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## An Annotated Bibliography of Selected Historical Books for Use in High School United States History

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### Abstract

High school teachers and students of United States history do not have adequate, useful annotated bibliographies in their specific subject area. The purpose of this study is to select and analyze books of United States history and to make an annotated bibliography for the use of the high school teachers of United States history. This selected list is also intended for use by high school students of United States history. This list is a general 11st and not taken from any specific library.

AN ANNOTATED BIBLIOGRAPHY OF SELECTED  
HISTORICAL BOOKS FOR USE IN HIGH  
SCHOOL UNITED STATES HISTORY

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A Research Paper  
Presented to  
Mr. Greve of the Library Science Department  
University of Northern Iowa

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
35:299

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by  
Janet Kathryn Harms  
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## TABLE OF CONTENTS

CHAPTER	PAGE
I. PROBLEM . . . . .	1
Introduction . . . . .	1
Statement of the problem . . . . .	2
Importance of the study . . . . .	2
Definition of the terms . . . . .	3
Assumptions . . . . .	4
Limitations . . . . .	4
Procedures . . . . .	4
II. REVIEW OF LITERATURE . . . . .	6
III. ANNOTATED BIBLIOGRAPHY . . . . .	10
IV. SUMMARY AND CONCLUSIONS . . . . .	20
BIBLIOGRAPHY . . . . .	21

## CHAPTER I

### PROBLEM

Introduction. High school teachers of United States history need more guidance in selecting the supplementary books they assign their students to read. Teachers too often are not aware of the enrichment possibilities offered by these supplementary reading assignments. The average and above average students of United States history have a tendency to select books below their reading and/or comprehension level because they know their teacher has not had time to read the books. The inordinate length of some books also keeps students from reading them.

The non-classroom reading experience of students is partially nullified as a learning experience if the teacher has no idea of the content of the books his students read. Ordinary bibliographies or library references frequently are not annotated thoroughly enough to be useful to the United States history teacher. Book reviews usually deal more with literary points of the books than with historical points. Therefore United States history teachers could use an annotated bibliography made specifically for their course of study which would contain concrete bibliographical data and other information.

Statement of the problem. High school teachers and students of United States history do not have adequate, useful annotated bibliographies in their specific subject area. The purpose of this study is to select and analyze books of United States history and to make an annotated bibliography for the use of the high school teachers of United States history. This selected list is also intended for use by high school students of United States history. This list is a general list and not taken from any specific library.

The annotated bibliography includes non-fiction books covering the period in United States history from 1945 to 1970. The books selected are for the use of students with average and above average reading and comprehension levels in United States history. Students usually prefer shorter books; therefore, books selected will generally not exceed three hundred and fifty pages in length. The books will be primarily concerned with the Truman administration; the Eisenhower, Kennedy, and Johnson administrations; and some of the Nixon administration.

Importance of the study. This study should be useful in recommending books for reading to students and teachers. It should make teachers more aware of the variety of books available in this chronological period

of United States history. It will be of use to teachers in making recommendations to librarians for the purchase of new books for high school libraries or media centers. The annotated list is not intended to be a finished product, but a starting point which can be enlarged in the future by teachers using it.

Definition of terms.

Average student. An average student is one falling within an arbitrarily determined range on each side of a mean measure of ability.

Above average student. An above average student is one considerably above an arbitrarily determined mean measure of ability.

Historical non-fiction. Historical non-fiction is literature based on fact including actual characters and events in history.

United States history. United States history is that course which in most high schools is called American history. This course includes information concerning other countries because of the United States' world influence.

Supplementary reading. Supplementary reading is that which is assigned to students from a prescribed list. The student may choose the books of his choice from the list.



General bibliographical data. General bibliographical data is that information usually containing the author's name, title of the book, publisher's name and city of publication, date of publication, and number of pages.

Assumptions. This study assumes that the references used for selections are recognized as having authority and value. It is also assumed that the books selected and their annotations will be of use to most high school United States history teachers.

Limitations. A relatively small number of the books available have been included in this study. The number included should be sufficient for the average sized United States history class if the books are circulated among the students. The Dewey Decimal Classification number of 973 was used to limit the historical non-fiction. However, the books listed may not all be included under the number 973 in all libraries. The number of books listed is also limited by their lack of availability in the public school libraries because of the contemporary nature of the portion of United States history covered. Authors of the books included are often American. This reflects a bias which is also found in most United States history textbooks.

