

A HANDBOOK FOR THE USE OF SCHOOL ADMINISTRATORS AND TEACHERS OF
THE SOCIAL STUDIES IN THE SENIOR HIGH SCHOOL

by

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FOREWORD

The materials of this handbook have been organized so that they might serve as an aid to school administrators and teachers of the social studies in answering their many inquiries about this area of instruction. It is hoped that the material herein presented may result in a more effective instructional program in the social studies of the senior high school.

Two studies were conducted by the writer in connection with the work of producing this handbook: (1) a study of the purposes of education, described in chapter two; and (2) a study of the indexes of textbooks for use in the social studies, the results of which form a part of chapter three.

While the writer has been aided by a number of individuals in the choice of these questions and answers he assumes the responsibility for their form and content. Whatever merit the handbook may possess would have been impossible without the assistance of the individuals and the various groups who have cooperated with this project.

R. W. B.

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CHAPTER I

INTRODUCTION

What is a handbook?

The term "handbook" is used to designate a type of manual or guide which contains needed and helpful information and directions for certain individuals or groups of individuals.

Manuals, known as "students' handbooks," for the use of new pupils have been used widely in the larger secondary schools.

Boards of education have had prepared for their use guides or handbooks containing information pertaining to the activities and duties of school board members.

Handbooks have been prepared to direct and coordinate the activities of local and state curriculum development committees.

Many city school systems have handbooks of an administrative and supervisory nature which are given to the teachers at the beginning of the school year. Such "handbooks contain much helpful information as the dates of important meetings, a list of school and community agents and agencies which are available, a statement of the philosophy of education which the system is trying to live up to; suggested sources of information of various kinds, lists of available materials and equipment, reports of forward-looking undertakings of various teachers and schools, and the program or work planned and adopted by

the local teachers' group."¹

What is the purpose of this handbook?

This handbook is intended as a guide for the use of school administrators, teachers of the social studies, and seniors in college who plan to engage in the teaching of the social studies on the secondary school level. The material herein presented will have practical value for those who will use it in connection with their work in the social studies.

How may this handbook be used?

It is logical to expect the person who is evolving a social studies program for high school pupils to include in the total pattern those materials and procedures which will add to the enrichment of all the learning experiences. He will anticipate the purposes, the activities to be engaged in to realize those purposes, the materials to be used, and an appraisal of the entire program.

The planning of the social studies program by pupils and teachers should be democratic and should include the opinions of adult members of the community as well as those of all the members of the class. Such planning should be flexible and capable of revision at all times. This

¹ National Education Association, Department of Supervisors and Directors of Instruction, Newer Instructional Practices of Promise (Twelfth Yearbook; Washington, D. C.: National Education Association, 1939), pp. 347-348.

cooperative approach will result in the selection of content which is interesting to the learner as well as worth-while.

Those responsible for evolving the social studies work for senior high school pupils in the eleventh and twelfth grades will find here some purposes of the social studies, a list of problems which may be used to realize those purposes, an outline of how each problem may be developed as well as lists of materials and suggestions.

Some of the material in this handbook may serve as a guide for departmental or faculty discussions. If used in this manner, it should lead to a clearer conception of the function of the social studies in the secondary school program. The references listed in chapter four and in the bibliography will serve as an excellent reading list to supplement and enrich the reading program of teachers in other departments, in addition to that of the teachers of the social studies.

What are the social studies?

The term "social studies" refers to civics, economics, geography, history, sociology, and various combinations of these subjects. It does not refer to integrated or correlated courses, but rather to the whole field.

What social studies are required for graduation from the high schools of Kansas?

Two units of social science (social studies), including one-half

unit of constitution² of the United States, are prescribed for graduation from an accredited high school in Kansas.³

What subjects in the social studies field are listed in the general program of studies for the high schools of Kansas?

Thirteen social studies subjects to be taught in the high schools of Kansas are presented in Table I which follows:⁴

TABLE I

GENERAL PROGRAM OF STUDIES--SOCIAL SCIENCES (SOCIAL STUDIES)

Subject	Year	Number of Semesters	Credit
Citizenship (Civics)	9	1	$\frac{1}{2}$ unit
Vocations	9	1	$\frac{1}{2}$ unit
World Geography	9	2	1 unit
Ancient-Medieval History	9	2	1 unit
World History	10	2	1 unit
Modern History	10	2	1 unit
Constitution	11	1	$\frac{1}{2}$ unit
Social Civics	11	1	$\frac{1}{2}$ unit
International Relations	11	1	$\frac{1}{2}$ unit
Economics	11 or 12	1	$\frac{1}{2}$ unit
Sociology	11 or 12	1	$\frac{1}{2}$ unit
American History	12	2	1 unit
Psychology	12	1	$\frac{1}{2}$ unit

² Kansas. State Department of Education, Kansas School Laws (Revised 1939; Topeka, Kansas: State Department of Education, 1939), p. 243.

³ Kansas. State Department of Education, Handbook on Organization and Practices for Secondary Schools of Kansas (Revised 1939; Topeka, Kansas; State Department of Education, 1939), p. 9.

⁴ Ibid., p. 13.

A more extensive list of the offerings in the social studies field in the state of Kansas is reported by Carl B. Althaus.⁵ His findings are recorded in Table II which follows.

TABLE II

PERCENTAGE OF SOCIAL STUDIES TIME GIVEN TO VARIOUS
SUBJECTS TAUGHT IN SENIOR HIGH SCHOOLS OF KANSAS,
1936-1937

American History	25.80	American Government	.57
Constitution	21.93	American Problems	.29
World History	12.57	Social Problems	.26
Modern European History	8.29	General History	.245
Ancient History	4.12	Current History	.21
Social Civics	4.08	Orientation	.14
Citizenship	4.00	Current Problems	.10
Economics	3.85	Occupations	.084
Sociology	3.19	Vocational Civics	.06
Community Civics	2.86	Hebrew History	.05
Vocations	1.95	History of Religion	.043
United States Government	1.30	Problems in Democracy	.04
Early European History	1.10	Kansas History	.02
Social Science	.95	Modern Progress	.01
International Relations	.93	Family Relations	.005
Government Problems	.84		

Although thirty-one subjects are offered in the social studies field in the senior high schools of Kansas, actually 94.98 per cent of the social studies time is devoted to thirteen social studies subjects. Further analysis of Table II reveals the fact that the social studies program in Kansas is confined in actual practice to a relatively few

⁵ Carl B. Althaus, "Curriculum Practices and Curriculum Trends in Kansas Senior High Schools," University of Kansas Bulletin of Education (Vol IV, No. 2. Lawrence: University of Kansas, 1938), pp. 3-29.

subjects. History and constitution, followed by civics or government, economics, and sociology dominate the total amount of time given to the teaching of the social studies. The other seventeen social studies subjects listed in Table II that are taught in the senior high schools of Kansas are surprisingly limited with respect to the amount of time they receive.

Are the social studies organized as "subjects," or as "problems," or according to some other plan?

The prevailing practice indicates that the social studies are offered as "subjects." History, civics, economics, and related materials are listed as "subjects" in the program of studies of high schools rather than the so-called "integrated" or "fused" courses designated by "social science I," "social science II," or "social science III." In Kansas, basic texts are adopted by the State Board of Education for use in the various "subjects" and high school teachers are required by law to use the adopted texts. The local school is expected to develop a procedure for teaching the "subject" so that a degree of flexibility is possible. Many teachers develop "problems" within the "subject" which have a bearing on the generally accepted purposes for their particular area.

The purposes presented in the chapter which follows are general and should assist in pointing the way to teachers of the social studies. Each teacher will find it necessary to develop more specific purposes for each "subject" or "problem" that he teaches.

The problems which are discussed in chapter three of this hand-book are intended to be suggestive and will help the teacher and pupils to reach the purposes mentioned in chapter two. Each teacher will need to decide for himself how the materials will best meet the needs of the pupils.

CHAPTER II

PURPOSES

What is the meaning of the term "educational purposes?"

Every statement of educational purposes, including this one, depends upon the judgment of some person or group as to what is good and what is bad, what is true and what is false, what is ugly and what is beautiful, what is valuable and what is worthless, in the conduct of human affairs. . . .

The purposes of schools and other social agencies are not "discovered" as a prospector strikes a gold-mine. They evolve; they reflect and interact with the purposes which permeate the life of the people. In each of the phases of individual and social living, there are elements which people commend, others which they condemn. Such judgments are based, in the last analysis, on moral standards or ideals. That which, out of their intelligence and experience, the people declare to be good, they will maintain and perpetuate for the benefit of their children and their children's children. They strive through education to transmit what they think is good to all the generations to come. . . .

.....
Educational purposes, then, are a form of social policy, a program of social action based on some accepted scale of values. Since the application of these values varies from place to place and even from day to day, detailed purposes of education can never be developed so as to be universally applicable and perpetually enduring. Constant study and revision are required to keep them meaningful to the people and effective in the schools. Only the broadest lines of policy can have more than temporary and local application, but these controlling principles are of prepotent importance. Everything, in fact, depends upon them.¹

How is familiarity with general purposes of education helpful to teachers?

According to Thomas H. Briggs, a teacher should have for each

¹ Educational Policies Commission, The Purposes of Education in American Democracy (Washington, D. C.: The National Education Association, 1938), pp. 1-2.

recitation unit "a purpose that is worthy, definite, and so far as possible specific."² He states further that pupils should propose their own purposes for each recitation unit "or else comprehend, approve, and adopt as their own the purpose proposed by the teacher."³

In order to have a purpose which is worthy, definite, and specific for each of his recitation units a teacher must know and appreciate the purposes of education in general and be able to understand how the purposes of his recitation can be brought into harmony with those general purposes of education.

The problem of selecting the general purposes of education is not left to the individual teacher. Charles Knudsen states that these general purposes are set up for the individual teacher by "the combined influences of prevailing social customs, state laws, courses of study, the textbook prescribed, and local boards of education."⁴ The teacher's task is to relate the purposes which he and his pupils work out to the ultimate purposes of education in general.

What are some of the stated purposes of education?

Leaders of educational thought have formulated their respective

² Thomas H. Briggs, Improving Instruction (New York: The Macmillan Company, 1938), p. 254.

³ Ibid., p. 277.

⁴ Charles Knudsen, Evaluation and Improvement of Teaching (Garden City, New York: Doubleday, Doran and Company, 1932), p. 148.

beliefs in answer to the question above by defining education, or by a statement of the functions of education, or by a statement of the purposes of education.

According to Thomas H. Briggs⁵ "the only sound and continuously helpful guide to the road of progress is a good definition of education that fits in with a good philosophy of life." Briggs further states that the characteristics of a good definition of education are: "(1) it must be clear; (2) it must be sound; (3) it must be comprehensive; (4) it must be adaptable; (5) it must be pragmatic; and (6) it must indicate what is possible."⁶

Statements of several educational leaders of the past and of the present have been selected and are presented in the paragraphs below. The quotations are reproduced here so that the reader may become acquainted with different points of view in regard to the purposes of education. The first ten of these quotations are quoted directly from the writings of Walter Robinson Smith.⁷ The other quotations are taken from the sources as indicated in the footnotes.

The aim of education is to dispel error and to discover truth.
(Socrates)

Education consists of giving to the body and soul all the perfection of which they are susceptible. (Plato)

The true aim of education is the attainment of happiness through perfect virtue. (Aristotle)

5 Briggs, op. cit., p. 197.

6 Briggs, op. cit., p. 197-207.

7 Walter Robinson Smith, An Introduction to Educational Sociology (Boston: Houghton Mifflin Company, 1929), p. 10.

Education is a development of the whole man. (Comenius)

The attainment of a sound mind in a sound body is the end of education. (Locke)

Education is nothing but the formation of habits. (Rosseau)

Education means a natural, progressive, and systematic development of all the powers. (Pestalozzi)

The object of an education is the realization of a faithful, pure, inviolate, and hence holy life. (Froebel)

The end of education is to produce a well-balanced many sidedness of interest. (Herbart)

Education is the organization of acquired habits of conduct and tendencies of behavior. (James)

To specify the labors which education has yet to perform, would be only to pass in review the varied interests of humanity. Its general purposes are to preserve the good and to repudiate the evil which now exist, and to give scope to the sublime law of progression. It is its duty to take the accumulations in knowledge, of almost six thousand years, and to transfer the vast treasure to posterity. Suspend its functions for but one generation, and the experience and achievements of the past are lost. The race must commence its fortunes anew, and must again spend six thousand years, before it can grope its way upward from barbarism to the present point of civilization.⁸

To prepare us for complete living is the function which education has to discharge. . . .

Our first step must obviously be to classify in the order of their importance, the leading kinds of activity which constitute human life. They may be naturally arranged into: (1) those activities which directly minister to self-preservation; (2) those activities which, by securing the necessaries of life, indirectly minister to self-preservation; (3) those activities which have for their end the rearing and discipline of offspring; (4) those activities which are involved in the maintenance of proper social and political relations; (5) those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings.⁹

In contrast with this false motive of education, to wit, the gaining of skill and knowledge, I place what I firmly believe to be

⁸ Horace Mann, Lectures and Annual Reports on Education (Vol. I, Cambridge: Published for the Ecletor, 1867), p. 78.

⁹ Herbert Spencer, Education (New York: D.Appleton and Company, 1872), pp. 31-32.

the true motive of all education, which is the harmonious development of the human being, body, mind, and soul. . . .

Knowledge and skill are simply the means and not the end, and these are to work toward the symmetrical upbuilding of the whole being. Another name for this symmetrical upbuilding is character, which should be the end and aim of all education.¹⁰

Would the state, which supports the high school ask too much if it demanded that every high school graduate know something of all, if not all of any one, of such topics as the referendum, the recall of officials, the primaries, the caucus, and direct nominations; court procedure, delays, juries; free legal as well as medical and religious advice for the poor; public utilities and movements; the tariff, free food and raw material; compulsion by warrants of all able-bodied citizens to go to the polls and vote; the infamy of getting everything possible from and giving nothing to the community; the expenses of elections; gerrymandering versus laying political district, by engineers; government by commission; taxation, its forms, land, direct income, etc.; city, home rule; parcel post, currency and banking, trusts, stocks and bonds; public health, hygiene and its legislation, diseases; child labor; habeas corpus; a bureau for the purchase of state supplies; the creation of judges; garbage; pawn, junk, and rag shops; sweating; bill boards and disfigurement by posters and ads; immigration and its regulation; property and contracts; the problems of transportation; the smoke and noise nuisances; municipal research for police systems; fire, accident, life, and other forms of insurance. Here we have a list of subjects which might be indefinitely extended.¹¹

Three important groups of activities require the participation of the individual and establish three fundamental aims for secondary education, as for all education, in America. . . . (1) the preparation of the individual as a prospective citizen and cooperating member of society--The Social-Civic Aim; (2) the preparation of the individual as a prospective worker and producer--The Economic-Vocational Aim; and (3) the preparation of the individual for those activities which, while primarily involving individual action, the

¹⁰ Francis Parker, Notes of Talks on Teaching (New York: E. L. Kellogg and Company, 1893), pp. 21-22.

