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# A comparative analysis of the emphases in world history textbooks and articles in the American Historical Review

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SCHOOL OF EDUCATION

Thesis

A COMPARATIVE ANALYSIS OF THE EMPHASES IN WORLD HISTORY  
TEXTBOOKS AND ARTICLES IN THE AMERICAN HISTORICAL REVIEW

Submitted by

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In Partial Fulfillment of Requirements for  
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## CHAPTER I

### THE PROBLEM

#### 1. Statement of the Problem

The purpose of this study is to examine current world history textbooks to distinguish the points of emphasis, to examine the leading articles in professional historical publications to ascertain what broad areas have concerned the historians, and to compare the findings.

The twentieth century has witnessed two of the most destructive wars known to mankind. The intervening years have been marked by misgiving and misunderstanding. A generation is fast reaching maturity in Europe which has known little else but war and hate. America, too, has known her years of anxiety, of fear of attack, and of hate. The American people appear to be more vitally concerned over world events in recent years than at any time in our history. The world coverage of news by radio, television, and press is more marked than ever. Reports from the nations' capitals, world leaders, and various trouble spots around the globe are most disconcerting and leave the people in a confused state of mind. The man in the street, the housewife, the local politician--all take part, often glibly, in discussing and advancing their personal conclusions for settling the weightiest of international problems. The executive, legislative, and military leaders have their statements. These, too, are often poles apart. Isolationism and internationalism are not cut from the same cloth. The questions arise what are the bases

of these statements and conclusions? Are their foundations solidly based on an understanding of the past and how the current situations arose? What criteria do the American public have to weigh and evaluate the past and present trends in world problems? It would appear that a person should have a broad basic knowledge of world history to fulfill the duties of intelligent citizenship. Wesley's summary of world history objectives are worth repeating.

In brief, it may be said that world history is designed to expand our national horizon to the periphery of the world; to provide an intelligible explanation of world events and trends; to sense the error and inadequacy of many popular theories and beliefs; to acquire an understanding of world problems; to cultivate an appreciation of diverse cultures and to welcome contributions from all groups; to derive and apply generalizations which explain what would otherwise be merely fortuitous; and, lastly, to gain some glimpses into the future.<sup>1</sup>

The present disorganized state of the American mind in relation to world affairs holds many implications for the history teacher and especially the teacher of world history. There appears to be a concensus among many students of world affairs that the present trends may continue for an extended period of years. This should spur educators on to a determined effort to clarify their own thinking on the subject and to provide a better foundation in world affairs for the rising generation of future citizens. Can this be accomplished by the simple addition of more materials to the already overcrowded course in world history? Bradfield draws a parallel to this in a statement on the United States history course.

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<sup>1</sup>Edgar B. Wesley, "The Potentialities of World History in a World Society," in Edith West, editor, Improving the Teaching of World History, Twentieth Yearbook of the National Council for the Social Studies, The Council, Washington, 1949, p. 5.

While students of ten years ago had a full year's work to get through including the First World War, students of today must also include the Second World War in the same period of time. The continual expansion of historical events necessitates standards of selections.<sup>1</sup> World history textbooks have increased greatly in size. An average of six texts in World history printed between 1917 and 1926 was 567 pages in length; in the years 1937-1940, five texts averaged 876 pages.<sup>2</sup> Whether the size of textbooks should be increased is not the issue. There is a limit to the practicality of their continued increase. New events and newer interpretations must be added to keep them abreast of the times. Yet, as new material is added, there must also be an evaluation of the older material in light of present findings. It is a truism that history must be re-written each generation, because each generation asks different questions of the past.

The place of the textbook in our schools has been the subject of many articles. Granting the claims of those who desire several different texts in the classroom, the advocates of enrichment by extensive use of reference books and realia, the proponents of a wider use of all types of audio-visual aids, the fact remains that the textbook has been the basis of American education from the days of Noah Webster and Jedidiah Morse to the present. Johnson, speaking of textbooks, says ". . . the most important aid in the teaching of history is the textbook. It is, indeed, more than an aid. In the majority of American schools it determines the

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<sup>1</sup>James M. Bradfield, "Whither Secondary Social Studies?" California Journal of Secondary Education (March, 1949), 24: 181.

<sup>2</sup>Edgar B. Wesley, Teaching the Social Studies, D. C. Heath and Company, Boston, 1942, p. 379.

facts to be taught and the manner of teaching them."<sup>1</sup> Wesley states that "the textbook has probably exerted a more direct and extensive influence upon the social studies curriculum and upon teaching method in the United States than any other single factor."<sup>2</sup> This is not meant to imply that the textbook should be followed blindly. Indeed as newer materials are added and some older materials deleted, the resultant synthesis should provide better opportunities for the alert teacher to choose his points of emphasis to suit the greater values. Critical thinking calls for more than a mere acceptance of facts pyramided into a concept. It demands the free play of the intellect to seek out various paths in search of truth. An element of choice, of trial and experiment, must be present. This is not enhanced by the religious following of only one textbook from start to finish. What then is the place of the textbook in our history courses? Cartwright sees it as serving three major purposes. It furnishes the organization, establishes the foundations and contributes some common experiences for study. He says, "Probably most teachers will continue using texts. Without them the typical teacher would find himself severely handicapped and the competent teacher would promptly become a textbook author."<sup>3</sup> It would appear that the use of textbooks in most history courses is firmly established.

Current writers on world history find many faults with the content and treatment in our textbooks. Criticism of the social studies is

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<sup>1</sup>Henry Johnson, Teaching of History, The Macmillan Company, New York, 1940, p. 241.

<sup>2</sup>Wesley, Teaching the Social Studies, op. cit., p. 375.

<sup>3</sup>William H. Cartwright, How to Use a Textbook, How to Do It Series, National Council for the Social Studies, Washington, 1950, p. 6.

neither new nor harmful. Change is inevitable in a dynamic society. Those who would maintain the status quo are demanding the standards of yesterday; for in the onrush of human affairs events occur so rapidly that the decisions of today are often discarded tomorrow. This is frequently the case during periods of international stress. The past war and its continuing period of unrest has been no exception. Taken at their face value, wars would appear to come as the results of mistakes in international relations. If so, it is logical that they would be followed by periods of soul-searching and attempts to find ways to better understanding. This was a global war and the problems remaining today are still of a global nature. Is it any wonder that much of our current thinking centers on areas little known or thought of a few years ago? Wesley comments, "The idea that the world can be viewed as an expanded Europe is no longer tenable."<sup>1</sup> An overemphasis on the past developments of western European civilization gives us little insight to deal with the problems involved in the Asiatics surge to throw off the yoke of colonialism in Indo-China, the land reforms attempted in China, the nationalization of oil in Iran. In 1951 Americans were fighting and dying in Korea for reasons not too clear to many. If asked why, most would answer--to stop Communism. That far they could go and little further. If the answer depended on the background gained in schools, it would be impossible to explain the forces which have led some nations to embrace communism. Dorothy McClure, writing on the subject "Needed Revisions in World History Programs," discusses