Procedures. The books for this study were selected from high school, public, and other libraries.

A few of the titles were determined from the investigator's experience as a high school librarian. The regular bibliographical tools generally used in library selection were examined as well as other bibliographical lists available. Only books meeting the previously stated limitations were considered.

Each book was read and analyzed and the information has been arranged according to the points which follow. Each annotation on the completed list contains the general bibliographical information. There is also a brief annotation of the specific historical aspects of the book. Any bias is noted. Other information concerning personalities, time, location, illustrations, reading difficulty and interest level, and special features follow. The same standards are applied, as much as possible, to each book in order to establish uniform treatment.

The completed annotated book list is arranged in alphabetical order by the author's last name.

## CHAPTER II

### REVIEW OF THE LITERATURE

Bibliographies of historical books have been made and are available. These bibliographies come in a variety of forms. Many of them are limited in their usefulness to high school teachers because they list only authors and titles. Their usefulness is in initially finding books to be investigated. Because of the period of United States history under consideration, most bibliographies lack a sufficient number of current books available.

Literature reviewed in this chapter includes only those bibliographies and other related literature available in the University of Northern Iowa library.

A brief notation is given for each book included in the American History Booklist for High Schools.<sup>1</sup> The books are listed mainly by chronological or topical headings. General bibliographical information is given about each book.

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<sup>1</sup>Ralph and Marian Brown (ed.), American History Booklist for High Schools (Washington: National Council for the Social Studies, 1969).

John Wiltz in Books in American History<sup>2</sup> gives a short interesting paragraph annotation for each book. In his annotations he includes a reading interest level rating. The books selected for this bibliography are listed under historical topics. There is general bibliographical information.

In Book Review Digest<sup>3</sup> current books are considered. There are supplements to update it. General bibliographical information is given for each book as well as the references for the complete review. The review tells a brief synopsis of the book. It also includes the Dewey Decimal Classification number and Sears subject headings.

In 4000 Books for Secondary School Libraries<sup>4</sup> the books are listed by Dewey Decimal Classification. The general bibliographical information and subject headings are listed, but there is no discussion or criticism of the books.

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<sup>2</sup>John E. Wiltz, Books in American History: A Basic List for High Schools (Bloomington: Indiana University Press, 1964).

<sup>3</sup>Josephin Samudio (ed.), Book Review Digest (New York: The H. W. Wilson Company).

<sup>4</sup>Library Committee of the National Association of Independent Schools, 4000 Books for Secondary Schools (New York: R. R. Bowker Company, 1968).

Hannah Logusa in Historical Non-fiction<sup>5</sup> gives a one sentence annotation for each book. The books listed are arranged by countries and their historical periods. Books of special value are indicated. The general bibliographical information is included.

The School Library Journal Book Review 1968-1969<sup>6</sup> is concerned with current books. General bibliographical information and short annotations for each book are included. Suggestions for readability and the name of the reviewer are also given.

The Senior High School Library Catalog<sup>7</sup> and its supplements list selected, basic current books to be used in high school libraries. There is general bibliographical information and a short three or four sentence review is included. The Dewey Decimal Classification number and the subject heading are included in the catalog.

Subject Guide to Books in Print<sup>8</sup> is a list of books in print currently. It is arranged by subject

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<sup>5</sup>Hannah Logusa, Historical Non-fiction (Philadelphia: McKinley Publishing Company, 1960).

<sup>6</sup>The School Library Journal Book Review 1968-1969 (New York: R. R. Bowker Company, 1969).

<sup>7</sup>Estelle A. Fidell and Rachel Shor, Senior High School Library Catalog (ninth edition and supplements: New York: The H. W. Wilson Company, 1967-1970).

<sup>8</sup>Sarah L. Prakken and Ruth P. Shively, Subject Guide to Books in Print (New York: R. R. Bowker Company, 1969).

headings. The general bibliographical information is the only data stated.

## CHAPTER III

### ANNOTATED BIBLIOGRAPHY

Each book was read and has been annotated by the investigator. The annotations are the investigator's opinions of each book. The books are arranged in alphabetical order by the author's last name and includes the other general bibliographical data.

#### The Annotated List

Abel, Elie. The Missile Crisis. Philadelphia: J. B. Lippincott Company, 1966. 220 pp.

