

# The Floyd Family Collection

## CATALOG OF TEXTBOOKS & RELATED MATERIALS

PUBLISHED IN HONOR OF

# William & Cletis Floyd

\*

Edited by David E. Vancil

Assistant Editor, Dennis Vetovec

\*

Friends of the Cunningham Memorial Library  
Terre Haute, 1999

Copyright © 1999 by Indiana State University

Electronic Edition

Not for Commercial Use or Resale;  
Educational Use Only

Corrected December 14, 1999

# Contents

|  |      |
|--|------|
| <b>Preface</b> .....                     | v    |
| <b>Introduction</b> .....                | ix   |
| <b>Use of the Catalog</b> .....          | xvii |
| <b>Part I: English</b> .....             | 1    |
| <b>Part II: Other Subjects</b>           |      |
| Business Education.....                  | 65   |
| Foreign Languages .....                  | 69   |
| History.....                             | 77   |
| Mathematics.....                         | 89   |
| Music.....                               | 111  |
| Science .....                            | 123  |
| Social Studies .....                     | 133  |
| Various Subjects & Additions .....       | 147  |
| <b>Part III: Teacher Materials</b> ..... | 151  |
| <b>Part IV: Appendix</b>                 |      |
| Titles Issued With Textbooks .....       | 157  |
| <b>Indexes</b>                           |      |
| Author Main-Entry Index.....             | 161  |
| Title Main-Entry Index .....             | 171  |



# **Preface**

by William M. Floyd

I was born in 1907, nearly 93 years ago. Early in my life, I decided to become a schoolteacher. Instilled by the example of my own teachers, I was enthralled with the world of learning, for books were a way into the world for a lad who came from a rural background. By the time I was 20, I had begun teaching in a one-room school. By the end of my career, I had attained every education degree available at Purdue University and had become Superintendent of Schools of West Lafayette, Indiana.

Meanwhile, my life was full of family. My wife, Cletis, had to give up her teaching career because only single women could teach at the time we married. We had two sons. Iran became a schoolteacher and eventually a school superintendent like me. Ivan continues to practice law. Both my sons understood the importance of education. My wife and I instilled its importance in our boys as surely as Cletis's parents had instilled it in her and I had been inspired by teachers and books.

In the course of a life in which so much has occurred in the realm of communication, transportation, and medicine, I have also seen constants in shared community beliefs, particularly in the Midwest and our own Hoosier state, that I realized I was passing along to future generations as a teacher. Teachers, along with the textbooks they used, were a powerful combination not only in informing students but also in forming their values. World War II saw the destruction not only of the Axis but of a kind of simplicity that allowed one to grow up in a protected and somewhat isolated environment. Every value became scrutinized, and not only did teaching change, but so did textbooks.

It seems to me that from around 1840 up to and possibly through 1940/45, education was a fairly straightforward process of teaching subjects and a commonly held set of values. Since World War II, the emphasis has been more on the individual and ways for the individual to succeed. While teachers may personally espouse many of the same virtues as their forebears, they may no longer assume that their students will accept them. The local community or region has been displaced by a much larger community, the world itself with all its conflicting views and beliefs.

Yet we still accept many of the core beliefs of earlier generations, even if they are not a strong presence in schoolbooks and teaching. How did we arrive at them? Are we in jeopardy of losing them without the intervention of teachers in developing the moral sense of children? By studying the past, particularly as evidenced by the documentary evidence of the textbooks in the collection named for my family, perhaps students and scholars can explore such questions.

Thus far, one book has relied heavily on the contents of the Floyd Family Collection for its historical research, Sharon Vincz Andrews's *Teaching Kids to Care: Exploring Values through Literature and Inquiry*, published in 1993. Other scholars have conducted research, and I hope that their work tells us more about our society, especially as it is found here in the Midwest.

My wife, Cletis, possessed a small collection of 121 schoolbooks that had been passed through several generations of her family in which teaching school was an honorable and respected way of making a livelihood and contributing something valuable to future generations. Most of them were English readers, and in studying them I saw that ingrained in these books were the values by which both of us lived and taught. We decided that it would be useful to establish a collection of schoolbooks in a place of higher learning so that they could be studied for their influence on society. We selected Indiana State University, a formal normal school, as the best possible choice in Indiana to establish such a collection. Thus the Floyd Family Collection began in 1979 with a gift of the original volumes.

