Historical Fiction in the Teaching of World History

Helen Bernice Lobdell

Follow this and additional works at: https://scholarworks.wmich.edu/masters_theses

Part of the Curriculum and Instruction Commons

Recommended Citation

This Masters Thesis-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Master's Theses by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.
HISTORICAL FICTION IN THE TEACHING OF WORLD HISTORY

A Thesis
Presented to
the Faculty of the School of Graduate Studies
Western Michigan College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Helen Bernice Lobdell
January, 1957
ACKNOWLEDGMENT

The author wishes to express her gratitude to Dr. John A. Buelke for his advice and assistance in the preparation of this thesis.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>THE DEVELOPMENT OF TOOLS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROBLEM</td>
<td>Criteria For the Selection of Novels For Survey</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Historical Accuracy</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Integrity of Viewpoint</td>
<td>13</td>
</tr>
<tr>
<td>The Problem</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Intent</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Justification</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Definitions</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Historical Fiction</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Fictionalized Biography</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Adult Fiction</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Juvenile Fiction</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Established Criteria</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Senior High School</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>High School Course of Study in World History</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Limitations of Study</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Previous Work in Field</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Approach</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Plan of Study</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>II. THE DEVELOPMENT OF TOOLS</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Vividness</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Rhetorical Qualities</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Outlines of World History as Taught in Senior High School</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Outline of Text Using National Divisions</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Outline of Text Using Topical Divisions</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Book Lists Studied in the Selection of Novels</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>III. BOOK LIST OF HISTORICAL FICTION WHICH MIGHT BE USED IN TEACHING WORLD HISTORY IN SENIOR HIGH SCHOOL</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Titles Arranged According to Outline of World History Using National Divisions</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Titles Arranged According to Outline of World History Using Topical Divisions</td>
<td>115</td>
<td></td>
</tr>
<tr>
<td>IV. CONCLUSIONS AND RECOMMENDATIONS</td>
<td>139</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td>139</td>
<td></td>
</tr>
<tr>
<td>Need for Senior High Historical Fiction</td>
<td>139</td>
<td></td>
</tr>
<tr>
<td>Limitations of Adult Historical Fiction</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>Lack of Historical Novels</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>Historical Novels Not a Complete Picture</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>Problem of Obtaining Books</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>Suggestions for Follow-up Studies</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>Recommendations for Further Development of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Literary Resources for Use in Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>145</td>
<td></td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Tabulation of Data on Historical Novels According to Outline of World History Using National Divisions</td>
<td>106</td>
</tr>
<tr>
<td>II. Tabulation of Data on Historical Novels According to Outline of World History Using Topical Divisions</td>
<td>132</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM

I. Intent. The purpose of this study is two-fold. The first is to survey historical fiction with a view to the selection, on the basis of established criteria, of readings which would be suitable for use in a senior high school course of study in world history. The second purpose is to determine certain periods as recognized by teachers of world history in which such literature is readily available.

II. Justification. The subject of world history is such a vast one and is so unfamiliar to the average student that he oftentimes feels inadequate and antagonistic to it. Harold Spears says, "Today we begin with the student, first determining where he stands in respect to the particular area in which we are working."¹ According to Kimball Wiles, "We interpret a factor in the environment... in terms of our previous experience with something like it."² And, further, "Learning occurs through our interac-


action with the features of the environment which we select and interpret in terms of our past experiences and present purposes."³

Because the indifferent or unimaginative student finds even a good textbook an account of happenings completely removed from his experiences it is uninteresting to him. Hannah Logasa says in the foreword to her bibliography of juvenile literature, "For many students the facts of the past as they are gathered from textbooks remain abstract, dry and lifeless. Unless the student comes to visualize the past, unless it comes to have reality in his mind, the lessons which history teaches are largely lost to him."⁴

Wilford Aiken in The Story of the Eight Year Study, speaking of the culture-epoch type of history course, reports, "...by investigating the ways in which a people got their daily bread, provided their clothing and shelter, organized their communities, dealt with offenders against the common good, educated their youth, defended themselves and conducted their home life, the high school student identifies himself with the people studied and becomes one of them for the time being."⁵ William James advises, "if

the topic be highly abstract show its nature by concrete
elements. If it be unfamiliar, trace some point of analogy
in it with the known, if it be inhuman, make it figure as
part of the story."6

The limitation of time might preclude the Culture-
Epoch type study of history, but it would permit the use
of historical fiction to assist in realizing those objec-
tives William James recommends.

According to Jonathan Nield the story may arouse an
interest where the textbook fails and, he says,"...once
the spirit of inquiry has been stimulated, half the battle
has been gained."7

Where good historical fiction, modern or classical,
has been read to classes the students seem to remember the
events and import of events more vividly. One or two chap-
ters from Howard Pyle's Men of Iron, for example, gives
students a more real conception of knighthood and castles
and life in the Middle Ages than the whole unit on the Me-
dieval Period in the text does.8 "It is because the facul-
ty of imagination with regard to the past finds its proper

6 William James, Talks to Teachers on Psychology: And
to Students on Some of Life's Ideals, p. 111-112. New York:
Henry Holt and Co., 1908.

7 Jonathan Nield, A Guide to the Best Historical Novels

8 Howard Pyle, Men of Iron. New York: Harper and
Brothers, 1891.
field in historical novels that their service to the cause of historical truth is so great." This idea of the value of historical novels in bringing the past to life is expressed in a quotation, a comment Carlyle made about Scott's *Waverly Novels*, to be found on the title page of *A Guide to the Best Historical Novels and Tales*:

"These Historical Novels have taught all men this truth, which looks like a truism, and yet was as good as unknown to writers of history and others, till so taught, that the bygone ages of the world were actually filled by living men, not by protocols, state papers, controversies and abstractions."10

The more widespread use of historical fiction in world history might enable the teacher to follow William James's advice to, "Let your pupil wander from one aspect to another of your subject if you do not wish him to wander from it altogether to something else, variety in unity being the secret of all interesting talk and thought."11

A good, comprehensive annotated bibliography, not merely the titles and authors, but the chapters or excerpts which best illustrate the particular period, would be an invaluable aid to the world history teacher. The list should include books on different reading levels in order to meet the needs of students who have different reading abilities.

---


If the mechanics of the problem could be worked out, such a list might well become the basis of a course taught largely through literature.

DEFINITIONS

**Historical Fiction.** Any literary works, juvenile or adult, which have as the background or basis of the story authentic historical happenings or periods. "A novel is rendered historical by the introduction of dates, personages and events to which identification can readily be given."¹²

**Fictionalized Biography.** Those works which deal with the life of one particular person, but which tell the story of his life in the manner of a novel, the author creating conversations and minor incidents which actually may not have happened, but which are consonant with the spirit and events of the time and the historical personage.

**Adult Fiction.** Stories in which the author has used complete candor in discussing and describing anything pertaining to adult life and emotions.

**Juvenile Fiction.** Stories in which the language and style are adapted to the experience and understanding of

younger, less sophisticated readers.

Established Criteria. The opinions of writers of history and literature as to the elements which define excellence in their fields.

Senior High School. The last three years of high school, known usually as grades 10, 11, 12.

High School Course of Study in World History. Outline of world history as found in The Story of Nations and World History. ¹³

LIMITATIONS OF STUDY

The books used in this list are to be selected on the basis of their literary and historical quality, for their suitability for use in the classroom, and for their value in bringing to life any period or particular event or series of events which are considered important in the development of civilization from prehistoric to modern times. James T. Farrell says, "Literature is one of the arts which recreate the consciousness and conscience of a period," and he lists as a measure of good writing whether or not it provides the reader with an experience and increases his understanding. ¹⁴ This criteria would seem


especially important in this survey.

No attempt will be made to include straight factual biography or other non-fiction works in the list because they are a complete field by themselves and would require study of a different nature if they were to be included.

If possible, several books for each general area of history will be listed and those books will be selected which are still in print and most easily available to schools and libraries.

PREVIOUS WORK IN FIELD

As far as can be ascertained there has been little work done in this field. Hannah Logasa has published several editions of a fine bibliography of historical fiction and other reading materials for secondary schools. The National Council for Social Studies issues a list entitled, Social Understanding Through Literature which includes much non-fiction and is for social understanding, rather than historical appreciation.

Among some social studies educators there seems to be a reluctance to accept historical fiction in the classroom. Ernest Horn in Methods of Instruction in the Social


Studies says, "The actual use of fiction in teaching the
social studies does not often reflect those standards of
scholarship upon which there is substantial agreement among
social scientists, or an appreciation of the significance
of issues that are still debated."\(^{17}\) He says, further,
"Rarely should fiction be included as a part of the mini-
mum or basic collateral readings."\(^{18}\) Historians, too,
are suspicious of the use of the dramatic or comic in his-
torical work, the feeling being that history is a scienc-
tific study in which anything appealing to the emotions
must be rigorously excluded.\(^{19}\)

In the past, while educators urged teachers to make
use of dramas and visual aids to stimulate their stu-
dents' interest, they have been slow to advocate any use
of historical fiction in the class room. As late as 1936
the Social Studies Yearbook warned that a novel, while it
might give a more accurate and realistic picture of an age
than a history book, was still a novel, and the inference
was that it should be handled with extreme care, if at
all.\(^{20}\)

---

\(^{17}\) Ernest Horn, Methods of Instruction in the Social
Studies, p. 288. Report of the Commission on Social Studies,

\(^{18}\) Ibid, p. 290.

\(^{19}\) J. W. Allen, The Place of History in Education, p.
100. London: William Blackwood and Sons, 1931.

\(^{20}\) The Social Studies Curriculum, p. 55. 14th Year-
book. The Department of Superintendence of the National Edu-
cation Association of the United States, Feb., 1936.
However, in the last twenty years this attitude has been modifying gradually. In 1934 Charles A. Beard wrote:

"An ideal written history would portray the drama enacted by the human spirit within the conditioning, but not absolutely determining, framework of the material world."21

In 1941 the Binings actually endorsed the use of fiction to make the truths of history more meaningful.22 And in 1954 Maurice P. Moffatt came out with a most enthusiastic recommendation of fiction in the history classroom. He maintains that good fiction with actual authentic background has great institutional value because the lively narrative attracts and then sustains the pupils' interest.23 He also speaks highly of the historical accuracy and reliability of historical fiction being produced for the young adult reader.24

The fact that this enthusiasm for the use of historical fiction in the teaching of history is only now developing would account for the limited amount of work done in this area. If, however, the trend is toward an increas-


ed use of historical fiction this engenders the need for more studies and evaluations of the historical fiction which is available to teachers today.

**APPROACH**

The approach to this study will be a descriptive survey.

**PLAN OF STUDY**

The first step in this study is the development of criteria for the selection of literature to be recommended. This will be accomplished by the review of standards established by leaders in the field of literature to determine the characteristics of good literature, and a similar review of standards for good historical writing as established by leading historians. Out of these studies will be developed a composite list of criteria to include those characteristics considered essential both to good literature and good historical writing.

The second step will be the presentation of a world history outline as used in standard world history textbooks. The major tasks of this study will be obtaining the books, evaluating them in terms of the established criteria, and determining the part or parts most suitable for use in the classroom.

In the compilation of the list of recommended books
they will be arranged in the order of their use in teaching world history according to the outlines previously mentioned. The books will also be annotated as to general reading level.

A summary will be used to recognize areas in which historical fiction is limited. There will be recommendations as to other studies which might follow this one and the uses to which history teachers might put this work.

The compilation of the bibliography will conclude this study.

**SUMMARY**

This survey of historical novels is being undertaken because there seems to be an increasing interest on the part of social science instructors in the use of such material for the teaching of history. Although there are some bibliographies of historical fiction there has been little work done in this field specifically for high school use. In this study the books selected on the basis of established criteria will be arranged according to areas of world history as found in standard texts and will be annotated as to reading level. The steps in this study will be (1) the development of criteria, (2) presentation of outlines, (3) compilation of lists, (4) summary and recommendations and (5) bibliography. The following chapter is concerned with the development of tools for this study.
CHAPTER II

THE DEVELOPMENT OF TOOLS

The evaluation of the literature in this study and its organization for classroom use require valid bases. In this chapter criteria for this evaluation, consisting of the opinions of writers of history and of literature as to the elements which define excellence in their fields will be presented. Here, also, will be presented the outlines of world history as found in basic textbooks which will serve as guides to the organization of the literature selected.

CRITERIA FOR THE SELECTION OF NOVELS FOR SURVEY

I. Historical Accuracy. The most important criterion for novels to be selected for this survey is historical accuracy. Obviously any novel which is inaccurate in historical detail runs the risk of defeating the purpose of the history teacher, no matter how interesting or how well written the book may be. An historical novel to be used in the class room should be as faithful to fact as an history textbook. The only exception to this might be where the author has found it necessary to deviate for dramatic purpose or to omit material for the sake of brevity. In such instances the author should explain the real facts of the case and detail his reasons for having taken liberties with history.
"...In the ideal comprehension of History the original facts are not designed to be altered or violence of any kind done to them."1

"Truth must be the ultimate objective in every field and when found all alike must profit by it."2

History must not be formless or inaccurate. The historian must tell the truth as he sees it.3

Modern historians have a conscious resolve to state the truth as they find it.4

"...today a large part of the historian's attention is directed to the character, reliability, or defects of his sources."5

Henry Bryce believed that one essential gift for historical writing was "an unwearied diligence in investigation."6

"...It is better to have an imperfect knowledge than a futile or false one; and there is no other means of acquainting ourselves approximately with the events of other days than to see approximately the men of other days."7

II. Integrity of Viewpoint. A criterion closely akin to historical accuracy in that it is evidence of hon-


3 Ibid, p. 9.


5 Ibid, p. 44.


esty on the part of the author. Not the honesty of facts alone is necessary, but honesty of interpretations of those facts, of conclusions drawn from them. The writer who judges and condemns from the point of view of his own century or who twists the meaning of events to suit his particular ideology or objectives is not maintaining integrity of viewpoint.

A serious work of literature must be honest in observation and insight. "In all serious literature there is truth." 8

"Literature helps man to understand himself." 9

"Genuine works of art have something new and individual to convey. They reveal new aspects of life, of human feeling. They make us conscious of what has hitherto been hidden, concealed, not clearly grasped in our own consciousness." 10

"History is meaningful only by indicating some transcendent purpose beyond the actual facts." 11

"The historical consciousness cannot but start with itself, though its aim is to know the thought of other times and other men..." 12

---


"...It [history] alone can explain why we are what we are and why we do as we do."13

"...Events become for the historian first and foremost, evidence of general conditions and of changes affecting considerable numbers of people."14

"We must develop historical mindedness upon a far more generous scale than hitherto..."15

"Besides these and other matters he [Herodotus] tries to answer the question why they waged wars upon each other."16

Coleridge believed that literature should give a vision of life revealed by reason.17

"Our great care should be to supply as much as possible the want of present, personal, direct and sensible observation which we can no longer practice: for it is the only means of knowing men. Let us make the past present: in order to judge a thing, it must be before us; there is no experience in respect of what is absent."18

"The more a book represents visible sentiments, the more it is a work of literature; for the proper office of literature is to take note of sentiments."19

15 Ibid, p. 52.
"The historian might place himself for a certain time during several centuries or among a certain people, in the midst of the spirit of humanity. He might study, describe, relate, all the events, the changes, the revolutions which took place in the inner man; and when he had reached the end, he would possess a history of the civilization of the nation and the period he selected."20

III. Vividness. If history is to come alive for the student through the pages of a novel, it must be alive. The author must capture the spirit of the times and create characters so real that they make a lasting impression upon the reader.

