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MEXICO IN SENIOR HIGH SCHOOL

AMERICAN HISTORY TEXTBOOKS:

A CONTENT ANALYSIS

by

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CHAPTER I

THE PROBLEM

Statement of the Problem. The problem of the study was to analyze the content materials in selected senior high school American history textbooks which pertained directly to Mexico.

Scope of the Problem. The study was delimited in four major ways: (1) to the content material within the textbooks that directly pertained to Mexico; (2) to senior high school American history textbooks; (3) to a selected number of textbooks; and (4) to a content analysis of the textbooks.

In many ways the delimitations of the study corroborated findings made in previous studies. Decided differences also appeared.

The most obvious difference between this study and previous ones, is that it is concerned only with the content material within the textbooks that directly pertained to Mexico. By concentrating on one subject within the textbooks it was possible to make a more thorough, detailed, and accurate investigation.

Secondly, this study has been concerned only with American history textbooks used in senior high schools. This gave assurance that the content material, for the most part, would be on the same reading level. Also, by limiting the study to a particular type of textbook (American history), to a particular level of textbook (senior high school), and to textbooks that are used nation-wide, it was possible to expect a sameness in the qualitative and quantitative treatment of the content material.

The delimitation of this study to a selected number of textbooks made it possible to select only those books widely used and recently published. Selection also made possible the elimination from consideration of those books that are technically classified as textbooks, but generally are not used as such.

Finally, an analysis of the content materials only within the selected textbooks was made. The study was delimited to a discussion of the written passages or narration within the text, the space and the material that was included in the indices, pictures, illustrations, maps, and other supplementary material being excluded entirely. Furthermore, the study excluded all the technical aspects of the texts such as the cost, the cover, the durability, and the type and quality of the paper and print.

Purpose of the Study. The immediate purpose of this study was (1) to present a description in qualitative terms of the treatment of Mexico in the content materials of selected senior high school American history textbooks with focus placed on matters of scholarly accuracy as well as upon tones of feeling and sensitivity in both details and general comments; and (2) to present a description in quantitative terms with focus placed upon the actual amount of content materials that was related directly to Mexico.

The ultimate purpose of this study is to create awareness of the need for constant improvement and re-interpretation in the content material of senior high school American history textbooks in order that

all the peoples of the world may understand one another more completely. It is a minute part of the effort to eliminate from our textbooks all biases, prejudices, inaccuracies, and distortion.

Importance of the Study. The textbooks are the single most widely used teaching aid in the schools. Because of the nature and extent of their use, they are regarded as the most influential of all the printed materials of instruction. Although the schools must be concerned with all the technical aspects of textbooks such as cost, durability, and size and type of print, it is the scholarly aspect, the actual content material, that is most crucial in determining what our students learn and think.

The nature of the content materials is one of selection and rejection of subject matter necessarily imposed by the author. The finished product is enshrined for the students as polished statements of truth. The important fact is that from these content materials will come information and attitudes, knowledge and understanding, which will affect the entire lives of the students.

The very survival of the world may depend on what students learn and think. The continuance of world tensions and hostilities and the fact that Man has the means to destroy all humanity make international understanding and cooperation imperative. Students of today will be affected by world events as well as by national events. They must be taught in international tones and outlooks.

United States history is one of the principal fields of instruction in which students come into contact with the peoples of other nations.

Certain areas of our history must be studied within a world perspective-- in their true settings. This is aptly phrased in an article prepared as a digest of the Seventeenth Yearbook of the National Council of the Social Studies by the Executive Secretary of the Council.

United States history alone is inadequate for developing understanding of this country's development, to say nothing of our increasing complex relations with other peoples. There is a need to review what is being taught in American history courses about other countries--for example, Russia, Latin America, the Far East and Canada.¹

The ultimate purpose of this study, the improvement of understanding among all peoples of the world, rests upon the premise that such understanding must begin with those who are physically closest to us, yet it is between the United States and its neighbor directly to the south of us, Mexico, that many unfortunate misunderstandings throughout the years have arisen. There are ample historic causes of this--the Texas Revolution, the Mexican War, Maximilian, the Mexican Revolution, the Marine occupations, the Gadsden Purchase--but these causes in themselves are not to blame. It is rather the sometimes biased interpretations and presentations, which have been conveyed to students through the content materials of textbooks that have created misunderstandings.

An adequate qualitative and quantitative coverage of Mexican topics in American history textbooks is essential for students to develop effectively their knowledge and understanding of Mexico, and, in addition, Latin America and all other countries of the world.

¹Merrill F. Hartshorn, "American History in One World," National Education Association Journal, 36: 378, May, 1947.

DEFINITION OF TERMS

Senior High School. The term, senior high school, refers to the tenth, eleventh, and twelfth grades. The term was chosen over secondary school, which is usually more inclusive. The textbooks selected for this study were written for and are used by senior high school students throughout the United States.

Textbooks. Textbooks may be defined as a well-systematized arrangement of a subject so that its formal study may proceed in an orderly sequence. There are implications that the books are organized for instructional purposes alone. The textbooks selected for this study were written and are used mainly for this purpose.

Content Analysis. In this study, content analysis refers to a descriptive and narrative discussion of textbook materials directly concerned with Mexico. "Content" refers only to the narrative passages of textbook materials. It excludes indices, exercises, maps, illustrations and their captions, and other supplementary materials.

CHAPTER II

THE RELATED LITERATURE

Within the past decade few content analyses of history textbooks have been made. Generally, interest in the subject seems to have been intense and concentrated only in the periods shortly after the two World Wars. Perhaps the wars helped bring about the realization that hatred and lack of understanding among various nations might, in part, be due to the chauvinism found in school textbooks.

Interest in promoting world understanding, however, has constantly gained momentum since the end of World War I. World-conscious historians and scholars have written widely on the subject. Furthermore, many of them have questioned the schools' offerings and their efforts to promote and foster understanding and mutual appreciation among men.

The first textbook content studies concerning this country in the period of time between the two World Wars were few in number, but they undoubtedly were contributing factors in bringing about some actual reforms and in providing a stimulus for later studies.

Among the first to become interested in the problem of textbook reform was the American Association of University Women. Through appeals to county and city superintendents and teachers in 1926, this Association appointed a Committee to study the United States history textbooks used in the schools of the United States. This committee, aided by the World Federation of Education Associations, collected information on the textbooks in use in all forty-eight states. A quan-

titative analysis of sixty widely-used elementary and secondary school United States history textbooks was then made. The study was concerned with the emphasis placed upon military, political, social, and economic history. The conclusions were (1) that the textbooks on United States history on the whole conformed closely to the demands of the times; (2) that the most serious sins in the textbooks were those of omission rather than commission; (3) that the older books put too much emphasis on military history; and (4) that textbook space given to economic and social history had gradually increased over the years.¹

To determine the treatment of other nations and of controversial topics in 389 American textbooks of various subjects, another now-famous study was done in 1930 by Bessie L. Pierce. Her comprehensive report was one of the first to deal directly with the treatment of Latin American countries in our national textbooks. Mexico, however, was dealt with in a very brief manner.

All the textbooks were analyzed by Pierce to discover the civic attitudes which might be gained by the students who read and used them. The entire project was purely descriptive. It objectively revealed prejudices, biases, inaccuracies, and contradictions connected with the treatment of Latin America in our school textbooks.²

¹Laura F. Ullrich, "Report of the Committee on United States History Textbooks Used in the Schools of the United States," American Association of University Women, Washington, D. C., 1929, p. 14.

²Bessie L. Pierce, Civic Attitudes in American School Textbooks, Chicago: University of Chicago Press, 1930, pp. 297.

