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# An analysis of ten junior high school American history textbooks in terms of their treatment of Latin America

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BOSTON UNIVERSITY  
SCHOOL OF EDUCATION

THESIS

AN ANALYSIS OF TEN JUNIOR HIGH SCHOOL AMERICAN HISTORY  
TEXTBOOKS IN TERMS OF THEIR TREATMENT OF LATIN AMERICA

Submitted by:

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In partial fulfillment of requirements for the degree of  
Master of Education

Boston University  
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Chapter I  
INTRODUCTION

Statement of the Problem

The object of this analysis is to survey the material on Latin America in ten junior high American history textbooks, in order to ascertain the degree of variation, if any, in the treatment of this subject.

The analysis will include a comparison as to treatment of geography, people, nationalities, dates, events, organizations and activities concerning Latin America. Included also will be an estimate of the educational value of the textbook. A final step will be to summarize the weak and strong points and contradictions, if any, as noted in the research.

Clement has said that textbook analysis is a "... clear, faithful descriptive report of the actual data and facts embodied within textbooks representing different subject fields."<sup>1</sup> The writer hopes to do this. It has been stated that analyses tend to make authors more conscious of their work so that it may compare favorably with the work of other authors.

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<sup>1</sup> John Addison Clement, Manual for Analyzing and Selecting Textbooks, The Gerard Press, Champaign, 1942, p. 7.

### Scope

This analysis will cover material on the mainland of Latin America. It will include all land in the Americas south of the Rio Grande River.

The books used will be listed alphabetically according to the author's name. These books have been selected because of their present use by the junior high schools. Each book has a code letter which will be used in reference to that text in this thesis.

### Significance

In some school systems a detailed study of Latin America is made in grade six. This research will tend to show the carry-over into the junior high school.

That the textbooks currently used are the primary determinant of the subject matter presented in junior high, will not cause any academic controversy. One must concede, however, that the net result of the historical presentation to the students is greatly influenced by the reading material and by the many visual aids used to make the teaching of American History more effective. One should also add that television has its influence today, too.

The student forms his opinion to a great extent by the text he uses. Therefore, a textbook should be chosen with care. The analysis of several textbooks on similar subjects

will prove valuable in the textbook selection.

### Previous Studies

A survey of historical literature, educational indices, and research periodicals revealed no analysis comparable to that of this thesis. The treatment of World War I and the Civil War in high school American History textbooks has been analyzed. Of the studies which have been made, two are analyses of the treatment of World War I in the junior high school textbooks.

Marie Carolyn Cornforth,<sup>1</sup> in 1932, analyzed the treatment of the first World War in junior high school history textbooks. She made a study of places, locations, countries and maps for their geographical emphasis. She also made a survey of personalities, nationalities, events and dates.

Emily L. Walsh,<sup>2</sup> using junior high textbooks published between 1936 and 1945, made a second analysis of World War I and compared her findings with Miss Cornforth's.

In 1930 Luella Cole Pressey,<sup>3</sup> at Ohio State University,

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<sup>1</sup> Marie Carolyn Cornforth, "An Analysis of the Treatment of the World War in Eleven Junior High School History Textbooks," Unpublished Master's Thesis, School of Education, Boston University, 1932.

<sup>2</sup> Emily L. Walsh, "An Analysis of the Treatment of World War I in Ten Junior High School Textbooks," Unpublished Master's Thesis, Boston University, School of Education, 1946.

<sup>3</sup> Luella Cole Pressey, The Needs of College Students in History The Historical Outlook (May 6, 1930), 21:218-223.

made a study of the requirements essential to students' proficiency in college history. Her survey included vocabulary background materials, persons, and dates.

Dorothy Merideth<sup>1</sup> examined history textbooks published within the last hundred years. Her purpose was to trace the development of the content of American History courses in American schools, with emphasis on particular periods, topics and types of history. She believed that textbooks, courses of study and reports of professional committees should be considered in tracing the content in the courses taught.

An analysis of the treatment of events through a study of word count, persons, places, dates, maps, and pictures was made by Georgianna Henderson<sup>2</sup> in twelve junior high textbooks. Her study showed a variation of the treatment of events by different authors. The same conclusion was made by Charles J. Murphy,<sup>3</sup> who did a similar survey.

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<sup>1</sup> Dorothy Merideth, "Changing Content of American History Courses," Seventeenth Yearbook of the National Council for the Social Studies (Washington, D. C., 1946) pp. 35-37.

<sup>2</sup> Georgianna Henderson, "An Analysis and Treatment of Twelve Selected Events in Twelve Junior High American History Textbooks," Unpublished Master's Thesis, School of Education, Boston University, 1949.

<sup>3</sup> Charles J. Murphy, "An Analysis of Topics in Junior High School American History Textbooks," Unpublished Master's Thesis, School of Education, Boston University, 1948.

An excellent study of some outstanding issues in American history and their treatment in high school textbooks was made by Jay Burton Isreal,<sup>1</sup> For example, three historians regarded Johnson's impeachment with disapproval. Six of the books analyzed agreed with the historians that the impeachment was a blot on the American Congress. One text did not even include the event.

Hazel Beckett's<sup>2</sup> study of ten selected events in seven European background history textbooks showed a wide variation of the same topic by different authors.

A survey showing pupil interest in illustrations was made in 1947 by Lloyd L. Wheeler.<sup>3</sup> This further proved that authors vary in their presentation of a similar topic.

The study of many distinguished personalities has not only made our history colorful, but often creates hero worship.

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<sup>1</sup> Jay Burton Isreal, "Certain Issues in American History and Their Treatment in High School Textbooks," Unpublished Master's Thesis, School of Education, Boston University, 1948.

<sup>2</sup> Hazel Beckett, "An Analysis and Treatment of Ten Selected Events in Seven European Background History Textbooks," Unpublished Master's Thesis, School of Education, Boston University, 1949.

