

A COMPARATIVE ANALYSIS
OF
SEVENTH AND EIGHTH GRADE HISTORY TEXTBOOKS

COLORADO STATE UNIVERSITY



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T H E S I S

**A COMPARATIVE ANALYSIS
OF
SEVENTH AND EIGHTH GRADE HISTORY TEXTBOOKS**

Submitted by

Earl L. McMichael

In partial fulfillment of the requirements

for the Degree of Master of Science

Colorado Agricultural College

Fort Collins, Colorado

July 6, 1931.

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GRADUATE WORK

July 16 1931

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY EARL L. McMICHAEL

ENTITLED A COMPARATIVE ANALYSIS OF SEVENTH AND EIGHTH GRADE HISTORY TEXTBOOKS

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE

In Charge of Thesis

Wargent

Head of Department

Recommendation concurred in

Wargent

L. R. Davies

C. P. Willette

B. G. Coen

W. L. Gentry

Committee on Final Examination

Approved by

W. A. Lopez

H. W. Johnson

C. P. Willette

Committee on Advanced Degrees

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COLORADO AGRICULTURAL COLLEGE

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July 16 1931

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Committee on
Final Examination

Approved by


Committee on
Advanced Degrees

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INTRODUCTION

The significance and important position of textbooks in the program of American education is well recognized. It is the textbook in thousands of classrooms that determines the content as well as the teaching procedure. While this statement may be at variance with the usual theory, it is supported by the reports of state inspectors and supervisors. To illustrate this point, the following reports and statements are quoted:

From the Denver survey conducted by Franklin Bobbitt: (2)

"The facts of a standard textbook are to be learned in the course of a single year. Whatever the teacher's ideas as to the purpose of the work, the methods to be employed, the things to be read, etc., practically only one course is left open to her; she must teach the textbook."

Similar testimony from the Leavenworth, Kansas survey: (3)

"Unfortunately the grade teacher in Kansas is bound down to a state text which she is required to teach. This is not the fault of the Leavenworth teachers. The textbook should be merely a guide, and the teachers should work with the pupils in studying history rather than having them recite history."

From the Gary survey of 1918: (4)

"The official course of study is not intended to limit the teacher's personality or freedom, and teachers are expressly enjoined to adapt their instruction to the needs of their particular schools and communities. On the other hand, the state prescribes a uniform series of textbooks. The fact remains that the legally designated text may

hamper a competent and progressive teacher."

From Delaware comes the charge that lack of supervision is responsible for the too extensive use of textbooks: (5)

"They (the teachers) need guidance and supervision, and this the present system does not supply. The result is that prescribed textbooks, literally followed, constitute the course of study in the elementary schools of Delaware."

From the survey of the Missouri public schools conducted by G. D. Strayer and N. L. Engelhardt in 1929: (6)

"In Missouri schools, as in most American schools, textbooks are an important part of the machinery of instruction. To a considerable extent they determine both the content and the method of instruction. This is of necessity true when teachers are not well trained; when competent professional supervision is generally lacking; and when reference materials are scarce, unsuitable, and inadequate. In practice the textbook is the course of study in most Missouri schools."

From the foregoing extracts it would appear that for many reasons the text often constitutes the course of study. It would seem that too much importance cannot be placed upon the selection of a textbook.

THE PROBLEM

It is not the purpose of this thesis to determine the best history textbook for seventh and eighth grade history classes. This would be manifestly impossible. Different interests are found in different sections of the country. It is possible that the West, for example, would choose a history devoting a large percentage of the material to the development of the West. While such a textbook might fill the needs of the West, it would perhaps be in disfavor in the South.

Since the textbook has been found to be of such great importance in American education and since the best textbook for all schools cannot be determined, it is the purpose of this thesis to analyze eleven of the leading seventh and eighth grade history textbooks and to set forth clearly the features of each. An effort has been made to tabulate all points of importance, so that the reader may see at a glance the relative value of each book on any given point.

METHOD OF PROCEDURE

In order that the analysis and comparison of the various textbooks be as objective as possible, an outline was devised. The more objective the outline, the less tendency there is to subjective judgment. This outline, while not similar to, except in a few respects, was suggested by Dean C. R. Maxwell's article in the Thirtieth Yearbook of the National Society for the Study of Education.

In making the outline some of the important features of the books were taken into consideration. Each book was checked carefully and the findings recorded under the corresponding head in the outline. These findings were then grouped.

The following is the outline used in analyzing and comparing the textbooks:

AN OUTLINE BRIEF FOR THE EXAMINATION OF HISTORIES

I. GENERAL MAKE-UP

1. Binding

(a) Is it substantial?

(b) Is it attractive?

2. Typography

(a) Is the type open and clear?

(b) Are different kinds of type used?

II. LENGTH

How does the length of the book compare with the amount of time to be spent on it?

III. AIDS TO VISUALIZATION

1. Pictures:

- (a) Number? Are they plentiful?
- (b) Are they clear and well printed?
- (c) Are they pertinent to the text?
- (d) Do they represent realities or fanciful conceptions of reality?
- (e) Are their sources indicated?
- (f) Are they of historical value?
- (g) What is the principle of selection?

2. Diagrams and graphs:

- (a) What type of fact is so presented?
- (b) Do they really make the fact clearer to the pupil?

3. Maps:

- (a) Number and size?
- (b) Are they accurate?
- (c) Are they true to color keys?
- (d) Are they carefully adapted to the text?
- (e) How much detail is given?

IV. REFERENCES

1. Are they suitable for elementary school pupils?
2. Are the references specific or general?
3. Do they indicate title only or pages and chapters?
4. Is the pupil made conscious of the kind of material to which he is referred?
5. Are there references to other textbooks? To historical novels? Poems? Source material?

V. TABLE OF CONTENTS, INDEX, DIVISIONS, ETC.

1. Is there a good table of contents? Does it contain merely the titles of chapters? Is there any grouping of chapters? Is the table of contents an analysis of the book? Is it so arranged that any use can be made of it in teaching?
2. Is there a full index? Is it specific?
3. Is there a pronouncing vocabulary, glossary or index?
4. Are there division headings, marginal headings, section headings? Are the sections or paragraphs numbered?
5. Footnotes:
 - (a) Character of?

VI. SPECIAL FEATURES, PEDAGOGICAL HELPS

1. Topics for special reports or research?
2. Date lists?
3. Summaries?
4. Imagination exercises?
5. Drills?
6. Map exercises?

VII. LANGUAGE, VOCABULARY, STYLE?

VIII. CHOICE OF MATERIAL, PROPORTION

1. What is the author's purpose and point of view?
2. Upon what type of event and movement is the emphasis placed?
3. What is the relative space devoted to the different periods?
4. How much space is devoted to military history?
5. How much space is devoted to social, economic and political history?
6. Does the author try to any great extent to interpret history?

IX. ORGANIZATION

1. Does the narrative progress to a definite end? Are cause and effect clearly traced?

X. METHOD

KEY TO NUMBERING OF TEXTBOOKS

To make the analysis more objective and to prevent the undue appearance of the names of authors and publishing houses, the textbooks are numbered. The following is a key to the numbering:

- Textbook No. 1..... History of the United States.
Wilbur Fisk Gordy. 1929.
Charles Scribner's Sons, New York.
- Textbook No. 2..... A History of the United States.
R. G. Thwaites and C. M. Kendall.
Revised by F. L. Paxson. 1930.
Houghton Mifflin Co., Boston.
- Textbook No. 3..... History of Our Country.
R. P. Halleck. 1930.
American Book Co., New York.
- Textbook No. 4..... The History of the American People.
Beard and Bagley. 1928.
The Macmillan Co., New York.
- Textbook No. 5..... History of the United States.
Bourne and Benton. 1930.
D. C. Heath & Co., Boston.
- Textbook No. 6..... The Growth of a Nation.
Barker, Dodd and Webb. 1928.
Row, Peterson and Co., New York.
- Textbook No. 7..... The American Nation Yesterday and Today.
Tryon, Lingley and Morehouse. 1930.
Ginn & Co., Boston.
- Textbook No. 8 The Nation's History.
Leonard and Jacobs. 1928.
Henry Holt & Co., New York.
- Textbook No. 9..... The Story of Our Country.
West and West. 1929.
Allyn and Bacon, Boston.
- Textbook No. 10..... History of the United States.
Mace - Bogardus. 1926.
Rand, McNally & Co., Chicago.

Textbook No. 11..... School History of the American
People. Charles L. Robbins. 1929.
World Book Co., Yonkers-on-Hudson,
New York.

Following the analyses of the textbooks will be found a section composed of charts and tables which should aid in the visualization of some of the facts brought out in the analyses. Some material not stressed in the analyses or specifically mentioned is illustrated in this section. For example, Chart No. 7 shows a graphical comparison of political, social and economic history in percent of total content, Chart No. 8 is a graphical comparison of content devoted to international relations, and Chart No. 9 is a comparison of content devoted to education, literature and art. Chart No. 10 is a graphical comparison of content devoted to the development of the West.

Aside from the charts mentioned, all other material has been carefully covered in the analyses of the textbooks.

TEXTBOOK NO. 1

I. GENERAL MAKE-UP

1. Binding

- (a) Is it substantial? The binding of this textbook is a substantial one of blue buckram.
- (b) Is it attractive? It is fairly attractive with a medium blue binding and letters of yellow. A small eagle panel adds to the appearance.

2. Typography

- (a) Is the type open and clear? The type is open and clear and printed on a good grade of ivory-colored paper, and is very easily read.
- (b) Are different kinds of type used? If so, for what purpose? Marginal headings are in heavier type for emphasis, and suggestions and problems for the pupil given at the end of each chapter are in heavier and smaller type.

II. LENGTH

1. How does the length of the book compare with the amount of time to be spent on it? The book contains 555 pages. In the seventh grade 277 pages may be studied, leaving the remainder for the work of the eighth grade. There is adequate time in both grades to cover this amount of work.

III. AIDS TO VISUALIZATION

1. Pictures

- (a) Number. Are they plentiful? There are four full page illustrations, in color, and in addition there are 332

illustrations in black and white.

- (b) Are they clear and well printed? The pictures in this textbook are quite clear and well printed. Many of them are reproductions of paintings, photographs and portraits.
- (c) Are they pertinent to the text? The illustrations are pertinent to the text and serve to emphasize text material.
- (d) Do they represent realities or fanciful conceptions of reality? Most of the illustrations represent realities.
- (e) Are their sources indicated? Many of the illustrations acknowledge the source.
- (f) Are they of historical value? Undoubtedly the illustrations are of historical value.
- (g) What is the principle of selection? The principle of selection is to obtain illustrations which by their interest will stimulate the pupil's enthusiasm.

2. Diagrams and graphs

- (a) What type of fact is so presented? Diagrams and graphs are used to convey statistical information. Only two are used in this book.
- (b) Do they really make the fact clearer to the pupil? Facts are made much clearer to the pupil by means of this graphical presentation.

3. Maps

- (a) Number and size. In this textbook 46 maps are used: 7 double page, 12 full page, 17 one-half page, and 12 one-fourth page.
- (b) Are they accurate? All maps used are accurate.
- (c) Are they true to color keys? The maps are true to color keys, and the black and white maps are true to the scale used.

(d) Are they carefully adapted to the text? The maps are carefully adapted to the text material.

(e) How much detail is given? Not a great deal of detail is given in the maps proper. The things to be shown are not obscured by other features.

IV. REFERENCES

1. Are they suitable for elementary school pupils? References given are suitable for pupils of elementary schools.
2. Are the references specific or general? References are specific.
3. Do they indicate title only, or pages and chapters? Except for fiction and poetry, pages and chapters are indicated.
4. Is the pupil made conscious of the kind of material to which he is referred? Indication is made of the type of material to which the pupil is being referred.
5. Are there references to other textbooks? To historical novels? Poems? Source material? All of these types are used as reference material.

V. TABLE OF CONTENTS, INDEX, DIVISIONS, ETC.

1. Is there a good table of contents? Does it contain merely the titles of chapters? Is there any grouping of chapters? Is the table of contents an analysis of the book? Is it so arranged that any use can be made of it in teaching?

The table of contents contains the names of chapters, also sub-headings. There is a grouping of chapters into units. The table of contents in this textbook might be considered an analysis of the book. The unit grouping would be a teaching aid.

2. Is there a full index? Is it specific? There are 12 pages in the index. It is specific.
3. Is there a pronouncing vocabulary, glossary or index?
Pronunciations are not given.
4. Are there division headings? marginal or sectional? Are the sections or paragraphs numbered? Division headings are given in the table of contents, also in the text. Chapter headings and marginal headings are given in the text proper. Chapters are numbered, but paragraphs and divisions are not.

5. Footnotes

(a) Character of:

There are numerous footnotes, sometimes several on a page, which give explanatory material.

VI. SPECIAL FEATURES, PEDAGOGICAL HELPS

1. Topics for special reports or research. At the end of each chapter there are suggestions and problems for the pupil, which will aid him materially in special reports and research.
2. Date lists: Appendix A is a date list entitled "Some Important Dates to be Remembered".
3. Summaries. The author does not make use of summaries, but Appendix B contains review plans for directed study which furnish comprehensive reviews.
4. Imagination exercises: Problems at the end of each chapter may serve to stimulate the imagination.
5. Drills. Questions at the end of the chapters and the review plans for directed study are the drills employed by this author.

6. Map exercises. The author does not use special map exercises.

VII. LANGUAGE, VOCABULARY, STYLE

Though written in a pleasing style, it seems a little difficult for seventh grade pupils to comprehend. This fact may, however, serve to stimulate their interest. Presentation of material is clear.

VIII. CHOICE OF MATERIAL, PROPORTION

1. What is the author's purpose and point of view? Gordy states that his textbook has two outstanding purposes. The first purpose is to help the boys and girls of our schools to discover America as it is today, in the first half of the twentieth century. Prominence is given to the westward movement, for he recognizes that this movement has been one of the most powerful forces in American life. The second purpose of this book is to develop in the pupil a spirit of cooperation with others in patriotic service, and this purpose is best carried out by presenting great and good men and women as examples worthy of imitation. There is no partisan bias in the author's viewpoint and he writes in a spirit of fairness and justice.
2. Upon what type of event and movement is the emphasis placed? Emphasis is placed upon the natural development in logical sequence, of our national institutions.
3. What is the relative space devoted to the different periods? Of the total number of pages, 32.1 percent is devoted to the period to and including the Revolutionary War; 32.6 percent is devoted to the period from the conclusion of the Revolu-

tionary War to the Civil War; while 35.3 percent is devoted to the period from the end of the Civil War to the present time.

4. How much space is devoted to military history? About 16.5 percent of the total number of pages is devoted to military history. Gordy, however, does not seem to glorify war, tho his discussions of military history are sometimes rather lengthy, as compared to other textbooks.
5. How much space is devoted to social, economic and political history? About 68.5 percent of the total number of pages is devoted to this type of information.
6. Does the author try to any great extent to interpret history? Gordy does not attempt interpretation of history; he merely gives a statement of facts.

IX. ORGANIZATION

1. Does the narrative progress to a definite end? Are cause and effect traced clearly? This history begins with the story of America's European background and proceeds in an orderly and logical manner, giving to each historical event its cause and effect, to the present time.

X. METHOD

1. Historical events are organized in logical groups, or units, and at the same time their chronological sequence is in a large measure preserved. The method of organization is conducive to the arousing of interest and the stimulating of thought. Numerous suggestions are given whose purpose it is to stimulate those mental processes that must be called into

play if history is to become dynamic and vital in the classroom. In paragraph headings, statements of central issues stand out in logical association with the discussion of large movements. Questions and progress at the end of each chapter help the pupil to interpret the facts of the text in terms of his own experience. The review plans for directed study which follow immediately the body of the text aid the pupil in the reorganization of his knowledge. Wherever possible, strong and masterful leaders have been made prominent in order that an appeal may be made to the heart and will of the pupil.