"Herodotus, the Greek, tells these stories in order that the deeds of men may not be lost and that great and wonderful actions, whether performed by Greeks or barbarians shall live and remain fresh in our memories..."21

"The ideal of a writer is that of presenting his fiction in such a manner that the reader will feel that it is not merely a book he is reading, but, on the contrary, it is an actual unfolding of life."22

Howells believed that the greatest achievement of fiction was to present a picture of life.23

Henry James said that a good novel should "catch the color of life itself."24

---


"Every good story should be both a picture and an idea." 25

Lord Bryce believed that the writer of good historical work must have "an imagination which can make the past live vividly." 26

"If in reading what purports to be no more than a novel the struggle between Christianity and paganism (for example) or the unbounded egotism of Napoleon, be brought more vividly before our minds--and this may be done by suggestion as well as by exact relation--Then I would maintain we are to some extent educated." 27

History must not be formless or lifeless. 28

"Art aims to make a special appeal to the feelings as opposed to the reasoning powers. This is true of literature as a form of art, just as it is of painting or sculpture or music." 29

A work of art should have lifeliness and an air of seeming reality. 30

"...the reader faces the story teller and listens, and the story may be told so vivaciously that the presence of the minstrel is forgotten, and the scene becomes visible, peopled with the characters of the tale." 31

"In fact, the novelist's concern ought not to be the canvas but the character--the discriminating in-

telligence of that central consciousness who is to make a situation artistically real to the reader. The fineness of a story's insight into whatever 'seen' is indeed the fineness of its central character."

"History can be made to live and it is vitally important that it be made realistic." 33

IV. Rhetorical Qualities. The qualities which make a piece of writing forceful and indicate high standards of grammatical and literary usage are necessary in the novels to be selected. These qualities are important not only because of educational standards in the classroom, but because a piece of writing lacking them also may lack appeal for the reader.

"The author should say what he is proposing to say, not merely come near it." 34

A work of art should have clearly drawn characters. 35

The author should "use the right word, not its second cousin." 36

Good literature must be clear and easily understood. 37

The author should "eschew surplusage." 38


Lord Bryce said that the author of good historical work should have a penetrating judgment which could fasten on the more essential points. 39

Victor Hugo said, "The first, the indespensable merit of a dramatic writer whether he write in prose or verse, is correctness... that deep-rooted, deliberate correctness which is permeated with the genius of language." 40

"A work of art should have order, system, sequence." 41

The author should, "avoid slovenliness in form, use good grammar and employ a simple straightforward style." 42

History must be well written. 43

"A novel is a picture, a portrait, and we do not forget that there is more in a portrait than the 'likeness'. Form, design, composition are to be sought in a novel, as in any other work of art; a novel is the better for possessing them." 44

Lord Bryce said that the author of good historical work must have "that power over language which we call style." 45

"Good literature must conform in all respects with the mode of writing generally accepted among educated persons as correct." 46

42 Ibid, p. 63
OUTLINES OF WORLD HISTORY AS TAUGHT IN SENIOR HIGH SCHOOL

OUTLINE OF TEXT USING NATIONAL DIVISIONS

I. Story of Early Man

II. Egypt
   A. Early Egypt
   B. The Middle Kingdom
   C. Period of Empire
   D. Egyptian culture

III. Mesopotamia
   A. Babylonians
   B. Assyrians
   C. Persians

IV. Palestine
   A. Hebrews
   B. Phoenicians

V. Greece
   A. Early Greece
   B. Athens and Sparta
   C. Persian Wars
   D. Greek culture
   E. Alexander the Great

VI. Rome
   A. Early Italy
   B. Roman Republic
   C. Roman Empire
   D. Roman culture
   E. Decline of Rome
      1. Division into Eastern and Western Roman Empires
      2. Rise of the barbarian power

VII. The World’s Religions
   A. Hinduism and Buddhism
   B. Confucianism, Taoism and Shintoism
   C. Mohammedanism
   D. Christianity

VIII. The Middle Ages

---

A. Feudalism and Knighthood
B. The Church
C. The Crusades
D. Growth of towns

IX. Renaissance and Reformation
A. Awakening of the Medieval mind
B. New ideas in religion
C. New ideas in science, philosophy and education
D. Development of art

X. England
A. Early Britain
B. Struggle for unification and self-government
C. Growth of a limited monarchy
D. The Industrial Revolution
E. The British Empire
   1. British Isles
   2. India and the Near East
   3. Africa
   4. Australia

XI. France
A. Early France
   1. Charlemagne
   2. Growth of the monarchy
B. The French Revolution and Napoleon
C. Republican France
D. French culture

XII. The Netherlands and Belgium
A. Struggle for independence
B. Dutch and Belgian culture

XIII. Spain and Portugal
A. Unification of Spain
B. Age of exploration
C. Decline of power
D. Spanish culture

XIV. Italy
A. Italian city states
B. Unification of Italy
C. Italian Culture

XV. Germany
A. Early Germany
B. Unification of Germany
C. Germany and the World Wars
D. German culture

XVI. Scandinavia
A. Vikings
B. Division into modern states
C. Scandinavian culture

XVII. Buffer States
A. Finland
B. Poland
C. Czechoslovakia
D. Turkey
E. Bulgaria
F. Rumania
G. Hungary

XVIII. Russia
A. Early Russia
B. Revolution and the New Order
C. Russian culture

XIX. China
A. Ancient China
B. Foreign exploitation
C. China today
D. Chinese culture

XX. Japan
A. Early Japan
B. Modern Japan
C. Japanese culture

XXI. The Americas
A. The United States
B. Canada
C. Central America
D. South America

XXII. The Two World Wars
A. Causes of Wars
B. World War I
C. The struggle for security
D. World War II

XXIII. The World Today
A. Economic and social problems
B. Problems of permanent peace
   1. The United Nations
   2. The "Cold War"
I. The Achievements of Men in Early Times
   A. Earliest men and what they learned to do
   B. The ancient Egyptians in the Nile Valley
   C. Sumerians and Semites in the Near East

II. The Civilization of the Ancient Greeks
   A. The story of the ancient Greeks
   B. Greek culture in the classical period
   C. Life in the Hellenistic Age

III. The Civilization of the Romans
   A. The Romans under the Republic
   B. The Romans under the Empire
   C. The decline of Roman civilization and the triumph of Christianity

IV. The Civilization of Medieval Men
   A. Three civilizations in the Middle Ages
   B. The church and its lasting influence in Western Europe
   C. The growth of towns and the rise of new nations in Western Europe

V. The Impact of Revolutions and Political Ideas in Early Modern Times
   A. The Commercial Revolution
   B. The religious revolution
   C. The intellectual revolution
   D. The triumph of parliamentary government in England
   E. The triumph of absolutism in Europe
   F. The death and destruction of absolutism in France

VI. The Impact of Science and Industry on Life in Later Modern Times
   A. The work and lasting influence of men of science
   B. The Industrial Revolution

VII. The Impact of Political Ideas on Life in Later Modern Times
   A. Liberalism against conservatism in Europe (1815-1848)
   B. Nationalism and forceful political leaders in Europe
   C. Democracy and autocracy in Europe (1871-1914)
   D. Imperialism, nationalism and democracy in Latin America

---

VIII. Imperialism in Modern Times  
A. The partition of Africa and its effects  
B. The impact of imperialism on China and Japan  
C. The development of far-flung empires

IX. The Impact of the First World War  
A. The breakdown of peace among the major nations  
B. The Paris Peace Conference and the League of Nations

X. The Impact of Totalitarianism and Democracy  
A. Communism in Russia  
B. Fascism in Italy and Nazism in Germany  
C. Democracy in Great Britain and France

XI. The Impact of the Second World War  
A. The breakdown of collective security  
B. The mighty onrush of the Axis Powers  
C. The total victory of the United Nations over the Axis Powers

XII. The Quest for a Lasting Peace  
A. The establishment of the United Nations  
B. National developments since the Second World War  
C. The quest for peace

BOOK LISTS STUDIED IN THE SELECTION OF NOVELS


SUMMARY

With the aid of these tools, the criteria, the outlines and the booklists, the selection of novels listed in the following chapter is made.
BOOK LIST OF HISTORICAL FICTION WHICH MIGHT BE USED IN TEACHING WORLD HISTORY IN SENIOR HIGH SCHOOL

TITLES ARRANGED ACCORDING TO OUTLINE OF WORLD HISTORY USING NATIONAL DIVISIONS

I. Story of Early Man.


A fast moving tale of the Cro-Magnons, picturing their life and customs. The hero is the artist who may have done the drawings found in caves in Spain. Good action. Modern diction is somewhat startling at times. Chapters 10, 11, 12, recommended. These selections describe the search for better homes close to the sea.

Evaluation in terms of criteria: Good.


A fine story of Prehistoric Times, giving the logical explanation for the development of basic tools and weapons man needed for survival. Chapters 1, 3 describe a mammoth hunt and some experiences of a man expelled from a tribe. The story mentions the beginnings of spiritual qualities as well as of material development.

Evaluation in terms of criteria: Good.

---


An interesting account of what life may have been like in Prehistoric Times. Reading a little bit slow because of style. Chapters IX, XIII, XV, XVI, XXVII are recommended. They describe home life, the invention of the bow, a mammoth hunt, a feast and courtship, and a fight between tribes. Evaluation in terms of criteria: Good.

II. Egypt.


A picture of court life in King Tutankhamen's time. Tells of the struggle for power between Pharaoh and priests of Amon-Ra. Brings in Amenhotep's life and work. Chapters deal with the death of the king and the struggle of his widow to escape the power of the priests. Chapters 9-13 recommended. Easy reading. Evaluation in terms of criteria: Good.


A romance of Egypt in the days when the Shepherd Kings were trying to conquer the country. The main character is Princess Nefra of Upper Egypt, who with help from Babylon, becomes the queen of a united Egypt. Chapters III, XII and XX describe an escape, the inside
of a pyramid and the march from Babylon. Style antiquated. Evaluation in terms of criteria: Good.


The story of an Egyptian princess who runs away from the palace and journeys down the Nile to Nubia, learning what her country is really like. Chapters VIII, IX, X deal with life in a farm village. A little bit young, but a fine picture of Egyptian life. Very easy reading. Evaluation in terms of criteria: Good.


An enthralling story of palace intrigue in the days of Queen Hatshepsut. Mara, a slave, is unwittingly chosen by both the queen and her enemies to spy on each other. How she maintains her precarious position and eventually triumphs is exciting reading. Period and characters truly live. Easy reading, good teenage level. Chapters 13, 18 give background of struggle between Thutmose and the queen and describe the robbing of a tomb in the Valley of the Kings. Evaluation in terms of criteria: Good.


The struggle in Egypt over Amenhotep's ideas wherein his followers and the priests of the old religion strive to rule the country. Most of the action
deals with Tutankhamen and his queen, the daughter of Amenhotep. Good picture of Egyptian life and customs. Names difficult, but otherwise easy reading. Chapters III, XIX describe a banquet and the journey to Thebes. Evaluation in terms of criteria: Good.

III. Mesopotamia.


The story of a girl of modern Persia, her marriage to a minor government official and the adjustment they make between the old and the new. Good background of Persian life and customs, with a bit of mystery included also. Characters are believable and likable. Chapters III, X, XXII, XXIV tell of the wedding, life and ideas in the village and contrast the old and the new in Persia. Easy reading. Evaluation in terms of criteria: Good.


A novel of Nebuchadnezzar's physician and friend, Beladar. A vivid picture of life in the days of the Second Chaldean Empire. The people, especially Beladar, are very real and important. An adult novel. Some parts, especially the sections describing the religious orgies, might be considered unsuitable for general use. Chapters 2, 3, 4 discuss Babylonian medical knowledge,
a meeting with Nebuchadnezzar, and the appearance of
the city of Babylon. Evaluation in terms of criteria: Good.

11. Weinreb, Nathaniel Norsen. Esther. New York:

    An interesting adult novel of Esther, Xerxes'
queen, who saved her people from slaughter and exposed
the traitor, Haman, who was plotting to seize the
throne. A picture of Persian court and customs. An
interesting parallel is shown between Haman's methods
and ideas and those of Hitler. Pages 184-208 describe
Haman's plan. Easy reading. Evaluation in terms of
criteria: Good.

IV. Palestine.


    A tender account of the effect of Jesus' early
teachings on the young people of Galilee, in spite of
their disappointment in not finding him a military
leader. Chapters I, VII picture family life and a
day in Capernaum. Easy reading. Evaluation in terms
of criteria: Good.

    Girl Named Ruth. New York: Junior Literary Guild

    The story of Ruth retold with care and insight
from the King James Version of the Bible. A fine pic-
ture of life and customs in Moab and Judea, as well as a vivid retelling of the famous story. Chapters III, V, VI describe life in Palestine, the death of Naomi’s sons, and the journey of Ruth and Naomi back into Judea. Easy reading. Evaluation in terms of criteria: Good.


A lively story of young Daniel, his boyhood, capture by the Babylonians, and, finally as an old man, his experience in the lions' den. Chapters VII, IX, X, XII tell of Daniel at the King's court, Nebuchadnezzar's capture of Jerusalem, the journey to Babylon, and the lions' den. A little bit too cheerful and kindly for the tragedy of the events, but, on the whole, good. Very simple, easy reading. Evaluation in terms of criteria: Good.

V. Greece.


The myth of Thesus and the Minotaur retold. A fine picture of Cretan life and customs. Names make reading somewhat difficult. Any chapter provides good background. Chapter 13 is a vivid description of bull baiting. Evaluation in terms of criteria: Good.

The skillful use of myths of the ancient Greeks in weaving a logical and enthralling story of Crete. Very real characters and a vivid picture of Crete at the end of her power. Chapters 8, 9, 11 describe Crete's national sport, bull vaulting, and the slave market. Evaluation in terms of criteria: Good.


A romantic view of Alexander's times, making him a noble character. Exciting reading, however, and a good picture of events and their import in Greece and Asia Minor. Chapters IV, VIII, IX, LXIX, LI tell of the attitude of Demosthenes, introduce Alexander, and describe the last battle with Darius and the burning of his palace. Evaluation in terms of criteria: Fair.


A detailed picture of life in Delphi at the time of the second Persian invasion of Greece, 480, B.C. The home life of upper class Greeks, the place of the Oracle, slavery among the Greeks are shown. The seeming miracle in which the Oracle's promise, "The God will care for his own" is borne out is described with great vividness. Chapters XXIV, XXXVII describe the workings of the Oracle and the repulse of the Persians. Evaluation in terms of criteria: Good.

The son of an Athenian father and Spartan mother is taken back to Sparta after his father's death for adoption by an uncle. He suffers greatly in trying to adjust from the culture of Athens to the cruel and rigorous Spartan training. He finally proves bravery by dying with Leonidas at Thermopylae. Chapters 9, 20 describe part of the Spartan training and the Battle of Thermopylae. Moderately easy reading. Evaluation in terms of criteria: Good.


The adventures of Alexis, a young Athenian, at the time of Socrates. Sparta is plotting the downfall of Athens. Alexis discovers the traitors in Athens and exposes them in his prize comedy. Characters are alive and the reading is easy. Chapters 1, 10 describe a trip to the theater and a jury trial, which is a forerunner of the trial of Socrates. Evaluation in terms of criteria: Good.