¹¹ G. Stanley Hall, Educational Problems (Vol. II; New York: D. Appleton and Company, 1911), p. 677.

utilization of leisure, and the development of personality, are of great importance to society—the Individualistic-Avocational Aim. It must be recognized that these three aims are not mutually exclusive, but rather that they are in a high degree interrelated and interdependent. Taken together they constitute the Social Aim of secondary education in the broadest sense of the term. Every individual as a social unit is at the same time a citizen, a worker, and a relatively independent personality. The three phases of his life cannot be divorced, and in the secondary school preparation for no one of those phases of life should be neglected.¹²

Education, then, includes all controls of growth and learning processes toward ends approved by persons having power and authority to exercise such control. We can conveniently differentiate kinds of education according to the agencies controlling it—as home, church, school, shop, playground, press, stage, police power, and library education. Or we can classify its numerous objectives—as linguistic, military, health, vocational, civic, cultural, or religious. We can profitably distinguish the direct education given by a school or other agency having education as its primary purpose, from by-education (or by-product education) given by an agency that has other primary purposes than education—shops, church, home, club, and the like. In the sense here taken, then education is a process almost wholly peculiar to human beings.¹³

Through education the child acquires control over the instrumentalities of civilization, and learns to participate in the life of his time. Therefore the only guide to a sound educational program is to be found in a critical analysis of this life. Such an analysis shows that there are six great interests about which human nature is given expression. Men must always care for their bodies, rear their children, secure the economic necessities, organize for civic action, engage in recreation, and satisfy their religious cravings. Such an education would, to the limit of his capacity, fit each man to perform justly, skillfully, and magnanimously all the offices both private and public of a world citizen.¹⁴

12 Alexander Inglis, Principles of Secondary Education (Boston: Houghton Mifflin Company, 1918), pp. 366-367.

13 David Snedden, Educational Sociology (New York: The Century Company, 1922), pp. 300-301.

14 J. Crosby Chapman, and George S. Counts, Principles of Education (Boston: Houghton Mifflin Company, 1924), p. 194.

The aims . . . of the secondary school will now be stated in summarized form: (1) civic-social, moral responsibility; (2) recreational and aesthetic participation and appreciation; (3) occupational efficiency (inclusive of preparation for higher institutions for those planning to continue their education); and (4) physical efficiency.¹⁵

The ultimate aim of education is, of course, the self-realization of all persons. But, as we have seen, self-realization is to be achieved through a balanced participation in all institutions of society. The immediate aim of education is, therefore, to prepare young people for effective participation in those institutions. The institutions of society are the objectives of education. It follows as a corollary that the curriculum must be composed of the intellectual resources used in operating those institutions.¹⁶

I believe in a system of secondary education which has universal accessibility and maximum flexibility. I believe that we should put forth in this country all the energy we can command in the effort to supply the oncoming generation with the most stimulating ideas that we can offer. I believe that this duty will be most fully discharged by enriching the curriculum. . . . I believe that a discussion of American problems can be carried on in such a way that the young people in the schools will have a true idea of their privileges and opportunities and the public will be willing to support adequately the experiment of universal secondary education.¹⁷

Purposive education, therefore, demands that we ascertain what are the particular habits needed for one's vocational efficiency, for his cultural efficiency, for health, for civic efficiency; for morality, and for domestic efficiency; what are the particular bits of information needed in each of the careers; what are the ideals, the biases, the appreciations, and the methods of thinking that

¹⁵ Leonard V. Koos, The American Secondary School (Boston: Ginn and Company, 1927), p. 167.

¹⁶ Ross L. Finney, A Sociological Philosophy of Education (New York: The Macmillan Company, 1928), p. 93.

¹⁷ Charles H. Judd, The Unique Character of American Secondary Education (Cambridge: Harvard University Press, 1928), pp. 61-62.

are needed. These are the social objectives.¹⁸

Education may be tentatively defined, then, as the process by means of which the individual acquires experiences that will function in rendering more efficient his future action.¹⁹

Education is primarily for adult life, not for child life. . . . When we know what men and women ought to do along the many lines and levels of human experience, then we shall have before us the things for which they should be trained. The first task is to discover the activities which ought to make up the lives of men and women; and along with these, the abilities and personal qualities necessary for proper performance. These are the educational objectives. . . . The following is a classification that has been found serviceable: (1) language activities; social intercommunication; (2) health activities; (3) citizenship activities; (4) general social activities--meeting and mingling with others; (5) spare-time activities, amusements, recreations; (6) keeping one's self mentally fit--analogous to the health activities of keeping one's self physically fit; (7) religious activities; (8) parental activities, the up-bringing of children, the maintenance of a proper home life; (9) unspecialized or non-vocational practical activities; and (10) the labor of one's calling.²⁰

The search for values, purposes, and objectives of living with one's self, with nature, and with society, constitutes the very essence of the quest of a liberal education. Liberal education sets up the objectives of ends--the objectives of citizenship, of communication, of health, of vocations, of leisure-time activities, etc., because these represent certain great areas of values in life; nor can their development and control be left to chance. But these values are only hypothetical until they are realized in living.²¹

Education is not merely 'living'; on the contrary, it is guided

18 Charles C. Peters, Foundations of Educational Sociology (New York: The Macmillan Company, Revised Edition, 1930), p. 83.

19 William C. Bagley, The Educative Process (New York: The Macmillan Company, 1916), p. 22.

20 Franklin Bobbitt, How to Make a Curriculum (Boston: Houghton Mifflin Company, 1924), pp. 8-9

21 Herbert G. Lull, Principles of Elementary Education (New York: W. W. Norton and Company, Inc., 1935), p. 3.

living--guided living that eventuates in growth.²²

The life process is in some respects good and may by thoughtful endeavor be made better. Each endeavor to better it brings educative effect. The goal for education is to continue and enrich this life process by better thought and act, and this in turn is education again. Education thus is life and for life. Its goal is internal in the process. Such a goal is the only one that fits a growing world. Continued growing is its essence and end.²³

The great purpose of the school, therefore, is to prepare children for participation in an evolving, democratic, industrial society in which the individualistic and small-scale social activities of a century ago are rapidly being replaced by large-scale cooperative arrangements requiring new orientations on the part of all citizens.²⁴

The ultimate aim of education is individual and social efficiency.²⁵

A program designed to promote more adequate living would give primary recognition to the concept of education as the development of values, justifiable on the basis of their worth in enabling each individual to live his life more effectively, both as an individual and as a member of society.²⁶

The function of the school is not merely to conserve the values of the past, but to provide for the continuous reinterpretation of our cultural heritage so as to make it the servant and not the master of our lives.²⁷

22 Harold Rugg, American Life and the School Curriculum (Boston: Ginn and Company, 1936), p. 352.

23 William H. Kilpatrick, Education for a Changing Civilization (New York: The Macmillan Company, 1936), pp. 133-134.

24 John K. Norton, and Margaret A. Norton, Foundations of Curriculum Building (Boston: Ginn and Company, 1936), p. 551

25 West Virginia. State Department of Education, Tentative Program of Studies for Broad View of the World (Charleston, West Virginia: State Department of Education, 1937), p. 20.

26 William Wrinkle, The New High School in the Making (New York: American Book Company, 1938), p. 26.

27 Boyd H. Bode, How We Learn (Boston: D. C. Heath and Company, 1940), p. 298.

Education is nothing else than taking on the arts and sciences and moral attitudes which make up the fabric of civilization.²⁸

The true purpose of secondary education has never been found—and perhaps it never will be found, if the school is to serve the society of which it is a part. Goals will constantly be shifting. Nevertheless, the search is as essential as it is intriguing, and it cannot be intelligently conducted without an appreciation of certain factors contributing to the situation: (1) the road secondary education has traveled, (2) the present-day social scene, and (3) the youth to be served.²⁹

Education consists of helping children to develop in a way that is personally and socially satisfying. It consists, therefore, of providing the environment and opportunities, the stimuli and guidance, that will satisfy both the needs of the growing individual and the needs of the complex, changing society of which he is an integral part.

I have found it convenient to look at this whole process of education from four angles: first, we think of it in terms of the child as a person, having certain basic needs in common with all other persons. These needs are for health and happiness, or, to put it another way, for physical well-being and for mental and emotional well-being. Second, we think of education in terms of the child as an individual, a unique creation, differing from all others, with a need for self-expression, a need for following out his own characteristic pattern of development in work and play and thought. Third, we can see the child as a part of an intricate society which depends for its existence upon intercommunication, and in which, therefore, to play one's part, one must have mastery of the skills of reading, writing and arithmetic, a common basis of knowledge of history, geography, and conventions, like spelling, punctuation, and grammar. And fourth, we can see the organic unity of society and the need for helping each individual to realize that unity and to act in the light of this realization—much of character, all of citizenship and social responsibility, may be seen from this angle.³⁰

²⁸ Henry C. Morrison, The Curriculum of the Common School (Chicago: University of Chicago Press, 1940), p. 1.

²⁹ Harold Spears, The Emerging High School Curriculum (New York: The American Book Company, 1940), p. 372.

³⁰ Carleton Washburne, A Living Philosophy of Education (New York: The John Day Company, 1940), pp. xix-xx.

The purpose of education is to bring each human being to live, as nearly as practicable, in everything that he does in the way that is best for him. The method of education is for each individual to carry on all his activities all the time, as far as possible, in the way that is best for one of his nature, age, and situation. In the education of any person, the good life is both the objective and the process.³¹

"A Report of the Commission on the Reorganization of Secondary Education, Appointed by the National Education Association" in 1918 formulated the well-known seven cardinal principles of secondary education: (1) health, (2) command of the fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure time, and (7) ethical character.³² The Commission's report has probably received more attention during the past twenty years than has any other statement of principles.

The National Education Association through its various committee pronouncements has tried to state its position with reference to the social-economic goals of America. The report of a "Committee on Social-Economic Goals of America" made in July 1933, indicates some of the broad purposes that the secondary school curricula should take into account:

Most of our social maladjustments spring from conditions hostile to the realization of our native American faith and purpose. In

31 Franklin Bobbitt, The Curriculum of Modern Education (New York: McGraw-Hill Book Company, 1941), p. 5.

32 United States Department of the Interior, Bureau of Education, Cardinal Principles of Secondary Education (Bulletin 1918, No. 35; Washington, D. C.: Superintendent of Documents, 1918), pp. 1-32.

interpreting this faith and purpose for the life of today we reaffirm as our most cherished ideal the opportunity for all our people to develop free, cooperative, rich lives, to stand confidently on their own feet, to judge clearly and effectively by means of their own trained intelligence, to act vigorously as occasion requires, to enjoy the highest values that modern life now offers to the most privileged, and to engage joyously in the free exchanges of a shared life. This ideal determines the nation's social and economic goal. . . .

Social and economic policies and practices must be judged by what they do to enrich the lives of individuals. Therefore, the desirable social-economic goals of America are stated in terms of the things we covet in the highest degree for the largest number of Americans: (1) hereditary strength, (2) physical security, (3) participation in an evolving culture, (4) an active, flexible personality, (5) suitable occupation, (6) economic security, (7) mental security, (8) equality of opportunity, (9) freedom, and (10) fair play.³³

A more recent statement of the purposes of education was published in 1938, by the Educational Policies Commission.³⁴ The Commission states four major goals for education and recognizes them as "vantage points from which the purposes of education may be studied" as a whole. The qualities and conduct to be encouraged by all educational agencies for all American citizens" are classified under the following major groups:

1. The Objectives of Self-Realization
2. The Objectives of Human Relationship
3. The Objectives of Economic Efficiency
4. The Objectives of Civic Responsibility

³³ Journal of the National Education Association, "What are the Desirable Social-Economic Goals for America?" Journal of the National Education Association, 23:6-11, January, 1934.

³⁴ Educational Policies Commission, The Purposes of Education in American Democracy (Washington, D. C.: The National Education Association, 1938), p. 157.

These four major aspects of educational purpose are not separate and distinct areas but are instead, closely interrelated. The Commission considers that each of these objectives is capable of being divided and accordingly has listed forty-three purposes, toward which human beings may aspire, if they wish to be considered as "educated."

What are some of the stated purposes of the social studies in the secondary schools?

The answer to the above question will reflect the philosophy of the person or committee who is making a statement of purposes for the social studies in the secondary schools. Instead of listing the purposes of the different subjects in the social studies field, statements of the purposes of the social studies in general have been selected from some of the courses of study. These statements of purpose are not all-inclusive nor comprehensive but they do cover some different points of view on what the purposes of the social studies should be.

Social Studies Objectives:

1. To build within the pupil a rational patriotism and to maintain the democratic standards of our national life.
2. To instill in the pupil an appreciation of his rights, duties, privileges, and responsibilities as a citizen.
3. To acquaint the pupil with the communities of which he is a part, their conditions and their problems.
4. To impress the pupil with the necessity of cooperative effort in this world of increasing interdependence.
5. To develop within the pupil a loyalty for our basic institutions, with the understanding that they must be adjusted to changing conditions.
6. To train the pupil to select and weigh evidence with an open mind, so that he will think through social situations with truth as a goal.

7. To cultivate on the part of the pupil tolerance and a friendly attitude toward the customs, ideals, and traditions of other peoples.
8. To impress the pupil with his indebtedness to other people-- past and present, in order to stimulate him to make his own contribution to progressive society.
9. To broaden and enrich the pupil's life through the awakening and growth of cultural interests.
10. To help the pupil to acquire the habit of considering the historical background of a current problem in attempting to solve it.
11. To encourage the pupil to acquire the habit of reading extensively concerning social affairs.
12. To give the pupil an understanding of the economic system of which he is a part, and to help him find a place for himself in it. ³⁵

The purpose of this course is to enable pupils to act intelligently and in a socially desirable manner as citizens of the United States of America. ³⁶

So that the teacher may not become lost in a midst of numerous meaningless or little-understood aims and objectives we suggest only a few: (1) to give pupils a better understanding of present-day life, (2) to acquaint them with their responsibilities as members of American society, and (3) to impart to them an understanding of the place of this community in the family of nations. In all teaching, the aim of character education should be kept in mind. ³⁷

Aims: the constant aim of the social studies is training for active and intelligent citizenship. This aim must be regarded as of first importance whether the subject is history, civics, or economics. Furthermore, the test of the teaching of the social studies is the conduct of the pupils themselves. Their reaction toward school life, their attitudes toward the common relationships of the home and the street. Citizenship is an active not a passive condition. Hence training for citizenship is training for proper action

³⁵ Indiana. Tentative Social Studies Course of Study in Twelfth Year American Problems (Evansville; Public Schools, 1935, Rev. 1936), P. 1.

³⁶ California. Some Problems of American Citizenship (Social-Cultural America, Second Revision, B-11 Social Studies; Los Angeles: City School District, School Publication, No. 277, 1936), p. 14.

³⁷ Washington, D. C. Course of Study in History, Geography, and the Other Social Studies (Washington, D. C.: Board of Education, Rev. April, 1938), p. vii.

within the social relationships, and especially those that have to do with government. The course in social studies must therefore attempt (1) to set up right ideals and proper standards of conduct, (2) to direct action in accordance with ideals until it becomes habitual.³⁸

The function of the social studies is that of making it possible for the student to become increasingly competent in meeting those situations involving human relationships with which he is and will be confronted.³⁹

The function of social studies very broadly conceived is to guide the growth and development of youth in society.⁴⁰

The social studies program forms the core of the modern curriculum, in that its aim is to help children to understand the world in which they live, to the end that they may live happily and successfully, and that they may contribute intelligently to the welfare of others. With this aim in mind, the learning outcomes are expressed as adaptations or modifications in social behavior brought about by the development of new attitudes of understanding and appreciation, and by the acquisition of special abilities.⁴¹

Objectives of the social studies:

1. To give the pupil a cultural background which will enable him to live a fuller life as an individual, and a social understanding which will enable him to function better as a member of society.
2. To develop certain basic ideas such as:
 - a. The inevitability of change
 - b. The importance of natural environment in determining human development.

38. Maine. High School Manual (Part II; Augusta: State Department of Education, 1938), p. 1.

39 Texas. Teaching Social Studies (Bulletin No. 392, Vol. XIV, No. 12, November, 1938; Austin: State Department of Education, 1938), p. 9.

40 Pennsylvania. Suggestions for Developing a Social Studies Program in the Secondary School (Bulletin 411; Harrisburg: State Department of Education, 1939), p. 10

41 Utah. A Unified Course in the Social Studies for the Senior High Schools of Utah (Revised; Salt Lake City: State Department of Public Instruction, 1939), p. 1.

- c. The continual conflict between groups for control of government.
 - d. The unvarying aspects and influences of industrialization on human living.
3. To give pupils a knowledge of sources.
 4. To assist pupils in developing an objective way of thinking.
 5. To assist pupils in developing certain abilities and habits of work such as:
 - a. The ability to locate needed information.
 - b. The ability to read and comprehend the information.
 - c. The ability to evaluate the worth of information.
 - d. The ability to apply the information to the solution of problems.
 - e. The ability to work cooperatively with others.
 - f. The ability to initiate a task and to carry it to completion.⁴²

The development of good citizens is the chief function of social studies. . . . Finally, the teacher will remember that the social studies should have as their goals the:

1. Mastery of facts (a) for general information and culture, (b) as the basis for reasoning.
2. Establishment of skills as tools, such as (a) ability to use maps, encyclopedias, and source books, (b) ability to search for facts as against propaganda.
3. Formation of desirable attitudes such as (a) appreciation of our own culture and institutions, (b) appreciation of other groups' culture and institutions, (c) realization of one's own civic responsibilities.