TEXTBOOK NO. 2

I. GENERAL MAKE-UP

1. Binding

(a) Is it substantial? This textbook is bound in blue buckram. It lacks the special reinforcing tape, but seems to be well bound. It is sewed with a special stitch which holds the sections in place. It will probably serve satisfactorily for several years.

(b) Is it attractive? This textbook is bound in plain blue buckram. The title is in raised letters of the same color. While the book is not depressing in its effect on pupils, it lacks some of the attractive features which would make it more desirable.

2. Typography

(a) Is the type open and clear? The type is clear and distinct and is printed on a good grade of book paper which is ivory in color, thus preventing excessive reflection of light. The type is easy to read and is not marred by printing showing thru from the opposite side of the paper.

(b) Are different kinds of type used? If so, for what purpose? Yes, bold-face type is used for chapter and paragraph headings. The footnotes are put in smaller type. Italics are not used to set out important statements. Questions at end of chapters are in small type.

II. LENGTH

1. How does the length of the book compare with the amount of

time spent on it? This textbook contains 569 pages; 263 pages are generally used in the seventh grade, leaving 306 for the eighth grade. This is ample work, but still can be covered in a thoro manner.

III. AIDS TO VISUALIZATION

1. Pictures

- (a) Number. Are they plentiful? There are 166 illustrations in this book.
- (b) Are they clear and well printed? Most of the pictures are clear. The portrait pictures are clear. The black and white drawings are not attractive. Many of the pictures are from old prints.
- (c) Are they pertinent to the text? Each illustration is used to depict some historical incident. Each picture illustrates some point in the body of the text. These pictures are somewhat above the average in clearness and detail.
- (d) Do they represent realities or fanciful conceptions of reality? Many of the pictures are from contemporary engravings and no doubt represent realities as nearly as it is possible for them to be represented.
- (e) Are they of historical value? Yes, the old engravings are as accurate as anything we have.
- (f) What is the principle of selection? They represent a type of picture which should create an interest and present history by a visual method.

2. Diagrams and graphs. Diagrams and graphs are not used.

3. Maps

(a) Number and size.

There are 49 maps used in all. Most of them are less than one-half page in size and uncolored. There are two double page maps and five single page maps.

- (b) Are they accurate? As far as can be determined the maps are drawn to scale and are accurate. Authors do not show a scale of miles, excepting on double page maps.
- (c) Are they true to color keys? Yes, altho the coloring lacks contrast, which makes the maps extremely hard to read. The best example of this is on the double page map following page 543.
- (d) Are they carefully adapted to the text? The maps seem to be well placed and are on the same page with the discussion.
- (e) How much detail is given? Most maps are not detailed, showing only the feature under discussion. The large maps show a complete detail of rivers, mountains and important cities.

IV. REFERENCES

1. Are they suitable for elementary school pupils? Yes, lists are given for teachers and for pupils. They are given at the ends of divisions and not at chapter endings. There are four lists of reference in the book. The lists are good, but not readily accessible.
2. Are the references specific or general? Specific. They apply to pertinent material.
3. Do they indicate title only, or pages and chapters? The title and chapter are given in most cases, but only the title when the entire book is referred to.

4. Is the pupil made conscious of the material to which he is referred? The title is self-explanatory in most cases. If it is not, a short note of explanation is given.
5. Are there references to other textbooks? To historical novels? Poems? Source material? Each of these types are used.

V. TABLE OF CONTENTS, INDEX, DIVISIONS, ETC.

1. Is there a good table of contents? Does it contain merely titles of chapters? Is there any grouping of chapters? Is the table of contents an analysis of the book? Is it so arranged that it can be used for teaching? There is a complete table of contents, with page references. The chapters are grouped into divisions. The table of contents gives a complete analysis of the book and is a good teaching aid.
2. Is there a full index? Is it specific? There are 17 pages of index. It is complete and cross-indexed. It gives the specific page reference.
3. Is there a pronouncing vocabulary, glossary or index?
The words are marked with the diacritical markings in the index. It is much better, from the pupils' point of view, to have the words pronounced in the body of the text.
4. Are there divisional headings, marginal headings, sectional headings? There are divisional and sectional headings. Marginal headings are not used.
5. Footnotes.
 - (a) Character of: Ninety percent of the pages have footnotes. They are used to introduce minor facts. (Facts

of importance should be introduced in the body of the text and not in footnotes.)

VI. SPECIAL FEATURES, PEDAGOGICAL HELPS

1. Topics for special reports and research

Each chapter has a list of study and test questions, and a list of composition subjects. This additional material provides for individual work.

2. Date lists

At the end of each chapter the important dates are given. There is no other date list given.

3. Summaries

Each chapter ends with questions and composition subjects. In a few cases a chapter outline is given. There are no summaries as such in this textbook.

4. Imagination exercises

At the ends of chapters the composition questions take care of this type of exercise.

5. Drills

There are study questions at the end of each chapter. No other drills are used.

6. Map exercises

The only map drills are questions in regard to certain maps and directions for drawing maps, showing important cities and battles.

VII. LANGUAGE AND VOCABULARY

This textbook is easy to read and carries the pupils' interest. The ideas and facts are presented in an interesting manner.

There is no evidence that the book has been made easy to read intentionally.

VIII. CHOICE OF MATERIAL, PROPORTION

1. What is the author's purpose and point of view? The authors have subordinated unimportant facts and events in American history to the essentials. This has made it possible to give more time to the really great periods in American history.
2. Upon what type of event and movement is the emphasis placed? The type of event which has been far-reaching and of great consequence to the past as well as to the future generations.
3. What is the relative space devoted to the different periods? This book contains 569 pages: 35.4 percent to and including the Revolution, 36.3 percent from the Revolution thru the Civil War, 28.3 percent from the Civil War to the present time.
4. How much space is devoted to military history? About 13 percent of this textbook is given over to military history. There is no glorification of war. Battles are mentioned briefly and only insofar as their outcome affected history.
5. How much space is devoted to social, economic and political history? About 78.5 percent of this book is devoted to these types of history.
6. Does the author to any great extent try to interpret history? Facts are given rather than opinions. Points at issue are treated from both sides.

IX. ORGANIZATION

1. Does the narrative progress to a definite end? Are cause and effect clearly traced? This textbook traces the development of our country from its European beginning to the present time. It emphasizes the important events and their results.

X. METHOD

1. The chapters are organized around periods in our history. It sets forth questions to be solved, stimulating the imagination of the pupil. The paragraph serves as a guide, showing the pupil what he should learn, and is a guide to historical events of importance.

TEXTBOOK NO. 3

I. GENERAL MAKE-UP

1. Binding

(a) Is it substantial? This book is well bound in buckram, is well sewed and will last for several years.

(b) Is it attractive? This book is bound in tan buckram with an attractive shield stamped on the front cover. The color is too light for hard service because of its susceptibility to soiling.

2. Typography

(a) Is the type open and clear? The type is clear and distinct. It is printed on a good grade of book paper. The paper is somewhat whiter than that used in many textbooks and gives some reflection in a strong light.

(b) Are different kinds of type used? Large bold-faced type is used for chapter and paragraph headings. The names of ships, the titles of books and a few important phrases are in italics. Elite type is used for questions.

II. LENGTH

1. How does the length of the book compare with the amount of time to be spent on it? The book contains 538 pages, 244 for the seventh grade and 294 for the eighth grade work. This makes less than 3 pages per day. Extra work is given at the ends of chapters so that the more rapid groups may have ample work.

III. AIDS TO VISUALIZATION

1. Pictures

- (a) Number? Are they plentiful? There are 216 illustrations.
- (b) Are they clear and well printed? The pictures in most cases are black and white drawings. The pictures of later events and scenes are photographs. The drawings are taken from contemporary drawings and paintings.
- (c) Are they pertinent to the text? Each illustration is used to make more forceful some incidents or conditions in history. The pictures are well placed in regard to reading matter.
- (d) Do they represent realities or fanciful conceptions of reality? The pictures are actual photographs or copies of contemporary drawings and paintings and represent a very near approach to reality.
- (e) Are their sources indicated? Most of the origins are indicated, altho the artist is not mentioned except in a few cases.
- (f) Are they of historical value? Yes, each picture is an attempt to visualize some important event or condition.
- (g) What is the principle of selection? Pictures were selected which tend to clarify points made in the text.

2. Diagrams and graphs

- (a) What type of fact is so presented?

No diagrams nor graphs are used in this book.

- (b) Do they really make the fact clear to the pupil?

No diagrams are used.

3. Maps

- (a) Number and size. Comparatively few maps are used in this textbook--only 41 in all. There are 10 full page maps and 1 double page map. The rest are one-half page in size, or less.
- (b) Are they accurate? Yes, as far as can be determined.
- (c) Are they true to color keys? The larger maps are colored and are true to the key, altho often hard to distinguish, too many things being shown on one map.
- (d) Are they carefully adapted to the text? Each map shows at least one thing which the text is striving to teach. On several maps too many things are shown.
- (e) How much detail is given? All details of historical value are given.

IV. REFERENCES

- 1. Are they suitable for elementary school pupils? Yes.
- 2. Are the references specific or general? Specific. They cover the question involved.
- 3. Do they indicate only the title, or pages and chapters? They are very definite, giving the page in the reference volume.
- 4. Is the pupil made conscious of the kind of material to which he is referred? In most cases the title is self-explanatory. In cases where it is not, no explanation is given.
- 5. Are there references to other textbooks? To historical novels? Poems? Source material? All of these types of material are used.

V. TABLE OF CONTENTS, INDEX, DIVISIONS, ETC.

1. Is there a good table of contents? Does it contain merely the titles of chapters? Is there any grouping of chapters? Is the table of contents an analysis of the book? Is it so arranged that use can be made of it in teaching?

The table of contents is simply a list of chapter headings.

There is no grouping of chapters. The table of contents is of no teaching value.

2. Is there a full index? Is it specific? There are 12 pages of index. It is definite and cross-indexed. The printing is very fine and hard to read.

3. Is there a pronouncing vocabulary, glossary or index?

The words are pronounced in the body of the text the first time they appear.

4. Are there divisional headings? Marginal headings? Sectional headings? Are the sections or paragraphs numbered?

There are divisional, chapter and paragraph headings. The paragraphs are not numbered and no marginal headings are given.

5. Footnotes

- (a) Character of: No footnotes are used in this textbook.

VI. SPECIAL FEATURES, PEDAGOGICAL HELPS

1. Topics for special reports or research. At the end of each chapter is a list of suggested activities. This list does not include any questions, but is more on the order of map studies and discussion problems.

2. Date lists. There are no date lists used in this book.

3. Summaries. There is a summary at the end of each chapter. It consists of a number of points which need emphasis. The summary is simply a list of events.
4. Imagination exercises. In the list of suggested activities there are many excellent imagination exercises.
5. Drills. No drills are given in this book.
6. Map exercises. Many excellent map exercises are found in the list of suggested activities at the end of each chapter.

VII. LANGUAGE, VOCABULARY, STYLE

This textbook is written in language that is easily understood by pupils of the seventh and eighth grades. While the book is easily understood, it is not juvenile in tone. This textbook gives a wealth of interesting detail which carries the pupil from topic to topic, keeping up interest. The vocabulary is within the experience of pupils of seventh and eighth grade ability.

VIII. CHOICE OF MATERIAL, PROPORTION

1. What is the author's purpose and point of view?

This book aims to present from a modern point of view the main facts of American history in a simple, direct and living way. The life, progress and industries of the people are especially emphasized. This textbook shows how our forefathers helped to set the standards for Americanism, and what ideals they gave us. The pupil is shown how the work of Washington, Jefferson and Marshall helped to make our country what it is today. The new social aims of the twentieth century are equally emphasized.

2. Upon what type of event and movement is the emphasis placed?
Upon the events which helped to develop our government and institutions.
3. What is the relative space devoted to the different periods?
The book contains 538 pages, about 39.7 percent of which is devoted to the period of colonization to and including the Revolutionary War, about 36.9 percent to events from the Revolutionary War thru the Civil War, and about 23.4 percent is devoted to history since the Civil War up to the present time.
4. How much space is devoted to military history? About 12.5 percent is devoted to military history. The wars and campaigns are treated rather in detail. There is no glorification of war.
5. How much space is devoted to social, economic and political history? About 69.5 percent of this textbook deals with this type of history. This is below the average for textbooks of this kind.
6. Does the author try to any great extent to interpret history?
No. Facts are given rather than opinions. Points at issue are presented justly.

IX. ORGANIZATION

1. Does the narrative progress to a definite end? Are cause and effect clearly traced? This textbook traces the evolution of our country from its European beginnings to the present in a logical, clear-cut manner. It emphasizes the important events and shows their later effect.

X. METHOD

The important events are set out and discussed. Some facts are listed in a summary at the end of each chapter so that, thru repetition, they may be firmly fixed in the pupil's mind. The activities suggested at the close of the chapter further fix these events in the pupil's mind. These activities take the form of problems or projects to be worked out. They develop an understanding and appreciation of the people of former days.

TEXTBOOK NO. 4

I. GENERAL MAKE-UP

1. Binding

(a) Is it substantial? This history is substantially bound in gray buckram.

(b) Is it attractive? The book is quite attractive with its gray buckram embellished by a little red coloring and letters of black. It will not soil easily.

2. Typography

(a) Is the type open and clear? The type is open and clear and may be read very easily as it is printed on a good grade of ivory-colored paper.

(b) Are different kinds of type used? If so, for what purpose? Bold-faced type sets off paragraph headings and italics are used for subheadings and for points of special importance. Questions, exercises, projects and problems at the ends of chapters are in smaller type than the body of the text.

II. LENGTH

1. How does the length of the book compare with the amount of time to be spent on it? The book contains 686 pages; 311 pages should be covered by the seventh grade, leaving the remaining 375 pages for the eighth grade work. This, with supplementary reading, should prove adequate for both years' work.

III. AIDS TO VISUALIZATION

1. Pictures

(a) Number. Are they plentiful? There are 172 illustrations

in this textbook.

- (b) Are they clear and well printed? The illustrations are clear and well printed, many of them being copies of engravings or paintings.
- (c) Are they pertinent to the text? The pictures are pertinent to the text and are attractive enough to stimulate interest in the pupil and arouse his enthusiasm.
- (d) Do they represent realities or fanciful conceptions of realities? Practically all of the pictures represent realities, as many of them are copies of famous paintings, engravings and photographs.
- (e) Are their sources indicated? Many of the pictures indicate their source. The acknowledgment is made directly beneath the picture.
- (f) Are they of historical value? These illustrations are of great value historically.
- (g) What is the principle of selection? The principle of selection is to choose illustrations of quality which by a visual method will clarify incidents of history for the pupil.

2. Diagrams and graphs.

- (a) What type of fact is so presented? The author does not make use of diagrams and graphs, but gives statistical information in maps.

3. Maps

- (a) Number and size. This book contains 58 maps. There are 21 full-page, 27 one-half page, and 10 one-fourth page maps

- (b) Are they accurate? Maps given are accurate.
- (c) Are they true to color keys? There are 11 colored maps, which are true to their color keys. The rest are black and white and are true to scale given.
- (d) Are they carefully adapted to the text? Maps are carefully chosen to suit text material.
- (e) How much detail is given? Adequate detail is given for the full comprehension of each map study.

IV. REFERENCES

- 1. Are they suitable for elementary school pupils?
References are suitable for elementary school pupils.
- 2. Are the references specific or general? References are specific and pertinent to text material.
- 3. Do they indicate titles only or pages and chapters?
Titles, chapters, and in many cases, in fact wherever necessary, pages also are indicated.
- 4. Is the pupil made conscious of the kind of material to which he is referred? The kind of material to which a pupil is being referred is clear from the text content.
- 5. Are there references to other textbooks? To historical novels? Poems? Source material? Each of these types of supplementary material, with the exception of poetry, is used.

