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An analysis of the maps found in seven fifth grade American history textbooks

AN ANALYSIS OF THE MAPS FOUND
IN SEVEN FIFTH GRADE AMERICAN
HISTORY TEXTBOOKS

BOSTON UNIVERSITY

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Thesis

AN ANALYSIS OF THE MAPS FOUND IN SEVEN FIFTH GRADE AMERICAN HISTORY TEXTBOOKS

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CHAPTER I

THE PROBLEM

In years gone by the selection of textbooks was considered a minor task, and too little time was allotted to scientific, educational investigation into the textual material and visual aids that offered the best means of developing the understandings of the subject considered. The text salesman who offered the most outstanding reasons why his book should be purchased, regardless of its educational value, usually made the sale. Many of those charged with the duty of selecting the textbooks did not realize the importance of their judgment.

Today, however, there does exist the recognized importance on the part of many charged with selecting textbooks to perform an exacting evaluation and analysis of each book, in terms of its educational value to the user, before making a final choice. Many consider the selection of textbooks so important that usually a committee of experts, composed of superintendent, principals, and teachers, conduct a scientific and objective evaluation of the textbooks under consideration. They realize that, in spite of our progressive education, the textbook is still the basic reservoir of knowledge. A minute and intensive investigation, into the content, mechanical

make-up, and illustrative material of textbooks, is carried out, and evaluation of their contributions to the development of both educational and course objectives is determined.

Statement of the problem. This study is an attempt to analyze the maps found in seven fifth grade American history textbooks published between the years 1942 and 1948.

The map analysis is part of a group thesis plan in which other members of the group have analyzed, the men, the dates, the pictures, the place names, the references, and the selected events of the same seven history textbooks.

The letter preceding each book is the code letter representing that book throughout the present study.

A. Barker, Eugene C., Alsager, Marie, and Webb, Walter P., The Story of Our Country. New York: Row Peterson and Company, 1943.

B. Beeby, Daniel J., Hanna, Joyce L., and McClure, C.H., Our Country. New York: Laidlaw Brothers, 1942.

C. Cordier, R. W., and Robert, E. B., History of Young America. New York: Rand McNally, 1948.

D. Kelty, Mary G., Life in Early America. Boston: Ginn and Company, 1947.

E. Lansing, Marion, Chase, W. Linwood, and Nevins, Allan, Makers of the Americas. Boston: D. C. Heath and Company, 1947.

F. Maguire, Edna, America Then and Now. New York: Macmillan Company, 1948.

G. Moore, Clyde B., Painter, Fred B., Carpenter, Helen M., and Lewis, Gertrude M., Building Our America. New York: Charles Scribner's Sons, 1948.

These books were examined for:

1. The type of caption found with each map.

2. The maps that possessed a scale of miles and those that did not.

3. The clarity of mechanical make-up of each map.

4. The size of the maps in each book.

5. The coloring of the maps in each book.

6. The maps that possessed a key and those that did not.

7. The period of which each map described an event or area.

8. The character of maps in each book.

9. The type of maps in each book.

10. The number of references to maps in each book.

11. The number of symbols found on maps in each book.

12. The number of place names found on maps in each book.

13. The location of a map list in each book.

14. The number and kinds of map projections found in each book.

15. The number of pictorial maps and maps with associative pictures found in each book.

16. The total number of maps in each book, the total number of text pages in each book, the total number of pages of text per map, and the total number of pages devoted to maps.

From such an analysis can be determined the use of maps as functional visual aids, in adding reality to the study of history and their contribution to the specific understandings

to be developed. It is the conviction of the writer that American history textbooks should be analyzed and the results recorded so that teachers and administrators may discover what maps are found in them and can, therefore, be guided as far as maps are concerned in the choice of a text. From such an analysis can be derived pertinent conclusions not only from the individual texts but also with regard to their relative points of educational value.

Importance of the study. The importance of the mutual dependence of history and geography cannot be denied. Any and all events that have occurred and are considered as worthy of notation in history, must be identified in time and place. The place factor, inherently, denotes geographic considerations that invade historical data which give length to human ideas.

> Topic after topic in history has a geographical basis so significant that without the map historical data lack meaning. Throughout the study of the periods of exploration and colonization, the map is as important as the facts of history themselves. Without a map, the story of a military campaign like Burgoyne's consists of a series of arbitrary details; with it, the facts follow in sequence so logical that the children can often anticipate the military progress. Similarly, the understanding of such topics as territorial growth, the Missouri Compromise, the growth of slavery, the Mason and Dixon Line, the growth of the West, the present-day distribution of population, or the American participation in the last offensive of the World War, are absolutely determined by familiarity with the map and its proper use throughout the series of lessons. The events of history can be "localized in time and space."[1]

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[1] Paul Klapper, The Teaching of History (New York: D. Appleton and Company, 1926), pp. 45-46.

Historical events lacking placement are neither understood nor remembered. East stated in part, "Geography, at least in its physical aspect, provides a common denominator to all historical periods."[2]

Both history and geography have had influential effects on the unrolling of the map of the world as we know it today. Since this study is concerned with history, let us consider how history, in a few respects, influenced the formation of the map of the world. The travels of Marco Polo enabled contemporary cartographers to add to the map lands lying east of the then known world. The voyages of Columbus gave foundation to the fact that the world was round and not flat, and once again new lands were added to the map. Since that time new lands have been added to the map and simultaneously have become a part of history. Events, such as the World War, have changed the face of the map. Thus the close association between the map and history can readily be understood. It follows, therefore, that the use of the map in studying history is as indispensable as blueprints to a carpenter in building a house or the engineer in designing complicated machinery.

The first American history textbook written by John M'Culloch and printed in 1787 included one map, as stated by Spieseke, "The Introduction to the History of America had as a

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[2] Gordon East, The Geography Behind History (New York: Thomas Nelson and Sons Ltd., 1938), p. 20.

frontispiece a map which has become rather famous."[3] Since the year 1787, the number of American history textbooks has increased tremendously, as has the number and variety of maps included in each text. Today, the author, in compiling a history textbook, is aided by a staff of experts including educational consultants, illustrators, and editorial staffs of the publisher. Considerable time and effort is put into the selection of maps, to be included in the textbook, that are functional and contribute to the concepts, both as to interest and understanding. A single map can illustrate a concept that might take several pages of textual material to explain and describe. Each map is designed to tell a story and to those who understand a map is offered a clear, concise, and graphic picture of the story in what is perhaps, "the greatest, single, printed page." A functional map adds reality to historical events and is a unique source of information.

Much research has been done on the evaluation of the method of visual approach in both teaching and learning. The bulk of information acquired in such research bears out the fact that through the medium of the eye a great part of knowledge is acquired. Educators, today, place great stress on the use of visual aids in developing concepts. Maps, found in American history textbooks, are visual aids and, as such if

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[3] Alice W. Spieseke, "The First Textbooks in American History," Contributions to Education, No. 744 (Bureau of Publications, Téachers College, Columbia University, New York, 1938), p. 64.

functionally sound, they round out the story being told by adding a realistic touch even though the map is only a symbol of reality. Through the medium of the map the student is enabled to project himself back to the time and place of the event. However, there are those who would dispute the importance and usefulness of textbook maps. Klapper says:

> The maps in school texts are usually unsatisfactory for class use. They are too small, too detailed, and limited to a specific area. Questions on these maps reveal the fact that children experience no little difficulty in finding required data and in interpreting the symbols. The completeness of these maps is but a source of confusion. Recently it was found that few children studying a particular map showing one of the major campaigns of the Civil War recognized the region represented; they could not even identify the states shown in the small map. The first glance at the map was so forbidding that it discouraged further attention to it.[4]

The writer of this study would assume that Klapper in his aforementioned appraisal of a certain map refers to one that would be designated as lacking in functional appeal and possessed all the negative qualities of a good map illustration. Klapper, at the time of his writing, may have been correct, however, the writer does not agree that Klapper's categorizing of textbook maps, as "usually unsatisfactory," can be applied with such unqualified zest to maps found in modern textbooks. No doubt there are several non-functional and inadequate textbook maps included in modern textbooks. The writer would also hasten to add, that many of the inadequacies attributed to

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[4] Klapper, op. cit., p. 47.

the textbook map are not the fault of the map itself, but of the teacher who should coordinate these smaller maps with larger wall maps and globes. This is borne out by Wayland in his statement that:

> In textbooks are maps and pictures: they are there for a purpose, and in the hands of a competent teacher they have greater value. Maps and pictures on the walls are of still greater value, because they are seen continually and attention may so readily be directed to them by the teachers pointer and pointed words.[5]

The importance of textbook maps was reiterated by Johnson in stating:

> Maps are indispensable to the effective teaching of history. They should be in constant use, -- the map in the textbook, the map chart, the map on the wall. Too much emphasis cannot be placed on this. Teachers have been observed covering the entire topic of the transplanting of Old Europe to the New World, without referring to a map. This is deplorable. It indicates a lazy and negligent teacher, for though a school board may refuse to purchase wall, or chart maps, there is no excuse for not using those in the text.[6]

Wesley in discussing textbook maps had this to say in part:

> It is reasonable to assume that maps and graphs are even more important in some textbooks than pictures. Presumably, their teaching values are greater and their utility more frequent. Whereas most of the pictures that appear in textbooks, as well as other pictures of equal merit, can be found elsewhere, the maps and graphs are not so readily available. In fact, many of them cannot be found except in atlases and research studies. It may be,

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[5] John W. Wayland, How to Teach American History (New York: The Macmillan Company, 1925), p. 163.

[6] Amanda Johnson, The Teaching of History and Citzenship in Grades and in Junior High School (Madison: The Parker Company, 1932), pp. 219-220.

> therefore, that in evaluating a textbook, the teacher is justified in attaching unusual significance to the number and quality of maps, charts and graphs.[7]

Summary. The writer has endeavoured to show the importance of the place element in the study of American history. History has been a vital factor in helping to form the map of the world which in turn intimates the required use of the map in recalling historical events. Textbook maps are visual aids, and as such are intended to clarify and explain historical concepts. Some do and some do not, some are functional and adequate, and some are not. The importance and value of textbook maps has been expressed by some and disputed by others. This analysis is important since it will give the reader an insight into the number, types, and various qualities of maps selected by the authors of the seven books considered, as well as their usefulness as visual aids in developing the concepts of American history. It is important to textbook selection committees by virtue of the fact that it offers a basis for critical judgment of maps, and since the books considered in this analysis are of recent publishing date, it will reveal the latest trends in history textbook map selections.

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[7] Edgar Bruce Wesley, Teaching the Social Studies Boston: D. C. Heath and Company, 1942), p. 382.

CHAPTER II

REVIEW OF THE LITERATURE AND RELATED STUDIES

A research of literature shows that a great deal has been written concerning maps in general, and their use in the teaching of American history. A goodly portion of this literature was further delimited to maps found in history textbooks. However, research studies, as found by the writer, analyzing maps found in textbooks have been very limited, and are pertinent to those contained in geography texts and high school history texts. No studies, analyzing maps found in American history textbooks, at the grade level concerned, could be found. Though this review of research might not be all encompassing, in general, it does denote a definite need of research in the area with which this study is concerned.

The value and use of American history textbook maps has been expressed by several writers and authorities. In general their ideas, of a good history textbook map, appear in agreement, however there are a few conflicting opinions. Johnson,[1] is of the opinion that history textbook maps are still at times bad by reason of the fact that some of them are: too detailed,

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[1] Henry Johnson, Teaching of History (New York: The Macmillan Company, 1940), p. 253.

conducive to eyestrain, and inaccurate. He adds that many maps, not only in textbooks but those found in more professional works such as larger histories and special works on historical geography, are definite whereas the sources on which they depend are indefinite and silent. Thus, the legitimacy of such maps is rather limited and they are constructed on a foundation of mere guesswork which should be noted. Johnson is firm in the conviction that textbook maps should meet rigid standards of criteria, as he stated:

> Of the pictures, maps, and other visual aids offered by a textbook, the teacher may ask: Are they clearly printed? Are they scaled to easy vision? Are they definitely related to the text? What principles or preferences determined their selection? Does the author indicate the sources of the pictures and maps? Do the labels attached to pictures invite attention to differences in authenticity? Is there some comment on incorrect details? If there are symbolic pictures, is the symbolism really illuminating?[2]

The details to be taken into account, as regards maps found in history textbooks, was aptly expressed by Wesley and Adams in stating:

> Maps in textbooks and atlases may be judged by such criteria as complexity, projections, supplementary enlargements, color, and map symbols. Black-and-white representation is especially useful for small maps because the low cost makes it possible to provide many maps, each to show one thing.[3]

It is the expressed belief of Wesley that, "The maps in

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[2] Loc. cit.

