

THE ANALYSIS, EVALUATION, AND SELECTION  
OF AMERICAN HISTORY TEXTBOOKS FOR  
SENIOR HIGH SCHOOL CLASSROOM USE

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## CHAPTER I

### THE PURPOSE AND PROCEDURE OF THIS STUDY

#### Introduction

American history has long held a well-established place in the curriculum of the senior high schools of the United States. In many schools every pupil is required to take American history in order to be eligible to graduate from high school. If American history is not included as a specific subject offered in the curriculum of a senior high school, then one may expect to find it incorporated into some other part of the curriculum, perhaps into a general social studies course.

In most of the senior high schools of the United States, both public and private, one finds that the textbook plays a very important role in the study of American history. In fact, the textbook is generally considered to be the most important aid the teacher has in the teaching of this subject. While the textbook may be falling into disfavor in some schools as an instrument for the teaching of American history and of the social studies in general, such schools are the exception rather than the rule. From present indications, it appears that in most schools the textbook will continue to be a most important factor in the teaching of American history for many years to come.

The number of American history textbooks published and put on the market is large. Therefore, textbooks can be found which will serve well in almost any teaching situation. However, every available American history textbook does not necessarily meet the particular needs of a given school. The differences between two American history textbooks may be considerable. It seems evident, then, that the problem of making a wise selection of textbooks is not an easy one. In order to obtain the best results, the methods of selecting the textbooks to be used in the senior high school classroom should be such that those best fitted for the particular classroom for which they are chosen will be selected. This calls for the utilization of the best possible means of analyzing and evaluating the textbooks from which a selection will be made, with the final choice based to a large extent on objective, scientific procedures.

#### The Purpose of This Study

It was the purpose of this study (1) to determine what criteria should be set up for analyzing, evaluating, and selecting American history textbooks for use in the senior high school classroom; (2) to devise a score card employing these criteria; (3) to apply the score card to earlier and more recent American history textbooks as a basis for

analyzing and evaluating them; and (4) to note recent developments and improvements in American history textbooks.

Twelve American history textbooks were analyzed and evaluated in accordance with the criteria set up for this purpose, and the score card was utilized in this connection. In this way the suitability and practicability of the score card were tested, and the relative merits of the textbooks, based on one person's use of the score card, were determined in the light of the criteria established for the analysis, evaluation, and selection of an American history textbook for classroom use in the senior high school. In making the final selection of a textbook for basic use, several persons should use the score card and their ratings should all be considered.

Some of the American history textbooks examined were textbooks published from 1932 through 1935. They were chosen for the purpose of comparing them with textbooks published in more recent years in order to discover whether the later American history textbooks had been improved in line with recent trends in American education and with the criteria decided upon as significant for the analysis, evaluation, and selection of American history textbooks for use in senior high school classrooms.

### The Procedure of This Study

Much has been written about the place of the textbook in American education, about current practices in the selection of textbooks, and about the needs for improved methods of selecting them. Some research work has been done concerning the analysis, evaluation, and selection of American history textbooks. A discussion of these matters will follow in Chapter II in which related literature in the textbook field has been surveyed. The reader will be referred in Chapter II to some of the outstanding works which are available in the field of textbook analysis, evaluation, and selection.

In Chapter III of this study, criteria for the selection of American history textbooks have been presented, and a score card devised on the basis of these criteria for the purpose of analyzing, evaluating, and selecting American history textbooks for use in senior high school American history classes, or in social studies classes which include topics or units in the American history field. This score card has been numerically weighted in relation to the relative importance of the various criteria set up as being important for the analysis, evaluation, and selection of American history textbooks.



The analysis and evaluation of a group of twelve American history textbooks by means of the score card devised in Chapter III follows in Chapter IV. Of these twelve American history textbooks, written to be used in senior high school classrooms, seven were published or brought up to date from 1940 through 1942, while the other five were published from 1932 through 1935. These textbooks were chosen partly on the basis of availability. However, a more important consideration was that some widely used textbooks published within the last two years, 1940 to 1942, were desired, along with other textbooks published five to ten years earlier. This made possible a comparison of the earlier and more recent textbooks in American history.

A summary of the findings of this study and of the conclusions drawn therefrom will be found in Chapter V.

#### Limitations of This Study

No attempt has been made in this study to bring under consideration various instructional aids accompanying many of the American history textbooks which are published. A complete analysis and evaluation of American history textbooks should include a study of the workbooks published to go along with the textbooks, of tests devised to be used with the textbooks, and of any other supplementary materials intended for

use with the textbooks. Since such a study could easily be made to constitute a complete thesis in itself, it seemed advisable to omit these items from this study.

## CHAPTER II

### SURVEY OF RELATED LITERATURE

Some research work closely related to the analysis, evaluation, and selection of American history textbooks for use in the senior high school classroom has already been carried out, and some books, periodical literature, and other publications contain material concerned with this problem. Most of the more important works on textbook use, evaluation, and selection have not dealt very specifically, if at all, with American history textbooks in particular. However, many of these works dealing with textbooks in general are very helpful to one studying the analysis, evaluation, and selection of American history textbooks. It will be the purpose of this chapter to call the attention of the reader to the more important of the related literature, and to refer to some of the research studies closely related to the problem of analyzing, evaluating, and selecting American history textbooks for use in the senior high school.

Much has also been written about the place of the textbook in the teaching of American history, and about the needs for improved methods for the selection of textbooks. Since there has been doubt raised in some quarters as to the value of the textbook in American education, and since the need for

better methods of selecting textbooks is often not fully appreciated, reference will also be made in this chapter to what some of the writers in the field of education who are interested in the use and selection of textbooks think about these matters.

The Place of the Textbook in the Teaching  
of American History

In this country the textbook is generally recognized as the most important aid in the teaching of history. We are reminded by Edmonson, Roemer, and Bacon<sup>1</sup> that "from a very early date in the history of American education, the textbook played an influential role in our scheme of education." Johnson<sup>2</sup> points out that in most American schools the textbook determines both the facts to be taught and the method of teaching them. Wesley<sup>3</sup> tells us that the textbook has probably influenced the whole social studies curriculum and the methods of teaching them more than any other single item.

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<sup>1</sup> J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary School (New York: The Macmillan Company, 1941), p. 388.

<sup>2</sup> Henry Johnson, Teaching of History (New York: The Macmillan Company, 1940), p. 241.

<sup>3</sup> Edgar Bruce Wesley, Teaching the Social Studies (New York: D. C. Heath and Company, 1937), p. 285.

Some educational leaders believe that the textbook occupies a place of questionable value in American education. Nevertheless, the good teacher as well as the poor teacher seems to have been influenced by it. In regard to the relationship of the textbook to teaching, Belding<sup>4</sup> has written the following:

The only thing that can in any degree make up for poor teaching, where this exists, is a good textbook.

A high school girl recently remarked that she didn't mind studying her lessons at home or in school study periods, but she hated to waste so much time in recitation. Here was a tribute to the importance of the textbook.

Only the most gifted teacher can teach without a textbook. Usually such a teacher, if he attempts to dispense with textbooks, refers his pupils to several books instead of one.

Regardless of all the criticism that has been directed against the use of textbooks, the great majority of teachers continue to use them, either alone or with various amounts of collateral readings and perhaps other forms of related activities. In this connection we are told by Horn<sup>5</sup>:

Various national committees have criticized the textbook and the methods of teaching that accompany it, but their reports always end with the admission that the textbook is essential under our conditions.

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<sup>4</sup> Anson W. Belding, "Save the School with Books," Kansas Teacher, XXXVIII (November, 1936), 14-16.

<sup>5</sup> Ernest Horn, Methods of Instruction in the Social Studies (New York: Charles Scribners' Sons, 1937), p. 208.

However, an increasing number of school systems are coming to regard the textbook as only an introductory manual to be used with classroom libraries and other equipment. The truth of this statement is indicated in the large and increasing number of available courses of study for the social studies.

Although it is evident that the textbook is not as important in many social studies classrooms as in former years, there is little reason to believe that the textbook will cease to be an important factor in the social studies field. As Wesley<sup>6</sup> points out, "the form, type, size, and scope of texts may change, but there is little likelihood of their elimination."

As Maxwell<sup>7</sup> has brought out, the textbook is an important aid in instruction because it is a convenient means of having at hand data necessary for teaching. It would be possible, and in many cases both ideal and preferable, to have the students who are studying a particular topic investigate the sources of all materials, but from a practical point of view this is ordinarily impossible, especially for the immature, undeveloped pupil. One of his chief problems is to understand important information and develop desirable interests

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<sup>6</sup> Wesley, op. cit., p. 258.

<sup>7</sup> C. R. Maxwell, The Selection of Textbooks (Boston: Houghton Mifflin Company, 1921), p. 4.

and attitudes without too much expenditure of energy. There is so much material for him to assimilate if he is to acquire an essential and fundamental background in the field of American history that too much time cannot be spent profitably in true research. A textbook serves a time-saving purpose since it contains the supposedly pertinent material that most needs to be studied in order to understand and to appreciate the particular phases of experience represented by the textbook.

Since the textbook provides a definite organization of material, it becomes a further aid in instruction. Maxwell<sup>8</sup> says that this is especially significant for an inexperienced teacher who may need help in organizing material in a logical way. The textbook will aid the teacher by furnishing a means of selecting pertinent subject matter. The textbook is produced by persons who have given the various topics and phases careful consideration, and who, realizing that a text cannot cover the entire field of American history, have chosen the particular parts considered by them to be most important. Thus, as Edmonson, Roemer, and Bacon<sup>9</sup> emphasize, the textbook helps to conserve the time of teachers and pupils by providing the materials of instruction in well-organized form, and, in

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<sup>8</sup> Ibid., p. 5.

<sup>9</sup> Edmonson, Roemer, and Bacon, loc. cit.

general, it would seem a wasteful practice to attempt to teach American history without one or more textbooks.

Maxwell<sup>10</sup> agrees with the hypothesis that an ideal social situation in any school would mean that the pupils are constantly working on problems that arise from their own activities, and that in such a scheme the textbook would have little place. He feels, however, that the socialization of the school does not necessarily mean the elimination of the textbook, but rather the modification of its use.

The textbook continues to present a better basis for organization than could be expected from the average American history teacher working without a textbook. Authors of American history textbooks usually have a broad point of view and most have been students in the field for years. They understand the way the subject has developed, and recognize the changes which have taken place in its evolution and its place in the general field of knowledge. Maxwell<sup>11</sup> stresses that the authors consider carefully what constitutes a desirable type of organization and organize their material in accordance with their ideals of the purpose and development of the subject. Frequently the authors test their organization in the classroom, and very frequently ask others to

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<sup>10</sup> Maxwell, op. cit., p. 6.

<sup>11</sup> Ibid., pp. 10-11.



cooperate in testing the organization of the subject matter before putting it in final form.

Greater accuracy in instruction and a greater degree of uniformity of instruction within the different American history classes of a school system result from the use of textbooks in teaching these classes, as well as a reasonable degree of uniformity in the scope of work in widely separated schools. If teachers carry on instruction without textbooks, there is likely to develop very marked differences in the scope of the subject matter in the American history course, even within the same system.<sup>12</sup>

It does not follow that all American history textbooks are adequately organized and prepared for any and all teachers in every teaching situation, or that even one of the better textbooks will meet every teacher's needs. The teacher must recognize that careful consideration must be given to the selection of that particular text which will best meet his particular teaching needs. Clement<sup>13</sup> states it thus:

Since textbooks will be used in the majority of the private and public schools for many years to come, if not permanently, it seems clear that they should be examined with the greatest care possible before adoption.

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<sup>12</sup> Edmonson, Roemer, and Bacon, op. cit., pp. 388-89.

<sup>13</sup> John Addison Clement, Manual for Analyzing and Selecting Textbooks (Champaign, Illinois: The Garrard Press, 1942), p. 2.

The Need for Improved Methods of Selecting  
American History Textbooks

Very little attention was given to the appraisal and evaluation of textbooks before 1800, and nothing approaching very closely to a scientific basis existed for their selection. During the nineteenth century, however, authors frequently proclaimed the merits of their textbooks in their prefaces, usually basing their claims on content not found in other textbooks. More systematic procedures of appraisal and selection have been developed since 1900.<sup>14</sup>

Although considerable attention has been given to the development of better and more scientific methods of evaluating and selecting textbooks in recent years, there is still much to be desired. In discussing this matter, Averill<sup>15</sup> states:

The science of textbook selection is still in its infancy. While decisions about textbooks have been made as long as the books have been marketed, attempts at scientific appraisal date from very recent years. Little of the experience gained from examining and comparing textbooks has been recorded. The actual

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<sup>14</sup> J. A. Clement and E. W. Dolch, "Textbooks," Encyclopedia of Educational Research (Walter S. Monroe, editor; New York: The Macmillan Company, 1941), p. 1302.

<sup>15</sup> William A. Averill, "Techniques for Teachers in Judging Textbooks," Application of Research Findings to Current Educational Practices (Washington, D. C.: American Educational Research Association, July, 1935), pp. 242-43.

work has usually been done by busy superintendents and teachers in their spare time as an occasional or emergency task. Most of the decisions have been based on a single feature of the book or a single objection to the text rejected. Objective measurement did not enter into the procedure. Indeed, there is still today much of the same feeling toward the objective measurement of textbooks that there was with regard to measuring the results of classroom instruction in the days when standard tests were first proposed.

Whipple<sup>16</sup> found that the principal cause of difficulties encountered in the selection of textbooks lay in the lack of adequate methods of selecting books. Edmonson<sup>17</sup> has said:

One way to prevent the placing of inferior books in the hands of pupils is to establish more scientific methods of evaluation. Too many books are adopted as a result of salesmanship, and too few books are selected as a result of critical examination of available textbooks in terms of standards that have been carefully framed.

In discussing the need for better methods of selecting textbooks for the social studies, Horn<sup>18</sup> makes this comment:

The blame for weaknesses in textbooks should not be put solely, or even chiefly, at the door of publishers and authors; the deficiencies are due in large part to the conditions under which books are produced and marketed and to a lack of an intelligent and persistent demand on the part of teachers and supervisors for content and treatment which, in

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<sup>16</sup> Gertrude Whipple, "Procedures Used in Selecting Schoolbooks," Elementary School Journal, XXXVI (June, 1936), 773.

<sup>17</sup> James B. Edmonson, "Frank Discussion is Needed of Textbook Problems," Nation's Schools, XI (May, 1933), 61.

<sup>18</sup> Horn, op. cit., p. 214.

nature, in extent, and in difficulty, are properly adjusted to the needs and capacities of students. Publishers who make serious attempts to meet these needs often encounter considerable sales resistance, not merely because of the inescapable increase in the cost of books but also because of a lack of appreciation of the improvements that have been made.

Johnson<sup>19</sup> supports this point of view and points out that "the fundamental question which confronts a textbook writer is how to make a book that will sell." It seems evident, then, that if superior textbooks are demanded, and if definite standards and measurements for judging and selecting the textbooks are set up, the teacher of American history will find that authors and publishers will endeavor to produce textbooks which best meet their needs.

Concerning methods for selecting textbooks used in the past, Maxwell<sup>20</sup> makes reference to several faulty practices which are common. Often too much consideration is given to the prestige of authors and too little to more important factors. Again, it may be the prestige of the publisher which is given undue recognition. Large, established publishing companies sometimes employ this device of emphasizing the value of their prestige as a means of promoting the sale

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<sup>19</sup> Johnson, op. cit., p. 248.

<sup>20</sup> C. R. Maxwell, "The Use of Score Cards in Evaluating Textbooks," The Textbook in American Education, Thirtieth Yearbook of the National Society for the Study of Education, Part II, 1931, pp. 146-47.

of certain textbooks. A third faulty base for selecting textbooks has been the over-emphasis of general appearance. Also there is a danger of placing too much emphasis on how widely a certain textbook is being used. If a textbook is enjoying wide use, that probably means that the text meets general conditions very well, but if a school has specific problems to work on, such a textbook may not be most suitable. Then the cost of the textbook has been stressed too much in the past. Price of the textbook as an argument has been weakened by legal restrictions on prices and by the slight differences in price which prevail. Most of these factors, such as the prestige of the author or publisher, suavity of the salesman, general appearance of the book, how widely used, or low cost, should be considered as minor elements, and more emphasis should be placed on whether the textbook is adaptable to the needs of the particular school.

One finds considerable variation in the procedure used by different schools in selecting textbooks. According to Whipple<sup>21</sup> the common procedures used in the selection of textbooks in city school systems may be classified as follows:

- (1) Selection based on consensus of opinion of all the staff members concerned with the book,
- (2) unguided

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<sup>21</sup> Gertrude Whipple, "Procedures Used in Selecting Schoolbooks," Elementary School Journal, XXXVI (May, 1936), 666.

selection by the principal and teachers, (3) guided selection by the principal and teachers, (4) selection by central book committees, and (5) selection by central staff members.

It seems obvious that whether any of the procedures for selecting a textbook will prove adequate and satisfactory depends to a large degree upon whether or not the methods used in the selection are such that good results may be expected.

Edmonson, Roemer, and Bacon<sup>22</sup> stress very strongly the importance of developing the best possible techniques for textbook selection when they state the following:

In an enterprising industrial concern, special attention is given to the careful selection of tools. In making a choice, the management has in mind three questions: (1) What results are to be sought through the use of the tools? (2) What are the characteristics of the materials on which the tools are to be used? and (3) What are the peculiar requirements of the tools in terms of the preparation, experience, and attitude of the workmen employed? So far as possible, the representatives of our more efficient industrial concerns demand that tools satisfy the requirements suggested in these questions.

School authorities may well ask these same questions with regard to the tools to be used by teachers. The textbooks, as one of the most important of these tools, need to be selected by experts, who will insist that they be adapted to the objectives defined for the different subjects, to the students who are to be taught in terms of these objectives, and to the training and special abilities of the teachers who are to use the textbook as an important means of attaining the desired objectives.

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<sup>22</sup> Edmonson, Roemer, and Bacon, op. cit., p. 392.

It should not be inferred that the necessity of efficient teachers is minimized in this account of the importance of the selection of textbooks. The managers of any industrial concern will testify that the best tools in the hands of inefficient workmen do not lead to production of commodities of the highest quality. On the other hand, the best tools are necessary to ensure that competent workmen produce commodities of the highest quality in the shortest time. Competent teachers with the best textbooks offer the most reliable guarantee that the highest standards of instruction will be attained with the least effort and in the shortest time.

Since the textbook still maintains a position of high importance in the teaching of American history; since many teachers of American history are using textbooks not chosen as the result of the use of a sound basis of analyzing, evaluating, and selecting textbooks; and since the development of scientific standards of analyzing, evaluating, and selecting textbooks has not developed long enough nor far enough to establish tested scientific techniques of proved validity, it becomes obvious that there exists a need for improving the methods of selecting American history textbooks for senior high school classroom use.

#### Analysis, Evaluation, and Selection of Textbooks

In addition to the references cited above, there are many others, several equally good, which add to the literature which one finds helpful in studying the problem of analyzing, evaluating, and selecting senior high school American history

textbooks. Included among the more valuable references, which are scrutinized in the following pages of this chapter, are to be found unpublished Master's theses, books, articles in periodicals, and publications by learned organizations.

A thesis on methods of evaluating and selecting textbooks.

A valuable piece of research work in the field of evaluation and selection of textbooks has been done by Long.<sup>23</sup> In this study it was found that there existed a need for more scientific methods of textbook evaluation, that teachers needed training in textbook selection, that a selecting committee should first set up criteria to be used in the selection of textbooks in any given subject field, and that score cards should be made to conform with criteria set up as a guide in textbook selection. Methods used by various state and city agencies to evaluate and select textbooks were compared and discussed, and samples of criteria used, including score cards, were included.

Theses on analysis and comparison of senior high school American history textbooks. Two research studies which

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<sup>23</sup> Myrl D. Long, "Methods Utilized by State and City Textbook Agencies in Textbook Evaluation and a Recommended Procedure for the Kansas State Board of Education," (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1938).



analyze and compare senior high school American history textbooks are quite valuable. They offer many suggestions and criteria which are usable for evaluation and selection.

Smith<sup>24</sup> compared the informational content of six high school American history textbooks published between 1920 and 1925 with six others published between 1937 and 1939 and discovered that the trend was toward placing more emphasis on economic, social, religious, and cultural affairs, while less attention was being given to military and certain political affairs. Smith also found that more recent textbooks contain more words, fewer but larger maps, more graphs, and more pictures.

George<sup>25</sup> investigated six American history textbooks commonly used in 1937 to discover the emphasis given by them to different periods, topics, and phases of American history; to compare their methods of presentation and their teaching aids; and to find the differences in mechanical features of the six textbooks. He reported that authors have been influenced somewhat by the popular mind in the amount of emphasis they have placed on particular phases, topics, and periods of

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<sup>24</sup> Don A. Smith, "A Comparison of the Content of High School American History Textbooks of the Years 1920 to 1925 with High School American History Textbooks of the Years 1937 to 1939," (unpublished Master's thesis, University of Michigan, Ann Arbor, 1940).

<sup>25</sup> Ealon Jasper George, "A Comparative and Critical Analysis of American History Texts," (unpublished Master's thesis, University of Kansas, Lawrence, 1937).

American history; that authors of American history textbooks agree on the value of various devices to promote greater interest and to emphasize subject matter, but differ as to which is most effective; and that all six textbooks seem to rate high mechanically.

Theses on analysis and comparison of American history textbooks for lower grade levels. Persons interested in the analysis and comparison of American history textbooks for a grade level lower than the senior high school are referred to a research study dealing with junior high school American history textbooks, and to another which concerns the upper elementary level. Kindley<sup>26</sup> studied and compared five American history textbooks widely used in junior high schools. In addition to her findings concerning organization, content, and physical aspects of the textbooks studied, Kindley's investigation revealed trends in authorship, the wide range of vocabulary difficulty, and the need for more emphasis on writing textbooks for definite grade levels. In a similar study of United States history textbooks on the upper

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<sup>26</sup> Madge Hayman Kindley, "An Investigation of Five Widely Used American History Textbooks at the Junior High School Level," (unpublished Master's thesis, George Washington University, Washington, D. C., 1939).

elementary school level, Coyner<sup>27</sup> was in general agreement with Kindley on tendencies of authors to collaborate, vocabulary difficulties, and the advisability of writing textbooks adapted to definite grade levels, and revealed other trends in organization and content.

Books on evaluation and selection of textbooks. There have been several books written on the subject of textbook evaluation and selection. While none of these are devoted exclusively, or even chiefly, to the analysis, evaluation, and selection of American history textbooks, nevertheless they prove very helpful to anyone interested in that particular textbook field.

Some of the latest and best work in the textbook field has been done by Clement who had one book on the subject of textbook analysis, evaluation, and selection published in 1939<sup>28</sup> and another one in 1942.<sup>29</sup> Another volume to be published later by Clement, but which was not off the press at the present writing, will be entitled The Use of Textbooks

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<sup>27</sup> Ruth E. Coyner, "Trends in United States History Textbooks on the Upper Elementary Level," (unpublished Master's thesis, George Washington University, Washington, D. C., 1931).

<sup>28</sup> John Addison Clement, Educational Significance of Analysis, Appraisal, and Use of Textbooks in Junior and Senior High Schools (Champaign, Illinois: The Daniels Press, 1939).

<sup>29</sup> John Addison Clement, Manual for Analyzing and Selecting Textbooks (Champaign, Illinois: The Garrard Press, 1942).

and Other Materials of Instruction,<sup>30</sup> and should prove helpful to anyone interested in the textbook field. Clement discusses methods and common items for use in analyzing and appraising textbooks; points out different problems involved; offers many concrete suggestions for analyzing, evaluating, and selecting different kinds of textbooks; and presents various forms of score cards for use in examining and selecting textbooks.

Another publication which a student of textbooks should not miss is the Thirtieth Yearbook of the National Society for the study of Education.<sup>31</sup> This book contains the reports of chosen authorities in various textbook areas who made a close study of different problems concerned with textbooks. In addition to a report on the use of score cards in evaluating textbooks, this study includes scholarly discussions of many other items concerning which one interested in textbook analysis, evaluation, and selection needs information.

An excellent study of the problem of textbook selection was made by Maxwell,<sup>32</sup> although his book was published

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<sup>30</sup> Ibid., p. 2.

<sup>31</sup> National Society for the Study of Education, The Textbook in American Education, Thirtieth Yearbook, Part II, 1931.

<sup>32</sup> C. R. Maxwell, The Selection of Textbooks (Boston: Houghton Mifflin Company, 1921).

considerably earlier. He made a study of the common bases for the selection of textbooks and discussed the advantages and disadvantages of the methods of selection and adoption being used twenty years ago. General standards to be considered in selecting a textbook are laid down, and outline aids for judging all textbooks are included, as are special outlines for evaluating textbooks in different subject fields.

Franzen and Knight<sup>33</sup> discuss criteria for textbook selection and submit proposed score cards for use in several subject fields. Hall-Quest<sup>34</sup> discusses the place of the textbook in education, the most effective means of using it, and methods of judging and selecting different kinds of textbooks. These two books are also rather old, but it will be noted that a large majority of the books written exclusively about textbooks date back ten or more years. Three other authors who have written books about the evaluation and selection of textbooks, and into which a student in the field would want to look, are Jensen,<sup>35</sup> Fuller,<sup>36</sup> and Fowlkes.<sup>37</sup>

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<sup>33</sup> R. H. Franzen and F. B. Knight, Textbook Selection (Baltimore: Warwick and York, Inc., 1922).

<sup>34</sup> A. L. Hall-Quest, The Textbook: How to Use and Judge It (New York: The Macmillan Company, 1918).

<sup>35</sup> Frank A. Jensen, Current Procedures in Selecting Textbooks (Philadelphia: J. B. Lippincott Company, 1931).

