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THE TREATMENT OF FOREIGN PEOPLES AND CULTURES IN AMERICAN HIGH-SCHOOL LITERATURE BOOKS

by

Charles Stephen Lewis

A dissertation submitted in partial fulfillment
of the requirements for the degree of
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THE TREATMENT OF FOREIGN PEOPLES AND CULTURES IN AMERICAN HIGH-SCHOOL LITERATURE BOOKS

By Charles Stephen Lewis

The purpose of this investigation has been to determine the extent of material and the nature of such material dealing with foreign peoples and cultures to be found in American high-school literature books. It was hoped that such a study might result in the improvement of high-school literature books toward a better international understanding.

One hundred thirty-two high-school literature texts published since 1930 were secured for examination after correspondence with twenty-six publishing companies which had been active in the publication of such textbooks. These textbooks were carefully read and analyzed and the results of the analysis recorded on a form for recording data adopted from one recommended by UNESCO. The study was made in five divisions according to the courses for which the texts were designed: English literature, American literature, English and American literature combined, general literature, and world literature.

The following seven questions were posed and answered:

1. How much material about other nations is to be found in high-school literature books?

In English literature books an average of 11.5 per cent of their contents is devoted to foreign peoples; American literatures average 9.3 per cent; books combining selections from English and American literature devote 17.8 per cent to foreign peoples; general literatures average 22.2 per cent and world literatures 41.7 per cent.

2. What is the materials' distribution?

About 58 per cent was European, with Italy, France, Russia, and

Germany leading in that order; the Orient was represented by 18 per cent, most of which was divided between China and India; South American literature comprised 13 per cent; and the remaining 11 per cent was scattered among other parts of the world.

3. Does the material give a true picture of these peoples and their ways of life in a modern day world?

Little delineating modern conditions in foreign lands is to be found in American high-school literature books and that little is representative of only a portion of the globe.

4. Have our literature books kept pace with present conceptions of world citizenship?

The books for the four courses that survived World War II (general literature courses have replaced those combining English and American literature) all advance "ideals of human freedom...world interdependence, and the need for international organization".

5. What is the trend; that is, are these peoples better represented now than before the second world war?

Foreign peoples and cultures are better represented since World War II in general literature and world literature books; they are not better represented in American and English literature books.

6. What proportion of this literature is written by American and English authors about the countries and how much of it is the actual product of foreign writers?

The contribution of foreign authors to English and American literature books has been negligible; foreign authored selections comprise 4.9 per cent of general literature books and 22.7 per cent of world literatures.

7. What recommendations should be made for future editors of high-school literature books?

All materials offensive to foreign peoples should be eliminated; English and American literatures should increase the space allotted to

modern writers; general literature and world literature books should increase the number of inclusions dealing with modern times in foreign lands and the amount of material written by foreign authors; the apportionment of such material might be altered the better to fit today's world. Since the democracies are competing with the communists in a cold but vital war involving the millions of peoples of India, the rest of the Orient, and much of Europe and the Middle East, we should do all we can to promote a better understanding of those foreign peoples by American high-school students. The attitude-influencing power of literature can be utilized as a very potent weapon in our non-military arsenal.

ACKNOWLEDGMENTS

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The publishing companies listed in Table 1 deserve thanks for their coooeration; none denied its aid in the amassing of the information needed for such a dissertation as this.

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CHAPTER I

THE PROBLEM

Statement of the Problem

The purpose of this investigation is to determine the extent of material and the nature of such material dealing with foreign peoples and cultures to be found in American high-school literature books. An objective of this study is the improvement of American high-school literature books in the direction of better international understanding. The problem stated briefly is twofold: how are we treating foreign peoples and cultures in our high-school literature books, and how can the literature books be improved to promote good inter-cultural relations?

The Reasons for the Study

With the world in the atomic age, the need for peace based on international understanding is apparent to all but the extreme nationalists and the most optimistic. President Eisenhower spoke of world citizenship in his inaugural address; in his State of the Union message he said, "American freedom is interlocked with the freedom of other peoples."

The President was voicing a thought which has been shared by most of our outstanding leaders for many years - that we are a part of one world, that we must learn to live with our international neighbors. To live peacefully with

other nations requires an understanding of their peoples and cultures; consequently what we teach in high-school literature courses about the other countries of the world should be of considerable importance in shaping the attitudes of those students who take them. Our attitudes toward countries and those who inhabit them are greatly influenced by what we read about them in literature; for example, what reader has not been impressed with the god-like Greeks of Homer; how tightly bound to England have we been because of shared writers and writing.

UNESCO, the American Council on Education, and a great many other organizations as well as many individuals have recognized the influence of textbooks on student attitudes and the effect of those attitudes, in turn, on world peace. How widespread this realization is will be evidenced in Chapter II, which deals with previous textbook studies for the betterment of international relations. UNESCO has this to say: "The importance of textbooks and teaching materials in shaping attitudes toward other nations and in developing international understanding or misunderstanding has long been recognized."[1]

George F. Zook, in discussing the subject, used these words: "It has long been held that much could be done to improve international friendship by careful attention to what is said and what is not said in the school textbooks of any

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[1] UNESCO, A Handbook for the Improvement of Textbooks and Teaching Materials as Aids to International Understanding (Paris: UNESCO, 1949), p. 9.

one country about other nations."[1] I. James Quillen in the same pamphlet says: "In many schools the textbook is the course of study, and its contents determine, to a very large extent, what children and youth shall learn in school about peoples and places beyond the range of their direct experience. While the influence of the textbook on the building of attitudes has still not been fully determined by educational and psychological research, it must be extensive. . . ."[2]

He also says, "Graduate students should be encouraged and assisted to do research in the improvement of teaching materials for masters' theses and doctoral dissertations."[3]

Mr. Quillen has been one of the most eloquent spokesman for textbook analysis as an aid to international harmony. Besides preparing a history of textbook studies made in this country, Mr. Quillen has written a number of articles urging additional studies. Writing in Educational Leadership, he says: "The opinions and attitudes of most literate adults have been conditioned by the textbooks and teaching materials they studied in school.

"In the long run, textbooks and teaching materials will make an important contribution to the development of the understandings and attitudes necessary to secure and maintain a

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[1] I. James Quillen, Textbook Improvement and International Understanding (Washington, D. C.: American Council on Education, 1948), p. v.

[2] Ibid., p. 2.

[3] Ibid., p. 63.

peaceful world."[1]

If works dealing with foreign peoples and cultures are selected for inclusion in anthologies on the basis of the attitudes these works induce rather than on the single traditional criterion of literary merit, some old favorites may, to the pain of the lover of literature, be dropped from future books, but their loss will be a small price to pay indeed if the sacrifice aids in any way whatsoever in making it possible for future generations to enjoy their rich literary heritage.

It is not the intent of such studies as this to eliminate pride in our country and what is American; it should be emphasized that the exact opposite is the aim: we, as Americans can have a sounder appreciation of our own nation if our knowledge of other nations is not based on prejudice and falsehood. Again Professor Quillen has stated the point well:

> In the building of public support for action in the improvement of teaching materials to achieve better international understanding, it is important to make clear: (a) that intelligent national citizenship is based on the widest possible dissemination of accurate information; (b) that there exists no conflict between a wholesome national patriotism and citizenship and international understanding - on the contrary they are complementary; and (c) that UNESCO does not stand for peace at any price but for international order under law. International relations are relations between nations; hence, a wholesome internationalism is based on a wholesome nationalism. On the other hand, in an interdependent world no nation can maintain a high level of national well-being without a large measure of international well-being. International understanding is an extension of national citizenship in the same manner that national citizenship is an extension of local and state citizenship. The task of education in

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[1] I. James Quillen, "Textbooks Contribute to World Understanding," Educational Leadership, October, 1950, p. 36.

> the United States is to develop the understanding, ideals, and competence necessary for effective living as a democratic citizen of a community, state, and nation in an interdependent world. Finally, the development of international understanding and cooperation within the program of UNESCO does not envisage peace at any cost. UNESCO is an official agency for building educational and cultural support for the United Nations, and its program stands for the use of force to restrain aggressor nations if that becomes necessary.[1]

While numerous textbook studies for the improvement of international relations have been made in this country (see Chapter II), none has been done exclusively in the field of high-school literature nor on this particular subject.

Questions To Be Answered

If it is assumed that high-school students should know about foreign cultures and that their attitudes are influenced by what they read in literature classes, a number of questions for study present themselves:

1. How much material about other nations is to be found in high-school literature books?
2. What is its distribution; that is, how much is devoted to each country?
3. Does the material give a true picture of these peoples and their ways of life in a modern day world?
4. Have our literature books kept pace with the present conceptions of world citizenship?
5. What is the trend; that is, are these peoples better represented now than before the second world war?
6. What proportion of this literature is written by American and English authors about the countries and how much of it is the actual product of foreign writers?

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[1] Quillen, Textbook Improvement and International Understanding, pp. 65-66.

7. What recommendations should be made for future editors of literature books?

Hypotheses

The study is based on the following hypotheses:

A. The amount of literature dealing with foreign peoples and cultures in American high-school literature books has increased since the ending of World War II.

B. The attitudes toward foreign peoples expressed in the literature books have become less provincial than formerly, and an increase in world-mindedness has occurred.

World-mindedness, when used here and in other parts of this dissertation, is to be construed in the light of the UNESCO definition:

> The ideals of human freedom, dignity, equality, and brotherhood should be emphasized. . . . Common responsibility for world conditions should be stressed. . . . World interdependence and the need for international organization and cooperation should be made clear.[1]

C. In general literature books and world literature books the proportion of literary offerings written by foreign authors about their own countries and peoples in relation to those written by English and American authors about foreign countries has increased.

Sources of Information

The primary sources of information were high-school literature books. A list of twenty-six publishing companies was compiled from the high-school library source book, A Basic Book Collection for High Schools.[2] These publishers were selected because they had published at least one book in the fields of high-school literature. Letters were then written

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[1] UNESCO, op. cit., p. 82.

[2] Joint Committee of the American Library Association, A Basic Book Collection for High Schools (New York's American Library Association, 1950).

to the twenty-six requesting a list of titles of high-school literature books published by the company since 1930. In this way, titles of books published between 1930 and 1955 were secured. The twenty-six publishing companies and their addresses are listed in Table 1. Twenty-five of the companies cooperated, not only by supplying the requested information but also, in some cases, by sending copies of the textbooks as well; the other company was no longer in business. On the basis of the lists so secured, one hundred thirty-two texts were acquired for examination.

Method of Analysis

These one hundred thirty-two books were carefully read and analyzed in order to determine the amount and the nature of the material they contained. A sample form for recording data and the complete analysis of one book are to be found in Appendix I. This form for recording data was adapted from one recommended in UNESCO's A Handbook for the Improvement of Textbooks and Teaching Materials as Aids to International Understanding. Each book was analyzed with the previously listed seven questions in mind and from the standpoint of the following criteria for evaluation evolved by UNESCO:

> A. Eliminate all material tending to prevent an understanding between the nations, to wound the national self-esteem of other nations, to arouse hatred and contempt of foreign peoples.
> B. Stereotyped concepts are to be avoided.
> C. Minority groups, other races, and other nations and nationalities should be treated fairly and due representation should be given to their contributions. The same standards of scholarship, justice, and morality which are applied to one's own nation should be applied to others, including former enemies in war and nations with whom

TABLE 1

PUBLISHERS OF THE BOOKS ANALYZED IN THIS STUDY

Allyn & Bacon	2231 South Parkway	Chicago 16
American Book Co.	351 E. Ohio St.	Chicago 11
E. P. Dutton & Co.	300 Fourth Ave.	New York 10
Ginn & Company	2301 Prairie Ave.	Chicago 16
Globe Book Co.	175 Fifth Avenue	New York 10
Harcourt, Brace & Co.	383 Madison Ave.	New York 17
Harper & Brothers	49 E. 33rd St.	New York 16
D. C. Heath & Co.	285 Columbus Ave.	Boston 16
Henry Holt & Co.	257 Fourth Ave.	New York 10
Houghton Mifflin Co.	2 Park Street	Boston 7
Iroquois Publishing Co.	128 North Wells	Chicago 2
Laidlaw Brothers	328 S. Jefferson St.	Chicago 6
J. B. Lippincott Co.	333 West Lake St.	Chicago 6
Little, Brown & Co.	34 Beacon St.	Boston 6
McGraw-Hill Book Co.	330 W. 42nd St.	New York 18
Macmillan Company	60 Fifth Avenue	New York 11
Mentzer, Bush	2210 S. Park Way	Chicago 16
Noble & Noble	67 Irving Place	New York 3
Oddyssey Press	101 Fifth Avenue	New York 3
Oxford Book Co.	222 Fourth Avenue	New York 3
Rand McNally & Co.	536 South Clark	Chicago 5
Scott, Foresman, & Co.	433 E. Erie St.	Chicago 11
Charles Scribner's Sons	597 Fifth Avenue	New York 17
Silver Burdett Co.	221 E. 20th St.	Chicago 16
L. W. Singer Co.	249-259 West Erie	Syracuse 2
World Book Co.	2126 Prairie Ave.	Chicago 16

there is current rivalry and conflict. Unpleasant facts and undesirable conduct should not be ignored, but they should be placed in perspective, and controversial issues should be presented objectively. Terms and phrases which develop prejudice, misunderstanding and conflict, and give offense to other peoples should be avoided.

D. The ideals of human freedom, dignity, equality and brotherhood should be emphasized. The need of a moral code of mutual human behavior and a sense of common responsibility for world conditions should be stressed. The advances of civilization, the obstacles to human progress, world ideals and heroes, world interdependence and the need for international organization and cooperation should be made clear.

E. The analysis of existing materials should indicate their strengths as well as their weaknesses and should result in positive recommendations to serve as guides for continuing improvement.

Model passages and summaries of desirable content not only provide a standard for the appraisal of textbooks and teaching materials, but they also serve as guides to authors and publishers and to the educational authorities selecting and using textbooks and teaching materials, thus giving a constructive emphasis to textbook analysis projects.

F. In applying the criteria either to particular topics or to a whole textbook, descriptive information and illustrative quotations along with the evaluative generalizations based on them should be recorded.[1]

Every item of literature which refers to a foreign country or culture, or which has foreign characters, or any reference to foreigners has been analyzed with the UNESCO criteria as the basis for judgment. Each of these items has been summarized and, in appropriate cases, quotations have been presented. On the basis of the evidence supplied by these quotations and summaries, each article has then been labeled as desirable, undesirable, or neutral. The article was considered desirable if it advanced "ideals of human freedom, dignity, equality, brotherhood, . . . world interdependence, and the need for international organization."[2] It was

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[1] UNESCO, op. cit., p. 29, pp. 74 ff.

[2] Ibid., pp. 78 ff.

considered undesirable if it tended "to wound the self-esteem of other nations, to arouse hatred and contempt for foreign peoples," contained stereotypes or "terms and phrases which develop prejudice, misunderstanding, . . . give offense."[1] It was labeled neutral if the reader would not be motivated one way or another in his attitudes toward foreigners. Desirable and undesirable selections are included in the body of the dissertation; neutral items are placed in appendices.

It will be noted that the number of pages and the percentage of the whole book devoted to foreign peoples and cultures are two of the items to be found on the form for analyzing each book. The number of pages and percentage of the whole written by foreign authors also are recorded, as are the same items for selections dealing with present day life in foreign countries.

It can be argued, not without justification, that literature cannot be measured by the pages or the pound, that one page of Shakespeare outweighs a ton of Spillane; and this, of course, is true. However, this study assumes that editors of anthologies exercise good judgment in the selection of articles they print, and that such items are selected partly on the basis of literary merit; hence we can attach some importance to the amount of material that appears in a book. It is to be remembered also that the absence of material is quite often more important than its presence; it's the old Sherlock Holmes story of what the dog didn't do in the nighttime.

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[1] Ibid.

Another analogy might be that, while only one district can send a Churchill to Parliament, the other districts of England still want to be represented. In short, as UNESCO and the American Council on Education have concluded, the amount of material about other peoples and lands, or the lack of it, is of some importance.

The reason that measurement was made of the material contributed by foreign authors was that, while some exceptions can be found, the writer is likely to be a better spokesman of the people and culture which produced him than is an alien; an interpreter may be more grammatical than a native but quite often he loses the flavor which the original work had. Pearl Buck makes a sympathetic speaker for the Chinese people, but she does not exemplify Chinese culture nor the literature of China. Foreign writers are deemed to be those who did not write in English for an English (or American, or Canadian, etc.) speaking public.

Since one of the objectives of this paper has already been stated to be the improvement of textbooks toward better international understanding, it is apparent why a consideration of the material dealing with present day life in foreign countries has been included.

The Divisions of the Study

The study has been made in five divisions: English literature, American literature, English and American literature as a combined course, general literature, world literature (including modern literature). These five divisions were

natural ones since most high-school literature books are designed to meet the needs of one of these five specific courses. Thirty-four books designed for none of these courses are analyzed in Appendix VI.

Delimitations

Books published since 1930 were used for the study because it was felt that twenty-five years was a sufficient span of time to reveal any trends in high-school literature books. It was also felt that books published prior to 1930, while of interest to the scholar, could contribute little to the fulfillment of the objectives of this study since they would have little influence on the present day high-school student and the betterment of international understanding.

It should be remembered that textbooks are not like most best sellers: they do not reach their maximum sales in the first year or two of publication; a textbook usually takes several years for any widespread adoption. Consequently, a number of the books included in this study bear a copyright date earlier than 1930; but, because they were published after that time, their inclusion was necessary.

The one hundred thirty-two books studied constituted 91 per cent of those listed by the publishing companies. Twelve books listed were out of print and unavailable. It was felt, however, that the one hundred thirty-two could be considered sufficiently representative to make their study a valid one. The titles of all the books analyzed and a list of those omitted may be found in a bibliography at the back

of this dissertation.

The Pattern of the Study

The plan of this study follows closely that evolved by the American Council on Education.

> This pattern involves: (1) the selection of the most frequently used textbooks; (2) the identification of important topics and accurate and desirable content; (3) the analysis of the textbooks . . . in terms of these topics, noting quantity of content, accuracy, objectivity, balance, tone, and adequacy; (4) the presentation of the findings in expository form, using tables to present quantitative data and quotations to illustrate the nature and quality of the content; and (5) listing the conclusions of the study and making recommendations for the improvement of textbooks. . . .[1]

Since the Council plan was worked out through a number of textbooks studies made in the field of the social sciences, it contains elements not applicable in a literature analysis. For example, while "desirable" content can be determined, "important topics" and "accuracy" are not pertinent to literature books, whereas they are the sine qua non of histories. This study follows the Council plan in all other respects, however: (1) the manner of securing the textbooks has been explained; (2) the criteria for determining desirable and undesirable material has been detailed; (3) the method of analysis has been described; (4) the findings, including tables and quotations follow in the body of the dissertation; and (5) the conclusions and recommendations for the improvement of textbooks comprise the last chapter.

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[1] Quillen, Textbooks and International Understanding, p. 58.

The next chapter is concerned with previous textbook studies for the improvement of international relations; in Chapter III English literature books are analyzed; Chapter IV considers American literatures; Chapter V reviews books combining selections from English and American literature; general literature books are considered in Chapter VI as are world literatures in Chapter VII; and Chapter VIII is the summing up.

CHAPTER II

PREVIOUS TEXTBOOK STUDIES FOR THE IMPROVEMENT OF INTERNATIONAL RELATIONS

The International Extent of Textbook Studies for the Improvement of International Relations

The UNESCO Handbook states:

> Since the first world war, extensive efforts have been made to improve textbooks as aids to peace. The second world war was, of course, a discouraging set-back, but fortunately many of the constructive results of earlier work have survived, and those who seek to improve textbooks and teaching materials today have a rich background of experience from which to draw.[1]

Just how extensive such efforts have been and how rich is the background of experience may be realized when one discovers that the bibliography contained in the UNESCO Handbook lists seventy-five different articles and books in this field available in the English language.[2] Many others are to be found in Dutch, German, French, Hungarian, Portuguese, Scandinavian, and Spanish. The Handbook itself contains a detailed history of international efforts to improve textbooks and teaching materials, tracing the movement back to 1889 when the first Universal Peace Conference urged that causes of war and accounts of wars fought should be corrected in history textbooks.

The movement toward textbook reform was tremendously

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[1] UNESCO, op. cit., p. 9. [2] Ibid., pp. 137-145.

accelerated near the end and immediately following the first world war. "One of the outcomes of the war was the widespread conviction that hatred and lack of understanding among nations was, in part, due to the chauvinism found in school textbooks."[1] Most of the civilized world was interested in this movement. The National Union of Public School Teachers of France and the Colonies, the German Association of Radical School Reformers, the Japanese Association of Teachers, the Workers' Education Association of Great Britain, Professor Altimira of Spain, the Netherlands Teachers Association, the history teachers of Poland, Anatole France: all of these institutions and individuals called for textbook reform.

With such a widespread demand the League of Nations entered the field through the International Committee on Intellectual Cooperation. (The I.C.I.C. served the League of Nations in a similar capacity to that of UNESCO today.) After some years of study, the I.C.I.C. produced the Casares Resolution which, in effect, allowed National Committees (subdivisions of I.C.I.C.) to protest to other National Committees of offending countries regarding the truth of materials contained in textbooks. The National Committees of the offending countries could then delete or not, as they wished, the objectionable material. Two weaknesses of the Resolution were that, in some countries, private rather than governmental publishing of textbooks was the rule, and the national governing body did not select textbooks. The Casares Resolution was

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[1] Ibid., p. 10.

adopted by the League in 1926, but it was utilized only three times in the next four years and in only one case were any changes brought about in the textbook in question. A new and somewhat stronger Casares Resolution was passed in 1932, but neither that nor a subsequent Declaration on the Teaching of History formulated by I.C.I.C. as "a model international agreement for the teaching of history" was particularly effective because they both required enforcement by national governments; and the national governments of the major powers refused, for one reason or another, to sign the Declaration. The United States, for example, refused because education in this country is a function of state government rather than of the federal government. The following countries signed the Declaration: Afghanistan, Argentina, Belgium, Chile, Colombia, the Dominican Republic, Egypt, Estonia, Finland, Greece, Iran, the Netherlands, Norway, Sweden, the Union of South Africa. While only these nations officially endorsed the Declaration, all of the major powers declared themselves in sympathy with the principles underlying it.[1]

The records of what had been done up to 1932 internationally in this field were published by I.C.I.C. in, first, a French edition and, a year later, an English edition.[2]

Other international organizations which have contributed to the study of the problem of textbook improvement include

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[1] Ibid., pp. 19 f.

[2] International Institute of Intellectual Cooperation, School Textbook Revision and International Understanding (English edition; Paris: The Institute, 1933).

the following:

1. The Carnegie Endowment for International Peace inquired into "the treatment of the causes and results of the first world war in the most recent textbooks of the ex-belligerent nations."[1]

2. The International Moral Education Congress considered the subject, "The International Spirit and the Teaching of History," in 1922.

3. The International Federation of Trade Unions held a special Peace Congress in 1922 and passed a resolution stating "that the teaching in the public schools . . . should be inspired by the principle of peaceful settlement of international differences."

4. The International Federation of Teachers' Associations made textbook revision "a basic part of [its] programme of promoting cooperation between teachers and schools for the maintenance of international peace."

5. The International Peace Bureau for over a period of thirty-seven years advocated school textbook revision for world peace.

6. The International Federation of League of Nations Societies sponsored a project, "Propaganda through the Schools," which "resulted in a strong recommendation that the member national societies examine the history and civics textbooks of their respective countries with a view to procuring the elimination of material incompatible with ideals of world peace."

7. The World Alliance for Promoting Friendship through the Churches published a two volume study, Nationalism in History Textbooks.

8. The World Federation of Education Associations worked with the American Association of University Women in a textbook study.[2]

9. The Women's International League for Peace and Freedom urged "the setting up of international committees for the examination of school books."

10. The International Committee of Historical Sciences

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[1] The material quoted in this sentence and that in the subsequent sentences about international organizations may be found in UNESCO, op. cit., pp. 24 ff.

[2] This study is discussed further on page 23.

in 1931 and 1933 "instituted two inquiries into the teaching of history in elementary and secondary schools," receiving answers from thirty countries in the first inquiry and from twenty-six in the second.

The Work of UNESCO

Since the second world war, activity in the field of textbook improvement has been led by the United Nations Educational, Scientific and Cultural Organization.

"One of the major tasks of Unesco is to further education for the development of international understanding, and one important facet of this many-sided responsibility is the improvement of textbooks and teaching materials."[1] This organization has provided the following services for the world:

1. It has served as a clearing house on the analysis and revision of textbooks and other teaching materials.
2. It has provided trained staff members for practical consultation on textbook analysis.
3. It has encouraged inter-governmental cultural agreements.
4. It has attempted to identify major topics of international importance.
5. It has called world conferences for the discussion of methods for textbook improvement.
6. It has published a book on the history of textbook revision for the betterment of international understanding and has outlined "A Model Plan for the Analysis and Improvement of Textbooks and Teaching Materials as Aids to International Understanding."[2]

The method of analysis outlined in Chapter I of this paper was adapted from the recommendations found in UNESCO's model plan.

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[1] UNESCO, op. cit., p. 9. [2] Chapter title, Ibid., p. 69.

Since the inception of the organization, UNESCO has felt strongly that textbook improvement and the furthering of world peace are parts of the same pattern. G. H. Fitzwater said, "Unesco's program for textbook improvement is based on the belief that statesmen and educators can unite in an international effort to improve textbooks for better world understanding."[1] R. W. Crary, reporting on the Brussels Seminar, stated: "One criterion for selection of textbooks should be the quality of international understanding developed in the text."[2]

Social Studies Textbook Analysis in the United States

Textbook studies in the United States have been numerous, particularly since World War II.[3] A history of the studies made in this country together with a summary of them may be found in a pamphlet previously referred to: I. James Quillen, Textbook Improvement and International Understanding (Washington, D. C.: American Council on Education, 1948). Mr. Quillen of Stanford University made the report for the American Council on Education at the request of the United States National Commission for UNESCO.