With these in mind, the teacher must so organize his planning, his teaching, and his testing that they shall best make possible the realization of all three goals.⁴³

Additional well-formulated statements of the purposes of the social studies may be found in the following selected references:

American Historical Association, Conclusions and Recommendations of the Commission (Report of the Commission on the Social Studies). New York: Charles Scribner's Sons, 1934, pp. 30-43.

⁴² Oregon. Social Studies (Course of Study, State of Oregon, High Schools; Salem: State Department of Education, 1939), pp. 8-9.

⁴³ Oklahoma. Handbook for High School Courses (Oklahoma City: State Department of Education, 1940), pp. 8-11.

- Barnes, C. C., editor, The Contribution of Research to the Teaching of the Social Studies (Eighth Yearbook). Washington, D. C.: The National Council for the Social Studies, 1937, pp. 21-43.
- Beard, Charles A., A Charter for the Social Sciences (Part I: Report of the Commission on the Social Studies, American Historical Association). New York: Charles Scribner's Sons, 1932, 122 pp.
- _____, The Nature of the Social Sciences (Part VII: Report of the Commission on the Social Studies, American Historical Association). New York: Charles Scribner's Sons, 1934, pp. 157-230.
- Bining, Arthur C., and David H. Bining, Teaching the Social Studies in Secondary Schools. New York: McGraw-Hill Book Company, Inc., 1935, pp. 32-53.
- Dawson, Edgar, Teaching the Social Studies. New York: The Macmillan Company, 1928, pp. 255-272.
- Fancier, D. G., and C. C. Crawford, Teaching the Social Studies. Los Angeles: C. C. Crawford, 1932, pp. 39-84.
- Johnson, Henry, Teaching of History. New York: The Macmillan Company, 1940, pp. 105-129.
- Kimmel, William G., Instruction in the Social Studies (United States Office of Education Bulletin 1932, No. 17: National Survey of Secondary Education, Monograph No. 21). Washington, D. C.: Superintendent of Documents, 1933, pp. 5-19
- Krey, A. C., A Regional Program for the Social Studies. New York: The Macmillan Company, 1938. 140 pp.
- National Education Association, Department of Superintendence, The Social Studies Curriculum (Fourteenth Yearbook). Washington, D. C.: The National Education Association, 1936, pp. 51-62.
- Schwarz, John, Social Study in the Elementary School. New York: Prentice-Hall, Inc., 1938. 215 pp.
- Smith, Donnal V., Social Learning. New York: Charles Scribner's Sons, 1937, pp. 18-33
- Swindler, Robert E., Social Studies Instruction. New York: Prentice-Hall, Inc., 1933, pp. 137-174.

Wesley, Edgar B., Teaching the Social Studies. Boston: D. C. Heath and Company, 1937, pp. 159-180.

Wilson, Howard E., Education for Citizenship (The Regents' Inquiry). New York: The McGraw-Hill Book Company, Inc., 1938. 272 pp.

What purposes of education in American democracy would the teachers of the social studies in the secondary schools of Kansas emphasize?

A study made with the cooperation of the teachers of the social studies in Northeastern Kansas to determine the emphasis in the subject areas and in the school division that should be given to the "Purposes of Education in American Democracy" was completed by the writer in the spring of 1940. A letter was sent to the superintendents of seven selected first and second class cities and to the principals of two rural high schools in Northeastern Kansas, requesting the names of teachers of social studies in the junior and senior high schools located in the respective cities. Replies were received from eight of those school administrators who provided a list of the names of 114 teachers of the social studies.

Check sheets^a containing the forty-three purposes of education as proposed by the Educational Policies Commission were prepared and sent to these 114 teachers. The teachers were asked to check each purpose twice: first, to indicate the subject area where emphasis should be given, and second, to indicate the school division in which emphasis should be given.

^a See Appendix B for a copy of the check sheet.

Eighty-seven check sheets were returned by the teachers. Fourteen of these check sheets were incomplete. The remaining seventy-three check sheets were used to compile the tables which follow.^b

Twenty-seven check sheets were filled out by senior high school teachers, and the other fifty-six check sheets were marked by junior high school teachers. While the tables^b presented are a compilation of the seventy-three completed check sheets, there is close agreement between the marks recorded by the junior high school social studies teachers and those recorded by the teachers of social studies in the senior high schools.

^b Tables III and IV

TABLE III

PERCENTAGES OF TEACHERS SIGNIFYING THE SUBJECT AREAS WHERE EMPHASIS SHOULD BE GIVEN TO THE PURPOSES OF EDUCATION AS INDICATED BY 73 TEACHERS OF THE SOCIAL STUDIES IN KANSAS, 1939-1940

In order that pupils may achieve the Objectives of Self-Realization, the following purposes should be emphasized:	Major emphasis in the social studies	Major emphasis in other subjects than the social studies	Emphasis in both social studies and other subjects
1. Develop an appetite for learning	4	3	93
2. Acquire the ability to speak the mother tongue clearly	3	27	70
3. Learn to read the mother tongue efficiently	5	22	73
4. Learn to write the mother tongue effectively	1	38	61
5. Learn to solve personal problems of counting and calculating	3	77	20
6. Acquire skill in listening and observing	16	4	80
7. Get the basis for understanding facts concerning health and disease	16	42	42
8. Learn how to protect personal health and that of dependents	15	40	45
9. Learn to work on the improvement of the health of the community	46	8	46
10. Know the mental resources for the use of leisure	12	14	74
11. Learn how to give responsible direction to own life	26	5	69
12. Develop the ability to appreciate beauty	3	35	62
13. Develop the capacity to be a participant and spectator in many sports and other pastimes	7	59	34

NOTE: This table should be read as follows: 4 percent of the teachers believe that the purpose of developing an appetite for learning should receive major emphasis in the social studies; 3 percent believe this purpose should be given major emphasis in other subjects than the social studies; and 93 percent believe this purpose should be emphasized in both social studies and other subject areas, etc., for each of the purposes in the table.

TABLE III (continued)

PERCENTAGES OF TEACHERS SIGNIFYING THE SUBJECT AREAS WHERE EMPHASIS SHOULD BE GIVEN TO THE PURPOSES OF EDUCATION AS INDICATED BY 73 TEACHERS OF THE SOCIAL STUDIES IN KANSAS, 1939-1940

	Major emphasis in the social studies	Major emphasis in other subjects than the social studies	Emphasis in both social and other subjects
In order that pupils may achieve the Objectives of Human Relationship, the following purposes should be emphasized:			
14. Develop the ability to put human relationships first	70	0	30
15. Develop the capacity to enjoy a rich, sincere, and varied social life	20	11	69
16. Learn to observe the amenities of social behavior	27	8	65
17. Develop the ability to appreciate the family as a social institution	75	0	25
18. Acquire the ability to maintain democratic family relationships	63	0	37
19. Acquire the ability to work and play with others	15	10	75
20. Learn to conserve family ideals	51	1	48
21. Acquire skill in home making	18	44	38
In order that pupils may achieve the Objectives of Economic Efficiency, the following purposes should be emphasized:			
22. Learn to select own occupation	44	7	49
23. Develop the ability to succeed in personally selected vocation	29	10	61
24. Develop the ability to appreciate and know the satisfaction of good workmanship	4	10	86
25. Acquire the ability to maintain and improve personal efficiency	3	7	90
26. Acquire the ability to appreciate the social value of personal work	55	1	44
27. Develop the ability to plan the economics of personal living	44	4	52
28. Learn to develop standards for guiding personal expenditures	30	14	56
29. Acquire the ability to take appropriate measures to safeguard personal interests	26	5	69
30. Learn to be an informed and skillful buyer	27	16	57
31. Get an understanding of the requirements and opportunities for various jobs	42	5	53

TABLE III (concluded)

PERCENTAGES OF TEACHERS SIGNIFYING THE SUBJECT AREAS WHERE EMPHASIS SHOULD BE GIVEN TO THE PURPOSES OF EDUCATION AS INDICATED BY 73 TEACHERS OF THE SOCIAL STUDIES IN KANSAS, 1939-1940

	Major emphasis in the social studies	Major emphasis in other subjects than the social studies	Emphasis in both social studies and other subjects
In order that pupils may achieve the Objectives of Civic Responsibility, the following purposes should be emphasized:			
32. Learn to accept personal civic duties	77	0	23
33. Develop the capacity to become sensitive to the disparities of human circumstance	55	1	44
34. Acquire the ability to act to correct unsatisfactory conditions	58	1	41
35. Develop the ability to respect honest differences of opinion	37	1	62
36. Acquire a regard for the nation's resources	67	0	33
37. Acquire the ability to be a cooperating member of the world community	56	1	43
38. Learn how to act upon an unswerving loyalty to democratic ideals	62	0	38
39. Acquire defenses against propaganda	70	3	27
40. Learn to respect the law	51	0	49
41. Develop the ability to be economically literate	41	4	55
42. Acquire the desire to seek to understand social structures	81	3	16
43. Acquire the ability to measure scientific advance by its contribution to general welfare	55	5	40

TABLE IV

PERCENTAGES OF TEACHERS SIGNIFYING THE SCHOOL DIVISION WHERE EMPHASIS SHOULD BE GIVEN TO THE PURPOSES OF EDUCATION AS INDICATED BY 73 TEACHERS OF THE SOCIAL STUDIES IN KANSAS, 1939-1940

In order that pupils may achieve the Objectives of Self-Realization, the following purposes should be emphasized:	Major emphasis in the junior high school	Major emphasis in the senior high school	Emphasis in both junior and senior high schools
1. Develop an appetite for learning	8	7	85
2. Acquire the ability to speak the mother tongue clearly	15	10	75
3. Learn to read the mother tongue efficiently	26	5	69
4. Learn to write the mother tongue effectively	15	12	73
5. Learn to solve personal problems of counting and calculating	33	14	53
6. Acquire skill in listening and observing	12	11	77
7. Get the basis for understanding facts concerning health and disease	20	11	69
8. Learn how to protect personal health and that of dependents	5	11	84
9. Learn to work on the improvement of the health of the community	3	18	79
10. Know the mental resources for the use of leisure	5	20	75
11. Learn how to give responsible direction to own life	4	31	65
12. Develop the ability to appreciate beauty	7	11	82
13. Develop the capacity to be a participant and spectator in many sports and other pastimes	5	10	85

NOTE: This table should be read as follows: 8 percent of the teachers believe that the purpose of developing an appetite for learning should receive major emphasis in the junior high school; 7 percent believe this purpose should be given major emphasis in the senior high school; and 85 percent believe this purpose should be emphasized in both the junior and senior high schools, etc., for each of the purposes in the table.

TABLE IV (continued)

PERCENTAGES OF TEACHERS SIGNIFYING THE SCHOOL DIVISION WHERE EMPHASIS SHOULD BE GIVEN TO THE PURPOSES OF EDUCATION AS INDICATED BY 73 TEACHERS OF THE SOCIAL STUDIES IN KANSAS, 1939-1940

	Major emphasis in the high school	Major emphasis in the junior senior high school	Emphasis in both junior and senior high schools
In order that pupils may achieve the Objectives of Human Relationship, the following purposes should be emphasized:			
14. Develop the ability to put human relationships first	3	20	77
15. Develop the capacity to enjoy a rich, sincere, and varied social life	1	27	72
16. Learn to observe the amenities of social behavior	3	11	86
17. Develop the ability to appreciate the family as a social institution	7	20	73
18. Acquire the ability to maintain democratic family relationships	4	14	82
19. Acquire the ability to work and play with others	16	0	84
20. Learn to conserve family ideals	5	22	73
21. Acquire skill in home making	3	46	51
In order that pupils may achieve the Objectives of Economic Efficiency, the following purposes should be emphasized:			
22. Learn to select own occupation	5	70	25
23. Develop the ability to succeed in personally selected vocation	1	66	33
24. Develop the ability to appreciate and know the satisfaction of good workmanship	5	8	87
25. Acquire the ability to maintain and improve personal efficiency	4	12	84
26. Acquire the ability to appreciate the social value of personal work	3	41	56
27. Develop the ability to plan the economics of personal living	1	44	55
28. Learn to develop standards for guiding personal expenditures	5	26	69
29. Acquire the ability to take appropriate measures to safeguard personal interests	5	31	64
30. Learn to be an informed and skillful buyer	3	62	35
31. Get an understanding of the requirements and opportunities for various jobs	5	62	33

TABLE IV (concluded)

PERCENTAGES OF TEACHERS SIGNIFYING THE SCHOOL DIVISION WHERE EMPHASIS SHOULD BE GIVEN TO THE PURPOSES OF EDUCATION AS INDICATED BY 73 TEACHERS OF THE SOCIAL STUDIES IN KANSAS, 1939-1940

	Major emphasis in the junior high school	Major emphasis in the senior high school	Emphasis in both junior and senior high schools
In order that pupils may achieve the Objectives of Civic Responsibility, the following purposes should be emphasized:			
32. Learn to accept personal civic duties	5	14	81
33. Develop the capacity to become sensitive to the disparities of human circumstance	1	41	58
34. Acquire the ability to act to correct unsatisfactory conditions	1	38	61
35. Develop the ability to respect honest differences of opinion	5	16	79
36. Acquire a regard for the nation's resources	5	29	66
37. Acquire the ability to be a cooperating member of the world community	7	11	82
38. Learn how to act upon an unswerving loyalty to democratic ideals	1	27	72
39. Acquire defenses against propaganda	4	51	45
40. Learn to respect the law	7	5	88
41. Develop the ability to be economically literate	5	48	47
42. Acquire the desire to seek to understand social structures	1	66	33
43. Acquire the ability to measure scientific advance by its contribution to general welfare	0	66	34

To realize the purposes of education in American democracy, a majority of these teachers in the selected junior and senior high schools of Northeastern Kansas believe that: (1) thirty-five of the forty-three purposes of education in American democracy should be emphasized in both the junior and senior high schools; (2) eight of the purposes of education in American democracy should receive major emphasis in the senior high school; (3) none of the purposes of education in American democracy should receive major emphasis only in the junior high school; (4) the teachers of the social studies should emphasize the purposes of civic responsibility; (5) the teachers of the social studies should stress the purposes of human relationship and economic efficiency; (6) the teachers of the social studies should share responsibility with the teachers of other subject areas in developing the purposes of self-realization.

In the light of these findings it may be assumed that these teachers of the social studies in Northeastern Kansas believe that all subject areas should be utilized for complete realization of the purposes of education in American democracy. To realize the purposes as stated, the teachers of both the junior and senior high schools should emphasize the purposes of education in American democracy and should participate in the developmental processes whereby individuals become educated citizens.

A majority of these teachers of the social studies in the selected secondary schools of Northeastern Kansas have indicated twenty purposes which they believe should be the ones to receive major emphasis in the social studies of the senior high schools. The twenty purposes which have thus been indicated may be stated as follows: In order that pupils may achieve the objectives of human relationship, economic efficiency,

and civic responsibility, the following purposes should be emphasized:

1. Develop the ability to put human relationships first.
2. Develop the ability to appreciate the family as a social institution.
3. Acquire the ability to maintain democratic family relationships.
4. Acquire skill in home making.
5. Learn to select own occupation.
6. Develop the ability to succeed in personally selected vocation.
7. Acquire the ability to appreciate the social value of personal work.
8. Learn to be an informed and skillful buyer.
9. Get an understanding of the requirements and opportunities for various jobs.
10. Learn to accept personal civic duties.
11. Develop the capacity to become sensitive to the disparities of human circumstance.
12. Acquire the ability to act to correct unsatisfactory conditions.
13. Acquire a regard for the nation's resources.
14. Acquire the ability to be a cooperating member of the world community.
15. Learn how to act upon an unswerving loyalty to democratic ideals.
16. Acquire defenses against propaganda.
17. Learn to respect the law.
18. Develop the ability to be economically literate.
19. Acquire the desire to seek to understand social structures.
20. Acquire the ability to measure scientific advance by its contribution to general welfare.

It seems within the limits of this study to conclude that the twenty purposes of education as listed above may well receive the major attention of the teachers of the social studies. This does not mean that the teachers of the social studies would ignore the other twenty-three purposes as recorded by the Educational Policies Commission.

Accepting these purposes as the ones that should receive the attention of the teachers of the social studies, it is to be assumed that the next task is to select materials and content which will assist with the realization of these purposes. The problems in the following chapter have been organized and are presented with the idea that they will meet the purposes of education as described in the preceding pages.

CHAPTER III

PROBLEMS

How may the purposes of education be realized through the social studies?