VI. Rome.


The story of the conspiracy of Catiline told through the eyes of a youthful slave. Good picture of
Roman customs and attitudes. Chapters II, V deal with a gladiatorial fight and the social and political conditions which gave rise to the conspiracy. Names and Latin phrases are a little bit difficult. Evaluation in terms of criteria: Good.


This depicts the struggle between Pompey and Caesar for the control of Rome. Hero of story is a young man who becomes Caesar's aide. Chapters XVI, XXI tell of Caesar's crossing the Rubicon and of the Battle of Pharsalus. Somewhat wordy, but a wonderful picture, not only of Roman customs and life, but of attitudes of mind. Evaluation in terms of criteria: Good.


A romantic story of the rise of Emperor Leo of Constantinople and his saving of the city from the onslaught of the Turks in 717 A.D. Chapters XXVII, XXIX tell of the siege and its repulse by sea and land and of the use of the mysterious Greek fire. A wealth of detail about the Eastern Roman Empire, its strength and weaknesses. Adult fiction, moderately hard reading. Evaluation in terms of criteria: Good.

The story of the siege of Constantinople by the Turks in the 15th Century, and of the fall of the city. Especially good in showing the attitude of the people of Constantinople. Chapters IX, X, XI, XII, XIII, XIV deal with the arrival of a rescue ship, defense of the city, and internal conditions. Evaluation in terms of criteria: Good.


An absorbing story, not only of the Second Punic War, but of the plots and counter plots within Carthage itself. Brings to life the campaigns in Iberia and the terrible passage through the Alps. Easy reading. Chapters I, V, XII, XIII give a discussion of political situation in Carthage, a picture of Hannibal and a description of the passage through the Alps. Evaluation in terms of criteria: Good.

A moving and vivid adult story of the Christians' suffering and triumphs in the day of Nero. The hero is Beric, son of the captured English King Carodoc, who has been brought up by the Romans. The story concerns Beric's gradual conversion to Christianity. Almost any chapter is a picture of the times. Chapters II, IV discuss the background of the times and the imprisonment of the Christians. Easy reading, excellent characterization. Evaluation in terms of criteria: Good.


The classic story of the early Christians' martyrdom at the hands of Nero. Recreates almost too vividly a picture of the times and events. Much that is adult reading and is, perhaps, strong for high school students. Inspiring as well as horrifying. Chapters XLI, LV describe Nero's reaction to the burning of Rome and the actions of the Christians in the amphitheater. Evaluation in terms of criteria: Good.


A story of slavery in Rome. The heroine, the child of a slave abandoned by her Roman husband, endures great hardship, but is finally acknowledged by her Roman father. A touching and vivid picture of the evils of Roman slavery. Chapters I-V, VIII describe the slaves' existence. Evaluation in terms of cri-

The story of Gwladys Ruffyd, a Celtic princess, who was taken to Rome and held for many years. Chapters XV, XXIV describe the march of the slaves toward Rome and a day in Rome. Evaluation in terms of criteria: Good.


The classic tale of the wealthy young Jew unjustly dealt with by the Romans, who became a Christian and sought to find his family again. How he finds them and how he devotes his life to spreading Christianity is an exciting story. The style is a little bit difficult, but not for the good reader. Chapters XII, XIII, XIV describe a chariot race in Rome. Evaluation in terms of criteria: Good.

VII. The World's Religions.


The story of a half-Jewish, half-Arabian princess who was sheltered by Simon Peter and became one of his followers. Good characterization and background of the political and religious turmoil in Palestine. Chapters 1, 4, 8, 29 are an account of conditions, a meeting with John, the incident of Jesus and the little children, and the last days of Peter. Evaluation in terms of criteria: Good.


The famous story of Christ's robe and the effect it had upon the life of the soldier who won it. A powerful story of the troubled times in Palestine and of the beginnings of Christianity. Characters are very real. Chapters V, VI describe the events leading up to the Crucifixion and the carrying out of the sentence. An adult story, but easy reading. Evaluation in terms of criteria: Good.


A legend of Arabia told vividly. Good picture of Arab customs, of Mohammedanism, and of life on the desert. Chapters IV, XI, XIII give a general description of the desert and life there, of a celebration by a tribe, and of the saving of Arabia from the forces of Eastern Rome. Evaluation in terms of criteria: Good.

A simplification of the great Hindu epic, the Ramayana, the story of the founder of Hinduism, a prince banished from his kingdom, who with his wife and brother had strange and terrible adventures. Chapter III describes some of these adventures, including the abduction of Sita, wife of Rama. Easy reading. A picture of Hindu culture and attitudes of mind. Evaluation in terms of criteria: Good.


An account of the life of Christ, told very simply and clearly, showing an understanding of the times which were responsible for the actions of the people. Chapters 1, 5 deal with the reasons for Jewish desire for a temporal king and with Jesus' teachings. Very easy reading. Evaluation in terms of criteria: Good.


An adult fictional biography of Buddha, bringing to life the time and problems which caused Guatama's search for truth. Difficult reading, sometimes complex in philosophical discussion, but Chapters 3, 9 which describe the youth of Siddartha and his departure to seek freedom would be valuable. Evaluation in terms of criteria: Fair.

An account of the effect of Jesus' teachings on the young people of Galilee, in spite of their disappointment in not finding him a military leader. The miracles of Jesus figure largely in this story. The book is easy reading and gives an understanding of the immediate effect of Jesus' ministry. Chapter XI describes the healing of Bartimaeus. Evaluation in terms of criteria: Good.


The story of Jairus' daughter, of her healing and many other miracles by Jesus. A vivid picture of Capernaum, Jerusalem and the everyday life of the people of Judea during the ministry of Jesus. The book is never mawkish or sentimental and the characters are very much alive. Chapters VI, XII describe the death and restoration of Tamar and the Crucifixion. Easy reading. Evaluation in terms of criteria: Good.


An adult story of the Christians' suffering and triumphs in the day of Nero. The hero is Beric, son of the captured English King Carodoc, who has been brought up by the Romans. The story concerns his gradual conversion to Christianity. Chapters II,
IV discuss the background of the times and the imprisonment of the Christians. Easy reading, excellent characterization. Evaluation in terms of criteria: Good.

42. Sienkiewicz, Henryk, Quo Vadis: A Narrative of the Time of Nero, Translated by Jeremiah Curtin. New York: Grosset and Dunlap, 1925.

The classic story of the early Christians' martyrdom at the hands of Nero. Recreates almost too vividly a picture of the times and events. Much that is adult reading and is, perhaps, strong for high school students. Inspiring as well as terrifying. Chapter LV describes the Christians in the Amphitheater. Moderately hard reading. Evaluation in terms of criteria: Good.

VIII. The Middle Ages.


This book traces the story of a sword through generations of a family from William the Conqueror to World War I. Chapter II deals with the Crusades, giving a somewhat romantic picture of Saladin. Good atmosphere. Very easy reading. Evaluation in terms of criteria: Fair.


A tender story of a boy stricken with paralysis
and how he found his "door" to a full life in spite of being crippled. A picture of the life in castle and monastery during the time of Edward III and seems to capture the feeling of the time. Good characterization. Pages 59-78 describe life in a castle. Very easy reading. Evaluation in terms of criteria: Good.


The story of the rise of Dick Whittington to be lord mayor of London. A good picture of 14th Century London. Story somewhat hard to follow in some places, as if author had tried to compress too much action into too short a book. Chapters III, VIII describe a street procession and the struggle for honest merchandising. Evaluation in terms of criteria: Good.


The story of the First Crusade in terms of the adventures of Olaf of Norway. Story takes him from his home to Jerusalem. Vivid account of battles and of weapons of warfare. Tends to present a somewhat glamorous picture and minimizes the less than Christian actions of the Crusaders, notably in the sacking of Antioch and Jerusalem. Chapter 8 tells of the fall of Jerusalem. Evaluation in terms of criteria: Fair.


The story of a boy who helps to save Venice from
starvation by outwitting enemies and bringing the corn fleet safely to the city. A fine picture of Venice in the days of her glory and of the bitter rivalry between the city and her neighbors. Chapters 2, 4, 5, 6, 15 discuss the economics of Venice, a voyage with the merchant fleet on the Mediterranean, and a battle between the Venetian and Genoese fleets. Good characterization, easy reading. Evaluation in terms of criteria: Good.


A charming fictionalized biography of St. Francis, describing his early years of indecision, the determination to serve mankind, and his trials and triumphs. Chapters X, XIV tell the legend of "Brother Wolf" and describe his last years. Very simple style and easy reading. Evaluation in terms of criteria: Good.


A poignant and living story of the Children's Crusade, recreating the feeling of the times and the triumph and tragedy of this pathetic attempt to take the Holy Land. Chapter 7 and pages 201-210 describe the hazardous climb up a mountain and tell of the discussion between David, the young hero, and a monk as to the value of the Crusade. Evaluation in

An unusual story of the Crusades, telling of a Christian who becomes a member of Genghis Khan's forces and helps defeat the Eastern Roman emperor. Sympathetic to the Mongols, rather than to the Christians, though honest in the appraisal of the Mongol civilization. Excellent characterization. Chapters XII, XIII tell of the hero's capture by the Mongols and of the extent of Mongol knowledge. Evaluation in terms of criteria: Good.


An account of the pitiful career of young Baldwin, King of Jerusalem during the time of Saladin. The story is an account of his efforts to preserve the kingdom even while he was dying of leprosy. A picture of the Knights Templars and of the uncertainty of the times when Christians held part of Palestine. Chapters II, IV tell of a fight between Christians and Moslems and of the treachery of the Knights Templars. Easy reading. Evaluation in terms of criteria: Good.


Knighthood in England during the 1400's. The story of the training of a boy for knighthood and the
task of avenging his wronged father. Picture of castle life and the customs of chivalry. Very readable style. Chapters VI, XVII, XXIV, XXXII, XXXIII deal with a squire's training, life in a castle, ceremonies of knighthood and a battle between the hero and the villain. Evaluation in terms of criteria: Good.


During the absence of King Richard I in the Holy Land the people of England suffered oppression under the regency of Prince John. This story is a good picture of these times and of the customs of chivalry. Chapters I, 43 describe the development of the English language and a trial by combat. Hard reading. Evaluation in terms of criteria: Good.


A romantic novel, written in the flowery style of the last century, but presenting a good picture of the German states during the 1500's. It shows the power of the robber barons and the struggle of the Holy Roman Emperor to bring them under his authority. Characters too noble to be believable, but the times come alive. Chapter XIII describes a German town. Evaluation in terms of criteria: Fair.
IX. Renaissance and Reformation.


An easily read and understandable novel of Martin Luther's search for peace of mind, of his attempts to reconcile what he observed with what he wanted to believe. Luther becomes a very real and human person, rather than the stern-faced zealot. Chapters 1, 3, 6, 7, 8 tell of early years, his sojourn in Rome, and events leading to the theses. Evaluation in terms of criteria: Good.


A collection of stories about China. Well written, easy reading. "At the Court of Kublai Khan With Marco Polo" is a good description of China in the time of the Polos, also of their adventures there and upon their return to Italy. Evaluation in terms of criteria: Good.

A highly romantic tale of the love of Fra Lippi and the girl whom he kidnapped from a convent to make his wife. Emotional, but good in its characterization of Lippi. Chapter IV describes his early life and background. Evaluation in terms of criteria: Fair.


A tale of 14th Century Florence, showing the beginning of the struggle of artisans and shopkeepers against the overriding tyrannical pride and arrogance of the quarrelsome nobles. The hero, a boy who wanted to be an artist, is involved in this struggle. The chief fault of the story is language. The text has many unexplained Italian words. Chapter 8 describes a battle between rival groups of nobles in Florence. Evaluation in terms of criteria: Fair.


The story of the life of Galileo, detailing his family cares as well as the awful struggle to live and speak the truth as he saw and understood it in a time when people upheld tradition rather than truth. Chapters 1, 2, 10, 11 tell of his youth and early experiments, and of the Inquisition and his last days. Easy

The story of a peasant boy from the French-German border in 1525, his adventures when his village was destroyed. The story is laid partly in Basel at Froben's printing house and partly in Paris. Characters and times are vivid. Almost any chapter gives an indication of the awakening which was going on. Evaluation in terms of criteria: Good.


Cartier and Sir Thomas Moore and Rabelais and Francis I all stride through the pages of this vivid story of French court life in the middle 1500's. This is not only a picture of the French court, but a delineation of the mental anguish and reshaping of values which the Renaissance entailed for thinking people. Hero is a page at Francis' court, a real person, destined to become one of the great French scholars of his time. Chapters VI, VII, XVI, XXX are recommended. Easy reading. Evaluation in terms of criteria: Good.


The story of a sword and how it figures in the history of an English family from the days of Wil-
liam the Conqueror to World War I. Chapters III, IV, VI tell of Wat Tyler's Rebellion, the Wars of Roses and the struggle between Roundheads and Cavaliers. Easy reading. Evaluation in terms of criteria: Good.


A fictionalized biography of Raleigh, giving a fine account of events involving England, as well as a picture of court life. Chapters II, III, V tell of early days at court, give a discussion of the Roanoke Colony, and tell of the days of Mary Stuart and the Spanish Armada. Easy reading. Evaluation in terms of criteria: Good.


A fast moving biography, somewhat fictionalized, of Kipling, recreating him and his family vividly. The people stand out more than the times or places. Chapters 7, 10, 11 tell of his life in India as a newspaperman, and of his experiences in Burma and America. Easy reading. Evaluation in terms of criteria: Good.


An engaging story of a boy in Scotland in the days of Sir Walter Scott. He becomes responsible for two other children and has a great many adventures with them. Charming characters. No specific his-
tory, but a picture of Scottish life. Any chapter would do. Very easy reading. Evaluation in terms of criteria: Good.


An interesting story of a boy in modern India who finds the ruins of an ancient city. A bit young for high school. Valuable more as a picture of the Indian jungle than for historical background. Chapters 3, 5 describe a night journey through the jungle and a hunting expedition. Evaluation in terms of criteria: Fair.


The story of the rise of Dick Whittington to become lord mayor of London. A good picture of 14th Century London, from a merchant's household to court intrigue. The story is somewhat hard to follow in some places, as if the author had tried to compress too much action into too short a book. Chapters III, VIII, X describe a London street procession, the struggle for honest merchandising, and the betrayal of Wat Tyler. The story is told from the Royalist viewpoint, not the peasants'. Easy reading. Evaluation in terms of criteria: Good.

A heartwarming story of a runaway boy who is taken in for the winter by one of the men of the troupe of Burbage Theater players. London comes alive, as does Mr. Shakespeare. Good characterization. Chapters VII, XIV describe a play, a rehearsal and a performance. Easy reading. Evaluation in terms of criteria: Good.


The story of a pauper boy and Prince Edward exchanging places, the king being forced out of his sheltered life, and learning through bitter experience what England was like. Chapters II, III, XXII, XXVII tell of life in London slums, the exchange between the two boys, the activities of a gang of thieves, and a prison. Violent, but a good picture of 16th century England. Moderately easy reading. Evaluation in terms of criteria: Good.