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[1] G. H. Fitzwater, "Unesco's Program for Textbook Improvement," Educational Leadership, February, 1951, p. 313.

[2] H. R. Anderson (et al.), "Reports on the Unesco Seminars on the Improvement of Textbooks," Social Education, April, 1951, p. 181.

[3] A listing of the various studies may be found in the U. S. Library of Congress, Textbooks: Their Examination and Improvement (Washington, D. C.: The Library, 1948).

Some of the organizations that have aided such studies include the American Council on Education, the Institute of Pacific Relations, the National Conference of Christians and Jews, the Office of the Coordinator of Inter-American Affairs of the U. S. Government, and the Library of Congress.

Early ventures into the field of textbook analysis were largely concerned with the treatment of the American Revolution in our history books. Albert Bushnell Hart,[1] H. Morse Stephens,[2] and Charles Altschul[3] all concluded that American history books were unfair to the British and misleading and incomplete in their handling of the history of the American Revolution.

The close of the first world war marked a high point in American nationalism and this, plus the strong feeling aroused by the League of Nations controversy, caused a reaction against the history book revisers. William Randolph Hearst, veterans' organizations, the mayor of Chicago, Senator Borah: all of these and others protested against revisions as being unpatriotic. For a few years the faction which Arthur Walworth calls "the drum and trumpet school of history" was in the ascendent.[4]

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[1] A. B. Hart, School Books and International Prejudices. International Conciliation, No. 38 (New York: American Association for International Conciliation, 1911).

[2] H. M. Stephens, "Nationality and History," American Historical Review, XXI (January, 1916).

[3] C. Altschul, The American Revolution in Our School Textbooks (New York: George H. Doran Co., 1917).

[4] Mr. Walworth conducted a textbook study recorded on page 22.

By 1925 the controversy had abated, and between that date and 1938 four studies of the treatment of wars in history textbooks were made. Jonathan F. Scott, an Englishman, made a study of English, French, and German history texts and their treatment of internationalism.[1] Donald R. Taft, an American, made a similar study of history textbooks of France, Germany, the United States, and Mexico.[2] Two other Americans also made studies: John Harbourt concentrated on the treatment of the first world war in American, English, French, and German high-school histories;[3] and Arthur Walworth studied the treatment of all wars in which the United States had engaged, using for his study American high-school history textbooks and those of Uncle Sam's opponents in the various wars.[4]

Three organizations sponsored history textbook studies in an attempt to discover how much was taught about war and what was the nature of the war material. The Association for Peace Education promoted one,[5] the National Council for

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[1] J. F. Scott, The Menace of Nationalism in Education (London: George Allen and Unwin, Ltd., 1926).

[2] D. R. Taft, "History Textbooks and Truth," Proceedings of the Association of History Teachers of the Middle States and Maryland, No. 24 (1926).

[3] J. Harbourt, "The World War in French, German, English, and American Secondary School Textbooks" in the First Yearbook of the National Council for the Social Studies (Philadelphia: McKinley Publishing Company, 1931).

[4] Arthur Walworth, School Histories at War (Cambridge: Harvard University Press, 1938).

[5] Association for Peace Education, An Analysis of the Emphasis Upon War in Our Elementary School Histories (Chicago: The Association, 1923).

Prevention of War sponsored another[1] and the American Association of University Women joined with the World Federation of Education Associations to complete a third.[2]

The American Council on Education has sponsored a number of studies other than the Quillen report which has been frequently mentioned in this paper. One of these was done by Elizabeth Yates Webb;[3] others will be discussed in the next section of this dissertation.

John H. MacCracken made a special study of what was taught about the League of Nations in high-school government textbooks.[4]

Textbook Studies Regarding Special Sections of the World

Doctoral Dissertations: Timothy T. Lew wrote a doctoral dissertation at Yale on the treatment of China in American elementary and secondary school history and geography books. J. E. Perpinan did the same for the Philippine

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[1] Isabelle Kendig-Gill, War and Peace in United States History Text Books (Washington: National Council for Prevention of War, 1923).

[2] Laura F. Ullrich (chairman), "Report of the Committee on U. S. History Textbooks Used in the U. S. Schools," Proceedings of the Sixth National Convention and Forty-Second General Meeting of the American Association of University Women, held in New Orleans, Louisiana, April 9 - 12, 1929 (Washington: The Association, 1929).

[3] E. Webb, "Illustrations of Objective Presentation of Controversial Issues in the History of United States Foreign Relations" (Unpublished manuscript in the possession of the American Council on Education, Washington, D. C.).

[4] J. H. MacCracken, "High-School Textbooks in Government: A Study in Substance of Doctrine," Educational Record, XIV (April, 1933).

Islands.[1] Alfred M. Church wrote a doctoral dissertation on the study of China and Japan;[2] Arthur H. Hauck, working at Columbia, wrote about Canada,[3] as did Kenneth Gell at Harvard.[4] Two very recent dissertations involving textbook analysis were completed in 1953 at the University of Michigan by Shyama Deodhar and Tori Takaki.[5]

Special Studies Other Than Doctoral Dissertations: Some of the studies sponsored by the American Council on Education have already been discussed; two others should be mentioned in any consideration of textbooks and international understanding. The first was a study of the Treatment of Asia in American Textbooks,[6] which was a comprehensive study

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[1] J. E. Perpinan, "The Philippine Islands in American School Textbooks, Journal of Experimental Education, II (June, 1934).

[2] A. E. Church, "The Study of China and Japan in American Secondary Schools." Unpublished doctoral dissertation, Graduate School of Education, Harvard University, 1939.

[3] A. H. Hauck, "Some Educational Factors Affecting the Relations between Canada and the United States" (Easton, Pa.: privately published by the author, 1932).

[4] K. Gell, "What American High School Graduates Should Know About Canada." Unpublished doctoral dissertation, Graduate School of Education, Harvard University, 1944.

[5] S. Deodhar, "The Treatment of India in American Social Studies Textbooks, 1921 - 1952." Unpublished doctoral dissertation, University of Michigan, 1953.
T. Takaki, "The Treatment of Japan and Peoples of Japanese Descent in Senior High-School American History Textbooks." Unpublished doctoral dissertation, University of Michigan, 1953.

[6] Committee on Asiatic Studies of the American Council on Education and the American Council, Institute of Pacific Relations, Treatment of Asia in American Textbooks (New York: American Council, Institute of Pacific Relations, 1946).

of the treatment of the Far East in one hundred and eight elementary and secondary social studies books. The other was a study, under the direction of Howard E. Wilson, of the treatment of Latin America in teaching materials at the elementary, secondary, and college levels.[1]

Studies Made of Textbooks Other Than Social Studies Books

While the Latin America study mentioned immediately above was not concerned entirely with social studies, it was very heavily weighted by them; and all of the other studies mentioned so far in this paper have been made with textbooks in the social studies field alone.

There are two other studies that should be included in this purview. One was made by Bessie S. Pierce and was called Civic Attitudes in American School Textbooks.[2] Miss Pierce studied one hundred nine readers as well as histories, civics and sociology books, geographies, language textbooks, and even music books. She came to the conclusion that "Of all the books examined, geographies are the least inclined to paint the American as superior to other peoples, readers and histories being the most guilty in this respect."[3]

The last study to be considered was also instigated by

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[1] Committee on the Study of Teaching Materials on Inter-American Subjects, Latin America in School and College Teaching Materials (Washington: American Council on Education, 1944).

[2] B. L. Pierce, Civic Attitudes in American School Textbooks (Chicago: University of Chicago Press, 1930).

[3] Ibid., p. 255.

the American Council on Education, again with Howard E. Wilson as director.[1] In this study "a total of two hundred sixty-six textbooks for use in various courses in elementary and secondary schools, sixty courses of study and forty-nine college textbooks or manuals were examined or appraised." The study was not concerned directly with the treatment of foreign peoples and cultures but rather with the treatment of minority groups in this country: Jews, Catholics, Negroes, Orientals. However, some of the findings of the Committee lend weight to the need for such a study as this; for example, the following quotation:

> 1. An anthology of world literature prepared for high school use contains twenty selections, largely poetry, translated from the Chinese. They range from the philosophy of Confucius to bits of lyric poetry. None is contemporary or adds appreciably to the student's understanding of modern China or the Chinese in America. Another anthology contains the admirable selection "The Chinese Way of Life" from Letters from a Chinese Official by G. Lowes Dickenson. The purpose of this passage, according to its introduction, is to dissipate the notion that everything strange is necessarily barbaric. The introduction remarks that an explanation of the Chinese ethos creates a picture of a nation so civilized that our own Western ways seem by contrast to be garish, noisy, and soulless. While such an account may share the over-enthusiasm of Lafcadio Hearn in his writings about Japan, it is a good corrective for the erroneous picture of omnipresent poverty and squalor offered as the whole truth about China in most materials for school use.
>
> 2. Treatment of Asiatic Minorities. Substantial groups of Americans are of Chinese or Japanese or Filipino ancestry; these groups occupy a unique position intimately affected by world conditions during war and postwar years. The teaching materials lag behind current developments concerning them; offensive generalizations about them

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[1] Committee on the Study of Teaching Materials in Intergroup Relations. American Council on Education, Intergroup Relations in Teaching Materials (Washington, D. C.: American Council on Education, 1949), pp. 29 ff.

occur frequently, especially in the connotation of racial inferiority and the white man psychology. Historical data on their immigration to this country are ordinarily presented in a framework of assumptions about Asiatic inferiority; such accounts are virtually unrelieved by sociological data on the present status, contributions, and problems of these groups.

3. This defect can be remedied only by alteration of the content, scope, and emphasis of many present-day courses of study; if these alterations can be made, substantial improvement in textbooks will follow. Another type of error, one of commission rather than omission, is that of undue simplification with resultant distortion of materials, especially in history textbooks. Unwarranted generalization, leading to distortion, is characteristic of many textual passages bearing on intergroup relations. Loose use of terms occurs too frequently; there should be more careful attention to such words as race and nationality. Emotionalized terms, some of them having the character of cliches and stereotypes, such as 'half breed', 'Teeming Hordes', "Swarms of immigrants' should be more consistently avoided. These types of error, arising more from the author's unquestioned assumptions and his literary style, are matters to engage the attention of authors and editors, and should be considered by all school officers responsible for the selection of textbooks for school use. The fault lies not in texts alone but in the courses of study for which textbooks are prepared. Only as those courses of study demand the inclusion of topics on intergroup relations, some of which are inevitably controversial, will the textbooks be substantially improved. Curriculum remaking is a prerequisite to the alteration of textbooks.

This quotation, while dealing with the treatment of our minority groups in textbooks rather than with foreign peoples, indicates the need for a study such as the present one.

How This Study Differs from Previous Ones

As has been previously indicated, all but two of the studies discussed in this chapter have been in the field of the social studies. There has been no study made of literature books only. The Pierce study differed in that it attempted to evaluate "civic attitudes" and in many books

other than children's readers. Also, the Pierce study ended prior to 1930, which is when this one begins. It should be interesting to see whether "readers" are still among "the most guilty."

The Intergroup Relations study was not concerned with foreign peoples and cultures but with minority groups in this country, and it considered literature books as only a subsidiary part of its textbook analysis.

The Desirability of Textbook Analysis in the Field of Literature

As this chapter demonstrates, many individuals and organizations have contributed to textbook studies in the United States, but no study such as this one in the field of high-school literature has yet been made. The chief value of these related materials to a study of literature books has been to provide an emerging pattern for textbook analysis. That pattern as developed by UNESCO and the American Council on Education has served as the plan for this study and has been outlined in Chapter I. The influence of literature books toward international understanding has also been discussed in the first chapter.

UNESCO has recognized the need for studies of literature books:

> Although textbook analysis is usually confined to specific subjects, the improvement of textbooks should be promoted in every subject within the school curriculum. History and geography are of particular importance; but the books used in instruction in literature, the arts, the natural sciences and other subjects should also be

taken into consideration.[1]

I. James Quillen, in at least two different publications, has indicated the desirability of investigating the field of literature. In his report made for the American Council on Education, he says:

> The scope of teaching-material improvement projects should be as wide as possible. The movement first began with the examination of history textbooks; then it was extended to geography and the other social studies; and finally to all pertinent teaching materials and courses of study. Within the limitations of staff and time, all frequently used related material and courses of study should be analyzed.[2]

Writing for the Harvard Educational Review, he has this to say, "History textbooks have been emphasized in the 1950 Unesco program. In 1951 the emphasis is on the study of geography textbooks and then beginning the study of language readers."[3]

It would seem from the above quotations and from the other materials in this section of the chapter that a textbook study in the field of high-school literature is desirable.

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[1] UNESCO, op. cit., p. 60.

[2] Quillen, Textbook Improvement and International Understanding, p. 61.

[3] I. James Quillen, "Improvement of Textbooks and Teaching Materials," Harvard Educational Review, Summer 1950, p. 156.

CHAPTER III

ENGLISH LITERATURE BOOKS

A Traditional Course

The oldest literature course in American high schools is English literature. With the wealth of writing produced over twelve centuries and with English as our American language came the rich heritage of the best that England's talents had created. Although England's political authority was repudiated, her literary mastery was never questioned. For that reason, the course in English literature is the most traditional one in our high-school curriculum.

Because the course is so steeped in tradition, English literature books tend to be very much alike: anthologists have settled on materials to be included in the texts and the same selections reappear regularly. This point is an important one in textbook evaluation because it makes possible many more generalizations about the English literature books than is possible in the analysis of general literature books, for example.

The Books in This Study

In this study, eighteen English literature books were analyzed. Table 2 lists the books in the order of their publication chronologically. Since it was not the intent of this investigation to praise or disparage particular publishers,

TABLE 2

QUANTITATIVE ANALYSIS OF ENGLISH LITERATURE BOOKS

Book	No. of pages in book	Pages devoted to foreign peoples	Per cent of pages to foreign	Per cent dealing with present in foreign countries	Desirable inclusions	Undesirable inclusions	World mindedness	Year of publication
A	892	179	20.1	0.2	14	0	9	1928
B	881	81	9.1	1.0	8	1	7	1930
C	742	111	14.9	0.0	10	0	6	1931
D	1,142	119	10.4	0.0	8	0	6	1931
E	894	124	13.9	0.0	4	3	4	1935
F	800	80	10.0	0.8	3	2	2	1935
G	746	52	6.9	0.0	6	2	3	1936
H	890	79	8.9	1.0	8	1	7	1937
I	1,119	178	15.9	0.8	15	2	11	1937
J	698	72	10.2	0.0	3	0	2	1938
K	761	51	6.6	0.0	2	4	2	1940
L	748	94	12.5	0.0	8	0	5	1940
M	700	68	9.7	0.0	8	0	6	1941
N	794	72	9.1	0.0	3	0	2	1942
O	543	60	11.0	1.4	9	0	7	1949
P	850	77	9.9	2.0	11	0	8	1950
Q	765	96	12.5	1.5	9	0	5	1952
R	696	98	14.1	1.9	11	2	7	1954
Total	14,661	1,691	11.5	0.6	143	17	99	18

letters of the alphabet are used in the place of titles.

An examination of the table shows that an average of 11.5 per cent of the books was devoted to foreign peoples and cultures with the range lying between 6.6 per cent and 20.1 per cent. An important point should be remembered in considering these figures: there is a universality about much of English literature that makes it applicable to all people at all times. We do not, for example, think of Macbeth as being typical of Scotchmen, nor of Hamlet as having only Danish characteristics.

Since this study is concerned with the treatment of foreign peoples and cultures, however, only items dealing with foreign lands and characters were analyzed. One hundred thirty-five such poems, plays, stories, and essays were found. Of the one hundred thirty-five, thirty-six were judged to be desirable by UNESCO standards and eleven were deemed undesirable by the same criteria. The other selections were judged to be neutral; that is, it was considered that the reader would not be influenced one way or another in his attitudes toward other peoples. For example, "The Eve of Saint Agnes" by John Keats is a beautifully told love story laid in medieval Italy. While the reader may conclude that lovers are pretty much alike everywhere, he is not likely to develop any feeling, pro or con, concerning modern Italy and Italians.

Since it was felt that the "neutral" items were not particularly pertinent to this investigation, they together with a brief summary of each one have been placed in Appendix

II; the other items will be discussed in this chapter.

The number of desirable and undesirable inclusions for each book is also shown in Table 2. Thus, it may be seen that all of the books contain desirable items, ranging from two to fifteen, and only eight of the eighteen books contain undesirable selections, which range from one to four. In all, because of the tendency of anthologists to select traditional material, the desirable items number one hundred forty-three and the undesirable, seventeen.

To demonstrate the frequency with which the selections appear, capital letters in parentheses follow each item analyzed to indicate the book or books containing the passage. The capital letters correspond with those given in Table 2 to identify each book.

Undesirable Inclusions

Before considering quotations and summaries from those works judged undesirable, let us review three of the criteria for evaluation advanced by UNESCO:[1]

> Eliminate all material tending . . . to wound the national self-esteem of other nations, to arouse hatred and contempt of foreign peoples.
>
> Stereotyped concepts are to be avoided.
>
> Terms and phrases which develop prejudice, misunderstanding and conflict, and give offense to other peoples should be avoided.

With these three statements in mind, consider the following quotations and summaries:

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[1] UNESCO, op. cit., p. 81.

1. When the United States.acquired the Philippines, Rudyard Kipling advised us in a poem with the significant title, "The White Man's Burden," (I) that it is the duty of the superior white man to bring up the natives whom he describes thus:

> Your new-caught, sullen peoples,
> Half-devil and half-child.

2. Kipling is the only English writer, considered to be of sufficient importance to be placed in all the anthologies, who preaches white superiority; in fact, he not only believes in white superiority but in white English superiority. "The Man Who Was" (R) by Kipling is a short story with India the scene but with a Russian as villain. Kipling stereotypes the Russians thus:

> Let it be clearly understood that the Russian is a delightful person till he tucks his shirt in. As an Oriental he is charming. It is only when he insists upon being treated as the most easterly of Western peoples, instead of the most westerly of Easterns, that he becomes a racial anomoly extremely difficult to handle.

Kipling's racial anomoly in this story, Dirkovitch, the Russian villain, passes out from swinish drinking at an English regimental banquet where he is a guest. Of course, no Englishman does so. Later he crawls from under the table to question "the man who was." These are Kipling's words: "It seemed most improper to all present that Dirkovitch should sip brandy as he talked in purring, spitting Russian (n.b.) to the creature who answered so feebly and with such evident dread."

The "creature" mentioned above is an English officer who has been beaten and imprisoned for thirty years because he

has refused to apologize to a Russian colonel.

Later the drunken Dirkovitch makes a speech in which he prophesies that the awakened Russian peasant will sweep the world:

> "All our work is to do; and it shall be done, old peoples. Get away!" He pointed to the man. "You see him. He is not good to see. He was just one little - oh, so little - - accident, that no one remembered. Now he is that. So will you be, brother soldiers so brave. So will you be. But you will never come back."

Kipling also generalizes about Asia and predicts that Asiatic countries can never become democracies:

> Asia is not going to be civilized after the methods of the West. There is too much Asia, and she is too old. You cannot reform a lady of many lovers, and Asia has been insatiable in her flirtations beforetime. She will never attend Sunday School, or learn to vote save with swords for tickets.[1]

3. "Namgay Doola" (G) is a story wherein, albeit humorously, Kipling not only shows his belief that a white man is superior to an Indian but that an Englishman is superior to an Irishman. Namgay Doola, red-haired son of Tim Doolan and a Thibetan woman, successfully defies the king of a tiny Himalayan kingdom by defeating his army of five men. Namgay, whose name is changed to Patsay (sic), is an outrageous caricature of the stereotyped stage Irishman, Indian style. The following quotations - Kipling's advice to the native king concerning Patsay - show how Kipling felt about the Irish: "Give him honor as may befall, the full allowance of work, but look to it, O King, that neither he nor his hold a foot of earth from thee henceforward."

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[1] Kipling, "The Man Who Was."

". . . But if his brethren come, they will surely fight with each other till they die, or else the one will give information against the other."

A son of Namgay is willing to betray his father for a rupee, and from this Kipling infers, "The blood instinct of the race held true." Thus Kipling stereotypes the Irish as a Judas race.

4. "Wee Willie Winkie" (F) is an outstanding example of Kipling in an arrogant mood. Here are some samples from this short story:

> Then rose from the rock Wee Willie Winkie, child of the dominant race (n.b.), aged six and three-quarters, and said, "Jao!" (He is telling a band of native bad men, twenty strong, to go.)
>
> The men laughed, and laughter from the natives was the one thing Wee Willie Winkie could not tolerate.
>
> "I am the Colonel Sahib's son, and my order is that you go at once. You black men are frightening Miss Sahib."
>
> . . . But he felt that to cry before a native, excepting only his mother's ayah, would be an infamy greater than mutiny.

Thereupon this "child of the dominant race" held back the tears and denounced the natives until the British troops arrived.

5. A fourth Kipling short story, "My Own True Ghost Story," (E) has an Indian only as a minor character; however, as is not unusual in Kipling's works, he is a rascally native who lies and cheats the white man, who is a pukka sahib.

6-7. In two of his poems, "Gunga Din" (B, E, F, G, H, R) and "Fuzzy-Wuzzy," (E, I) Kipling tries to compliment the natives, but it is doubtful if an Indian or African would find these words complimentary:

"An for all 'is dirty 'ide
'E was white, clear white, inside . . ."[1]

"You're a poor benighted 'eathen
But a first class fightin' man"[2]

The remaining selections that countries or races might find objectionable are by lesser known authors.

8. "A Source of Irritation" (K, R) by Stacy Aumonier is a short story with stereotyped characters. Sam Gates, an old Norfolk farmer, is forced by a German airman to fly to France. The story concerns itself with how Sam outwits his captors (overbearing, master-race types) and, through the aid of the plucky, good natured English soldiers, returns home something of a hero.

9. "Limericks"[3] (K) contains the one about:

The poor benighted Hindoo,
He does the best he kindoo;
He sticks to caste
From first to last;
For pants he makes his skindoo.

10. "The Old Navy,"[4] (K) while in fun, shows the vast superiority of the English sailor over the French. Though greatly outnumbered, the English won easily, "We fought for twenty minutes when the Frenchman had enough."

11. The last of the undesirables is Thackeray's supposedly comic "Tale of the Pigtail" (K) in which a stereotyped Chinese sage, complete with pigtail, exerted his wisdom in an attempt to make the pigtail hang in front of him.

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[1] Kipling, "Gunga Din." [2] Kipling, "Fuzzy-Wuzzy."

[3] Author: Cosmo Monkhouse. [4] Author: Frederick Marryat.

Desirable Selections

By way of explanation as to why the forthcoming selections were considered desirable, it might be well to review a few of the criteria advanced by UNESCO:[1]

> World-Mindedness: The ideals of human freedom, dignity, equality, and brotherhood should be emphasized. . . . Common responsibility for world conditions should be stressed. . . . World interdependence and the need for international organization and co-operation should be made clear.
>
> The analysis of existing materials should indicate their strengths as well as their weaknesses and should result in positive recommendations. . . . Model passages and summaries of desirable content . . . provide a standard for appraisal of textbooks and teaching materials.

Contributions toward World-Mindedness and Brotherhood Prior to Modern Times

1. Most of the books examined (twelve out of eighteen) contain selections from the Bible; (A, C, D, G, I, L, M, N, O, P. Q, R) "But the Greatest of These Is Charity," "Psalms 121 and 24," etc. Such selections, though in English, come to us from Hebrew by way of Latin and should remind the reader that the Christian and Jewish peoples of the world share a common cultural heritage.

2. "Beowulf" (A, B, C, D, F, G, H, I, J, L, M, P. Q) is not usually thought of as a foreign product, but it must be remembered that the characters are Danes, Geats, Franks, and Frisians and that "Beowulf" takes place in Sweden and Denmark; thus many nations other than "Angle-Land" can claim these early heroes as ancestors.

3. "On the Late Massacre at Piedmont," (A) by John

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[1] UNESCO, op. cit., p. 82.

Milton, cries out against religious and political persecution.

4. "The Little Black Boy," (Q) by William Blake, is generally praised as an example of the brotherhood of white and colored peoples.

5. "A Man's a Man for A' That," (C, D, E, G, I, K, L, M, O. P, Q, R) by Robert Burns, concludes on this note of world brotherhood:

> It's coming yet, for a' that,
> That man to man, the world o'er,
> Shall brothers be for a' that.

6. "Sonnet on Chillon" and "The Prisoner of Chillon," (A, C, D, E, I, J, M, N, O, Q, R) by Byron, praise the heroism and idealism of a Swiss family, and inveigh against forces of tyranny.

7. Robert Southey's "Battle of Blenheim" (A, B, D, G, H, I, K, M, Q) is a powerful preachment on the futility of war.

8. "France: An Ode," (A) by Coleridge, is an indictment of France's invasion of Switzerland. Coleridge tells how he championed the French Revolution as a great step for liberty, even felt that good would come during the days of The Terror, but feels that France is violating the spirit of liberty in invading Switzerland.

9. In his poem, "On the Extinction of the Venitian Republic," (A, C) Wordsworth, in a similar vein to Coleridge in the previously mentioned poem, regrets France's conquering of the Venitian Republic.

10. "England and Switzerland," (B, H) also by Wordsworth, is a sonnet praising liberty.

11. "Abou Ben Adhem," (A, B, C, H, I, L) by Leigh Hunt, teaches the lesson that God loves best those who love their fellow men.

12. In "Locksley Hall" (B, C, H, I, J, L, N. P. R) Tennyson stresses the need for international co-operation:

> Till the war-drums throbbed no longer,
> and the battle flags were furled
> In the Parliament of man, the Federation
> of the world. . . .
> And the kindly earth shall slumber,
> lapped in universal law.