V. TABLE OF CONTENTS, INDEX, DIVISIONS, ETC.

- 1. Is there a good table of contents? Does it contain merely the titles of chapters? Is there any grouping of chapters? Is the table of contents an analysis of the book? Is it so arranged that use can be made of it in teaching?

The text is divided into seven units. These are given in the table of contents as well as the chapter titles. This groups the chapters, each under some larger unit. The table of contents might thus be considered an analysis of the book. Because of its unit arrangement it would be a valuable asset in teaching.

2. Is there a full index? Is it specific? The index of the textbook contains 21 pages and is specific.
3. Is there a pronouncing vocabulary, glossary or index?
Pronunciations of difficult words are given in the index proper.
4. Are there divisional headings, marginal headings, sectional headings? Are the paragraphs numbered? Division and chapter headings are given in the table of contents. Chapter, section and paragraph headings are given in the body of the text. Chapters and sections are numbered, but paragraphs are not.
5. Footnotes
 - (a) Character of:
Very few footnotes are given and these give additional expository material.

VI. SPECIAL FEATURES, PEDAGOGICAL HELPS

1. Topics for special reports or research. At the end of each chapter there are projects and problems for further study. This provides suggestions for special reports or research.
2. Date lists. Short date lists are given at the end of some of the chapters.
3. Summaries. The author does not make use of summaries, except

in the form of outlines at the end of each general period.

4. Imagination exercises. The questions and exercises, projects and problems for further study given at the end of each chapter stimulate the imagination of the pupils.
5. Drills. The questions and exercises at the end of each chapter are drill material.
6. Map exercises. Map exercises are given at the end of each chapter in the questions.

VII. LANGUAGE, VOCABULARY, STYLE

This textbook is written in a simple, pleasing style. The vocabulary used is not too elementary for seventh and eighth grade pupils, and at times it challenges their interest.

The book is written in a unified, coherent manner, which makes it easy to understand.

VIII. CHOICE OF MATERIAL, PROPORTION

1. What is the author's point of view? The authors' purpose is the preparation of children for citizenship thru an understanding of the ideals, institutions, achievements and problems of our country. It is a history designed to explain the present rather than to gratify curiosity and entertain. Their point of view is impartial and unbiased.
2. Upon what type of event and movement is the emphasis placed? Emphasis is placed upon the growth and development of American institutions and an interpretation of present history in terms of the past.
3. What is the relative space devoted to the different periods? Of the total number of pages, 28.3 percent is devoted to the

period of colonization up to and including the Revolutionary War, 36.8 percent to the period from the conclusion of the Revolutionary War to the conclusion of the Civil War, and 34.9 percent to the period from the close of the Civil War to the present time.

4. How much space is devoted to military history? Only about 8 percent of the total number of pages is devoted to military history. There is no glorification of war.
5. How much space is devoted to social, economic and political history? The authors devote about 76.5 percent of the text to the dissemination of this type of information.
6. Does the author try, to any great extent, to interpret history? No attempt is made by the authors to interpret history. They merely state facts.

IX. ORGANIZATION

1. Does the narrative progress to a definite end? Are cause and effect clearly traced? This book is well planned and organized. It begins with the early background of America, the European influences and the beginnings of America. American development is logically traced with the relating of important events, their causes and effects, up to the present time.

X. METHOD

The authors of this textbook are striving to give pupils a sense of historical continuity. To carry this out, they have divided the whole field of American history into periods and topics. After deciding upon the fundamentals necessary in a book of historical instruction, they divided each fundamental

into its essential parts. The topical method of treatment takes precedence over the purely chronological.

By means of summary reviews at the end of each general period, the pupil's interest is centered upon the really significant events.

TEXTBOOK NO. 5

I. GENERAL MAKE-UP

1. Binding

- (a) Is it substantial? This textbook has a fairly substantial binding of brown buckram.
- (b) Is it attractive? The binding is an unattractive brown one with letters of black. There is nothing in its appearance which would appeal to junior high school pupils.

2. Typography

- (a) Is the type open and clear? The type is open, clear and easily read. It is printed on a good grade of ivory-colored paper.
- (b) Are different kinds of type used? If so, for what purpose? Bold-face type is used for topical headings. Questions at the end of each chapter are printed in smaller type than is used in the text material. This is done for emphasis.

II. LENGTH

1. How does the length of the book compare with the amount of time to be spent on it? The book contains 543 pages, 214 of which could easily be covered in the seventh year, leaving 229 pages for eighth grade work.

III. AIDS TO VISUALIZATION

1. Pictures

- (a) Number. Are they plentiful? There are 274 illustrations in this book.
- (b) Are they clear and well printed? There are a few rather attractive colored illustrations. Most of the

others are drawings and are fairly well printed.

- (c) Are they pertinent to the text? The illustrations given are pertinent to the text and are given with the idea of stimulating and widening the pupil's interest.
- (d) Do they represent realities or fanciful conceptions of reality? Most of the illustrations are representative of realities.
- (e) Are their sources indicated? Very few sources are indicated. If acknowledgment of a source is made, it is given directly below the illustration.
- (f) Are they of historical value? Illustrations given are of historical value.
- (g) What is the principle of selection? The principle of selection is to create new interest for the pupil by a visual method.

2. Diagrams and graphs

- (a) What type of fact is so presented? The author does not make use of many diagrams and graphs, but the type of fact conveyed by those presented is that of statistical information.
- (b) Do they really make the fact clearer to the pupil? Graphical presentation increases the child's understanding of facts which might otherwise be difficult of comprehension.

3. Maps

- (a) Number and size. This book contains 72 maps. There are 6 double page maps, 11 full page maps, and about an equal

number of one-half and one-fourth page maps.

- (b) Are they accurate? The maps are accurately drawn to scale.
- (c) Are they true to color keys? Most of the small maps are black and white. They are true to their keys. The larger maps are also true to their color keys. An adverse criticism is that the shadings in some of the color keys are so similar as to cause some confusion.
- (d) Are they carefully adapted to the text? All maps show a careful adaptation to the text.
- (e) How much detail is given? Little detail is given with each map. This must be supplemented by an understanding of the text.

IV. REFERENCES

- 1. Are they suitable for elementary school pupils? There are no references given in this book except references to maps and references to American introductory history, which is supposed to precede this book in study.

V. TABLE OF CONTENTS, INDEX, DIVISIONS, ETC.

- 1. Is there a good table of contents? Does it contain merely the titles of chapters? Is there any grouping of chapters? Is the table of contents an analysis of the book? Is it so arranged that use can be made of it in teaching?

The table of contents contains merely the titles of chapters. There is no grouping of chapters and the table of contents could hardly be called an analysis of the book. The arrangement of it would offer no teaching aid.

2. Is there a full index? Is it specific? The index contains but 13 pages. However, it is adequate and specific.

3. Is there a pronouncing vocabulary, glossary or index? Pronunciations are contained in the index proper.

4. Are there divisional headings, marginal headings, sectional headings? Are the sections or paragraphs numbered? Chapter and paragraph headings are indicated in the body of the text. Chapters are numbered, but paragraphs are not.

5. Footnotes

(a) Character of: There are a number of short footnotes which give explanatory material.

VI. SPECIAL FEATURES, PEDAGOGICAL HELPS

1. Topics for special reports or research

At the end of each chapter there is a set of test questions and exercises which might encourage special reports or research. No specific report lists are given, however.

2. Date lists. Short lists of important dates are found at the end of each chapter.

3. Summaries. This textbook uses no summaries.

4. Imagination exercises. The questions given at the end of each chapter might, to a limited extent, encourage imagination development.

5. Drills. Review drills are given at the end of some chapters.

6. Map exercises. No specific map exercises are given.

VII. LANGUAGE, VOCABULARY AND STYLE

This textbook is written in a very pleasing style in a vocabulary which is easily understood by seventh and eighth grade pupils. The language used is simple and direct.

VIII. CHOICE OF MATERIAL, PROPORTION

1. What is the author's purpose and point of view?

The purpose in the earlier part of the book is to present the simpler features of the European origins of civilization and the European background, or the tendencies in European history which illustrate the influence of forces similar to those acting in American history. The authors state that the purpose of this textbook is to emphasize those matters most important for young people to know, not only that they may understand how the United States came to be what it is today, but also that they may interpret historically, and therefore soundly, the questions that are now pressing for solution. The viewpoint is that of an impartial observer.

2. Upon what type of event and movement is the emphasis placed?

Emphasis is placed upon the organization of civilized life in this vast area of the United States in the space of three or four centuries. The westward movement has been emphasized as has the geographical setting of American history.

3. What is the relative space devoted to the different periods?

Of the total number of pages, 35.4 percent is devoted to the period before and including the Revolution, 37.5 percent is devoted to the period from the end of the Revolution to the end of the Civil War, and 27.1 percent to the period from the

end of the Civil War to the present time.

4. How much space is devoted to military history? Only about 12 percent of the total number of pages is devoted to military history. The authors do not glorify war, nor do military heroes receive more honor than do heroes of peace.
5. How much space is devoted to social, economic and political history? About 74.5 percent of the total number of pages is devoted to this type of information.
6. Does the author try to any great extent to interpret history?
No attempt at interpretation of history is made.

IX. ORGANIZATION

1. Does the narrative progress to a definite end? Are cause and effect clearly traced? The authors of this book have begun their narrative with the effect of European civilization upon America and have led logically on from early discoveries in America to the natural development of the country up to the present time, duly emphasizing important events with their causes and effects.

X. METHOD

Each chapter has been made a complete unit, doubly coherent because of the list of questions, exercises and dates at the end, which center the pupil's attention upon the most vital and fundamental facts contained therein. Thus, definite goals are set up for the pupil by the authors.

TEXTBOOK NO. 6

I. GENERAL MAKE-UP

1. Binding

(a) Is it substantial? The binding on this book is fabrikoid which is especially desirable for school use because of its ability to stand hard usage and the readiness with which it may be cleaned. The back is fastened on with special reinforcing tape. The book is exceptionally well bound.

(b) Is it attractive? The binding is royal blue with gold lettering. A cleverly designed compass on the front cover adds much to the appearance of the book. It is a very attractive book.

2. Typography

(a) Is the type clear and open? In parts of the book the printing is very hard to read. This is due to the thinness of the paper, which allows the printing on the opposite side to show thru; a very serious fault. In most sections the printing is clear and distinct.

(b) Are different kinds of type used? If so, for what purpose? Bold-faced type is used for chapter and paragraph headings. Italics are not used in the body of the text to emphasize important statements.

II. LENGTH

1. How does the length of the book compare with the amount of time to be spent on it? The book contains 683 pages which furnish ample work for seventh and eighth grades.

III. AIDS TO VISUALIZATION

1. Pictures

- (a) Are they plentiful? There are 295 pictures in this book.
Most of these pictures are drawings in colors.
- (b) Are they clear and well printed?
The pictures are clear in most cases, but show lack of detail. The pictures of people are black and white drawings, and, in most cases, are not very good.
- (c) Are they pertinent to the text? While the pictures are not especially clear and lack detail, there is always found in the body of the text adjoining the picture some discussion in which the picture plays an important part. The drawings do not have the real appearance that would have been given by the actual photograph.
- (d) Do they represent realities or fanciful conceptions of reality? The pictures are redrawn from paintings and old prints. The drawings fail to give an atmosphere of reality. Some of them are not accurate, but are the products of the artist's imagination. (For example, pictures opposite page 107.)
- (e) Are their sources indicated? About 25 percent of the pictures do not mention in the legend the source from which the picture was obtained. About 60 percent of the pictures do not mention the artist.
- (f) Are they of historical value? Yes, altho inferior to actual photographs or photographic reproduction.
- (g) What is the principle of selection? To select pictures which will create interest and present history by a

visual method.

2. Diagrams and graphs

(a) What type of fact is so presented? This textbook uses no graphs.

(b) Do they really make the fact clear to the pupil?
No help of this kind is given.

3. Maps

(a) Number and size. There are 45 maps used in this book. There are 1 double-page, 19 full-page and 7 quarter-page maps.

(b) Are they accurate? As far as can be checked, the maps are accurate. There is no scale of miles used on any map in this textbook. A few product maps are distorted to some extent, but the political maps are not distorted.

(c) Are they true to color keys? Yes. With the exception of the quarter page maps, they are colored. The required information can be found on each map, altho the black and white map is more distinct.

(d) Are they carefully adapted to the text? The maps illustrate the points brought out in the text. Some of the maps have been especially prepared while others are type maps and may be found in any textbook. Each of these types of material is utilized.

(e) How much detail is given? Only the outstanding features are given. The maps do not have any of the finer detail work. The maps are adequate and show all that the legend mentions.

IV. REFERENCES

1. Are they suitable for elementary school pupils? Yes. All lists of references given are for both teacher and pupil.
2. Are the references specific or general? In about one-half of the references mentioned, the page is given. The others simply refer to the book.
3. Do they indicate title only or pages and chapters? About one-half of the references are mentioned by title only; the others mention page and chapter, making it much easier for the pupil to find the desired material.
4. Is the pupil made conscious of the kind of material to which he is referred? Where the title is not self-explanatory, the type of material is indicated.
5. Are there references to other textbooks? To historical novels? Poems? Source material? Yes.

V. TABLE OF CONTENTS, INDEX, DIVISIONS

1. Is there a good table of contents? The text is divided into seven main parts. The table of contents simply divides the chapter headings into seven groups. It does not give a detailed analysis of the book. It is not of great teaching value.
2. Is there a full index? Is it specific? The index covers 20 pages and is specific, giving the page and cross references.
3. Is there a pronouncing vocabulary, glossary and index?
There is no list in this book, either in the body of the text or at chapter endings or at the end of the text. Proper nouns are not pronounced.

4. Are there divisional headings, marginal headings, sectional headings? Are the sections or paragraphs numbered?

Chapter and divisional headings are the only ones used in this text.

5. Footnotes

(a) Character of: This textbook does not use footnotes.

The use of footnotes is of minor importance.

VI. SPECIAL FEATURES, PEDAGOGICAL HELPS

1. Topics for special reports or research. At the end of each section, groups of study questions are inserted. These questions include map studies as well as test questions. This additional material provides for individual difference to some extent.
2. Date lists. There are no date lists given as such in this textbook.
3. Summaries. There is a complete summary at the end of each chapter. It stands as part of the text, the same sized type being used. The summary makes a restatement of the subject matter in knitting together the details of the chapter.
4. Imagination exercises. Nothing of this type is used in this book.
5. Drills. There is very little drill material in this textbook. The questions and map studies at the end of each section are all that is included.
6. Map exercises. There are excellent map studies placed opposite certain important maps. At the end of each section are placed questions referring to maps. Cross references to maps are in-

serted frequently to make clear the proper relation of events.

VII. LANGUAGE, VOCABULARY, STYLE

1. The language of this textbook is simple and is easily understood by pupils of intermediate grades. It is a book in which pupils should be interested because the value of its contents is made clear to them. The book is easy to read and understand.

VIII. CHOICE OF MATERIAL, PROPORTION

1. What is the author's purpose and point of view? This textbook is simple in organization and has been written so that each chapter is an integral part of the larger division. The South and West receive greater emphasis than is usual in a textbook for the upper grades, but no more than they deserve according to the opinion of the writer of this thesis. The authors' aim has been the clear, accurate presentation of facts. The full accomplishment of this aim has been realized thru tracing important developments from their cause to their result.
2. Upon what type of event and movement is the emphasis placed? The development of the government and other institutions due to historical causes are emphasized.
3. What is the relative space devoted to the different periods? This book contains 683 pages: 29.5 percent is devoted to material up to and including the Revolutionary War; 42.6 percent is devoted to the period from the Revolution thru the Civil War; and 27.9 percent is devoted to the period from the Civil War to the present time.

4. How much space is devoted to military history? Eleven percent of the total number of pages is devoted to war content. There is no glorification of war. The wars are discussed in a matter-of-fact manner.
5. How much space is devoted to social, economic and political history? About 80.5 percent of the total number of pages is devoted to this type of information. (See the accompanying outline chart for detailed distribution of material.)
6. Does the author try to any great extent to interpret history? Fact is given rather than opinion. Points at issue are presented from both sides.