[3] Edgar Bruce Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools (Boston: D. C. Heath and Company, 1946), p. 248.

textbooks have the advantage of convenience and pertinency. The pupil can scarcely escape seeing them, and their relation to the context is usually obvious."[4] Wesley[5] points out three types of maps commonly found in textbooks and discusses their merits. The black-and-white map, designed to show one or two significant facts, is widely used, readily understandable, and inexpensive. He states, "Even in a reduced size it presents its unmistakable message."[6] The colored map, valuable in showing the relationships of countries and areas, presents a multitude of detail. For years demarcation of colors was not in evidence, however, now this drawback has been removed by engravers and printers. Pictorial maps, showing varied features, are becoming popular in history. "They make a special appeal to young readers and seem well designed to deepen and clarify everyone's understanding."[7]

Wesley[8] in his book, Teaching the Social Studies, reports a study made to determine the listing of maps found in forty social studies textbooks. It was found that the median number of maps and graphs was rather large for most of the his-

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[4] Edgar Bruce Wesley, Teaching the Social Studies (Boston: D. C. Heath and Company, 1942), p. 353.

[5] Loc. cit.

[6] Wesley, op. cit., p. 354.

[7] Loc. cit.

[8] Wesley, op. cit., pp. 381-382.

tory texts. Of the forty texts surveyed it was determined that only eighteen listed the black-and-white maps while seven more listed the colored maps only.

Mary Kelty,[9] in agreement with Wesley, favors pictorial maps because of their interest. She believes that their deficiences may be offset by their use in conjunction with other more accurate maps. For activities, as well as for testing purposes, she favors the use of the outline map. She favors the use of maps of different scales, sizes, and types in conjunction with textbook maps, so as to avoid the impression of pupils tending to associate a given place with a certain map.

In 1937, Ernest Horn in his writings, stated that:

> In spite of great improvements in recent years, textbooks are still commonly deficient in maps, pictures and other visual aids, and those that are provided are often ineffectively related to the reading matter. Textbooks in geography in general, are far better in these particulars than are those in history.[10]

In discussing history textbook maps, Hartley emphasizes the following criteria:

1. The projection should be suited to the purposes for which the map is employed.
2. No map should be used that is less than half a page, and a full page one is preferred.
3. All maps should be as accurate as possible.
4. Employ universal color scheme in all physical maps (greener the green, the lower the elevation; the browner the brown, the higher the elevation).

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[9] Mary G. Kelty, Learning and Teaching History in the Middle Grades (Boston: Ginn and Company, 1936), p. 67.

[10] Ernest Horn, Methods of Instruction in the Social Studies (New York: Charles Scribner's Sons, 1937), p. 213.

5. Should be kept properly spaced near the text they illustrate.
6. Keep maps simple, avoid too much detail. Show just as much data as is necessary to get the main point across.
7. Shading and coloring on maps should be clear and pleasing.
8. Complicated battle maps, economic maps, and the like should be reserved for advanced students.
9. Picture maps should be introduced where they will serve to stimulate interest.
10. Every map should have a legend.[11]

Miriam Compton in compiling a check list for evaluating maps in history texts, suggests the following:

a. Is the total number and proportion of colored and uncolored ones helpful?
b. Are the sizes good?
c. Do the titles definitely indicate the purpose of each map?
d. Are the sources of the maps shown?
e. Are the maps accurate according to what they are supposed to show?
f. Do they avoid over-cluttering with details? Does each emphasize the point which it is supposed to bring out?[12]

Gant,[13] in his study of maps found in four texts in World history, for the purpose of evaluating the place element, made comparisons as to the number and kind of maps, and pages of space devoted to maps by each author in each of the three

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[11] William H. Hartley, "Audio-Visual Materials and Techniques," The Study and Teaching of American History, Richard E. Thursfield, editor, Seventeenth Yearbook of the National Council for the Social Studies, Washington, D. C., 1946. pp. 307-309.

[12] Miriam A. Compton, An Evaluation of History Texts (Philadelphia: McKinley Publishing Company, 1932), p. 19.

[13] Homer F. Gant, "The Place Element in High School Texts on World History (A Study of Maps)," (unpublished Master's thesis, The Ohio State University, Columbus, 1930).

periods of World history. He tabulated the maps according to page, size, color, period (ancient, medieval, modern), purpose, use, and legend. From his investigation, he concluded that general agreement was found in the choice of maps for Ancient and Modern history, but almost no agreement in the choice of maps for the Medieval period. As concerns the purpose and use of maps, he found that the military idea predominates in all texts. He found exercises and questions based on maps included in but one text and only one direct reference to any map was found. His most important conclusion was that, as a rule, textbook writers do not give adequate attention to linking history and geography, nor make adequate use of the map as a device to stimulate the pupils power to think -- this left to the teachers who are often unprepared for this purpose. His final conclusion was that proper attention by the textbook writers to maps and the uses thereof would help considerably in making history textbooks more effective instruments of instruction.

The Eighth Yearbook of the National Council for the Social Studies reports an analysis of visual aids in ten senior high school American history textbooks, by Calvin Hall,[14] in

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[14] Calvin S. Hall, "An Analysis of Visual Aids in Ten Senior High School History Textbooks," (unpublished Master's thesis, The State University of Iowa, 1931), cited by The Eighth Yearbook of the National Council for the Social Studies, 1937, pp. 178-179.

Iowa in 1931. By use of the square centimeter, he computed the space devoted to visual aids in relation to the total page space of the books. He found, that of the total page space devoted to visual aids, 32.9 percent was devoted to maps.

In January 1939, Meredith Gilpatrick[15] reported in The Social Studies of a survey, to determine geographical concepts found in seven, outstanding, high school, American history textbooks. As part of this study he investigated the character of maps used, which he divided into six categories and tabulated. Political maps were found to predominate in most books with routes of exploration, war and commerce maps running second. He found that one of the books surveyed did not have a single map in 1,661 pages of context. From his study he concluded that most of the books surveyed lagged lamentably behind the best knowledge and practice of present geography, and that they dealt more with qualitative change in time with little reference to change in space.

Walsh,[16] in her study, analyzed the maps, pertaining to World War I, found in ten junior high school history textbooks. She tabulated the maps alphabetically so as to show in

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[15] Meredith P. Gilpatrick, "Geographical Concepts in American History Textbooks," The Social Studies, 30:28-32, January, 1939.

[16] Emily L. Walsh, "An Analysis of the Treatment of World War I in Ten Junior High School History Textbooks;" (unpublished Master's thesis, Boston University, Boston, 1946), pp. 42-46.

which text each appeared and in which text each was omitted. She found that in all texts a total of sixteen maps were used of which number there were nine different maps. The number of maps ranged from three in one text to one in five texts. She concluded, that every textbook author recognized the need for at least one map although there appeared to be a wide difference of opinion regarding which map to use, and that the majority of maps were very detailed with few showing causes and results.

CHAPTER III

PROCEDURE USED IN THE STUDY

The seven books, chosen by the group working on textbook analysis of fifth grade American history books, were selected on a basis of recent publication and present use in the elementary schools.

The textbooks that were used are listed below. The letter preceding the name of each book represents the textbook throughout the study, and is used as a code letter.

A. Barker, Eugene C., Alsager, Marie, and Webb, Walter P., The Story of Our Country. New York: Row Peterson and Company, 1943.

B. Beeby, Daniel J., Hanna, Joyce L., and McClure, C.H., Our Country. New York: Laidlaw Brothers, 1942.

C. Cordier, R. W., and Robert, E. B., History of Young America. New York: Rand McNally, 1948.

D. Kelty, Mary G., Life in Early America. Boston: Ginn and Company, 1947.

E. Lansing, Marion, Chase, W. Linwood, and Nevins, Allan, Makers of the Americas. Boston: D. C. Heath and Company, 1947.

F. Maguire, Edna, America Then and Now. New York: Macmillan Company, 1948.

G. Moore, Clyde B., Painter, Fred B., Carpenter, Helen M., and Lewis, Gertrude M., Building Our America. New York: Charles Scribner's Sons, 1948.

All of the maps in the aforementioned books, with the

exception of those included as part of a picture or used as decorative illustrations, were then analyzed by the writer in the following manner.

Listing. Each map, in the seven textbooks, was tabulated according to number and title in the series of tables I-A through I-G. If no title accompanied the map, the title assigned to it in the map list, if one existed, was used. If there was no title whatsoever, the map was tabulated according to number only. Each map was tabulated according to number only in all but the above-mentioned tables.

Captions. For purposes of classification according to caption, each map was tabulated as to whether it possessed a caption only, no caption, a caption with an explanatory statement, a caption with a question, or a question with an explanatory statement only.

Scale. Each map was classified according to whether or not it possessed a scale of miles.

Clarity. Each map was classified according to clarity of mechanical make-up. Ratings used were good, fair, and poor. Ratings were determined as to how the map appeared to the eye of the writer. A rating of good signified that all items included in the map were clear and understandable. A rating of fair signified that a few of the items included in the map lacked clearness. A rating of poor signified that the map, in

general, was too small and items were difficult to discern.

Size. For purposes of classification, each map, in all books, was measured, by means of a rule or compass, and tabulated according to size -- a full page map, a map covering from more than half to a full page, a half page map, and one covering less than half of a page. In measuring each map any extraneous border was excluded, and captions or printed matter outside the map were excluded. Actual area measurement was figured to the nearest hundredths of a square inch.

In determining a full page map, the map that covered or most nearly covered the total area of a page, in each book, was selected. The remaining classifications were then figured on this measurement. If a map closely approached the area of a map designated as full page, it too was considered full page. A map covering a double page was designated as full page and was given its total area measurement in computing the total area allotted to maps in each book. If two maps were found on a single page they were considered as one map.

Color. Each map was classified as colored or black-and-white and so tabulated.

Key. Each map was tabulated according to whether it possessed a key or not.

Period. Each map was tabulated according to the period of time in which it depicted an event or area. The period of

time was divided into three categories; ....-1492, the period prior to the discovery of America by Columbus, 1492-1720, the period recorded as the first half of American history, and 1721-1949, the period recorded as the second half of American history. If a map depicted events in two periods, it was classified according to the period in which the greater number of events occurred.

Character. The character of each map was determined by the fact of the information it depicted. Each map was classified into one of fifteen categories.

A political map denoted one that depicted mainly divisional boundaries of continents, countries, states, or territories.

A political possession map denoted one that depicted possessions and showed divisional boundaries of same.

A political settlement map denoted one that depicted settlement areas and showed divisional boundaries of same.

A political war map denoted one that depicted war areas and political alignment of countries or states engaged in the conflict.

A political defense map denoted one that depicted defense areas fortified by a country.

An exploration map denoted one that depicted routes of exploration or an area of exploration.

An expansion map denoted one that depicted routes of

expansion or an area of expansion.

A trade map denoted one that depicted routes used to carry on trade.

A travel map denoted one that depicted routes used for travel.

A communication map denoted one that depicted routes used for communication purposes.

A war map denoted one that depicted routes of war or battle lines.

A settlement map denoted one that depicted settlement areas with little or no definition of boundaries.

A regional map denoted one that depicted a regional area or regional possessions.

A projection denoted one that depicted a type of map projection.

A picture map denoted one that might be compared to a snapshot. This is not to be confused with a pictorial map or a map containing associative pictures or drawings.

Type. Each map was divided, according to type into two categories -- functional illustrations, and non-functional illustrations.

A functional illustration signified one that helped to develop an understanding of the textual material.

A non-functional illustration signified one that gave no help in developing an understanding of the textual material.

References. The total number of references made to each map was tabulated. References were considered as being made from two sources -- the textual material proper and through map activities. If a map activity could be done by referring to a certain map in the book, even though there was no direct reference to the map, this was considered as a reference. Maps that succeeded such activities were not considered in performing an activity unless there was direct reference. If the use of two preceding maps was necessary to perform an activity, each was considered as having been referred to. The average number of references per map, as well as the average number of references to all maps, and the total number of references to all maps in each book was determined.

Symbols. The total number of different symbols found on each map was counted and tabulated. All conventional map symbols were considered, as well as all types of route symbols, and any special symbols. Demarcation of color or shading was considered as a symbol when significant. The average number of symbols per map, as well as the average number of symbols on all maps, and the total number of symbols on all maps were determined.

Place Names. The total number of different place names found on each map was counted and tabulated. The average number of place names per map, as well as the average number of place names on all maps, and the total number of place names

on all maps was determined.

Distribution. The numerical distribution of all the aforementioned classifications in all books was determined for the purpose of comparing each book.

