1949

# An analysis of the treatment of the period 476 AD to 1303 AD in seven intermediate European background history textbooks

AN ANALYSIS OF THE TREATMENT OF
THE PERIOD 476 A.D. TO 1303 A.D.
IN SEVEN INTERMEDIATE EUROPEAN
BACKGROUND HISTORY TEXTBOOKS

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

THESIS

# An Analysis of the Treatment of the Period 476 A.D. to 1303 A.D. in Seven Intermediate European Background History Textbooks

submitted by

Ralph Eugene Gray

( B.S. in Ed. - State Teachers College
at Fitchburg, Massachusetts - 1942 )

In Partial Fulfillment

of the Requirements for the Degree

Master of Education, 1949

First Reader: W. Linwood Chase, Professor of Education

Second Reader: Robert L. Burch, Assistant Professor of Education

Third Reader: William H. Cartwright, Assistant Professor of Education

TABLE OF CONTENTS

## LIST OF TABLES

## LIST OF FIGURES

# CHAPTER I

## THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to analyze seven intermediate European background history textbooks with regard to the period 410 A.D. to 1303 A.D.; (2) to compare these books by means of the following classifications: vocabulary difficulty, organization and presentation, chronological sequence, topics mentioned, people mentioned, pictures, and learning aids; (3) to derive from each study conclusions concerning the historical value, clarity, integration, and teachability of each text; and (4) to summarize these conclusions, indicating the merits and deficiencies of each text as they appear to the writer in order to facilitate the choice of a text with regard to the area studied.

Importance of the study. This problem grew out of the writer's experience in teaching this period of history at the sixth grade level. The period up to the fall of Rome has clearly marked time sequence, peoples, and events. From the fall of Rome to the Renaissance, there is no central core or theme to the story of man's progress. The Age of Chivalry, the rise of the nations, the winning of liberty, the church, and many others all interweave. At any given period, one or more is dominant, but soon recedes as some other event

supersedes it.

Teachers of this subject generally agree that at the intermediate level, this period is the most difficult to teach well. Frequent and abrupt changes of locale, frequent time regressions, and countless events tend to destroy perspective and lead to blurred concepts on the part of the children.

This study will not attempt to state what should be taught, nor what method should be used. The textbook, for better or worse, is, in general, the source of information for pupils. This study will attempt by analysis to determine what is being taught, how it is being taught, and to indicate the advantages of the various texts when they are found.

## CHAPTER II

## REVIEW OF RESEARCH

The writer of this paper was unable to find a recent authoritative statement of what content should be taught in intermediate European background history. The only reference located was The Study of History in the Elementary Schools[1] which was published in 1912. Since it is the only publication of this nature in the field, the writer is quoting it despite its early publication date.

> In subdividing the subject matter, the committee recommends the following periodization. For the sixth grade, those features of ancient and medieval life which explain either important elements of our civilization or which show how the movement for discovery and colonization originated. A few great incidents or typical characters of the ancient and medieval world have been added because these memories are a part of the universal heritage of mankind.[2]

In the volume just quoted, the authors list in outline form the content for grade six. The following partial listing is applicable to this study.

C. The heirs of the Romans
   1. The Germans
   2. Alfred and the English
   3. How the English began to win their liberties
   4. How the people lived in the Middle Ages
   5. The Church in the Middle Ages

---

[1] James Alton James, Chairman, The Study of History in the Elementary Schools, Report to the American Historical Association by the Committee of Eight (New York: Charles Scribner's Sons, 1912)

[2] Ibid., p. xi

D. Pilgrimages, Crusades, Commerce
   1. Pilgrimages
   2. Crusades
   3. Results of the Crusades[3]

In addition to indicating rather specifically the content for grade six, these authors also have some recommendations as to the method. It is evident from examination of textbooks used at this grade level that there exists little agreement as to the presentation of events with regard to time sequence. On this point, the report is definite but inconclusive.

> Time is another element in the logic of history, for an event may be a result with reference to what preceded it and a cause to what followed. To know, therefore, when an event took place adds to our power of interpreting its meaning. . . .[4]

The importance of the time concept in middle-grade history is thus emphasized, but the specific application of this principle is left to the discretion of the author and teacher.

In the following general terms, the report cites the need of biographical material in the elementary study of history.

> Special emphasis should be given to personal force, because it is truth in the concrete and the great life principles as they have been embodied in the individual man that win the deep interest of the boy or girl

---

[3] Ibid., pp. 34-41

[4] Ibid., p. 104

in the grammar school.[5]

The amount of illustrative material in intermediate history textbooks varies greatly in size, amount, and nature. The writer of this paper could find no specific recommendations as to what illustrative material should be included. The Seventeenth Yearbook of the National Council for Social Studies, however, does list the following criteria for American history textbook illustrations. These would appear equally applicable to European background texts.

A. Overall design
   1. Smoothly woven into the text
   2. Textbook should form an artistic whole
   3. Type of illustration should suit purpose to be served
   4. Captions should be challenging
   5. Should be suited to grade level
   6. Should not stress the unusual
   7. Should be at least half page-size

B. Photographs
   1. Should be of good quality
   2. Should be simple
   3. Should show common things
   4. Should be honest
   5. Should answer affirmatively the question, "Does it clarify a point better than words alone?"

C. Maps
   1. Should be a suitable projection
   2. Should be half-page minimum size
   3. Should be accurate and consistent
   4. Should be clear and simple

D. Drawings and prints
   1. Should use humor
   2. All should be dated

---

[5] Ibid., p. 107

3. Historical prints should be reduced unless functional

E. Graphic devices
1. Picture graphs should be used if possible
2. Devices should be accurate and modern[6]

The writer could find no research on textbook analysis of this particular period. Murphy[7] analyzed topics in junior high school American history textbooks. He, however, based his analysis on the topics listed in the Report of the Committee on American History in Schools and Colleges[8] plus five which he considered of sufficient importance to warrant a place in his study. Walsh[9] and Yagjian[10] each did a textbook analysis, but the results are not pertinent since both deal with different periods of

---

[6] William Hartley, "Audio Visual Materials and Techniques," Seventeenth Yearbook of the National Council for Social Studies, Chap. 23 (Washington, D. C.: National Council for Social Studies, 1946) pp. 307-9

[7] Charles J. Murphy, "An Analysis of Topics in Junior High School American History Textbooks," (unpublished Master's thesis, Boston University School of Education, Boston, 1948)

[8] Edgar B. Wesley, Editor, Report of the Committee on American History in Schools and Colleges of the American Historical Association (New York: The MacMillan Co., 1944)

[9] Emily L. Walsh, "An Analysis of World War I in Ten Junior High School History Textbooks (1936 through 1945)," (unpublished Master's thesis, Boston University School of Education, Boston, 1946)

[10] Ralph A. Yagjian, "An Analysis of People in Junior High School American History Textbooks," (unpublished Master's thesis, Boston University School of Education, Boston, 1948)

history and at a different grade level. The procedure and methods of these studies were of value. Houston[11] analyzed the supplementary reading references in social studies textbooks of the sixth grade. Although this area is within the scope of this investigation, his method and conclusions are not applicable to this study.

Studies by Zetes[12] and Sartorelli[13] are not pertinent to this investigation.