Curriculum builders, teachers, administrators, supervisors, and others, should consider the general purposes of education as they cooperatively assist with the planning of the social studies program. In this way, the purposes which the teachers of the social studies accept as their special responsibility will be brought into focus and experiences will be selected and planned so that these particular purposes may be realized.

How may instruction be organized to meet the purposes of education?

Those who plan the organization of instruction in the social studies field should constantly keep in mind the purposes of education. Materials will be selected accordingly as they meet or fail to meet the purposes as stated.

The plans of organization used in connection with the social studies may be classified into the following three types:

(1) separate subject courses in geography, history, civics, economics, sociology, and other social studies; (2) general social science courses with the materials from different fields organized in a definite relationship to the social studies as a whole, and (3) an integrated curriculum in which the social studies are organized with or without the preservation of their identity, in a definite relationship to the entire curriculum.¹

¹ National Education Association, Department of Superintendence, The Social Studies Curriculum. Fourteenth Yearbook. (Washington, D. C.: The Department of Superintendence, 1936), p. 179.

Curriculum workers have attempted to select materials and organize instruction in a variety of ways. Various terms have been used to describe the place where emphasis is expected to be given in the different practices used for organizing instruction. Examples of some of the terms used to describe different practices in organizing instruction are: subjects, projects, themes, problems, units, and a number of others not so readily confined to one word.

The writer of this handbook has chosen the term "problem" as the one best suited for the organization of instruction in the social studies of the upper years of the secondary schools. This does not indicate a desire to minimize the importance of other plans for organization of instruction but rather a belief that the problem plan of organization more nearly meets the scheme of organization herein described.

What is a problem?

A problem is a perplexing situation confronted by an individual which he recognizes as requiring his attention.

What procedure may be followed in attempting the solution of a problem?

In attempting the solution of a problem, a teacher will assist his pupils to do the following things: first, recognize the problem and feel or express a desire to solve it; second, define the problem; third, collect, organize, and evaluate all data that are pertinent to the problem; fourth, use the organized data which apply to the problem to formulate a tentative answer or conclusion; and fifth, test the answer or conclusion. If weakness is discovered as a result of the testing mentioned in step five above, the whole process will need to be repeated.

Attention may be called to the fact that in solving a given problem, related questions or problems of minor or major importance will occur. These should be carefully recorded for future reference after the major problem under consideration is disposed of satisfactorily. These related problems saved for future reference may lead into another series of problem solving activities involving the entire group. Or certain interested individuals within the group may wish to attempt the solution of such problems as time permits. By following this scheme the group will learn to complete the problems they attempt before permitting other questions to absorb their interest. At the same time they will learn to file questions which appear to have future value.

What basic skills or abilities are involved in collecting information bearing on the solution of a problem?

Some of the abilities which will assist pupils who are collecting information bearing on the solution of a problem are:

1. Ability to use the facilities of the library
 - a. Card catalogues
 - b. Periodical guides
 - c. Reference books
 - d. Classification systems
2. Ability to use books effectively
 - a. Contents and chapter headings
 - b. Indexes, appendices, glossaries, annotations
 - c. Bibliographies
3. Ability to secure exact information from books
 - a. Recognition of the sentence as the unit of thought
 - b. Recognition of the central idea
 - c. Acquiring a vocabulary
 - d. Restating an idea
 - e. Improving reading ability
4. Ability to secure first-hand information by experiments
 - a. Acute observation
 - b. Recognizing experimental factors
 - c. Recognizing constant or control factors
 - d. Resourcefulness in suggesting experimental procedures for variables and controls
 - e. Manipulation of materials and equipment

5. Ability to secure information through interviews and conferences
6. Ability to secure information through visual aids.²

What terms are proposed in this handbook from which problems may be stated and how were these terms selected?

The terms proposed in this handbook from which problems may be stated are listed in alphabetical order in Table VI.

The 118 terms listed in Table VI were selected as the result of a study conducted by the writer to determine the terms used the greatest number of times in the indexes of thirty-three selected textbooks suitable for use in the social studies classes of the senior high school.

The textbooks suitable for use in the social studies as indicated by the catalogues of the publishers listed in the 1939 Price List³ were sent to the Curriculum Laboratory of the University of Kansas by the publishers for use in this study. Other advertising matter, in addition to the catalogue description of each book sent by the publishers, was carefully checked to determine whether the book was recommended as suitable for use as a social studies text. The preface, table of contents, and author's foreword to teachers or pupils, were also examined by the writer to determine suitability for use as a social studies textbook. No book was included in this study whose copyright date or revised copyright date was earlier than 1934. At least seventeen of the thirty-three books selected for this study were written by individuals directly con-

² Elwood D. Heiss, Ellsworth S. O'Bourn, and C. Wesley Hoffman, Modern Methods and Materials for Teaching Science (New York: The Macmillan Company, 1940), pp. 37-38.

³ Kansas. State Board of Education, (School Book Department). 1939 Price List. (Topeka, Kansas: State Department of Education, 1939), p. 4.

nected with teaching or supervision of the social studies in secondary schools.^a

The thirty-three texts selected for use in this study may be divided into these three general classes: (1) American problems and government, eleven textbooks; (2) sociology, eight textbooks; and (3) economics, fourteen textbooks.

Terms used in the index of each of the thirty-three textbooks were recorded on filing cards. The filing cards which contained these terms were alphabetized according to the first letter of each term and then, as determined by the number of times a given term was recorded in different textbooks, those used less frequently were eliminated. Finally, in order to be included in Table V, each term had to be found in: (1) the indexes of fifteen or more textbooks, or (2) mentioned in: (a) two American problems and government textbooks, and (b) two sociology textbooks, and (c) six or more economics textbooks; or various combinations of (a), and (b), and (c), so that the term was required to be recorded in the indexes of two different textbooks of each of the three divisions and in a total of at least ten textbooks.

In addition to the elimination of the terms by the use of the above criteria, all names of individuals were eliminated. All terms used to indicate geographical locations also were eliminated. Furthermore, the terms in the indexes which indicated "acts" or "laws" were eliminated. And lastly, all terms which indicated: associations, firms, boards, bureaus, commissions, departments, funds, institutes, or organizations, were eliminated.

^a See Table V for data pertaining to the textbooks selected.

TABLE V

ANALYSIS OF THIRTY-THREE SELECTED SOCIAL STUDIES TEXTBOOKS USED IN THIS STUDY

Key letter of book	Author or authors	Title of book	Publisher	Copyright date	Number of chapters	Number of pages	Total number of terms in index
a	Steinberg, S. Lamm, Lucien	Our Changing Government	Lippincott	1938	20	541	709
b	Keohane, R. E. Keohane, M. P. McGoldrick, J. D.	Government in Action	Harcourt Brace	1937	29	845	658
c	Patterson, S. H. Little, A. W. S. Burch, H. R.	Problems in American Democracy	Macmillan	1938	33	726	576
d	Walker, S. E. Beach, W. G. Jamison, O. G.	American Democracy and Social Change	Scribner's	1938	11 (units)	687	931
e	Magruder, F. A.	American Government	Allyn and Bacon	1939	39	710	673
f	Eckenrode, H. J. Morgan, D. S. Corson, J. J.	This Government	Johnson Publishing Company	1938	28	540	649
g	Kinneman, J. A. Browne, R. G. Ellwood, R. S.	The American Citizen	Harper	1938	25	562	889
h	Reed, T. H.	Form and Functions of American Government	World Book Company	1936	40	538	530
i	Houghton, N. D.	Realities of American Government	Macmillan	1937	36	789	997
j	Hill, Howard C.	Life and Work of the Citizen	Ginn and Company	1935	23	637	623
k	Lapp, J. A. Weaver, R. B.	The Citizen and His Government	Silver Burdett	1936	22	680	836

TABLE V (continued)

ANALYSIS OF THIRTY-THREE SELECTED SOCIAL STUDIES TEXTBOOKS USED IN THIS STUDY

Key letter of book	Author or authors	Title of book	Publisher	Copyright date	Number of chapters	Number of pages	Total number of terms in index
l	Beach, W. G. Walker, E. E.	Social Problems and Social Welfare	Scribner's	1937	5 (units)	431	825
m	Ross, E. A.	Civic Sociology	World Book Company	1937	32	415	223
n	Finney, R. L.	Elementary Sociology	Benjamin H. Sanborn Company	1939	19	340	311
o	Quinn, J. A.	The Social World and Its Institutions	J. B. Lippincott	1937	32	992	533
p	Gavian, R. W.	Society Faces the Future	D. C. Heath	1938	27	656	309
q	Landis, P. H. Landis, J. T.	Social Living	Ginn and Company	1938	35	672	847
r	Gavian, R. W. Gray, A. A. Groves, E. R.	Our Changing Social Order	D. C. Heath	1939	30	684	250
s	Elliott, M. A. Merrill, F. E. Wright, D. G. Wright, C. O.	Our Dynamic Society	Harper and Brothers	1935	28	380	825
t	Corbett, J. F. Colvin, Minna	Modern Economics	Macmillan	1937	15 (units)	601	722
u	Dodd, J. H.	Introductory Economics	South-Western Publishing Company	1940	31	596	941
v	Lutz, H. L. Foote, E. W. Stanton, B. F.	Getting a Living	Row, Peterson, and Company	1940	38	687	649

TABLE V (concluded)

ANALYSIS OF THIRTY-THREE SELECTED SOCIAL STUDIES TEXTBOOKS USED IN THIS STUDY

Key letter of book	Author or authors	Title of book	Publisher	Copyright date	Number of chapters	Number of pages	Total number of terms in index
w	Beighey, C. Spanabel, E. E.	Economic and Business Opportunities	John C. Winston	1938	26	602	720
x	Thompson, C. M.	High School Economics	Benjamin H. Sanborn	1936	31	512	315
y	Klein, Jacob Colvin, Woolf	Economic Problems of Today	Lyons and Carnahan	1936	19 (units)	552	412
z	Atkins, W. E. Wubnig, Arthur	Our Economic World	Harper and Brothers	1936	32	413	194
A	Fay, C. R. Bagley, W. C.	Elements of Economics	Macmillan	1938	26	562	697
B	Janzen, Cornelius Stephenson, O. W.	Everyday Economics	Silver Burdett	1938	32	512	418
C	Sloan, H. S.	Today's Economics	Prentice-Hall	1938	12	332	366
D	Jones, L. L.	Our Business Life	Gregg	1936	29	660	419
E	Smith, A. H.	Economics (Revised Edition)	McGraw-Hill	1939	35	559	615
F	Michels, Rudolf	Economics	Gregg	1937	33	614	528
G	Shields, H. G. Wilson, W. H.	Consumer Economic Problems	South-Western	1940	32	767	611

TABLE VI

TERMS USED MOST FREQUENTLY IN THE INDEXES OF THIRTY-THREE SELECTED SOCIAL STUDIES TEXTBOOKS

Term	Textbooks where term is included in index ^a																																
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	A	B	C	D	E	F	G
accidents			x	x						x	x	x			x	x	x	x	x		x												
advertisers and advertising		x	x				x	x			x	x	x			x			x	x	x		x	x	x		x	x	x	x	x	x	
agriculture, agricultural problems	x	x	x	x	x			x	x	x	x	x	x	x	x	x			x		x	x	x	x	x		x	x	x	x		x	x
airplanes, air service, travel, etc.			x				x	x	x	x						x					x	x	x				x			x	x	x	
apprentice, apprenticeship training					x				x						x					x	x	x	x	x		x					x		
arbitration	x	x					x	x	x	x					x					x	x	x	x		x	x	x	x	x		x		
automobiles, automobile industry, and problems			x	x			x			x	x					x	x					x	x				x	x		x		x	x
banks and banking problems	x	x	x		x			x	x	x	x				x						x	x	x	x	x	x	x	x	x	x	x	x	
bonds	x	x	x	x	x	x		x	x	x											x	x	x	x	x	x	x	x		x		x	
budget, budgeting, etc.	x	x	x	x	x	x	x	x	x	x	x					x	x				x	x	x	x		x	x	x	x		x		
business and business problems		x	x	x			x	x	x	x	x	x	x								x	x	x	x	x	x	x	x	x	x	x	x	
business cycles		x	x														x	x	x	x	x	x				x	x	x		x		x	
capital, capitalism, capitalistic problems	x		x	x			x	x			x	x	x	x	x	x					x	x	x	x	x	x	x	x	x	x	x	x	
chain stores			x	x						x						x					x		x	x	x		x	x		x	x	x	
child labor	x	x	x	x	x			x	x	x	x	x	x			x	x				x	x	x	x	x		x	x		x	x		
church, christianity, church schools, etc.			x							x	x	x													x								
cities, city, and their problems	x	x	x	x	x	x	x	x	x	x	x	x															x			x		x	
communism, communist party, communist international, etc.	x	x	x	x	x	x	x	x	x														x	x	x		x					x	x
communities, community, etc.			x	x						x	x	x									x		x	x				x			x		
competition								x	x																								x

NOTE: This table should be read as follows: the term "accidents" is included in the index of each of the following books: c, d, h, l, m, p, q, r, s, t, and v, etc., for each of the terms listed.

a See Table V for the identity of the books mentioned here.

TABLE VI (continued)

TERMS USED MOST FREQUENTLY IN THE INDEXES OF THIRTY-THREE SELECTED SOCIAL STUDIES TEXTBOOKS

Term	Textbooks where term is included in index																																				
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	A	B	C	D	E	F	G				
conservation	x	x	x	x	x		x		x	x	x					x	x				x		x	x	x									x			
constitution of the U. S. etc.	x	x	x	x	x	x	x	x	x	x				x		x	x					x												x			
consumer information organizations	x	x	x		x								x		x							x	x	x	x	x		x	x	x	x			x			
consumption, goods, taxes, etc.			x						x	x												x	x	x	x			x	x	x	x	x	x				
cooperation		x	x	x					x	x				x	x	x						x	x				x							x			
cooperative and cooperatives etc.			x	x			x			x				x	x							x		x	x	x			x	x	x	x					
copyright, copyrights	x	x				x	x	x	x		x												x		x	x		x					x	x	x		
corporation, corporations, advantages		x			x			x	x	x				x		x						x		x	x	x	x	x	x	x	x	x	x	x	x		
crime and criminals, criminal cases, etc.		x	x	x	x			x	x	x	x	x	x	x	x	x	x						x		x												
democracy, ideals	x	x	x	x	x	x	x		x	x	x		x		x						x	x															
depression, (financial)			x	x				x	x	x	x					x					x	x	x	x	x	x			x				x	x	x		
dictator, dictatorship	x	x		x	x		x	x	x					x		x						x						x							x		
distribution of income, wealth, etc.		x	x		x							x		x								x						x	x	x	x	x	x				
education, schools, educational agencies, etc.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x								
employee, employer, employment, bureaus					x		x	x		x		x				x						x	x	x		x	x	x	x	x					x		
family and family problems	x		x	x						x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x							x			
farm, farmers, problem, relief, acreage	x	x		x	x	x	x		x	x	x		x		x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x			x		
fascism	x	x	x	x	x		x									x	x						x	x	x		x								x		
federal reserve bank system, act, etc.	x	x	x	x	x	x	x	x	x	x												x	x	x	x	x		x	x	x	x	x	x	x	x		
foreign commerce, exchange, trade	x	x	x		x			x	x	x						x							x	x	x		x	x	x	x	x				x		
franchise, franchises	x	x					x	x	x	x												x	x		x		x								x		
freedom, of contract, of enterprise, etc.				x	x		x	x																											x	x	
gold, money, certificate, contents of dollar			x		x					x	x																									x	x

TABLE VI (continued)