An investigation even more directly related to the present one was made by Evelyn H. Young, who analyzed fifty-four American history textbooks published from 1890-1932 to determine how much space was devoted to Hispanic American topics. The author of this unpublished master's thesis found that the Hispanic American space content and the ratio thereof to the book space had increased generally from the earlier dates of publication to the later dates.³

Toward the end of World War II, when interest in attaining peace had reached a crest, the most extensive textbook analysis project ever undertaken in the United States was completed. This monumental study was published by the American Council of Education, an autonomous, non-governmental agency. The study, entitled Latin America in School and College Teaching Materials, and sub-titled Report of the Committee on the Study of Teaching Materials on Inter-American Subjects, was the result of the work of several hundred scholars over a period of more than a year.

The Committee, appointed by the Council, investigated the treatment accorded to Latin America in approximately 800 textbooks--covering a wide range of subjects and on all educational levels from kindergarten through college. Other teaching materials such as films, biographies, book illustrations, picture slides, and songs were also examined.

The study revealed that there was more good material on Latin America available in the schools and colleges than ever before and that

³Evelyn H. Young, "Hispanic American Topics in United States History Textbooks on the High School Level," Unpublished Master's Thesis: George Washington University, 1922, pp. 72-73.

no conscious spirit of antagonism was apparent in the teaching materials that were examined. However, an inadequate amount of material was found, particularly at the secondary school level. The study concluded that too often conflicts and differences were emphasized at the expense of cooperation and similarities. Moreover, a tendency to judge Latin America by Anglo-American standards existed.

This American Council of Education work has many outstanding characteristics in the area of textbook analysis. The scope of the study includes the background, the methods used, the overall conclusions and the general recommendations. The greatest part of the book gives individual treatment by chapter to all the various types of teaching materials within the schools and colleges that touch on Latin America.

Another outstanding characteristic of the study is its objectivity. A great deal of quantitative data was used; in the majority of the 800 textbooks that were analyzed the pages relating to Latin America were actually counted. No textbooks or authors are mentioned by name in the study.

The writer of this thesis has relied heavily upon this monumental work of the A. C. E. as a basic reference.

In 1945, the A. C. E. published another important contribution to the field of textbook analysis. The Canada-United States Committee on Education made a content comparison and analysis of national history of these two countries. Although the study was more limited in scope than that done by the Committee on the Study of Teaching Materials on Inter-American Subjects, it embodied the same principles of

comprehensiveness and objectivity. The historical material in national history textbooks of both Canada and the United States was arranged chronologically and topically, and then was analyzed quantitatively and qualitatively.

In the twenty-three United States history textbooks that were analyzed, the Committee found little indication of bias, except in the War of 1812. There was found, however, evidence of neglect and distortion. The Committee recommended "a re-casting of the material used, a reshifting of emphasis, and occasionally, more care in the wording."⁴

The quantitative analyzation of the textbooks used in the study is interesting and enlightening. The United States senior high school textbooks contained an average of 8.4 pages of material relating to Canada. This amounted to an average of 1.3 per cent of the material in the textbooks. On the other hand, the Canadian senior high history textbooks written in English devoted an average of 65.7 pages, or 14.5 percent of their total, to the United States or Canada-United States relations. The Canadian senior high school history textbooks written in French gave an average 57.6 pages, or 15 percent of their total, to matters involving the United States.⁵

The report is enhanced by the fact that it was a joint study. Two groups, one working in each country, issued separate reports which

⁴Canada-United States Committee on Education, A Study of National History Textbooks Used in the Schools of Canada and the United States, Washington, D. C.: American Council on Education, 1947, p.6.

⁵Ibid., pp. 39-40.

were then published together. Each of the two groups consisted of members from both countries. The study is further enhanced by the fact that positive recommendations are made for material that should be included in history textbooks.

I. James Quillen made a thorough-going review of what had been done in the field of textbook analysis and revision up to the time of his writing in 1948. This review, entitled Textbook Improvement and International Understanding, was made at the request of the United Nations Educational, Scientific, and Cultural Organization, which desired each member nation to survey and report on its own national activities in the field of the title of the report. The United States' National Commission for UNESCO turned to the American Council on Education which in turn asked Quillen, a Stanford scholar, to make the review.

The treatise, understandably, is centered around developments in this country, but it also contains a concise statement of developments throughout the world.

One chapter in the booklet discusses "Minority Groups in American Textbooks." It is the author's opinion that attitudes towards national and ethnic groups here in the United States are extended to apply to the mother country.

"The treatment of minority groups in the United States is closely related to education for international understanding. Children hardly can develop full respect for the people of China and Mexico if in their own communities the people of Chinese and Mexican descent are treated as inferiors. Textbook authors also sometimes are inclined to extend racial

prejudices in the United States to the discussion of people of other nations."⁶

Quillen presented a list of seventeen recommendations for textbook reforms in the United States, a list of eighteen recommendations by UNESCO, and finally, a "Model Plan for Textbook Analysis Projects."⁷ His is an impressive and comprehensive survey.

Another bibliographical report which closely paralleled Quillen's was published by the Library of Congress in 1948. Entitled Textbooks: Their Examinations and Improvement, the report gives a narrative and detailed summary of endeavors toward the examination, revision, and improvement of textbooks.

A statement that is still considered to be true by many people was quoted by the report in its foreword. It was taken from a report on textbooks of all nations in 1936 from the British Royal Institute of International Affairs: "Everywhere one found what one would expect to find, in no country do histories fail to reflect nationalism and to condone their own national policies while condemning those of others."

Especially pertinent to this study was the preface of the booklet in which the Librarian of Congress discussed the importance of the examination and improvement of the content materials of textbooks.

Many governments, including the Government of the United States, as well as international and national, official and private organizations, have recognized that it is vital to their efforts for world peace and inter-

⁶I. James Quillen, Textbook Improvement and International Understanding, Washington, D. C.: American Council on Education, 1948, p. 53.

⁷Ibid., pp. 70-74.

national understanding to provide the coming generation with a picture of other nations that is accurate, balanced, objective and fair. They, therefore, have given and are giving increased attention to presentation in textbooks of facts concerning other nations.

Since the attitude created, the stereotyped formed, is the issue, teaching material in whatever form it may be should come within the scope of examination and improvement ...The textbook remains the basis and the framework of teaching. To the teacher, textbooks are, if not the principal source of information, at least an authoritative guide; to the child their printed pages are scientifically accurate and correctly stated truth. Textbooks can be the seed of an eventual harvest of international understanding and friendship by the presentation of facts, qualitatively and quantitatively correct and in proper perspective; but they can also be the seed to a crop of misunderstanding, hate and contempt among nations and toward other ways of life by the presentation of facts of unqualified, unbalanced and inaccurate statements.

The examination, revision and improvement of textbooks is a national and an international obligation to the spiritual and political, cultural and material life of the coming generation. The idea has met with almost universal acceptance, and the importance has found general recognition, but only in few cases have national programs been clearly defined, even less has there been successful integrated international action.

UNESCO has made a consistent effort to promote the improvement of textbooks. The Organization publishes a series of booklets for teachers entitled Towards World Understanding. One booklet was a report on an international UNESCO seminar that was held in Brussels, Belgium. The topic of the seminar is reflected in the title of the booklet, History Textbooks and International Understanding. The participants of the seminar made many suggestions for aids and improvements in this area, several of which are summarized in the following paragraph.

⁸United States Library of Congress, Reference Department, European Affairs Division, Textbooks: Their Examination and Improvement, Washington, D. C.: The Library, 1948, (preface).

We do not propose that in order to promote international understanding any bias be introduced into history teaching. It would be quite wrong to distort history, to omit facts or events of importance, to give a falsely optimistic interpretation of historical facts. Indeed, to do so might well produce the opposite effects to those intended and it would certainly emasculate the study of history. But, all authors hold opinions they are not aware of holding at all, and nearly all are biased and prejudiced without even knowing it. This has effects on the textbooks they write and consequently, on the opinions and attitudes of the children who use them. The result is that those textbooks serve ends and purposes which their authors would repudiate and deplore. Objective analysis and examination of textbooks, especially by persons of a nationality different from that of the authors makes all this abundantly clear.⁹

Apparently UNESCO was impressed by these suggestions, for the very next year (1949), the Organization published A Handbook for the Improvement of Textbooks and Teaching Materials as Aids to International Understanding. Besides some suggestions of procedures and activities for the use of groups and individuals interested in the problem indicated in the title, the book contained an extensive bibliography from many countries and a number of important documents.

