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A Critical Analysis of the Study Aids as Found in Representative High School Texts in European History

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A CRITICAL ANALYSIS OF THE STUDY AIDS AS FOUND IN
REPRESENTATIVE HIGH SCHOOL TEXTS
IN EUROPEAN HISTORY

BY
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of
THE SISTERS OF MERCY, GRAND RAPIDS, MICHIGAN

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VITA

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A CRITICAL ANALYSIS OF THE STUDY AIDS AS FOUND IN REPRESENTATIVE HIGH SCHOOL TEXTS IN EUROPEAN HISTORY

CHAPTER I

STATEMENT OF THE PROBLEM

The present day is the day of opportunity for the history teacher. It devolves upon him to help the student to build an intellectual background for the better understanding of present day problems. If we would make the minds of our coming citizens ready for a new world, the post-war developments, it will have to be accomplished by the study of many factors in the evolutions of peoples and states during the span of even hundreds of years. It is through the avenue of history that this can probably be accomplished most effectively. The student cannot arrive at any real understanding of civics, economics, or sociology, without a background of modern European and American history. Contemporary problems are not local or national; they are world problems, and they have their roots in the past.

The educational perspective is rapidly changing. The
constant changes in our social, economical, and industrial life are reflected in our schools. Advances in professional literature, training of teachers, new instructional procedures, more accurate knowledge of the learning process, and the adjustments necessary in order that educational institutions may keep abreast of current educational objectives, all have served to produce marked changes in the curricula, technique, methods, objectives, and outcomes. Nowhere is this development more apparent than in the field of history. An examination of the literature pertaining to the subject, reveals the fact that marked changes have come in the status of world history in our secondary schools since 1900. Since "The aims of instruction determine for any subject the materials to be selected and the manner of dealing with them" (18:55), a recognition of these current trends is essential to the scientific evaluation of the high school texts of the present day.

One of the chief characteristics of the world history courses as gleaned from current discussion is the organization of historical material in units, which are psychologically appealing to the pupil and which seek to interpret the rise of civilization, rather than to transmit to pupils a bewildering array of chronological data (24:180-84). These units have been defined as "The larger significant movements in human history which go far to explain the society in which he (the pupil) lives, and which develop in him a reasoning attitude toward the social world to today" (32:189). Again, the unit is "A
comprehensive and significant aspect of the environment, or of an organized science, capable of being understood rather than capable merely of being remembered"(32:182). In the high school we cannot expect to make historically erudite scholars of our pupils, but we can and must expect to make them intelligent in attitude toward the outstanding accomplishments made in man's long struggle of learning to live in harmony with his environment. These outstanding accomplishments or the principles which underlie them, together with sufficient assimilative and illustrative material to make them comprehensible for high school students, become the units which, when arranged in a logical series, compose the history courses. Traditional military and political subject-matter is giving way to social and economic materials. "Attention", states Doctor Johnson (18:160), "is now being focused more definitely than ever before upon vital present problems, and there is a growing tendency to ask of history primarily and chiefly that it contribute to an understanding of these problems."

The first quarter of the twentieth century was a period in which the struggle for the "New History" took on significant proportions. The period of propaganda and controversy is nearing its end, and the time is now ripe to plan for consistent, co-operative, and intelligent work in this field. The historian must honestly and courageously recognize the new obligations imposed and resolutely face the broader program
which is involved. However, history in the absolute sense is not an ephemeral and changing thing except that it is continually growing by addition. To the teacher and students the record of history, the description itself, is to all intents and purposes fixed and unchanging. This record and description is encompassed in the text, and that is permanent so far as the school life of the pupil is concerned. To him the text is history. Therefore the core of the problem of teaching and of learning is bound up in the text and such supplemental props as may support it.

Within the last few years it has become apparent that our history texts have undergone a marked change. Up to the last decade the vast majority of our histories, both school and college, were deemed "little more than superficial and distorted compilations of episodical happenings calculated to inculcate a certain brand of patriotism" (8:22). Slowly the text, which was an accumulation of generalizations, is yielding its place to one that attempts to explain and enlighten the subject. For "however history may be conceived," states Johnson (98:202), "and whatever may be the aims set up for historical instruction, the fundamental condition of making it effective in the class room is to invest the past with an air of reality. The numerous teaching and learning aids found in the present high school text books are indicative of the earnest effort on the part of authors to conform to the trend of the age.
Within the period in which we live, there has been a general acquisition of the historical sense. The methods of teaching have so improved that they may be called scientific" (38:158).

Every map, picture, outline, question, or other study aid found in a text book should be able to justify its appearance there, either in usefulness to the pupil or to the teacher. It seems fitting at this time therefore, to consider the various study aids which are found in some representative texts of European history in order to: (a) determine justifications for author's selection of them; and (b) to offer suggestions which may prove helpful to teachers in selecting suitable texts for their classes.

Among the criteria by which the experienced teacher judges textbooks are the reputed accuracy and thoroughness of the authors, and the practicability of the teaching methods suggested and frequently imposed by the make-up of the text. In an age of surging population and educational democracy, the average teacher is forced to rely to a great extent upon the textbook. He has not the time to correct out-of-date and misleading texts, nor to devise as many exercises and illustrations as his students should have. The best of the newer texts in history correct old misapprehensions in the content, and suggest a fund of simple research and application suitable to the interests and abilities of the pupil.

For the consideration of this problem, the writer has
selected a group of texts which combine the elements of scholarliness with practical schoolroom technique. (See Chapter IV.) They have all been written or revised since the world war, and are in wide use as basal textbooks in the high schools. The study aids chosen for discussion were selected on the basis of an examination, tabulation and analysis of these various texts, supplemented by a perusal of the teaching suggestions listed in professional periodicals and leading books of special methods of teaching in the field of history.

The aids common to these texts may be divided into two general classes: aids to learning; and, aids to teaching. The aids to learning may be subdivided into (a) those which serve to supplement the information which is in the body of the text, such as notes at the bottom of the page or at the end of the chapter, and appendices, which contain important documents and bibliographies, and the like; (b) aids which facilitate study, such as indices, tables of contents, chapter and paragraph titles, marginal descriptions of contents, chapter and paragraph summaries, guidance outlines, and fact questions; (c) aids which arouse interest such as pictures, anecdotes, suggestive or thought questions, and illustrations which make applications of principles; and (d) aids which intend to clarify the generalizations of the text, such as graphs and tables of data. The aids to teaching consist of reading topics and reports, bibliographies, fiction lists, introductory
paragraphs, and suggestions to teachers.

Psychologically, these two classes of aids may be treated under two headings; (1) Visual aids (the primary object of these aids is to supply the foundation of concrete and sensory experience); and (2) Verbal aids (the purpose of which is to stimulate thinking along the lines of generalizations, analysis, comparison, and the like). Through their use the author usually seeks to make his material vital, real, and interesting to the students. It shall be the purpose of this thesis to consider these study helps from the points of view of the student and the teacher, and to attempt to determine their validity and desirability psychologically and pedagogically. The discussion will be developed in two divisions. The one part will consist of a psychological interpretation and discussion of the study aids in general, appearing in the representative texts; the other, an analysis of the specific aids found in each text, on the basis of the facts set forth in part one.
PART I
PSYCHOLOGICAL DISCUSSION AND INTERPRETATION
OF STUDY AIDS

CHAPTER II
VISUAL AIDS IN THE TEACHING OF HISTORY

Evidences of a growing dependence upon visual type of material are to be seen in the ever-increasing vogue of pictorial news supplements and tabloid picture newspapers. The very nature and amount of material of a visual character, make it impossible to disregard such important sources of information. The enormous accelerations experienced by the visual instruction movement within the last few years through improvements and inventions in photography has wrought marked changes in the field of history. The ever-increasing amount of pictorial illustrations found in the newer history texts give evidence of this. "Reality is the goal of every effort to make the world intelligible, and the picture and the map will do much to facilitate its attainment" (22:135).

The pictorial constitutes a form of curriculum material which demands the application of a technique appropriate thereto. Just as articulated sound by itself is no more than noise, unless it is interpreted by the mind into rational
speech, so simply focusing the eye upon an object does not in-  
sure that the object has been observed. Observation does not  
consist merely of recording an image upon the retina, but  
rather it comprises the entire mental process of perceiving.  
The image does not become a mental product until the entire  
process of assimilation, interpretation, and analysis is com-  
plete. Says Dr. F. Dean McClusky(30:203), "The eye-gate to  
knowledge is a picturesque partial, but education is more con-  
cerned with what takes place after an entrance is effected than  
it is with the gate itself. Even if it were proved beyond the  
shadow of a doubt, that a vast majority of the total number of  
sensations do arise from a stimulation of the eye, it is the  
interpretation, elaboration, analysis, and synthesis of these  
experiences that determine the educational product."

The challenge of the visual is more definitely one of  
seeing. It is not words which the pupil sees, but the images-  
themselves. As he reads the printed page, he transforms these  
word symbols into concepts. The route which he travels when  
the picture is used is in some ways a more direct one. Some-  
thing depends upon his previous training, for unfortunately  
there are cases where he must unlearn a great deal or start at  
the very beginning. To present a picture to his view is like  
introducing him to a new landscape or to a new environment. He  
first observes it carefully in order that no detail of conse-  
quence may escape him. He must carefully appraise this in
terms of what is actually there, and see the relation of each object to every other. Such a picture becomes for the time being the sole means of revealing the nature and scope of the subject under consideration (41:1-35).

It is the reaction of the student to what he sees that determines the educational value of the pictorial. He must be seeking definite information from what he sees. This motivation must be properly aroused and directed by the teacher, otherwise the picture is merely amusing or diverting, and not educative.

Visual aids can not be used as substitutes for language. They can never replace the oral, printed, and written word. What they can do is to make the comprehension of the written or spoken word more intact and more exact. They can and do supply rich experience with the world of material things, which in turn serve as the foundation for reflection and generalizations, the prime purpose of all education. "Whenever," says G. Stanley Hall (15:73), "you can teach the visual mind by means of illustrative material, you have a strong ally in your work, and the type of mind exemplified in the American is the type which responds to that method of instruction."