TERMS USED MOST FREQUENTLY IN THE INDEXES OF THIRTY-THREE SELECTED SOCIAL STUDIES TEXTBOOKS

Term	Textbooks where term is included in index																																		
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	A	B	C	D	E	F	G		
government	x	x	x	x	x	x	x	x	x	x	x						x	x		x	x	x	x		x		x		x	x	x				
health and health problems			x	x	x		x	x	x	x	x	x					x	x	x												x		x		
houses, housing		x	x	x	x		x	x		x	x					x	x	x	x		x			x					x				x		
immigrants, immigration, laws, groups	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x					x		x	x					x		
import, imports, definition, duties		x		x	x	x	x		x	x	x										x	x	x	x				x	x	x			x		
income, defined, distribution, capital		x	x	x	x		x									x	x	x				x	x	x	x	x	x	x			x	x	x		
industrial revolution			x	x			x			x		x	x	x	x					x	x	x	x	x			x					x			
industry, industries	x		x	x		x	x			x	x	x									x	x	x	x	x			x					x		
injunction, injunctions	x	x	x		x					x	x											x	x	x			x						x		
institutions		x	x				x	x				x		x	x	x					x	x	x			x									
insurance, insurance companies, laws			x						x	x	x	x	x								x	x	x	x	x	x	x	x	x	x	x	x	x		
invention, inventions		x	x	x						x						x	x	x	x	x				x				x	x					x	
investment, investors, banks, foreign, etc.			x				x						x	x										x	x	x	x	x					x	x	x
labor, laborers, etc.	x		x	x	x		x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x	x	
labor unions, organizations, etc.	x		x					x	x	x	x	x	x	x	x	x	x	x	x					x	x	x	x	x	x	x	x	x	x	x	
laissez faire	x	x	x				x								x	x									x	x		x	x	x				x	
land, lands, value, defined, forms, etc.				x	x	x	x	x					x	x																					
law, laws	x	x	x	x	x			x	x	x	x	x																							
lobby, lobbies, lobbyists	x	x	x	x	x		x	x	x	x																									
machines, machine age, industry, production				x	x								x	x	x	x																			
manufacturers, manufacturing				x	x	x		x																											
margin and marginal				x																															
market, markets, market price, etc.				x	x	x																													
minimum wages and minimum wage laws	x	x	x	x					x	x																									
money and monetary problems	x	x	x		x	x		x	x																										
monopoly, monopolies, kinds, prices	x	x	x																																

TABLE VI (continued)

TERMS USED MOST FREQUENTLY IN THE INDEXES OF THIRTY-THREE SELECTED SOCIAL STUDIES TEXTBOOKS

Term	Textbooks where term is included in index																																	
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	A	B	C	D	E	F	G	
national banks, system, act, notes, etc.	x		x		x	x		x	x												x	x	x	x	x	x	x	x	x	x	x			
natural resources	x	x	x	x		x			x	x						x		x				x					x	x				x		
nationalism	x		x	x			x				x				x		x	x	x		x						x							
occupations etc.	x	x		x											x			x					x	x				x	x		x			
old age, assistance, insurance, pensions			x	x		x		x	x	x	x					x	x	x	x	x	x	x	x	x			x					x	x	
patent, patents, patent office	x	x		x	x	x		x	x		x											x	x				x				x	x	x	
pensions, old age, government employees, etc.	x			x	x		x	x	x		x		x								x		x							x	x	x	x	
police, police courts	x	x		x			x	x	x	x	x				x						x			x	x		x	x	x				x	
politics, politicians, political parties	x	x		x	x	x	x	x	x	x	x	x	x					x	x															x
population	x		x	x	x	x					x	x	x			x	x	x	x	x			x			x	x	x	x				x	
poverty, problems		x	x	x							x	x			x	x	x	x		x	x		x				x							
price, prices			x	x	x										x			x			x	x	x	x	x	x	x	x	x	x	x	x	x	
production etc.	x		x	x	x					x					x						x	x	x	x	x	x	x	x	x	x	x	x	x	
professions and professional organ					x			x	x						x						x		x	x			x	x			x	x	x	
profits, profit sharing, profit motive			x	x											x	x			x			x	x	x		x	x	x	x	x	x	x	x	
propaganda	x		x	x			x				x	x				x	x	x			x		x				x							x
property, private, insurance, etc.	x		x	x			x	x		x	x				x	x					x	x	x	x			x	x			x	x	x	
public opinion	x	x	x	x			x		x	x	x	x			x	x	x	x	x															
public utilities	x	x	x	x	x			x		x											x	x	x		x	x	x	x	x					x
race problems in U. S., (negro problems)	x		x	x	x	x		x				x	x	x	x	x	x	x	x															
radio	x	x	x	x	x	x	x	x	x	x	x				x						x	x		x	x								x	
railways and railway problems	x	x	x	x	x	x	x	x	x	x	x	x				x					x		x		x	x	x	x	x	x	x	x	x	x
recreation	x	x	x	x			x	x	x	x	x				x	x	x																	
relief, of destitute, agencies, cost, etc.	x	x	x	x	x				x		x	x				x																		x

TABLE VI (concluded)

TERMS USED MOST FREQUENTLY IN THE INDEXES OF THIRTY-THREE SELECTED SOCIAL STUDIES TEXTBOOKS

Term	Textbooks where term is included in index																																							
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	A	B	C	D	E	F	G							
rights, of individual, of freedom, of labor		x			x				x	x					x	x					x					x	x		x					x	x					
savings, (savers), accounts, banks			x						x	x							x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x						
socialism	x	x			x			x		x		x	x	x	x	x									x	x	x						x	x						
soil, fertility, erosion, conservation				x	x	x						x					x	x					x						x					x	x					
standard of living				x	x							x		x			x	x	x	x	x	x	x	x				x						x	x					
state	x			x	x	x	x				x	x						x				x	x	x	x									x						
stock, exchange, markets, brokers			x		x				x	x								x				x	x	x	x	x	x		x	x	x	x	x	x	x					
strikes, labor, buyers, defined		x	x		x						x							x				x	x	x	x	x	x	x	x	x	x	x	x	x	x					
tariff	x	x	x	x	x	x	x	x	x		x	x					x				x	x	x	x			x	x	x	x	x	x	x	x	x					
tax, taxes, taxation, tax problems	x	x	x	x	x	x	x	x	x	x		x	x				x				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					
technology, technocrat, technical development		x			x	x							x		x							x	x												x	x				
trade, unions, agreements, barriers			x	x		x			x	x	x						x		x	x			x	x	x				x	x	x				x	x				
transportation	x	x	x	x	x		x				x	x	x	x							x		x	x	x	x			x	x					x	x				
trusts, trust companies	x		x				x	x	x		x															x	x	x	x	x	x	x	x	x	x	x	x			
unemployment, unemployed, etc.	x	x	x	x					x	x	x	x	x	x	x	x	x	x	x	x																				
unemployment insurance	x	x	x	x				x		x	x											x		x	x	x			x	x						x	x			
United States, geography, League, etc.				x		x				x	x	x	x																								x	x		
utility, (economic term)	x		x						x		x																										x	x		
wage, wages, wage-hour law, etc.			x	x	x					x																												x	x	
war	x	x	x	x					x	x	x	x	x																										x	
wealth, (economic term)	x			x	x																																		x	x
women, women in industry, rights, etc.		x	x	x	x																																			x
workmen's compensation	x	x	x		x																																		x	x
world war	x	x			x																																			x

Is it possible to formulate instructional problems and questions around the terms listed in Table VI?

Yes. As an example, the following three instructional problems or questions may be derived from a consideration of "accidents" which is the first term recorded in alphabetical order in Table VI:

1. How may accidents be prevented?
2. Why do we have accidents?
3. Why should society be concerned about accidents?

What use may a social studies teacher make of the terms as listed in Table VI?

The social studies teacher may use the terms listed in Table VI as a check list to determine whether his class is choosing or avoiding the problems which are mentioned most frequently by textbook writers in the field of the social studies.

If a textbook is required and has to be followed carefully, the teacher may use the 118 terms in Table VI to determine what problems should be included to supplement the textbook. The same procedure may be used for determining the shortcomings of a required "course of study."

Where no single textbook or "course of study" is required, the 118 terms may be used as a guide to possible problems to be solved. Teachers and pupils will select a problem which has meaning and is of interest to the pupils. For example, they may choose "accidents," due to the fact that during the summer three fatal accidents occurred in their community. The problem may be stated in any one of a variety of ways, possibly as follows: "How may accidents be prevented?" Organization of instruction for this problem may take the following form:

Accidents

Problem: How may accidents be prevented?

Purpose: In order that pupils may achieve the Objectives of Civic Responsibility, the following purpose should be emphasized: "Acquire the ability to act to correct unsatisfactory conditions."^a

Procedure: As the teacher and pupils meet together for the consideration of this or other problems, it is likely that the procedure will evolve along general democratic processes, perhaps as follows:

Teacher: This is a class in American problems. Each member of the group is constantly confronted with problems -- some of a personal nature, and also problems which are of more than a personal nature. (Here a few illustrations will be given to point out the difference between personal and group problems.) Some of the group problems we will consider will be of local interest only, others will be of interest to the citizens of the state as a whole, others will be of national concern, and a few perhaps of international interest. And some may be of local, state, national, and international interest. (Here illustrations will be given by the pupils to point out the nature of these problems. Due to the fact that three fatal accidents occurred in the community during the vacation months, "accidents" will be mentioned.)

This will lead to a statement of the problem, "How may accidents be prevented?" Also, to a statement of the main purpose of giving consideration to this problem: "The educated citizen acquires the ability to act to correct unsatisfactory conditions." (It is to be noted that

^a See purpose number twelve, page 34.

the pupils may not state the problem in the above words, but just as effectively or even more effectively. Also, they will not use the above terminology to formulate the purpose for giving attention to accidents. Again, the purpose stated in their own words undoubtedly will be much more meaningful to them than a purpose already stated by someone else.)

Pupils may propose ambiguously stated solutions of the problem, "How may accidents be prevented?" However, the more mentally alert pupils will raise a number of questions that need to be answered before the major problem under consideration can be solved: Why should accidents be prevented? Is it possible to reduce the number of accidents? What kind of accidents are there? Where do accidents occur? Where can information about accidents be obtained? These questions may be written on the blackboard by the teacher or a student. Or, a secretary of the class may record them during the class period and the teacher may have them mimeographed, if facilities are available. The teacher may suggest that each pupil secure by reading, or by interviews of adult members of the community, as many other questions about accidents as possible. At the next meeting of the class, the questions may be arranged and individuals or small groups will select the question or questions which they desire to investigate.

The pupils may engage in a great number of different activities as they gather data to be used in the solution of the problem. The nature of the data needed, the breadth of the problem, the ability of the pupils, the ingenuity of the teacher, and the type of community, are some of the factors which will determine the activities and possible content which will be used to develop the problem.

In attempting a solution of the problem: "How may accidents be prevented?" several of the following activities undoubtedly will be used:

Reading about accidents
 Interviewing citizens and officers
 Writing letters for information
 Making a community survey about accidents
 Listening to radio programs about accidents
 Collecting and mounting clippings of news stories, cartoons, poems, etc., about accidents
 Investigating to learn about accidents in other communities, states, and countries
 Making graphs and charts
 Arranging a bibliography on accidents
 Listening to a lecture on accidents by a citizen or officer
 Preparing and giving oral talks
 Collecting and mounting photographs of accidents
 Reading advertisements to learn of accident preventive features
 Relating (oral or written) own experiences with accidents
 Writing advertisements
 Writing plays
 Producing original plays
 Writing and giving radio skits
 Visiting judges of courts -- attending court
 Preparing and giving talks to grade schools, home rooms, service clubs, etc.
 Organizing clubs
 Making posters
 Planning assembly programs

An excellent list of activities suitable for use in the social studies is presented in the Fourteenth Yearbook of the Department of Superintendence under the following major headings:

Visual activities (thirteen)
 Listening activities (five)
 Oral activities (seven)
 Writing activities (eleven)
 Drawing activities (six)
 General activities (ten)⁴

Another list of activities which may be of use to teachers in planning instruction for this unit: "How may accidents be prevented?" is

⁴ National Education Association, Department of Superintendence, Fourteenth Yearbook, The Social Studies Curriculum (Washington, D. C.: The Department of Superintendence, 1936), pp. 294-296.

recorded under the following major headings:

Field trips
 Construction activities
 Discussion activities
 Research activities
 Reporting activities
 Appreciation activities
 Creative activities⁵

After the pupils have gathered and presented data to solve the problem; "How may accidents be prevented?" they may list what they consider to be methods of preventing accidents. These may be listed under several headings: at school, in the home, on the street, and in industry. They may discover a need for a change in certain school practices. If so, a committee may wish to interview the principal, or to appear before the faculty to present their findings. If the school has a student council they may report their findings, with the suggested remedy, to that body.

Another group may wish to call on the city governing body to suggest ways to prevent accidents in the community. Such groups will be willing to offer their services to the officials of the community in assisting with a preventive program. Perhaps letters may be written to legislators, calling attention to certain practices which need laws to assist with the prevention of accidents. Another group of pupils may be interested in preparing a bulletin to be sent to the homes of all pupils in the city, asking their cooperation to aid in preventing accidents.

The teacher and pupils will decide upon some method of final appraisal for all the activities engaged in during the time they were

⁵ Oregon State Department of Education. Handbook on Curriculum Study (Curriculum Series, Bulletin No. -1; Salem, Oregon: State Department of Education, 1937), pp. 133-141.

working on the solution of the problem: "How may accidents be prevented?" Whatever the appraisal activities, they should be applied in the light of the purpose: "Pupils who achieve the Objectives of Civic Responsibility should acquire the ability to act to correct unsatisfactory conditions." Pupils should have a part in planning for appraisal and should know what will be expected.

The appraisal or evaluation activities may consist of a number of different enterprises. Pupils may write an essay in which each states how he thinks accidents may be prevented. The teacher may prepare a test which will cover the major points stressed during the time the pupils worked on the problem. The teacher will have kept a "diary" or record of the activities of each pupil as work on the problem progressed from day to day, and pupils may be taught to keep records of their own progress. Such records may well be used as portions of the appraisal materials.

The teacher and pupils may develop a set of questions to be used as a basis for appraising the outcome of the problem under consideration: "How may accidents be prevented?" A list of such questions may include:

- Is there a decrease in the amount of reckless driving around town?
- Are pupils more cautious in walking on streets?
- Are pupils willing to assume responsibilities for the safety of themselves and others?
- Do pupils cooperate with traffic officials and observe traffic regulations?
- Do pupils participate in community efforts to conserve life and property?
- Are the pupils interested in eliminating traffic hazards?
- Are the pupils developing a questioning attitude?⁶

⁶ Kansas. State Department of Education. A Guide for Exploratory Work in the Kansas Program for Improvement of Instruction, Bulletin No. 3, October, 1937. (Topeka, Kansas: State Department of Education, 1937), pp. 56.

Are the students who ride the school busses more cautious while getting on or off the busses?
Do the students show greater concern for and greater interest in the safety of themselves and others?
Are there fewer accidents among the school children?⁷

Pupils may have encountered several problems which they wish to investigate further. Some of these problems may relate to: child labor, conservation, occupations, insurance, and many others.

Bibliography: By referring to Tables V and VI, the teacher will find eleven textbook references to accidents. Other references to accidents will be added as pupils and teacher cooperatively attempt solution of the problem at hand: "How may accidents be prevented?"

⁷ Florida. State Department of Education. Source Materials for the Improvement of Instruction, (A Guide for Exploratory Work in the Florida Program for the Improvement of Schools, Curriculum Bulletin No. 1, April, 1939; Tallahassee, Florida: State Department of Public Instruction, 1939), pp. 34-35.

CHAPTER IV

MATERIALS

What is the meaning of the term "materials?"

The term "materials" as used in this section of the handbook is understood to include all tangible items which may be used by the teacher and pupils to assist with the solution of classroom problems.

It is recognized by the writer that it is impossible to keep a given list of materials completely up-to-date due to the fact that new materials are published frequently. For this reason administrators, teachers, pupils, and parents should constantly be alert to recognize and create new materials and adapt them for use.

What is the purpose of this section of the handbook?

This section of the handbook is designed to be of use to superintendents of schools, principals, and chairmen of the department of the social studies. Also, it is expected that all teachers of the social studies will find this section of the handbook to be useful in meeting their needs for lists of instructional materials.

What criteria may be considered in selecting the materials to be used in problem solving?

Since materials may be considered as the tools to be used in solving problems, their selection should be directly related to the problem or problems under consideration. Materials selected should

provide for the individual interests, needs, and aptitudes of the learner. Pupils should be given practice in learning to select materials to solve their own individual problems. Such practice should include development of the ability to differentiate between materials which have permanent values and those materials which serve only temporary needs. Those who select materials of instruction should be expected to provide for balance and variety in types of material selected, and in addition, should select materials which have appropriate mechanical make-up. A more complete discussion of the criteria to be used in the selection of materials of instruction is recorded in the Eighth Yearbook of the Department of Supervisors and Directors of Instruction of the National Education Association.¹

What kind of equipment should be provided for the social studies classroom?

