

A STUDY IN CURRICULUM BUILDING  
CENTERED ABOUT A SOCIAL SCIENCE COURSE BASED ON  
THE AMERICAN INDIAN

by

Bruce W Merwin A.B.; B.S. of Education

University of Kansas 1911

Submitted to the Department  
of Education and the  
Faculty of the Graduate School  
of the University of Kansas  
in partial fulfillment of the  
requirements for the degree of  
Master of Arts

Approved by:

*Chas. C. Peters*  
Instructor in Charge

*W. G. Givens*  
Head of Department  
*Raymond A. Schwepker*

August 10 1924

## PREFACE

For several years I had studied Anthropology and had had charge of the American Section of the University of Pennsylvania Museum. My work included the giving of talks on various aspects of Indian life to students all the way from the lower grades of the Philadelphia schools to the Graduate School of the University. I had noticed the students' interest in the Indian and had made notes on the points which seemed to appeal to them most and on the types of questions asked by them. About this time I was asked to assist in writing an eighth grade supplementary reader of Indian Stories. Heavy work and lack of time prevented the finishing of a text. However I kept my notes and the list of questions in which the students were interested. Later I gave some of the material to a freshmen class in General Science in Wendell, Idaho, and found a decided interest in it. The interest shown in this class together with my previous work in Anthropology determined to some extent the type of social science course developed in this study.

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## INTRODUCTION

The general problem of this study was to develop a course in general social science and later to try the course on a class to see if sufficient merit had been found in it to justify it as a course in the Junior High School.

At the time this study was started, in the summer of 1921, the Junior High School with its new aims and types of subject matter was being rapidly developed. The courses given in the new Junior High School Social Science courses were, in the main, either traditional ones formerly given in the upper grades and high school or hurriedly assembled courses based on the opinion of the writer. Many of these were being tried for the first time. In my reading I found the following thirty nine courses that were being given in the ninth grade alone:

- |                         |                        |
|-------------------------|------------------------|
| 1. Community Civics     | 8. Thrift              |
| 2. Civil Government     | 9. Morals              |
| 3. Social Geography     | 10. Character Building |
| 4. Contemporary Nations | 11. Social Psychology  |
| 5. American History     | 12. Relief Activities  |
| 6. World History        | 13. Scouting           |
| 7. Biographies          | 14. Camping            |

Note. References are given by number in text and listed by corresponding numbers in the bibliography.

- |   |                           |
|---|---------------------------|
| 15. Elementary Economics                | 30. Social Guidance       |
| 16. Ethics                              | 31. Etiquette and Manners |
| 17. Beginners Sociology                 | 32. Ancient History       |
| 18. Home Reading                        | 33. Civic Biology         |
| 19. Moving Pictures                     | 34. Economic Civics       |
| 20. Newspapers                          | 35. Vocational Civics     |
| 21. Drama                               | 36. Citizenship           |
| 22. Election Campaign                   | 37. Vocational Guidance   |
| 23. Police Power                        | 38. Survey of Occupations |
| 24. Home Gardening                      | 39. Community Biology     |
| 25. Wage Earning                        |                           |
| 26. Practices of School Self Government |                           |
| 27. Cooperative "Clean Town" Enterprise |                           |
| 28. European Beginnings of U.S. History |                           |
| 29. Constructive Use of Libraries       |                           |

With this large variety of subjects being offered, all of which have some good points, it seemed that a course worked out along the lines of approved curriculum making and drawing upon most of these subjects for material and method, would be well worth while. Then too, if the suggestions and recommendations of leaders in the field of social science were carried out in such a course, it would seem that it would be a distinct advance over many of the courses.

## THE PRESENT STATUS OF THE PROBLEM

The literature and opinions related to this problem fall into two main groups: first, those dealing with social science, its aims, content and general trend; second, those dealing with the American Indian as a source of subject matter. Other information dealing with curriculum building and with the ninth grade, contribute somewhat to the working out of this problem.

There are several different opinions as to what social science and its aims really are. As defined by Dr. Snedden,<sup>2</sup> "Social Science, as a division of secondary education here, includes all those studies, practices, readings, and other stimuli which are chiefly designed to promote more effective social attitudes and action as a result of sound knowledge and right appreciation." From the 15th Year Book N.S. of S.E.<sup>3</sup> we learn that the purpose of Social Science is: "to interpret immediate social environment and establish standards of conduct and to train reasoning and give skill in judgment and afford ethical training to some extent."

The failure of history to function and the fact that enrollment in Ancient History courses is decreasing was recently remarked by Supt. Clement of Junction City. A study<sup>4</sup> by Miss Lora Taylor of the University of Kansas brought out the fact that fewer schools are now offering

courses in Ancient History than formerly.

Prof. C. H. Johnston,<sup>5</sup> Prof. Koos<sup>6</sup> and Dr. Snedden<sup>7</sup> all agree that Ancient History does not offer the desired material for the ninth grade. The various National Committees who studied social science made changes in 1908, 1916, 1921 and again in 1922.<sup>8</sup> Therefore it is a fact that the social science work best suited for use in the ninth grade has not yet been decided upon. In all the committee reports, the fact that the opinion of experts is continually changing, is clearly shown. With several of the reports are minority or outside reports which bring out still other varying views on the subjects treated.

Many very good suggestions for Social Science curricula have been made. The Second Committee of Eight (1921)<sup>9</sup> recommended that in the ninth year, community and national activities be studied. This course combines recent economic and social history with Commercial Geography and Civics. For those pupils who expect to complete the High School, the Committee recommends as an alternative to the above, a course on the progress of civilization from the earliest time to about 1650.

An addition to this report published at the same time, recommends, "For the ninth grade, a course in industrial organization and civics which shall include the development of an appreciation of the social significance of all work, of the opportunities and necessities for good citizenship in vocational life, of the social value and

interdependence of all occupations, of the necessity for social control, government and otherwise, of economic activities of the community, of how the government aids the citizen in his vocational life, of how the young citizen may prepare himself for a definite occupation. In this connection we suggest the study of the ten great industries: fish and fur; lumber; meat; hides and wool; wheat; corn; cotton; iron and steel; coal; gold, silver and copper; and oil."

A Syllabus for Ninth Grade Study of American Industries has been worked out by Miss T.M. Morehouse under the direction of Joseph Schafer.<sup>10</sup>

In the Kansas Course of Study for High School Social Sciences, Prof. J.H. Breasted makes some comments that seem to suggest that a course dealing with primitive man is desirable. I quote the following:- "The history teacher should make it clear that the subject he is taking up with his pupils is life; human life in its everyday aspects with which every pupil in the room is familiar. Perhaps the best way to accomplish this is to begin with the primitive man, and to ask the boys in the class to give some account of the makeshifts and temporary devices, for them---- perhaps real inventions, by which they supplied the lack of various home conveniences and equipment when they are out on some summer camping expedition. They

must be brought to see that their fundamental needs on such a trip were food, clothing and shelter. The last two probably were brought from home, but for the first, if they were really roughing it, they were depending on their own skill as hunters and fishermen. They must then imagine themselves not only deprived of every implement and device brought from home, but what is more, they must conceive themselves without any knowledge that such things might be devised. Let them remember, for example, that even our great grandfathers had no matches.

"The story of man for the secondary schools, then, is not constitutional history and political development in the first instance, but it should begin with the fascinating struggle by which the primitive man, barehanded, confronted the wilderness and slowly devised the weapons, tools and implements by which he made conquest of the material world about him.

"The next important point to be impressed upon the pupils is, that from the day when man made his first stone implement down to the present moment, he has left behind as it were, a trail of such works of his hands, by which we may now follow his progress and trace the path along which he has come. There are few regions of the United States which cannot furnish, as an illustration of this fact, a stone hatchet or arrowhead left behind by the Indians. I saw recently, preserved as a curiosity in a

great modern manufactory of agricultural implements, a plow with a wooden plowshare tipped with iron, which had been in use in this country only a century ago. Such things, preserved in oriental lands for many thousands of years, have revealed, and as discovery proceeds, are still revealing more fully, many important steps by which civilization was first gained in the Orient, and developing there, was transmitted to barbarian Europe, which then itself began to carry civilization to higher levels than it had gained in the Orient.

A little further along under the head of General Suggestions he continues:

" 1. Making of models of clothing, weapons, etc., may help in arousing interest in special cases. Some pupil who shows lack of interest may be aroused if asked to work out some such illustrative material.

"2. Before beginning the actual study of the ancient people, lead pupils to discover their own social, political, moral, religious and economic surroundings. For example, lead them to see what the family is by analyzing their own family, its governmental, religious, economical and cultural sides; that all families are much the same in organization; that it is very probable they have always been; how the groups of families make up the social group; that the groups will have all the features of the family and some

that are separate or distinctly group features. Develop then the various group features, such as the religious, governmental, economic, cultural, and study the so-called ancient peoples from these various points of view. The pupils soon realize that these peoples of whom they study lived, ate, worked and slept much as people do now, that their work represented the highest thought that had been developed up to their time, and that in their time they solved the problems of human existence and originated and developed many of its best features of which we to-day are the beneficiaries.

"3. One way of creating an interest is by the development of certain phases, social side lines, they might be called, and to watch the progress made by each group. For example, one might be "The Place of Woman", another "The Education of the Young", or "The Trades and Occupations", "The Results of Invention and Discovery in Arts and Sciences", "International Relations". Such side lines might be placed in the hands of single individuals or of a committee of two or three, whose duty it would be to make a report at the end of the study of any given group.

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"8. What our young people ought to know is at least a summary of the human career. Whether the stages of progress in that career are called historic or prehistoric is a

matter of little consequence, provided only that we can establish the facts for every stage. Now progress is most easily discerned and apprehended by the young student as he surveys a series of things which were attained or achieved by early man for the first time. A line drawn through the points where these achievements took place marks the direction of early man's progress, and hence those things that were done for the first time are the essential and significant things. As the line of progress rises we discern two vast periods, the first representing man's conquest of the material world-- a conquest still going on--- and the second representing his conquest of the spiritual world, though of course both lines of progress went on together and are still going on at the present day. The ability for the first time to kindle a fire, to extract metal from ore, to train and domesticate the mountain goat and wild sheep, to cultivate the wild grasses until they became grain, to build a wall of stone masonry, to build and launch a sea-going ship; these and many other things done by man for the first time may be made to mark for the young student the slow but steady advance of man in his control of the world about him."

Koos suggests American History and Community Civics for the ninth grade and adds that there must be a place in the Junior High School for the principles of economics

and sociology. These are not to be in separate courses but in connection with other work.

Prof. W. R. Smith of the University of Kansas outlined a program of studies built around a Social and Civic Core for the Lawrence Schools.<sup>12</sup> Quoting in part from this we learn; "In the ninth grade three studies remain in the Social and Civic Core; English, Elementary Social Science, including a study of the Vocations, and Elementary General Science. The Elementary Social Science is at present dealt with under the name of Community Civics, but is lacking in substantial content. It should deal with civic problems, not merely from the standpoint of social and economic institutions and practices. Several weeks or a certain number of recitations a week should be devoted to a general study of vocations. This would not only provide valuable information for all but would be of special aid in enlarging the vocational horizon and in fixing vocational choices."

Prof. Smith continues; "For the tenth grade; history in the form of social evolution is offered. This should begin with a study of the life and institutions of primitive man, which are to be traced through advancing culture as it is exhibited in Ancient and Mediaeval nations. Political and chronological history would share attention with economic, social and cultural history."

Dr. Ross Finney<sup>13</sup> has said that the need for a view of early history is as essential as one of the last three hundred years. Also that social origins should be taught to give a basis for forming the students own opinions. The study of problems of today belong in the Universities and not in the secondary schools. He quotes the American Sociological Society in 1918 as recommending for the ninth grade a General Elementary Introduction to Social Science, based on sociology, economics, history and civics.<sup>14</sup>

Other important men in the field of social science accept the fact that it is of utmost importance to start with primitive society to understand the present institutions. Prof. H. E. Barnes<sup>15</sup> of Clark University says that the contributions of Anthropology must be included in a study of history. Prof. J. H. Robinson, probably the greatest living historian, says in his "New History" that "Anthropology is a tool of history that should be used unless the historian is too stupid to see its use." Prof. Eduard Meyer prefaces his "History of Antiquity" with two-hundred pages on the Elements of Anthropology. Even Xenophon devoted about half of his nine books to Anthropology. The early part of H. G. Wells "Outline of History" is devoted to prehistoric man and has been reported as "the most widely read section of the most widely read history"

Pres. Thomas W. Butcher of the Kansas State Normal

said in an editorial (Teaching, October 1919)<sup>16</sup> "It is not enough that a man be honest, industrious, a kind father and neighbor. He ought to be able in some degree to measure the value of movements which originate in his community or movements which should be started in his community. He should have an intelligent interest in the state. In order to have this intelligence, it is important that the child, during his school course, be permitted to travel the road over which the race has come.----- The safe person under a republic must have an historical background for his thinking."