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<sup>1</sup>Wesley, "The Potentialities of World History in a World Society," op. cit., p. 3.

the crowding of world history courses with facts too concentrated for assimilation yet containing serious gaps in transition. She regrets the heavy emphasis on western civilization, and the fact that much of that is political, and concludes by demanding a re-evaluation of content that ". . . . deletions as well as additions can be made."<sup>1</sup> The views of the present writer are well illustrated in the following statement:

The war has directed attention not only to the existence of a dangerous amount of prejudice and intolerance in the world but to related gaps and deficiencies in our school program for building knowledge and understanding of peoples in the other Americas, in the Far East and the Pacific Area, and in the Soviet Union.<sup>2</sup>

These views concerning the Far East are given more emphasis by De Francis who points out that, despite its relatively long history, less research is done in this area than in any other broad geographical division. "As a result Western ignorance of its past is rivaled only by Western ignorance of its present."<sup>3</sup> He believes the failure of Western social scientists to work in this field is a contributing factor to world history textbooks devoting only 7 percent of their space to Asia, the home of over 50 percent of the world population. In view of the many criticisms of world history textbooks and the popular concern over world affairs, it seems to be a logical time to investigate what evidence of research is being presented by American social scientists, how it concerns the "neglected

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<sup>1</sup>Dorothy McClure, "Needed Revisions in World History Programs," in West, Improving the Teaching of World History, *op. cit.*, p. 28.

<sup>2</sup>The Social Studies Look Beyond the War, National Council for the Social Studies, The Council, Washington, 1944, p. 26.

<sup>3</sup>John De Francis, "Far Eastern History: Recent Interpretations," Social Education (April, 1950), 14: 151.

areas" and the amount of recognition given these areas by textbooks.

The American Historical Association is one of the most eminent professional societies in its field. Starting as a small select group of historians in 1884, it has grown until its membership in 1939 approximated 3500 including many of America's ranking social scientists. The association has published a quarterly magazine, the American Historical Review, since 1895; its articles, documents, book reviews, and professional notes cover all fields of history and are highly respected for their scholarship. The American Historical Association has participated in numerous surveys of school curricula and its recommendations have usually attracted considerable attention. Among the more noteworthy of these reports was that of the Committee of Seven published in 1899. Wesley has called it "the most influential report ever prepared in the field of social studies curriculum."<sup>1</sup> Among other recommendations, the report called for a specific program of subject matter at particular grade levels and also concerned itself with methods of teaching. Its stress on ancient, medieval, and English history was a strong factor in shaping the secondary school curriculum for years. Other studies were made by the Committee of Eight in 1905, the Committee of Five in 1907, and the Committee on History and Education for Citizenship in 1918. The first of these dealt with a program for the elementary schools; the second more or less repeated the designs of the Committee of Seven, although it emphasized modern European history at the expense of medieval; and the third had its report rejected by the

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<sup>1</sup>Wesley, Teaching the Social Studies, op. cit., p. 208.

American Historical Association. In 1929, the Commission on the Social Studies began a very comprehensive investigation of the current status of the social studies. The results of the study were published in sixteen volumes and the Report was not completed until 1937. A rather philosophical treatment, it covered a wide range of subjects from the nature of the social sciences to teachers, administration, social foundations, and methods. It discussed and criticized such things as objective tests and homogeneous grouping but omitted any outline of program. Educators as a whole were inclined to be critical of the Report; however, some of its defenders have called for recognition of its good points which may have been overlooked in the emphasis on its omissions. As a result of a New York Times article in 1943, which claimed that college freshmen had a very poor knowledge of United States history, the Mississippi Valley Historical Association, the American Historical Association, and the National Council for the Social Studies collaborated in an investigation of the status of American history in the schools and colleges. The committee found that the number of American history courses in schools was sufficient and the proportion of pupils taking them was also satisfactory. It did propose a pattern "for the various levels of instruction on the basis of content, chronology and study skills."<sup>1</sup>

It would appear that in the past the American Historical Association has taken an active part in shaping the course for the study of history in the schools. One of the purposes of this study was to investigate the

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<sup>1</sup>American History in Schools and Colleges, The Macmillan Company, New York, 1944, p. 70.

articles in the American Historical Review over a period of years and to form an opinion of the concern of the historians by noting the subjects of their writings. In 1937, Charles A. Beard was calling for an evaluation of their choice of subjects.

Is there, indeed, any philological historian or archivist so engrossed in his labors that the headlines of the morning papers, the sound of marching men, and the throbbing of sectarian drums pass unheeded, leaving no traces on his sense of values and his selection of themes for exploration? If, perchance, the philologist, antiquarian, and annotator of documents can be in the world and yet not of it, the historian who deals with large phases of history--the Rise of the Roman Empire, the development of modern Europe, the growth of the United States, or the "Awakening of the Orient"--cannot remain in an ivory tower, indifferent to the crisis in government and economy which has so long shaken Western civilization. Were it possible for him to do so, how could he hope to know anything real about the past while remaining utterly indifferent to the future unfolding before his very eyes?<sup>1</sup>

It would appear from this statement that the historian must be aware of present problems that he may better understand the past. Read warns of the "ivory towers" which have been often associated with higher levels of research:

. . . . the ivory towers we have erected for our private enjoyment, if they are to survive, must be converted into research laboratories. Learning without reference to social living has no more claim upon social support than any other form of self-indulgence.<sup>2</sup>

Another indication that might be pertinent may be read in the minutes of the council meeting of the American Historical Association in 1947.

Guy Stanton Ford reported on a resolution proposed by Ralph Guinness of the F. K. Lane High School in Brooklyn to appoint a committee on "accuracy

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<sup>1</sup>Charles A. Beard, "Currents of Thought in Historiography," American Historical Review (April, 1937), 42: 460.

<sup>2</sup>Conyers Read, "The Social Responsibilities of the Historian," American Historical Review (January, 1950), 55: 280.

and scholarship of history textbooks now used in schools of the United States." The council decided "that the examination of textbooks was outside the function of the association" and should be the responsibility of the authors, publishers, and schools.<sup>1</sup> Read seems to differ with this rebuke for he calls attention to the very comprehensive study made by the Commission on the Social Studies at a cost of approximately \$300,000. He asks why the Association should deny the responsibility at this date; and concludes that studies of this nature must be carried on at the upper levels for the benefit of the schools.<sup>2</sup>

In the long run the teaching of history has to justify itself in social terms, that is to say in terms demonstrably significant to the average citizen. This will be increasingly true as education at all levels becomes increasingly a public charge. Your taxpayer is a pragmatic fellow. As likely as not he will put the hackneyed question, "What is the good of history anyway?" It is a pertinent question which, in the professional interest, we dare not evade. If we produce an answer which leads the taxpayer to conclude that history butters no bread, he may decide that in that case it shall furnish no bread and butter for the historian.<sup>3</sup>

Events of the past few years have made the American public more aware of the responsibilities of world leadership. They have come face to face with problems and concomitant decisions which have taxed their understanding. Many of these problems have faced world powers before--rearmament of Germany, rival claims to Trieste, border incidents in the Balkans, uprisings in Palestine--all have been cause for alarm in the past. True each

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<sup>1</sup>American Historical Association, "The Sixty-Second Annual Meeting," American Historical Review (April, 1948), 53: 688.