Elie Abel was a foreign correspondent for NBC News from 1961-1969. The Missile Crisis is his account of the dramatic days of the Cuban Missile Crisis in 1962. He begins on Sunday, October 14, and concludes on Sunday, October 28. Although the outcome is known, Mr. Abel keeps the book dramatic and suspenseful. He conveys the tensions of those days to the reader by telling the views and the internal and external conflicts of those involved. The then Attorney General Robert Kennedy is presented in the most favorable light.

The book contains photographs of the men involved and some photos taken by the United States flights over Cuba. There is also an index. The book would appeal to both the average and above average students because of its dramatic quality. The reading level is average.

Alsop, Stewart. The Center: People and Power in Political Washington. New York: Harper and Row, Publishers, 1968. 364 pp.

Political Washington is Stewart Alsop's "Center." He states that there are really only about five thousand in the true Center. The book is divided into discussions of the various power groups Alsop was familiar with: the White House, the Department of State, the Defense Department, the other Cabinet posts, Capitol Hill, the CIA, the Supreme Court and the Press.

Most of the book was completed prior to President Johnson's decision not to seek re-election in 1968. He does add that fact in the final chapter. In the light of subsequent events, it provides an often witty, frequently bitter and ironic insight into the lives of those in power at that time. For example, he truly believed Abe Fortas would be the next Chief Justice of the Supreme Court.

The book shows, as Mr. Alsop admits, a biased view. The book is written for the average reader seriously interested in American politics. The reading level is average, but even Alsop states that one must like politics or it will not be interesting. An index is included. Sections of the book could be read for topical information.

Block, Herbert. The Herblock Gallery. New York: Simon and Schuster, 1968. 224 pp.

Herb Block is a cartoonist whose cartoons appear in over two hundred newspapers throughout the world. The Herblock Gallery contains cartoons and Block's comments about the Johnson administration. Some of his chapter comments are matter of fact and some are satirical as are the cartoons. He covers the major issues facing the administration, but includes such areas as the National Rifle Association, the military junta in Greece, the state of the United Nations, and the CIA as well. He adds a chapter on a doomsday prophet trying to sell burial rights and funeral arrangements.

The gallery would appeal to all reading levels, and the interest level would vary; but portions should appeal to most students of United States history. It would be good for use in the study of editorial cartooning.

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. Straight Herblock. New York: Simon and Schuster, 1964. 224 pp.

Herb Block covers twenty-four various topics with his comments and cartoons in Straight Herblock. He covers the years, 1959-64. Topics include the 1960 Presidential campaign, a mythical pleasure land called Goldwaterland, education and civil rights, a list to show the Southern domination of Congress, and religion. In his comments he often tells how he decided upon his cartoon topics.

This book could be read by all reading levels, and there would be something of interest to most students. It would be a good means of reviewing the major events and problems of the years covered.



Carpenter, Liz. Ruffles and Flourishes, the Warm and Tender Story of a Simple Girl Who Found Adventure in the White House. Garden City, New York: Doubleday and Company, Inc., 1970. 341 pp.

Liz Carpenter was the Staff Director and Press Secretary to Lady Bird Johnson. She writes a humorous, informative book about the behind the scenes life in the White House. She tells about the ranch, Mrs. Johnson's whistlestop campaigns, and her beautification program. She conveys to the reader what it would be like to be in such a position. She suggests the tension, excitement, happiness, and sorrow of being associated with the Presidential family. A cast of characters is at the beginning of the book. Photographs of the author and Mrs. Johnson are included.

Girls with average and above average reading levels and interest in history would enjoy reading this book.

Donovan, Robert J. Eisenhower, the Inside Story. New York: Harper and Brothers, Publisher, 1956. 423 pp.

The author, a reporter, for the New York Herald Tribune, writes about the first three years of the Eisenhower administration. The book is written in a topical arrangement and under each topic is a list of what is then discussed in that chapter. The author presents an objective, informative, detailed account of the Eisenhower administration.

The book would appeal to good students with an intense interest in Eisenhower and above average reading level. The topical arrangement would also make the book useful for Eisenhower's point of view on certain areas such as Civil Rights. The book includes photographs of the administration and an index.

Goldman, Eric F. The Crucial Decade, America, 1945-55. New York: Alfred A. Knopf, 1956. 298 pp.

This book covers a changing period in United States political and social history, with an emphasis on political change. The author, a historian, tells how the American people felt about the end of the war; the changes in living with more automation and ease; their concern about the bomb; the United Nations, and Communism. The country was going through "the Half-Century of Revolution" in domestic affairs.