<sup>36</sup> Florence D. Fuller, Scientific Evaluation of Textbooks (Boston: Houghton Mifflin Company, 1928).

<sup>37</sup> J. G. Fowlkes, Evaluating School Textbooks (New York: Silver Burdett Company, 1931).

Periodical literature concerning textbooks in social studies. A survey of the periodical literature concerned with analysis, evaluation, and selection of textbooks reveals that here again much has been written in the general field of the textbook, but little which deals exclusively with American history textbooks. Nevertheless, many articles in periodicals have proved quite valuable, and some of the more important deserve mention here.

A few articles have been written which concern textbooks in the field of American history or in the related social studies. Levine<sup>38, 39</sup> has written two such articles in which he has studied and compared the space given different topics by different textbooks and their methods of organizing their material. These offer some excellent criteria for analyzing and evaluating American history textbooks. Having compared several American history textbooks, King<sup>40</sup> reports his findings concerning the emphasis placed on different topics and the organization of content, and indicates present trends in

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<sup>38</sup> Michael Levine, "Social Problems in American History Textbooks," The Social Studies, XXXVIII (April, 1937), 161-66.

<sup>39</sup> \_\_\_\_\_, "The Textbook in Social Studies," Social Education, III (May, 1939), 318-20.

<sup>40</sup> A. K. King, "Textbooks in the Social Studies," High School Journal, XXII (May, 1939), 201-6.

style, illustrations, and teaching aids. Wilder<sup>41</sup> likewise shows what some of the significant trends have been in social studies textbooks. Kniss<sup>42</sup> discusses criteria used by different teachers in the selection of textbooks and the soundness of different criteria, and has drawn up a suggestive score card for evaluating tenth grade world history textbooks.

Periodical literature devoted to the study of textbooks in general. Among the periodical articles which deal with the selection of textbooks in general are a few which one would not want to miss. One by Johnson<sup>43</sup> submits a very good checking list for the selection of textbooks, and sets up an excellent list of standards to use. Another good list of criteria is offered by Jacobs,<sup>44</sup> and Chrisman<sup>45</sup> likewise presents some criteria to follow. Gertrude Whipple<sup>46</sup> has a fine

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<sup>41</sup> Howard B. Wilder, "Progress in Social-Studies Textbooks," Social Education, I (May, 1937), 313-18.

<sup>42</sup> F. R. Kniss, "Selecting a Textbook in Tenth Grade World History," Educational Administration and Supervision, XXI (September, 1935), 465-70.

<sup>43</sup> F. W. Johnson, "A Checking List for the Selection of High School Textbooks," Teachers College Record, XXVII (October, 1925), 104-8.

<sup>44</sup> Leland B. Jacobs, "Eighteen Criteria for Choosing New Textbooks," Clearing House, XI (April, 1937), 485-86.

<sup>45</sup> Lewis H. Chrisman, "What is a Good Textbook?" Journal of Education, CXXV (February, 1942), 39-40.

<sup>46</sup> Gertrude Whipple, "Procedures Used in Selecting Schoolbooks," Elementary School Journal, XXXVI (May-June, 1936), 665-73; 760-75.

discussion of procedures used by city schools in evaluating and selecting textbooks, of problems which arise, and of deficiencies in current practices. Guy M. Whipple<sup>47</sup> also has offered some worthwhile suggestions concerning the problems of textbook selection.

Articles in publications of learned organizations concerning textbook selection. Clement and Dolch<sup>48</sup> present an excellent discussion of textbooks. This article covers the history of the development and use of textbooks, the growth of methods of evaluation and selection, and score cards for rating them. Among the publications of learned organizations are to be found two reports on methods and techniques of textbook evaluation and selection which should not be overlooked. In one of these, Averill<sup>49</sup> has pointed out several factors for teachers to keep in mind when judging and selecting textbooks. In the other, Buckingham<sup>50</sup> discusses the value

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<sup>47</sup> Guy M. Whipple, "Needed Investigations in the Field of the Textbook," Elementary School Journal, XXXV (April, 1935), 575-82.

<sup>48</sup> Clement and Dolch, op. cit., pp. 1301-6.

<sup>49</sup> Averill, op. cit., pp. 242-48.

<sup>50</sup> B. R. Buckingham, "The Scientific Development and Evaluation of Textbook Materials," Official Report of the Department of Superintendence of the National Education Association (Washington, D. C.: Department of Superintendence, 1933), pp. 159-66.



of score cards for evaluating textbooks, and gives many practical suggestions for devising and using them.

Books containing chapters on textbook analysis, evaluation, and selection. Several books contain some very worthwhile chapters on the analysis, evaluation, and selection of textbooks. One of the best of these is by Wesley<sup>51</sup> who discusses in considerable detail the various elements that go to make up a good social studies textbook and indicates the trends in organization, content, teaching aids, and various other features of social studies textbooks. Another author who presents many helpful criteria for the analysis, evaluation, and selection of history textbooks is Johnson,<sup>52</sup> who also shows what the trends are in the writing of history textbooks. Horn<sup>53</sup> has a chapter devoted to the social studies textbook which is helpful. Among the educational books which have chapters presenting materials on the textbook, one finds that of Edmonson, Roemer, and Bacon<sup>54</sup> very valuable. Among

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<sup>51</sup> Wesley, op. cit., pp. 285-312; 340-78.

<sup>52</sup> Johnson, op. cit., pp. 241-80.

<sup>53</sup> Horn, op. cit., pp. 206-64.

<sup>54</sup> Edmonson, Roemer, and Bacon, op. cit., pp. 388-406.

the other books of this kind to which the reader might be referred, two of the better ones are those by Umstattd<sup>55</sup> and Moehlman.<sup>56</sup>

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<sup>55</sup> J. G. Umstattd, Secondary School Teaching (Boston: Ginn and Company, 1937), pp. 284-317.

<sup>56</sup> Arthur B. Moehlman, School Administration (Boston: Houghton Mifflin Company, 1940), pp. 428-49.

## CHAPTER III

### CRITERIA FOR ANALYZING, EVALUATING, AND SELECTING SENIOR HIGH SCHOOL AMERICAN HISTORY TEXTBOOKS

With so many American history textbooks being produced today for use in the senior high school, it has become increasingly difficult for teachers to select the textbooks which will best serve their purposes and needs. Although many good textbooks in American history are available, the teacher who examines these textbooks most carefully and objectively finds that some meet his needs and those of his pupils better than others. In order to accomplish most effectively his task of selecting the most suitable textbook or textbooks, he needs a procedure which is as scientific and objective as possible.

In order to select a textbook wisely, the teacher needs definite criteria to follow. He will find it advisable to analyze most carefully in the light of these criteria the textbooks from which he intends to make a choice, then to evaluate the textbooks on the basis of his findings, and finally to make his choice after determining how the various textbooks under consideration compare with one another. The more objectively he can do his analyzing and evaluating, the better his chances are for the best results. However, as

Franzen and Knight<sup>1</sup> point out, even though objective evidence is better than subjective opinion, not all objective evidence is good. It follows, then, that the criteria to be used in the analysis and evaluation must be very carefully set up and applied.

Not all teachers will agree on what textbook is best for a given purpose, but each can determine which one seems to meet his given teaching situation best if he follows the procedure of analyzing and evaluating the textbooks under consideration by means of criteria carefully chosen and set up. After he has analyzed the textbooks, however, he will need some means of measurement if a meaningful evaluation is to result. In order to obtain an evaluation in an orderly fashion, score cards or some other kinds of rating schemes are generally used. In this way the teacher finds he can apply significant criteria for purposes of evaluation as well as for the analysis of textbooks, and can do so with a relatively high degree of objectivity. It must be conceded that subjective reactions will enter in, and that teachers will disagree concerning how different textbooks should be rated according to certain criteria. Regarding this condition, Clement<sup>2</sup> holds that such

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<sup>1</sup> R. H. Franzen and F. B. Knight, Textbook Selection (Baltimore: Warwick and York, Inc., 1922), p. 15.

<sup>2</sup> John Addison Clement, Manual for Analyzing and Selecting Textbooks (Champaign, Illinois: The Garrard Press, 1942), p. 14.

subjective reactions do not necessarily destroy the value of the analysis. Before final selection of a particular American history textbook for basic use in a school or school system, several teachers of American history should use the same score card to rate recent textbooks on the subject, compare their findings and ratings, and then arrive at a decision as to which book or books best meet the needs in their school or school system.

The first major step in the present chapter involves the problem of determining what criteria should be considered valuable in the analysis of American history textbooks as a preliminary to their evaluation. The relative importance of these criteria is given cognizance since it is necessary to decide how much significance to attach to each criterion in the ensuing evaluation. After indicating what criteria are essential for the analysis and evaluation of American history textbooks, the question of the use of score cards for evaluative purposes is considered and a score card is set up to be used as a guide in the analysis, evaluation, and selection of American history textbooks for senior high school classroom use.

Bases for Determining Criteria to Use for  
Analysis and Evaluation of American History Textbooks

Guides in formulating criteria for analyzing and evaluating textbooks. In determining the criteria to be used for analyzing and evaluating textbooks of any kind, one needs to have certain basic standards to follow. An excellent summarization concerning what bases or characteristics should be considered in formulating such a body of standards is offered by Clement<sup>3</sup> when he submits the following suggestions pertaining to the appraisal of textbooks:

In the first place, standards for evaluating various aspects of textbooks should be just as objective as possible. In the second place, standards should be interpretive in nature. In other words, judgments relative to specified aspects should be used, only, whenever they add to the real virtue or strength of the appraisal as a whole. In the third place, the standards used should be such as to put the proper relative emphasis upon the less important, and upon the more important aspects of a textbook. In the fourth place, standards should be representative of a variety of important elements. In the fifth place, the items included as standards should be inclusive enough to cover a wide range of factors, in order that no important elements will be wholly omitted. For example, Are the items which are considered sufficiently comprehensive in nature? In the sixth place, standards should be as simple as possible, so as to avoid making impracticable their application, or actual use of the general appraisal outline.

The above bases are worthy of consideration as guides in the formulation of the criteria to be used in analyzing and

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<sup>3</sup> Ibid., pp. 32-33.

evaluating American history textbooks. If the criteria are objective, then items can be directly observed without needing to read into, or between, the lines of the statements of the author, as for example, the number of maps included in a book. One knows such items are in the book or they receive no consideration. If the criteria are interpretive in nature, that indicates that the items are meaningful and as educationally significant as possible. If proper relative emphasis is given to different aspects of the textbook, then the correct balance between more important and less important criteria can be maintained in the final evaluation. Representativeness implies that all significant types and varieties of criteria have come under observation. Inclusiveness means that a wide range or scope of elements are represented in the list of criteria. If the standard of simplicity is observed, this will guard against the possibility of setting up a list of criteria so complex and so detailed that its use in the analysis and evaluation of textbooks will be impaired.

Basis for selecting criteria. The task of determining what items are significant enough to be included in any checking list or score card for the analysis and evaluation of American history textbooks is not an easy one; nor is it a simple undertaking to determine the relative importance to

attach to each item. Teachers working under varying circumstances, and with different aims and purposes in mind, are likely to disagree over these matters. An attempt has been made in this study to decide upon those criteria which all teachers of American history will probably deem essential for analyzing and evaluating their textbooks, and to rate them in importance so as to meet the needs of the majority, with the assumption that some teachers will find it necessary to make adjustments for their particular cases.

Types of sources utilized. It has been necessary to go to many and varied sources in search of the criteria which will enable the average teacher to analyze, evaluate, and select American history textbooks most effectively. Books, unpublished Master's theses, articles in periodicals, and other publications concerned with the analysis, evaluation, and selection of textbooks have proved valuable sources in which to look for suggestions. Sample score cards and checking lists for analyzing, evaluating, and selecting textbooks were very helpful. Unpublished Master's theses and articles in periodicals which dealt specifically with the comparison and analysis of the contents of American history textbooks indicated significant trends which aided in the setting up of certain criteria. Courses of study for the social studies were especially helpful for the determination of current



trends in content and organization of subject matter. Books, articles in periodicals, and other publications which dealt with the trends in the social studies and with the teaching of them were also utilized.

General nature of criteria discovered as significant.

The criteria which were found significant for inclusion in lists or score cards for analyzing, evaluating, and selecting American history textbooks may be grouped into five general areas: (1) publication, (2) authorship, (3) nature and organization of content, (4) teaching and learning aids, and (5) mechanical features. A detailed consideration of each of the five general areas follows.

Matters of Publication

Questions arising about publication. A teacher in the process of selecting an American history textbook immediately encounters factors which involve matters of publication. In an American history textbook this will be quite important, especially to a teacher interested in stressing contemporary problems. Another item of some importance will concern the nature of revisions. He will need to know whether the latest revision is of a nature which will best meet his needs and those of his pupils. Further, since it is generally conceded that a publishing company of good reputation assures a dependable

textbook, he will want to be sure he is dealing with a company which is well known and reliable.

An additional item concerning publication involves the title given to the textbook. Ideally, the title should convey some idea of the book's special quality, viewpoint, or merit. Some titles do not indicate the approximate scope, or may lead to the stressing of a minor aspect with the result that other merits are overlooked. However, as Wesley<sup>4</sup> indicates, it is best not to attach too much significance to the title, but rather, to search for other merits regardless of the title.

Criteria for judging publication. The significant questions which the teacher will want to ask concerning the publication of American history textbooks he is analyzing and evaluating will include the following:

1. Was the textbook published recently enough to make possible satisfactory treatment of contemporary problems and affairs?
2. Has the book been revised in such a way as to more adequately meet the needs of the pupils and teacher?
3. Is the publishing company well known and reliable?

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<sup>4</sup> Edgar Bruce Wesley, Teaching the Social Studies (New York: D. C. Heath and Company, 1937), p. 293.

4. Does the title seem adequate?

### Authorship

Qualifications of authors. One of the first questions to occur to the teacher concerning authorship will undoubtedly pertain to the author's training and educational experiences. He will want to discover whether the author is qualified to write an American history textbook for senior high school pupils. In this connection, Jensen<sup>5</sup> reports that he found that the tendency of publishers was to secure authors from among persons actively engaged in public school work and in college teaching, with a preference for authors with high school teaching experience for high school textbooks. Richey<sup>6</sup> indicates that teachers may be expected to take more and more part in the authorship of high school textbooks since they are closer to the pupils and understand better their reactions, but adds that the custom of having more than one author contribute to a textbook has gained ground rapidly in late years, and that professors of education are collaborating with increasing frequency, since they

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<sup>5</sup> Frank A. Jensen, "The Selection of Manuscripts by Publishers," The Textbook in American Education, Thirtieth Yearbook of the National Society for the Study of Education, Part II, 1931, p. 84.

<sup>6</sup> H. G. Richey, "The Professional Status of Textbook Authors," The Textbook in American Education, Thirtieth Yearbook of the National Society for the Study of Education, Part II, 1931, p. 75.

can contribute much toward securing simplicity of style, a psychological organization, a restricted vocabulary, and helpful teaching aids. Maxwell<sup>7</sup> warns that an author's familiarity with his particular field does not necessarily lead to the best results, since he may place undue emphasis upon his own field and forget that high school pupils are more in need of fundamental factors and subject matter which can be applied to everyday life rather than in subject matter for its own sake, or in which the author is especially interested because of his superior knowledge.

Point of view and purpose. Authors of textbooks have many different points of view which lead them to organize materials in a variety of ways, and their purposes in writing may have a marked effect on how they present the subject matter. Sometimes the author's point of view is clearly set forth in the preface or introduction. Otherwise, the point of view must be inferred from the kinds of facts presented, the manner of interpreting facts, or the distribution of emphasis. Johnson<sup>8</sup> points out that many factors may influence

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<sup>7</sup> C. R. Maxwell, The Selection of Textbooks (Boston: Houghton Mifflin Company, 1921), p. 11.

<sup>8</sup> Henry Johnson, Teaching of History (New York: The Macmillan Company, 1940), p. 252.

the author's point of view: public opinion, personal convictions, some program of indoctrination established by statute or official decree, or a desire to tell the plain truth. Even though the author's point of view may not be easily determined, the general proportions of the book will always give some indication. One should check, then, to see whether the author clearly indicates his point of view or philosophy, and whether it is in accordance with needs of pupils in his school or school system. Also he would want to know whether the author has specified definitely his purpose in writing the textbook, and whether it is in accordance with the generally accepted aims of secondary education.

Influence of the latest trends in education. It is emphasized by Wesley,<sup>9</sup> and obvious from other sources, that most authors are influenced considerably by national educational reports, courses of study for the social studies, and other evidences of the latest trends in education as they affect the teaching of American history. Since it appears that most authorities consider it requisite to the writing of a good history textbook that the author take into consideration the latest trends as shown by national reports, courses of study, or other sources, this is an item which should be checked.

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<sup>9</sup> Wesley, op. cit., p. 191.

Testing of the textbook. Another item, which Clement<sup>10</sup> in particular stresses as important to check, is that of whether the author offers evidence that the textbook has been adequately tested under classroom conditions, or at least whether persons with classroom experience have been called upon to check with the author as to the practicability and suitability of the finished product. This may not be an important criterion if the textbook measures up well in other respects, yet it might be helpful if there was doubt about the practicability of some parts of the textbook.

Style of writing and presentation. An author's style of writing and presentation is another factor to consider. Wesley<sup>11</sup> explains that style includes: (1) sentence length, (2) vividness of diction, and (3) the degree of fullness of treatment. For a time short sentences were in demand. Perhaps sentence length is an index of clarity, but short sentences in themselves are of questionable value, and, if extremely short, probably are a liability in secondary school textbooks. Vivid diction would seem a decided asset, and the author who can write picturesque headings, vigorous phrases, and colorful sentences will hold an advantage in securing

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<sup>10</sup> Clement, op. cit., p. 13.

<sup>11</sup> Wesley, op. cit., p. 301.

the attention of the pupils. Another important element in style is fullness, and explanations should be in great enough detail to insure understanding. Wesley<sup>12</sup> is of the opinion that clarity is the most fundamental requirement of style, and that an author needs to write directly, not condescendingly. His style should be natural and unaffected, and should not involve undue effort for the reader because of its difficulty, yet it should not annoy him because of its oversimplification. Undoubtedly it is important that the author's style of writing and presentation be adapted to the pupils for whom the textbook was written.

Criteria for judging authorship. Several items have been indicated as significant for checking on the authorship of American history textbooks. These items can be taken into account by answering the following questions:

1. Do the training and educational experiences of the author qualify him to write an American history textbook for senior high school pupils?
2. Is the point of view or philosophy of the author clearly indicated and in accordance with present needs?

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<sup>12</sup> Ibid., p. 303.

3. Is the purpose of writing the textbook definitely specified and in accordance with generally accepted aims of secondary education?
4. Has the author taken into consideration the latest trends in the teaching of American history as shown by national reports, courses of study, or other sources?
5. Is evidence offered that the textbook has been adequately tested in the classroom, or checked by persons with classroom experience, for practicability and suitability?
6. Is the author's style of writing and presentation well adapted to the pupils for whom the textbook was written?

#### Nature and Organization of Content

Importance of analyzing and evaluating content. The nature of the content of American history textbooks is of the greatest significance, and closely related to this is another very important factor, the organization of the subject matter. No textbook is going to meet the needs of the pupils and teachers if it is lacking in either of these respects. It is most important that the closest attention be given to the nature and organization of the content to see that they measure up to the most acceptable standards.



Problem of space allotment. In organizing an American history textbook, one of the major problems facing an author is that of space allotment. Certain highly important materials will need to be included, but a problem immediately arises as to where to draw the line. How much space to devote to the various topics, phases, and periods of American history is one which must be worked out very carefully, and is further complicated by the recent trends in history and the social studies. There is apparently an increasing tendency to include American history as a part of a larger social studies program. This makes it vital that an American history textbook be able to fit into a planned social studies curriculum in which the textbook will be used during both the eleventh and twelfth grades, where it may be used largely as a reference book, or, if as a regular text, will be supplemented by other textbooks and reference materials. Recent trends in the content of social studies make it very important for the teacher to examine carefully the allotment of space to different phases of content.

In analyzing and evaluating American history textbooks, it is advisable for the teacher to learn how much space is devoted to various periods, phases, and topics, and to find a norm as a basis for examining and comparing the textbooks.

As Barker<sup>13</sup> has explained, the field of history is so large that all cannot be included in one book, and the problem of subdivision becomes one for the author to determine. He must decide what to include, what to omit, and how much emphasis to give to what is included. However, it is up to the teacher to decide whether that author's organization is better suited for his particular purposes than that of another. It is well to heed the advice of Maxwell<sup>14</sup> who warns that an author may over-emphasize a period or aspect in which he is a student, and that this can be discovered only through a careful check of the content. On the other hand, if one is interested in securing a textbook in which some aspect stands out and predominates, he must check for this, for perhaps the author of a given textbook may not have seen fit to emphasize that particular part of the subject matter.

Recent trends in content. By observing the recent trends in content as emphasized not only by American history textbook authors, but also by courses of study for the social studies, by reports of educational organizations, and by writers in the

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<sup>13</sup> Eugene Barker, "The Changing View of the Function of History," The Social Studies, XXIX (April, 1938), 160.

<sup>14</sup> C. R. Maxwell, "The Use of Score Cards in Evaluating Textbooks," The Textbook in American Education, Thirtieth Yearbook of the National Society for the Study of Education, Part II, 1931, p. 145.

field of education, one discovers highly significant criteria which should be utilized in analyzing and evaluating American history textbooks. A study of these trends reveals that a widening range of subject matter has been included in recent years, with more attention being given to social, cultural, and economic content, and less to military and political affairs. In this connection, Manion<sup>15</sup> has made this statement:

The scope and materials of history in the past few decades have been greatly enriched by contributions from the social studies: economics, government, sociology, geography, literature, psychology, philosophy, and anthropology. The good teacher takes every opportunity to correlate history with the social studies for they are so closely related that one can hardly be understood apart from the other.

In a recent study made by Smith,<sup>16</sup> in which a comparison of the content of a group of recent American history textbooks was made with a group of older ones, it was found that the more recent textbooks tend to place more emphasis on economic, social, religious, and cultural affairs, and less on wars, colonial government, suffrage, and political reform, with politics retaining relatively the same status. Courses

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<sup>15</sup> Lawrence J. Manion, "The Teaching of the New History," The Social Studies, XXIX (February, 1938), 62.

<sup>16</sup> Don A. Smith, "A Comparison of the Content of High School American History Textbooks of the Years 1920 to 1925 with High School American History Textbooks of the Years 1937 to 1939," (unpublished Master's thesis, University of Michigan, 1940), p. 69.

of study and other sources appear to give these findings strong support. For example, Wesley,<sup>17</sup> in discussing the trends in social studies textbooks, tells us that military and political affairs are receiving less attention, while more is being given to social, cultural, and economic content, and that there is increasing emphasis upon social elements and less attention to many traditional aspects of the subject matter.

Important trends are also revealed as one observes the tendency to shift the interest in American history more toward recent times. One of the resultant trends which is easily detected merely by observing closely recent courses of study for the social studies and recently published American history textbooks is that as much place is being devoted to the social, cultural, economic, and diplomatic problems and affairs of the United States since the Civil War as is being given to the whole history of our country up to that time. That herein lies a criterion to be applied to an American history textbook which one is analyzing and evaluating is supported by several sources. One of those supporting this point of view is Manion,<sup>18</sup> who states:

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<sup>17</sup> Wesley, op. cit., pp.138-40.

<sup>18</sup> Manion, loc. cit.

Where Edward Channing's A Student's History of the United States (revised edition), published in 1904, devoted one chapter out of fourteen to developments between 1865 and 1900, today our school texts are allowing one-half or more of their space to a consideration of the post Civil War period.

Courses of study for the social studies seem to reflect even more effectively than recent American history textbooks the trend toward giving more attention to more recent problems and affairs. A perusal of the Oregon<sup>19</sup> course of study for the social studies discloses that in addition to a full year of American history for the eleventh grade, more than half the material included in the twelfth grade course in socio-economic problems could easily be worked into an American history course. To illustrate, four of the ten units for the twelfth grade course were on the labor movement, conservation, the economic aspects of our international relations, and problems of democracy, any one of which might be found in an American history course. Another outstanding example is presented by the Texas<sup>20</sup> course of study for social studies which likewise finds it possible to place greater emphasis upon more recent problems by having units involving certain phases of American history reach over into more than one

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<sup>19</sup> Oregon, High School Social Studies (Salem: State Department of Education, 1939).

<sup>20</sup> Texas, Teaching Social Studies in Junior and Senior High Schools of Texas (Austin: State Department of Education, 1938).

year of the social studies program.

The tendency to shift the interest of American history more toward recent times does not stop with the increase in attention to problems and affairs following the Civil War. Another trend has been to put ever increasing emphasis on those problems and affairs which are closer to the present and are most likely to affect the lives and interests of the pupils who are studying them. The result has been that problems and affairs of the period since 1900 are receiving more and more emphasis. In stressing the importance of giving major attention to social and economic problems of the last forty years, Rugg<sup>21</sup> points to several conspicuous events and affairs dating from 1900 to the present which should be closely studied and thoroughly understood.

Another factor to be kept in mind as one draws up a list of criteria for analyzing and evaluating American history textbooks is the fact that contemporary problems and affairs are coming in for much greater attention than was true in the past. As a result of a study of the social studies made by the Commission on Secondary School Curriculum of the

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<sup>21</sup> Harold Rugg and others, Democracy and the Curriculum, Third Yearbook of the John Dewey Society (New York: D. Appleton-Century Company, 1939), pp. 15-30.

