	1.57	8.05	100
10.	64.63	6.79	19.32	0.00	9.39	100
13.	69.37	1.75	13.89	.22	14.83	100
15.	78.81	2.23	11.97	.39	6.84	100
Mean Percent-ages	61.60	9.90	14.64	1.44	12.42	100

*Each text was given a number at the beginning. See Appendix.
 Total No. of Topics = 4,593.

TABLE II

ANALYSIS OF TEXTBOOKS IN GEOGRAPHY ACCORDING TO TOPIC STUDY

No. of Text	Percentage of Topics That Are:					Total Per- centage
	History		Geography		Other Social Studies	
	Definite	Indefinite	Definite	Indefinite		
2.*	6.66	4.00	66.26	11.07	11.16	100
4.	.16	.96	79.54	3.38	17.89	100
5.	25.27	11.23	56.78	2.81	3.90	100
6.	1.06	1.32	82.58	6.07	9.25	100
7.	1.70	1.22	85.12	5.12	7.07	100
11.	3.10	1.46	89.13	1.46	4.85	100
12.	4.09	1.20	90.32	1.16	3.14	100
14.	3.17	.49	84.87	.39	11.18	100
Mean Percent- ages	5.65	2.50	80.59	3.83	8.43	100

*Each text was given a number at the beginning. See Appendix.

Total No. of Topics = 6,658.

history, 14.64 per cent was given to definite geography, 1.44 per cent was given to indefinite geography, and 12.42 per cent was given to other social studies fields. A total of 71.50 per cent history and 16.08 per cent geography was given in these textbooks and the balance, 12.42 per cent, was given to the field of social studies other than geography or history.

Table II shows the results of the study of the eight geographies. From a total of 6,658 topics, an average of 5.65 per cent was given to definite history, an average of 2.50 per cent to the field of indefinite history, an average of 79.60 per cent to the field of definite geography, an average of 3.82 per cent to indefinite geography, and the balance of 8.43 per cent was given over to the field of social studies other than geography or history. Thus a total of 8.15 per cent history was given in the geography texts; 83.42 per cent geography was given in these texts; and 8.43 per cent social studies other than geography and history was given in these texts.

Sample studies from this study are next given in Tables III and IV, which will be found in section D of the appendix. The author chose five samples from each text by dividing the total number of topics in each text by five, and selecting the topic from that page as an example. The history samples are given in Table

III; the geography samples are given in Table IV.

The author then divided the total amount of history by seven (because there are seven textbooks). Thus 431.23 divided by seven equals 61.60 per cent, the average amount of history in each text; next the author divided the total of definite and indefinite geography, the result giving the average for the amount of geography found in the histories. The social studies were worked out in the same manner. Thus 69.31 per cent divided by seven equals 9.90 per cent, the average amount of geography found in each history; then the author divided the total amount of social studies by seven, which gives an average of 14.64 per cent, the average amount of social studies found in each history textbook.

The same method was used for the geography texts; i.e., the average was found by dividing the total amount of geography by eight (because there are eight texts). Thus 45.21 per cent divided by eight equals 5.65 per cent, the amount of history found as the average. The amount of geography divided by eight equals 83.22 per cent, the average amount of geography found in the geography text; 67.44 per cent divided by eight equals 8.43 per cent, the average amount of social studies found in each geography text.

The results of the Topic Study of history and geography, show the comparative value of the Topic Study with the Sample Study.

TABLE V

RESULTS OF TOPIC STUDY AS SHOWN BY SAMPLE
STUDIES IN HISTORY AND GEOGRAPHY*

History Texts		Geography Texts
<u>History Content</u>		
Topic Study	71.50	8.40
Sample Study	62.85	5.00
<u>Geography Content</u>		
Topic Study	14.63	84.63
Sample Study	20.00	85.00
<u>Other Social Studies Content</u>		
Topic Study	12.63	8.43
Sample Study	17.15	10.00

*Results here are found as for Table III and as described on page 22.

B. Vocabulary Study

The second course pursued by the author consisted of choosing a vocabulary study of one hundred sentences from each geography text and the same number from each history text, making a total of 1,500 samples of vocabulary study. The author found these by dividing the number of pages in each text by 100 and choosing the sample from the page of that text where the division was made, writing out the entire sentence, and classifying it under the heading definite or indefinite history, definite or indefinite geography, or other social studies. The author then chose ten samples from these one hundred samples from each textbook by dividing each one hundred samples by ten and taking every tenth sentence from each of these one hundred samples. He then classified them according to the same procedure which he followed in the topic study in Table V.

The results of this study show that the average number of history topics found in the geography texts is nine per cent; the number of geography topics is seventy-seven per cent; and the average number of social studies topics is fourteen per cent. The average number of history topics found in the histories is 56.28 per cent; the number of geography topics is 25.29 per cent; and the average number of other social studies topics is 18.43 per cent, as shown in Table VI.

TABLE VI

PERCENTAGE DISTRIBUTION OF ONE HUNDRED SAMPLES* FROM EACH TEXTBOOK

	History Vocabulary Study					Geography Vocabulary Study				
	No. of Text	History	Geography	Other Social Studies	Total	No. of Text	History	Geography	Other Social Studies	Total
	1.	38	28	34	100	2.	18	72	10	100
	3.	50	21	29	100	4.	4	76	22	100
	8.	57	26	17	100	5.	26	59	15	100
	9.	54	34	12	100	6.	4	78	18	100
	10.	56	34	10	100	7.	10	81	9	100
	13.	59	24	17	100	11.	10	82	8	100
	15.	80	10	10	100	12.	13	75	12	100
						14.	7	85	8	100
Mean Percent- ages		56.28	25.29	18.43	100		9.	77.	14.	100

*Five samples chosen from this study are to be found in Table VII, in the appendix.

C. Index Classification

The third course pursued by the author was the making of the Index Classification. Each word in the index of each textbook was classified according to some class distinction. The ten distinctive classes which the author finally used were as follows: peoples, places, industries (in history, the development of, in geography, the description of), government affairs, climate, natural resources, organizations, fruits, objects, and miscellaneous. Table VIII shows the results of these classifications. The total number of words classified in the history and geography textbooks was 16,535. Of these words there were 6,078 words classified in the seven histories, making an average of 868 words per textbook. There were 10,457 words classified in the eight geographies for an average of 1,308.12 words per textbook. An average of 48.8 per cent of the words given in the textbooks pertained to places, with history having an average of 25.33 per cent and geography having an average of 69.45 per cent. There was an average of words concerning or naming places of 25.33 per cent given per textbook in history, and an average of 69.45 per cent given in geography, per textbook. This shows that places are more important in the geography than in the history textbooks.

There was an average of 48.8 per cent of peoples given in these textbooks, with an average of 37.92 per

TABLE VIII

INDEX CLASSIFICATION OF FIFTEEN TEXTBOOKS

Text	No. of Words	Percentage Distribution of Words										Total
		Places	Peoples	Indus-tries	Gov't. Af-fairs	Natural Re-sources	Organi-zation	Fruits	Cli-mate	Ob-jects	Misc.	
A.	1,298	27.91	29.35	4.93	14.63	3.	14.57	—	3.20	1.65	.79	100
B.	1,618	69.03	9.95	6.67	2.34	6.98	—	1.73	1.12	2.15	3.02	100
C.	947	17.53	49.84	16.11	16.56	.4	1.58	—	2.06	3.19	.3	100
D.	1,765	64.99	4.20	8.27	.34	10.54	.22	3.06	3.40	4.38	.69	100
E.	942	57.44	19.54	7.00	1.91	4.69	.74	3.19	.31	4.69	.42	100
F.	501	75.44	.39	9.58	0.00	9.98	.19	.99	2.11	.99	.19	100
G.	455	71.86	.43	14.06	0.00	7.98	0.00	1.31	1.98	1.31	1.09	100
H.	1,170	25.47	30.52	8.71	22.82	2.13	4.79	0.00	.51	3.92	1.11	100
I.	945	13.96	40.95	10.89	20.74	.95	6.34	0.00	0.00	5.50	1.16	100
J.	774	26.74	43.67	4.78	15.51	.64	5.29	0.00	0.00	3.11	.25	100
K.	1,677	75.12	1.19	5.66	.23	8.52	.23	1.84	3.99	2.80	.41	100
L.	1,199	73.81	2.24	8.51	.76	9.50	.41	1.50	.84	2.41	.00	100
M.	859	29.44	23.52	5.35	30.39	1.40	6.05	.00	.23	3.03	.58	100
N.	1,307	67.49	1.98	12.24	1.22	9.35	.30	1.61	2.83	2.52	.46	100
O.	1,085	26.27	36.60	6.08	22.58	2.78	4.70	0.00	.18	3.22	.09	100
Mean Percent-ages	1,102.3	48.8	20.28	.86	10.00	3.69	3.09	1.01	1.58	2.92	.83	

*Results are given in percentages.