From the research, the following statements seem justified:

1. The study of European background history in grade six is sanctioned by usage and authoritative opinion.

2. There is a minimum content specified for the period 476 A.D. to 1303 A.D.

3. Time sequence is an important factor in teaching history in elementary schools.

4. Illustrative material is an invaluable aid, but

---

[11] John Houston, "An Analysis of the Supplementary Reading References in Social Studies Textbooks of the Sixth Grade," (unpublished Master's thesis, Boston University School of Education, Boston, 1948)

[12] Christie Nicholas Zetes, "An Analysis of the Content of World History Workbooks on a Senior High School Level," (unpublished Master's thesis, Boston University School of Education, Boston, 1948)

[13] William Arthur Sartorelli, "Course of Study in Old World Backgrounds for a Seventh Grade Class in Social Studies," (unpublished service paper, Boston University School of Education, Boston, 1948)

should meet certain criteria.

5. Biography is an important adjunct to the teaching of history.

# CHAPTER III

## PROCEDURE

The seven textbooks chosen for this analysis were selected primarily because they are in common use in Massachusetts. The texts are listed here with the code letter for each.

A --- Freeland, George E., and James T. Adams, America's World Backgrounds, Charles Scribner's Sons, New York, 1936

B --- Hartman, Gertrude, Lucy S. Saunders, and Allan Nevins, Builders of the Old World, D. C. Heath & Co., Boston, 1946

C --- Kelty, Mary G., Other Lands and Other Times, Ginn & Co., Boston, 1942

D --- McClure, C. H., Charles C. Schenck, and W. W. Wright, A World Background for the United States, Laidlaw Brothers, Inc., Chicago, 1941

E --- McGuire, Edna, Glimpses into the Long Ago, The MacMillan Co., New York, 1945

F --- Nida, William L., The Dawn of American History, The MacMillan Co., New York, 1928

G --- West, Ruth, and Willis M. West, The New World's Foundations in the Old, Allyn & Bacon, Boston, 1944

The classifications analyzed were chosen after interviews with three superintendents, four principals, and twenty-six intermediate teachers. In each case, the question asked was, "In chosing a European background history text for the sixth grade, in what characteristics are you most interested?" The topics upon which there was substantial agreement were selected for this study.

The readability was determined by using the Yoakam Readability Formula, first developed by Doctor Gerald A. Yoakam of the University of Pittsburgh in 1938. The 1948 revision of this formula was used. Grade levels of readability for each book are indicated by a whole number and a decimal. A rating of 6.1 indicates that the book is correctly placed for the average child at the end of the first month in the sixth grade.

Since organization and format do not readily lend themselves to statistical analysis, these are discussed in essay form for each text. The analysis is objective in so far as possible. The use of preview and summary, page and type size, and the use of color are all factors in the write-up.

One table is presented showing the number of reading pages in each book, the number of reading pages in the period studied and the per cent of total pages devoted to this period.

Chronological sequence was tabulated in a simple manner. The topics in each text were listed in the order in which they appear. Beginning and ending dates for each topic were taken from the text when given, or determined by reference to Boak, Hyma, and Slosson.[1] The years interven-

---

[1] A. E. Boak, Albert Hyma, Preston Slosson, The Growth of European Civilization (New York: F. S. Crofts & Co., 1938)

ing between the beginning and ending dates for each topic are represented on a time chart by a straight line. In this way, it is possible to tell at a glance the amount of regression or reworking of the same time period.

The topics mentioned were derived from each text as it was examined. In general, the topics were clearly defined so that the coverage was determinable with accuracy. An approximate word count was made for each topic in each text. The average number of words per line was determined, the number of lines (allowing for incomplete lines) counted for each topic, and the product of these two figures taken as the word coverage per topic. Each figure has been rechecked at least once.

In analyzing the people mentioned, certain more or less arbitrary criteria had to be set up. The data on this phase of the investigation are based on the following:

1. 0 - 10 words --- incidental mention
   11 - 100 words --- casual mention
   101 - 500 words --- biographical treatment
   500 words or more - extensive treatment

2. Actual word counts were made for <u>incidental</u> and <u>casual mention</u>, and approximate word counts made for <u>biographical</u> and <u>extensive treatment</u>. Approximate word counts were made in the same manner as for topics mentioned.

3. Word coverage includes the person, his work, and

the results of his life or work. Christ and Mohammed are the two exceptions to this. In these cases, count was made only of references directly to the life of each. The reason for this restriction is obvious. All Christian works could otherwise be considered a part of the work of Christ, and Moorish expansion could be similarly considered for Mohammed.

4. Captions, learning aids, and other non-textual materials were not counted.

Illustrative material was analyzed in several ways. These were color or black and white; reproduction, drawing, or photograph; charts or maps; and size. When any color was used in a picture, it was credited under color. Line drawings, motif illustrations, and half-tones were considered black and white illustrations. A reproduction included reproductions of paintings, freizes, frescoes, manuscripts, and tapestries. Drawings included all drawings and art work done specifically for the particular text. Photographs included actual pictures of landscapes, people, ruins, etc. A chart was considered to be any table which presented statistical data. Maps included all maps regardless of size or projection.

Learning aids were analyzed as to number and type. Bibliography was divided into three categories: graded, ungraded, and annotated. Any bibliographical reference which indicated the reading difficulty of the reference

was tabulated under graded. If the reference was not accompanied by comment, it was considered ungraded. A reference was considered annotated if accompanied by one or more explanatory sentences. The number of different books referred to was totalled, as well as the number of references. Questions were tabulated in two classes: recall and discussion. Also analyzed in this section are activity suggestions and review tests, the latter by type.

# CHAPTER IV

## DATA

### Organization and Presentation.

Text A

This text is printed in ten-point type with topical sentences in bold-face type. The page is five and one-half inches wide and eight inches high. Margins, reading clockwise from the left, are one-half, three eighths, one-half, and seven-eighths of an inch, respectively. It is printed on light-weight paper, and type and pictures show through. In addition to chapter heading, sub-heads are used throughout each chapter, and the topical sentence of each paragraph is generally in bold-face type.

The text is heavily illustrated. Many of these are of one-quarter page or less in size, and several disarrange the margin. Color is used sparingly, appearing in only a few illustrations and maps. Seven excellent time lines are ranged through the book. These are illustrated and done in black and white.

The text is divided into sixteen units with two or more chapters in each. A brief preview precedes each unit, and learning aids are placed at the end of each unit. An annotated bibliography of all reading references is located at the back of the book. A pronouncing word list and an index conclude the text.

Text B

This text is printed in twelve-point Caslon type with heads in capitals and quotes in ten-point. This type face is free of excessive serifs or other ornamentation. It is printed on high quality bond. The page is six inches by eight inches. The margins, reading clockwise from the left, are one-half, three-fourths, seven-eighths, and one and one-eighth inches, respectively. The wide margins and simple type face give this the "cleanest" page of any of the texts examined.

Illustrations, consisting of line drawings, alternate black and white with occasional color, and are spaced throughout. A minimum number disarrange either margin.

This book is divided into ten units ranging from pre-historic man to the finding of the new world. There are no chapter divisions in the units, but there are twelve to fifteen subdivisions in each, headed by a topic statement printed in small capitals. Learning aids, including review questions, activity suggestions, bibliography, a skill building exercise, and a review test are at the close of each unit. A glossary-index concludes the book.

Text C

This text is printed in ten-point type with topic statements in bold-face and new or important words in italics. It is printed on good quality light paper, and

few illustrations show through. The page is five and one-half by eight inches in size. Margins, reading clockwise from the left, are one-half, five-eighths, three-fourths, and seven-eighths inches, respectively.