A story of the last Stuart attempt to regain the throne of Scotland and England in the 1740's. A fine picture of Scotch life and the unswerving devotion of most Scots to the Stuart Cause. A great deal of action, telling the story of the entire expedition from the landing of "Bonnie Prince Charlie" in Scotland to
his final escape to France. Chapters VIII, XV tell of the taking of Edinburgh and the Battle of Culloden.

Evaluation in terms of criteria: Good.


A tense story of the French Royalist refugees in England and of Napoleon's campaign in Russia and the return of the Bourbons to France. It also pictures the rise to power and influence of English newspapers during this time. An adult story, it paints a vivid picture of both England and France during the Napoleonic Period. Plot is too complicated to recommend chapters out of context. Moderately hard reading. Evaluation in terms of criteria: Good.


The story of an orphan boy in England in the middle 1800's. A scathing picture of the viciousness of the poverty stricken Londoners and of the indifference of the people who were responsible for conditions. Chapters II, III describe Oliver's treatment in the orphan boarding home. Style somewhat difficult. Evaluation in terms of criteria: Fair.


A fictionalized biography of the great African missionary-explorer, making not only the man and his
family, but the great "Dark Continent" come alive. Any chapters are good reading. Chapters 1, 4, 12 tell of life in a Scotch mill town, Livingstone's early struggles in Africa, and the famous meeting between Stanley and Livingstone. Easy reading. Evaluation in terms of criteria: Good.


An account of William of Newbury, the devoted knight who served the Plantagenets all of his life. The story covers most of the reign of William II and is impressive in picturing court life with all of its intrigues and uncertainties. Nothing beyond the court has much reality, however, and the admiration of the authors for the Plantagenets becomes almost wearisome. Chapter IX describes a tournament. Moderately easy reading. Evaluation in terms of criteria: Fair.


A particularly vivid and gripping story of the rise of Richard III and the struggle between him and Henry Tudor for the throne of England. Heroine is Margaret Plantagenet, niece of Richard. Exceptionally good in recreating spirit of the times. Characters are so real that their tragedies are haunting. Chapters 2, 11, 12 describe Yule festivities in Ludlow
Castle and the imprisonment and murder of the young princes in the Tower of London. Easy reading. Evaluation in terms of criteria: Good.


A romance of the time of Alfred the Great, detailing a part of his long struggle against the Danes. Fast moving and exciting, it makes vivid those far-away times. The picture of Alfred is good, though romanticized. Easy reading. Chapters III, XL, XLI introduce Alfred and describe a battle with the Danes. Evaluation in terms of criteria: Good.


A story of British railroad building on the African Gold Coast. A sympathetic picture of the problems of colonialism as well as of the native point of view. Chapters I, IX give a description of conditions and of the European attitude, both good and bad. Easy reading. Evaluation in terms of criteria: Good.


A lively and interesting account of Walter Scott's early years. The book gives understanding of the man and of his times. Nice humor. Any chapter would be good. Chapters 9, 17, 24 describe a Sabbath, some of Walter's college experiences, and his meeting with Robert Burns. Easy reading. Evaluation in terms of
criteria: Good.


The story of a boy caught up in the civil strife in the Hawaiian Islands which resulted in unification under Kamehameha in 1795. A good picture of Hawaiian life as well as of the interference of Britons and Americans. Chapter 8 describes life in an Hawaiian village and gives some background of the struggle which was going on. Fast moving, easy reading. Evaluation in terms of criteria: Good.


Ireland's struggle for independence in the days of Parnell and Gladstone, seen through the eyes of a boy in his teens. Good characterization. Ireland comes alive and her people are made to matter very much. Chapter II describes the boy's introduction to a new environment and discusses the Irish-English struggle. Moderately easy reading. Evaluation in terms of criteria: Good.


A story of the unrest in the generation after Wat Tyler's Rebellion. Chief character is an apprentice of Richard Whittington's. Exciting, good characterization, and a fine picture of many phases of London


An old story, out of print, but presenting a good picture of workers struggling against the introduction of machinery into the mills of Yorkshire. Style slightly archaic and characters somewhat over noble, but action is swift and impressions vivid. Easy reading. Evaluation in terms of criteria: Good.


A collection of stories about the British troops in India. Good reading and an excellent picture of the British Empire in operation—its actions and attitudes. Any story in the book would be good to use. Easy reading. Evaluation in terms of criteria: Good.


The famous story of the English woman who became a governess in the palace of the King of Siam, of her gallant attempt to bring Western ideas and Christianity to the half-barbaric court. Fascinating picture of Siamese life. Chapters 3, 10, 17 describe the country, court customs, and give some of the history of Siam. Easy reading. Evaluation in terms of cri-
A good picture of the years in Elizabeth's life between the death of her father and her own accession to the throne. The times and people and the violence and intrigue of court life, as well as Elizabeth herself, come to life for the reader. Chapters 9, 10 deal with the last days of young Edward and with Mary's accession to the throne. Adult reading, but not difficult. Evaluation in terms of criteria: Good.


A romance of the uncertain times when Canute was trying to win control of England. A Danish girl, alone in the world, pretends to be a boy in order to escape harm, and has thrilling adventures, falling in love finally with an English lord. Moderately easy reading, swift action, a picture of the strife of the times. Chapter IV recommended. Evaluation in terms of criteria: Good.


A tale of smuggling in the early 1800's. Set on the Welsh coast and nearby hills. The climax of the story is the dramatic repulse of a French invasion. Exciting reading, but slightly superficial. Chapter


A novel dealing with the last years of Raleigh's life, his journey to the Orinoco, betrayal by King James, and his execution. Hero is a friend of Raleigh's son who becomes a page to Sir Walter. Picture of life in London. Chapters 2, 12, 15 describe life in a tannery, the ill-fated attack upon the Spanish town in Guiana, and Raleigh's execution. Easy reading. Evaluation in terms of criteria: Good.


This fictionalized biography is adult reading, but not difficult. It is the story of Eleanor, wife of two kings and mother of two kings. She moves through turbulent pageantry of adventure and romance. Characterization is good and historical background excellent. Chapters 1, 2, Part III describe Eleanor's intercession for her son, Richard. Evaluation in terms of criteria: Good.


The melodramatic love story of Mary, the sister of
Henry VIII. Not too much historical background, but an interesting observation of intrigue and plotting in the royal court. Moderately easy reading, but involved as to plot. Difficult to choose chapter out of context, but Chapter XI might be useful. Evaluation in terms of criteria: Fair.


An adult novel of Harold's attempts to keep William from conquering England. Wonderful background, fine scholarship. Style is that of the old sagas and reading is somewhat difficult. Pages 297-338 describe the Battle of Hastings in great detail. Evaluation in terms of criteria: Good.


The story of the imprisonment and escape of the Irish hero, Hugh O'Donnell, during the early days of Elizabeth's reign. Held as hostage by the English governor of Dublin, Hugh escaped, and after great hardship, reached his home again, to become chief of his clan. Good characterization and background of Irish-English relations. Chapters XI, XII, XIII, XIV, XV describe his imprisonment and discuss the Irish-English situation. Easy reading. Evaluation in terms of criteria: Good.

The story of the famous mutiny of Fletcher Christian against the sadistic Captain Bligh. Adult fiction, dealing with violence and brutality, but also giving a fine picture of Tahitians before their land was despoiled, as well as a vivid picture of life in the British navy in pre-Revolutionary times. Chapters III, VI describe shipboard life and life in Tahiti. Evaluation in terms of criteria: Good.


A romance of the early reign of Mary Tudor, giving a kindlier than usual picture of the unhappy queen. The story is a rather involved one of love between a lady in waiting and one of Mary's favorite courtiers. Chapters I, XIII are descriptions of a country fair in 1553 and a characterization of Mary. Easy reading. Evaluation in terms of criteria: Fair.


A romantic tale of the Englishman, betrayed by his brother, who becomes a Moslem and a Mediterranean pirate. Laid in the time of Elizabeth I, the story has little historical interest except that it shows graphically the hatred between England and Spain. Chapter II
describes life of the hero as a slave on a Spanish galley. **Evaluation in terms of criteria: Fair.**


A spy and treasure story laid in the time of the English Revolution. Highly entertaining, but of slight historical value. It does serve, however, to show the rift within families caused by the English political division. Nice characters. Easy reading. No one chapter of any particular significance. **Evaluation in terms of criteria: Fair.**


During the absence of King Richard I in the Holy Land the people of England suffered oppression under the regency of Prince John and the aggressive Norman-French nobles. This story is an excellent picture of these times and of the customs of chivalry. Chapters I, 43 describe the development of the English language and of a trial by combat. Hard reading. **Evaluation in terms of criteria: Good.**


A story of the intrigues and jealous struggles for power among the great nobles in the court of Queen Elizabeth. One of them, the Earl of Leicester, believed that he had a good chance to marry the queen,
but, unfortunately, was secretly married to the beautiful Amy Robsart. Chapter XLI tells of her murder. Adult fiction, hard reading. Evaluation in terms of criteria: Good.


A tale of the Scottish Robin Hood. He harassed the English, stole cattle, kidnapped estate agents of the English nobles, and became such a nuisance that the English Parliament passed a law that his family name, MacGregor, must never be used again. A good picture of Scottish life and customs, as well as an exciting story. Chapter XXXIX tells of an attempt to arrest Rob Roy. Hard reading. Evaluation in terms of criteria: Good.


A story of Roman Britain, A.D. 60. Boadicea and the Druids attempt to expel the Roman conquerors. People are interesting. The picture is chiefly of Celtic Britain, showing the beginning of resistance to Roman occupation. Hero is a Roman centurion who falls in love with the foster daughter of Queen Boadicea. Chapter VI describes a Druid festival. Easy reading. Evaluation in terms of criteria: Good.


The story of Gwladys Ruffyd, a Celtic princess who was taken to Rome and held for many years. Chapters V, XIV describe a Druid religious sacrifice. Easy reading. Evaluation in terms of criteria: Good.


The entertaining story of a boy who runs away from home in London in the late 16th Century and has harrowing adventures after being captured by a group of professional thieves, who train him for the band. The story recreates the times of James I vividly. Chapters 1, 2, 7 describe life of a London schoolboy, the London theater, and the training of a professional thief and beggar. Easy reading. Evaluation in terms of criteria: Good.


More straight biography than fictionalized, this book, nevertheless, reads as entertainingly as a novel and makes Stevenson, his times, and his family come to life vividly. Chapters 6, 7 tell of his last years in Samoa. Very easy reading. Evaluation in terms of criteria: Good.


The adventures of Master Richard Shelton during
the later years of the Wars of the Roses. Self-seeking nobles shift from York to Lancaster and back again, the common people suffering. A group of these commoners avenge themselves with black arrows. Chapter I, Book V relates the first meeting of Richard Shelton and "Crookback", soon to be Richard III. Complexities of plot make reading somewhat difficult. Evaluation in terms of criteria: Good.


A swift moving story of the struggle of Parliament to establish itself against the despotism of James II. The aspect of the struggle emphasized is the defiance of the king by the seven bishops of London. Central figure in the story is a Somerset boy who goes to London to study music and is caught up in the political struggle. Chapters 12, 13 describe the action of the bishops and the hero's actions in taking a message to William at The Hague. Easy reading. Evaluation in terms of criteria: Good.


A story of a little English girl who visits the old manor home of the Babingtons and slips back in time to the days when Anthony Babington plotted to free Mary, Queen of Scots. Nice characters. Good description. The atmosphere of the times is recreated,
and the reader feels as if he has actually been a part of the country household. Evaluation in terms of criteria: Good.


The story of Elizabeth's life, picturing her desperate youth and the long and fruitful years of her reign. Almost any chapter would be good to use. Chapters 3, 4, 8, 14, 15, 16 tell of the death of Anne Boleyn, Elizabeth's education, the coronation, and the Battle of the Spanish Armada. Easy reading. Evaluation in terms of criteria: Good.

XI. France.


A tense story of the French Royalist refugees in England and of Napoleon's campaign in Russia and the return of the Bourbons to France. An adult story, it paints a vivid picture of France during the Napoleonic Period. Plot too complicated to recommend chapters out of context. Moderately hard reading. Evaluation in terms of criteria: Good.


A classic story of the French Revolution, told from the aristocratic standpoint. Plot is compli-
cated and style difficult. Chapter XIII gives a picture of the Bastille and describes a man's escape from it. Evaluation in terms of criteria: Fair.


An account of the life of Marie Curie, carefully detailed, making the great scientist very real and the discovery of radium an exciting thing. Chapters XII, XIII, XIV describe the search for radium. Easy reading. Evaluation in terms of criteria: Good.


A lively fictionalized account of the marriage of Marie Antoinette and the Dauphin of France. Adult reading, with frank discussion of morals of the French court. Chapter 2, however, would be very useful in showing character and background of the young princess
and of her mother, Maria Theresa. Moderately easy reading. Evaluation in terms of criteria: Good.


The famous story of Jean Valjean's persecution by the law. A good picture of life in France in the later 18th Century. Chapters VI, VII describe poverty and crime of Valjean's background and give a picture of the workings of French law. Hard reading. Evaluation in terms of criteria: Good.


A romance of intrigue and bloodshed during the time of the famous Cardinal. The picture of Richelieu may be somewhat idealistic. The plot is too involved to permit chapters out of context, but the book, on the whole, pictures well one phase of French history. Difficult reading because of antiquated style. Evaluation in terms of criteria: Fair.


A biography of Mary Stuart "in story form" but without conversation. A scholarly book, excellent in description of places and events during Mary's life in France, but lacking vividness. The characters are overshadowed by the magnificence of castle and pageant. Mary and her friends are never anything less than noble.
Chapter XI describes the wedding of Mary and the Dauphin. Easy reading. Evaluation in terms of criteria: Fair.


A carefully detailed and vivid account of the "100 Days" from Napoleon's escape from Elba to his arrival in England aboard the "Belleraphon". A sympathetic, but not admiring, picture of Napoleon, making him seem a real person. A good picture, also, of French conditions and attitudes. Pages 50-58, 106-117, 129-225 describe Napoleon's return to France, events in Paris, crossing the frontier into Belgium, and the Battle of Waterloo. Moderately easy reading. Evaluation in terms of criteria: Good.


The story of the granddaughter of Charlemagne who became a queen of Wessex and stepmother to Alfred. A storm center in the plots and counter plots of Alfred's brothers, Judith's story is engrossing. It mirrors the times in England and France and presents an appealing picture of the boy, Alfred. Chapters II, III, IV, V describe Judith's betrothal and marriage, Chapters X, XII describe a council, a Yule celebration, and the power of the king. Evaluation in terms of criteria: Good.

The story of a peasant boy from the French-German border in 1525, his adventures when his village was destroyed. The story is laid partly in Basel at Froben's printing house and partly in Paris. Similar to author's *Out of the Flame*. Chapter I describes the destruction of the village. Easy reading. Evaluation in terms of criteria: Good.


Cartier and Sir Thomas Moore and Rabelais and Francis I all stride through the pages of this vivid story of French court life in the middle 1500's. This is not only a picture of the French court, but a delineation of the mental anguish and reshaping of values which the Renaissance entailed for thinking people. The hero is a page at Francis' court, a real person, destined to become one of the great French scholars of his time. Any chapter would be good. Easy reading. Evaluation in terms of criteria: Good.


A beautifully written account of Joan of Arc, her service to France and Charles, and her betrayal and victory over death. Joan becomes a real character, as do others in her pitiful story. Chapters II,
III. V tell of her journey and meeting with the king and of the crowning of the Dauphin. Easy reading.