The Picture

One important function of the history teacher in high school is to make the past live again, and so, by reliving the past, to make more intelligible the present. This function
the picture supremely performs. "Through studying the reproductions of artist's painting," says Emery(11:20), "we come in touch with the thoughts and feelings, the joys, hopes, and aspirations, of some of the great men who have looked at the world and lived in it. If we can gradually learn to look with their clearer eyes and to see the beauty which delighted their own appreciative souls, our own world becomes larger and lovelier through that experience."

Pictorial illustration has long been a familiar feature of American textbooks in history. There has, however, frequently been a lack of connection between the picture and the text, and a general lack of encouragement to pupils to use the picture. It is still rare to find in text books the kind of verbal description of a picture that is needed to make it really intelligible. As a result, the student often fails to get from the illustration the profit and pleasure which they might otherwise derive. Drawings to which an artist with a national reputation has devoted whole days in producing are passed by with a moment's careless glance. This has been explained on the basis that as a people we take to literature more naturally than to the pictorial and decorative arts (11:197).

The primary purpose of pictures in the teaching of history is to give definiteness to visual imagery. This purpose may on first thought seem to be sufficiently accomplished by the simple process of exhibiting the picture, with
appropriate labels or oral description. However, pictures are not direct representations of reality which make their own appeal to the eye. "Pictures to be effective must be consciously treated as 'aids' to visualization and not as objects to be themselves visualized. The direct appeal to the eye is in most cases only a beginning. Imagination that reaches the realities which pictures are designed to represent involves mental processes higher than those of receiving messages from the retina" (18:228).

Time and effort in historical study may be economized by the use of pictures. The life and customs of various nations have been pleasingly shown through paintings now obtainable in reproductions. Excellent illustrations of modern industries and occupations are now appearing in the modern texts. (See Chapter II.) "It is obvious," says Witt (49:21), "that the life, character, and history of a nation must be to no small degree reflected in its art. Art is inevitably the expression of external condition, modified though they be by the genius and personality of the artist. The painter's inspiration must ultimately be derived to a large extent from what he sees and hears around him in daily life and from the traditions which he has imbibed from childhood."

Pictures of historic buildings are of great educational value, especially in this country, where we have so little historic perspective. When correlated with the content, they
serve to keep alive our best traditions, and to inculcate a spirit of reverence so sadly needed. In this connection the portraits and memorials of the world’s heroes are of significance. By challenging the attention of the student, they may serve as valuable lessons in training for citizenship. Persons, places and objects, associated with world-significant events; buildings, statues, and paintings, crowned by humanity as highest and best, should be so definitely impressed by brilliant word-portraits, aided by illustrative photographs, that subsequent representations of them in models or in pictures may be recognized at once (11:60-85).

In using illustrative material, distinction should be drawn between those which have genuinely artistic qualities and those which are valuable only as convenient sources of information. Pictures which mainly give information or tell a story are indispensable in their own way, but the underlying difference between these and really great works of art should be clearly appreciated.

Another use of pictures is to convey aesthetic impressions. They are representations of beautiful realities, or beautiful dreams of reality. The great artistic creations of the world, whatever their form, are themselves among the realities which history is called upon to describe. In such cases a feeling of beauty becomes a necessary part of the interpretative process, and the cultivation of a feeling for
beauty as an end to be striven for. In the high school, at least, there should be some conscious analysis to advance the student's reactions to artistic creations, toward standards of appreciation set up by the cultivated world, some suggestion of the experiences, aspirations, and special modes of expression of creators of work of supreme excellence (18:236-39). "It seems to me," says G. Stanley Hall (15:94), "where art comes in and does its most idealizing work is in gilding the gray acts of history with a little touch of that 'light that never was on sea or on land' by revealing the higher motives of their acts, and by anticipating a little the highest and best motives of their acts, and by anticipating a little the highest and best motives and thought of the future, so that the students of history will themselves be infected with these ideals and will themselves do a great good when opportunity offers. If this, indeed, be the best goal, then the whole field of art, which is itself devoted to the idealization of life, is apropos and ought to be a part of the armament of the teacher of history."

It follows, so far as accuracy of representation is an aim in the teaching of history, pictures should be subjected to criticism even more exacting than that applied to the text itself. This condition is frequently not observed. There are numerous examples of critical texts accompanied by fanciful and wholly incorrect illustrations. Long trains of erroneous associations are thus started from which escape later is often
Illustrations should be chosen with due regard to this danger. Purely imaginative representations must frequently be admitted, but they should be treated as imaginative representations. (See Chapter VI.)

The Cartoon

Occupying a conspicuous place among the illustrative materials found in the newer texts in European history is the symbolic representation of events, objects, or ideas, appropriately called the cartoon. This medium has gained popularity and use with the rapid advance of democracy, and its importance in moulding opinion cannot be overlooked. It is in the nature of a humorous or satirical drawing which seeks to interpret some event of the moment. The best cartoons seek to "point their morals" through the medium of the art, literature, and history of their own day, and thus they furnish for the teacher of history interesting points of contrast between the present and the past.

As a form of ideational expression the cartoon is important to the teacher in two ways. First, it is an agency of impression; that is, it may be used to convey certain concepts to the pupil in a manner readily understood by him. Second, it is an agent of expression; it is a means by which the pupil may convey his concepts to others as well as a means by which others may convey their concepts to him.

The cartoon may serve the history teacher in two ways, corresponding to two types of cartoon. The first and most
generally available type is that which portrays a relatively recent event familiar to the reader in terms of a historical event or movement. For example, a cartoon representing Mussolini as an ambitious and powerful ruler trying to struggle into the clothes of Napoleon helps one to visualize the policies of both men. This type of cartoon is particularly useful in relating events of the past with those of the present and thereby making them both real.

The other type of cartoon is that which is, in its own effective way, a source document, useful for interpreting an event or epoch in terms of contemporary evaluation. For example, one of the recent texts has a cartoon entitled, "A Campaign Poster of 1840," showing the Eagle of Liberty strangling the Serpent of Corruption. Such types of material by being integrated with the content of the course and frequent references being made to them on the part of the teacher may serve a most valuable impressionistic purpose.

Psychologically, the preparation of a cartoon by the student, is a method of learning, and the finished cartoon is an excellent test of the validity or the falsity of the learning process. The essential experience in the learning process is the establishment of connections between the old and the new, between known concepts and new ideas. The preparations of a good cartoon is a direct challenge to the establishment of this desired connection. The student will not try to represent a historical incident or movement is symbols which are new to
him; he represents the new with something already established in his receptive background. He thus verifies for the teacher his actual comprehension of the movement under study.

The cartoon as a teaching device is relatively new and untried, but the powerful influence exerted by various cartoons in the past all point to the larger possibilities for usefulness of this form of pictorial material (48:192-98). (See Chapter VI.)

The Map

The accuracy and practicability of the maps incorporated in the modern text serve in no small measure to enhance its value for high school use. The significance of the world's famous events are more clearly understood when the student has before him a map which stimulates his imagination and challenges his thinking. It does not like the picture represent reality directly, but shows as a rule relations. Its primary purpose is to assist the student in grasping the place relations. It is rather a more or less conventional diagram, and its value for historical instruction depends upon the manner in which it is interpreted. That children in this day learn to read maps in the geography class may be readily granted, but evidence of their ability to read them in the history class is often wanting (18:246-249).

In this study of history in high school the value of maps is measured by the contribution they can make to an understanding of the themes presented. They bear a relation to
various subjects which is akin to that of the printed page. Parker (36:244) defines them as, "tools of information regarding the distribution, extent, and relative locations of cultural and natural landscape, features, or of areas wherein given types of cultural or natural conditions are found. Such ideas are expressed better in map symbols than in words. Just as students learn to express many ideas in word language, so they should learn to express, as well as to read, some kinds of ideas in the language of maps.

Map work in high school should include as fundamental, geographical accuracy in locating boundaries, routes, and places relating to the history of the people being studied. The geographical provisions of a treaty, the international situations of a country, great changes wrought by political development, campaigns or military frontiers, and all worldwide events of similar nature should be firmly established through its medium. To develop these fully, the habit of associating real direction and real distance with location should be strongly fixed (16:20-55).

The relation of geographical conditions to human development should also be strongly recognized as an important factor to be considered in the teaching of history through the medium of the map. The physical features of a country should be brought in definitely to explain specific conditions and events. Detailed physical maps setting forth the special features to be realized in dealing with particular situations as
they arise in the course of the narrative, now form an attractive feature of the modern texts.

The amount and kind of information recorded on the map, and the suitability of the projection used with reference to the types of facts recorded, are two factors to be considered in determining the utility of a map. Visual image is made vague and uncertain by small and inadequate maps, and a confused map is not read with ease. A map should be simple enough to be clearly legible. Simplicity depends not only on the number of symbols and names used, but on the difficulty of the ideas expressed by these symbols. Clarity depends on the nature and "carrying" quality of the symbols and colors used. The historical value of the maps found in many of the modern texts is considerably weakened by a tendency to disregard these fundamentals. (See Chapter VI for Illustrations.)

SUMMARY

In the light of the evidence of the present study it follows:
(1) There is a growing demand for a type of instruction in history which carries with it the impress of reality. The modern authors are endeavoring to meet this by increasing the amount of pictorial illustrations in their texts.

(2) Instruction by means of visual aids includes not only the accumulation of sensory impressions through the use of concrete materials, but the comparison, generalization,
and application of these impressions through the various settled steps of the learning process.

(3) The value of the pictorial may be summarized as follows:

(a) Supply ideational experience, and thus serve as a fair substitute for the contact with actual situations.

(b) Give definiteness to visual imagery through effective training in the use of such material.

(c) Portray life and customs of peoples and nations and thus economize the time of the teacher.

(d) Afford valuable training in citizenship by inculcating a spirit of reverence for heroes and deeds of the past.

(e) Create an appreciation of artistic achievement through the associations with the world's famous masterpieces.

(f) Supply effectual training in environmental or spatial relations through the interpretation of the cartoon and map.