Sometimes in large numbers and sometimes as just a few books at a time, Cletis and I donated 13 gifts in all. Now the collection has grown to nearly 1,600 titles, with many of them available in multiple copies. Of the total, Cletis and I and our two sons Ivan and Iran are responsible for finding and donating at least half, having gathered them from friends or purchased them from booksellers. The rest of the books have come from donors who contacted David Vancil, the curator of the collection, or from purchases that he made.

The guidelines for inclusion of textbooks in the collection are straightforward. The books in the collection should have been used in an Indiana classroom or as a supplemental text by a teacher, been published in Indiana, or authored by an Indiana

native or an employee in an Indiana educational institution. Some books not designed as textbooks, such as Eggleston's *Hoosier Schoolmaster* but widely used in classrooms, have been included. Other books in the collection show another perspective of the educational process and include items such as publishers' catalogs from which teachers might have selected books, instructional books for teachers, or textbooks held in school or public libraries that supplemented classroom books. A small group of books, primarily from foreign sources, were works that textbook writers and publishers throughout the nation often plagiarized or reprinted in translation without proper attribution or permission. Examples of such works are provided so that researchers may easily compare works to possible sources, particularly in the realm of geography.

While the focus period of 1840-1940/45 is the main emphasis of the collection, there are many books that fall outside it. In this way, the publishing history of some books may be traced. Also, having some books on either side of the focus period lifts into high relief changes not only in subject matter and moral and ethical issues but illustrates changes in teaching methodology.

I believe, and so does Cletis, that it is important to know where we came from, not only to appreciate our past, but to understand what we as a people may want to become in the future. We are very thankful that this catalog of textbooks and related materials is being published. We hope that the printed catalog will contribute to the history of early textbooks and education, especially in Indiana, and perhaps suggest paths teaching and textbooks may want to explore for future generations. I hope these old books will inspire some perusers of the catalog as much as they have the Floyd family.

October 1999



# **Introduction<sup>1</sup>**

By David E. Vancil  
*Curator of the Floyd Family Collection*

As we approach the twenty-first century, I find the publishing of this catalog containing primarily textbooks used in Indiana or authored by a Hoosier to be highly appropriate. In its holdings, primarily published in the focus period of 1840 to 1940 or 45, are the openly expressed aspirations, beliefs, and moral values of not-too-distant past generations.

To lose the past is in some degree to lose the future. Because teaching methodologies have changed along with views on the role of the schoolteacher, the schoolbooks and teaching methods of the past have been dismissed and been given but cursory study, resulting instead of genuine insight about our past and possible futures a kind of musty nostalgia that has produced a few reprinted copies of McGuffey readers and the like. Yet there were many other important textbook creators in addition to the deservedly famous McGuffey brothers, and much of what they imparted in terms of the wisdom of living is still passed down from one generation to the next, particularly here in the Midwest.

The study of how textbooks were used and affected hundreds of thousands of Midwesterners requires a representative collection of material. Without the enterprise and dedication of William Martin Floyd and his wife, Cletis Pearl Floyd, who conceived of the idea behind Floyd Family Collection, such a collection with a regional focus would probably never have been undertaken and subsequently preserved. Luckily, Indiana State University and the Floyds agreed on its research value, and in 1979 Indiana State University Library accepted the first gift of 121 textbooks.

From 1927 until 1945, William Floyd was an Indiana schoolteacher, first as an elementary teacher in the Washington County Schools. From 1945 to 1967 he served as Superintendent of Education for the West Lafayette school system. Until his

retirement, he was director of the Wabash Valley Education Center in West Lafayette, except for a year that he spent in France with Cletis as a visiting high school principal. Since his retirement, he has served frequently as a consultant to the Indiana Department of Education. William Floyd has written one book that bears on the the Floyd Family Collection, his 1976 *A Vision of the Past: The History of the Public Schools of West Lafayette, Indiana*, an 88-page, self-published monograph.<sup>2</sup>

Having been born in 1907 and spent his life in education either as a teacher or as an administrator, Mr. Floyd was in a better position than most individuals to observe the effect of teaching and textbooks in his life. Unlike children today, he could not flip a switch and gain instant access to information from the radio, television, or Internet. As he states in his own words:<sup>3</sup>

My own school experience played a part in the purpose envisioned in this collection. I was enrolled in Indiana public elementary and secondary schools from 1914-1926. The school textbook provided about ninety-eight percent of the reading matter available to me as a young scholar.