Evaluation in terms of criteria: Good.


The story of a son of a French noble who is an ardent republican. A good picture of times and events, but language is somewhat difficult and the plot is complicated. Chapter II is a summary of conditions just as violence starts in Paris. Reading hard. Evaluation in terms of criteria: Good.


A romantic story of the time of Francis I. The hero is a young soldier devoted to the king, who becomes involved in court intrigue concerned with an English plot against Francis. An adult book, but a lively, authentic picture of times and events. Chap-
III, V tell of her journey and meeting with the king and of the crowning of the Dauphin. Easy reading.

Evaluation in terms of criteria: Good.


The story of a son of a French noble who is an ardent republican. A good picture of times and events, but language is somewhat difficult and the plot is complicated. Chapter II is a summary of conditions just as violence starts in Paris. Reading hard. Evaluation in terms of criteria: Good.


A romantic story of the time of Francis I. The hero is a young soldier devoted to the king, who becomes involved in court intrigue concerned with an English plot against Francis. An adult book, but a lively, authentic picture of times and events. Chap-
ters 14, 27 tell of life at court and an evening with
Erasmus. For good readers. Evaluation in terms of
criteria: Good.

125. Wren, Percival Christopher. Beau Geste. New
York: Frederick A. Stoke, 1925.

A highly romantic tale of the French Foreign Le-
gion. Characters somewhat unrealistic—diction of the
Americans in the story is outrageous. As a whole, the
book would not be too valuable, but pages 213-230, Chap-
ter IV show one aspect of imperialism. An adult novel,
hard reading. Evaluation in terms of criteria: Fair.

XII. The Netherlands and Belgium.

126. Coblentz, Catherine Cate. The Bells of Leyden

An interesting tale of the Pilgrims in Holland,
showing their struggle for freedom from English con-
trol and the troubled period of intolerance Holland
was going through at the time. Characters, one of them
young Rembrandt Van Rijn, are interesting and story has
warmth and humor. Chapters VI, X describe attitudes of
Hollanders and the struggle of the Pilgrims against the
King of England. Easy reading. Evaluation in terms of
criteria: Good.

127. Coblentz, Catherine Cate. The Beggars' Penny.

A story of the seige of Leyden. Fine background
and exciting adventure of three young people who help
to outwit the Spaniards. Chapters II, XVII, XVIII, XIX tell the background of the struggle between Holland and Spain, the rescue fleet's arrival, and the last days of the siege. A great deal of action. Easy reading. Evaluation in terms of criteria: Good.


A story of primitive society in Africa along the Congo, and also of the worst type of imperialism as practiced by King Leopold of Belgium. The story is of Lao, king and god of his tribe and how, with new knowledge, he enslaves neighboring tribes, to be enslaved himself by Leopold's agents. Good characterization, vivid description. Chapters XVI, XVII describe Lao's empire building and Leopold's methods. An adult book, moderately hard reading. Evaluation in terms of criteria: Good.


A well written story of the early days of printing and of the trouble between Spain and Flanders. Most of the action takes place in Plantin's print shop in Antwerp, the hero, after a series of misfortunes, becoming an apprentice there. Chapters 1, 3, 4 are a picture of London, a description of printing and a print shop, and a discussion of trouble between Spain and the Low Countries. Easy reading. Evaluation-
tion in terms of criteria: Good.

XIII. Spain and Portugal.


An interesting picture of Columbus and his work told from the standpoint of his sons. The atmosphere of the times is recaptured in the descriptions of the boys' life in a monastery and at court. It pictures clearly the attitude of the court toward Columbus and his schemes. Almost any chapter would be good. A little bit young for high school, but good for the poor readers. Evaluation in terms of criteria: Good.


A story of Pizarro's conquest of Peru. The hero is the son of Pizarro's partner, Almagro, who was double-crossed and killed by the treacherous Pizarro. Not as vivid as it might be, but a fairly good picture of the course of Spanish conquest. Chapter V tells of the first disastrous attempt to conquer Chile. Easy reading. Evaluation in terms of criteria: Fair.


A story of the Spanish conquest of Mexico. Chapters X, XI, XV tell of the march toward Mexico City,
the fight with the Tlascalan Indians, the death of Montezuma, and the retreat of the Spaniards after they had massacred the Aztecs. A good picture of the conquest and of Aztec culture. Easy reading. Evaluation in terms of criteria: Good.


From the journals of Cabeza de Vaca the author brings alive his adventures. From Florida to Texas across the deserts of North Mexico to the Spanish settlements there is bloodshed and treachery and starvation. Little real characterization, but the action is lively and the historical background is excellent. Easy reading. Evaluation in terms of criteria: Good.


The story of Columbus told very simply. A graphic description of the struggle for help and the long difficult voyage. Chapters 6, 7, 8 tell of embarkation and the arrival in the New World. Very easy reading. Evaluation in terms of criteria: Good.


An amusing comic-opera type of story, laid in the period of the brief independence of the Spanish province of Catalonia. Plot and characters improbable,
but there is some nice Spanish village background. Chapter 6 describes the personality and machinations of the King of Castile. Very easy reading. Evaluation in terms of criteria: Fair.

XIV. Italy.


A tale of 14th Century Florence, showing the beginnings of the struggle of artisans and shopkeepers against the overriding tyrannical pride and arrogance of the quarrelsome nobles. The hero, a boy who wanted to be an artist, is involved in this struggle. The chief fault in the book is the language. Text is filled with unexplained Italian words. Chapter 8 describes a battle between rival groups of nobles in Florence. Evaluation in terms of criteria: Fair.


An enthralling story of a boy who helps save Venice from starvation by outwitting enemies and bringing the corn fleet safely to the city. A fine picture of Venice in the days of her glory and of the bitter rivalry among the Italian city states. Good characterization. Chapters 2, 4, 5, 6, 15 describe the economic situation of Venice, the cruise of a merchant fleet on
the Mediterranean, and a battle between Venetian
and Genoese fleets. Easy reading. Evaluation in
terms of criteria: Good.


A story of the fight of Garibaldi and Mazzini
to unite Italy. Good background of the struggle and
charming characters. Easy reading, but of the type
to appeal to girls more than to boys. Chapter XVI
describes the temporary victory of Garibaldi's men in
the taking of Rome. Evaluation in terms of criteria:
Good.

XV. Germany.


The story of a small town in Bavaria from the
early days of Hitler through the war to foreign oc-
cupation. The action mainly concerns one family and
the impact of events upon its different members. A
sympathetic picture of the tragedy of the anti-Hitler
Germans, unable to stem the tide of events. Chapter
8 tells of an incident when Nazi influence was first
being felt. Good characterization. An adult novel,
for better readers. Evaluation in terms of criteria:
Good.

140. Trease, Geoffrey. The Secret Fiord. New York:
An exciting story of twins, a brother and sister, who are caught up in the intrigues and ruthless machinations of the Hanseatic League early in the 15th Century. A good picture of the organization and power of the League. Characters are real and interesting. Chapters 12, 17 describe the boy's captivity by the League and his escape from it, partly through the superstitions of the times. Easy reading. Evaluation in terms of criteria: Good.


A story of the peasant uprisings in Germany in the early 16th Century and of the struggle of the feudal knights to hold their power against both peasant and overlord. Good characterization. Chapters 1, 13, 14 recommended. Evaluation in terms of criteria: Good.


A romantic novel, written in the flowery style of the last century, but presenting a good picture of the German states in the 16th Century. It shows the power of the robber barons and the struggle of the Holy Roman Emperor to bring them under his authority. Characters are too noble to be completely realistic, but the times come alive. Chapters II, XIII describe a robber baron's castle and a German town. Moder-
ately hard reading. Evaluation in terms of criteria: Good.

XVI. Scandinavia.


The story of a Viking party which went from Greenland to Vineland and started a colony there, only to leave it when they inadvertently had trouble with the Indians. Chapters III, IV, X, XI tell of a banquet in the hall of Eric the Red and of encounters with the Indians. A little bit young for high school, but good for slow readers. Evaluation in terms of criteria: Good.


The saga of the Icelandic hero who, by virtue and prowess, redeems his family fortune and defeats his enemies. Told in the manner of the old sagas, the story is a little bit difficult because of style and names. But the action is good and the picture of the culture a true one. Chapter 1 describes life in Iceland. Evaluation in terms of criteria: Fair.


A careful, authentic story of life in Viking Norway and Iceland. Leif, son of Eric the Red, re-
turning from a voyage to Norway, is blown from his course to Iceland, past Greenland, to a new land which he names Vineland. Pages 263 and following and 291 and following describe a fight with a bear and the discovery of grapes. Easy reading. Evaluation in terms of criteria: Good.


The story of one of the Viking attempts to establish a colony in America subsequent to the trip of Leif Eriksson. Although written for the younger reader, it is an interesting account of the problems and experiences of the group, of their first meetings with Eskimos and the Redmen from the interior of the land. Chapters 2, 3, 12 describe the first day after landing, the meeting with the Eskimos, and a Viking court. Very easy reading. Evaluation in terms of criteria: Good.


A fast moving fictionalized biography of Leif Ericson, from his birth in Iceland to his conversion to Christianity and final return to Greenland. Good description of places and events. Chapters 13, 14, 15, 16 tell of the discovery and exploration of the New World and give a summary of Leif's accomplish-
ments. Easy reading. Evaluation in terms of criteria: Good.


A quiet tale of three 13th Century Norwegian boys, who, in trouble for a prank, go up to the herdsman's cabin in the mountains rather than home. Their adventure there with a dying man leads to good fortune and forgiveness. Pages 80-106 describe a boy's journey down the mountain and saving the stranger from death. Good background of Norwegian history. Easy reading. Evaluation in terms of criteria: Good.

XVII. The Buffer States.


A fine adult novel of the days of World War I and the rise of Mustapha Kemal in Turkey. The story is that of two upper class girls, carefully reared, who find themselves caught up in the Revolution which changes Turkish life. They, with their husbands, help to build the new Turkey. Any chapter gives a good picture of Turkish life and customs. Several of the last ones show the character and personality of Kemal. Moderately hard reading. Evaluation in terms of criteria: Good.

150. Kelly, Eric P. The Hand in the Picture: A Story

A clever recapitulation of high points in Polish history, vivid and fast moving. A Polish refugee relives in delirium the history of his country and awakens to find that his part is to help rebuild a free Poland. Any chapter gives an episode of the country's history. Good characterization. Easy reading. Evaluation in terms of criteria: Good.


A scholarly story of the Poland-Russ border in 1362. Wonderful historical background, showing the struggles of different peoples of the region for supremacy. Story concerns an attempt to establish a "Third Rome" but the plot is lost in the masses of people and the number of military engagements. The preface and Chapter 1 describe the destruction of Halich and give a picture of the city of Lvov. There is also a discussion of the conditions of the time. Moderately hard reading. Evaluation in terms of criteria: Fair.


A story of 17th Century Poland. A young noble goes to war, is almost killed by his cousin who is next in succession, and when he finally reaches home
again years later finds his parents dead and the cousin in possession of the estate. He is mistaken for a serf and gains a new perspective of things by his experience. Chapters V, X, XII describe conditions in the Polish-Baltic states, a rescue by an old peasant woman, and the return to his home by the hero. An adult book, but not difficult reading. Evaluation in terms of criteria: Good.


An account of a boy's youth in Bulgaria on the shores of the Danube a generation ago. Mitka is a bold and daring boy and has a great many adventures. The book is a good picture of Bulgarian middle class life. Chapters which deal with the village fair, winter days, and the flood are especially interesting. Easy reading. Evaluation in terms of criteria: Good.


A biography, more scholarly than fictional, of Dvorak. Somewhat technical in musical discussion, but, on the whole, a warm and interesting book. Chapters II, VII tell some of the stories behind his work and give a picture of his home life and stay in America. Easy reading. Evaluation in terms of criteria: Good.

A tender and sympathetic story of a Russian girl's attempt to find herself after being cured of paralysis. There is neither criticism nor defense of Communism, merely a portrayal of life in Russia. The people are well characterized. Any chapter is a picture of times and conditions. An adult book, for better readers.
Evaluation in terms of criteria: Good.


A novel of the childhood and youth of Catherine II of Russia. A good picture of minor court life in Germany and of personages and background of the Russian court under Empress Elizabeth. Chapters II, III describe court life in Germany and Catherine's early months in Russia. Easy reading. Evaluation in terms of criteria: Good.


A fictionalized biography of Peter the Great, describing life and times in Russia. A good analysis of his character and explanation of the circumstances responsible for it. Sympathetic, but honest in viewpoint. Chapters VII, VIII, XI, XIV describe Peter's obtaining the throne, his trip to the western
world and his attempts to modernize Russia. Easy reading. Evaluation in terms of criteria: Good.


A story of Russia in the time just before the Revolution. Peter, a young peasant, goes with a map maker to plot the land for the Trans Siberian Railroad. A good picture of life in Russia as well as of the corruption and intrigue of the government. Chapters IX, III describe a gold miners' camp and the conditions in a city. Good characterization. Easy reading. Evaluation in terms of criteria: Good.


A melodramatic romance of intrigue laid in Russia and the early settlement of New Orleans. Exciting reading, although characters are not too believable. An unusual picture of Cadillac. Chapters I, II, III tell of life of the nobility in Russia in the time of Peter the Great. Easy reading. Evaluation in terms of criteria: Fair.


A romantic story of Czarist Russia. Style somewhat wordy and characters slightly overdrawn, but the story does give a picture of the vastness and complexity of Russia and her people. Chapter VII describes a

XIX. China.


A good account of Dr. Sun Yat Sen's life and work for a free republican China. Easily understood discussions of Chinese political and economic problems. Chapters I, II, IV, VII, XIII, XIX tell of Dr. Sun's early youth, the Chinese political situation, the Boxer Rebellion, work for the Revolution, and the introduction of Russian military advisors into China. Easy reading. Evaluation in terms of criteria: Good.


A delicate and fanciful love story of Marco Polo and a Chinese princess. Simply and beautifully written. Chapter IV describes the journey into China. Evaluation in terms of criteria: Good.


The story of Temujin, the Mongol boy who maintained his family against their enemies and gradually welded together the divergent Mongol groups to become Genghis Khan—"Khan-to-the-Sea". Not as vividly written as it might be, the story is, nevertheless, an interesting account. Characters are rather shadowy and indistinct. Chapters 7, 9, 12 describe a Great Hunt, getting into China, and the Khan's rule. Easy reading. Evaluation in terms of criteria: Fair.


A story of China as it changes from the old to
the new. Ho-Ming, a farm girl, gains the chance to study and become a nurse. Chapters II, IV, IX describe the little girl's attempt to protect her family, a soldiers' raid, and the rising rebellion and dissatisfaction among the younger generation. The story helps to make the rise of Communism in China more understandable. Easy reading. Evaluation in terms of criteria: Good.


An interesting picture of a modern Chinese school under Communistic direction. The heroine is a young Chinese teacher called to account for being "reactionary". Chapters 4, 5 tell how the Chinese looked upon the Korean War and what propaganda they were given, also describe the activities of Communistic youth groups. Easy reading. Evaluation in terms of criteria: Good.


The story of Li Thirty Nine, a young Chinese boy, who becomes a guerilla fighter in the war against Japan. A good picture of China in transition and of conditions there during the war. Good characterization. Chapters IX, XIII deal with a refugee camp and with the continued resistance from Chunking af-
ter Japan occupied the coast. The picture of Chiang Kai Shek's government is somewhat different from later ones. Evaluation in terms of criteria: Good.