<sup>3</sup> Lloyd L. Wheeler, "A Survey of Pupil Interest in Certain Illustrations of History Textbooks," Unpublished Master's Thesis, School of Education, Boston University, 1947.

Minnie Rosenbloom<sup>1</sup> made a study of this as early as 1931. She found that 857 persons were mentioned in five junior high school textbooks published from 1925 to 1927. Of these 857 persons, only 136 were common to all textbooks.

John P. Denio<sup>2</sup> surveyed five modern European history textbooks by nine authors. His survey also showed a wide disagreement among them. They agreed on 8.6 per cent of the total number of different names in the five books. George Katz's<sup>3</sup> study showed similar results. Katz found that the authors agreed generally on individuals who should be stressed, but not on those to be mentioned.

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<sup>1</sup> Minnie Rosenbloom, "Men Mentioned in Five Junior High School American History Textbooks," The Historical Outlook, Vol. XXII, No. 1, January 1931, pp. 26-27.

<sup>2</sup> John P. Denio, "Persons Mentioned in Five Modern European History Textbooks," Unpublished Master's Thesis, Graduate School, Boston University, 1948.

<sup>3</sup> George Katz, "Persons Mentioned in Five World History Textbooks," Unpublished Master's Thesis, School of Education, Boston University, 1949.

## Chapter II

## PROCEDURE

This project constitutes an analysis of the treatment of Latin America in ten selected junior high American History textbooks. It includes a table showing the approximate word count in each text. This was found by counting the average number of words in each line for ten solid lines, divided by ten; e.g., 106 words would average 10.6 per line. If the event covered 64 lines, the average would be multiplied by 10.6. The actual count time given each country, place and nationality is also given. Lists are included showing dates, pictures and maps used. An account is given of the activities, suggestions for study, projects and problems and the reading list for teachers.

Following is the list of textbooks used in this analysis. The letter preceding the author's name will represent the text throughout the study.

- A. Casner, Mabel B., and Ralph H. Gabriel, The Story of American Democracy, New York: Harcourt, Brace and Company, 1949.
- B. Casner, Mabel B., and Ralph H. Gabriel, Exploring American History New York: Harcourt, Brace and Company, 1938.
- C. Fuller, Kenneth A., Geography Unit for the United States of America Chicago: Laidlow Brothers, 1943.

- D. Gordy, Wilbur Fisk, History of the United States, New York: Charles Scribner's Sons, 1922.
- E. Leonard, Arthur R., and Bertha E. Jacobs, The Nation's History New York: Henry Holt and Company, 1928.
- F. McGuire, Edna, and Thomas B. Portwood, The Rise of Our Free Nation New York: The Macmillan Company, 1943.
- G. Moon, Glenn W., Story of Our Land and People New York: Henry Holt and Company, 1944.
- H. Southworth, Gertrude Van Duyn, and John Van Duyn Southworth, American History New York: Iroquois Publishing Company, Inc., 1946.
- I. Vannest, Charles Garrett, and Henry Lester Smith, Socialized History of the United States New York: Charles Scribner's Sons, 1946.
- J. West, Ruth, and Wilson Mason West, The Story of Our Country Boston: Allyn and Bacon, 1935.

The names of persons and places mentioned are arranged in alphabetical order. An asterisk is placed under the code letter of each text to indicate that that text mentioned the name or place.

Dates are arranged in chronological order. The number indicates the number of times the date appears in the text under consideration.

Chapter III  
ANALYSIS OF THE TEXTBOOKS

Extent of Content Treatment in Each Book

The first consideration was the amount of space given to Latin America in each text. An average was made of words in each line, as given in the preceding chapter. A careful estimate was made of fractional parts of lines, that is, lines that were cut up by pictures, maps, and charts, or were incomplete at the end of paragraphs. This is given in detail in Chapter II.

TABLE I

TOTAL NUMBER OF WORDS FOR THE STUDY  
OF LATIN AMERICA ARRANGED IN ORDER  
FOR EACH TEXT

D	4598
A	4462
H	3994
B	3675
J	3292
G	3099
F	2749
E	2722
I	1197
C	429

## THE GEOGRAPHY OF THE TEXTBOOKS

### The Countries

A total of twenty-three Latin American countries was included in all ten books. The analysis in order of frequency is shown below:

Mexico and Central America	368
South America	160

Colombia is recorded thirty-nine times; Cuba, one hundred nine; Mexico, ninety-six times, and Puerto Rico, forty-seven times.

The variation in the total number of times that a country is recorded in all ten texts is wide, from the above to the countries mentioned only once:

Ecuador  
Guatemala  
Honduras

It is also noted that French and Dutch Guianas as well as Jamaica are not mentioned in any text in this study.

The analysis shows that Book A mentioned fifteen countries, with special emphasis on Brazil and Mexico. Book H is next in line, mentioning fourteen of the countries listed. Those noted most were Panama and Cuba. Eleven countries were mentioned in Books B and F. These had Mexico and Cuba in the lead.

From this study, it appears that the students might get an altogether different conception of the importance of

the different Latin American countries. A student who uses a text mentioning many different countries, even if mentioned only once, derives a broader knowledge of our southern neighbors.

Cuba is the only country mentioned in all texts, with a total of one hundred nine.