I grew up in a middle to lower middle class small farm family. I do not believe there were more than one dozen books other than school textbooks in my childhood home. My family subscribed to one weekly newspaper and one bi-weekly paper. Radio was not available in rural areas of southern Indiana until after 1920. The nearest town library was ten miles away with only a horse drawn vehicle to reach it.

The eight years of elementary school provided no more than a couple of dozen supplementary books for me to use. The four years in high school exposed me to less than one thousand library books. Hence, it was not until I arrived on a college campus in 1926 that I was able to view a library with a few thousand rather well selected reference books and a librarian to give guidance to the use of books.

I have injected this personal story with the intention of demonstrating the sparse learning facilities available to rural children in Indiana up through the first quarter of the 20th century. I believe my family represented a large segment of the greater community around us.

With the help of their sons, Ivan and Iran, and family friends, the Floyds gathered and donated more than half of the textbooks and related material. Particularly keen on acquiring the readers used in English classes during the focus period of 1840 through 1940/45, since readers used stories and similar texts to impart common values, the Floyds amassed a large sample of these works. Sometimes containing a

few books and as frequently a great many, the Floyds delivered a total of 13 gifts to the collection, totaling approximately half the textbook titles and other materials now housed in the collection.

The Floyd Family Collection has grown by 500 books in the last five years alone, and now numbers nearly 1,600 titles. Multiple copies of some of the textbooks increase the holdings by several hundred volumes. Not only the Floyds and their circle of friends but others have been instrumental in the rapid growth of the collection of books. In particular, I am indebted to Edith Dome Crenshaw, a retired schoolteacher from Evansville, for providing examples of titles used in the southern part of the state.

I plan to flesh out the collection with an additional gift from Mrs. Crenshaw after the publication of this catalog. The new gift will provide examples from the 1950s and 1960s. The addition of these materials will allow greater opportunity for making comparisons among books in the focus period and the decades immediately following it. In addition, for later editions of already held titles, it will be possible to continue to look at edition changes and the activities of some of the long-lived publishers in the field of education.

Many others in addition to Gertrude Dome Crenshaw have been generous in adding to the collection. Notable among them are the following: Nathan Bridwell, the Crawford Family, Mildred Pendergast, Dan Callahan, Mrs. Logan Miller, Harriette Miller, John W. Shonk, Vernon Cristee, John Cogswell, and Benjamin Walker. (Benjamin Walker, it should be noted, has endowed Cunningham Memorial Library with his own collection of textbooks, emphasizing influential pre-1901 titles.)

Two institutions which have made significant donations are the Lilly Library of Indiana University and the Indianapolis-Marion County Public Library. The Lilly Library does not collect books in this area and occasionally sends donated textbooks on to Indiana State University for inclusion in either the Floyd Family Collection or the Walker Collection. In the case of the IMCPL, over 340 volumes had been kept in storage for many years in the main downtown library until donated to the Floyd Family Collection. While some of the books held by the IMCPL may not have been

used in schoolrooms themselves, they represent the role a library plays in assisting individuals, some of whom would include students, in self-education activities.

A recent catalog of the textbook collection of the Educational Research Library of the United States Department of Education, *Early American Textbooks, 1775-1900*,<sup>4</sup> lists more than 6,100 books published in eighteenth- and nineteenth-century America. The listings in the Education Department's catalog points out two important aspects of the Floyd Family holdings at Indiana State University. First, it indicates that there are probably many more titles which could be added to the Floyd Family Collection. How many of these 6,100 textbooks were used in Indiana in addition to the 1,600 or so unique titles already housed in the Floyd Family is difficult to say. Unfortunately, records of books used in schools were not maintained as a matter of routine in county courthouses until recent years. Second, although *Early American Textbooks* represents the largest collection of its kind, it is far from complete. Many of the textbooks found both in the Floyd Family Collection and in the Walker Collection are not listed in *Early American Textbooks*, so the Floyd Family Collection not only meets its stated purpose of providing textbook research material related to Indiana but adds significantly to the overall record of textbook use in public education.