XX. Japan.


A novel of Japan before World War II. A good picture of Japanese life and customs, as well as of the conflict between old ideas and modern ones. Nice characters. No cognizance of Japan's role in world affairs of the time. Chapters IV, X describe a Japanese wedding and point up the struggle over acceptance of Western ideas. Moderately easy reading. Evaluation in terms of criteria: Good.

XXI. The Americas.


The story of a family from the days of William the Conqueror to World War II and the part a sword plays in its history. Chapter VIII tells the story of a New England boy who joins the Revolutionary Army and comes across another branch of his family in the South. Easy reading. Evaluation in terms of criteria: Good.


A story of the early days of the Van Renselaar patroonship in New Netherlands. A favorable picture, rather than the usual critical one. A boy comes to the colony, does some trapping for the patroon and becomes, eventually, a farmer. Good action and good characterization. Chapters 6, 9, 16 discuss the economic problems of the colony, give a picture of an Indian village and tell of an escape from hostile Indians. Easy reading. Evaluation in
terms of criteria: Good.


A vivid story of the American Revolution. The hero is the son of a Tory and is sent to England at the outbreak of the war. He joins John Paul Jones when the latter raids a Scotch coastal town. Good picture of life in southern colonies and of naval action. An adult book, but not difficult reading. The battle between the BONHOMME RICHARD and the SERAPIS is described in Chapter XLIII. Evaluation in terms of criteria: Good.


A gentle and simple story of modern Mexico. It tells of a young water carrier who finds his own place in life. Chapters are short and any one gives a good picture of Mexican life and customs. Characters are appealing. Very easy reading. Evaluation in terms of criteria: Fair.


A story of the early (1765) struggle of Pennsyl-

vania frontiersmen against the avarice and indifference of government and business men who would supply whisky and arms to the Indians. Chapters 9, 10 tell of an Indian massacre and of the determination of the fron-
tiersmen to defend themselves. Easy reading. Evaluation in terms of criteria: Good.


A story of Mackinac Island and the part it played in the War of 1812. The story is interesting, but young for high school. Characters not entirely believable. Pages 129-175 describe the battle and siege of Fort Mackinac. Evaluation in terms of criteria: Fair.


The story of Pizarro's conquest of Peru. The hero is the son of Pizarro's partner, Almagro, double-crossed and killed by the treacherous Pizarro. Not as vivid as it might be, but a fairly good picture of the course of Spanish conquest. Chapter V tells of the first disastrous attempt to conquer Chile. Easy reading. Evaluation in terms of criteria: Fair.

A melodrama of Reconstruction. Much biased, emotionally, but a vivid picture. Book should be used with care. Chapter VI is a good description of Lincoln's assassination. Evaluation in terms of criteria: Fair.


A fine biography of Lafayette, making France and Colonial America come alive. The American Revolution is excitingly retold, its leaders becoming real people. Chapters V, VI, VII describe the events of the Revolution. Easy reading. Evaluation in terms of criteria: Good.


A vivid account of the adventures of a silversmith apprentice in Boston at the beginning of the Revolution. Excellent for showing the forces at work which bring about the break. It also gives a picture of the leaders of the Revolution. Chapters which describe the Boston Tea Party and the Battle of Lexington and Concord are especially good. Easy reading. Evaluation in terms of criteria: Good.

A fictionalized account of the life of Peter Zenger. It is a well written, clear exposition of the issues at stake in his trial. Chapters 9-12 show the development of his fight with the governor, 16-20 lead up to the indictment, and 21-32 describe the arrest, trial and verdict. Easy reading. Evaluation in terms of criteria: Good.


An adult story of the struggle in Mexico during the 1920's and 1930's between the conservative elements of society and the underprivileged groups. It is also a picture of the development of Mexican-American relations. Much of the story deals with the effect upon one family of the revolutionary activities, but chapters 1, 2, 3 give a broad general background of times and events. Moderately hard reading. Evaluation in terms of criteria: Good.


A story of the American Revolution. It concerns the adventures of a young sailor who is a prisoner of war in England. He escapes and ships with John Paul Jones. Chapters 1-3 tell of life in the English prison, 17-19 describe the famous battle between the BON-HOMME RICHARD and the SERAPIS. Characterization very
good. Easy reading. Evaluation in terms of criteria: Good.


A clear account of San Martin's part in bringing about South America's freedom from Spain. Also a good picture of conditions of South American life. Chapters III, IV, VIII, XI, XII describe San Martin's childhood and youth, his revolutionary preparations, and the part he played in freeing South America. Easy reading. Evaluation in terms of criteria: Good.


A spirited story of the fight for Chilean independence and the part played by our fiery ambassador, Joel Poinsett. A boy takes berth on a whaler to get to Buenos Aires to take a job promised him by Poinsett, a friend of his father. A good picture of the struggle for freedom in South America. The chapters "The Essex to the Rescue," "Dick's First Whale," "On to Santiago," and "Fighting for Free Chile" are especially interesting. Easy reading. Evaluation in terms of criteria: Good.


A story of the first steamboat to go from Pittsburgh to New Orleans. Exciting adventures and river
lore. Chapters II, VIII give the philosophy of the pioneers and describe an episode in which the boat almost founders at the Falls of the Ohio River. Easy reading. Evaluation in terms of criteria: Good.

189. Lide, Alice Alison and Johansen, Margaret Alison. Pearls of Fortune. New York: Junior Literary Guild, 1931.

A melodramatic romance of intrigue laid in Russia and the early settlement of New Orleans. Exciting reading, although characters are not too believable. An unusual picture of Cadillac. Chapters I, II, III, VIII tell of life of the nobility in Russia in the time of Peter the Great and describe the life and settlement of Fort St. Louis in America. Easy reading. Evaluation in terms of criteria: Fair.


The story of the Spanish conquest of Mexico. Chapters X, XI, XV describe the march toward Mexico City, the fight with the Tlascalan Indians, the death of Montezuma, and the retreat of the Spaniards after they massacred the Aztecs. Good for details of the conquest and as a picture of Aztec culture. Easy reading. Evaluation in terms of criteria: Good.

This story of an outcast Inca prince and his eventual restoration to rank is an interesting picture of Inca culture before the days of the Spaniards. Although the story is somewhat young for high school the pace is swift and the characterization is good. Chapters 11, 12 describe the training and the testing of Tupak, but any chapter would be valuable. Very easy reading. Evaluation in terms of criteria: Good.


The famous Civil War and Reconstruction novel, told from the southern point of view. An adult story, parts of which might be strong for classroom use, but a vivid picture of the times. Pages 35-42, Chapters 14, 24, 25 are a description of a pre-war social gathering, the reaction in Atlanta to the news of the Battle of Gettysburg, and escaping from Atlanta as it fell to Union forces. Moderately hard reading. Evaluation in terms of criteria: Good.


A fictionalized biography of Martha Washington, giving also a picture of the times, albeit a somewhat saccharine one. Chapters 11, 12 describe Valley Forge and Yorktown. Good for the poor reader. Evaluation in terms of criteria: Fair.


An adult story of a Virginia family from the French and Indian War to 1806. A vivid and accurate picture of the times, events and people of the period. Chapters 1, 4 picture the Howard family in 1754 and the Valley Forge Encampment. Hard reading. Evaluation in terms of criteria: Good.


The story of Rogers' Rangers and the part they played in the French and Indian War—also of Rogers' attempt to find the Northwest Passage. Vivid picture, good characterization. An adult book, the language is sometimes strong and the story is not for the faint hearted. Chapters X, XI, XVI, XVII-XXI, XXV, XXVIII tell of the hero's joining the Rangers and some incidents of their campaigns against the French. Moderately hard reading. Evaluation in terms of criteria:
Good.


The story of the American Revolution told from the Tory standpoint. Adult reading, strong in spots, but presenting well a view of the Revolution not familiar to most people. Chapters II, IV are a discussion of the situation at the beginning of the trouble. Moderately hard reading. Evaluation in terms of criteria: Good.


A story of a boy in the Stiegel glass works, just before the Revolution. A good picture of the glass factory and life in the later colonial period. Chapters 4, 5 describe the first days of the new apprentice at the glass works. Nice humor and interesting characters. Easy reading. Evaluation in terms of criteria: Good.


From the journals of Cabeza de Vaca the author brings to life his adventures. From Florida to Texas across the deserts of North Mexico to the Spanish settlements there is bloodshed and treachery and starvation. Little real characterization, but the action is lively and the historical background is excellent. Easy
reading. Evaluation in terms of criteria: Good.


An exciting story of a wagon train going from Missouri to Santa Fe in the days just before the Mexican War. A picture of western migration and life on the trail. Chapters VII, IX, X tell of organizing a wagon train, difficulties of the trail, a buffalo hunt and an Indian skirmish. Easy reading. Evaluation in terms of criteria: Good.


The highly emotional story of slavery in the South. Chapters XXX, XXXI, XXXIII describe a slave auction, the trip up the river to Simon Legree's plantation, and the fatal beating of Uncle Tom. Exciting reading, perhaps overdrawn, but no doubt representative of conditions at certain times and places before the Civil War. Reading moderately hard. Evaluation in terms of criteria: Fair.


Young Andy's father becomes a somewhat reluctant "conductor" on the Underground Railway and Andy is involved in exciting events. The northern viewpoint prevails. Chapter 4 describes one journey with escaping Negroes. Easy reading. Evaluation in terms of cri-
teria: Good.


A fine story of the Pilgrims. The central figure is the son of Stephen Hopkins. The familiar tale of hardship and danger takes on new meaning through the vividness of the telling. The Pilgrims become real people with humor and tenderness. The chapters, "Father and Son," "Journal of Giles," and "The Challenge" are of special interest. Easy reading. Evaluation in terms of criteria: Good.

XXII. The Two World Wars.


The story of a young English officer forced down in Occupied France in World War II. Chapters I, II tell of the crash and the attempt to get help. A clear picture of one aspect of modern war. An adult book. Language and love story may be somewhat realistic for classroom use, but the picture is an honest one. Moderately hard reading. Evaluation in terms of criteria: Good.


A clever recapitulation of high points in Polish history, vivid and fast moving. A Polish refugee re-
fugue relives in delirium the history of his country and awakens to find that he is to play a part in rebuilding his nation. Nice characterization. Chapter 10 describes Warsaw in 1944. Easy reading. Evaluation in terms of criteria: Good.


An exciting story of intrigue and spying in Occupied France during World War II. The hero is a young Englishman who masquerades as a Frenchman to get information about German activity. Chapters II, IV describe a journey into Occupied France and discuss the background of the French defeat. Moderately easy reading. Evaluation in terms of criteria: Good.


A romantic novel of World War I which gives a picture of conditions along the edge of No Man's Land in France. An American girl starts a soup kitchen and falls in love with a Belgian spy. Nice characters. Chapters 7, 8, 12, 13 describe the difficulties of getting into France and the girl's work at the battlefront. Easy reading. Evaluation in terms of criteria: Fair.


A tale of the underground in Norway during World
War II. Petra and her brother outwit the Nazis in many exciting adventures. Chapters II, III, IX describe several exploits. Not as grim as conditions may have been, but a good picture of the determined resistance of the Norwegians to the Occupation. Easy reading. Evaluation in terms of criteria: Good.


Authentic background to everyday life of unofficial people at the beginning of World War II. A warm story of the efforts of an elderly Englishman to get himself and a mixed group of English, Dutch, French and Jewish children, all under ten years of age, from France under German conquest, to England. Chapters 4, 11 describe flight and a bargain for the children. Easy reading. Evaluation in terms of criteria: Good.

A war-time story of England, somewhat improbable and extremely bitter against Germany, but a vivid picture of life in England during the days of the bombings. Chapters VIII, XIX describe an incident in an air raid shelter and a sky fight over London. Easy reading. Evaluation in terms of criteria: Fair.

XXIII. The World Today.


A vivid and bitter adult novel of the race situation in South Africa today. The story paints with dreadful clarity the dangers which lie ahead for that unhappy region. Sometimes shocking and brutal, but honest, it shows the tragedy of people of good will on both sides of the apartheid fence. Good characterization. Moderately hard reading. Chapters I, II, IV describe a Black Location in an African town and describe a meeting of the Negroes who are working for a change. Evaluation in terms of criteria: Good.


An adult story of Indonesia today. It tells of a conflict between a Communist agent and an American


A Story of modern China. An interesting picture of a Chinese school under Communistic direction. The heroine is a young Chinese teacher called to account for being "reactionary". Chapters 4, 5 tell how the Chinese looked upon the Korean War and what propaganda they were given, also describe the activities of Communist Youth Groups. Easy reading. Evaluation in terms of criteria: Good.


The everyday experiences of a young Korean boy in a time untouched by war. Pleasant family life is contrasted with the brutality of some of the population. Chapters IX, X describe a school in Korea and Korean festivals. Easy reading. Evaluation in terms of criteria: Good.


A young man, a "misfit" returning from World War II, becomes interested in the United Nations and finds him-
self appointed as an alternate delegate to it. A graphic picture of the United Nations and of the action which led to the Korean War. The story brings to vivid life the organization and the people who work for a united world. Good characterization. Chapter 11 discusses the Korean War, Chapters 4, 5 are a picture of the United Nations and a discussion of the reasons for its being. An adult book, but easy reading. Evaluation in terms of criteria: Good.
TABLE I

TABULATION OF DATA ON HISTORICAL NOVELS ACCORDING TO OUTLINE OF WORLD HISTORY USING NATIONAL DIVISIONS

This table is based upon the outline of world history as found in Story of Nations, by Rogers, Adams and Brown. The numbers in the columns refer to the number of each book as it appears in the preceding booklist. E, ME, MH, H represent Easy, Moderately Easy, Moderately Hard and Hard reading level.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>READING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Fair E ME MH H</td>
</tr>
</tbody>
</table>

I. Story of Early Man
1, 2, 3 1, 2 3

II. Egypt
A. Early Egypt

B. The Middle Kingdom 5, 6 6 5

C. Period of Empire 4, 7, 8 4, 7 8

D. Egyptian Culture All

III. Mesopotamia

Continued

<table>
<thead>
<tr>
<th></th>
<th>Evaluation</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>A. Babylonians</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>B. Assyrians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Persians</td>
<td>9,11</td>
<td></td>
</tr>
<tr>
<td>IV. Palestine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Hebrews</td>
<td>12,13,14</td>
<td>12</td>
</tr>
<tr>
<td>B. Phoenicians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Greece</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Early Greece</td>
<td>15, 16</td>
<td>16</td>
</tr>
<tr>
<td>B. Athens and Sparta</td>
<td>19,20</td>
<td>20</td>
</tr>
<tr>
<td>C. Persian Wars</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>D. Greek Culture</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>E. Alexander the Great</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>VI. Rome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Early Italy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Roman Republic</td>
<td>21,22,26</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE I (continued)