TABLE II

LATIN AMERICAN COUNTRIES ARRANGED ALPHABETICALLY,  
SHOWING NUMBER OF TIMES MENTIONED IN EACH TEXT

	A	B	C	D	E	F	G	H	I	J
Argentina	10			1	1			4		
Bolivia	1									
Brazil	23			1	1					
British Guiana		2				1		2	2	
Chile	11			1	1			2	5	
Colombia	4				8	4	5	11	1	6
Costa Rica	2	1						1		
Cuba	3	3	18	6	2	17	19	14	15	12
Dominican Republic		2		3						
Ecuador	1									
Guatemala		1								
Haiti		3		4	1	1	1	3	1	2
Honduras		1								
Mexico	24	33	17	9		1		6	1	5
Nicaragua	1	2				2	2	10		2
Panama	2				10	7	3	12	3	7
Paraguay	3	1								
Peru	7									
Puerto Rico			9	9	2	8	8	2	4	5
Santo Domingo			1	5		1				
Uruguay	3									
Venezuela	4	5	12			2		5	8	1
Virgin Islands				2	2	3	1	1		1

From this research and the means of classification listed below, one may contrast the various texts in relation to the number and importance of the countries they record.

Book A - This book lists fifteen countries, the greatest number found in the textbooks under analysis. Mexico is referred to twenty-four times, Brazil twenty-three, and Chile eleven. This book omits any reference to British Guiana, Dominican Republic, Guatemala, Haiti, Honduras, Puerto Rico, Santo Domingo, and the Virgin Islands.

Book B - This textbook lists eleven countries, with special emphasis on Mexico. Very little emphasis is placed on the other ten countries mentioned. Twelve countries are not mentioned at all.

Book C - This volume lists the smallest number of countries - only five. It mentions Mexico seventeen times, Cuba eighteen, and Venezuela twelve. This text emphasizes Mexico as do Books A and B.

Book D - Ten countries are listed in this book. The distribution is better than in the texts already mentioned. Mexico and Puerto Rico are mentioned the same number of times - nine. Cuba is next with a count of six.

Book E - This text lists nine countries, as do Books I and J. Panama is mentioned ten times, and Colombia eight. Cuba, Puerto Rico and the Virgin Islands are mentioned only twice.

Book F - Eleven countries are listed in Book F as well as in Book B. Cuba is listed seventeen times, Puerto Rico eight, and Panama seven. Twelve countries are not listed at all.

Book G - This text gives only seven of the twenty-three countries. Cuba is mentioned more than twice as many times as Puerto Rico. Colombia is listed five times.

Book H - This text ranks second, listing fourteen countries. Emphasis is placed on Cuba, fourteen; Panama twelve, and Colombia eleven. Nine countries are not listed. Costa Rica and the Virgin Islands are mentioned only once.

Book I - This is one of the three texts with only nine countries listed. Book E listed nine, emphasizing Colombia; this text lists Cuba fifteen, Venezuela eight, and Chile five.

Book J - The third text to list nine countries is Book J. Cuba is mentioned twelve times, Panama seven, Mexico and Puerto Rico five times each.

Book A is the only one to mention Ecuador, Peru, Uruguay, and Bolivia. Guatemala and Honduras are given in Book B only. Cuba is the only country mentioned in the ten texts under analysis. Mexico appears the greatest number of times, but only eight of the ten books list it. Puerto Rico is also listed in eight of the texts, as is Haiti.

From a study of the texts, the following conclusions appear to be valid.

When taken as a whole, a very small percentage of these texts was devoted to Latin America. For example, the writer found that Book C had two per cent of its space used for

Latin America. Books D and G had the smallest amount, devoting only .008%. The first named had the highest percentage, and the last two the lowest percentage.

TABLE III

NUMBER OF DIFFERENT COUNTRIES MENTIONED  
IN EACH TEXT ARRANGED IN ORDER OF FRE-  
QUENCY

Book A	15
Book H	14
Book B	11
Book F	11
Book D	10
Book E	9
Book I	9
Book J	9
Book G	7
Book C	5

Place Locations

The term "place locations" refers to the identification of the marking out of specific boundaries as given below.

The list of places contains geographic locations with the exception of the Latin American countries. The place list of the ten books ranges from a total of one hundred twenty-two to thirty. Only three list a total of over one hundred places. Two list less than a total of fifty places.

There are sixty-eight different places listed in all. The following locations are mentioned in each text: Spain and the United States. The Panama Canal (Book B) is listed in all but one textbook.

The following places are listed only once by any text:

Arequipa  
Cuzco  
El Paso  
Gulf of Mexico  
Orinoco River  
Plata River  
Quitman  
Rio de Janeiro  
Santiago, Chile  
Santos  
South Pacific  
Strait of Magellan  
Tropical Zone  
Valparaiso

TABLE IV

PLACE NAMES OTHER THAN COUNTRIES, NOT INCLUDED IN TABLE II, ARRANGED ALPHABETICALLY, SHOWING THE NUMBER OF TIMES MENTIONED IN EACH TEXT

	A	B	C	D	E	F	G	H	I	J
1. America		2	1							1
2. Andes	4									
3. Arequipa	1									
4. Atlantic Ocean	3		5		3		4	2	1	1
5. Buenos Aires	4				1			1		
6. Cape Horn			1				1			
7. Caribbean Sea	1	1	1		2	4	6	3		3
8. Central America	5	1	5		1		1	3	1	
9. Colon								1		
10. Cuzco	1									
11. El Paso		1								
12. Gulf of Mexico								1		
13. Havana	1		1	1	1	1	1		2	1
14. Isthmus of Panama			2				2	5	1	4
15. Latin America		4	1	2						1

TABLE IV

(Continued)

	A	B	C	D	E	F	G	H	I	J
16. Lima	2							1		
17. Mexico City	5	2	1		1			2		
18. Montevideo		1						1		1
19. New World	1	1			2	1	1	8		
20. Orinoco River	1									
21. Pacific Ocean	1		7		3	1	7	6	5	4
22. Panama								1		
23. Panama Canal	3		4	1	1	9	12	7	2	1
24. Plata River	1									
25. Quitman		1								
26. Rio de Janeiro					1					
27. Rio Grande River	3	2								
28. Santiago, Chile					1					
29. Santiago, Cuba						3	1	1	6	1
30. Santos	1									
31. Sao Paulo	3									
32. South America	4	4	6	2		2		6	2	1
33. South Pacific	1									
34. Straits of Magellan								1		
35. Tropical Zone	1									
36. Valparaiso									1	
37. Vera Cruz	1			2				1		
38. West Indies	6		1							
39. Western Hemi- sphere	7		3		1					
40. Yucatan	3									