Progressive Education Association,<sup>22</sup> the fact was brought out that we have apparently lacked men who were capable of meeting the problem of democracy, and that this has resulted in a loss of confidence in the traditional method and content in social studies instruction. This report points to a new emphasis being given to content other than history in the traditional sense, with more time and space being devoted to contemporary problems. It stresses that as the boundaries between traditional subject matter areas have been broken down, fused and integrated courses have appeared, based on the theory that the ultimate goal of general education in a democracy is

to meet the needs of individuals in the basic aspects of living in such a way as to promote the fullest possible realization of personal potentialities and the most effective participation in a democratic society.<sup>23</sup>

In a course of study in social studies formulated for the public schools of Lansing, Michigan,<sup>24</sup> in which contemporary problems and affairs are given a prominent place, this pertinent statement may be found:

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<sup>22</sup> Commission on Secondary School Curriculum, Progressive Education Association, The Social Studies in General Education (New York: D. Appleton-Century Company, 1940), p. 7 ff.

<sup>23</sup> Ibid., p. 14.

<sup>24</sup> Lansing, Course of Study in Social Studies, Grades VII-XII (Lansing, Michigan: Board of Education, 1941), p. 1.

In times of world crisis, such as the present, it is especially important that social studies be closely related to real life situations and problems. Fast conditions and developments should be studied in relation to present happenings.

Essentially the same thought was expressed by the Consultative Committee on Secondary Education, National Association of Secondary School Principals,<sup>25</sup> as the place of the secondary school in time of war was discussed.

A few years ago Levine<sup>26</sup> investigated several high school American history textbooks relative to the space devoted to contemporary problems and affairs. One of his conclusions indicated a need for devoting more space in them to major problems of American life with emphasis on present day aspects, issues, and controversial elements, with less space necessarily being left to the treatment of wars.

In view of the recent trends in the subject matter pertaining to American history and the social studies, one is justified in including, and weighting heavily in the score card, items concerning the allotment of space in American history textbooks which are being examined.

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<sup>25</sup> National Association of Secondary School Principals, "Secondary Education in War Time," The Bulletin of the National Association of Secondary School Principals, February, 1942, 120 pp.

<sup>26</sup> Michael Levine, "Social Problems in American History Textbooks," The Social Studies, XXXVIII (April, 1937), 165.



Accuracy and reliability of data presented. No American history textbook is going to be considered worthwhile, regardless of how well it is organized, if the data presented cannot be accepted as reliable and accurate. Clement<sup>27</sup> points out that one of the greatest improvements of the last century has had to do with the accuracy and reliability of factual data presented in textbooks, and adds that factual errors are almost inexcusable today. Both the original data presented by the authors themselves, and data borrowed from other sources, should be as accurate and reliable as possible in the light of supporting evidence. A difficulty here lies in the fact that since the points of view held by authors differ, the corresponding supporting evidence is likely to vary somewhat. Nevertheless, the following criterion may justifiably be included among the items involving the nature and organization of content: Is it evident that the author has been accurate and reliable in his presentation of data?

Organization of content into units or other divisions.

Merely because an author is an authority in his field does not mean that his organization of content should not be carefully examined to see whether it is logical, has a purpose, and recognizes the needs of the persons for whom it is prepared.

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<sup>27</sup> Clement, op. cit., pp. 22-23.

We are told by Chrisman<sup>28</sup>: "That the best textbook is the one which is most outstandingly teachable is a fact not open to debate." In order to be teachable, Johnson<sup>29</sup> maintains that the material should be gathered around a few main topics rather than around many, there should be continuity of subject matter, material should be grouped into interrelated units, and each new phase should be developed as growing out of the needs, experiences, and interests of the pupils. In a similar vein, Jacobs<sup>30</sup> insists that the material be arranged into convenient units for teaching, with the various units so arranged as to promote consistent and integrated thought and development, good study habits, and the pupils' power to solve problems. He lays particular stress on the need for organizing the material so that it best meets the needs, capacities, and experiences of pupils in view of their individual differences.

These criteria for good organization of subject matter are generally recognized by authorities in the field of

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<sup>28</sup> Lewis H. Chrisman, "What is a Good Textbook?" Journal of Education, CXXV (February, 1942), 40.

<sup>29</sup> F. W. Johnson, "A Checking List for the Selection of High School Textbooks," Teachers College Record, XXVII (October, 1925), 106.

<sup>30</sup> Leland B. Jacobs, "Eighteen Criteria for Choosing New Textbooks," Clearing House, XI (April, 1937), 485-86.

education, and are practiced to a greater or lesser extent by practically all writers of high school American history textbooks. To discover how American history textbooks compare with one another in these respects, items concerning them should be placed in the score card.

Criteria for appraising the nature and organization of content. In order to analyze and evaluate the content of American history textbooks, one should consider the following questions pertaining to the nature and organization of the subject matter:

1. Are social, cultural, and economic matters given enough emphasis?
2. Are military and political matters given enough but not too much emphasis?
3. Is sufficient space given to social, cultural, economic, and diplomatic problems and affairs since the Civil War?
4. Is sufficient space given to social, cultural, economic, and diplomatic problems and affairs since 1900?
5. Is sufficient space devoted to major problems of American life with emphasis on present day aspects, issues, and controversial elements?

6. Is it evident that the author has been accurate and reliable in his presentation of data?
7. Is the material gathered around a few main topics and into units or other divisions convenient for teaching?
8. Is the material grouped into units so interrelated that a definite impression of their relation to the whole is given?
9. Is each new phase of the subject matter developed in relation to the needs, experiences, and interests of the pupils?
10. Is the material well adapted to provide for individual differences among pupils and classes?

### Teaching and Learning Aids

#### Importance of examining the teaching and learning aids.

One who is analyzing and evaluating senior high school American history textbooks finds it very important to examine carefully the teaching and learning aids contained in each of the textbooks under consideration. He will find that the average high school American history textbook has a wide variety of teaching and learning aids and devices to promote greater interest and to emphasize subject matter. Furthermore, he will find that the textbook authors differ in the

amount of emphasis placed on the different types of teaching and learning aids. For instance, some have detailed prefaces and introductions, while others do not. Some have more complete tables of contents, listings of illustrative materials, or indexes than others. Some authors emphasize the question method more than other devices, while others stress the use of supplementary and illustrative matter, but do not make much use of the direct question method. Wesley<sup>31</sup> raises a question as to whether some of these teaching and learning aids are used enough to justify their inclusion in American history textbooks, but Johnson<sup>32</sup> suggests that their persistence in textbooks must be accepted as evidence of wide utility. However, their appraisal will vary with the individual needs of teachers since aids highly useful to one teacher may be used little by another teacher.

The importance of the preface. The preface of an American history textbook may be a very revealing and illuminating section of the book which supplies the prospective user with much pertinent information. It may show what particular need caused the book to be written, its chief features or characteristics, its grade placement, and the particular

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<sup>31</sup> Wesley, op. cit., p. 298.

<sup>32</sup> Henry Johnson, op. cit., p. 255.

point of view of the author. Furthermore, it may acknowledge the help of others and offer worthwhile suggestions for the use of the textbook. In view of the several purposes which the preface may serve, it would seem wise to include a criterion in any check list for the analysis and evaluation of textbooks concerning the helpfulness of the preface.

The value of a good introduction. An intimate and provocative introduction for the pupils may prove of considerable value. The introduction should be related to the previous experiences of the pupils and should arouse their interest and curiosity. In the score card used by the Tennessee State Board of Education as reported by Long,<sup>33</sup> it is interesting to note that the item concerning the introduction was weighted heavier than several other teaching and learning aids.

The significance of the table of contents and the listing of illustrative materials. The average American history textbook not only has a table of contents, but ordinarily lists the maps, and often other illustrative materials, to be found in the textbook. The listing of illustrative materials follows immediately after, and sometimes almost as a part of

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<sup>33</sup> Myrl D. Long, "Methods Utilized by State and City Textbook Agencies in Textbook Evaluation and a Recommended Procedure for the Kansas State Board of Education," (unpublished Master's thesis, Kansas State Teachers College, Emporia, 1938), pp. 48-49.

the table of contents. The table of contents is supposed to indicate the scope and organization of the entire book, and to present a logical outline showing the space devoted to major divisions and to important minor divisions of the subject matter. Some authors merely list the chapters in the table of contents; some give two divisions, parts and chapters; and others show the subdivisions to the third place. A good table of contents will show whether the contents of a textbook are systematically arranged and follow a good outline. Johnson<sup>34</sup> maintains that it is desirable to have a good analytical table of contents with page references, but usually this is left entirely to the index. The listing of the illustrative material is a supplement to the table of contents which may prove quite valuable. Therefore it seems advisable to investigate the suitability of such listings in addition to checking on the fullness and nature of the table of contents.

The need for an adequate index. A good analytical index in a textbook can save the user much time and patience. The index should be so complete and so arranged that the material may be easily found, preferably with multiple references to each topic given in clear type. What constitutes an adequate index will depend upon the manner in which the textbook is to

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<sup>34</sup> Henry Johnson, op. cit., p. 254.

be used. There is less need for a lengthy and detailed index in the ordinary textbook than in books used primarily for references. However, as emphasized by Wesley,<sup>35</sup> and as is evident from courses of study for the social studies, the present trend is toward less dependence upon a single textbook. Consequently, it becomes increasingly important to include an item in any list of criteria for judging American history textbooks so that the indexes can be compared relative to their completeness and arrangement.

The place of the appendix. A great variety of materials may be found in appendixes. For the most part, these are materials which will be used repeatedly, so cannot be easily presented in the text, yet are helpful and essential. For example, most American history textbooks contain a copy of the Constitution of the United States in their appendixes so it can be referred to quickly and easily whenever necessary. According to Johnson,<sup>36</sup> the appendix might include tables, charts, graphs, supplementary drill materials, and even suggestive topics and problems for further work. Here, then, is another item to be investigated.

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<sup>35</sup> Wesley, op. cit., p. 296.

<sup>36</sup> F. W. Johnson, op. cit., p. 107.



The nature and importance of illustrative materials.

The illustrative materials found in the average American history textbook are numerous and varied. They include such materials as maps, graphs, charts, tables, pictures, and cartoons. If these items are going to be valuable as teaching and learning aids, they most certainly should measure up to definite standards of adequacy. It is the opinion of Horn<sup>37</sup> that, despite great improvements made in recent years, history textbooks are still commonly deficient in maps, pictures, and other visual aids, and that those provided are often not effectively related to the reading matter.

Wesley<sup>38</sup> feels that it is reasonable to assume that maps and graphs are more important in history textbooks than pictures and cartoons, although the latter have long been recognized as effective aids to teaching. Since maps and graphs may not always be easily available if not in the textbook, the teacher is justified in attaching unusual significance to the number and quality of maps, graphs, tables, charts, and any other such illustrative materials. It is not easy to find a basis for classifying and comparing maps, but the purpose, form

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<sup>37</sup> Ernest Horn, Methods of Instruction in the Social Studies (New York: Charles Scribner's Sons, 1937), p. 213.

<sup>38</sup> Wesley, op. cit., pp. 291-92.

of presentation, fullness, and artistic composition are all important to the teacher, so they should be taken into consideration. Graphs, tables, and charts are important devices for showing kinds of information which cannot be shown by maps. The teacher should note whether these illustrative materials are clearly printed, scaled to easy vision, definitely related to the text material, clearly labeled, and accurate and to the point.

Pictures should be accurate, or at least truthful. Both pictures and cartoons need captions which will help to make them effective, and they should tell their own story. They should be localized, or at least identified, and should feature simplicity.

It appears that in order to analyze and evaluate the illustrative materials fully, one should investigate them piecemeal. It would seem appropriate to examine the number and quality of the maps alone, perhaps the pictures and cartoons together, and the graphs, tables, and charts as a group.

References for collateral reading. Numerous references to supplementary books and other materials are a common element in American history textbooks. Not all teachers make the same use of them, but no American history textbook is complete without some references. Johnson<sup>39</sup> suggests a

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<sup>39</sup> Henry Johnson, op. cit., p. 253.

number of factors which one should consider in analyzing and evaluating the reference materials. One should examine the character and arrangement of the collateral readings to discover whether they are general or specific; whether they give merely titles, or whether they refer to chapters or pages; whether they are classified; whether they make pupils conscious of the kind of material to which they are referred; the place assigned to historical fiction and poetry; whether the works mentioned are likely to be found in the average library; and whether the readings are intelligible to pupils for whom the textbook was written.

The nature and significance of study helps. Another common feature of American history textbooks appears in the proclivity of the authors to include a considerable number of study helps in the form of review and discussion questions on the textbook material; problems and activities of a diversified nature, including topics suggestive of life situations for various individuals in the group; and definite directions for attacking the problems and activities. One does not necessarily find all types of study helps in every textbook, nor the same emphasis on those which are included; therefore, the teacher should scrutinize very closely the study helps of the American history textbooks under investigation to find which books best meet his needs and those of his pupils.' However, he should bear in mind that any group of study helps, to

be most effective, should be definite and varied, and should promote independent study. A perusal of the study helps generally found in American history textbooks leads to the suggestion that one should look into the appropriateness of the questions on the textbook material, the projects and activities suggested for the pupils, and the lists of terms suggested as difficult for the pupils to understand.

It should also be recognized that a good selection of study helps can contribute greatly in providing for individual differences among pupils and classes. The strong pupil will find many additional activities to keep him profitably occupied. Therefore, the teacher should consider whether the study helps are of sufficient aid in meeting the problem of individual differences.

Criteria for judging teaching and learning aids. It is evident that a considerable number of items must be taken into account when analyzing and evaluating the teaching and learning aids in senior high school American history textbooks. The criteria which one will find it profitable to apply for this purpose seem to be summarized well in the following fourteen questions:

1. Does the textbook contain a helpful preface?
2. Does it contain a helpful introduction?
3. Is the table of contents full enough to present a

suitable idea of the scope and organization of the subject matter?

4. Does the textbook contain a suitable listing of the maps and other illustrative materials found in it?
5. Is the index so complete and so arranged that the material may be easily found?
6. Does the textbook contain a usable and helpful appendix?
7. Are the number and quality of maps satisfactory?
8. Are the pictures and cartoons effective and worthwhile, and in proper proportion to the rest of the textbook?
9. Are other illustrative materials, such as graphs, charts, and tables, effective and worthwhile, and in proper proportion?
10. Are the references to collateral readings satisfactory for the needs of the pupils and teacher?
11. Are appropriate questions on the text material included?
12. Are appropriate projects and activities suggested for the pupils?
13. Are appropriate lists of terms difficult to understand supplied?
14. Do the study helps adequately aid in providing for individual differences among pupils and classes?

### Mechanical Features

The importance of the mechanical features. Another phase of the American history textbook which cannot be ignored in the process of analysis and evaluation has to do with the mechanical make-up. It is the opinion of Clement,<sup>40</sup> however, that many individuals give an undue amount of emphasis to the mechanical aspects of a textbook, and that these features should not be given as much weight as is given to other types of criteria. On the other hand, Buckingham<sup>41</sup> maintains that "it is probable that the acceptability of a textbook depends more upon the style of printing, illustrating, and binding than is generally supposed." Buckingham<sup>42</sup> goes on to claim that, although score cards for evaluating textbooks usually assign a small number of points to mechanical make-up, nevertheless the general appeal, the first impression of attractiveness, is hard to discount. The color of the book, quality of the paper, width of each of the four margins, character of the type, size of type, length of the line, interlinear spacing, and space between words are all items which might be

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<sup>40</sup> Clement, op. cit., p. 26.

<sup>41</sup> B. R. Buckingham, "New Data on the Typography of Textbooks," The Textbook in American Education, Thirtieth Yearbook of The National Society for the Study of Education, Part II, 1931, p. 93.

<sup>42</sup> Ibid., pp. 93-94.

considered. As a result of its study of the textbook in American education, the National Society for the Study of Education<sup>43</sup> in one of its conclusions says, "There is much need for careful research on problems relating to the mechanical features of textbooks."

Desirable mechanical features. On the basis of criteria involving desirable mechanical features which are generally found in checking lists and score cards designed for analyzing and evaluating secondary school textbooks of all kinds, definite conclusions may be reached concerning what one should expect in the mechanical make-up of an American history textbook for use in the senior high school. Its binding should be durable and flexible enough to stand careless handling, and should be pleasing in color and design. The paper within the book should have enough gloss to take attractive cuts, but not enough to cause eyestrain. The type should be clear, properly spaced, and of a size that is easily read. The material should be well arranged on the page with distinct topic headings, suitable margins, and proper change of type to denote the relative importance of topic headings, and with due regard to proper balance and finished appearance of the page. The size of the textbook should be such that it can be covered in the period of time possible to devote to it, provided, of

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<sup>43</sup> National Society for the Study of Education, The Textbook in American Education, Thirtieth Yearbook, Part II, 1931, p. 307.

course, that this makes any difference. Where a course of study is being utilized, or in any case where several textbooks are used, size would not be an important factor. Wesley<sup>44</sup> says that the size should not worry a teacher even if one textbook is used alone, since the tendency has been for American history textbooks to increase in size, and this simply means the teacher has more with which to work. All in all, a textbook is desired which is well proportioned and attractive, which reflects pleasingly the personality of the author, and which appeals to the aesthetic nature of the pupils.

Criteria for appraising mechanical features. In order to check upon the mechanical features of American history textbooks which are being analyzed and evaluated, one would want to consider the following questions:

1. Is the binding durable and attractive in color and design?
2. Is the paper within durable, with enough gloss to take attractive cuts, but not enough to cause eyestrain?
3. Is the type clear, properly spaced, and of size that is easily read?
4. Is the material well arranged on the page with suitable margins, distinct topic headings, and proper changes of type and spacing to denote the relative

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<sup>44</sup> Wesley, op. cit., p. 290.



importance of topic headings?

5. Is the size of the textbook satisfactory in relation to the amount of time to be devoted to it?
6. Is the whole book well proportioned and attractive?

### The Use of Score Cards for Evaluation

Need for a systematic and relatively objective method of evaluation. The criteria pointed out above as significant for the analysis and evaluation of high school American history textbooks will not be of sufficient aid in making one's selection of the textbook or textbooks best suited to meet the needs of the pupils in his school or school system unless he has a suitable method of applying the criteria so that one textbook can be adequately compared and rated qualitatively and quantitatively with others. It is preferable that textbooks first be analyzed and then evaluated, for, as pointed out by Clement,<sup>45</sup>

A great amount of time and waste energy can be saved, whenever attempting to evaluate textbooks, in case they have been examined first, in order to discover what is the exact nature of their content.

Thus one finds an appropriate beginning point and basis for determining the relative values of the textbooks. However, if the best results are to be expected, an orderly and fairly objective means of applying the criteria are obligatory.

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<sup>45</sup> Clement, op. cit., p. 30.

Franzen and Knight<sup>46</sup> emphasize the value of expressing the whole rating of a textbook in mathematical terms on a score card in which scores are weighted, since the criteria are of unequal value.

The value of score cards for evaluating textbooks. Although the origin of the score card idea of textbook evaluation dates back a number of years, it has been used only in recent years to any great extent as an instrument for evaluating textbooks. The principal criticism in the past has been that in many instances it has represented only the judgment of the individual making it, with little or no justification for the items included or for the weighting of these items, and therefore lacked scientific justification. However, a study of the items used in score cards and of their weighting which was made by Maxwell<sup>47</sup> indicates that there was practically unanimous agreement in fifty per cent of the items.

Whipple<sup>48</sup> made a study of items considered in textbook selection when score cards were used to evaluate textbooks and when score cards were not used in the evaluation, and found that the score card compared very favorably with the

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<sup>46</sup> Franzen and Knight, op. cit., p. 16.

<sup>47</sup> C. R. Maxwell, "The Use of Score Cards in Evaluating Textbooks," op. cit., p. 150.

<sup>48</sup> Gertrude Whipple, "Procedures Used in Selecting School-books," Elementary School Journal, XXXVI (June, 1936), 760-65.

judgment of people concerning what items should be considered in the evaluation of textbooks. The principal variations found by Whipple's study lay in the tendency for the score card to consider less frequently the "adaptations to specific needs" and "price," but to consider more frequently "aids to instruction."

Buckingham<sup>49</sup> had the following to say concerning score cards:

I think a score card of some sort is desirable, even if it is no more than a series of topics to be thought about. But a score card does not insure scientific methods or results. Science calls for something more than an instrument. In the first place, the instrument must be a good one. In the second place, the instrument must be properly used--used so as to yield a valid measure. In the third place, the user of the instrument must have a scientific attitude.

The following conclusion of the National Society for the Study of Education<sup>50</sup> in its study of the textbook in American education is pertinent to this discussion of the value of score cards:

The use of a score card for the evaluation of textbooks has certain obvious advantages in directing attention systematically to various items that should receive consideration. On the other hand, seeming numerical precision may be misleading, in that the

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<sup>49</sup> B. R. Buckingham, "The Scientific Development and Evaluation of Textbook Materials," Official Report of the Department of Superintendence of the National Education Association (Washington, D. C.: Department of Superintendence, 1933), p. 160.

<sup>50</sup> National Society for the Study of Education, loc. cit.

qualitative whole is seldom to be measured by the sum of its quantitative parts.

In a critical discussion of the arguments for and against the score card as an instrument for evaluating and selecting textbooks, Maxwell<sup>51</sup> concedes that justifiable criteria for formulating a score card may be lacking, that criteria used often represent merely the unscientific judgment of an individual, and that the weighted items in score cards appear to have little scientific validity for most of their weighting. On the other hand, Maxwell asserts that textbook selection is a technical problem needing scientific procedure, and a score card gives an opportunity to set up criteria as a basis for selection, provides a convenient means of checking the elements necessary in a textbook if it is to realize its purposes, and tends to remove the personal element so that judgment is based more on merit.

It is obvious that in utilizing any list of criteria for the evaluation and selection of textbooks, subjective reactions will be involved to some extent. As long as the needs of teachers and pupils, and the aims and objectives of teachers and schools, continue to vary as they do now, subjective opinion is probably not only unavoidable, but to a limited extent even desirable. Clement<sup>52</sup> reminds us that the fact

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<sup>51</sup> Maxwell, op. cit., pp. 149-51.

<sup>52</sup> Clement, op. cit., p. 14.

that some judgments are highly subjective rather than objective does not render them wholly valueless; that, "in fact, reliable objective measures of any sort must always be accompanied by some reflective thinking, which is quite subjective in nature."<sup>53</sup> Insofar as this thesis applies to score cards, Franzen and Knight<sup>54</sup> sum it up very well when they state the following:

Opinion expressed through score card ratings will not give insight the judge himself does not possess, but opinion expressed through score card ratings has a better chance of being opinion up to the limit of insight than unanalyzed opinion has. Thus we see that the worth of opinion varies in merit not only with the true wisdom of the judge, but, also, is a function of the method of obtaining the opinion. Analyzed opinion through score card methods increases the chances for a judge to get all his goods to market. The better the score card the better the judgment will be.

A Score Card for Use in Selecting  
American History Textbooks

Bases for devising the score card. The criteria set up earlier in this chapter as significant for the analysis and evaluation of American history textbooks for use in the senior high school classroom have been utilized in formulating a score care, Table I, which may be used in selecting the textbook or textbooks best suited for a given teaching situation.

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<sup>53</sup> Loc. cit.

<sup>54</sup> Franzen and Knight, op. cit., p. 17.

The various items have been weighted, since these criteria, as has been pointed out, are not of equal significance. In the weighting of these items, a certain amount of subjective opinion has necessarily entered in, and to that degree, the numerical values assigned are arbitrary in nature. However, an honest and deliberate effort has been made to maintain a strictly objective point of view to the greatest possible degree. As the reader has undoubtedly noted, the relative significance which various sources place on the different items set up as important criteria has been stressed as these items have been brought under discussion. The only other basis for determining the numerical weight to assign to each item evolves from the observance of how other score cards, none of which were specifically devised for senior high school American history textbooks, have weighted various items.

TABLE I

SCORE CARD FOR THE ANALYSIS, EVALUATION,  
AND SELECTION OF SENIOR HIGH SCHOOL  
AMERICAN HISTORY TEXTBOOKS

Items involved	Possible points	Points allotted by evaluator to textbooks		
		I	II	III

I. Publication

1. Was the textbook published recently enough to make possible satisfactory treatment of contemporary affairs and problems?