The illustrations are varied and functional. Many illustrate a mechanical principle such as irrigation, and several include questions in the captions. No color is used except for the frontispiece and two full page reproductions.

Four units make up the book, and they range from early man to approximately 1500 A.D. These units are composed of from two to eleven sections, each of which discusses a different phase of the period. Learning aids are not placed according to a fixed schedule, but are scattered through the book.

This text is radically different from any of the others examined. It includes many areas not found in other texts, and almost completely omits biographical material. Written almost in story form, it relates everything in history to present day occurrences or countries. The activity suggestions stress items which have to do with the child's home, class, or community.

Text D

This text is printed in twelve-point type with subheads and topic statements in bold-face. It is printed on medium-wight paper, and no illustrations show through.

The page is five and one-fourth by eight inches in size. Margins, reading clockwise from the left, are five-eighths, one-half, three-fourths, and seven-eighths inches, respectively. Each page is bordered at top and bottom by a double color line which makes the page attractive.

Illustrations are, for the most part, large, clear, and interesting. All are in color. Almost all are half-page or larger, and none disarrange either margin. The text is clear, colorful, and attractive throughout.

Text E

This text is printed in twelve-point type with subheads in small capitals and topic statements in bold-face. The page is six and one-half by eight and one-fourth inches in size. Margins for textual material, reading clockwise from the left, are one and one-fourth, seven-eighths, one and one-fourth, and one and three-eighths inches, respectively. Quarter-inch margins on all sides are allowed for illustrations. It is printed on lightweight paper and all illustrations and text show through.

It is extensively illustrated and the majority are half-page or larger and utilize the wide margins. There are many motif illustrations which add to the attractiveness of the text without serving the primary purpose of an illustration. No color is used.

The text is set off in four divisions comprising a

total of ten chapters. These range from early man through the Renaissance. Review exercises, activity suggestions, and bibliography are placed at the end of each chapter. A glossary and an index complete the book.

Book F

This text is printed in ten-point type with topic statements in bold-face and occasional words in italics. The page is five and one-half by seven and one-fourth inches in size. Margins, reading clockwise from the left, are three-fourths, one-half, one and one-eighth, and seven-eighths inches, respectively. It is printed on medium-weight paper and illustrations show through only slightly.

A majority of illustrations are half-page or less and many disarrange the margin. No color is used except in maps.

The text is divided in four units ranging from early man to the colonization of America. The units are not really units, but loose groupings of topics. Each has from eight to fourteen chapters. Motif illustrations head each chapter. Review questions, bibliography, and occasional review tests are placed at the end of each chapter. A pronouncing index completes the book.

Text G

This text is printed in ten-point type with topic statements and key phrases in bold-face. New words are

generally italicized. The page is five and one-fourth by seven and five-eighths inches in size. Margins, reading clockwise from the left, are one-half, three-eighths, three-fourths, and three-fourths of an inch, respectively. It is printed on medium-weight paper and few illustrations show through.

There are many illustrations less than one-quarter page which disarrange the margin. Color is used only in the maps, except for four full-page reproductions.

The text is divided into thirty-one chapters ranging from early man to the present. All chapters are followed by vocabulary drill, review questions, activity suggestions, and bibliography. Most chapters are preceded by an introduction and have a brief summary in bold-face at the end. A pronouncing index completes the book.

Indiscriminate use of bold-face, quotes, and italics lessen the attractiveness and readability of this text.

TABLE I

READABILITY OF SEVEN INTERMEDIATE EUROPEAN BACKGROUND TEXTS AS DETERMINED BY THE YOAKAM READABILITY FORMULA, 1948 REVISION

| TEXTBOOK | YOAKAM PLACEMENT | PUBLISHER'S PLACEMENT |
|---|---|---|
| A | 5.3 | Not available |
| B | 5.8 | Grade six |
| C | 4.6 | Grades four-five-six |
| D | 5.6 | Grade six |
| E | 4.6 | Not available |
| F | 7.0 | Not available |
| G | 5.7 | Not available |

Table I indicates a wide range of readability in intermediate history texts. Texts C and E are suitable for the sixth month of the fourth grade. Texts A, D, G, and B are suitable for the third, sixth, seventh, and eighth month of the fifth grade, respectively. Text F is suitable for the beginning of the seventh grade. Publisher's placements were not available for texts A, E, F, and G, but all are sold as elementary history texts. Texts B, C, and D are not too difficult for the grades assigned them by the publishers.

Figure 1, which follows, is a special type of graph designed for this paper. The units of time are marked on the horizontal axis. Each horizontal line indicates that the text being reported presented material dealing with the time period covered by the line. The text then took up another topic and reverted to an earlier date than the one last mentioned. The second topic, or series of topics, is indicated in the figure by a second line. Each time the text reverts to an earlier date, a new line is started.

The dotted lines serve two purposes: first, by connecting each horizontal line, they lead the eye through the chronological sequence of each text; second, by being dotted, they are not confused with those lines which have time value.

The interpretation and recapitulation of the figure will be found on the page which follows it.