IX. ORGANIZATION

1. Does the narrative progress to a definite end? Are cause and effect clearly traced? This textbook traces the evolution of our country from our European beginnings to the present time in a logical and clear-cut manner, carrying the narrative to a formal conclusion. The important events are emphasized.

X. METHOD

1. This textbook starts each chapter with a brief statement as to the purpose of the chapter. It does not set up problems to be solved at the beginning of the chapter, but makes a statement of what the chapter is trying to show. At the end of the chapter, questions are asked which necessitate a careful study of the chapter.

TEXTBOOK NO. 7

I. GENERAL MAKE-UP

1. Binding

(a) Is it substantial?

This textbook is well bound in tan buckram.

(b) Is it attractive? The tan buckram cover is made more attractive by a harmonious blending of a light orange shade. A small panel of George Washington and one of the United States capitol building add to the attractiveness of the volume. This book will soil easily.

2. Typography

(a) Is the type open and clear? The type is open and clear and is printed upon a good grade of ivory-toned paper, thus making the print very readable.

(b) Are different kinds of type used? If so, for what purpose? Bold-faced type is used for paragraph headings. Smaller type is used for the listing of projects and activities. Italics are used for emphasizing important words, phrases or sentences.

II. LENGTH

1. How does the length of the book compare with the amount of time to be spent on it? The book contains 651 pages; 331 pages could be covered by the seventh grade, leaving the remaining 320 pages to be covered during the eighth year. This, with supplementary work suggested, will provide abundant work for two years.

III. AIDS TO VISUALIZATION

1. Pictures

- (a) Number. Are they plentiful? There are 191 illustrations in the book.
- (b) Are they clear and well printed? The pictures in this book are unusually good. Eight colored plates add to the attractiveness of the volume. They are reproductions of photographs, famous paintings, contemporary prints, woodcuts and photographs of reconstructed scenes.
- (c) Are they pertinent to the text? Pictures have been carefully selected and are pertinent to the text.
- (d) Do they represent realities or fanciful conceptions of reality? Practically all of the illustrations represent realities.
- (e) Are their sources indicated? A number of the sources of illustrations are indicated.
- (f) Are they of historical value? They are of great historical value as they serve to supplement and illuminate the text.
- (g) What is the principle of selection? The principle of selection is to rigorously choose bona fide history-teaching pictures.

2. Diagrams and graphs

- (a) What type of fact is so presented? Only two bar graphs are used. They serve to present statistical information and to objectify abstract figures.
- (b) Do they really make the fact clearer to the pupil? By this means the pupil is able to comprehend material which otherwise would be too difficult for him to understand.

3. Maps

- (a) Number and size. This book has 46 maps. There are 10 double page, 18 full page and 18 one-half page maps.
- (b) Are they accurate? Maps used in this book are accurate.
- (c) Are they true to color keys? Colored maps given are true to color keys. Black and white maps conform to the scale given.
- (d) Are they carefully adapted to the text? Maps show careful selection and adaptation to the text.
- (e) How much detail is given? The maps are not cluttered by detail, but adequate explanation is given for each.

IV. REFERENCES

- 1. Are they suitable for elementary school pupils? The references are especially appropriate for elementary school pupils in that they have been compiled, then recompiled after consultation with librarians of elementary school reference books.
- 2. Are the references specific or general? References are specific.
- 3. Do they indicate title only or pages and chapters? Pages and chapters are not indicated. Only the titles are given.
- 4. Is the pupil made conscious of the kind of material to which he is referred? Explanation of each book listed is given. This gives the pupil a good idea of the kind of material to which he is being referred.
- 5. Are there references to other textbooks? To historical novels? Poems? Source material? The authors make use of all these different types of reference material excepting poetry. There

is a great deal of historical fiction listed.

V. TABLE OF CONTENTS, INDEX, DIVISIONS, ETC.

1. Is there a good table of contents? Does it contain merely the titles of chapters? Is there any grouping of chapters? Is the table of contents an analysis of the book? Is it so arranged that use can be made of it in teaching?

A table of contents in the front of the book lists the foreword, the twelve book libraries, the eight divisions into which the book is divided with their names, the four appendices, and the index. Each division has a table of contents which lists the units by name and the chapters belonging to each unit. This gives quite an efficient organization and grouping of chapters and should aid greatly in teaching the material. The table of contents might be called an analysis of the book as it is so complete.

2. Is there a full index? Is it specific? This book contains a specific index of 13 pages.

3. Is there a pronouncing vocabulary, glossary or index?
Pronunciations are given in the index proper.

4. Are there division headings, marginal headings, sectional headings? Are the sections or paragraphs numbered?

Division headings, unit headings and topic headings are all listed in the table of contents, while division headings, topic headings and paragraph headings are all given in the body of the text. Divisions, units and topics are numbered, but the paragraphs are not.

5. Footnotes

- (a) Character of: There are numerous footnotes, which contain supplementary expository material.

VI. SPECIAL FEATURES, PEDAGOGICAL HELPS

1. Topics for special reports or research. Projects and activities are listed at the end of each chapter. These, as well as the reading lists, give opportunity for interesting reports and research.
2. Date lists. Important dates are given at the end of each division.
3. Summaries. The authors of this textbook do not make use of summaries.
4. Imagination exercises. The projects and activities listed at the end of each chapter stimulate the pupil's imagination.
5. Drills. Tests consisting of debates, round-table work and notebook work are found at the end of each division.
6. Map exercises. Map exercises are given in the projects and activities following each chapter and also in the test questions at the end of each division.

VII. LANGUAGE, VOCABULARY, STYLE

The language used is charming. The style, tho simple, is dignified. Concrete and definite material is used instead of abstractions and generalizations. The words and expressions are within the comprehension of seventh and eighth grade pupils as is shown by comparison with standard word lists. When more advanced technical words are used, they are carefully explained.

VIII. CHOICE OF MATERIAL, PROPORTION

1. What is the authors' purpose and point of view?

The authors' purpose is to give seventh and eighth grade pupils a picture of the life that the American people have lived and at the same time to tell the story of the American nation in the making.

The book gives not only political and economic history, but introduces the intellectual, aesthetic and social aspects. It is a book about people, not about abstract movements. The viewpoint of the authors is impartial.

2. Upon what type of event and movement is the emphasis placed?

Development of institutions of government is stressed, and the emphasis in this textbook is placed on the more recent periods of American history. The year 1865 is the dividing line between early and later events; 52 percent of the book is devoted to events prior to that date and 48 percent to those since then.

3. What is the relative space devoted to the different periods?

Of the total number of pages, 36.3 percent is devoted to the period up to and including the Revolutionary War; 36.3 percent is devoted to the period from the close of the Revolutionary War to the conclusion of the Civil War; and 27.4 percent of the total number of pages is devoted to the period from the end of the Civil War to the present time.

4. How much space is devoted to military history? Only about 10.5

percent of the total number of pages is devoted to military history. War is not glorified. While military heroes are given their place, so also are heroes of peace.

5. How much space is devoted to social, economic and political history? About 75.5 percent of the total content of the text-book is devoted to this type of information.
6. Does the author try, to any great extent, to interpret history? Facts are given, but the authors do not try to interpret history by voicing their opinions on any question.

IX. ORGANIZATION

1. Does the narrative progress to a definite end? Are cause and effect clearly traced? Because of the excellent organization of the book, the narrative proceeds most logically to a definite end. Division I takes up discovery, exploration and conquest, and the reader is led to see the important historical events which have occurred in America since that time, with their causes and effects, until he ends his text-reading with Division VIII, "American in Our Fathers' Time and in Our Own".

X. METHOD

The whole text is divided into eight chronological divisions, each division into three or more units, each unit into two or more topics, and the topics into a number of headings or paragraphs. The outstanding features of a division are hinted at in its name. The units of each division may be thought of as problems. The pupil is encouraged to find and state his own problems. A combination of chronological and topical methods has been used. The divisions are arranged chronologically, but in the units within each division the material is treated topically. The projects and activities, with the test material

and supplementary reference material listed, are all devices for stimulating thought, interest and enthusiasm on the part of the pupil.

TEXTBOOK NO. 8

I. GENERAL MAKE-UP

1. Binding

(a) Is it substantial? The book is well bound in buckram. It lacks any special reinforcing feature, but the binding seems substantial as it is well sewed.

(b) Is it attractive? This history is most attractive in a blue binding embellished with raised silver letters showing the authorship and an attractive panel showing the capitol dome.

2. Typography

(a) Is the type open and clear? The type is clear and easily read with an outline at the beginning of each chapter in smaller type.

(b) Are different kinds of type used? Bold-faced type marks off topics. Italics are not used to a great extent.

II. LENGTH

1. How does the length of the book compare with the amount of time to be spent on it? There are 548 pages in this book. About 298 of these pages could be covered in the seventh year, leaving 250 pages for the eighth year.

III. AIDS TO VISUALIZATION

1. Pictures

(a) Number? Are they plentiful? There are 214 illustrations in the book.

(b) Are they clear and well printed? They are indefinite and very poor. Drawings, rather than actual photographs, are

used. Some reprints are used, but they are poor.

- (c) Are they pertinent to the text? They are pertinent to the text.
- (d) Do they represent realities or fanciful conceptions of reality? Supposedly they represent realities, but in most cases they are poor representations.
- (e) Are their sources indicated? Only a few sources of illustrations are given.
- (f) Are they of historical value? They are historically valuable to a very limited extent.
- (g) What is the principle of selection? The underlying principle is the aim to present history visually.

2. Diagrams and graphs

- (a) What type of fact is so presented? No diagrams nor graphs are used in this history.

3. Maps

- (a) Number and size. There are 82 maps in this history; many of them small illustrations, not more than one-half page in size. There are 39 maps of half-page size, and only 19 are full-page illustrations.
- (b) Are they accurate? Maps are accurately presented.
- (c) Are they true to color keys? All maps in this book are black and white.
- (d) Are they carefully adapted to the text? Maps are carefully adapted to the subject matter of the text.
- (e) How much detail is given? Adequate detail is given, and explanatory notes under the maps aid in making each

presentation clearer.

IV. REFERENCES

1. Are they suitable for elementary school pupils? References given are suitable for elementary school pupils.
2. Are the references specific or general? References are specific.
3. Do they indicate title only or pages and chapters? Pages and chapters are indicated in the outline at the beginning of each chapter. In addition to this, there is a most complete list of a minimum reference library given in the front of the book.
4. Is the pupil made conscious of the kind of material to which he is referred? The type of material to which he is being referred is clearly indicated.
5. Are there references to other textbooks? To historical novels? Poems? Source material? There are references to other textbooks, to poems and to other source books given.

V. TABLE OF CONTENTS, INDEX, DIVISIONS, ETC.

1. Is there a good table of contents? Does it contain merely the titles of chapters? Is there any grouping of chapters? Is the table of contents an analysis? Is it so arranged that use can be made of it in teaching? The table of contents is a complete one with, however, only the names of chapters grouped under the particular problems which they cover. This might prove to be a teaching aid.
2. Is there a full index? Is it specific? The index to this history covers 16 pages and is specific.

3. Is there a pronouncing vocabulary, glossary or index?

This history does not have a pronouncing vocabulary, glossary or index.

4. Are there division headings, marginal headings, section headings? Are the sections or paragraphs numbered?

Unit headings are given in the table of contents, while chapter and paragraph headings are indicated in the body of the text.

Paragraphs are not numbered.

5. Footnotes

(a) Character of: There are numerous footnotes given for the presentation of explanatory material.

VI. SPECIAL FEATURES, PEDAGOGICAL HELPS

1. Topics for special reports or research. At the beginning of each chapter an outline of the chapter, with indicated supplementary material to be found in reference books, affords ample opportunity for special reports or research.

2. Date lists. No date list is given, but important dates are recorded in the body of the text.

3. Summaries. No summaries are given at the end of chapters, but outlines at the beginning of each chapter aid materially in an understanding of the material.

4. Imagination exercises. Immediately after the outline is given at the beginning of each chapter, there are problems and exercises which call forth the imagination and thought of the pupil.

5. Drills. There are no special drills provided in this book.

6. Map exercises. There are no specific map exercises, with the exception of suggested comparisons.

VII. LANGUAGE, VOCABULARY, STYLE

The language of this textbook is simple enough for seventh and eighth grade pupils, yet stimulating enough to be interesting. The style of writing is straightforward and direct.

VIII. CHOICE OF MATERIAL, PROPORTION

1. What is the authors' purpose and point of view? The objective in this book is the leading of the pupil to see the relationship of our history to that of the world, the continuity of events that have made us what we are, and the existence of certain social and economic factors that are very powerful in shaping our national well-being.

The viewpoint of the authors is that of keen observers of historical data and is impartial.

2. Upon what type of event and movement is the emphasis placed? Emphasis is placed upon the development of our national government, with due time given to events which have made us what we are and proper observance of certain very powerful social and economic factors.
3. What is the relative space devoted to the different periods? Of this textbook, 33.6 percent is devoted to the period up to and including the Revolutionary War, 34.6 percent to the period from the end of the Revolutionary War to and including the Civil War, and 31.8 percent to the period from the close of the Civil War to the present time.

4. How much space is devoted to military history? Only about 10.5 percent of the total number of pages is devoted to military history. There are some dramatic accounts of battles, but there is no glorification of war.
5. How much space is devoted to social, economic and political history? About 80 percent of the textbook is devoted to social, economic and political history.
6. Does the author try to any great extent to interpret history? No attempt is made to interpret history. Facts are given; opinions left for others to form.

IX. ORGANIZATION

1. Does the narrative progress to a definite end? Are cause and effect clearly traced? This book begins with the gift of the ancient world to us, the debt we owe to medieval Europe, the picturing of the Europe that found America, and then continues with the beginnings of our country and proceeds logically with events which lead the pupil to the present period with a clear understanding. The cause and effect of each event are clearly traced.

X. METHOD

1. Reference material lists and questions given at the beginning of each chapter center the pupil's thought upon a specific problem. The outlines, the special exercises, the biographical studies (given at the close of the text materials) and the minimum library references are all designed for study hour aids. Used rightly, they should furnish the pupil with a plan by which to work, the necessary tools with which to work, and a

definite method--thinking thru the outline--of testing for himself how much he has accomplished.

Significant facts of history stated in an interesting form combined with a purposeful direction of the pupil's study is the authors' method of accomplishing their purpose.

TEXTBOOK NO. 9

I. GENERAL MAKE-UP

1. Binding

(a) Is it substantial? This textbook is bound in buckram and is reinforced with special tape across the back. The book is well sewed and should last for several years.

(b) Is it attractive? The book is bound in dark blue buckram; the title is stamped in lighter blue. A picture of the three ships of Columbus in full sail on the front page makes the cover very attractive.

2. Typography

(a) Is the type open and clear? The type is open and clear and easily read. It is printed on ivory-colored book paper of good quality, which does not over-tax the eye by excessive reflection.

(b) Are different kinds of type used? Bold-faced type is used for chapter and paragraph headings. Italics are used to set out important dates and statements. Bold-faced type is also used for the same purpose.

II. LENGTH

1. How does the length of the book compare with the amount of time to be spent on it? The work of the seventh grade covers 200 pages, leaving 268 pages for the eighth grade. This makes an average of about three pages per day. This amount of work can easily be covered. With supplementary work, it may be made enough to fill the needs of the faster groups. This textbook contains 518 pages.