(4) The successful use of the pictorial as the core of the instruction will be determined in a large measure by their reliability and their ability to convey a satisfactory conception of what has actually occurred. How much will it actually carry because of the richness of its pictorial content or because of its effective organization of the content? In this light each should be viewed.
(5) The critical appraisal of the sources of our pictorial information as is applicable to the printed sources should be used to insure the maximum results from the use of such material.
CHAPTER III
VERBAL AIDS IN THE TEACHING OF HISTORY

The picture in any of its various forms is pre-eminent in its function of transmitting the idea of physical form; but just as the physical is only a minor part of the more advanced phases of life, so no picture alone is adequate as a medium for the expression of abstract thought, motives, principles, or general truths. Language symbols have from time immemorial, and no doubt always will remain the prime medium for expressing the subtleties, the depths, and the heights of the human mind. Most of the realities with which the teacher has to deal with in history are on exhibition in verbal description only. Students must depend upon words for impressions even of the externals of life in the past.

To stimulate the sense of reality, and thus assist in reconstructing the "material past", the modern texts in history abound in abundant material for affording full and accurate description. Among the numerous devices and aids which have been employed to awaken the interests of the teachers and students and to aids them in the intelligent and effectual use of the book are the following:

(1) Table of contents containing a complete analysis of the
book, and a full and specific index.

(2) Selected lists of references for collateral reading and topical study chosen from works which will stimulate a wider interest in historical literature.

(3) Projects and problem questions which are given after each chapter, designed to encourage thoughtful reactions on the part of the students to the material presented in the chapter.

(4) Questions or suggestions inserted at the ends of each section or chapter, designed to keep students mentally alert when studying the text.

(5) The organization of subject matter in terms of the more significant movements in history.

We will discuss each of the above briefly.

(1) The aids enumerated in number one, require no justification for their use, as they have long been recognized as an essential element for the more intelligent use of any text. It is through their medium that the author usually seeks to acquaint the reader with a working knowledge of his book. To determine the validity of the other aids listed, it will be necessary in some cases to justify the particular method of teaching which brings them into use.

(2) Collateral Reading

The past decade has produced changing conceptions of the purposes and place of the pupils' reading in the history course. New techniques of instructions have placed increasing
emphasis upon the gathering, organization, and understanding of the subject matter. Progressive teachers have succeeded in the eradication of the one-text book notion, and have made provision for more extensive reading in their history courses (29:59-61). Collateral reading in the forms of historical fiction, sources, parallel texts, and current history now constitutes an essential requirement for the fuller realization of the aims of the high school history course.

Among the valid aims of history teaching which substantiate the use of collateral reading are: (1) to create a life interest in the subject of history and to establish a permanent taste for substantial historical reading; (2) to create a critical attitude and to stimulate independent judgment; and (3) to acquaint the students with the diverse forms in which historical material are recorded. Unless the student has been afforded opportunity for development along these specific lines, he will have missed some of the most practical and fundamental training which the proper study of the subject has to offer (44:176-177).

To inculcate and establish in the student a life interest in the subject of history, cannot hope to be accomplished if the teacher has no books other than the text. Wherever scarcity of material exists, there is great danger of creating an aversion for, rather than a life interest in, the study of history. Unless the teacher has a variety of types of material, he cannot appeal to the individuality of the different
To select suitable material to accomplish these aims and meet the objectives, often constitutes a difficult problem for the teacher. The material must be adapted to the capacities of the high school student; it must be both intelligent and interesting to the adolescent mind, and must be scholarly and bear directly upon some phase of history work. The modern authors make ample provision to alleviate this difficulty by incorporating in their texts selected references for collateral reading in the types of historical fiction, sources, and current history.

(a) Historical Fiction

Historical literature as an aid to the teaching of history, has had its strong supporters and adversaries for many years. The one group contends that historical fiction creates an interest for history. Some of the arguments advanced by them are: that it gives a cross-section of events; that it develops high ideals; that it acquaints the reader with the customs, manners, and institutions of a people; and that it makes history vivid and real. Many of the leading outstanding historians of the present day voice the sentiments of this group and have named a few of the best historical novels at the end of each chapter in their texts. To quote one author, "We believe that well-selected fiction gives a vividness and reality to social history that cannot easily be obtained by the other means." (1) Hayes and Moon, Modern History
Recent trends in the teaching of history have taken us a long way from the treatment of the subject as a detached unit. The emphasis has shifted so far that courses are now devised to give a cross-section of a period; the student is shown the tendencies in governments, customs, literature, and art as a unit, not as isolated forces. History and literature through their close interrelations should thus prove fruitful sources for enriching their respective fields (46:19-22).

Specifically, what can literature do for history? In literature, the history student finds life of the different periods pictured in detail. The characters, as a rule, live in some particular time and the fundamental details of their lives are essentially true, while their specific adventures are more or less imaginary. Many history texts slight the cost of living, the conditions of various classes, labor of women and children, capital and labor. Because of its concreteness, literature is one of the opportunity avenues of building up vivid ideas of how real men and women opposed changes or hastened reforms, and under what specific conditions they lived.

The efficacy of literature to interpret the history of a people may be illustrated by the English writers of the nineteenth century. The theme of their outstanding works voice the industrial rest of the period. Rusking appealed to the wealthy and to the leisure classes to assist the workers.
In his book "Past and Present" he declared the dignity of work and worth of manual labor, and urged such reforms as profit-sharing and government regulation. Shelley made an appeal to the people to free themselves. In his poem "The Mask of Anarchy" which was written as a protest against the Manchester Massacre of 1819, he summons the people to assert their power. Mrs. Elizabeth Browning in "The Cry of Children", and Hood's poem "The Song of the Shirt" vividly portray the sufferings of children and women during this period. The novelists likewise of that period gave expression of the effects of the new industrialism. Dickens in "Hard Times" told of the pathetic life of the weavers. Disraeli's "Sybil" reveals the miseries of factory-life. Nearer to our own times, Galsworthy's "Strife" repeats the story of the antagonism between the master and his men, and Hardy's "The Return of the Native" reveals the corroding effect of poverty. A study of the works of the period cannot fail to present a vivid picture, far more realistic than that obtained from reading the bare facts narrated in the history texts.

Many historical and biographical novels have been and are being written. Their popular appeal is so great that they have been dramatized for both the legitimate stage and the movie. There is no indication of any decrease of interest in this direction; instead there seems to be a demand for more and better material of this kind. Properly used by the teacher of history, this material may be made a valuable asset in
The definite technique evolved within recent years for the handling of this type of reading by the history student should render its use most effective.

(b) Sources

Source book, as such, are an integral part of the reference library. By the term "source", as it is technically used, is meant material most nearly contemporary with the events which it describes. It is the material to which the historian goes for his most accurate conclusions in regard to those events. This material may be in the form of a contemporary narrative account or in the form of archeological remains. The effective use of such material with high school classes is necessarily limited. Only a small fraction of the source material is written in a language which the student can read, and of the material which has been translated, only that done by scholars is usable. The chief use of sources, therefore, is as illustrative material. The mere fact that the student is handling works which are the product of past ages lends a certain zest to the work, vivifying the past for him as can few other devices.

Some of the problems which confront the historian can be illustrated by well-selected sources. The detection of biased opinions of various kinds can be taught much more clearly from source accounts than from the more subtle works of later investigators. Errors of other kinds can also be detected more clearly in sources, so that a very valuable, though
elementary training in the critical evaluation of written
cords is afforded the student (25:45-51).

(c) Current Topics

The heightened emphasis given to current topics in
connection with the high school history during the past few
years necessitates the provision for this type of collateral
reading in the course. Probably no subject ever introduced
into the curriculum has had so instantaneous a welcome from
students as had good current-events instruction. With a new
content each year, it challenges the teacher as well as the
student to exert himself to fresh endeavor. It is impossible
to "get into a rut" in this subject, if any real instruction
is to be given. For this reason, perhaps, as much as from
others combined, current events has maintained itself to the
point of recognition.

In one views current-event work in the history courses
from the angle of its value, there are at hand considerations for both teacher and pupils. The chief values attributed
to it are that it gives the student an insight into history in
the making, correlates present-day problems with the past
helps the student to discover present-day interests and tendencies, and prepares him for meeting "real life" situations
by cultivating an interest in, and acquaintance with civic
problems. Through the use of newspapers and magazines as the
only available reference and source material for such work,
it also affords valuable training in the use of periodicals. It gives opportunity to evaluate a magazine or newspaper article and decide upon its relative worth. Through the fulfillment of these various aims, current-eventwork serves to give to history that strong personal appeal which make it vital and interesting.

Another need which it can be made to meet is the one of making history-teaching concrete and objective. By noting comparisons and contrasts in the past and present-day life, by seeing the beginnings in the past of our present-day institutions and customs, and by constant illumination of the past by means of the present, and vise-versa, the students are afforded much opportunity for concrete and objective thinking—something greatly needed because of the abstract nature of so much of the material with which the student works (22:120-140).

(3) The Problem Method

The project-problem method of teaching history has attracted widespread attention within recent years and brought about great changes in the conduct of classroom instruction. To meet this situation many of the more recent texts in history have selected "Topics" listed at the end of each chapter which afford hints as to project-problems which may be profitably studied.

Teaching history by the project method conforms to the following fundamental truth: "The indispensable prerequisite to effective work is that the matter in hand shall be
recognized and attacked as a problem. When history lessons are turned into problems, students attack them with a fresh vigor. They go to their book to find the solution of their problem rather than a task to be performed. This method leads him to form judgments and to look behind facts for the human motive for the act. The joy of accomplishment arouses his self-activity to an extent that no other method in history does. This self-activity is forced to express itself in an intelligent manner, if wisdom is shown in the selection of problems (43:9-36).