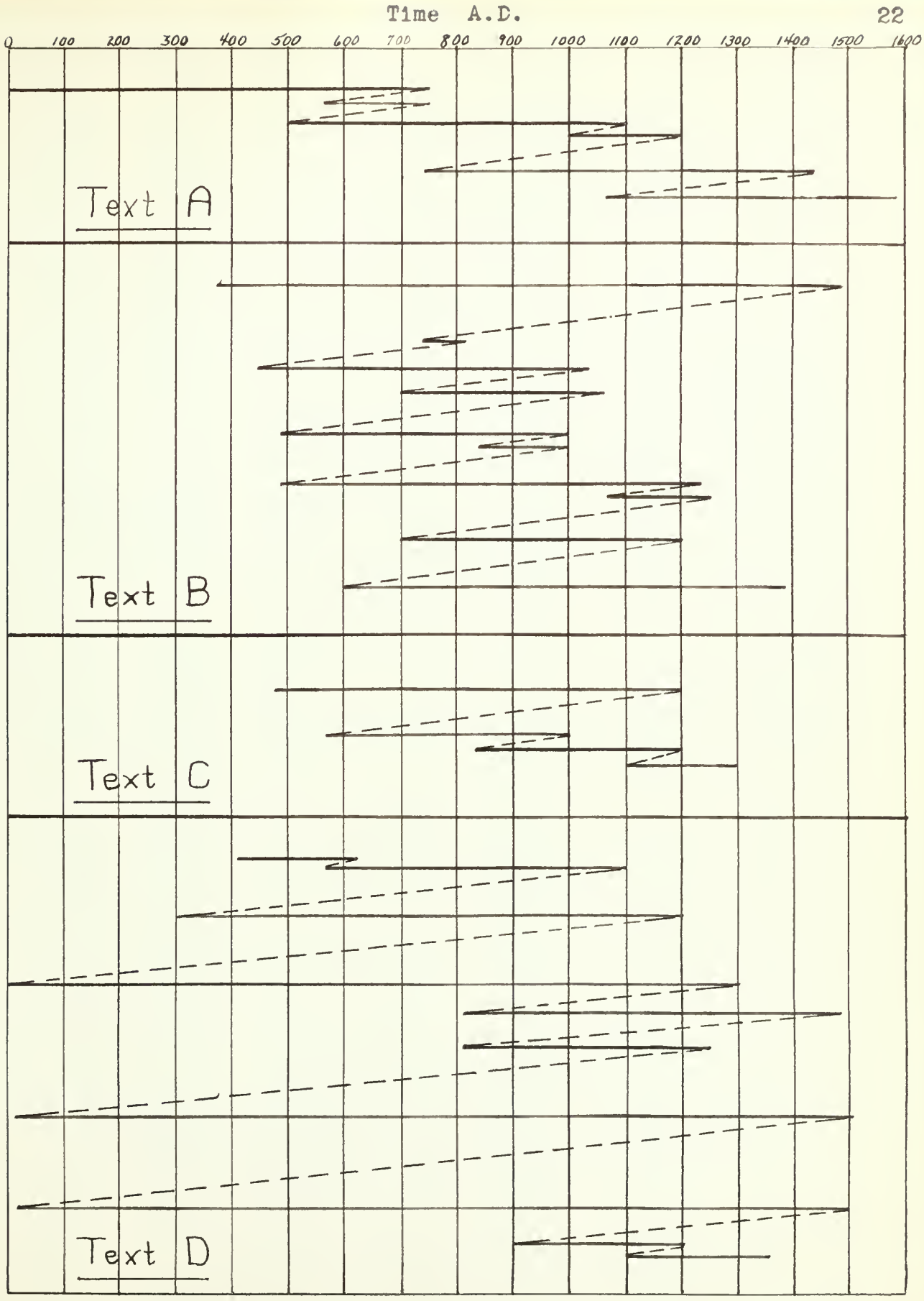


FIGURE 1

CHRONOLOGICAL SEQUENCE OF TEXTUAL MATERIAL FOUND IN MIDDLE AGES SECTION IN SEVEN SELECTED EUROPEAN BACKGROUND HISTORY TEXTBOOKS

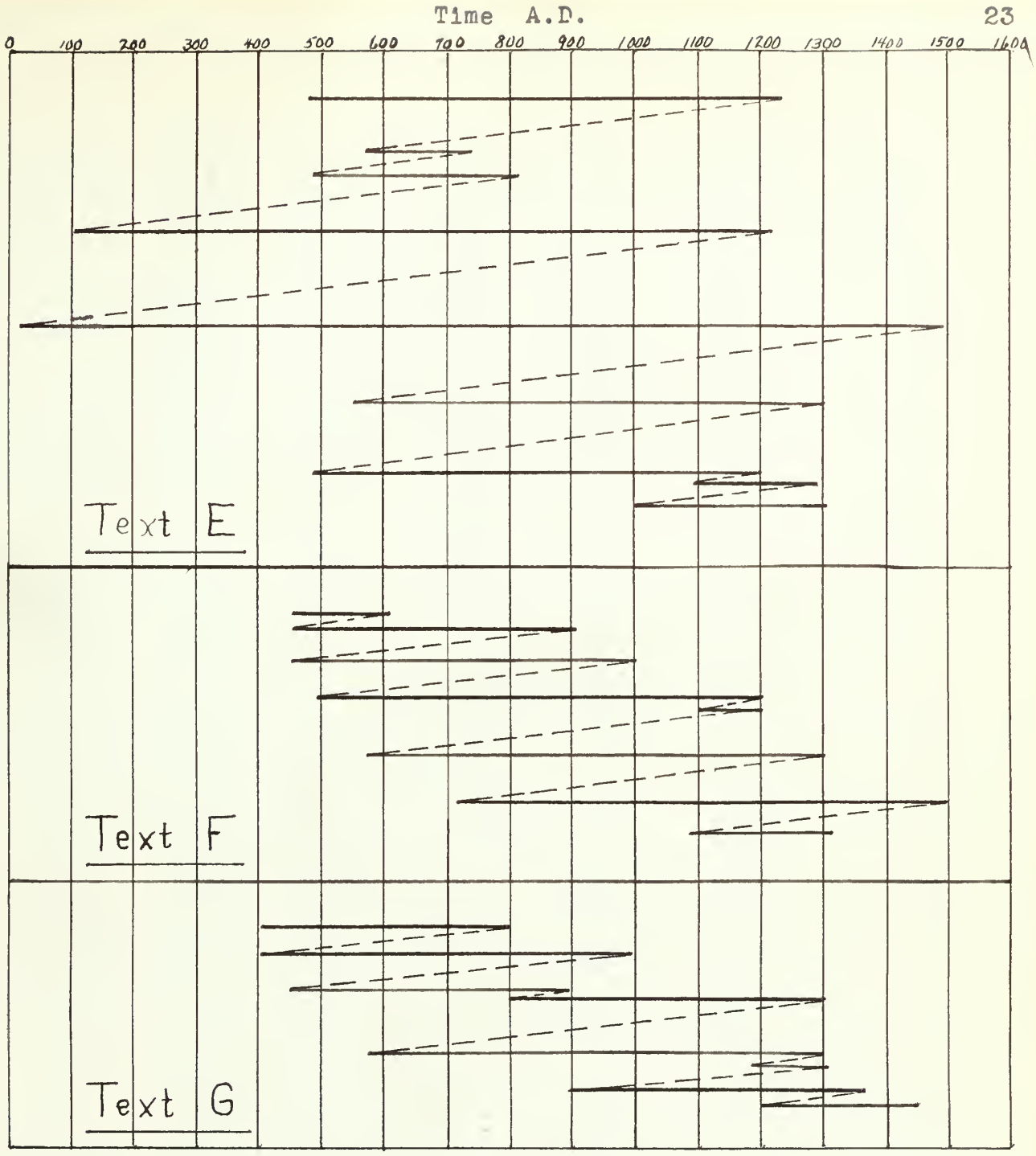


FIGURE 1 (continued)

CHRONOLOGICAL SEQUENCE OF TEXTUAL MATERIAL FOUND IN MIDDLE AGES SECTION IN SEVEN SELECTED EUROPEAN BACKGROUND HISTORY TEXTBOOKS

Figure 1 shows clearly that there is not general agreement on the best way to arrange material chronologically for an intermediate text dealing with this period of history. The period from 500 A.D. to 1000 A.D. has the greatest number of regressions. Texts D and E show the most extreme regressions. This is because these two texts deal with each chief European nation as a unit. Text C has the least amount of regression, but, as has been noted elsewhere in this paper, this text is written in story form and does not deal with all the topics covered by the other texts examined. Texts B, F, and G reveal substantial agreement both in number and time of regressions.

The figure reveals that the tenth century received more coverage than any other, being treated a total of thirty-four times by the seven texts. Second and third place are held by the ninth and twelfth centuries with thirty-two and thirty-one treatments, respectively. The least coverage was given the fifth and thirteenth centuries with sixteen and twenty-two treatments, respectively. Since these are the terminal dates of this study, these figures are understandable. Treatment is quite even for all centuries from the seventh to the twelfth inclusive. None was treated less than twenty-nine times and none more than thirty-four times.