<sup>2</sup>Read, op. cit., p. 278.

<sup>3</sup>Ibid., p. 279.

is a complex problem requiring all the knowledge and diplomacy that can be brought to bear if a just and lasting settlement is to be made. Yet all is not darkness here; the names have a familiar sound; many Americans could locate some of these areas and hazard a guess at their problems. Lessons learned in their youth from their history books and in their mature years from the headlines have made these topics familiar. How different it is when the news is so concerned with Korea, India, Pakistan, Indo-China, and Malaya. The public has much less information on these areas, and many might wonder why such distant places should be any concern of America. How well do our history textbooks cover the background of these peoples and their problems? How well informed are the teachers on these subjects? It would seem that the social scientist must bear the prime responsibility for unearthing and reporting the past history of these segments of civilization. If America is to meet the challenge of world leadership, she must have all the resources at her command. If our political leaders are to have a chance at success, they must be well grounded in the basic understandings of the forces they are to meet. More than this, they must have the backing of an enlightened public opinion. This achievement would necessitate the leadership of the professionally trained social scientists. An examination of their research in such scholarly works as the American Historical Review, supplemented by an investigation of current world history textbooks, should be indicative of what is being done to cope with the problems of today.

## 2. Research Procedure and Techniques

The first step in the examination of current world history textbooks was to determine which might be considered current and representative. Titles were obtained from the bibliography compiled by Spieseke,<sup>1</sup> and final selections were made arbitrarily after consultation with teachers of history and specialists in teaching the social studies. The following textbooks were used and will be known in the remainder of this study by their letter designation:

- A. Lester B. Rogers, Fay Adams, and Walker Brown, Story of Nations, Henry Holt and Company, New York, 1947.
- B. Arthur C. Bining, Arthur C. Howland, and Richard H. Shryock, This Our World; A Pageant of World History, Newson and Company, New York, 1949.
- C. A. Wesley Roehm, Morris R. Buske, Hutton Webster, and Edgar B. Wesley, The Record of Mankind, D. C. Heath and Company, Boston, 1949.
- D. Frederic C. Lane, Eric F. Goldman, and Erling M. Hunt, The World's History, Harcourt, Brace and Company, New York, 1947.

The textbooks having been chosen, the next step was to classify the content material in three different fashions: chronologically, geographically, and topically. The chronological division would apportion the events into several broad periods of history. This would permit an estimate of the periods emphasized by the various authors and permit some

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<sup>1</sup>Alice W. Spieseke, Bibliography of Textbooks in the Social Studies, Bulletin No. 23, National Council for the Social Studies, The Council, Washington, 1949; and supplement under the same title in Social Education (December, 1949), 13: 382-383.

comparison. The geographical division was intended to determine which broad areas of the world received the most attention, particularly to note the allotment of western Europe compared to the rest of the world, and to determine if there were grounds for designating Asia and the Pacific area, Russia, and Latin America as "neglected areas." The topical division attempted to place the subject matter into one of several broad categories. There are many topical classifications that might have been used; only three main classes were used here: political, military, and socio-economic.

The procedure used to gather this data was to skim each textbook and by noting chapter and paragraph headings, topic sentences and boldface type to assign the material to its proper classification. There have been many studies made using the proportions of a book as its basis. Writing on history textbooks, Johnson says, "an author's point of view may at times be elusive, but always some indication will be furnished by the general proportions of his book."<sup>1</sup> In a discussion of space allotment for various topics, Wesley gives recognition to the importance of page distribution in proportion to the importance of the subject.<sup>2</sup> In assigning the pages of a text to the various categories, it was felt that in the long run any minor discrepancies of judgment as to placement would cancel themselves out. Maps, pictures and similar materials were counted along with the context as no attempt was made to evaluate the relative values of the types of material. It should be noted that in some connections parts of the material were found unclasifiable for the purposes of this study.

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<sup>1</sup> Johnson, op. cit., p. 252.

<sup>2</sup> Wesley, Teaching the Social Studies, op. cit., p. 378.

An example of this was the material on early man. This material could be classified chronologically but did not lend itself as well to a geographical classification. Broad concepts such as religious ideologies, imperialism, laissez faire, and the rights of man were at times treated universally and in those instances were not considered geographically but were topically. Each text was examined at least three times as follows: first, the material in each was allocated among several chronological periods, next geographically, and last topically. The study aids at the end of the chapters were classifiable geographically if the chapter were on one area but not topically if it were heterogeneous. This explanation is intended to give a clearer picture of the methods used and to account for the discrepancy between the total of pages counted for any one classification and that for another.

The second phase of this investigation concerned the articles in professional historical publications. Due to the eminence of the American Historical Association and the recognized accuracy and scholarship of its members as displayed in the American Historical Review, it was decided that an examination of the articles presented there should give a helpful indication of the historical research in progress. The terminal year 1949 was selected to coincide with the listing of textbooks compiled by Spieseke.<sup>1</sup> The number of years to be covered was arbitrarily set at fifteen. It was recognized that the period of years covered in the American Historical Review should be of sufficient length to be valid

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<sup>1</sup>Spieseke, Bibliography of Textbooks in the Social Studies, op. cit.

and yet, due to the exigencies of time, it was felt that the period should not be too long. The fifteen years embraced by this research span the years between 1934 and 1949. It would appear that the momentous events immediately prior to and occurring within these years, together with their implications for today's world problems, should be evident in the historical research of the period. As with the textbooks, the articles in the American Historical Review covering the fifteen-year period were examined carefully and classified in three fashions chronologically, geographically, and topically. Some articles were easily placed by their titles but a majority required a careful reading for allocation. The number of articles varied between ten and twelve each year. There was usually one article yearly devoted to a report of the American Historical Association's annual meeting and for the purposes of this study was deemed unclassifiable. With the exception of a few articles on phases of historiography, all the articles were classified. It should be noted that topically the contents of both the textbooks and the Review's articles were judged to be either political, military, or everything else classifiable was called socio-economic. There are many conclusions that might develop from this study. In the first place, it might be found that the textbooks, individually or collectively, placed undue emphasis on one chronological period or another at the expense of an era which in light of developing events appears unjustified. Then again, the distribution might appear very equitable. Geographically it might disclose that the term "neglected areas" as applied to Asia and the Pacific, Russia, and Latin America is correct, or it may develop that some of these areas

have received better treatment than current statements would indicate. It might show that world history is only an extension of Western civilization, and most of that political, or it may develop that other cultures and other interests of man are given their just rewards. As for the articles in the Review, it is possible that their interests might lie closer to affairs of the present than the textbooks, due to the historians' broad and incisive perspective. From their Olympian heights they may have plotted the slow, tortuous movements of mankind across the vale and already foresee his destiny while lesser lights must await the dawn of each new day. On the other hand, due to the slow painstaking nature of their work and the remoteness of their materials these social scientists may be so enthralled by the importance of their minutiae that they have literally become a race apart and be captives in their ivory towers. It is admitted that affairs of the present often have an air of undue importance that in perspective may hardly leave a trace. A true evaluation of today's events may not be known for years; a contemporary opinion of what importance research places in them should be gleaned from their writing.