As a former teacher, William Floyd recognizes that some works were more influential than others. He is particularly proud that he was able to provide examples of the following ten influential titles:

- Daniel Adams, *The Scholar's Arithmetic: or, Federal Accountant*, 1801;
- Caleb Bingham, *The American Preceptor*, 1797 [reading instruction];
- Nathan Daboll, *Schoolmaster's Assistant*, 1800 [mathematics];
- William and Alexander McGuffey, *Readers*, 1836-1920 [more than 122,000,000 copies have been sold to date of titles such as *First Reader*];
- Jedidiah Morse, *Geography Made Easy*, 1784;
- Lindley Murray, *English Grammar*, 1795 [1797 abridgement reprinted many times was most popular grammar of its time; an 1808 edition was well received also];
- Nicholas Pike, *A New and Complete System of Arithmetic*, 1788;

Joseph Ray, *Eclectic Arithmetic*, 1834 [subsequent editions issued in three parts with title variations];  
Noah Webster, *An American Selection of Lessons in Reading and Speaking*, 3rd edition, greatly enlarged, 1787 [also known as *Grammatical Institute of the English Language, Part III*];  
—, *The Elementary Spelling Book: being an Improvement on The American Spelling Book*, 1829;

However, Mr. Floyd's favorite acquisition is Conrad Malte-Brun's *System of Geography* (1828), a work pirated from the author's *Précis de la Géographie Universelle*, which revolutionized the teaching of world geography. William Floyd wonders how widespread plagiarism was among textbook authors and publishers. Perhaps someone else who is curious about such matters will conduct the appropriate research in this fascinating collection.

My own personal favorites among these authors are the autodidacts whose works appear in several categories. The names of Goodrich, Quackenbos, and Swinton come to mind. What were these men like? How did they accomplish so much?

Nearly half of the holdings, 687 as of this writing, fall into the English curriculum. Because of the importance of English curricular materials, I have presented them as the first subject group in the catalog. All other subjects follow in alphabetical order, except for a subject section containing various miscellaneous subjects along with additions. Teacher materials follow in a separate section and contain an amalgam of how-to-teach books, booksellers' catalogs, histories of fields of knowledge, and similar materials. Following this is an appendix of titles containing separate title pages, arranged in citation number order, that were issued with one of the books already listed in one of the classroom subject sections. Indexes of author main entries and title main entries conclude the book.

It will not be possible to update this printed catalog frequently, so I urge all users to be aware that additions will be reported in online catalogs via the Internet. By accessing Indiana State University Library Internet links and searching Rare Books and Special Collections pages for Floyd Family Collection materials, users should be able to identify additions easily by comparing the printed work to online records.<sup>5</sup> In addition, online catalog records often contain additional information about individual

copies of textbooks, including condition and authorship roles, that have been excluded from this catalog to make its production more manageable.

First a state normal school and later a teachers' college, the Indiana State University of today is a logical repository for a collection such as the Floyd Family Collection. Indiana State University is pleased to possess the Floyd Family Collection and plans to continue supporting its growth and use. The arrival in recent years of hundreds of additional textbooks and other materials has placed an enormous burden on the Library to make useful information available to researchers. Therefore, each citation has been enhanced or broadened to include the name of *every* person involved with the book and all publisher and city place names as they appear on the title page. Additional information about the books may be found by examining online records, emailing, writing, or telephoning Rare Books and Special Collections with questions.<sup>6</sup>

I would like to thank the following students for their work in creating entries in subject databases and in copy editing chores they performed to eliminate errors not only from this book but from online catalogs: Jennifer Baresic, Chad Farnsley, Melissa Mauntel, Matthew Meyer, Mandy Schmidt, and Michael Taylor. In addition, I am especially indebted to my assistant, Dennis Vetovec, for his tireless work in every aspect of the Floyd Family Collection and his valuable help in the preparation of this book.

## Notes

<sup>1</sup>While wholly rewritten, this essay reuses lists and other factual information appearing in an essay published in Sharon Vinc Andrews's *Teaching Kids to Care: Exploring Values through Literature and Inquiry* (Bloomington, Ind. : ERIC Clearinghouse on Reading, English, and Communication : EDINFO Press, c1994, 219-24). I gratefully acknowledge Dr. Andrews's and the publisher Grayson Bernard's permission to reuse this material. Andrews's work relies heavily on the Floyd Family Collection for the portion of the study dealing with how early textbooks imparted values to students. She presents alternatives for teaching today's children to think about values and to make informed decisions.

<sup>2</sup>William Floyd has published one additional monograph: *Wilderness Road Revisited* (Harrogate, Tenn. : Lincoln Memorial University Press, c1989): 51 pp.

<sup>3</sup>All references to Mr. Floyd's opinions or statements are from documents held in the administrative files of the Floyd Family Collection.