A more recent study and one that is closely related to this thesis was done in 1952 at the University of Texas by Samuel A. Brewer. The author made a qualitative and quantitative investigation and evaluation of the offerings in textbooks and curricula in the high schools of Texas that pertained to Latin America. The fields of history (state and national), language (Spanish), and literature were covered.

⁹J. A. Lauwerys, History Textbooks and International Understanding, Volume XI of Towards World Understanding, XII Volumes, Paris: UNESCO, 1953, p. 31.

The part of the study that is most directly related to this thesis is the chapter on "Latin America in the United States History Textbooks Used in Texas High Schools." Five textbooks that were being used at the time were evaluated. Three of them were earlier editions of textbooks that were analyzed in this study: The Making of Modern America by Leon Canfield and Howard Wilder; A History of Our Country by David S. Muzzey; and United States History by Fremont P. Wirth.¹⁰

Quantitatively, the five textbooks averaged 13.1 per cent Latin American content, which the author felt to be inadequate. No more than five per cent of any of the textbooks was devoted to the era of Spanish discovery and colonization.

In the quantitative evaluation, other shortcomings were found. Brewer did not believe the aptitude of United States history with Latin America history was fully utilized in the texts. Neither did he believe that parallel and related developments in neighboring countries were given their proper significance. Furthermore, the investigator found many of the texts indulged in and fostered nationalism. The word American was inconsistently used and abused. Another disturbing conclusion was that culture and race conflicts, rather than politics, were played up as the main causes of the Texas Revolution.¹¹ The study was broad, and the treatment accorded to all textbooks was quite general.

¹⁰Samuel A. Brewer, "Latin America in Texas High Schools," Unpublished Master's Thesis: University of Texas, 1952, p. 107.

¹¹Ibid.

Details or examples were lacking in the evaluation of the United States history texts. The study, however, is a valuable contribution to the field of textbook analysis. The evaluation of Latin American offerings of textbooks in four subjects taught in Texas pointed out great shortcomings that have not been eliminated in that state or others.

In 1956, a report, somewhat indirectly related to the present one but still a definite contribution to the broader field, was made on Text Materials in Modern Education. The report was made by the Text Materials Committee and edited by Lee J. Cronback. It described textbook materials within several frameworks, isolated some debatable issues, and took, whenever possible, definite positions on the issues. The Committee came to two related conclusions: (1) that it had developed a firm conception of the aim of the textbook and many of the characteristics it should have; and (2) that the numerous issues regarding the textbook could be settled only by carefully planned empirical research. The textbook was described as a device for helping the child fit into his own culture. As such, the Committee concluded, the textbook should be edited to transmit only the desirable portions of culture to the learner. Furthermore, the textbook should have a liberalizing influence and thereby be a vehicle for social reform.¹²

Only a few post World War II periodical articles that are related to the subject of this thesis have been written. One of the few

¹²Lee J. Cronback, (editor), Text Materials in Modern Education, Urbana: University of Illinois Press, 1955, pp. 6-28.

was written by Richard E. Gross, an eminent educator. Gross reported on a survey he made of American history teachers in one hundred senior high schools in California to determine the teachers' attitudes toward the textbooks they used. The results are relevant. Only twelve per cent of the teachers described the textbooks they were using (in 1952) as satisfactory or improved over earlier ones. Twenty-four per cent did not make any comment, which may or may not have indicated satisfaction. The majority of the teachers surveyed, sixty-four per cent, had specific suggestions to recommend for the improvement of American history textbooks. Gross's study plainly pointed out the fact that the people who are the most familiar and best acquainted with these textbooks, the teachers, do not consider them satisfactory.¹³

Robert La Follette wrote an article on "History Textbooks and International Understanding." This was a report on the first American-German Historians and History Teachers Workshop Council. The Council was held in recognition of the UNESCO preamble which states the reason for teaching international understanding within a national history. Revision of national history textbooks was recommended by the Council.

The author said the Council came to the conclusion that:

The weight of old nationalism is heavy in practically all textbooks, and in public opinion.... Untruth is a luxury we can no longer afford. The children must become prejudice free and learn to recognize the truth even though it is uncomfortable.... In minimizing nationalistic prejudice in history textbooks we will not only be communicating an objective picture to the rising generation but in all nations

¹³Richard E. Gross, "American History Teachers Look at the Book," The Phi Delta Kappan, 33: 290-291.

will be implementing the widest understanding. The objectives ever involve the reconciliation of people, the advancement of international understanding and peace.¹⁴

In conclusion, many evaluations have been made of the schools' offerings and their efforts to promote international understanding through the media of textbooks. A monumental milestone was reached in 1944 when the American Council of Education published the exhaustive and scholarly study, Latin America in School and College Teaching Materials. The United Nations Educational, Scientific, and Cultural Organization has been especially instrumental through the promotion and extension of interest and publications.

The textbook studies related to this investigation were made many years ago. As textbooks constantly change, a more recent study is needed.

No previous studies have limited their investigations solely to Mexico. Those studies relating to this country were concerned with the entirety of Latin America. This necessitated a broader and more general treatment. A more limited study that confines itself to one area is necessarily more detailed and thorough.

¹⁴Robert La Follette, "History Textbooks and International Understanding," Social Education, 17: 205-6.

CHAPTER III

MATERIALS AND METHODS USED

Selection of Textbooks. Nine American history textbooks used in senior high schools were selected for this study. The following table contains a list of those selected. They should present a fair and representative sampling of the great number of available books in this field.

The most desirable selection of textbooks for analyzation purposes would have been the most widely-used American history textbooks. This criteria for selection proved to be impossible as the majority of the publishing firms, supposedly for competitive reasons, would not divulge any information concerning the number of sales for their textbooks. Also, this would have discounted the more recent books having promise of becoming widely used.

Consideration was given to the idea of selecting for use in this study those textbooks in use in the states that border northern Mexico: Texas, New Mexico, Arizona, and California. It seemed credible that any texts adopted for use in these states might possibly give a more favorable coverage to that country. Inquiry to the State Departments of Public Instruction revealed that New Mexico, Arizona, and California have no state adoptive system. Textbooks for these states are selected by the individual school systems and in some instances by the individual schools. The State Departments declined to give titles of books in use in their respective states.

TABLE I

LIST OF TEXTBOOKS ANALYZED

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1. Canfield, Leon H., and Wilder, Howard B., The Making of Modern America, Boston: Houghton Mifflin Company, 1960.
 2. Faulkner, Harold U., and Kepner, Tyler, America: Its History and People, New York: McGraw-Hill Book Company, Inc., 1950.
 3. Gavian, Ruth W., and Hamm, William A., United States History, Boston: D. C. Heath and Company, 1960.
 4. Graff, Henry F., and Krout, John A., The Adventure of the American People, New York: Rand McNally and Company, 1961.
 5. Harlow, Ralph V., and Noyes, Hermon M., Story of America, New York: Holt, Rinehart and Winston, Inc., 1961.
 6. Muzzey, David S., Our Country's History, Boston: Ginn and Company, 1960.
 7. Steinburg, Samuel, The United States: Story of a Free People, Boston: Allyn and Bacon, Inc., 1958.
 8. Todd, Lewis P., and Curti, Merle, Rise of the American Nation, New York: Harcourt, Brace and Company, Inc., 1961.
 9. Wirth, Fremont P., United States History, New York: American Book Company, 1961.
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-

Texas, on the other hand, has a multiple-adoptive system of textbook selection. Five American history textbooks are adopted for use over the state. Individual school systems then have the opportunity of choosing one of the selected books for free use. Later editions of three of the five textbooks adopted for use from 1956 to 1962 are analyzed in this study: (1) The Making of Modern America by Canfield and Wilder; (2) A History of Our Country by Muzzey; and (3) United States History by Wirth.