See page 30 for further explanation of table.

cent given to history; and 39.92 per cent of peoples were given in these textbooks in geography, with an average of 4.99 per cent. This shows that peoples have a more important place in history than places. There was an average of .86 per cent of the words given to industries in the history texts, and an average of 7.99 per cent per geography text. This shows a rather close comparison with geography having the larger amount. There was an average of ten per cent of classified words listed under the heading of government affairs. An average of 3.69 per cent of words was given to natural resources. There were no fruits mentioned in the indices of the histories while there was an average of 1.90 per cent per textbook in geography. This shows that according to the indices fruits are considered only in the geographies.

There was a total of 46.41 per cent of words given to organization, with history having 44.32 per cent with an average per textbook of 6.33 per cent, and with geography having only 2.09 per cent, an average of .16 per cent per textbook.

A total of 23.76 per cent of words was given to climate in these fifteen books, with history having only 7.18 per cent, with an average of 1.02 per cent per text, while geography had only 16.58 per cent, with an average of 2.07 per cent given in each textbook.. This shows that climate is a more important feature in

geography than in history.

There was a total of 43.87 per cent of words classified under objects, with history having 22.62 per cent, with an average of 3.37 per cent for each text, while the geography texts had 21.62 per cent, an average of 2.66 per cent per text. There is a close comparison, with history having the better by a few percentages, partly due to one textbook difference.

There was a total of 12.73 per cent of the words in the indices which were classed as miscellaneous, with history texts having a total of 4.28 per cent, with an average of .61 per cent per text, while the geography texts had a total of 8.45 per cent with an average of 1.056 per cent in each text. This shows that geography indices classed more miscellaneous objects than did the history indices. Samples of this study are found in Table IX in the appendix.

The outstanding history textbooks in this classification in Table VIII, page 27, show that history gives a more important place to peoples, government affairs, organization and industries (industrial development) while the geographies give more detailed explanation to natural resources, places, climate, fruits, industries, and industrial resources. Textbook number 3, for instance, gives a percentage of 49.84 to peoples. This is a history text, while textbook number 12 gives 73.81 per cent to places. This is a geography text. The text in history, number 3,

gives to places only 17.53 per cent; while the text in geography, number 12, has only 2.24 per cent given to peoples.

Textbook number 1, however, gives 29.35 per cent to peoples and 27.91 per cent to places. This is a history text. Textbook number 8, another history, gives peoples 30.52 per cent and places 25.47 per cent. There is a close interpenetration of geography and history in this classification in textbooks numbers 1 and 8, respectively.

Textbook number 13, a history, gives to places 29.44 per cent, to peoples 23.52 per cent and to government affairs 30.39 per cent. This is also a history text.

Many other groups of comparisons may be made in a similar manner from Table VIII.

Table X shows the rank of the history textbooks according to the author's interpretation of the facts of each of the studies in the table. These figures were found by adding the total amount of definite and indefinite history percentage of the Topic Study, Vocabulary Study and Index Classification. The highest percentage was found to be that of textbook 15 which was ranked first because it contained more history than any other history text that was analyzed. Textbook 15 ranked first in Topic Study, first in Vocabulary Study, and in the Index Classification it ranked fourth in peoples, third in government affairs, fourth in industry, and

sixth in organization.

The author then made a study of the history texts, according to the amount of social studies found in each history and the amount of geography found in each of the histories and ranked them according to lowest amount of percentage found because the lower the amount of these two subjects found the more history the text would contain, which would then indicate that the book was a better textbook from a pure history standpoint. Table XI shows the ranking of these history textbooks according to the amount of social studies found in the Topic Study and Vocabulary Study; it also shows their rank according to the amount of geography found in these history textbooks.

Table XII shows the rank of the geography textbooks according to the amount of interpenetration of the various social studies. The total percentage of social studies (Topic Study and Vocabulary Study) added to the geography totals of Topic Study and Vocabulary Study gave the result for textbook number 1, as 92.06 per cent, the text which ranked the highest; textbook number 3 ranked next; then numbers 9, 8, 10, 13, and 15, respectively according to their percentage ranks.

Thus these texts have a variation in percentage of interpenetration from 92.06 per cent to 39.20 per cent, showing a possible chance of fusion between the various

texts with textbooks 1 and 3 having a rather close correlation.

Next the author attempted to pick out what he considered the seven important textbooks according to the data already referred to in the preceding tables and ranked them accordingly. Table XIII shows the results of this ranking.

TABLE X

RANK OF THE TEXTBOOKS ON HISTORY ACCORDING TO THE AUTHOR'S DATA

Topic Study			Vocabulary Study			Index Classification											
						Peoples			Gov't. Affairs			Industries ^a			Organization ^b		
No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent
15	1	81.04	15	1	80.	3	1	49.84	13	1	30.39	3	1	16.11	1	1	14.57
13	2	71.12	13	2	59.	10	2	43.67	8	2	22.82	9	2	10.89	9	2	6.34
10	2	71.12	8	3	57.	9	3	40.95	15	3	22.58	8	3	8.71	13	3	6.05
9	3	69.95	10	4	56.	15	4	36.60	9	4	20.47	15	4	6.08	10	4	5.29
8	4	68.69	9	5	54.	8	5	30.52	3	5	16.56	13	5	5.35	8	5	4.79
3	5	68.60	3	6	50.	1	6	29.35	10	6	15.51	1	6	4.94	15	6	4.70
1	6	66.08	1	7	38.	13	7	23.52	1	7	14.63	10	7	4.73	3	7	1.58

^a Industries here has the meaning, the development of industries.

^b Organization has the meaning, political parties, labor unions, colleges, etc.

TABLE XI

RANK OF TEXTBOOKS ACCORDING TO THE AMOUNT OF SOCIAL STUDIES
FOUND IN THE HISTORIES AND THE AMOUNT OF GEOGRAPHY
FOUND IN THE HISTORIES

Other Social Studies Found in Histories ^a						Geography Found in Histories ^b					
Topic Study			Vocabulary Study			Topic Study			Vocabulary Study		
No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent
1	1	20.06	1	1	34.	1	1	10.16	15	1	10.
3	2	17.29	3	2	29.	15	2	12.36	3	2	21.
13	3	14.83	8	3½	17.	3	3½	14.11	13	3	24.
8	4	10.98	13	3½	17.	13	3½	14.11	8	4	26.
10	5	9.39	9	5	12.	10	5	19.32	1	5	28.
9	6	8.05	15	6½	10.	8	6	20.43	9	6½	34.
15	7	6.84	10	6½	10.	9	7	21.80	9	6½	34.

^a Given in terms of highest percentages.

^b Given in terms of lowest percentages.

TABLE XII

RANK OF TEXTBOOKS ACCORDING TO THE MAXIMUM AMOUNT OF INTERPENETRATION OF
THE VARIOUS SOCIAL STUDIES*

	Textbooks						
	No. 1	No. 3	No. 13	No. 8	No. 10	No. 9	No. 15
Social Studies							
Topic Study	20.06	17.29	14.83	10.98	9.39	8.05	6.84
Vocabulary Study	34.00	29.00	17.00	17.00	10.00	12.00	10.00
Geography							
Topic Study	10.00	14.11	14.11	20.43	19.32	21.80	12.36
Vocabulary Study	28.00	21.00	24.00	26.00	34.00	34.00	10.00
Totals in Percentages	92.06	81.40	69.94	74.41	72.71	75.85	39.20

*The author assumes that a history textbook having a comparatively high degree of history may also have a comparatively high degree of interpenetration of other social studies and geography. See page 31 for explanation.