Viewed in the light of our laws of learning, purposive activity is an excellent illustration of mental set and it is at the very heart of the project. "The purpose acting as aim supplies the motor power, makes available inner resources, guides the process to its preconceived end, and by this satisfying success fixes in the students' minds and character the successful steps as part and parcel of one whole" (21:2). From the educational point of view the most important thing is this incentive which grows out of the situation. Most important of all is it that projects arouse the need for knowledge which is usable in carrying the project to a successful completion. The completion of the work brings a certain joyous satisfaction which causes the processes connected therewith to be repeated and thus learned more precisely and accurately (20:91-126).
The project well worked out is simply a big object lesson in the process of learning—a demonstration of the right method of collecting, organizing, and mastering knowledge. It might be called an explanation of the natural learning process. In executing a real project, the student almost loses sight of the fact that he is gaining real knowledge. He is mainly absorbed in reaching results. As an active voluntary agent he has his eye fixed on the end to be reached. Struggling to achieve this purpose, he finds himself in the midst of a world of knowledge waiting to be put to use. The best way to acquire knowledge is to get after some important aim which compels us to learn what is necessary as a means of reaching this aim (31:136-236).

Any project that provides for exercise of desirable processes and is in accordance with the laws of learning has educational values. A project should give opportunity for the meeting and solving of problems, challenge the intellectual curiosity, and lead to satisfaction. The best ones involve purposeful activity, and provide for planning, execution, and judging on the part of the children. Good project teaching will strive to develop attitudes, character effects, cooperation, socialization, and leadership (6:5-75).

(4) Questions

Occupying a prominent place among the aids given in all of the texts examined, are the questions at the end of
each chapter and in the context itself. The questions presented are of two types: fact questions, under which are included all questions directly answered in the textbook; and thought questions, which include all questions that require independent selection, grouping, comparison, inference, and application. Questions of each kind assume a variety of different forms, and their ultimate value will depend upon the reactions they elicit from the teacher and student.

To constitute good history questions, certain principles are fundamental. They should be of such a nature that will test the student's memory, ability to analyze, and power of expression. There is room for the rapid-fire memory questions. They are useful for purposes of drill and review, and are a fair and proper test of the reaction time of the student. The alternative and leading questions, too, may prove useful, if for no other purpose than that of getting the pupil on record for further discussions. The emphasis, however, should be laid upon questions that stimulate thought. The thought questions lays stress on reasoning. Genuine thinking involves essentially a contribution from the student. The thought question serves as an opportunity to develop the powers of organization, analysis, and judgment.

The nature of the question should not be such as to consume a disproportionate amount of time with details. Until recently in much of our history teaching, battles have been
exalted to a plane immeasurably greater than their importance. The causes and results, the financial, political and social effects now absorb our attention.

The questions, too, may be efficaciously directed towards cultivating the student's powers of oral description. History is not altogether a matter of analysis or generalization. There can scarcely be assigned a lesson in history that does not contain events which lend themselves to dramatic description. Their recital should be made the occasion of the student's best efforts in this direction.

Questions, whatever their form and purpose, to be effective should deal with manageable units, and be adapted to the special needs of the students. The type that calls for responses outside the scope of the student's ability are discouraging. In every class there will be the student with the tendency to memorize the text "verbatim". There will be those who know the facts, but who fail to remember the sequence of events. There will be the usual amount of specialized tastes, curiosities, tendencies, and the like. The question should probe these peculiarities and stimulate the student's ambition to improve his preparation at its weakest point. For this reason, the teacher himself is better able to frame the questions suited to the individual needs of his class. Little justification can be offered for the fact questions incorporated in the history text. Well chosen questions, framed to
thought and investigation can serve a most effectual aid to students and teachers; from a pedagogical standpoint, all others are questionable (18:313-322), (16:50-55).

(5) The Unit Organization as an Aid

Within recent years there has become apparent a marked trend toward the organization of subject-matter in larger divisions for purposes of instruction. Many of the more recent texts in history through the presentation of their material in this form, afford a valuable aid to student and teacher. This plan involves a more rigid selection and closer organization of subject-matter in terms of the more significant movements in history, and in terms of the students' approach to the study of these movements. The outstanding movements of history, the principles and motives which dominated them, and the effects produced on subsequent events and trends in history, are the essential elements of the unit (45:379-80).

The organization of the unit for instructional purposes involves the selection and organization of content materials which make the unit comprehensible for students. The content in the form of assimilative materials is divided into elements or natural divisions of thought, each of which tends toward the development of an understanding of the principles and outstanding events which are grouped in the unit. To facilitate the work of the student, he is given mimeographed "guide sheets" and "work sheets" which include the elements of the unit, and
a series of learning exercises, which have as their outcomes, not the completion of the exercises, but the understanding of the principles, accomplishments, and significant aspects of the unit. When pupils have completed their study, as evidenced by the learning exercises, individual conferences, and results on texts, they make an organization or analytical outline of the unit, organize the essential element, and unite them in logical form.

Among the outstanding advantages derived from the systematic procedure implied by this method are: (1) the placing of responsibility on the pupils for results through placing them in learning situations which arouse interest and stimulate endeavor; (2) the development of a series of learning exercises and activities which will enable pupils to use the facts of history in the acquisition of techniques, procedures, attitudes, and lasting interests in the study of history; (3) the providing of opportunities for taking care of individual difference by supplying a list of special projects to each unit, in order to give the more brilliant pupils plenty of material to sustain their interest and at the same time provide them opportunity of acquiring added intellectual growth (3:1-10).

Big units of study not only furnish a sound rational basis for lesson planning in the large, but they provide also a liberal scheme of lesson organization freed from the
cramping and petty details of over-refinement in method. Big topics offer free scope for large thought-movements, while they leave minor details to the judgment of individual teachers and to the demands of the moment. The mastery of large, full-organized units of study economizes time and increases the value of effort. The big unit in its forward march, brings on a copious and enriching experience from which to elaborate important conclusions. This progressive working over and assimilation of knowledge into large, rational units of thought gives strength and coherency and retentiveness to what is learned. This not only economizes time in learning, but it trains students into right habits of thinking and of organizing knowledge (31:230-35).

SUMMARY

The facts stated in above chapter may be summarized as follows:

(1) Most of the realities with which the teacher has to deal are on exhibition in verbal description only. The difficulties inherent in passing from word to realities confront the teacher at every stage; and it is to relieve this situation that the modern textbooks make ample provisions for verbal aids in the types of collateral reading, selected problems, thought questions, and the unit organization of the material.

(2) Collateral reading in the forms of historical novels, sources, parallel texts and current topics serves the following purposes:
(a) Enrich the specific topics studied in class.
(b) Enable the student to make a more intensive study of an event.
(c) Serve to open up a larger view of a period or movement, or an outstanding character in history.
(d) Develop an interest in history and historical reading.
(e) Train the student in an evaluation of historical material.

(3) The educational principle underlying the project-problem method is that learning should stir up the self-activity of the child, and that he should learn from his own experience and efforts, not from those of the teacher; in other words, that the most effective teaching is self-teaching. The most important advantages claimed for it are that it gives a better hold on subject matter, and develops a technique of reasoning. The project aims to present problems in situations not essentially different from those of life outside the school, and to develop the technique of carrying the act to completion.

(4) There are certain essential qualities which are fundamental to a good history question. If it stimulates reflection, is adapted to the pupil's experience, and calls forth a well-rounded thought clearly and logically expressed, it has some elements of superior quality.
The unit system of organization helps both teacher and student to an interpretation of the more significant epochs in world progress. This plan of organization determines not only that degree of emphasis to be placed on the different cycles of history, but also to a large extent the teaching methods to be used. Teaching by this method not only economizes time in learning, but it also trains students into right habits of thinking and organizing knowledge.
PART II
A CRITICAL ANALYSIS OF THE STUDY AIDS APPEARING IN EACH TEXT, IN THE LIGHT OF FACTS SET FORTH IN PART ONE

CHAPTER IV
THE TEXTS CHOSEN FOR ANALYSIS

The twelve texts presented for the study of this problem were selected as representative texts in European History, on the basis of authorship, recency of publication, and balance of subject matter treated. From the information received from the publishers, and an examination of several reports of Text Book Committee's organized for the purpose of examining History texts in the field of European History, it was learned that they are widely used as a basic texts throughout the leading high schools of the country. As many of the high schools have substituted the World History in their courses, the writer has chosen six of these texts and six texts of Modern History for analysis. The aids appearing in these are considered as representative of the high school texts in European History.

J.L. Barnard, Ph.D. Director of Social Studies, State Department of Public Instruction, Pennsylvania.

_Epochs of World Progress._ Holt, 1930. 752 pp.
Pre-Greek, 47 pp; Greece and Rome to 800, 143 pp; 800-1789, 296 pp; 1789-1928, 266 pp.

W.H. Elson, A.M., Litt.D. Formerly Professor of History, Ohio University, Athens, Ohio.


E.H. McNeal, Ph.D. Professor of European History, Ohio State University.

Greece and Rome to 800, 51 pp; 800-1789, 164 pp; 1789-1924, 287 pp.

C.A. Perkins, Ph.D. Professor of History, University of North Dakota.

Pre-Greek, 39 pp; Greece and Rome to 800, 193 pp; 800-1789, 329 pp; 1789-1928, 359 pp.

H. Webster, Ph.D. Professor of History, University of Nebraska.

Pre-Greek, 90 pp; Greece and Rome to 800, 135 pp; 800-1789, 203 pp; 1789-1928, 224 pp.

W.M. West, Ph.D. Professor of History, University of Minnesota.

_The Story of World Progress._ Allyn Bacon, 1928. 685 pp.
Pre-Greek, 52 pp; Greece and Rome to 800, 212 pp; 800-1789, 148 pp; 1789-1928, 273 pp.

S.B. Harding, Ph.D. Late Professor of History, University of Minnesota.


C.J. Hayes, Ph.D. Professor of History, Columbia University, New York.

P.T. Moon, Ph.D. Assistant Professor of History, Columbia University, New York.

General Beginnings, 141 pp; Age of Autocracy, 105 pp; Great Revolutions, 171 pp; Age of Democracy, from about 1815, 587 pp.
A.E. McKinley, Ph.D.  Professor of History, University of Pa.
A.C. Howland, Ph.D.  Professor of Medieval History, University of Pennsylvania.
M.L. Dann, A.B.  Principal of Richmond Hill High School, New York.

General Beginnings to 1789, 166 pp; 1789-1928, 656 pp.