<table>
<thead>
<tr>
<th>C. Roman Empire</th>
<th>Evaluation</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td></td>
<td>27, 28, 29, 30, 31</td>
<td>27</td>
</tr>
<tr>
<td>D. Roman Culture</td>
<td>All</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Decline of Rome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Division into Western and Eastern Empires</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2. Rise of Barbarian power</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VII. The World's Religions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Hinduism and Buddhism</td>
</tr>
<tr>
<td>32, 36, 38</td>
</tr>
<tr>
<td>B. Confucianism, Taoism, and Shintoism</td>
</tr>
<tr>
<td>C. Mohammedanism</td>
</tr>
<tr>
<td>35</td>
</tr>
<tr>
<td>D. Christianity</td>
</tr>
<tr>
<td>33, 34, 37, 39, 40, 41, 42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIII. The Middle Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Feudalism and Knighthood</td>
</tr>
<tr>
<td>44, 52, 53</td>
</tr>
<tr>
<td>B. The Church</td>
</tr>
<tr>
<td>48</td>
</tr>
<tr>
<td>C. The Crusades</td>
</tr>
<tr>
<td>49, 50, 51</td>
</tr>
</tbody>
</table>
TABLE I (continued)

<table>
<thead>
<tr>
<th>D. Growth of towns</th>
<th>Evaluation</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td></td>
<td>45,47</td>
<td>54</td>
</tr>
</tbody>
</table>

IX. Renaissance and Reformation

| A. Awakening of the Medieval Mind | 56,57, 61,62 | 56,57, 61, 62 |
| B. New ideas in religion         | 55          | 55            |
| C. New ideas in science, philos- | 60          | 60            |
|    ophy, education               |             |               |
| D. Development of art            | 56,59       | 58            |

X. England

| A. Early Britain | 87,101, 102 | 87, 101, 102 |
| B. Struggle for unification and self-government | 76,77, 90,92 | 75, 77, 90 |
| C. Growth of a limited monarchy | 63,64, 68,70, 72,82, 86,96, 99,106, 105, 107,108 | 63,64, 68,70, 72,82, 86,96, 97, 106, 107, 108 |
| D. The Industrial Revolution | 83          | 83            |
| E. The British Empire            |             |               |
| 1. British Isles | 66,69, 72,72, 69,93, 100,104 | 66,69, 72,72, 69,93, 104, 104 |

Continued
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>2. India and the Near East</td>
<td>65, 84, 85</td>
</tr>
<tr>
<td>3. Africa</td>
<td>74, 78</td>
</tr>
<tr>
<td>4. Australia</td>
<td></td>
</tr>
</tbody>
</table>

### XI. France

#### A. Early France

1. Charlemagne | 118 |
2. Growth of the monarchy | 119, 120, 121, 124 |
| | 115, 116, 119, 120, 124 |
| | 115, 120, 124 |

#### B. The French Revolution and Napoleon

| | 109, 112, 113, 117 | 110, 112, 122, 123 | 112, 113, 122, 123 | 109, 114, 122, 123 |

#### C. Republican France

| | 125 |
| | 125 |

#### D. French Culture

| | 111 |
| | 111 |

### XII. The Netherlands and Belgium

#### A. Struggle for Independence

| | 126, 127 | 126, 128, 129 | 126, 127, 128, 129 |

#### B. Dutch and Belgian culture

### XIII. Spain and Portugal

#### A. Unification of Spain

Continued
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>130, 132, 131, 136</td>
</tr>
<tr>
<td>Fair</td>
<td>133, 135</td>
</tr>
</tbody>
</table>

B. Age of exploration

C. Decline of power

D. Spanish culture

XIV. Italy

A. Italian city states

B. Unification of Italy

C. Italian culture

XV. Germany

A. Early Germany

B. Unification of Germany

C. Germany and the World Wars

D. German culture

XVI. Scandinavia

Continued
<table>
<thead>
<tr>
<th></th>
<th>Evaluation</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td><strong>A. Vikings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>143, 145, 146, 147, 148</td>
<td>144</td>
</tr>
<tr>
<td><strong>B. Division into modern states</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Scandinavian culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>XVII. Buffer States</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. Finland</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Poland</strong></td>
<td>150, 152</td>
<td>151</td>
</tr>
<tr>
<td><strong>C. Czechoslovakia</strong></td>
<td>154</td>
<td></td>
</tr>
<tr>
<td><strong>D. Turkey</strong></td>
<td>149</td>
<td></td>
</tr>
<tr>
<td><strong>E. Bulgaria</strong></td>
<td>153</td>
<td></td>
</tr>
<tr>
<td><strong>F. Rumania</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>G. Hungary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>XVIII. Russia</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. Early Russia</strong></td>
<td>156, 157</td>
<td>159, 160</td>
</tr>
</tbody>
</table>
TABLE I (continued)

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>E</td>
<td>ME</td>
</tr>
</tbody>
</table>

B. Revolution and the New Order

C. Russian culture

XIX. China

A. Ancient China

B. Foreign exploitation

C. China today

D. Chinese culture

XX. Japan

A. Early Japan

B. Modern Japan

C. Japanese culture

XXI. The Americas

A. The United States

Continued
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>A. The United States (continued)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Canada</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Central America</td>
<td>184, 190, 175</td>
</tr>
<tr>
<td>D. South America</td>
<td>186, 187, 179</td>
</tr>
<tr>
<td>XXII. The Two World Wars</td>
<td></td>
</tr>
<tr>
<td>A. Causes of wars</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B. World War I</td>
<td>207</td>
</tr>
<tr>
<td>C. The struggle for security</td>
<td></td>
</tr>
<tr>
<td>D. World War II</td>
<td>204, 205, 211</td>
</tr>
<tr>
<td>XXIII. The World Today</td>
<td></td>
</tr>
<tr>
<td>A. Economic and social problems</td>
<td>212, 213</td>
</tr>
<tr>
<td>B. Problems of permanent peace</td>
<td></td>
</tr>
<tr>
<td>Continued</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---</td>
</tr>
<tr>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td></td>
</tr>
<tr>
<td>Reading Level</td>
<td>E</td>
</tr>
<tr>
<td>1. The United Nations</td>
<td>215,216</td>
</tr>
<tr>
<td>2. The Cold War</td>
<td></td>
</tr>
</tbody>
</table>
In the following listing the titles of the books are arranged according to an outline of world history using topical divisions. The note in parentheses following the publication date refers to the number of the book in the preceding list and to the page where the book is annotated.

I. The Achievements of Men in Early Times

Berry, Erick. *Honey of the Nile*. London: Oxford University Press, 1938. (See No. 4, p. 27)


Lownsberry, Eloise. *Camel For a Throne*. Boston: Houghton Mifflin Company, 1941. (See No. 6, p. 28)


---

New York: Coward McCann, Inc., 1953. (See No. 7, p. 28)

Morrison, Lucille. The Lost Queen of Egypt. New York: J. B. Lippincott Company, 1937. (See No. 8, p. 28-29)


II. The Civilization of the Ancient Greeks


Fuller, Robert H. The Golden Hope. New York: Grosset and Dunlap, 1905. (See No. 17, p. 32)

Snedeker, Caroline Dale. The Perilous Seat. New York: Doubleday, Doran and Company, 1941. (See No. 18, p. 32)


III. The Civilization of the Romans


Sienkiewicz, Henryk. *Quo Vadis: A Narrative of the
Time of Nero, Translated by Jeremiah Curtin. New York: Grosset and Dunlap, 1925. (See No. 28, p. 36)

Snedeker, Caroline Dale. The Forgotten Daughter. New York: Doubleday, Doran and Company, 1941. (See No. 29, pp. 36-37)


IV. The Civilization of Medieval Men


Atkins, Gladys Bedford. The Luck of the House. Chicago: Albert Whitman Company, 1938. (See No. 43, p. 41)

Atkins, Gladys Bedford. The Luck of the House. Chicago: Albert Whitman Company, 1938. (See No. 63, pp. 48-49)


Byrne, Donn. Messer Marco Polo. New York: Century Company, 1921. (See No. 56, p. 46)

Chandler, Alice Curtis. Dragons on Guard. New York: J. B. Lippincott Company, 1944. (See No. 57, p. 46)


Davis, William Stearns. The Beauty of the Purple:
A Romance of Imperial Constantinople Twelve Centuries Ago. New York: The Macmillan Company, 1947. (See No. 23, p. 34)

Donauer, Friedrich. The Long Defense, Translated by Frederick Tober Cooper. New York: Junior Literary Guild, Inc., 1931. (See No. 24, pp. 34-35)


Eyre, Katherine Wigmore. The Song of a Thrush. New York: Oxford University Press, 1952. (See No. 76, pp. 53-54)

Farnol, Jeffery. The King Liveth. New York: Doubleday and Company, Inc., 1944. (See No. 77, p. 54)


Harnett, Cynthia. The Drawbridge Gate. New York: G.P. Putnam's Sons, 1954. (See No. 82, pp. 55-56)


Kelly, Eric P. The Hand in the Picture: A Story of Poland. Philadelphia: The Junior Literary Guild and J. B. Lippincott Company, 1947. (See No. 150,


Lilijencrantz, Ottilie A. The Thrall of Leif the Lucky. New York: Small, Maynard and Company, 1902. (See No. 145, pp. 78-79)

Lilijencrantz, Ottilie A. The Ward of King Canute. Chicago: A.C. McClurg and Company, 1903. (See No. 87, p. 57)

Lofts, Norah. Eleanor the Queen: The Most Famous Woman of the Middle Ages. New York: Doubleday and Company, 1955. (See No. 90, p. 58)


Scott, Sir Walter. **Ivanhoe.** New York: D. Appleton And Company, 1874.  (See No. 98, p. 61)


Steele, William O. **The Story of Leif Ericson.** New York: Grosset and Dunlap, 1954. (See No. 147, pp. 79-80)

Stevenson, Robert Louis. **The Black Arrow.** New York: Charles Scribner's Sons, 1888. (See No. 105, pp. 63-64)

Undset, Sigrid. **Sigurd and His Brave Companions: A Tale of Medieval Norway.** New York: Alfred A. Knopf, 1943. (See No. 148, p. 80)

Yonge, Charlotte M. **The Dove in the Eagle's Nest.** New York: Coryell and Company, 1866. (See No. 142, pp. 77-78)

V. The Impact of Revolutions and Political Ideas in Early Modern Times

Almedingen, E. M. **Young Catherine.** New York: Frederick A. Stokes Company, 1938. (See No. 156, p. 83)

Atkins, Gladys Bedford. **The Luck of the House.** Chicago: Albert Whitman Company, 1938. (See No. 63, pp. 48-49)

Atkins, Gladys Bedford. **The Luck of the House.** Chicago: Albert Whitman Company, 1938. (See No. 172, p. 89)


Cook, Donald E. *Valley of Rebellion: The Story of America's First Armed Revolt Against British Authority*. Philadelphia: John C. Winston Company, 1955. (See No. 176, pp. 90-91)


Costain, Thomas B. *Ride With Me*. New York: The Sun Dial Press, 1944. (See No. 72, p. 52)
Desmond, Alice Curtis. *For Cross and King*. New York: Dodd, Mead and Company, 1941. (See No. 179, p. 91)


Harmon, Seth and Shumway, Harry I. *Sons of the Admiral: The Story of Diego and Fernando Columbus*. Boston: L. C. Page and Company, 1940. (See No. 130, p. 73)


Kelly, Eric P. *At the Sign of the Golden Compass*. 
New York: Macmillan Company, 1938. (See No. 129, pp. 72-73)


Komroff, Manuel. Waterloo. New York: Coward McCann, 1936. (See No. 117, p. 68)

Letton, Jeanette and Francis. The Young Elizabeth. New York: Harper and Brothers, 1953. (See No. 86, p. 57)


Lide, Alice Alison and Johansen, Margaret Alison. Pearls of Fortune. New York: Junior Literary Guild, 1931. (See No. 159, p. 184)


Lownsberry, Eloise. Lighting the Torch. New York: Longmans, Green and Company, 1934. (See No. 61, p. 46)


Major, Charles. When Knighthood Was in Flower. New York: Grosset and Dunlap, 1898. (See No. 91, pp. 58-59)


Orczy, Baroness. *In Mary's Reign*. New York: The Cupplers and Leon Company, 1907. (See No. 95, p. 60)


Sabatini, Rafael. *The Sea Hawk*. New York: Grosset and Dunlap, (No Date). (See No. 96, pp. 60-61)


1950. (See No. 134, p. 74)


Uttley, Alison. *A Traveler in Time*. New York: G.P. Putnam and Sons, 1940. (See No. 107, pp. 64-65)


VI. The Impact of Science and Industry on Life in Later Modern Times.


VII. The Impact of Political Ideas on Life in Later Modern Times
Chambers, Maria Cristina. *The Water Carrier's Secrets.* London; Oxford University Press, 1942. (See No. 175, p. 90)

Desmond, Alice Curtis. *For Cross and King.* New York: Dodd, Mead and Company, 1941. (See No. 179, p. 91)

Dickens, Charles. *Oliver Twist.* New York: Dodd, Mead and Company, 1941. (See No. 73, p. 52)


Harper, Theodore Acland. *His Excellency and Peter.* New York: Junior Literary Guild, 1930. (See No. 158, p. 84)


Ives, Mabel Lorenz. *He Conquered the Andes: The Story of San Martin the Liberator.* Boston: Little, Brown and Company, 1943. (See No. 186, p. 94)

Kummer, Frederick Arnold. *Courage Over the Andes.* Eau Claire, Wisconsin: E.M. Holt and Company, 1940. (See No. 187, p. 94)


Mitchell, Margaret. *Gone With the Wind.* New York: Macmillan Company, 1940. (See No. 192, p. 96)


Petroff, Boris. *Son of the Danube.* New York: Junior Literary Guild, Viking Press, 1940. (See No. 153, p. 82)


**VIII. Imperialism in Modern Times**


Bryant, Chester. *The Lost Kingdom.* New York: Julian Messner, Inc., 1951. (See No. 67, p. 50)

Byrne, Donn. *Messer Marco Polo.* New York: Century Company, 1921. (See No. 162, p. 85)


Hobart, Alice Tisdale. *Oil For the Lamps of China*. New York: Grosset and Dunlap, 1933. (See No. 164, p. 86)


Landon, Margaret. *Anna and the King of Siam*. New York: John Day Company, 1944. (See No. 85, pp. 66-57)


Lewis, Elizabeth Foreman. *Ho Ming, Girl of New China*. Chicago: John C. Winston Company, 1934. (See No. 166, pp. 86-87)


Wren, Percival Christopher. *Beau Geste*. New York: Frederick A. Stokes, 1925. (See No. 125, p. 71)

IX. The Impact of the First World War


X. The Impact of Totalitarianism and Democracy


XI. The Impact of the Second World War

Bates, H. E. *Fair Stood the Wind for France*. Boston: Little, Brown and Company, 1944. (See No. 204, p. 100)


XII. The Quest for a Lasting Peace


Nevins, Albert J. *The Adventures of Wu Han of Korea*. New York: Dodd, Mead and Company, 1951. (See No. 215, p 104)

TABLE II

TABULATION OF DATA ON HISTORICAL NOVELS ACCORDING TO OUTLINE OF WORLD HISTORY USING TOPICAL DIVISIONS

This table is based upon the outline of world history as found in World History, by Caldwell and Merrill. The numbers in the columns refer to the number of each book as it appears in the booklist found on pages twenty six through one hundred five. E, ME, MH, H represent Easy, Moderately Easy, Moderately Hard and Hard reading level.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>READING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Fair</td>
</tr>
</tbody>
</table>

I. The Achievements of Men in Early Times

A. Earliest Men and What They Learned to do

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>READING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Fair</td>
</tr>
</tbody>
</table>