TABLE XIII

TOTAL RANKINGS OF ALL THE STUDIES IN HISTORY

No. of Text	Topic Study			Vocabulary Study			Index Classification		
	History		Other Social Studies	History	Geog- raphy	Other Social Studies	Peo- ples	Indus- tries	Organi- zation
	Defi- nite	Indef- inite							
1	7	2	1	7	5	5	6	6	1
3	6	3	2	6	2	2	1	1	7
8	5	6	4	3	4	4	5	3	5
10	3	5	5	4	6 $\frac{1}{2}$	6 $\frac{1}{2}$	2	7	4
9	4	7	6	5	6 $\frac{1}{2}$	6 $\frac{1}{2}$	3	2	2
13	2	4	3	2	3	3	7	5	3
15	1	1	2	1	1	1	4	4	6

TABLE XIII (Concluded)

No. of Text	Index Classification (Concluded)							Grand Total Rank
	Government Affairs	Places	Natural Resources	Fruits ^a	Objects	Climate	Miscellaneous	
1	7	6	7		1	7	5	74
3	5	2	1		4	6	3	52
8	2	3	5		6	5	6	67
10	6	5	2		3	1½	2	62
13	4	7	4		2	4	4	67
9	1	1	3		7	1½	7	50
15	3	4	6		5	3	1	44

^aFruits are omitted in the Index Classification because no name of any fruit appeared in the indices of the seven histories.

TABLE XIV

THE THREE HISTORY TEXTBOOKS RANKING HIGHEST ACCORDING TO
THE AUTHOR'S DATA

Topic Study		Vocabulary Study		Index Classification						Rank according to Amt. of Social Studies*		Rank according to Amt. of Geography*	
				People		Industries		Organization		Gov't. Affairs			
No. of Text	Rank	No. of Text	Rank	No. of Text	Rank	No. of Text	Rank	No. of Text	Rank	No. of Text	Rank	No. of Text	Rank
15	1	15	1	3	1	3	1	1	1	13	1	15	1
13	2	15	2	10	2	9	2	9	2	8	2	9	2
10	3	8	3	9	3	8	3	13	3	15	3	10	3

*This rank is made according to the lowest amount of percentage.

TABLE XV

COMPARATIVE STUDY OF THE AUTHOR'S RANK AND M. S.
DUDLEY'S RANK

Total Rank According to Author's Points			Total Rank According to M. S. Dudley's Rank			Difference in Rankings
Author's Number	Author's Rank	Total Points	Dudley's Number	Dudley's Rank	Total Points ^a	Difference in Points
15	1	44	15	4	106.5	62.5
10	2	50	27	5	114.5	74.5
3	3	52	2	b	b	46.
9	4	62	9	3	115.	53.
8	5 $\frac{1}{2}$	67	5	2	102.	35.
13	5 $\frac{1}{2}$	67	1	6	132.5	65.
1	7	74	25	1	83.	9.

^aBased upon the total ranks found on pages 54 and 55 of Mr. M. S. Dudley's thesis.

^bThis textbook was not ranked by Mr. M. S. Dudley.

The author's text number 15 ranked first according to his interpretation of his findings, while the same text in Mr. Dudley's ranking ranked fourth place. Number 10 of the texts in the author's study ranked second, while the same text in the study of Mr. Dudley ranked fifth. Text number 3 in the author's study ranked third while in Mr. Dudley's study it was not ranked. Number 9 of the texts in the author's study ranked fourth, while in the other study it ranked third. Text number 8 in the author's study ranked fifth, but in the other

study it ranked second. Text number 13 in the author's study also ranked fifth, while in Mr. Dudley's study it ranked sixth. In the author's study text number 1 ranked sixth and last, while the same text in Mr. Dudley's study ranked first. In this ranking the author considered the total rank, regardless of how it was found, and counted the lowest number of total ranking points as the best rank.

Table XV is the comparative study of the author's and Mr. Dudley's ranking of the same textbooks. The following data found in Table XV are comparative studies between the work of this thesis and that of Mr. M. S. Dudley in his Thesis Number 106, entitled "An Evaluation of Junior-High-School American History Textbooks and the Preparation of a List of Textbooks to Be Used in This Line." Mr. Dudley analyzed the same textbooks that the author has analyzed in history, but from a different line of approach, along with twenty-one other histories. The degree of comparison is very slight because of the difference of approach and because of the fact that the study of Mr. Dudley included twenty-eight textbooks while the author has analyzed only seven of these same histories. However, there may be some comparison found which would justify reference to that particular study and the existence of Table XV.

TABLE XVI

RANK OF THE GEOGRAPHY TEXTBOOKS ACCORDING TO TOPIC STUDY,
VOCABULARY, AND INDEX CLASSIFICATION

Topic Study			Vocabulary Study			Index Classification											
						Peoples			Natural Resources			Industries*			Climate		
No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent
12	1	91.48	14	1	85.	6	1	75.44	4	1	10.54	7	1	14.05	11	1	3.99
11	2	90.59	11	2	82.	11	2	75.12	6	2	9.98	12	2	12.24	4	2	3.40
7	3	90.24	7	3	81.	12	3	73.86	12	3	9.50	6	3	9.58	14	3	2.83
6	4	88.25	6	4	78.	7	4	71.86	14	4	9.35	14	4	8.51	6	4	2.11
14	5	85.26	4	5	76.	2	5	69.03	11	5	8.52	4	5	8.27	7	5	1.98
2	6	83.33	12	6	75.	14	6	67.49	7	6	7.98	5	6	7.00	2	6	1.12
4	7	83.12	2	7	72.	4	7	64.99	2	7	6.98	2	7	6.67	12	7	.84
5	8	59.59	5	8	59.	5	8	57.44	5	8	4.69	11	8	5.66	5	8	.31

*Industries here means description of industries.

TABLE XVII

RANK OF THE GEOGRAPHY TEXTS ACCORDING TO THE AMOUNT OF SOCIAL STUDIES IN THE GEOGRAPHIES AND THE AMOUNT OF HISTORY FOUND IN THESE GEOGRAPHIES*

Social Studies Found in Geographies						History Found in the Geographies					
Topic Study			Vocabulary Study			Topic Study			Vocabulary Study		
No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent	No. of Text	Rank	Per Cent
4	1	17.87	4	1	22.	4	1	1.12	4	1 $\frac{1}{2}$	4.
14	2	11.18	6	2	18.	6	2	1.38	6	1 $\frac{1}{2}$	4.
2	3	11.16	5	3	15.	7	3	2.92	14	3	7.
6	4	9.25	12	4	12.	14	4	3.66	7	4	10.
7	5	7.07	2	5	10.	11	5	4.56	12	5	13.
11	6	4.85	7	6	9.	12	6	5.38	2	6	18.
5	7	3.90	11	7 $\frac{1}{2}$	8.	2	7	10.66	5	7	26.
12	8	3.14	14	7 $\frac{1}{2}$	8.	5	8	36.58	11	8	56.

*Amounts are given in terms of lowest percentage.

Table XVI shows the rank of the geography textbooks according to the author's interpretation of the finding for each of the studies in Table X. These figures were found by adding the total amounts of definite and indefinite geography percentages in each Topic Study, Vocabulary Study, and Index Classification. The text having the highest percentage was found to be number 12, which was found to contain proportionately more geography than any other geography textbook analyzed. Textbook 12 ranked first in Topic Study and first in Vocabulary Study, while in Index Classification (choosing the four most important topics) it ranked third in places, third in natural resources, second in industry, and seventh in climate.

The author then made a study of the geography texts, to find the amount of social studies and the amount of history material in each of the geographies and ranked them according to the lowest amount of percentage of social studies and history found because the text having the lowest amount of these subjects would have the greater amount of geography, which would make it the better geography textbook from a pure geography standpoint. The results are shown in Table XVII.

Eight important textbooks in geography were selected and ranked according to the data gathered and referred to in the preceding tables. Table XVII shows the rank of each geography textbook according to the

amount of social studies and the amount of history found in these geography textbooks. From these eight textbooks, the three highest ranking texts, according to the results given in the preceding tables, were selected. These three texts, with their various rankings, are shown in Table XVIII.

The complete rankings of all of the geography texts and the final analyses of all these points in the geography tables are presented in the data set forth in Table XIX. Table XIX is similar to Table XIII, which gave corresponding data for all the history textbooks analyzed.

TABLE XVIII

THE THREE GEOGRAPHY TEXTBOOKS RANKING HIGHEST ACCORDING
TO THE AUTHOR'S DATA

Topic Study		Vocabulary Study		Index Classification								Rank according to Amt. of Social Studies*	Rank according to Amt. of History*
				Places		Climate		Natural Resources		Industries			
No. of Text	Rank	No. of Text	Rank	No. of Text	Rank	No. of Text	Rank	No. of Text	Rank	No. of Text	Rank	No. of Text	Rank
12	1	14	1	6	1	11	1	4	1	7	1	12	1
11	2	11	2	11	2	4	2	6	2	14	2	5	2
7	3	7	3	12	3	14	3	12	3	6	3	11	3

*This rank is made according to the lowest amount of percentage.