From the opinions of the authorities just cited it would seem that there is need for some course to be given in our schools dealing with the origins and the development of our social and economic institutions. In fact such a course has been suggested and has met with very favorable comment from the Press as is shown in an editorial<sup>17</sup> entitled "A Step Forward in Popular Education" taken from the Chicago Daily Tribune and published in the Elementary School Journal for May 1922. It is self explanatory and follows:

"The introduction of a course in elementary economics and social service in the grammar schools is a belated but most welcome step now to be taken by our local school authorities. Mr. Mortenson is to be congratulated that his

record as head of the Chicago public schools is to include such an innovation.

"The course has been laid down by educational experts of the University of Chicago and the head of the department of economics, Prof. Marshall, and therefore promises to be practical. We see no reason why the elements of economics and the basic principles of our social organization should not be taught in the upper grammar grades. They are not beyond the capacity of youth; and if they are not taught in the grammar schools, the large proportion of our young people who do not reach the secondary schools will miss them altogether.

"This is a very serious omission in our system of popular instruction. Its effects are shown in a pervasive ignorance of matters of vital importance to our well-being. It gives the demagogue and quack an undue advantage and makes us the victims of persistent fallacies in legislation and public action. Progress is retarded by repeated blunders from which a knowledge of the elements of economics and of our social order would save us had we been well grounded at school. There is nothing abstruse about these elements any more than those of arithmetic and geography, and a knowledge of them will give tests of public action which our public now lacks.

"Responsible newspapers will especially welcome this

new course of instruction, for there is nothing clearer in journalistic experience than the difficulty of directing public opinion which has no sound foundation in elementary knowledge. When we, men and women who are the public, have passed beyond school age and are preoccupied with the business of getting a living, we have little time for catching up with the omissions of our schooling, and it takes a lifetime to pick up, as we must here and there, the knowledge of the laws and forces which govern our affairs. In this state we are open to any gust of prejudice or any passing pressure of fancied interest. We have no sound standards, and the exposition or exhortation of the press, even such as is disinterested and sincere, finds little repose.

"It is the function of a democratic school system to prepare youth to go into life with at least a rudimentary equipment of knowledge of the laws which govern our economic and social activities. We are confident that this equipment can be supplied by the public schools."

Even the laymen have seen that the school is failing to do all that it might for the coming citizen. If one of Chicago's greatest dailies sees the need of some instruction in economics and sociology, it would seem that this need should be filled.

It would be necessary to use the ninth grade to try any course that I might work out on account of the prescribed

work for the seventh and eighth grades. Therefore the interests and characteristics of pupils of the ninth grade were taken account of.

Prof. Nutt says that the dominant instincts of the adolescent pupil should be turned to advantage by the instructor. These instincts are: gregariousness, cooperation, emulation, pugnacity, etc.

A study given in Appendix I was made to determine the reading interests of the ninth grader. This showed that stories of Adventure, Indians, Pioneers and Romance were preferred reading. Other studies given as part of the same article show practically the same likes.

A course developed by Judd and Marshall, of somewhat similar nature to mine has recently appeared.<sup>18</sup> They devote some time to Neanderthal man as a very primitive type of man and then twelve percent of a year's study to the Iroquois tribe of American Indians as an example of neolithic culture. They deal with the Indians as tool makers and team workers with a well developed social organization. Division of labor, property rights, religion, and other agencies of social control are brought into this course. The course is being tried in the seventh and eighth grades.

Another experiment (noted in Charters' Curriculum Construction)<sup>19</sup> in building a social science course is being

carried on by H.O.Rugg and Emma Schweppe in Lincoln School in which they use for the ninth grade the "essential and socially worth-while materials from geography, history, community civics, economics, sociology, the study of industries, primitive man and the like."

At Prague, Oklahoma, in 1920-21, a course was given dealing with social origins based on primitive man as brought out in Wells' Outline of History and later with world problems. It was reported very successful and was expected to be repeated in 1921-22 but the letters of inquiry I sent regarding it have not been answered.

THE AMERICAN INDIAN  
AS THE BASIS FOR A COURSE IN SOCIAL SCIENCE

As I have just pointed out, there seems to be a real need for some course to be given in our schools dealing with the origins and the development of our social and economic institutions. It also seems to be pretty well agreed that such a study must begin with primitive man or at least with primitive society. Now the group that is to furnish the necessary information must be chosen. Our own ancestors are barred because too little is known of them. Society as dealt with in the Bible does not start far enough back and does not give much insight into the development of the institutions which it describes.

It seems to me that it would be a logical conclusion to select the American Indian as our type of primitive man. This group is well known and is of greatest interest to the average American child. Besides "there is more literature published on the American Indian than on any other primitive people."<sup>20</sup> The report of the Committee on History and Education for Citizenship of the North Central Association,<sup>9</sup> in speaking of the above mentioned work, says "It has revealed a hitherto unappreciated wealth of teaching material of a fundamental character in the life of the American Indian, who was everywhere in our land."

Prof. Ernest Horn and Prof. McMurry agree that in outlining the material to be covered in a course that the frequency of mention in newspapers and magazines should be used as one of the guides.<sup>21</sup> Accordingly, the Kansas City Star was studied for three months and the contents tabulated. In the one hundred and fifty-six copies examined there were two hundred and eighty-one articles on the Indian. These would total nearly twenty-nine columns. The Literary Digest, National Geographic and Mentor frequently contain articles on the Indian. Two entire volumes of the Mentor and large parts of several numbers of the National Geographic have recently been devoted to the Indian. Another interesting feature is the fact that of the last thirteen Masters' Theses presented in Education, two were studies of the Indian.

Dr. Clark Wissler<sup>22</sup> of the American Museum of Natural History has made the assertion that aside from academic considerations the American Indian makes an appeal to popular interest. The name occupies so large a place in our own culture that it may be doubted if there is anywhere in all the land a normal individual who has not acquired some interest in the history of the Indians. Among the many questions that people have expressed an interest in are: How came the Indians here? Who were his ancestors? What knowledge and habits did he bring with him?

What has he done on his own initiative and how did he achieve it? What language did he speak? How did he get and prepare his food? His clothing? Was he a slave to style and convention? Has he advanced or gone back since coming to America?

In addition there are a vast number of fallacies that were continually mentioned. In field work I was constantly told about or asked regarding large races of Mound Builders or pygmy races. The Indians' relation to the lost tribes of Israel seems to be accepted in many quarters. Other important errors that have been mentioned are the presence of hardened copper, sunken continents, inscribed tablets of doubtful origin and extraordinary import, fossil animal bones parading as the bones of man, and fossil man dating back to the Carboniferous age.

Here in Kansas also I meet a number of inquiries from some people and a sort of disbelief from others regarding the traces and relics of local interest. Few seem to know anything regarding "Comanche", the horse in the Museum of the University of Kansas, fewer yet know of the stone structures and irrigation works in the southwest corner of the state or the graves made with slabs of stone like the graves of Tennessee and Kentucky. Then too almost every community has its Indian village or cemetery. All of these things challenge our interest and appeal to

our imagination.

It is certainly right and proper that we should be interested in the American Indian because we have not only displaced him but have also absorbed a vast amount of his culture. What a change there would be if all his contributions of an economic nature, especially plants, were taken away from us. The potato, quinine, beans- both kidney and lima-, coca, Chili peppers, one form of cotton, guava, gourds, tapioca, pumpkin, pineapple, peanut, papaw, sweet potato, squash, tomato, tobacco, corn and many other important but less known plants would all be gone. Even the methods of raising corn have been taken direct from the Indian. He taught us how to select seed, how to fertilize, how to plant and how to prepare the corn for food in all of its different forms. The old type of corn crib, the tying of the corn by its husks to dry, the husking pin and husking bee including the well known red ear custom, were all taken over by the whites. Our mothers learned to make succotash and hominy, corn meal mush and Johnny cake from the Indians.

The canoe, snow shoe, pack strap and tobaggan of the Indian had their share in the exploration and settlement of America. Many of the cities have been located where they are because in the past the Indians landed there to portage to another stream. The pipe and hammock have done

much for the comfort of many of us.

In 1919, designs taken from the Maya Indians were much used in cloth and ribbons. John Wanamaker was especially responsible for this fad and it would probably have continued except for the introduction of somewhat similar designs from ancient Egypt. Some of the most delicate and beautiful textiles ever made came from the old Peruvian tombs and these fabrics are furnishing designs for wall paper, lace curtains and china decoration.

The wonderful architecture of the Central American Indians is being copied in a number of buildings in California. At Taos, New Mexico is a colony of artists who are interested in the Indian as a subject for painting and sculpture.

In music, the Indian had developed a marvelous sense of rhythm. At times the words, the dance and the music would all be in different times in order to produce some certain effect. The motifs taken from Indian music have been drawn upon by several composers such as Dean Skilton.

Among school children there is a most active interest in the Navajo blankets, the wampum belts, scalps, the beautiful pottery, textiles and the gold work. Then come the many questions of how the Indian lived, the games he played and the various activities about his home. Campfire

girls often ask about Sacajawea, the sixteen year old girl, who guided Lewis and Clark, and did much toward making their expedition a success.

A short time ago I was interested in a new development of the bean that had taken place on some Indian reservation in Wyoming. This bean- The Great Northern- was much larger and could stand dry weather better than the bean usually raised. Samples of it were sent to a number of places for trial by the U.S. Department of Agriculture and I understand that the bean is really a great improvement. The same might be said about corn raising in North Dakota which is made possible by using the same methods employed by the Indian.

That there is a great deal in common between the culture of our ancestors and that of the Indian is very evident. This seems especially true in the development of various social and economic institutions. Therefore it seems that a study of this rapidly disappearing primitive race would give an excellent idea of the way our own ancestors have progressed.

## SPECIFIC PROBLEMS

After a study of the preceding opinions and literature, it was proposed:

1st. To construct a course in general social science for junior high school pupils that would make its approach through the study of primitive people- largely through the American Indian- and appeal to the interests of the pupil.

2nd. To determine to what extent this course would develop certain social and moral traits, namely:

1. Leadership
2. Cooperation - Teamwork
3. Fairness - Justness - to give a square deal
4. Courage - Defender for Right
5. Honesty - Respector of Property
6. Temperance - Controller of Self
7. Industry
8. Trustworthiness - Keeper of Word - Truthful
9. Respect for Law - Conformer to Customs
10. Rational Thinking - Ability to Think Clearly
11. Judgment - Ability to Evaluate Statements
12. Ambition

## METHOD OF CONSTRUCTING THE COURSE

The first step in the development of the course was to set up aims or objectives. From those given by

the various writers already mentioned, the following were chosen. They include both general and specific aims and are roughly divided into immediate and ultimate aims.

A. Immediate Aims of the Course are:

1. To give the pupil a conception of those principles in social lines that would be valuable in life.

2. To give the pupil an opportunity to develop originality and initiative.

3. To develop personality or the best traits of the individual.

4. To give the pupil a conception of the development of many of the social and economic institutions and customs of today.

5. To give the pupil a rational knowledge of the American Indian and clear up mistaken ideas about him.

6. To give the pupil a desire for reading that will carry over and make for a more worthy use of leisure.

B. The Ultimate Aims of the Course are:

1. To give the pupil an intelligent interest in the state and community.

2. To develop in the pupil the habit of using leisure to advantage.

3. To develop in the pupil certain desirable social virtues and standards of conduct such as: -defender (courage); respecter of property (honesty); controller

of personal passions (temperance); truth sayer and keeper of promises (trustworthy); conformer to law and custom (law abiding); supporter of weak (charity); giver of justice (just or fair); progressive (liberal); initiative (leader).

The second step in the development of a course was to select subject matter. My method of selecting suitable matter was to make a list of the items most stressed in the courses of similar nature, especially in the ninth grade courses. Items from economics, sociology, community civics, scouting, social guidance, citizenship, and survey of occupations made up the major portion of this list. To these items I added my list of questions frequently asked about the American Indian. Then with some phase of Indian life as a starting point, the various topics selected from other fields were developed and studied. Social institutions and customs, as found in simple form among the Indians, were studied and compared with the modern complex forms and the probable course of their evolution was worked out. A conscious effort was made to have the subject matter and method of presentation contribute to those traits or attitudes deemed desirable for a citizen in a democracy.

Handicraft work, sufficient to give general processes such as spinning, weaving, fire-making, and pottery making,

was included. These exercises served not only as a means of giving respect for the work of the various craftsmen of different periods but also added to the variety of work offered in the course.