Equipment does vary with different communities, but to teach social studies the following criteria are to be observed:

Fixtures

Fixtures which facilitate the educational program:

1. Electrical outlets, including wall and floor plugs, wherever needed.
2. Good blackboards, well mounted at the proper height, in all rooms for instructional purposes.
3. Adequate bulletin and mounting board space in all rooms for instructional purposes.
4. Bulletins and mounting boards for educational or communication purposes in offices, corridors, study hall, or wherever needed.

¹ National Education Association, Department of Supervisors and Directors of Instruction, Materials of Instruction (Eighth Yearbook; Washington, D. C.: National Education Association, 1935), pp. 131-140.

5. Display cases, cabinets, and other means of exhibiting products and materials.²

Equipment and Supplies

All rooms used for instructional purposes have such facilities as:

1. Equipment and supplies definitely planned for and adapted to the learning activities of each room.
2. Equipment and supplies of good materials and construction.
3. Equipment whose material, workmanship, and design have aesthetic qualities and values.
4. Pupil's chairs, desks, and tables which are comfortable and encourage correct posture.
5. Globes, maps, and charts readily available whenever needed.
6. Lanterns, slides, and screens readily available whenever needed.
7. Silent motion picture.
8. Motion picture and sound effects.
9. Radio.
10. Teacher's desk and chair.
11. Dustless crayon and good erasers, rulers, and pointers, wherever needed.
12. Adequate cabinet, shelving, and filing facilities.
13. Clocks wherever needed.
14. Public address system.
15. Phonographs.³

The social studies classroom should be located so as to afford convenient use of the library, the stage, the visual instruction room (if such is provided), the radio reception room (if such is provided), and the other special rooms which may be used at different times to supplement the usual activities which will be carried forward in the regular classroom. Ralph E. Hacker in discussing radio and visual instruction, states that "the central radio, preferably double channel, is playing an increasing part in school instruction. Electric outlets

² Cooperative Study of Secondary School Standards, Evaluative Criteria (1940 edition, Washington, D. C.: Cooperative Study of Secondary School Standards, 1940), p. 121.

³ Ibid., p. 124.

for sound pictures, and controls, should be installed in each classroom. A separate room for common use should be provided for storage of visual instruction slides and equipment rather than storing the slides in each room."⁴

George D. Strayer and N. L. Engelhardt⁵ have listed in detail many of the equipment suggestions which follow. Other references to the equipment of the social studies classroom which may be consulted are:

Baldwin, J. W., "Classroom and Equipment Requirements for the New Social Studies," The American School and University 1939. Eleventh Annual Edition. New York: American School Publishing Company, 1939. pp. 292-296.

Bining, A. C., and D. H. Bining, Teaching the Social Studies in Secondary Schools. New York: McGraw-Hill Book Company, Inc., 1935. pp. 168-175.

Fancler, Della G., and C. C. Crawford, Teaching the Social Studies. Los Angeles, California: C. C. Crawford, 1932. pp. 166-242.

Wesley, E. B., Teaching the Social Studies. Boston: D. C. Heath and Company, 1937. pp. 285-376.

Wilson, Howard E., Education for Citizenship (The Regent's Inquiry). New York: McGraw-Hill Book Company, Inc., 1938. pp. 172-177.

In addition to the commonly accepted standards for a classroom the suggestions in the paragraphs which follow are presented.

Provision should be made for proper places to hang pictures, maps, and other displays. There should be a closet or built-in bookcase large

⁴ Ralph E. Hacker, "Junior High School Classrooms," The American School and University 1940 (Twelfth Annual Edition; New York: American School Publishing Corporation, 1940), p. 296.

⁵ G. D. Strayer and N. L. Engelhardt, Standards for High School Buildings (New York: Teachers College, Columbia University, 1924), pp. 39-45.

enough for supplies, globes, and maps. In addition, ample book shelf space should be provided for the large number of reference books which will be used.

The room should contain a magazine rack. The magazine rack and reference book shelves should be located so that they will be convenient for the use of pupils.

Blackboards should be in the front of the room and on the walls opposite the windows. It is probably not necessary to provide blackboard space on the rear wall of the social studies classroom.

The space at the rear of the social studies classroom may be used for bulletin boards. A narrow strip of bulletin board material (corkboard) may be placed above the blackboards and above the trimming of the regular bulletin boards. This will be quite convenient for fastening large posters, paintings of students, and other display materials.

Pictures, paintings, and other objects of art should be provided. The subjects of such works of art should be of current or historical interest.

To provide for group work, the room should be equipped with movable furniture. This will permit small-group, large-group, or individual activities as may be desired by the teacher and pupils. Tables should be sufficiently large in area to accommodate from four to six pupils. A standard size table for six pupils is 72 inches wide, 34 inches deep, and 29 inches high.

The teacher's desk should be approximately 52 inches by 32

inches in size and should be attractively and durably constructed. The teacher's desk should be adequately equipped for record keeping.

In the teaching of the social studies, "more and more equipment and charts are being used. These, and other subjects, require storage cabinets which may be installed below window stools or the lower sections of bookcases, or recessed in unused flu spaces. The chart cases, generally about two feet six inches by three feet three inches, will be convenient to the instructor and will fit very nicely below the front board."⁶

If the social studies classroom is sufficiently spacious, a display case, which can be locked, should be included as a part of the regular equipment. If not, a display case in one of the corridors should be made available for the use of the social studies department. A schedule should be made by the teachers and pupils concerned so that each class will have an opportunity to arrange a display once or more each semester.

Other equipment, much of which may be of use to the teacher of the social studies is included in the list which follows:⁷

6 Ralph E. Hacker, op. cit., p 295.

7 Strayer and Engelhardt, op. cit., p. 43.

atlas	globe	sharpener, pencil
bands, rubber	graphs	specimens
blotters	holders, pen	old letters
books, fiction	inkwells	old books
books, reference	knives	stamps
books, textbooks	maps	arrowheads
books, professional	models	tacks, thumb
boxes, plant	exhibits	thermometer
cabinet, filing	collections	waste basket
cabinet supply	notebooks	window stick
chair, visitors'	paper	wcrkbooks
chair, teachers'	pens	world almanac
charts	pencils	magazines, back numbers
clips, paper	phonograph	bulletins, govt., state
clock	and supplies	statutes, local, state
dictionary	planbook	posters
dictionary holder	posters	biographical sketches
flag	scissors	
folders, filing	scrapbooks	

Much of the equipment listed above will be on hands at the beginning of school. A new teacher should check through his supplies and equipment that are on hand and then develop a plan to secure such supplies as will have immediate use. The plan for addition to present equipment should be a "longterm" plan so that the needs for certain equipment in the future may be anticipated. While the above list of supplies is rather large and somewhat expensive, careful planning over a period of a few years will yield most that is desirable and useful.

The real test of whether more equipment should be purchased is to be found in a check-up to discover whether the equipment now on hand is being used. The following suggestions may serve to assist with the wise use of equipment in the social studies classroom:

1. Take an inventory of the equipment on hand.
2. List the equipment needed and probable cost.
3. Plan definitely to care properly for the equipment on hand and whatever is added.
4. Devise some system of cataloging materials.
5. In planning instruction, anticipate the materials to be used and then instruct pupils in the proper use and preservation of equipment.

6. Encourage pupils to share in planning for the use of equipment.
7. Through the use of bulletins or the school paper, publicize the additions of equipment.
8. Pupils who enjoy working with materials will often devise pieces of equipment for the classroom which are inexpensive but serve a very useful purpose.
9. Adult members of the community often have materials, especially old magazines, which they are very glad to give to the schools, if they are informed that such gifts are acceptable.

What devices may be used to determine the materials needed?

The following devices may be used to determine what materials are needed:

1. Visitation and observation.
2. Recommendations and requests of teachers and pupils.
3. Weaknesses in results.
4. Courses of study and curriculum records.
5. Pupils' reading records and reports.
6. Experimentation.

What criteria may be used to guide in the selection of textbooks for use in the social studies?

The selection of a textbook for use within the classroom is an extremely important responsibility due to the significant position which the textbook occupies in American education. Sometimes the textbook is the only source of printed information available for pupils or teachers. In many instances, the textbook determines the content of the course and the method of instruction. Beginning teachers "seem more likely to depend upon formal textbook methods than do teachers of from two to five

§ National Education Association, Department of Supervisors and Directors of Instruction, op. cit., pp. 150-154.

9
years' experience."

Criteria to be used in the selection of textbooks for use in the social studies are discussed by several of the writers of the references cited in the bibliography under the heading "Professional Books on Teaching the Social Studies." The following nine "suggestions for selecting a social studies textbook" have been proposed by William E. Vickery:

1. The textbook committee should construct a checklist to meet its specific needs rather than adopt one made by some other group.
2. The list of criteria used in evaluating textbooks should be comprehensive, objective, and adapted to the special needs of the social studies.
3. The form of the checklist and the emphasis or weight each item receives should be decided by the committee after an extensive study of other lists.
4. The list of books to be examined should be inclusive and up to date.
5. All books that do not conform to certain objective and easily applied standards may be eliminated without further analysis:
 - (a) Is the textbook's date of publication or last revision recent enough to include essential material?
 - (b) Does the textbook's organization and content conform in its broad outlines, to the local course of study?
 - (c) Is the vocabulary used in the textbook adapted to the abilities of the pupils who will read it?
 - (d) Does the mechanical make-up of the textbook conform to the minimum standards set by the committee?
 - (e) Is the textbook avowedly written from a sectional or sectarian viewpoint?
 - (f) Is the price commensurate with the school's or pupil's ability to pay?
6. Books should be ranked not only by total score but also by specific qualities.
7. If the comparative studies do not reveal that one book is clearly the best, the two or three that rank highest should be tried out in classrooms to determine which one shall be recommended for adoption.
8. The textbooks, or selected parts of them, should be tried out by different teachers in various types of classes.

9 National Society for the Study of Education, *The Thirtieth Yearbook Part II, The Textbook in American Education*. (Bloomington, Illinois: Public School Publishing Company, 1931), p. 25.

9. Final selection of the textbook should rest upon a collaboration between the textbook committee and the school administration.¹⁰

All textbooks for use in the schools of Kansas are selected by a committee composed of the membership of the state board of education with the addition of the state printer and the state business manager as ex officio members.¹¹ This committee depends upon "textbook advisory committees" for lists of recommended textbooks from which final choice is made. The textbook advisory committees are appointed by the state board of education. A majority of the membership of the textbook advisory committees "shall be supervisors, principals, superintendents, or teachers."¹²

Even though textbooks for use in the schools are adopted by a central body or committee, textbooks, other than the adopted one, make good references. The person or committee making the selection of reference books may be guided by many of the criteria which are used for the selection of the adopted texts. The following statements have significance for those who are to select textbooks for children's use:

¹⁰ National Council for the Social Studies, Bibliography of Textbooks in the Social Studies for Elementary and Secondary Schools (Bulletin Number 12; Washington, D. C.: The National Council for the Social Studies, 1939), pp. 60-69.

¹¹ Kansas. State Department of Education, Kansas School Laws Revised 1939 (Topeka, Kansas: State Department of Education, 1939), pp. 333-334.

¹² Ibid., pp. 333-343.

The book should be mechanically satisfactory as to size, binding, paper, and legibility. Its authors should possess unquestioned scholarship and experience in the field covered, and should give evidence of careful research in the selection of the content. The subject matter should be as nearly functional as possible, should be related to the life experiences of children, and so organized as to give proper distribution and emphasis to the topics and activities treated. It should be presented with simplicity, yet thoroughness, and challenge the genuine interest of the pupils to whom it is addressed. The vocabulary should be simple, and carefully graded. Many textbooks now on the market are not within the comprehension of the readers. Books most in demand in modern schools make provision for individual differences among pupils, arouse them to purposeful planning, execution, and appraisal of desirable activities, and lend themselves to a reasonable amount of socialization in classroom practices.¹³

Additional references which may be consulted for information which may assist individuals or committees with the selection of textbooks and reference books are:

Department of Elementary School Principals of the National Education Association. Sixteenth Yearbook. Appraising the Elementary School Program. Washington, D. C.: The National Elementary Principal, 1937. "A Plan of Textbook Evaluation," Ivan R. Waterman. pp. 547-557.

Franzen, R. H. and Knight, F. R., Textbook Selection. Baltimore, Maryland: Warwick & York, Inc., 1922. 94 pp.

Hall-quest, Alfred L. The Textbook: How to Use and Judge It. New York City: The Macmillan Company, 1918. 265 pp.

Maxwell, C. R., and Kilzer, L. R. High School Administration. Garden City, New York: Doubleday, Doran & Company, Inc., 1936. 514 pp. Chapter XIII, "The Selection and Evaluation of Textbooks," pp. 370-399.

National Society for the Study of Education. Thirtieth Yearbook, Part II. The Textbook in American Education. Bloomington, Illinois: Public School Publishing Company, 1931. 323 pp.

¹³ Michigan. State Department of Public Instruction, What Does Research Say? (Bulletin Number 308; Lansing, Michigan: Superintendent of Public Instruction, 1937), p. 31.

Nystrom, W. C., The Selection and Provision of Textbooks. Lawrence, Kansas, (The University of Kansas): W. C. Nystrom, 1937. 125 pp.

National Education Association. Research Bulletin. Improving Social Studies Instruction. (Volume XV., Number 5, November 1937). Washington, D. C.: Research Division of the National Education Association, 1937. pp. 238-245.

What companies publish books, workbooks, pamphlets, and other printed materials useful to the teacher of the social studies?

To secure an available list of publishers the following sources were consulted:

School Book Department of the State Board of Education. 1940 Price List. Topeka, Kansas: State Department of Education, 1940. p. 4.

State Board of Education. Program of Studies Recommended For The Public Schools of New Hampshire Grades VII to XII, Part V, Social Studies. Fifth Edition. Concord, New Hampshire: State Board of Education, 1940. Pp. 287-288.

State Department of Education. A Teachers' Guide For Curriculum Development. Secondary Section. The Arkansas Cooperative Program To Improve Instruction, Bulletin No. IV. Little Rock, Arkansas: State Department of Education, 1935. Pp. 114-116.

State Department of Education. Louisiana Program For The Improvement of Instruction Third Bulletin. Baton Rouge, Louisiana: State Superintendent of Public Education, Bulletin No. 384, September, 1938. Pp. 295-297.

State Superintendent of Public Instruction. Handbook For Elementary and Secondary Schools 1938. Publication No. 206. Raleigh North Carolina: State Superintendent of Public Instruction, 1938. p. 188.

The Publishers' Trade List Annual 1939. (Sixty-Seventh Year). New York: R. R. Bowker Company, 62 West 45th Street.

This list of publishing houses may be supplemented by the addition of other publishing houses as catalogues are received by the principal or teacher. If the catalogues of publishing houses are not on file, the principal or a teacher designated to be in charge of such information,

should send a request for such materials. Catalogues and advertising materials should be on file in a readily accessible place, probably in the central office, so that teachers who desire to use them may do so. The principal or chairman of the department of social studies may desire to issue a bulletin at periodical intervals about the publication of new books. The information for such a bulletin would be available if the publishing companies listed below were mailing their announcements to the local school. A publication¹⁴ of the H. W. Wilson Company contains a "Directory of Publishers" by Carola Steiner which contains the names and addresses of a much greater number of publishers than it was possible to compile for the users of this handbook.

Publishing Houses

Acorn Publishing Company, Inc., Rockville Centre, Long Island, N.Y.
 Allyn and Bacon, 50 Beacon Street, Boston, Massachusetts
 American Association for Adult Education, Inc., 60 E. 42nd Street,
 New York
 American Association of School Administrators, 1201 16th Street N.W.,
 Washington, D. C.
 American Book Company, 88 Lexington Avenue, New York
 American Council on Education, 744 Jackson Place, Washington, D.C.
 American Education Press, Inc., 40 S. 3rd Street, Columbus, Ohio
 American Library Association, 520 N. Michigan Avenue, Chicago
 American National Headquarters, 17th and D Streets, N.W., Washington,
 D.C.
 American Youth Commission, 744 Jackson Place, Washington, D.C.
 Americana Corporation, 2 West 45th Street, New York
 Appleton Century. D. Appleton-Century Company, Inc., 35 W. 32nd
 Street, New York
 Associated Authors, 222 W. Adams St., Chicago, Illinois
 Associated Publishers, Inc., 1538 9th St. N.W., Washington, D.C.
 Association Press, 347 Madison Avenue, New York
 Atlas Publishing Company, Inc., 150 Lafayette Street, New York
 Barnes, A.S. A. S. Barnes and Company, 67 W. 44th Street, New York

¹⁴ Cumulative Book Index, 1933-1937. New York, New York: H. W. Wilson Company, 1938. Pp. 2663-2680.