TABLE I (continued)  
 SCORE CARD FOR THE ANALYSIS, EVALUATION,  
 AND SELECTION OF SENIOR HIGH SCHOOL  
 AMERICAN HISTORY TEXTBOOKS

Items involved	Possible points	Points allotted by evaluator to textbooks		
		I	II	III
2. Has the book been revised in such a way as to more adequately meet the needs of the pupils and teachers?	20			
3. Is the publishing company well-known and reliable?	5			
4. Does the title seem adequate?	<u>5</u>			
Total	60			

## II. Authorship

1. Do the training and educational experiences of the author qualify him to write an American history textbook for senior high school pupils? 30
2. Is the point of view or philosophy of the author clearly indicated and in accordance with present needs? 15
3. Is the purpose of writing the textbook definitely specified and in accordance with generally accepted aims of secondary education? 10
4. Has the author taken into consideration the latest trends in the teaching of American history as shown by national reports, courses of study, or other sources? 15

TABLE I (continued)  
 SCORE CARD FOR THE ANALYSIS, EVALUATION,  
 AND SELECTION OF SENIOR HIGH SCHOOL  
 AMERICAN HISTORY TEXTBOOKS

Items involved	Possible points	Points allotted by evaluator to textbooks		
		I	II	III
5. Is evidence offered that the textbook has been adequately tested in the classroom, or checked by persons with classroom experience, for practicability and suitability?	10			
6. Is the author's style of writing and presentation well adapted to the pupils for whom the textbook was written?	<u>40</u>			
Total	120			

III. Nature and Organization of Content

- |   |    |
|---|----|
| 1. Are social, cultural, and economic matters given enough emphasis?  | 80 |
| 2. Are military and political matters given enough but not too much emphasis?                                       | 30 |
| 3. Is sufficient space given to social, cultural, economic and diplomatic problems and affairs since the Civil War? | 60 |
| 4. Is sufficient space given to social, cultural, economic and diplomatic problems and affairs since 1900?          | 30 |



TABLE I (continued)

SCORE CARD FOR THE ANALYSIS, EVALUATION,  
AND SELECTION OF SENIOR HIGH SCHOOL  
AMERICAN HISTORY TEXTBOOKS

Items involved	Possible points	Points allotted by evaluator to textbooks		
		I	II	III
5. Is sufficient space devoted to major problems of American life with emphasis on present day aspects, issues, and controversial elements?	80			
6. Is it evident that the author has been accurate and reliable in his presentation of data?	50			
7. Is the material gathered around a few main topics and into units or other divisions convenient for teaching?	60			
8. Is the material grouped into units so interrelated that a definite impression of their relation to the whole is given?	20			
9. Is each new phase of the subject matter developed in relation to the needs, experiences, and interests of the pupils?	25			
10. Is the material well adapted to provide for individual differences among pupils and classes?	<u>35</u>			
Total	470			

TABLE I (continued)  
 SCORE CARD FOR THE ANALYSIS, EVALUATION,  
 AND SELECTION OF SENIOR HIGH SCHOOL  
 AMERICAN HISTORY TEXTBOOKS

Items involved	Possible points	Points allotted by evaluator to textbooks		
		I	II	III
<u>IV. Teaching and Learning Aids</u>				
1. Does the textbook contain a helpful preface?	15			
2. Does it contain a helpful introduction?	15			
3. Is the table of contents full enough to present a suitable idea of the scope and organization of the subject matter?	20			
4. Does the textbook contain a suitable listing of the maps and other illustrative materials found in it?	5			
5. Is the index so complete and so arranged that the material may be easily found?	25			
6. Does the textbook contain a usable and helpful appendix?	10			
7. Are the number and quality of maps satisfactory?	20			
8. Are the pictures and cartoons effective and worthwhile, and in proper proportion to the rest of the textbook?	15			
9. Are other illustrative materials, such as graphs, charts, and tables, effective and worthwhile, and in proper proportion?	20			

TABLE I (continued)  
 SCORE CARD FOR THE ANALYSIS, EVALUATION,  
 AND SELECTION OF SENIOR HIGH SCHOOL  
 AMERICAN HISTORY TEXTBOOKS

Items involved	Possible points	Points allotted by evaluator to textbooks		
		I	II	III
10. Are the references to collateral readings satisfactory for the needs of the pupils and teachers?	20			
11. Are appropriate questions on the text material included?	20			
12. Are appropriate projects and activities suggested for the pupils?	25			
13. Are appropriate lists of terms difficult to understand supplied?	20			
14. Do the study helps adequately aid in providing for individual differences among pupils and classes?	<u>20</u>			
Total	250			

V. Mechanical Features

- |   |    |
|---|----|
| 1. Is the binding durable and attractive in color and design?   | 15 |
| 2. Is the paper within durable, with enough gloss to take attractive cuts, but not enough to cause eyestrain? | 25 |
| 3. Is the type clear, properly spaced, and of size that is easily read?                                       | 25 |

TABLE I (continued)  
 SCORE CARD FOR THE ANALYSIS, EVALUATION,  
 AND SELECTION OF SENIOR HIGH SCHOOL  
 AMERICAN HISTORY TEXTBOOKS

Items involved	Possible points	Points allotted by evaluator to textbooks		
		I	II	III
4. Is the material well arranged on the page with suitable margins, distinct topic headings, and proper changes of type and spacing to denote the relative importance of topic headings?	20			
5. Is the size of the textbook satisfactory in relation to the amount of time to be devoted to it?	5			
6. Is the whole book well proportioned and attractive?	<u>10</u>			
Total	100			
<hr/>				
Total for all items	1000			

Weights assigned to the different groups of items. The various items involved in the score card have been grouped together according to the same plan that was used in discussing the criteria significant for analyzing and evaluating senior high school American history textbooks. The five general groups of items pertain to: (1) matters of publication, (2) authorship, (3) nature and organization of content,

(4) teaching and learning aids, and (5) mechanical features.

It was necessary to decide rather arbitrarily the total possible number of points. The range of possible points in other score cards observed varied from 450 to 1,000, but none of these included the same items that are involved in the present score card, nor did they group them the same. After considerable experimentation, it was decided that it was most convenient to allow 1,000 points as the highest possible score.

Since the investigation of significant criteria for analysis and evaluation revealed that the most important group of items pertained to the nature and organization of content, an allotment of 470 points, almost fifty percent of the total possible points, was assigned to this group. Other score cards consistently gave a similar proportion of the points to a corresponding group of items. The second most important group of criteria were those dealing with teaching and learning aids, and to these items were allotted 250 possible points, or twenty-five percent of the total possible score. This allotment was equal to the maximum allowed a similar group of items by any other score card observed, but since teaching and learning aids appear to be more significant for the teaching of American history than for many other subjects, and since none of the score cards under observation were specifically for senior high school American history textbooks, this allotment seems justifiable. The remaining

280 possible points were apportioned among the three remaining groups of criteria on the basis of probable relative importance. To the items involving authorship of the textbooks were allotted 120 possible points; another 100 possible points went to the items concerned with mechanical features; and the remaining 60 points were assigned to the items involving publication.

Allotment of points to items involving publication. Of the four criteria decided upon as significant for the analysis and evaluation of an American history textbook relative to its publication, probably the most important one was the recency of its publication. In view of the rapidity with which events occur in the world today, and the importance of contemporary affairs in an American history course, it is obvious that the more recently an American history textbook was published the better. Consequently, 30 of the 60 points allowed for the items involving publication were allotted to the item relating to the recency of publication. Of the remaining three, that item concerning the nature of the latest revision seemed second most important, since a newly revised text might not be effective if it were not adequately revised. To this item 20 points were assigned. If a textbook measures up well in other respects, the publishing company and the title of the textbook seem relatively unimportant matters, so only 5 points each were allowed for the two items involving

how well known and reliable the publishing company is, and the adequacy of the title.

Allotment of points to items involving authorship. It appears from a study of the criteria concerning authorship that one of the most important is that relating to whether or not the training and educational experiences of the author qualify him to write an American history textbook. Therefore, it seemed justifiable to allow this item 30 of the 120 possible points assigned to the items involving authorship. The item concerning whether the author's style of writing and presentation is well adapted to the pupils for whom he has written is of great importance and therefore 40 points have been allotted to it. Of the remaining four items, the two involving the author's point of view or philosophy, and the question of whether he has taken into consideration the latest trends in teaching American history, seem to outrank slightly the two involving the author's purpose of writing the textbook and the offering of evidence that the textbook had either been tested in the classroom or checked by persons with classroom experience. Consequently, 15 possible points are assigned to each of the first two of these four items, and 10 points to each of the latter.

Allotment of points to items involving the nature and organization of content. The items relating to the nature

and organization of the content of American history textbooks include five items concerned with the space allotment of the subject matter, one dealing with the accuracy of the material, three with the organization of the material, and one with its utility for meeting individual differences. Study of the criteria significant for analysis and evaluation indicates that the problem of the space allotment of subject matter is of considerable importance, so 280 of the 470 possible points allotted for this group of items have been assigned to the first five items.

A close scrutiny of the five criteria concerned with the amount of space devoted to various periods, phases, and topics of American history reveals that it is very important to note whether enough emphasis has been given throughout the text to social, cultural, and economic matters; whether sufficient space is given over to the discussion of social, cultural, economic, and diplomatic problems and affairs since the Civil War; and whether sufficient space is devoted to major problems of American life with emphasis on present day aspects, issues, and controversial elements. These three items seem so vital to the analysis of the content that 80 points have been allotted to the first, 60 points to the second, and 80 to the third. The item involving the whole period since the Civil War receives less weight because following items tend to cover some of the same ground. The other two items are more



or less supplemental to these three, so 30 points seem enough for each of them. One of the latter two, the one concerning whether military and political matters are given enough but not too much emphasis, might be said to be an antithesis of the one inquiring into the amount of emphasis given to social, cultural, and economic affairs. The remaining item involving space allotment of content overlaps with the two dealing with the emphasis on matters since the Civil War and on contemporary affairs. This last criterion is concerned with the amount of space given to social, cultural, economic, and diplomatic problems and affairs since 1900. Perhaps the three more important items would have sufficed for the question of space allotment of content, but the other two criteria were widely recognized, and seem to focus attention on the whole topic more effectively.

Since it is obvious that the subject matter of an American history textbook should be reliable and accurate, it would seem that this matter should receive considerable attention. That it does not rate more than the 50 possible points allotted to it is explained on the grounds that American history textbook publishers and authors seem to have been very careful about this point, thereby diminishing the need to be so concerned about it. This criterion, stated as involving how accurate and reliable the author has been in the presentation of his data, should be applied with the thought of

checking upon both the author's original data and that presented from other sources. This can be done by observing critically certain passages from the text material and comparing them with similar passages from other books, and by noting the sources from which material is taken for presenting and checking them for reliability.

The three items pertaining to how logically and systematically the subject matter has been organized are highly important. An American history textbook whose material is not logically and systematically arranged will not be sufficiently teachable to meet most teachers' needs. One might well conclude, then, that the total possible points allotted to these items should nearly equal the total points assigned to the items involving space allotment. This has not been the case, however, largely because all of the more recent American history textbooks have been found to concur quite consistently in this respect. For the most part, any variations are found to be relatively minor. Nevertheless, it is important that the teacher examine the organization of content carefully enough to be certain that any textbook selected for use meets his needs satisfactorily. Of the 105 possible points set aside for the three items involving organization of materials, 60 points are delegated to the item concerning whether the material is gathered around a few main topics and into units or other divisions convenient for teaching. That

such weighting of this item is justifiable is indicated not only by the common practice of American history textbooks, but also by the similar organization generally found in courses of study for the social studies, and by the recommendations of leading educators. The weighting of the other two items involving content organization are based on similar grounds, but these items are subsidiary to the other one. It is generally recognized that the material should be grouped into units so interrelated that a definite impression of their relation to the whole is given, but the teacher will desire to observe how effectively each textbook under consideration has accomplished this factor. It appears that 20 points should be enough for this item. The third item concerning organization, that pertaining to whether each new phase of the subject matter is developed out of the needs, experiences, and interests of the pupils, is allowed a possible score of 25 points, since it involves an educational standard highly recommended by educational authorities and generally practiced by textbook writers.

The tenth and last item falling under the heading of the nature and organization of content also concerns a generally recognized and highly recommended educational standard, one which holds that materials should be well adapted to provide for individual differences among pupils and classes. The significance of this criterion is not denied. Nevertheless,

35 possible points are considered enough to allot to it here. The reason for this weighting lies in the fact that in American history textbooks, provisions for individual differences are possible through various types of questions on the text materials and suggested projects and activities for the students found in the study helps. It was felt necessary, therefore, to include an item involving provisions for individual differences among the items involving teaching and learning aids. There is clearly an overlapping of items resulting from this, but it seems advisable to focus attention on the matter from both angles. Due allowance has been made for this seeming duplication in the allotment of possible points.

Allotment of points to items pertaining to teaching and learning aids. The items involving teaching and learning aids have been broken into smaller units than is customary in most score cards which are not devised for American history textbooks. As a result, excessive weighting of any one item in this group had to be avoided. Of the total 250 points possible to score in this area, no more than 25 were allotted to any one item. It would have been possible to draw up fewer items, making some more inclusive than the present ones, but a more critical analysis and evaluation are possible this way.

Of the fourteen criteria decided upon as significant for the appraisal of teaching and learning aids found in American

history textbooks, two seemed to be of a nature to justify the allotment of 25 possible points to each of them in the score card. These two items involved whether the index is so complete and so arranged that the material may be easily found, and whether appropriate projects and activities are suggested for the pupils. The first of these items might not be considered so important if it were not for the steadily increasing trend indicated by courses of study and by leading educators in the social studies field toward the use of more than one American history textbook in social studies classes. If history textbooks are to be used wholly, or even in part, as reference books, such aids to the location of materials take on added significance. The second of the items to be allowed 25 points involves the appropriateness of the projects and activities suggested for the pupils. The suggested projects and activities are outstanding among the study helps. Study helps save much time and energy for the teacher. At the same time, the study helps, particularly the projects and activities proposed, are an important element in taking care of individual differences among pupils and classes. One finds considerable variation in the number and type of projects and activities, thus giving an additional reason for stressing this particular kind of study help a little more than the others.

In addition to the item on projects and activities, four others involve study helps. These include items involving whether the references to collateral readings are satisfactory, whether appropriate questions on the text material are included, whether appropriate lists of the terms difficult for students to understand are included, and whether the study helps adequately aid in providing for individual differences. Each is allotted 20 possible points. The item dealing with references to collateral readings is weighted as it is because of the time and energy which these can save the teacher and pupils when and if utilized. Even though many teachers will not make direct use of them, these references are useful to a teacher in compiling a list of his own, and they have a stimulating effect on many pupils. Questions on the text are valuable in directing the pupil to important matters contained in the text material, and in stimulating thought and discussion about them. Many teachers make considerable use of review and discussion questions, and practically all textbooks contain them. Lists of terms to understand are a common item among study helps, and a real aid to pupils. Often these are included in the projects and activities, but the regularity of their inclusion, and their recognized value, seem to justify the weighting given them.

Study helps are an important element in taking care of individual differences among pupils and classes. The

question of how much weight to give to the item pertaining to them as aids in providing for individual differences is a complex one. Not only does this item arise in connection with the nature and organization of content, but one must also realize that if one gives a textbook a high score for its study helps, he has already given weight to one of the most important factors going to take care of individual differences. After careful consideration, it was decided that to allot more than 20 points to this item would be to give it too much weight in view of the fact that this criterion enters, either directly or indirectly, into the weighting of other items.

Three other items in this category were allowed 20 points each. Concerning one of these, that one relating to whether the table of contents is full enough, much the same can be said in justifying the weighting as was said about the index. The other two involve illustrative materials. One inquires into the number and quality of the maps; the second involves other illustrative materials such as graphs, charts, and tables. Since these illustrative materials are recognized as definitely valuable, and since they may be hard to obtain if not in the textbook, it is easy to justify the number of points allotted to these two items.

To three of the fourteen items involving teaching and learning aids, 15 possible points each were allowed. These

dealt with the helpfulness of the preface, the helpfulness of the introduction, and the merits of the pictures and cartoons. The value of the preface as a means of furnishing the user of an American history textbook with pertinent information cannot be denied, nor can the importance of an intimate and provocative introduction for arousing the interest and curiosity of the pupils. To give them more than 15 points each, however, would seem to be weighting too heavily factors which do not have continual use. It is a common practice of American history authors to open each new unit or major division of the content with an introductory presentation of some form. This factor constitutes a criterion for judging the item included in the group involving the nature and organization of content concerning whether each new phase of the subject matter grows out of the needs, experiences, and interests of the pupils. As a result, it has not seemed justifiable to weight the item involving the introduction as heavily as some score cards not devised primarily for evaluating American history textbooks have weighted it. Turning to the item concerning pictures and cartoons, one notes that these are effective aids in learning, but probably do not merit as much weight as maps and graphs, so an allotment of more than 15 possible points did not seem justified.



The remaining two items involving teaching and learning aids, one pertaining to the suitability of the listings of maps and other illustrative materials, and the other concerning the usefulness and helpfulness of the appendixes, were allotted only 5 points and 10 points respectively. The former is really sort of a supplement to the table of contents, and no source consulted gave particular stress to the listings of illustrative materials. Furthermore, the lack of uniformity among textbook writers concerning the inclusion of such listings raises a question of doubt regarding their significance. The appendix of an American history textbook may contain some rather valuable teaching and learning materials, but the most important component of the appendixes of all American history textbooks examined was the Constitution of the United States, and none failed to include it. As a result of these observations, the weightings given these two items seem adequate.

Allotment of points to items involving mechanical features. As one turns to the evaluation and weighting of items concerning the mechanical features of American history textbooks, the items based on what Jacobs<sup>55</sup> calls hygienic standards clearly require the highest rating. Of the six

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<sup>55</sup> Jacobs, op. cit., p. 486.

criteria involving mechanical features which were decided upon as significant, three fall into this hygienic category. Of the 100 possible points allowed for mechanical features, 70 were allotted to these three items.

The items which are based on hygienic standards concern: (1) whether the paper within the textbook is durable, with enough gloss to take attractive cuts, but not enough to cause eyestrain; (2) whether the type is clear, properly spaced, and of size that is easily read; and (3) whether the material is well arranged on the page, with suitable margins, distinct topic headings, and proper changes of type and spacing to denote the relative importance of topic headings. The first two of these are more definitely hygienic, and are vital to the welfare of the readers of the textbooks. Each of these items is allotted 25 possible points, and might have been allowed more had it not been so obvious that publishers had spent much time in making scientific investigations to determine the size of type, length of line, spacing, size of pages, and any other details which might facilitate reading. The third of these items is important largely because the factors included in this item aid the pupil in reading more easily and understanding more readily the subject matter. To this item involving the mechanical arrangement of material on the page is allotted 20 possible points.

To be satisfactory to pupils, a book must be durable and attractive in color and design, a fact generally conceded and taken into consideration by publishers, and to this item is assigned 15 possible points. The item involving whether the whole book is well-proportioned and attractive is closely related to the preceding one, only is more inclusive, and is judged to be worth 10 points. As was pointed out in the discussion, earlier in the chapter, of criteria which should be considered in the analysis and evaluation of American history textbooks, the size of the average American history textbook does not make a great deal of difference provided it follows the general trend in textbooks, which all more recent ones do, and even if a textbook is too large, the teacher can select and use only those units or divisions which he desires to use. This last item, then, seems to deserve no more than 5 possible points.

How to use the score card. The items to be considered in the analysis, evaluation, and scoring of American history textbooks from which one proposes to make a selection were brought together, along with the possible points allotted to each item, in the score card in Table I. The items to be considered are placed in the form of questions which seem to demand either an affirmative or a negative conclusion and answer. This is not entirely the case. It is not assumed

that a "yes" or "no" answer will be given to these questions; rather, a qualified mental answer is expected. For example, the answer might be, "Yes, most excellent," or, "Yes, good;" or again, "Yes, better than Book A, but not as good as Book B." After determining how a particular American history textbook compares qualitatively with other textbooks under consideration, the next step is to express its rating quantitatively in the score card by means of the weighted numerical values assigned to each item involved, through the possible points allotted to it. Each item is to be carefully considered in relation to each textbook, a qualitative opinion formed concerning how each textbook compares to the others relative to each individual item, and then this qualitative opinion transferred into a quantitative rating by means of scoring it in the score card.

It is to be noted that in the case of every item involved in the analysis, evaluation, and scoring of the textbooks, the number of points which is allotted is divisible by five. This fact is called to the attention of the reader because it leads to a suggestion which may facilitate the scoring of the items. If one considers a rating of excellent as worth five points, very good four points, good three points, fair two points, and poor one point, and maintains this same ratio for all items regardless of how many possible points are allotted, the transfer from a qualitative rating

to a quantitative rating which can be expressed numerically in the score card is found to be quite easy. Thus, if 25 possible points were allotted for a particular item, a qualitative rating of "very good" could be expressed quantitatively by a score of 20 points, while a rating of "good" would be indicated by allowing 15 points for the item; or, if the textbook were considered as deserving of a qualitative rating somewhere between "good" and "very good," it might be given a score of 18 for that particular item. That such a score might be desirable in many cases is conceivable, especially if the number of textbooks under consideration is large.

The final step in the use of the score card consists of adding up the number of points allowed each of the textbooks being analyzed and evaluated to discover which has scored the most points out of the 1,000 points possible to score. The final selection of the textbook or textbooks for basic use in the classroom should depend upon the decision reached as a result of the findings of all the teachers who score the textbooks under consideration. However, one might care to follow a suggestion made by Buckingham,<sup>56</sup> who is of the

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<sup>56</sup> B. R. Buckingham, "The Scientific Development and Evaluation of Textbook Materials," op. cit., p. 161.

opinion that there should be a minimum score for every major item in a score card below which it would be necessary to reject a book regardless of how good the other items were.

## CHAPTER IV

### THE USE OF THE SCORE CARD FOR ANALYSIS, EVALUATION, AND SELECTION OF AMERICAN HISTORY TEXTBOOKS

The score card presented and discussed in the preceding chapter has been utilized to analyze, evaluate, and score a group of twelve American history textbooks written to be used in senior high school American history classes, or in social studies courses which include materials from the field of American history. The usefulness and practicability of the score card for the selection of American history textbooks can be demonstrated in this way, and at the same time the trends and developments in the writing of American history textbooks can be examined in the light of the criteria set up for their analysis and evaluation.

#### American History Textbooks Used in This Study

The textbooks chosen for investigation. Of the twelve textbooks chosen for analysis and investigation, seven were recent ones, published or brought up to date between 1940 and 1942. The other five were published between 1932 and 1935.

The seven more recent American history textbooks included in this study are:

1. Canfield, Leon H., and others, The United States in the Making. Boston: Houghton Mifflin Company, 1940. 876, XXVII pp.<sup>1</sup>
2. Carman, Harry J., William G. Kimmel, and Mabel G. Walker, Historic Currents in Changing America. Chicago: The John C. Winston Company, 1940. 784, LXXIX pp.
3. Faulkner, Harold U., and Tyler Kepner, America: Its History and People. New York: Harper and Brothers, 1942. 834, LXX pp.
4. Hamm, William A., The American People. Boston: D. C. Heath and Company, 1938. 1054, LXXV pp.<sup>2</sup>
5. Harlow, Ralph Volney, Story of America. New York: Henry Holt and Company, 1941. 813, LVII pp.
6. Muzzey, David Saville, A History of Our Country. Boston: Ginn and Company, 1941. 886, LXX pp.
7. Wirth, Fremont P., The Development of America. Boston: American Book Company, 1941. 778, LXVIII pp.

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<sup>1</sup> References to pages in the textbook are made for use later in the chapter. Arabic numerals refer to pages devoted to content. Roman numerals refer to pages containing the preface, table of contents, listings of illustrative materials, appendix, and index.

<sup>2</sup> Included in the pages given for this textbook is a supplementary pamphlet, Supplement to the American People: 1939-1942, 35 pp., which brings it up to date.



The five American history textbooks published between 1932 and 1935 which are included in this study are as follows:

1. Adams, James Truslow, and Charles Garrett Vannest, The Record of America. New York: Charles Scribner's Sons, 1935. 864, CI pp.
2. Barker, Eugene C., William E. Dodd, and Henry Steele Commager, Our Nation's Development. Evanston, Illinois: Row, Peterson and Company, 1934. 784, XLVIII pp.
3. Fish, Carl Russell, and Howard E. Wilson, History of the United States. New York: American Book Company, 1934. 810, LXXII pp.
4. Muzzey, David Saville, History of the American People. Boston: Ginn and Company, 1932. 740, LIII pp.
5. Wertenbaker, Thomas Jefferson, and Donald E. Smith, The United States of America: A History. New York: Charles Scribner's Sons, 1933. 639, XCIX pp.

Bases for choosing the textbooks. Three factors predominated in determining the choice of the twelve American history textbooks used in this study. One of these factors was availability. A second factor, which applies to the seven more recent textbooks, lay in the desire to obtain textbooks which were published or brought up to date between 1940 and 1942, and which were being rather widely used at the present time. The third factor pertains to the five older

textbooks. Textbooks which were published from five to ten years earlier than the more recent textbooks, and which enjoyed reasonably wide use at that time, were desired for the purpose of comparison with the later textbooks.

Method of referring to the textbooks. It has been necessary to refer to each of the twelve textbooks under examination so often in this chapter that it has seemed wise to use some symbol to represent each of the textbooks. For the sake of convenience, therefore, all references to the textbooks in the following pages have been made by using the last name of the author whose name comes first. Thus, in discussing, for example, Hamm's The American People, only the name of Hamm has been employed. In the case of Historic Currents in Changing America by Carman, Kimmel, and Walker, reference has been made to that textbook by use of the name of Carman. In order to distinguish between the two books written by David Saville Muzzey, the older one, History of the American People, has been referred to as Muzzey (1932), while the more recent one, A History of Our Country, is designated as Muzzey (1941). The names used, then, in referring to each of the twelve textbooks, beginning with Canfield and continuing consecutively through the two groups of textbooks as they appeared in the bibliographical listings above, are as follows: (1) Canfield, (2) Carman, (3) Faulkner, (4) Hamm, (5) Harlow, (6) Muzzey

(1941), (7) Wirth, (8) Adams, (9) Barker, (10) Fish, (11) Muzzey (1932), and (12) Wertenbaker.

Procedure used for analyzing, evaluating, and scoring the textbooks. In the process of analyzing, evaluating, and scoring the twelve American history textbooks, the items placed in the score card set up in Chapter III for the analysis, evaluation, and selection of senior high school American history textbooks have been applied to each of the textbooks under consideration. Each item has been taken up in the order in which it appears in the score card. Each textbook has been scored for each of the items according to the manner in which it measured up to the other textbooks in the light of the criteria set up in the score card. The final results may be found in the score card shown in Table II, in which the points given to each textbook for every item are tabulated.

Limitations of the analysis, evaluation, and scoring.

The reader should keep in mind the fact that since no actual teaching situation is involved in this study of the twelve textbooks, the analysis, evaluation, and scoring of the textbooks must necessarily be limited by this condition in regard to certain items. In scoring certain items, a teacher would certainly want to take into account certain factors influenced by his particular teaching situation. Furthermore, the

present analysis, evaluation, and scoring are based almost entirely upon data available in the textbooks themselves, whereas it is conceivable that better judgments might be formed about some items by seeking information elsewhere. While this procedure undoubtedly limits to some extent the effectiveness of this evaluation, it is justified on the grounds that a teacher in the field may have to rely in a similar way upon what he finds within the textbooks themselves.