The third step in the development of the course was to select methods of presentation. As finally decided the method of instruction included the use of the project in a number of cases. The socialized recitation was often employed. Preparation of talks to be given before the general assembly was a frequent practice. However no one was asked or compelled to speak. The idea was to get the pupil so interested in a subject that he would want to tell it to others.

Maps and sketches were made largely as a means for the pupil to illustrate to others the things that had been studied. The formal note book and outline maps were not considered effective or efficient.

The members of the class had read very few books except those required in their English work. Therefore at the first of the term, each pupil was allowed to select an Indian story and to read it instead of having any regular assignment. Later the stories read were told to the other members of the class. In this way a great deal of reading was done and a very good general idea of the Indian was secured. The information thus acquired served

as the basis of discussion during the latter part of the term. Rapid reading was urged as the best method of getting the largest amount of information.

## SYLLABUS OF THE COURSE

### LESSON I.

Title - Origin and Migrations of Peoples

General Aim - To give a background for the locations of races and their relations to each other.

Specific Aim - To inform the pupil of the causes of migrations and get him interested in primitive peoples and the early races in Europe.

Method - In lecture, and discussion in story form, tell of the Man family and of the movements of the Browns, Whites, Blacks, etc. This will show the location of present races and give one theory as to how they got where they are. It will also show something of the reasons why people migrate. In discussion allow the pupils to tell why their parents and others move, then apply these reasons to the Man family and see if they will fit.

Problem - Why do people wish to move? Why do people wish to leave Europe and come to America? Should they be allowed to come? Should there be any restrictions? Problems handled in a general way.

Laboratory - Develop a map showing probable center of dispersion and the main tracks followed in migrations.

## LESSON II.

Title - Migrations in Europe and America

General Aim - To give a comparison of our ancestors and the Indians.

Specific Aim - To give information about the Nordic, Alpine, and Mediterranean races. Also the migrations in America.

Problem - What types of peoples are found at the far south and the extreme north parts of America? Why? What types near the central part of America?

Laboratory - Complete map of migrations and on a map of America show what sort of climate is found in six different places.

## LESSON III.

Title - Division of America into areas according to available food.

General Aim - To give general information of the Indian and the geography of America. To give practice in rational thinking.

Specific Aim - To show the Caribou, the Salmon, the Bison, the Eastern Maize, the Wild Seed, the Manioc, the

Guanaco Areas, and the Area of Intensive Agriculture of America.

Method - The class already knows about the geography of America and some have already read stories of what the Indian ate. From their reading and discussion bring out the characteristic food in each section.

Laboratory - Make an outline map of America and mark the food areas.

#### LESSON IV.

Title - The food plants we have gotten from the Indian

Assignment - Encyclopedia, General Reading and Wissler's "American Indian".

General Aim - To bring out that the wealth and culture of America depend in a large measure on the Indian's contributions.

Specific Aim - To enumerate the most common contributions and show how they are important.

Method - Have the pupils tell of those they have read about and mention Maize, Beans, Coca, Chili Pepper, Cacao, Cotton, Guava, Gourd, Manioc, Mate', Potato, Sweet Potato, Pumpkin, Pineapple, Peanut, Papaw, Quinine, Squash, Tobacco, Tomato and others. Show how important these are in the local community and then in the entire continent.

Problem - What would Republic County be without the above plants?

### LESSON V.

Title - Mounds and Mound Builders

Assignment - Starr, "American Indian"; Wissler; and Encyclopedia.

General Aim - To give an idea of the mounds and the relation of the Mound Builders to the Indians, also to do away with the many mistakes that have grown up about the Mound Builders.

Specific Aim - To give information of several important groups of mounds such as:- the Turner, Snake Mound, Effigy Mounds, Monks' Mound, the Obion Group, and Madisonville Cemetery. To give an idea of how research is carried on and how to interpret the findings.

Method - Talk with pictures on Madisonville and Obion Group. Tell how to excavate and mention various incidents. Tell of outstanding finds, method of burial, artifacts, etc. Show relation to other groups by a study of the bones and artifacts. Show relation between Shawnee and Obion Group builders. Tell relation to tradition.

Laboratory - Write a short sketch and be ready to tell at Assembly the important things covered. (talks before the Assembly were made upon the request by the

pupil.)

### LESSON VI.

Title - The Indian in General

General Aim - To give a clear idea of the Indian.

Specific Aim - To bring out the varieties in size, color, language, state of civilization, etc. To give the pupil an opportunity to develop leadership and to give ability to reason.

Assignment - Encyclopedia, Starr, Wissler, Fisk and story books.

Method - Topical discussion - each topic led by a member of the class. Example; "Do you speak Indian?" "Do you speak white folks talk?", Compare and Discuss.

Problem - Would there have been fewer languages if there had been a written language?

### LESSON VII.

Title - Indians of the Eastern Woodland

Assignment - Starr, "The American Indian" ; Wissler, "The American Indian" ; Encyclopedia.

Note: These three references serve as the principal texts and are used in the majority of lessons. Fisk's "Discovery of America" is used somewhat less frequently.

General Aim - To compare the Indians of the Eastern Woodland as they really were, with the conception we

have of them from the early settlers.

Specific Aim - To compare the Iroquois and Algonkin tribes. To show woman's place in the tribe.

- a. As a clan mother and chief
- b. As the head of the family

Method - Discussion with references to books like the Leather Stocking series. Include the styles of clothing worn.

Problem - Why should lines of descent be traced through the mother instead of the father? Why do we trace lines of descent through the father? Why did women at one time seem to have the right to rule, then loose it, and now seem to be regaining it?

#### LESSON VIII.

Title - Indians of Southeastern United States

Assignment - Indian Tribes of the Lower Mississippi, Swanton; Bulletin 43 B.A.E.; also Wissler and Encyclopedia.

General Aim - To give an idea of the Indians of the Gulf States.

Specific Aim - To give information regarding advance of agriculture.

To give information regarding the elaborate planting and harvesting rituals, especially the "busk".

To show the development of the Caste System.

Method - Lecture and discussion. Mention Sun  
Worship and the kindling of a new fire.

Problem - What ceremonies do we have or are we familiar  
with in regard to planting and harvesting?

#### LESSON IX.

Title - Indians of the Great Plains

Assignment - Wissler; Starr; Encyclopedia; Eastman's  
Heroes, Great Chieftains, and Indian Boyhood; Stoddard's  
Little Smoke; Parkman's Oregon Trail; Newell's Indian  
Stories; Spinden's The Mandans.

General Aim - To give information regarding the  
Indians of the Great Plains, showing their dependence on  
the buffalo.

Specific Aim - To show how a source of food will  
dominate the life of a group.

Method - Discussion of the type of dwelling; habit of  
moving; work in skins; and special work in heavy rawhide.  
Development of "police".

Problem - How was the sort of life lived in western  
Kansas forty years ago similar to Indians' life? Was the  
manner of life a result of the occupation of the people?

## LESSON X.

Title - The Pawnee Indians

Assignment - The American Indian, Starr; The Hako (B.A.E.), Alice Fletcher; Kansas Historical Society Report on Pawnee Village.

General Aims - To give an understanding of the Indians who formerly lived near Republic - The Pawnee.

To develop reasoning.

Specific Aims - To show their sun worship and sacrifice.

To show their organization into a "Republic".  
To give a general idea of their culture.  
To learn of their adoption proceedings.

Method - Discussion led by student.

Problem - To compare adoption with modern process of naturalization.

Laboratory - Visit Pawnee Village and find answer to these questions:

1. Size of houses.
2. How many inhabitants?
3. Why located where it is?
4. Did Indians farm or hunt chiefly?

Talk to old settlers and learn of Indians as they knew them, and be prepared to report to class.

## LESSON XI.

Title - War, Scalping, Torture, etc.

Assignment - Boys' Book of Redskins, Starr; Conspiracy of Pontiac, Parkman; Smithsonian Report 1906 p 423.

General Aim - To show that war may have an economic value.

Specific Aim - To show that vast areas are needed for people who live by hunting; therefore wars are fought to acquire necessary land.

To show some typical methods of Warfare

To correct the impression that all Indians scalped before being encouraged to do so by the white people.

To show the religious significance of the torture of a captive.

Method - Class discussion with additions from my notes.

Problem - Has the United States Army adopted anything from the Indians' mode of warfare? Why was Joan of Arc burned.

## LESSON XII.

Hunting and Fishing

Assignment - Starr; Wissler; Story of the Indian, Grinnell.

General Aims - To develop clear rational thinking.

To show how occupation may affect groups and individuals.

Specific Aim - To give information regarding methods of hunting and fishing employed by the Indians.

Method - Discussion of various methods of hunting and fishing, and the sort of people who engaged in the two occupations.

Problem - Does hunting develop cunning, strength and endurance? Does fishing develop thinking, especially about the processes of nature? Does it develop technical skill? How can you show this? Compare present fishing class of people with present hunting class.

### LESSON XIII.

Title - Cooking and the Camp Fire

Assignment - Starr; Wissler; Indian Boyhood, Eastman.

General Aim - To show how mankind has advanced as a result of the use of fire and cooked food.

Specific Aim - To study fire-making; cooking utensils and methods.

Method - Discussion, then demonstration of fire-making by instructor. Discussion of pottery; its use, form, decoration, and method of construction.

Laboratory - The making of a bow drill and a fire by

the boys. The making of pottery by the girls, with and without sand tempering.

#### LESSON XIV.

Title - Basketry, Spinning and Weaving.

Assignment - Conquest of Peru, Prescott; Wissler; Starr.

General Aim - To give an appreciation for the work done in spinning and weaving and to give a better conception of what our grandmothers did in making cloth.

Specific Aims - To give a working knowledge of the processes of spinning and weaving.

To give an appreciation of the high grade of work done by the Indians under their primitive conditions.

Method - Discussion of the quality of the work done, and the methods used by the Navajo and Peruvian Indians.

Problem - Weaving in England and America as affected by the power loom.

Laboratory - 1. Construct clay spindle whorls.

2. Spin at least twenty feet of cotton yarn.

3. Construct small loom.

4. Weave a piece of cloth at least six by eight inches in two colors, using some typical Indian design.

5. Visit the first grade, inspect baskets and report method of making.

#### LESSON XV.

Title - Secret Societies.

Assignment - Starr; Wissler; Museum Journal on Ojibway Buffalo Robes.

General Aim - To show the early origin of Secret Societies and compare them with the modern organizations.

Specific Aim - To study some typical secret societies of the Indians together with their rituals and purposes.

Method - Discussion led by the pupils starting with initiation of freshmen. Include the ojibway 'Mide' and Age Societies of Great Plains.

Problem - The "Idea of Rebirth" is brought out in many lodges and churches. Is there any connection between this and the idea of the Indians.

#### LESSON XVI.

Title - Indians of the Southwest and the Growth of Cities.

General Aim - To give information regarding the Indians of Arizona and New Mexico and to study the growth of cities.

Specific Aims - To compare the Pueblo type of Indian

with the wandering Navajo.

To learn of the pueblos and the reason for them.

Method - Discussion of the two groups of Indians and a comparison of their life and wealth.

Problem - For the Pueblo Indians, why is the community type of dwelling best fitted? Were there any cities mentioned in the Bible for a similar purpose? Was this characteristic of any of the early settlements in America?

Assignment - Wissler; The Flute of the Gods, Ryan.

#### LESSON XVII.

Title - Dances and Ceremonials

Assignment - Starr, The Ghost Dance Religion, Mooney.

General Aims - To show that dances were, at an early time, largely religious.

To show how a style or innovation spreads.

Specific Aim - To study the Sun Dance, Ghost Dance, and Grass Dance of the Great Plains; and some minor dances such as the Buffalo Dance.

Method - Discussion of the Ghost Dance and Messiah Craze; the Sun Dance as a type of penance or thanks; the Buffalo Dance as a prayer to kill buffalo; the Grass Dance with its origin among the pawnee Indians, and its spread throughout the Great Plains and even to the region of the Great Lakes.

Problem - How have religions and even simple or unusual beliefs spread? Give an example and reasons for its spread.

### LESSON XVIII.

Title - The Snake Dance and the Flute Dance

Assignment - Starr; Encyclopedia; The Flute of the Gods, Ryan.

General Aim - To give information regarding the two best known dances.

Specific Aims - To find out about and be able to tell of one of these dances.

To give an opportunity to cooperate and lead.

Method - Half of the class was assigned to each dance and allowed to work it up as a group. Each group selected a speaker who gave a detailed report in Assembly. Then a contest was held in which one group asked questions, the answers to which had been given in their talk, and the other group answered. The talk given by the second group was then reviewed in a similar manner. The total number of questions missed by each group was then added and the group having the smallest number of mistakes, announced as winner.

### LESSON XIX.

Title - Transportation - Boats

Assignment - Wissler; Starr; My notes on boats.

General Aim - To gain information regarding the types of boats used by the Indians and the importance of the canoe in the settlement of the United States.