TABLE V

TOTAL NUMBER OF DIFFERENT LOCATIONS MENTIONED IN EACH TEXT, ARRANGED IN ORDER OF FREQUENCY

Book A	28
Book H	21
Book C	17
Book B	14
Book E	14
Book G	12
Book I	12
Book J	12
Book F	10
Book D	7



TABLE VI  
(Continued)

	A	B	C	D	E	F	G	H	I	J
4. Island Approaches to the Panama Canal				*						
5. Panama Canal						*		*		
6. Panama Canal and Canal Zone				*						
7. Political Divisions of South America	*									
8. Regions of South America	*									
9. The United States and its Southern Neighbors		*								
10. United States in the Caribbean and Central America					*					
11. Where the Spanish War was Fought							*		*	

Men Recorded

It is important in recording events to record the names of prominent people associated with them. Many times the person's name is recalled sooner than the event.

Fifty-eight persons are mentioned in the ten texts. No one name appears in every text. Diaz and Theodore Roosevelt appear the greatest number of times - twenty-nine each. The next in position is Woodrow Wilson. His name appears twenty-four times.

The following persons are mentioned only once in all of the ten textbooks:

Adams, John Quincy  
 Brian, William J.  
 Cardenas, President  
 Carnegie, Andrew  
 Clay, Henry  
 Columbus, Christopher  
 Cortes, Hernando  
 Dewey, Admiral George  
 Estrada, Secretary  
 Gil, Portes  
 Harding, Warren  
 Harrison, William  
 Hitler, Adolph  
 Hoover, Herbert  
 Hughes, Charles G.  
 Lazear, Dr. Jesse  
 Lee, General Robert  
 Pouncefote, Lord  
 Pizarro, Francisco  
 Polk, James K.  
 Reed, Major Walter  
 Sigsbee, Captain  
 Stettinius, Edward  
 Stimson, Henry  
 Wallace, Henry  
 Wood, General Leonard  
 Woodward, Ambassador

TABLE VII

PERSONS LISTED ALPHABETICALLY, SHOWING THE NUMBER OF TIMES MENTIONED IN EACH TEXT

	A	B	C	D	E	F	G	H	I	J
Adams, John Quincy					1					
Balboa, Explorer			1		1		1			
Blaine, James G.					1				3	
Brian, William				1						
Cardenas, President								1		
Carnegie, Andrew					1					
Carranza, Venustiano				2				8		2
Clay, Henry					1					
Clayton, Secretary					3					
Cleveland, Grover		5	5			2	4	1		1
Columbus, Christopher	1						1			



TABLE VII  
(Concluded)

	A	B	C	D	E	F	G	H	I	J
Weyler, Gen. Valeriano						2	5		1	3
Wilson, Woodrow		3	3	9			2	6		1
Wood, Gen. Leonard						1				
Woodward, Ambassador							1			

TABLE VIII

TOTAL NUMBER OF TIMES PERSONS ARE MENTIONED BY EACH TEXT, ARRANGED IN ORDER OF FREQUENCY

---

Book B	19
Book J	19
Book G	16
Book C	14
Book H	14
Book D	12
Book F	12
Book E	11
Book A	8
Book I	6

### Nationalities

The word "nationalities" is used here only with reference to the people constituting a nation as determined by their common language and character.

Nineteen nationalities are recorded in the ten texts. Book H gives eleven, which is the highest for any text in this

analysis; Book C lists ten, and Books A, F, G and I each give eight.

The American people are referred to with the greatest frequency, being recorded 23 times in Book C. It also has the highest total count - 110. The next in order are the Spanish people with 64, Cuban with 63, and Mixican with a total of 51.

The only nationality included in all texts is American. Those listed only once in any text are Chilean, Haitian, Japanese, and Norwegian.

TABLE IX

NATIONALITIES ARRANGED ALPHABETICALLY, SHOWING THE NUMBER OF TIMES MENTIONED IN EACH TEXT

	A	B	C	D	E	F	G	H	I	J
1. American	11	13	23	10	9	8	13	8	8	7
2. Chilean	1									
3. Colombian					4	1		2		
4. Cuban		1	13	8		8	13	4	7	9
5. English		2			1		1	3		
6. European	2	3	2	2		1		2		1
7. Filipino				1						1
8. French		3	3		4	1	3	1		
9. German	2						1	1		1
10. Haitian								1		
11. Japanese							1			
12. Latin American	1		1							
13. Mexican	14	5	10	10		2		8		2
14. Norwegian							1			
15. Puerto Rican			1			2				2
16. Spanish	4	16	2			9	15	1	9	8
17. Spanish-American			3							
18. South American	1	2								
19. Venezuelan			2					1		

TABLE X

TOTAL NUMBER OF TIMES NATIONALITIES ARE  
MENTIONED IN EACH BOOK, ARRANGED IN ORDER  
OF FREQUENCY

Book H	11
Book C	10
Book A	8
Book F	8
Book G	8
Book J	8
Book B	7
Book D	6
Book E	4
Book I	3

### Organizations

The word "organization," in this analysis, refers to a group of people which was founded or established for a definite purpose.

Sixty-four different organizations are mentioned in the ten textbooks. The United States Congress is mentioned 29 times. This is the greatest number of times any organization is given. The American Army and the United States Government is next with a total of 22.

Of the 64 organizations given, Book C lists the most, with a total of 22. Book H is next, having a total of 20.