Eight of the nine textbooks for this study were selected from Textbooks in Print, a compilation made in 1960 of all the elementary, junior and senior high school textbooks sent out from the 170 leading publishers.

The major publishers of American history textbooks were requested to send to this researcher the latest edition of their most widely-used senior high school American history textbooks. At the same time, the following information was requested: (1) the number of sales of the particular textbook; (2) the percentage of the total sales of senior high school American history textbooks for the particular textbook; and (3) the names or numbers of states in which the textbook had been adopted for use. Only a small number of publishing firms complied with the request for information. For this reason, it is impossible to ascertain either how widely or where the books are used.

Some of the firms sent complimentary copies of textbooks. Others had to be purchased. The expense involved in obtaining the books was a limiting factor in the number of books that could have been analyzed.

Through readings and through correspondence, however, there were ample reasons for assurance that a representative sampling of the type of textbook used in senior high school American history classes throughout the country was selected. Also, there were ample reasons for assurance that these books are extensively used. More than one firm gave claims of publishing the leading seller in this classification of textbooks.

The ninth textbook that was selected for analyzation was a 1961 publication not included in the latest edition of the yearly publication, Textbooks in Print. This book was chosen because it was desirable to analyze the textbook that would be in use in the State of North Carolina.

North Carolina has the single-adoptive textbook system: Only the textbook that is adopted or selected is available for free use by the schools. On March 2, 1961, the State Board of Education adopted for use in the eleventh grade American history classes of the State, The Rise of the American Nation, by Todd and Curti, published for the first time in 1961. This book, which is analyzed in this study, will be put into use in North Carolina at the beginning of the 1961-1962 school term.

Through the Director of the Division of Textbooks of the North Carolina State Board of Education, information was obtained that the book, The Making of Modern America, was under contract for use within the state from 1954 through 1961. The Department of Public Instruction released the information that during the school term 1960-1961, there were 64,111 high school students in North Carolina studying American history. The Department estimated that 95 per cent of these students used the state-adopted text.

It might be surmised that the same percentage of students would use the newly-adopted one.

Methods of Study. The methods of study used in this content analysis were of a descriptive and narrative nature. Presentations were made and discussed in qualitative and quantitative terms.

The textbooks that were examined and analyzed are discussed qualitatively in terms of anonymity within the study. This should give assurance that this study was not intended to evaluate critically any specific textbook.

In order to determine the nature and the amount of the content materials directly related to Mexico in the senior high school American history textbooks, it was necessary to devise a series of topics to use as a guide to facilitate the investigation and to simplify the data. The eight topics, arbitrarily chosen and almost all treated in some manner and to some extent by each textbook, which gives added significance to the findings, are:

1. Conquest and Colonization
2. Independence
3. Texas Revolt
4. Mexican War
5. French Intervention
6. Revolution of 1910 and Its Effects
7. World War I
8. Contemporary Affairs (since 1940)

All the content materials directly related to Mexico could be included in these broad topics which are arranged in chronological, rather than hierachial, order. No evaluations of the textbooks were made concerning the inclusion or exclusion of any particular topic or topics.

To evaluate the content materials in a descriptive, qualitative manner, the following criteria, which will be used in the discussion of each topic, seemed most important:

1. Is the material accurate?
2. Is the material objective?
3. Is the material relevant to the story developed?

Each topic will be evaluated and discussed in a general description in the light of the above criteria; significant variations will be specifically noted.

It was difficult to decide whether to note or to neglect certain passages that lacked any direct assertion in connection with Mexican history but that did have some connection with it by implication. This difficulty arose because Mexico was often discussed in the broader area of Latin American history and Latin American relations. Because of this, an account of the quantitative coverage of Mexico could only be approximated. Consideration was also given to the possibility that tones of feeling and sensitivity could, in part, be conveyed through the broader area of Latin America.

CHAPTER IV

QUANTITATIVE AND QUALITATIVE ANALYSIS

Quantitative Analysis. The quantitative coverage in the nine textbooks which pertained directly to Mexican history averaged approximately nine-tenths per cent of the content material. The books averaged about 778 pages in length, yet only an average of seven of these pages was devoted to material relating directly to Mexico.

The table shows how the material was divided according to topics. The two topics that were treated the most extensively were "Mexican War" which averaged 110.6 lines per text and "Revolution of 1910 and Its Effects" which averaged 102.6 lines per text. The topic that was given least coverage was "Contemporary Affairs (since 1940)" which averaged 3.4 lines per text. "World War I" and "Independence" were given little attention, also. The lack of coverage on recent events should be noted.

The "French Intervention" received almost as much space as "Conquest and Colonization." Most of the material under this latter topic was concerned with accounts of factual information about the conquest rather than about colonization.

Only four of the eight topics were discussed by all of the textbooks: "Texas Revolt", "Mexican War", "French Intervention", and "Revolution of 1910 and Its Effects". However, the range in the number of lines devoted to these topics was great. In the "Mexican War" the range was from 17 lines to 166 lines, and in the "Revolution of 1910 and Its Effects" the range was from 28 lines to 162 lines.

TABLE II
SPACE GIVEN TO MEXICO IN SENIOR HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS

Senior High School American History Textbooks	Number of Lines by Topic								Total Lines on Mexico in Book	Lines Per Page in Book	Total Number of Content Pages in Book	Total Pages Devoted to Mexico in Book	Percentage of Total Pages Devoted to Mexico
	Conquest and Colonization	Independence	Texas Revolt	Mexican War	French Intervention	Revolution of 1910 and Its Effects	World War I	Contemporary Affairs (since 1940)					
1	21	6	56	92	23	127	4	8	337	52	788	6.5	.8
2	6	0	46	132	26	81	0	1	292	44	879	6.6	.8
3	12	1	71	90	10	107	6	2	299	50	873	6.0	.7
4	78	0	29	122	15	134	0	0	378	51	708	7.4	1.0
5	0	0	89	166	27	82	13	0	377	47	800	8.0	1.0
6	45	0	67	158	22	122	10	2	426	43	685	9.9	1.4
7	15	39	45	72	23	28	0	18	240	38	679	6.3	.9
8	53	4	60	146	28	162	10	0	463	53	859	8.7	1.0
9	13	0	32	17	19	80	5	0	166	46	734	3.6	.5
Total Lines by Topic	243	50	495	995	193	923	48	31					

Two books had some coverage of all eight topics; three books had some coverage of seven topics; two had coverage of six; and two had coverage of five. Only four books mentioned "Independence"; and only five, "Contemporary Affairs (since 1940)".

The total pages of content material which pertained directly to Mexico in the particular textbooks ranged from 9.9 pages to 3.6 pages.

Two important points can be drawn from the quantitative information: (1) that quality demands some quantity; and (2) that quantity must not be confused with quality.

This writer's considered opinion is that the eight topics into which the material relating to Mexico was divided were important and relevant enough to be included in senior high school American history textbooks. Presentations of the highest quality possible were most desirable. This, however, could not be attained to any degree when the coverage of the entire topic was missing. Quantity, however, does not by any means guarantee quality. Frequently, insignificant data did little more than confuse the issue and consumed space that could have been used more profitably. Any one-volume textbook that is to be studied within a school year's span must be limited necessarily in the amount of space devoted to any one subject. For this reason, condensation of material is necessary. This can--and must--be done in an effective, accurate, and objective manner that does not misconstrue the facts. At the same time, relevancy to United States history must be maintained. Even if some topics do not appear to be relevant, writers of history textbooks should realize that adequate background is essential for the development of a story.