Specific Aim - To gain specific information regarding the making and the use of boats.

To learn something of transportation along a few important water- ways.

Method - Talk with pictures on Indian boats. General discussion of what had been read about boats, emphasizing their construction and use.

Laboratory - Make outline map of North America and sketch in boats typical of the different sections.

Special Topic - From encyclopedia be prepared to tell of the development of ships.

## LESSON XX.

Title - Transportation and Domestication of Animals

Assignment - Primitive Travel and Invention, O.T. Mason; Conquest of Peru, Prescott.

General Aim - To show how the domestication of animals caused a great advance in civilization.

Specific Aim - To give information about the llama and dogs, and their use in transportation.

Method - Discussion led by a member of class giving

facts about the dog as a beast of burden; and the llama as a beast of burden and source of wool. Discuss also the human carrier and the roads in Peru.

Problem - Compare the Indians who lived in the hunting and fishing stage of civilization with the Indians who had the domesticated llama.

### LESSON XXI.

Title - The Indians of Peru

Assignment - Conquest of Peru, Prescott; Wissler; National Geographic Articles by Bingham.

General Aim - To give a conception of the great cultural advance made by the Peruvian Indians.

Specific Aims - To give an idea of the arts, architecture and political organization of the Indians of Peru. To give some of their peculiar customs.

Method - Reports by every member of the class and a final discussion. Bring out the wealth of the natives and the conquest of Peru by Spain.

Problem - Trace a similarity between the Incas and the recent German Government. In their downfall, how were they similar?

## LESSON XXII.

Title - The Maya Indians

Assignment - Story of Human Progress, Blackman;  
Introduction to the Study of Maya Hieroglyphs, Morley.

General Aim - To show the effect of intensive agriculture on a country.

Specific Aims - To give information regarding the history, sculpture and architecture of the Maya.

To give an appreciation of the artistic creations of the Indian.

Method - Discussion and study of photographs.

Problem - Show how intensive agriculture made it possible for one man to produce enough food to feed himself and several others. Then show how these others were free to develop along the lines of art and religion.

## LESSON XXIII.

Title - The Maya Calendar and Religion

Assignment - Maya Indians, Morley.

General Aims - To show the high state of perfection attained in the making of the Calendar.

To show that, with more time than is needed to make a living, there is a tendency to develop art and religion.

Specific Aim - To give an understanding of the Maya Calendar and a conception of their religious organization.

Method - Discussion. Figure out a few dates from the Calendar. In arithmetic compare their two systems of notation with our Roman and Arabic systems. Show the importance of zero.

Problem - Compare the Maya Empire with Greece at the time of Pericles.

#### LESSON XXIV.

Title - The Aztec Indians of Mexico

Assignment - Conquest of Mexico, Prescott; The Fair God, Wallace.

General Aims - To show the high state of development reached in gold work.

To compare the religion and government of the Aztecs with that found in other sections.

Specific Aims - To learn methods of working in gold and jade.

To show how religious might build up or tear down a civilization.

Method - Discussion. Compare the work of the Aztecs with that of the Mayas. Bring out the following;-methods of heating and casting gold; the State Museum; the standing of gold workers and merchants; the merchants as colonizers; religion and sacrifices.

Problem - In what other locations do we find that the merchants added territory to their native lands by similar methods? What other methods have been used to annex territory?

#### LESSON XXV.

Title - Home Life and Education

Assignment - Starr; Wissler; Indian Boyhood, Eastman; Hiawatha, Longfellow.

General Aim - To give information regarding the home life and education of the Indians, especially in the Great Plains area.

Specific Aim - To furnish information regarding the games played, work done, and other activities that amused the children or prepared them for life.

Method - The question "How were the Indian children trained?" was given to the class for one days study. In class general discussion was allowed and the activities that aided in training the children were listed. The various forms of games, methods of helping parents, various amusements, and the stories told about the camp-fire, were included.

#### LESSON XXVI.

Title - The Indians of the Northwestern Coast

Assignment - Starr; Wissler.

General Aim - To give information regarding the early Indians about Vancouver Island.

Specific Aim - To show their social organization, manner of life, and customs.

Discussion Method - Bring out:- social organization; chiefs and slaves; methods of fishing; war canoes; Totem poles; copper shields as wealth; and a few typical customs.

#### LESSON XXVII

Title - The Art of Indian Women

Assignment - Wissler; Museum Journal, article on Quill Work, Merwin.

General Aim - To give a general idea of the place of art in the life of the Indian women.

Specific Aim - To give information regarding the bead and quill work of the Indians living in northern United States.

Method - Discussion and examination of some samples of Indian bead work.

Problem - It is said that the poor women of Ireland with a great deal of physical labor to do, find time to make a great amount of delicate lace. Is it possible that those having a great deal to do, in general, do more

extra work than those having little to do?

### LESSON XXVIII.

Title - Wampum

Assignment - Wissler; Starr; Wampum, Museum Journal, Merwin; The Wampum Belt, Butterworth.

General Aim - To show the development of a medium of exchange.

To show evolution of an occupation.

To give general information regarding wampum.

Specific Aims - To show the use of wampum as in treaty belts, identification strands, and as a means of keeping a record of laws.

To show the early idea of the importance of keeping ones word.

To show the evolution from the "keeper of wampum" to the present day recorders and secretaries.

Method - Discussion, including wampum as historically used in treaties, as used in councils etc. Give the story of Washington and the French.

Problem - What present day occupations are related to the "keeper of wampum"?

## LESSON XXIX.

Title - Picture Writing

Assignment - Starr; Wissler.

General Aim - To give information regarding the evolution of writing.

Specific Aims - To understand various types of picture writing as found among the Indians.

To compare them with the Egyptian and Chinese forms of picture writing.

Method - Discuss:- Sioux "Winter Count", Ojibway messages, books of the Maya, and the Cherokee alphabet. Compare these with the picture writing of other countries.

Problem - Compare the picture writing of the Indians with our picture representation of various months, seasons, etc., as shown on calendars and magazine covers.

## LESSON XXX.

Title - Sign Language and Signaling

Assignment - Starr; Fighting the Apaches, General Crook.

General Aim - To show the development of means of communicating ideas from one place to another.

Specific Aims - To give information regarding the

"Sign Language" as used on the Great Plains.

To give information regarding the use of smoke and drum signaling.

Method - Discussion and trial of sign language.

Bring out messenger service in Peru.

Problem - Compare deaf and dumb means of communication with the sign language. What similar means for communicating do we find in the army?

#### LESSON XXXI.

Title - Social Organization

Assignment - Story of Human Progress, Blackman; Economics, Ely; Siouan Sociology, Dorsey.

General Aim - To show the evolution of important social organizations.

Specific Aim - To give information in regard to relationship, totems, clans, tribes, etc.

Method - By discussion develop the units of social organization from the individual to the family, to group or clan, gens, tribe and "Nations".

Problem - Will the present system of political units, such as nations, probably be enlarged to include several nations? After that what would be the course of development?

## LESSON XXXII.

Title - Work in Stone

Assignment - Handbook of American Antiquities, Holmes;  
Wissler.

General Aim - To give information regarding the methods of making stone implements.

Specific Aim - To understand the process of flaking flint.

Method - Discussion of various processes. Examination of arrow points and stone hatchet. Mention sculpture of Central America.

Laboratory - Chip some flint so that it would serve as a knife.

## LESSON XXXIII.

Title - Literature

Assignment - Translation of Ollantay, Markham;  
Wissler.

General Aims - To trace the probable early evolution of the drama.

To give information regarding the books of the Indian.

Specific Aims - To trace the development from the

early form of ritual, to the written forms and to the early plays.

To give information regarding the drama as it was in Peru at the time of the conquest.

Method - Discuss:- libraries of Maya; the later books of Chilán Balam; the plays of Peru. Tell of Ollantay as given by the Haskell Indians.

#### LESSON XXXIV.

Title - Primitive Music

Assignment - Chippewa Music, Densmore; Wissler.

General Aims - To give information regarding primitive music, especially the reason for it.

Specific Aims - To inform regarding the musical instruments used by the Indians and other primitive peoples.

To give information regarding the elements of music characteristic of various races.

Method - Discuss instruments; and the relation of music to religious and social institutions. Demonstration by a member of the class of types of Indian music.

#### LESSON XXXV.

Title - Myths

Assignment - Wissler; Starr.

General Aim - To study how certain general ideas occur in the myths of almost all peoples, especially those myths dealing with a period when the world was taking shape and the present order of things evolving.

Specific Aims - To show how universal are the myths in which animals are endowed with human qualities.

To bring out the fact that most of these myths fail to have a moral.

Method - Discussion of various myths of the same general sort, especially myths of the creation and deluge.

Problem - Compare myths with the Bible accounts of the creation and the flood.

#### LESSON XLXVI.

Title - Eskimo Ceremonies Relating to the Whale.

Assignment - Instructors notes on whaleing.

General Aim - To show how an important source of food makes itself felt in the social and religious activities of a people.

Specific Aim - To give information regarding the place the whale plays in the social, economic and religious life of the Eskimo.

Method - Lecture with photographs. Include something of the material culture.

Problem - What other sources of food have come to have a similar place in the customs of various peoples.

### LESSON XXXVII

Title - Folk Lore and Folk Songs

Assignment - Wissler; Starr; Indian Legends Retold, Eastman.

General Aim - To give a conception of the universal spread of folk lore.

Specific Aim - To have pupils recognize and to collect folk lore and folk songs.

Method - Discussion of a few typical Indian forms of folk lore, a few tales from the negro, and a few from various white peoples.

Laboratory or Research - Talk to parents and neighbors and collect folk lore and folk songs. If possible collect folk remedies. Be prepared to report in Assembly on local findings.

### LESSON XXXVIII.

Title - Development of Labor

Assignment - Economics, Ely; Story of Human Progress, Blackman.

General Aim - To show the steps through which labor has passed.

Specific Aim - To show the first two steps in the development of labor among the Indians.

Method - Project. Show the four steps in the development of labor as they were found among the Indians, the early settlers, and modern American communities.

#### LESSON XXXIX.

Title - Ownership of Property

Assignment - Ely and other Economics texts; Story of Human Progress, Blackmar.

General Aim - To trace the development of ownership from the time when almost no one held even personal property, to the present time.

Specific Aim - To point out the steps leading to the private ownership of land.

Method - Discuss:- early land with no claimant; tribal claim to land; private use of land; private ownership of land.

#### LESSON XL.

Title - Law and Government

Assignment - Ely and other Economics; Texts in Community Civics and Sociology; Siouan Sociology, Dorsey.

General Aim - To show how law and government have evolved.

Specific Aim - To show causes of development of law and order, and give examples illustrating the various steps.

Method - Discussion. Trace the evolution of governing bodies from the father, as head of the family, to modern nations. Trace evolution of present law from ancient customs, beliefs, and taboos.

Problem - From the discussion we have had what seems to be the status of the League of Nations?

#### LESSON XLI.

Title - Division of Labor

Assignment - Encyclopedia; Economics text books; Economic History of England.

General Aims - To show the advantages derived by the division of labor.

To show the evolution of division of labor.

Specific Aim - To show various stages in the division of labor as they were found among the Indians.

Method - Discuss division by sex, age, physical ability, and mental ability. Origin of new types of occupations.

Problem - Suppose a single family settle in some new place. Show how labor is divided as more children and neighbors come.

### LESSON XLII.

Title - Taxation

General Aim - To show the early forms of taxation and how they developed.

Specific Aim - To show why taxes are paid.

To show forms of taxation among the Indians and later developments.

Method - Discuss:- Early conditions where victor takes all; condition where victor takes tribute; condition where groups pay to be defended; present condition where the State taxes for the benefit of all.

Problem - Why does the State have a right to tax us for its support? Should people having no children pay school tax?

## INITIAL TEST

II A method of measuring the results of the course was sought and the Upton and Cassell Test in Citizenship was considered but was discarded as it seemed too elaborate, depended on the observers judgment, and did not measure exactly the aims of the course as laid down. Accordingly I devised a rating sheet covering the twelve attitudes that the course aimed to develop. In January 1922 before the course was started, eleven individuals;- two business men, a preacher and eight teachers;- rated twenty two members of the freshmen class. After this rating had been made the group was divided, ten pupils being enrolled in the social science course and the other twelve allowed to continue without any change in their work. Thus, by using the two groups it was hoped to measure the effects of the course on the group taking it.

### THE EXPERIMENTAL GROUP

The experimental class as finally organized was composed of five boys and five girls.. Of the boys, two were included because they had shown themselves sufficiently able to handle a fifth subject; one because he had entered school late and needed a fourth subject; and two, who had failed entirely in two subjects, were

included because it was hoped that this course would interest them and keep them in school. These two had been the cause of most of the disciplinarian trouble during the first term of the school year. Two girls were included because the good work they had done the first term seemed to entitle them to take a fifth subject. Two who had entered school late in the fall and had enrolled in three subjects, were allowed to take this course as a fourth subject. The fifth girl was doing failing work in algebra so she was allowed to drop algebra and take this course.