TABLE XIX

RANK OF THE GEOGRAPHY TEXTS ACCORDING TO THE AUTHOR'S DATA

No. of Text	Topic Study			Vocabulary Study		
	History			Geography		
	Definite and In- definite History	Definite and In- definite Geography	Other Social Studies	Definite and In- definite History	Definite and Indefinite Geography	Other Social Studies
12*	6	1	8	5	6	4
11	5	2	6	8	2	7
7	3	3	5	4	3	6
6	2	4	4	1½	4	2
14	4	5	2	3	1	8
2	7	6	3	6	7	5
4	1	7	1	1½	5	1
5	8	8	7	7	8	3

*Each text was given a number at the beginning of the study.
See section B of the appendix for the key.

TABLE XIX (Concluded)

No. of Text	Index Classification										Rankings	
	Places	Indus-tries	Natural Re-sources	Climate	Peoples	Gov't. Af-fairs	Organi-zation	Fruits	Ob-jects	Misc.	Total	Indi-vidual
12	3	4	3	7	5	5	7	3	4	1	72	6
11	2	8	5	1	3	3	5	6	6	3	68	4 $\frac{1}{2}$
7	4	1	6	5	2	1 $\frac{1}{2}$	1 $\frac{1}{2}$	2	2	7	55	2
6	1	3	2	4	1	1 $\frac{1}{2}$	3	1	1	2	36	1
14	6	2	4	3	4	6	6	4	5	5	68	4 $\frac{1}{2}$
2	5	7	7	6	7	8	1 $\frac{1}{2}$	5	3	8	91	7
4	7	5	1	2	6	4	4	7	7	6	64	3
5	8	6	8	8	8	7	8	8	8	4	116	8

III. SUMMARY AND CONCLUSIONS

The author has attempted to show the interpenetration of geography into the field of history and of history into the field of geography by three means of qualitative analysis. The first step was that of making a Topic study of each history text and each geography text as illustrated in Tables I and II. The second step, that of making a Vocabulary study, is illustrated in Table XV, and the third step, that of Index Classification, is illustrated in Table VIII.

Tables III and IV, in section D of the appendix, illustrate five samples from each of these textbooks of Topic Study. Table IX, also located in section D of the appendix, shows ten samples from each textbook analysis of Index Classification. Table X, Table XI, Table XII, and Tables XIII and XIV show the author's rank of these texts. Table XV shows the comparative study of the author's rankings with those of M. S. Dudley who analyzed the same text, along with others, from a different angle, however. Table XVI illustrates the author's rank of the geography textbooks according to the same method used in the history analysis. Table XVII presents the author's rank of the geography texts according to the amount of social studies found in these geographies. Table XVIII shows the author's rank of the three geography textbooks ranking

highest according to the data found in the preceding geography tables. Table XIX shows the complete rankings, according to the author's data, of all of the geography textbooks.

Regarding the comparison of geography with other subjects, the author quotes Dr. DeForest Stull, who says, "It is evident that all school subjects are intimately related and that geography, dealing as it does with the vital human problems of adjustment of peoples to their physical environment, cuts across many of these subjects. In so doing geography calls to its aid these other subjects and suggests problems for it to solve."¹

W. W. Charters believes that geography is related to all other subjects and that they depend upon geography. "Geography is related to almost every subject in the world, for the all-sufficient reason that almost everything in the world is more or less dependent upon climate or the physical conditions of the earth. History depends upon geography which is called the 'eye of geography'. Likewise botany depends upon climate and soil since the form of the plant is determined very largely by its environment."²

¹Dr. DeForest Stull, A Course of Study in Geography, Horace Mann School (California University, 1928), p. 5.

²W. W. Charters, Teaching the Common Branches (Chicago: Houghton Mifflin and Company, 1913), p. 227.

"Today geography is the study of the world as the home of man. It carries us over every land and sea, unfolds to us the wonders of nature, the distribution of plants and animals, the influence of climate, and the upward struggle and final supremacy.

"It shows man in the twentieth century as the maker of environment and no longer its slave. Geography underlies all social studies and is the foundation on which all commercial subjects must be built. It teaches the interrelation and interdependence of nations. It engenders a sympathetic understanding of the peoples differing from us in race, customs, ideals, and modes of living. It is fundamental to the formulating of lasting policies that spell world peace."³

The author, having assumed at the beginning of this writing that there was a close relation between geography and history and having quoted outstanding authors who agree that there are some very close relations, has come to the conclusion in his study that his study illustrates these ideas and concludes that there is a close interpenetration of the field of history with that of geography and vice versa.

An illustrative example of this conclusion may be

³ Fifth Yearbook of Department of Superintendents
(Washington: National Society for the Study of Education, 1927), p. 19.

found in the history analysis of textbook C in Table XV. This text, according to the author's data, ranks first in total ranking. The text having the least number of total points is the best according to this method of ranking.

In the analysis of the seven histories, it was found that according to topic study there was a total (Table I) of 4,593 topics in the seven textbooks, with an average of 61.60 per cent of the topics per textbook for definite history. The total percentage of indefinite history was 9.90 per cent. The amount of geography found in the histories was 14.64 per cent definite and 1.44 per cent indefinite geography, while 12.42 per cent was given over to the field of other social studies. The average found for history was 71.50 per cent; for geography it was 16.08 per cent; and for social studies the average amounted to 12.42 per cent.

The same procedure was followed in the analysis of the geography texts as shown in Table II.

The author, now agreeing with others that there is a close relationship existing between geography and history ranks in Table XII the histories and in Table XVIII the geographies, according to the average or closest deviation from the average.

These seven histories and eight geographies, in the author's opinion, show some degree of penetration of the subject matter of one into the field of each other. The better textbook, whether geography or history,

according to the definition given in the early part of this study and according to the results of this study, is that particular text which has a well-balanced amount of history in the geography, well-balanced amount of geography in the history and a comparatively well-balanced amount of social studies in the geographies and in the histories, all of which have been based upon the average ranking points.

Since this study shows that there is a close relationship between history, geography, and other social studies, the author chose the following text in history as one of the best because of its purely historical material, number 15, entitled Our United States, by William B. Guitteau. The text chosen, in the same manner, as the best geography is number 6, entitled Southerlands, by Barrows and Parker.

In the analysis of the seven histories according to Vocabulary study, Table VI shows that there was a total of 1,500 samples used and that of this number 700 were history samples. In the 700 history samples, there was an average of 56.28 per cent history, 25.29 per cent geography, and 18.43 per cent social studies. Of the 800 geography samples, an average of nine per cent was history; seventy-seven per cent was geography; and fourteen per cent was other social studies. In this study,

textbook number 10 ranks first; it ranked second according to topic study.

In the study of Index Classification a great variety of classes was found. The author chose what the committee recommended as the four more important history and geography classes and ranked the words from the indices under those four classes. History rank is found in Table XIII and geography rank is found in Table XIX. The author then ranked the entire Index Classification to obtain a grand total rank and added this to the ranks in Topic study and the study in vocabulary. Table VIII shows that there was a total of 16,535 words classified in these fifteen textbooks; the average classification amounted to 110.23 words per textbook, whether it was a geography or a history text. Explanation of this rank is given in previous discussion.

Comparing these tables, the author found that, in his opinion, the Vocabulary study served as a comparative check upon the Topic study, and the Index Classification served as a check upon the Vocabulary study.

The author then came to the conclusions that a reliable comparison might be made between each of these three types of development, and that the ranking of the text in Topic study would be comparatively close to that in Vocabulary study and in Index Classification. The samples also served as a means of checking upon the different textbooks, whether geography or history, and

ranked comparatively close in topic study, vocabulary analysis, and index classification as shown in Tables III, IV, VII, and IX, all of which are located in section D of the appendix.