TABLE II

WORD COVERAGE BY TOPIC IN SEVEN SELECTED EUROPEAN BACKGROUND HISTORY TEXTBOOKS

| COMPONENT ELEMENTS | TEXTBOOKS A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| Building | 1320 | 470 | 1031 | | 330 | | |
| Byzantine Empire | | | 1090 | | | | |
| Christianity | | | | | | | |
| Church | 1051 | 1410 | 930 | 963 | 680 | | 1793 |
| Monasteries | 665 | 1120 | | 3546 | 1180 | 2450 | |
| Crusades | | | | | | | |
| Actual | 1177 | 790 | 370 | 3798 | 860 | 495 | 2695 |
| Resualts | 440 | 560 | 370 | 198 | 690 | 2230 | 1496 |
| Education | | | 290 | | | | |
| England | | | | | | | |
| Angles/Saxons/Jutes | | 600 | | 1476 | 360 | 4470 | 1639 |
| Danes | | 650 | | 1350 | 390 | 2630 | 1463 |
| Normans | 352 | 560 | | 2547 | 150 | 1590 | 2134 |
| Rise of liberty | 704 | 6310 | | 2817 | 500 | 1750 | 4103 |
| Feudalism | | | | | | | |
| Nature of | 1254 | 690 | 460 | 756 | 390 | 1510 | 2640 |
| Noble life | 1991 | 2300 | 940 | 2619 | 1950 | 2900 | 1749 |
| Common life | 737 | 330 | 650 | 1908 | 520 | 2290 | 1705 |
| France | 1100 | 1110 | | 6813 | 1330 | 1160 | 1419 |
| Germany and Italy | | | | 3843 | | | |
| Islam | 1012 | 940 | 2010 | 1485 | 720 | 2910 | 1782 |
| Jews | | | 430 | | | | |
| Languages | | | 450 | | | | |
| Pagan gods | | 260 | | | | | |
| Population | | | 480 | | | | |
| Portugal | | | | 675 | | | |
| Spain | 836 | | | 2520 | 610 | 2750 | |
| Teutons | 2068 | 810 | 440 | 3888 | 1110 | 3060 | 3300 |
| Towns and Guilds | 748 | 1750 | 1140 | 3051 | 1400 | 1450 | 4103 |
| Trade | | 290 | 700 | 324 | 320 | 1410 | |
| Vikings | | 780 | | 217 | | | |

Table II indicates that twenty-seven major topics were discussed in the Middle Ages section of seven different texts. Of these twenty-seven topics, eight were dealt with by only one text each and one by only two texts. Three topics--building, Spain, and trade--were mentioned by four texts. Three topics--monasteries, Danes, and the Angles/Saxons/Jutes--were mentioned by five texts. Four topics--the Church, Normans, the rise of liberty, and France--were mentioned by six texts. All seven dealt with the Crusades and their results, the three aspects of feudalism, Islam, the Teutons, and the towns and guilds.

In view of the wide range of topics possible, considerable unanimity is indicated by the fact that four or more texts each dealt with eighteen of the twenty-seven topics. These figures would be even more impressive if it were not for text C which, as previously noted, is radically different from the other texts examined, and was the only text which mentioned five of the topics.

Text D covers the greatest number of topics with a total of twenty. Texts A and G mention fourteen each; texts C and F, sixteen each; text E, eighteen; and text B, nineteen.

TABLE III

WORD COVERAGE OF PEOPLE MENTIONED IN THE SEVEN TEXTBOOKS ANALYZED

| COMPONENT ELEMENTS | TEXTBOOKS A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| Abelard, Peter . . . | | | | | 98 | | 54 |
| Aetius , . . . . . | | | | | | 91 | 121 |
| Alaric . . . . . | 38 | 110 | 315 | | | | 417 |
| Alcuin . . . . . | | 90 | | 15 | | | 29 |
| Alexius . . . . . | | | | | | 88 | |
| Alfred the Great . . | | 450 | | 738 | 250 | 2140 | 1155 |
| Alhazen . . . . . | | | | | | 154 | |
| Attila . . . . . | | | | 100 | | | 330 |
| Augustine, St. . . . | | 24 | 10 | 295 | | 150 | 176 |
| Bacon, Roger . . . . | | | | | | | 50 |
| Baldwin . . . . . | | | | | 31 | | |
| Ball, John . . . . . | | 270 | | | | | 41 |
| Basil . . . . . | | | | 95 | | | |
| Bede . . . . . | | | | | | | 116 |
| Benedict, St. . . . | 66 | 105 | | 612 | 87 | 160 | |
| Bernard, St. . . . . | | | | 189 | | | |
| Bohemond . . . . . | | | | | 45 | | |
| Boniface, St. . . . | | | 13 | 81 | | | |
| Bramante . . . . . | 37 | | | | | | |
| Caesar, Julius . . . | 148 | | | 76 | 26 | | |
| Canute . . . . . | | 150 | | | | | |
| Charlemagne . . . . | 528 | 760 | | 2205 | 980 | 610 | 1232 |
| Charles, Bald . . . | | | | 227 | | | |
| Charles, Fat . . . . | | | | 63 | | | |
| Charles (Martel) . . | | | | 45 | | | 84 |
| Chaucer . . . . . | | | | | | | 242 |
| Christ . . . . . | 198 | | | | | | |
| Clothilda . . . . . | | 30 | | 18 | | 14 | |
| Clovis . . . . . | 95 | 222 | | 288 | 102 | 340 | |
| Columba, St. . . . . | | | | 63 | | | |
| Conrad III . . . . . | | | | | | 26 | 137 |
| Constantine . . . . | 59 | | | | | | 40 |
| Cornwallis . . . . . | 6 | | | | | | |
| Edgar . . . . . | | | | 54 | | | |
| Edward the Confessor | | | | 198 | | 54 | 161 |
| Egbert . . . . . | | | | 207 | | | 49 |
| Eric the Red . . . . | | 90 | | | | | 6 |
| Etienne of Cloyes . | 98 | | | | | | |
| Francis, St. . . . . | | 650 | | 270 | 36 | | 308 |
| Frederick II . . . . | | | | 252 | | | |

TABLE III (continued)

WORD COVERAGE OF PEOPLE MENTIONED IN THE SEVEN TEXTBOOKS ANALYZED

| COMPONENT ELEMENTS | TEXTBOOKS A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| Frederick Barbarossa | | | | 381 | | 20 | 161 |
| Gerber . . . . . | | | | | | 18 | |
| Godfrey . . . . . | | | | 28 | 30 | 680 | |
| Gregory 7th, Pope . | | | | 585 | | | |
| Gregory, Pope . . . | | 150 | | | | 140 | 165 |
| Grindecobb . . . . . | | | | | | | 80 |
| Harold . . . . . | | | | 215 | 60 | 260 | 102 |
| Haroun-al-Raschid . | | | | | | | 1254 |
| Helena, St. . . . . | 51 | | | | | | |
| Hengist . . . . . | | | | | | 58 | |
| Horsa . . . . . | | | | | | 58 | |
| Hugh Capet . . . . . | | | | 162 | | | |
| Joan of Arc . . . . | 286 | | | 774 | | | |
| Justinian . . . . . | | | 12 | | | | |
| King Arthur . . . . | 59 | | | 15 | | 43 | |
| King Charles (Fr.) . | | | | 81 | | | |
| King Charles V (Sp.) | 95 | | | | | | |
| King Edward I . . . | 81 | 250 | | 252 | | 270 | 179 |
| King Ethelred . . . | | | | | | | 12 |
| King Ferdinand . . | 100 | 68 | | 702 | 702 | 640 | |
| King Henry I . . . . | | | | | 71 | | |
| King Henry II . . . | | 150 | | 1080 | | | |
| King Henry III . . . | | 426 | | | | 230 | 124 |
| King Henry IV (Ger.) | | | | 307 | | | |
| King Henry VII . . . | 62 | | | | | | |
| King Henry of Burgundy | | | | 88 | | | |
| King Henry the Fowler | | | | 315 | | | |
| King John . . . . . | 220 | 750 | | 576 | 98 | 440 | 1144 |
| King Philip II (Sp.) | 168 | | | | | | |
| King Richard(Lion-h.) | 90 | | | 747 | | 28 | 315 |
| King Richard II . . | | 800 | | | | | |
| Landseer . . . . . | 3 | | | | | | |
| Leif Erickson . . . | | 72 | | 21 | | | 58 |
| Leonardo de Vinci . | 9 | | | | | | |
| Lothaire . . . . . | | | | 60 | | | |
| Louis VII . . . . . | | | | | | 26 | |
| Louis IX (St.) . . . | 121 | | | 297 | | | 197 |
| Louis XI . . . . . | | | | 270 | | | |
| Louis (Ger.) . . . . | | | | 245 | | | |
| Louis the Pious . . | | | | 116 | | | |
| Marco Polo . . . . . | | | | | | 13 | |