#### THE CONTROL GROUP

The group of twelve which served as a control group was composed of six boys and six girls. The boys were about average boys and included the rest of the boys in the freshmen class. In the case of the girls, six were picked by lot and seemed to be about the same as the experimental group in their training and attitudes.

#### FINAL TEST

The course was given to the class of ten for a period of four months and near the end of the term in May, to determine the effect of the course, another rating was made. This was made by the same individuals using the same sort of rating sheet as before. The

ratings taken in January and those in May were reduced to their numerical equivalent and the pupil received the sum of all eleven judges marks for each characteristic. It was now possible to compare the opinions of the judges regarding changes in traits between those in the group and those out of it. First, the boys of the two groups were compared; second, the girls of the two groups; third, the two groups as a whole. As there were few school activities outside of the course that were not shared by both groups alike, this comparison should show, to some degree at least, the tendency of the course.

TABLE I.

Sample of Social Rating Sheet used to judge the freshmen class in Republic High School in 1922.

I would appreciate it very much if you would give your opinion or rating of several members of the freshmen class on the following points.

I am interested to see if any change will be shown in the last term of school.

Pupil	A	B	C	D	E- and so on.
Characteristic					
1. Leadership					
2. Cooperation					
3. Fairness (Square Deal)					
4. Courage (Defender of right)					
5. Honesty (Respecter of property)					
6. Temperance (Controller of self)					
7. Industry (Worker)					
8. Trustworthiness (Truthful - Keeper of word)					
9. Respect for Law (Also conform to customs)					
10. Rationalness (Ability to think clearly)					
11. Judgment (Ability to evaluate statements)					
12. Ambition					

If two individuals rank close together and you wish to show a difference, approximate point scores may be given.

E. Excellent or 25 points.      G. Good or 20 points.

M. Average or 15 points.      P. Poor or 10 points.

F. Very poor or 5 points.

TABLE II

First Rating on Social Characteristics of Boy A  
of the Experimental Group                      January 1922

Observer	H	I	F	R	S	P	Sa	Cl	La	We	G	Total
Characteristic												
Leadership	7	5	5	5	10	10	5	10	15	10	15	97
Cooperation	15	15	10	10	15	5	10	15	10	15	10	130
Fairness	18	10	15	10	15	20	20	15	15	10	5	153
Courage	15	20	15	20	20	20	15	15	15	10	15	180
Honesty	10	15	10	20	15	15	20	15	10	15	10	145
Temperance	5	10	15	15	10	5	15	15	15	10	15	130
Industry	7	10	10	15	15	7	10	5	15	20	15	124
Trustworthiness	10	10	15	10	15	10	10	5	25	20	15	135
Respect for Law	10	7	15	10	15	10	10	10	10	15	15	122
Rationalness	15	10	10	15	10	7	15	15	10	20	15	142
Judgment	15	10	15	10	10	7	10	15	10	15	10	127
Ambition	5	5	10	15	5	5	15	10	10	15	10	105

This table shows how eleven observers rate this pupil. Scores have been entered as numbers to simplify the work.

TABLE III

Final Rating on Social Characteristics of Boy A  
of the Experimental Group . . . . . May 1922

Observer	H	I	F	R	S	P	Sa	Cl	La	We	G	Total	1st Tot.	Cha- nge
Character- istic														
Leadership	13	15	15	15	10	15	10	10	15	15	15	153	97	56
Cooperation	15	15	15	15	10	15	15	10	15	15	15	155	130	25
Fairness	15	15	20	15	20	25	15	15	20	25	15	200	153	47
Courage	20	15	20	20	15	15	20	20	20	15	20	200	180	20
Honesty	15	20	15	15	20	15	15	15	20	15	15	170	145	35
Temperance	10	20	20	15	10	15	10	15	15	20	15	180	130	50
Industry	20	15	20	15	15	10	15	10	15	10	10	155	124	29
Trustworthi- ness	15	15	15	15	15	20	15	20	20	15	20	185	135	50
Respect for Law	10	15	15	20	20	25	15	20	20	15	15	190	122	68
Rationalness	15	20	15	15	15	20	15	20	15	15	15	180	142	38
Judgment	15	15	10	15	10	15	10	15	15	10	15	145	127	18
Ambition	20	15	15	20	10	25	20	10	15	20	10	180	105	75

This table also shows the change which occurred in the different characteristics between January and May 1922.

TABLE IV.

FIRST RATING ON SOCIAL CHARACTERISTICS OF FIVE BOYS  
TAKING THE SOCIAL SCIENCE COURSE.

Rated by eleven individuals.

Pupil Characteristic	A	B	C	D	F
Leadership	97	88	130	240	160
Cooperation	130	155	155	250	210
Fairness	153	90	190	200	260
Courage	180	150	180	210	225
Honesty	145	110	175	180	240
Temperance	130	155	160	195	220
Industry	124	90	130	250	250
Trustworthi- ness	135	145	150	200	265
Respect for Law	122	170	190	180	260
Rational	142	165	210	240	225
Judgment	127	95	150	250	210
Ambition	105	95	100	210	220
Composite Score	1590	1508	1920	2605	2745
Mean Composite Score	2073.6				

TABLE V.

FINAL RATING ON SOCIAL CHARACTERISTICS OF FIVE BOYS  
TAKING THE SOCIAL SCIENCE COURSE.

Rated by eleven individuals.

Pupil Characteristic	A	B	C	D	E
Leadership	153	123	100	220	165
Cooperation	155	175	170	245	220
Fairness	200	144	165	218	245
Courage	200	140	210	210	220
Honesty	170	135	215	220	250
Temperance	180	170	190	215	250
Industry	155	110	120	245	260
Trustworthiness	185	185	130	220	220
Respect for Law.	190	208	168	195	220
Rational	180	177	190	220	220
Judgment	145	143	165	220	220
Ambition	180	145	165	220	220
Composite Score	2093	1855	1988	2648	2710
Mean Composite Score	2258.8				
Mean Composite Score- first rating	2073.6				
Gain in Mean Composite Score	185.2				

TABLE VI.

FIRST RATING IN SOCIAL CHARACTERISTICS OF SIX BOYS  
NOT TAKING THE SOCIAL SCIENCE COURSE.

Rated by eleven individuals.

Pupil Characteristic	A	B	C	D	E	F
Leadership	225	210	160	130	190	150
Cooperation	225	220	210	155	160	180
Fairness	200	190	200	185	165	185
Courage	180	190	220	180	225	210
Honesty	225	220	200	180	220	175
Temperance	180	195	160	150	200	180
Industry	250	265	220	130	180	140
Trustworthiness	240	200	180	160	184	150
Respect for Law	225	260	170	190	130	190
Rational	225	240	180	140	180	150
Judgment	240	185	242	170	120	165
Ambition	265	240	160	180	190	108
Composite Score	2680	2615	2302	1950	2144	1983
Mean Composite Score	2279					

TABLE VII.

FINAL RATING ON SOCIAL CHARACTERISTICS OF SIX BOYS  
NOT TAKING THE SOCIAL SCIENCE COURSE.

Rated by eleven individuals.

Pupil Characteristic	A	B	C	D	E	F
Leadership	245	230	208	90	172	120
Cooperation	220	230	185	165	130	190
Fairness	180	190	218	205	147	195
Courage	200	180	207	185	235	175
Honesty	250	235	240	190	192	155
Temperance	195	223	130	132	230	185
Industry	270	225	195	125	190	145
Trustworthiness	210	220	190	165	169	185
Respect for Law	250	275	210	225	165	205
Rational	235	210	145	125	160	175
Judgment	225	205	260	185	90	145
Ambition	230	250	180	152	200	118

Composite Score 2710      2673      2368      1944      2080      1993

Mean Composite Score                      2294.6

Mean Composite Score - first rating 2279.

Gain in Mean Composite Score                      15.6

The Gain in Mean Composite Score

for the Boys in the Class was                      185.2      or 169.6

points more than the boys not taking the work.

TABLE VIII.

FIRST RATING ON SOCIAL CHARACTERISTICS OF FIVE GIRLS  
TAKING THE SOCIAL SCIENCE COURSE.

Rated by eleven individuals.

Pupil Characteristic	A	B	C	D	E
Leadership	210	165	165	260	120
Cooperation	220	210	185	185	130
Fairness	144	160	180	165	110
Courage	240	225	160	190	165
Honesty	260	210	170	240	180
Temperance	210	220	180	235	150
Industry	230	180	170	180	180
Trustworthiness	244	232	200	220	160
Respect for Law	260	220	220	200	165
Rational	260	210	180	190	140
Judgment	275	260	165	220	160
Ambition	275	240	165	230	180
Composite Score	2828	2532	2140	2515	1840
Mean Composite Score	2371				

TABLE IX.

FINAL RATING ON SOCIAL CHARACTERISTICS OF FIVE GIRLS  
TAKING THE SOCIAL SCIENCE COURSE

Rated by eleven individuals

Pupil Characteristic	A	B	C	D	E
Leadership	270	220	185	275	150
Cooperation	235	220	170	220	165
Fairness	200	220	180	190	170
Courage	225	240	220	260	220
Honesty	260	220	200	220	220
Temperance	230	210	210	220	180
Industry	225	220	190	200	160
Trustworthiness	225	220	230	260	205
Respect for Law	220	245	260	265	210
Rational	265	230	170	165	180
Judgment	245	220	210	225	180
Ambition	270	230	180	270	185
Composite Score	2870	2695	2405	2770	2225
Mean Composite Score			2593		
Mean Composite Score - First Rating	2371				
Gain in Mean Composite Score			222		

TABLE X

FIRST RATING ON SOCIAL CHARACTERISTICS OF SIX GIRLS  
NOT TAKING THE SOCIAL SCIENCE COURSE

Rated by eleven individuals

Pupil Characteristic	A	B	C	D	E	F
Leadership	270	180	170	140	130	220
Cooperation	240	220	165	110	165	120
Fairness	220	210	140	165	180	140
Courage	210	240	165	200	190	140
Honesty	200	260	210	190	200	165
Temperance	155	220	130	230	190	135
Industry	240	245	165	180	140	210
Trustworthiness	180	230	200	190	180	140
Respect for Law	240	225	215	220	190	160
Rational	220	220	165	180	100	180
Judgment	240	215	170	150	115	220
Ambition	240	270	210	220	160	210
Composite Score	2655	2735	2155	2175	1940	2040
Mean Composite Score	2283					

TABLE XI

FINAL RATING ON SOCIAL CHARACTERISTICS OF SIX GIRLS  
NOT TAKING THE SOCIAL SCIENCE COURSE

Rated by eleven individuals

Pupil Characteristic	A	B	C	D	E	F
Leadership	245	210	165	165	140	190
Cooperation	220	215	220	170	160	130
Fairness	200	210	165	195	190	180
Courage	220	215	150	165	165	160
Honesty	210	240	220	210	220	170
Temperance	190	210	165	220	200	165
Industry	220	210	180	165	165	220
Trustworthiness	210	210	165	165	195	160
Respect for Law	225	220	205	180	190	165
Rational	210	220	180	165	110	190
Judgment	225	220	165	180	140	185
Ambition	265	280	225	190	165	200
Composite Score	2640	2660	2205	2170	2030	2115
Mean Composite Score				2303		
Mean Composite Score - first rating				2283		
Gain in Mean Composite Score				120		

The gain in mean composite score for the girls in the class was 222 or 102 points more than the girls not taking the work.