### 3. Previous Studies

The analysis of social studies textbooks is a fertile field. The subject varies, yet frequently it is to determine the emphasis given to particular events, issues, topics or prominent characters. It is significant that most of this research has centered on American history; world history textbooks have been comparatively ignored. Although in the American history field, Blythe has made a noteworthy contribution

that is pertinent to the subject of this study.<sup>1</sup> She compiled a list of thirty-two new discoveries, emphases, and viewpoints published between 1893 and 1928. The selection was her own responsibility and represented what she termed "the contribution of historical scholarship to American historiography in the last forty years." Among the items listed were such well-known works as Turner's frontier thesis and Beard's economic interpretation of the Constitution. The fact that many of the selections were from articles in the American Historical Review is significant for the present study. Miss Blythe's purpose was not to advocate the inclusion in the textbooks of these specific views, emphases, and discoveries, but rather to show the status of recent research and to determine the extent to which it had been made available to secondary school pupils. The data revealed that only five of the items were included in more than 75 percent of the recent texts and eighteen were in less than 25 percent. Her conclusion was that textbook writers are either ". . . very conservative or very indifferent toward the new views, emphases, and discoveries presented by historical scholars."

Weeden analyzed three representative world history textbooks current in 1942 and determined the emphasis on three main periods of history.<sup>2</sup> These figures are interesting primarily for their variability. Brinkman has analyzed the subject matter of four world history textbooks published during and since World War II.<sup>3</sup> He found the percent of time allotted

<sup>1</sup>Irene Blythe, "The Textbooks and the New Discoveries, Emphases, and Viewpoints in American History," Historical Outlook (December, 1932), 23: 395-402.

<sup>2</sup>Clarice J. Weeden, "Is World History Being Taught for Civic Purposes?" Social Studies (May, 1942), 33: 205.

<sup>3</sup>Albert R. Brinkman, "World History: A Survey," Social Studies (November, 1947), 38: 313.

Table I  
Space Devoted to Three Main Periods<sup>a</sup>

Textbook	Intro- duction	Ancient Times	Middle Ages	Modern Times
Text A	5.95	34.68	18.39	40.98
Text B	1.57	5.62	35.92	56.89
Text C	2.00	22.68	20.80	54.52

<sup>a</sup>Weeden, op. cit.

Table II  
Division of Subject Matter in Four Recent Textbooks

Subject Matter Area	Textbooks			
	A	B	C	D
Prehistoric and early civilizations.....	12.3	6.9	12.4	10.7
Greece and Rome.....	11.4	9.4	16.9	9.0
World's religions.....	4.7	1.3	1.8	8.9
Middle Ages through the Reformation.....	9.2	13.7	18.5	16.8
Emergence of European nations (including the French Revolution and imperialism).....	30.0	32.8	35.2	19.2
The Orient.....	7.2	3.1	1.8	4.6
Latin-America.....	5.8	2.2	.003	.008
World War I to date.....	6.9	3.2	12.2	21.6

as indicated in Table II. Brinkman's classification is more explicit than Weeden's and shows areas of general agreement as well as considerable disagreement. The early period through Greece and Rome receives relatively equal treatment. World religions finds a wide variation between its coverage in "B" and "C" and that accorded it in "D." The religious coverage in "D" is nearly twice the space it devotes to the Orient and Latin-America combined. Indeed the lack of attention to these areas is

particularly noticeable with the possible exception of that found in "A." There is considerable variation in the more recent period which is difficult to explain in view of the fact that these texts are contemporaries. It is noteworthy that only 72 percent of the material in "B" was found classifiable for this study compared to 98 percent in "C."

The results of the three previous studies would indicate:

1. A conservatism or indifference on the part of textbook writers to incorporate the newer ideas of historians.
2. General agreement in some instances and wide disagreement in others concerning the space allotted to different areas.
3. A marked tendency to pass very lightly over the Orient and Latin America.

CHAPTER II  
ANALYSIS OF TEXTBOOKS

This chapter includes data compiled from the analysis of four current textbooks. Six tables are used to illustrate the authors' emphasis chronologically, geographically, and topically. The tables are arranged in pairs. The first of each pair lists the distribution by pages; the second denotes the percent of emphasis placed on each category. By using the tables in pairs, the writer intends to show not only the actual count by pages but also the proportion this bears to the entire classifiable content of each text.

1. Chronological Classification

Although the first classification is primarily chronological, it should be noted that item, Religious Faiths, is not in direct sequence of time but overlaps the preceding and following periods. This was deemed necessary by the present writer in order to give proper emphases to the major influences of the times. It is recognized that exact dates are but approximations; basic changes do not occur in any particular year. So it was that during the period when Greece and Rome were making their invaluable contributions to civilization and continuing on after their demise, the thoughts of man in widely scattered areas were turning to an interest in and an awareness of some greater force directing the affairs of man and the universe. The many religious faiths of the world

have their beginnings in the remote past; they have guided the thoughts and deeds of mankind until today it is impossible to understand a people without an insight into their religion and the part it has played in their culture. The religions of the modern may be divided into an eastern and a western group. The eastern group includes Brahmanism, Buddhism, Taoism, Confucianism, and Shinto. The teachings of Gautama Buddha during the fifth century B. C. have greatly influenced the eastern world. The major religions of the western world include Judaism, Christianity, and Mohammedanism. The first of these, Judaism, dates back to the Hebrew prophets and the eleventh century B. C. The ramifications of Christianity and Mohammedanism on western civilization have been deep and far-reaching; the terminal date assigned to this period by the present writer is purely arbitrary and is intended to signify the rise of other influences to prominence rather than to denote a sudden decrease in the influence of religion.