No organization is recorded in all the ten texts used

in this analysis. The following organizations are recorded only once in any of the ten books:

A B C Conference  
 American Oil Company  
 Argentina's Congress  
 Brazil's Congress  
 British Oil Company  
 Caribbean governments  
 Central American Federation  
 Chile's Congress  
 Chile's government  
 Conference - American and Mexican  
 Court of Arbitration  
 Cuban Army  
 Cuba's Congress  
 Cuban Police  
 Dominican Republic's government  
 Haiti's government  
 Italian government  
 Italian secret organization  
 Louisiana - state government  
 Mexico's Congress  
 National Guard  
 Panama Canal Company  
 Pan-American Scientific Congress  
 Panama Canal Commission  
 Panama Canal Committee  
 Spanish-American Government  
 Spanish Navy  
 State Departments  
 Venezuela's Government

TABLE XI

ORGANIZATIONS ARRANGED ALPHABETICALLY SHOWING  
NUMBER OF TIMES MENTIONED IN EACH BOOK

	A	B	C	D	E	F	G	H	I	J
1. A B C Conference					1					
2. American Army		1	5	3		3		8	1	1
3. American businessmen			2	1	1	1		1		
4. American Government		3	3				1	3		1
5. American Marines		6		2				1		1
6. American Navy			3	3				4	1	1
7. American Oil Co.								1		



TABLE XI  
(Continued)

	A	B	C	D	E	F	G	H	I	J
41. Maximilian's Government								2		
42. Mexico's Congress					1					
43. Mexican govt.	4		5	1	1			1		
44. National Guard				1						
45. Panama Canal Co.								1		
46. Pan-American Conference	2		3						2	1
47. Pan-American Congress					1					
48. Pan-American Exposition				1	1					
49. Pan-American Scientific Congress					1					
50. Pan-American Union	1		3					5		
51. Panama Canal Commission			1							
52. Panama Canal Committee			1							
53. Puerto Rico's Government			2				1			
54. Republicans				2						
55. Spanish-American Government			1							
56. Spanish Authorities							2		1	
57. Spanish Government			1		1	4				
58. Spanish Navy			1							
59. Spanish officials			2							
60. Spanish Troops			2				4		1	
61. State Departments						1				
62. U. S. Government	3		5	4	1	1		2	6	
63. Venezuela's Government		1								
64. Villa's bandits			3	1				1		

TABLE XII  
NUMBER OF TIMES ORGANIZATIONS ARE MENTIONED  
IN EACH BOOK, ARRANGED IN ORDER OF FREQUENCY

Book C	22
Book E	19
Book D	18
Book H	14
Book I	14
Book B	12
Book F	10
Book G	9
Book J	8
Book A	6

### Events

There is difficulty in deciding what comes under an event. In many instances it seems to repeat what has already been given under organizations. The writer has included in this section events not mentioned under organizations, and has repeated a few important happenings. The events herein listed refer to happenings and important occurrences.

The events found in the ten textbooks are:

Building of the Panama Canal

Opening of the Panama Canal

Gorgas's and Goethal's work in Panama is in every text but Book D. The signing of the Blayton-Bulwer Treaty and the

Hay-Pauncefote Treaty are in eight of the ten books.

No indication is made showing the events the authors think most important.

TABLE XIII

EVENTS ARRANGED ALPHABETICALLY, SHOWING IN WHICH TEXT EACH APPEARS

	A	B	C	D	E	F	G	H	I	J
1. Army sent to Mexico			*					*		
2. Boundary settled between British Guiana and Venezuela		*	*					*	*	
3. Building of Panama Canal	*	*	*	*	*	*	*	*	*	*
4. Building of Panama Railroad					*					
5. Clayton-Bulwer Treaty signed	*	*	*	*	*	*		*	*	
6. Colonial period ends in Brazil	*									
7. Cuba becomes a Republic				*				*		
8. Cuba improved in government				*						
9. Diaz becomes president of Mexico	*	*	*	*		*		*		*
10. Dominicans given back government		*							*	
11. Dominicans and Haiti protected by United States				*			*	*		*
12. Forming of Pan-American Union			*	*				*		
13. French attempt to build canal				*	*	*	*	*	*	
14. French troops out of Mexico	*									
15. Germans withdrew from Venezuela		*								
16. "Good Neighbor Policy" established	*		*			*	*	*		
17. Gorgas's and Goethals's work in Panama	*	*	*		*	*	*	*	*	*
18. Hay-Pauncefote Treaty signed	*	*		*	*	*		*	*	*
19. Improved transportation in Mexico	*									
20. Latin America friendly with the U. S.						*				

TABLE XIII  
(Continued)

	A	B	C	D	E	F	G	H	I	J
21. Madero becomes president of Mexico								*		
22. Marines in Nicaragua		*						*		
23. Maximilian in Mexico		*	*			*			*	
24. McKinley assassinated				*						
25. "Mexico for Mexicans"	*							*		
26. Monroe Doctrine signed		*	*			*	*	*		
27. Obregon, president of Mexico	*									
28. Opening of Panama Canal	*	*	*	*	*	*	*	*	*	*
29. Pan-American Conference held	*		*	*	*				*	
30. Platt Amendment added		*			*	*		*		*
31. Puerto-Cuba under U. S. control			*	*	*	*	*		*	*
32. Purchase of Virgin Islands		*	*		*	*	*	*	*	*
33. "Remember the Maine"			*				*		*	*
34. Revolutions in Cuba			*				*			*
35. Theodore Roosevelt becomes president				*						
36. Treaty signed after Spanish-American War			*			*	*	*	*	
37. Treaty with New Granada signed					*					
38. Troops in Mexico				*						
39. Venezuela's debts paid		*						*		
40. Villa defied Mexican govt.		*	*	*	*			*		*
41. War declared against Spain		*	*			*	*		*	

TABLE XIV

DISTRIBUTION OF NUMBER OF DIFFERENT  
EVENTS IN EACH BOOK, ARRANGED IN  
ORDER OF FREQUENCY

Book H	22
Book C	19
Book B	17
Book D	16
Book F	16
Book I	15
Book A	14
Book E	13
Book G	13
Book J	11

### Dates

Dates in themselves have little significance. It is their relationship to the events which makes them important.