Barnes and Noble, Inc., 105 5th Avenue, New York
 Beckley-Cardy Company, 1632 Indiana Avenue, Chicago
 Birchard. C. C. Birchard and Company, 221 Columbus Avenue, Boston
 Blakiston. The Blakiston Company, 1012 Walnut Street, Philadelphia
 Blue Ribbon Books, 14 West 49th St., Rockefeller Center, N. Y.
 Bobbs-Merrill Company, 724 N. Meridian Street, Indianapolis
 Book House for Children, 360 N. Michigan Boulevard, Chicago
 Boy Scouts of America, 2 Park Avenue, New York
 Bruce Publishing Company, 524-544 N. Milwaukee Street, Milwaukee
 Bureau of Publications, Teachers College, Columbia University, N. Y.
 Burt. A. L. Burt, Inc., 114-120 E. 23rd Street, New York
 California State Printing Office, Sacramento, California
 Caslon Printing Co., 540 S. San Pedro Street, Los Angeles, California
 Catholic Education Press, Washington, D. C.
 Chapman and Grimes, Inc., 30 Winchester St., Boston
 Circle Book Company, 33rd and Arch Streets, Philadelphia
 Church. John Church Company, 113 West 57th Street, New York
 Clarke, Irwin and Company, Ltd., 480-486 University Ave., Toronto
 Columbia University Press, 2960 Broadway, New York
 Compton. F. E. Compton and Company, 1000 N. Dearborn Street, Chicago
 Comstock Publishing Co., Inc., 124 Roberts Place, Cornell Heights,
 Ithaca, New York
 Cordex Book Company, Inc., Norwood, Massachusetts
 Cordon Company, Inc., New York City, 225 Lafayette Street
 Coward-McCain, Inc., 55 Fifth Avenue, New York
 Crawford. C. C. Crawford, University of Southern California, Los
 Angeles
 Crofts. F. S. Crofts and Company, 41 Union Square W., New York
 Crowell. The Thomas Y. Crowell Company, 393 4th Avenue, New York
 Cupples & Leon Company, 470 Fourth Avenue, New York
 Davis Company, 1914-1916 Cherry Street, Philadelphia.
 Day. John Day Company, Inc., 2 West 45th St., New York
 De La Mare. A. T. De La Mare Company Inc., 448 W. 37th Street, New York
 Denoyer-Geppert, 5235 Ravenswood Ave., Chicago
 Dial Press, Inc., 152 W. 13th St., New York
 Ditson. Oliver Ditson Company, Inc., 359 Boylston Street, Boston
 Dodd Mead and Company, Inc., 443-449 4th Avenue, New York
 Donahue. M. A. Donahue and Company, 701-733 S. Dearborn Street, Chicago
 Doubleday, Doran and Company, Inc., 75 Franklin Avenue, Garden City
 Duke University Press, Durham, North Carolina
 Dutton. E. P. Dutton and Company, Inc., 286-302 4th Avenue, New York
 Educational Publishers, Inc., 720 Wash Ave., S.E., Minneapolis
 Educational Publishing Company, 221 Fourth Avenue, New York
 Encyclopedia Britannica, Inc., 876 National Press Bldg., Washington
 Educational Policies Commission, 1201 Sixteenth St., N.W., Washington
 Farrar and Rinehart, Inc., 232 Madison Avenue, New York
 Flanagan. A. Flanagan Company, 920 N. Franklin Street, Chicago
 Follett Publishing Co., 1247 Wabash Avenue, Chicago
 Foreign Policy Association, 80 West 40th St., New York
 Fischer. Carl Fischer, Inc., 52-62 Cooper Square, New York

Funk and Wagnalls Company, 354-360 4th Avenue, New York
 Garden City Publishing Company, Inc., 75 Franklin Ave., Garden City,
 New York
 Garrard Press, Champaign, Illinois
 Ginn and Company, 15 Ashburton Place, Boston
 Globe Book Company, Inc., 175 5th Avenue, New York
 Greenberg, Publisher, Inc., 67 West 44th St., N. Y.
 Gregory. C. A. Gregory Company, 345 Calhoun Street, Cincinnati
 Grolier Society, 2 W. 45th Street, New York
 Grosset and Dunlap, 1140 Broadway, New York
 Gregg Publishing Company, 6 North Mich. Ave., Chicago
 Harcourt, Brace and Company, Inc., 383 Madison Avenue, New York
 Harlow Publishing Company, Oklahoma City, Oklahoma
 Hall & McCreary Company, 434 South Wabash Avenue, Chicago, Illinois
 Harper and Brothers, 49 E. 33rd Street, New York
 Harr Wagner Publishing Company, 609 Mission Street, San Francisco
 Harrison Publishing Company, Columbus, Ohio
 Harter Publishing Company, 2046 E. 71st St., Cleveland, Ohio
 Harvard University Press, Cambridge, Massachusetts
 Heath. D. C. Heath and Company, 285 Columbus Avenue, Boston
 Hinds, Hayden and Eldridge, Inc., 5 Union Square, New York
 Henry Holt and Company, 1 Park Avenue, New York
 Houghton Mifflin Company, 2 Park Street, Boston
 Inor Publishing Company, New York, N. Y.
 International Publishers, Inc., 381 Fourth Avenue, N. Y.
 International Society of Christian Endeavor, 41 Mount Vernon Street,
 Boston
 International Textbook Company, 1001 Wyoming Avenue, Scranton, Pa.
 Interstate Printing Company, 132 N. Walnut St., Danville, Ill.
 Iroquois Publishing Company, 106 E. Fayette St., Syracuse, N. Y.
 Junior Literary Guild, 9 Rockefeller Plaza, N. Y.
 Johnson Publishing Company, 8-10 S. 5th St., Richmond, Virginia
 Kenyon Press Publishing Co., 291 Kenyon Ave., Wauwatosa, Wisconsin
 Keystone View Company, Meadville, Pennsylvania
 Knopf. Alfred A. Knopf, Inc., 730 5th Avenue, New York
 Laidlaw Brothers, Inc., 36 W. 24th Street, New York
 Lippincott. J. B. Lippincott Company, 227-231 S. 6th Street,
 Philadelphia
 Little, Brown and Company, 34 Beacon Street, Boston
 Liveright Publishing Corporation, 386 4th Avenue, New York
 Longmans, Green and Company, 114 5th Avenue, New York
 Lothrop, Lee and Shepard Company, 126 Newbury Street, Boston
 Lyons and Carnahan, 2500 Prairie Avenue, Chicago
 McBride. Robert M. McBride and Company, 4 W. 16th Street, New York
 McClelland and Stewart, Victoria Street, Toronto
 McClure Publishing Company, New York City
 McClurg. A. C. McClurg and Company, 333 E. Ontario Street, Chicago
 McCormick Mathers Company, 1501 East Douglas Avenue, Wichita, Kans.
 McGraw-Hill Book Company, Inc., 330 W. 42nd Street, New York
 McKay. David McKay Company, 604-608 S. Washington Square, Philadelphia.

McKinley Publishing Company, 1021 Filbert Street, Philadelphia
 McKnight & McKnight, 109-111 W. Market St., Bloomington, Ill.
 Macaulay Company, 381 Fourth Avenue, New York
 Macmillan Company, 60 5th Avenue, New York
 Macrae Smith Company, 1712-1714 Ludlow Street, Philadelphia
 Manual Arts Press, 237 N. Monroe Street, Peoria, Illinois
 Mennonite Publishing Company, Scottsdale, Pennsylvania
 Mentzer Bush and Company, 2210 S. Parkway, Chicago
 Merriam. G. & C. Merriam Company, 10 Broadway, Springfield,
 Massachusetts
 Merrill. Charles E. Merrill Company, 381 Fourth Avenue, New York
 Minton, Balch and Company, 2-6 W. 45th Street, New York
 Morrow, William and Company, Inc., 386 Fourth Avenue, New York
 Morgan-Dillon and Company, Chicago, Illinois
 Laurel Book Company, 325 South Market Street, Chicago, Illinois
 National Council for the Social Studies, 1201 Sixteenth Street, N.W.,
 Washington, D. C.
 National Council of Teachers of English, 211 W. 68th St., Chicago
 National Education Association, 1201 Sixteenth St., Washington
 National Tuberculosis Association, 50 W. 50th Street, New York
 Nelson. Thomas Nelson and Sons, 381-385 4th Avenue, New York
 Newson and Company, 73 5th Avenue, New York
 Noble and Noble, Publishers, Inc., 100 Fifth Avenue, New York
 Norton. W. W. Norton and Company, Inc., 70 Fifth Avenue, New York
 Nystrom. A. J. Nystrom, Chicago, Illinois
 Odyssey Press, New York, N. Y.
 Ohio State University Press, Columbus, Ohio
 Owen. F. A. Owen Publishing Company, Dansville, New York
 Oxford University Press, 114 5th Avenue, New York
 Page. L. C. Page and Company, 53 Beacon Street, Boston
 Penn Publishing Company, 925 Filbert Street, Philadelphia
 Pitman Publishing Corporation, 2-6 W. 45th Street, New York
 Popular Mechanics Press, 200 E. Ontario Street, Chicago
 Practical Drawing Company, Dallas, Texas
 Prather Publishing Company, Auburn, Alabama
 Prentice-Hall, Inc., 70 Fifth Avenue, New York
 Public School Publishing Company, 509-513 North East Street,
 Bloomington, Illinois
 Putnam. G. P. Putnam's Sons, Putnam Bldg., 2-6 W. 45th St., New York
 Quarrie. W. F. Quarrie Corporation, 35 E. Wacker Drive, Chicago
 Rand McNally and Company, 536 S. Clark Street, Chicago
 Remington. The Remington-Putnam Co., 347 N. Charles Street, Baltimore
 Revell. Fleming H. Revell Company, New York
 Ronald Press Company, 15 East 26th Street, New York
 Row, Peterson and Company, 1911 Ridge Ave., Evanston, Illinois
 Rowe. H. M. Rowe Company, 320 East 21st Street, Chicago, Illinois
 Russell Sage Foundation, New York
 Sadlier. William H. Sadlier, Inc., 11 Park Place, N. Y.
 Sanborn. Benjamin H. Sanborn and Company, 221 E. 20th St., Chicago
 Saunders. W. B. Saunders Company, West Washington Square, Philadelphia

Schirmer. G. Schirmer, Inc., 3 E. 43rd St., New York
 Scott, Foresman and Company, 623 South Wabash Avenue, Chicago, Ill.
 Scribner. Charles Scribner's Sons, 597 5th Avenue, New York
 Sears. J. H. Sears and Company, 381 4th Avenue, New York
 Silver, Burdett and Company, 41 Union Square W., New York
 Simmons-Broadman Publishing Company, 30 Church Street, New York
 Simon & Schuster, Inc., 386 4th Avenue, New York
 Singer. The L. W. Singer Company, 249-259 West Erie Blvd., Syracuse,
 New York
 Smith, Richard R., 120 E. 39th St., New York
 Smith, Turner E., and Company, 441 W. Peachtree St., N.E., Atlanta, Ga.
 Southern Publishing Company, 321 Santa Fe Bldg., Dallas, Texas
 Southwest Press, Inc., Publishers, Box 746, Dallas, Texas
 South-Western Publishing Company, 201 West Fourth St., Cincinnati, Ohio
 Stechert. G. E. Stechert and Company, 31-33 E. 10th Street, New York
 Stokes. Frederick A. Stokes Company, 443-449 4th Ave., New York
 Stowell. J. W. Stowell Company, Federalsburg, Maryland
 Stratford Company, 289 Congress Street, Boston
 Superintendent of Documents, Government Printing Office, Washington,
 D. C.
 Tudor Publishing Company, 418 W. 25th Street, N. Y.
 University of Chicago Press, 5750 Ellis Ave., Chicago
 University of North Carolina Press, Chapel Hill, North Carolina
 University of Southern California Press, Los Angeles
 University Publishing Company, The, 1126 Q Street, Lincoln, Nebr.
 Vanguard Press, Inc., 100 5th Avenue, New York
 Van Nostrand. D. Van Nostrand Company, 250 4th Avenue, New York
 Victor. R.C.A. Victor Co., Inc., Education Dept., Camden, New Jersey
 Viking Press, Inc., 18 E. 48th Street, New York
 Volland. P. F. Volland Company, Joliet, Illinois
 Warwick & York, Inc., 10 E. Antu St., Baltimore, Maryland
 Webster Publishing Company, 1808 Washington Ave., St. Louis, Missouri
 Wheeler Publishing Company, 2831-2835 S. Parkway, Chicago
 Whitman Publishing Company, 1220 Mound Avenue, Racine, Wisconsin
 Wilde. W. A. Wilde, 131 Clarendon St., Boston
 Wiley. John Wiley and Sons, Inc., 440 4th Avenue, New York
 Williams & Wilkins, Baltimore, Maryland
 Willig. John Willig Press, Stapleton, New York
 Willett, Clark & Company, 440 S. Dearborn St., Chicago
 Wilson. H. W. Wilson Company, 950-972 University Avenue, New York
 Winston. The John C. Winston Company, 1006-1016 Arch Street, Philadelphia
 Witmark. M. Witmark & Sons, 1250 6th Ave., New York
 Woman's Press, 600 Lexington Ave., New York
 World Book Company, 333 Park Hill Ave., Yonkers-on-Hudson, N. Y.
 Yale University Press, New Haven, Conn.
 Zaner-Bloser Company, Columbus, Ohio

How may the teacher of the social studies use the community as a laboratory?

The teacher of the social studies may consider the community as a laboratory for the study of the social aspects of living. Here, he and his pupils will be able to observe society in action, to participate in community activities, and to contribute to the improvement of the local community activities.

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Adult citizens of the average American community take pride and interest in the local schools. This interest and pride in the local schools on the part of the adults can be developed along wholesome lines under the wise guidance of intelligent school administrators and teachers. The interest of adults in the schools is exhibited through the many organizations with educational purposes. Bessie Louise Pierce has indicated the activities of many of the organizations which influence the educational program of the schools.

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The teacher of the social studies should consult with the principal in regard to the policy to be followed where plans are made to use the community resources for instructional purposes. The principal and the faculty may desire to discuss at one or more faculty meetings the question of policy in regard to utilization of the community resources.

15 National Education Association, Department of Superintendence, The Social Studies Curriculum (Fourteenth Yearbook: Washington, D. C.: The National Education Association, 1936), pp. 254-274.

16 Bessie Louise Pierce, Citizens' Organizations and the Civic Training of Youth (Report of the Commission on the Social Studies, American Historical Association, Part III; New York: Charles Scribner's Sons, 1933), 428 pp.

Once such a policy is adopted, new teachers will need to be made aware of it by the principal.

Community resources useful for instructional purposes may be discovered by: observation, interview, and research.¹⁷ The administrator of the school has the opportunity of helping the teachers of the social studies to avail themselves of the community resources about which he has organized information.

A record of the community resources useful for instructional purposes should be kept in a filing system which is up-to-date and ready for use at all times. Such a record should include: the names of people who have had unusual experiences, the names of people who have traveled, the names of people who are able to make good talks, the names of people who are possible subjects for interviews, the names of people who have interesting exhibits or collections, places where field trips or excursions may be made, places of historical interest, and other information which will assist the person using the file. Also, the file should contain the dates when such persons were heard, or places visited, and the groups that heard the discussion or made the trip. This information may well be kept on file in the central office, as well as in the files of the individual teachers who make use of the community as a laboratory for instructional purposes.

¹⁷ Georgia. State Department of Education, The Community as a Source of Materials of Instruction (Georgia Program for the Improvement of Instruction in the Public Schools, Revised, August, 1938; Atlanta, Georgia: State Department of Education, 1938), p. 13.

Teachers may do much observing and interviewing within the community in order to be informed about its resources. Visits by teachers to the stores, factories, and places of historical interest early in the year will assist them to become informed of details not to be gained by reading books or magazines.

A teacher of the social studies will find it to his advantage to become acquainted with the city library and members of the library staff. Frequently the staff will cite him to references of recent date that he may otherwise overlook. The writer has found it to his advantage to furnish the city librarian with copies of reading lists which were used in his social studies classes.