A first glance at Tables III and IV reveals little similarity in the chronological treatment by "A," "B," "C," and "D," but after closer study a general pattern emerges. This is particularly true in the case of "B" and "D." Here there is a moderate coverage of the earlier period and a gradual increase from the Middle Ages on. With the exception of Greece and Rome, "C" reserves its emphasis for the period since 1500. In sharp contrast to the later emphasis by "B," "C," and "D," "A" stresses the earlier periods; Table IV shows that 45 percent of this text is spent on the periods prior to 1500. This is a marked deviation from the 27 percent with which "C" covers the same period. The period on the growth of democracy, nationalism, and imperialism receives first consideration by

Table III  
Number of Pages in Chronological Periods

Periods	Texts			
	A	B	C	D
Early man and civilization in the Near East (up to 1000 B.C.).....	112	61	36	81
Greece and Rome (1000 B.C. to 500 A.D.).....	106	59	76	68
Religious faiths (1000 B.C. to 1000 A.D.).....	38	32	17	39
Middle Ages, Renaissance and Reformation (500 to 1500).....	74	87	58	109
Rise of European nations and the era of political, social and industrial revolutions (1500 to 1830).....	137	127	166	174
Growth of democracy, nationalism, and im- perialism (1830 to 1914).....	187	116	146	91
Global conflict (1914 to present).....	79	147	190	163

Table IV  
Percent of Pages on Chronological Periods

Periods	Texts				Aver- age
	A	B	C	D	
Early man and civilization in the Near East (up to 1000 B.C.).....	15.2	9.6	5.2	11.0	10.2
Greece and Rome (1000 B.C. to 500 A.D.)..	14.4	9.3	11.0	9.3	11.0
Religious faiths (1000 B.C. to 1000 A.D.)	5.2	5.0	2.4	5.3	4.4
Middle Ages, Renaissance and Reformation (500 to 1500).....	10.0	13.8	8.4	15.0	11.8
Rise of European nations and the era of political, social, and industrial revolutions (1500 to 1830).....	18.6	20.1	24.0	24.0	21.6
Growth of democracy, nationalism, and imperialism (1830 to 1914).....	25.5	18.4	21.1	12.5	19.3
Global conflict (1914 to present).....	10.7	23.3	27.5	22.4	20.9

"A" while "B," "C," and "D" accord it third place or less.

The outstanding features of the chronological classification seem to be the general agreement of "B" and "D" to start their emphasis with the Middle Ages and carry it on to the present and the extreme weight placed on the period before 1500 by "A" and after 1500 by "C." The rank order of the various periods judged by their coverage was:

1. Rise of European nations and the era of political, social, and industrial reform
2. Global conflict
3. Growth of democracy, nationalism, and imperialism.

Comparing the percent of pages in the four texts with the average for the various periods shows that "B" deviates least from the average; "D" and "C" vary more and "A" the most. The total deviations from the average for the entire seven periods shows the following percentage points variance for "A," "B," "C," and "D": 30.4; 9.7; 21.2; and 17.3. "A" devotes 50 percent more pages to early man, 30 percent more to Greece and Rome and the growth of democracy, nationalism, and imperialism, and 50 percent fewer to global conflict than the average. "C" uses 50 percent fewer pages for early man and religious faiths, nearly 30 percent fewer on the Middle Ages, and 30 percent more than the average on global conflict. "D" allows 30 percent fewer pages than the average on the growth of democracy, nationalism, and imperialism. A difference of opinion is a privilege and shows a healthy state of affairs; however, some deviations from the average here are quite pronounced and might reflect the authors' areas of interest rather than an objective appraisal of the best chronological emphasis.

## 2. Geographical Classification

An explanation of the geographical grouping is necessary to give a clearer picture of the material in Tables V and VI. In the first place, the classification Western Europe was set up to include all countries in Western Europe not specifically listed here; in addition, it includes all discussions pertaining to this area in general; this covers such concepts as the spread of Christianity, feudalism, the growth of towns, and nationalism. In the second place, it will be noted that Rome and Italy are treated separately. This was done to show the difference in emphasis between the earlier and later period for reasons of comparison with other areas. In the third place, it should be stated that the coverage of the Near East and Africa is primarily concerned with early civilization in those parts. As for the treatment of North America, many writers appear to feel that the United States receives ample attention in United States history textbooks and only include it in world history texts when its foreign relations make this necessary.

Many interesting results are obtained from a study of Tables V and VI. An average of the four texts reveals that 65 percent of the material concerns Western Europe, exclusive of Russia. The scanty treatment of Russia by the various writers is evident. It ranks tenth in importance in "A," behind such areas as the Near East, Latin America, Greece and Rome. It shares thirteenth position, last place, with Latin America, in "B." In "C" it is in eighth place, ahead of Germany, and in "D" it is in fifth place, exceeded only by Western Europe, the British Isles, the Far East and the Pacific, and Germany. The Far East and the Pacific area receive much fuller treatment than Russia, and with the exception of "C,"

Table V  
Number of Pages on Geographical Areas

Geographical Areas	Texts			
	A	B	C	D
Western Europe (exclusive of next seven countries)	169	195	188	167
British Isles.....	76	33	34	67
France.....	42	38	38	29
Germany.....	40	26	24	46
Italy.....	29	19	10	17
Rome.....	50	30	44	38
Greece.....	56	36	41	34
Russia.....	39	18	27	41
Near East.....	43	29	48	31
Far East and Pacific.....	78	67	37	101
Africa.....	38	25	18	17
Latin America.....	45	18	21	15
North America.....	3	43	25	34

Table VI  
Percent of Pages on Geographical Areas

Geographical Areas	Texts				Average
	A	B	C	D	
Western Europe (exclusive of next seven countries).....	23.8	33.6	33.8	26.2	29.3
British Isles.....	10.7	5.6	6.1	10.5	8.2
France.....	5.9	6.5	6.8	4.5	5.9
Germany.....	5.6	4.4	4.3	7.2	5.3
Italy.....	4.0	3.2	1.8	2.6	2.9
Rome.....	7.0	5.1	7.9	5.9	6.4
Greece.....	7.9	6.2	7.3	5.3	6.6
Russia.....	5.5	3.1	4.8	6.4	4.9
Near East.....	6.0	5.0	8.6	4.8	6.1
Far East and Pacific.....	11.0	11.5	6.6	15.8	11.2
Africa.....	5.3	4.3	3.2	2.6	3.8
Latin America.....	6.3	3.1	3.7	2.3	3.8
North America.....	0.3	7.4	4.5	5.3	4.3

receive more emphasis than any area with the exception of Western Europe. Latin America and Africa are given comparatively full treatment in "A," but are largely neglected by the other texts. The notable features of the various texts appear to be:

1. The comparatively greater emphasis on Greece, Rome, Italy, Africa and Latin America and the almost total neglect of North America in "A"
2. The minor treatment of Russia and Latin America and the relatively light emphasis on the British Isles in contrast to that given North America in "B"
3. The scant attention given Russia, the Far East and the Pacific, Africa and Latin America in contrast to the weight on Greece, Rome and the Near East in "C"
4. The lesser emphasis on Greece, Rome and the Near East, the brief coverage of Africa and Latin America, and the greater stress on the Far East and Pacific in "D."

The total deviations from the average percent of pages devoted to the various geographical areas shows "B" varies least, followed by "A," "C," and "D." There is more uniformity in the total geographical deviations than in the chronological differences; the percentage points variations for "A," "B," "C," and "D" are as follows: 14.7; 13.6; 15.4; 18.8. Table VI shows "A" and "D" contain 30 percent more and "B" 30 percent fewer pages on the British Isles than the average. "D" has 35 percent more pages on Germany, "A" 35 percent more, and "C" 35 percent fewer on Italy. The differences are quite marked in the case of North America;

"A" has 90 percent fewer and "B" 70 percent more pages than the average. The treatment of the "neglected areas" reflects many differences of opinions. "A" devotes 40 percent more pages to Africa and 65 percent more to Latin America than the average whereas "D" has 30 percent fewer on Africa and 40 percent fewer on Latin America. "D" also contains 40 percent more pages and "C" 40 percent fewer pages on the Far East and the Pacific than the average; in addition, "C" has 40 percent more on the Near East. If the best judgment of the various authors is reflected by the amount of coverage devoted to a particular area, they have very different ideas on the relative importance of many geographical areas.