QUALITATIVE ANALYSIS

Conquest and Colonization. The nine textbooks could easily be divided into three different classifications in the amount of space devoted to the conquest and colonization of Mexico. Five of the books contained a wealth of detail; two books gave only short, but specific accounts; and two merely mentioned the subject as part of the entire Spanish and Portuguese colonial system.

Unequal quantitative coverage could be explained partly by the fact that, in any one-volume book, some topics must necessarily be treated in a slight, incidental manner. Since such a large part of the United States belonged to Mexico for over three hundred years, however, it would seem that some discussion of this period of time would be warranted. In other words, quality demands some quantity.

For the most part, the accounts were accurate. The only infractions of objectivity were in the amount of space devoted to the topic. Emphasis, however, in the various accounts was diverse enough almost to defy any succinct description. One other characteristic that was common to most of the texts is noteworthy: the discussions did not adequately point out and clarify the relevancy and importance of the conquest and colonization of Mexico to United States history. The subject was discussed usually in a detached and isolated manner or as part of a survey of all New World events; linkage to the whole of United States history was never established.

Generally there was more diversity in the discussion of the colonization of Mexico than in the discussion of the conquest. Seven of the nine books devoted at least one paragraph to Cortez, and two

of these contained pictures of him. Descriptions both of him and of the conquest varied emphatically, ranging from "the boldest of the conquerors" and "a dashing adventurer" to such adjectives as "ruthless," "plundering," and "double-crossing." These adjectives of judgment and interpretation might not be inaccurate, but they can distort the story since one word or phrase can give an incomplete description. One author hurriedly disposed of Cortez by saying: "He plundered the city, murdered the ruler, and made Mexico a Spanish province." This statement, implying as it does that Cortez himself was personally responsible for these acts, is one example of questionable accuracy.

Some accounts mentioned that Cortez had a force of something like 500 men and some mentioned superior weapons. One author implied his disrespect for the people of Mexico by saying that Cortez had "about 300 Indians, horses, and cannons."

Books that went into detail described the Aztecs, their leader, Montezuma, and their capital, Tenonchtitlan. Descriptions of the Aztecs varied from "terribly oppressed people living in an empire filled with dissension" to elaborate discussions that praised their high level of civilization. There was one impressive artist's conception of Montezuma. Students were asked to point out details that suggested the dignity and the pomp of Montezuma, the power of Cortez, and the skill of the **Aztecs**. This is an example of how one small picture can substitute for a great deal of narrative.

Coronado and De Vaca were the only explorers in addition to Cortez who were mentioned in reference to Mexico. Two-thirds of the texts

mentioned the former and one-third, the latter. The fabled "Seven Cities of Cibola" were often mentioned in connection with Coronado, whose descriptions varied from the "greatest explorer of the American Southwest" to one who merely "wandered throughout the American Southwest". One author went into minute detail to explain the transactions that led to Coronado's explorations.

Most texts described the main features of the Spanish system of government that were imposed upon Mexico. Emphasis centered mainly around the economic aspect--the gold and silver that was found and the subsequent exploitation of the Indians for the mining of these minerals. Detailed accounts based Spain's decline on the vanishing of this source of wealth. Some books asserted that religion was equally as important as gold and silver, and two books specifically stated that the Roman Catholic religion was the only one allowed under Spanish law. One of these two books further expounded on the subject by mentioning that the Catholic religion was pre-dominant and influential in all Latin America today. Only the complimentary contributions of religion were discussed. One author stated that "in general, only the priests cared about the rights and feelings of the natives."

The political aspect of the colonial system was stressed by some authors. For instance, one of the more elaborate discussions explained or defined the following terms, many of them Spanish: Council of the Indies, Casa de Contracion, viceroys, viceroyalties, asiento, encomiendas, and encomenderos. Most authors recognized the fact that the colonial system, although it was harsh and authoritarian, still

had its redeeming features. Ruthless acts were stressed no more than great achievements.

The Indian was pictured in several texts as playing a passive and suffering role. Only one book stated that the Spanish colonizers married Indian women and no book defined the word "Mexican." No attention whatsoever was given to the new culture, an amalgamation of Spanish and Indian, the aftermath of colonization.

There are a few minor points in which the texts differed. Some of them stated that only Mexico was called "New Spain", while some stated that all the Spanish provinces in the New World were known by this name. One book noted several times that Mexico was part of Central America, when, in fact, it is a part of North America.

In summary, the authors of the textbooks failed to see the direct relation and relevancy of the conquest and colonization of Mexico by the Spanish to the whole of United States history. There was a great variation and diversity in the elaborate details in some of the books. No one particular feature of the Spanish colonial system was stressed by the majority of the textbooks; but, for the most part, the conquest and explorations were stressed more than the colonization. Infractions of objectivity and accuracy were minor, and in all probability, these infractions were due to lack of quantitative data.

Independence. Apparently, few textbook authors saw any connection between United States history and the independence of Mexico. Only three of the nine books contained any information on the topic, and one of these gave only slight mention to it within a larger dis-

cussion of the entire independence movement in Latin America. This one author's only attempt at interpretation was the statement that many Americans were intensely interested in seeing their neighbors to the south (all Latin America) throw off Old World controls, and that the United States gave moral support by recognizing their independence.

Two authors gave rather extensive presentations of factual information and interpretation. One author described the revolution as one "for freedom and independence." He linked it to United States history by noting that Mexico, at the time, included the southwestern borderlands of what is now a part of this country. Furthermore, he concluded that the revolution was of immediate concern to the United States and objectively stated his reasons: for some it was a continuation of the hemispheric struggle for independence, and for others it was an opportunity to secure additional territory for the United States. The particular author did not attempt to interpret the revolution as it applied to Mexico.

On the other hand, the second author who extensively discussed the subject thoroughly weighed the situation in Mexico. He freely commented, judged, and interpreted. His complete account follows:

It was hard to liberate the Mexicans. There the people, mainly the Indians, had little to fight for. Most of the land was in the hands of colonists of Spanish ancestry or, as in the French Old Regime, owned by the Church. The economic system was really feudal and the Indian peasants were little more than peons (serfs). The Indians had retained some self-rule in their villages since the Aztec times but they had no idea of self-rule on a national level. Consequently, when leaders tried to unite the Mexicans in a war of independence, their efforts bogged down sooner or later.

This was the tragic experience of Father Hidalgo, a parish priest. In 1810, he assembled a few hundred of his parishioners and stormed the local prison (a sort of Bastille). Successful, he attracted a mob of undisciplined and untrained patriots and advanced on Mexico City. A small group of Spanish soldiers met the attack. Many of Hidalgo's followers deserted and the remnant of Hidalgo's "army" was severely beaten in 1811. Hidalgo was betrayed, captured, and put to death. Father Hidalgo's dream of a democratic Mexico was shattered and was not to be fulfilled for a century. Nevertheless, he became known as the "Father of Mexican Independence."

Mexico became independent in 1822, but the rulers that came into power were as tyrannical as the Spanish government. First, there was caudillo by the name of Iturbide, who in imitation of Napoleon, proclaimed himself emperor. He lasted only one year. In 1823, a general, Santa Anna, proclaimed a republic and made himself dictator. General Santa Anna ruled the Mexican republic for a generation. But Iturbide and Santa Anna and others like them never represented the peasants, the Indians. They spoke for the interests of the landlords and the few business men.

It was not until 1858 when Benito Juarez, a full-blooded Indian and a brilliant lawyer, became president that the vast majority of Mexicans had a spokesman for the common people. He divided some of the land more fairly among the peons. He deprived the Church and the army of some of their privileges. As a result, a civil war broke out that was as bloody as our own. Juarez sought refuge in the mountains where he had to hide for a few years. In the meanwhile, Napoleon III had sent his puppet, Maximilian, to rule Mexico. Juarez, at the head of an army, came out of hiding to fight the French and the new Emperor of Mexico. Maximilian was captured and shot. The victor was elected president again. Juarez continued to reduce poverty and to give the people more rights. He was re-elected in 1872, but, unfortunately for the Mexican people, died the same year. His successor, President Lerdo, was overthrown by a general, Porfirio Diaz. Civilian government was at an end, and so was liberty. Diaz enjoyed the longest dictatorship in Latin American history--from 1876 to 1911.