Seventy-six various dates are given. It is interesting to note that no single date is given in all texts. Only two dates appear in seven texts--1898 and 1914. Those appearing in six books are 1850, 1895, 1901 and 1916. Books A, B, and D are the only ones not to include 1898, the beginning of the Spanish-American War. The date of the completion of the Panama Canal, 1914, is omitted in Books A, E, and I.

The largest number of dates is given in Book H. Second in line are Books I and J. Book C lists only nine dates; this is the fewest number of any of the texts under this analysis. It is interesting to note that Book C had no maps and only one picture on the subject of Latin America.

TABLE XV

DATES ARRANGED CHRONOLOGICALLY, SHOWING  
NUMBER OF TIMES MENTIONED IN EACH BOOK

		A	B	C	D	E	F	G	H	I	J
1.	1100	1									
2.	1258					1					
3.	1535	1									
4.	1776							1			
5.	1800										1
6.	1808	1									
7.	1815									1	
8.	1822	1									
9.	1823			1			1		2		
10.	1824	1									
11.	1829									1	
12.	1847					1					



TABLE XV  
(Concluded)

	A	B	C	D	E	F	G	H	I	J
57. 1920	1	3								
58. 1921					1		1			1
59. 1922								1		
60. 1924		2				1				
61. 1925								1		
62. 1926								1		
63. 1927										1
64. 1928		2			1					
65. 1929		2				1				1
66. 1930		1				1				1
67. 1931										1
68. 1933	1	3					3			3
69. 1934		2	1			1		3		3
70. 1936	2						1	1		
71. 1938								3		
72. 1939	5							1		
73. 1940	2									
74. 1941	1									
75. 1943								1		
76. 1945								3		

TABLE XVI

TOTAL NUMBER OF DIFFERENT DATES, LISTED BY  
EACH BOOK IN ORDER OF FREQUENCY

Book H	31
Book I	22
Book J	22
Book F	21
Book B	16
Book E	16
Book A	15
Book G	13
Book D	12
Book C	9

Aids to TeachingPictures

Pictures, as well as maps, are valuable aids in teaching. They help the pupil to visualize the "what" of the study as the map aids in the "where."

All the texts included pictures. Book C has only one picture. This is the text which is without maps, too. Due to the variety of pictures, there seemed to be no way of arranging them in a table of value. The pictures are listed below under the texts in which they are included.

Book A

1. Village market place in Mexico
2. The Costumes of Mexico of the present day
3. A ruined temple near Mexico City
4. An airport in San Jose
5. Washing tantalum
6. Drying coffee in Sao Paulo, Brazil
7. Bridge on the Pan-American Highway
8. Historic doorway, entrance to oldest house in Arequipa, Peru
9. Ancient Cuzco
10. Ford rubber plantation in Brazil
11. Naval base at Guantanamo

Book B

1. Shovels at Panama Canal

Book B (continued)

2. A street in Port-au-Prince, Haiti
3. Woodrow Wilson
4. Newspaper boy in Mexico City

Book C

1. Panama Canal short cut

Book D

1. Market place, Ponce, Puerto Rico
2. First House of Representatives, Cuba
3. Uniting the Atlantic and Pacific
4. United States Marines in Vera Cruz
5. United States Cavalry on the march in Mexico

Book E

1. Native houses in Panama Canal Zone
2. American homes in Balboa in the Canal Zone
3. Working on the canal
4. The completed canal
5. St. Thomas, Virgin Islands
6. Pan-American Building, Washington, D. C.

Book F

1. View of La Guaira, Venezuela
2. Recruiting station, Spanish-American War
3. Cuba grows to freedom

Book F (continued)

4. A view of the Panama Canal
5. The Panama Canal

Book G

1. President Grover Cleveland
2. A lock in the Panama Canal

Book H

1. Dredging the Panama Canal
2. A ship passing through the locks
3. Steamships in the Panama Canal
4. Headquarters of the Pan-American Union
5. St. Thomas, Virgin Islands
6. Carranza, President of Mexico, 1915-1920
7. Villa and his bandit troops
8. United States troops in pursuit of Villa

Book I

1. The Battleship "Maine"
2. United States troops raising the flag over Santiago

Book J

1. A Cuban sugar mill
2. Contrasting scenes in Puerto Rico
3. Camp Lazear, Cuba

Book J (continued)

4. Opening of the seventh Pan-American Conference at Montevideo, Uruguay, 1933
5. Fighting yellow fever in the Canal Zone
6. Building the locks in the Panama Canal
7. Gatun Locks in the Panama Canal
8. "Good Neighbors" in Mexico

TABLE XVII

NUMBER OF DIFFERENT PICTURES SHOWN IN EACH BOOK, ARRANGED IN ORDER OF FREQUENCY

Book A	11
Book H	8
Book J	8
Book E	6
Book D	5
Book F	5
Book B	4
Book G	2
Book I	2
Book C	1

Teaching AidsSuggested Activities

The ten books used in this analysis show a wide variety in suggested activities. Because of the diversified nature of the data, it seems wise to make a summary of the activities in each book.

Book A

This book is divided into units. Latin America is studied in Unit Ten, "The United States Becomes a Leader in

World Affairs."

A class quiz of thirty-three questions is given at the end of the chapter. Examples are, "What is produced in the different regions of Mexico?" "During the dictatorship of Diaz, what advances were made?"