### 3. Topical Classification

Tables VII and VIII represent the distribution of material among three topical areas, political, military, and socio-economic. The value of including a table of percents may be noted by observing the figures under "B" and "D" in the political distribution in Table VII. In this instance, "D" appears to devote more coverage to the topic than "B," yet when Table VIII is consulted, it is seen that "D" devotes less proportionally than "B." A general pattern is observable in the topical arrangement. In every instance, the military events receive the least mention, the political more, and the socio-economic receive most. By observing Table VIII, it will be seen that the percents tend to fall within a very short range of each other in each of the three topical areas in "B," "C," and "D." "A" presents a sharp contrast in the proportions of the text devoted to each area; here the emphasis is solidly placed on the socio-economic aspects with a relatively lighter treatment of the political

Table VII

## Number of Pages in Topical Areas

Topical Areas	Texts			
	A	B	C	D
Political.....	133	190	214	199
Military.....	106	156	155	164
Socio-economic.....	395	250	290	324

Table VIII

## Percent of Pages in Topical Areas

Topical Areas	Texts				Average
	A	B	C	D	
Political.....	20.9	31.8	32.4	28.9	28.5
Military.....	16.7	26.1	23.5	23.8	22.5
Socio-economic.....	62.3	41.9	44.0	47.1	48.8

and military. The cause of this may be inferred by a return to Table IV where it may be seen that 45 percent of "A" was devoted to the period prior to 1500. In the later periods, when the political and military topics were usually stressed, "A" had a much briefer coverage. The figures for "D" in Table VIII are an approximate average for the four texts.

Table VIII shows the significant differences between the percent of pages of the four textbooks in the various topical areas and the averages. With the exception of "A," the total deviations are rather low; they are in order: 26.9; 13.8; 9.7; and 3.4. "A" shows approximately 25 percent less coverage of the political and military subjects and 25 percent more on the socio-economic topics. "B" contains 10 percent more political, 15 percent more military and 15 percent less socio-economic material than

the average. "C" devotes more than 10 percent above the average to political and 10 percent less than the average to socio-economic events; "D" varies little. "A," with its strong emphasis on the socio-economic side, has a tendency to affect the three averages adversely.

## CHAPTER III

### ANALYSIS OF PROFESSIONAL HISTORICAL PUBLICATIONS

This chapter contains data compiled from articles in the American Historical Review between 1934 and 1949. Three tables are used to show the chronological, geographical, and topical emphases by number and percent of articles. In addition, three tables are included to compare the emphases of the articles with the average of the four texts described in Chapter II. These comparisons should establish the bases for drawing whatever conclusions might appear pertinent and valid.

#### 1. Chronological Classification

A chronological study of the articles concerned reveals a general pattern of increasing emphasis from the remote past to the start of the present era. The noticeable exceptions to this are the periods of early man and religious faiths. The age of early man embraces much that is prehistoric; this is more the province of archaeology and anthropology than of history. Furthermore although the art of writing began about 3000 B.C., there is little new material from this period which would lend itself to the continued scientific study of the historian. In a similar way, the period here assigned to religious faiths might well be considered within the realm of sacred rather than secular history. At any rate, there are several articles beginning with Greece and Rome and becoming more numerous until the start of the present period. It might well be that the most recent period, 1914 to the present, is considered too contemporary to

Table IX

## Number and Percent of Articles in Chronological Periods

Periods	Number of Articles	Percent
Early man and civilization in the Near East (up to 1000 B.C.)....	1	0.6
Greece and Rome (1000 B.C. to 500 A.D.).....	10	6.2
Religious faiths (1000 B.C. to 1000 A.D.).....	2	1.2
Middle Ages, Renaissance and Reformation (500 to 1500).....	21	13.0
Rise of European nations and the era of political, social, and industrial revolutions (1500 to 1830).....	46	28.5
Growth of democracy, nationalism, and imperialism (1830 to 1914).	57	35.4
Global conflict (1914 to present)	24	14.9

have attracted its share of scholarly research. The combined periods since the fall of Rome have inspired more than 90 percent of the articles; those since the beginning of modern times resulted in more than 75 percent; and the last two periods suggested more than 50 percent. The period from 1830 to 1914 was the most popular and the period from 1500 to 1830 ranked next. This would indicate a sustained interest in the eras witnessing the rise of European nations and in the accompanying political, social, and economic problems.

## 2. Geographical Classification

The geographical distribution of articles in the American Historical Review strongly favors North America. Next in importance are the British Isles; these two combine to favor the English-speaking world with 99 of the 155 articles classified, or over 63 percent. France and Germany are in third and fourth place; the others are far behind. Of the "neglected

Table X

### Number and Percent of Articles on Geographical Areas

Geographical Areas	Number of Articles	Percent
Western Europe (exclusive of next seven countries).....	12	7.7
British Isles.....	28	18.0
France.....	13	8.3
Germany.....	9	5.8
Italy.....	4	2.5
Rome.....	2	1.2
Greece.....	5	3.2
Russia.....	0	0.0
Near East.....	4	2.5
Far East and Pacific.....	4	2.5
Africa.....	1	0.6
Latin America.....	2	1.2
North America.....	71	45.8

areas," the Far East and the Pacific and the Near East receive the most coverage, followed by Latin America and Africa which are passed over lightly. Not a single article was devoted to Russia in the American Historical Review between 1934 and 1949. A total of 73 articles deal primarily with Western Europe and when added to the 71 on North America give a grand total of 144 out of 155 articles on Western civilization; in a negative sense, less than 7 percent of the articles are concerned with

the rest of the world.

### 3. Topical Classification

The distribution of articles in the three specified topical areas is shown in Table XI. According to these figures, military topics were of least concern to the writers in the American Historical Review and

Table XI

Number and Percent of Articles in Topical Areas

Topical Areas	Number of Articles	Percent
Political.....	54	33.5
Military.....	23	14.2
Socio-economic.....	84	52.1

socio-economic topics were of most concern. One-seventh of the articles dealt with military subjects, one-third with political, and slightly more than half with socio-economic problems. Considering the present writer's procedure of placing everything in the socio-economic category that is not specifically political or military, it might appear that the proportion of socio-economic articles is none too high.

4. Comparison of the Chronological Classifications in  
the Textbooks and Articles

Compared to the articles in the American Historical Review, the chronological emphasis in the average world history textbook is more uniformly but disproportionately placed. Between 35 and 40 percent of the average text cited here is concerned with ancient and medieval times.