13. Tennyson also has this to say in "In Memoriam": (A, B, C, D, E, F, H, I, L, M, O, P. R)

> Ring in redress to all mankind. . . .
> Ring out the thousand wars of old,
> Ring in the thousand years of peace.

14. Robert Browning in a dramatic monologue, "Rabbi Ben Ezra," (A, B, D, G, H, I, M, P, R) shows through the speech of a twelfth century scholar that Jew and Christian can share a similar philosophy.

15. In "Home Thoughts from the Sea," (Q) Browning, while sailing along the coast of Spain, thanks England for her struggles for man's freedom.

16. "The Italian in England," (C) also by Browning, portrays sympathetically the brooding of an Italian exiled because of his struggles against the Austrian domination of 1815.

17. "Lines on the Monument of Guiseppe Mazzini," (A) by Swinburne, praises the Italian patriot for his struggles for freedom and lauds also such other great Italians as Dante and Columbus.

18. "The Maroon," (A) by Robert Louis Stevenson, is a moving essay about the Kanakas of the South Seas. It shows their humanity and the fundamental similarity of their problems and ours.

19. Arthur Rimbaud, who was French rather than English, was included in one book of English literature along with a number of other non-English authors in an effort to show the universality of poetic appeal. His "The Sleeper of the Valley" (E) is a lament for youths who die in wars.

Late Victorian and Modern Writings

20. Thomas Hardy's "The Man He Killed" (A, B, D, E, H, I, M, O, P, R) is a lesson on the brotherhood of man:

> Yes, quaint and curious war is!
> You shoot a fellow down
> You'd treat if met where any bar is,
> Or help to half-a-crown.

21. Kipling, despite his record in the first part of this chapter, could find much good in the Orient. In his "Ballad of East and West," (A, C, F, L, Q) he shows that no barriers exist between men of courage:

> But there is neither East nor West,
> Border nor breed nor birth,
> When two strong men stand face to face,
> Though they come from the ends of the earth.

22. In "Mandalay," (C, G, I, L, P. R) Kipling has his famous Tommy prefer the East to England, with particular reference to the charms of a Burmese girl.

23. "Without Benefit of Clergy," (I) also by Kipling, tells the sad love story of an Englishman, Holden, and Ameera, an Indian girl. It is an honest love story with Ameera a

charming girl who is definitely not inferior to the white Miss Sahibs.

24. "I Did Not Lose My Heart," (P) by A. E. Housman, is a salute to a foeman who died bravely.

25. G. K. Chesterton's "The World State" (Q, R) pokes ironic fun at those Englishmen who are prejudiced against the French:

> Oh, how I love Humanity,
> With love so pure and pringlish,
> And how I hate the horrid French,
> Who never will be English!
>
> The International Idea,
> The largest and the clearest,
> Is welding all the nations now,
> Except the one that's nearest.
>
> This compromise has long been known,
> This scheme of partial pardons,
> In ethical societies
> And small suburban gardens.
>
> The villas and the chapels where
> I learned with little labor
> The way to love my fellow man
> And hate my next-door neighbor.

26. "Letters of a Chinese Official" (I) by G. Lowes Dickinson, contrasts Oriental and Occidental culture, with the Orient emerging as much the better in some ways.

27. "My Reminiscences" (I) by Rabindranath Tagore, which was included in one English literature book, tells of his investiture as a Brahmin and, in general, shows that the thinking of educated Indians may not be greatly different from that of educated Englishmen and Americans.

28. John Drinkwater's play with the peculiar title, "X = O," (I) is a short play with the scene laid at Troy

during the Trojan War. The real theme, however, is that war is fruitless and destroys the artist.

29. "Time and the Machine" (R) is an essay by Aldous Huxley criticizing the subordination of the human soul to the machine. The following quotation would indicate that he finds the attitudes of Asiatic peoples superior in some ways to those of Englishmen and Americans:

> The unpunctuality of the Orient, for example, is appalling to those who come freshly from a land of fixed mealtimes and regular train services. For a modern American or Englishman, waiting is a psychological torture. An Indian accepts the blank hours with resignation, even with satisfaction. He has not lost the fine art of doing nothing. Our notion of time as a collection of minutes, each of which must be filled with some business or amusement, is wholly alien to the Oriental just as it was wholly alien to the Greek.

30. Arnold J. Toynbee has material of world import appearing in some of the more recent anthologies. "Can We Live in Peace?" (R) is a radio address in which Mr. Toynbee raises three questions:

"Can our Western world and the Communist world live in peace . . . side by side? Is their peaceful coexistence desirable? And . . . on what terms can we look forward to seeing them live and let live?"

Mr. Toynbee draws historical parallels to show coexistence is possible and desirable. He then shows that the United States needs the Russian devil to keep itself healthy and that Communistic Russia needs the capitalist devil for the same reason. He suggests that we may soon exchange the "Russian peril for an Asian one, as we have exchanged a Russian peril for a German one, and then a German peril for

a Russian one, within living memory."

31. Another Toynbee article, "Civilization on Trial," (P) is a summary of the most important points in his book of the same title. Mr. Toynbee foresees possible destruction of mankind because of the atom bomb and thus indicates the necessity for world peace:

"The whole habitable world has now been unified into a single great society." . . . "The extreme possibility of catastrophe is that we might succeed in exterminating the whole human race."

32. In "The End of an Age," (P) H. G. Wells says very much the same thing, that man must choose between world destruction and peace:

"Plainly in so far as we are rational, foreseeing creatures there is nothing for any of us now but to make this world-peace problem the ruling interest and direction of our lives."

To use the words of UNESCO, he shows "the need for international organization and cooperation."

33. "The Beast of Burden" (O) by Somerset Maugham is an essay deploring the lot of the Chinese Coolie as an affront to "ideals of human freedom and dignity":

"In China it is man that is the beast of burden. 'To labour without ceasing, and then, without living to enjoy the fruit, worn out, to depart, suddenly, one knows not whither, -- is not that a just cause for grief?' . . . So wrote the Chinese mystic."

34. "Foreigners" (O) by Stephen Graham is an essay which criticizes the prejudices some of the peoples of the world hold against each other. Graham says that the following quotations are representative of unfounded bias:

"'All foreigners are dirty foreigners.' . . . 'He is English? He's one of those people who think they own the earth?'

"And all too often one hears of 'vulgar Americans'."

35. "All Hate Departed" (O) by a young Englishman, Jack Aistrop, is a short story telling of the meeting of a British corporal and a captured Nazi air captain. The men had corresponded in a "hands across the sea" movement prior to the war. The story shows admirably the basis of prejudice on both sides and holds forth a hope for eventual understanding.

36. "Editorial" (O) by Robert Herring states that man can conquer war through knowledge:

"Wherever he lives today, man must take into account what is happening in Asia and America and Australia, as well as what may happen in the Aleutians or Abyssinia."

Conclusions about English Literature Books

Judged from the viewpoint of the UNESCO criteria as to what constitutes desirable and undesirable material, English literature books prove to be rather good ones. Desirable inclusions outweigh in number undesirable ones by a ratio greater than three to one. Furthermore, the only undesirable items to appear in more than one book are "Gunga Din," which is found in six, and "Fuzzy-Wuzzy," which appears in two.

Desirable inclusions, on the other hand, except for those most recently written, are to be found in many books: twelve books include "A Man's A Man for A' That" and extracts from the Bible; "Beowulf" appears in fourteen; eleven readers hold the "Chillon" poems; "In Memoriam" is found in thirteen; ten contain "The Man He Killed"; nine, "The Battle of Blenheim," "Locksley Hall," and "Rabbi Ben Ezra"; six, "Mandalay," "The Ballad of East and West," and the lines from "Locksley Hall."

Table 2 shows that, when the frequency with which the articles appear is considered, desirable inclusions outnumber undesirable selections by a ratio greater than eight to one, one hundred forty-three to seventeen.

Contrary to the first hypothesis, the amount of material about foreign peoples has not increased - in fact, the oldest book, published in 1928, contains the highest percentage of pages devoted to foreign peoples and cultures - but the amount presenting attitudes of tolerance and world-mindedness has. The Toynbee, (P, 1950 and R, 1954) Huxley, (R, 1954) Wells, (P, 1950) Maugham, (O, 1949) Graham, (O, 1949) Aistrop, (O, 1949) and Herring (O, 1949) articles all appear in books published since World War II. A further analysis of the books studied reveals an interesting fact: all of the books which have come out since the second world war have devoted over 30 per cent of their contents to modern writing and, of more significance, to the problems of living in the modern world. Book O, 1949, devotes 30.7 per cent to the Modern Period; book P, 1950, 30.3 per cent; book Q, 1952, 31.3 per cent; and book

R, 1954, 35.5 per cent. Books published before the war devoted from 3.2 (H, 1937) to 18.9 (L, 1940 and N, 1942) per cent of their contents to modern writers and writing.

The explosion at Hiroshima altered English literature books, as well as many other things. This increase in world-mindedness, exemplified by the articles mentioned above, also bears out the second hypothesis: that the attitudes toward foreign peoples expressed in the literature books have become less provincial than formerly.

It should be noted that the percentage of material dealing with present day life in foreign countries (Table 2), while still very small, is greatest in the books published since the end of the second world war. And, if little of the material included in the readers is directly concerned with foreign peoples and cultures and particularly with present conditions in foreign countries, remember that much of English literature has a universality that makes it applicable to all peoples at all times.

CHAPTER IV

AMERICAN LITERATURE BOOKS

The Nature of the Course

The American literature course, like that in English literature, is a traditional one. Anthologists are agreed as to who constitute our literary giants, at least up to the later part of the nineteenth century. Poe, Longfellow, Whitman, and many others appear in all of the books. Differences of opinion exist as to which of the various works of these masters should be included, however, and there also exist differing opinions about which minor authors should be represented.

The Books in American Literature

In this study, sixteen American literature books were analyzed. Table 3 contains the same information about the books as was given about English literature books in Chapter III with one addition. That addition was considered necessary because American literature books differ greatly from their English counterparts in one way, and that is in their absorbing interest in immigrants. Probably we are so interested because we are a nation of immigrants and have had to deal with the problems of assimilating many foreigners, some of whom have brought antipathies and even a heritage of hate against other foreigners who will be their neighbors in this country. Many of the inclusions, therefore, are about

TABLE 3

QUANTITATIVE ANALYSIS OF AMERICAN LITERATURE BOOKS

Book	No. of pages in book	Pages devoted to foreign peoples	Per cent of pages to foreign	Per cent dealing with present in foreign countries	Desirable inclusions	Undesirable inclusions	World-mindedness	Year of publication
A	350	9	2.5	0.0	2	0	2	1928
B	892	105	11.7	0.0	2	0	2	1930
C	775	22	2.9	0.0	3	3	2	1933
D	892	166	18.6	0.0	9	6	5	1935
E	1,182	106	8.9	0.0	7	2	5	1937
F	1,072	96	8.9	0.0	17	0	4	1937
G	736	58	7.8	0.0	5	2	2	1938
H	675	58	8.9	0.0	2	1	2	1941
I	1,166	128	10.9	0.0	11	1	7	1942
J	782	46	5.9	0.0	5	2	4	1942
K	786	60	7.6	0.0	3	0	1	1942
L	903	29	3.2	0.0	4	0	4	1944
M	837	89	10.6	0.0	8	3	7	1950
N	695	117	16.7	0.0	16	0	8	1952
O	693	60	8.6	0.0	9	0	2	1952
P	764	69	9.0	0.5	4	0	2	1952
Totals	13,100	1,218	9.3	0.03	107	20	59	16

foreigners, yes, but they are about Americans also. Since, as will be evidenced, so many of the selections deal with Americans in the making, a special scoring was kept of those inclusions which actually pertain to American relations with the rest of the world. These may be found under the heading World-mindedness.

Table 3 shows that an average of 9.3 per cent of the American literature books was devoted to foreign peoples and cultures with a rather extensive range from 2.5 per cent to 18.6 per cent. One hundred twenty-one such inclusions were found, of which sixty-four were judged to be desirable; eleven undesirable; and forty-six, neutral. The frequency data show that all sixteen books contain desirable items, ranging from two to seventeen; and that half of the books, or eight, contain undesirable material, ranging from one item to seven. Altogether, there are one hundred seven desirable inclusions as contrasted with twenty undesirable ones. Twenty-four of the sixty-four desirable inclusions deal with immigrants in this country, twenty-six with world-mindedness, and fourteen with relations between the United States and one other country or people.

Undesirable Inclusions

As in Chapter III, the capital letters in parentheses following the item indicate the book or books containing the passage.

1. "Slavery" by Henry Clay (C, G) conveys a sentiment so intolerant as to make its inclusion in American literature

books almost unbelievable:

> I prefer the liberty of my own country to that of any other people; and the liberty of my own race to that of any other race. The liberty of the descendants of Africa in the United States is incompatible with the safety and liberty of the European descendants. Their slavery forms an exception - an exception resulting from a stern and inexorable necessity - to the general liberty of the United States.

2. "Innocents Abroad" by Mark Twain (C) contains statements "tending to wound the self-esteem" of several different peoples:

[The Portuguese] "have no blasphemous desire to know more than their fathers; and are unclean, ravaged by vermin, and truly happy."

Of the people of Marseilles - "They make hymns, vests, and soap, but never use any of these commodities themselves."

Of Pisa - "The people have insects . . . and they keep one set of clothes to wear and another to wash."

Of Athens - "There were poverty and mendacity enough among the 800,000 Greeks for a nation of 40,000,000."

Of the Turks - "The lack of sanitation and morals has produced an oversupply of dwarfs and other human monstrosities."

Twain also speaks of "modern Roman sloth, modern Roman superstition, and modern Roman boundlessness of ignorance."

3. "Plain Language from Truthful James" by Bret Harte (C, D, E, G, H) tells how a stereotyped, pig-tailed Chinese out-cheated two white card sharpers:

> "We are ruined by Chinese cheap labor",
> And he went for that heathen Chinee.

4. "The Defense of the Alamo" by Joaquin Miller (D, I, J, M), in an excess of patriotism, refers to the attackers as "insolent Mexico," and adds:

> Such an unequal fight as never had name
> Since the Persian hordes butchered that doomed
> Spartan band

5. "What Americanism Means" by Theodore Roosevelt (D) attempts to build up the American by belittling other peoples. He refers to South America as "a squabbling multitude of revolution - ridden states," and he speaks of American superiority in this way:

> Even if the weaklings who seek to be other than Americans were right in deeming other nations to be better than our own, the fact yet remains that to be a first-class American is fifty-fold better than to be a second-class imitation of a Frenchman or Englishman.
> Those . . . who do believe in American inferiority are always individuals who have some organic weakness in their moral or mental make-up.

6. "The Congo" by Vachel Lindsay (D) purports to show "the basic savagery" and "irrepressible high spirits" of the Negro, thus stereotyping him.

7. "Da Younga 'Merican" by T. A. Daly (D), in attempting to praise our foreign-born citizens, exceeds the mark:

> He no talk Italian;
> He says: "Dat's for Dagoes speak;
> I am younga 'Merican.
> Dago langwadge mak' me seeck."

8. "Jungle Night" by Wm. Beebe (D) is concerned largely with descriptions of plants and animals but Mr. Beebe patronizes his "little Akawai Indian hunter":

> I knew Nupee for what he was - the one for whom I am always on the lookout, the exceptional one, the super-servant, worthy of friendship as an equal. I had seen his uncles and his cousins. They were Indians, nothing more.

9. "The Emperor Jones" by Eugene O'Neill (E) is a play in which superstitious terror drives a Negro to his death. The last line of the play is, "Stupid as 'ogs, the lot of 'em. Blarsted Niggers!"

10. "In Flanders Fields" by John McCrae (J, M) contains a line which Miss Pierce found objectionable in her study of twenty-five years ago,[1] "Take up our quarrel with the foe." The poem continues with the statement that the dead of World War I can't rest if future generations don't pursue the quarrel.

11. "The Miracle of America" is a speech by Herbert Hoover (M). While the sentiments expressed are admirable, Mr. Hoover, in his attempt to praise our own country, overstates the case against the rest of the world:

> I have seen the squalor of Asia, the frozen class barriers of Europe. . . . Every homecoming was for me a reaffirmation of the glory of America. Each time my soul was washed by the relief from the grinding poverty of other nations, by the greater kindliness and frankness. . . .
>
> Here alone are the open windows through which pours the sunlight of the human spirit. Here alone human dignity is not a dream but a major accomplishment.

Some countries other than our own might not agree that Americans are <u>alone</u> in possessing human dignity and "the sunlight of the human spirit."

<u>Desirable Inclusions</u>

As has been stated earlier in this dissertation, our literature books contain many inclusions about immigrants -

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[1] Pierce, <u>op. cit.</u>, p. 199.

about foreigners becoming Americans. I. James Quillen has this to say about including such material in a study of this kind:

> The treatment of minority groups in the United States is closely related to education for international understanding. Children hardly can develop full respect for the people of China and Mexico if in their own communities the people of Chinese and Mexican descent are treated as inferiors.[1]

Mr. Quillen might also have added that portraying foreigners in a favorable light and showing their important contributions to America should also encourage the development of desirable attitudes toward the peoples who produced those immigrants.

Selections about Immigrants

1. "Immigrants" by Nancy Turner (O) is a poem which reminds us that all of us are immigrants:

> "These foreigners with strange and avid faces
> Crowding our shores, marring our pleasant places,
> They must be curbed . . .", So mused King Powhatan,
> Hundred-per-cent, red-blood American.

2. "First Impressions of the Promised Land" by Mary Antin (C, G, P), who was a Russian as a girl, states: "Think, every time you pass the greasy alien on the street, that he was born thousands of years before the oldest living American; and he may have something to communicate to you, when you two shall have learned a common language."

3. "Two 'Merican Men" by T. A. Daly (E, P) is a poem attempting to show that an Italian peanut-vendor and an Irish

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[1] Quillen, Textbook Improvement and International Understanding, p. 53.

policeman can both be good Americans.

4. "The First Day" by George and Helen Papashvily (O, N) is an amusing account of a Russian's first day in America.

5. "Mr. Kaplan Cuts a Gordion Knot" (O) by Leonard Ross is one of the hilarious stories about him and the other members of the beginners' class in Composition, Grammar, and Civics which have endeared these new citizens to many readers.

6. From the introduction to Unit III, Book O:

> Millions of people coming from every quarter of the globe have enriched not only our lives but also our literature beyond measure. Among the authors . . . in this unit . . . are immigrants from Austria, Poland, and Russia; and descendants of immigrants from England and Germany.

7. "Awroop de doop" by Benjamin Appel (O) shows that some of the newer Americans have more of the pioneer spirit than some of the descendants of founding families.

The following nine stories or plays have been grouped together because they all portray sympathetically the struggles of immigrants in this country:

8. "I Remember Mama" by John Van Druten (N) is about Norwegians.

9. "Sophie Sells War Bonds" by Rose Feld (N) is the story of a Polish Jewess.

10. "Neighbor Rosicky" by Willa Cather (M) is about a Czech family.

11. "The Meleskis" by Louis Adamic (J) tells of a Polish family.

12. "Children of Loneliness" by Anzia Yezierska (F)

is about Russian Jews.

13. "A German Grandfather" by Ruth Suckow (F) tells of four generations of Germans.

14. "Young Man Axelbrod" by Sinclair Lewis (F) is about an unusual Swede.

15. "Jean - Ah-Poquelin" by George W. Cable (D) is about a Frenchman.

16. "Fat of the Land" by Anzia Yezerska (D) is the story of a Polish Jewess and her American born family who rise in the world. This quotation is illuminating: "It is I and my mother and my mother's mother and my father and my father's father who had such a black life in Poland; it is our choked feelings that are flaming up in my children and making them great in America."

17. "Look What You Did, Christopher!" by Ogden Nash (N), although humorously told, relates how many nationalities formed this country:

> In a word, humanity shot the works.
> And the country that should have been Cathay
> Decided to be
> The U. S. A.

18. "America" by Dorothy Thompson (N) says of New York City . . . "where the languages of a dozen nations are heard on the streets; where there are more Italians than in any Italian city except Rome; more Jews than there are in Jerusalem or in any other town on earth; where there are more Irish than there are in Dublin. This nation was built by Germans, Swedes, Russians, Negroes, and men from the Danubian Basin, by Italians, by Anglo-Saxons, and by Jews."

19. "Scum O' The Earth" by Robert Schauffler (E, O) shows that our immigrants - the "Polacks," "Dagoes," "Sheenies," etc. are descendants of noble peoples.

20. "A Nation of Nations" by Louis Adamic (O) says this: "And everybody worked and built and dug and grubbed and carried burdens, and as America stands today, there is hardly a building here, hardly a vehicle, hardly anything that is not, in part, a result of immigrant labor."

21. "Immigrants and Their Children" by Jane Addams (F, G) is a sympathetic portrayal of some of the people who came to Hull House.

22. "The Land Where Hatred Expires" by Albert Guerard (F) is an essay showing how much the United States owes to the English, French, Germans, Italians, and Russians.

23. "The Immigrant Arrives in America" by Michael Pupin (F) is his account of the first days here of a great inventor.

24. James Russell Lowell (C) says this of immigrants:

> Ign'ant and poor we took 'em by the hand
> An they're the bone an' sinners (sinews) of the land.

Inclusions Concerning the United States and Individual Nations or Peoples

1. "England to America" by Margaret Montague (E) is a story about World War I. It shows the merited admiration an American pilot held for the British.

2. "Shipwrecked in the South Seas," from Count Luckner, the Sea Devil, by Lowell Thomas (D) is a tribute to a skillful and courageous enemy.

3. "A Hundred Years of Pasteur" by Edwin Slosson (K) shows how much the world owes to the French scientist.

4. "The Renaissance" by Hendrik van Loon (K) shows what a debt we owe to Erasmus and his contemporaries.

5. "A Chant of Love for England" by Helen Cone (I) is just what the title states.

6. "Madame Cocaud" by Alexander Woollcott (I) is the story of a splendid Frenchwoman and the friendships she made with Americans in World War I.

7. "American Manners" by Wu Ting-fang (I) is an essay contrasting American and Chinese manners to the detriment of neither country.

8. "The Greatest Stupidity" by William Archer (I) says that "the greatest stupidity is to make bad blood between Britons and Americans."

9. "Ingo" by Christopher Morley (G) is an essay praising a German boy. It contains these lines:

> Then he will find, as I did, how well two
> pleasures blend,
> To learn a foreign language, and to make a
> foreign friend.
>
> If I love anybody in the world, I love Ingo. And that is why I cannot get up much enthusiasm for hymns of hate.

10. "The Germans in Brussels" by Richard Harding Davis (F) is his war reporter's story (before the United States had entered World War I) of the German occupation of Brussels. This is the conclusion:

> It [the German army] is, perhaps, the most efficient organization of modern times: and its purpose only is death. Those who cast it loose upon Europe are military-mad. And they are only a very small part of the German people.

11. "The Shame of Gold" by Charles Finger (F) is a short story condemning the white man's treatment of natives: "I saw how those who preached civilization, philanthropy, and religion came burning, shooting, destroying and subjugating the weak, the simple, the harmless."

12. "The Royal Visitors" by Eleanor Roosevelt (N) is an account of a visit to Hyde Park in 1939 by the king and queen of England: "He [Roosevelt] knew that though there is always in this country a certain amount of criticism and superficial ill feeling toward the British, in time of danger something deeper comes to the surface, and the British and we stand firmly together, with confidence in our common heritage and ideas."

13. "The American Character" by John Buchan (N) is a highly complimentary essay by the late Governor-General of Canada.

14. "Why America" by a Filipino, Carlos Romulo, (N) tells of a meeting of leaders representing seventy-five million Indonesians shortly before the attack on Pearl Harbor.

> "Our only salvation, here in the Far East," one of the leaders said, "is for all of us to unite . . . and form the Pan-Malayan Union, under the protecting influence of America."
>
> I asked, "Why America?"
>
> "In view of America's record in the Philippines, she is the only nation we can believe in and trust."

Inclusions Showing World-Mindedness and a Desire for International Peace

1. "The Four Freedoms" (N) is Franklin Roosevelt's conclusion to his famous speech about the freedom of speech,

of religion, from want, from fear "everywhere in the world."

2. "The Future for Democracy" by Vannevar Bush (O) says this:

> There need be no more great wars, yet there may be. If democracy enhances its latent strength, and free men join in a common purpose, . . . they can prevent great wars. They can finally mold the whole earth in their pattern of freedom and create one world under law.

3. Washington's "Farewell Address" (C, D, E, F, G, H, I, J, L, M, N) shows that, since this country's birth, we have wished for peaceful international relations: "Observe good faith and justice towards all nations; cultivate peace and harmony with all."

4. "The Arsenal at Springfield" by Longfellow (C, D, E, I, J, K, L, M, O) deplores war in these words:

> Were half the power that fills the world with terror,
> Were half the wealth bestowed on camps and courts,
> Given to redeem the human mind from error,
> There were no need of arsenals and forts:
>
> The warrior's name would be a name abhorred!
> And every nation that should lift again
> Its hand against a brother, on its forehead
> Would wear forevermore the curse of Cain!
>
> Down the dark future, through long generations,
> The echoing sounds grow fainter and then cease;
> And like a bell, with solemn, sweet vibrations,
> I hear once more the voice of Christ say, "Peace!"

5. Edwin Markham's "Man with the Hoe" (A, B, C, D, E, F, G, H, I, J, M, N, P) is a protest against the brutalizing of man by serfdom.

6. "Grass" by Carl Sandburg (A, B, D, E, F, J, N) protests against the many deaths war entails:

> Pile the bodies high at Austerlitz and Waterloo.
> Shovel them under and let me work---
> I am the grass; I cover all.
> And pile them high at Gettysburg
> And pile them high at Ypres and Verdun. . . .