B. The Ancient Egyptians in the Nile Valley

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>READING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Fair</td>
</tr>
</tbody>
</table>

C. Sumerians and Semites in the Near East

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>READING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Fair</td>
</tr>
</tbody>
</table>

II. The Civilization of the Ancient Greeks

A. The Story of the Ancient Greeks

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>READING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Fair</td>
</tr>
</tbody>
</table>

# TABLE II (Continued)

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>READING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Fair</td>
</tr>
</tbody>
</table>

**B. Greek Culture**

<table>
<thead>
<tr>
<th>Period</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the Classical</td>
<td>18, 19</td>
</tr>
<tr>
<td></td>
<td>18, 19</td>
</tr>
<tr>
<td>Good</td>
<td>20</td>
</tr>
<tr>
<td>Fair</td>
<td>20</td>
</tr>
</tbody>
</table>

**C. Life in the Hellenistic Age**

<table>
<thead>
<tr>
<th>Period</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

**III. The Civilization of the Romans**

<table>
<thead>
<tr>
<th>Period</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The Romans under the Republic</td>
<td>21, 22, 25</td>
</tr>
<tr>
<td></td>
<td>25, 21</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
<tr>
<td>B. The Romans under the Empire</td>
<td>27, 28, 29, 30, 31</td>
</tr>
<tr>
<td></td>
<td>27, 29, 30</td>
</tr>
<tr>
<td></td>
<td>31, 28</td>
</tr>
<tr>
<td>C. The Decline of Roman Civilization and the Triumph of Christianity</td>
<td>23, 24, 33, 34, 37, 39, 40, 27</td>
</tr>
<tr>
<td></td>
<td>24, 34, 37, 40, 27</td>
</tr>
<tr>
<td></td>
<td>23, 33, 31</td>
</tr>
</tbody>
</table>

**IV. The Civilization of Medieval Men**

<table>
<thead>
<tr>
<th>Period</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Three Civilizations in the Middle Ages</td>
<td>35, 44, 43, 46, 53, 49, 50, 75, 51, 23, 24, 77, 118, 87, 90, 51, 92, 98, 101, 102, 40, 34, 48, 105</td>
</tr>
<tr>
<td></td>
<td>35, 87, 90, 92, 105</td>
</tr>
<tr>
<td></td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>48</td>
</tr>
<tr>
<td>B. The Church and its Lasting Influence in Western Europe</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

Continued
### TABLE II (Continued)

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>READING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good</strong></td>
<td><strong>Fair</strong></td>
</tr>
<tr>
<td>45, 47, 54, 59</td>
<td>45, 59</td>
</tr>
<tr>
<td>63, 56, 144, 151</td>
<td>47, 59</td>
</tr>
<tr>
<td>57, 76,</td>
<td>56, 142</td>
</tr>
<tr>
<td>82, 121,</td>
<td>57, 144</td>
</tr>
<tr>
<td>142, 143,</td>
<td>63, 151</td>
</tr>
<tr>
<td>145, 146,</td>
<td>76, 151</td>
</tr>
<tr>
<td>147, 148,</td>
<td>82, 151</td>
</tr>
<tr>
<td>150, 152</td>
<td>121, 151</td>
</tr>
<tr>
<td></td>
<td>114, 151</td>
</tr>
<tr>
<td></td>
<td>146, 151</td>
</tr>
<tr>
<td></td>
<td>117, 151</td>
</tr>
<tr>
<td></td>
<td>148, 151</td>
</tr>
<tr>
<td></td>
<td>150, 151</td>
</tr>
<tr>
<td></td>
<td>152,</td>
</tr>
</tbody>
</table>

C. The Growth of Towns and the Rise of New Nations in Western Europe

V. The Impact of Revolutions and Political Ideas in Early Modern Times

A. The Commercial Revolution 46, 137 46, 137

B. Religious Revolution 55, 126, 127 55, 127

C. Intellectual Revolution 56, 57, 60, 61, 62, 89, 48, 129, 130, 132, 134 48, 136

D. The Triumph of Parliamentary Government in England 63, 64, 177, 179 63, 91 70, 99

68, 69, 69, 177, 100

45, 57, 57, 96

Continued
<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>READING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>70, 91, 177</td>
<td>68, 197</td>
</tr>
<tr>
<td>93, 94, 179</td>
<td>93,</td>
</tr>
<tr>
<td>100, 103, 179</td>
<td>95,</td>
</tr>
<tr>
<td>106, 107, 179</td>
<td>97,</td>
</tr>
<tr>
<td>108, 172, 179</td>
<td>100,</td>
</tr>
<tr>
<td>173, 174, 179</td>
<td>103,</td>
</tr>
<tr>
<td>176, 182, 179</td>
<td>108,</td>
</tr>
<tr>
<td>183, 185, 179</td>
<td>106,</td>
</tr>
<tr>
<td>196, 197, 179</td>
<td>107,</td>
</tr>
<tr>
<td>198, 199, 179</td>
<td>172,</td>
</tr>
</tbody>
</table>

D. The Triumph of Parliamentary Government in England (continued)

E. The Triumph of Absolutism in Europe

F. The Death and Destruction of Absolutism in France

VI. The Impact of Science and Industry on Life in Later Modern Times

A. The Work and Lasting Influence of Men of Science

B. The Industrial Revolution

Continued
<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>READING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>

### VII. The Impact of Political Ideas on Life in Later Modern Times

#### A. Liberalism Against Conservatism in Europe (1815-1848)

- Evaluation: 195
- Reading Level: 195

#### B. Nationalism and Forceful Political Leaders in Europe

- Evaluation: 94
- Reading Level: 94

#### C. Democracy and Autocracy in Europe (1871-1914)

- Evaluation: 74, 81, 73, 160
- Reading Level: 74, 81, 73, 160

#### D. Imperialism, Nationalism and Democracy in Latin America

- Evaluation: 132, 164, 175, 179, 186, 191, 180, 201
- Reading Level: 132, 164, 186, 191, 180, 201

### VIII. Imperialism in Modern Times

#### A. The Partition of Africa and its Effects

- Evaluation: 74, 78, 125
- Reading Level: 74, 78, 125

#### B. The Impact of Imperialism on China and Japan

- Evaluation: 161, 162, 165
- Reading Level: 161, 170, 164

#### C. The Development of Far-
TABLE II (Continued)

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>READING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>flung Empires</td>
<td></td>
</tr>
</tbody>
</table>

IX. The Impact of the First World War

A. The Breakdown of Peace Among the Major Nations

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>149,207</td>
<td>207</td>
<td>149</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. The Paris Peace Conference and the League of Nations

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

X. The Impact of Totalitarianism and Democracy

A. Communism in Russia

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>155,161</td>
<td>161</td>
<td>155</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Fascism in Italy and Nazism in Germany

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>139</td>
<td></td>
<td>139</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. The Democracy in Great Britain and France

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

XI. The Impact of the Second World War

A. The Breakdown of Collective Security

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>168,</td>
<td>168</td>
<td>204</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. The Mighty Onrush of Axis Powers

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>205,206,</td>
<td>205,206</td>
<td>209</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. The Total Victory of the United Nations Over the Axis Powers

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>210</td>
<td>210,</td>
<td>211</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continued
<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>READING LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>216</td>
</tr>
</tbody>
</table>

XII. The Quest for Lasting Peace

A. The Establishment of the United Nations

B. National Developments Since the Second World War

C. The Quest for Peace
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Evidence presented in this study seems to indicate several conclusions and to suggest recommendations concerning historical fiction and its relation to the teaching of world history.

CONCLUSIONS

The Apparent Need for Senior High Historical Fiction. This study shows that, while there has been a tremendous amount of historical fiction written on both the juvenile and adult level, there is need for still more. There is a real hiatus between the Junior High level and adult books. Although publishers' catalogues usually list their historical novels as being suitable for children from "12 and up"¹ a reading of the books shows in most instances that the stories are written for younger teenagers. A regrettable aspect of this situation is that there seems little likelihood of more books being written for this upper age group. One editor of juvenile books in one of the "Big Five" publishing companies indicated privately, not wishing to be quoted for business reasons,

that there is apparently small market for such books and that it is not economically profitable—for that house, at least—to carry many writers for young adult fiction.\footnote{2}{Interview with editor who prefers not to have name used.} If this is the general situation it is an unhappy prospect for the teen-age reader.

**Limitations of Adult Historical Fiction for High School Reader.** The Senior High School student of normal or advanced ability must rely to a great extent upon adult historical novels. Although there are many fine ones for him to choose from, there are also others which have excellent historical backgrounds, but for other reasons are not entirely suitable. Perhaps the style is antiquated and uninteresting—the works of Dickens or Dumas or Bulwer Lytton, for example. Or, in the case of much recent historical fiction, there is a tendency toward sensationalism in the handling of the sex theme. While this may not necessarily be harmful to the student it tends, at least, to overshadow the history in the tale. The novels of Frank Yerby and of Leslie Turner White are examples of this type of historical fiction.

**Lack of Historical Novels for Certain Periods.** Another conclusion of this study is that while there has
been much writing done, it has been concentrated in certain areas in world history. Eleven books were selected out of a large field for the Middle Ages in this book list, whereas intensive search uncovered only three books for the Prehistoric Period. There is very little on the Assyrians, the Phoenicians, on Alexander and the Hellenistic Culture, on the Barbarians, Charlemagne, the Spaniards, the early Japanese, to mention a few which are conspicuously neglected. Novels may be found on these topics, but in some instances none of them could be recommended on the basis of the established criteria for this study. Understandably, the largest amount of historical writing available to this study has been in American history. Here the problem was not in paucity of material, but in wise selection from the abundance available. The charts on pages 106-115 and 132-138 indicate the spread of books in the different topic areas.

**Historical Novels Not a Complete Picture.** One of the original ideas of this study was that it might be possible to develop a book list so complete that it could be used as a basis for the teaching of world history. An unavoidable conclusion, however, is that this is not practical. It does not seem to be possible to find books which encompass the different historical eras and trends. There is much duplication in some areas and
an almost complete lack of material in others. Even the most careful selection of excerpts from books available leave some phases of world history almost untouched. As a basis for a world history course these historical novels would be an incomplete picture. As collateral reading, however, they would enrich the course tremendously.

**Problem of Obtaining Books.** One of the difficulties in carrying out this study has been the problem of obtaining the books mentioned in the various book lists. Some are out of print, some are not widely known, and many of the recent ones have not yet become available in libraries. This same problem would be encountered in using this list in the classroom work. It is hoped that by mentioning several books in each category one, at least, may be available to anyone interested in using the list.

**RECOMMENDATIONS**

**Suggestions for Follow-up Studies.** The completion of this study leaves many questions unanswered and suggests numerous possibilities for further studies.

An interesting study might be to try to ascertain why it is that there is so little writing done on the young adult level. Is it true that there is no market for such work? If this is true, what are the reasons?
Are students of that age reading less than the younger ones, or are they reading adult books, or have relatives stopped giving them books as presents, or do they have a psychological reason for rejecting fiction on the "juvenile" level?

Another study might be done in one or two historical areas in which there seems to be so little fiction available. Perhaps a concentrated search would reveal more material than this study has found.

A more complete annotation of these books for reading level might be valuable. There is, necessarily, a wide range in the four divisions used in this study.

Finally, a most interesting study might be the misconceptions of history which students receive from the reading of historical novels.

Recommendations for Further Development of Literary Resources for Use in Teaching History.

An anthology of selections from or condensations of historical novels which are out of print would help to solve the teacher's problem of obtaining books.

Source materials could be increased by the edition of expurgated editions of some of the good historical novels which, in their present form, are not suitable for High School classroom use.
Those who are interested in juvenile writing might find it worth while to study the areas in which historical fiction is limited and to write books in those areas.

A compilation of a list on non-fiction materials useful in teaching world history would be valuable.

A booklist for the teaching of American history might also be worth compilation. In this instance it is possible that books could be selected which deal with each phase of history and present a complete enough picture to enable a teacher to organize a course on the basis of historical novels alone.

Historical fiction is of such great value in bringing to life and enriching history for the High School student that any further work in the field--either the writing of new material or the developing of new tools to make greater use of material already written--would seem to be eminently worth while.
BIBLIOGRAPHY

A. BOOKS

1. Novels


<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berry, Erick</td>
<td>The Winged Girl of Knossos</td>
<td>New York: D. Appleton Century Company, 1934</td>
<td></td>
</tr>
<tr>
<td>Boyd, James</td>
<td>Drums</td>
<td>New York: Charles Scribners' Sons, 1928</td>
<td></td>
</tr>
<tr>
<td>Braddy, Nella</td>
<td>Rudyard Kipling: Son of Empire</td>
<td>New York: Julian Messner, Inc., 1941</td>
<td></td>
</tr>
<tr>
<td>Bridge, Ann</td>
<td>The Dark Moment</td>
<td>New York: Macmillan Company, 1952</td>
<td></td>
</tr>
<tr>
<td>Bryant, Chester</td>
<td>The Lost Kingdom</td>
<td>New York: Julian Messner, Inc., 1951</td>
<td></td>
</tr>
<tr>
<td>Brink, Carol R.</td>
<td>Lad With a Whistle</td>
<td>New York: Macmillan and Company, 1941</td>
<td></td>
</tr>
<tr>
<td>Byrne, Donn</td>
<td>Messer Marco Polo</td>
<td>New York: Century Company, 1921</td>
<td></td>
</tr>
<tr>
<td>Chambers, Maria Cristina</td>
<td>The Water Carrier's Secrets</td>
<td>London: Oxford University Press, 1942</td>
<td></td>
</tr>
<tr>
<td>Chandler, Alice Curtis</td>
<td>Dragons on Guard</td>
<td>New York: J. B. Lippincott Company, 1944</td>
<td></td>
</tr>
<tr>
<td>Clemens, Samuel</td>
<td>The Prince and the Pauper</td>
<td>New York: Harper and Brothers, 1909</td>
<td></td>
</tr>
<tr>
<td>Coblentz, Catherine Cate</td>
<td>The Beggars' Penny</td>
<td>New York: Longmans, Green and Company, 1943</td>
<td></td>
</tr>
<tr>
<td>Coblentz, Catherine Cate</td>
<td>The Bells of Leyden Sing</td>
<td>New York: Longmans, Green and Company, 1944</td>
<td></td>
</tr>
<tr>
<td>Coblentz, Catherine Cate</td>
<td>The Falcon of Eric the Red</td>
<td>New York: Longmans, Green and Company, 1942</td>
<td></td>
</tr>
<tr>
<td>Coe, Frederick L.</td>
<td>Graven With Flint</td>
<td>New York: Thomas Y. Crowell Company, 1950</td>
<td></td>
</tr>
</tbody>
</table>


Kummer, Frederick Arnold. *Courage Over the Andes*. 
Eau Claire, Wisconsin: E. M. Holt and Company, 1940.


Landon, Margaret. Anna and the King of Siam. New York: John Day Company, 1944.


Lide, Alice Alison and Johansen, Margaret Alison. Pearls of Fortune. New York: Junior Literary Guild, 1931.


Liljencrantz, Ottilie A. The Ward of King Canute. Chicago: A. C. McClurg and Company, 1903.


Llewellyn, Richard. The Witch of Merthyn. New York:


Major, Charles. When Knighthood Was in Flower. New York: Grosset and Dunlap, 1898.


Resnick, William S. *The Dragonship: A Story of the Vik-


2. Professional Literature


B. PERIODICALS