Table XII

Average Percent of Pages in Textbooks and Articles in American Historical Review Devoted to Chronological Periods

Periods	Percent of Pages	Percent of Articles
Early man and civilization in the Near East (up to 1000 B.C.).....	10.2	0.6
Greece and Rome (1000 B.C. to 500 A.D.).....	11.0	6.2
Religious faiths (1000 B.C. to 1000 A.D.).....	4.4	1.2
Middle Ages, Renaissance and Reformation (500 to 1500).....	11.8	13.0
Rise of European nations and the era of political, social and industrial revolutions (1500 to 1830).....	21.6	28.5
Growth of democracy, nationalism and imperialism (1830 to 1914).....	19.3	35.4
Global conflict (1914 to present).....	20.9	14.9

The remaining 60 percent appears entirely inadequate to cover the rise of modern nations and to satisfactorily explain their present and future problems. The demand for an evaluation of older materials appears valid in light of world conditions today. The typical textbook as evidenced by the averages in Table XII places too much emphasis upon civilization as a progressive journey via the Near East, Greece and Rome and the Middle Ages to the modern state. Is this civilization, or is it Western

civilization? Of the periods prior to 1500, the articles devote 6 and 13 percent respectively to Greece and Rome, and the Middle Ages. The total of 21 percent on the combined periods prior to 1500 is not as extreme as that found in the average textbook, yet its concentration in a smaller era is disquieting. Table XII shows that between 1934 and 1949 the historians were engaged in nearly one half as much research on Greece and Rome, and nearly the same amount of research on the Middle Ages as they were on the period from 1914 to the present. It is a matter of value judgment what proportionate time should be allotted to the various periods--yet how much more is there to be wrung from Greece, Rome, and the Middle Ages and what of its value? It might be soul-satisfying to the individual but in a world conditioned to jet propulsion, atomic bombs, and ideological warfare the worth of a product should bear a positive relationship to its impact on society. This is not to imply that cultural values have no place in the present but rather to question their relative importance.

The emphasis is more pronounced on the later periods in both the textbooks and the articles. More than 60 percent of the average textbook deals with the rise of European nations and their political, social and economic problems; over 75 percent of the articles in the Review cover the same periods. However, although the textbook apportions its coverage almost equally, only 15 percent of the articles in the Review are on the latest period. It is agreed that the years between 1500 and 1914, which saw the rise of European nations and the growth of such concepts as democracy, nationalism and imperialism, was an era of inestimable significance for mankind and worthy of considerable elaboration. Nevertheless

many ideas then rampant in Western civilization have since burst forth upon peoples in the presently "neglected areas." Peoples in these areas are just beginning to clamor for the rights of man, a voice in their own government and nationalism. Is their cause any less just or their acceptance by the more advanced nations of any less import than the same ideas and events were in these more advanced nations a century or two ago? Have they any less significance for the future of world history? It appears logical that these events of today need and deserve as much opportunity to be studied and understood as their predecessors. This cannot be accomplished in the 15 percent apportioned to this period by the writers in the American Historical Review.

#### 5. Comparison of the Geographical Classifications in the Textbooks and Articles

There is little similarity between the geographical emphases in the textbooks and that in the articles of the American Historical Review. The emphasis in the Review is extremely heavy on North America; 45 percent of the articles are on this one area. Eighteen percent of the articles are devoted to the British Isles, more than 8 percent deal with France and more than 5 percent concern Germany. These are the only areas that are given more emphasis in the Review than in the textbooks, yet they comprise nearly 80 percent of the articles. In sharp contrast to this heavy concentration, there is not one article devoted to Russia, a country embracing over one-sixth of the earth's land surface and an estimated population of over 200,000,000. Africa and Latin America fare little better with 0.6 and 1.2 percent devoted to these areas. The Near East

Table XIII

Average Percent of Pages in Textbooks and Articles in American Historical Review Devoted to Geographical Areas

Geographical Areas	Percent of Pages	Percent of Articles
Western Europe (exclusive of next seven countries).....	29.3	7.7
British Isles.....	8.2	18.0
France.....	5.9	8.3
Germany.....	5.3	5.8
Italy.....	2.9	2.5
Rome.....	6.4	1.2
Greece.....	6.6	3.2
Russia.....	4.9	0.0
Near East.....	6.1	2.5
Far East and Pacific.....	11.2	2.5
Africa.....	3.8	0.6
Latin America.....	3.8	1.2
North America.....	4.3	45.8

and the Far East and the Pacific each receive 2.5 percent of the total coverage. With the exception of Western Europe, the emphasis in the textbooks is more extensive. The concentration in this category is caused by the inclusion here of all countries in Western Europe not specifically listed elsewhere and, in addition, the inclusion of all general topics concerning this broad area. Since the textbooks place nearly four times as much emphasis on this classification as do the articles, it is evident that the textbooks contain more discussions of a general nature. The Far East and Pacific area with 11.2 percent is well represented in the texts and has as much space devoted to it as France and Germany combined. The British Isles with 8.2 percent have the next best coverage, followed by Greece, Rome and the Near East, which have 6.6, 6.4 and 6.1 respectively.

Less than 5 percent of the average world history text dwells on Russia. This is a deplorable state of affairs for a world power of such magnitude. Africa and Latin America each contribute 3.8 percent to the textbooks and when compared to the amount of space assigned to Russia, Germany and France cannot be considered as neglected. Probably the authors of world history textbooks consider that North America, particularly the United States, receives ample treatment in United States history textbooks. As a consequence, this country receives relatively minor treatment except in the field of foreign relations.

An examination of Table XIII shows the comparative emphasis of the average textbook with the articles of the American Historical Review. More than twice as much emphasis is given to the British Isles and more than ten times as much to North America in the Review as compared to the average text. France receives 30 percent less, Germany 10 percent less and Italy 15 percent more emphasis in the text than in the articles. Moreover, the text devotes five times as much emphasis to Rome, twice as much to Greece and more than twice as much to the Near East as compared to the Review. There is no possible comparison of Russia, for not one article in the Review is devoted to that country. In a like manner, the articles are very deficient in their coverage of the Far East and the Pacific, Africa, and Latin America; this fact is particularly noticeable in any comparison with the average textbook. More than four times as much emphasis is placed on the Far East and the Pacific in the text, although this is an area which some critics have claimed was neglected by the textbook. The same applies to Africa and Latin America, yet here too the text devotes six times the coverage to Africa and more than three

times the coverage to Latin America than is found in the Review. The apparent reason for the authors of textbooks to minimize the affairs of the United States in world history textbooks has been discussed previously. It is noteworthy that the historians display ten times as much interest in North America in the Review as compared to the texts. The significant features of the comparison between the average of the textbooks and of the articles seem to be:

1. The more uniform and relatively extensive treatment in the textbooks
2. With the single exception of Russia, the absence of any "neglected areas" in the texts
3. The extreme emphasis on Western civilization in the articles and especially that of the British Isles and North America
4. The distribution of only 7 percent of the articles devoted to Russia, the Far East and the Pacific, Africa, and Latin America combined
5. The utter disregard for Russia in the Review and the minor 5 percent allotted to it in the textbooks.