III. AIDS TO VISUALIZATION

1. Pictures

- (a) Number. Are they plentiful? This textbook uses 435 illustrations. This is a larger number than any other of the textbooks used.
- (b) Are they clear and well printed? Yes, most of the pictures are clear. Some lack full detail, but the pictures average better than in most textbooks.
- (c) Are they pertinent to the text? The pictures illustrate facts brought out in the body of the text. The pictures are well placed, the text material being close to the picture.
- (d) Do they represent realities or fanciful conceptions of reality? For the most part these pictures represent reality, many being actual photographs. Others are taken from paintings and contemporary drawings.
- (e) Are their sources indicated? The source of the photograph is not indicated in many cases. The pictures taken from paintings or collections of photographs are acknowledged.
- (f) Are they of historical value? Yes. Many pictures are of present day scenes and show only the products of the country or the development which has been accomplished.
- (g) What is the principle of selection? They present graphically facts which it is hard for children to visualize. They should arouse much interest.

2. Diagrams and graphs

This textbook uses only three graphs; one showing the

foreign population in the United States; two showing the percentage of the different types of work which our immigrants do.

3. Maps

- (a) Number and size. There are 50 maps used in this book. Twelve are full page maps and one is a double page map. Most of the others are one-half page maps.
- (b) Are they accurate? As far as can be determined by comparison with other maps, these maps are accurate.
- (c) Are they true to color keys? Most of the maps are in black and white and are easily read. The colored maps are contrasted enough in color to make the features distinct.
- (d) Are they carefully adapted to the text? These maps illustrate movements, campaigns, settlements, in accordance with facts which are brought out in the body of the text.
- (e) How much detail is given? All the necessary details for teaching the point in question are given. The legends give complete explanation.

IV. REFERENCES

1. Are they suitable for elementary school pupils? Yes. These references have a very definite appeal to the pupils. For example, Helen Nicoloy's "Boys' Life of Abraham Lincoln" and Southworth's "Builders of Our Country".
2. Are the references specific or general? The references apply to the material in hand. They are specific.
3. Do they indicate title only, or pages and chapters? These references give only the title of the book. No page or chapter numbers are given.

4. Is the pupil made conscious of the kind of material to which he is referred? In most cases the title is self-explanatory but in case it is not, no further note is given beyond the information that it applies to something in the preceding section.
5. Are there references to other textbooks? Historical novels? Poems? Source material? All of these types of material are used.

V. TABLE OF CONTENTS, INDEX, DIVISIONS, ETC.

1. Is there a good table of contents? Does it contain merely the titles of chapters? Is there any grouping of chapters? Is the table of contents an analysis of the book. Is it so arranged that it can be made use of in teaching?

In the table of contents the chapter headings are given.

Under each heading is a brief statement as to what the chapter contains. The chapters are not grouped into sections representing periods of history. It can be used as a teaching help.

2. Is there a full index? Is it specific? This textbook contains 41 pages of index. It is very complete and specific, giving page references. It is cross-indexed and gives much condensed information. It is a very excellent index.
3. Is there a pronouncing vocabulary, glossary or index?
The words are pronounced in the index, rather than in the body of the text.
4. Are there divisional headings, marginal headings, sectional headings? There are chapter and sectional headings. Marginal headings are not used.

5. Footnotes

(a) Character of: Footnotes are not used. All important facts are included in the body of the text.

VI. SPECIAL FEATURES, PEDAGOGICAL HELPS

1. Topics for special reports and research. At the end of each chapter a group of suggestions and projects is given. This helps to care for the individual differences of the pupils. Questions and exercises are distributed thru the text.
2. Date lists. No date lists are given in this textbook.
3. Summaries. No summaries are used in this textbook.
4. Imagination exercises. Some very good exercises and projects of this kind are given in the projects at the end of each chapter.
5. Drills. There is no list of drill questions as such. The suggestions and projects at the end of each chapter serve in some measure for drill questions.
6. Map exercises. There are map exercises given in the suggestions at the end of each chapter. No special list of map drills is given.

VII. LANGUAGE, VOCABULARY, STYLE

This textbook is written in language which pupils of the seventh and eighth grades will have no difficulty in understanding. It is very easy to read. The opening paragraph of the book gives the impression that it may be too elementary for pupils of junior high school age. This impression does not carry thru the book to any great extent, however.

VIII. CHOICE OF MATERIAL, PROPORTION

1. What is the author's purpose and point of view?

The authors have tried to tell the story of the American people simply and clearly. At times they have made it more concrete by building it about some figure prominent in history, such as Columbus, Franklin, Washington or Lincoln. They try to fire the mind of the pupil with the growing idealism of America. The growth of the West has been emphasized and has been given a due proportion of space. Special attention is given to American and World Peace.

2. Upon what type of event and movement is the emphasis placed?

The development of the colonies and the West and the events which built and changed our government are given the emphasis.

3. What is the relative space devoted to the different periods?

This textbook contains 518 pages, 36.6 percent of which is devoted to the period of colonization including the Revolutionary War, 40.2 percent is devoted to the period from the Revolutionary War to the close of the Civil War, and 23.2 percent to the period from the Civil War to the present time.

4. How much space is devoted to military history? About 9 percent of the space is devoted to military history. No undue glorification is given military history. It is mentioned only as it affected the resulting history of our country.

5. How much space is devoted to social, economic and political history? About 73.5 percent of the total number of pages is devoted to this type of history. (The accompanying outline chart gives detailed information on this point.)

6. Does the author try to any great extent to interpret history?

Both sides of questions at issue are discussed fairly. Facts are given rather than opinion. Some of the questions discussed in most histories are not discussed here.

IX. ORGANIZATION

1. Does the narrative progress to a definite end? Are cause and

effect clearly traced? This textbook traces the beginnings of our country in Europe. It also spends some time on the condition of this country before the arrival of the white men. The narrative is centered in places about the great men of the times,

X. METHOD

At the ends of chapters and scattered thru the text are numbers of problems to be solved. The text leads to these problems in a logical, interesting way, and the solution of the problems may be obtained thru further study of the text.

The questions are chosen so as to cover the significant things in American history.

TEXTBOOK NO. 10

I. GENERAL MAKE-UP

1. Binding

- (a) Is it substantial? This textbook is bound in buckram and compares favorably with others of this type. Some of the colored maps are glued in, and come out with little use.
- (b) Is it attractive? The textbook is bound in dark red buckram. The title is stamped in black letters. While the book is not unattractive, it lacks some of the extra work which makes a textbook attractive to pupils.

2. Typography

- (a) Is the type open and clear? The type is clear and easy to read. It is printed on a good grade of ivory-colored book paper.
- (b) Are different kinds of type used? Heavy bold-faced type is used for chapter and paragraph headings. The references at the ends of chapters are in italics and the questions are in elite type. Italics are not used in the body of the text.

II. LENGTH

1. How does the length of the book compare with the amount of time to be spent upon it? This book contains 692 pages, which is ample material for the seventh and eighth years. The problems and projects at the ends of chapters give the quicker pupil plenty of work to occupy his time. This book contains more material than any other textbook in this group.

III. AIDS TO VISUALIZATION

1. Pictures

- (a) Number. Are they plentiful? This textbook contains 315 illustrations.
- (b) Are they clear and well printed? The pictures, with the exception of the full page colored ones, are black and white drawings. They are not as attractive as photographic reproductions. The pictures could be made a much greater aid to visualization.
- (c) Are they pertinent to the text? The pictures are well placed in regard to the reading material and illustrate some points which the text is trying to emphasize.
- (d) Do they represent realities or fanciful conceptions of reality? Most of the pictures in this book are drawings. They represent the artist's conception of the situation. Of course, many of the modern situations are well represented by actual photographs. Where pictures are taken from old prints or contemporary works, the textbook does not give credit.
- (e) Are their sources indicated? No source or credit is given, except in case of copyright acknowledgment.
- (f) Are they of historical value? Yes, they are of value, altho their value is greatly impaired by lack of information about the picture.
- (g) What is the principle of selection? An attempt has been made to select the pictures which will arouse interest and convey information.

2. Diagrams and graphs

(a) What type of fact is so presented?

No diagrams or graphs are used in this book.

3. Maps

(a) Number and size. There are 62 maps used in this text, 20 of which are full-page colored maps. The rest of the maps are about one-half page in size, with a few quarter-page maps. No small maps are used.

(b) Are they accurate? All maps are drawn to scale and are accurate so far as can be determined. They seem to be in conformity with contemporary records.

(c) Are they true to color keys? Yes. The colors are contrasting enough to be easily distinguished. The maps of less than full-page size are in black and white and easily read.

(d) Are they carefully adapted to the text? Yes, these maps were made especially for use in this text and illustrate the points under discussion to good advantage.

(e) How much detail is given? All the details necessary for teaching and comparison are given.

IV. REFERENCES

1. Are they suitable for elementary school pupils? Yes. Special reference lists are given for both pupils and teachers.

2. Are the references specific or general? They are specific and apply to pertinent material.

3. Do they indicate title only, or page and chapter? They refer to page and chapter.

4. Is the pupil made conscious of the kind of material to which he is referred? In most cases the title is self-explanatory. No other information is given.
5. Are there references to other textbooks? To historical novels? Poems? Source material? All of these types of references are used. There is but little reference to poetry.

V. TABLE OF CONTENTS, INDEX, DIVISIONS, ETC.

1. Is there a good table of contents? Does it contain merely the titles of chapters? Is there any grouping of chapters? Is the table of contents an analysis of the book? Is it so arranged that it can be used in teaching?

The table of contents consists of the chapter headings, grouped into periods. Under each chapter heading is given a brief statement of the content of the chapter. The table of contents is a brief analysis of the book, and should be an aid to better teaching.

2. Is there a full index? Is it specific? There are 37 pages of index in this book. It is cross-indexed and very specific.
3. Is there a pronouncing vocabulary, glossary or index?
Yes, there is a pronouncing index in the appendix. No words are pronounced in the body of the text.
4. Are there divisional headings, marginal headings, sectional headings? Are the sections or paragraphs numbered?
The sections, chapters and paragraphs are numbered in the text as well as in the table of contents.
5. Footnotes
(a) Character of: Footnotes are not used in this textbook.

VI. SPECIAL FEATURES, PEDAGOGICAL HELPS

1. Topics for special reports or research. At the close of each chapter there is a list of problems and projects. These are of value in keeping the rapidly moving pupil busy.
2. Date lists. At the close of each chapter is a list entitled "Dates and Persons to be Remembered". Each date is definitely connected with an event.
3. Summaries. At the close of each chapter is a section known as "Lights", which emphasizes the important features of the chapter in a new way, making them more vivid to the pupil. At the end of each division an outlined summary is given.
4. Imagination exercises. There are many good imagination exercises at the close of each chapter. These are of great value in getting the pupil to understand actual conditions.
5. Drills. There is a test drill at the close of every chapter. These drills contain the question and answer method, as well as the think and do questions. At the beginning of each division is a list of problems which will be considered in that division.
6. Map exercises. Map exercises are given in the projects at the close of the chapters.

VII. LANGUAGE, VOCABULARY, STYLE

This textbook is easily read by pupils of the seventh and eighth grades. The ideas and facts are presented in a pleasing manner that should arouse the interest of the pupils.

VIII. CHOICE OF MATERIAL, PROPORTION

1. What is the author's purpose and point of view? The author

sets forth the story of the discovery of America, its wars and settlements, and its development, industrially and socially. The author shows the pupil the hardships of the early settlers and contrasts them with modern conditions in an effort to show that today's achievements are the result of hardship and struggle and are a heritage which should be appreciated and protected.

2. Upon what type of event and movement is the emphasis placed?

Upon the events and movements which established our government and institutions.

3. What is the relative importance of the different periods?

This textbook contains 692 pages, 34.3 percent of which is devoted to history up to and including the Revolutionary War, 34 percent to the period from the Revolution thru the Civil War, and 31.7 percent from the Civil War to the present time.

4. How much space is devoted to military history? Only 8.5

percent of the 692 pages are devoted to military history. Only the decisive battles and campaigns are described. There is no glorification of war.

5. How much space is devoted to social, economic and political history? Approximately 78 percent of this book is devoted to political, social and economic history.

6. Does the author, to any great extent, try to interpret history?

Facts are given rather than opinions. Both sides of questions at issue are presented fairly.

IX. ORGANIZATION

1. Does the narrative progress to a definite end? Are cause and effect clearly traced? This history traces the European beginnings of our country to the present time in a clear logical sequence. The important events are emphasized. Cause and effect are clearly traced.

X. METHOD

This textbook is built about the solving of problems which are clearly stated at the beginning of each division. The text is divided into four divisions with the problems stated at the beginning and a summary at the close. The solution of these problems is a definite goal toward which the pupil may work.

TEXTBOOK NO. 11

I. GENERAL MAKE-UP

1. Binding

- (a) Is it substantial? The binding on this book represents the latest approved type of binding school books, with special reinforcements and special stitch, which tend to preserve the book thru several years' usage.
- (b) Is it attractive? The binding has been designed with the distinct purpose of increasing the attractiveness of the book and making it appeal to children. The colors selected are harmonious.

2. Typography

- (a) Is the type open and clear? The type is clear and distinct printed on the finest grade of ivory-colored English book paper. The cream shading prevents excessive light reflection, makes the print easy to read and adds to the attractiveness of the book.
- (b) Are different kinds of type used? If so, for what purpose? Italics are used for emphasizing important and outstanding facts of history to which the child's attention is especially directed. Elite type is used for questions, study helps and footnotes.

II. LENGTH

1. How does the length of the book compare with the amount of time to be spent on it?

This textbook contains 543 pages. The work of the seventh

grade covers 214 pages, leaving 329 pages for the work of the eighth grade. Less than two pages per day for work of the seventh grade and less than four pages per day for the eighth grade are given.

III. AIDS TO VISUALIZATION

1. Pictures

- (a) Number. Are they plentiful? There are 238 half-tone illustrations.
- (b) Are they clear and well printed? With the exception of 17 pictures, all are taken from original paintings or scenes from motion pictures. The 17 illustrations not so made are from old engravings and woodcuts.
- (c) Are they pertinent to the text? Extreme care and months of time were spent in collecting and selecting the illustrations for this book. Each illustration is used to depict some incident or period of history and is intended to arouse interest and give a greater appreciation of history. Many of the illustrations used have never before appeared in a school textbook.
- (d) Do they represent realities or fanciful conceptions of reality? More than 95 percent of the illustrations represent realities, while the balance are reproductions from motion pictures which are the nearest possible fanciful conceptions of periods and people.
- (e) Are their sources indicated? Each picture carries a complete legend with full credit to both the artist and the source from which the picture was obtained.

(f) Are they of historical value? Decidedly.

(g) What is the principle of selection? To select type illustrations that will create interest and present history by a visual method.

2. Diagrams and graphs

(a) What type of fact is so presented? Statistical information is presented by these graphs. Only three graphs are used in this textbook.

(b) Do they really make the fact clearer to the pupil?
They present in a graphical or visual way information that is otherwise difficult for the child to understand.

3. Maps

(a) Number and size. Forty-four maps are used thruout the book. Seven of them are full page, only three being less than one-half page in size.

(b) Are they accurate? All maps are drawn to scale to permit the careful and accurate presentation of desired situations. Sources were consulted and political divisions at different periods are indicated in conformity with contemporary records.

(c) Are they true to color keys? All maps are black and white, which makes them easy to read.

(d) Are they carefully adapted to the text?

All maps were drawn expressly for this textbook.

(e) How much detail is given? All details of teaching and historical value are included in each map. The legends

accompanying each have been made of real value in interpreting the maps for the student.

IV. REFERENCES

1. Are they suitable for elementary school pupils? Yes.
2. Are the references specific or general? Specific and apply to pertinent material.
3. Do they indicate title only or pages and chapters? Except for fiction material, all chapters and pages are indicated and the name of the publisher is indicated.
4. Is the pupil made conscious of the kind of material to which he is referred? Wherever the title is not self-explanatory, the type of material is indicated.
5. Are there references to other textbooks? To historical novels? Poems? Source material? Each of these types of outside reading material is utilized.