A section is also given to building the social studies vocabulary in which seven words such as peons and haciendas are listed.

#### Book B

This book is organized into nine units. Latin America appears in Unit IX, which is entitled "The United States Becomes a World Power of the First Rank."

Each unit is divided into problems. Activities are listed at the end of each one, as:

"Draw an outline map showing the Republic of Panama, the Panama Canal Zone, the Canal and the West Indies. Below the map write sentences telling about the importance of the Canal to the United States and to other nations."

"On an outline map of the New World, show in color the Caribbean countries. Indicate in some interesting way which nations have political control of the Caribbean lands that are not independent."

### Readings to Consult

Seven books are listed to further the interest of the student.

### Aids to Visual Study

Several aids are listed under the titles "The Pageant of America" and "Yale Pageant of American Educational Lantern Slides."

### Book C

Book C is also arranged in units. Unit VII includes the story of Latin America under the heading "The United States and World Affairs." At the end of the unit is found a study exercise with questions and problems, as "What is the tendency in the world today in regard to armament?" "What is our 'good neighbor' policy?"

### Suggested Activities

Four activities are listed, such as preparing a poster or writing a theme.

### Review of Unit VII

Eight review questions are given as a review of the unit, for example: "How did the United States acquire each of the following: Alaska, Hawaii, Samoa, and the Panama Canal Zone?" "What were the causes of the Spanish-American War?"

### Some Other Interesting Books

Fourteen books are listed which deal with the United States and world affairs, as, "Theodore Rossevelt, Boy and Man," by J. Morgan.

### Book D

In this volume, Latin America is under the chapter on "Our Country Expands Its Possessions and Assumes New Responsibilities in World Affairs." At the end of each part in the chapter are suggestions and problems for the pupil, as, "Explain how the Panama Canal is helping the commerce not only of our own country but also of the world," and "What are the aims of the Pan-American Union?"

### Readings for the Teacher and the Pupil

Under this title six books are listed for the teacher's or the pupil's enjoyment.

### Book E

This textbook is divided into parts, which in turn are divided into chapters. Chapter XXXVI deals with the United States and the Caribbean Sea. At the beginning of each chapter is an outline on the contents of the chapter.

Following the chapter is found a list of twelve problems, such as, "Does the United States owe Cuba any special consideration?" and "What reasons can you give for teaching Spanish in our schools?"

## Book F

Book F is divided into divisions. Within each division are several chapters. At the end of each chapter are several suggestions for review under the heading "We Learn by Thinking and Doing," as:

### Words and Expressions We Should Know

Twelve words are listed including "arbitration" and "world power."

### People We Should Know

Eight names associated with the subject are listed. Among them are Colonel George W. Goethals and Colonel W. C. Gorgas.

### Learning by Discussion

Ten questions are given for class thought and discussion.

### Maps to Help Us Learn

This section provides for use of the map and globe. Provision is made for place geography as well as making maps.

### Using Our Time Graph

Seven events are listed, to be placed on the time graph. This is continued from previous chapters.

### Testing Our Skill in Making Maps

As the name of this section implies, it is concerned with the making of maps. Definite locations are given to be placed on the map.

### Using the Radio

Programs related to history are suggested here, including plays, "Cavalcade of America" and "March of Time."

### Testing Our Skill in Reasoning

Two good thought exercises are given. One is as follows: "Why is the Caribbean Sea of importance to the United States? Write an article for your school paper explaining who owns and controls the many islands in this sea. Give good reasons for the importance of the Caribbean. Study a map of Central America and the Panama Canal before you begin to write."

### Book G

Unit Eleven in this text includes Latin America. The units are divided into parts. At the end of each part is a section called "Some Things You May Like To Do."

### Interesting Reading

These are divided under stories, history and biography. Several are listed under each.

### Activities for Ambitious Students

Several suggestions are made, as debates, talks, and making a scrapbook. These would interest the student who works quickly.

### Test Your Reading and Thinking

Review questions are given here. A few are: "Are the residents of our distant possessions American citizens?"

Explain." "Describe the method by which we obtained the Panama Canal Zone."

#### Connect the Present with the Past

The subject of this section explains its purpose. Six questions are given to develop this.

#### Book H

As most of the other texts, Book H is divided into units. Again Latin America is under the topic of the United States becoming a world power. At the end of each chapter is a section called "A Short Story of the Chapter," which summarizes the chapter very well.

#### Questions

This section is made up of twenty-seven questions on Latin America. Two are listed here as examples of the type of question given?

"What are locks and for what are they used?"

"Tell the story of the Venezuela boundary dispute."

#### Exercises

Sixteen different types of exercises are given, as debates, essays, and encyclopedia references.

#### Book I

Book I has fifteen chapters, divided into parts. Chapter XIII deals with Latin America. At the end of each chapter are suggestions for reviewing it.

### Problems and Projects

Included in this section are topics for discussion and reports.

### Suggestions to the Pupils

This appears to be a continuation of the preceding part. An example is: "When would Mexico want the United States to enforce the Monroe Doctrine?"

### Teachers' and Pupils' Reading List

Several books are listed for consideration. These can be used to work out problems, projects and exercises given.

### Book J

Book J is divided into chapters as are some of the other texts under analysis. West and West have included Latin America in Chapter XXVII, also under the topic of the United States as a world power. Again the activities are at the end of the chapter. They are as follows:

### Interesting Readings on Our World Relations

In this list are not only books, but news leaflets as well. The encyclopedia is also listed.

### Suggestions for Study and Review

Ten questions for discussion are given, such as:  
"Trace the changes in the meaning of the Monroe Doctrine from 1823 to 1935." (This text was published in 1935.) "List the problems that had to be solved before the Panama Canal could be constructed."

