

The aim of the analysis is to evaluate the history books and text difficulty level of didactic facilities and textbooks mutual assessment of the level of the fifties and sixties. Intended for history teaching in each successive year of the curriculum are published every year. Their contents range of topics vary. In the early fifties was the curriculum, topics with political and ideological content. Omitted topics have been considered less important. The highest number of discarded political and ideological issues was in 1957 after the release of political society. Critical analysis were subjected to a curriculum from the fifties and sixties in the first and second chapters. The third chapter is devoted to the analysis of syntactic and semantic complexity of the textbooks and evaluates the performance of text for teaching. It also monitors didactic facilities of textbooks. This chapter is crucial for mutual comparison of textbooks. It is the most important criterion for assessing the quality of textbooks.

**KEYWORDS:**

Education Act, curricula, textbooks, ideology, the difficulty of the text, didactic facilities.