Location of map list. Each book was examined for the location of a map list. If no map list existed the book was classified as having none. If the map list was found in the front of the book it was classified as being a part of the table of contents. If the map list was found at the end of the book preceding the index it was classified as being in the appendix. If the map list was found in the index, it was so classified.

Projections. The numerical distribution, as well as the different kinds, of map projections found in each book, was determined and tabulated. The type of projection was determined mainly through the position of the meridians and parallels. If a map had no meridians and parallels it was not considered a projection.

Pictorial maps. The numerical distribution of pictorial maps found in each book was tabulated.

A pictorial map was classified as a map that consisted almost entirely of pictures, as contrasted to a regular map with pictures superimposed.

Maps with associative pictures. The numerical distribution of maps with associative pictures found in each book was tabulated. Such a map was classified as a regular map with pictures superimposed on it or with pictures outside the map proper.

Number of pages of text per map. The total number of pages per book was determined by counting all pages exclusive of appendix or index which followed the last page of textual material and forward or table of contents which preceded the title page of first unit. These were tabulated and then divided by the total number of maps in each book so as to show the number of pages of text per map.

Number of pages devoted to maps. The total area of a page of text of each book was determined by measurement, this was then divided into the total area of maps found in each book, so as to show the number of pages devoted to maps. The results were then tabulated.

Number of map activities. The total number of map activities in each book was determined. They were classified according to whether they pertained to maps in the textbook or to maps in general.

CHAPTER IV

ANALYSIS OF DATA

The data were analyzed to determine the characteristics of the maps included in seven fifth grade American history textbooks.

Maps were analyzed according to their number, their captions, their scale, their clarity, their character, their type, their size, their color, their key, period, number of references, symbols, place names, list location, number and kinds of projections, number of pictorial maps, and number of maps with associative pictures.

The series of tables I-A through I-G show the number and title of maps, the nature of map captions, whether there is a scale of miles or not, and the rating of clarity of mechanical make-up.

A map without a caption might be compared to a story without a title, since in either case, the reader cannot determine the content at first glance. Captions tend to make a map more effective.

A scale of miles is a necessity in enabling map readers to interpret distances. All true maps should have a scale.

A map that lacks clarity of mechanical make-up tends to be confusing and uninteresting.

TABLE I-A

NATURE OF CAPTIONS, SCALE, AND CLARITY OF MAPS FOUND IN BOOK A

Title of Map	Caption	Scale	Clarity
1. The World about 1300 Years Ago	C.O.	No	Good
2. The World Today	C.O.	No	Good
3. Lands Visited by the Northmen	C.O.	No	Good
4. Marco Polo's Travels	C.O.	No	Good
5. Voyages of Columbus	C.O.	No	Good
6. Spanish Explorations	C.O.	No	Good
7. Spanish Explorations	C.O.	No	Good
8. French Explorations	C.O.	No	Good
9. English Explorations	C.O.	No	Good
10. European Possessions in North America after the Treaty of 1763	C.O.	No	Good
11. The Northwest Territory	C/E.	No	Good
12. The United States after the Treaty of 1783	C.O.	No	Good
13. The Louisiana Purchase	C.O.	No	Good
14. The Oregon Trail	C.O.	No	Good
15. Trails to the Far West about 1850	C.O.	No	Good
16. Territorial Growth of the United States	C.O.	No	Good
17. Free and Slave States in 1861	C.O.	No	Good
18. The United States and Its Possessions	C.O.	No	Good

NOTE: In tables I-A through I-G, Caption -- C.O. means caption only, N.C. means no caption, C/E. means caption with

explanatory statement, C/Q. means caption with question, and E/Q. means explanatory statement with question only.

The preceding table shows that in book A there was a total of eighteen maps.

There were seventeen maps possessing a caption only, and one map possessing a caption with an explanatory statement.

All maps lacked a scale of miles.

All maps were rated as good as regards clarity of mechanical make-up.

TABLE I-B

NATURE OF CAPTIONS, SCALE, AND CLARITY OF MAPS FOUND IN BOOK B

Title of Map	Caption	Scale	Clarity
1. Trade Routes	C.O.	No	Poor
2. Old Italian Map	C.O.	No	Good
3. World Exploration	C.O.	No	Fair
4. Spanish Exploration	C.O.	No	Fair
5. French and English Explorations	C.O.	No	Fair
6. The Thirteen Colonies	C.O.	No	Good
7. Westward Expansion	C.O.	No	Fair
8. The War between the States	C.O.	No	Good
9. The United States Today	C.O.	No	Good

The preceding table shows that in book B there was a total of nine maps, all possessing a caption only.

All maps lacked a scale of miles.

There were four maps rated as good as regards clarity of mechanical make-up, four rated fair and one rated as poor. The four rated as fair were #3 (areas of exploration too small-part of key difficult to see - routes confusing), #4 (areas of exploration too small-part of key difficult to see), #5 (areas of exploration too small-part of key difficult to see - routes confusing), and #7 (area of expansion too small-part of key difficult too see). Map #1 was rated as poor (map very small-demarcation of color poor - difficult to read key).

TABLE I-C

NATURE OF CAPTIONS, SCALE, AND CLARITY OF MAPS FOUND IN BOOK C

Title of Map	Caption	Scale	Clarity
1. Earliest Routes from Europe to the Lands of the East	C.O.	No	Good
2. Routes of Explorers in the Americas	N.C.	Yes	Good
3. Map Showing the Line of Demarcation	C.O.	No	Good
4. The Explorations of Ponce de Leon, Cartier, Desoto and Coronado	C.O.	No	Good
5. Growth of Settlement in the New World	C/E.	No	Good
6. The Chesapeake Bay Area	C/E.	Yes	Good
7. The New England Area	C/E.	Yes	Good
8. The New Netherland Area	C/E.	Yes	Good
9. Settlements in Eastern North America before 1760	N.C.	Yes	Fair
10. Early Settlements in New Jersey and Pennsylvania	C.O.	Yes	Good
11. Where Later Settlements Were Made in the South	C.O.	Yes	Good
12. Exploration and Settlement by Four Nations to 1760	C.O.	No	Good
13. Campaigns of American Revolution	N.C.	Yes	Good
14. Westward Expansion of the United States	C.O.	No	Good
15. National, State, and Territorial Boundaries as of 1861	C.O.	Yes	Good
16. Early Settlements in California	C.O.	Yes	Good

TABLE I-C (continued)

NATURE OF CAPTIONS, SCALE, AND CLARITY OF MAPS FOUND IN BOOK C

Title of Map	Caption	Scale	Clarity
17. Early Settlements in the Northwest	C.O.	Yes	Good
18. United States in 1871	C.O.	Yes	Good
19. South America in the 19th Century	C.O.	Yes	Good

The preceding table shows that in book C there was a total of nineteen maps.

There were twelve maps that possessed a caption only, four maps possessed a caption accompanied by an explanatory statement, and three maps possessed no caption whatsoever. The caption used for maps #2, 9, and 13 was taken from the list of maps found in the index.

There were thirteen maps that possessed a scale of miles, and six maps possessed no scale of miles.

There were eighteen maps rated as good as regards clarity of mechanical make-up, and one map rated as fair. Map #9 was rated as fair (blue color and elevation shading make some names difficult to discern).

TABLE I-D

NATURE OF CAPTIONS, SCALE, AND CLARITY OF MAPS FOUND IN BOOK D

Title of Map	Caption	Scale	Clarity
1. The Portuguese Sail around Africa	C.O.	No	Good
2. Portugal's Empire	C/E.	No	Good
3. Map Made from Globe in Use in Columbus's Time	C/E.	No	Good
4. Columbus's Four Voyages	C.O.	No	Good
5. Mountains and Lowlands	C/Q.	No	Good
6. The First Circumnavigation of the Globe	C.O.	No	Good
7. - - - - - - - - - - - -	E/Q.	No	Good
8. Early Voyages by the English	C.O.	No	Good
9. Explorations in New France	C.O.	No	Good
10. The Empire That the Dutch Held in 1940	C/Q.	No	Good
11. Where the Dutch Came	C.O.	No	Good
12. Land that the Southern Colonists Settled	C.O.	No	Good
13. The Plantation Colonies	C.O.	No	Good
14. The Northern Colonies	C.O.	No	Good
15. The Middle Colonies	C.O.	No	Good
16. The Triangle of Trade	C.O.	No	Good
17. - - - - - - - - - - - -	N.C.	Yes	Good
18. North America in 1763	C.O.	Yes	Good
19. The Revolution in New England	C.O.	Yes	Good

TABLE I-D (continued)

NATURE OF CAPTIONS, SCALE, AND CLARITY OF MAPS FOUND IN BOOK D

Title of Map	Caption	Scale	Clarity
20. The Revolution in the Middle Colonies	C.O.	Yes	Good
21. The Revolution in the Back Country	C.O.	Yes	Good
22. The Revolution in the South	C/Q.	Yes	Good
23. The British Surrounded at Yorktown	C/Q.	No	Good
24. District of Columbia and the City of Washington	C.O.	Yes	Good

The preceding table shows that in book D there was a total of twenty-four maps.

There were sixteen maps that possessed a caption only, two maps possessed a caption accompanied with an explanatory statement, four maps possessed a caption accompanied with a question pertaining to the information contained on the map, and two maps possessed no caption, one of which had an explanatory statement and a question.

There were seventeen maps that lacked a scale of miles, and seven maps had a scale of miles.

All maps were rated as good as regards clarity of mechanical make-up.

TABLE I-E

NATURE OF CAPTIONS, SCALE, AND CLARITY OF MAPS FOUND IN BOOK E

Title of Map	Caption	Scale	Clarity
1. Early European Voyages to the Americas	C/E.	No	Good
2. The Vikings in the North Atlantic	C.C.	No	Good
3. The World Known to Europeans in 1490	C.C.	No	Good
4. Columbus Explores the Caribbean	C.C.	No	Fair
5. The Pope's Line	C.C.	No	Good
6. British, Spanish, and Portuguese Claims in 1500	N.C.	No	Good
7. Opening Up the New World	C/E.	No	Good
8. The Strait of Magellan	C.C.	No	Good
9. Early Spanish Explorers	C.C.	No	Good
10. First Settlements	C/E.	No	Good
11. Plymouth, the Pilgrim Colony	C.C.	No	Good
12. Dutch Settlements in the Hudson River Valley	N.C.	No	Good
13. The Beginnings of New France	C.C.	No	Good
14. The Thirteen English Colonies	C.C.	No	Good
15. European Claims in North America in 1750	C/E.	No	Good
16. North America in 1763	C.C.	No	Good
17. Paul Revere's Ride	C/E.	No	Good
18. The Revolution in the Northwest and Southeast	C.C.	No	Good

TABLE I-E (continued)

NATURE OF CAPTIONS, SCALE, AND CLARITY OF MAPS FOUND IN BOOK E

Title of Map	Caption	Scale	Clarity
19. The United States in 1783	C.C.	No	Good
20. Westward to the Mississippi	C/E.	No	Good
21. The Northwest Territory	C.C.	No	Good
22. Westward to the Pacific	C/E.	No	Good
23. The United States	C/E.	No	Good
24. The Alaskan Peninsula	C.C.	No	Good
25. The Americas in 1810	C/E.	No	Good
26. The South American Republics	C.O.	No	Fair
27. The War Between the States	N.C.	No	Good
28. The Dominion of Canada	C.C.	No	Good
29. The United States	C.O.	No	Good
30. Panama Canal and the Canal Zone	C/E.	No	Good
31. United States Possessions in the Pacific and in the Caribbean Region in 1900	C.C.	No	Good
32. Developments in Wireless Communication	N.C.	No	Good
33. Developments in Transportation	N.C.	No	Good
34. Europe in World War I	C.O.	No	Good
35. One World	C.O.	No	Good
36. Europe at the Opening of World War II	C.C.	No	Good
37. Fascist Moves Before World War II	C.O.	No	Good

TABLE I-E (continued)

NATURE OF CAPTIONS, SCALE, AND CLARITY OF MAPS FOUND IN BOOK E

Title of Map	Caption	Scale	Clarity
38. Japanese Thrusts into Chinese Territory	C.O.	No	Good
39. The War in the Pacific	C.O.	No	Good

The preceding table shows that in book E there was a total of thirty-nine maps.

There were twenty-four maps that possessed a caption only, ten maps possessed a caption with an explanatory statement, and five maps possessed no caption. Maps #6, 12, 27, 32, 33 which had no captions were listed according to caption found in list of maps in appendix.

All maps lacked a scale of miles.

There were thirty-seven maps rated as good as regards clarity of mechanical make-up, and two maps rated as fair. The two rated as fair were #4 (routes confusing), and #26 (boundary lines not clear).