6. Comparison of the Topical Classifications  
in the Textbooks and Articles

Table XIV shows the distribution of emphases in the three topical areas, political, military and socio-economic, for the average of the textbooks and the articles in the American Historical Review. The major emphasis follows a similar pattern in both instances; socio-economic, political and military subjects are stressed in that order. Nearly one-half of the average textbook deals with socio-economic topics, more than

Table XIV

Average Percent of Pages in Textbooks and Articles in American Historical Review Devoted to Topical Areas

Topical Areas	Percent of Pages	Percent of Articles
Political.....	28.5	33.5
Military.....	22.5	14.2
Socio-economic.....	48.8	52.1

one-fourth with political and more than one-fifth with military events. Whereas in the Review more than one-half of the articles are apportioned to socio-economic subjects, one-third to political and one-seventh to military. A comparison of the textbooks with the articles reveals less emphasis on the socio-economic and political topics and more on the military in the texts. Although there is less deviation in socio-economic materials than in the others, the texts contain 7 percent fewer topics in this area than the Review. Despite the fact that socio-economic topics embrace the general factors affecting the daily lines of the people, there

is only 20 percent more of the texts and articles devoted to this broad area than there is to the specific field of politics. The articles place 15 percent more emphasis on political events than the textbooks. This might imply that the maturity and training of the writers in the American Historical Review fosters a natural curiosity in this particular area. Whatever the reason, it should be stated that the 28 percent devoted to political topics here is a far cry from the days, not too distant, when 50 percent and more of the texts was primarily political history. On the other hand, there is approximately 60 percent more emphasis on military events in the texts than in the articles. Military maneuvers have a secure place in history texts due to their effects on the destiny of mankind, yet it is doubted by the present writer if more than one-fifth of the text, as illustrated here, should be devoted to these events. The story of mankind is one of great heights and accompanying depressions. The slow, tortuous journey of civilization from ancient times to the present has been long and hazardous, yet it has been continually onward and upward. That wars are more terrifying today than in the past is primarily due to the increased appreciation of human life; this in itself is very significant and reflects considerable progress. Wars result from the failures of humanity to make satisfactory adjustments. It would appear imperative and worth-while to examine the political and socio-economic causes of war rather than to enumerate the sordid details themselves. With these thoughts in mind, the historians writing in the Review appear to have a clearer perspective of the relative importance of military events. The 15 percent of the articles devoted to military subjects seems adequate.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

The purpose of this study was to examine current world history textbooks to distinguish the points of emphasis, to examine the leading articles in professional historical publications to ascertain what broad areas have concerned the historians and to compare the findings. The problem was suggested by the increased interest of the American public in current world affairs, the propensity of American people to expound on the most profound international problems (often those most baffling to the experts), and a natural curiosity on the part of the present writer to determine what steps were being taken by world history texts to furnish a better background for the citizens of tomorrow. Any treatment of world history must be extremely selective in the choice of subjects. The relatively brief span of years since man first recorded his story has accounted for so much material that the ensuing years have necessitated a gradual contraction of earlier history in order that later and more pertinent items might be included. In addition, there is always an undue air of importance attached to the immediate. In a more modest evaluation conditioned by the interval of time, present events are more likely to be seen in a truer perspective. Since new events and interpretations are constantly being presented for inclusion in history texts, the task of revision is a continuing process. To accomplish the purpose of this study, four current world history textbooks and the leading articles in the American Historical

Review between 1934 and 1949 were examined carefully to note and compare their emphases in three major areas, chronological, geographical and topical.

The chronological survey was undertaken to determine the comparative emphases on the various historical periods. In the texts, 10 percent of the material dealt consistently with each of four periods prior to 1500; this left 60 percent for modern times. This is entirely too little recognition of a period which in itself contains numerous seeds of present world problems. Although the treatment in the Review was more sporadic, it tended to emphasize the period from 1500 to 1914 and relegated the ancient, medieval, and present worlds to a minor role. The relatively small 15 percent devoted to the period from 1914 to the present is wholly inadequate to give a satisfactory interpretation of world events and trends.

Leaders in the social studies have decried the overemphasis of Western influences in world history textbooks. They have proposed that the world can no longer be considered as an expanded Europe and that world history should be the means of advancing our horizons to the far corners of the globe. The claims are repeatedly voiced that many important geographical areas are sadly neglected by our historians. Russia, the Far East and the Pacific, Africa, and Latin America have been designated by many critics as "neglected areas." From the point of view of this study, the 65 percent of the average textbook and the more than 90 percent of the Review devoted to Western civilization bear out the charge of overemphasis. The authors of the texts have made a far more equitable distribution of the geographical emphases than the writers in the American Historical Review;

with the exception of a slight overemphasis on Greece, Rome and the Near East, Russia was the sole area which was not adequately covered. Five percent is entirely too little emphasis for one of the two major powers of today. In contrast, the emphasis devoted to the Far East and the Pacific appears satisfactory. The research of the historians as reported in the Review was very poorly distributed geographically. Forty-five percent of the emphasis was on North America alone; an additional 18 percent was on the British Isles; only 7 percent was devoted to areas outside the Western sphere of influence; and not one item was primarily concerned with Russia. It is apparent that the authors of world history textbooks must increase their emphasis on Russia before they may claim a well-proportioned treatment of world history. It is also very noticeable that, unless they change their ways, little assistance can be expected from the writers in the Review. These leaders in social science appear to be too concerned with their personal studies of the golden days of Greece and Rome or the beginnings of constitutional government in England to take a very active interest in matters of the present day.

The study of topical areas aimed to determine the relative emphases of the political, military and socio-economic subjects in the textbooks and articles. History in former days has placed a strong emphasis on political matters and relatively neglected socio-economic affairs. In contrast to the former practice of devoting at least 50 percent of the emphases in textbooks to politics, this study reveals that the texts and articles contain about 30 percent each of political materials. The articles are more concerned with political and socio-economic topics than the

textbooks and are less concerned with the military. The more than 20 percent assigned to military events by the authors of textbooks appears to overemphasize this aspect. The proportion of socio-economic subjects is gradually increasing in history texts, and it is to be hoped that as less material is devoted to military events, there will be a further expansion of the socio-economic field. It should be noted here that in contrast to their relative isolationism in chronological and geographical topics, the writers in the Review appear more aware of the current trend toward more socio-economic treatment at the expense of the other two categories.

In general, it can be said that the writers of textbooks are doing a better job than they are given credit for doing. They do place relatively more emphasis on earlier periods than seems appropriate; they do place too little stress on Russia; and their overemphasis on military events is out of proportion. Yet the net result is far superior to what the present writer had expected to find after listening to the critics. On the other hand, the historians' research as reported in the American Historical Review was disappointing. In a chronological sense they had relatively little more concern with the present scene than they had with the Middle Ages, and their extreme devotion geographically to Western civilization at the expense of so many other important areas, especially Russia, was disconcerting.

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