The development of this study has shown the following facts. First, there is an unusual amount of controversy concerning the place of geography and history in the courses of study for junior-high-school students, but that almost every one agrees that the two fields are in some respects closely related; these authors realize the importance of the other fields of social studies, because each text gives attention to social studies other than history and geography, in some degree or other; and from the analysis of these texts it appears that there is still room for much controversy as the two fields overlap and interpenetrate in practically all types of comparative study, whether it be quantitative analysis, as Mr. Dudley's thesis illustrates, or judgment analysis, as the author has portrayed. Second, from the data of the author's tables a close relationship is shown to exist between the fields of history, geography and other social studies. Third, there seems to be a certain amount of interpenetration of the subject matter of geography into the fields of history and social studies, and a certain amount of interpenetration of the subject matter of history into

the field of geography and other social studies. Fourth, the data of the tables of this thesis seem to prove that the Index Classification Study, Vocabulary Study, and Topic Study portray the close interpenetration of the material of these textbooks by showing similar percentages along similar lines. Fifth, in the final stage of analysis, the material eventually leads to the author's own interpretation of the results.

This study, then, has been developed more through the author's own judgment analysis of these seven histories and eight geographies according to the amount or quantity of the interpenetration of one field into the other than through any fixed and definite standards.

IV. APPENDIX

A. List of Textbooks Analyzed

1. History Textbooks

Chadsey, Charles E., Weinberg, Louis, and Miller, Chester F. America in the Making. Chicago: D. C. Heath and Co., 1928.

Chapman, Henry S., and Whitney, Orrello C. The History of Our Nation. Chicago: D. C. Heath and Co., 1932.

Guitteau, William B. Our United States. Chicago: Silver, Burdett and Co., 1930.

Leonard, Arthur R., and Jacobs, Bertha E. The Nation's History. New York: Henry Holt and Co., 1928.

Tryon, Rolla M., Lingley, Charles R., and Morehouse, Frances. The American Nation, Yesterday and Today. Chicago: Ginn and Co., 1930.

West, Ruth, and West, Willis M. The Story of Our Country. Chicago: Allyn, Bacon and Co., 1930.

Woodburn, James Albert, Moran, Thomas F., and Hill, Howard C. Our United States. Chicago: Longmans, Green and Co., 1931.

2. Geography Textbooks

Atwood, Wallace W., and Hedges, Helen G. The Earth and Its People. Chicago: Ginn and Co., 1930.

- Barrows, Harlan H., Parker, Edith P., and Parker, Margaret T. Europe and Asia. Chicago: Silver, Burdett and Co., 1929.
- Barrows, Harlan H., Parker, Edith P., and Parker, Margaret T. Southerlands. Chicago: Silver, Burdett and Co., 1929.
- Dodge, Richard E., and Lackey, Earl E. Advanced Geography. Chicago: Rand McNally and Co., 1930.
- Huntington, Ellsworth, Benson, C. Beverly, and McMurray, Frank M. Living Geography (Book II). New York: Macmillan and Co., 1932.
- Nida, William L., and Webb, Victor L. Our Country, Past and Present. Chicago: Scott Foresman and Co., 1930.
- Smith, J. Russel. Human Geography. Chicago: John C. Winston and Co., 1930.
- Stull, DeForest, and Hatch, Ray W. Our World Today. Chicago: Allyn, Bacon and Co., 1932.

B. Key to the History and Geography Texts

Refer- ence No.	Refer- ence Letter	Title of Text	Author	Class*
1	A	<u>The Story of Our Country</u>	West and West	H
2	B	<u>Our World Today</u>	Stull and Hatch	G
3	C	<u>Our United States</u>	Woodburn, Moran and Hill	H
4	D	<u>Living Geography</u> <u>(Book II)</u>	Huntington, McMurray and Benson	G
5	E	<u>Our Country Past</u> <u>and Present</u>	Nida and Webb	G
6	F	<u>Southerlands</u>	Barrows, Parker, and Parker	G
7	G	<u>Europe and Asia</u>	Barrows, Parker, and Parker	G
8	H	<u>America in the</u> <u>Making</u>	Chadsey, Weinberg, and Miller	H
9	I	<u>The American Nation</u> <u>Yesterday and Today</u>	Tryon, Lingley, and Morehouse	H
10	J	<u>The History of</u> <u>Our Nation</u>	Chapman and Whitney	H
11	K	<u>Human Geography</u>	J. Russel Smith	G
12	L	<u>The Earth and</u> <u>Its People</u>	Atwood and Thomas	G
13	M	<u>The Nation's</u> <u>History</u>	Leonard and Jacobs	H
14	N	<u>Advanced Geography</u>	Dodge and Lackey	G
15	O	<u>Our United States</u> <u>--A History</u>	William B. Guitteau	H

* H refers to a history text and G to a geography text.

C. Bibliography

- Barr, Arvil S., and Burton, William H. Supervision of Instruction. New York: D. Appleton and Co., 1926. Pp. 256-257.
- Barnes, H. E. The History and Prospect of the Social Sciences. New York: A. A. Knaff, 1925. Pp. 585-595.
- Barrows, Harlan H., and Parker, Margaret T. "Elementary Geography Objectives." Elementary School Journal, Vol. XXV, No. 7. New York: Henry Holt and Company, 1925. P. 493.
- Betts, George H. Classroom Method and Management. Indianapolis: Bobbs-Merrill and Co., 1917. P. 239.
- Branom, Fred K. The Teaching of Geography. New York: Ginn & Co., 1921. Pp. 39-41, 265.
- Charters, W. W. Teaching the Common Branches. Chicago: City of Baltimore Course of Study in Geography for Junior High Schools. Baltimore, Maryland, 1926.
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- Detroit Public School Course of Study in Social Sciences, Detroit, Michigan, 1914.
- Dewey, John. Democracy and Education. New York: Macmillan Co., 1916. P. 165.

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- Dudley, M. S. An Evaluation of Junior-High-School American History Textbooks and the Preparation of a List of Textbooks to Be Used in This Line. Terre Haute, Indiana: Moore and Langen, 1933. Pp. 54.
- Fairbanks, Harold W. Real Geography and Its Place. New York: Educational Publishing Co., 1926. Pp. 156.
- Fancier, Dolla G., and Crawford, Claude C. Teaching the Social Studies. Los Angeles, California: University of California, 1932. Pp. 23, 39, and 114.
- Fifth Yearbook of Department of Superintendents. Washington: National Education Association, 1927. P. 217.
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- Klapper, Paul. The Teaching of History. New York: D. Appleton and Co., 1926. Pp. 106-232.
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- McMurray, F. M. Elementary School Standards. New York: Yonkers on Hudson, 1914. Pp. 79-175.
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- Thralls, Zoe A. "Criteria for the Selection and Organization of Subject Matter in Geography." Journal of Geography. Chicago: Rand McNally and Co., 1931. Pp. 324-329.
- Wayland, John W. How to Teach History. New York: Macmillan Co., 1917 Pp. 32-44.

Weber Costello Co. Geography Teaching Aids. Chicago Heights, Illinois: Weber Costello Co., 1931.

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Weber, O. F. Methods Used in Analysis of Textbooks. New York and London: The Century Co., 1931.

Whitbeck, Ray, and Thomas, O. J. The Geographic Factor. New York and London: The Century Co., 1932.

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D. Illustrative Samples

1. Topic Study

TABLE III

FIVE SAMPLES FROM EACH HISTORY TEXT

Topic	No. of Pages	Headings of:				Other Social Studies
		History		Geography		
		Defi-nite	Indef-inite	Defi-nite	Indef-inite	
Textbook A*						
1. Freedom of the Press	138-139	1				
2. American and Europe, 1800-1823	251-252	1				
3. Van Buren's Four Years and the Election of 1800	340	1				
4. Our Immigrants Have Helped America in Many Ways	423-424				2	
5. The Pact of Paris	517-518	1				
Textbook C						
1. Early Spirit of Independence	145-146			2		
2. James Monroe	299		1			
3. Boundaries and Occupations	436-437			2		

*Textbooks were given reference letters in the list of texts in section B of this appendix.