7. "Killers," "Buttons," "A. E. F." are other Sandburg poems (F) with a theme similar to that of "Grass":

> "And the sixteen millions are killing . . . and killing and killing"[1]
>
> (Ten thousand men and boys twist on
> their bodies in a red soak along the river edge,
> Gasping of wounds, calling for water, some rattling
> death in their throats.)
>
> Who would guess what it cost to move two
> buttons one inch on the war maps. . . .[2]

8. "War Is Kind" by Stephen Crane (I) is an ironical indictment of war.

9. "The Influence of America" by Daniel Webster (I) contains this selection from the First Bunker Hill Oration: "We may hope that the growing influence of enlightened sentiment will promote the permanent peace of the world."

10. "For World Alliance Only" by Woodrow Wilson (I) is one of the many speeches he made for a league of nations: "I wish we could, not for Great Britain and the United States, but for France, for Italy, and the world, enter into a great league and covenant declaring ourselves first of all friends of mankind and uniting ourselves together for the maintenance of the triumphs of right."

11. Even in his "Declaration of War" (D, I) Woodrow Wilson is remarkably temperate and world-minded. He denounces the German government as having a "reckless lack of compassion or of principle" but adds, "We have no quarrel with the German people. We have no feeling toward them but one of sympathy and friendship."

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[1] Sandburg, "Killers." [2] Sandburg, "Buttons."

There are too these famous lines from the peroration: ". . . and we shall fight . . . for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free."

12. "For a League of Nations" (L) is another speech of Wilson's, this time at Versailles, January 25, 1919. In it the great promoter of a world organization urges the nations of the world to unite in an effort to secure continued world peace.

13. "An Appeal to the Nations of the World for Peace and for the End of Economic Chaos" by Franklin Delano Roosevelt (L) is a letter written on May 16, 1933, and sent to the sovereigns or presidents of fifty-four nations. In it Roosevelt proposed "that all the nations of the world should enter into a solemn and definite pact of nonaggression."

14. "Beach Red" by Peter Bowman (M) tells the story of a Pacific island landing by American troops during World War II. It cries out against war: "It's stupid and uninspired and insulting to the simple dignity of human beings. But it is having a record run and people come from all over and they call it the Big Show and they will go on doing it until maybe someday there will be a special performance given and no one will attend."

15. "The Ways of Peace" by Elizabeth Jackson (M) is an essay appealing for tolerance:

> As the blood of all nations is mingling with our own, so will their thoughts and feelings finally mingle in our

literature. We shall draw from the Germans, tenderness; from the Spaniards, passion; from the French, vivacity -- to mingle more and more with our English common sense.

In these days when prejudices have been intensified by war, it does no harm to remind ourselves that a hundred years ago the virtues ascribed to Germany were insight and tenderness and that numberless Germans came to this country out of love of liberty and hatred of militarism.

16. "Slaughter for Sale" by John Gunther (F) protests against the international sale of munitions.

17. "A League for Peace" (E) is a third speech of Woodrow Wilson, one which he made before the United States Senate. He says, "The statesmen of the world must plan for peace, and nations must adjust and accommodate their policy to it as they have planned for war and made ready for pitiless contest and rivalry."

18. "D - Day: Order of the Day" (N) is Dwight Eisenhower's historic order for June 6, 1944. It contains this sentence: "The hopes and fears of liberty-loving peoples everywhere go with you."

19. "The Sacrifice of an Unknown Soldier" (D) is a speech made by Warren G. Harding on Armistice Day, 1921. He says, "His patriotism was none less if he craved for more than triumph of country; rather, it was greater if he hoped for victory for all humankind."

20. "Prayer" by Stephen Vincent Benet (N) prays for all mankind:

God of the free, we pledge our hearts and lives today to the cause of all mankind.
We can make . . . a planet unvexed by war, untroubled by hunger or fear, undivided by senseless distinction of race, color, or theory.

World-Minded Inclusions Dealing with the Atom Bomb

It might be expected that American literature books, like those in English literature, would consider the threat to the world posed by the atom bomb. It would be unlikely, however, to expect to find such an article in a book published in 1937, eight years before the first atom bomb was dropped.

21. "The New Civilization" by Raymond Fosdick (F) foretells the bomb (prior to 1937), quotes Churchill to the effect that man will soon be able to compass his own extermination, and raises the questions: "Have we spiritual assets enough to counterbalance the new forces? Can education run fast enough . . . to keep abreast [of science] in the race? Can the old savage be trusted with the new civilization which he has created?"

22. "Citizens in the Round" by Robert P. Tristram Coffin (N) speaks of Willkie's <u>One World</u>: "It will be, one hopes, a New Testament for the civilization which will rise out of the abyss created by the atomic bomb."

23. "Journal of a Contaminated Man" by E. B. White (P) tells of the atom bomb experiments at Bikini and says they demonstrate that we can no longer accept war as a way of life.

24. "The Atomic Bomb" by Vannevar Bush (N) defends the use of the bomb on Japan and speculates about its use in the future: "There need not be immediate casualties in great numbers if evacuation is promot and orderly. But delay would be fatal, panic probable, and large areas of the city would be uninhabitable deserts for years."

25. "They Have Blown the Trumpet" by Florence Converse (M) is a poem appraising atomic energy and its relation to mankind. Speaking of the use of the bomb on the Japanese, she says:

> And all of us uneasy Christians
> Shifting our eyes,
> Trying not to look on our uncovered shame.
> For how shall we be peacemakers,
> Who will not make our peace with Love?

26. "The Real Problem Is in the Hearts of Man" (M) tells the views expressed by Albert Einstein in an interview for the New York Times:

> In the light of new knowledge, a world authority and an eventual world state are not just desirable in the name of brotherhood, they are necessary for survival. . . .
>
> Being an ingenious people, Americans find it hard to believe there is no foreseeable defense against atom bombs. But this is a basic fact. . . . A tank is a defense against a bullet, but there is no defense in science against the weapon which can destroy civilization.

Conclusions Concerning American Literature Books

Quantitatively, desirable inclusions outnumber undesirable ones by a ratio of almost six to one; the ratio is greater than five to one when the frequency with which the articles appear in all the books is considered.

There has been no consistent pattern in the amount of space devoted to foreign peoples and cultures. The smallest percentage of such material (2.5 per cent) was found in the oldest book (1928), but the highest percentage (18.6) was found in a book published in 1935.

A breakdown of the desirable inclusions reveals the rather surprising fact that American writers have had very

little interest in foreign peoples as such, nor in life in foreign countries. Twenty-four of the items deal with immigrants; that is, people who either have ceased to be foreigners or will cease to be so soon; twenty-six are concerned with the problems of world peace and living together in one world; and the remaining fourteen deal with individuals, American relations with certain other nations, or, as in three cases, what foreigners think of us. Only one book (P), one of the latest published, had anything in it about present-day life in a foreign country, and that was a neutral item, the story of a Mexican bullfighter's struggle to recover his courage. That story covered five pages of the more than thirteen thousand reviewed. Possibly, because we are a young nation with the egotism of youth, we have been engrossed in our own development. Then, too, the course in American literature has been traditionally a patriotic one.

A further analysis of the inclusions showing world-mindedness and a desire for international peace reveals a great increase in materials relating to those subjects. Only three of the twenty-six such selections were written before modern times - those of Washington, Webster, and Longfellow - and twenty-one came after World War I.

The atom bomb influenced American literature books as Chapter III showed it did English literature books. Six of the twenty-six selections mentioned in the preceding paragraph deal with the bomb and the significant issues it has raised.

American literature books, as has been shown, are

strong in advancing "the ideals of human freedom, dignity, equality and brotherhood; the need for international organization and cooperation." They are weak in "giving due representation to other races and nations."

CHAPTER V

BOOKS COMBINING SELECTIONS FROM AMERICAN AND ENGLISH LITERATURE

The Nature of the Course

Until the early nineteen-forties, a course frequently offered in American high schools was composed of selections from English and American writers, these selections being made on the traditional basis of literary merit alone. The course was usually labeled Literature (1) and Literature (2).

A movement beginning early in the thirties reached a climax about 1940 and virtually ended the market for books designed for such a course. This movement, led by the National Council of Teachers of English, left the writings of the English and American literary masters to the courses specifically designed to teach them (See Chapters III and IV) and maintained that the criteria for selection of materials should be stimulation of student interest and the development of desirable attitudes. The preface of one book describes the change in this way:

> One of the tendencies in the so-called "new education" is a different approach to the study of literature. Traditionally, high-school literature courses have emphasized the teaching of the classics, with a method of approach not very different from the translation of foreign masterpieces. . . . More recently, the objective seems to be first a genuine love of reading on the part of the pupil, and secondly, the broadening and enriching of his life

through the experiences and thoughts of literary characters.[1]

Because of this new approach to general literature courses, two distinct and dissimilar courses appeared. The books designed for the traditional course will be analyzed in this chapter; those prepared for the newer course will be considered in Chapter VI.

The Books in the Traditional Course

For this course, eighteen books were analyzed. Table 4 shows that an average of 17.8 per cent was devoted to foreign peoples and cultures, with a range from 5.7 per cent to 46.6 per cent. Forty different inclusions were judged to be desirable and nine undesirable. Because these texts combine English and American literature, some of the selections included in them appeared in the English and American literature books discussed in Chapters III and IV. Twelve of the desirable and four of the undesirable inclusions were of this nature. Thirty-nine neutral items not previously listed in Appendices II and III were discovered and will be found in Appendix IV. Desirable inclusions appear in sixteen of the eighteen books and range from one to sixteen; undesirable items appear in half of the books and range from one to three. Altogether, desirable items appear fifty-one times and undesirable ones, twelve. Eighteen of the forty deemed desirable are about immigrants.

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[1] H. W. McGraw, Prose and Poetry for Enjoyment (Syracuse, N. Y.: L. W. Singer Company, 1935), p. vii.

TABLE 4

QUANTITATIVE ANALYSIS OF A COMBINATION OF ENGLISH AND AMERICAN LITERATURE BOOKS

Book	No. of pages in book	Pages devoted to foreign peoples	Per cent of pages to foreign	Per cent dealing with present in foreign countries	Desirable inclusions	Undesirable inclusions	Year of publication
A	514	54	10.5	0.0	4	1	1928
B	569	38	6.6	0.0	3	0	1928
C	483	35	7.2	0.0	3	0	1930
D	517	46	8.9	0.0	4	1	1930
E	941	85	9.0	0.0	0	0	1931
F	760	355	46.6	0.0	2	0	1932
G	615	47	7.6	0.0	1	0	1933
H	904	189	20.9	0.0	1	0	1934
I	667	97	14.5	0.0	16	0	1934
J	866	199	22.9	0.0	3	1	1935
K	746	128	17.1	0.0	1	1	1935
L	582	97	16.6	0.0	0	2	1935
M	673	85	12.6	0.0	5	1	1936
N	942	203	21.5	0.0	3	3	1937
O	1,041	196	18.9	0.0	1	1	1938
P	724	287	39.6	0.0	1	0	1940
Q	680	39	5.7	0.0	1	0	1940
R	741	67	9.0	0.0	2	1	1942
Totals	11,973	2,135	17.8	0.0	51	12	18

Undesirable Inclusions

The books containing the various selections are again designated by capital letters, those letters corresponding with the letters representing the books in Table 4.

1. "The Man Who Was" by Kipling[1] (M, N).

2. "Fuzzy Wuzzy" by Kipling[2] (O).

3. "Tale of the Pigtail" by Thackeray[3] (R).

4. "In Flanders Fields" by John McRae[4] (A).

5. "The Grand Cham's Diamond" (D, J. N) by Allan Monkhouse is a one-act play with English characters, one of whom says, "E's a tyrant. 'E stole it off some nigger."

6. "For-Sale - Dragon's Breath, Cheap" (K) by Elizabeth Lewis is a story about a Chinese boy. The story contains nothing objectionable, but the editorial comment following the story does: "Superstition runs riot with the laboring and uneducated yellow folk who live only on rice, tea, and an occasional vegetable or fruit, or bit of meat or fish."

7. "The Long Trail" (L) by Kipling contains the line, "a drunken Dago crew."

8. "The Rout of the White Hussars" (L), also by Kipling, contains this speech derogatory to Jews: "It was worse than exposing the inner life of the regiment to the whole world, or selling the mess plate to a Jew - a black Jew."

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[1] See item 2, p. 34. [2] Item 7, p. 36.

[3] Item 11, p. 37. [4] Item 10, p. 53.

9. Shakespeare's "Merchant of Venice" (N) appears in one book. Although some difference of opinion exists, many Hebrews feel that Shylock is a slander on their people.

Desirable Inclusions

1. "Beowulf" (A).[1]
2. Selections from the Bible (C, R).[2]
3. "The Battle of Blenheim" (C, A) by Robert Southey.[3]
4. "The Prisoner of Chillon" (D, M) by Byron.[4]
5. "A Man's a Man for A' That" (I) by Burns.[5]
6. "Scum O' the Earth" (D, J, O) by Robert Schauffler.[6]
7. "Count Luckner, the Sea Devil" (H) by Thomas.[7]
8. "Ingo" (J) by Morley.[8]
9. "Fat of the Land" (M) by Yezierska.[9]
10. "England to America" (N) by Montague.[10]
11. "America" (B) by Thompson.[11]
12. Wilson's "War Message" (A).[12]

Inclusions Which Have Not Previously Been Presented About Immigrants

1. "America!" (I) by Edward Steiner tells of the author's leaving Austria to come here. He shows his love for

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[1] Item 2, p. 38.
[2] Item 7, p. 39.
[3] Item 5, p. 39.
[4] Item 2, p. 57.
[5] Item 16, p. 56.
[6] Item 18, p. 56.
[7] Item 1, p. 38.
[8] Item 6, p. 39.
[9] Item 19, p. 57.
[10] Item 19, p. 57.
[11] Item 1, p. 57.
[12] Item 11, p. 61.

freedom thus: "In that part of the world where I lived there were, as everywhere, the rulers and the ruled, the oppressors and the oppressed."

2. "I Am an American" (I) by Elias Lieberman has a native-born American boy and a Russian-born boy speak with the conclusion that both are good Americans.

3. "The Citizen" (I) by James Dwyer tells the story of Big Ivan and his wife, Anna, whose dream of coming to the United States is realized.

4. "The Melting Pot" (I) by Isadore Zangwell says that "America is the great melting pot where all races and nations come to labor and look forward."

5. "America and I" (I) by Anzia Yezierska tells of a Russian girl's hopes and early disappointments here.

6. "How I Found America" (J), also by Anzia Yezierska, tells how a Russian girl found happiness in this country when a school principal befriended her. The principal, a descendent of the early settlers, says, "Weren't the Pilgrim Fathers immigrants two hundred years ago?"

7. "The Hardships of a Greenhorn" (I, M, N) by Michael Pupin tells of a Serbian lad's struggles here. He deplores Europe's heritage of war in these words: "The strongest and ablest men in Europe spend the best part of their lives on battle-fields or training for the battle-fields."

8. "The Immigrant Contribution" (I) by Frederick Haskin shows how dependent this country is on immigrant labor.

9. "The Song of the Foreign-Born" (I) by Robert Carroll prays that there will be no more wars, but that the foreign-born will fight for their new country, if necessary.

10. "Dangers and Privileges in America" (I, N) by Edward Bok, while largely about the United States, says something rather surprising about Russia:

> No nation offers opportunity in the degree that America does to the foreign-born. In the future Russia may, as I like to believe she will, prove a second United States of America in this respect. She has the same limitless area; her people the same possibilities.

11. "Americanus Sum" by Edward Steiner tells the story of a Roman family who had their prejudices about American "barbarians" removed when their son came to this country.

12. "The Most Useful American of His Day" (I) by Annie Beard shows why Jacob Riis, a Danish boy, was called "most useful" by Theodore Roosevelt.

13. "The Foreign-Born American Citizen" (I) by George A. Gordon says:

> The Republic of the United States is a nation of immigrants, a nation of aliens. The only difference among Americans is that some came earlier while others came later. . . . We came hither, first or last, across the ocean, and from the ends of the earth.

14. "My Country 'Tis of Thee" (P) is an essay in which R. G. Callvert says:

> In this land of ours, this America, one third of the population is foreign-born, or native born of foreign or mixed parentage. Our numerous minorities come from fourteen nations.

15. "Americans of Foreign Birth" (B, M) is a speech of Woodrow Wilson's in which he says:

> This is the only country in the world which experiences

> this constant and repeated rebirth. Other countries depend upon the multiplication of their own native people. This country is constantly drinking strength out of new sources by the voluntary association with it of great bodies of strong men and forward-looking women out of other lands. And so by the gift of the free will of independent people it is being constantly renewed from generation to generation by the same process by which it was originally created. It is as if humanity had determined to see to it that this great Nation, founded for the benefit of humanity, should not lack for the allegiance of the people of the world.

New Inclusions Dealing with Other Nations or Individuals

1. "Simon Bolivar - Liberator" (R) by John Cournos shows that South America as well as the United States has had her liberty loving heroes.

2. "Life as a Samoan Girl" (M) by Margaret Mead is an account of Miss Mead's living with natives in Samoa. She finds much to admire in them.

3. "Louis Pasteur and Lengthened Human Life" (D) by Otis Caldwell praises the scientist and shows how much the world owes to this Frenchman.

4. "The Angels of Buena Vista" (D) by Whittier tells of "the noble Mexic women" who treated wounded Americans as well as their own men after a battle between the United States troops and the Mexicans.

5. "Microbe Hunters: Mitchnikoff" (F, P) by Paul de Kruif shows the valuable contribution to world health made by the Russian naturalist.

6. "Joan of Arc" (F, P) by Albert Bigelow Paine is a tribute to the martyr:

> Joan of Arc, the glory of the ages,
> Who battled hate, and lost -- and, losing, won.

New Inclusions Showing World-mindedness or a Desire for World Peace

1. "Adventure in a Desert Village" (K) by Eunice Tietjens teaches a lesson in tolerance: "You should be proud to be an Arab, but not proud not to be French. . . . There are many great peoples in the world - and they can all be your friends."

2. "A Song of Victory" (A) by Edward Markham is a carol celebrating the end of World War I. It concludes:

> Let there be no more battles, men of earth!
> The new age arises singing into birth.

3. "America's Entrance into the War" (A) is a speech by David Lloyd George in which he says, "The United States of America have the noble tradition, never broken, of having never engaged in war except for liberty."

4. "Lexington" (B) is a poem by Whittier which contains these lines:

> The golden age of brotherhood
> Unknown to other rivalries
> Than of the mild humanities
> And gracious interchange of good.

5. "A Pan-American Policy" (C) by Elihu Root contains this statement: "No nation can live unto itself alone and continue to live."

6. "The Red Cross Spirit Speaks" (I) is a poem by John Finley expressing the thought that all men are brothers.

7. "Our Lady of the Red Cross" (I) by Mary Parkman is an account of Clara Barton's efforts to get the United States to sign the treaty of Geneva and enlist our country in the Red Cross.

Conclusions Concerning Books Containing a Combination of English and American Literature

Desirable inclusions outnumber undesirable ones by a ratio greater than four to one (40-9), and that ratio is maintained when frequency of appearance is counted (51-12). The average of the percentage devoted to foreign peoples and cultures (17.8) is higher than that of English literature books (11.5) and of American literature books (9.3). However, most of that space is devoted to neutral selections as a comparison of the frequency tables shows: desirable selections appear one hundred forty-three times in English literature books, one hundred seven times in American literature books, and only fifty-one times in books combining the two literatures.

There is no material to be found dealing with present-day life in foreign countries, and eighteen, or almost half, of the forty desirable inclusions are concerned with immigrants.

The increase in world-mindedness and the desire for international peace noted in the English literature books and the American literatures does not survive a joining of the two. Only eight of the desirable items deal with world-mindedness, and only three of those are concerned with peace. Nothing whatsoever is said about "the need for international organization and cooperation."

This rather surprising variation arising from the mating of the two courses is explained, at least partially,

by the dates of publication of the books. As was stated at the beginning of this chapter, such a combined course as this was, during the nineteen-thirties, in the process of being replaced by a general literature course, and this replacement was almost complete by the time the United States entered World War II. Table 2 shows that only one book (R, 1942) appeared after our entrance into the war; the other seventeen were published between 1928 and 1940. Thus, the editors of these books, in making their selections, were not influenced by the great impetus given to world peace movements through the horrors of World War II and the gargantuan birth of the Atomic Age.

CHAPTER VI

GENERAL LITERATURE BOOKS

The Nature of the Course

As was stated in Chapter V, a different approach to the teaching of literature developed in the nineteen-thirties. This approach, based on the objectives of developing a love of reading and desirable attitudes in the student, required a new literature course and different textbooks than the traditional ones.

These new texts, emphasizing readability, omitted many of the old masterpieces and included works usually dealing with modern times and, frequently, with student problems. Also, although the works of English and American authors still predominated, writers from other countries were represented in most of the books.

The General Literature Books

Twenty-five general literature books were analyzed. Table 5 contains an item of information not found in the tables about English and American literature books, that of the percentage of the material written by foreign authors. Since the books considered in the previous chapters were designed to present the work of English and American writers, the number of inclusions originally written in a language other than English was negligible. The table shows that

TABLE 5

QUANTITATIVE ANALYSIS OF GENERAL LITERATURE BOOKS

Book	No. of pages in book	Pages devoted to foreign peoples	Per cent of pages to foreign	Per cent written by foreigners	Per cent dealing with present in foreign countries	Desirable inclusions	Undesirable inclusions	Year of publication
A	1,068	103	9.6	0.9	0.0	0	3	1935
B	738	158	21.4	9.3	0.0	0	0	1935
C	602	207	34.3	7.4	0.0	5	1	1936
D	670	171	25.5	3.3	0.0	3	0	1940
E	566	110	19.4	7.2	0.0	4	0	1940
F	584	95	16.8	0.0	4.9	0	0	1941
G	768	159	20.7	1.0	0.0	8	1	1942
H	590	125	21.2	3.7	0.0	5	1	1942
I	666	28	4.2	0.0	0.0	1	1	1942
J	538	139	25.8	12.4	15.8	19	1	1949
K	775	213	27.5	2.1	2.7	6	0	1950
L	734	264	35.9	6.2	6.6	11	0	1950
M	625	227	36.3	8.8	4.1	9	1	1950
N	560	113	20.2	5.0	5.5	6	1	1951
O	551	102	18.5	1.2	5.9	6	0	1951
P	672	93	13.8	1.9	1.0	4	1	1951
Q	604	172	28.4	3.1	4.1	7	0	1951
R	507	111	21.6	7.5	0.9	6	0	1952
S	620	311	50.2	18.5	9.6	21	3	1952
T	463	34	7.3	0.0	0.0	1	0	1953
U	463	87	18.8	1.1	11.2	3	0	1953
V	559	105	18.8	3.6	8.9	5	2	1954
W	511	81	15.8	2.1	0.0	5	0	1954
X	609	54	8.9	0.0	2.6	9	0	1955
Y	462	275	59.5	23.2	24.8	18	0	1955
Totals	15,491	3,537	22.2	4.9	3.9	152	16	25

twenty-one of the twenty-five books contained works of such foreign authors, ranging from .9 per cent (Book A, the oldest of the books analyzed) to 23.2 per cent (Book Y, the most recent). An average of 22.2 per cent was devoted to foreign peoples and cultures, with a range from 4.2 per cent to 59.5 per cent. One hundred twenty-eight inclusions were deemed desirable and twelve undesirable. Twenty-six of the desirable items appeared in the American and English literature books as did eight of the undesirable inclusions. One hundred thirty-three neutral items not previously listed in Appendices II, III, and IV will be found in Appendix V. Twenty-two books contain desirable inclusions, ranging from one to twenty-one; eleven of the books contain undesirable items with a range from one to three. Altogether, desirable items appear one hundred fifty-two times and undesirable ones, sixteen.

It is interesting to note the difference in the frequency with which items appear in a traditional course and in an untraditional one. In English literature books, for example, thirty-six desirable items appeared one hundred forty-three times, while in general literature books one hundred twenty-eight items appeared one hundred fifty-two times. The significance of the differences between books designed for traditional and untraditional courses will be pointed out in Chapter VIII which is concerned with summation and recommendation.

Undesirable Inclusions

As in the previous chapters, capital letters designate

which books contain the various selections.

1. "Wee Willie Winkie" by Kipling[1] (A).

2. "Gunga Din" by Kipling[2] (M, S, V).

3. "Tale of a Pigtail" by Thackeray[3] (G).

4. "The Hindoo" by Monkhouse[4] (C, N).

5. "Plain Language from Truthful James" by Bret Harte[5] (S).

6. "In Flanders Fields" by John McCrae[6] (H, J).

7. "The Miracle of America" by Herbert Hoover[7] (S).

8. "The Defense of the Alamo" by Miller[8] (P).

9. "The Champion of Honor" by Mary Parkman (A) is an over-simplified essay about King Albert of Belgium. It presents a picture of all Belgians as being brave and self-sacrificing, of all Germans as being brutal and dishonorable.

10. "The Color Bearer" by Margaret Preston (A) is a maudlin glorification of war.

11. "The Argonne Fight" (I) by Tom Skeyhill is an account of Corporal York's exploits. It is over-simplified and gives the idea that one American can beat a battalion of Germans, not making clear the fact that the American has to be Alvin York. It contains this patently absurd statement: "To the everlasting credit of the doughboys, let it be said

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[1] Item 4, p. 36.

[2] Item 6, p. 36.

[3] Item 11, p. 37.

[4] Item 9, p. 37.

[5] Item 3, p. 51.

[6] Item 10, p. 53.

[7] Item 11, p. 53.

[8] Item 4, p. 52.

that, although they knew they were going to certain death, they whooped with joy."