This book tells how Truman and Eisenhower developed into Presidents. The former being foreshadowed by a great President and the latter not being politically orientated to begin with. Crucial Decade is factual, but interesting written with opinions of various Americans include. The author researched his work and checked

with the individuals quoted. The time period was not as crucial as the author emphasises, but the book is still quite worthwhile reading. An average student with a better than average interest in American history would enjoy reading this book.

Heath, Jim F. John F. Kennedy and the Business Community. Chicago: The University of Chicago Press, 1969. 198 pp.

Jim Heath, a professor of history, also has background in economics and management. This book was a result of his doctoral dissertation. It is an economic history of the New Frontier. The author discusses what the business world thought of Kennedy's ideas. The book contains extensive source notes, a selected bibliography and index.

The books appeal would be limited to students of high reading ability and interest in the Kennedy administration, its history and economic theory.

Heren, Louis. No Hail, No Farewell. New York: Harper and Row, Publishers, 1970. 275 pp.

Louis Heren is the American editor for the London Times. His view of the Johnson administration is more objective than an American's might be because he viewed it as an English journalist not a United States citizen. Heren presents a year by year account of the Johnson administration from 1963 through 1969. He begins with Lyndon Johnson's problems of living with the Kennedy legacy and concludes with a summary of why he felt Johnson failed in many respects in the latter part of his administration. He analyzes Johnson as a politician, both his assets and liabilities. The book concerns those who advised the President and why he made certain decisions. Heren includes the American people's thought about Vietnam, Communism, welfare, Negroes, etc.

Although the reading level would be average, the interest level would be above average. An index is included.

Hughes, Emmet John. The Ordeal of Power, a Political Memoir of the Eisenhower Years. New York: Atheneum, 1963. 372 pp.

The journalist John Emmet Hughes was an adviser to Dwight Eisenhower in the campaigns of 1952 and 1956. He was also a Presidential assistant for Eisenhower's first year. Mr. Hughes evaluates the man and the politics of the eight years of the Eisenhower administration. He appraises part of the years as a close observer and the rest from afar. An index is included.

This political document would appeal only to serious American history student with a high reading level and interest in the Eisenhower administration.

Johnson, Sam Houston. My Brother Lyndon. Edited by Enrique Hank Lopez. New York: Cowles Book Company, Inc. 278 pp.

Sam Houston Johnson was his brother's unofficial advisor. The book is written in an easy to understand, entertaining style. The first part is biographical. Once Lyndon gets elected to political office, the book is more historical. The author presents the President clearly, telling how hard he worked, how he became a powerful leader, and why some of the problems of his administration occurred. He also says "We haven't heard the last of LBJ."

Students of average reading ability and interest in United States history would find this book enjoyable and informative. It would be useful in part for insights into current American history.

Photography of President Johnson as a child and as a politician are included. The book has an index.

Kennedy, John F. The Burden and the Glory. The Hopes and Purposes of President Kennedy's Second and Third Years in Office as Revealed in his Public Statements and Addresses. Edited by Allan Nevins. Forward by President Lyndon B. Johnson. New York: Harper and Row, Publisher, 1964. 293 pp.

Allan Nevins, a noted historian, has combined President Kennedy addresses under various topics such as peace, international danger, race relations, civil rights, and the nation's economy. Nevins has written a note concerning the circumstances under which the addresses were given. A chronological list of speeches and an index are included.

The reading level is average with a need for high interest level in the Kennedy administration. The book could best be used in part when studying specific topics in United States history.

Kennedy, Robert F. The Pursuit of Justice. Edited by Theodore J. Lowi. New York: Harper and Row, Publisher, 1964. 148 pp.

Theodore J. Lowi is an assistant professor of government at Cornell University. Mr. Lowi developed Robert Kennedy's public statements into twelve essays. The essays express Kennedy's points of view concerning America's major problems during his time as Attorney General. The essays are divided into four parts:

areas where society has not done its duty to all men, areas where some men have taken advantage of society, areas where men might turn to gain equality, and areas for international equity. There is also a chronology of the significant actions taken by RFK as Attorney General.

Although the reading level is average, the student's interest in American's problems would need to be high. This book would work well for chapter or topical readings in current United States history.