A. Kaufmann, S.J.  Professor of History, Creighton University, Omaha, Nebraska.

1500-1789, 198 pp; 1789-1815, 164 pp; 1815-1929, 238 pp.

C.A. Beard, Ph.D.
Outlines of European History. Ginn and Co., 1927. 818 pp;

J.S. Schapiro, Ph.D.  Professor of History in the College of The City of New York.

1643-1815, 175 pp; 1815-1914, 241 pp; 1914-1928, 100 pp.

AN ANALYSIS OF THE STUDY AIDS

BARNARD AND ROORBACH - EPOCHS OF WORLD PROGRESS

ORGANIZATION OF THE TEXT

EPOCHS is a unit plan book treating of World History in ten EPOCHS or UNITS. Preceding each unit is a brief presentation of the entire unit, a bird's-eye-view that will enable the student to see just what he is to cover.

VERBAL AIDS

Each chapter is followed by a set of THOUGHT QUESTIONS for further study, a set of SUGGESTIONS for COMMITTEE REPORTS, a series of ADDITIONAL REFERENCES, and a list of HISTORICAL NOVELS that cover the ground of each chapter.

THOUGHT QUESTIONS

The QUESTIONS average twelve in number at the end of each chapter. They are framed to stimulate thinking on the part of the student. For example:

Page 468, (1) Explain the English Colonial Policy. Compare it with the French, Spanish and Dutch Policy and tell why it was superior.
The SUGGESTIONS average five to each chapter and are particularly designed "to lend zest to the work, and to train in the power of investigation, in judgment of historical data, and in historical imagination." For example:

Page 185, (1) Read portions of Washington Irving's "The Alhambra" for a good description of Moslem Architecture, and also for Arabian legends. See his "Conquest of Granada" for the history of this and later periods.

The additional REFERENCES and HISTORICAL NOVELS each average three to the chapter, and suggest interesting material for supplementary reading. For example:

In Robinson's reading in European History, Volume I. Chapter XV, read the complete speech of Pope Urban II. Report on the remaining Crusades as found in the same chapter.

The text contains but eight colored MAPS and these are not particularly attractive. The thirty-eight maps in black and white are exceptionally good and invite study on the part of the student as they are clear and simple and closely related to the content.

The illustrations are the strong features of the text. These number one hundred forty-one in all, and are a departure from the ordinary stereotyped illustrations appearing in most texts. They are well chosen, interestingly described in their captions, and closely related to the material.

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REMARKS

The strong features of the text are: the unit organization, well selected list of thought questions, and the attractive illustrations.
The volume is divided into eleven large Sections. Each SECTION is subdivided into chapters. The paragraph headings are carefully chosen to show development of the topics.

At the end of each chapter are a list of QUESTIONS and TOPICS, EVENTS, and SELECTIONS FOR FURTHER STUDY, and a list of IMPORTANT DATES.

The QUESTIONS and TOPICS at the end of each chapter are usually divided into four divisions, averaging five to eight questions each, bearing upon a special phase of the chapter. They consist of FACT and THOUGHT QUESTIONS. For example:

Page 645, (7) Why is it impossible for the Far East to remain unknown to Europe in our own time as it did in the Middle Ages?

The REFERENCES FOR READING do not invite special consideration by the student. No special chapter nor page references are given, nor are the books listed common to the ordinary library.

An analysis of the EVENTS and DATES given, usually eight in number, reveal no particular justification for their selection. For example:

Page 608, the following are included: (1) Great Indian Meeting, 1857. (2) Discovery of gold in Australia, 1851. Events and dates of similar nature are representative of the type given.

Each new word is DIACRITICALLY MARKED as it appears for the first time in the text, besides being given in the index.

The MAPS, as a whole, are clear, and pertinent to the material developed. They number forty-one in all.
The outstanding feature of the text in regard to study aids is the superior quality of the ILLUSTRATIONS. They depart from the usual stereotyped list found in the other texts examined. They are well explained in their captions and invite study on the part of the student.

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REMARKS

The only strong study features of the text are the ILLUSTRATIONS.

McNEAL - MODERN EUROPE AND ITS BEGINNINGS

ORGANIZATION OF THE TEXT

The material is presented in eight PARTS, These are divided into several chapters each, and each chapter is further subdivided into sections.

VERBAL AIDS

These consist of QUESTIONS FOR REVIEW and PROBLEMS placed at the end of each chapter.

QUESTIONS FOR REVIEW

THE QUESTIONS FOR REVIEW, generally five in number, are suitably framed to be useful to student and teacher. Besides developing some phase of the present chapter, they tie it up to the preceding events, and thus keep the material fresh in the mind of the student. For example:

Page 206, (1) The Far East and New World were quite different from one another in respect to native population and civilization. Explain the differences. How did this affect the dealings of European countries with the two regions?

Page 298, (4) Back of the movements in Italy there were three deep-seated desires: popular government, freedom (from foreign control), and union. Show how all these were naturally associated with popular hatred of Austria.
These two questions are illustrative of the type presented.

The PROBLEMS at the end of the chapter are intended to sharpen the impression of the relation of the past to the present. For the student, they will introduce an active element in the process of preparing the history lesson, which is likely too often to become a matter of learning a section of the text in order to make a good recitation." (Author) That they will fulfill this aim may be gleaned from the following:

Page 194, (1) Two of Sir Walter Scott's novels deal with this period. The Fortune of Nigel is a story of the court of James I, and gives a picture of that monarch and of his favorite, the Duke of Buckingham, and of the character of the time. Woodstock deals with the period of Oliver Cromwell; in this the author gives his view of Cromwell and of the Puritan and Cavalier types. Prince Charles, later Charles II, also appears in the story. Sir Walter Scott evidently sympathized with the royalists and cavaliers more than with Cromwell and the Puritans. Do you accept his interpretation of the history of conflict?

The above PROBLEM also illustrates his interesting method of introducing SUPPLEMENTARY READING. At the end of each chapter are problems requiring further reference material for their solution. They are well chosen.

The visual aids assume a somewhat different form and arrangement from those appearing in the other texts examined. No colored MAPS are presented, and very few ILLUSTRATIONS are shown in the text proper; the majority are placed at the end of the text.

The form of the MAPS, too, is unique. Informal sketch maps intended to illustrate particular points in the narrative are interspersed throughout the chapters. More formal and detailed maps are placed together at the end of the book. The pedagogical value of these maps is doubtful. If they were used in connection
with the colored maps, they would serve to convey a more definite impression.

Very few ILLUSTRATIONS appear throughout the narrative. Those at the end of the text are well chosen and described, but would be of more use as an aid if they were placed in the body of the text.

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REMARKS

The outstanding features of the text are the questions for review, and the problems.

PERKINS - A HISTORY OF EUROPEAN PEOPLES

ORGANIZATION OF THE TEXT

The PERKINS HISTORY OF EUROPEAN PEOPLES is organized to meet the requirements of progressive courses of study and modern methods of teaching. The year's work as a whole is conveniently divided into eleven large UNITS, and representing what Professor Morrison calls in his PRACTICE OF TEACHING IN SECONDARY SCHOOLS a "Significant movement in human history". Each of the larger units have been analyzed into its significant phases or sub-units and each sub-unit divided into topics for study and discussion.

VERBAL AIDS

At the end of each chapter are complete study aids in the form of SUGGESTED QUESTIONS, REFERENCES for READING, and SPECIAL TOPICS.

SUGGESTED QUESTIONS

The SUGGESTED QUESTIONS are intended to stimulate thought and investigation by teachers and pupils. They are exceptionally well chosen. Many point out comparisons between earlier times and the present day. For example:

Page 98, (4) Compare industrial development and trade at Athens with industries and trade of the United States today.

Page 273, (10) Compare and contrast a medieval tournament with a modern
college or school "field day" or "track meet".

There are more than fifty such questions in the text.

REFERENCES FOR READING

The REFERENCES for READING are three types, SOURCES, HISTORIES, AND HISTORICAL FICTION. Specific chapter and page references are given and evaluations for high school use made.

SPECIAL TOPICS

The SPECIAL TOPICS provide projects with references for special reports and outside reading. These average about ten in number to a chapter. Duplicate references are given and to such books as are available in the average high school library. Many of these projects given are not worded in such a manner as to elicit the interest of the student.

CROSS-REFERENCES

Throughout the text are frequent foot-notes. These are mainly CROSS-REFERENCES, although many explanatory notes and side lights are included. The cross-references are of a very superior type.

BIBLIOGRAPHY

Ten pages of BIBLIOGRAPHY are given in the appendix. There are three lists: List One, recommending books for a small library; List Two, providing additional purchases for a medium sized library; and List Three giving further titles for a larger collection. In addition there is a list of eighty-three titles of Historical Fiction. The books listed are well chosen and helpful in establishing a library.

VISUAL AIDS- MAPS AND ILLUSTRATIONS

There are seventy-three MAPS, twenty-eight of which are colored maps, printed from wax engraved copper plates. They are accurate, legible, and instructive, and are of the Superior Rand McNally Standard.

Three hundred twenty-eight ILLUSTRATIONS are given in the text. They are many in number, clear and legible, but no particular feature distinguishes them.
The outstanding features of the PERKINS HISTORY OF EUROPEAN PEOPLES are the large unit organizations, the numerous and helpful pedagogical aids, and the superior quality of its maps.

WEBSTER - HISTORY OF MANKIND

The material is presented in twenty chapters. The text is divided into numbered sections, with black-letter titles for each paragraph, so designed to facilitate the preparation of outlines covering a single chapter or several chapters. The topics are indented.

STUDIES at the close of each section, CHARTS and GRAPHS, BIBLIOGRAPHIES, SUGGESTIONS for FURTHER STUDY, a TABLE of EVENTS and DATES, and a PRONOUNCING INDEX constitute the teaching equipment.

There are fifteen or twenty QUESTIONS or PROBLEMS with each chapter which serve admirably for review or for daily recitation. They not only cover the specific point in a chapter, but they keep the main theme of the text constantly before the student. For example:

Page 393, (10) Show how the Revolution of 1688-89 was a "preserving" and not a "destroying" revolution.