Forgetting that he had thus described the departure of seventeen soldiers, the author ends his account in this way: "In their own territory, in broad daylight, and in fair fight, a German machine-gun battalion had been whipped and captured by one brave and gallant American doughboy."

12. "I like Americans" (V) by Nancy Boyd is a poem which says Americans "are the nicest people in the world" and finds them superior to the French, Spanish, English, and Irish.

In summary, eight of the items listed above are undesirable because they give offense to a race or nation and four because they glorify war.

Desirable Inclusions

Selections dealing with immigrants were thirty in number, those concerned with other nations or individuals totaled sixty-one, and those showing world-mindedness or a desire for peace numbered thirty-seven.

Inclusions about Immigrants

1. "I Am an American" (H) by Elias Lieberman.[1]
2. "The Citizen" (E) by James Dwyer.[2]
3. "The Hardships of a Greenhorn" (W) by Pupin.[3]
4. From "The Americanization of Edward Bok" (I) by Edward Bok.[4]

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[1] Item 2, p. 73.

[2] Item 3, p. 73.

[3] Item 7, p. 73.

[4] Item 10, p. 74.

5. "Immigrants" (R) by Nancy Turner.[1]

6. "Two 'Mericana Men" (G) by T. A. Daly.[2]

7. "Mr. Kaplan" (W) by Leonard Ross.[3]

8. "Anything Can Happen" (L, R, W) by George and Helen Papashvily.[4]

9. "I Remember Mama" (J, L, N, O, V, X) by John Van Druten.[5]

10. "Fat of the Land" (S) by Anzio Yezierska.[6]

11 - 14. "Number One Bad Boy" (M) by Carl Glick, "The Dare" (L) by Sidney Small, "My Song - Yankee Doodle" (R) by Carl Glick, and "The Wongs" (X) by George Perry all show what good citizens Chinese-Americans make.

15. "The Art of Living Together" (G) is an editorial which says:

> A Portuguese composed our patriotic marches. A Negro accompanied Peary to the North Pole. An Irishman was the first commodore of our Navy. A Swedish girl is our most glamorous film star. A Jew helped Washington finance the Revolution. A Japanese showed us how to conquer yellow fever. A Spanish priest brought oranges and grapes to California. A Swiss built the George Washington Bridge. A German won our freedom of the press. A Dane runs our biggest motor corporation.

16. "The Bountiful Harvest" (G) by Maurice Hindus compares his youth in Russia and his life in this country.

17. "The American Way" (G) is a play by Kaufman and Hart which shows how a German immigrant family became outstanding Americans.

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[1] Item 1, p. 54.

[2] Item 3, p. 54.

[3] Item 5, p. 55.

[4] Item 4, p. 55.

[5] Item 8, p. 55.

[6] Item 16, p. 56.

18. "America Means" (K) by William Rose Benet says this:

> For one of us may be Scotch-Irish, and one Dutch, and one French; one from the great race of King David and King Solomon; and one English crossed with Huguenot and Basque; one from among the strong singing people out of Africa, or one Rumanian or Russian or of the great race of Confucius; one Welsh, one Bulgarian, Austrian, Italian, German; one a Pole, a Greek, a Lithuanian; but we are all Americans.

19. "The Citizener" (L, T) by Louis Zaro tells of a Jewish immigrant's excitement at becoming a citizen of the United States.

20. "The People with Light Coming Out of Them" (L) is a play by Saroyan which shows how Italians, Japanese, Africans, etc. make the greatness of America.

21. "The Unfamiliar" (L) by Richard Connell shows the courage of a Spaniard after his American companions thought "his skin wasn't the only thing about him that was yellow."

22. "That Greek Dog" (M, X) by Mackinlay Kantor is a story directed against racial prejudice.

23. "Gontoosy Sees It Through" (M) is Salom Rizk's story of his boyhood in Syria.

24. "Sam Bober of Borzova - and the U. S. A." (Q) by Paul Friggens tells the story of a Russian immigrant's success in this country.

25. "Indian" (R) by Stephen Vincent Benet is a poem with the same theme as "Immigrants."

26. "A Man and His Dog" (R) by Louis Adamic teaches that a man (in this case, a Slav) should not be ashamed of his alien name and ancestors.

27. "A Friend at Large" (U) by Ruth Sawyer is a story showing how an American girl helped an Italian boy.

28. "The Treasures" (X) by Helen Papashvily tells how, as a girl, she learned of many worlds from her neighbors - Jewish, Polish, Italian, Dutch, Syrian, Russian, and Chinese.

29. "All One People" (X) by Sandburg says:

> So men in this land, where once were only Indians,
> Are now men of many colors - white, black, yellow, red.
> Yet all one people.

30. "Toward the Sunset" (W) by Rolvaag tells of Swedish immigrants who helped open the West.

Inclusions Dealing with Other Nations or Individuals

1. "Pasteur"[1] (C, E).
2. "England to America"[2] (S).
3. "Beowulf"[3] (E, Y).
4. "Letters of a Chinese Official"[4] (D).
5. "The American Character"[5] (J).
6. "Mandalay"[6] (M, N).
7. "The Ballad of East and West"[7] (K, V).

8 - 12. "The Rock" (M), "Guerrilla Mother" (G), "The New Road" (M), "The Good River" (V), and "The Enemy" (K) are all stories by Pearl Buck, the first four portraying the

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[1] Item 3, p. 71.
[2] Item 1, p. 57.
[3] Item 2, p. 38.
[4] Item 26, p. 42.
[5] Item 13, p. 59.
[6] Item 22, p. 41.
[7] Item 21, p. 41.

Chinese sympathetically and the last showing the humanity of a Japanese doctor.

13. Articles about Madame Curie appear in six books (E, M, J, Q, S, Y).

14. "New Roads to Riches" (G) by Edward Tomlinson praises the growing friendship of the Americas: "From Alaska to Cape Horn, the peoples of the Western Hemisphere are becoming conscious of their peculiar relationships, the ties - material and spiritual - which, because of geography, science, and circumstance, bind them together."

15. "The Death Fighter" (H) by de Kruif is an account of the German doctor, Koch, and his help to humanity.

16. "From National Traits to Tunes" (H) by Fannie Buchanan shows how our music comes to us from many nations and peoples.

17. "Meet America" (J) by Donald Peattie is an article written for distribution to the peoples of countries where American soldiers went during World War II: "The proposition does not say 'all Americans are equal,' but 'all men'."

18. "Son of the Smoky Sea" (J) by Nutchuk is an Eskimo's account of himself.

19. "Report on Paradise" (J) is a travel report on Guatemala by Max Eastman, who finds much to admire.

20. "Greeting to the American Eagle" (J) by Ruben Dario is a poem saying all in the Americas are brothers.

21. "Penthouse in Bogota" (J) is a friendly portrayal of the people of Columbia by an American who lived there, Virginia Paxton.

22. "America" (J) by Raul Reiche is a poem celetrating the oneness of the Americas.

23. "Gabriela Mistral" (J) by Erna Fergusson is the account of an interview with the distinguished Brazilian woman: "We talked about people and war and money, and the distant hoped-for day when the world might consider people more important than the other two."

24. "Sun, Sea, and Samba" (J) by Erico Verissimo is a complimentary description of Rio de Janeiro and its people.

25. "El Cedral" (J) is T. R. Ybarra's nostalgic account of his youth in Caracas. Ybarra is the son of a Bostonian mother and a Venezuelan general.

26. "The American Virgin Islands" (J) by Helen Follett acquaints the reader with some interesting facts about one of our possessions.

27. "Neighbors" (J) - the heading of one section - says: "You have seen for yourself that we [the Americas] are still a new world and all together make one America."

Franklin D. Roosevelt said: "We are showing in international relations what we have long known in private relations - that good neighbors make a good community."

28. "Vivas for Jorge Washington" (J) by Michael Scully tells how Laredo, Texas, and its twin city on the other side of the Rio Grande, Nuevo Laredo, Mexico, celebrate together both Washington's Birthday and Mexican Independence Day.

29. "Bolivar, the Great Liberator" (J) by Brassil Fitzgerald is a tribute to the great South American hero.

30. "My Own People" (L) by Nutchak is an Eskimo's account of life in the Far North.

31. "Prophet in the Wilderness" (L) by Herbert Hagedorn is the story of Albert Schweitzer's work in Africa.

32. "Vistors" by Agnes Keith (L) is an account of life in Borneo with a young Malayan portrayed as a very worthy and wise individual.

33. "Yes, I Can Write" (M) by Nina Baker tells the story of Benito Juarez, a brave patriot of Mexico.

34. "The First of the Microbe Hunters" is de Kruif's account of the Dutch scientist, Leeuwenhoek.

35. "Baboushka" (M) by Eloise Lownsbury tells the story of Catherine Breshkovsky, who helped to free millions of Russian peasants.

36. "Ballad of Joseph and Damien" (O) by Sarah Cleghorn lauds the work done among the lepers by the good priests.

37. "The Heart of China" (O) by Captain T. W. Lawson is a survivor's account of the Doolittle raid. He says of the Chinese: "I keep thinking of those brave, tireless, and loyal men and women who picked us up, carried us endless miles, fed us, nursed us back to health, and got us away."

38. "When You're in Britain" (O) is a reprint of a government pamphlet designed to help the American soldier in England get along with our ally.

39. "I like Mexicans" (O) by Montayne Perry is a highly complimentary commentary on our southern neighbors.

40. "God's Eager Fool" (Q) by the Reverend John O'Brien

is an essay about Albert Schweitzer wherein Schweitzer is quoted thus: "A heavy guilt rests upon us for what the whites of all nations have done to the colored peoples. When we do good to them, it is not benevolence--it is atonement."

41. "William Tell" (Q) recounts the old story of the Swiss hero and his fight for liberty. Amy Cruse is the author.

42. "Small Brother Lu" (Q) by George Basil and Elizabeth Lewis tells how a courageous but crippled Chinese boy was helped by an American doctor.

43. "A WAC in Shangra-La" (Q) by Margaret Hastings is a true account of an airplane crash in Dutch New Guinea and how some Americans were saved by the helpful natives.

44. "The Foreigner" (S) by Bill Adams is a story telling how British sailors learned to respect a foreigner.

45. "Gandhi, Man of God" (S) by Louis Fischer describes some of the virtues of the great Indian leader.

46. "Russian Mud" (S) is an account of Maurice Hindus' life in Russia.

47 - 55. (S) The following travelogues give an account of life in various parts of the world: "An African Farm" by Isak Dinesen, "Forever China" by Robert Payne, "Japan" by Helen Mears, "Tel Aviv" by Maurice Hindus, "Denmark: Cows in Overcoats" by Kinkead and Maloney, "What Peru Is and Isn't" by John Gunther, "Where the High Winds Blow" (Eskimos) by Bruce Campbell, "A Russian Journal" by John Steinbeck, "New Song in a Strange Land" [Liberia] by Esther Warner.

56. "Mafatu" by Armstrong Sperry (U) tells how a Polynesian boy found courage.

57. "A River Came" (U) by Mona Gardner is a story of life in Madras.

58. "The Apple" (V) by Elizabeth Kyle is a heart-warming story about how a Hungarian woman helped a Polish mother get her child out of Poland.

59. "Stopover in Queretaro" (X) by Gerold Beim tells how kind Mexicans were to an American.

60. "American Boy Abroad" (Y) by Eric Sevareid says this of our troops in World War II: "From the United States, the hope of the world, the one great reservoir of democracy and good will, the melting pot of equality, came this swarm of noisy, rowdy, hard-working, hard-fighting youngsters."

61. "Men of Nagaland" (Y) tells how Eric Sevareid, the author, is forced down among a supposedly savage race and finds "that the sense of equality and tolerance is as deeply rooted in human instincts as the contrary impulses."

Inclusions Showing World-mindedness or a Desire for World Peace

1. "Battle of Blenheim"[1] (Y).
2. "A Man's a Man"[2] (Y).
3. "The Prisoner of Chillon"[3] (C, S, Y).
4. "They Have Blown the Trumpet"[4] (N).
5. "Prayer for the U. N."[5] (J).
6. "Man with the Hoe"[6] (P, Y).

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[1] Item 7, p. 39.

[2] Item 5, p. 39.

[3] Item 6, p. 39.

[4] Item 25, p. 65.

[5] Item 20, p. 63.

[6] Item 5, p. 60.

7. Selections from the Bible[1] (C, D, H, L, M, N, R, S).

8. "Abou Ben Adhem"[2] (C, Y).

9. "Locksley Hall"[3] (X, Y).

10. "In Memoriam"[4] (Y).

11. "The Man He Killed"[5] (N, X, Y).

12. "Heroes, Ancient and Modern" (C) by Wang Chung shows that all mankind admires noble qualities.

13. "The Fall of the City" (D) by Archibald MacLeish is a radio play showing how dictatorships are formed and how they might be avoided.

14. "War" (G) by William Saroyan tells of a fight between a German boy and a Slav: "For I was certain that Josef and Karl were going to express their hatred for each other, the hatred that was stupid and wasteful and the result of ignorance and immaturity by striking one another, as whole nations, through stupid hatred, seek to dominate or destroy one another."

15. "Brotherhood" (G, L) is a poem by Edward Markham that brings out the brotherhood of man.

16. "America First" (H) by G. Ashton Oldham wants our country to be first -

> Not in splendid isolation, but in courageous cooperation.
> Not in pride, arrogance, and disdain of other races and peoples, but in sympathy, love and understanding.

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[1] Item 1, p. 38.

[2] Item 11, p. 40.

[3] Item 12, p. 40.

[4] Item 13, p. 40.

[5] Item 20, p. 41.

Not in treading again that old, worn, bloody pathway . . . but in blazing a new trail . . . where wars shall be no more.

17. "My Dear Young Friends" (J) by Einstein says, "Concern for man and his fate must always form the chief interest of all technical endeavors."

18. "The People, Yes" (J, K, Y) contains these lines against war:

> The heroes, the cannon fodder, the living targets,
> The mutilated and sacred dead,
> The people, yes.

19. "The Knothole" (K) by Dorothy Canfield Fisher is a story of the horrors of a concentration camp in World War II. These words may be found in the introduction: "Nothing is more horrible than the reduction of men into beasts by other men. War has always done this."

20. "Goody for Our Side and for Your Side, Too" (O) by Ogden Nash has this international idea:

> There's many a difference quickly found
> Between the different races,
> But the only essential differential
> Is living in different places. . . .
>
> So mind your manners when a native, please,
> And doubly when you're not,
> And Vickers and Krupp will soon fold up,
> And Sopworth pawn his yacht.

21. "It's a Queer Time" (P) by Robert Graves contains the soldier's thoughts of death:

> Even good Christians don't like passing straight
> From Tipperary to their Hymn of Hate
> To alleluiah - chanting, and the chime
> Of golden harps . . . and . . . I'm not well today . . .
> It's a queer time.

22. "The Bombardment" (P) by Amy Lowell shows the

horrors in a French city under bombardment.

23. "The Blindman" (P) by Hervey Allen tells the grisly story of a school struck by a bomb.

24. "On Hearing French Children Speak French" (Q) by Erwin Edman is a poem by the late Columbia philosopher in which he points out how alike the children of the world are:

> I, noting thus what's said and done,
> Judge the world is, or should be, one;
> It is the planet's blackest blot
> That it should be--and that it's not.

25. "The Voice of Liberty" (S). Carlos Romulo praises liberty everywhere.

26. "Our Reservoir of Good Will" (S) is from Wendell Willkie's One World.

27. "Abraham Lincoln Walks at Midnight" (W) by Vachel Lindsay says:

> He cannot rest until a spirit - dawn
> Shall come - the shining hope of Europe free:
> The league of sober folk, the Workers' Earth,
> Bringing long peace to Cornland, Alp, and Sea.

28. "Your Work" (X) by Aldous Huxley is an essay in which he tells us that the first of the great problems facing mankind is "the problem of avoiding war."

29. "Salute to the World" (Y) by Walt Whitman takes a quick trip around the world and finds "equals and lovers . . . in all the lands."

30. "Hate" (Y) by James Stephens raises the question of why we hate the enemy.

31. "Young Rostov" (Y), an excerpt from Tolstoy's War and Peace, debunks the romance of war.

32. "Is There Any Easy Road to Freedom" (Y) is a poem in which Sandburg shows that the French, Russians, and Americans have all followed the hard road.

Inclusions Dealing with the Atom

33. "Dawn Over Zero" (K) by William T. Lawrence is an account of the first explosions of the atom bomb and concludes thus:

> Man, like Hamlet, must ask himself the question: To be, or not to be? There can be only one defense against the atom bomb -- peace. On that all our scientists agree. The word peace has become synonymous with survival. The word war has become synonymous with suicide.

34. "Report on the Bombing of Nagasaki" (Y) is William Lawrence's description of the horrible results of the explosion of the second atom bomb dropped on Japan.

35. "A Thousand Old Faithful Geysers" (N) is another Lawrence description of the bombing of Nagasaki.

36. "Atomic Control of Weather" (S) by Robert D. Potter points out how, through an International Weather Authority, atomic energy can bring plenty of food and a good climate all over the world.

37. "The Taming of Energy" (S) by George Harrison also shows how useful to the world atoms for peace can be.

Conclusions Concerning General Literature Books

Desirable inclusions outnumber undesirable ones by a ratio of almost eleven to one (128-12), and the ratio is nine and one-half to one on a frequency count (152-16). The average of the percentage devoted to foreign peoples and cultures is 22.2 per cent, considerably higher than that of English

literature books (11.5) and American literature books (9.3). That average is also noticeably higher than the 17.8 per cent found in books containing a combination of English and American literature.

Since general literature courses have replaced the combination course, a further comparison of the books designed for them is interesting. Combination books contained forty desirable inclusions which appeared fifty-one times. Eighteen of the forty desirable selections are concerned with immigrants, fourteen with other nations and individuals, and only eight with world-mindedness. Three of these last are concerned with peace and none with the desirability of international organization. There is no material dealing with present-day life in foreign countries.

The general literature books contained one hundred twenty-eight desirable inclusions which appeared one hundred fifty-two times. Thirty of the one hundred twenty-eight are concerned with immigrants, sixty-one with other countries and people, and thirty-seven with world-mindedness. Twenty-three of these point out the need for peace, and twelve support a world organization. Fifteen of the books contained material dealing with present-day life in other countries, and an average of 3.9 per cent of all material was devoted to that subject. Also foreign authors contributed 4.9 per cent of the material, a kind of representation of other peoples and cultures not possible in English and American literature books.

The very considerable rise in world-minded materials

and those showing an interest in other peoples can be explained, as was indicated in Chapter V, by the dates of publication. None of the combination books was published after World War II, whereas sixteen of the general literatures were, and consequently their editors, in some cases, were influenced by the war and the atom bomb.

The influence of the war on the general literature books themselves is interesting to note. Nine of the books were published between 1935 and 1942, which means that their editors were not influenced by World War II; sixteen were published between 1949 and 1955, which means that their editors were exposed to the impact of nuclear fission. Only one of the nine books published prior to the war contained material about present-day life in foreign countries; fourteen of the sixteen published since 1949 did so.[1] Eight of the thirty-seven world-mindedness inclusions appear in the earlier books, and four of those deal with modern times. The more recent books contain thirty-three such items, of which twenty-seven are modern. A further analysis of Table 5 shows that the nine older books contain twenty-six desirable inclusions, or an average of 2.9 per book, contrasted with one hundred thirty-six items and an average of 8.5 per book in those published since the war. While the average percentage of material devoted to present-day life in foreign countries is 3.9 for all of the books, it is only .77 per cent for the earlier books compared with 6.2 per cent for the

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[1] See Table 5, p. 80.

later ones.

All of these statistics indicate that general literature books show a considerable interest in other peoples, in eliminating war, and in the strengthening of an organization for international cooperation. Their rating by UNESCO criteria is a favorable one.

CHAPTER VII

WORLD LITERATURE BOOKS

The Nature of the Courses

The nature of a course in world literature is difficult to define because high-school teachers and anthologists have not been able to decide what such a course should contain. Traditionalists would teach the best that foreign peoples have produced, the recognized masterpieces; more liberal anthologists follow the trend shown in general literature courses and would supplant literary merit as the criterion for selection with the criteria of readability, student interests, and the development of desirable attitudes. Still another kind of world literature course is one in modern literature, which is world literature confined to one period. All three of these courses have one thing in common, however - the realization that high-school students need to know about the nations and peoples of the world.

Here is a quotation from the preface to a traditional book, a book containing over twelve-hundred pages with not a single inclusion from English or American literature:

> Thus at a time when the development of world understanding is one of our great educational problems it is essential that our young people should have access to as many of the cultural sources of other nations as possible. Linguistic blockades should be broken down. Literary formulas which have marked Comparative Literature courses for advanced college upperclassmen should give way, in a book for younger students, to a presentation of literature

> as a human document through which one comes to sense the spirit of other peoples. To us as a nation whose life has been drawn from so many old world strains it is doubly necessary that our youth should appreciate these varied and colorful literary backgrounds.[1]

One drawback which has kept such a course from any widespread adoption in high school has been the difficulty of the literature for study, that difficulty which "marked Comparative Literature courses for advanced college upperclassmen." Thus the second kind of world literature book developed, the kind aimed at the development of reading skills through stimulation of student interests. Here is a quotation from the preface to a "liberal" book:

> In a very significant respect this book differs from previous textbooks in world literature. It is not a survey of the world's great literature with selections chosen to represent the world's great writers in nice chronological sequence. In The World Through Literature, selections were chosen not primarily to represent literary figures, but rather to reveal something of the life and character of the world's peoples. Because of the limits of high-school reading abilities, much of the classic literature of Europe was found to be unsuitable. Dante's Inferno, Corneille's plays, Goethe's Faust, and Schopenhauer's essays cannot be a part of any course for general high-school students.
>
> The difficulty in world literature is not simply a matter of style, vocabulary, or ideas. The context of foreign literature and the allusions to everyday life in other countries are unfamiliar to students of this country. It is this kind of difficulty which has heretofore put a full year's course in world literature beyond the reach of students in the earlier high-school grades. Indeed, textbook writers have not yet demonstrated that there is enough suitable material for a full year's course in world literature for even the eleventh and twelfth grades.
>
> Clearly there is not time or space in a high-school course to deal with all the nations and peoples of the world. Nor are all national literatures equally valuable

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[1] Rewey Inglis and William Stewart, Adventures in World Literature (New York, N. Y.: Harcourt, Brace and Company, 1936), p. IV.

> in revealing a nation's character to high-school students. This book deals therefore not with nations but with four large cultural areas of the world apart from the British Isles. Within each of these areas there is great diversity of people, but among the diverse peoples there is a common history, or religion, or viewpoint - some cohesive force that makes it possible to consider them as a part of a cultural unity. In the East, for example, it is the common attitude toward the West that gives a cohesive force to the ideas and aspirations of the nations and peoples of Asia.
>
> The World Through Literature enlists the great writers of the world in the terribly urgent task of orienting Americans in the world they must live in from this time forth. The dramatic intensity, the imagination, and the emotion of good literature give it power to create an understanding of other peoples that no other study can approach.[1]

This book follows a recent trend, that of combining world literature with English literature. Three of the seven books published since the war and analyzed in this chapter include such a combination. The World Through Literature is almost exactly divided between writings from England and those from other parts of the world, exclusive of the United States.

A third book exemplifies still another approach to world literature: it does not attempt to give a history of English literature along with writings from other parts of the world but makes its selections on the basis of student interest:

> A word should be said about the method of choosing the material in this volume. Many teachers and high school students recommended favorite selections. For several semesters these were read and evaluated by high school students. Consequently the majority of poems, stories, and essays included are those which survived this selection process. We hope that you, as you read, will also enjoy observing other lands and other peoples

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[1] Luella Cook and others, The World Through Literature (New York, N. Y.: Harcourt, Brace and Company, 1949), pp. III, IV.

> through the eyes of experienced travelers; that you will have some pleasant moments reading famous short stories of many lands; that the songs and poems and plays will convince you that people everywhere have similar hopes, and fears, and aspirations; that you will discover in science, as well as religion, an instrument for world peace; and finally that you will come to think of America, with its peoples of many national backgrounds, creeds, and cultures, as leading the way toward a good neighbor policy for the world.[1]

A fourth book, one designed for a course in modern literature, is composed of three equal parts: one-third English literature (modern), one-third American, and one-third for the rest of the world. This quotation shows, however, that the book has the same world-minded objective as the previously quoted ones:

> The previous edition of this book was published in 1944. During the intervening years events have forced us to view the modern age in a new light. Never before now has it been so important for our schools to prepare students for the world they live in. Never before has it been so urgent to establish values that will guide youth in the modern democratic society. As always, literature is a great source for teaching social and moral values - perhaps the greatest single source available to the schools.[2]

It is apparent from these very brief reviews of four different textbooks that the world literature course is still in a state of flux as far as content is concerned but gelled in the conviction that American high-school students need to know about other peoples of the world through their literature.

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[1] Thelma James, Walter Northcott, Marquis Shattuck, World Neighbors (New York, N. Y.: Harper & Brothers, 1950), p. XII.

[2] Ruth Stauffer, William Cunningham, Catherine Sullivan, Adventures in Modern Literature (New York, N. Y.: Harcourt, Brace and Company, 1952), p. V.

The Books in World Literature

Twenty world literature books were analyzed. Table 6 differs somewhat from previous tables because of the nature of the courses. Unlike the other courses, world literature has as a major objective the presentation of foreign peoples and cultures through their own literary products. It was assumed, therefore, in this study that all selections written by foreign authors were desirable inclusions. The great number of such inclusions (681) made it impractical from the standpoints of time and space to analyze each selection separately, nor would such an analysis serve a useful purpose since the selections were chosen as being representative of the peoples and cultures that produced them. Table 6, for the reasons just stated, instead of listing the number of desirable and undesirable inclusions in each book, provides the following information: the number of selections written by foreign authors, the number written about foreign peoples and cultures by English and American authors, the number showing world-mindedness; that is, an interest in peace or international cooperation, and the number about immigrants.