TABLE I-F

NATURE OF CAPTIONS, SCALE, AND CLARITY OF MAPS FOUND IN BOOK F

Title of Map	Caption	Scale	Clarity
1. Map of Commerce and Exploration	C.O.	No	Good
2. - - - - - - - - - - - -	N.C.	No	Good
3. - - - - - - - - - - - -	N.C.	No	Good
4. Map of the Revolutionary War	C.O.	No	Good
5. The United States in 1821	C.O.	No	Good
6. Territorial Expansion of the United States	C.O.	Yes	Good
7. - - - - - - - - - - - -	N.C.	No	Good
8. - - - - - - - - - - - -	N.C.	No	Good
9. United States in 1860	C.O.	No	Good
10. - - - - - - - - - - - -	N.C.	No	Good
11. - - - - - - - - - - - -	N.C.	No	Poor
12. - - - - - - - - - - - -	N.C.	No	Poor
13. - - - - - - - - - - - -	N.C.	No	Poor
14. - - - - - - - - - - - -	N.C.	No	Poor
15. Battle Lines of the Western Front 1917-18	C.O.	No	Good
16. Axis-Controlled Areas in Europe and Africa	C.O.	Yes	Good
17. Allied Blows at the Japanese	C.O.	No	Good

The preceding table shows that in book F there was a total of seventeen maps.

There were eight maps that possessed a caption only, and nine maps had no caption.

A total of fifteen maps had no scale of miles, and a total of two maps had a scale of miles.

There were thirteen maps rated as good as regards clarity of mechanical make-up, and four maps rated as poor. The four rated as poor were #11, 12, 13 and 14. These maps showed specific areas in isolation so as to give poor conception of their relative location.

TABLE I-G

NATURE OF CAPTIONS, SCALE, AND CLARITY OF MAPS FOUND IN BOOK G

Title of Map	Caption	Scale	Clarity
1. Route Taken by Marco Polo	C/E.	No	Good
2. Part of an Ancient Map	C/E.	No	Good
3. The Four Voyages of Columbus	C/E.	No	Good
4. A Water Route from Portugal to India Discovered by Vasco Da Gama	C/E.	No	Good
5. Magellan's Voyage Proved the Earth is Round	C/E.	No	Good
6. A Mercator Map of the Earth	C/E.	No	Good
7. Polar Maps	C/E.	No	Good
8. Two Important Discoveries Were Made in 1513	C/E.	Yes	Good
9. Early English Voyages	C/E.	No	Good
10. Early French Voyages	C/E.	Yes	Good
11. Land Claims of Five European Countries in North America in 1650	C/E.	No	Good
12. Early Settlements in the English Colonies	C/E.	Yes	Good
13. Early Settlements in Virginia	C/E.	Yes	Good
14. Early Settlements in the Northern Colonies	C/E.	Yes	Good
15. The Middle Colonies	C/E.	Yes	Good
16. Land Claims before and after French and Indian War	C/E.	No	Good
17. United States in 1783	C/E.	No	Good

TABLE I-G (continued)

NATURE OF CAPTIONS, SCALE, AND CLARITY OF MAPS FOUND IN BOOK G

Title of Map	Caption	Scale	Clarity
18. New Settlements West of the Appalachian Mountains	C/E.	Yes	Good
19. Louisiana Purchase	C/E.	No	Good
20. Important Canals in 1850	C/E.	Yes	Good
21. Texas and the Mexican War	C/E.	No	Good
22. Trails to the West	C/E.	Yes	Good
23. The Growth of the United States	C/E.	Yes	Good
24. The Last Frontier	C/E.	Yes	Good
25. Principal Railroads 1870	C/E.	No	Good
26. Alaska	C/E.	Yes	Good
27. Panama Canal Zone	C/E.	Yes	Good
28. The United States and Possessions	C.O.	No	Good

The preceding table shows that in book G there was a total of twenty-eight maps.

There was a total of twenty-seven maps that possessed a caption accompanied by an explanatory statement, and one map possessed a caption only.

There were fifteen maps that lacked a scale of miles, and thirteen maps had a scale of miles.

All maps were rated as good as regards clarity of mechanical make-up.

The series of tables II-A through II-G show the number, size, color, key, and period of each map found in seven fifth grade American history textbooks.

Size. Hartley[1] believes that a map in a textbook should never be less than half a page and prefers a full page map, whereas Kelty[2] prefers maps of different sizes.

Color. Colored maps are useful in showing the relationships of countries and areas, and present a multitude of detail, whereas the black-and-white map is designed to show one or two significant facts and is widely used.[3] Research proves that pleasing color stimulates the interest of pupils at the fifth grade level.

Key. Hartley[4] believes that every map should have a legend.

Period. The number of maps that an author uses to illustrate the first or second half of American history serves to show the importance he attaches to one or the other period.

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[1] William H. Hartley, "Audio-Visual Materials and Techniques," The Study and Teaching of American History, Richard E. Thursfield, editor, Seventeenth Yearbook of the National Council for the Social Studies, Washington, D. C. 1946, pp 307-309.

[2] Mary G. Kelty, Learning and Teaching History in the Middle Grades (Boston: Ginn and Company, 1936), p. 67.

[3] Edgar Bruce Wesley, Teaching the Social Studies (Boston: D. C. Heath and Company, 1942, p. 353.

[4] Hartley, op. cit.

TABLE II-A

SIZE, COLOR, KEY, AND PERIOD OF MAPS FOUND IN BOOK A

Map	Size	Color	Key	Period
#1	F	C	No	-1492
#2	F	C	No	1721-1949
#3	L-H	C	No	-1492
#4	F	C	No	-1492
#5	F	C	No	1492-1720
#6	F	C	No	1492-1720
#7	F	C	No	1492-1720
#8	F	C	No	1492-1720
#9	F	C	No	1492-1720
#10	F	C	No	1721-1949
#11	H	C	Yes	1721-1949
#12	F	C	No	1721-1949
#13	H-F	C	Yes	1721-1949
#14	F	C	No	1721-1949
#15	F	C	No	1721-1949
#16	F	C	No	1721-1949
#17	F	C	Yes	1721-1949
#18	F	C	No	1721-1949

NOTE: In tables II-A through II-G, Size -- F means full page, H-F means more than half to full page, H means half page, L-H means less than half page. Color -- C means colored map, B-W means black-and-white map. Period -- 1492 means prior to discovery of America, 1492-1720 means first half of American history, 1721-1949 means second half of American history.

The preceding table shows that in book A there were fifteen full page maps, one more than half to full page map, one half page map and one less than half page map.

All maps were colored.

There were fifteen maps that had no key and three maps had a key.

There were three maps that belonged to the period prior to the discovery of America (-1492), five maps belonged to the period recorded as the first half of American history (1492-1720), and ten maps belonged to the period recorded as the second half of American history (1721-1949).

TABLE II-B

SIZE, COLOR, KEY, AND PERIOD OF MAPS FOUND IN BOOK B

Map	Size	Color	Key	Period
#1	L-H	C	Yes	-1492
#2	L-H	C	No	-1492
#3	L-H	C	Yes	1492-1720
#4	H-F	C	Yes	1492-1720
#5	H-F	C	Yes	1492-1720
#6	F	C	No	1492-1720
#7	F	C	No	1721-1949
#8	F	C	Yes	1721-1949
#9	F	C	Yes	1721-1949

The preceding table shows in book B there were four full page maps, two more than half to full page maps, and three less than half page maps.

All maps were colored.

There were six maps that possessed a key, and three maps had no key.

There were two maps that belonged to the period prior to the discovery of America, four maps belonged to the period recorded as the first half of American history, and three maps belonged to the period recorded as the second half of American history.

TABLE II-C

SIZE, COLOR, KEY, AND PERIOD OF MAPS FOUND IN BOOK C

Map	Size	Color	Key	Period
#1	L-H	B-W	Yes	-1492
#2	F	B-W	Yes	1492-1720
#3	L-H	B-W	Yes	1492-1720
#4	F	C	Yes	1492-1720
#5	L-H	B-W	Yes	1492-1720
#6	L-H	B-W	Yes	1492-1720
#7	L-H	B-W	No	1492-1720
#8	L-H	B-W	No	1492-1720
#9	L-H	B-W	Yes	1492-1720
#10	L-H	B-W	No	1492-1720
#11	L-H	B-W	No	1721-1949
#12	F	B-W	Yes	1721-1949
#13	L-H	B-W	No	1721-1949
#14	F	B-W	Yes	1721-1949
#15	H-F	B-W	Yes	1721-1949
#16	L-H	B-W	Yes	1721-1949
#17	L-H	B-W	No	1721-1949
#18	F	C	Yes	1721-1949
#19	H-F	C	Yes	1721-1949

The preceding table shows that in book C there were five full page maps, two more than half to full page maps, and

twelve less than half page maps.

There were three colored maps, and sixteen black-and-white maps.

There were thirteen maps that possessed a key, and six maps had no key.

There was only one map that belonged to the period prior to the discovery of America, nine maps belonged to the period recorded as the first half of American history, and nine maps belonged to the period recorded as the second half of American history.

TABLE II-D

SIZE, COLOR, KEY, AND PERIOD OF MAPS FOUND IN BOOK D

Map	Size	Color	Key	Period
#1	H-F	B-W	No	-1492
#2	F	B-W	Yes	1492-1720
#3	L-H	B-W	No	-1492
#4	L-H	B-W	No	1492-1720
#5	L-H	B-W	No	1492-1720
#6	L-H	B-W	No	1492-1720
#7	L-H	B-W	No	1492-1720
#8	H-F	B-W	No	1492-1720
#9	F	B-W	Yes	1492-1720
#10	L-H	B-W	No	1721-1949
#11	L-H	B-W	No	1492-1720
#12	F	B-W	No	1492-1720
#13	H-F	B-W	No	1492-1720
#14	H-F	B-W	No	1492-1720
#15	H-F	B-W	No	1492-1720
#16	L-H	B-W	No	1721-1949
#17	F	B-W	Yes	1721-1949
#18	L-H	B-W	No	1721-1949
#19	L-H	B-W	No	1721-1949
#20	F	B-W	Yes	1721-1949
#21	L-H	B-W	No	1721-1949

TABLE II-D (continued)

SIZE, COLOR, KEY, AND PERIOD OF MAPS FOUND IN BOOK D

Map	Size	Color	Key	Period
#22	F	B-W	Yes	1721-1949
#23	F	B-W	No	1721-1949
#24	L-H	B-W	No	1721-1949

The preceding table shows that in book D there were seven full page maps, five more than half to full page maps, and twelve less than half page maps.

All maps were black-and-white.

There were nineteen maps that had no key, and five maps had a key.

There were two maps that belonged to the period prior to the discovery of America, twelve maps belonged to the period recorded as the first half of American history, and ten maps belonged to the period recorded as the second half of American history.

TABLE II-E

SIZE, COLOR, KEY, AND PERIOD OF MAPS FOUND IN BOOK E

Map	Size	Color	Key	Period
#1	L-H	C	No	1492-1720
#2	L-H	B-W	No	-1492
#3	L-H	C	No	-1492
#4	L-H	B-W	Yes	1492-1720
#5	L-H	B-W	No	1492-1720
#6	L-H	C	No	1492-1720
#7	H-F	B-W	No	1492-1720
#8	L-H	B-W	No	1492-1720
#9	L-H	B-W	No	1492-1720
#10	H-F	C	No	1492-1720
#11	L-H	B-W	No	1492-1720
#12	L-H	B-W	No	1492-1720
#13	L-H	B-W	No	1492-1720
#14	H-F	B-W	No	1492-1720
#15	H-F	C	Yes	1721-1949
#16	L-H	B-W	Yes	1721-1949
#17	H-F	C	No	1721-1949
#18	H-F	C	Yes	1721-1949
#19	L-H	C	No	1721-1949
#20	H-F	C	No	1721-1949
#21	L-H	B-W	No	1721-1949

TABLE II-E (continued)

SIZE, COLOR, KEY, AND PERIOD OF MAPS FOUND IN BOOK E

Map	Size	Color	Key	Period
#22	H-F	C	No	1721-1949
#23	H-F	B-W	No	1721-1949
#24	L-H	B-W	No	1721-1949
#25	H-F	B-W	No	1721-1949
#26	H-F	C	No	1721-1949
#27	L-H	B-W	Yes	1721-1949
#28	L-H	C	No	1721-1949
#29	F	C	No	1721-1949
#30	H-F	C	No	1721-1949
#31	H-F	C	No	1721-1949
#32	L-H	B-W	No	1721-1949
#33	L-H	B-W	No	1721-1949
#34	H-F	B-W	Yes	1721-1949
#35	L-H	C	No	1721-1949
#36	L-H	B-W	No	1721-1949
#37	L-H	B-W	No	1721-1949
#38	L-H	B-W	No	1721-1949
#39	F	B-W	No	1721-1949

The preceding table shows that in book E there were two full page maps, fourteen more than half to full page maps, and twenty-three less than half page maps.