TABLE III (Continued)

4. Free Silver Coinage at Sixteen to One	579-580					3
5. Two New States	708-709	1				
Textbook H						
1. William Penn Founds Colony of Pennsylvania	132-133	1				
2. Weak Congress under the Articles of Confederation	259-260	1				
3. Terms of Peace Treaty	374	1				
4. Old World Tools Transplated to America	510-512	1		2		
5. American Architecture	664-665	1				
Textbook I						
1. What Were the Articles of Confederation and How did They Work?	126-130	1				
2. Growth of the Railroads	247-249	1				
3. The Settler and the Cattleman	369-370			2		
4. The Results of the War	468					3
5. The Great Corporations	573-574	1				

TABLE III (Continued)

Textbook J						
1. Hamilton and Jefferson	111-112			2		
2. Conquest of California	221	1				
3. Consolidating the Railroads	332-333	1				
4. The Pan-American Congress	451-452	1				
5. Briand-Kellogg Pact	555-556	1				
Textbook M						
1. Oglesby's Sympathy for English Prisoners	116		1			
2. The Cabinet	256-257	1				
3. The Effect on the North	379					3
4. French Interference in Mexico a Challenge to the Monroe Doctrine	543					3
5. The Growth of the United States	646			2		
Textbook O						
1. William Pitt Becomes Prime Minister	120	1				
2. Jay's Treaty, 1794	247	1				

TABLE III (Concluded)

3. The Discovery of Gold in California	372-373	1				
4. The Trusts and the Public						3
5. Problems of our Times	612-626					3
Total Samples Topics in Seven Histories		Total History		Total Geography		Total Other Social Studies
35		22		7		6
Mean Percentage Values*		62.85		20.		17.15

*The mean percentage values were found by selecting thirty-five samples from the seven textbooks, then adding the number of topics of history, of geography, and of other social studies, and expressing them in percentage values..

TABLE IV

FIVE SAMPLES FROM EACH GEOGRAPHY TEXT

Topic	No. of Pages	Headings of				Other Social Studies
		History		Geography		
		Definite	Indefinite	Definite	Indefinite	
Textbook B						
1. Farm Animals and Dairying	152			2		
2. Mining and Manufacturing	290			2		
3. China Today	410-411			2		
4. Cotton, Our Most Valuable Export	547			2		
5. Discovery of the North Pole	691	1				
Textbook D						
1. The Service in Exchange of goods	107					3
2. The Three Classes of People	206-207			2		
3. French Problems	288					3
4. The Industrial Center of China	382			2		
5. The Belts of Dry, Steady Trade Winds	474			2		
Textbook E						
1. Fruit Growing and Gardening	83-84			2		
2. The War for Independence	147-155	1				

TABLE IV (Continued)

3. Shipping the Milk	213		2	
4. Sacajawea, the Bird Woman	281		2	
5. The Mountain Whose Head Fell In	368-369		2	
Textbook F				
1. Explanations	44-45		2	
2. The World's Highest Capital	79-80		2	
3. Other Cuban Re- sources	118-119		2	
4. Sheep and Goats	163		2	
5. Australia	218-219		2	
Textbook G				
1. Manufactures and Coal	69-70		2	
2. A Commercial Country	111		2	
3. Two Seaports	145-147		2	
4. The Border Lands	194		2	
5. Russia's Outlet to the Sea	250-251		2	
Textbook K				
1. Dry Farming	117		2	
2. Hunting as an Industry	218		2	
3. Future	321			2

TABLE IV (Concluded)

4. Belts of Climate	418		2	
5. Ocean Currents	504		2	
Textbook L				
1. Sheep Pastures	112		2	
2. Foreword	222			2
3. Progress in Science and Engineering	346		2	
4. Products of Our Grazing Lands	396		2	
5. The Usefulness of Electricity	452			3
Textbook N				
1. The Uniform Appearance of the Plains	56		2	
2. Why This Region Leads in Agriculture	155			3
3. The People and Their Cities	257		2	
4. Austria-A Republic of German-Speaking People	326		2	
5. Cities of This Region	393		2	
Total Sample Topics		Total History	Total Geography	Total Other Social Studies
40		2	34	4
Mean Percentage Values		5	85	10

2. Vocabulary Study

TABLE VII

TEN SAMPLES FROM EACH VOCABULARY STUDY
(ONE HUNDRED FIFTY TOTAL)

Sentence	Para- graph	Page	His- tory	Geog- raphy	Other Social Studies
Textbook A					
1. Before long the company learned, too, that colonists worth having would not spend their lives in the wilderness without homes and families.	3	35			3
2. This toleration brought a great many colonists from the different parts of Europe.	2	106	1		
3. The first settlements on this fourth frontier were made in 1769.	1	146	1		
4. The worst of these arose because of quantities of paper money in circulation.	1	196			3
5. While Lewis and Clark were in the great Northwest, Lieutenant Pike was sent to trace the upper waters of the Mississippi to their source.	2	246	1		
6. But many men of genius had to suffer bitterly before the new method was accepted by the people.	3	296			3
7. So the Democrats put the Annexation of Texas into their platform in 1844.	3	346	1		
8. Secretary Chase of the Treasury department found a new way to sell bonds by starting a system of national banks.	2	396			3

TABLE VII (Continued)

9. A few years later, Alaska began to pour streams of gold into our mints.	1	446	1	
10. In 1881 Minnesota took a further step--the legislature created a state school board.	1	496	1	
Textbook B				
1. Black coal is used for driving steamships from Newcastle to New South Wales.	1	65		2
2. Scandinavia and the Baltic (Map)	1	135		2
3. The French helped us during the Revolutionary War.	2	205	1	
4. The Tyrol is a mountainous district in the south through which the Brenner Pass leads to Italy.	7	276		2
5. Wild animals of many kinds are plentiful.	3	426		2
6. The people of Mexico are very religious, and they take great pride in their places of worship.	1	498		2
7. Only thirty-nine miles across the sea from Italy lies the little country of Albania.	4	350		2
8. In early days tar and pitch were used for filling the seams of boats so as to make them water tight.	2	568		2
9. Proceeding to dress, you call upon all parts of the world in your adornment.	2	632		2
10. There is much life in the Arctic.	1	694		2
Textbook C				
1. On April 4, 1609, Hudson sailed from Amsterdam in his famous ship, the Half-Moon.	1	74	1	
2. The Revolutionary War dragged on for years.	5	144	1	
3. The convention had many conflicts and hot debates.	2	227		2
4. Agricultural methods were careless and wasteful.	1	306		2
5. The annexation of Texas lead directly to the war with Mexico.				

TABLE VII (Continued)

6. In December, 1862, General Burn- sides succeeded McClellan in com- mand of the army of the Potomac.	1	457	1	
7. The first steel used in America came from England.	1	537	1	
8. The war, however, soon involved American prosperity and American lives.	2	618	1	
9. The United States has steadily grown more democratic since the beginning of our national history.	1	697		2
10. In the election of 1920 Warren G. Harding became President, and was to take office March 4, 1921.	3	769	1	
Textbook D				
1. The orange and grapefruit groves of Florida and southern Texas con- tain long rows of trees with glossy, dark, green leaves.	1	54		2
2. About 35,000 workers are needed to take care of all these forms of transportation in the metro- politan district of New York.	1	104		3
3. Idaho and eastern Oregon are well supplied with water for irrigation.	5	154		2
4. The Mestizos are a little more advanced than the Indians.	7	206		2
5. The mountains influence the Mediterranean countries in two ways.	3	262		2
6. The Soviet plan has two main parts.	2	314		3
7. The size of Asia joins with the mountains in causing large areas to be of little use.	1	362		2
8. Palestine is the country of Jesus, the Bible, and the Jews.	1	412		2
9. The earth is a round ball or sphere.	1	464		2
10. The other parts of the West Wind Drift swing along the Coast of Spain and Africa.	1	477		2

TABLE VII (Continued)

Textbook E					
1. The valley is very much like the Piedmont, but the soil is richer.	2	37		2	
2. Here in the cold, northern waters Henry Hudson met a sad death.	1	70		2	
3. So Pittsburg, the coal center became the iron and steel center for the United States.	3	101		2	
4. Around the western end of Lake Superior is the greatest iron ore region of the world.	4	136		2	
5. The part of the Great Valley that lies in Tennessee is called the Tennessee Valley.	2	170		2	
6. In the early days of the colonists, grain was cut with a hand sickle.	3	203		2	
7. Napoleon Bonaparte had become ruler of France.	1	236	1		
8. White Eagle built Fort Vancouver, now the city of Vancouver, Washington.	2	291	1		
9. Indian Territory was the last big section of our country to be settled.	2	325	1		
10. In the country around Fresno we see grapes, grapes, grapes in every direction.	1	363		2	
Textbook F					
1. Both railroads and good roads are scarce in this part of Brazil.	2	26		2	
2. The subways extend from the Plaza de Mayo to the western outskirts of the city.	3	51		2	
3. Of all the products listed, the cereals are the only ones that are produced in considerable quantities in the central valley.	2	73		2	
4. Farther west and south there are almost no settlements.	2	102		2	
5. In the early days, the Spaniards in Mexico were few as compared with the Indians they conquered.	2	131		2	
6. Though Kenya is located on the					