TABLE III (continued)

WORD COVERAGE OF PEOPLE MENTIONED IN THE SEVEN TEXTBOOKS ANALYZED

| COMPONENT ELEMENTS | TEXTBOOKS A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| Michelangelo . . . . | 9 | | | | | | |
| Mohammed . . . . . | 357 | 180 | 250 | 675 | 220 | 650 | 363 |
| Nelson (Lord). . . . | 20 | | | | | | |
| Nicholas (Crusader). | 134 | | | | | | |
| Odo . . . . . | | | | 80 | | | |
| Omar (Calif) . . . . | | | | | | 672 | |
| Otto the Great . . . | | | | 1035 | | | |
| Patrick (St.). . . . | | | 8 | 71 | | | 36 |
| Pelayo . . . . . | | | | | | 70 | |
| Pepin . . . . . | | | | 189 | | | |
| Peter the Hermit . . | 48 | | | 189 | | 880 | 121 |
| Philip II (Fr.). . . | | | | | | 28 | |
| Philip Augustus(Fr.) | 121 | | | 554 | | | 217 |
| Philip the Fair(Fr.) | | | | 306 | | | |
| Queen Bertha . . . . | | | | | | | 26 |
| Queen Elizabeth . . | 31 | | | | | | |
| Queen Isabella . . . | 100 | 68 | | 702 | 75 | 540 | |
| Queen Mary (Scots) . | 31 | | | | | | |
| Raphael . . . . . | 9 | | | | | | |
| Raymond of Toulouse. | | | | | 10 | | |
| Reynolds . . . . . | 3 | | | | | | |
| Roderick . . . . . | | | | | | 40 | |
| Rolf (Rollo) . . . . | | | | | | 136 | |
| Saladin . . . . . | | | | 162 | 57 | | 41 |
| Simeon (Bishop). . . | | | | | | 114 | |
| Simon de Montfort . | | 620 | | 230 | | 120 | 297 |
| Steven (Count) . . . | | | | | | | 60 |
| Tancred . . . . . | | | | | 8 | | |
| Theodora . . . . . | | | 12 | | | | |
| Thomas a Becket . . | | | | | | | 31 |
| Turner . . . . . | 3 | | | | | | |
| Tyler (Wat) . . . . | | 360 | | | | | 187 |
| Urban (Pope) . . . . | 90 | 360 | | | 160 | 225 | 341 |
| Valens (Emp.) . . . | 23 | | | 110 | | | |
| Vortigen . . . . . | | | | | | 80 | |
| Walter the Penniless | 13 | | | 81 | | 280 | 121 |
| Wellington . . . . . | 6 | | | | | | |
| West, Benjamin . . . | 4 | | | | | | |
| William, Conqueror . | 141 | 414 | | 1773 | 150 | 1140 | 385 |
| Wyclif, John . . . . | | | | | | | 88 |

Table III shows startling differences in the treatment of people by the seven texts examined. A total of 121 different people were mentioned in the Middle Ages sections of these texts. Of these 121, the largest number was mentioned by text D which dealt with fifty-seven of them. Text G holds second place with forty-five people, followed by text A, forty-one; text F, forty; text B, twenty-six; text E, twenty-one; and text C, seven.

In type of treatment, text D is in first place with fourteen people receiving extensive treatment. Text F treats nine people extensively, followed by text B, five; text G, four; text E, two; text A, one; and text C, none. The totals of people treated biographically are as follow: texts D and G, twenty-four; texts B and F, fourteen; text A, ten; text E, five; and text C, two. The totals for casual mention are higher, and are distributed as follows: text A, twenty-one; text D, nineteen; text F, seventeen; text G, sixteen; text E, twelve; text B, seven; and text C, three. Few people were given incidental mention. The greatest number was found in text A which had nine, followed by texts C and E, two; text G, one; and texts B, D, and F, none.

In all texts, there were a total of 237 references or treatments. Of these 237, fourteen were incidental, ninety-five were casual, ninety-three were biographical, and thirty-five were extensive.

Of the 121 people mentioned, only Mohammed was treated by all seven texts. Four people appeared in six of the seven texts. The people were Mohammed, Charlemagne, King John, and William the Conqueror. Five of the texts had twelve people common to them. These were Alfred the Great, St. Augustine, St. Benedict, Charlemagne, Clovis, King Edward I, King Ferdinand, King John, Mohammed, Pope Urban, Queen Isabella, and William the Conqueror. A majority of the texts, four, were in agreement on only nineteen names out of a total of 121. These names were Alaric, Alfred the Great, St. Augustine, St. Benedict, Charlemagne, Clovis, St. Francis, Harold, King Edward I, King Ferdinand, King John, King Richard the Lion-hearted, Mohammed, Peter the Hermit, Pope Urban, Queen Isabella, Simon de Montfort, Walter the Penniless, and William the Conqueror.

Seventy-one names of a total of 121 were mentioned by only one text.

TABLE IV

FREQUENCY OF VISUAL AIDS FOUND IN SEVEN SIXTH-GRADE EUROPEAN BACKGROUND HISTORY TEXTS BY COLOR, SOURCE, GRAPHIC DEVICES AND SIZE

| COMPONENT ELEMENTS | TEXTBOOKS A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| Color | | | | | | | |
| Color | 3 | 20 | | 55 | | 2 | 2 |
| Black/White | 51 | 40 | 25 | | 53 | 57 | 102 |
| Totals | 54 | 60 | 25 | 55 | 53 | 59 | 104 |
| Source | | | | | | | |
| Reproduction | 20 | 1 | 1 | | | 10 | 67 |
| Drawing | 6 | 52 | 11 | 47 | 49 | 35 | 16 |
| Photograph | 20 | | 5 | | | 10 | 17 |
| Graphic devices | | | | | | | |
| Charts/Diagrams | 2 | 1 | 4 | | | | |
| Maps | 6 | 6 | 4 | 8 | 4 | 4 | 4 |
| Totals | 54 | 60 | 25 | 55 | 53 | 59 | 104 |
| Size | | | | | | | |
| One-fourth page | 22 | 27 | 4 | 8 | 13 | 27 | 52 |
| One-third page | 8 | 12 | 2 | 5 | 6 | 5 | 2 |
| One-half page | 12 | 15 | 14 | 20 | 14 | 15 | 29 |
| Three-fourths page | 10 | 3 | 4 | 7 | 15 | 1 | |
| Full page | 2 | 3 | 1 | 15 | 3 | 11 | 20 |
| More than one page | | | | | 2 | | 1 |
| Totals | 54 | 60 | 25 | 55 | 53 | 59 | 104 |

Table IV includes only visual aids found in the section examined in each text. It indicates great variety in the use of every type of visual aid. The totals ranged from twenty-five in text C to 104 in text G, with texts A, B, D, E, and F containing between fifty-three and sixty apiece. In all except text D, black and white aids far outnumber colored ones. Texts B and D are the only two which use a significant amount of color.