Activities

A list of ten activities are given, for example: "Hold class debates on Panama tolls." "April 14 is officially proclaimed 'Pan-American Day.' Plan a program or display for that day."

CHAPTER IV  
SUMMARY AND CONCLUSION

This analysis covers the study of Latin America as given in ten textbooks currently used in a junior high school. It includes all land on the mainland of the Americas south of the Rio Grande River and the West Indies. Information is given regarding the geography, nationalities, dates, events and organizations related to these countries. A comparison of the texts is made regarding these topics. Tables and lists are given to summarize each subject.

The purpose of this study is to determine what degree of variation in the treatment, if any, is found in each book under analysis. In the school system in which these books are used, one semester in grade six is spent in studying the geography of Latin America. The information given shows that there is enough carry-over in junior high to warrant this long study. Because a student often forms his opinions of people and places by the text he uses, it can readily be seen why an analysis can form the basis for choosing textbooks. It further proves that the use of many books gives the pupil an unbiased opinion.

Information was determined in several ways. The word count was found by finding the average number of words in a line for ten solid lines and dividing by ten. The actual count was found for each country, place, and nationality

mentioned. Dates were arranged in chronological order. Suggested activities were given in most books. These were carefully listed. The percentage of space devoted to the study of Latin America has also been included.

The textbooks used in this analysis are listed in Chapter II. A brief summary is given of each textbook under consideration. Following this is a general conclusion and a table which summarizes each book in certain aspects. It clearly shows how one book compares with others.

#### Book A

This volume holds first place in listing countries, dates, and number of pictures. There are, however, no colored pictures. No material is given on the Spanish-American War. There is good material on Mexico and the South American countries. It ranks low in number of persons and organizations.

#### Book B

This book is by the same authors as Book A. It ranks fourth in word count. It compares favorably with the other books in number of countries. It holds sixth place in the naming of places. Its place is low on nationalities mentioned.

#### Book C

The geography unit included in this text is an admirable feature. The print is large and easy reading. It has

its weak points, too, having no maps on Latin America and only one picture. It is third in the number of persons, and first in organizations and persons.

#### Book D

Book D ranks third in number of organizations mentioned. It also ranks high in events and persons. Problems are listed at the end of each chapter as well as a reading list for pupils and teacher. It has very fine print, and is difficult to read.

#### Book E

This textbook holds second place in organizations mentioned. It ranks fairly high in pictures and dates. There is a drop to eighth place in the number of persons. A list of problems is the only activity suggested. The print is too fine for good reading.

#### Book F

This book has an abundance of supplementary material, including a review of the unit. It holds second place in dates mentioned. An average place is found in persons and places. Along with Books A, D, and G, it has only two maps. It holds sixth place in total number of persons and organizations.

Book G

This text ranks high in many instances. Some of these are persons given, events mentioned, and places. It is easy and interesting to read. A long list of activities is given with many choices. It is ninth in the list of countries and eighth in organizations.

Book H

This is an outstanding text in many ways. It ranks second in the number of different countries. It is highest in places mentioned, recording thirty. It is also highest in the number of events, listing twenty-two. It includes many of the features which make a good textbook. It is also highest in the dates tabulated. At the end of each chapter is an excellent summary of important facts. There are also questions and exercises. It has eight pictures, as does Book J. It is surprising that a book which is excellent in so many ways should have only one map.

Book I

Book I as well as Book J records twenty-two dates. It also ranks with Book H in the number of pictures, each having eight. At the end of the chapter many suggestions for review are found, such as problems and projects, suggestions to pupils, and a reading list for both teacher and pupils. It is in seventh place in the countries mentioned, fifth in organi-

zations, and tenth in the number of persons given.

### Book J

This volume has very good print and is written in an easy style. It ranks second in the persons listed, Book B being in the same category with a total of nineteen. It also ranks high in dates given as well as maps. It contains three maps, which is more than any other text in this study. At the end of the chapter is a reading list on our world relations. There are also suggestions for study and review. It is ninth in the list of organizations. This, too, covers many of the requirements for a good text.

### GENERAL CONCLUSIONS

1. The texts agree that the building and opening of the Panama Canal is of importance.
2. Maps are important in teaching history. The authors of the books in this study have included at least one map, except Book C, which has no maps for the study of Latin America.
3. Pictures are also valuable in the teaching of history. Every book in this analysis has at least one picture. Book A has the greatest number, showing eleven.
4. A total of seventy-six different dates seems too many for this study, as it covers such a small percentage of space.

Yet it must be noted that no single date appears in all the ten texts.

5. There are forty-two events listed with only two recorded in the ten books. It would seem that only two are of equal significance.
6. This analysis further proves that any history course needs supplementary material as well as a basic text. The fact that the books analyzed give different information on different subjects determines this to be true.
7. The school systems studying Latin America in grade six will find it an excellent background for its further study in junior high history. Grade six gives the geographic side of the study, while in junior high the historical side is given.

TABLE XVIII

A SUMMARY OF TABLES SHOWING FREQUENCY, ARRANGED IN ORDER OF THEIR APPEARANCE IN THIS ANALYSIS

	A	B	C	D	E	F	G	H	I	J
TABLE III -- Countries	15	11	5	10	9	11	7	14	9	9
TABLE V -- Places	34	18	25	13	17	15	20	30	16	20
TABLE VI -- Maps	2	1	0	2	1	2	2	1	1	3
TABLE VIII -- Persons	8	19	14	12	11	12	16	14	6	19
TABLE X -- Nationalities	8	7	10	6	4	8	8	11	3	8
TABLE XII -- Organizations	6	12	22	18	19	10	9	14	14	8
TABLE XIV -- Events	14	17	19	16	13	16	13	22	15	11
TABLE XVI -- Dates	15	16	9	12	16	21	13	31	22	22
TABLE XVII -- Pictures	11	4	1	5	6	5	2	8	2	8

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