The relevancy of the independence movement to United States history is not presented. The chronology ranged from 1810 to 1911 and, although enumerable details were related, the Texas Revolt and the

Mexican War were not mentioned. Eight specific dates and eight specific men were mentioned in the short account. The men or leaders were treated as personally being responsible for the existing conditions. The subjects of liberty and democracy, discussed in the second and last paragraphs, need some clarification for the senior high school American history student. In the second paragraph the author said Mexico had no democracy until 1911. In the last paragraph, he said liberty came to an end with the advent of Diaz. Both statements are of a highly debatable nature. From this account the reader is left with the impression that no progress whatsoever was made in Mexico until after 1911. The author's viewpoint of the independence movement was primarily negative.

Some points concerning accuracy need to be pointed out also. It is not entirely correct to say that Santa Anna ruled Mexico for a generation. This certainly implies that his reign was constant. In actuality, he ruled sporadically for this amount of time, as he was in and out of politics and in and out of office. Also, it is not entirely correct to say that Juarez became President in 1858, because in 1858 there were two claimants to the presidency, and, of the two, Juarez was the unofficial one.

In summary, only three textbooks contained references to the independence movement and one of these was slight. One text discussed the topic accurately and objectively and took advantage of its relevancy to United States history. Another text, which contained a large amount of data, treated the topic in a manner that was somewhat less than completely accurate and objective and was not developed as being relevant to United States history.

Texas Revolt. The Texas Revolt for independence from Mexico was usually discussed within the larger theme of manifest destiny. As such, it was made relevant to the whole of United States history. Some texts presented only the facts, without weighing them one way or another. Some viewed the revolt as a "normal advance of the frontier," and others viewed it as being motivated by United States expansionists and pro-slavery advocates.

Most accounts were accurate, although there were some variations in the details. For instance, six of the nine books gave figures for the number of Americans who lived in Texas in 1830. These figures ranged from 15,000 to 30,000. One textbook, in a severe criticism of Santa Anna, said that he abolished slavery in Texas and had laws passed which aimed to check further immigration to the province. These statements are somewhat inaccurate as the deeds should have been credited to the Mexican government, which passed laws to abolish slavery under President Guerero in 1829 and to restrict further immigration into Texas under President Alaman in 1830.

Erroneous and non-objective impressions are conveyed by part of the textbooks. Examples of these are numerous. One text stated that Texas settlers had to become Mexican citizens and adopt the Roman Catholic religion. The author did not explain that adoption of the religion was required only in the contract made to Moses Austin in 1821 by the Spanish government and that it was not required later that year or at anytime thereafter by the Mexican government.

The discussions on the reasons for a revolt varied. One author

objectively and it would seem, correctly explained the trouble. He said the revolt resulted from quarrels over taxation and the right of self-rule, but that "above all, was the fact that the Americans in Texas were used to a much different way of life." One author, without going into detail, said that the "severe restrictions" placed on Texas, which included a check on the further importation of slaves, so inflamed the Texans that they broke into rebellion. Such a statement implies that the Mexican government was the sole cause of the revolt and that because of their "severe restrictions" the Texans had a just cause and a perfect right to revolt. Another author implied the same thing by saying, "The Mexican government was weak, inefficient and constantly changing" and because of this weakness, it could not enforce the laws which placed restrictions on the Texas settlers. These last two statements may not be inaccurate but they do not adequately or thoroughly explain all the reasons for the revolt. Also, they are negative approaches, justifying only one side of the trouble: Texas was completely whitewashed from any fault.

Details, naturally, varied from book to book, but eight books mentioned the battle at the Alamo and seven mentioned the battle at San Jacinto. Discussions of the fighting invariably described the Texans as being heroic and outnumbered and the Mexicans as being cruel: Sam Houston was praised as a patriot while Santa Anna was damned as a murderer.

Little attention was given to the signing of the peace treaty by any of the authors, but all acknowledged the independence of Texas

from Mexico in some manner. The authors who seemed to strive hardest for objectivity stressed the point that Santa Anna signed the peace treaty while he was a prisoner of the Texans and that, consequently, both he and the Mexican government considered the treaty invalid. Furthermore, the authors who brought out this point had an explanation for Mexico's not recognizing the independence of Texas, while most of the books merely stated that independence was not recognized.

In most textbooks, Mexico was not mentioned in the story of the annexation of Texas. One book, however, disposed of the story with this statement: "For nine years the annexation was delayed because of fear that annexation would lead to war with Mexico." Most books discussed the annexation from the political angle--a struggle between the pro-slavery, abolitionist, and expansionist forces.

In conclusion, the majority of the textbooks had accurate and objective accounts of the Texas Revolt for independence. There were variation and diversity in many of the details. By its very nature, the topic is relevant to United States history.

Mexican War. The account of the Mexican War followed the discussion of the Texas Revolt in the great majority of the textbooks. The quality of the coverage of this topic was, almost without exception, exceedingly high in matters of fact and interpretation. Also, variation among the several accounts regarding the details was not marked, except for one book that did little more than acknowledge the fact that the War occurred. The similarity and intricacy of the details can be pointed out by the names of some of the battles that were mentioned in the con-

tent materials and the number of textbooks (in parentheses) in which the battles were mentioned:

1. Bear Flag Rebellion (8)
2. Buena Vista (8)
3. Mexico City (9)
4. Monterrey (7)
5. Santa Fe (5)
6. Cerra Gordo (3)
7. Vera Cruz (7)

To some extent, all textbooks contained an analysis of the complex forces that brought on the conflict: the annexation of Texas and the subsequent severance of diplomatic relations between the two countries; the boundary dispute after the independence of Texas; the failure of Mexico to settle claims with Americans; the weakness of the Mexican government after many internal revolutions; and the expansionist impetus in the United States.

In these analyses, the Mexican point of view was usually presented. One author began his account with this objective interpretation: "At the root of the conflict was the fact that two different ways of life met and clashed in the vast region west of Texas and merging into the Mexican area known as Upper California (the California we know today)." He continued in the next sentence by recognizing Mexico's right to this region: "Mexico's claim to all this territory, a claim inherited from the Spaniards, dated back to 1494, more than a century before the first English settlement appeared on the Atlantic Coast."

Several of the texts presented the War as nothing short of shameless aggression by a strong nation against a weak one. Thus, one author after discussing the opposition of the Whigs and the anti-slavery forces

quoted Ulysses S. Grant, who termed the war "the most unjust" in American history. He then quoted a Congressman of the times who said, "It is our own President [Polk] who began this war." The same author, after giving the terms of the Treaty of Guadalupe Hidalgo, conveyed his own interpretation by quoting a Whig who spoke of the treaty as being "negotiated by an unauthorized agent, with an unknowledged government, submitted by an accidental President to a dissatisfied Senate." Two textbooks credited "modern historians" with the view that "The United States was the aggressive party."

Most authors, however, take the precaution of presenting both sides of the conflict. This was pointed out in a very specific manner by five books that had subtitles of which each devoted several paragraphs to the situation. These subtitles clearly indicate the objective intentions of the author: Opposition to the War, Was the Mexican War Justifiable?, Whig Opposition, Sources of Friction, and Who Started the War? Seven of the textbooks gave some attention to the "Spot Resolution" which was offered at the time by Abraham Lincoln. Still, the prevailing opinion, as phrased by one author, was that "those who justify the war have to admit that it was unfortunate. In the republics south of the Rio Grande, it left fear and hate that lasted for generations."