TABLE XII

CHANGES IN RATING ON SOCIAL CHARACTERISTICS OF ALL BOYS SCORED

Rated Jan. 1922 and May 1922

Absence of any sign indicates gain, a minus sign (-) indicates a loss

Pupil Characteristic	Experimental Group						Control Group						Mean	Diff. of Means
	A	L	S	E	J	West	A	B	C	D	E	T		
Leadership	56	35	-30	-20	5	9	50	20	40	-40	-10	-50	0	0
Cooperation	25	20	15	-5	10	12	-5	10	-25	10	-30	10	-5	22
Fairness	47	54	-25	18	-15	10	-20	0	12	20	15	10	8	2
Courage	20	-10	30	0	-5	7	20	-10	-15	5	10	-35	-5	10
Honesty	55	25	40	40	10	50	25	15	40	10	-20	-20	7	25
Temperance	10	15	30	20	50	25	15	25	-30	-15	50	5	5	24
Industry	29	20	-10	-5	10	9	20	-40	-25	-5	10	5	-6	15
Trustworthiness	50	40	-20	20	-45	0	-50	30	10	5	-15	35	4	5
Respect for Law	68	58	75	15	-40	40	25	15	20	35	35	15	14	16
Rationalness	38	12	-20	-20	-5	1	10	-30	-35	-15	-30	25	-11	12
Judgment	18	48	15	-30	10	12	-15	20	15	15	-20	-20	-2	14
Ambition	<u>75</u>	<u>50</u>	<u>65</u>	<u>10</u>	<u>0</u>	<u>40</u>	<u>-35</u>	<u>10</u>	<u>20</u>	<u>-25</u>	<u>10</u>	<u>10</u>	<u>-2</u>	<u>42</u>
Total	511	317	178	42	-35	21	50	61	52	-6	-38	10	19	

TABLE VIII  
 CHANGES IN RATING ON SOCIAL CHARACTERISTICS OF ALL GIRLS SCORED  
 Rated Jan. 1922 and May 1922  
 Absence of any sign indicated gain, a minus sign (-) indicated a loss

Pupil Characteristic	Experimental Group						Mean	Control Group						Mean	Diff. of Means
	A	B	C	D	E	F		G	H	I	J	K	L		
Leadership	50	55	20	15	50	53	-55	30	-5	15	10	-20	-2.5	38.5	
Cooperativeness	35	10	-15	35	35	16	-20	-5	55	60	+5	10	15	0	
Fairness	55	60	0	55	60	40	-20	0	25	30	10	40	14	27	
Courage	-10	15	60	70	55	37	10	-25	-15	-35	-25	20	-12	49	
Honesty	0	10	50	-20	40	12	10	-20	10	20	20	5	7.5	4.5	
Temperance	20	-10	40	-15	50	11	55	-10	-15	-10	10	30	6.5	4.5	
Industry	5	40	20	20	-20	13	-20	-35	15	-15	15	10	-5	18	
Trustworthiness	21	-12	20	40	45	23	30	-20	-25	-25	15	20	-2.5	25.5	
Respect for Law	-40	25	40	65	25	27	-15	-5	-10	-40	0	5	-11	38	
Rationalness	-5	20	-10	-25	40	4	-10	0	15	-15	10	10	1.7	2.3	
Judgment	-30	-40	45	5	20	0	-15	5	-5	30	15	-35	-1	1	
Ambition	-5	-10	15	40	5	9	25	10	15	-30	5	-10	2.5	6.5	
Total	82	163	265	255	355	225	-55	-75	60	-15	80	85	16.7		

TABLE XIV

Changes in rating on social characteristics of all pupils scored according to membership in class and by sex.

Characteristic	MEAN			CHANGE			Differ- ence in Means
	Members of Class			Control Group			
	Boys	Girls	Both	Boys	Girls	Both	
Leadership	9	36	22.5	0	-2.5	-1.3	23.8
Cooperation	13	16	14.5	-5	16	5.5	9.0
Fairness	16	40	28	8	14	11	17
Courage	7	37	22	-3	-12	-7.5	29.5
Honesty	30	12	21	7	7.5	7.3	13.7
Temperance	29	11	20	5	6.5	5.7	14.3
Industry	9	13	11	-6	-5	-5.5	16.5
Trustworthiness	9	23	16	4	-2.5	.7	16.7
Respect for Law	40	27	33.5	24	-11	6.5	27
Rationalness	1	4	2.5	-11	1.7	-4.6	7.1
Judgment	12	0	6	-2	-1	-1.5	7.5
Ambition	40	9	24.5	-2	2.5	.3	24.2

The differences in means shown in the last column are all in favor of the experimental class.

TABLE XV

SHOWING THE MEAN CHANGES IN RATING ON SOCIAL CHARACTERISTICS OF CLASS MEMBERS AS COMPARED WITH NON-MEMBERS  
January 1922 to May 1922

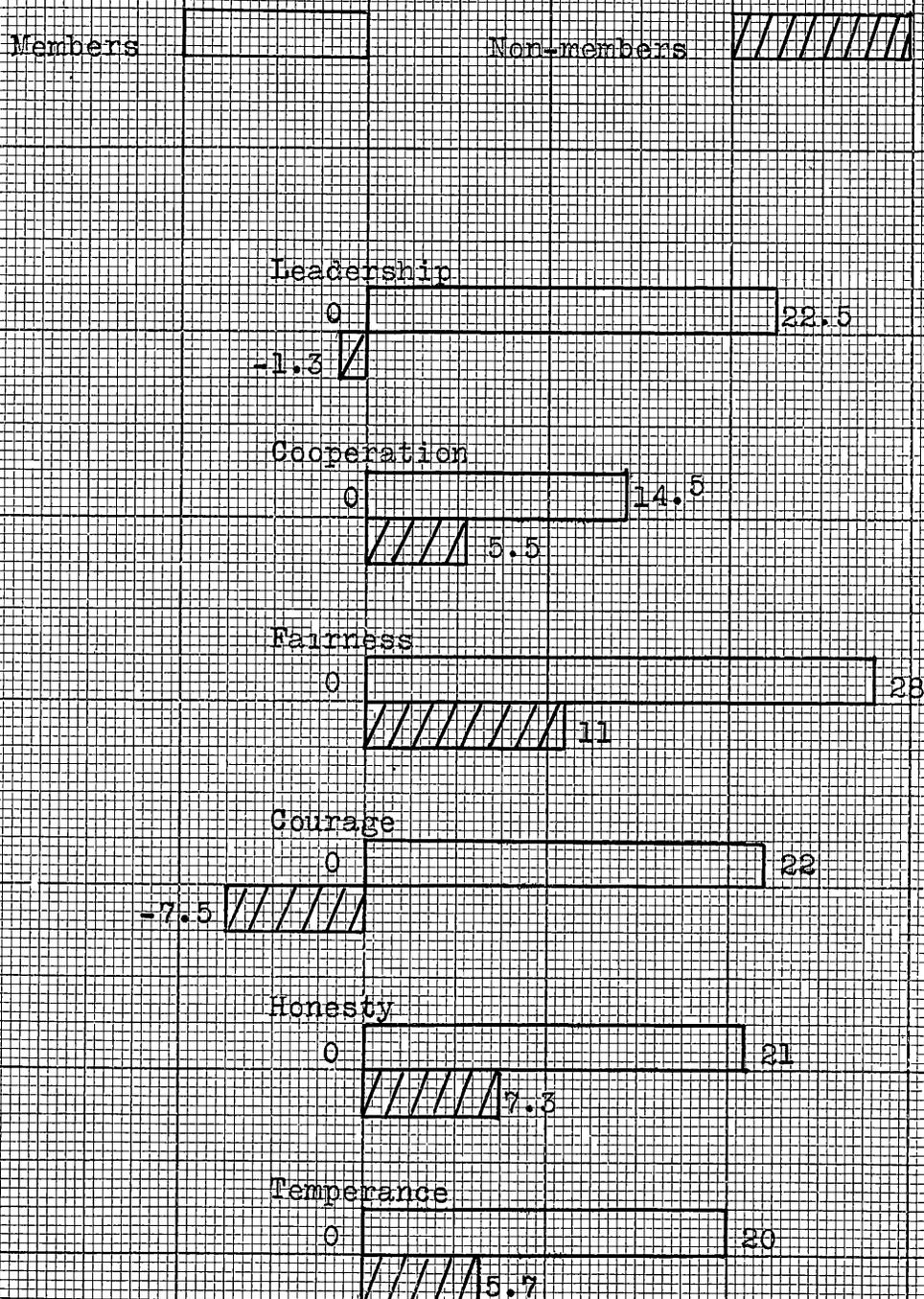
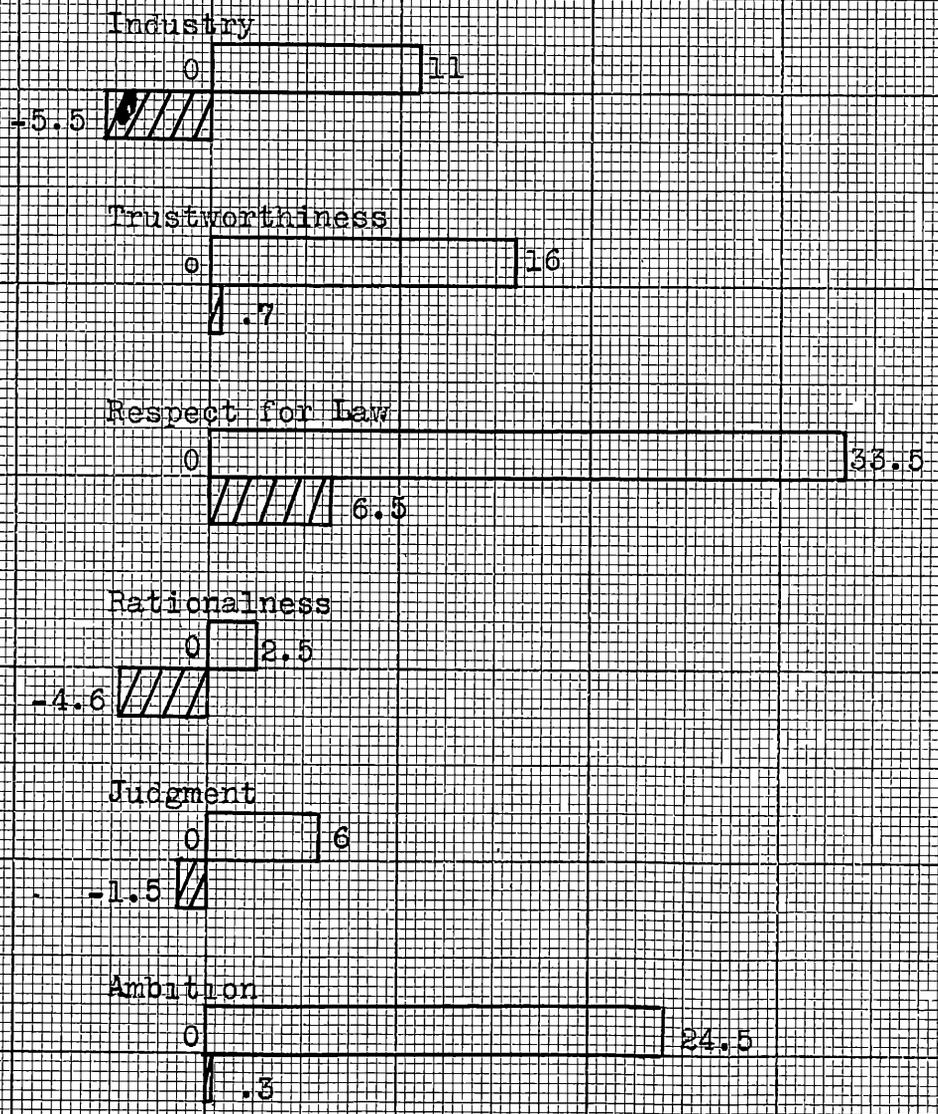


TABLE XVI  
 SHOWING THE MEAN CHANGES IN RATING ON SOCIAL  
 CHARACTERISTICS OF CLASS MEMBERS AS COMPARED WITH  
 NON-MEMBERS January 1922 to May 1922

Members  Non-members



## SUMMARY OF RATINGS ON SOCIAL CHARACTERISTICS

As the number of cases measured was so few, the data did not seem of sufficient reliability to warrant it being summarized by sexes. Accordingly, the summary will be based on the entire class as compared to the entire control group.

Tables XII, XIII and XIV show how the two groups changed in the various characteristics.

### 1. Leadership.

In the experimental class two boys show a decrease in rating amounting to 50 points while three boys increase with a total of 96 points, making a mean net increase of 9 points. All five girls increase with a total of 180 points. The mean increase of the girls is 36 points. The mean net increase of the class is 22.5 points.

In the control group, three boys show a decrease in rating amounting to 88 points while three boys increase 88 points. The mean net increase is 0. Three girls make a total loss of 70 points while the other three make a gain of 55 points. The mean net loss is 2.5 points or 1.3 points for the entire group. Thus the members of the experimental class show an average increase over the control group in leadership amounting to 23.8 points.

## 2. Cooperation.

In the experimental class one boy shows a decrease in rating amounting to 5 points, while four boys increase with a total of 70 points, making a mean net increase of 13 points. One girl shows a decrease of 15 points while four increase with a total of 95 points. The mean net increase of the girls is 16 points. The mean net increase of the class is 14.5 points.

In the control group, three boys show a decrease in rating amounting to 65 points while three boys increase with a total of 30 points. The mean net loss is 5 points. three girls make a total loss of 30 points while the other three gain 125 points. The mean net gain is 16 points, or a gain of 5.5 points for the entire control group. Thus the members of the experimental class show an average increase over the control group in cooperation amounting to 9 points.