There were sixteen colored maps and twenty-three black-and-white maps.

There were six maps that possessed a key, and thirty-three maps had no key.

There were two maps that belonged to the period prior to the discovery of America, twelve maps belonged to the period recorded as the first half of American history, and twenty-five maps belonged to the period recorded as the second half of American history.

TABLE II-F

SIZE, COLOR, KEY, AND PERIOD OF MAPS FOUND IN BOOK F

Map	Size	Color	Key	Period
#1	F	B-W	Yes	1492-1720
#2	F	B-W	No	1492-1720
#3	F	B-W	No	1492-1720
#4	F	B-W	No	1721-1949
#5	F	B-W	No	1721-1949
#6	F	B-W	Yes	1721-1949
#7	L-H	B-W	No	1721-1949
#8	H-F	B-W	No	1721-1949
#9	F	B-W	No	1721-1949
#10	L-H	B-W	No	1721-1949
#11	L-H	B-W	No	1721-1949
#12	L-H	B-W	No	1721-1949
#13	L-H	B-W	No	1721-1949
#14	L-H	B-W	No	1721-1949
#15	F	B-W	No	1721-1949
#16	F	B-W	Yes	1721-1949
#17	F	B-W	Yes	1721-1949

The preceding table shows that in book F there were ten full page maps, one more than half to full page map, and six less than half page maps.

All maps were black-and-white.

There were four maps that possessed a key, and thirteen maps had no key.

There were three maps that belonged to the period recorded as the first half of American history, and fourteen maps belonged to the period recorded as the second half of American history.

TABLE II-G

SIZE, COLOR, KEY, AND PERIOD OF MAPS FOUND IN BOOK G

Map	Size	Color	Key	Period
#1	L-H	B-W	Yes	-1492
#2	H-F	B-W	No	-1492
#3	H-F	B-W	No	1492-1720
#4	L-H	B-W	No	1492-1720
#5	L-H	B-W	No	1492-1720
#6	H-F	B-W	No	1492-1720
#7	H	B-W	No	1721-1949
#8	H-F	B-W	No	1492-1720
#9	H-F	B-W	No	1492-1720
#10	H-F	B-W	Yes	1492-1720
#11	H	B-W	Yes	1492-1720
#12	F	B-W	No	1492-1720
#13	L-H	B-W	No	1492-1720
#14	H-F	B-W	No	1492-1720
#15	H-F	B-W	No	1492-1720
#16	H	B-W	Yes	1721-1949
#17	H	B-W	Yes	1721-1949
#18	H-F	B-W	No	1721-1949
#19	H-F	B-W	Yes	1721-1949
#20	H	B-W	No	1721-1949
#21	L-H	B-W	No	1721-1949

TABLE II-G (continued)

SIZE, COLOR, KEY, AND PERIOD OF MAPS FOUND IN BOOK G

Map	Size	Color	Key	Period
#22	H-F	B-W	No	1721-1949
#23	H-F	B-W	No	1721-1949
#24	F	B-W	No	1721-1949
#25	L-H	B-W	No	1721-1949
#26	L-H	B-W	No	1721-1949
#27	L-H	B-W	No	1721-1949
#28	F	B-W	No	1721-1949

The preceding table shows that in book G there was a total of three full page maps, twelve more than half to full page maps, five half page maps, and eight less than half page maps.

All maps were black-and-white.

There were six maps that had a key and twenty-two maps had no key.

There was a total of two maps that belonged to the period prior to the discovery of America, twelve maps belonged to the period recorded as the first half of American history, and fourteen maps belonged to the period recorded as the second half of American history.

The series of tables III-A through III-G show the character and type of maps found in seven fifth grade American history textbooks.

The character of the maps has been divided into fifteen categories, each showing the kind of information contained in the story that the map illustrates. By means of such a tabulation the reader is able to comprehend the versatility of an author in his use of maps of different character, as well as the character of maps that he stresses.

The type of maps has been divided into two categories -- functional and non-functional. As a type of visual aid it behooves the author of a history textbook to select illustrations that aid the student in acquiring an understanding of the textual material. A functional type of map assists the student toward this end. A non-functional type of map may have associative or decorative value, as regards the text, but as such it is unfit to be classified as a visual aid. The following series of tables will demonstrate to the reader the effectiveness of the authors, of the seven books examined, in selecting a functional type of illustration.

TABLE III-A

CHARACTER AND TYPE OF MAPS FOUND IN BOOK A

Map	Character	Type
#1	Political	Functional
#2	Political	Functional
#3	Exploration	Functional
#4	Exploration	Functional
#5	Exploration	Functional
#6	Exploration	Functional
#7	Exploration	Functional
#8	Exploration	Functional
#9	Exploration	Functional
#10	Political(Poss.)	Functional
#11	War	Functional
#12	Political	Functional
#13	Exploration	Functional
#14	Expansion	Functional
#15	Expansion	Functional
#16	Expansion	Functional
#17	Political(War)	Functional
#18	Political(Poss.)	Functional

The preceding table shows that in book A there were six maps that were political in character, of this number two maps showed political possessions, one map was a political war

map. There were eight maps characterized by exploration, of this number one map showed an area of exploration, and seven maps showed routes of explorers. There were three maps that depicted expansion of territory, of this number one map showed areas of expansion, and two maps showed routes of expansion. There was one map that depicted a route of war.

All maps were typified as being functional illustrations in that they aided in developing an understanding of the textual material.

TABLE III-B

CHARACTER AND TYPE OF MAPS FOUND IN BOOK B

Map	Character	Type
#1	Trade	Functional
#2	Political	Functional
#3	Exploration	Functional
#4	Exploration	Functional
#5	Exploration	Functional
#6	Political	Functional
#7	Expansion	Functional
#8	Political(War)	Functional
#9	Political(Defense)	Functional

The preceding table shows that in book B there were four maps that were political in character, of this number one map was a political war map and one map was a political defense map. There were three maps that showed the routes of explorers, one map showed a route of trade, and one map showed the route of expansion.

All maps were typified as being functional illustrations in that they aided in developing an understanding of the textual material.

TABLE III-C

CHARACTER AND TYPE OF MAPS FOUND IN BOOK C

Map	Character	Type
#1	Exploration	Functional
#2	Exploration	Functional
#3	Exploration	Functional
#4	Exploration	Functional
#5	Political(Settl.)	Functional
#6	Settlement	Functional
#7	Settlement	Functional
#8	Settlement	Functional
#9	Settlement	Functional
#10	Settlement	Functional
#11	Settlement	Functional
#12	Settlement	Functional
#13	War	Functional
#14	Expansion	Functional
#15	Political	Functional
#16	Settlement	Functional
#17	Settlement	Functional
#18	Political	Functional
#19	Political(War)	Functional

The preceding table shows that in book C there were four maps that were political in character, of this number one

map showed settlement areas, and one map showed routes of war. There were four maps that showed routes of exploration. There were nine maps that showed settlement areas. There was one map of war, and one map showing expansion of territory.

All maps were typified as being functional illustrations in that they aid in developing an understanding of the textual material.

TABLE III-D

CHARACTER AND TYPE OF MAPS FOUND IN BOOK D

Map	Character	Type
#1	Exploration	Functional
#2	Political(Poss.)	Functional
#3	Exploration	Functional
#4	Exploration	Functional
#5	Regional	Functional
#6	Exploration	Functional
#7	Exploration	Functional
#8	Exploration	Functional
#9	Exploration	Functional
#10	Political(Poss.)	Functional
#11	Exploration	Functional
#12	Settlement	Functional
#13	Settlement	Functional
#14	Settlement	Functional
#15	Settlement	Functional
#16	Trade	Functional
#17	Political	Functional
#18	Political	Functional
#19	War	Functional
#20	War	Functional
#21	War	Functional

TABLE III-D (continued)

CHARACTER AND TYPE OF MAPS FOUND IN BOOK D

Map	Character	Type
#22	War	Functional
#23	War	Functional
#24	Regional	Functional

The preceding table shows that in book D there were four maps that were political in character, of this number two maps showed political possessions. There were six maps that showed the routes of explorers, and two maps showed areas of exploration. There were two maps that showed regional areas, four maps showed settlement areas, five maps showed routes of war, and one map showed routes of trade.

All maps were typified as being functional illustrations in that they aided in developing an understanding of the textual material.

TABLE III-E

CHARACTER AND TYPE OF MAPS FOUND IN BOOK E

Map	Character	Type
#1	Exploration	Functional
#2	Exploration	Functional
#3	Political	Functional
#4	Exploration	Functional
#5	Political	Functional
#6	Political	Functional
#7	Exploration	Functional
#8	Exploration	Functional
#9	Exploration	Functional
#10	Settlement	Functional
#11	Regional	Functional
#12	Regional	Functional
#13	Political	Functional
#14	Settlement	Functional
#15	Political	Functional
#16	Political	Functional
#17	War	Functional
#18	War	Functional
#19	Political	Functional
#20	Expansion	Functional
#21	Regional	Functional

TABLE III-E (continued)

CHARACTER AND TYPE OF MAPS FOUND IN BOOK E

Map	Character	Type
#22	Expansion	Functional
#23	Expansion	Functional
#24	Regional	Functional
#25	Political	Functional
#26	Political	Functional
#27	Political(War)	Functional
#28	Political	Functional
#29	Political	Functional
#30	Travel	Functional
#31	Political(Poss.)	Functional
#32	Communication	Functional
#33	Travel	Functional
#34	Political(War)	Functional
#35	Political	Non-functional
#36	Political(War)	Functional
#37	Political(War)	Functional
#38	War	Functional
#39	War	Functional

The preceding table shows that in book E there were seventeen maps that were political in character, of this number four were political war maps, and one map showed political

possessions. There were five maps that showed the routes of exploration, and one map showed areas of exploration. There were four maps that described regional areas. There were three maps that showed routes of war, and one map showed a war area. There were three maps that showed expansion. There were two maps that showed the routes of travel, and one map showed the routes of communication. There were two maps that showed settlement areas.

All maps were typified as being functional illustrations with only one exception, map #35 was considered as being non-functional although it might be said to have associative value.

TABLE III-F

CHARACTER AND TYPE OF MAPS FOUND IN BOOK F

Map	Character	Type
#1	Exploration	Functional
#2	Exploration	Functional
#3	Exploration	Functional
#4	War	Functional
#5	Political	Functional
#6	Expansion	Functional
#7	Trade	Functional
#8	Communication	Functional
#9	Political(War)	Functional
#10	Regional	Functional
#11	Regional	Functional
#12	Regional	Functional
#13	Regional	Functional
#14	Travel	Functional
#15	War	Functional
#16	Political(War)	Functional
#17	Political(War)	Functional

The preceding table shows that in book F there were four maps that were political in character, of this number three were political war maps. There were three maps that depicted routes of exploration, one map depicted expansion

areas, one map depicted a route of trade, one map depicted a route of communication, and one map depicted a route of travel. There were four maps that depicted regional possessions, and two maps depicted war areas.

All maps were typified as being functional illustrations in that they aided in developing an understanding of the textual material.

TABLE III-G

CHARACTER AND TYPE OF MAPS FOUND IN BOOK G

Map	Character	Type
#1	Exploration	Functional
#2	Picture	Functional
#3	Exploration	Functional
#4	Exploration	Functional
#5	Exploration	Functional
#6	Projection	Functional
#7	Projection	Functional
#8	Exploration	Functional
#9	Exploration	Functional
#10	Exploration	Functional
#11	Political(Poss.)	Functional
#12	Settlement	Functional
#13	Settlement	Functional
#14	Settlement	Functional
#15	Settlement	Functional
#16	Political	Functional
#17	Political(Poss.)	Functional
#18	Expansion	Functional
#19	Expansion	Functional
#20	Trade	Functional
#21	Political(War)	Functional

TABLE III-G (continued)

CHARACTER AND TYPE OF MAPS FOUND IN BOOK G

Map	Character	Type
#22	Expansion	Functional
#23	Expansion	Functional
#24	Expansion	Functional
#25	Travel	Functional
#26	Expansion	Functional
#27	Travel	Functional
#28	Political	Functional

The preceding table shows that in book G there were five maps that were political in character, of this number two maps showed political possessions, and one map was a political war map. There were seven maps that depicted the routes of explorers, four maps depicted land settlements, two maps depicted the routes of expansion, four maps depicted expansion areas, two maps depicted routes of travel, one map depicted routes of trade, two maps were illustrations of projections, and one map was an illustration of an ancient pictorial map.