In all texts except A and G, visual aids were, for the most part, drawn for the specific text. Both A and G draw heavily on reproductions and photographs.

Texts D, E, F, and G have no charts or diagrams, but all contain maps of this period. Texts C, E, F, and G have four maps each, texts A and B have six each, and text D has eight.

Forty-seven per cent of all the visual aids are of less than half-page size. Texts C, D, and E have the least per cent of small aids. Texts B, F, A, and G, in that order, have the greatest per cent of small aids. There are fifty-eight aids one page or larger in size, comprising fourteen per cent of the total.

TABLE V

LEARNING AIDS ANALYZED BY TYPE AND NUMBER FOUND IN SEVEN SELECTED EUROPEAN BACKGROUND HISTORY TEXTS

| COMPONENT ELEMENTS | TEXTBOOKS A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| Bibliography | | | | | | | |
| Ungraded | | | | 56 | 11 | 67 | 49 |
| Graded | | | | | 7 | | |
| Annotated | 35 | 24 | | | | | |
| Total references | 35 | 24 | 0 | 56 | 18 | 67 | 49 |
| Number of different books referred to | 35 | 23 | | 55 | 18 | 33 | 34 |
| Questions | | | | | | | |
| Recall | 13 | 4 | 7 | 54 | | 87 | 30 |
| Discussion | 24 | 8 | 34 | | | 13 | 9 |
| Total questions | 37 | 12 | 41 | 54 | 0 | 100 | 39 |
| Activity suggestions | 21 | 14 | 27 | 30 | 28 | 19 | 35 |
| Test items | | | | | | | |
| True-False | | | | | | 12 | |
| Completion | | 20 | | | 8 | 62 | |
| Matching | | 10 | | | 5 | | |
| Total test items | 0 | 30 | 0 | 0 | 13 | 74 | 0 |

Table V deals only with those learning aids which appear in that section of each text analyzed. Wide differences are apparent in all categories except one. Only texts A and B had annotated bibliographies. Text C listed no supplementary reading references and texts D, E, F, and G gave reading references without indicating content or difficulty. Text F had the largest number of references with sixty-seven.

Of the six texts which included bibliography, four indicated different references each time. Texts F and G used parallel texts to which they referred often. Text D listed the most references with fifty-five.

Recall and discussion questions ranged in number from zero for text E to one hundred for text F. The median number of questions is thirty-nine and the mean is forty and four-tenths. Texts A, C, and G group closely around these two figures. Recall questions predominate by a ratio of more than two to one.

More unanimity appears in activity suggestions, as evidenced by the relatively narrow range of twenty-one points. The mean is twenty-five and the median, twenty-seven. Texts A, C, D, and E most nearly approximate these figures.

There are great differences in the inclusion of test items in the texts. Texts A, C, D, and G have none, text E

has thirteen, text B has thirty, and text F has seventy-four. Completion-type items outnumber all others by more than three to one.

TABLE VI

PER CENT OF PAGES DEVOTED TO THE PERIOD 476 A.D. TO 1303 A.D. IN THE SEVEN EUROPEAN BACKGROUND HISTORY TEXTS EXAMINED

| TEXT-BOOK | TOTAL PAGES | PAGES RELATING TO PERIOD 476-1303 A.D. | PER CENT OF TOTAL PAGES |
|---|---|---|---|
| A | 472 | 81 | 17 |
| B | 447 | 121 | 27 |
| C | 397 | 69 | 17 |
| D | 501 | 222 | 44 |
| E | 378 | 83 | 22 |
| F | 506 | 192 | 38 |
| G | 387 | 135 | 35 |

Table VI indicates marked differences in the proportion of space allotted the period analyzed by the seven texts. The range is from seventeen to forty-four per cent. The mean is twenty-nine per cent and the median is twenty-seven per cent. Text D gives most time to this period with forty-four per cent. Text F is second with thirty-eight per cent, followed by text G, thirty-five per cent; text B, twenty-seven per cent; text E, twenty-two per cent; and texts A and C with seventeen per cent each.

# CHAPTER V

## SUMMARIES AND CONCLUSIONS

One of the purposes of this study was to summarize the conclusions in order to facilitate the choice of a text with regard to the area studied. A brief summary of each text appears to be the best way to serve this purpose. General conclusions, indicated by the data, follow these summaries.

### Text A

This text is printed in ten-point type on a five and one-half by eight inch page. The stock is light and illustrations show through. It is well illustrated, has excellent time lines, and has a fine annotated bibliography. The readability by the Yoakam Formula is 5.3. It has six chronological regressions. It deals with fourteen of a total of twenty-seven topics and is in agreement with the majority of texts examined in choice of topic. It deals with forty-one of the 121 people. Of this number, thirty are given casual or incidental mention and eleven are given biographical or extensive treatment. Most visual aids are in black and white, and forty of the fifty-four are reproductions or photographs. More than half the illustrations are less than a half-page in size and many disarrange the margin. It is about

average in number of reading references, but is below average in study questions and activity suggestions. No tests are included. It devotes eighty-one pages or 17 per cent to this period. This is a tie with text C for least per cent of coverage.

Text B

This text is printed in twelve-point type on a six by eight inch page. It is printed on bond with wide margins, and is the most attractive of the texts examined. The readability by the Yoakam Formula is 5.8. Chronologically, it regresses nine times. It deals with nineteen out of twenty-seven topics and agrees with the majority of texts on all except two topics. It deals with twenty-six of the 121 people, giving casual mention to seven, and biographical or extensive treatment to nineteen. One-third of the visual aids are in color and all but one were drawn specifically for this text. Two-thirds of the illustrations are less than half-page, but few disarrange the margin. It has the third fewest reading references, but all are annotated. It has the second fewest study questions, the least number of activity suggestions, and has the second most test items. It devotes one hundred one pages or 27 per cent of the text to this period, ranking it fourth in seven.

Text C

This text is printed in ten-point type on a five and one-half by eight inch page. The stock is light but of good quality and few illustrations show through. The readability by the Yoakam Formula is 4.6. It has three chronological regressions, which is the least of any text. It deals with sixteen out of twenty-seven topics, but only eleven of these are mentioned by other texts. It deals with only seven people and of these, five receive casual or incidental mention. The remaining two receive biographical treatment. It has the fewest visual aids of any text and none are in color. Drawings outnumber other sources by two to one. Three-fourths are half-page or larger, and the illustrations are, for the most part, functional. No test items are included and no reading references are given. It has the median position for both study questions and activity suggestions. It devotes sixty-nine pages or 17 per cent of the text to this period. This is a tie with text A for the lowest per cent. The text covers only to about 1500 A.D. and does not take in the age of discovery and colonization.