An average of 41.7 per cent of the material in world literature books was devoted to foreign peoples and cultures, with a range from 11.5 per cent to 100 per cent. An average of 22.7 per cent of the material was the work of foreign authors, and 8.6 per cent dealt with present day life in foreign countries. These figures, as might be expected from the nature of the course, are much larger than the computed

TABLE 6

QUANTITATIVE ANALYSIS OF WORLD LITERATURE BOOKS

Book	No. of pages in book	Pages devoted to foreign peoples	Per cent of pages to foreign	Per cent written by foreigners	Per cent dealing with present	No. of selections by foreign writers	No. of selections showing world-mindedness	No. about foreigners by English and American writers	No. about immigrants	Year of publication
A	653	188	28.7	17.9	0.0	8	7	7	2	1926
B	1,015	379	37.3	15.7	0.7	21	3	15	1	1929
C*	417	48	11.5	3.9	0.0	1	0	2	0	1932
D	899	180	20.0	10.1	5.1	9	8	7	1	1934
E	607	92	15.1	0.6	0.0	6	6	5	0	1935
F*	963	226	23.4	0.0	5.9	0	9	23	0	1938
G*	1,167	417	35.7	4.5	7.7	5	7	8	1	1939
H	899	180	20.0	10.1	5.1	9	8	7	1	1940
I*	459	85	18.9	4.1	2.9	4	4	2	2	1940
J	937	584	62.3	56.9	9.4	122	1	6	0	1941
K	689	318	46.1	16.4	12.9	24	14	11	3	1942
L	1,245	1,245	100.0	100.0	14.3	328	0	0	0	1944
M*	1,032	440	42.6	15.8	6.1	6	3	12	2	1944
N	549	434	79.0	15.8	8.5	24	51	17	10	1949
O	751	428	56.9	42.4	25.9	69	7	15	0	1949
P	517	366	70.8	23.9	23.9	48	16	25	6	1950
Q	665	341	51.3	14.3	12.3	24	19	11	3	1950
R	776	205	26.4	19.5	10.4	21	3	12	0	1950
S	700	175	25.0	15.7	5.3	45	12	12	0	1952
T*	732	212	28.9	9.4	16.7	7	3	3	2	1952
Totals	15,671	6,543	41.7	22.7	8.6	681	182	200	34	20

* Modern literature book.

results in the other courses.

The books contained six hundred eighty-one items written by foreigners, one hundred eighty-two items showing world-mindedness, two hundred written by Americans and Englishmen about foreign countries and people, and thirty-four about immigrants.

Undesirable Inclusions

Selections "which develop prejudice, misunderstanding and conflict, and give offense to other peoples" should not be found in books designed to present the literature of foreign peoples, and only a very few such undesirable inclusions appeared.

1. "Tale of a Pigtail"[1] (S).

2. "Brave Coward" by P. C. Wren (I) has a stereotyped German character, hating the Englishman who turns out to be the hero:

> Sergeant Franz Zimmerman found him out for a poor-spirited, herring-gutted schweinhund. . . . And how (he) hated the English, those cunning devils who had always stood between the Fatherland and the sun; and who in 1914 had led the Germans on to think they would not interfere, and then when the Germans' hands were full, had jumped on their backs.

3. "The Stretcher-Bearers" (F) by Hugh Walpole glorifies war.

4. "The Unknown Soldier Arrives at Washington" (F) by Kirke Simpson is a highly sentimental account of the first Unknown Soldier ceremonies, so maudlin that it should make an

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[1] See item 11, p. 37.

immpressionable boy hope for a war where he might die a heroic death and have all those dignitaries at his funeral.

5. "The Drums of the Fore and Aft" (F) by Kipling is a story about an English regiment in India and how it behaved in its first fight. The British refer to their Indian opponents as "Niggers" (seven times), "black devils," and "awful swine."

6. "Aepyornis Island" (C) by H. G. Wells is a science-fiction story taking place on an imaginary atoll. The British hero refers to the natives as "niggers."

In brief, four of the inclusions are undesirable because they tend to give offense to a nation or race and two because they glorify war.

Desirable Inclusions

As was stated earlier, world literature books contain too many desirable selections to enumerate each one, but some that were particularly desirable from the standpoint of world-mindedness will be mentioned.

1. "You Are the Hope of the World" (A) by Hermann Hagedorn is an appeal to youth to be world-minded.

2. "Let Us Have Peace" (A) by Carl Schurz is a speech attacking war.

3. In his first Inaugural Address (B) Jefferson asks for "peace, commerce, and honest friendship to all nations."

4. Calvin Coolidge's Inaugural Address (D) contains these lines: "In common with other nations, it [the U. S.] is now more determined than ever to promote peace through

friendliness and good-will, through mutual understandings and mutual forbearance."

5. A third Inaugural Address (D), F. D. Roosevelt, in 1933, states: "In the field of world policy I would dedicate this nation to the policy of the good neighbor, the neighbor who resolutely respects himself and, because he does so, respects the rights of others -- the neighbor who respects his obligations and respects the sanctity of his agreements in and with a world of neighbors."

6. "Bells of Peace" (F) by John Galsworthy contains these lines:

> Ring out the Past, and let not Hate bereave
> Our dreaming dead of all they died to win.

7. "The Rear Guard," "A Working Party," "At the Cenotaph," and "The Ultimate Reality" (G) are all poems by the decorated fighter and author, Siegfried Sassoon, pointing out war's horrors.

8. "The Greater Heroes" (J) by Alfred Noyes is a poem which says that the heroes of peace are greater than those of war.

9. "A Message of Peace" (J) by Jeanette Eaton says: "Nowadays all human beings rise and fall together. We must love freedom so much that we want it for everybody."

10. "The Last Best Hope of Earth" (M) by Harry Scherman is an essay stating: "Is it not clear that a peace soundly and intelligently based upon this necessity [world economic-interdependence] is, as Abraham Lincoln put it, 'the last best hope on Earth'?"

11. "And These Are the People Who Live in the World We Live In" (N) by VanLoon says: "We are all of us fellow-passengers on the same planet and we are all of us equally responsible for the happiness and well-being of the world in which we happen to live."

12. "For Good or Ill" (P) by Arthur H. Compton shows that the atom can do much for peace or destroy the world: "Thus science today is creating a situation in which strife endangers everyone, and cooperation gives rich rewards for all of us. Thus there is need as never before of love of our neighbors."

13. "A Layman Looks at Science" (P) by Raymond Fosdick says of the U. N.:

> [It] must be built on a realization of the common interests which bind men together everywhere and of the common dangers which confront us as members of the same human race. . . . In spite of the atomic bomb we are still the captains of our own destiny, and we can make that destiny anything we desire.

14. "Science and Man's Fate" (P) by David E. Lilienthal says, "Our task, in practical terms, is to turn the awful strength of atomic power away from destruction and toward a new era of peace and well-being."

15. "The Runaway" (T) by Stefan Zweig is the story of an ignorant Russian soldier, dragooned into war, who arrives in France through a series of misfortunes and dies in an attempt to reach his home. The author is described as looking "upon all the peoples of Europe as being part of a great brotherhood sharing a common art and literature and tradition. He could not believe that ultimately there were any fundamental

differences among these peoples that would make them destroy one another."

16. "The Earth Answers Back" (T) by William Vogt is an essay showing that "certain biologic relationships every minute of every day touch the life of every man, woman, and child on the face of the globe."

17. "Machines--With and Without Freedom" (T) by David E. Lilienthal is an essay with a world outlook. Among other things, it shows the good and bad potentialities of the atom.

18. "Five Great Problems of the New Half Century" (T) by Henry Steele Commager looks at the world and what mankind must do if it is to be preserved. The following quotation gives the flavor of the essay: "In one sense World War II and the Marshall Plan are expiation for the folly of political and economic isolation in the twenties and the neutrality-legislation of the thirties."

19. Three of the books (N, P, S) contain the Preamble to the United Nations Charter.

20. Quotations from introductions to world literature books other than those already quoted show the same world-mindedness:

> Until World War II, it was safe enough to think of other peoples in terms of their differences from us. But since differences lead to quarrels and quarrels to wars, the old view is not merely inadequate but dangerous. Whatever leads to the horror of modern war must be banished. It is time now to think of other peoples in terms of likenesses. Not how different are they, but what do we have in common?
>
> . . . Now, with public knowledge of atom bombs,

> rockets, robot planes, radar, and with the promise of weapons still more terrible, . . . scientists have placed in the hands of mankind the means to destroy itself.
>
> . . . It is important for Americans to know that freedom is not an American invention or an American possession. The idea of freedom is a gift from the past. But the idea of freedom is not the thing itself. The reality of freedom is not a gift, but a victory to be won or maintained by every generation. The selections that follow will show the slow and painful fight for freedom over two thousand years.
>
> . . . On the social side, several units emphasize the sense of human worth, the ideal of human dignity, and show the age-long fight to secure and maintain liberty. This is specially the content of the unit "The March of Freedom." In every unit there are selections by foreign authors, but the specific purpose of "People Overseas" is to emphasize the likenesses, the hopes and frustrations common to people everywhere.[1]

> In recent years, interest in Continental literature has increased because it is more important than ever before that we understand the ways of all peoples wherever they live, and one of the best ways to understand them is through their literature. Each country has its own flavor and color, yet all have universal problems that are solved the world over in much the same way. Becoming acquainted with the thoughts and ideals of the best thinkers in the countries of Europe is the purpose of this section.[2]

Conclusions Concerning World Literature Books

World literature books contain almost no undesirable material and a great deal of desirable literature. Only six undesirable inclusions were found in four of the twenty books examined and only one of the books published in the last ten years contained such an inclusion.

Almost one quarter of the literature presented in the books represents the foreign cultures that produced it, and

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[1] Book Q.

[2] Book R.

many items showing world-mindedness (182) were found. The percentage of the material dealing with present-day life in foreign countries (8.6) is more than twice that found in the books designed for other courses. Nineteen of the twenty books contained works by foreign writers; eighteen included material showing world-mindedness, one having fifty-one such inclusions; and all but one contained material showing present conditions in foreign lands.

While modern literature is a kind of world literature course, it differs in at least one significant way: that is in its presentation of English and American contemporary literature. All of the modern literature books devote the major amount of their material to English and American authors, the range extending from 57.4 per cent to 88.5 per cent.[1] Also modern literature from some parts of the world has been neither extensive nor available for some years now, particularly since World War II. Almost nothing since Tolstoy, for example, is to be found from Russian literature in the anthologies. Modern writing from the other so-called iron-curtain countries is indeed sparse.

For these reasons, a separate statistical analysis was made to contrast the modern and world literature books. Table 7 shows how great those differences are.

The table shows that world literature books contain much more material dealing with foreign peoples, almost seven times as much representing the work of foreign authors, more

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[1] See Table 6.

than twice as many items concerned with world peace and the need for international organization, and even - strangely enough - more material dealing with present-day life in foreign countries.

TABLE 7

COMPARISON OF SIX MODERN LITERATURE BOOKS WITH FOURTEEN WORLD LITERATURE BOOKS

	Per cent to foreign	Per cent by foreign writers	Per cent dealing with present	Average number of world-mindedness inclusions per book
Modern Literatures	29.9	4.6	7.2	4.3
World Literatures	46.9	30.6	9.3	11.1

In order to ascertain the trend in world literature books and to measure the impact upon them of World War II and the atom bomb, an analysis of the books published before the end of the war and after was made. The results may be found in Table 8.

TABLE 8

SEVEN WORLD LITERATURE BOOKS PUBLISHED SINCE WORLD WAR II COMPARED WITH THIRTEEN PUBLISHED PREVIOUSLY

	Per cent to foreign	Per cent by foreign writers	Per cent dealing with present	Average no. of world-mindedness items per book
Books Published Before End of W. W. II	39.9	23.7	6.2	5.5
Books Published After W. W. II	46.0	20.3	14.6	16

Table 8 shows that books published since the war contain about 6 per cent more material about foreign peoples than

those published before the war and about 3 per cent less written by foreign authors. The important differences occur in the amount of material dealing with present-day life in foreign countries and in the amount demonstrating an attitude of world-mindedness. The books published since the war contain more than twice as much material as did their predecessors portraying modern conditions in foreign lands, and they contain per book three times as many items showing world-mindedness.

Such an increase in world-mindedness shows that the course in world literature has been even more sensitive in its reaction to the atom bomb than were the courses previously analyzed. All of the recent world literature books contain articles, written by scientists, statesmen, or pundits from other fields, which deal with the bomb; all contain articles urging international cooperation; and the average of sixteen such articles to each book is indeed a high one.

CHAPTER VIII

THE SUMMING UP

The Purpose of this Study and the Method of Approach Re-Stated

The purpose of this investigation has been to determine the extent of material and the nature of such material dealing with foreign peoples and cultures to be found in American high-school literature books. It was hoped that such a study might result in the improvement of high-school literature books toward a better international understanding.

One hundred thirty-two high-school literature texts published since 1930 were secured for examination after correspondence with twenty-six publishing companies which had been active in the publication of such textbooks. These textbooks were carefully read and analyzed and the results of the analysis recorded on a form for recording data adapted from one recommended by UNESCO. As a basis for judgment the following criteria also advanced by UNESCO in A Handbook for the Improvement of Textbooks and Teaching Materials as Aids to International Understanding were used:

> A. Eliminate all material tending to prevent an understanding between the nations, to wound the national self-esteem of other nations, to arouse hatred and contempt of foreign peoples.
>
> B. Stereotyped concepts are to be avoided.
>
> C. Minority groups, other races, and other nations and nationalities should be treated fairly and due representation should be given to their contributions. The same standards of scholarship, justice, and morality

> which are applied to one's own nation should be applied to others, including former enemies in war and nations with whom there is current rivalry and conflict. Unpleasant facts and undesirable conduct should not be ignored, but they should be placed in perspective, and controversial issues should be presented objectively. Terms and phrases which develop prejudice, misunderstanding and conflict, and give offense to other peoples should be avoided.
>
> D. The ideals of human freedom, dignity, equality and brotherhood should be emphasized. The need of a moral code of mutual human behavior and a sense of common responsibility for world conditions should be stressed. The advances of civilization, the obstacles to human progress, world ideals and heroes, world interdependence and the need for international organization and cooperation should be made clear.[1]

On the basis of the above criteria, every piece of literature dealing with foreign peoples, cultures, or countries was analyzed and judged desirable, undesirable, or neutral. Desirable and undesirable items together with the reasons for so appraising them are included in the body of the dissertation; neutral inclusions are listed and summarized in the appendices.

The study was made in five divisions according to the courses for which the texts were designed: English literature, American literature, English and American literature combined, general literature, and world literature. Each of these courses is considered in a separate chapter, and the findings which include tables and quotations are to be found in Chapters III through VII.

The Seven Questions

In Chapter I seven questions were posed. Now that

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[1] UNESCO, op. cit., p. 29.

the textbooks have been examined and analyzed, answers to those questions are available.

Question 1:

How much material about other nations is to be found in high-school literature books?

In English literature books an average of 11.5 per cent of the books was devoted to foreign peoples and cultures with the range lying between 6.6 per cent and 20.1 per cent. The highest percentage was found in the oldest book, published in 1928 (Book A) and the lowest was found in a book published in 1936 (Book G). One hundred thirty-five such inclusions were found, of which thirty-six were judged desirable, eleven deemed undesirable, and eighty-eight considered neutral. All of the books contain desirable items, ranging from two to fifteen, and only eight of the eighteen books examined contain undesirable items, which range from one to four. Because books designed for traditional courses tend to include the same favorite items, the desirable inclusions appear one hundred forty-three times and the undesirable, seventeen.

In American literature books an average of 9.3 per cent was devoted to other peoples with a range from 2.5 per cent (Book A, 1928) to 18.6 per cent (Book D, 1935). One hundred twenty-one inclusions were found, of which sixty-four were judged to be desirable, eleven undesirable, and forty-six neutral. All of the books contain desirable items, ranging from two to seventeen; and half of the eighteen books contain undesirable material, ranging from one item to seven. Altogether, there are one hundred seven desirable inclusions

contrasted with twenty undesirable ones.

The books combining selections from English and American literature devoted an average of 17.8 per cent to foreign peoples and cultures, with a range from 5.7 per cent (Book Q, 1940) to 46.6 per cent (Book F, 1932). Forty inclusions were desirable, nine were undesirable, and thirty-nine neutral. Desirable items appear in sixteen of the eighteen books and range from one to sixteen; undesirable items appear in half of the books and range from one to three. Desirable items appear fifty-one times and undesirable ones appear twelve times.

In general literature books, an average of 22.2 per cent was devoted to foreign peoples and cultures, with a range from 4.2 per cent (Book I, 1942) to 59.5 per cent (Book Y, 1955). One hundred twenty-eight inclusions were deemed desirable and twelve undesirable; one hundred thirty-three neutral items were found. Twenty-two of the twenty-five books examined contain desirable inclusions, ranging from one to twenty-one; eleven of the books contain undesirable items with a range from one to three. Altogether, desirable items appear one hundred fifty-two times and undesirable ones, sixteen.

An average of 41.7 per cent of the material in world literature books was devoted to foreign peoples, with a range from 11.5 per cent (Book C, 1932) to 100 per cent (Book L, 1944). The twenty books contained six hundred eighty-one items written by foreigners, all of which were deemed desirable because they represent the cultures that produced them; the

books contained one hundred eighty-two items showing world-mindedness, two hundred written by Englishmen and Americans about foreign countries and people, and thirty-four about immigrants. Only six undesirable items were found and they appeared in only four of the books examined.[1]

Question 2:

> What is its (the material about other nations) distribution; that is, how much representation is given to each country?

To answer this question two separate analyses were made: the first was an examination of the materials written in English about foreign peoples, and the second was concerned with the distribution of inclusions originally written in a foreign language. A re-analysis of the selections reviewed in Chapters III, IV, V, and VI and Appendices II through V supplied the information about the distribution of materials written in English. In addition, when the world literature books were analyzed, a special tabulation was kept on the distribution of the foreign-authored materials; such a tabulation was limited to world literature books because materials originally written in a language other than English appeared in quantity only in these books, and world literatures are the only ones of the texts examined that attempt seriously to present the work of foreign writers. Such contributions are negligible in English and American literatures or a combination of the two, and they constitute less than 5 per cent of the material in general literature books.

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[1] All of this information may be found in Tables 2 through 6.

Four hundred forty-two different literary selections written about other lands and peoples were found in the first category in the one hundred thirty-two books. Of these, two hundred fifty-three were European, eighty-two were Oriental, fifty-six were South American, and fifty-one were concerned with other parts of the world. A detailed breakdown of the European inclusions shows fifty-five about Italy or Italians (including the Romans), fifty-four about France or Frenchmen, thirty about Russia or Russians, twenty-eight about Germany or Germans, twenty about Scandinavian countries or peoples, eight Czech, six Polish, eight Dutch, three Belgian, eight Swiss, twenty-four Greek, eight Spanish, and one Portuguese. The eighty-two Oriental selections included thirty-three about China, thirty about India, fifteen about the Philippines and Malaya, and four about Japan. The fifty-six South American selections included sixteen about Mexico since it was felt that from a cultural standpoint Mexico is closer to her neighbors to the South than to those to the North. The fifty-one remaining inclusions comprise twelve Arabic, thirteen Jewish, nineteen African, and seven Eskimo. The range in the number of such articles was from zero (general literature books B, 1935, and F, 1941) to seventeen (general literature book S, 1952).

The contributions of foreign writers to American high-school literature as found in world literature books show a markedly greater interest in European literature on the part of American anthologists than in that produced in the other parts of the world. Considering our forebears, such an

interest is not surprising but its distribution might be considered to be so. France leads with one hundred twenty-one of its literary products; Italy is second with one hundred seventeen; Germany is third with eighty-nine; the Scandinavian countries contribute sixty-seven; Greece, with her Homeric past, has fifty-seven; Spain has forty-six; Russia has thirty-one; Hungary and the Czechs contribute ten; and Belgium, Holland, and Poland are represented with one selection each.

Contrasted with the five hundred forty-one European selections mentioned in the previous paragraph, all of the Orient is represented by one hundred thirty-five separate inclusions, apportioned in this fashion: sixty-nine are Chinese; forty-three are Indian; twelve are Japanese; and eleven are Persian.

What was commonly referred to as the Middle East is represented by twenty-three inclusions from Arabia, twenty from the Hebrew, and nine from Syria. South America, the remaining section of the world to be represented in world literature books, contributes twenty-seven articles.

The range in numbers of this foreign-authored material is vast: from none (Book F, 1938) to three hundred twenty-eight (Book L, 1944).

Question 3:

> Does the material give a true picture of these peoples and their ways of life in a modern day world?

In English literature books, an average of only 0.6 per cent deals with modern times in foreign countries with a range from zero found in half the books to 2.0 per cent in

one book. However, the average since World War II, while still small, has risen to 1.7 per cent (Table 2).

In American literature books, almost nothing about present-day life in other lands appears. As was pointed out on page 66, only one such item, and that a neutral one, was found in the sixteen books examined.

Nothing about life in a modern world was found in the books combining English and American literature.

The general literature books contain an average of 3.9 per cent of their material about present conditions in foreign lands, with a range from zero (in ten books) to 24.8 per cent (Book Y, 1955), the latest reviewed; and this average rises to 6.2 per cent in the books published since World War II (Table 5).

World literature books contain an average of 8.6 per cent of such material with a range from zero (three of twenty books) to 25.9 per cent (Book O, 1949), which average rises to 14.6 per cent in the books published since the last world war (Table 6). It is to be remembered, however, as was pointed out in Chapter VII, that almost none of this material deals with present-day conditions in the "iron curtain" countries.

Since so little delineating modern conditions in foreign lands is to be found in American high-school literature books and since that little is representative of only a portion of the globe, the answer to Question 3 must be that the material is insufficient to give a true picture of modern life in many foreign countries.

Question 4:

Have our literature books kept pace with the present conceptions of world citizenship?

The answer to this question is an unqualified affirmative in all of the courses that survived the second world war. As was pointed out in Chapters V and VI, the general literature courses replaced those combining English and American literature, and none of the combination books examined was published after World War II. The books designed for the other four courses all advanced "ideals of human freedom, . . . world interdependence, and the need for international organization."

English literature books, cosmopolitan in outlook since the days of Milton and proclaiming the brotherhood of man since Burns, called for world peace and international organization strongly after World War II. Articles by Toynbee, Wells, Churchill, Maugham, and others all reflect the impetus to peace engendered by the atom bomb.

American literature books showed a tremendous increase in world-mindedness; twenty-six of the sixty-four desirable inclusions dealt with problems of world peace and living together in one world, and all but three of those twenty-six were written in modern times, six of them dealing with the problems raised by the atom bomb. Three of the five books published since the war have articles about the atom, and all have others showing a desire for peace.

In general literature books, thirty-seven inclusions are concerned with world-mindedness, twenty-three pointing out the need for peace, twelve supporting a world organization,

and five dealing with the atom bomb. Sixteen of the twenty-five general literature books examined were published after World War II, and thirteen of them contain such inclusions.

World literature books, as might be expected, show the greatest increase in concepts of world citizenship, eighteen of the twenty containing such items. Table 8 shows that these books contain an average of sixteen world-mindedness items per book published since the second world war compared with an average of five and one-half items for those books published previously. All of the recent world literature books, as was pointed out in Chapter VII, contain articles, written by scientists, statesmen, or scholars from other fields, dealing with the atom bomb; all contain articles urging international cooperation.

Question 5:

> What is the trend; that is, are these peoples better represented now than before the second world war?

Foreign peoples and cultures are better represented since World War II in general literature and world literature books; they are not better represented in American and English literature books. Since, as has been pointed out, the course combining American and English literature did not survive the war, the question is pertinent in only four of the five courses. The average of the percentage of English literature books devoted to foreign peoples and cultures - 11.5 per cent - remained the same for books published after 1941 as for those published prior to the war (Table 2, page 31). This same table shows no consistent pattern either in an

increase or decrease in the amount of such materials. The change in the percentage of such materials in American literature books was negligible - 9.6 per cent after the war compared with an over-all average of 9.3 per cent (Table 3, page 49). General literature books, on the other hand, show an increase from 19.2 per cent to 25.4 per cent (Table 5, page 80) and world literature books advanced from 39.9 per cent before the war to 46.0 per cent after it (Table 8, page 112).

The traditional nature of the courses in English and American literature has been pointed out previously in this study, and such a characteristic explains, at least to some extent, why these books do not alter greatly. Every American literature book contains selections by Longfellow, Poe, Whitman, Emerson, and the many other old favorites. The newer books differ from the old only in giving a nod of recognition to those authors who have gained prominence in the last forty years, and even there the nod may be a cursory one because of the nature of much of modern literature. In much the same fashion English literature books are prepared: Shakespeare, Wordsworth, Keats, Shelley, and a host of other old masters must be recognized and are included in all of the books examined.

General literature and world literature books, however, are not bound by tradition and consequently a great variety of authors and works are represented. It was pointed out on page 68 that general literature books were prepared to stimulate "a genuine love of reading . . . and the broadening

and enriching of [the student's] life . . ." rather than to teach the classics. Prefaces to world literature books were quoted in Chapter VII,[1] which show that these books attempt "to prepare students for the world they live in . . . to establish values that will guide youth in the modern democratic society."[2] The dissimilarity in the objectives of the traditional courses and the untraditional ones offers an explanation for the "yes and no" nature of the answer to Question 5.

It might appear that there is some contradiction in the answers to Questions 4 and 5, but none really exists: while the English and American literature books do not devote more space to foreign peoples and cultures, they do, as was shown in Question 4, contain more material presenting a position of world-mindedness.

Question 6:

> What proportion of this literature is written by American and English authors about the countries and how much of it is the actual product of foreign writers?