All maps were typified as being functional illustrations in that they aided in developing an understanding of the textual material.

The series of tables IV-A through IV-G show; the total number of references, symbols, and place names, and the average number of references, symbols, and place names pertaining to all maps; the total number of references, the total number of symbols, the total number of place names, and the total number combined for each map found in the seven history textbooks examined.

Through the use of references, to a certain map, the author of a textbook tends to make the illustration dynamically functional.

The total number of different symbols and place names found on a map tends to give a conception of its simplicity or complexity. The use of conventional map symbols is a necessity and a repetition of the same enables the student to acquire a working knowledge of them.

TABLE IV-A

NUMBER OF REFERENCES, SYMBOLS, AND PLACE NAMES PERTAINING TO MAPS IN BOOK A

Map	references	Symbols	Place Names	Total
#1	1	4	21	26
#2	1	5	17	23
#3	0	3	8	11
#4	0	6	21	27
#5	2	8	23	33
#6	3	6	21	30
#7	2	10	62	74
#8	2	10	20	32
#9	1	7	25	33
#10	1	6	27	34
#11	0	9	36	45
#12	1	7	23	31
#13	2	12	13	27
#14	1	10	43	54
#15	0	9	40	49
#16	1	11	64	76
#17	2	9	72	83
#18	1	7	38	46
Total	21	139	574	734
Mean	1.17	7.72	31.88	40.77

The preceding table shows that in book A there was a total of twenty-one references pertaining to maps found in this textbook. Of this number only two references (maps #1 and #2) were made in the textual material proper. There were nineteen references made through the medium of map activities. The average number of references per map was found to be 1.17.

A total of 139 symbols was found on all maps in textbook A. The average number of symbols per map was found to be 7.72. The range was from twelve symbols found on map #13 to three symbols found on map #3.

A total of 574 place names was found on all maps in this text. The average number of place names per map was found to be 31.88. The range was from seventy-two place names found on map #17 to eight place names found on map #3.

The combined total of references, symbols, and place names for all maps was 734. The average total per map was found to be 40.77. The range was from eighty-three on map #17 to eleven on map #3.

TABLE IV-B

NUMBER OF REFERENCES, SYMBOLS, AND PLACE NAMES PERTAINING TO MAPS IN BOOK B

Map	References	Symbols	Place Names	Total
#1	2	7	14	23
#2	1	3	0	4
#3	3	12	19	34
#4	2	9	16	27
#5	1	10	15	26
#6	1	4	36	41
#7	1	11	38	50
#8	3	10	43	56
#9	3	5	23	31
Total	17	71	204	292
Mean	1.88	7.88	22.66	32.33

The preceding table shows that in book B there was a total of seventeen references pertaining to maps found in this textbook. Of this number ten were made in the textual material proper, and seven references were made through the medium of map activities. The average number of references per map was found to be 1.88.

A total of seventy-one symbols was found on all maps in textbook B. The average number of symbols per map was found to be 7.88. The range was from twelve symbols found on

map #3 to three symbols found on map #2.

A total of 204 place names was found on all maps in this text. The average number of place names per map was found to be 22.66. The range was from forty-three place names found on map #8 to no place names found on map #2.

The combined total of references, symbols, and place names for all maps was found to be 292. The average total per map was found to be 32.33. The range was from fifty-six on map #8 to four on map #2.

TABLE IV-C

NUMBER OF REFERENCES, SYMBOLS, AND PLACE NAMES PERTAINING TO MAPS IN BOOK C

Map	References	Symbols	Place Names	Total
#1	3	12	41	56
#2	7	18	39	64
#3	2	14	23	39
#4	16	21	41	78
#5	3	9	38	50
#6	11	9	24	44
#7	10	7	62	79
#8	4	9	40	53
#9	12	11	83	106
#10	3	9	39	51
#11	7	7	42	56
#12	28	26	132	186
#13	1	11	55	67
#14	19	23	155	197
#15	6	24	126	156
#16	3	10	41	54
#17	2	10	36	48
#18	3	22	329	354
#19	2	25	82	109
Total	142	277	1,428	1,847
Mean	7.47	14.58	75.16	97.21

The preceding table shows that in book C there was a total of 142 references pertaining to maps found in this textbook. Of this number 101 were made in the textual material proper, and forty-one through the medium of map activities. The average number of references per map was found to be 7.47.

A total of 277 symbols was found on all maps in textbook C. The average number of symbols per map was found to be 14.58. The range was from twenty-six symbols on map #12 to seven symbols on maps #7 and 11.

A total of 1,428 place names was found on all maps in this text. The average number of place names per map was found to be 75.16. The range was from 329 place names found on map #18 to twenty-three place names found on map #3.

The combined total of references, symbols, and place names for all maps was found to be 1,847. The average total per map was found to be 97.21. The range was from 354 on map #18 to thirty-nine on map #3.

TABLE IV-D

NUMBER OF REFERENCES, SYMBOLS, AND PLACE NAMES PERTAINING TO MAPS IN BOOK D

Map	References	Symbols	Place Names	Total
#1	1	6	13	20
#2	3	3	25	31
#3	0	3	11	14
#4	0	8	24	32
#5	0	3	12	15
#6	0	7	16	23
#7	0	5	15	20
#8	0	10	23	33
#9	1	7	21	29
#10	1	2	15	18
#11	1	6	9	16
#12	2	6	20	28
#13	0	4	29	33
#14	0	4	14	18
#15	3	7	22	32
#16	0	3	4	7
#17	6	8	34	48
#18	0	6	5	11
#19	0	6	10	16
#20	0	9	33	42
#21	0	7	25	32

TABLE IV-D (continued)

NUMBER OF REFERENCES, SYMBOLS, AND PLACE NAMES PERTAINING TO MAPS IN BOOK D

Map	References	Symbols	Place Names	Total
#22	1	6	19	26
#23	1	4	6	11
#24	0	4	14	18
Total	20	134	419	573
Mean	.83	5.58	17.46	23.87

The preceding table shows that in book D there was a total of twenty references pertaining to maps found in this textbook. Of this number seventeen were made in the textual material proper, and three were made through the medium of map activities. The average number of references per map was found to be .83.

A total of 134 symbols was found on all maps in textbook D. The average number of symbols per map was found to be 5.58. The range was from ten symbols found on map #8 to two symbols found on map #10.

A total of 419 place names was found on all maps. The average number of place names per map was found to be 17.46. The range was from thirty-four place names found on map #17 to four place names found on map #16.

The combined total of references, symbols, and place

names for all maps was found to be 573. The average total per map was found to be 23.87. The range was from forty-eight on map #17 to seven on map #16.

TABLE IV-E

NUMBER OF REFERENCES, SYMBOLS, AND PLACE NAMES
PERTAINING TO MAPS IN BOOK E

Map	References	Symbols	Place Names	Total
#1	0	8	5	13
#2	2	2	6	10
#3	0	2	3	5
#4	3	8	7	18
#5	0	1	4	5
#6	0	2	2	4
#7	4	4	5	13
#8	0	4	2	6
#9	0	2	0	2
#10	0	5	8	13
#11	0	--	3	3
#12	0	--	2	2
#13	0	5	6	11
#14	0	5	23	28
#15	0	5	3	8
#16	0	3	0	3
#17	0	--	7	7
#18	0	6	12	18
#19	2	7	0	9
#20	1	8	24	33
#21	1	--	6	7

TABLE IV-E (continued)

NUMBER OF REFERENCES, SYMBOLS, AND PLACE NAMES
PERTAINING TO MAPS IN BOOK E

Map	References	Symbols	Place Names	Total
#22	1	7	27	35
#23	0	--	0	0
#24	0	3	3	6
#25	1	3	13	17
#26	0	1	13	14
#27	0	7	35	42
#28	0	4	19	23
#29	0	5	101	106
#30	0	9	11	20
#31	0	2	14	16
#32	0	2	5	7
#33	0	4	0	4
#34	0	5	0	5
#35	0	5	9	14
#36	0	2	29	31
#37	0	5	8	13
#38	0	4	4	8
#39	0	2	25	27
Total	15	147	444	606
Mean	.38	3.77	11.38	15.53

The preceding table shows that in book E there was a total of fifteen references pertaining to maps found in this textbook. All references were made through the medium of map activities. There were no references to maps in the textual material proper. The average number of references per map was found to be .38.

A total of 147 symbols was found on all maps in textbook E. The average number of symbols per map was found to be 3.77. The range was from nine symbols found on map #30 to one symbol found on maps #5 and 26. On maps #11, 12, 17, 21, and 23 the number of symbols was not determined as these were considered pictorial maps.

A total of 444 place names was found on all maps in this text. The average number of place names per map was found to be 11.38. The range was from 101 place names on map #29 to no place names on maps #9, 16, 19, 23, 33, and 34.

The combined total of references, symbols, and place names for all maps was found to be 606. The average total per map was found to be 15.33. The range was from 106 on map #29 to none on map #23.

TABLE IV-F

NUMBER OF REFERENCES, SYMBOLS, AND PLACE NAMES PERTAINING TO MAPS IN BOOK F

Map	References	Symbols	Place Names	Total
#1	5	13	14	32
#2	4	13	18	35
#3	6	11	19	36
#4	5	8	37	50
#5	9	7	65	81
#6	7	11	113	131
#7	1	5	13	19
#8	1	6	7	14
#9	7	12	96	115
#10	1	7	17	25
#11	1	3	8	12
#12	1	2	5	8
#13	1	1	4	6
#14	1	1	6	8
#15	1	8	53	62
#16	1	9	109	119
#17	1	10	77	88
Total	53	127	661	841
Mean	3.12	7.47	38.88	49.47

The preceding table shows that in book F there was a total of fifty-three references pertaining to maps in this

textbook. All references were made through the medium of map activities, no references were made in textual material proper. The average number of references per map was found to be 3.12.

A total of 127 symbols was found on all maps. The average number of symbols per map was found to be 7.47. The range was from thirteen symbols on maps #1 and 2 to one symbol found on maps #13 and 14.

A total of 661 place names was found on all maps. The average number of place names per map was found to be 38.88. The range was from 113 place names on map #6 to four place names on map #13.

The combined total of references, symbols, and place names for all maps was found to be 841. The average total per map was found to be 49.47. The range was from 131 on map #6 to six on map #13.

TABLE IV-G

NUMBER OF REFERENCES, SYMBOLS, AND PLACE NAMES PERTAINING TO MAPS IN BOOK G

Map	References	Symbols	Place Names	Total
#1	0	6	21	27
#2	0	--	0	0
#3	1	8	16	25
#4	0	3	10	13
#5	1	6	8	15
#6	7	7	20	34
#7	1	6	16	23
#8	1	8	20	29
#9	3	10	22	35
#10	0	13	48	61
#11	3	8	1	12
#12	1	6	54	61
#13	0	6	15	21
#14	0	7	39	46
#15	0	9	32	41
#16	0	7	0	7
#17	0	7	2	9
#18	4	11	54	69
#19	1	10	25	36
#20	0	6	41	47
#21	0	8	34	42

TABLE IV-G (continued)

NUMBER OF REFERENCES, SYMBOLS, AND PLACE NAMES PERTAINING TO MAPS IN BOOK G

Map	References	Symbols	Place Names	Total
#22	3	17	42	62
#23	1	5	66	72
#24	0	12	75	87
#25	0	5	0	5
#26	0	8	47	55
#27	1	9	14	24
#28	4	6	34	44
Total	32	214	756	1,002
Mean	1.14	7.66	27.00	35.80

The preceding table shows that in book G there was a total of thirty-two references pertaining to maps found in this textbook. Of this number eight were made in the textual material proper, and twenty-four were made through the medium of map activities. The average number of references per map was found to be 1.14.

A total of 214 symbols was found on all maps in textbook G. The average number of symbols per map was found to be 7.66. The range was from seventeen symbols found on map #22 to three symbols found on map #4. On map #2 the number of symbols was not determined as this was considered a picture map.

A total of 756 place names was found on all maps. The average number of place names per map was found to be twenty-seven. The range was from seventy-five place names found on map #24 to no place names found on maps #2, 16, and 25.

The combined total of references, symbols and place names for all maps was found to be 1,002. The average total per map was found to be 35.80. The range was from eighty-seven on map #24 to none on map #2.

Table V shows the numerical distribution of the nature of captions, scale, and clarity of maps found in the seven fifth grade American history books examined in this study. Such a table will enable the reader to compare the relative merits of the various books according to these categories.