V. TABLE OF CONTENTS, INDEX, DIVISIONS, ETC.

1. Is there a good table of contents? Does it contain merely the titles of chapters? Is there any grouping of chapters? Is the table of contents an analysis of the book? Is it so arranged that any use can be made of it in teaching?
The table of contents is subdivided into units, each unit being presented thru a series of problems or chapters. This affords an excellent teaching device and a summarization of the chapter problems.
2. Is there a full index? Is it specific? The index of this book covers 23 pages, giving specific page references and cross-index pages. One of the outstanding features of this book is

its full and complete index.

3. Is there a pronouncing vocabulary, glossary or index? No.

All proper names and difficult words have their pronunciation indicated immediately following them and upon their first appearance.

4. Are there division headings, marginal headings, section headings? Are the sections or paragraphs numbered? Unit

headings are indicated in the table of contents. Chapter, division and paragraph headings are indicated in the body of the text.

5. Footnotes

(a) Character of: Only 25 footnotes are used thruout the text of 590 pages. They are used only for the purpose of explanation or for the presentation of facts of minor importance.

VI. SPECIAL FEATURES, PEDAGOGICAL HELPS

1. Topics for special reports or research. Each chapter has a list of study test questions with additional special topics for report, research and motivation. This additional material provides for individual work and also makes it possible for the superior student to work according to his capacity.
2. Date lists. At the close of each chapter there is a list of dates of special importance that should receive particular emphasis and that are worth remembering. In the appendix there appears a complete chronological date list, divided into 12 comprehensive periods.

3. Summaries. Each chapter ends with a complete summary, standing as a part of the text matter, in the same sized type. This summary makes a brief recapitulation of the important points in the chapter. This re-statement of the subject matter of the chapter in new terms and very briefly, is an aid to the pupil in knitting together the materials of the chapter.
4. Imagination exercises. At the ends of the many chapters there are imagination exercises for use as motivation material and special work.
5. Drills. Study test drills are placed at the close of the chapters to be used as a check upon the pupil's mastery of the chapter content.
6. Map exercises. These are placed at points of vital need, and contained in the map legends are special references and exercises for map study. Cross references to maps are inserted frequently in the text material as an aid to the pupil to make certain his knowledge of the proper relation of events. This book makes a definite use of history maps.

VII. LANGUAGE, VOCABULARY, STYLE

This textbook is written in language that is simple and easily understood by pupils in intermediate grades, yet there is no condescension, no indication of writing down to a lower level. Ideas and facts are presented deliberately and lucidly. It is a book in which pupils should be interested because the value of its contents is made evident to them and because the clearness of presentation makes it a book easy to read and understand.

VIII. CHOICE OF MATERIAL, PROPORTION

1. What is the author's purpose and point of view? This book has been written with a view to giving young citizens an understanding of existing institutions, their development and their relationships. For the full accomplishment of this aim, important developments are traced clearly and simply from the beginning. Altho the thread of political events is not for a moment lost, other phases of history receive their due share of attention. Social and economic matters are clearly and carefully presented. Events in foreign countries that have a bearing upon those in our own are taken into account in order that the pupil may see our history in its proper world perspective; but American affairs are kept well in the foreground. The point of view is impartial without being indifferent.
2. Upon what type of event and movement is the emphasis placed? Upon the development of government and institutions as a result of historical causes.
3. What is the relative space devoted to the different periods? The history of our country from its beginning thru the Revolutionary War covers 153 pages, or 28.1 percent of the total number of pages; 222 pages, or 41 percent, are given to the period from the close of the Revolutionary to the close of the Civil War; 168 pages, or 30.9 percent, are given to the period from the close of the Civil War to the present time.
4. How much space is devoted to military history? Less than 16 percent of the total number of pages is devoted to military history. There is no glorification of war. Our wars from

first to last are told about in a matter-of-fact way. Soldiers and statesmen are not featured to the exclusion of persons who in quiet ways have advanced the prosperity and happiness of the American people.

5. How much space is devoted to social, economic and political history? More than 84 percent of the total number of pages are devoted to this type of history information.
6. Does the author try to any great extent to interpret history? Facts are given rather than opinions, and points at issue are presented justly without the injection of anyone's partisan prejudices.

IX. ORGANIZATION

1. Does the narrative progress to a definite end? Are cause and effect clearly traced? It traces the evolution of our country from our European beginnings to the present in a logical and clear-cut manner, carrying the narrative to a formal conclusion, emphasizing the important events, their causes and effects.

X. METHOD

A distinctive feature of this textbook is its organization of chapters around definite problems; its underlying plan is the setting up of problems to be solved. Each chapter of the book is a problem study unit beginning with a paragraph of introduction which poses the problem for the chapter. This paragraph serves to guide the student by showing him what he should learn and it gives him a real basis for understanding historical events. The solution of the chapter problem is to be

reached from a study of the text, and it becomes a definite goal toward which study is purposefully directed. The problems are chosen so that they cover the significant things in American history and they are posed in a way to arouse the student's interest.

TABLE I
THE RELATIVE AMOUNT OF SPACE DEVOTED TO MAPS IN THE
VARIOUS BOOKS

	Number of Maps			
	Double page	Full Page	Half page	Fourth page
Textbook No. 8.....	10	19	39	24
Textbook No. 5.....	6	11	27	28
Textbook No. 10.....	0	20	29	13
Textbook No. 4.....	0	21	27	10
Textbook No. 9.....	1	21	24	4
Textbook No. 2.....	2	10	17	20
Textbook No. 1.....	7	12	17	12
Textbook No. 7.....	10	18	18	0
Textbook No. 6.....	1	19	18	7
Textbook No. 11.....	1	7	33	3
Textbook No. 3.....	3	12	13	13

TABLE II TYPES OF STUDY HELPS IN VARIOUS BOOKS

	Tests	Questions	Dates	Map references	Special readings	Chapter problems	Motivation	Summaries	Dramatization	Rank basis 100%
Textbook No. 11	X	X	X	X	X	X	X	X	0	89%
Textbook No. 7	X	End of sections only	End of Division only	X	X	X?	X	0	0	78%
Textbook No. 4	X	0	Beginning end of periods	End of chapter only	X	0	X	Outline x? end of periods	0	67%
Textbook No. 10	X	0	0	End of chapter only	X	Few at close of period	X	Outline x? end of periods	0	67%
Textbook No. 6	0	X	0	X	X	0	X	X	X	67%
Textbook No. 2	X	0	Preface only	End of chapter only	X	0	X	Brief outline to teacher	Suggest X	56%
Textbook No. 1	X	0	X	X	X	Suggest Appendix only	X	0	0	56%
Textbook No. 8	0	0	Appendix only	Slight X	Slight X	X	X	Outline 0	0	45%
Textbook No. 3	X	0	Short list in appendix	End of chapter only	X	0	X	0	0	45%

TABLE II. (Continued)

Tests	Questions	Dates	Map references	Special readings	Chapter problems	Motivation	Summaries	Dramatization	Rank basis 100%
X	0	X	End of X chapter only	0	0	Slight X	0	0	45%
0	End of X sections only	0	0	X	0	X	0	0	33%

KEY

X - indicates that book has that type of help.
 0 - indicates that book does not have that type of help.