As has been previously pointed out, the contributions of foreign authors to English and American literature books has been negligible. Selections originally written in a language other than English comprise 4.9 per cent of general literature books with a range from zero to 23.2 per cent (Table 5, page 80). The world literature books, with one of their objectives being to present foreign cultures, far surpass the books designed for the other courses in the amount

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[1] See pages 99 ff. [2] Page 102.

of foreign-authored material they contain: the average in world literature books is 22.7 per cent, with a range from zero to 100 per cent (Table 6, page 104).

Inasmuch as Question 7 is concerned with recommendations, a matter of the author's opinion rather than the presentation of data, and since Questions 4, 5, and 6 are directly related to the three hypotheses with which this study began, it might be well to defer answering Question 7 until after considering the hypotheses.

Return to the Hypotheses

The first hypothesis was stated in this way:

> The amount of literature dealing with foreign peoples and cultures in American high-school literature books has increased since World War II.

Question 5 was designed to test the correctness of this hypothesis: foreign peoples and cultures are better represented since World War II in general literature and world literature books; they are not better represented in American and English literature books. Since the data and a discussion of them have just been presented, it seems unnecessary to repeat them at this time.

The second hypothesis was this:

> The attitudes toward foreign peoples expressed in the literature books have become less provincial than formerly, and an increase in world-mindedness has occurred.

This hypothesis, which Question 4 was to test, has proved to be true in the four courses which survived the second world war, all of which showed considerable increase

in materials advancing "ideals of human freedom, . . . world interdependence, and the need for international organization."[1]

The third hypothesis was stated thus:

> In general literature books and world literature books the proportion of literary offerings written by foreign authors about their own countries and peoples in relation to those written by English and American authors about foreign countries has increased.

Although Question 6 told us the amount of foreign-authored material, it did not show the trend, which will be discussed here. Also, since the first two hypotheses have contrasted materials in books published prior to and after the second world war, such a dividing point seems a logical one to use in considering the third hypothesis.

Of the twenty-five general literature books analyzed, nine were published in 1942 or earlier. The two books published in '42 were considered with the pre-war books because textbooks require some time for preparation, and our entrance into the war in the last month of '41 would indicate that '42 books must have been prepared before the Pearl Harbor date. These nine books contain an average of 3.6 per cent of material written by foreigners; the sixteen published after the war (none of the books analyzed appeared between 1942 and 1949) had an average of such materials of over 6 per cent (Table 5, page 80), with a range from zero (Books F, 1941; I, 1942; T, 1953) to 23.2 per cent (Book Y, 1955).

In the world literature books, the eleven books (including one published in '42) published or prepared prior to

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[1] See pages 122-123.

the war devoted 12.7 per cent of their contents to the products of foreign writers; the nine published during (two appeared in 1944 and so their editors must have been affected by the war) or after the war gave more than twice as much space, 28.5 per cent, to other than writers in English (Table 6, page 104). The range in these books was from zero (Book F, 1938) to 100 per cent (Book L, 1944). Whether or not in general literature books and world literature books interest in foreign writers was stimulated by a second world war must remain a matter of conjecture, but the statistics would seem to indicate that such a stimulation is more than a possibility.

Conclusions about the Books

English Literature

On the basis of UNESCO criteria, English literature books are fairly good ones. Desirable inclusions outnumber undesirable ones by a ratio greater than three to one, and Table 2 shows that, when the frequency with which the articles appears is considered, this ratio increases to more than eight to one. While the amount of material about foreign peoples and cultures has not increased, the amount presenting attitudes of tolerance and world-mindedness has as the answer to Question 4 on page 122 demonstrates.

American Literature

Quantitatively, desirable inclusions outnumber undesirable ones by a ratio of almost six to one; the ratio is greater than five to one when the frequency with which the

articles appear in all of the books is considered. A breakdown of the desirable inclusions reveals the rather surprising fact that they demonstrate very little interest in foreign peoples as such, nor in life in foreign countries. Twenty-four of the items deal with immigrants; that is, people who either have ceased to be foreigners or will cease to be soon; twenty-six are concerned with the problems of world peace and living together in one world; and the remaining fourteen deal with individuals, American relations with certain other nations, or what foreigners think of us. Only one item, and that a neutral one, is about present-day life in a foreign country. As was pointed out in Chapter IV, possibly because we are a young nation with the egotism of youth, we have been engrossed in our own development. Furthermore, the course in American literature has been traditionally a patriotic one.

The great increase in world-mindedness, particularly in modern times, and the vital issues raised by the atom bomb have been pointed out in the answer to Question 4.

American literature books are strong in advancing "the ideals of human freedom, dignity, equality, and brotherhood; the need for international organization and cooperation." They are weak in "giving due representation to other nations."[1]

Books Containing a Combination of English and American Literature

These were the weakest of the books judged by UNESCO standards. While the percentage of material devoted to foreign

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[1] Page 66.

peoples and cultures is higher than that of English literature books and American literature books, most of that material is neutral in nature. No material was found dealing with present-day life in foreign countries, and almost half of the desirable inclusions are concerned with immigrants; nothing whatsoever is said about "the need for international organization and cooperation."

The course for which these books were intended did not, as has been previously pointed out, survive World War II, and their editors were not influenced by the great impetus given to world peace by the atom bomb.

General Literature Books

Desirable inclusions outnumber undesirable ones by a ratio of almost eleven to one (128-12), and the average of the percentage devoted to foreign peoples and cultures is 22.2 compared to the 11.5 of English literature books, the 9.3 of American literatures, and the 17.8 per cent found in books combining selections from English and American literature. Thirty-seven of the inclusions show world-mindedness, twenty-three of which point out the need for peace, and twelve of which support a world organization. Fifteen of the books contain material dealing with present-day life in other countries, and an average of 3.9 per cent of all material is devoted to that subject. Foreign authors contribute 4.9 per cent of the material in the books.

Sixteen of the twenty-five general literature books examined were published after World War II, which means that

their editors were exposed to the impact of nuclear fission. Table 5 shows that only one of the books published prior to the war contained material about twentieth century life in foreign countries, whereas fourteen of the sixteen published since 1949 did so. The nine older books contain an average of 2.9 desirable inclusions contrasted with an average of 8.5 per book in those published since the war. While the average percentage of material devoted to present day life in foreign countries is 3.9 for all the books, it is only .77 per cent for the earlier books compared with 6.2 per cent for the later ones.

All of these statistics indicate that general literature books show a considerable interest in other peoples, in eliminating war, and in the strengthening of an organization for international cooperation.[1]

World Literature Books

World literature books contain almost no undesirable material and a great deal of desirable literature. Only six undesirable inclusions were found in four of the twenty books examined and only one of the books published in the last ten years contained such an inclusion.

Almost one quarter of the literature presented in the books represents the foreign cultures that produced it, and many items showing world-mindedness (182) were found. The percentage of the material dealing with present-day life in

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[1] See page 96.

foreign countries (8.6) is more than twice that found in books designed for other courses. Nineteen of the twenty books contain works by foreign writers; eighteen include material showing world-mindedness, one having fifty-one such inclusions; and all but one contain material showing present conditions in foreign lands.

The books published since World War II contain more than twice as much material as did their predecessors portraying modern conditions in foreign lands, and they contain per book three times as many items showing world-mindedness.

Such an increase in world-mindedness shows that the course in world literature has been even more sensitive in its reaction to the atom bomb than were the other courses. All of the recent world literature books contain articles, written by scientists, statesmen, or pundits from other fields, which deal with the atom bomb; all contain articles urging international cooperation; and the average of sixteen such articles to each book is indeed a high one.[1]

Recommendations: the Last Question

Question 7:

> What recommendations should be made for future editors of high-school literature books?

This question is such an important one that a separate section of this chapter is devoted to it. It differs from the other questions in a very important way also: the others all deal with factual data - the findings of this study; the

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[1] Pages 110-113.

answer to Question 7 is an expression of the author's opinions and personal beliefs.

English Literature Books

English literature, as has been frequently pointed out, is a traditional course wherein certain authors are regularly represented and for which anthologists have settled on certain selections. For this reason, no sweeping changes are likely to occur in English literature books, but certain alterations for the better may be made.

In the first place, undesirable inclusions should be eliminated. It was pointed out in Chapter III that Kipling, the chief champion of white English superiority, was represented in the anthologies by a number of works which "wound the national self-esteem of other nations, . . . arouse hatred and contempt of foreign peoples." Such articles could be eliminated without sacrificing the author. Kipling, a prolific writer, has written much that is not offensive; in fact, his "Ballad of East and West," "Mandalay," and "Without Benefit of Clergy" all appear among the desirable inclusions listed in Chapter III and his "Only a Subaltern," "Miss Younghal's Sais," and "Rikki-Tikki-Tavi" are listed among neutral items. Besides these stories and poems with foreign characters or taking place in foreign lands, he produced many others whose characters and setting are English or American. Kipling can be retained but the offensive material removed.

The increase in world-mindedness, so active since World War II, should be encouraged. Selections by such men

as Churchill, Toynbee, Wells, Maugham, Huxley, and other modern writers who have been quoted in these pages should not only be continued in future English literature books but added to. Increasing the space allotted to modern writers would also ease the problem of representation which will be further considered in recommendations for world and modern literature books. More space devoted to modern writers may mean less for Milton and Pope, but the average youth might profit by learning more about the world he lives in, and the colleges can be trusted to see that the old masters are not forgotten.

American Literature Books

The American literature course, like that in English literature is traditional, and the recommendations for it are very much the same. Eliminating the undesirable inclusions is not difficult: Henry Clay, whatever his reputation as a statesman, is seldom considered an ornament to American letters; Mark Twain is much better represented in Huckleberry Finn and others of his works than in Innocents Abroad; Bret Harte, Joaquin Miller, Theodore Roosevelt, Vachel Lindsay, T. A. Daly, William Beebe, Eugene O'Neill, and Herbert Hoover are all authors of more famous material than that quoted in Chapter IV as being objectionable.

The strength of American literature books in advancing "ideals of human freedom, dignity, equality, and brotherhood" should be encouraged. Writings such as those quoted from Woodrow Wilson, Franklin Roosevelt, Vannevar Bush, Dwight

Eisenhower, Stephen Vincent Benet, E. B. White, and Albert Einstein should be included in future anthologies. More space should be devoted to modern writers and to life in a present-day world. If not through foreign authors, certainly through some of our very skillful columnists and commentators we should shed some of our insularity and evince more of an interest in the other races and nations of the world.

Let there be no misunderstanding here: this is no suggestion that communism be defended or apologized for; we are at present involved in a cold but vital war wherein the millions of peoples of India, the rest of the Orient, and much of Europe and the Middle East are courted by communism and democracy; should we not do all we can to promote a better understanding of those foreign peoples by American high-school students?

A Course Combining Selections from American and English Literature

Since such a course was replaced in the early nineteen-forties by general literature courses, little other than requiescat in pace need be said. We have special courses for the teaching of English and American literature; and, as was pointed out in Chapter VI, the general literature course is far superior to the one it replaced.

General Literature Books

Unrestrained by the necessity of including literary landmarks as are books designed for other courses, general literature books offer a great opportunity for advancing

international understanding. As has been previously pointed out, editors of such books select materials designed to encourage an interest in reading and to develop desirable attitudes. While literary merit is not ignored, it is not the only criterion for the selection of literary inclusions. Thus, untrammeled by tradition, general literature books are free to attempt to achieve those standards considered by UNESCO to be desirable ones. Chapter VI shows that they already have moved well in that direction in evincing an interest in other peoples, in the elimination of war, and in the promotion of organizations for international cooperation. The chief improvements in such textbooks will come by increasing what they are already doing along these lines.

As in the other courses, the first step should be the elimination of undesirable items. This should present no difficulty when one considers the vast fields from which the anthologist can harvest his selections. On the positive side, many more inclusions should deal with modern times in foreign lands. The 3.9 per cent average of such materials, which has risen to 6.2 per cent since World War II[1] should continue to increase. We need to know our world neighbors better than we do at present, and general literature books can do much to acquaint American high-school students with the life and problems of other parts of the globe.

The apportionment of such material might also be altered the better to fit today's world. The answer to Question 2[2]

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[1] See page 97.

[2] See pages 118-120.

shows that tradition has played a part in the distribution of materials about foreign peoples. Those European countries (France, Italy, Germany) which have been dominant nations in the past also dominate in literary representation. Literary merit as well as political domination has probably been a factor in such representation; but, since such merit is not the only criterion for selections in general literature books, a new apportionment may be in order. Probably the East, Russia, and South America should receive recognition commensurate with their present importance in world affairs. Certainly the average high-school student has little opportunity through literature books to learn about present-day life in the Orient or in the "iron curtain" countries. It may also be that such material will continue to be difficult to secure, but certainly effort should be exerted to include in future anthologies material which will enable us to understand better the new leviathans to the South and East.

Another improvement toward better world-understanding might come through greater representation of foreign authors. Table 5 shows that the average of such inclusions for general literature books is 4.9 per cent. There seems little reason why general literature should not be more "general" by increasing the number of native contributions and better representing the various cultures of the world.

World Literature Books

Anthologists have differed greatly concerning the materials selected for world literature books, agreeing only

that American high-school students should become acquainted with the literary output of other countries (See Chapter VII). In an attempt to keep the books readable and interesting to the average high-school student, editors have leaned heavily upon the production of American and English writers, thus at least partially defeating their avowed purpose of presenting world literature.

We already have entire courses devoted to the teaching of English and American literature; it seems that a good world literature course might well present representative writings of the other peoples of the world. Table 6 on page 104 shows that an average of only 22.7 per cent of the pages in world literature books are the products of other than English and American writers; Table 7 on page 112 shows that only 4.6 per cent of modern literature materials were produced by other than writers in the English language. Surely these percentages are too low for books which try to present the cultures of the world. If English and American literature books were to include more of their own modern writers, the other cultures of the world could receive better representation in world and modern literature books.

The question of apportionment among countries has been discussed earlier in the recommendations for general literature books. Those same recommendations apply to world literature books; reapportionment should be made on the new basis of world political importance and should not be limited chiefly to the great powers of the past.

For the improvement of world understanding, a greater average percentage than the 8.6 dealing with present-day conditions in foreign lands should be found. Even the 14.6 per cent average of such material found in the world literature books published since World War II could be improved upon. In short, a real world literature book which presents the world of today to our high-school students needs to be prepared.

Final Conclusions

The first paragraph of this dissertation ends with the following sentence: "The problem stated briefly is two-fold: how are we treating foreign peoples and cultures in our high-school literature books, and how can the literature books be improved to promote good intercultural relations?" This chapter has attempted to answer both of those questions.

It is the opinion of the author that the books published since the second world war are all moving in the right directions: they are definitely more world-minded; they are definitely more concerned with the need for peace and for international cooperation. On the other hand, they can all be improved in giving better representation to foreign peoples and cultures and in acquainting the high-school student with the world in which and with which he must learn to live.

The editorial section of The New York Times for November 20, 1955, had this to say about the failure of the conference at Geneva:

In short, the West is now confronted with a

diversified Soviet challenge that promises to provide some of the sternest tests in the history of the East-West relations--tests that cannot be met with military alliances. The London Economist said last week:

> What the free societies of both the West and Asia now face is a challenge to mortal combat--no less mortal for being largely non-military.

Surely that challenge to mortal combat is sufficient cause for using all of our weapons, and, as was pointed out in Chapter I, the attitude-influencing power of literature can be utilized as a very potent weapon in our non-military arsenal.

APPENDIX I

A Sample Form for Recording Data and an Analysis of One of the Books in this Study

Bibliographical and Quantitative Data

Authors...Ruth Stauffer, William Cunningham, Catherine Sullivan

Title.....Adventures in Modern Literature.....

Place of publication.New York..Date of publication'52.Edition.3

Publisher..Harcourt, Brace and Company.....

Course intended for (World literature, Engl. lit., etc.).Modern Lit...

Total number of pages of text.732;.Copyright,.1939,.1944,.1951.

Total number of pages devoted to foreign peoples & cultures.212

Percentage of total no. of pages devoted to foreign peoples 28.9

Total number of pages and percentage of whole written by foreign authors.....69.pp.;.9.4.per.cent.....

Total number of pages and percentage of whole dealing with present day life in foreign countries..121.pp.;.16.7.per.cent..

Analysis of each selection dealing with foreign peoples and cultures.....

1- "The Aristocrat" by Michail Zostchenko, 2 pp., is a humorous story presenting some droll Russian characters differing greatly from the usual Russian stereotypes current in this country.

2- "Neighbor Rosicky" by Willa Cather, 20 pp., tells the story of a Czech family in the U. S. in a sympathetic and heart warming manner.

3- "The Cabuliwallah" by Rabindranath Tagore, 7 pp., tells how a Brahmin and peddler discover that all men are brothers, regardless of caste.

4- "The Invisible Prisoner" by Maurice LeBlanc, 10 pp., is a French detective story.

5- "Country Girl" by Luis Tublanca, 11 pp., is a love story set in rural Colombia, South America.

6- "The Outstation" by Somerset Maugham, 21 pp., taking place in Borneo, portrays the natives sympathetically but is primarily concerned with two Englishmen, a snob and a cad.

7- "The Runaway" by Stefan Zweig, 6 pp., is the story of an ignorant Russian soldier, dragooned into war, who arrives in France through a series of misfortunes and dies in an attempt to reach his home. The author is described as looking "upon all the peoples of Europe as being part of a great brotherhood sharing a common art and literature and tradition. He could not believe that ultimately there were any fundamental differences among these peoples that would make them destroy one another."

8- "The Brothers" by Bjornstjerne Bjornson, 5 pp., is a sad story of two Norwegians who quarrel bitterly over a watch.

9- "The Country of the Blind" by H. G. Wells, 17 pp., although laid in Ecuador, is an allegory about a land and a people who never existed. The main point of the story, however, that people without certain abilities can't recognize those abilities in others, applies to all nations.

10- "Madame Madjeska" by Cornelia Otis Skinner, 14 pp., is a tribute to the famous Polish actress.

11- "Prisoner of the Sand" by Antoine De Saint-Exupery, 28 pp., is an autobiographical account of an airplane crash in the Sahara. The author says of the Arab who rescued them, "I shall recognize you in the faces of all mankind."

12- I Remember Mama by John Van Druten, 49 pp., is an American play but almost all of the characters are Norwegian; consequently it is listed as being about a foreign people. Maybe one of its chief values lies in showing that Americans and Norwegians are parts of the same pattern of humanity.

13- "The Earth Answers Back" by William Vogt, 9 pp., is an essay showing that "certain biologic relationships every minute of every day touch the life of every man, woman, and child on the face of the globe."

14- "Machines - With and Without Freedom" by David E. Lilienthal, 6 pp., is another essay with a world outlook. Among other things, it shows the good and bad potentialities of the atom.

15- "Five Great Problems of the New Half Century" by Henry Steele Commager, 7 pp., looks at the world and what mankind must do if it is to be preserved. The following quotation gives the flavor of the essay: "In one sense World War II and the Marshall Plan are expiation for the folly of political and economic isolation in the twenties and the neutrality-legislation of the thirties."

Although 28.9 per cent of this book is devoted to foreign peoples and cultures, 71.1 per cent is not given to English and American peoples. Seventy-one pages are used to explain different literary forms, supply reading lists, etc. Also seventy-six pages are included in a poetry section. Poetry by its very nature can't be translated into another language without becoming something different: it may be a poem but it is not the same poem. A book intended for study in literature classes in U. S. high schools therefore usually contains only the work of poets who wrote in English.

If we subtract the one hundred forty-seven pages thus utilized, we find that foreign peoples and cultures are represented in 36.4 per cent of the book and English and American in 63.6 per cent; or, roughly speaking, about one-third of the book is devoted to each.

APPENDIX II

Selections from English Literature Books, Dealing with Foreign People or Lands, but Which Were Considered To Be Neutral in Effect

1- "The Song of Roland" was included in one text because the editors felt that it was part of the literary heritage which the Normans brought with them to England.

2- "The Customs of the Esthonians," attributed to King Alfred, deals with the supposed funeral customs of the Esthonians of Alfred's time.

3- "The Travels of Sir John Mandeville" is a collection of tall tales which people were too ignorant to deny in the thirteenth century, but which no one would credit now.

4- "The Knight's Tale" from Chaucer's Canterbury Tales is a love story with the triangle of Palamon, Arcite, and Emily. While the story is laid in Athens, the knightly knights are not identified with any particular nationality.

5- "The Death of Dr. Faustus" is Marlowe's treatment of a universal theme.

6- "Volpone" by Ben Jonson takes place in Italy but is really English.

7- The Tempest by Shakespeare, although taking place in an almost uninhabited island and largely peopled by characters from Naples and Milan, is universal in story and appeal.

8- "Alexander's Feast" by John Dryden portrays a feast day in

Persia after Alexander's defeat of Darius, but the theme is praise for two musicians, Timotheus and St. Cecilia.

9- "The Vision of Mirza." Joseph Addison pretends he is translating an oriental manuscript, but he is really writing an essay on death.

10- "The Citizen of the World" by Oliver Goldsmith is supposed to be letters of a Chinese but it is really a satire on English ways.

11- "The Chinese Goes To See a Play," Goldsmith, is a part of item 10.

12- "The Decline and Fall of the Roman Empire" by Edward Gibbon tells impartially of the fall of Christian Constantinople to Mahomet the Second.

13- "Kubla Khan" by Coleridge, while of oriental setting, is largely noteworthy for the dream picture produced.

14- "Hymn Before Sunrise in the Vale of Chamouni" by Coleridge is a phony nature lyric: Coleridge had never been there.

15- "A Dissertation upon Roast Pig" by Charles Lamb is another work with a story laid in China but concerned with good, spoofing English humor.

16- "Hohenlinden" by Thomas Campbell describes a bloody battle between the French and Austrians.

17- "The Destruction of Sennacherib" by Byron tells the Biblical story of the destroying of the forces of Assyria by the Angel of Death protecting the Hebrews.

18- "Night on Lake Leman" by Byron is an ode in praise of the lake's beauty.

19- "Venice" by Byron describes the past glories of Venice and calls on England to rescue her from Napoleon.

20- "Rome" by Byron does for Rome what the previous poem does for Venice and prophesies future freedom.

21- "The Isles of Greece" by Byron speaks of Greece's past glories:

> "Eternal summer guilds them yet,
> But all, except their sun, is set."

22- "The Eve of Waterloo" by Byron is an exciting description of a ball on the eve of the battle and the battle itself.

23- "Maid of Athens" by Byron is a love lyric.

24- "The Coliseum" by Byron extolls the former glories of Rome.

25- "Ozymandias" by Shelley tells of an Egyptian king, but the real theme is the transitory nature of glory.

26- "Rome" from "Adonais" by Shelley is a description of Keats' grave.

27- "Ode on a Grecian Urn" by John Keats has beauty as its theme.

28- "On First Looking into Chapman's Homer" by Keats praises the ancient Greeks and an Elizabethan translator.

29- "The Eve of St. Agnes" by Keats shows that medieval Italian lovers were much like lovers everywhere.

30- "The Fall of the Bastille," taken from Carlyle's French Revolution, presents a stirring picture of that event.

31- "Horatius at the Bridge" by Macaulay is an exciting narrative poem which lauds the bravery of the three valiant Romans who held the bridge "in the brave days of old."

32- "Joan of Arc" by Thomas De Quincey is a stirring tribute to the French martyr.

33- "Ulysses" by Tennyson shows the Greek hero in his old age after the great deeds recounted in The Odyssey.

34- "In the Valley of Cauterez" by Tennyson praises a beautiful valley in the Pyrenees.

35- "To Virgil" by Tennyson is a tribute to the poet.

36- "To Dante" by Tennyson is a tribute to the poet.

37- "Frater Ave Atque Vale" by Tennyson praises Catullus.

38-39- "The Lotus Eaters" and "Oenone" are two of the many poems Tennyson wrote from Grecian myths.

40- "Sohrab and Rustum" by Matthew Arnold is a tragic tale based on a Persian epic.

41- "The Garden of Proserpine" by Swinburne relates the supposed thoughts of a Roman welcoming death.

42- "My Last Duchess" by Robert Browning discloses the arrogance of an Italian duke; fortunately, however, he is not a stereotype.

43- In Browning's "Love Among the Ruins," we find a shepherd near Rome deciding that "love is best."

44- "Spring Song" from "Pippa Passes" by Browning has Italian characters, some good, others bad.

45- "Up in a Villa - Down in the City" by Browning concerns a friendly Italian lamenting his poverty.

46- "Incident of the French Camp" shows the courage of a French boy; Robert Browning is the author.

47- "How We Brought the Good News from Ghent to Aix" by Browning is the story of an exciting race.

48- "In a Gondola" by Browning is a love poem with Venice the scene.

49- "The Pied Piper of Hamelin" is Browning's famous children's poem.

50- "Saul" by Browning is a story taken from Samuel, XVI, 14-23.

51- "Fra Lippo Lippi" by Browning is a philosophical poem wherein life and art are entertainingly discussed.

52- "Herve Riel" by Browning shows the courage and skill of a Breton sailor.

53- "De Gustibus" - Robert Browning compares English and Italian scenes and prefers Italy.

54- "Andrea Del Sarto" by Browning is a dramatic monologue wherein the fifteenth century painter reveals his weakness and strength.

55- "A Toccata of Galuppi's" - Browning, listening to the toccata, imagines life in medieval Venice and ends on a sad note:

> "Dear dead woman, with such hair, too
> --- what's become of all the gold
> Used to hang and brush their bosoms?
> I feel chilly and grown old."

56- "He Fell Among Thieves" by Henry Newbolt tells of a young Englishman who pursued and killed five outlaws in the Afghan mountains but was caught by others and killed. His last thoughts are of England.

57- "The Medieval and the Modern Workman" by John Ruskin compares Gothic and Renaissance architecture found in Venice with the advantage going to the Gothic.