TABLE VII (Continued)

equator, the European residents have winter sports, skating, tobogganing and skiing.	5	183		2	
7. Corn is grown very widely in South Africa, as you can see from the map in Figure 146.	2	158		2	
8. The white people in the Belgian Congo number some 18,000 of which Elizabethville has about one-sixth more than any other town.	3	208		2	
9. Pastoral work has played a very important part in Australia's development.	5	235			3
10. As you have studied about the various countries of the world, you have seen over and over again how the activities of the people are related to the natural environment in which they live.	1	271			3
Textbook G					
1. In Glasgow, manufacturing did not develop until this modern time.	1	22	1		
2. Some of the docks are equipped with special means of storing certain kinds of goods.	4	47		2	
3. In water power, France ranks among the European nations.	2	72		2	
4. In 1871, Germany finished a successful war with France.	3	98	1		
5. Some wood is used in the forests for making charcoal, tar, and pitch.	4	122		2	
6. Nevertheless, Rome was conquered by invaders from the north and never has regained its former power.	1	147	1		
7. In some out-of-the-way districts, the silk is reeled from cocoons by farm women.	2	173		2	
8. The modern growth of the great seaports of China began when foreigners secured footholds in them.	3	198	1		

TABLE VII (Continued)

9. Close to the tip of the Malay Peninsula there is a small island which, little more than a century ago, was inhabited only by a few fishing people.	10	223		2	
10. Grain farming has long been the kind chiefly practiced in European Russia.	6	253		2	
Textbook H					
1. In the London theaters, plays of bold adventure were stirring the people.	2	55	1		
2. Oliver Cromwell soon became the head of the new English government, which was called the Commonwealth.	2	114	1		
3. Fortunately, the colonies had other holidays.	2	166		2	
4. Jefferson was a well-read scholar and a fine writer, as his ringing words in the Declaration of Independence prove.	3	297		2	
5. Fort Crown, on the same lake, was also taken by the British.	2	236	1		
7. Adams objected to the "Gag Rule" because he believed that it violated the constitutional right of people to petition Congress.	5	423	1		
8. In 1877 Rutherford B. Hayes, elected to succeed Grant, went one step farther.	4	483	1		
9. In Grant's administration it was openly charged and proved that a new congressman had accepted bribes in return for his votes.	4	549	1		
10. The government also took a hand, too, in welfare work by making monthly payments of money to the wives of soldiers, by insuring soldiers against disability or death, and by providing for re-education of maimed soldiers in vocations which would enable them to earn a livelihood.	3	616			3

TABLE VII (Continued)

Textbook I				
1. There were three different systems of local government.	1	70	1	
2. Congress then passed the so-called Northwest Ordinance of 1787.	1	130	1	
3. Andrew Jackson, unlike the Presidents before him, was not a highly educated or cultured man.	1	190		2
4. It is clear, then, that the patient, hardworking inventors had a large part in making the nation what it has become.	1	252		2
5. On the other hand, the poorer people of England generally favored the North.	1	322		2
6. When white men first went to the region about the Great Lakes, they found it clothed in a garment of trees.	1	380		2
7. As soon as McKinley was in power, he led his party in passing the Dingley Tariff of 1897.	1	442	1	
8. In the meantime, the American civilians who made up the national army were being turned into soldiers as fast as this could be done.	1	508	1	
9. There were, moreover, several new questions with regard to how much power the voters ought to have and who should be allowed to vote.	1	580		3
10. In 1929 the St. Lawrence River and Muscle Shoals projects were unfinished.	1	622	1	
Textbook J				
1. The struggle thus begun seemed a most unequal one.	2	48		3
2. The new constitution was presented for adoption or rejection to conventions especially elected in each state.	1		1	
3. In this unit we are to look over the entire American scene and				

TABLE VII (Continued)

observe the astonishing progress made in industry, transportation, education, culture, and social life during that half-century.	2	150		2	
4. The Louisiana Territory, Texas, New Mexico, California, the Oregon Territory--these are milestones in our march to the Pacific.	1	204	1		
5. Many people of the North thought John Brown a martyr in the cause of liberty, but throughout the South his raid created both alarm and indignation.	3	256	1		
6. The Western country was well filled with farms before 1860.	2	317		2	
7. The Homestead Act of 1862, the great mineral discoveries in many mountain states, and the rapid growth of population in the Pacific coast led to the organization of many new states in the far west between 1864 and 1896.	2	373	1		
8. This regiment, made up of western cowboys and young college men, was raised by Theodore Roosevelt, a young New Yorker, who had already made his mark in public life.	1	426		2	
9. We came to owe money to the rich people of England, France, Germany and other European nations because, at the time, when we were building thousands of miles of railroads every year and increasing our industries and our factories so fast, we had not enough money ourselves and had to borrow it from those who had.	3	480			3
10. The United States was among the first to resort to arbitration.	2	535	1		
Textbook K					
1. Since the large city markets north of the Potomac River require a great deal of milk, many Piedmont farmers keep dairy cattle, which in the summer time pasture in the fields and drink					

TABLE VII (Continued)

the clear little streams from the hillside springs.	1	51		2	
2. The lake cities are busy with factories, as well as trade because transportation helps to make manufacturing.	2	104		2	
3. The chief manufacturing industry of the city of New York is the clothing industry.	1	207		2	
4. Look at the maps (Figs. 130-198) and see how the wide valley called the Great Valley, lies between the high Sierra Nevada on the east and the coast range on the west.	1	157		2	
5. Most of Ireland is a plain with many peat bogs (grassy swamps) near the lakes and low ranges of hills along the coast.	1	260		2	
6. The people we call Russians next began to build an empire.	1	309	1		
7. We found that the greatest trade in North America was carried on between densely peopled factory areas in the northeast, and the food and raw material areas of the north, west, and south.	1	361		2	
8. Liberia is under the protection of the United States because it was set apart in 1847, as a place to which negro slaves, freed in the United States might go.	1	413	1		
9. There is also an important oil field in the Magdalena river valley in Columbia, with a pipe line of 375 miles long through the jungles to bring the oil to tide-water.	1	465		2	
10. As the wind blows over the water it rubs against the surface. This rubbing or friction draws the water along with the wind; thus the ocean has currents.	7	504		2	
Textbook L					
1. Cape Town is the port of South Africa nearest to England, and it is a port of call, or stopping					

TABLE VII (Continued)

place, for ships sailing back and forth between Australia and the British Isles.	1	52		2	
2. In this region, we shall also see many orchards of apples, peaches, plums, many pears, other temperate zone fruits, and many groves of orange trees.	1	106		2	
3. The native people, who make up most of the population, belong to the Mongolian or yellow race, like the Chinese and Japanese.	1	157		2	
4. The coal of the northern end of the corridor has led to the growth of an important iron and steel industry.	1	208			3
5. The first cataract, or the one farthest down stream, is at Aswan, in southern Egypt.	1	258		2	
6. The better farm lands are, of course, in the lowlands but the Chinese also terrace the hillsides and the mountain slopes for crops.	1	309		2	
7. The prosperity of the United States is due chiefly to the favorable condition for farming.	1	367			3
8. Fishing was carried on in this country long before white men came, for the Indians caught fish in the streams and coastal waters for food.	1	414	1		
9. Even after the spinning and weaving had become factory industries, clothing continued for many years to be made by hand at home, or in the tailor or dressmaking shops.	1	458	1		
10. Four countries carry on nearly half of all the international commerce of the world.	1	505		2	
Textbook M					
1. An ethnic map showing the different divisions of the Red Man's race may be found in any standard encyclopedia.	5	60		2	
2. The wonderful stories of the abundance of the New World interested people of all classes in the Old World.	1	122		2	

TABLE VII (Continued)