## 3. Fairness.

In the experimental class two boys show a decrease in rating amounting to 40 points while four boys increase with a total of 119 points, making a mean net increase of 16 points. One of the girls showed no change while four showed an increase of 201 points. The mean increase of the girls is 40 points. Of the entire class, the mean net increase is 28 points.

In the control group, one boy shows a decrease of 20 points, one shows no change and four show an increase of 66 points. The mean net increase is 8 points. One girl shows a decrease in rating amounting to 20 points, one makes no change and four show an increase amounting to a total of 105 points. The mean net increase is 14 points. The mean net increase of the entire group is 11 points. Thus the members of the experimental class show an average increase over the control group in fairness amounting to 17 points.

#### 4. Courage.

In the experimental class; two boys show a decrease in rating amounting to 15 points; one makes no change; and two increase with a total of 50 points, making a mean net increase of 7 points. One girl shows a decrease in rating amounting to 15 points; four show an increase amounting to 200 points, making a mean net increase of 37 points. The mean net increase of the entire class is 22 points.

In the control group; three boys show a decrease in rating amounting to 58 points; while three boys increase with a total of 35 points, making a mean net loss of 3 points. Four girls show a decrease in rating amounting to 100 points while two girls show an increase amounting to

30 points, making a mean net loss of 12 points. The mean net loss of the entire group is 7.5 points. Thus the members of the experimental class show an average increase over the control group in courage amounting to 29.5 points.

#### 5. Honesty.

In the experimental class all five boys show an increase in rating amounting to 150 points, making a mean net increase of 30 points. One girl shows a loss of 20 points; one shows no change; and three show a gain of 80 points, making a mean net increase in rating amounting to 12 points. The mean net increase of the entire class is 21 points.

In the control group; two boys show a decrease in rating amounting to 48 points; while four show an increase amounting to 90 points, making a mean net increase of 7 points. One girl shows a loss of 20 points; while five show a gain of 65 points, making a mean net increase amounting to 7.5 points. The mean net gain of the entire group is 7.3 points. Thus the members of the experimental class show an average increase over the control group in honesty amounting to 13.7 points.

#### 6. Temperance.

In the experimental class all five boys show a gain amounting to a total of 145 points, making a mean increase of 29 points. Two girls show a loss amounting to 25 points

while the other three girls show a gain amounting to 80 points, making a mean net increase of 11 points. The mean net increase of the entire class is 20 points.

In the control group, two boys show a loss of 48 points while four of them show a gain amounting to 78 points, making a mean net increase of 5 points. Three girls in this group show a loss of 35 points while three show a gain of 75 points, making a mean net gain of 6.5 points. The mean net gain of the entire group is 5.7 points. Thus the members of the experimental class show an average increase over the control group in honesty amounting to 14.3 points.

#### 7. Industry.

In the experimental class two boys show a loss of 15 points; while three show a gain of 59 points, making a net mean gain of 9 points. Two of the girls in the class lose 25 points while three show a gain of 80 points, making a mean gain of 13 points. For the entire class, the net mean gain is 11 points.

In the control group, three boys show a loss of 70 points while three boys show a gain of 35 points, making a mean loss of 6 points. Three of the girls show a loss of 70 points while the other three show a gain of 40 points, making a mean loss of 5 points. The entire group show a net mean loss of 5.5 points. Thus the

members of the experimental class show an average increase over the members of the control group in industry amounting to 16.5 points.

#### 8. Trustworthiness.

In the experimental class two boys show a loss of 65 points, while three boys show a gain of 110 points, making a mean gain of 9 points. One of the girls show a loss of 12 points while four show a gain of 126 points, making a net mean gain of 23 points. For the entire class the net mean gain is 16 points.

Two boys in the control group show a loss of 45 points while four show a gain of 70 points, making a mean gain of 4 points. Three of the girls in this group show a loss of 80 points while three show a gain of 65 points, making a mean loss of 2.5 points. There is a mean gain in the entire control group of .7 points. Thus the members of the experimental class show an average increase over the members of the control group in trustworthiness amounting to 16.7 points.

#### 9. Respect for Law.

In the experimental class one boy shows a loss of 40 points while four boys show a gain of 219 points, making a mean gain of 40 points. One of the girls in this class shows a loss of 40 points while the other four show a gain of 175 points making a net mean of 27 points.

For the entire class there is a net mean gain of 33.5 points.

All of the boys in the control group show a gain amounting to a total of 145 points which is a mean gain of 24 points. Of the girls; four show a loss of 70 points; one shows no change; and one makes a gain of 5 points, making a mean loss of 11 points for all the girls. For the entire control group there is a gain of 6.5 points. Thus the members of the experimental class show an average increase over the control group in respect for law amounting to 27 points.

#### 10. Rationalness.

Three of the boys in the experimental class show a loss amounting to 45 points; while two gain 40 points making a mean gain of 1 point. Of the girls in this class three show a loss amounting to 40 points; while two show a gain of 60 points, making a mean gain of 4 points. For the entire class there is a net mean gain of 2.5 points.

Four boys in the control group show a loss amounting to 100 points; while two make a gain of 35 points, making a net mean loss of 11 points. Of the girls in this group; two show a loss amounting to 25 points; one shows no change; and three show a gain amounting to 35 points. The girls therefore make a mean gain of 1.7 points. The entire group shows a loss amounting to 4.6

points. Thus the members of the experimental class show an average increase over the control group in rationalness amounting to 7.1 points.

#### 11. Judgment.

Four of the boys in the experimental class show a gain amounting to 91 points; while one shows a loss of 30 points, making a mean gain of 12 points. Of the girls in the class two show a loss of 70 points, while three show a gain amounting to 70 points. There is therefore no change in the girls as a whole. For the entire class there is a net mean gain amounting to 6 points.

Three boys in the control group show a loss of 65 points; while three show a gain of 53 points, making a mean loss of 2 points. Three of the girls in this group show a loss of 55 points; while three show a gain amounting to 50 points, making a loss of 1 point in their mean score. For this entire group there is a net mean loss of 1.5 points. Thus the members of the experimental class show an average increase over the control group in judgment amounting to 7.5 points.

#### 12. Ambition.

One boy in the experimental class shows no change in rating in ambition; while four boys show a gain amounting to 200 points, making a mean gain for all five boys of 40 points. Two of the girls in this class show a loss

amounting to 15 points; while three show a gain amounting to 60 points. Therefore for the girls there is a mean gain of 9 points while for the entire class there is a net mean gain of 24.5 points.

Two boys of the control group show a loss amounting to 63 points; while four show a gain amounting to 50 points, making a mean loss for the boys of 2 points. Two of the girls of the control group show a loss amounting to 40 points; while four gain 55 points, making for all the girls a mean gain of 2.5 points. For the entire control group there is a net mean gain amounting to .3 points. Thus the members of the experimental class show an average increase over the control group in ambition amounting to 24.2 points.

OPINIONS OF TEACHERS REGARDING SOCIAL SCIENCE  
COURSE AS GIVEN IN THE EXPERIMENT

Hazel M Riggs, A.M. University of Kansas

Of the courses intended to develop attitude as well as to give information, one of the most interesting experiments that has come under my observation was a course on the American Indian given by Mr. Bruce Merwin in the high school at Republic, Kansas, while I was a teacher of history there.

Mr. Merwin had a group of ninth graders, drawn largely from the country. This class divided itself rather markedly into two groups, one intelligent, with a good attitude, but without a large fund of information, the other inclined to be indolent and to give some trouble in the school. Early in the course, both groups developed a decided interest in the subject. From my observation, I should say that the work done was individual rather than group work. The more alert students showed their interest by reading everything accessible on the subject. For instance, I was at times surprised to find these thirteen and fourteen year old boys reading with very evident enjoyment quite difficult magazine articles concerning archaeological investigations among the Incas, Mayas, etc. I am inclined to believe that their interest in the way the American Indian lived was

responsible for a decided increase of interest in the way other peoples had lived. At all events, it was noticeable in a class I was teaching in Ancient History, that Mr. Merwin's students were more interested in the story of ancient civilizations than the others were. As to the boys who had caused a bit of disciplinary problem, they seemed to develop more interest in their work as a whole. They were given craft work and reading which they were capable of handling and, therefore, enjoyed.

The class taking the course on the American Indian was quite small; yet the whole school showed considerable interest in what it was doing. This interest was indicated by conversation in the halls and by the attention given the freshmen who conducted assembly programs based on the course. Some of the programs were serious discussions of facts learned about the American Indian; others were given largely for purposes of entertainment. I recall one of the latter which the school enjoyed. One boy told about different tribes, where each lived, and finally what kind of canoes each used. Another boy followed his discussion with sketches on a large map of North America, which had been drawn on the blackboard. These programs were enjoyed by both the students listening to them and by those giving them. I have a feeling that had this

course done nothing more than develop sufficient interest that shy ninth graders were glad to get up and tell what they had learned, it would have justified its place in the curriculum.

Extract from a letter from Miss Florence Hall, B.S. Kansas Wesleyan College, who taught in the Republic High School in 1921-22.

In regard to her opinion of the Social Science course, she says: "For George, Lee and Grace it was just an added interest. They were good students and carried the fifth subject without any difficulty. That course kept Lavon and Zac in school when they had lost interest in everything else. The entire school was interested in the work of that class. I consider it the best plan I have seen worked out for interesting and keeping employed those who had failed in other subjects."

## COMMENTS ON THE SOCIAL SCIENCE COURSE

by

Ruth E. Beck, A.B. University of Kansas

During the second semester of 1922 in Republic High School, Mr. Merwin introduced an introductory course to Social Science which centered itself around the American Indian who in many ways typified human development.

The laboratory work consisted in part of making samples of the various processes described in the class work. For example, when studying weaving and spinning, the students spun raw cotton fiber into a thread with a handmade distaff and spindle. They then wove the thread into cloth, more or less crude, but carrying the essentials. Small Indian rugs were made in various symbolic designs. These they worked out in colors, usually reds against white or gray backgrounds.

The work was a radical departure from any which had been presented to that group of students and they responded with a great deal of enthusiasm. During intermissions they came to my room to tell about what they were doing. They talked among themselves a good deal more, and we hit upon the idea of capitalizing this interest for English work. In both written and oral English was utilized the information gained from this course. Pupils brought

specimens of their work to illustrate their themes. We used the blackboard to diagram and the chart where it was not practical to have models. We found that the boys taking the course brought more complete and accurate results, particularly in those processes where mechanics was involved, than did the girls. They liked to demonstrate how their experiments worked and in some cases were really glad to be questioned, for it gave them an opportunity to use the information acquired.

In the case of outside reading in English we were able to profit by Mr. Merwin's work also. "The Oregon Trail" by Francis Parkman gave excellent information on the home life of Indians and we selected special parts, such as "The Ogallallah Village", for more careful reading in class. This was followed by class discussion. One assignment was to reconstruct as nearly as possible the everyday life of the village. In order to do this we were obliged to draw heavily upon the information gleaned from the social science course.

The introductory course did a great deal more than simply serve as a vitalizing agent for English. There were several pupils who had come in from rural schools which had not adequately equipped them for high school work. They had failed in from one to four subjects each during the first semester and by the beginning of the

second, some had acquired the attitude of hopelessness. These pupils after being enrolled in Mr. Merwin's course soon showed a renewed interest in school and were in regular attendance until the end of the term. Their work in other lines improved greatly also so that they were able to earn credit in some of their other courses.

### SUMMARY

In the foregoing pages an attempt has been made to formulate a course in general social science and when given, to measure its effect on the class in various social characteristics. The syllabus of the course as given, is included in the preceeding pages. The various social characteristics measured have already been summarized. It is brought out that the class taking the course showed a decided advance over the control group. This is especially marked in the characteristics of leadership, courage, respect for law, and ambition. A fair degree of superiority was attained by the experimental class in the qualities of fairness, honesty, temperance, industry and trustworthiness. The two groups showed less variation in cooperation, rationalness, and judgment, but even here the members of the class showed a somewhat greater advance than did the members of the control group.

### CONCLUSION

From the results of the entire study, I am led to believe that a course including the essential elements of the various social subjects and making an appeal to the pupil's interest, merits a place in the Junior High

School curriculum. However, the course as I gave it, was largely adapted to local interests and could be very much improved for general use.

The method used in measuring results is imperfect but seemed the best that could be secured at that time. It is hoped that an objective method of measuring social and ethical qualities will be developed for just such needs.

Further development of this course with its objectives more fully worked out, and with the use of more varied tests and ratings to check its results, should give a course that will be in the social science field what general science and unified mathematics are in their respective fields.

Lack of text books and teachers, trained in the subject matter and methods used, will somewhat hinder the rapid spread of a course of this nature.

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**APPENDIX**

## APPENDIX I

## PUPIL'S INTERESTS IN READING

The general problem of this study was to find what sort of reading was most interesting to students of high school age. By knowing this interest it will be possible, in some cases, to change the subject matter of a course to material having an equal value but greater interest.