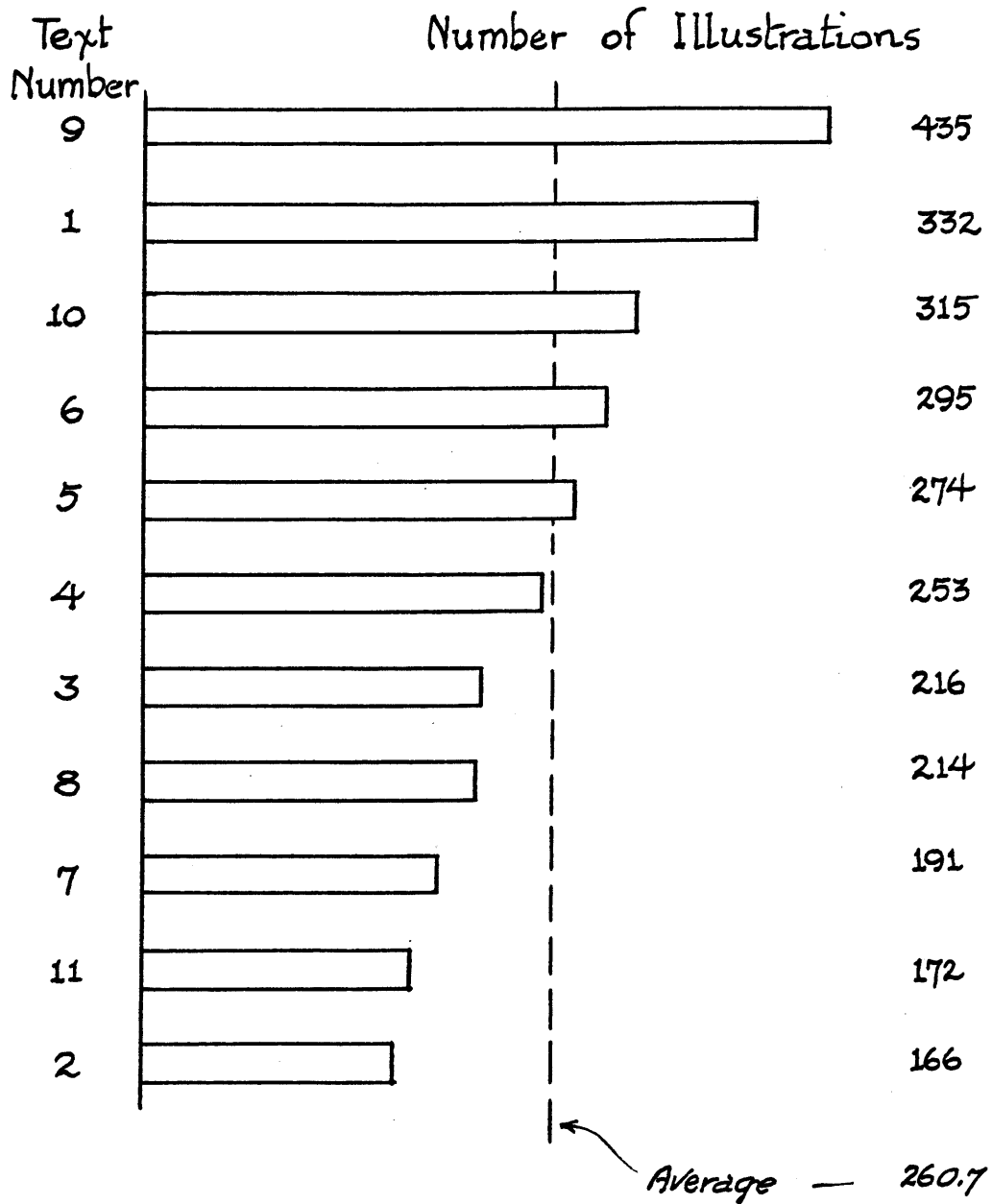


Chart 1.- Graphical Comparison of
Number of Illustrations Used

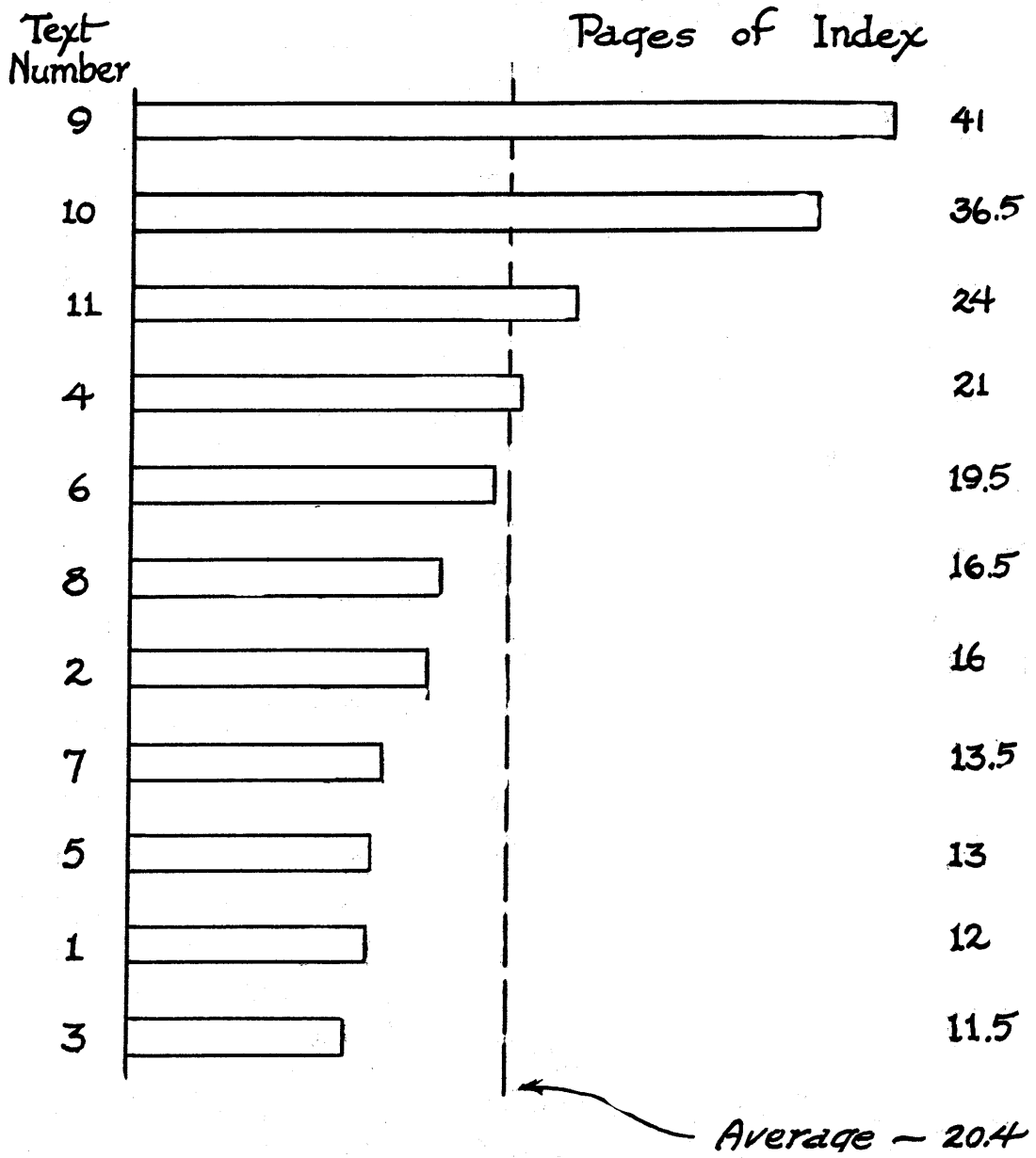


Chart 2.- A Graphical Comparison of Pages Devoted to Index

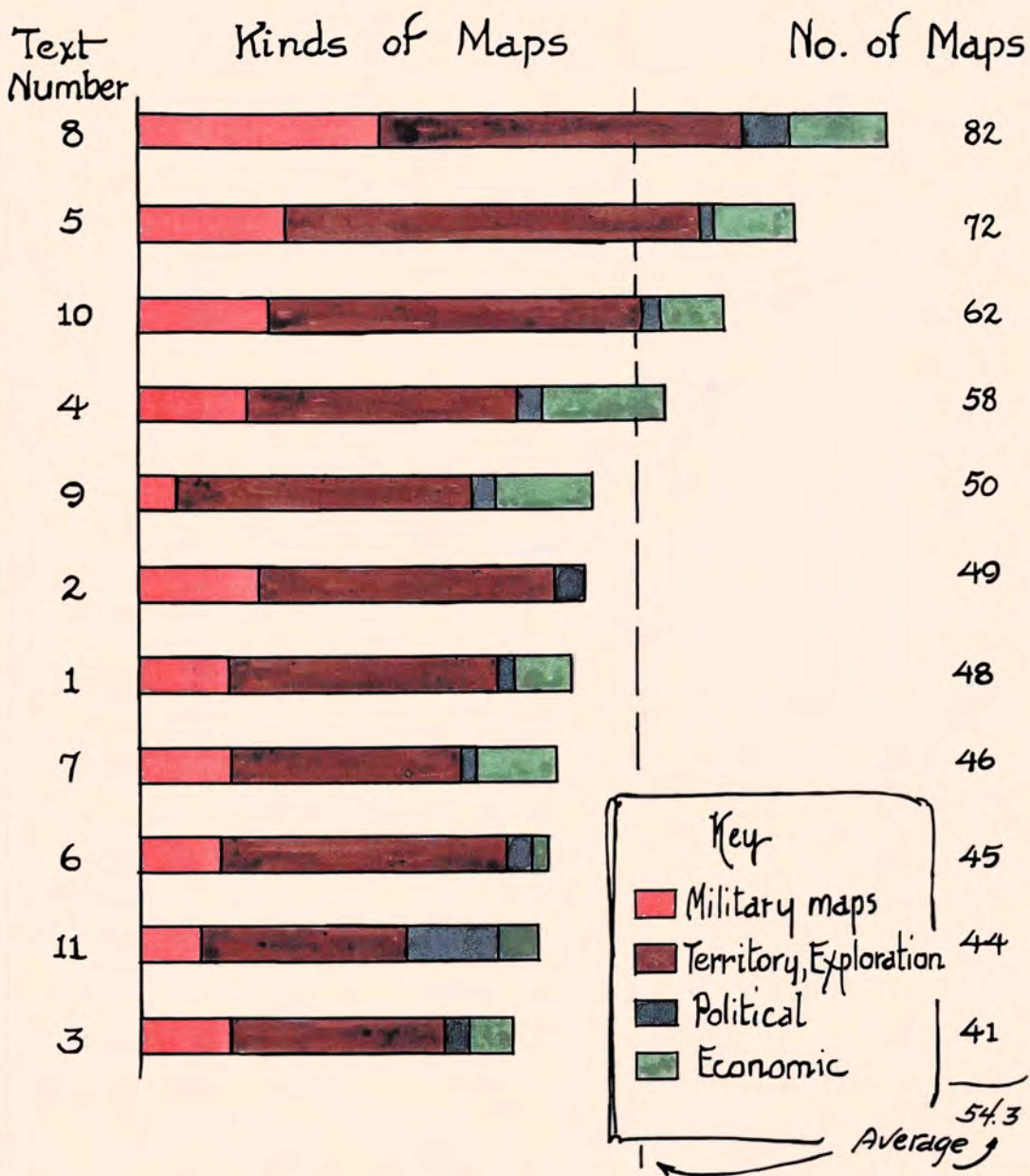


Chart 3.- A Graphical Comparison of Number and Kinds of Maps

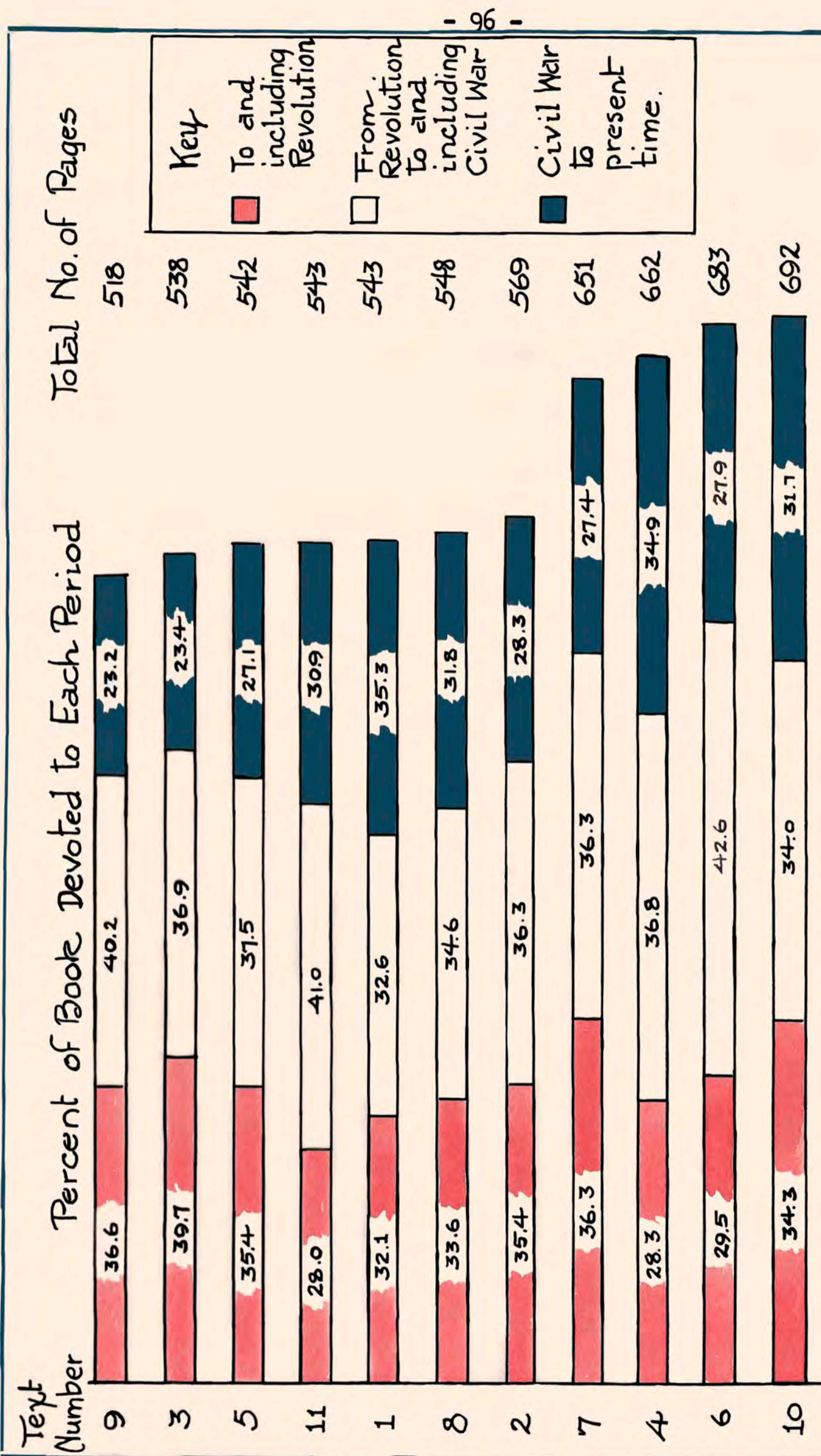


Chart 5.- A Graphical Comparison of Size of Book and Percentage Distribution of Material by Periods.

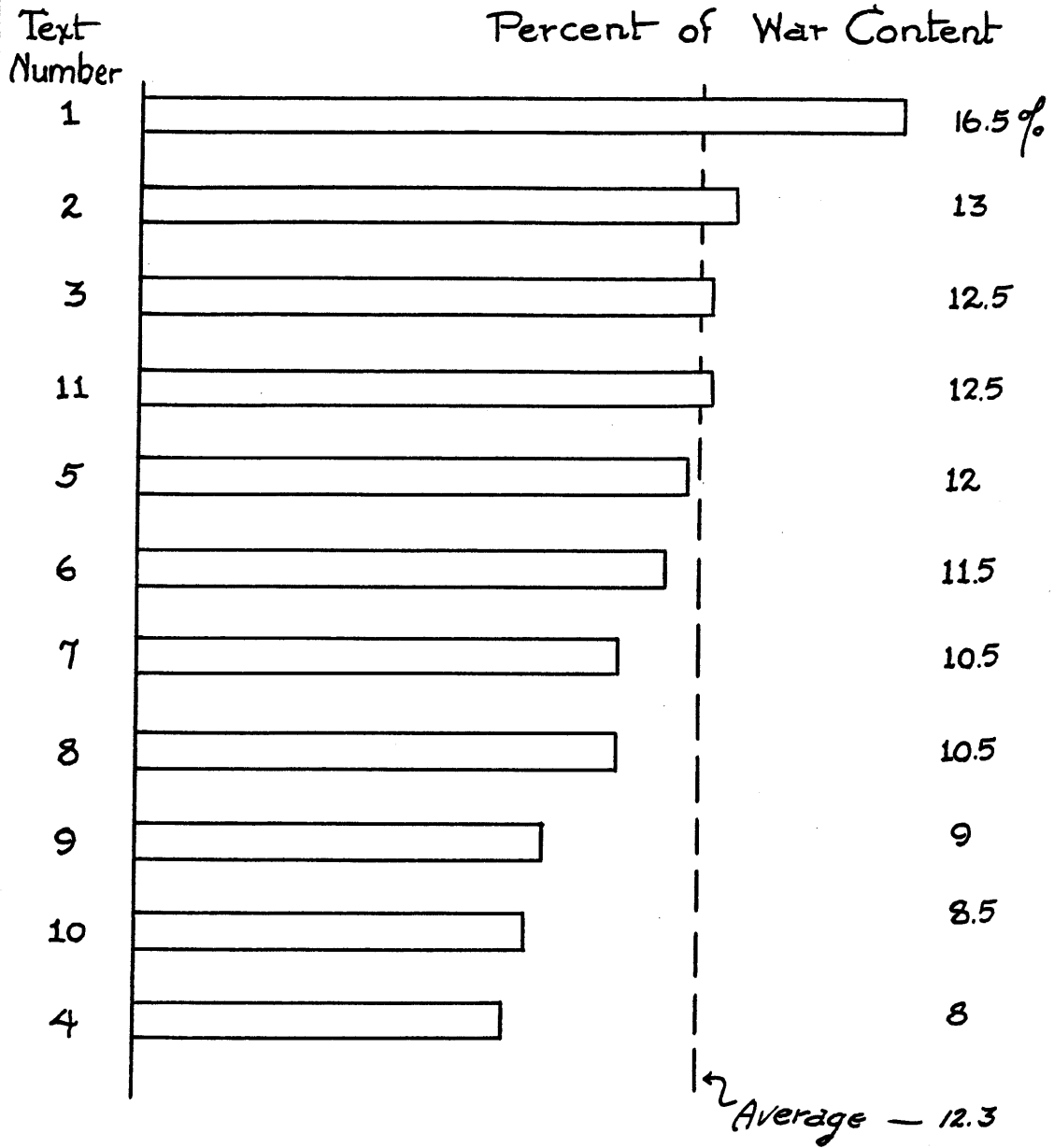


Chart 6.- A Graphical Comparison of War Content Expressed in Percent of Total

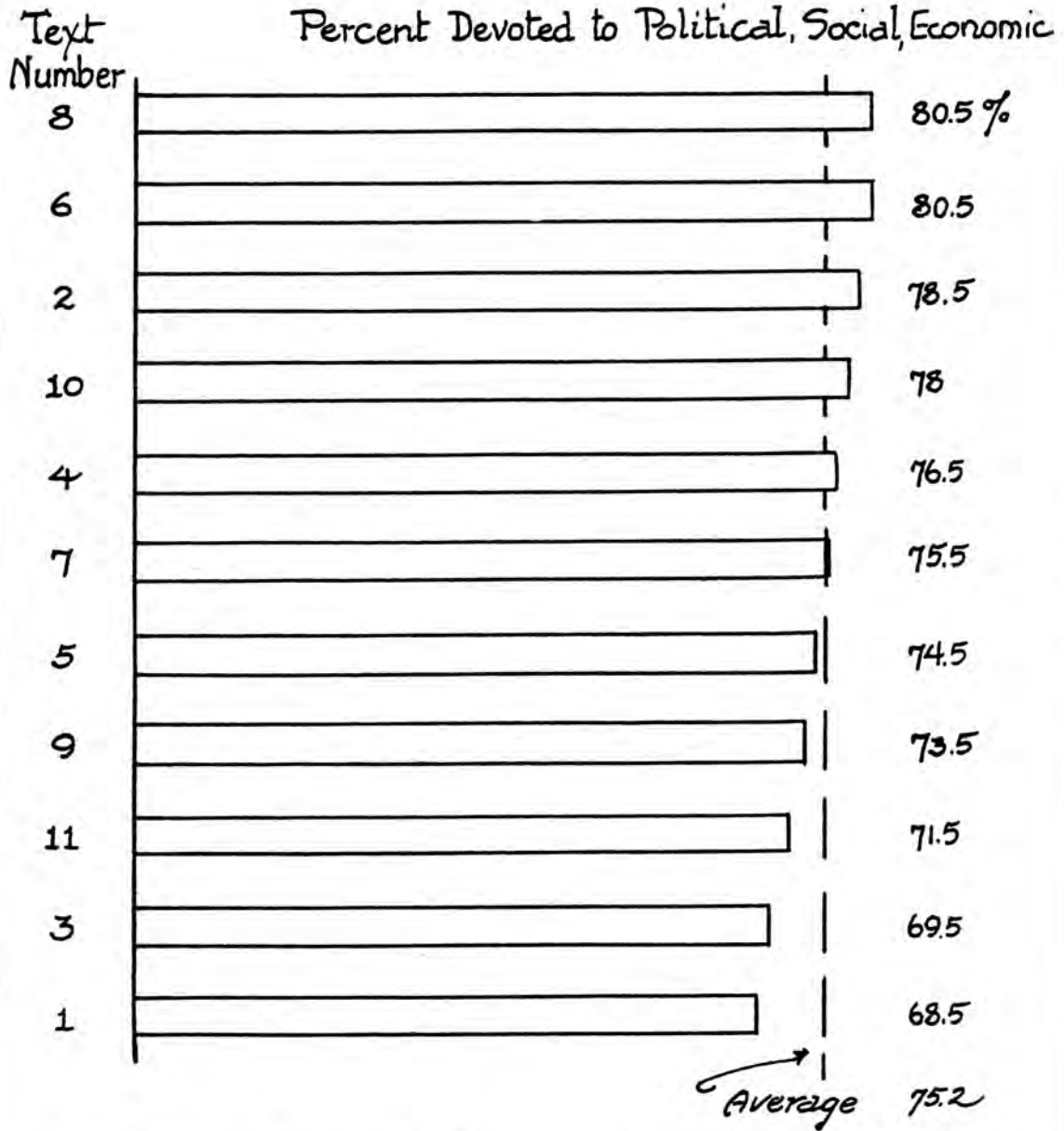


Chart 7.- A Graphical Comparison of Political, Social and Economic History in Percent of Total.