3. There is a famous saying that "When God creates the occasion, he creates a man to serve it."	1	184		2	
4. All persons born or naturalized in the United States are citizens and are entitled to equal protection of the laws.	1	244	1		
5. The nation has proved its independence.	1	308	1		
6. Free labor could not compete with slave labor, and, where slavery was protected, white labor could not go.	1	366			3
7. While Grant was still trying to solve the problem of the capture of Vicksburg, General Hooker had fought a disastrous battle at Chancellorsville, in northern Virginia.	1	425	1		
8. Bryan was one of the most persuasive orators America has ever produced.	1	484		2	
9. Added to the natural sympathy for the suffering of these neighbors of ours in their struggle for independence, the money interests in America were giving attention to the situation.	1	546			3
10. Ex-President Roosevelt denounced the deed as "piracy on a vaster scale of murder than old time pirates ever practiced."	1	611	1		
Textbook N					
1. Trading is a business that must be continually active, not only for public convenience, and health, but also that the railroads, the men handling products on wharves and in the freight yards, and all others engaged in the business of trading may be kept busy at all time.	1	37			3
2. The appearance of a country depends, therefore, on its surface features, climate, and vegetation.	1	82		2	

TABLE VII (Continued)

3. Thus inventions have not only helped agriculture but have also helped the cities to get their food supplies.	1	122			3
4. Detroit and the surrounding cities are known as the great centers of the manufacturing of automobiles.	1	166		2	
5. Just north of the United States lies Canada, the other great country of America to be developed by English speaking peoples.	1	215		2	
6. It is a great wool market, and through it passes much of the export trade from the Lake Titicaca region.	1	256		2	
7. The boat in the foreground is a coast steamer.	1	295		2	
8. The city of Fiume, lying on the boundary between Jugo-slavia and Italy belongs to Italy.	1	339		2	
9. The history of Babylon, one of the greatest Ancient nations, is in many ways like that of Egypt.	1	388		2	
10. Each year our people buy more and more products of farms, mines, factories, and this must continue to be true as long as our population continues to increase.	1	422			3
Textbook 0					
1. It was the native red man who taught the newcomers the habits of birds and wild animals, the portage through the wilderness, and the best methods of hunting.	1	55		2	
2. All of this Ohio Valley region was claimed by Virginia under her charter of 1609.	1	114	1		
3. If law and liberty is to be restored to America, why was it ever disturbed?	1	174			3
4. Before the end of Washington's administration men began to group themselves into two political parties.	1	241	1		

TABLE VII (Concluded)

5. As a result of the westward movement, five new states were added to the Union between 1812-1819.	1	303	1		
6. The annexation of Texas alone might not have brought on war with Mexico, but there were other causes of friction between that country and the United States.	1	363	1		
7. With the secession of Virginia, the capital of the southern confederacy was moved to Richmond.	1		1		
8. On the other hand, the United States maintained that the consent of the foreign government was not necessary to enable a man to become a naturalized citizen of this country.	1	483	1		
9. In foreign affairs, a great event occurred in 1899 when the czar of Russia invited the nations of the world to send representatives to a peace conference at the Hague, Holland.	1	543	1		
10. Early in the year of 1924, the sixty-eighth Congress decided to investigate the leasing of certain government oil lands to private interests.	1	603	1		
Total Results: No. of Sentences, 150			43	78	19
Mean Percentage Values			35.33	52.	12.67

One hundred and fifty samples of Vocabulary Study were chosen for study from the one hundred samples of each textbook as given in Table VI. Ten samples are representative of each text. One thousand and five hundred samples were studied and classified.

3. Index Classification Study

TABLE IX

TEN SAMPLES OF INDEX CLASSIFICATION STUDY

Samples	No. of Words	Percentage Distribution of Words							
		Peo- ples	*Places	*Organi- zation	*Natural Re- sources	*Indus- tries	*Gov't Af- fairs	*Ob- jects	*
<u>Textbook A</u>									
1. Abolitionists	6. Ku Klux Klan								
2. Booth, John W.	7. Mobile								
3. Columbia River	8. Pacific								
4. Emerson, Ralph W.	9. Reaper								
5. Hamilton, A.	10. Smith, John								
<u>Totals</u>	1,298	40	20	10	20	10	--	--	
<u>Textbook B</u>									
1. Abaca	6. Geysers								
2. Bedouin	7. Ishmael								
3. Nomads	8. Long Island Sound								
4. Cascade Mts.	9. Mazambique								
5. Delaware River	10. Perth								
<u>Totals</u>	1,618	30	10	--	50	10	--	--	
<u>Textbook C</u>									
1. Abolition Movement	6. Labor								
2. Brown, John	7. Menendez								
3. Constitution	8. Pan American Union								
4. Federal Radio Commission	9. Shackamaxon Treaty								
5. Hayes	10. X.Y.Z. Affairs								
<u>Totals</u>	947	30	--	10	--	10	50	--	

*Totals given in percentages.

TABLE IX (Continued)

Textbook D

1. Abandoned farms	6. Linseed oil								
2. Bechuanaland	7. Moors								
3. Diamonds	8. Oslo								
4. Globe	9. Queensland								
5. Iowa	10. Thessaly								
<u>Totals</u>		1,765	10	50	--	30	10	--	--

Textbook E

1. Abilene	6. La Salle								
2. Braddock	7. Oysters								
3. Cochin	8. Richmond								
4. Ericsson	9. S. Carolina								
5. Hamilton	10. Virgin river								
<u>Totals</u>		941	40	30	--	20	10	--	--

Textbook F

1. Abyssinia	6. Peanuts								
2. Belgian Congo	7. Rio Sao								
3. Ceuta	Francisco								
4. Exports	8. Swan River								
5. Liberia	9. Patagonia								
<u>Totals</u>	10. Victoria	501	--	70	--	1	2	--	--

Textbook G

1. Aberdeen	6. Meking river								
2. Bombay	7. Passes								
3. Climate	8. Salonki								
4. Elbe River	9. Sugar								
5. Guadalquivir river	10. Wales								
<u>Totals</u>		455	--	40	--	50	10	--	--

TABLE IX (Continued)

Textbook H

1. Abolition movement	6. Liberty party								
2. Brest-Litovsk	7. Mountains								
3. Connecticut	8. Physical Geography of America								
4. Europe	9. Rosecrans								
5. Health	10. Webster								
<u>Totals</u>		1,170	20	30	--	20	10	20	--

Textbook I

1. A.B.C. Powers	6. Interstate Commerce Commission								
2. Bliss, Tasker	7. McDowell, Irvin								
3. Clippers	8. Northwest Ordinance								
4. Electoral Commission	9. Prohibition								
5. Gompers, Samuel	10. Twain, Mark								
<u>Totals</u>		945	20	--	--	--	10	50	--

Textbook J

1. Abbey, E. A.	6. Missouri Compromise								
2. Bragg, B.	7. Petersburg								
3. Forty-niners	8. San Salvador								
4. Holmes, O. W.	9. Sumner, Charles								
5. Lake Erie	10. Wheat industry								
<u>Totals</u>		774	50	20	--	10	10	10	--

Textbook K

1. Abaca	6. Kansas City, Mo.								
2. Bering Sea	7. Mirror Lake								
3. Chatham	8. Ozark Highlands								
4. Dresden	9. Rhode Island								
5. Grapes	10. Utah								
<u>Totals</u>		1,677	--	50	--	50	--	--	--

TABLE IX (Continued)

Textbook L

1. Abaca	6. Lignite								
2. Braila	7. Mongolia								
3. Copenhagen	8. Peat								
4. Flint	9. Saar Basin								
5. Houston	10. Svalbard								
<u>Totals</u>		1,199	--	60	--	40	--	--	--

Textbook M

1. Abolition movement	6. Petition of rights								
2. Budget System	7. Roads								
3. Early, General	8. Spotswood, Governor								
4. India	9. Colosseum								
5. Negro	10. Vicksburg								
<u>Totals</u>		859	30	30	--	--	10	30	--

Textbook N

1. Abaca	5. Key West								
2. Bethel	6. Mauna Kea								
3. Electric power	7. North Dakota								
4. Great Wall of China	8. Potash								
	9. Togo								
	10. Zuider Zee								
<u>Totals</u>		1,307	--	50	--	30	20	0	--

TABLE IX (Concluded)

Textbook 0

1. Abolition	6. Electric
2. Boston	Count Act
3. Commerce	7. Magellan
4. Government	8. Prohibition
5. James, Henry	9. Sherman, William
	10. Union Pacific
	Railway

<u>Totals</u>	1,085	30	10	--	--	10	50	--
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Total Results

History Texts	220	80	90	30	80	200	--
Geography Texts	80	310	--	210	90	10	--

Mean Percentage Values

History Texts	31.43	11.43	12.86	4.28	11.43	28.57	--
Geography Texts	10.	34.75	--	26.75	11.25	1.25	--