TABLE II

POINTS RECEIVED BY EACH OF TWELVE AMERICAN HISTORY TEXTBOOKS  
AS A RESULT OF THE ANALYSIS AND EVALUATION

Items involved	Possible Can- points field	Points allotted by evaluator to textbooks*											
		Faulk- Carman	ner	Hamm	Harlow	Muzzey 1941	Wirth	Adams	Barker	Fish	Muzzey 1932	Werten- baker	
<u>I. Publication</u>													
1. Was the textbook published recently enough to make possible satisfactory treatment of contemporary affairs and problems?	30	27	27	30	30	29	29	29	10	8	8	5	6
2. Has the book been revised in such a way as to more adequately meet the needs of the pupils and teacher?	20	18	0	20	14	18	20	20	..	..	10	10	14
3. Is the publishing company well known and reliable?	5	5	5	5	5	5	5	5	5	5	5	5	5
4. Does the title seem adequate?	<u>5</u>	<u>4</u>	<u>5</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>3</u>	<u>4</u>	<u>3</u>
Total	60	54	37	59	53	56	58	58	19	17	26	24	28

\*See pages 100-101 or the bibliography for complete references.

TABLE II (continued)

POINTS RECEIVED BY EACH OF TWELVE AMERICAN HISTORY TEXTBOOKS  
AS A RESULT OF THE ANALYSIS AND EVALUATION

Items involved	Possible points	Can-field	Points allotted by evaluator to textbooks											
			Carman	Faulkner	Hamm	Harlow	Muzzey 1941	Wirth	Adams	Barker	Fish	Muzzey 1932	Wertebaker	
1. Do the training and educational experience of the author qualify him to write an American history textbook for senior high school pupils?	30	30	30	30	28	27	27	27	27	27	27	28	27	30
2. Is the point of view or philosophy of the author clearly indicated and in accordance with present needs?	15	14	15	14	15	15	11	15	13	12	9	10	10	
3. Is the purpose of writing the textbook definitely specified and in accordance with generally accepted aims of secondary education?	10	9	8	9	9	8	8	8	8	8	9	7	7	5

II. Authorship

1. Do the training and educational experience of the author qualify him to write an American history textbook for senior high school pupils?
2. Is the point of view or philosophy of the author clearly indicated and in accordance with present needs?
3. Is the purpose of writing the textbook definitely specified and in accordance with generally accepted aims of secondary education?

TABLE II (continued)

POINTS RECEIVED BY EACH OF TWELVE AMERICAN HISTORY TEXTBOOKS  
AS A RESULT OF THE ANALYSIS AND EVALUATION

Items involved	Points allotted by evaluator to textbooks												
	Possible points	Can-field	Carman	Faulkner	Hamm	Marlow	Muzzey 1941	Wirth	Adams	Barker	Fish	Muzzey 1932	Wertebaker
4. Has the author taken into consideration the latest trends in the teaching of American history as shown by national reports, courses of study, or other similar sources?	15	10	15	13	15	10	10	10	10	15	9	7	5
5. Is evidence offered that the textbook has been adequately tested in the classroom, or checked by persons with classroom experience, for practicality and suitability?	10	8	8	10	8	8	8	8	0	8	8	2	5
6. Is the author's style of writing and presentation well adapted to the pupils for whom the textbook was written?	<u>40</u>	<u>38</u>	<u>30</u>	<u>30</u>	<u>38</u>	<u>40</u>	<u>38</u>	<u>32</u>	<u>30</u>	<u>30</u>	<u>24</u>	<u>26</u>	<u>28</u>
Total	120	109	106	106	113	108	102	100	88	101	85	79	83

TABLE II (continued)

POINTS RECEIVED BY EACH OF TWELVE AMERICAN HISTORY TEXTBOOKS  
AS A RESULT OF THE ANALYSIS AND EVALUATION

Items involved	Possible points	Can- field	Points allotted by evaluator to textbooks										
			Carman	Faulk- ner	Hamm	Harlow	Muzzey 1941	Wirth	Adams	Barker	Fish	Muzzey 1932	Werten- baker
<u>III. Nature and Organization of Content</u>													
1. Are social, cultural, and economic matters given enough emphasis?	80	70	75	80	80	80	60	75	77	75	65	50	55
2. Are military and political matters given enough but not too much emphasis?	30	30	25	30	30	30	20	30	30	20	20	15	17
3. Is sufficient space given to social, cultural, economic, and diplomatic problems and affairs since the Civil War?	60	60	60	60	60	60	60	44	52	52	48	56	48
4. Is sufficient space given to social, cultural, economic, and diplomatic problems and affairs since 1900?	30	27	26	28	30	28	30	20	20	15	15	23	15



TABLE II (continued)

POINTS RECEIVED BY EACH OF TWELVE AMERICAN HISTORY TEXTBOOKS  
AS A RESULT OF THE ANALYSIS AND EVALUATION

Items involved	Points allotted by evaluator to textbooks												
	Possible points	Can- field	Carman	Faulk- ner	Hamm	Harlow	Muzzey 1941	Wirth	Adams	Barker	Fish	Muzzey 1932	Werten- baker
5. Is sufficient space devoted to major problems of American life with emphasis on present day aspects, issues, and controversial elements?	80	70	67	77	80	75	65	58	60	25	15	0	5
6. Is it evident that the author has been accurate and reliable in his presentation of data?	50	46	50	50	50	50	48	44	46	32	27	35	25
7. Is the material gathered around a few main topics and into units or other divisions convenient for teaching?	60	60	60	60	60	60	50	57	40	50	35	20	20
8. Is the material grouped into units so inter-related that a definite impression of their relation to the whole is given?	20	20	20	18	19	20	16	17	12	15	12	5	5

TABLE II (continued)

POINTS RECEIVED BY EACH OF TWELVE AMERICAN HISTORY TEXTBOOKS  
AS A RESULT OF THE ANALYSIS AND EVALUATION

Items involved	Points allotted by evaluator to textbooks												
	Possible points	Can-field	Carman	Faulkner	Hamm	Harlow	Muzzey 1941	Wirth	Adams	Barker	Fish	Muzzey 1932	Wertebaker
9. Is each new phase of the subject matter developed in relation to the needs, experiences, and interests of the pupils?	25	25	25	21	23	25	20	20	15	25	23	5	5
10. Is the material well adapted to provide for individual differences among pupils and classes?	<u>35</u>	<u>30</u>	<u>32</u>	<u>34</u>	<u>34</u>	<u>34</u>	<u>22</u>	<u>35</u>	<u>35</u>	<u>33</u>	<u>28</u>	<u>22</u>	<u>15</u>
Total	470	438	440	458	466	462	391	400	387	342	288	231	210
<u>IV. Teaching and Learning Aids</u>													
1. Does the textbook contain a helpful preface?	15	13	12	15	13	13	10	11	10	12	11	9	9
2. Does it contain a helpful introduction?	15	14	13	12	10	14	15	14	15	13	15	3	5

TABLE II (continued)

POINTS RECEIVED BY EACH OF TWELVE AMERICAN HISTORY TEXTBOOKS  
AS A RESULT OF THE ANALYSIS AND EVALUATION

Items involved	Points allotted by evaluator to textbooks												
	Possible points	Can- field	Carman	Paulk- ner	Hamm	Harlow	Muzzey 1941	Wirth	Adams	Barker	Fish	Muzzey 1932	Werten- baker
3. Is the table of contents full enough to present a suitable idea of the scope and organization of the subject matter?	20	14	17	17	14	14	14	14	17	14	20	19	13
4. Does the textbook contain a suitable listing of the maps and other illustrative materials found in it?	5	3	3	4	5	3	1	4	5	1	2	2	5
5. Is the index so complete and so arranged that the material may be easily found?	25	24	25	17	20	23	17	23	23	18	22	16	16
6. Does the textbook contain a usable and helpful appendix?	10	4	4	9	10	4	9	10	4	6	8	6	8
7. Are the number and quality of maps satisfactory?	20	13	17	20	15	15	20	11	10	9	8	20	16

TABLE II (continued)

POINTS RECEIVED BY EACH OF TWELVE AMERICAN HISTORY TEXTBOOKS  
AS A RESULT OF THE ANALYSIS AND EVALUATION

Items involved	Points allotted by evaluator to textbooks												
	Possible points	Canfield	Carman	Faulkner	Hamm	Harlow	Muzzey 1941	Wirth	Adams	Barker	Fish	Muzzey 1932	Wertebaker
8. Are the pictures and cartoons effective and worthwhile, and in proper proportion to the rest of the textbook?	15	15	15	12	12	14	9	14	9	10	11	6	2
9. Are other illustrative materials, such as graphs, charts, and tables, effective and worthwhile, and in proper proportion?	20	6	20	17	17	6	10	6	10	6	7	10	0
10. Are the references to collateral readings satisfactory for the needs of the pupils and teacher?	20	14	20	19	20	16	17	15	18	20	11	16	17
11. Are appropriate questions on the text material included?	20	18	13	15	20	20	20	17	16	20	15	20	19
12. Are appropriate projects and activities suggested for the pupils?	25	21	23	24	17	23	15	25	23	21	19	15	5

TABLE II (continued)

POINTS RECEIVED BY EACH OF TWELVE AMERICAN HISTORY TEXTBOOKS  
AS A RESULT OF THE ANALYSIS AND EVALUATION

Items involved	Possible points	Can-field	Garman	Paulk-ner	Points allotted by evaluator to textbooks								Werten-baker
					Hamm	Harlow	Muzzey 1941	Wirth	Adams	Barker	Fish	Muzzey 1932	
13. Are appropriate lists of terms difficult to understand supplied?	20	8	8	19	20	19	20	18	20	8	10	10	8
14. Do the study helps adequately aid in providing for individual differences among pupils and classes?	<u>20</u>	<u>15</u>	<u>15</u>	<u>18</u>	<u>17</u>	<u>20</u>	<u>14</u>	<u>19</u>	<u>16</u>	<u>15</u>	<u>13</u>	<u>12</u>	<u>9</u>
Total	250	182	205	218	210	204	191	201	196	173	172	164	132

V. Mechanical Features

1. Is the binding durable and attractive in color and design?	15	13	14	15	15	14	14	13	10	12	12	11	10
2. Is the paper within durable, with enough gloss to take attractive cuts, but not enough to cause eyestrain?	25	23	25	23	25	21	25	25	25	21	25	25	22

TABLE II (continued)

POINTS RECEIVED BY EACH OF TWELVE AMERICAN HISTORY TEXTBOOKS  
AS A RESULT OF THE ANALYSIS AND EVALUATION

Items involved	Points allotted by evaluator to textbooks												
	Possible points	Can- field	Carman	Faulk- ner	Hanna	Harlow	Muzzey 1941	Wirth	Adams	Barker	Fish	Muzzey 1932	Werten- baker
3. Is the type clear, properly spaced, and of size that is easily read?	25	25	23	22	25	25	23	25	22	20	17	20	22
4. Is the material well arranged on the page with suitable margins, distinct topic headings, and proper changes of type and spacing to denote the relative importance of topic headings?	20	18	20	19	19	19	20	19	18	20	20	19	19
5. Is the size of the textbook satisfactory in relation to the amount of time to be devoted to it?	5	5	4	5	5	5	5	5	5	4	5	5	3
6. Is the whole book well proportioned and attractive?	<u>10</u>	<u>9</u>	<u>9</u>	<u>10</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>9</u>	<u>10</u>	<u>9</u>	<u>9</u>	<u>10</u>	<u>9</u>
Total	100	93	95	94	97	93	97	96	90	86	88	90	85
Total for all items	1,000	876	883	935	939	923	839	855	780*	719*	659	588	538

\*The total scores for Adams and Barker are based on one less item than are those of the others, since no scores could be given them for the second item in the first group, because they were first editions.

### Publication

Recency of publication. An examination of the date of publication of the twelve textbooks under consideration reveals that one of them, Faulkner, was published in 1942, and a second one, Hamm, was brought up to date by means of a supplementary pamphlet covering the period from 1939 to 1942. Faulkner certainly rates the highest possible score of 30 points, and one probably must give Hamm the same. Since those published in 1941 touch upon a majority of the contemporary affairs and problems about which one would need material, 29 points do not seem too much to give to Harlow, Muzzey, and Wirth. The 1940 publications are a year farther removed, so 27 points seem appropriate for Canfield and Carman. One must remember that it is unusual policy for a publishing company to place a new edition on the market every year, so one cannot expect that all textbooks should carry a 1942 date of publication.

The older textbooks are limited in value so far as dates of publication are concerned. They would have little contemporary value. When American history textbooks get as old as that of Adams, published in 1935, they have lost much of their value with respect to contemporary affairs, especially with so many more recent textbooks available. Adams apparently deserves no more than 10 points, Barker and Fish 8 points each, Wertenbaker 6 points, and Muzzey (1932) 5

points. It is admitted that little basis exists for the allotment of points for this item to old books except to allow for progressive loss of value.

Nature of the latest revision. The nature of the latest revisions of the textbooks was studied to see whether they were so revised as to best meet the needs of the pupils and teacher by scrutinizing the content and watching for the mention of dates and events which took place during the period between the last two editions.

Faulkner's textbook appeared to have undergone the greatest change, since all four chapters in the last unit, and one in the preceding unit offered evidence of being brought up to date. However, this textbook is regularly revised each four years, so a considerable change was to be expected. Much the same can be said for Hamm, except that the method of revision resorted to was that of writing a supplementary pamphlet for the last four years, which is not a method found too satisfactory by teachers or pupils. Wirth, who revises every year, has organized his material so that he could rework part of the last chapter of two units. Harlow, whose revisions have come out every four years, revised parts of his last two chapters.

No other revisions seemed to affect more than one chapter, if any at all. Muzzey (1941), who usually revises about every two years, and Canfield, who has allowed three



years to elapse between revisions, each have the last chapter devoted to bringing their textbooks up to date. Carman showed a period of three years elapsing between the 1937 and 1940 copyrights, but the writer of this thesis could find no new material to give evidence of any revision.

Of the older books, Fish had revised after only one year, but only a few pages were affected, while Wertenbaker and Muzzey (1932) had revised parts of the last chapter after two and three year periods respectively. Adams and Barker were first editions. No information was available about Barker's policy of revision, but a 1937 edition by Adams showed no change from the 1935 textbook.

On the basis of how well the latest revision of the textbook has met the needs of the teacher and pupils, Faulkner, Muzzey (1941), and Wirth seem to rate the full 20 points possible to score, with Canfield and Harlow receiving 18 each. Hamm was given 14 points, being cut down because of the inconvenient form of revision, not because of content. The other recent textbook, Carman, does not seem to deserve any points, since apparently the only change made was in the copyright date.

The older textbooks were not well revised. Wertenbaker rates only 14 points, and Muzzey (1932) and Fish 10 each. No basis existed for rating Adams and Barker on this item.

Reliability of the publishing companies. All publishing companies represented by the textbooks under examination are well enough known and enjoy a reputation of reliability to meet quite adequately the needs of the teacher. There seems to be no reason, then, for not giving each textbook the full 5 possible points allotted to the item involved here.

Adequacy of the titles. There seems to be little to choose between so far as the titles of the textbooks are concerned. That of Carman, Historic Currents in Changing America, is more dynamic than the others, and would be more likely to catch the fancy of the pupils. As a result, Carman is given 5 points, and all others 4 points, except Fish and Wertebaker who are given only 3 because their titles probably would seem trite to the pupils.

#### Authorship

Training and educational experiences of the authors. All the textbooks being analyzed and evaluated rated quite highly in respect to the teaching and educational experiences of the authors. In seven of the twelve textbooks, more than one author collaborated in writing the book; practically all authors have had teaching experience; and some textbooks had the combination of one author representing the high school field and the other from a college or university, which is a combination found to be highly favored.

Canfield, Carman, Faulkner, and Wertenbaker were each allowed the highest possible score of 30 points. The first of these had five authors collaborating in its writing, Canfield and Wilder who represent the high school field, and Paxson, Coulter, and Mead who are college history professors. Carman is in the history department at Columbia University, Kimmel has been supervisor of social studies in New York State, and Walker has taught in secondary schools. Faulkner is professor of history at Smith College, while his collaborator, Kepner, is Director of Social Studies in the public schools of Brookline, Massachusetts. Wertenbaker is designated as a professor of history at Princeton University, and his co-author, Smith, as a history department chairman of a New York City high school.

Hamm has had experience in the social studies department of a New York City high school, so this textbook was granted 28 points for this item. The same score was given to the textbook by Fish and Wilson, since the former held down a professorship in history at the University of Wisconsin; while Wilson was in the field of education at Harvard University.

All the remaining textbooks were given 27 points. Harlow, Muzzey, and Wirth have had college teaching experience, and as professors in the history field, are well qualified to write secondary school American history texts. Adams is

a well known historian, and his collaborator, Vannest, a professor of history at Harris Teachers College, qualifies as an author. Barker and his associates, Dodd and Commager, are all college history professors.

The point of view or philosophy of the author. Since no actual teaching situation is involved in this study, the item concerning whether the point of view or philosophy of each of the authors is clearly indicated and in accordance with present needs cannot be given the full consideration which the evaluator would ordinarily give to it. The scoring of this item is based here on how well the teacher is able to determine these facts from an examination of the textbooks, and how probable it is that the point of view will be in accordance with the average teacher's needs. A brief summary of the findings in each case is given to show how the points given the textbook in the score card were determined.

The points of view or philosophy of five of the recent books were very easy to ascertain, both from the preface and from the content. The point of view of Muzzey (1941) was most clearly expressed in the preface, but his emphasis on traditional subject matter, and political and military affairs, left some doubt as to its acceptability in the light of present day trends in American history and the social studies. The points of view of Carman, Hamm, Harlow, and

Wirth were determined with no difficulty and were most acceptable. Muzzey (1941) was allowed 11 points to 15 for the other four.

A little more difficulty was encountered in determining the points of view of Canfield and of Faulkner. However, both seemed quite acceptable from the content and organization of the books, so they each received 14 points.

Adams received 13 points although his point of view was very clear. However, while his point of view was acceptable for an old book, it did not measure up fully to present day needs. Much the same may be said of Barker's textbook as of that of Adams. While the point of view was easy to determine, and acceptable for present needs in most respects, it was not quite in line with certain present day trends. This book was given 12 points.

Wertenbaker's point of view was very clearly presented through both the preface and the content, but a little out of date, with the emphasis not quite right for present needs. The same was true of Muzzey (1932). Both of these were allowed 10 points. Fish received 9 points. The point of view of this textbook was not clearly presented in the preface, but could be easily inferred from the preface and the content. It was not modern enough for the needs of today.

The purpose of writing. After carefully looking through all twelve textbooks to determine whether the purpose of

writing was definitely specified and in accordance with generally accepted aims of secondary education, it was decided that the textbooks fell into four groups so far as the matter of expressing the reasons for writing them were concerned. Consequently, the textbooks are placed into four categories for convenience in discussing how they measure up according to the item involving the purpose of writing.

Four textbooks that seemed to observe very well the aims of secondary education which are generally accepted today, but that did not state their purposes quite so clearly as others, were allowed 9 out of 10 possible points. These were Canfield, Faulkner, Hamm, and Barker.

Muzzey (1941) stated his purpose of writing especially well, but his purpose did not seem to correspond well with the generally accepted aims of education. This textbook was allowed 8 points, as were Carman, Harlow, Wirth, and Adams. None of the latter four indicated clearly their purposes, although there was much to show that they were in line with generally accepted aims of education.

Fish and Muzzey (1932) each received 7 points. Fish did not indicate clearly his purpose, but Muzzey (1932) does not observe some of the aims of secondary education generally accepted today. Wertenbaker is particularly weak in respect to his purpose, nor have present aims of education been incorporated into the textbook, so it rates no more than 5 points.

Consideration of latest trends in teaching American history. In view of the fact that the investigation of criteria for analyzing and evaluating textbooks so clearly indicated that an item should be included in the score card involving whether the author had taken into consideration the latest trends in the teaching of American history as shown by national reports, courses of study, or other sources, surprisingly little evidence was visible that the authors of the textbooks under consideration had done so. Only four offered any such evidence.

Both Carman and Barker showed that they had been guided by the conclusions and recommendations of the Commission on Social Studies of the American Historical Association. Hamm stated that he had relied for guidance on courses of study and syllabi being used in many states and cities. Faulkner indicated that he was guided by expert sources on matters of vocabulary, and it seemed probable that he had been guided by other types of sources, but no evidence of the latter was offered. A full 15 point score was given to Carman, Barker, and Hamm, while Faulkner received 13 points.

While none of the others offered any evidence of having relied on any important sources to discover the trends in teaching American history, for obvious reasons, such as statements about content and organization in the prefaces, or observation of how they apparently were influenced by

trends emphasized by important sources, it seems reasonable to assume that most of them could have offered suitable evidence if they had seen fit. Consequently, 10 points were given to all but three of the remaining, in whose cases this assumption did not seem so obvious. Fish was allowed 9 points, Muzzey (1932) 7 points, and Wertenbaker only 5 points. If these authors followed suggestions as to trends made by any sources, the trends are to some extent out of date according to present standards. Of these three, it seems most likely that Fish followed such trends, and least likely that Wertenbaker did.

Testing or checking the textbook before publication.

Most of the authors indicated that their textbooks were well checked by persons with classroom experience and by other qualified persons, but only one gave concrete evidence that the content and organization had been tested in the classroom before publication, for practicability and suitability. Except for first editions, it is hardly conceivable that the textbooks were not tested at least to some extent through classroom use.

Because Faulkner shows clearly that his textbook organization and content were well tested as a result of seven years of experimentation at Brookline, Massachusetts, high school, in addition to having been checked by other persons, his textbook is given the highest possible score of 10 points.



At the opposite extreme, Adams and Muzzey (1932) offer no evidence at all of either any testing or any checking of their material. Since Adam's book was a first edition, a teacher considering its selection would want to have information concerning this matter. For lack of such information, Adams was given no points for this item. Muzzey (1932) was allowed 2 points on the strength of the fact that it was not a first edition.

All other textbooks presented evidence that other persons had checked them before publication of the editions being examined. Two did not show that the persons who did the checking were satisfactorily qualified. Canfield fell down just a trifle in this respect, and considerable doubt existed concerning the effectiveness with which Wertenbaker's textbook was checked. This checking by others perhaps was not quite so essential in the case of Canfield as there were five authors, two of whom were classroom teachers. Wertenbaker received 5 points, and the eight others each received 8 points.

Style of writing and presentation. As was pointed out in Chapter III, in applying to the textbooks the criterion involving whether the author's style of writing and presentation is well adapted to the needs of the pupils for whom he has written, it is necessary to take into consideration three

factors. The first factor was sentence length; the second, vividness of diction; and the third, the degree of fullness of treatment.

In order to check upon the length of the sentences employed in each textbook, the number of words contained in twelve sentences of each book were counted, and the average number of words per sentence calculated in each case. In choosing the sentences, three consecutive sentences were taken from each of four different pages of each textbook. Two groups of three sentences were the first three of paragraphs, and the other two groups came from near the middle of paragraphs. The four groups of sentences were taken from different parts of the books, and from passages which appeared representative of the textbooks. A summary of the results is shown in Table III.

TABLE III  
 AVERAGE LENGTH OF THE SENTENCES IN  
 TWELVE AMERICAN HISTORY TEXTBOOKS, BASED ON A  
 WORD COUNT OF TWELVE REPRESENTATIVE SENTENCES IN EACH

Textbooks	Total number of words in twelve sentences	Average number of words per sentence
Canfield	277	23
Carman	279	23
Faulkner	381	32
Hamm	243	20
Harlow	269	22
Muzzey (1941)	267	22
Wirth	265	22
Adams	228	19
Barker	266	22
Fish	280	23
Muzzey (1932)	306	26
Wertenbaker	258	21
Mean	276	23

It was found that the mean for the twelve textbooks was 23 words per sentence, and that the average length of the sentences in seven of the textbooks differed one word or less from the mean. These seven were Canfield, Carman, Harlow, Muzzey (1941), Wirth, Barker, and Fish. The average sentence length for Hamm was 20 words, and for Muzzey (1932) 26, but a further perusal of these two textbooks did not indicate any problem in the style for senior high school pupils. A further scrutiny of Adams, whose average was 19, and of Wertenbaker, with an average of 21 words per sentence, indicated that the style was a little simpler than that of the others. Faulkner, however, whose average sentence was indicated to contain 32 words, appeared a bit involved for the average high school pupil. A further study of the sentence structure of Faulkner showed that long sentences were a characteristic of the textbook.

As a means of examining the vividness of diction, selected passages involving similar passages were read and studied in each textbook. No great differences were evident. The more recent books impressed one as being a little more vivid than the older ones except Adams. Wirth, and more particularly Faulkner, seemed a little heavy for senior high school pupils, although not seriously so. Harlow seemed to be a little more vivid in places than most of the others. On the whole, all approached a reasonably high standard in this respect.

To determine the degree of the fullness of treatment of the material, a check was made to discover how fully each textbook covered each of three selected topics. These topics were (1) the drawing up of the Constitution, (2) the scandals of Grant's administration, and (3) the Progressive Movement. These three topics were chosen because they constituted three unrelated topics, each of which, it was felt, the textbooks should consider as a topic in itself. In case one of the topics was referred to in a manner which made it subsidiary to some other topic, no attention was given to such references; the purpose here was to find how fully each had been treated in a continuous discussion as a topic in itself.

Since the number of words found on a page varies widely between textbooks, the amount of space given to each topic was calculated in terms of the approximate number of words used. To determine the number of words represented, all the words on three full pages of each textbook were counted, and the average for one page found. Then the number of pages devoted to the direct discussion of each of the three topics was determined, and the approximate number of words which these pages contained was computed. The results may be found in Table IV.