<sup>4</sup>Educational Research Library (United States. Office of Educational Research and Improvement), *Early American Textbooks, 1775-1900 : A Catalog of the Titles Held by the Educational Research Library*. (Washington: U. S. Dept. of Education; for sale by the Superintendent of Documents, U. S. Government Printing Office, 1985).

<sup>5</sup>The current path is <http://cml.indstate.edu/rare/rare2.html>.

<sup>6</sup>The current email address of the department is as follows: [librbsc@cml.indstate.edu](mailto:librbsc@cml.indstate.edu). The mailing address is Rare Books and Special Collections, Indiana State University, Terre Haute, IN 47809. The current telephone number is 812/237-2610.

October 1999



# Use of the Catalog

The catalog contains records of all titles received through September 1999. The entries are arranged in broad subject areas, or curricula, based on the interpretation of the curator. Beneath each of the broad catalog sections, a representative but unexhaustive list of the types of classroom subjects found in it appears in a parenthetical listing.

Items are numbered continuously throughout Part I through Part III of the catalog to facilitate the easy use of the indexes. Honorifics and courtesy titles have been ignored in the author statement except in a few instances when a name was so common that an added element would help distinguish an individual from other authors with the same family name.

When present, the records contain the following parts:

- author statement;
- title;
- edition statement;
- editor or other participant statement;
- volume or issue statement when applicable;
- publication statement (place, publisher, and date);
- pagination

Records are arranged by main entry, title, and date of publication. When these are insufficient, place of publication and publisher determine order. In the few instances when this is insufficient, edition statements and editor/participant information have determined the order of records.

According to prevailing catalog rules at the time records for these works were created, an author or title entry might have been preferred. To avoid confusion, I have elected to create an author main-entry any time that I could identify a person or persons responsible for the creation of the book. To discover the role of individuals in what might be a title entry according to a particular set of cataloging rules, I suggest consulting online catalogs maintained by Rare Books and Special Collections. A role

other than author appears in the notes of online records when it has been made clear by the title page, other information in the item, an OCLC record, or another source. (See notes in the Introduction for information about online catalogs and otherwise contacting Rare Books and Special Collections with your inquiries.)

An author main entry uses the most complete form of a name or names that could be easily verified and appears at the head of the first record associated with it. Its coverage continues until a different main entry prevails. In the case of title main entries, a short form of the title appears as a header before the first entry and the title itself repeats until a new entry prevails. All main entries are in large, boldface type to make it simple to locate all relevant works under the same author or title entry.

Titles are recorded in the word order in which they appear on the title page and may continue to the author statement but not beyond it. Titles are capitalized and italicized both to avoid confusion created by printing styles and to set the titles apart from other parts of the record. Any supplied punctuation required to simplify understanding the sense of a title has been placed between brackets. The only other inclusion of brackets not found in the original title is the term "*SIC*," indicating an error on the original title page.

Whenever a volume or issue statement appeared as part of title statement on the title page, I have preferred to truncate the title statement and place the volume or issue information in its own field. Consequently, in many instances when the dates of publication fall into "the right order," the works will arrange themselves into a logical sequence. In no instance did I take liberties with the integrity of titles by leaving out words between elements. This adherence to absolute accuracy results occasionally in runs of titles that unavoidably betray the sense of order in which they were published.

In 29 identified instances, a work was issued with another work. In the main catalog sections, these 29 books have been indicated by adding an asterisk after the bracketed catalog number. Consulting the appendix containing "issued with" titles allows the user to find out bibliographic information about the additional title. Authors of "issued with" works are listed in the author-main entry index with a reference to the original item. For the sake of simplicity, no distinction between "issued with" and "two volumes in one" titles has been made.

All pagination statements include Arabic numeral pagination only. There is considerable inconsistency in the reporting of Roman numerals in online records, and because of the proclivity to overlook errors with respect to Roman numerals, I decided to include only Arabic pagination.

Still, there are oddities that may puzzle readers. Except in cases where the item recorded is also an "issued with" title, the pagination recorded is exactly how it appears within the leaves of a single book. Some of the books in the collection are teachers' editions and contain several paginations that would not appear in the student work. Also, added parts or chapters that appear in later editions or as afterthoughts usually include new pagination to save the publisher the expense of resetting type for the entire book. By consulting enhanced online records, a user may answer many questions.

More complete records of the Floyd Family Collection are available for viewing on Rare Books and Special Collections website catalogs and may include series statements, descriptions of individual copies of titles, explanations of where information was taken from for various fields, and information on selected textbook authors. For information not found or to inquire further, please feel free to telephone, email, or write.