58- "Athens and Her University" by Cardinal Newman praises a glorious past.

59- "Sigurd the Volsing" by William Morris is a metrical rendering of the well known Nibelungenlied.

60- "The Sire de Maletroit's Door" by Stevenson is a love story laid in France in 1429.

61- "The Oise in Flood" is Stevenson's description of his being upset on his Inland Voyage.

62- "The Fair Circassian" by Richard Garnett is a humorous poem telling how the fair Circassian outwitted forty viziers.

63- "Miss Younghal's Sais" by Kipling is a short story laid in India but with only English characters.

64- "Rikki-Tikki-Tavi" by Kipling, while laid in India, has only English and animal characters.

65- "The Lagoon" by Joseph Conrad is a sympathetic recounting of a tragic Malayan love affair.

66- "Victory" by Conrad is a character study of Axel Heyst.

67- "The Tremolino" by Conrad is a tale of a cruel Corsican and his monstrous nephew. The cruelty of the one results in the treachery of the other, with tragedy for both. The characters, while Corsican, are in no way portrayed as representative of their country.

68- Although the scene of "Miss Brill" by Katherine Mansfield is in France, the interest of the story lies in the character study of Miss Brill herself.

69- "Lepanto" by G. K. Chesterton is a stirring account of a great naval battle between the Turks and the Crusaders led by Don John of Austria.

70- Miss Nightingale's Ladies by Charles Terrot recounts the horrors of the Crimean War and the bravery of the early war nurses.

71- "The Blue Ribbon" from Laurence Housman's Victoria Regina is a scene in which the queen presents, in an unusual manner, the Order of the Garter to M. Constant, the painter of her portrait. Although M. Constant is pretty much the stage Frenchman, there is nothing objectionable in the scene.

72- "A Caravan from China Comes" by Richard Le Gallienne is a lyric poem about a lovely lady from China.

73- "A Naturalist in La Plata" by W. H. Hudson is a description of a human freak encountered in a district near Buenos Aires.

74- "The War of the Unknown Warriors" is a speech made by Winston Churchill on July 14, 1940, in which he foretells the rebirth of fallen France.

75- "Story of a Piebald Horse" by W. H. Hudson is a triangle love story laid in Argentina but which could have happened anywhere.

76- "A Night at an Inn" is a play by Lord Dunsany. Four British crooks match wits with a heathen idol and lose. While their references to the priest of the idol - "Black devils, heathen black devils with gold spots on their faces" - are uncomplimentary, the really unworthy ones are the British seamen.

77- "Spanish Waters" by John Masefield is a poem in which an old pirate wishes he could return to Spanish waters and

reclaim a buried treasure.

It is doubtful if the following selections should appear in an English literature book, but one book contained them; they are about foreigners, so they have been analyzed.

78- "The Bet" by Anton Chekhov is the well known story of the man who found money to be unimportant.

79- "The Substitute" by Francois Coppee tells the story of a kind of Jean Valjean who sacrifices himself for a friend.

80- "Fish in the Forest" is a Russian folk tale about a man who kept a treasure by causing his wife to be deemed mad.

81- "Against Idleness" by Montaigne - The editors of the book give the students a taste of the great French stylist.

82- "The Morning Glory" from the Chinese Shi King, 500 B.C., is a simple lyric.

83- "On the Birth of his Son" by Su Tung is a comic poem wherein the author wants his son to be stupid enough to become a cabinet minister.

84- "The Ocean" by Moschus (300 B.C. Greek). He likes the sea calm but not rough.

85- "The Dying Christian to His Soul" by the Emperor Hadrian:

"O Grave! where is thy victory?
O Death! where is thy sting"

86- "Inscription for a Portrait of Dante" by Boccaccio - a tribute.

87- "Wanderer's Night Songs" by Goethe - the blessedness of night.

88- "In the Orchard" by Ibsen - a nature lyric with the moral, live today.

APPENDIX III

Selections from American Literature Books, Dealing with Foreign People or Lands, but Which Were Considered To Be Neutral in Effect

1- "A Beachcomber in Marseilles" is Harry Franck's description of some European vagabonds.

2- "A Cask of Amontillado" is a Poe horror story with Italian characters, but they are not portrayed as representative of the race.

3- "Adventure of the German Student" by Washington Irving is a tale of love and horror.

4- "A Leaf Out of My Thrill Book" is Irvin S. Cobb's amusing account of his ascension in a German observation balloon.

5- "A Petition to the Queen" - Mark Twain has some fun with the English income-tax.

6- A Speech of Daniel Webster's was made in behalf of the Greeks in their revolt against the Turks in 1824.

7- "A Wilderness Laboratory" is Wm. Beebe's account of some of his studies in British Guiana.

8- "Bell of Atri" by Longfellow tells how a horse won justice.

9- "Bridge of San Luis Rey" is Thornton Wilder's fatalistic novel.

10- "Child of the Romans" is a Sandburg poem contrasting the life of the diners on a train with that of the laborer who maintains the tracks.

11- "Columbus" by Joaquin Miller praises the courage of America's discoverer.

12- "Court of Lions" is a Washington Irving essay from The Alhambra.

13- "Dante" is a poem in praise of the poet by Longfellow.

14- "Evangeline" is Longfellow's sad love story of Arcadians.

15- "Excelsior" by Longfellow tells of a courageous but ill-fated Alpine traveler.

16- "Flight" by John Steinback tells how a Mexican boy came of age.

17- "Footfalls" by Wilbur Daniel Steele tells the violent story of a blind Italian cobbler in this country.

18- "Four Generations" by Ruth Suckow shows the changes made in a German immigrant family over four generations.

19- "In Another Country" by Ernest Hemingway tells of a wounded American ambulance driver in Italy in World War I.

20- "John Bull" is a Washington Irving essay about the imaginary British character.

21- "King Robert of Sicily" by Longfellow - An angel punishes a king for lack of piety.

22- "King Witlaf's Drinking Horn" is one of Longfellow's old tales put into verse.

23- "London Nightfall" is a mood poem by John Gould Fletcher.

24- "Marco Bozzaris" by Fitz-Greene Halleck is a poem praising the Greek leader's fight against Turkey.

25- "Merchants from Cathay" by Wm. Rose Benet tells how Genghis Khan punished two merchants.

26- "Monsieur Beaucaire" is an excerpt from Tarkington's romantic historical novel.

27- "Mrs. Farnham's Secret" by Dorothy Canfield Fisher is a story with one of the characters Russian, but the real heroine is an American, Mrs. Farnham.

28- "O'Meara, The Mayflower, and Mrs. MacLirr" by Don Marquis is a tall tale of the Irish.

29- "On a Certain Condescention in Foreigners" is an expression of James Russell Lowell's high patriotism.

30- "On a Certain Condescention in Americans" is Agnes Repplier's response to Lowell.

31- "Poe and His Polish Contemporary" is an essay by J. G. Huneker in praise of Poe and Chopin.

32- Sonnets of Longfellow praise Chaucer, Shakespeare, Keats, Milton.

33- Sonnet: "The Divina Commedia" is Longfellow's tribute to Dante's masterpiece.

34- "Taming a Guide" is Mark Twain's spoofing of a French guide.

35- "The American Masses" is a rather naive essay by Bernard Fay and Avery Claflin in which the visiting Frenchman Fay discloses that everybody here possesses an automobile.

36- "The Bells of San Blas" by Longfellow is a prayer for the return of faith to the world.

37- "The Death of Rodriguez" is a R. H. Davis report from Cuba in her revolt against Spain.

38- "The Discoverer of the North Cape" - Longfellow retells in verse the story of Othere, the Norseman.

39- "The Most Dangerous Game" by Richard Connell is an exciting story of a man hunt.

40- "The Pit and the Pendulum" is Poe's suspense story of the time of the Spanish Inquisition.

41- "The Purloined Letter" is one of Poe's stories portraying his famous detective, Dupin.

42- "The Skeleton in Armor" is another Longfellow story in verse about an ancient Norseman.

43- "The Spectre Bridegroom" is a love and ghost story by Washington Irving.

44- "To Helen" by Poe contains the lines:

> To the glory that was Greece
> And the grandeur that was Rome.

45- "Triumph in the Arena" is a review of Tom Lea's The Brave Bulls, which is the story of a Mexican bullfighter's fight for courage.

46- "Ulysses in Autumn" - Joseph Auslander dwells on the same theme as did Tennyson in "Ulysses."

APPENDIX IV

Selections from Combination English and American Literature Books Dealing with Foreign People or Lands, but Which Were Considered To Be Neutral in Effect

1- "Ali Baba and the Forty Robbers" (anon.) is the old Arabian Nights story.

2- "Bruce: Trail of the Tsetse" by Paul de Kruif tells of the struggles of an English doctor to rid Africa of a scourge.

3- "Consul, The" by Richard Harding Davis, although taking place in South America, is concerned with American characters and politics.

4- "Death of Murdo" by Konrad Bercovici is the story of a gypsy king.

5- "Deserter, The" by R. H. Davis takes place in Greece, but the characters are American.

6- "Discovery of Radium" by Eve Curie is an essay about her mother and father.

7- "Dutch Skates" by David De Jong tells of the author's youth in Holland.

8- "Elephant" by Carl Akeley is an essay about hunting in Africa.

9- "Gillespie" is a poem by Sir Henry Newbolt which celebrates the courage of an Englishman.

10- "Hell-gate of Soissons, The" by Herbert Kaufman is a poem

about a battle in World War I.

11- "Hunting The African Buffalo" by Carl Akeley is explained by its title.

12- "I Swim the Hellespont" is Richard Halliburton's account of that adventure.

13- "Julie" by Christopher Morley praises a French servant.

14- "Julius Caesar" is Shakespeare's celebrated play.

15- "Lasca" by Frank Duprey is a love poem telling how a Mexican girl sacrificed herself for the man she loved.

16- "Last Lesson" by Alphonse Daudet tells of the dismissing of the schoolmaster when the Germans took over Alsace-Lorraine.

17- "Leak in the Dike" is Phoebe Cary's story of the boy who saved Holland by sticking his finger in the dike.

18- "Leap of Roushan Beg" by Longfellow has a horse for a hero.

19- "Little Father of the Wilderness" by Austin Strong and Lloyd Osbourne portrays the heroic struggles of two French priests in Canada.

20- "My Lady's Lace" by Edward Knoblock is a comedy laid in eighteenth century Holland.

21- "Mystery of Room 513" is a short story by Corinne Markey about an American girl in Paris.

22- "Only a Subaltern" by Kipling is a story of British army life in India, but the characters are all English.

23- "Piper, The" by Josephine Peabody is a dramatization of "The Pied Piper of Hamelin."

24- "Quality" is Galsworthy's story of a conscientious German cobbler.

25- "Rome" is Bayard Taylor's description of the city.

26- "Shoes" by O'Henry is a story taking place in South America with the interest centered around American characters.

27- "Shot, The" by Alexander Pushkin is the story of Russian army officers in the days of the Czar.

28- "Silver Skates" (from Hans Brinker) is Mary Mapes Dodge's well-known story of boys and girls in Holland.

29- "Snakes" by W. H. Hudson tells of some boyhood adventures in Argentina.

30- "Sparticus to the Gladiators" by Elizabeth Kellogg is a stirring appeal to the gladiators to revolt.

31- "Tale of Two Cities" is Dickens' romantic novel of the French Revolution.

32- "Three to One" by D. Maitland Bushby is a story in which a border patrolman kills three smugglers.

33- "Trans-Siberian, The" by Archibald Williams praises the engineering feat of constructing the railroad.

34- "Twenty Thousand Leagues Under The Sea" is Jules Verne's early science-fiction story.

35- "Vengeance of Scaramouche" by Rafael Sabatini is a romantic tale of the French Revolution.

36- "Violin Maker of Cremona" is a love story by Francois Coppee.

37- "Vive La France" by Charlotte Crawford is a patriotic poem wherein a young French mother still loves France after the death of her soldier husband.

38- "We Capture Gorillas Alive" by Martin Johnson is his account of an African Adventure.

39- "Youssef" by Lowell praises a generous and humble Arab.

APPENDIX V

Neutral Selections from General Literature Books

1- "Edith Cavell" by Hermann Hagedorn is a story of the English nurse at the time of her trial and execution.

2- "The Creature God Forgot" is an essay by Martin Johnson about a giraffe.

3- Some of the old myths such as "Persephone" appear in some books.

4- "Ghitza" by Konrad Bercovici is a Gypsy tale.

5- "The Dark Mountains" by Gunnar Gunnarsson is a story of Iceland.

6- "Bayreuth in 1876" is an autobiographical account by Walter Damrosch.

7- "Hymn to the Earth," "La Pere Severe," etc., are lyric poems.

8- Aesop's "Fables" appear in some books.

9- "The Salad of Colonel Cray" is a mystery story laid in India but with English characters. Its author is G. K. Chesterton.

10- "Air" by Fabre is a scientific essay.

11- "The Great Fire of Nero" is an account by Tacitus.

12- "The Blessed Gift of Joy" is an Eskimo legend.

13- "Socrates" by Hermann Hagedorn is an essay about the philosopher.

14- "The Father" by Bjornstjerne Bjornson is a Norwegian short story.

15- In "Heraclitus" Callimachus laments the death of his friend.

16- "Hesperus" is a lyric by Sappho.

17- "To the Fountain of Bandusia" is a lyric by Horace.

18- "Leif Ericson" by Max Eastman praises the Viking.

19- "The Shipwrecked Taxi Driver" by William Beebe is the story of a Norwegian ship's crew.

20- "The Erlking" is a poem of Goethe's.

21- "Ming-Y" is a Lafcadio Hearn ghost story.

22- "The Phantom Rickshaw" is a Kipling ghost story.

23- "The Amiable Dolphin" is a story by Pliny, the Younger.

24- "The Salutation to Dawn" is a Sanskrit lyric.

25- "A Word to Youth" is an essay by Andre Maurois.

26- "The Golden Journey to Samarkand" is a poem by J. E. Fletcher.

27- "To a New World" by C. W. Hodges tells the story of Columbus's arrival here.

28- "First Through the Strait" by Felix Riesenberg is the story of Magellan.

29- "Discovering the Stars" by Zsolt de Harsanyi is the story of Galileo.

30- "The Last Barrier to Communication" by T. C. Bridges and H. H. Tilkman is about Marconi.

31- "Voland the Smith" is a prose Edda.

32- "Aklavic" by Anne Lindbergh is an account of life with the Eskimos.

33- In "Jungle Camp" Frank Buck tells how he "brings them back alive."

34- "The Game of Chess" by Kenneth Goodman is a melodrama laid in Russia before the Revolution.

35- "The Piece of String" by De Maupassant is the sad story of a truthful man who wasn't believed.

36- "Franz Schubert Gets His Music Paper" by Sigmund Spaeth is a biography of the famous musician.

37- "Salut au Monde" by Whitman salutes the music of the world.

38- "Moti Guj-Mutineer" by Kipling is the story of an elephant.

39- "Tooks Tames the Jungle" by William Birnie tells how an American got through the Panamanian jungle.

40- "Over the Divide" by Ivan Sanderson is a travel essay of Honduras.

41- "Baron Munchausen" by Rudolph Raspe is one of the old tall tales.

42- "Art" is an essay by Van Loon.

43- "Wah--Late of Thebes, Egypt" by H. E. Winlock tells of a mummy.

44- "The Bull Ate Nutmeg" by Josephine Niggli is a Mexican folk comedy.

45- "Volcano in His Cornfield" by Clyde Fisher is an account of the birth of Paracutin.

46- "The Departed Friend" by Salvador Novo is the story of a reluctant schoolboy.

47- "Mexican Soldiers" by Rafael Estrada is a lyric about soldiers in camp.

48- "Invocation of the Rain God" by Edward Thompson is an account of an ancient Mayan ceremony.

49- "Jungles above the Clouds" by Victor von Hagen is a travel essay about a Honduras jungle.

50- "It Rained in the Night" is a lyrical poem by Jorge Andrade.

51- "The Hungry Dogs" by Ciro Alegria is a story of sheep-herding in Peru.

52- "The Little Girl That Lost a Finger" is a poem by Gabriela Mistral.

53- "The Gaucho Martin Fierro" by Jose Hernandez is a cowboy song.

54- "The Dovecote" is a W. H. Hudson account of an episode in his youth in the Argentine.

55- "The Legend of the Palm Tree" by Margarida Duarte is an old Brazilian legend.

56- "The Highway" by Manuel Bandeira is a lyric poem.

57- "Hoatzins at Home" by William Beebe is a description of some South American birds.

58- "The Tropics in New York" is a yearning for home by Jamaica-born Claude McKay.

59- "Leiningen Versus the Ants" by Carl Stephenson is the story of a man's fight with nature in a Brazilian jungle.

60- "The Mikado" by Gilbert and Sullivan, while supposedly laid in Japan, is, of course, entirely English. It is interesting to note that the expression "nigger serenader," which Gilbert wrote, has been changed to "jazzy serenader."

61- "The First Woman," an old legend from the Sanskrit, makes

the Occidental as well as the Oriental point that man cannot live with woman nor without her.

62- "The Legend of the Moor's Legacy" is a Washington Irving story of treasure.

63- "Xerxes Crosses the Hellespont" is an account taken from Herodotus.

64- "Struggles with English" by Salom Rizk is an amusing account of a young Syrian's attempt to learn English.

65- "Old Rubbernose" by Paul Annixter is a story about South American animals.

66- "The Ngong Farm" is Isak Dinesen's account of his life on an African farm.

67- "On Dreams" is an essay by Lin Yutang.

68- "Ocean Gold by John Morse tells how some Hawaiian boys financed their education.

69- "The New Road" is a story of young China by Pearl Buck.

70- "Baa, Baa, Black Sheep" is an autobiographical story by Kipling.

71- "A Gentleman Repays a Loan" by Keith West is a mystery story with a Chinese hero.

72- "Tupatala" by Robert Parsons is an account of a South Seas jazz player.

73- "Tusk and Fang in Burma" tells of a tiger hunt by Edison Marshall.

74- "The Honor of France" by Ralph Ingersoll is a World War II incident.

75- "The Drums of Oude" by Austin Strong is a melodrama laid in India.

76- "Twilight" is a lyric by Heinrich Heine.

77- "Student Days in Warsaw" is Paderewski's story of his youth.

78- "The Emperor's New Clothes" is a Hans Christian Andersen fairy tale.

79- "Our Lady's Juggler" is a religious story by Anatole France.

80- "Wise Child" by Beryl Markham is the story of an African horse race.

81- "The Snake Who Paid Cash" is a Sanskrit legend.

82- "Cemetery Path" is a Russian ghost story.

83- "All the Gold in Yucatan" by William La Varre is a story of madness.

84- "Matterhorn Madness" is a Halliburton travelogue.

85- "Land Without Shade" by Hans Helfritz is a description of Southern Arabia.

86- "Tortured by Mongolian Bandits" by Doug Allan tells of an American expedition.

87- "My Life in the Frozen North" is from Peter Freuchen's book.

88- "A Caravan Meets with Disaster" by Sven Hedin tells of a sand storm.

89- "Egypt: Jolly Good Fellahin" by Kinkaid and Malmey is a travelogue.

90- "Tut-Ankh-Amen in All His Glory" by Anne White recounts the archeologist's find.

91- "Stanley Finds Livingstone" is Stanley's account of the famous incident.

92- "Passengers for Panama" is an adventure story by Howard Pease.

93- "A Battle Over the Teacups" is a melodrama laid in China by August Derleith.

94- "The Welsh Are Like That" by Emmanuel Winters is a story about Welsh singers.

95- "The Jubilant Mountains" by Mabel Robinson is a story of Swiss mountain climbing.

96- "Where Love Is, There God Is Also" by Tolstoy is the story of a religious Russian.

97- From "The Arctic in Fact and Fable" by Stefansson shows that life can be pleasant in the Arctic.

98- "The Interlopers" by H. H. Munro is a tale of a feud in the Carpathians.

99- "Adios, Cordera!" by Leopoldo Alas is the story of two Spanish children and their love for a cow.

100- "Senor Payroll" by William Barrett is an amusing story dealing with the improvidence of some Mexican laborers in the United States.

101- "The Most Beautiful Pagoda" by Anne Lindbergh is a brief, poetic description from North to the Orient.

102- "How Much Land Does a Man Need?" by Leo Tolstoy is the story of a Russian peasant, but the theme is a universal one: greed can kill a man.

103- "A Lottery Ticket" by Anton Chekhov is another Russian story with another universal theme: "Don't count your chickens before they are hatched."

104- "The Bottle Imp" by Robert Louis Stevenson deals largely with Hawaiians but race has nothing to do with the story's theme of cupidity and love.

105- "A Christmas Guest" by Selma Lagerlof is the story of a Swedish musician who is saved from morbidity by an interest in children.

106- "The Real Artist" is a part of Paderewski's autobiography.

107- "Juliana, Queen of Holland" is a profile from Time.

108- "Hyacinths to Feed Thy Soul" is a lyric by the Persian author, Saadi.

109- An excerpt from Vergil's Aeneid.

110- "Man-Killer" by Don Waters pits man against shark.

111- "Rolls for the Czar" by Robin Kinkead is the story of a resourceful Russian cook.

112- "The Splendid Norseman" by Bellamy Partridge tells of Amundsen, the explorer.

113- "Gold, Diamonds, and Orchids" by William La Varre shows how an ingenious American made money in Brazilian jungles.

114- "Mama and the Magic Skates" by Astrid Valley is a story about a Norwegian family.

115- "My Grandfather's Eyes" by Stoyan Christowe tells how a Greek boy helped his blind grandfather in the Balkans.

116- "The Soldier Ran Away" by Kay Boyle is a story of American occupation troops in Germany. All of the characters are American.

117- "Death and My Uncle Felix" by Alison Stewart tells of bull fighting in Spain.

118- "The Leopard Hunt" by Monica Martin is an account of a jungle adventure.

119- "Rain" by Arturo Uslar-Pietri is a Latin-American story.

120- "A Doll's House" is Ibsen's famous play.

121- "The Story of Dr. Wassell" by James Hilton tells how wounded Americans from the Marblehead recovered in Java. Dr. Wassell is an American.

APPENDIX VI

Supplementary High-School Literature Books

World War II Books

During 1942, '43, and '44 a number of books designed to aid the war effort were published. These books did not attempt to present the literature of any countries, nor, indeed, literature as belles lettres at all. Some of the books like Thus Be It Ever[1] told of the heroic adventures of some of our warriors and allies; others like Let's Get Acquainted[2] presented "readings for understanding the democratic peoples of the world."

The books (seven in number) were included in this study only because they constitute a kind of high-school literature book published since 1930. However, because of their highly specialized design and because of their short period of usefulness, it was felt that any detailed analysis of them could serve little purpose.

Remedial Reading Books

A kind of supplementary book which has appeared since 1930 is one designed to help the reluctant reader, the Johnny

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[1] Clara Molendyk and Captain B. C. Edwards, Thus Be It Ever (New York: Harper and Brothers, 1942).

[2] M. David Hoffman, Let's Get Acquainted (New York: Harper and Brothers, 1943).

who can't read very well, even though he is of high-school age. Sixteen of these remedial reading books were examined. They contain highly simplified short reading passages designed along with tests to increase reading speed and comprehension. Nothing recognized as "literature" is included. Many of the selections do not even list an author; in others the editors write the reading exercises. The subjects are those felt to appeal to youthful interests: sports, animals, movies, boy and girl dating, etc. A large portion of such books is devoted to instruction in reading techniques.

Again, because of the specialized nature of such books and because they were designed to supplement rather than replace any of the literature books and courses considered in the body of this dissertation, remedial reading books were not analyzed in detail.

Supplementary Books for Use in Regular Literature Classes

Unlike the other books so far considered in Appendix VI, a number of supplementary books were designed to be used to teach literature as such, and in conjunction with the customary literature courses. Such books are collections of essays, short stories, or anthologies of poetry. Because of their literary nature, eleven such books have been analyzed; because they were designed only for supplementary use, however, the result of the analysis appears in an appendix rather than in the body of this paper. Table 9 shows the results of that analysis.

Table 9 shows that an average of 20.9 per cent of the

TABLE 9

QUANTITATIVE ANALYSIS OF SUPPLEMENTARY LITERATURE BOOKS

Book	No. of pages in book	Pages devoted to foreign peoples	Per cent of pages to foreign	Per cent written by foreigners	Per cent dealing with present in foreign countries	Year of publication
A	321	0	0.0	0.0	0.0	1926
B	311	40	12.5	0.0	0.0	1931
C	335	58	14.3	0.0	0.0	1931
D	460	52	11.3	0.0	0.0	1931
E	437	83	18.9	0.0	0.0	1935
F	450	71	15.8	0.0	0.0	1939
G	619	347	56.0	2.2	0.0	1945
H	446	134	30.0	9.9	0.0	1947
I	423	70	16.5	0.0	0.0	1950
J	416	30	7.2	0.0	0.0	1950
K	421	88	20.9	1.4	0.0	1955
Totals	4,639	973	20.9	1.0	0.0	11

supplementary books was devoted to foreign peoples and cultures with a range from zero (the oldest book) to 56 per cent in a book published just after the completion of World War II. A negligible amount of such material was contributed by foreign writers and none at all dealt with modern conditions in foreign countries. All of the books contained desirable inclusions, and only two (D, J) contained undesirable ones, each including one. Only one of the books, the most recent (K), offered an article on the atom bomb, Norman Cousins' "The First Citizens of the Atomic Age."

The average of 20.9 per cent of the material dealing with foreign peoples and cultures surpasses that of the English and American literature books (11.5 and 9.3 per cent), is slightly greater than the 17.8 per cent average of the books combining the works of English and American authors, almost equals the 22.2 per cent found in general literature books, and is badly outdistanced only by the 41.7 per cent of those books designed to present world literature.

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