TABLE IV

APPROXIMATE NUMBER OF WORDS DEVOTED BY EACH OF  
TWELVE AMERICAN HISTORY TEXTBOOKS TO THE  
CONTINUOUS TREATMENT OF THREE TOPICS

Textbooks	Number of words devoted to			Total number of words for three topics
	Drawing up of Constitution	Scandals under Grant	Progressive Movement	
Canfield	1,805	1,009	3,810	6,624
Carman	1,341	559	336	2,236
Faulkner	3,054	1,399	1,654	6,107
Hamm	2,610	1,044	1,131	4,785
Harlow	1,062	3,186	1,062	5,310
Muzzey (1941)	1,512	378	6,804	8,694
Wirth	1,218	853	974	3,045
Adams	1,275	1,056	2,125	4,456
Barker	1,455	312	2,422	4,189
Fish	2,084	...*	595	2,679
Muzzey (1932)	1,607	126	1,512	3,245
Wertenbaker	2,781	450	1,998	5,229
Mean	1,817	864	2,035	4,716

\*Fish did not give this topic continuous treatment at any place in the textbook.

The number of words devoted to discussion of the drawing up of the Constitution varied from 1,062 in Harlow to 3,054 in Faulkner, with a mean of 1,817 words. The range for the scandals of Grant's administration is from no words in Fish to 3,186 in Harlow, and the mean is 864 words. For the treatment of the Progressive Movement, the variation in the number of words is from 595 in Fish to 6,804 in Muzzey (1941), with a mean of 2,035 words. For the total words devoted by each textbook to the treatment of all three topics, the range lies between 2,236 words in Carman and 8,694 in Muzzey (1941), with a mean of 4,716 words. Since both the emphasis and the organization of American history textbook authors vary, not too much significance should be placed on these findings. While the findings may be misleading in some cases, they are helpful in most cases.

In studying these findings, one notes that a textbook which has not given a full continuous treatment to one topic, may treat another topic most completely. For instance, Muzzey (1941) devoted only about 378 words to the scandals of Grant's administration, but 6,804 to the Progressive Movement.

When one turns to the totals for all three topics, it is significant to note that all of the more recent textbooks except Carman, which ranks lowest, and Wirth, exceed the mean, while all of the older ones, except Wertenbaker, fall below the mean.

On the basis of the findings for each textbook relative to length of sentences, vividness of diction, and the degree of fullness of treatment, the scores given to each of the textbooks for the item concerning the style of writing and presentation, which carries 40 possible points, are as follows: Canfield, 38 points; Carman, 30 points; Faulkner, 30 points; Hamm, 38 points; Harlow, 40 points; Muzzey (1941), 38 points; Wirth, 32 points; Adams, 30 points; Barker, 30 points; Fish, 24 points; Muzzey (1932), 26 points; and Wertenbaker, 28 points.

#### Nature and Organization of Content

Emphasis placed upon subject matter content. The study of criteria significant for the analysis and evaluation of American history textbooks, which was made in Chapter III, revealed that the allotment of space to different topics, phases, and periods of the subject matter field is of great importance to the teacher. Five items involving the emphasis placed on different phases of subject matter were included in the score card. They concerned the amount of attention given to each of the following: (1) social, cultural, and economic affairs in the entire textbook; (2) military and political matters; (3) social, cultural, economic, and diplomatic problems and affairs since the Civil War; (4) social, cultural, economic, and diplomatic problems and affairs since 1900;



and (5) contemporaneous problems and issues.

Procedure for determining emphasis on phases of subject matter. It was necessary to discover what proportion of each textbook was devoted to each phase of the subject matter represented by the criteria set up for judging the nature and emphasis of the content. To do this, each book was examined carefully to discover how many full pages of actual subject matter content were devoted to each phase. Since the pages of the textbooks varied in size and in the number of words, it was necessary to determine the approximate number of words used by each textbook in dealing with each phase of subject matter in order to find an adequate basis for comparison. This was accomplished by calculating the average number of words found in a full page of subject matter content in each textbook, and then multiplying this figure by the number of pages involved. All illustrative materials, study helps, chapter or unit introductions, and any other matter which was not actual subject matter content, were omitted in the counting of pages. To facilitate the comparison, the percentage of the whole content given over to each subject matter phase by each textbook was calculated. Absolute accuracy is not to be expected from such a procedure, but the results were approximate enough to serve adequately for the purposes of this study.

This procedure for determining the relative quantitative emphasis of the subject matter content is a highly objective one. However, a teacher will also be interested in the relative qualitateness of the content as well, and as a result subjective opinion will influence the rating which an observing teacher will give to any textbook. Since no actual teaching situation was involved in the present study, the degree of influence from qualitative considerations has been at a minimum. Since the needs and purposes of teachers in different teaching situations are not always the same, it is obvious that qualitative as well as quantitative analysis is desirable.

Relative emphasis upon social, cultural, and economic matters and upon military and political affairs. The analysis and evaluation of the content of the textbooks pertaining to the emphasis placed upon social, cultural, and economic matters, as compared to the attention given to military and political affairs, were accomplished by considering the two phases together. The number of pages and words which each textbook gave to social, cultural, and economic matters, and to military and political matters, was determined, and the percentage of the whole content represented by the results was computed. To make the analysis more complete, the number of pages and words left to other subject matter content was also computed. The latter included, for the most part, discussions of early explorations, colonization, and foreign

affairs not directly related to military and to domestic political affairs.

In order to insure consistency, a check list of the topics to be included under each phase was set up, and the same treatment was given to like material in each textbook. Under social, cultural, and economic affairs, the following general topics were included: (1) how people live; (2) health, welfare, and security; (3) immigration and migration; (4) religion; (5) education; (6) fine arts and other cultural matters; (7) the press; (8) science and inventions; (9) transportation and communication; (10) commerce; (11) business and industry; (12) agricultural problems; (13) labor organization and problems; (14) tariff and taxation; (15) money, banking, and finance; and (16) the use and conservation of resources. Under military and political affairs, the following general areas were included: (1) causes and results of wars; (2) military campaigns; (3) problems and organization of government; and (4) political parties and politics.

In some instances, it was difficult to determine whether certain matters were being treated as economic or social in character, or as political, since the point of view and emphasis of different authors varied. This was true only in a few cases, particularly with the two textbooks written by Muzzey, and much care was exercised in dealing with these.

Tabulations of the findings of this particular investigation are to be found in Tables V, VI, and VII. Table V shows the approximate number of pages and words allotted by each textbook to social, cultural, and economic affairs, along with the percentage of the whole content which this represents. Table VI does the same for military and political affairs, and Table VII for the amount of space left over to such matters as explorations, colonization, and foreign affairs. In each table, the mean for the number of words used, and the mean for the percentage of subject matter involved, are included. Thus, norms are provided to use as a basis for comparison.

For social, cultural, and economic affairs, the mean number of words was 91,420, with a range from 46,797 to 133,414. The mean percentage of subject matter was 36. The range was from 20 to 49 per cent. The means found for military and political matters were 118,591 words, or 49 per cent, with the number of words ranging between 84,584 and 139,860, and the percentages between 40 and 63. For the other matters remaining in each textbook, the number of words varied from 26,481 to 48,579, with a mean of 39,044. The range was from 11 to 19 per cent. The mean was 16 per cent. Eight of the twelve books devoted 15 or 16 per cent of the content to explorations, colonization, and foreign affairs.

TABLE V

APPROXIMATE AMOUNT OF EACH OF TWELVE AMERICAN HISTORY  
TEXTBOOKS ALLOTTED TO SOCIAL, CULTURAL, AND ECONOMIC AFFAIRS

Textbooks	Number of full pages allotted	Number of words	Per cent of subject matter
Canfield	199	76,416	34
Carman	208 3/4	93,312	43
Faulkner	224	114,016	39
Hamm	354 3/4	123,453	42
Harlow	251 1/4	133,414	43
Muzzey (1941)	178 3/4	67,568	27
Wirth	207 1/4	100,931	39
Adams	223 1/2	105,987	36
Barker	260	100,880	49
Fish	217 3/4	86,446	36
Muzzey (1932)	126 3/4	47,912	20
Wertenbaker	140 1/2	46,797	27
Mean		91,420	36

Note: No page or part of a page was counted in any case unless it specifically contained subject matter. The number of words was approximated by finding the average number of words per full page of each textbook and multiplying this number by the number of pages.

TABLE VI

APPROXIMATE AMOUNT OF EACH OF TWELVE AMERICAN HISTORY  
TEXTBOOKS ALLOTTED TO MILITARY AND POLITICAL AFFAIRS

Textbooks	Number of full pages allotted	Number of words	Per cent of subject matter
Canfield	305 1/4	117,216	52
Carman	199	88,953	41
Faulkner	267 1/4	136,030	46
Hamm	362	125,976	43
Harlow	246	130,626	42
Muzzey (1941)	370	139,860	55
Wirth	219 1/4	106,775	42
Adams	298 3/4	126,968	49
Barker	218 1/4	84,584	40
Fish	297 3/4	117,206	49
Muzzey (1932)	391 3/4	148,081	63
Wertenbaker	305 3/4	100,814	58
Mean		118,591	49

TABLE VII

APPROXIMATE AMOUNT OF EACH OF  
TWELVE AMERICAN HISTORY TEXTBOOKS ALLOTTED TO  
EXPLORATIONS, COLONIZATION, AND FOREIGN AFFAIRS

Textbooks	Number of full pages allotted	Number of words	Per cent of subject matter
Canfield	85 1/4	34,185	15
Carman	72 3/4	32,520	15
Faulkner	84	42,756	15
Hamm	133 1/4	46,371	16
Harlow	85 1/4	45,268	15
Muzzey (1941)	125 1/4	47,345	19
Wirth	99 3/4	48,579	19
Adams	93 1/2	39,647	15
Barker	68 1/4	26,481	11
Fish	97 1/2	38,707	16
Muzzey (1932)	103 1/4	39,028	17
Wertenbaker	83	27,639	16
Mean		39,044	16

Note: The computations in this table include all subject matter content not included in either Table V or Table VI.

Canfield was found to be about 15,000 words below the mean on the number of words devoted to social, cultural, and economic affairs. However, this represented 34 per cent of the total subject matter in comparison to an average of 36 per cent. Military and political affairs were dealt with adequately, but other matters apparently were not given quite enough space. In the score card, Canfield was given 70 out of a possible 80 points for the item concerning whether enough emphasis was placed on social, cultural, and economic affairs; and 30 points for the emphasis given to military and political affairs.

Carman did not rate as high on social, cultural, and economic content as the study of the recent trends in American history, reported in Chapter III of this thesis, indicates he should, although in both number of words and percentage of subject matter, he was a little above the mean. Further, Carman was a little out of line on military and political affairs, 8 per cent and about 29,400 words below the means. The textbook had fair balance, however, since the discrepancies are due in large part to the fewer words contained in the entire book. Consequently, this textbook was allowed 75 points for the first item under consideration, and 25 for the second.

Paulkner, Hamm, and Harlow were found to have placed considerable emphasis on social, cultural, and economic



affairs, and to have excellent balance in all respects. In number of words, they were 23,000 for Faulkner, 32,000 for Hamm, and 42,000 for Harlow, above the mean, and also a little above the mean for all other matters. Each was given 80 points for the one item, and 30 for the other.

In regard to social, cultural, and economic affairs, Muzzey (1941) was 9 per cent and 24,000 words below the means, and at the same time, he was almost 6 per cent and over 21,000 words above the means for military and political matters. This may be explained in part by the fact that while he includes nearly the same subject matter as other recent textbooks, Muzzey places a political emphasis upon much of it, whereas other authors deal with the same matters from an economic or social point of view. Muzzey places a little more emphasis upon wars and certain traditional matters than do most textbooks. Muzzey's scores are 60 and 20 respectively for the two items.

Although Wirth is over 3 per cent and more than 9,500 words above the means for social, cultural, and economic subject matter, that is none too much emphasis. He is approximately 7 per cent and nearly 12,000 words below the means for military and political affairs, but gives more attention to other matters than any other textbook under scrutiny. Wirth has allotted 3 per cent and 9,500 words more than the two means to such matters as explorations, colonization, and

foreign affairs. This is due largely to stress laid upon certain traditional aspects of American history. A score of 75 points and one of 30 points seem justifiable for this textbook.

So far as the percentages of subject matter are concerned, Adams is almost identical to the mean for each phase of the content. Numerically, he is 14,500 words above the mean for social, cultural, and economic content, 8,500 words above for military and political subject matter, and a little over 500 above for other matters. This indicates good balance, although for a book of its size, the emphasis on the first content phase could be a little greater. Adams deserves a high score in these respects so is given 77 and 30 points respectively for the two items involved in the score card.

Barker devotes a larger percentage of his textbook to social, cultural, and economic affairs than does any other textbook under examination. He is more than thirteen per cent above the mean, although in regard to number of words, his is less than 9,500 words above the mean, since his book is smaller than most of the others. However, his textbook lacks proper balance. It falls nearly 9 per cent, and almost 34,000 words below the two means for political and military content; and about 5 per cent, and a little over 12,500 words under the means for other matters. These conditions are

reflected in the score card by giving scores of 75 and 20 points for the two items.

Fish has fair balance as indicated by how closely both the numbers of words and the percentages of subject matter come to coinciding with all three sets of means. He falls just a trifle under for all means except that one concerning the per cent of subject matter devoted to explorations, colonization, and foreign affairs. However, it is evident that not enough emphasis has been placed on social, cultural, and economic affairs, as compared to the amount given to military and political, in the light of recent trends. Therefore, the scores received by Fish are 65 points and 20 points.

Much the same may be said of Muzzey (1952) as of Muzzey (1941), only in greater degree. Concerning social, cultural, and economic content, this textbook is about 16 per cent in subject matter, and about 43,500 words, under the norms. At the same time, it is nearly 14 per cent and 29,500 words too high in military and political subject matter. Scores of 50 and 15 points seemed as high as could be justified.

Wertenbaker has too few pages to cover many topics adequately. His social, cultural, and economic content falls 9 per cent, and nearly 45,000 words, below the two means. In regard to military and political matters, he is 18,000 words under the norm, but still 9 per cent above the mean for the proportion of subject matter. The scores of 55 and 17 points

which are given for the two items in the score card are as high as can be justifiably allowed.

Space allotted to the period since the Civil War. As was revealed in the study of the criteria for judging American history textbooks, the trend today is to place more emphasis on content relating to the period since the Civil War. One of the items in the score card inquires into the amount of space allotted to social, cultural, economic, and diplomatic problems since the Civil War. Since many military and political matters are directly or indirectly related to these other matters, and since they were considered in the preceding item of the score card, it seemed advisable to determine the amount of space given to all problems and affairs dating from the Civil War period.

In order to find a logical place to begin counting the pages concerned with the period since the Civil War, and one which would lend itself to consistency, it was decided to omit from the count all pages dealing with political reconstruction and certain other closely related matters resulting directly from the Civil War.

The computation of the amount of space allotted by each textbook for the period since the Civil War revealed a range in number of words from 64,269 in Wertenbaker to 154,521 in Harlow. The percentage of subject matter which each textbook

gave to this period varied from 35 for Wirth to 52 for Canfield, Carman, and Muzzey (1941). The mean number of words was 111,399, and the mean percentage of subject matter was 44. The complete findings are listed in Table VIII.

Five of the twelve textbooks gave 50 per cent or more of their space to the period since the Civil War. These included all of the more recent textbooks except Faulkner and Wirth. However, Faulkner, with 46 per cent, was nevertheless about 24,000 words above the mean for the number of words devoted to the period since the Civil War. Muzzey (1932), the oldest one of the twelve books, was at the mean of 44 per cent. However, this textbook was over 6,000 words below the mean for the number of words, whereas all six of the more recent textbooks were above this mean also. Therefore, Muzzey (1932) received 56 of 60 possible points, and the other six a full 60 points.

TABLE VIII  
 APPROXIMATE AMOUNT OF EACH OF  
 TWELVE AMERICAN HISTORY TEXTBOOKS ALLOTTED TO  
 THE PERIOD OF AMERICAN HISTORY SINCE THE CIVIL WAR

Textbooks	Number of full pages allotted	Number of words	Per cent of subject matter
Canfield	304 1/4	122,004	52
Carman	251 1/4	112,309	52
Faulkner	265 1/2	135,140	46
Hamm	425 3/4	148,161	50
Harlow	291	154,521	50
Muzzey (1941)	351 3/4	132,961	52
Wirth	185	90,095	35
Adams	233 3/4	99,343	38
Barker	219	84,872	40
Fish	221 1/2	87,935	36
Muzzey (1932)	278 1/4	105,178	44
Wertenbaker	193	64,269	36
Mean		111,399	44

Note: Pages and words devoted to political reconstruction and other closely related matters directly resulting from the Civil War are not included for any textbook.

To justify giving 60 points to the six recent textbooks, it is necessary to analyze the findings shown in Table VIII. One notes that Carman, who is only about 1,000 words above the norm, nevertheless devotes 52 per cent of the subject matter to the period since the Civil War. Canfield has given a little over 10,000 words more than the mean to this period, and also is 8 per cent above the mean in the proportion of subject matter. Faulkner is 2 per cent above the mean for the percentage of subject matter, but is nearly 24,000 words above the mean for the number of words. Faulkner devotes a much greater portion of his book to the nature and organization of the Constitution and the government in connection with that portion which discusses the drawing up of the Constitution, which explains why his book does not stand higher in relation to percentage of subject matter for the period since the Civil War. This is an unique feature of Faulkner which does not cause the book to lose value inasmuch as sufficient emphasis is given to the period under consideration. Little need be said in explaining the 60 points given to Hamm, Harlow, and Muzzey, since each was well above both means.

Only 44 points are given to Wirth, because an American history textbook published so recently should have more of the content dealing with the post Civil War period. This textbook is more than 21,000 words below the mean number, and

is 9 per cent below the mean for the proportion of subject matter involved.

Adams and Barker received 52 points each. Adams is only 12,000 words below the mean as compared to 26,500 for Barker, but the proportion of Barker's book devoted to matters dating from the Civil War is less than 4 per cent below the mean compared to 6 per cent below for Adams.

Fish and Wertenbaker were allowed 48 points each. Each is around 8 per cent below the mean for the amount of subject matter represented, although Wertenbaker is farther below the mean for the number of words, since the book is smaller.

Amount of space allowed for the period since 1900. The same procedure was followed in examining the textbooks to find how much space was given to the period of American history since 1900 as was used for the period since the Civil War. In this case, a mean of 69,090 words was found, and a mean of 27 per cent for the proportion of subject matter involved. The findings are tabulated in Table IX.

As a general rule, it was found that older books naturally did not measure up as well as recent ones. Hamm and Muzzey (1941) rated highest in respect to the amount of attention given twentieth century problems and affairs, and each received the highest possible score of 30 points. Muzzey (1941) devoted 11 per cent more than the mean of subject matter to this period, while Hamm allotted 9 per cent more than the mean.



TABLE IX

APPROXIMATE AMOUNT OF EACH OF  
TWELVE AMERICAN HISTORY TEXTBOOKS ALLOTTED TO  
THE PERIOD OF AMERICAN HISTORY SINCE 1900

Textbooks	Number of full pages allotted	Number of words	Per cent of subject matter
Canfield	193	77,393	33
Carman	158	70,626	33
Faulkner	173	88,057	30
Hamm	304 $\frac{3}{4}$	106,053	36
Harlow	174 $\frac{1}{4}$	92,527	30
Muzzey (1941)	259 $\frac{1}{4}$	97,996	38
Wirth	121 $\frac{1}{4}$	59,039	23
Adams	129 $\frac{1}{4}$	54,931	21
Barker	101 $\frac{1}{4}$	39,285	19
Fish	114 $\frac{1}{4}$	45,357	19
Muzzey (1932)	173 $\frac{1}{2}$	65,583	28
Wertenbaker	96 $\frac{3}{4}$	32,228	18
Mean		69,090	27

Faulkner and Harlow were given 28 points each. These two textbooks were well above the mean for the number of words, by 19,000 and nearly 23,500 respectively, although not so far above as Hamm and Muzzey, but Faulkner and Harlow were only 3 per cent above the mean for the percentage of content. In view of the fact that the older textbooks naturally tend to lower the mean, these books probably should be more above the mean.

Canfield and Carman were each 6 per cent above the mean, but only a little over 8,000 and 500 respectively above the mean for number of words. Consequently, Canfield was judged to be worth 27, and Carman 26 points.

Muzzey (1932) was allowed 23 points. For a textbook ten years old, it contained a considerable amount of twentieth century material. It was even with the mean for the proportion of subject matter involved, and only 3,500 words below the other mean.

Adams, 6 per cent below the one mean and over 14,000 words below the other, was allowed 20 points. Since Wirth, one of the more recent textbooks, lacked 10,000 words of measuring up to the norm for the number of words, and 4 per cent of the norm for the proportion of subject matter represented, 20 points were also allowed this book.

The three remaining textbooks, Barker, Fish, and Wertebaker, were 8 or 9 per cent below the mean for content, so each received 15 points.

Emphasis placed upon contemporaneous problems and issues.

In analyzing and evaluating the several textbooks relative to the amount of space devoted by each to major problems of American life with emphasis on present day aspects, issues, and controversial issues, it was decided to limit the investigation of the textbooks to problems and affairs dating back to the beginning of President Roosevelt's first administration. It is obvious that some matters which may be traced back more than a decade may be important to the understanding and appreciation of contemporaneous problems and affairs, and that others which date back less than ten years may hold little significance today. The procedure adopted was deemed advisable, nevertheless, because it is convenient and lends itself to consistency.

A check list of important contemporaneous matters which ideally should be given attention by a senior high school American history textbook was compiled to facilitate the investigation of this item. This list was made up after looking through the textbooks and courses of studies for the social studies, and after noting comments and suggestions made in various publications. The problems and issues contained in this list include: (1) pressure groups, propaganda, and propaganda methods; (2) Pan-American problems and relationships; (3) foreign relations and diplomacy; (4) national defense and the war; (5) labor organization and problems;

(6) agricultural problems; (7) business organization; (8) transportation and communication; (9) extension of governmental activities; (10) New Deal policies and politics; (11) government finance and taxation; (12) problems of economic security; (13) problems of democracy; (14) the use and conservation of human and natural resources; (15) racial problems; and (16) cultural and intellectual matters.

Since it appeared that means based on all the textbooks, including some so old that few, if any, contemporaneous matters could possibly be taken up in them, would serve poorly as a basis for judging the more recent textbooks, the means in this instance were computed only from the seven more recent textbooks. Table X reveals that for the ten books from which data were gathered, the range of words used for discussing contemporaneous affairs ranged from 2,938 in Fish to 45,240 in Hamm. Muzzey (1932) and Wertenbaker were published at about the beginning of this period. The means for contemporaneous affairs for the seven more recent books were 24,563 for the number of words and 9 for the per cent of subject matter involved.

TABLE X

APPROXIMATE AMOUNT OF EACH OF TWELVE AMERICAN HISTORY  
TEXTBOOKS ALLOTTED TO CONTEMPORANEOUS AFFAIRS

Textbooks	Number of full pages allotted	Number of words	Per cent of subject matter
Canfield	54	21,654	9
Carman	36 3/4	16,428	8
Faulkner	70 1/2	35,840	12
Hamm	130	45,240	15
Harlow	47	24,957	8
Muzzey (1941)	40 3/4	15,403	6
Wirth	25 1/2	12,419	5
Adams	31	13,175	5
Barker	12	4,656	2
Fish	7 1/2	2,938	1
Muzzey (1932)	...*	...	..
Wertenbaker	...*	...	..
Mean		24,563**	9

\*Muzzey (1932) and Wertenbaker are such old textbooks that neither contained enough on contemporaneous affairs to make computations worthwhile.

\*\*Means are calculated for only the seven more recent textbooks.

The textbook giving most emphasis to contemporaneous matters was that of Hamm, who was almost 21,000 words above the mean for the number of words, and 6 per cent above the mean for the proportion of the subject matter represented. Faulkner was the only other textbook to be above both means, the first by more than 11,000 words, and the second by 3 per cent. Hamm was given the highest possible score, 80 points, and Faulkner received 77 points.

Canfield was at the mean in respect to the proportion of content concerned, and 3,000 under the mean for the number of words, so received 70 points. Harlow received 75 points, since the book was a few hundred words above the mean for the number of words involved, although about 1 per cent under the mean regarding the amount of subject matter concerned.

Carman was about 8,000 under the mean for the number of words, and 1 per cent under the mean for the amount of content, so was allowed 67 points. Muzzey (1941) was also about 9,000 words under the first mean, but this represented about 3 per cent less than the mean for the proportion of subject matter, so only 65 points were allotted.

Adams rated ahead of Wirth with 60 to the latter's 58 points. Adams was over 11,000 words lower than the mean, and 4 per cent short in the proportion of subject matter devoted to contemporaneous affairs. This was not bad for a textbook

published in 1935, but obviously would not meet present needs. Wirth was about 12,000 words short of the mean for the number of words, and 4 per cent below the other mean, which is not very satisfactory for a textbook published as late as 1941.

The other four textbooks, published from 1932 through 1934, offered very little with which to evaluate them, as the period under consideration began in 1933. Barker was allowed 25 points, Fish 15 points, Wertenbaker 5 points, and Muzzey (1932) 0 points.

Accuracy and reliability of data presented. The best procedure for checking upon the authors' accuracy and reliability in their presentation of data appeared to be that of reading selected passages from each and observing any signs of inaccuracy or unreliability. Not many authors gave a very complete picture of the nature of the sources from which they secured data to include in their textbooks.