(15) "No reform can produce real good unless it is the work of public opinion, and unless the people themselves take the initiative." Discuss the justice of this statement.

CHARTS and GRAPHS are used freely throughout the text, not for memorizing, but for convenience in summarizing.
SUGGESTIONS together with a well chosen and interesting BIBLIOGRAPHY are placed in the beginning of the text. They consist of works of travel and description, historical poetry, and fiction, and sources. They would more adequately serve their purpose as a teaching aid were they incorporated at the end of each chapter instead.

VISUAL AIDS—MAPS AND ILLUSTRATIONS

About one hundred MAPS and CHARTS and over three hundred ILLUSTRATIONS in black and white and also in sepia, reinforce the text and serve as problem material. These are of superior quality, but lose much of their effectiveness simply because they are so numerous, and moreover tend to break the eye-span.

<table>
<thead>
<tr>
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</tbody>
</table>

REMARKS

The outstanding features of the text are:
Special studies, and the superior quality and quantity of the visual aids.

WEST - THE STORY OF WORLD PROGRESS

THE STORY OF THE WORLD PROGRESS is developed in eighteen PARTS. Each PART is subdivided into about five chapters. The various divisions of the subchapters are emphasized in heavy black type. The arrangement produces a pleasing reaction.

VERBAL AIDS

The TEACHING EQUIPMENT is very meager. Interspersed throughout the text are REFERENCES FOR FURTHER READING, and REVIEW EXERCISES. The APPENDIX gives a select list of books on European History for high schools, and a very fine PRONOUNCING INDEX which also indicates a map on which the location is shown.

VISUAL AIDS—MAPS AND ILLUSTRATIONS

The superior quality of the MAPS and ILLUSTRATIONS are in accordance with the general make-up of the text. About three hundred illustrations and fifty-six maps constitute the visual aids. The illustrations, though many in number, are incorporated in the text
in such a way as to prove a valuable aid to the student.

Number of Maps
Double page colored............ 10
Single colored.................. 35
Black and white................ 11

Number of Illustrations
Full page (Plates)............. 113
Half page....................... 20
Less than half page........... 175
Total............................ 56

REMARKS

The ILLUSTRATIONS are the outstanding feature of the aids given. These are of a very superior quality, are well described in their captions, and admirably vitalize the material.

HARDING - NEW MEDIEVAL AND MODERN HISTORY

ORGANIZATION OF THE TEXT

HARDING'S NEW MEDIEVAL AND MODERN HISTORY is presented in three large DIVISIONS. These are broken up into chapters, which in turn are subdivided into sections. It is believed that the breaking up of the chapters into lettered subdivisions will facilitate the assignment of lessons.

VERBAL AIDS

A TABLE OF RULERS is inserted at the beginning of the volume for convenience of reference; LISTS of IMPORTANT DATES follow the several chapters; and in connection with each search topic a few carefully selected REFERENCES are printed to guide the student in his collateral reading.

TABLE OF RULERS

A TABLE OF RULERS, clear and complete, capable of being understood by the student is inserted at the beginning of the volume. Fourteen tables of genealogies are interspersed throughout the text.

LIST OF IMPORTANT DATES

About ten IMPORTANT DATES appear at the end of each chapter. From a pedagogical point of view, they serve little definite purpose. For example:

Page 465, the following are given:
1757. Clive wins the battle of Plassey.
1763. Peace of Hubertsburg.
1786. Death of Frederick the Great.

SUGGESTIVE TOPICS

The SUGGESTIVE TOPICS appearing at the end of each chapter average about fourteen in
number. They are particularly designed to develop thought on the part of the students. For example:

Page 401, (1) To what extent does the principle of the Balance of Power affect the relations of European States at the present time.

Page 566, (4) What class contributed most to advance human welfare - statesmen and generals, such as Pitt and Wellington, or inventors, such as Hargreaves, Watt, and Stephenson?

The SEARCH TOPICS provide projects for special reports in outside reading. Specific chapter and page references are given, but many of the books mentioned are not found in the ordinary library. For example:


Profuse and adequate ILLUSTRATIONS and MAPS are inserted in proper relations to the text. The MAPS are clear and their sources given. The illustrations contain too many stereotyped characters and buildings, many of which are of not real value to the student of history. For example:

Page 496, The Jacobin Club (exterior) and on page 497 The Jacobin Club (interior). Page 489, The Bastille (restored). Many illustrations of similar type are presented in the text.

<table>
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<th>Number of Maps</th>
<th>Number of Illustrations</th>
</tr>
</thead>
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<td>9</td>
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<tr>
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<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>65</td>
<td>201</td>
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</tbody>
</table>

REMARKS

The outstanding features are the numerous and helpful pedagogical aids incorporated in the text.
ORGANIZATION OF THE TEXT

HAYES AND MOON'S MODERN HISTORY is set forth in six PARTS or UNITS. These consist of several chapters each which are subdivide into sections.

VERBAL AIDS

QUESTIONS, SPECIAL TOPICS, ADDITIONAL REFERENCES, and LISTS of HISTORICAL FICTION are placed at the close of each chapter.

QUESTIONS

At the close of each chapter are found fifteen to twenty QUESTIONS on the text. These serve as a review of the subject matter and the same time stimulate thought in the mind of the student. For example:

Page 645, (9) Why has Great Britain a particularly serious labor problem?
(12) Trace the rise of trade unionism and indicate its political and social influence.

SPECIAL TOPICS

From ten to twenty SPECIAL TOPICS also appear at the close of each chapter. They are designed not merely to satisfy the demand for "outside reading", but also to meet the desires of progressive teachers who wish to utilize the project-problem method. Each SPECIAL TOPIC may become a problem to be worked out by the student. For example:


ADDITIONAL REFERENCES

Material for FURTHER READING, with special chapter and page numbers are also included in the helps. These are within the scope of the average high school student and are easy to procure.

HISTORICAL FICTION

The titles of several selected works of HISTORICAL FICTION constitute the fourth aid. In the words of the Author, this list was prepared at the cost of much effort "because we believe that well-selected fiction gives a vividness and reality to social history that cannot easily be obtained by other means."
The MAPS and ILLUSTRATIONS are numerous and well chosen, and designed to be treated as part and parcel of the text.

<table>
<thead>
<tr>
<th>Number of Maps</th>
<th>Number of Illustrations</th>
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</thead>
<tbody>
<tr>
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<td>14</td>
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<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>

The strong study features are: The up-to-date "helps" for student and teacher—illustrations which really illustrate, and which are not too hackneyed; plentiful maps, a majority of which are colored plates; and, appended to each chapter, a set of reflective "Questions for Review", some pertinent "Special Topics", a few "Additional References" and certain titles of "Historical Fiction."

In MCKINLEY'S WORLD HISTORY TODAY the material is divided into six large SECTIONS, each having a natural unity. The chapters are carefully organized about certain main topics, and subdivided into sections. The paragraph headings have been carefully chosen to show the development of the topic.

LOCALIZED HELPS and QUESTIONS are inserted at the end of each paragraph. At the close of the chapter are STUDY AIDS in the form of PROBLEM and REFERENCE WORK, and READING LISTS.

The LOCALIZED HELPS at the end of each chapter, are designed to keep the pupil's mind alert and to encourage an immediate mental response to the facts stated in the text. For example:

Page 232, (1) What was there in the Napoleonic Code to break down social barriers?

From one to five questions of such nature are inserted at the end of each paragraph or section.
The PROBLEM and REFERENCE WORK appearing at the end of each chapter are well adapted to encourage investigation on the part of the student. For example:

Page 270, (7) Show your understanding of the "Laissez Faire" theory by telling just the effect that the full adoption of that theory would have upon our factory laws and our tariff. Why?

(8) In what ways does your community show the effects of the coming of the Age of Machinery.

About ten questions of like nature appear at the end of each chapter.

Particular attention has been given to the LISTS of BOOKS recommended for outside reading. Wherever possible these have not been high-brow college texts, but interesting books which high school students can read with interest and pleasure, thus developing a taste for historical, and especially biographical writings.

Only thirty-three MAPS are given in the text. The Author states that the maps have purposely been made fewer in number than in some competing books, in the hope that they might be more carefully studied. They are adequate for the geographical study of the topics presented.

The ILLUSTRATIONS are many in number, and, for the most part, well chosen and interestingly described in their captions. A departure from the ordinary type of illustrations is the great number of cartoons given. About twenty well chosen cartoons appear in the text.

<table>
<thead>
<tr>
<th>Number of Maps</th>
<th>Number of Illustrations</th>
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<tbody>
<tr>
<td>Double page colored</td>
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<tr>
<td>Full page colored</td>
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<td>Total</td>
<td>214</td>
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</tbody>
</table>
The aids for teachers and pupils are plentiful and well supplied in varied forms. The illustrations constitute the outstanding features.

KAUFMANN - MODERN EUROPE

KAUFMANN'S MODERN EUROPE is organized in eleven PARTS. Each PART is made up of several chapters, and these in turn are subdivided into sections.

No TEACHING EQUIPMENT is placed at the close of each chapter.

In the APPENDIX are suggestions intended to assist the teacher in enlarging upon the contents of each chapter. These consist of QUESTIONS and READINGS, and a LIST giving the FULL TITLES and PUBLISHERS referred to in the text.

The QUESTIONS range from five to ten on each chapter and are framed especially to stimulate thought on the part of the student. For example:

Chapter XXVII, (1) Would our laws against child labor and those for the preservation of the health of the workingman be acceptable to the adherents of the "laissez faire" theory?

Chapter XXV & XXVI, (1) What advantages and drawbacks do you note in the old guild system of manufacture when you compare it with the modern factory system?

The few carefully selected references at the end of each chapter are designed to afford opportunity for special papers, and at the same time to guide the student in his collateral reading. For example:

Chapter XXXVI. Reading: Hayes, II, Chapter XXIX; Hazen, Europe since 1815, chapter XXII. For a fuller treatment of the subject, see Woodward, Expansion of the British Empire. M. C. H., II, p.
p. 320, lets a French Canadian explain his attitude to the empire and (p. 336) gives the aims of those who advocate closer union within the empire.