A very small number of textbooks seemed to give particular emphasis to the view that only a few leaders in the United States were strongly motivated by ideas of manifest destiny and that the country as a whole could be absolved of any blame. These books spoke of "Mr. Polk's

War" and his anxiety and desire to acquire additional territory for the United States. One author made this statement: "A man of greater patience than Polk in the White House might have kept the expansionist feelings within the bounds of peace. And a more reasonable and reliable government at Mexico City might well have agreed in time to the generous offer we made it for distant provinces over which it had little control." On the surface, this statement is acceptable, but an "unreasonable" and an "unreliable" government is a more severe criticism than an impatient President. Then, too, it is somewhat misleading to speak of our offer to buy the Mexican provinces as "generous" for this is merely an opinion.

In conclusion, the crux of the entire topic of the Mexican War is accuracy and objectivity, since the very nature of the subject makes it relevant to United States history. As a whole, the textbooks ranked exceedingly high on these points. There was no reason to believe that the accounts were inaccurate; in matters of objectivity, it is very probable that the student who reads any of the accounts would be led to take a critical view of the position of the United States and to acquire a tolerance, and perhaps an approval, of the acts of the Mexicans. Except for one book which is lacking in quantitative data, the presentations of the topics were very similar, and variation in the selection of details was minor. This was conveyed through the chapter titles which provided the context for the discussions:

1. Advance to the Pacific
2. America Expanded to the Pacific
3. The United States Expands to the Pacific

4. The Nation Expands to the Pacific
5. The Westward Movement Reaches the Pacific
6. The West: Manifest Destiny
7. Manifest Destiny
8. Expansion Speeds up Sectional Strife
9. Slavery Controversy Divides the Nation

French Intervention. The treatment of the French intervention in Mexico by the textbooks was fairly uniform and cautious in interpretation. Each textbook generally devoted from one to two paragraphs to the topic and there was little deviation in the contents. Each made the topic relevant to United States history by first linking it to the Monroe Doctrine. Exemplary descriptions of the intervention are "the first major test of the Monroe Doctrine" and "the first and perhaps the most serious challenge ever made to the Monroe Doctrine."

The internal revolutions in Mexico, the debts owed by the country to France, Great Britain, and Spain, the demand of payment of these debts, and the occupation of Vera Cruz by these countries were usually described in the textbooks. Most books recognized Napoleon's desire to set up an Empire in the New World "at any cost." After the occupation of Vera Cruz, some texts said, the other two foreign powers withdrew; one asserted that, after Mexico repaid its debts, Spain and Great Britain withdrew. In actuality only an agreement to repay the debts was made.

Throughout the discussions of France's eventually taking over and setting up a puppet state in Mexico under Maximilian, it was stressed that the United States was too busy fighting its own War between the North and the South to do anything other than refuse recognition of

Maximilian's government. Some textbooks, then, gave the United States complete credit for getting the French out of Mexico, and by doing so, implied that Mexico should be grateful to us. This was exemplified by such statements as this: "Fortunately, Secretary of State Seward put the French government on notice that we would not allow the keeping of a foreign army in Mexico."

Some books said that the United States "prepared" to send troops to Mexico and one said that 50,000 troops under General Sheridan were sent to the border to compel the withdrawal. Other books, more objectively, stated that the demands of the United States plus the threat of war in Europe caused Napoleon to withdraw his troops.

The withdrawal of the troops was considered "a striking diplomatic victory for the United States." Seward's "skillful diplomacy" was frequently mentioned and one book gave him credit for averting war with France. Some books told how the withdrawal increased our standing in the rest of the world. Maximilian's execution was noted by the majority of the texts; one author let nationalism really creep in when he said "despite the pleas of the United States." Actually, many other countries also pleaded with the Mexicans to spare Maximilian's life.

The textbooks ranked exceedingly high in accuracy and in making the intervention relevant to United States history; however, they ranked somewhat lower in matters of objectivity. The Mexican point of view was never presented. The student was not given any indication whether that country, or any country, approved or disapproved of the acts of the United States. According to these accounts, the United

States, rather than Mexico, came out the victor; all honor and all praise belong to us.

Revolution of 1910 and Its Effects. The topic concerning the Revolution of 1910 and its effects was treated more extensively than any other except that of the Mexican War. For the most part, the discussions centered around the intervention of the United States in Mexico rather than on the actual causes and results of the Revolution as it affected Mexico. The majority of the books had elaborate detailed coverage, while three gave only brief coverage, and one neglected the subject almost entirely.

Generally, the factual data in the books left very little room for anything that could be called interpretation. As an example, seven of the books mentioned at least six Mexicans in connection with the Revolution. Many of the details appeared to be rather insignificant, especially in view of the fact that such little interpretation was given.

Most texts began the account by describing the domestic political problems of Mexico during the presidential terms of Porfirio Diaz. They gave some economic penetration into the extent of American investments in that country, mainly by the quoting of figures. One book deviated severely from this pattern by asserting, "Since Mexicans lacked the skill and money to develop their resources themselves, Diaz encouraged foreigners to open up mines and oil fields and build railroads." The downgrading of all Mexicans hardly seemed necessary in order to explain foreign investments in that country.

Diaz was the only Mexican mentioned by every textbook, and the

majority criticized him severely. A few of the books, however, were more objective. One book, for instance, gave him credit for realizing in his later years that foreigners controlled too much of Mexico. The same book asserted that Mexico had enjoyed domestic peace and economic development under Diaz, "but it was the peace of despotism." Another book also stated that he had brought peace and order to the country and had done a great deal to develop Mexico's material resources. Books that did describe President Diaz in such an objective manner as those cited above came closer to presenting the Mexican point of view than those books that pictured him only as a cruel, despotic tyrant.

The impression was left by most of the textbooks that the cause of the Revolution was foreign investments in the country. There was one exception to this when the author specifically stated: "The chief cause of discontent was the condition of the poorer classes." Francisco Madero was given credit by eight of the textbooks for leading the revolt against Diaz. He was depicted as a liberal, progressive leader. Victoriano Huerta, the army general who overthrew the government of Madero, was described by the same books as being cruel and ignorant.

Trouble with the United States began when Huerta proclaimed himself head of the Mexican government. The majority of the books told how Woodrow Wilson, President of the United States, deviated from tradition and refused to recognize the new leader who "had risen to power as the result of a cold-blooded murder." (Madero was the victim.)

The pressure on Wilson from American investors to intervene was noted, while Wilson's policy of "watchful waiting" was considered to

be one which would fulfill his hopes and desires for permanent peace and independence for the Mexican people. Wilson's policy was frequently questioned, but never condemned. With a somewhat sarcastic tone, one author said, "He [Wilson] called his policy "watchful waiting" but watchful action would have better described it." Many books left the impression that most Latin Americans favored the policy, while United States businessmen criticized it.

No text considered the seizure and occupation of Vera Cruz by United States marines to be an act of aggression and few used the word "intervention" in the discussion of the matter. None considered that the intervention might have been caused by economic imperialism. Those books that went into detail greatly elaborated on the flag incident. The majority of the books considered that the United States had been insulted: "On one occasion an insult to the American flag led to armed intervention." Other books appeared more complacent about the incident and did not go into enough detail to make a real issue. These books, in effect, considered Wilson's act as "necessary" or merely as "his decision." The more objective books gave two sides to the picture. One interpreted the demand of the Americans for the Mexicans to salute the flag as "an ill-advised demand of Admiral Mayo." Another text gave Huerta's view: "He [Huerta] insisted that we logically could not ask him to fire a salute to our flag when we refused to recognize him as president."

The majority of the books gave high praise to the United States for accepting the mediation of the "ABC" powers to settle the Vera Cruz

incident. The authors asserted that the United States was in a position to dictate the choice of Huerta's successor and implied that only through our benevolence and our faith in our Latin American neighbors did we allow the "ABC" powers to arbitrate the matter.