Text D

This text is printed in twelve-point type on a five and one-fourth by eight inch page. The stock is medium-

weight and illustrations do not show through. Colored borders at the top and bottom of each page add to the attractiveness of this text. It is second only to text B in quality of format. The readability by the Yoakam Formula is 5.6. It has nine chronological regressions, three of which give the complete story of England, Spain, and Portugal. It deals with twenty of a total of twenty-seven topics, only two of which are not mentioned by any other text. It deals with fifty-seven of a total of 121 people. This is more than any other text. Of these, nineteen receive casual mention and the remaining thirty-eight are given biographical or extensive treatment. All visual aids are colored and all are drawings prepared for this book. Three-fourths of the aids are half-page or larger and none disarrange either margin. The reading references are ungraded and are the greatest number of different books referred to by any text. It has the second largest number of study questions and an average number of activity suggestions. No test items are included. It devotes two hundred two pages or 44 per cent of the text to this period. This is the largest proportion of any text examined.

Text E

This text is printed in twelve-point type on a six and one-half by eight and one-fourth inch page. The

stock is light-weight and all illustrations and text show through. The readability by the Yoakam Formula is 4.6. It has eight chronological regressions. It deals with eighteen of a total of twenty-seven topics, and is in agreement with a majority of the other texts on all topics chosen. It deals with twenty-one of a total of 121 people. Only text C deals with less. Of this twenty-one, fourteen receive casual or incidental mention and seven receive biographical or extensive treatment. It has the median number of learning aids, all of which were drawn for the book. No color is used. Three-fourths of the illustrations are half-page or larger. Many of these cover parts of two pages and utilize the wide margins to border the textual material. The text has the second fewest reading references, eleven of which are ungraded. There are an average number of learning aids, the median number of test items, and no study questions. It devotes eighty-three pages or 22 per cent of the text to this period. It ranks third from the bottom in this respect.

Text F

This text is printed in ten-point type on a five and one-half by seven and one-fourth inch page. The stock is medium-weight and illustrations show through only slightly. The readability by the Yoakam Formula is 7.0,

the highest of any text examined. It has seven chronological regressions. It deals with sixteen of a total of twenty-seven topics and is in agreement with a majority of the texts in choice of topics. It deals with forty of the 121 people and is the median in this. Seventeen people are given casual mention and twenty-three are given biographical or extensive treatment. It ranks third in number of visual aids with fifty-seven in all. Of these, only two maps use color. All were drawn for this book. More than half of the aids are less than half-page size and many disarrange the margin. It has the greatest number of reading references with sixty-seven. These, however, refer to thirty-three different books and are ungraded. It has the greatest number of study questions and the most test items, but ranks second from the bottom in activity suggestions. It devotes one hundred ninety-two pages or 38 per cent of the text to this period. It ranks second from the top in this respect.

Text G

This text is printed in ten-point type on a five and one-fourth by seven and five-eighths inch page. The stock is medium-weight and few illustrations show through. The use of straight text, quotes, italics, and bold-face all on one page materially reduces the attrac-

tiveness and readability of this text. It is the least attractive of the seven texts examined. The readability by the Yoakam Formula is 5.7. It has seven chronological regressions. It deals with fourteen of a total of twenty-seven topics and is in agreement with the majority on choice of topic. It ranks second in dealing with forty-five of a total of 121 people. Of these forty-five, seventeen receive casual or incidental mention and twenty-eight receive biographical or extensive treatment. It has the greatest number of visual aids of any text examined. All except two of these are black and white. Three-fourths of the aids are either reproductions or photographs. Slightly more than half are less than half-page size and disarrange the margin. It has, however, more full page aids than any other text examined. It ranks third in number of reading references, but none are graded or annotated. It has the median number of study questions, the most activity suggestions and omits test items completely. It devotes one hundred thirty-five pages or 35 per cent of the text to this period. It ranks third from the top in this respect.

The following conclusions appear justified by the data presented in Chapter IV.

1. The majority of intermediate textbooks in European

background history are best suited for upper fifth or sixth grade children.

2. There is no substantial agreement among textbook authors as regards the chronological sequence of Middle Ages history.

3. There is substantial agreement among textbook authors and between authors and authoritative opinion on the content of the Middle Ages section of European background history texts.

4. There is little agreement among textbook authors regarding which people shall be discussed and to what extent they shall be discussed.

5. Textbooks, in general, contain too many small pictures. Textbook authors and publishers should check all visual aids more carefully against existing criteria.[1]

6. There is little agreement among textbook authors in the preparation and use of reading references.

7. There is little agreement among textbook authors as regards the proportion of the total text to be devoted to the Middle Ages in European background history texts.

The absence of recent research on this topic would indicate that the entire field of European background history needs to be reviewed and redefined. Without substantial

---

[1] Cf. ante, p. 5

agreement among textbooks, and lacking authoritative opinion, it is impossible for intermediate teachers to teach this subject comprehensively and clearly.

# SELECTED BIBLIOGRAPHY

Freeland, George E., and James T. Adams, America's World Backgrounds. New York: Charles Scribner's Sons, 1936. 472 pp.

Hartman, Gertrude, Lucy S. Saunders, and Allan Nevins, Builders of the Old World. Boston: E. C. Heath & Co., 1946 447 pp.

Hartley, William, "Audio Visual Materials and Techniques," Chap. 23. Seventeenth Yearbook of the National Council for Social Studies. Washington, D. C.: National Council for Social Studies, 1946. 442 pp.

Houston, John, "An Analysis of the Supplementary Reading References in Social Studies Textbooks of the Sixth Grade." Unpublished Master's Thesis, Boston University School of Education, Boston, 1948. 80 pp.

James, James A., chairman, The Study of History in the Elementary Schools, Report to the American Historical Association by the Committee of Eight. New York: Charles Scribner's Sons, 1910. 141 pp.

Kelty, Mary G., Other Lands and Other Times. Boston: Ginn & Co., 1942. 397 pp.

McClure, C. H., Charles C. Schenck, and W. W. Wright, A World Background for the United States. Chicago: Laidlaw Brothers, Inc., 1941. 501 pp.

McGuire, Edna, Glimpses into the Long Ago. New York: The MacMillan Co., 1945. 378 pp.

Nida, William L., The Dawn of American History. New York: The MacMillan Co., 1928. 506 pp.

Sartorelli, William Arthur, "Course of Study in Old World Backgrounds for a Seventh Grade Class in Social Studies." Unpublished Service Paper, Boston University School of Education, Boston, 1948. 106 pp.

Walsh, Emily L., "An Analysis of World War I in Ten Junior High School History Textbooks (1936 through 1945)." Unpublished Master's Thesis, Boston University School of Education, Boston, 1946. 172 pp.

Wesley, Edgar B., editor, Report of the Committee on American History in Schools and Colleges of the American Historical Association. New York: The MacMillan Co., 1944. 148 pp.

West, Ruth, and Willis M. West, The New World's Foundations in the Old. Boston: Allyn Bacon, 1944. 387 pp.

Yagjian, Ralph A., "An Analysis of People in Junior High School American History Textbooks." Unpublished Master's Thesis, Boston University School of Education, Boston, 1948. 86 pp.

Zetes, Christie Nicholas, "An Analysis of the Content of World History Workbooks on a Senior High School Level." Unpublished Master's Thesis, Boston University School of Education, Boston, 1948. 80 pp.

Not to
leave
library