The maps, comparatively few in number, are very clear and attractive, thus inviting study; they are pertinent to the matter presented in the text. The source of each map is also given.

No particular attraction may be attached to the ILLUSTRATIONS, other than their clearness. Their captions are decidedly brief, and their relevancy to the context do not tend to awaken realistic attitude in the student.

<table>
<thead>
<tr>
<th>Number of Maps</th>
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<td>7</td>
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<tr>
<td>Total</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>119</td>
</tr>
</tbody>
</table>

ROBINSON AND BEARD - OUTLINES OF EUROPEAN HISTORY

ORGANIZATION OF THE TEXT

The material in OUTLINES OF EUROPEAN HISTORY is organized in CHRONOLOGICAL ORDER.

VERBAL AIDS

The TEACHING AIDS consist of QUESTIONS at the end of the chapters, and material for COLLATERAL READING in the appendix.

QUESTIONS

These are simple FACT QUESTIONS varying from ten to thirty. They may serve for a review, but do not stimulate any special thought in the minds of the students. For example:

Page 334, What was the Holy Alliance?
Describe Metternich's political aims.
Who were the members of the Quadruple Alliance formed Nov. 20, 1815?

The above constitute the type of questions presented.

REFERENCES

The REFERENCES are divided into three Groups: (a) General Reading; (b) Source Material; (c) Additional Reading. Specific pages, chapters, and evaluations are given, and the books mentioned are capable of being found and
understood by the student. However, they would appear more inviting if placed at the end of each chapter instead of being incorporated in the appendix.

The MAPS, twenty-eight in number, are of a very superior quality. They constitute the outstanding feature of the study aids.

The ILLUSTRATIONS are well explained in their captions and serve to add a realistic character to the material. Of the one hundred-forty-five illustrations, sixty are portraits of historical character.

<table>
<thead>
<tr>
<th>Number of Maps</th>
<th>Number of Illustrations</th>
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<tr>
<td>Double page colored.............15</td>
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</tr>
<tr>
<td>Full page colored................4</td>
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<tr>
<td>Full, black and white...........3</td>
<td>Less than half page.....16</td>
</tr>
<tr>
<td>Half, black and white...........6</td>
<td>Colored plates...........8</td>
</tr>
<tr>
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<td>Total 145</td>
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</table>

REMARKS

The REFERENCES for READING and the MAPS form the chief study aids of this text.

SCHAPIRO - MODERN TIMES IN EUROPE

To show the relationship between the events that he discusses, Doctor Schapiro combines both the TOPICAL and the CHRONOLOGICAL arrangement. Six UNITS, each with a brief overview which links it with what has gone before, trace the development and outcome of six great movements narrated, treating of the history of Europe from the seventeenth century to the present.

VERBAL AIDS

Special attention is given to the TEACHING EQUIPMENT. The QUESTIONS, MAP STUDIES, and SPECIAL TOPICS accompanying each chapter were tried out in high school classrooms before they were included in the book.

QUESTIONS

The QUESTIONS, averaging about twelve in number, appearing at the end of each chapter, are not merely upon matters of simple fact, but are framed with the object of stimulating discussion. For example:

Page 209. (9) Among the French an
institution that has lost its usefulness is destroyed; but among the English it is paralyzed. Apply this statement to the French Revolutions, of 1789 and 1930, and to the Reform Bill of 1832.

(15) After the abolition of the Corn Laws, "the economic life of the world pivoted upon England." Explain. Why not today?

These two questions taken from the same chapter are representative of the questions stated.

The SPECIAL TOPICS, averaging six to each chapter, afford opportunity for investigating in fields not fully discussed in the text. Specific chapters and pages are given and the books are within reach of the student. For example:

Page 192, The Greek Revolt. Hayes, Political and Social History of Modern Europe, II, pp. 46-50; Robinson and Beard, Readings in Modern European History, II, pp. 386-88; Hazen, Europe Since 1815, pp. 604-11; Davis, Short History of the Near East, pp. 290-99; Fulter, World History, Chapter IX.

This contains much material helpful to both teachers and students; and there is an unusually complete index; (a) Bibliography; (b) Examples of College Entrance Examination Question; (c) Examples of Regents' Questions; (d) Map studies from College Entrance Examinations (e) Rulers of Europe since 1648.

"The MAPS are complete, up-to-date, and accurate; and they admirably supplement the text the questions, and the topics for special study." (Author) They are very clear and attractive in appearance.

There is a generous equipment of portraits and ILLUSTRATIONS, including numerous contemporary cartoons, documents and war posters. Many of these have not been previously
reproduced in a text book. Pains have been taken to explain adequately each illustration in its caption.

<table>
<thead>
<tr>
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<th>Number of Illustrations</th>
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</thead>
<tbody>
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<tr>
<td>H.P. Black and white...........</td>
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</table>

**REMARKS**

The teaching equipment and illustrations are admirably adapted to be of great help to teacher and student both from a psychological and pedagogical standpoint.
CONCLUSIONS TO BE DRAWN FROM THIS STUDY

One striking line of demarcation between the texts of today in European History, and those of a few years ago is in the great use of illustrations and other study aids. The dry, formal, unattractive textbooks that tended to make students feel an aversion for history have almost disappeared. A careful study of these aids, however, often fails to discover any justification for the use of many of them, or any general principle governing their selection. It becomes apparent that they have not as yet been subjected to experimental investigation to determine their usage.

In the matter of the selection of illustrations, for example, great diversity of opinions seems to prevail, both in regard to the number and to the nature of the pictures. Why should valuable space in a high school history text be given to such pictures as that of "ASheep Ranch in New South Wales", or "Reapers Harvesting Wheat in Canada"? Why justification can be given for devoting a whole page to a picture of "The Coronation of Josephine", and another one to "The Divorce Trial of Henry VIII and Catherine of Aragon"? What selective principle is advocated in the insertions of twenty-two illustrations of Napoleon in one of the modern texts? Why should the same period of time treated vary from two to twenty-nine illustrations? (See Table III.)
We appreciate the value of using illustrations to secure attention, to arouse interest, and to present striking characteristics that are impossible to depict in abstract language, but the number presented should be reduced to the smallest number necessary to give the mind an adequate picture. Numerous illustrations cause confused impressions or too many ill-timed impressions. A few well-chosen pictorial aids help to create a clear image of experience. It remains for the authors of high school texts to determine with more care than they are now employing, how much use they shall make of pictorial aids to learning, and to consider the needs of the different years of the high school in this matter.

Neither can we say that the selections of many of the maps which appear in the modern texts display any consistent selective principle. They are too small, too detailed, and limited to a specific area. Questions on these maps reveal the fact that pupils experience no little difficulty in finding required data and interpreting the symbols. The first glance at them is often so forbidding that it discourages further attention to them. If the authors would confine themselves to a few accurate, legible, and instructive maps, they would present a more valuable aid to the teacher and pupil.

Similar comments may be made on the verbal aids. An analysis of the questions found at the end of the chapters, reveals much valuable space given to question that will prove of little or no benefit to teacher or student. What
justification can be given for devoting a whole page at the end of each chapter to a set of fact and memory questions only? Or of inserting five or six questions at the end of each paragraph? The Author states, "to effect a more immediate recall", but surely the teacher is not dependent upon the insertion of questions of this type to strengthen the effects of her teaching. Let the authors confine themselves instead to questions that stimulate original thought and lead the student to a philosophical attitude toward the constantly changing world.

Neither does a study of the "special topics" presented in several of the books designed for "problems" discover much usable material either for the student or the teacher. For the most part, they are not framed sufficiently fully and clearly to enable the student to carry them out. The one text analyzed, which is especially good in this type of aids, shows to what extent a few well framed problems connected with each chapter may be utilized by the teacher and pupil. (See Chapter VI)

The references for collateral reading are subject to the greatest criticism. Very much space is given to them in all of the texts analyzed, but it is frequently obvious that the author has not taken into consideration the ability of the high school student, nor the facilities of the high school libraries. Some of the books and periodicals listed are suited to the college student only; some are so expensive that only the occasional high school will possess them; and some cannot
be used with the best results by high school students because of the difficult nature of the material contained in them. Those authors who have evidently given their references careful consideration, have confined their list to a few well chosen and easily available books that combine as far as possible the characteristics of giving supplemental information, arousing interest, giving a sense of reality, and acquainting the student with historical literature.

Further comment might be passed upon some of the less significant aids given in some of the texts, but enough has been said to call attention to the need for more careful consideration of the selection and use of aids incorporated in the history texts in European History.
CHAPTER V

A TABULAR VIEW OF THE STUDY AIDS PRESENTED IN THE REPRESENTATIVE TEXTS

**TABLE I. VISUAL AIDS APPEARING IN THE TEXTS**

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<td>XII</td>
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TABLE II. AVERAGE NUMBER OF VERBAL AIDS TO A CHAPTER

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<th>References</th>
<th>Problem and Topics</th>
<th>Questions</th>
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TABLE III. VISUAL AND VERBAL AIDS APPEARING IN A PARTICULAR PERIOD—INDUSTRIAL REVOLUTION

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1. Lend vividness to material
2. Illustrate subject matter under discussion
3. Explained in captions.
4. Create sense of beauty
5. Ample in number and well selected
### TABLE V. EVALUATION OF MAPS

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1. Accurate
2. Simple
3. Source given
4. Invite study and analysis by the student
5. Adequate in number to develop material
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1. Well chosen
2. Specific chapter and pages given
3. Easily available
4. Adapted to high school students
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CHAPTER VI

SELECTED TYPES OF STUDY AIDS

PRESENTED IN THE REPRESENTATIVE TEXTS

The examples of study aids given in this chapter, were selected from those texts which particularly excel in that type of aid. They were chosen not only on the basis of the nature of the material itself, but also on the form in which it was presented. This is particularly true of the references for collateral reading. The relative merit of the references given in some of the other texts may be greater than those chosen, but they were set forth in a style that did not invite consideration.
<table>
<thead>
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<th>Topic</th>
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<td>The Great Inventions that Started the Industrial Revolution</td>
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<td>Work of the Congress of Vienna</td>
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<td>Metternich's System and the Causes of Revolt</td>
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<td>The Outcome of the Revolution of 1848 in France</td>
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<td>The Second Napoleonic Empire</td>
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<td>The Unification of Italy</td>
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<td>How Cavour Prepared for Italian Unity</td>
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<td>Steps in the Unification of Italy</td>
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<td>Bismarck and the Unification of Germany</td>
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<td>Conditions in Germany after the Failure of the Revolution of 1848</td>
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<td>Prussian Military Preparations</td>
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<td>Preparations for War with France</td>
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<td>The Franco-German War (1870-1871)</td>
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<td>Results of the Franco-German War</td>
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<td>The German Empire, 1871 to 1914</td>
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<td>Germany under Bismarck</td>
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<td>Germany under William II</td>
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<td>Demands of the Social Democrats for Reform in Government</td>
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<td>France, 1870 to 1914</td>
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<td>France after the Franco-German War</td>
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<td>Government of the French Republic</td>
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REFERENCES FOR READING

Sources. ROBINSON AND BEARD, Readings in Modern History, II, 406-466.