\_\_\_\_\_. Thirteen Days, A Memoir of the Cuban Missile Crisis. With introductions by Robert S. McNamara and Harold Macmillan. New York: W. W. Norton Company, 1969. 224 pp.

Robert Kennedy was the Attorney General of the United States during the Cuban Missile Crisis. In this book he gives inside daily, sometimes hourly, account of how the Crisis developed and was solved. Mr. Kennedy tells about the people involved in the crisis and their points of view. He explains how and why the first of the two messages from Khrushchev was answered.

The book has photographs, including some of the missile sites. Contemporary documents and an index are included at the end.

A simply written book, students of average reading and interest in United States history would enjoy reading it. The drama should make it especially appealing to boys.

Koch, Thilo. Fighters for a New World. New York: G. P. Putnam's Sons. 204 pp.

Thilo Koch is a well known European political commentator. He was a foreign correspondent in Washington, D. C. from 1960-1964. This is his tribute to three American leaders who were assassinated. He uses parts of their speeches to express his ideas about them. Other parts of the text are developed through quotations by others. The book contains excellence photographs of suggesting what they stood for. The photographs are accompanied by quotations. The table of contents is at the back.

This book would appeal to average and above average students in American history. It has historial value besides emotional appeal.

Larson, Aruthur. Eisenhower, the President Nobody Knew. New York: Charles Scribner's Sons, 1968. 210 pp.

The author was Under Secretary of Labor and was Director of the United States Information Agency and Special Assistant under the Eisenhower administration. Although he liked President Eisenhower personally, he was objective about the President's abilities. He tells his weakness in domestic affairs, but he also shows his strength in foreign affairs. Eisenhower is pictured as a patient man who lived by principles. Larson states that when the situation made it necessary, Eisenhower could make the proper decisions.

The book presents Eisenhower's philosophy and opinions on different aspects of government during his years in the White House. Although the book is frequently biographical, its concern is also the history of the administration. The book includes photographs.

The book is informative but not exciting to read. It would be a good book for supplementary reading. It would be important to young people because the author emphasizes that Eisenhower wanted to appeal to youth and wanted them in the Republican Party.

Lester, Julius. Search for the New Land, History as a Subjective Experience. New York: Dial Press, 1969. 195 pp.

The author is a black militant leader. He tells about various United States social and political scenes or aspects from 1945 to the present as he sees them. Lester does not think much of our history or our white middle class values. He does see hope in the young. He uses published poems in newspaper and magazines to express some of his thoughts. He also uses bold faced headlines of events occurring in the years 1961 to 1968. These are presented chronologically by months in the chapters along side where he discusses topics pertaining to the headlines.

This book will appeal to students in American history. The reading is easy, but what he says will not appeal to all youth. The book's value lies, instead in the portrayal of how an individual Negro feels about the history of the United States in the time period 1945-1969.

McGinniss, Joe. The Selling of the President, 1968. New York: Trident Press, 1969. 251 pp.

Joe McGinniss, a newspaper writer and author, was a member of the Nixon forces. He describes how television was used in the 1968 campaign for Nixon. He tells about the people involved in the image making who gave the American public a Nixon the public wanted. The

book is interestingly written and rather surprising. The large appendix contains notes written by individuals concerning aspects of different tapes. Samples of different television scripts are included.

The students in United States history should find the book informative. They might also keep in mind the 1972 election. The book would appeal to students of average reading ability, with an interest in politics. It could also be used in the study of the use of propaganda.

McGovern, George. A Time for War a Time for Peace. New York: Random House, 1968. 203 pp.

In this book George McGovern, liberal Democratic from South Dakota, expressed his views on war and peace. Part of the book incorporates several of his speeches delivered in the Senate. Some of McGovern's topics includes new proposal to reverse the arms race, an end to the draft, and American policy concerning China, Cuba and Vietnam.

Students with a high reading level, particularly those concerned with the Vietnam issue, would find his book informative and interesting to read. They should also keep in mind his candidacy for President of the United States. The book could be used for topical readings in current American history.

Michener, James A. Report of the County Chairman. New York: Random House, 1961. 310 pp.

The author, a well known novelist, has been involved in local politics. Michener tells what it was like to participate in the campaign of John F. Kennedy in mainly Republican Bucks County, Pennsylvania. The book gives the reader first hand knowledge about local politics and an idea of what it would be like to work in a local campaign. Michener also discusses why he decided to campaign for Kennedy.