TABLE V

NUMERICAL DISTRIBUTION OF THE NATURE OF CAPTIONS, SCALE, AND CLARITY OF MAPS FOUND IN SEVEN FIFTH GRADE AMERICAN HISTORY TEXTBOOKS

	Book							Total
	A	B	C	D	E	F	G	
Captions								
Caption only	17	9	12	16	24	8	1	87
No caption	0	0	3	1	5	9	0	18
Caption with explanation	1	0	4	2	10	0	27	44
Caption with question	0	0	0	4	0	0	0	4
Explanation with question only	0	0	0	1	0	0	0	1
Scale								
Scale	0	0	13	7	0	2	13	35
No scale	18	9	6	17	39	15	15	119
Clarity								
Good	18	4	18	24	37	13	28	142
Fair	0	4	1	0	2	0	0	7
Poor	0	1	0	0	0	4	0	5
Total								154

The preceding table shows that there was a total of 154 maps found in the seven history textbooks examined. The greatest number of maps (eighty-seven) were found to possess a

caption only. The range in this category was found to be from twenty-four maps in book E to one map in book G.

Approximately 9 percent of the maps (eighteen) were found to possess no captions. Three books A, B, and G did not register in this category thus showing that all maps in these books possessed some sort of caption. Four books C, D, E, and F had maps that possessed no caption, and ranged from nine maps found in book F to one map found in book D.

There was a total of forty-four maps that possessed a caption accompanied by an explanatory statement. Two books B and F did not register in this category. Five books A, C, D, E, and G had maps that possessed a caption accompanied by an explanatory statement, and ranged from twenty-seven maps found in book G to one map found in book A.

There was a total of four maps that possessed a caption accompanied by a question. Book D was the only one to register in this category.

There was only one map that possessed no caption but did have an explanatory statement accompanied by a question and this was found in book D.

There was a total of 119 maps that possessed no scale of miles. All maps in books A, B, and E registered in this category while the range was from thirty-nine maps in book E to six maps in book C. In contrast there was a total of thirty-five maps that had a scale of miles. Four books C, D, F, and G registered in this category with books C and G having

the greatest amount, both books had thirteen maps possessing a scale.

There was a total of 142 maps rated as good as regards clarity of mechanical make-up. They ranged from thirty-seven maps in book E to four maps in book B. Three books A, D, and G had all maps rated as good.

There was a total of seven maps rated as fair as regards mechanical make-up. Book B had four maps rated as fair, book E had two maps and book C had one map.

There was a total of five maps rated as poor as regards mechanical make-up. Book F had four maps and book B had one map rated in this category.

Table VI shows the numerical distribution of the size, color, key, and period of the maps found in seven fifth grade American history textbooks examined in this study. Such a table will enable the reader to compare the relative merits of the various books according to these categories.

TABLE VI

NUMERICAL DISTRIBUTION OF THE SIZE, COLOR, KEY, AND PERIOD OF THE MAPS FOUND IN SEVEN FIFTH GRADE AMERICAN HISTORY TEXTBOOKS

	Book							Total
	A	B	C	D	E	F	G	
Size								
Full page	15	4	5	7	2	10	3	46
More than half to full page	1	2	2	5	14	1	12	37
Half page	1	0	0	0	0	0	5	6
Less than half page	1	3	12	12	23	6	8	65
Color								
Colored	18	9	3	0	16	0	0	46
Black-and-white	0	0	16	24	23	17	28	108
Key								
No	15	3	6	19	33	13	22	111
Yes	3	6	13	5	6	4	6	43
Period								
-1492	3	2	1	2	2	0	2	12
1492-1720	5	4	9	12	12	3	12	57
1721-1949	10	3	9	10	25	14	14	85

The preceding table shows that there was a total of forty-six full page maps found in the seven history textbooks

examined. All books registered in this category, with the range being from fifteen maps in book A to two maps in book E.

There was a total of thirty-seven more than half to full page maps found in the seven books. All books registered in this category, with the range being from fourteen maps in book E to one map in books A and F.

There was a total of six half page maps found in the seven books. Books A and G only, registered in this category, with book A having one map of this type and book G having five maps.

There was a total of sixty-five less than half page maps. All books registered in this category, with the range being from twenty-three maps in book E to one map in book A.

The greater number of maps, in the seven books examined, were found to be black-and-white. The total amounted to 108 maps. Books D, F, and G registered all maps in this category.

There was a total of forty-six maps that were colored. Books A and B registered all maps in this category while books D, F, and G did not have a map that was colored.

There was a total of 111 maps found in the seven books that possessed no key. All books registered in this category, with the range being from thirty-three maps in book E to three maps in book B.

A total of forty-three maps had a key. All books registered in this category with the range being from thirteen

maps in book C to three maps in book A.

There was a total of twelve maps found in the seven books examined that depicted events or areas prior to the discovery of America. All books registered in this category with the exception of book F. Book A had the greatest number of maps in this period -- three.

There was a total of fifty-seven maps depicting events or areas in the period recorded as the first half of American history. All books registered in this category with the range being from twelve maps in books D, E, and G to three maps in book F.

A total of eighty-five maps was found, in the seven books examined, depicting events or areas in the period recorded as the second half of American history. All books registered in this category, with the range being from twenty-five maps in book E to three maps in book B.

Table VII shows the numerical distribution of the character and type of maps found in seven fifth grade American history textbooks examined in this study. Such a table will enable the reader to compare the relative merits of the various books according to these categories.

TABLE VII

NUMERICAL DISTRIBUTION OF THE CHARACTER AND TYPE OF MAPS FOUND IN SEVEN FIFTH GRADE AMERICAN HISTORY TEXTBOOKS

	Book							Total
	A	B	C	D	E	F	G	
Character								
Political	3	2	2	2	12	1	2	24
Political possession	2	0	0	2	1	0	2	7
Political settlement	0	0	1	0	0	0	0	1
Political war	1	1	1	0	4	3	1	11
Political defense	0	1	0	0	0	0	0	1
Exploration	8	3	4	8	6	3	7	39
Expansion	3	1	1	0	3	1	6	15
Trade	0	1	0	1	0	1	1	4
Travel	0	0	0	0	2	1	2	5
Communication	0	0	0	0	1	1	0	2
War	1	0	1	5	4	2	0	13
Settlement	0	0	9	4	2	0	4	19
Regional	0	0	0	2	4	4	0	10
Projection	0	0	0	0	0	0	2	2
Picture	0	0	0	0	0	0	1	1
Type								
Functional	18	9	19	24	38	17	28	153
Non-functional	0	0	0	0	1	0	0	1

The preceding table shows that there was a total of twenty-four maps found, in the seven books examined, that were purely political in character. All books registered in this category, with the range being from twelve maps in book E to one map in book F. There were four books that possessed two maps each in this category, they were books B, C, D, and G.

There were seven maps that depicted political possessions in the seven books examined. Three books did not register in this category -- B, C, and F. Three books, A, D, and C, had two maps apiece in this category whereas book E had one map.

Book C alone registered in the category of books possessing maps showing political settlements and that had one map only.

A total of eleven maps was found in the category of maps depicting political war alignment. All but book D registered in this category. Of those books that possessed such maps the range was from four maps in book E to one map in books A, B, C, and G.

Book B alone registered in the category of books possessing maps depicting a political defense set up and that had one map only.

A total of thirty-nine maps was found in all books depicting exploration. All books registered in this category, with the range being from eight maps in books A and D to three maps in books B and F.

A total of fifteen maps, depicting expansion, was found in the seven books examined. All books but book D registered in this category, with the range being from six maps in book G to one map in books B, C, and F.

Only four books registered in the category of books possessing maps depicting routes of trade. These were books B, D, F, and G which had one map each.

Three books registered in the category of those possessing maps depicting routes of travel. Books E and G had two maps each and book F had one map only.

Only two books registered in the category of those possessing maps depicting routes of communication. These were books E and F which had one map each.

Only books B and G failed to register in the category of books possessing maps depicting war areas or routes of war, with the range being from five maps in book D to one map in books A and C.

Three books, A, B, and F, failed to register in the category of those possessing maps depicting areas of settlement, with the range being from nine maps in book C to two maps in book E. A total of nineteen maps was found in this category.

A total of ten maps was found, in the seven books examined, depicting regional possessions or areas. Four books, A, B, C, and G had no maps of this character while book D had two maps and E and F each had four maps.

Only book G registered in the category of those books possessing maps depicting a type of projection. It possessed the only two maps found in this category.

Only book G registered in the category of those books possessing picture maps and it had one map only.

All but one map out of a total of 154 maps were considered functional illustrations, and that was found in book E.

Table VIII shows the numerical distribution of references, symbols, and place names pertaining to maps found in seven fifth grade American history textbooks examined in this study. Such a table will enable the reader to compare the relative merits of the various books according to these categories.

TABLE VIII

NUMERICAL DISTRIBUTION OF REFERENCES, SYMBOLS, AND PLACE NAMES PERTAINING TO MAPS FOUND IN SEVEN FIFTH GRADE AMERICAN HISTORY TEXTBOOKS

	Book							Total
	A	B	C	D	E	F	G	
References	21	17	142	20	15	53	32	300
Symbols	139	71	277	134	147	127	214	1,109
Place Names	574	204	1,428	419	444	661	756	4,486
Total	734	292	1,847	573	606	841	1,002	5,895

An overall total of references, symbols, and place names for all maps, in the seven books examined, was found to

be 5,895.

A total of 300 references was made to 154 maps. The range was found to be from 142 references in book C to fifteen references in book E.

A total of 1,109 different symbols was found on 154 maps. The range was found to be from 277 symbols in book C to seventy-one symbols in book B.

A total of 4,486 place names was found on 154 maps. They ranged from 1,428 place names in book C to 204 place names in book B.

Table IX shows the location of the map lists found in the various textbooks examined, if such existed. If none existed it is so tabulated. Maps are a very important part of any textbook and as such should be listed. Besides providing a means of quick reference a separate map listing provides added opportunity for the student to use reference material.

TABLE IX

LOCATION OF MAP LIST FOUND IN SEVEN FIFTH GRADE AMERICAN HISTORY TEXTBOOKS

Book	Index	Table of Contents	Appendix	None
A		X		
B	X			
C	X			
D				X
E			X	
F				X
G				X

The preceding table shows that four books had a map list. Book A possessing a map list found as part of the table of contents. Books B and C listed maps in the index. Book E had a map list which was considered as part of the appendix. Books D, F, and G did not list the maps.

Table X shows the numerical distribution of the type of projections found in seven fifth grade American history textbooks. Maps that are real projections or reproductions of the same acquaint the student with many map features that he will study about later on. The author who includes such maps in his textbook is giving the child valuable information concerning maps that he will meet in his study of geography.

TABLE X

NUMERICAL DISTRIBUTION OF THE TYPE OF PROJECTIONS FOUND IN SEVEN FIFTH GRADE AMERICAN HISTORY TEXTBOOKS

Projection	Book							Total
	A	B	C	D	E	F	G	
Conic	0	0	13	0	0	0	0	13
Polconic	0	0	3	0	0	0	0	3
Homolographic	0	0	1	0	0	0	0	1
Interrupted Homolographic	0	0	2	0	0	0	0	2
Mercator	0	0	0	0	0	0	1	1
Polar	0	0	0	0	0	0	1	1
Globular	0	0	0	0	0	0	3	3
Total	0	0	19	0	0	0	5	24

There was a total of twenty-four projections found in the 154 maps examined. Of this number there were seven different types of projections. Only two books C and G had maps that were considered as projections. Book C had the greatest variety of projections and all maps in this book were considered projections.

Table XI shows the numerical distribution of pictorial maps and maps with associative pictures found in seven fifth grade American history textbooks. Both of these type of maps are very interesting to children. The pictures on these maps tend to give the students a better knowledge of terrain and people of which the map tells a story.

TABLE XI

NUMERICAL DISTRIBUTION OF PICTORIAL MAPS AND MAPS WITH ASSOCIATIVE PICTURES FOUND IN SEVEN FIFTH GRADE AMERICAN HISTORY TEXTBOOKS

Book	Pictorial	Associative Pictures	Total
A	0	18	18
B	0	5	5
C	0	0	0
D	0	13	13
E	5	16	21
F	0	17	17
G	0	10	10
Total	5	79	84

Only book E had maps that were considered as pictorial and there were five maps of this type found in this book.

There was a total of seventy-nine maps that had associative pictures included as part of the map. They ranged from eighteen in book A to no maps in book C.

Table XII shows numerical distribution of the total number of pages, total number of maps, and the total number of pages of text per map found in seven fifth grade American history textbooks.