Pancho Villa's venture into Mexico was described by most of the texts as an act of anger against the United States for helping Venustiano Carranza, the successor of Huerta, and as an act that hopefully would force American interference in Mexico. All books spoke of the reluctance of Carranza in giving Wilson permission to send an expedition into Mexico to capture Villa. The failure of Pershing and his 5000 men to capture Villa and their withdrawal from Mexico was usually attributed to the ever-growing hostility of the Mexicans, although some authors thought it was due to the pressing need for the United States to turn its full attention to World War I.

The discussion of the "uneasy relations" between the two countries was usually dropped after Pershing's withdrawal and picked up again only after World War I was discussed. The context for further coverage was generally "The Good Neighbor Policy." Many texts very carefully, and ordinarily without judgment, made some note of the 1917 Constitution. There was a great variation in details, but, in most cases, Article 27, which caused the oil controversy, was mentioned. One book elaborated on this particular Article, telling in a rather long paragraph of the restrictions it placed on the Catholic Church in Mexico. Actually, the restrictions included all churches.

The improvement of our relations with Mexico after some furor

over the 1917 constitutional provisions, was generally credited to the United States ambassador to Mexico, Dwight W. Morrow. He was lauded and praised by six textbooks, several of which mentioned his fellow "good-will ambassadors," Will Rogers and Charles A. Lindbergh. Two textbooks gave Morrow credit not only for improving relations but with settling the oil controversy. By not discussing either the controversy or Mexico any further in the entirety of the books, the authors compromised on accuracy: Morrow was given undue credit and the most important part of the oil controversy was not related.

No book, on the other hand, mentioned the outstanding diplomacy displayed by Josephus S. Daniels, the United States ambassador to Mexico during the actual settlement of the oil issue. There were only six books that dealt with the settlement, as two books stopped their discussion with Morrow's compromise and one book completely neglected the whole subject of the oil controversy. These six books treated the settlement in a variety of ways. Some of them did little more than state the fact that an agreement over the issue was made. Some tried to explain it with figures and purely factual information. Others did an excellent interpretation of the results.

Concerning the disagreement over the oil properties, one book stated, "...the United States adopted a policy of forbearance, not intervention." The connotation of this statement is undesirable.

Figures quoted on the value of the oil properties also left undesirable connotations. Several books, for instance, explicitly stated that the American and British companies valued their Mexican oil prop-

erties at \$450 million. Later on in the discussions of the final settlement, it was stated that the American oil companies settled for \$24 million in 1941. The great gap in these figures left much unexplained for the reader. It was not made clear that the properties may not have been "worth" what the companies claimed. Also, no idea was given as to how much of the \$450 million was claimed by the American investors only. Then, too, the figure, \$24 million, that was quoted as settlement, did not include "all" the oil companies. One company, in independent negotiations with the Mexican government, had previously settled for \$8.5 million.

Two books carefully emphasized Mexico's right to confiscate the oil properties owned by foreign investors provided the country paid a fair price for them. Only one book noted that the United States retaliated to the confiscation by discontinuing the buying of Mexican silver. Although most of the books stated that an agreement was reached in 1941, only two noted that full payment by Mexico was completed in 1949.

In conclusion, the books ranked rather high on accuracy of facts. Their interpretations, however, were limited and somewhat non-objective. The authors showed little, if any, sympathy for the Revolution itself or for the Mexican people during the tumultuous times. The United States was generally lauded for all its actions.

There was a great deal of quantitative coverage on the topic, some of which would possibly influence the minds of the readers adversely. For instance, much more coverage and attention were given to

Madero and Huerta than to Cardenas. This fact could make the readers think that these two leaders were more important than Cardenas as far as Mexico or the United States is concerned.

The books contained a great deal of insignificant data. Most of this was concerned with the political upheavals, and almost no attention was given to the social and cultural aspects of the Revolution. The economic aspect was viewed only in light of the oil controversy.

Perhaps the recency of the Revolution has fostered too much caution and carelessness in the reporting of the situation.

World War I. Six of the nine textbooks mentioned the "Zimmermann Note" in connection with World War I. The accounts were practically synonymous. All of them considered the interception of the message from the German minister, Alfred Zimmermann, to Mexico, to be one of the many incidents that caused the United States to enter World War I, and this was the only interpretation given to the note. In this manner, the accounts were made relevant to United States history.

The textbooks seemed to be accurate in the coverage of this data. The material was presented in such a way that objectivity concerning Mexico was not a point. The reaction of Mexico to the interception or publication of the message was not stated. Neither were any assumptions made as to the reason for its being sent to this particular country. None of the books made note of the fact that Mexico did not participate in World War I.

Contemporary Affairs (since 1940). Little attention was given to the contemporary affairs of Mexico by textbook writers. Three texts made note of the fact that Mexico was a valuable ally of the United States during World War II, and one of these gave Mexico credit for preventing "the threat of Axis intrigue along our southern border." Two books noted that Mexico is one of the two countries under the non-quota system in our immigration laws and that many Mexicans emigrate to the United States.

One author, in discussing the success and reforms of the Revolution of 1910, took special care to bring the account up-to-date. Figures for the increase in industrial production and national income were listed through 1950.

Only one other author treated contemporary affairs to any extent. This author told of the visits of two Presidents of the United States, Franklin D. Roosevelt and Harry S. Truman, to Mexico and of how two countries' friendly relations were further cemented by these visits. This particular author also mentioned the recent Mexican Presidents, Avila Camacho and Miquel Aleman.

In conclusion, two textbooks gave excellent, although not extensive, treatment to affairs concerning Mexico since 1940; and only three texts made slight mention of the topic. These five accounts, apparently accurate and objective, were also relevant, in each case, to the whole of the story that was developed.

CHAPTER V

SUMMARY AND CONCLUSIONS

The content material pertaining directly to Mexico was analyzed in nine selected senior high school American history textbooks. The content was divided into eight arbitrarily chosen topics and descriptions were made of the material in qualitative and quantitative terms. The criteria of accuracy, objectivity, and relevancy to the development of the story was used to evaluate and discuss the material. The books were analyzed qualitatively in terms of anonymity.

Quantitatively, the books contained an average of seven pages of content material pertaining directly to Mexico. These seven pages were approximately nine-tenths per cent of the total pages of content material.

Qualitatively, there was a great deal of variation and diversity between the textbooks. Contrary to expectancy, the writer found little evidence of complete inaccuracy. Factual data or information was frequently only partly accurate, but seldom wholly inaccurate. This led to the assumption that lack of space and the necessity to condense material in a one-volume text were partly at fault. One might also assume that the inaccuracies were due to carelessness.

Books that contained a large amount of space on matter relating to Mexico often bogged down the narration with insignificant and unimportant facts and figures. The space could have been used more profitably in the interpretation of events and happenings. Students need to know the reasons behind actions; they need to know the alternatives;

and they need to know the point of view held by people other than Americans.

The lack of content material concerning the social and cultural aspects of matters pertaining directly to Mexico was a common characteristic of the textbooks. Most of the content material was concerned with military matters. In many instances the military matters coincided somewhat with the economical aspects, but economic material pertaining to Mexico itself was given little attention. Condensation of facts and figures and the elimination of insignificant data could have provided space in a one-volume textbook for discussion on social and cultural matters, for in the long run, these are aspects of history that lead to the greatest understanding of people.

Some few books, no more than one-third of those analyzed, would be considered adequate by the researcher. The content material in these books generally were accurate, objective, and relevant to United States history. Possibly, they would give enough background for the student to acquire a fair picture of the events and happenings in matters pertaining to Mexico. Lack of information on contemporary affairs and on social and cultural matters are characteristics that need to be improved upon.

Approximately one-third of the textbooks were considered to be almost completely inadequate on matters pertaining to Mexico. The remaining books are redeemed from this criticism only because they contained some few good discussions on part of the topics.

Perhaps these conclusions would vary somewhat, and at the same

time be more valuable, if the analyzation of the textbooks had included the whole of Latin America instead of one country.

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