The more recent textbooks showed decided evidence that they were more reliable and accurate than the older ones. Adams measured up quite well, but an examination of specific data found in the other old textbooks did not give a favorable impression. It is significant to note that Muzzey has made changes in the subject matter of his recent textbook which eliminate the evidence of inaccuracy and unreliability in his textbook of 1932.

The data covering four topics, about which authors in the past have been known to be inaccurate and unreliable, were critically studied and analyzed in each of the textbooks. These topics were: (1) the causes and developments leading up to the American Revolution, (2) the causes and developments leading up to the Mexican War, (3) the causes and developments leading up to the Spanish-American War, and (4) the negotiations and diplomacy related to the building of the Panama Canal.

As a result of the analysis, four textbooks received the highest possible score of 50 points allotted in the score card to the item involving the accuracy and reliability of the author's data. These were Carman, Faulkner, Hamm, and Harlow. In each case, evidence was found that good sources were utilized in obtaining data. Carman and Hamm listed outstanding sources in their prefaces. The other two indicated in the text the sources from which they quoted. Furthermore, all seemed very accurate and reliable in dealing with the four topics which were studied.

No evidence of inaccuracies or lack of reliability was noted in Muzzey (1941), but only a few good sources of data were shown in the text material. This textbook was given 48 points.

To both Canfield and Adams, 46 points were allowed. The subject matter examined was accurate in each case, but very



few sources, less than in Muzzey (1941), were revealed by either.

Neither did Wirth indicate many sources, and these chiefly newspapers. In the treatment of the topics investigated, no real inaccuracies were apparent, but some things were passed over in such a way as to make one question the reliability. Perhaps this may be at least partly explained by the fact that the author did not emphasize very strongly the particular topics used for checking. Consequently, 44 points were allowed Wirth on this item in the score card.

Both Barker and Muzzey (1932) indicated a few good sources which were utilized, but both were inaccurate and misleading in the presentation of certain data. Of the four topics studied, Barker treated satisfactorily only that concerning the Mexican War, and Muzzey (1932) only the Panama Canal negotiations. Barker gave a one-sided impression about the causes of the American Revolution in particular, by placing practically all the blame on the British while he whitewashed the Americans. As a result, Muzzey (1932) seemed to deserve no more than 35 points, and Barker 32 points.

The other two old textbooks, Fish and Wertenbaker, received only 27 and 25 points respectively. No evidence of any sources of material were found in Fish, and the data were not too reliable for any one of the four topics. Like Barker, Fish gave an impression about the causes of the

American Revolution with which unbiased historians do not agree. Wertenbaker offered evidence of some good sources, but was quite inaccurate and unreliable in the treatment of certain matters.

Organization of subject matter into units convenient for teaching. Of the twelve textbooks being evaluated, ten of them used a unit plan of organization of some type. Only the two oldest were exceptions. On the whole, the more recent textbooks show that decided progress has been made in the past decade in organizing American history subject matter into units convenient for teaching.

The highest possible score of 60 points was given to five of the recent textbooks. These were Canfield, Carman, Faulkner, Hamm, and Harlow. All but Faulkner devoted four logically organized units to the period of American history extending through the Civil War and the reconstruction period. In each case, a chronological arrangement was followed in these four units, and although there were some variations, all were quite satisfactory. For the period since the Civil War, Hamm had three units, Carman had five, and each of the others four. All broke this period of American history into separate phases and dealt thoroughly with each. The organization differed somewhat in each case, and certain teachers would find one more preferable than others, but on the whole, all were quite convenient for teaching. In each case, the material was

organized topically within each unit. However, a teacher who is particularly interested in a chronological treatment of the period since the Civil War would prefer Carman. Another teacher might be particularly impressed by a unit in Canfield which deals specifically with political events and gives a chronological summary of the period from 1865 to the present.

Faulkner's unit organization does not follow the same general plan as the four just discussed, but to some teachers would be most preferable. Others would not care for it. The material is organized into six large and comprehensive units. The first unit takes one chronologically through the American Revolution. The next four take up large phases and treat them chronologically and topically. The last one deals largely with affairs of the last decade.

Much the same pattern is followed by Wirth as by the first five textbooks discussed. However, he has organized his material into twelve units, with the first seven dealing with the period through the Civil War, chronologically arranged for the most part. Of the remaining five, four take up large phases of history, and the last traces political history chronologically from the Civil War to the present. The content seems broken up a little too much for the greatest convenience in teaching, so this textbook was cut down to 57 points, although some teachers might prefer it to any other.

One interested in a strictly chronological arrangement of content might prefer Muzzey (1941), who utilizes a strictly chronological development of material. This book is organized into nine units with four chapters to the unit, except the last with three. The units are a convenient size for teaching, but are not sufficiently meaningful. Since this organization does not conform to generally accepted educational theory, only 50 points are allowed.

Barker is organized into nine units, four chronologically through the Civil War, and the other five around significant phases of American history. However, it is not well balanced for convenience in teaching, so has received 50 points. The units vary widely in size.

The unit organization of Adams is not one most convenient for teaching. Of the seven units, the first goes through to Washington's administration, and the second on to the present. The latter is so large that it is out of proportion to the others. The other five take up different phases of American history and carry them clear through. All are chronologically and topically arranged. Since Adams seems to be somewhat out of balance in its organization, only 40 points have been given.

Only 35 points go to Fish. This textbook is divided into six units, but is organized on a chronological basis throughout. Therefore, the units are less meaningful, and are not particularly convenient for teaching.

Neither Muzzey (1932) nor Wertenbaker is organized into units or any other major divisions. The chapters are well arranged in a chronological manner which makes both as convenient as could be expected under the circumstances, so each is allowed 20 points.

Interrelation of units. The seven more recent textbooks were again generally superior to the older ones in respect to the manner in which the material in each was grouped into units so interrelated that a definite impression of their relation to the whole is given. A full 20 points was given, for the item involving this interrelationship of units, to Canfield, Carman, and Harlow. In each case the interrelationship was very definite and satisfactory, with one unit leading smoothly into the next. Hamm had no previews to assist, but took care of this well in the first few pages of appropriate chapters, so it received 19 points.

Faulkner, Muzzey (1941), and Wirth were also quite satisfactory. Faulkner was cut to 18 points merely because there seemed to be some doubt that all pupils would sense the relationship between certain units. The teacher would have little difficulty, but it might be too complex for pupils. Muzzey's organization was strictly chronological, and from that point of view a definite impression of the whole resulted from the unit organization, but the units lacked sufficient meaningfulness, so 16 points were allowed. The interrelation

of units was quite logical in Wirth, although the large number of units detracted a little from their effectiveness in this respect. Wirth received 17 points.

The unit arrangement of Barker did not give a particularly favorable impression of the relation of the units to the whole. Some gave an impression of being unrelated, although previews helped somewhat to overcome this condition. A score of 15 points was recorded for Barker.

The second unit of Adams is so large that the following five seem subsidiary to it. The unit relationship which results is not a logical one. The score given to Adams is 12 points. Fish received 12 points. The relationship is a chronological one, and the six units give a fairly good impression of the relation of each unit to the whole.

Neither Muzzey (1932) nor Wertebaker contain a unit organization, but the chapters are fairly large, and comprehensive enough to give some impression of the relation of each to the whole. Therefore, 5 points were allowed to each.

Development of each new phase of the subject matter. It was found that four textbooks measured up so well to the criteria involving whether each new phase of the subject matter is developed as growing out of the needs, experiences, and interests of the pupils, that each of them was allowed the highest possible score of 25 points. These were Canfield,

Carman, Harlow, and Barker. They utilized both previews to units and introductory paragraphs in chapters as effective devices for this purpose. Hamm accomplished almost everything within chapters that these four did with their previews, hence 23 points were allotted to this book.

Fish definitely took into consideration the needs, experiences, and interests of the pupils, and used his previews rather effectively. The book was given 23 points on this item. Faulkner was written with the object in mind of developing each new phase as growing out of the pupils' needs and interests, but the unit introductions are not quite so effective. Faulkner received 21 points.

A score of 20 points went to both Muzzey (1941) and Wirth. Both have previews of the units which help, but it is debatable to how great a degree the authors were considering the needs, experiences, and interests of the pupils.

There is insufficient evidence that Adams gave this matter serious consideration. The unit introductions are not so very helpful. Only 15 points seem justifiable in this case.

Both Muzzey (1932) and Wertenbaker gave very little attention to this point, so are allowed only 5 points. The chapter organization contributes a little, however.

Provisions for individual differences. In order to determine whether the material in each textbook is well adapted

to provide for individual differences among pupils, the textbooks were examined with three factors in mind. These were: (1) whether some material could be omitted for slow groups and still retain continuity; (2) whether enough material is available to satisfy the needs of superior pupils; and (3) whether the study helps are a real aid.

The two textbooks which seemed to measure up best in all three respects were Wirth and Adams. Several other textbooks surpassed them in certain aspects, but these two had the best balance. Consequently, these two received 35 points each.

Faulkner, Hamm, and Harlow included more for the superior pupil, and excellent study helps, but in each case a problem arises as to what could satisfactorily be omitted for a slow group without destroying the continuity too much. It must be conceded that, while this condition may detract just a little in providing for individual differences, it strengthens these textbooks in respect to other factors. Under the circumstances, 34 points for each seemed justifiable.

Another textbook easy to adjust to individual differences is Barker. However, some difficulty in providing adequately for the superior pupils might arise, so 33 points were allowed. A score of 32 points was given to Carman, whose study aids seem particularly helpful for this purpose. There is probably enough material for all types of students, but it might be a little difficult to decide what to omit if one



finds too much material for slow pupils. Canfield received 30 points on the ground that the study helps are not as good as some for providing for individual differences.

On the basis that the study helps are fairly satisfactory aids in dealing with the problem of individual differences, Fish was allowed 28 points. Both of the textbooks by Wuzzey received 22 points, since it would be difficult to know what to omit with a slow group due to the chronological organization, and neither have study aids which would help much for the purpose under consideration.

Only 15 points were allowed Wertenbaker. The study helps contributed very little, and there is much too little material to meet the needs of superior students under ordinary circumstances. Nor would it be easy to know what to omit for a slow group although it is most unlikely that this would be necessary.

### Teaching and Learning Aids

Helpfulness of the preface. Among the items involving teaching and learning aids, the first one found in the score card concerns the helpfulness of the preface. The prefaces of the several textbooks were analyzed and evaluated by noting the nature and value of the information which each contained.

It was found that Faulkner's preface was slightly superior to all others, so this textbook was the only one to

receive a full 15 points for the item involved. Faulkner's preface contains an excellent discussion of his point of view and purpose, the organization of the material, several outstanding features of the textbook, the nature of the latest revision, how to use the study helps, and acknowledgments to various persons who contributed in one way or another to the textbook.

The prefaces of Canfield, Carman, Hamm, Harlow, and Barker were all on about the same level, although none of these offered as much as that of Faulkner. None of these discussed so fully the outstanding features, nor the nature of their revisions. Carman had less to say about study helps, and Barker contained very little in the way of acknowledgments. Therefore these two were given 12 points as against 13 points for the other three.

Wirth and Fish covered practically the same ground in their prefaces as the textbooks which received 12 or 13 points, but offered a little less information in the process, so the two were given 11 points each.

Fewer factors were considered by the four remaining textbooks. Muzzey (1941) gave an excellent account of the author's point of view and purpose, explained the organization, and added a few acknowledgments. Adams presented the author's point of view well, pointed out several outstanding features of the textbook, and discussed the organization.

Both seemed worth about 10 points when compared with the others.

The leading feature in the prefaces of Muzzey (1932) and Wertenbaker were their suggestions for using the textbooks. Muzzey brought out the author's point of view and purpose, while Wertenbaker explained the point of view, and included the names of persons who gave assistance. Each was deemed to rate 9 points.

Nature and value of the introductions. The authors of more recent textbooks show a tendency to omit a formal introduction and to depend upon a preview, or introduction of some sort, to each unit for arousing the interest and curiosity of the pupils. Muzzey (1941) was the only recent textbook to contain an introduction, and it was a very good one. Previews to each unit were also included. Two older textbooks, Adams and Fish, also combined an introduction and previews to units to good effect. Each of these three received a full 15 points.

Canfield, Harlow, and Wirth rated 14 points, within a point of the highest possible score. Canfield had no formal introduction, but in addition to previews for each unit, had an excellent one to introduce Part II of the textbook which deals with the period since the Civil War. In addition to very good previews, Harlow had a brief introduction which

would aid in stimulating interest in subject matter. Wirth also had a brief introduction, in which pupils are advised how to use the textbook, in addition to unit previews.

Both Carman and Barker rely entirely upon previews for introductory purposes, but they are very good ones, so 13 points are justified for each textbook. Faulkner also depends upon unit previews for this purpose, but the previews are not quite as effective, so the book is cut to 12 points.

Neither a formal introduction nor previews are found in Hamm, who depends entirely upon introductory remarks within certain chapters and upon content for arousing interest and curiosity. He accomplishes his purpose well enough by this device to deserve 10 points.

Only a brief introductory note in the preface was found in Wertenbaker, and no previews or the equivalent, so this textbook rated no more than 5 points. Muzzey (1932) had no introduction of any kind, so this book was rated 3 points.

Fullness of the table of contents. The two textbooks whose tables of contents were most complete were older ones, Fish and Muzzey (1932). Not only did each of these give a suitable idea of the scope and organization of the textbook, but gave the pages for both the chapters and sections of chapters. Fish also gave unit headings, so received 20 points to 19 for Muzzey (1932).

The textbooks which included in their tables of contents the titles of the units, the chapters, and the section headings, and gave the pages for the chapters only, received 17 points. These were Carman, Faulkner, and Adams.

The remaining textbooks had the unit and chapter titles in their tables of contents, and the chapter pages; except Wertenbaker who had no units to include. Therefore, the latter received 13 points, while 14 points went to Canfield, Hamm, Harlow, Muzzey (1941), Wirth, and Barker.

Listings of the illustrative materials. The most complete listings of illustrative materials were found in Hamm, Adams, and Wertenbaker, all of whom listed all illustrative materials found in their textbooks. Each received a full 5 points for the item involved.

In addition to a complete list of the maps, Faulkner added a list of the items found in the appendix, and Wirth added a list of charts. To these two were given 4 points each.

For complete lists of maps, and nothing more, Canfield, Carman, and Harlow were each allowed 3 points.

Only the more important maps were specified in the listings of Fish and Muzzey (1932). The latter included all full-page and double-page maps, while Fish named only the colored maps, but the latter also listed items in the appendix. Therefore, each received 2 points.

Only a single point went to Muzzey (1941) who listed only six colored maps, and to Barker who itemized the appendix.

Completeness and arrangement of the indexes. In order to determine how complete and how well arranged the index of each textbook was, and the relative ease with which materials could be found, it seemed appropriate to investigate three factors. One of these concerned the relative size of each index; a second factor, the proportion of multiple references; and the third, the ease with which the type could be read.

In perusing the indexes to examine the relative number of multiple references, and the ease with which various items could be located in each textbook, it was noted that a direct relation existed between these factors and the general size of the index. Therefore, a check was made to see how many pages each textbook included in its index. Since both the size of the pages and of the type varied, it was necessary to find some other basis for comparison. Since each of the twelve textbooks utilized half-lines, the total number of half-lines was calculated for each textbook by counting the number on each page and then multiplying by the total number of pages. Due to the difference in the number of words per line, one could not expect accurate results, but the approximation served the purpose for which it was intended.

The range in the total number of half-lines was from

1877 in Muzzey (1932) to 5236 in Carman, and the mean was 2900. Four of the recent, and two of the older textbooks were above the mean. The complete findings are shown in Table XI. After judging the worth of the indexes in the light of these findings, it was necessary to make some allowances for the nature of the type. That of Fish and Wertenbaker was quite small and hard to read, so a loss of 2 points resulted. Single points were taken from Hamm, Wirth, Adams, and Muzzey (1932) whose indexes were more difficult to read than those of other textbooks. The final tabulation showed Carman rating the full 25 points allotted for this item. Canfield received 24 points, with one less point going to Harlow, Wirth, and Adams. Fish was given 22 points, Hamm 20 points, and Barker 18 points. Faulkner and Muzzey (1941) received 17 points, while the remaining two, Muzzey (1932) and Wertenbaker, were each a point under them.

TABLE XI

APPROXIMATE NUMBER OF PAGES AND NUMBER OF HALF-LINES  
INCLUDED IN THE INDEX OF EACH OF TWELVE  
AMERICAN HISTORY TEXTBOOKS

Textbooks	Number of pages	Half-lines per page	Total number of half-lines
Canfield	27.5	126	3465
Carman	49.4	106	5236
Faulkner	14.2	130	1946
Hamm	17.1	132	2647
Harlow	28.7	108	3106
Muzzey (1941)	19.5	98	1911
Wirth	25.6	148	3789
Adams	28.3	120	3396
Barker	18.0	114	2052
Fish	23.5	148	3478
Muzzey (1932)	14.9	126	1877
Wertenbaker	15.0	146	1898
Mean			2900



Value of the appendixes. As a result of the analysis of the appendixes of the twelve textbooks for the purpose of determining the usefulness and helpfulness of each, it was found that every one contained the Declaration of Independence and the Constitution of the United States. Since these two items were all that the appendixes of Canfield, Carman, Harlow, and Adams contained, these four textbooks each rated only 4 points.

The most helpful appendixes were presented by Hamm and Wirth. An excellent chronological outline of events and information about the States and territories of the United States were found in each. The former also included information on the sessions of Congress and about citizenship and naturalization. The latter contained information about the presidents and vice-presidents, and a special list of reading references. Consequently, the highest score of 10 points went to Hamm and Wirth.

The same number of items was found in Wertenbaker, but two of them, the Gettysburg Address and Wilson's Fourteen Points, were not as appropriate for inclusion in the appendix as corresponding items in either Hamm or Wirth, since they are not materials to which one would very often refer. As a result, Wertenbaker was cut down to 8 points.

Faulkner and Muzzey (1941) had five good items, all helpful, so received 9 points, while Fish who also included

five items, received only 8 points because the information was not quite so helpful and usable as that of the other two. The four items in Barker and Muzzey (1932) were satisfactory, so each received 6 points.

Number and quality of maps. Before the maps in each textbook could be effectively analyzed and evaluated, it was necessary to determine the number and general nature of the maps which each contained. Therefore, the maps of various sizes were counted, the page space represented for each textbook was calculated, and the proportion of the entire textbook represented by the space devoted to maps was computed. This last step was necessary because the number of maps of different size was not in itself a satisfactory basis for comparison, since the size of the textbooks and their pages were not the same.

Other factors which were taken into consideration in judging the maps included the ease with which they could be read and used, how appropriate they were to the material in the textbook, and the convenience of their location.

The number of maps contained in the textbooks varied from 22 in Fish to 81 in Faulkner, with a mean of 52. The range in the proportion of the space in the entire textbook which was given over to maps was from 3.0 per cent in Adams to 6.3 in Muzzey (1932). The mean in this case was 3.9 per cent. That the textbooks at each extreme on the percentage

basis differ from those in terms of number of pages is explained by the fact that some textbooks included a greater percentage of large maps than did others. The full details are shown in Table XII.

The maps in three textbooks, Faulkner, Muzzey (1941), and Muzzey (1932) stood out above the others, so each of the three received the highest possible score of 20 points. Faulkner contained 81 maps representing 4.8 per cent of the space within the textbook, Muzzey (1941) had 62 maps which equaled 5.5 per cent of the textbook, and Muzzey (1932) devoted 6.3 per cent of the textbook to 71 maps. Thus, each was well above each mean, and in addition each had maps easy to read and to use, appropriate, and well located. Each included several colored maps. Each of Muzzey's textbooks contained an unusual number of double page and full page maps.

Carman was well above the average in number with 70 maps, but fell down somewhat in size. Although Carman contained a preponderance of one-half page and one-fourth page maps, a redeeming factor lay in the fact that the pages were large. However, some maps were not as clear and easy to read as they might have been, so only 17 points were allowed.

TABLE XII

NUMBER OF MAPS IN EACH OF TWELVE  
AMERICAN HISTORY TEXTBOOKS AND THE PROPORTION  
OF THE ENTIRE TEXTBOOK WHICH THEY REPRESENT

Textbook	Double page	Full page	Three- fourths page	One- half page	One- fourth page	One- eighth page	Total	Per cent of space
Canfield	2	19	1	8	3	2	35	3.1
Carman	..	6	3	25	36	..	70	3.5
Faulkner	..	17	3	35	24	2	81	4.8
Hamm	3	12	6	26	7	1	55	3.2
Harlow	2	12	7	16	3	5	45	3.5
Muzzey (1941)	7	21	11	18	3	2	62	5.5
Wirth	2	10	4	11	15	..	32	3.1
Adams	..	15	4	15	14	1	49	3.0
Barker	..	13	..	20	10	2	45	3.1
Fish	7	5	1	7	2	..	22	3.3
Muzzey (1932)	6	25	..	18	15	7	71	6.3
Wertenbaker	..	18	5	16	12	..	51	4.3
Mean	4	14	4	18	12	3	52	3.9

Note: Only the textbooks actually containing maps of a given size were considered in determining the mean in each case.

For a textbook of its small size, Wertenbaker was well equipped with maps in respect to both number and size. This book was just above the mean in number with 52 maps, and .4 of a per cent above in the proportion of space represented. However, some maps did not seem quite appropriate or well located, so 16 points were given.

The maps in Hamm were clear and to the point, and 55 in number, but fell down in respect to the per cent of space involved. As compared with the other textbooks, Hamm rated 15 points. Too few maps were found in Harlow, which was a little below both means, but the maps were very good in other respects, so 15 points were allowed.

Canfield's maps were very satisfactory in quality, with more than half of the 35 being full page maps. However, they were too few in number, so only 13 points were given for the item involved in the score card. Since Wirth trailed Canfield both in the number and the size of the maps, only 11 points were allowed in this case.

Neither Adams nor Barker were far below the mean in number of maps, but both fell down considerably in size. Furthermore, some of their maps were lacking in appropriateness. Scores of 10 and 9 points respectively seemed to be all that these two deserved. Only 8 points were given to Fish. More than half of the 22 maps were colored, and occupied either full or double pages, but the number was too

low to meet the needs of the users.

Effectiveness of the pictures and cartoons. The same procedure was used to discover the number and relative size of the pictures and cartoons in each textbook as was used for the maps. In order to determine the effectiveness and worthwhileness of the pictures and cartoons, it was noted how well they fit in with the subject matter, how well they were explained, and how appropriate were their captions.

In all cases, the pictures and cartoons were found to fit in satisfactorily with the subject matter, and the captions were quite appropriate in every textbook. The policy concerning explanations varied. Full and excellent explanations accompanied the pictures and cartoons in Faulkner, Hamm, and Barker. Brief explanations were found with a few pictorial illustrations in Carman, Wirth, Adams, and Fish, but each depended for the most part upon the captions alone. The remainder relied entirely upon the captions to explain the pictorial matter.

Concerning the number of pictures and cartoons found in each textbook, and the proportion of the space in the entire book which these represent, Table XIII should be consulted. In number, the range was from 7 in Wertenbaker to 285 in Canfield, and in per cent of space, it lay between 0.9 in Wertenbaker to 12.2 in Canfield. The means were 172 and 8.1.

TABLE XIII

NUMBER OF PICTURES AND CARTOONS IN EACH  
OF TWELVE AMERICAN HISTORY TEXTBOOKS AND THE  
PROPORTION OF THE ENTIRE TEXTBOOK WHICH THEY REPRESENT

Textbooks	Full page	Three- fourths page	One- half page	One- fourth page	One- eighth page	Total	Per cent of space
Canfield	27	7	117	60	74	285	12.2
Carman	17	22	99	65	36	239	12.0
Faulkner	8	5	83	71	18	185	8.1
Hamm	8	2	73	25	..	108	9.2
Harlow	10	..	115	47	18	190	9.2
Muzzey (1941)	26	5	57	45	7	140	7.3
Wirth	17	..	76	112	42	247	10.4
Adams	5	..	85	96	31	217	7.8
Barker	10	2	66	59	2	139	7.2
Fish	2	2	77	102	22	205	8.0
Muzzey (1932)	22	..	20	29	34	105	5.4
Wertenbaker	7	..	..	..	..	7	.9
Mean	13	6	79	65	26	172	8.1

Note: Only the textbooks actually containing pictures and cartoons of a given size were considered in determining the mean in each case.

Based largely on the fact that they led the other textbooks in the number, and also the proportion, of pictures and cartoons, Canfield and Carman were given high scores of 15 points. Wirth was ahead of Carman in number, but lost a point because his pictorial illustrations were smaller in size and thus not quite so effective. Harlow also received 14 points because his full explanations made up for the fact that he had fewer pictures and cartoons.

The explanations in Hamm were very good, but the number dropped too far below the mean to rate more than 12 points. Faulkner received the same score, although at the mean in the per cent of space represented, because he rated well in other ways.

Fish received 11 points, Barker 10 points, and Muzzey (1941) and Adams 9 each. These scores compare closely to the findings in number and size of pictures and cartoons as compared with the others, although some consideration was given to the explanations accompanying them.

Muzzey (1932) was well below both means, so rates 6 points. Only seven full page, colored pictures were contained in Wertenbaker, so only 2 points were scored for this textbook.

Utilization of graphs, charts, and tables. It is evident that the authors of American history textbooks do not



recognize that graphs, charts, and tables are as effective teaching and learning aids as other kinds of illustrative materials. The only textbooks to be above the mean of 17 for the number of graphs, charts, and tables, or that of 0.8 per cent for the proportion of space represented, were three newer ones, Carman, Faulkner, and Hamm. The full information has been placed in Table XIV.

The quality of the graphs, charts, and tables contained in Carman, Faulkner, and Hamm was satisfactory, so Carman, who used the most, received 20 points, the other two, 17 points.