At the time this study was made a number of opinions had been expressed regarding the type of reading preferred, and several interesting experiments to determine the reading interests of children had been made. Of these experiments several were directed primarily toward finding the names of books making the greatest appeal to the pupils. However there were two that had made an attempt to discover the type or sort of reading preferred. Miss Roxanna E. Anderson made a study of 600 pupils in Fort Dodge and Iowa City, Iowa in 1912 and reported her findings in Vol. XIX of the Pedagogical Seminary. She found that war and adventure are especially liked by the ninth grade pupils. Another investigation carried on in the University of Oregon was based on the historical interests of 385 junior high school pupils. The preferences found here were ranked in the following order: War, Exploration and Settlement, Indians, Pioneers, Inventions, Politics, Transport-

ation, Industries, Immigration, Slavery, Government, Finance, and Labor.

The primary purpose of this study was to find just what ninth graders do like to read, especially in the schools where I expected to try a new course in social science.

My first step in finding the reading interests of pupils was to draw up a questionnaire in which I included as types of reading those used in the Iowa and Oregon studies. To these I added a few particularly suited to my individual study. I then submitted this questionnaire to the high school teachers in Republic, Kansas for suggestions and after a few minor changes, submitted it to a few pupils from each class. Table I shows the questionnaire in its final form.

This questionnaire was given to 108 pupils from grades six to eleven in Republic, Kansas in October, 1921 and also to 121 pupils of the same grades in Sharon Springs, Kansas in October, 1922. All of the ratings were made under the direction of the writer. Care was taken to emphasize the fact that pupils' names were not wanted and that they were to write just what they actually preferred. The possibility of an equal preference was mentioned and the students were directed to score any two types they liked equally well by the same number and then

to omit the next number in turn.

To simplify the work of scoring, I allowed ten points for each first choice, nine to each second and so on down to one point for each tenth choice. I added these scores as made in each grade for the boys and girls separately and let this sum determine the rating of each type of reading. These were then tabulated- Plate II and Plate III.

## PLATE I

COPY OF QUESTIONNAIRE GIVEN TO PUPILS IN THE UPPER  
GRADES AND HIGH SCHOOL OF SHARON SPRINGS, KANSAS

OCTOBER, 1923

I am very much interested in the kinds of stories you enjoy reading. I shall appreciate it very much if you will fill out the blanks on this page. I do not ask for your name so feel free to tell what you really enjoy—not what you think you ought to read.

Grade\_\_\_\_. Age\_\_\_\_years \_\_\_\_months. Sex\_\_\_\_\_.

Here is a list of different sorts of stories. I want you to number them in order of your choice. Thus number 1 the sort you like best, 2 the kind you like next best, and so on for your first ten choices.

\_\_\_\_War; \_\_\_\_Adventure; \_\_\_\_Fairy; \_\_\_\_Great Men;  
\_\_\_\_Ghost; \_\_\_\_Exploration; \_\_\_\_Indians; \_\_\_\_Science;  
\_\_\_\_Nature; \_\_\_\_How to Make or Do Things; \_\_\_\_Romance;  
\_\_\_\_School Stories; \_\_\_\_Pioneers; \_\_\_\_Great Women;  
\_\_\_\_Love.

About how many books have you read during the past year?\_\_\_\_\_.

---THANKS ---

Note: The order of the different types of reading was changed for each twenty copies of the questionnaire.

## PLATE II

 READING PREFERENCES OF BOYS  
 REPUBLIC AND SHARON SPRINGS, KANSAS

Grade	6	7	8	9	10	11
Type of Story						
War	4	3	5	4	7	9
Adventure	3	2	1	1	1	1
Exploration and Travel	1	6	4	6	6	2
Pioneers	8	5	3	3	4	4
Indians	2	1	1	2	3	4
Great Men	5	3	-	9	10	10
Great Women	-	-	-	-	-	-
Science and Nature	7	-	7	10	5	6
How to Make or Do Things	9	-	8	7	9	8
Romance	-	7	6	5	2	2
School	6	-	9	8	7	10
Fairy	-	8	-	-	-	-
Ghost	10	9	10	-	-	-
Love	-	10	-	-	-	-

This table should be read; In the 6th grade War was given fourth place in the pupils' interest, while in the 7th grade it tied for third place with Great Men. etc.

## PLATE III

READING PREFERENCES OF GIRLS  
REPUBLIC AND SHARON SPRINGS, KANSAS

Grade	6	7	8	9	10	11
Type of Story						
War	8	-	-	-	-	-
Adventure	3	2	1	1	1	2
Exploration and Travel	2	10	7	8	10	4
Pioneers	5	6	6	7	3	6
Indians	1	1	2	2	6	4
Great Men	-	-	-	10	-	10
Great Women	9	-	-	9	9	7
Science and Nature	6	9	3	4	4	3
How to Make or Do Things	10	8	10	6	5	9
Romance	-	5	4	2	2	1
School	7	7	8	5	7	8
Fairy	4	3	9	-	-	-
Ghost	-	4	5	-	-	-
Love	-	-	-	10	8	-

This table should be read: In the sixth grade War stories were given eighth choice; Adventure was given third place in this grade, rising to second choice in the 7th grade and first in the 8th grade; and so on.

From the tables it is seen that for the ninth grade boys the types of reading preferred are selected in the following order:- 1. Adventure, 2. Indians, 3. Pioneers, 4. War, 5. Romance, 6. Exploration and Travel, 7. How to Make or Do Things, 8. School Stories, 9. Great Men, 10. Science and Nature.

The preferences of ninth grade girls rank as follows: 1. Adventure, 2. Indians, Romance (tied), 4. Science and Nature, 5. School Stories, 6. How to Make or Do Things, 7. Pioneers, 8. Exploration and Travel, 9. Great Women, 10. Great Men and Ghost (tied).

For both sexes in the ninth grade there is a marked interest in Adventure and Indians. As this seems to agree pretty closely with the studies mentioned, it would seem that the use of subject matter regarding the Indian might well be used since it is in accord with the pupils' interests.

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APPENDIX II  
A CRITICAL REVIEW  
OF  
SOME LITERATURE DEALING WITH THE AMERICAN INDIAN

Possibly the greatest source of misinformation regarding the American Indian is the literary works depicting him. The most widely known of any types of primitive people to be found in literature are the heroes of Cooper and of Longfellow's "Hiawatha". While this is true, it is also true that society, even in America, really knows very little of the real truth regarding the Indian.

A brief survey of the most important literary productions regarding the Indian shows a woeful lack of knowledge concerning him. Charles Brockden Brown (1771-1810) wrote the first novel based on the Indian. Although he used the degenerate loafer type of Indian found in New England as his model, still he brought a new idea before the public: the idea that unfamiliar figures might be written about. However even with this class of Indian, Brown seems quite at sea in many cases.

The next literary mention of the Indian is in the Sketch Book by Washington Irving in 1819. The two chapters, "Traits of Indian Character" and "Philip of Pokanoket", give a good and faithful description of the Indian characteristics but little of their life or manner of

living.

The most important of the early writers is James Fenimore Cooper. His early life was spent on the frontier near Otsego Lake, New York. His conversation with older frontiersmen and life in the forest furnished him with most of the material used in his novels. It is doubtful if he ever had much personal contact with the Indians. Like so many novelists, Cooper has given us a composite description of manners, customs and characteristics of Indians as a whole rather than confining himself to a single tribe. He appreciates the good qualities of the Indian but does not make as much over him as did Irving.

To point out a few of the more outstanding errors in his masterpiece "The Last of the Mohicans", will suffice to show how even here the public is misled. Cooper fails to discriminate between tribes and their subdivisions. For example, almost no distinction is made between the Mohicans and the Delawares. For Cooper, Uncas, the Mohican, is at the same time a member of the Turtle gens of the Delaware tribe. Really Mohicans were a distinct people divided into two divisions; one living on the Connecticut River and the other near Lake Champlain. The latter group was probably the one Cooper had in mind. But even this group is not yet extinct.

Many people are led to infer that the Mohicans spoke

the same language as the Delawares. The two languages are not even closely related. The Uncas of Cooper could not possibly have had anything in common with the historic Uncas, a Mohican chief who died about 1683 in Connecticut.

One other glaring ethnological error made by Cooper occurs in his "Wept of Wish-ton-wish" in which the New England Indians scalped their enemies about 1666. It is now well known that it was over half a century later that the practice became common there. Its introduction in the Atlantic States also was largely the work of the Whites.

Aside from the works of Cooper the most widely known literary work on the Indian is Longfellow's "Song of Hiawatha" published in 1855. For his material Longfellow borrowed of Schoolcraft, Catlin and Heckewelder, he himself knowing Indians first hand only through a few whom he met and saw in Boston.

The mixture of misconceptions and fallacies Longfellow unknowingly developed have detracted from the ethnological value of the poem but the spirit of the Song is decidedly Indian. "The Wocing", "The Ghosts", and "The Famine" parts seem to have the Indians' attitude toward life very well brought out.

The Hiawatha of the Song has some of the attributes of the historic Iroquois chief of that name. However Longfellow has placed him among the Ojibwa near Lake

Superior. The mythical figures mentioned seem confused with the anthropomorphic deities and these deities seem to be taken at random from the Iroquois, as well as the Algonkin pantheon.

About the middle of the 19th century a new class of writers appeared,--Mayne Reid, Gustave Aimard and Gabriel Ferry. As literary efforts their works are of slight value but the action made them very popular. As ethnological or geographical contributions they are almost worse than worthless on account of being actually misleading. The topographical descriptions of Reid are accurate and truthful but his information regarding the Indians is very badly mixed in places.

The close of the 19th century brought out another group of writers. Mrs. Helen Hunt Jackson in her two books "A Century of Dishonor" and "Ramona" has had a noble aim and has brought about a sympathetic attitude toward the Indian, yet her descriptions of the Indians' manner of life are of little value.

Frank Cushing, a mixture of dreamer and ethnologist, has in an excellent literary manner written "My Adventure in Zuni". This article is not only written in an interesting manner but the stretches of daily life and character of the Pueblo Indians are especially delightful and true to life.

Adolph F. Bandelier is also of this type of writer

depicting Indian life and romance in two books of which the "Delight Makers" is the better known. It hinges on the religious-social organization called "Koshare" whose business is to act the clown in grotesque dances and jokes at the public performances that take place in connection with the prayers for rain. Bandelier shows an extraordinary gift of observation but even though he was one of the foremost specialists in ethnology a few errors appear which show how difficult it is to get everything exact.

Miss Edna Dean Proctors' "Song of the Ancient People" published in 1895, contains much valuable information concerning the religion, mythology, manners and customs of the Pueblo Indians and is of very high literary merit.

Mrs. M. E. Ryan's novel "The Flute of the Gods" in 1910, tells of the Hopi at the time of the Spaniards in America. Her observations are in the main accurate and her story full of interest and in many places almost like a poem. Her literary style is unusually pleasing.

Although primarily an artist, the writings of Frederic Remington are interesting. "The Way of the Indian" gives a very good idea of the mental reactions of a Cheyenne Indian and how he gives up all hope after having become separated from his "bat skin medicine" that has protected him from youth. Remington's other stories show that he was well acquainted with the West and its

people and these stories contain much valuable ethnological information.

Another artist who did much work of real art through the camera- Edward S. Curtis- has also contributed a couple of books worthy of consideration. His "Indian Days" is especially good for the ethnological material, and dealing with a boys life as it does makes it of much interest to the youthful readers. His other important work "The Head Hunters" was primarily intended as an outline for a Scenario and hence contains some dramatic situations that seem theatrical and unreal. The chief fault it contains is the unindian like speeches and the use of the terms "prince" and "princess".

General Lew Wallace's "Fair God", of great interest and literary worth, is based on Bancroft's and Prescott's works. Therefore he is unable to get the small items and the ethnological material very exact.

The stories by Dr. Charles Eastman, a Sioux Indian, are well written, interesting and accurate but without any great claim to literary distinction.

During the past two years a number of books giving some worthwhile information and typical actions of the Indian have appeared. "American Indian Life" by B.W. Huesch and edited by Mrs. Elsie Claws Parsons is a large

and valuable book. It not only has considerable literary value but also brings out the mental actions of the native Indian in vivid and authoritative pictures of experience. The appendix and introduction contain much information such as origin and distribution, while the illustrations show many characteristics of the Indian's art.

The stories of John H. Cornyn, "Around the Wigwam Fire" and "When the Campfire Burns" are of the hero type but develop a moral in a somewhat round-about way.

In this rather brief and cursory survey of the most important literary productions regarding the Indian, I have shown that those works most read and widely known are misleading and inaccurate, and that the real Indian is not described except by a few of the more modern writers, and that even these make some mistakes or give some wrong impressions.