Histories. The best general accounts are HAYES, Political and Social History of Modern Europe, 547-639; SCHAPIRO, Modern and Contemporary European History, (ed. 1929) 607-654; HAZEN, Europe since 1815, I, 509-519; II, 609-628. These offer more advanced treatment: Cambridge Modern History, XII, chaps. XVII-XXI; DOUGLAS, Europe and the Far East; JOHNSTON, The Opening of Africa; GIBBONS, Introduction to World Politics; LATOURETTE, Development of Japan, Development of China; GIBBONS, New Map of Asia; New Map of Africa; MOREL, Black Man's Burden; LUCAS, The Partition and Colonization of Africa; LEWIN, The Germans and Africa; MOON, Imperialism and World Politics.

Historical Fiction. HENTY, Through Three Campaigns; In Times of Peril; KIPLING, Plain Tales. H. M. Stanley's books describing his exploring expeditions in Africa are not fiction, but boys will enjoy them better than any historical novel. Best are Through the Dark Continent, How I Found Livingstone, and Autobiography.

SPECIAL TOPICS

How Perry opened Japan. LATOURETTE, Development of Japan, chap. 7; HORNBECK, Contemporary Politics in the Far East, chap. 7; HAYES, II, 547-586.

How Japan is Governed. HORNBECK, Contemporary Politics in the Far East, chap. 8; LATOURETTE, Development of Japan, 129-147.


Problems

1. This chapter links up with American history, and many interesting facts can be found in text-books on American history, about the coming of the Pilgrim Fathers, the life of the colonists, the career of Washington, and the struggles of the American Revolution.

2. The American poet Longfellow wrote three long poems dealing with this period in American history. Many of you must have read one or more of them. They are Hiawatha, an epic of the Indian hero; The Courtship of Miles Standish, a story of colonial times; and Evangeline, which tells of the expulsion of the French inhabitants from Acadia (Nova Scotia), after the English took this from France. These poems will be still more interesting if you find out their connections with the history of this period.

3. Macaulay, in his essay on Frederick the Great, makes this statement about the connection between European and colonial politics: “In order that he (Frederick) might rob a neighbor whom he had promised to defend, black men fought on the coast of Coromandel and red men scalped each other by the Great Lakes of North America.” Who was the neighbor whom Frederick robbed? What European war does this refer to? Where is Coromandel and what was the fighting about there?

4. James Fenimore Cooper, one of the earliest of American story-writers, wrote a number of tales of the Indians, which are usually known as the “Leatherstocking Tales.” Some of you have surely read one of them, The Last of the Mohicans. Look it up again and find out the time of the story and how it brings in the rivalry of France and England in America. What do you think of Cooper’s picture of the Indian character?
THOUGHT QUESTIONS FOR FURTHER STUDY


2. What problems does the United States face today in the government of the Philippines?

3. From what you know of China during the middle of the nineteenth century, give reasons why European and American people might have been justified in demanding extraterritorial rights. Would China have been justified in demanding those same rights in other countries? Is she justified in demanding now the withdrawal of those rights in her own country? Give reasons for your answers.

4. What part did the geographical situation, government, and social conditions play in the defeat of the Russians in the Russo-Japanese War?

5. Why was China not considered in the Treaty of Portsmouth? As regards China, was the moral law applied in that peace? Why?

6. How did the political tyranny in Russia affect Russian emigration to the United States?

7. Why was the settlement of Australia and New Zealand delayed until the latter part of the nineteenth century?

8. In what way has the Panama Canal benefited the world in general?
RECENT EXCAVATIONS IN THE "VALLEY OF THE KINGS." — The royal author of the hymn to Aten (p. 22) was succeeded by his son Tut-Ankh-Amen, under whom Egypt returned to the older polytheism. Recently Lord Carnarvon discovered the tomb of this monarch, and its contents confirm in remarkable degree our earlier knowledge of Egyptian culture. The upper picture shows the entrance to the tomb in the center, and about it fruitless shafts sunk in the exploration. The lower photo shows Lord Carnarvon entering the tomb, February 27, 1922, while visitors above await to see what may be brought to light.

A reconstruction of the Forum as it must have looked at the height of the Roman Empire. The structures from left to right are: a corner of the Basilica of Julius, finished by Augustus in 12 A.D.; the temple of Saturn; the temple of the Emperor Vespasian, 81 A.D.; the temple of Concord, 10 A.D.; and the arch of the Emperor Septimius Severus, 200 A.D. In the centre of the picture is the rostra or speakers’ platform.

The Colosseum at Rome, completed in 82 A.D., is a vast oval structure, composed of tiers of seats surrounding an arena. It was used for the holding of gladiatorial combats, fights with wild beasts, and similar spectacles. It is 620 feet long by over 500 feet wide and could seat 80,000 spectators.
This is a small section of a frieze which ran all around the Parthenon over the inner colonnade. The frieze represents a procession bearing offerings to the gods.

A sectional view of the Parthenon. The famous frieze, illustrated below, was over the inner colonnade.

This small Ionic temple, dedicated to Victory, stands on a spur of the Acropolis (438 B.C.).
SANTA SOPHIA, CONSTANTINOPLE

Built by the Emperor Justinian, 532-37 A.D. This is an example of Byzantine architecture. Since its capture by the Turks in 1453 Santa Sophia has been used as a Mohammedan mosque.

THE INTERIOR OF SANTA SOPHIA

The many domes, resting one upon the other, constitute one of the unique architectural features of the mosque.

257
“THE THINKER”
A bronze statuette by Auguste Rodin.
Metropolitan Museum of Art, New York.
NAPOLEON AS FIRST CONSUL

After the painting by J.-B. Isabey.
Versailles Gallery.
WOODROW WILSON

From the time of America’s entrance into the War, Wilson was the spokesman for the Allied Powers. He cherished a plan for a League of Nations and attended the Peace Conference in person to fight for the famous “Fourteen Points.”

FIG. 162. THE PEACE PALACE AT THE HAGUE, HOLLAND

This magnificent building was inaugurated as a center for the peaceful settlement of international disputes, in August, 1913 — just a year before the war broke out. Andrew Carnegie contributed $1,500,000 to pay for it.
THE PEACE CONFERENCE

After a painting by Jacquelin, the official artist. The Peace Conference took place at the French Ministry of Foreign Affairs on the Quai d'Orsay, overlooking the Seine. The sessions were held in the handsome chamber known as the Salle de l’Horloge (Hall of the Clock).
TWO VIEWS OF THE PANAMA CANAL.

ABOVE. — The Miraflores Locks, with the S.S. Santa Clara leaving the upper west chamber under tow of an electric motor, not in sight in the picture.

BELOW. — The first boat through after navigation had been temporarily blocked (in 1916) by "the big slide" from Culebra Hill (shown on the left). The steamer is the St. Veronica of Liverpool.
THE MOST SIGNIFICANT FACTOR IN MODERN CIVILIZATION. A TWENTIETH-CENTURY PRESS-ROOM
THE TORTOISE FORMATION — THE ANCIENT FORERUNNER OF THE MODERN "TANK"

Posed by English guardsmen acting the part of Roman soldiers. When fortifications were attacked, the heavy-armed soldiers held their shields arranged in a formation known as the testudo, or tortoise, for protection from hostile weapons.
Most of the shops of the eighteenth century were just rooms of private houses fitted up for business. The merchant, dozing behind the counter, has had to hang his goods from the ceiling and arrange them on shelves over the doorway, although he has only a few articles to sell. Outside, a richly painted sign, giving pictures of his wares, informed those who could not read, what the merchant had for sale.
"VÆ VICTIS!" ("WOE TO THE VANQUISHED!")

"THE LION'S VENGEANCE ON THE BENGAL TIGER"
A cartoon by Sir John Tenniel which appeared in the English journal *Punch* for August 22, 1857.

"DROPPING THE PILOT"
A cartoon of Bismarck's dismissal by William II. It was drawn by Sir John Tenniel, and appeared in *Punch* March 9, 1890.
THE GROWTH OF CONSTITUTIONAL MONARCHY

Controlled by Parliament at the end of 1643
Won by Parliament to the end of 1645
Held by Charles at the end of 1646
Unconquered Royalist strongholds

DIVISION OF ENGLAND. 1643 TO 1645
The World War
The Western Front, 1914-1915.

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GROWTH OF BRITISH POSSESSIONS IN INDIA TO 1767


30. McClatchy, F. D., "Finding the Facts of Visual Education". The Educational Screen, February and April, 1925.


The thesis, "A Critical Analysis of the Study Aims as Found in Representative High School Texts in European History," written by Sister Mary Hortense Burke, has been accepted by the Graduate School of Loyola University with reference to form, and by the readers whose names appear below with reference to content. It is, therefore, accepted as a partial fulfilment of the requirements of the degree conferred.

Austin G. Schmidt, S.J.                    May, 1931
Dr. Francis A. Ryan                        May, 1931
Dr. William H. Johnson                     May, 1931