TABLE XII

NUMERICAL DISTRIBUTION OF THE TOTAL NUMBER OF PAGES, TOTAL NUMBER OF MAPS, AND THE TOTAL NUMBER OF PAGES OF TEXT PER MAP FOUND IN SEVEN FIFTH GRADE AMERICAN HISTORY TEXTBOOKS

Book	Number of pages of text	Number of maps	Number of pages of text per map
A	459	18	25.50
B	369	9	41.00
C	236	19	12.42
D	392	24	16.33
E	445	39	11.41
F	431	17	25.35
G	452	28	16.14
Total	2,784	154	21.16 Average

Textbooks A, B, C, D, E, F, and G contained a total of 2,784 pages of text. They had a total of 154 maps, and averaged 21.16 pages of text to each map.

The number of pages of text ranged from 459 pages in book A to 236 pages in book C. Book G had the second largest number of pages with a total of 452 pages, and book E ranked third with a total of 445 pages.

The number of maps in each book varied from thirty-nine in book E to nine in book B.

Book G had the second largest number of maps -- twenty-eight, while book D had the third largest number -- twenty-

four.

The number of pages of text per map varied from 41.00 in book B to 11.41 in book E.

Book E had the greatest number of maps in relation to the number of pages of text. It has thirty-nine maps to 445 pages of text.

Book B had the smallest number of maps in relation to the number of pages of text. It had nine maps to 369 pages of text.

Table XIII shows numerical distribution of the total area and the total pages devoted to maps found in seven fifth grade American history textbooks.

TABLE XIII

NUMERICAL DISTRIBUTION OF THE TOTAL AREA AND THE TOTAL PAGES DEVOTED TO MAPS FOUND IN SEVEN FIFTH GRADE AMERICAN HISTORY TEXTBOOKS

Book	Total area	Total pages
A	537.75	20.68
B	137.88	5.99
C	902.29	19.04
D	578.38	22.03
E	469.26	18.02
F	556.58	23.07
G	718.78	21.84
Total	3,900.92	18.67 Average

There was a total of 3,900.92 square inches of area allotted to 154 maps. Book C allotted the greatest area to maps -- 902.29 square inches while book B allotted the least amount of area -- 137.88 square inches.

The average number of pages devoted to maps in the seven books was found to be 18.67. Book F allotted the greatest number of pages -- 23.07 while book B allotted the least number of pages -- 5.99.

Table XIV shows the numerical distribution of map activities found in the seven American history books examined. Map activities that require the use of the textbook maps in order to complete them tend to make such maps dynamic function-

al illustrations. All map activities aid the student in mastering map skills.

TABLE XIV

NUMERICAL DISTRIBUTION OF MAP ACTIVITIES FOUND IN SEVEN FIFTH GRADE AMERICAN HISTORY TEXTBOOKS

Activities	Book A	B	C	D	E	F	G	Total
Pertain to maps in book	17	7	41	3	8	40	24	140
Pertain to maps in general	11	0	0	14	5	9	21	60
Total	28	7	41	17	13	49	45	200

There was a total of 200 map activities found in the seven textbooks examined. There were 140 map activities that pertained to textbook maps. All books registered in this category. The range was from forty-one activities in book C to three activities in book D.

There was a total of sixty map activities that pertained to maps in general. Two books B and C did not register in this category. Book G had the greatest number with 21 activities.

In total map activities book B had the least number -- seven, while book F had the greatest number -- forty-nine.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to analyze the maps found in seven fifth grade American history textbooks.

To carry out this study, the maps were analyzed according to number and form of captions, possession of a scale of miles, clarity of mechanical make-up, size, coloring, possession of a key, period, character, number of references, number of symbols, number of place names, number and kinds of projections, number of pictorial maps and maps with associative pictures.

A final tabulation was made of major findings in previous tables.

The location of a map list in each book was determined as well as the total number of pages devoted to maps.

Captions. Out of a total of 154 maps found in the seven books examined 135 maps possessed a caption of one type or another. Approximately 9 per cent of the maps, eighteen, were found to possess no caption. Books C, D, E, and F contained some maps without captions. Maps with captions only ranked first with eighty-seven, while maps possessing a caption with an explanatory statement ranked second with forty-

four.

Because of the small percentage of captionless maps found, it would appear that the authors, of the textbooks examined, realized the importance of a caption in helping to interpret the story that the map has to tell.

There were very few maps that possessed a caption accompanied by a question. Book D possessed four maps having a caption with a question while all other books had none. The writer is of the opinion that the authors of these textbooks are by-passing an effective method of making their maps dynamic functional illustrations.

Scale. There were 119 maps out of a total of 154 that had no scale of miles. All maps in book A, B, and E lacked a scale of miles.

Since many authorities agree that all maps should have a scale of miles, if for no other reason than to enable a student to measure distances, it would appear that the authors of these books disregard this feature.

Clarity. There were 142 maps out of 154 that were rated as good as regards clarity of mechanical make-up. Only books B, C, E, and F possessed maps that were rated either fair or poor and the number was small, although book B had four maps rated as fair and one map rated as poor out of a total of nine maps.

Size. The greatest number of maps, sixty-five, fell in the less than half page category for size. All books possessed maps in this category. Full page maps ranked next in total with forty-six. All books possessed maps in this category. There was a total of thirty-seven more than half to full page maps with some being found in all books. There were only six half page maps and these were found in books A and G.

Book A had the greatest number of full page maps -- fifteen, while book E had the least -- two.

A total of eighty-nine maps were at least half page or better in size.

Color. The majority of maps were black-and-white. Out of a total of 154 maps 108 were black-and-white. Five books registered in this category with books D, F, and G having all maps in black-and-white.

There were forty-six colored maps found in the seven books. Books A and B had all maps colored, while books D, F, and G possessed no colored maps whatsoever.

Key. The majority of maps had no key. There was a total of 111 maps out of 154 that did not have a key. All books registered in this category with book E having the greatest number -- thirty-three, and book B having the least -- three.

There were forty-three maps that possessed a key. All books had maps in this category with book C having the greatest

number -- thirteen, and book A having the least -- three.

Period. There was a total of twelve maps found in the seven books that depicted events or areas prior to the discovery of America. All books had at least one map in this category with the exception of book F which had none. Book A had the greatest number -- three.

A total of fifty-seven maps depicted events or areas in the period recorded as the first half of American history. All books had maps in this category with books D, E, and G having the greatest number -- twelve each, while book F had the least -- three.

A total of eighty-five maps, found in the seven books examined, depicted areas or events in the period recorded as the second half of American history. All books registered in this category with book E having the greatest number -- twenty-five, while book B had the least -- three.

From the results found in studing the number of maps allotted to the three periods it would appear that the authors of the seven books stress the period recorded as the second half of American history (1721-1949).

Character. The character of maps was divided into fifteen categories. No single book registered maps in all categories. Books E and G appeared to be the most versatile as regards the different categories of maps, each registered in ten categories. Books A and B were the least versatile

registering in six categories.

The greatest number of maps were found to be characterized by exploration -- thirty-nine. All books possessed maps in this category, with books A and D having the greatest number -- eight each. Books B and F had the least -- three each.

There were twenty-four maps that were characterized as mainly political. All books possessed maps in this category with book E having the greatest number -- twelve, and book F the least -- one. Books B, C, D, and G each had two maps in this category.

There were nineteen maps that depicted settlement areas. Books A, B, and F possessed no maps in this category, while book C possessed nine maps.

There were fifteen maps that depicted expansion. All but book D possessed maps in this category. Book G had the greatest number -- six.

The remainder of the categories of character was divided as follows: war -- thirteen, all but books B and G registered maps in this category; political war -- eleven, all but book D registered maps in this category; regional -- ten, only books D, E, and F registered in this category; and political possession -- seven, all but books B, C, and F registered in this category. The remaining categories all had five or less maps registered in them.

The outstanding deduction to be drawn from this examination, of the character of maps, is that exploration re-

ceived the greatest amount of stress.

Type. All but one map out of a total of 154, found in the seven books examined, were considered as functional illustrations. The only non-functional illustration was found in book E, and this was associative in nature.

It is self evident, from the aforementioned result, that the authors of the seven books studied recognize the fact that a map should be a functional illustration and act as a visual aid in developing an understanding of the textual material.

References, symbols, and place names. There was a total of 5,895 references, symbols, and place names found on 154 maps in the seven books studied.

There were 300 references pertaining to the maps in the seven books. Book C had the greatest number of references -- 142, while book E had the least -- fifteen.

There were 1,109 different symbols found on all maps in the seven books. Book C had the greatest number -- 277, while book B had the least -- seventy-one.

There were 4,486 place names found on 154 maps. Book C had the greatest number -- 1,428, while book B had the least -- 204.

The total number of symbols and place names attest, in some measure, to the complexity of a map, thus the maps in book C might be said to be more complex, in general, than those

found in any of the other six books.

Location of map list. Three Books D, F, and G did not list the maps used. Books B and C listed their maps in the index, book A listed the maps in the table of contents, and book E listed the maps in the appendix.

The authors of those books not listing maps fail to recognize the fact that such a list provides an additional means of quick reference and reference practice for the student. From this study it would appear that the ideal place to locate a map list is either as part of the table of contents or in the appendix. Maps are an important part of a history textbook and should be listed.

Projections. There was a total of twenty-four projections found in the 154 maps examined. Of this number there were seven types of projections. Only two books C and G had maps that were considered as projections. Book C had the greatest variety of projections and all maps in this book were considered projections.

The authors of those textbooks not including projections fail to recognize the fact that a history textbook can provide additional means for the student to become acquainted with map projections. At least a small percentage of the maps included in history textbooks should be of some projective type.

Pictorial maps and maps with associative pictures. Only book E had maps that were considered pictorial, and there were five maps of this type found in this book.

There was a total of seventy-nine maps that had associative pictures included as part of the map. Book A had the greatest number -- eighteen, while book C had none.

Number of pages, maps and pages of copy. The seven textbooks contained a total of 2,784 pages of text. They had a total of 154 maps, and averaged 21.16 pages of text to each map.

The number of pages of text ranged from 459 pages in book A to 236 pages in book C. Book G had the second largest number of pages with a total of 452 pages, book E ranked third with a total of 445 pages.

The number of maps in each book varied from nine in book B to thirty-nine in book E.

Book G had the second largest number of maps -- twenty-eight, while book D had the third largest number -- twenty-four.

The number of pages of text per map varied from 41.00 in book B to 11.41 in book E.

Book E had the greatest number of maps in relation to the number of pages of text. It had thirty-nine maps to 445 pages of text.

Book B had the smallest number of maps in relation to

the number of pages of text. It had nine maps to 369 pages of text.

Total area and number of pages devoted to maps. There was a total of 3,900.92 square inches of area allotted to 154 maps. Book C allotted the greatest area to maps -- 902.29 square inches, while book B allotted the least amount of area -- 137.88 square inches.

The average number of pages devoted to maps in the seven books was found to be 18.67. Book F allotted the greatest number of pages -- 23.07, while book B allotted the least number of pages -- 5.99.

Number of map activities. There was a total of 200 map activities found in the seven textbooks examined. There were 140 map activities that pertained to textbook maps. All books registered in this category. The range was from forty-one activities in book C to three activities in book D.

There was a total of sixty map activities that pertained to maps in general. Two books B and C did not register in this category. Book G had the greatest number with twenty-one activities.

In total map activities book B had the least number -- seven, while book F had the greatest number -- forty-nine.

The most significant conclusion to be drawn from this study is the fact that maps in history textbooks have limitations. The ever-alert classroom teacher must coordinate the

textbook maps with larger wall maps and the globe so as to give the student a good understanding of the relative location of areas where events occurred. The teacher must also be the driving force in making the textbook maps dynamic functional illustrations.

Limitations of this study. There are certain limitations that are evident in this study. Not all of the textbooks on a fifth grade level were analyzed. No attempt was made to analyze the place names found on maps. No attempt was made to determine the books that contained like maps according to caption or information depicted on the maps. No attempt was made to classify maps according to such types as topographic, relief, etc. The accuracy and source of maps was not determined. No attempt was made to classify maps according to certain periods such as Civil War, World War I, etc.

Suggestions for further study. Throughout this study the following topics came to the writer's attention as possibilities for further research.

1. The same type of map analysis, as carried out in this study, could be employed in analyzing the maps found in another series of fifth grade American history textbooks, and a comparison of both studies could be made.

2. The same type of analysis could be made with a larger number of history textbooks.

3. The same type of map analysis, as used in this

study, could be employed in analyzing the maps found in a series of fifth grade American history textbooks copyrighted a decade ago for the purpose of comparing the results of both studies.

4. An analysis could be carried out comparing the number of place names found on maps with those found in the text.

5. The same type of map analysis could be made with geography textbooks.

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