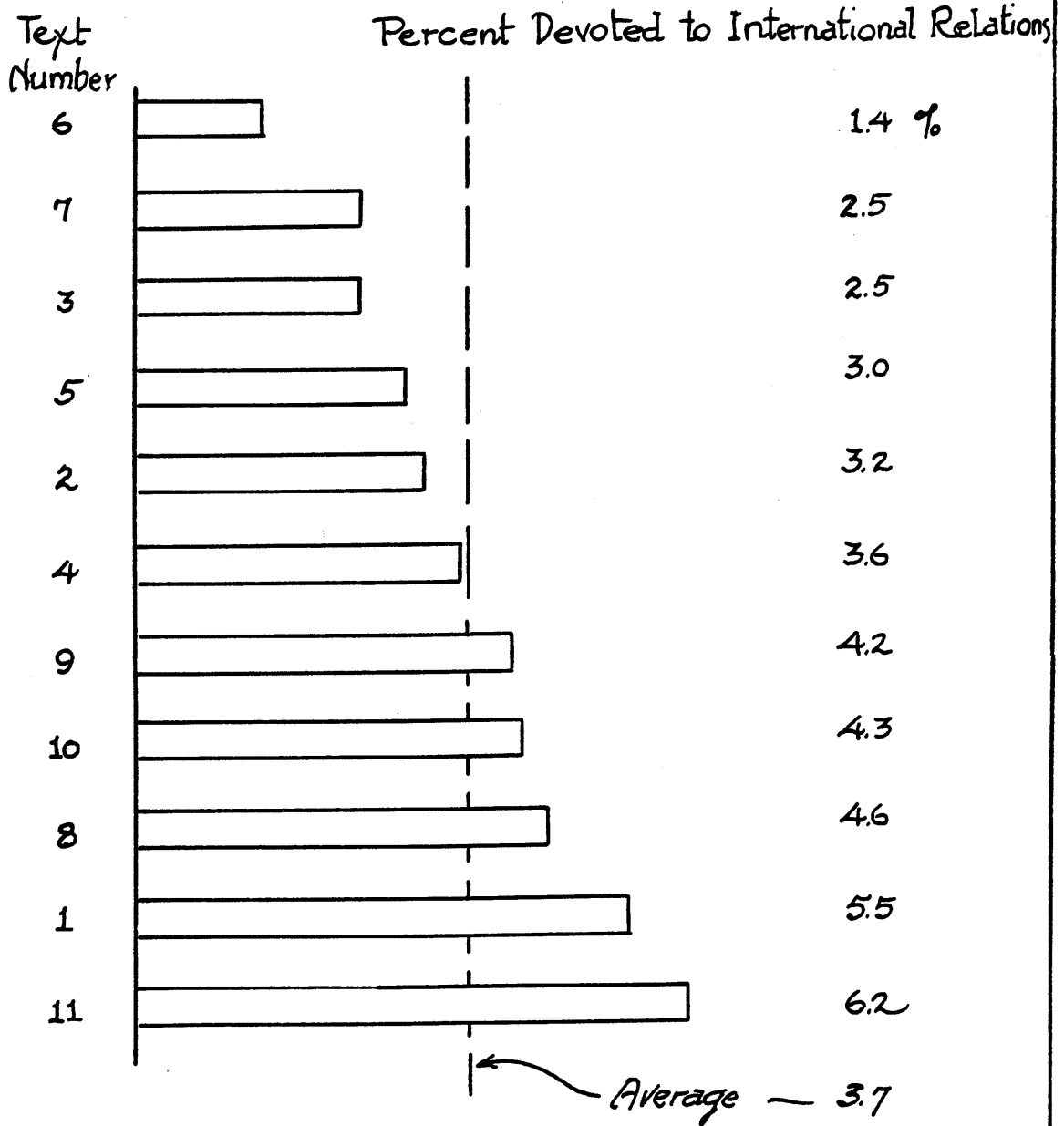


Chart 8.- A Graphical Comparison of Content Devoted to International Relations in Percent of Total.

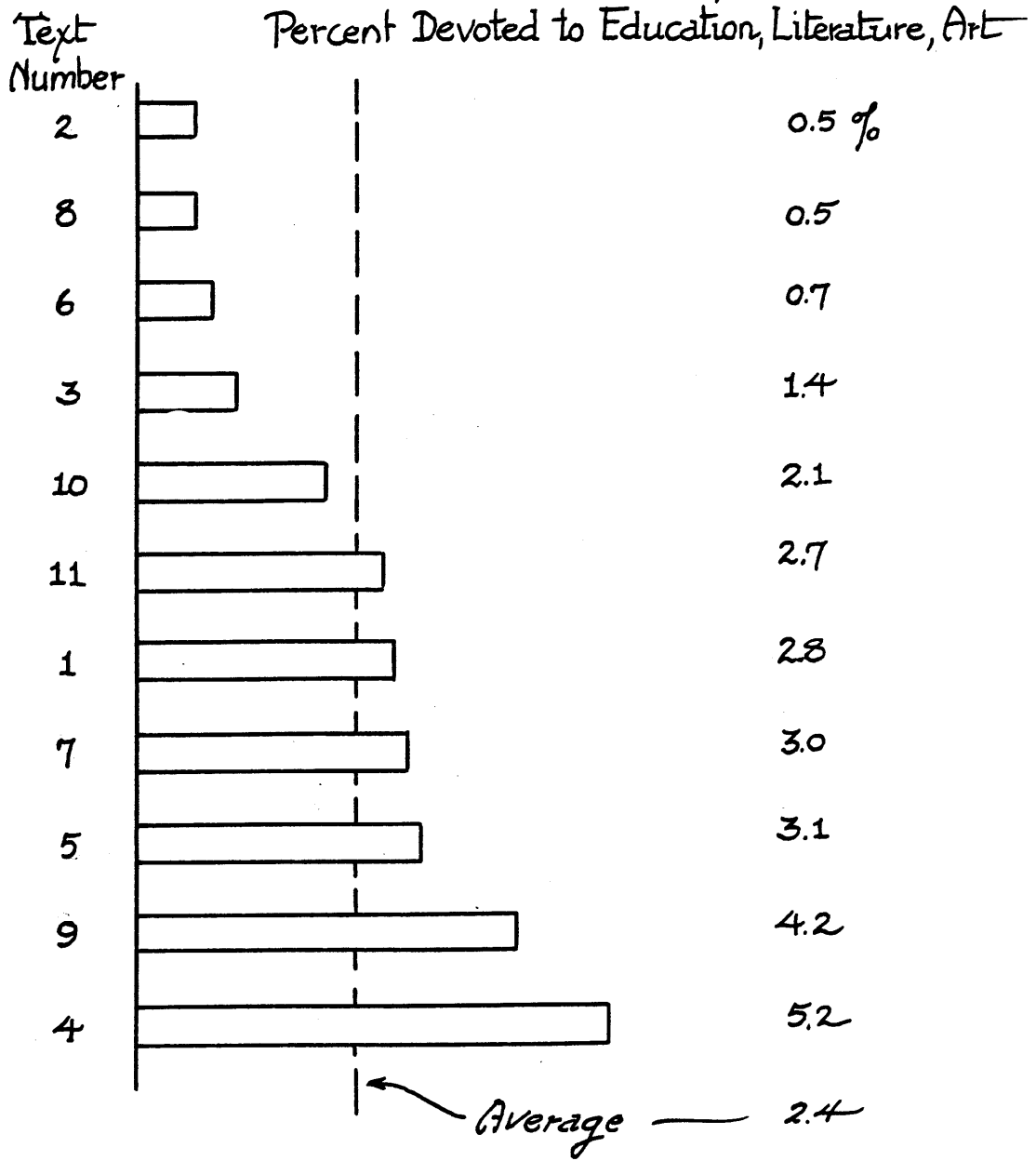


Chart 9.- A Graphical Comparison of Content Devoted to Education, Literature and Art in Percent of Total.

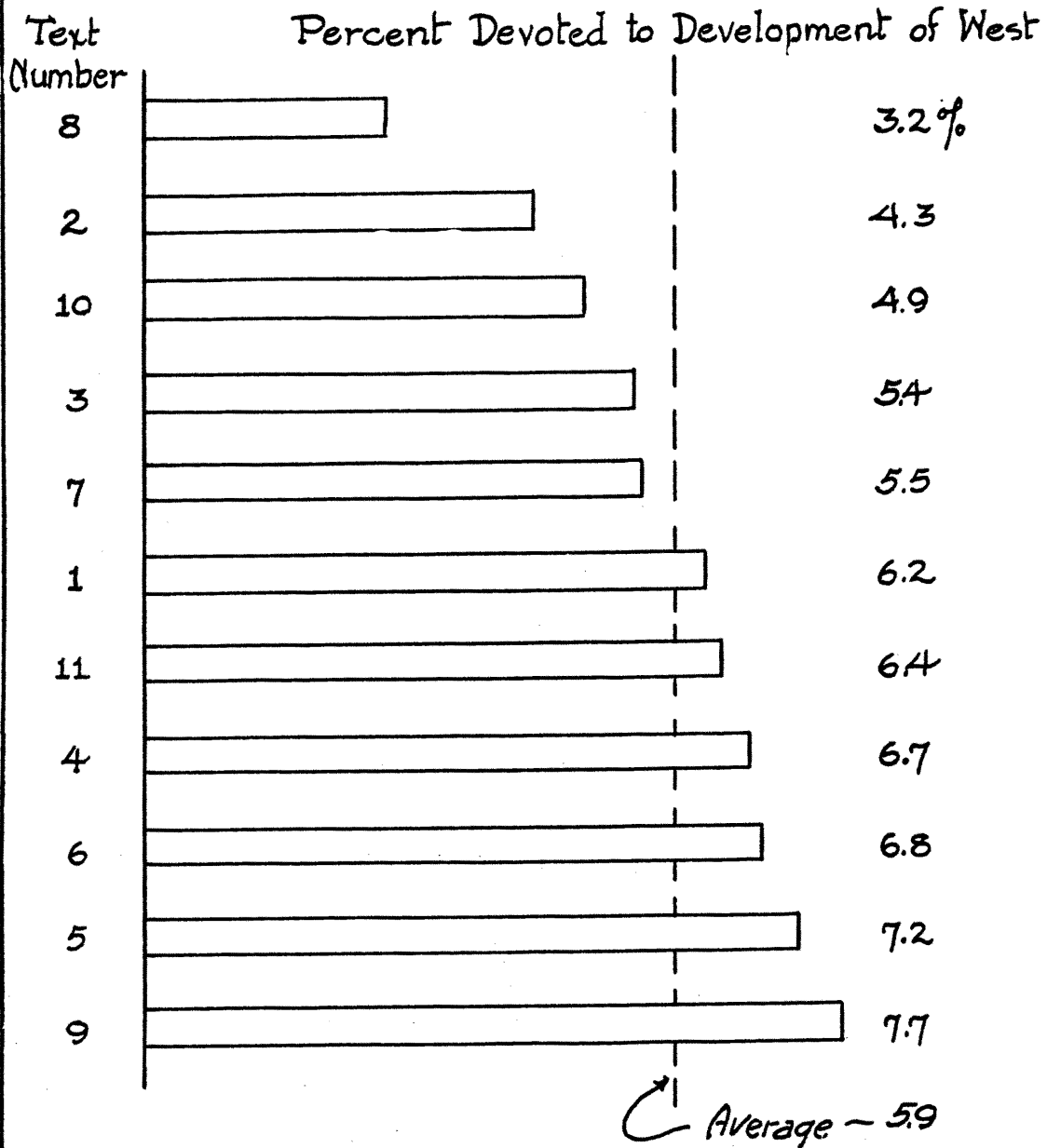


Chart 10.- A Graphical Comparison of Content Devoted to Development of the West

CONCLUSIONS

It will be found from a reading of the analysis of the textbooks or by a study of the diagrams that the books in this study vary greatly in most details of construction and content.

As has been stated, it is not the purpose of this thesis to select the best textbook, but to analyze them and find the leading features of each. It follows that if a textbook devotes a large percentage of its space to the Civil War period, for example, other sections must be correspondingly brief. If a textbook is desired which devotes much time to a given period, a glance at the diagrams will show at once which book contains the desired material.

As far as could be found, there is no authority which shows the correct amount of space which should be devoted to each period of history.

Since it is impossible for a textbook to lead in all periods of history, for an abundance of space devoted to one period means a corresponding shortening of another period, the well-balanced book would be the one which approaches nearest the average of all textbooks.

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ABSTRACT OF THESIS

A COMPARATIVE ANALYSIS
OF
SEVENTH AND EIGHTH GRADE HISTORY TEXTBOOKS

By Earl L. McMichael

LIBRARY OF THE
STATE AGRICULT'L COLLEGE
FORT COLLINS, COLO.

There is a general impression that the textbook very largely dominates classroom instruction in our schools. This impression remains in spite of much emphasis upon the all-round growth of the individual. With the increasing prevalence of activities, projects and laboratory work, one would expect a lessening of time and study given to textbooks.

Whatever may be the expectations in this matter, investigation seems to indicate that the textbooks are still of paramount importance in the American educational system. A few statements from typical school surveys bear out this contention.

From a survey of the Missouri public schools conducted in 1929 by G. D. Strayer and N. L. Engelhardt:

"In Missouri schools, as in most American schools, textbooks are an important part of the machinery of instruction. To a considerable extent they determine both the content and the method of instruction. This is of a necessity true when teachers are not well trained; when competent professional supervision is generally lacking; and when reference materials are scarce, unsuitable and inadequate. In practice the textbook is the course of study in the Missouri schools."

From Delaware comes the following report:

"They (the teachers) need guidance and supervision, and this the present system does not supply. The result is that the prescribed textbooks, literally followed, constitute the course of study in Delaware."

From the foregoing reports and others of a similar nature, we are forced to conclude that the importance of textbooks can scarcely be

overestimated.

It is not the purpose of this thesis to select the best textbook of seventh and eighth grade history, but to analyze them and determine some of the leading features of each.

Since the textbooks are of such vital importance, it is the duty of those selecting them to be familiar with the construction and content of each.

Schools in various places require that their history be emphasized in different ways, so that it would be impossible as well as undesirable to select a textbook which would be best for all schools.

This analysis will, however, show the strength of each, so that any feature of special strength may be selected.

The following outline has been devised to check the features of each textbook:

AN OUTLINE BRIEF FOR THE EXAMINATION OF HISTORIES

I. GENERAL MAKE-UP

1. Binding

(a) Is it substantial?

(b) Is it attractive?

2. Typography

(a) Is the type open and clear?

(b) Are different kinds of type used?

II. LENGTH

How does the length of the book compare with the amount of time to be spent on it?

III. AIDS TO VISUALIZATION

1. Pictures

- (a) Number. Are they plentiful?
- (b) Are they clear and well printed?
- (c) Are they pertinent to the text?
- (d) Do they represent realities or fanciful conceptions of reality?
- (e) Are their sources indicated?
- (f) Are they of historical value?
- (g) What is the principle of selection?

2. Diagrams and graphs

- (a) What type of fact is so presented?
- (b) Do they really make the fact clearer to the pupil?

3. Maps

- (a) Number and size?
- (b) Are they accurate?
- (c) Are they true to color keys?
- (d) Are they carefully adapted to the text?
- (e) How much detail is given?

IV. REFERENCES

- 1. Are they suitable for elementary school pupils?
- 2. Are the references specific or general?
- 3. Do they indicate title only or pages and chapters?
- 4. Is the pupil made conscious of the kind of material to which he is referred?
- 5. Are there references to other textbooks? To historical novels? Poems? Source material?

V. TABLE OF CONTENTS, INDEX, DIVISIONS, etc.

1. Is there a good table of contents? Does it contain merely the titles of chapters? Is there any grouping of chapters? Is the table of contents an analysis of the book? Is it so arranged that any use can be made of it in teaching?
2. Is there a full index? Is it specific?
3. Is there a pronouncing vocabulary, glossary or index?
4. Are there division headings? marginal headings? section headings? Are the sections or paragraphs numbered?
5. Footnotes
 - (a) Character of ?

VI. SPECIAL FEATURES, PEDAGOGICAL HELPS

1. Topics for special reports or research?
2. Date lists?
3. Summaries?
4. Imagination exercises?
5. Drills?
6. Map exercises?

VII. LANGUAGE, VOCABULARY, STYLE

VIII. CHOICE OF MATERIAL, PROPORTION

1. What is the author's purpose and point of view?
2. Upon what type of event and movement is the emphasis placed?
3. What is the relative space devoted to the different periods?
4. How much space is devoted to military history?
5. How much space is devoted to social, economic and political history?
6. Does the author try to any great extent to interpret history?

IX. ORGANIZATION

1. Does the narrative progress to a definite end? Are cause and effect clearly traced?

X. METHOD

Each textbook was analyzed with the foregoing outline as a guide. The features of each book were placed in the corresponding place in the outline.

The textbooks analyzed show a remarkable difference in the space devoted to a given period of history, the number of maps and illustrations given, the kind and number of study helps offered. In fact, every textbook varies greatly from each of the others.

It has been impossible to find an authority which shows how much space should be devoted to a given topic of history. No two textbooks agree on any topic as to time and space devoted to it.

The book that devotes much space to the Revolutionary period must cut short the discussion of some other period, since the size of the textbook is limited.

It follows, then, that a textbook cannot be outstanding in all periods of history. Perhaps the best textbook would be one which avoids extremes and approaches the average of all the textbooks. At any rate, such a book would be a well-balanced one.