In light of Amendment Twenty-six of the United States Constitution, this book would definitely appeal to United States history students who would like to be involved in politics. However, the book's appeal would not be limited to those students. The reading level is average.

Powers, Francis Gary with Curt Gentry. Operation Overflight, the U-2 Spy Pilot Tells his Story for the First Time. New York: Holt, Rinehart and Winston, 1970. 375 pp.

Operation Overflight is Francis Gary Powers' own detailed account of his life before and after his U-2 flight of May 1, 1960, when he was captured in the

Soviet Union. He describes the training for the U-2 flights and tells about his personal problems. He gives a minute by minute account of the flight when he was shot down. He describes life in the Soviet Union, his trial, and his eventual return to the United States. The book is exciting and gives an interesting glance at bureaucratic red tape.

The book contains photographs, a map showing Power's flight, and diagrams of his Soviet prisons. The book would appeal to average and above average students. The reading level is average. Because of its military bias, it would especially appeal to some boys.

Roosevelt, Eleanor. Tomorrow Is Now. New York: Harper and Row, Publisher, 1963. 139 pp.

In her last book Tomorrow Is Now, Eleanor Roosevelt presents a patriotic and philosophical point of view of our history and our problems today and tomorrow. She writes about American successes and failures in history and how we should have learned from them. Two examples of our inability to learn are our depressions and our unwillingness to improve our educational system. Mrs. Roosevelt is concerned that "America the Unready" will always be with us. She expresses her concern about Communism and fears America may not be able to face its economic and social problems. However, she concludes with much optimism about America's future particularly in the area of science.

Students with average reading ability and interest in reading a patriotic book would enjoy reading Tomorrow Is Now.

Sorensen, Theodore C. The Kennedy Legacy. New York: The Macmillan Company, 1969. 414 pp.

Theodore Sorensen wrote this book because he felt it should be clearly noted what John and Robert Kennedy truly left the American people and the people of the world. He sifts the myths and the Kennedy legends from the true accomplishments and goals of the brothers. It is the latter which Sorensen feels should give hope to America. The book is basically told in four areas: how both men developed intellectually and philosophically, what each did accomplish, the differences in the two brothers' personality and philosophy, and what their ideals and goals should mean in the future.

The book shows a strong personal bias, even the criticisms of the men are gentle. It is of necessity biographical, but only that it clarifies Sorensen's position. It is interestingly written, but with an above average reading level. It will appeal to serious

students interested in the Kennedy era. The book contains an index.

Watkins, Arthur V. Enough Rope, the Inside Story of the Censure of Senator Joe McCarthy by his Colleagues--the Controversial Hearing that Signaled the End of a Turbulent Career and a Fearsome Era in American Public Life. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969. 302 pp.

This is a well documented history of the censure of Senator Joe McCarthy. The author was the Chairman of the Select Committee to Study Censure Charges Against the Senator from Wisconsin, Mr. McCarthy. This is also a brief history of that time period. The author was not re-elected to the Senate. The appendices includes questions and answers, the report of the Select Committee, and an army statement on Peress. An index is included.

An above average student in United States history and interested in the McCarthy Era would find this book informative. Other United States history students would benefit from reading parts of the book because it presents a Senate report in readable form.

Wicker, Tom. JFK and LBJ, the Influence of Personality Upon Politics. New York: William Morrow and Company, Inc., 1968. 297 pp.

Tom Wicker is chief Washington correspondent and head of the Washington bureau of The New York Times. His book concerns how President Kennedy loses Congress and how President Johnson loses his concensus. He discusses how Kennedy won the election in 1960 but could not handle the Congress. Thus his liberal bills were not passed. Johnson was successful in seeing these bills passed but lost favor by his expansion of the Vietnam war. He was elected in part because of his stand on Vietnam but expansion of the war was inevitable.

The reading level is average. The book would appeal to students who are interested in the character of our national leaders.



## CHAPTER IV

### SUMMARY AND CONCLUSIONS

Approximately thirty-five books were selected and read. Annotations were prepared on twenty-five books. The books were listed alphabetically by author in an annotated bibliography. The results of the bibliography should (1) be of assistance in suggesting supplementary reading suitable to the interests and abilities of the individual student, (2) give the teacher some familiarity with the supplementary reading done by the student, (3) give the librarian some suggestion of books that might appeal to United States high school history students.

The results of the annotated bibliography may also furnish a beginning foundation for those teachers wishing to add to this bibliography the results of their own reading.

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