No fault could be found with the quality of the graphs, tables, and charts in the other textbooks, so the number of points given to each was based on the number and proportion of these materials. Muzzey (1941), Adams, and Muzzey (1932) were just under the mean for the number of graphs, tables, and charts, and about one-fourth of one per cent under the mean for the percentage of space involved, yet were so far short of the three leading textbooks that only 10 points seem justifiable. On the same basis Fish deserves 7 points, and Canfield, Harlow, Wirth, and Barker rate 6 points. Wertenbaker received no points since no such illustrative materials were utilized.

TABLE XIV

NUMBER OF GRAPHS, CHARTS, AND TABLES IN EACH OF  
TWELVE AMERICAN HISTORY TEXTBOOKS AND THE PROPORTION  
OF THE ENTIRE TEXTBOOK WHICH THEY REPRESENT

Textbooks	Full page	Three- fourths page	One- half page	One- fourth page	One- eighth page	Total	Per Cent of space
Canfield	..	1	4	..	..	5	0.3
Carman	1	7	18	16	..	42	2.2
Faulkner	4	2	13	13	..	32	1.7
Hamm	5	4	18	5	2	34	1.6
Harlow	..	1	2	2	1	6	0.3
Muzzey (1941)	1	..	3	6	4	14	0.5
Wirth	..	..	4	1	..	5	0.3
Adams	..	..	4	9	3	16	0.5
Barker	..	2	3	..	1	6	0.4
Fish	..	..	..	3	6	9	0.2
Muzzey (1932)	2	..	1	4	8	15	0.6
Wertenbaker	..	..	..	..	..	..	...
Mean	3	3	7	6	4	17	0.8

Note: Only the textbooks actually containing graphs, charts, and tables were considered in determining the mean in each case.

Evaluation of references to collateral readings. In order to judge how satisfactory the references to collateral readings in each textbook meet the needs of the persons using it, five factors were brought under consideration. These factors were: (1) whether pages or chapters were cited, or only titles; (2) whether the references were well classified; (3) whether a good assortment was offered; (4) whether the references seemed adequate for high school pupils; and (5) whether many of them probably would be available in the average high school library.

It was found that Carman, Hamm, and Barker rated highly in all respects, so received the full 20 points for the item involved. There was a little question in the case of Faulkner as to the availability of many of the references, so this textbook was given 19 points.

Of the remaining textbooks, Harlow and Fish gave page citations in a satisfactory manner, but Wirth gave only the titles to references. Muzzey (1932) and Wertenbaker gave only chapter references. Canfield and Adams were fairly satisfactory in their citations. In respect to the classification of references, Fish was weak, and Canfield and Harlow not as good as others. Canfield and Fish did not offer satisfactory assortments, and that of Harlow was not as good as most. Regarding the adequacy of the references for high school pupils, Fish fell down here. As to the availability

of the references in high school libraries, some doubt exists in all cases for many of the references. Fish is weakest in this respect. The scores allowed to these textbooks were as follows: Adams, 18 points; Wertenbaker, 17 points; Muzzey (1941), 17 points; Harlow, 16 points; Muzzey (1932), 16 points; Wirth, 15 points; Canfield, 14 points; and Fish, 11 points.

Questions on the text material. All textbooks under investigation included questions in one form or another on the text material. Some did not stress this type of study help as much as others, but most were satisfactory. Factors considered in judging the review and discussion questions involved their inclusiveness, practicability, balance, and variety.

There was little to choose between Hamm, Harlow, Muzzey (1941), Barker, and Muzzey (1932), all of whom presented an excellent set of questions on the text material which measured up to all standards. Each received the highest possible score of 20 points. Wertenbaker rated very nearly the same score, but lost a point because a few sets of questions lacked the balance of the other five.

An unique feature of Canfield's study helps was the list of guiding questions at the beginning of the chapter, with questions for class discussion inserted at the end. These

were broad questions and few in number, but not quite so inclusive and balanced as some in other textbooks. Canfield seemed to be worth 18 points.

A smaller number of questions on the text than is usual were found in Wirth. These questions were quite inclusive, but were not as easy to follow as seems desirable. Therefore, Wirth was judged to be worth 17 points, one point less than Canfield.

Most of the questions in Adams measured up well, but for some chapters they lacked balance and variety, so 16 points were given for this item.

The questions in Fish were few, but quite inclusive. They fell down in balance and variety. A good set of review questions over each unit was a redeeming feature which helped to justify the 15 points allowed Fish.

Neither Faulkner nor Carman emphasized very strongly questions on the text material. Faulkner included some within the exercises and activities at the end of each chapter and over each unit, and these were satisfactory enough to merit 15 points. Those which Carman included in the problems and activities over each chapter apparently were not worth over 13 points.

The nature and value of suggested projects and activities.

Most of the textbooks offered definite projects and activities

of one kind or another for the pupils. Some relied chiefly upon questions on the text material and references to collateral reading as their study helps. Since there were other items in the score card involving references, questions, and terms to understand, the item involving the appropriateness of suggested projects and activities was regarded as involving primarily other types of study helps. The projects and activities were judged on their definiteness, variety, and directions given, and their practicability.

The textbook whose projects and activities rated highest in comparison with the others was Wirth, so this textbook received the full 25 points allotted for the item. Very close behind was Faulkner, but since there was a little less variety in some cases, one less point was allowed.

Carman, Harlow, and Adams each received 23 points. Carman's projects and activities were very good in most ways, but fell off somewhat in variety. The only objection to Harlow's projects and activities lay in the fact that they were placed at the end of units rather than at the end of chapters. Some teachers undoubtedly would prefer such an arrangement, but to many, such a distribution would not be most satisfactory. Adams was not as strong as some of the textbooks in the directions he gave.

To Canfield and Barker were given 21 points. The former's projects and activities were not so well balanced as

some, and not always most practicable. Those of Barker were lacking chiefly in the matter of variety.

The projects and activities which Fish included at the end of each chapter were not so very satisfactory, but some good ones over whole units made up for much of this, so Fish was allowed 19 points.

The remaining textbooks did not give much stress to study helps other than those covered by other items. Hamm worked many into his questions, so receives 17 points, while in both textbooks by Muzzey, a good series of topics for reports were included, which entitles each to 15 points. Wertenbaker had only a very little in the way of projects and activities worked into a few questions, so is entitled to no more than 5 points.

Lists of terms difficult to understand. It is evident that authors of American history textbooks are not in agreement about the importance of including among the study helps lists of important terms which pupils may have difficulty in understanding. Some place considerable emphasis upon such lists of terms, while others largely ignore them.

Hamm, Muzzey (1941), and Adams have excellent lists of terms for pupils to study at the end of each chapter, while Faulkner and Harlow place very complete lists at the end of each unit. On the basis that the plan used by the first

three is just a little more convenient and effective, they are given 20 points, and Faulkner and Harlow each received one less. Wirth also included a list of terms among the study helps at the end of each chapter, but these lists were not quite as full, so 18 points were scored for this textbook.

The remaining textbooks had no such lists. Fish and Muzzey (1932) took care of the matter a little more satisfactorily than did others through their questions on the text, so received 10 points each, while the other four textbooks were allowed only 8 points each.

The study helps and individual differences. The study helps in an American history textbook are generally looked upon as important devices to aid in providing for individual differences among pupils and classes. To do this adequately, the textbook should rate reasonably high in respect to the items involving the various types of study helps which were scored above. If the study helps are satisfactory for dealing with individual differences, they must have variety, must be definite and clear, must consider both weak and superior pupils, and must be suggestive and conducive to independent study.

A careful examination and perusal of the study helps of each textbook revealed that Harlow probably meets the problem



of individual differences the best of any, closely followed by Wirth and Faulkner. The study helps of the last two do not seem quite so conducive to independent study, nor is Faulkner equally well adapted to the needs of weak pupils. Consequently, Harlow was given 20 points to 19 for Wirth and 18 for Faulkner.

Hamm received 17 and Adams 16 points. Neither were on a par with Harlow in respect to variety nor to meeting the needs of weak pupils. Adams was also a little less effective in other respects.

A score of 15 points went to Canfield, Carman, and Barker. All were lacking somewhat in variety, especially the first two, none were too well equipped to provide for weak pupils, and none were as conducive to independent study as some of the others. Barker was a bit too involved.

Muzzey (1941) and Fish were both definite and clear, but not as satisfactory as possible in other respects. Both were weakest in their failure to provide for weak students and to promote independent study. As compared with the other textbooks, Muzzey (1941) seemed to be worth about 14 points and Fish 13 points.

The other two textbooks were not particularly strong in any respect, but Muzzey (1932) was not far behind Muzzey (1941) and Fish, so received 12 points. No more than 9 points were justifiable for Wertenbaker.

### Mechanical Features

Durability and attractiveness of the binding. As we turn to the analysis and evaluation of the mechanical features of the textbooks under consideration, we find that the first item involved in the score card concerns the durability and attractiveness of the binding. One has to depend on personal observation of the bindings in order to form a judgment. Although one may be as objective as possible in reaching his decisions about the bindings, personal opinion is a strong factor, especially in judging the relative attractiveness.

There was little to choose between so far as the durability of the binding was concerned. All of the more recent books were well bound, and of the older books, Adams and Wertenbaker were the only ones about which there existed doubt. Nor did any of them seem to lack much in the attractiveness of the color and design. The qualities in the design of Faulkner and Hamm were most appealing, but Carman, Harlow, and Muzzey (1941) were almost their equal. Canfield and Wirth seemed a little too bright, although this is an instance where personal tastes might differ decidedly. Barker and Fish were a little too drab. Least attractive seemed to be Adams, Muzzey, and Wertenbaker. The scores assigned to the textbooks for this item were as follows: to Faulkner and Hamm, 15 points; to Carman, Harlow, and Muzzey (1941), 14 points; to Canfield and Wirth, 13 points, to

Barker and Fish, 12 points; to Muzzey (1932), 11 points; and to Adams and Wertenbaker, 10 points.

Quality of the paper within the textbook. The paper within each textbook was examined carefully, and the durability and gloss of each compared with the others. Most of the textbooks were quite satisfactory, so received the full 25 points allowed for the item. However the pages in Faulkner and Harlow were a bit flimsy, so they received 23 and 21 points respectively. Canfield and Barker were glossy enough to threaten eye-strain, so were given 23 and 21 points. On the other hand, Wertenbaker was given 22 points because the paper was a little too dull.

Nature and readability of the type. After closely scrutinizing the type used in each textbook, and noting how clearly each was printed, how well spaced, and the size of the type, the books were divided into groups on the basis of the ease with which each could be read. The four which rated best were Canfield, Hamm, Harlow, and Wirth. The print in Harlow was a little smaller than the others, but made up the deficiency through its clearness and spacing. To each of these four, the highest possible score of 25 points was given.

The spacing in Carman was a trifle too close for the highest score, so this textbook, and Muzzey (1941), whose

type would read a bit easier if larger, were allowed 23 points.

Three textbooks received 22 points. Faulkner was one, since his type was a little small. Another was Adams, whose spacing was not the best. The other was Wertenbaker, whose type was not as clear as some.

Due to size and spacing, Barker and Muzzey (1932) were cut down to 20 points; and for the same reasons, in greater degree, Fish received 17 points.

Arrangement of material on the page. In order to determine whether the material was well arranged on the pages of the textbooks, each was carefully examined and compared with the others relative to the suitability of the margins, the distinctness of the topic headings, how well the topic headings aid in following the organization of the content, and how well the changes of type and spacing denote the relative importance of the material.

None of the textbooks gave evidence of any very noticeable deficiencies. Faulkner, Harlow, and especially Adams, ran their inside margins a little close to the edge of the page, but in no case did this condition seriously hinder reading. All used distinct topic headings, although one must become accustomed to those in Canfield before he realizes they are distinct. Several variations were found in the

organization of the topic headings. The most completely organized headings, which were carried to the third place, were those of Hamm and Barker. Most of the others gave both section and topic headings, but Muzzey (1941), Wirth, and Wertenbaker had only topic headings. In no case did the changes of type and spacing fail to denote the relative importance of different parts of the material, although it was not as immediately evident in Canfield and Hamm as in others.

The differences in the effectiveness of the arrangement of materials found in the several textbooks were too slight to justify marking any of them down a great deal. Carman, Barker, Fish, and Muzzey (1941) were given the highest possible score of 20 points. Because of the minor differences in certain details mentioned above, Canfield and Adams received 18 points and the other six textbooks were given 19 points.

Size of the textbook. Since no actual teaching situation is involved in the present study, it is impractical to attempt to determine to any great degree whether the textbooks are of satisfactory size in relation to the amount of time to be devoted to them. The best that can be done here is to make an estimate for the average situation.

It is ordinarily not so much of a problem to use a textbook with more material in it than is needed, as to try to

use one with too little. A basis was found for comparing the size of the textbooks by calculating the number of pages devoted by each to actual subject matter, and the average number of words found on a full page; after which the total number of words used by each textbook was computed. As shown in Table XV, the approximate number of words contained in each textbook varied from 176,240 in Wertenbaker to 309,800 in Harlow, with a mean of 248,240 words. Five textbooks were above the mean, and four others near enough not to make much difference. These nine textbooks were given the highest possible score of 5 points. Carman with 204,784 words, and Barker with 212,256 words, were rather far under the mean, so received 4 points, while Wertenbaker was allowed only 3 points.

Proportionality of the whole book. The last item, which concerns whether the whole book is well proportioned and attractive, is another which calls for personal observation in which subjective opinion is certain to enter. In analyzing and evaluating this feature, the overall appearance of each textbook was taken into consideration, and comparisons made.

TABLE XV

APPROXIMATE NUMBER OF PAGES AND NUMBER OF WORDS  
OF ACTUAL SUBJECT MATTER CONTAINED IN EACH  
OF TWELVE AMERICAN HISTORY TEXTBOOKS

Textbooks	Pages of subject matter	Average number of words per full page	Total number of words
Canfield	589 1/2	401	236,390
Carman	480 1/2	447	204,784
Faulkner	575 1/2	509	292,802
Hamm	850	348	295,800
Harlow	582 1/2	531	309,308
Muzzey (1941)	674	378	254,772
Wirth	526 1/4	487	256,284
Adams	615 3/4	425	261,694
Barker	547	388	212,236
Fish	613	397	243,361
Muzzey (1932)	622 1/4	378	235,211
Wertenbaker	529 1/4	333	176,240
Mean			248,240

As a result of the examination of the overall appearance of the interiors, it seemed that Canfield's contents were broken up by too many illustrations to give an impression of being well proportioned. On the other hand, those in Barker, Fish, Wertenbaker, and, to some extent, in Hamm, did not seem to show up well enough. One received an impression that certain parts of these textbooks appeared monotonous. Viewed from the exterior, Hamm seemed too thick for the other dimensions of the book, and Carman, Harlow, and Wirth were a little too long and wide. Consequently, the highest possible score of 10 points went to Faulkner, Muzzey (1941), Adams, and Muzzey (1932); a score of 8 points to Hamm; and 9 points to each of the others.

#### Results of the Analysis and Evaluation

Summary of the scores received. The total number of points scored by each textbook reveals that each of the more recent textbooks is superior for use in senior high school American history classes to any of the older ones, as was to be expected. Out of the possible score of 1,000 points, the range of the scores for the newer textbooks was from 839 for Muzzey (1941), to 939 for Hamm, and that of the older ones lay between 538 for Wertenbaker and 780 for Adams. Faulkner with 935 points, and Harlow with 923, were close behind Hamm. Among the more recent textbooks, Carman, Canfield, Wirth, and



Muzzey (1941) followed in that order. For the exact scores for each item and group of items, and the total points received by each textbook, Table II, near the beginning of this chapter, should be consulted.

Turning to the five groups of items involved in the score card, one finds that the first group, which concerns matters of publication, reveals a wide difference between the totals for the more recent and the older textbooks, but this is explained by the fact that the item concerning the date of publication was an important factor. Except for Carman, which was not only published a year or two later than other recent ones, but also inadequately revised, no great differences in the scores of the newer books are evident.

In respect to authorship, the more recent textbooks ran ahead of the older ones for the most part, although Barker with 101 points was even with Wirth. Hamm with 113 out of a possible 120 points ranked first for this group of items. The others were closely grouped together, the more recent ones between 100 and 109, the older ones between 83 and 88, with Muzzey (1932) lowest.

For the group of items involving the nature and organization of the content, Hamm with 466 points out of 470 possible points, Harlow with 462, and Faulkner with 458, proved to be highly superior. Carman and Canfield were not far behind, but Wirth and Muzzey (1941) dropped down to 400 and

391 respectively. Adams topped the older textbooks with 387 points, and Wertenbaker was far behind all others with 210.

Much the same proportion between the scores of the older and newer textbooks held for the teaching and learning aids. Faulkner was high with 218 out of a possible 250 points, closely followed by Hamm, Carman, Harlow, and Wirth. However, Adams with 196 points was ahead of Canfield and Muzzey (1941), whose scores were 182 and 191 respectively. Wertenbaker again trailed with 132 points.

For mechanical features, the range for the older textbooks was from 85 for Wertenbaker to 90 for Adams and for Muzzey (1932), as compared to a variation for the newer ones between 93 for Canfield and for Harlow and 97 for Hamm.

Interpretation of the total scores. On the basis of the number of points scored by each textbook for all of the forty items included in the score card as criteria for the analysis, evaluation, and selection of senior high school American history textbooks, it would appear the choice of a textbook lies between Hamm, Faulkner, and Harlow, who scored 939, 935, and 923 points respectively. However, one must bear in mind that no actual teaching situation was involved in the evaluation, so the total scores are not so meaningful as they would otherwise be. Further, it must be remembered that the needs and purposes of teachers in various teaching situations

may be very different, and that the textbook which serves best in one situation might not be so satisfactory in another. While certain general conclusions can be drawn about the several textbooks as a result of the analysis and evaluations carried out in this study, the limiting factors involved should not be overlooked in interpreting the significance of the final ratings as indicated by the score card.

General trends indicated by the study. No significant trends in American history textbooks were evident so far as the items concerning matters of publication and authorship were concerned, but a comparison of the results of the analysis and evaluation of other aspects of the more recent and older textbooks indicated some important tendencies.

The analysis of the nature and organization of the subject matter of the several American history textbooks indicated a tendency for most of the recent ones to place more emphasis on social, cultural, and economic affairs in proportion to the attention given to military and political matters. Furthermore, they tend to emphasize more the period since the Civil War and the more recent affairs. A noticeable improvement in the accuracy and reliability of the data presented in the later textbooks was observed, as was a general improvement in the organization of material which is more conducive to effective teaching.

Study of the teaching and learning aids indicated that the more recent textbooks tend to provide better prefaces than the older ones, but very few make use of formal introductions, preferring to utilize unit previews or the equivalent instead. The number and quality of all types of illustrative materials are improving in more recent textbooks, with some of them beginning to put more emphasis on graphs, tables, and charts, although the latter type of illustration is used much less than other kinds. There is also a tendency for many of the newer textbooks to offer a wider variety of study helps which are more helpful in providing for individual differences.

On the whole, all of the textbooks rate very highly in their mechanical features. However, more recent American history textbooks tend to be more attractive in appearance, and to be printed to read more easily.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

The major objectives of this study as indicated in Chapter I were as follows: (1) to determine what criteria should be utilized for the analysis, evaluation, and selection of American history textbooks for use in the senior high school classroom; (2) to devise a score card employing these criteria which can be applied to any given American history textbook to discover how that particular textbook rates in comparison with other American history textbooks considered; (3) to utilize the criteria decided upon as significant for the purpose, and the score card based upon them, to analyze and evaluate twelve American history textbooks; and (4) to note any recent developments and improvements in American history textbooks.

Since certain doubts have been raised in some quarters as to the value and place of the textbook in American education, it was felt desirable in Chapter II to show that the textbook holds, and will continue to hold, real significance in the teaching of American history. Furthermore, it seemed advisable to point out the problems and practices concerned with the selection of textbooks at the present time, and to offer evidence that a real need exists for improving the methods of selecting American history textbooks. Many sources

were cited to support these viewpoints.

Much work has already been done in the field of textbook analysis, evaluation, and selection, although very little of the literature in the field relates directly to the field of American history. Nevertheless, much of the literature covering the general field of the textbook has been of considerable value in the present study. Therefore, a large section of Chapter II was devoted to a survey of the related literature, with specific and detailed references being made to many helpful sources.

The problem of determining what criteria are significant for the analysis, evaluation, and selection of American history textbooks, and how to apply most effectively the criteria decided upon, was considered in Chapter III. Many books, unpublished Master's theses, courses of study in the social studies, and other sources were consulted in this connection.

The criteria which were found significant for judging and evaluating American history textbooks fell into five general groups. These involved items concerning: (1) publication, (2) authorship, (3) nature and organization of content, (4) teaching and learning aids, and (5) mechanical features. A total of forty items were settled upon as important enough to include in the list of criteria.

Since the list of criteria set up was insufficient in itself for the most effective selection of American history

textbooks, it was necessary to devise a systematic and relatively objective method of applying the criteria. It was shown that score cards offer the most satisfactory procedure for this purpose.

The relative value of the different criteria varied considerably. Therefore, it was necessary to determine the numerical weight to assign to each item in the score card to be devised. After considerable experimentation, it was decided that it was most convenient to allow 1,000 points as the highest possible score for the total of the forty items. These were divided among the five general groups of items as follows: (1) publication, 60 points; (2) authorship, 120 points; (3) nature and organization of content, 470 points; (4) teaching and learning aids, 250 points; and (5) mechanical features of the textbooks, 100 points.

Twelve American history textbooks were chosen for analysis and evaluation through the use of the score card which was set up. A careful analysis of the textbooks was made in Chapter IV, and each was evaluated and scored on the basis of the manner in which it compared with the other textbooks in the light of the criteria in the score card.

In order to note any significant developments and improvements in the more recent American history textbooks, five textbooks published between 1932 and 1935 were included among the twelve chosen for analysis and evaluation. As a result,

it was possible to compare the more recent textbooks, published or brought up to date between 1940 and 1942, with the older ones, for the purpose of observing any evidence of changes and improvements in the newer ones.

The significant conclusions which were arrived at as a result of this study may be summarized in the following statements:

1. The textbook remains, and for many years to come probably will continue to remain, a most important factor in the teaching of American history in the senior high school.
2. There is a definite need for improved methods of selecting American history textbooks for use in the senior high school.
3. The use of a score card offers a method for the analysis, evaluation, and selection of textbooks which is more systematic, objective, and effective than other methods.
4. Subjective opinion cannot be entirely eliminated through use of a score card; nor is it necessarily desirable to do so as long as a relatively high degree of objectivity is maintained.
5. The weights applied to the various items in the present score card should not be rigidly followed by all teachers for the analysis, evaluation, and



selection of American history textbooks, but rather, should be regarded chiefly as suggestions, since the needs and purposes of teachers vary considerably with different teaching situations and require that more or less weight be given to certain items.

6. Some teachers will find it advisable to add certain items to the list found in the present score card, and to omit others, in accordance with their particular needs and purposes.
7. To obtain the best results from the use of score cards, several persons should analyze, evaluate, and score the textbooks, and the final selection should be based upon the findings of all who have scored the textbooks.
8. Of the twelve American history textbooks analyzed and evaluated in this study, Hamm, Faulkner, and Harlow appear to be the ones which would most likely meet the needs and purposes of the average teacher, with several others following closely.
9. Relative to matters of publication and authorship, nearly all of the more recent textbooks rate very high.
10. The most preferable examples of the allotment of space to subject matter content are found in Faulkner, Hamm, and Harlow, with Canfield and Carman also

rating high.

11. In respect to the organization of materials, slight superiorities are evident in Canfield, Carman, Hamm, and Harlow, with Faulkner rating nearly as high.
12. The best teaching and learning aids are those of Faulkner and Hamm, followed closely by Carman, Harlow, and Wirth.
13. Any one of the more recent textbooks is highly satisfactory in respect to mechanical features.
14. As compared with textbooks published five to ten years ago, more recent textbooks show definite signs of improvement.
15. There is a tendency for the more recent American history textbooks to place more emphasis on social, cultural, and economic affairs in proportion to the amount of attention given to military and political matters.
16. More recent textbooks tend to emphasize to a greater degree the problems and affairs of the period since the Civil War and of the twentieth century.
17. On the whole, the textbooks are in general agreement concerning the nature of the content to be included, but differ somewhat in their treatment and emphasis of certain topics and phases of the subject matter.

18. A noticeable improvement in the accuracy and reliability of the data presented in the newer textbooks is evident.
19. Improvements which were conducive to more effective teaching were noted in the organization of the materials in the more recent textbooks, with emphasis being placed on better organization of the subject matter into large and comprehensive units.
20. More recent textbooks tend to provide better prefaces than older textbooks, but to make less use of formal introductions, most of them preferring instead to rely largely upon previews or their equivalent at the beginning of each unit.
21. The number and quality of all types of illustrative materials are improving in more recent textbooks, with some of them beginning to place added emphasis upon graphs, tables, and charts, although this type of illustrative matter is not utilized nearly as much as other kinds.
22. There is a tendency for newer American history textbooks to offer a wider variety of study helps, which are more helpful in providing for individual differences.
23. On the whole, the mechanical features of American history textbooks are excellent, but the more

recent ones give more thought to the attractiveness of their covers and designs, and to the use of print which is most easy to read.

24. More recent textbooks tend to be larger in size and to include more materials than older ones.

In conclusion, it seems advisable to stress again the significance of setting up criteria to use in the analysis and evaluation of American history textbooks, and the value of utilizing a score card such as that devised in this study in selecting the textbooks to be used in senior high school classrooms. In the process of applying such a score card to a number of American history textbooks, one finds that he acquires a greater insight and appreciation of the thought and effort which go into the composition of these textbooks, and that he is made aware of many important elements in them which might otherwise escape his attention.

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