Early in the school year, the teacher of the social studies may desire to begin calling on the parents of his pupils in their homes. Such visits should result in a better understanding between the parents and the teacher. The teacher should not be an "inspector" on such visits but rather an interested, friendly, approachable individual interested in common with the parents in the welfare of the child.

Teachers may find it desirable to invite parents to the classroom to view exhibits of work or certain regular or special activities within the classroom. Pupils may assist the teacher in planning for visitors. Such planning should include a desire on the part of pupils and teacher to create an atmosphere of graciousness and courtesy toward all visitors.

The teacher of the social studies will find that conferences with pupils will assist him to know his pupils and will also assist him

to learn more about the resources of the community. The school records of each pupil should also be studied by each teacher in order that he may be better informed in regard to the type of work to be expected from his pupils.

Suggestions for utilizing community resources are contained in the references already cited. Other references which may prove helpful on this topic are:

- Bell, Howard M., Matching Youth and Jobs. Washington, D. C.: The American Council on Education, 1940. 277 pp.
- Bell, Howard M., Youth Tell Their Story. Washington, D. C.: The American Youth Commission of the American Council on Education, 1938. 273 pp.
- Caswell, H. L., and D. L. Campbell, Curriculum Development. New York: The American Book Company, 1935. pp. 336-344.
- Chambers, M. M., The Community and Its Young People. Washington, D. C.: The American Youth Commission of the American Council on Education, 1940. 36 pp.
- Chambers, M. M., and Howard M. Bell, How to Make a Community Youth Survey. Washington, D. C.: The American Youth Commission of the American Council on Education, 1939. 45 pp.
- Clapp, Elsie Ripley, Community Schools in Action. New York: The Viking Press, 1939. 429 pp.
- Colcord, Joanna C., Your Community. New York: Russell Sage Foundation, 1929. 249 pp.
- Committee on Community Organization for Health Education of the American Public Health Association, Community Organization for Health (A Report). 1790 Broadway, New York: American Public Health Association, 1941. 120 pp.
- Engelhardt, N. L., and N. L. Engelhardt, Jr., Planning the Community School. New York: American Book Company, 1940. 188 pp.
- Everett, Samuel, editor, The Community School. New York: D. Appleton-Century Company, 1938. 487 pp.
- Hanna, Paul R., Youth Serves the Community. D. Appleton-Century Company, 1936. 303 pp.

- Heiss, Elwood D., Ellsworth S. Obourn, and W. C. Wesley Hoffmann. Modern Methods and Materials for Teaching Science. New York: The Macmillan Company, 1940. pp. 151-160
- Johnson, Henry, Teaching of History (Revised edition. New York: The Macmillan Company, 1940. pp. 163-166.
- Kirkpatrick, E. L., Guideposts for Rural Youth. Washington, D. C.: The American Youth Commission of the American Council on Education, 1940. 167 pp.
- Lynd, Robert S., and Helen M. Lynd, Middletown. New York: Harcourt, Brace and Company, 1929. 550 pp.
- Lynd, Robert S., and Helen M. Lynd, Middletown in Transition. New York: Harcourt, Brace and Company, 1937. 604 pp.
- Michigan, Ann Arbor, Board of Education, Helping Children Experience the Realities of the Social Order. Ann Arbor, Michigan: Board of Education, 1933. 307 pp.
- National Education Association. Department of Supervisors and Directors of Instruction, Materials of Instruction. Eighth Yearbook. Washington, D. C.: National Education Association, 1935. 242 pp.
- _____, Newer Instructional Practices of Promise. Twelfth Yearbook. Washington, D. C.: National Education Association, 1939. pp. 57-74.
- New Hampshire, State Board of Education. Program of Studies Recommended for the Public Schools of New Hampshire. Grades VII-XII. Part V, Social Studies, (Fifth Edition) Concord, New Hampshire: State Board of Education, 1940. pp. 42-45.
- Rainey, Homer P. How Fare American Youth? New York: D. Appleton-Century Company, 1940. 186 pp.
- Stout, Dorman G., Teacher and Community. Yonkers-on-Hudson, New York: World Book Company, 1941. 236 pp.
- Wesley, Edgar B., Teaching the Social Studies. Boston: D. C. Heath and Company, 1937. pp. 432-447.
- West, Ruth, editor. Utilization of the Community Resources in the Social Studies. Ninth Yearbook. Washington, D. C.: The National Council for the Social Studies, 1938. 229 pp.

Where may teachers of the social studies locate information on the teaching of study skills?

Information on the teaching of study skills in the social studies is available in texts on the teaching of the social studies. Additional information in regard to the teaching of general study skills may be obtained from the selected list of references which follows:

- Bird, Charles. Effective Study Habits. New York: The Century Company, 1931. 247 pp.
- Book, William F. Learning How to Study and Work Effectively. Boston: Ginn and Company, 1926. 475 pp.
- Brink, William G. Directing Study Activities in the Secondary Schools. Garden City, New York: Doubleday, Doran and Company, Inc., 1937. 738 pp.
- Crawford, Claude C. Studying the Major Subjects. Los Angeles, California: C. G. Crawford, University of Southern California, 1930. 384 pp.
- Frederick, Robert W., Ragsdale, Clarence E., and Salisbury, Rachel. Directing Learning. New York City: D. Appleton-Century Company, 1938. 527 pp.
- Hall-Quest, Alfred L. Supervised Study. New York: The Macmillan Company, 1916. 433 pp.
- Hinsdale, B. A. How to Study and Teach History. New York: D. Appleton and Company, 1897. 365 pp.
- Kornhauser, Arthur W. How to Study. Chicago: The University of Chicago Press, 1924. 42 pp.
- Logasa, Hannah. The Study Hall (in Junior and Senior High Schools), New York: The Macmillan Company, 1938. 190 pp.
- McMurry, F. M. How to Study and Teaching How to Study. Boston: Houghton Mifflin Company, 1909. 324 pp.
- Wells, Amos R. How to Study. Boston: United Society of Christian Endeavor, 1900. 136 pp.
- Whipple, Guy M. How to Study Effectively. Bloomington, Illinois: Public School Publishing Company, 1916. 44 pp.

Wilson, H. B., Training Pupils to Study. Baltimore: Warwick and York, Inc., 1917. 72 pp.

Woodring, Maxie M., and Cecile White Fleming, Directing Study of High School Pupils. (Revised and enlarged edition). New York: Bureau of Publications, Teachers College, Columbia University, 1935. 253 pp.

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A recent publication designed to test the acquisition of study skills in the social studies contains 479 selected test items. One section of this publication contains suggestions to teachers concerning the methods for testing the study skills which follow:

1. Outlining
2. Summarizing
3. Constructing graphs
4. Taking notes from a speech
5. Visualizing from a written description
6. Visualizing from an oral description
7. Observing
8. Reading¹⁹

What visual aids should the teacher of the social studies plan to use?

The teacher of the social studies should plan to use many visual aids. A visual aid may be defined as: "any picture, model, object, or device which provides visual experience to the learner for the purpose of (1) introducing, building up, enriching, or clarifying abstract concepts, (2) developing desirable attitudes, and (3) stimulating further activity on the part of the learner."²⁰ Visual aids, as thus defined, are

18 Horace I. Morse, and George H. McCune, Selected Items for the Testing of Study Skills (Bulletin Number 15; Washington, D. C.: National Council for the Social Studies, 1940), 72 pp.

19 Ibid., pp. 67-69.

20 Charles, F. Hoban, Charles F. Hoban-Jr., and Samuel B. Zisman. Visualizing the Curriculum (New York: The Cordon Company, 1937), p. 9.

classified as: (a) the school journey, (b) museum material, (c) motion pictures, (d) still pictures, and (e) graphic materials.²¹

The school journey, museum material, still pictures, and graphic materials have already been discussed in the preceding sections of this chapter. Further discussion of certain types of still pictures and motion pictures will follow.

Is the Cost of Providing Visual Instruction Equipment High?

No. A recent bulletin stated that "the cost of providing visual instruction equipment is relatively small. An allowance of from twenty to fifty cents for each pupil for the school year will insure an adequate program. The amount should be included in the regular school budget."²²

What principles should be observed in selecting and using visual aids in the classroom?

In the selection of visual aids for classroom use the following principles may be observed:

1. An intelligent and cooperative faculty support should be developed.
2. Sensory aids should be carefully selected.
3. The teacher must know the specific function of the various aids and how to use them most effectively.

²¹ Loc. cit.

²² Kansas. The University of Kansas, University Extension Division, Announcement of Visual Aids: Motion Pictures and Glass Slides Available Through the Bureau of Visual Instruction; (Lawrence, Kansas: Bulletin of the University of Kansas, Volume 40, No. 17, September 1, 1939), p. 5.

4. The aid should be appropriate to the age and experience of the pupils.
5. The teacher must ensure that the pupils obtain actual first-hand experience with the aids.
6. An aid should be actually "taught", not merely displayed.
7. The use of sensory aids must not be allowed to develop passive receptivity in the pupils.
8. Teacher preparation is absolutely necessary.
9. Adequate pupil preparation is also necessary.
10. Utilizing sensory aids should represent an economical use of the time of both the teacher and her pupil.
11. Not too many aids should be used.
12. Sensory aids should be continuously evaluated by those who use them.
13. A balanced program of audio-visual instruction should be developed.
14. The aids should be properly protected and preserved.
15. Aids should be located conveniently and circulated efficiently.
16. A healthy community support of the program of audio-visual instruction should be developed.²³

What Additional Planning Activities May be Used to Cause a More General Utilization of Visual Aids by the Teachers of the Social Studies?

The use of visual aids by the teachers of the social studies in the secondary school can be enhanced by careful planning on the part of the principal and his staff. Such planning should be under the leadership of the principal, a director of visual instruction, the chairman of the department, or a teacher within the department who is interested in visual aids and who has been selected to act in the capacity of a director of visual instruction. His duties have been described by Roy Wegner as follows:

²³ Harry C. McKown, and Alvin B. Roberts, Audio-Visual Aids to Instruction. (New York: McGraw-Hill Book Company, Inc., 1940), pp. 38-52.

1. He would help to acquaint the teachers with kinds and sources of teaching materials which they would be able to use in their work. A collection of catalogues from film libraries, museums, and other agencies should be gathered and made available. These references should be located in a central office where they may be used by all the teachers. Suggestions about new teaching materials may be circulated among members of the instructional staff.
2. He would help the teacher procure the materials. The director will be acquainted with the proper methods of ordering films, and can organize plans for the cooperative use of the materials before an order is sent.
3. He would help the teachers with the mechanics of projection. He can see that the projection equipment is in good condition, and supervise the purchase of new equipment when the need for it is clear. He can also see that rooms are made suitable for the use of projected material.
4. He would suggest techniques of utilization which would fit the teacher and the classroom situation. The director might do this by arranging for demonstrations of materials and by seeing that professional advice is made available to the staff.
5. He would organize a staff of student assistants to help with many of the duties such as setting up and removing equipment in classrooms, operating the projectors, distributing and collecting materials, and the like.
6. He would stimulate the production and use of local teaching materials. Schools are more and more realizing that local resources which the community offers are among the most important teaching materials that can be found.
7. He should build up a store of information, and his office would act as a clearing house to serve the teaching staff when problems of teaching materials confronted them. Much time would be saved and teaching efficiency would be improved by having this service available to the staff.²⁴

²⁴ Roy Wenger, "A Director of Visual Instruction Can Help a Social Studies Teacher," The Social Studies, 32:81-82, February, 1941.

Where may the classroom teacher secure information in regard to the loan of instructional films and other visual aids?

Visual education centers for the deposit and distribution of instructional films and other visual aids for use in the classroom are maintained in most of the states. Teachers may write to the directors of the various agencies listed below for catalogues.

Visual Education Centers

Arizona—University of Arizona, Tucson
 California—University of California, Berkeley or Los Angeles
 Colorado—University of Colorado, Boulder
 Florida—University of Florida, Gainesville
 Georgia—University System, Atlanta
 Illinois—University of Illinois, Urbana
 Indiana—University of Indiana, Bloomington
 Iowa—State College, Ames
 Iowa—University of Iowa, Iowa City a
 Kansas—University of Kansas, Lawrence.
 Kentucky—University of Kentucky, Lexington
 Massachusetts—Department of Education, State House, Boston
 Massachusetts—Boston University, School of Education, Boston
 Michigan—University of Michigan, Ann Arbor
 Minnesota—University of Minnesota, Minneapolis
 Missouri—University of Missouri, Columbia
 New Hampshire—University of New Hampshire, Durham
 New Jersey—State Museum, Trenton
 New York—Buffalo Society of Natural Science, Buffalo
 New York—Syracuse University, Syracuse
 New York—University of the State of. Ed. Dept. Vis. Inst. Div., Albany
 North Carolina—University of North Carolina, Chapel Hill
 North Dakota—Agricultural College, Visual Service, Fargo
 Ohio—State Dept. of Education, Columbus
 Oklahoma—University of Oklahoma, Norman
 Oregon—University System. Gen Extension Div., Dept. of Vis. Inst., Corvallis
 Pennsylvania—Commercial Museum, Philadelphia
 Pennsylvania—Commonwealth of—Department of Pub. Inst., Harrisburg
 Pennsylvania—College for Women, Film Service, Pittsburgh
 South Carolina—University of South Carolina, Columbia
 South Dakota—University of South Dakota, Vermillion

a The Bureau of Visual Instruction of the University Extension Division of the University of Kansas serves surrounding states.

Texas—University of Texas, Austin
 Utah—Brigham Young University, Provo
 Vermont—University of Vermont, Burlington
 Washington—State College, Pullman
 Wisconsin—University of Wisconsin, Madison

Where may school administrators and teachers secure additional information in regard to visual education materials?

School administrators and teachers who desire additional information in regard to visual education materials may find many helpful suggestions in the selected list of references which follow:

- Dale, Edgar, Fannie W., Dunn, Charles F. Hoban, Jr., and Etta Schneider, (Under the Auspices of the Committee on Motion Pictures in Education of the American Council on Education). Motion Pictures in Education: A Summary of the Literature (A Sourcebook for teachers and Administrators). New York: the H. W. Wilson Company, 1937. 472 pp.
- Hartley, William H., Selected Films For American History and Problems. New York: Bureau of Publications, Teachers College, Columbia University, 1940. 275 pp.
- Hoban, Charles F., Charles F. Hoban, Jr., and Samuel B. Zisman, Visualizing the Curriculum. New York: The Gordon Company, 1937. 300 pp.
- McKown, Harry C., and Alvin B. Roberts, Audio-Visual Aids to Instruction. New York: McGraw-Hill Book Company, Inc., 1940. 385 pp.
- Townes, Mary E., Teaching with Motion Pictures: A Guide to Sources of Information. New York: Bureau of Publications, Teachers College, Columbia University, 1940. 29 pp.
- Educational Screen (Monthly, September Through June). 64 East Lake Street, Chicago.

Each of the above references has an extensive bibliography. The general references on the teaching of the social studies cited in the bibliography at the close of this chapter also contain additional reference material on visual aids.

Where may the teacher of the social studies locate information in regard to the use of the radio in the classroom?

Teachers of the social studies will find helpful suggestions in some of the references listed in the bibliography on the teaching of the social studies. Helpful information in regard to the use of the radio in the classroom may be obtained from the five selected references which follow:

Atkinson, Carroll. Development of Radio Education Policies in American Public School Systems. Edinboro, Pennsylvania: Edinboro Education Press, 1939. 279 pp.

Committee on Scientific Aids to Learning of the National Research Council. Broadcast Receivers and Phonographs for Classroom Use. New York City, 41 East Forty-second Street: Committee on Scientific Aids to Learning.

Eisenberg, Azriel L. Children and Radio Programs. New York: Columbia University Press, 1936. 240 pp.

Harrison, Margaret. Radio in the Classroom. New York: Prentice-Hall, Inc., 1937. 260 pp.

McKown, Harry C., and Roberts, Alvin B. Audio-Visual Aids to Instruction. New York: McGraw Hill Book Company, Inc., 1940. 385 pp. Chapter X, "Auditory Aids".

Further information in regard to radio utilization in the classroom may be obtained by addressing an inquiry to the organizations listed below:

American Association of School Administration, 1201 Sixteenth Street N.W., Washington, D. C.

American Council on Education, 744 Jackson Place, Washington, D. C.

Bureau of Educational Research, Ohio State University, Columbus, Ohio

Columbia Broadcasting System, 485 Madison Avenue, New York City.

Committee on Scientific Aids to Learning, 41 East 42nd Street, New York City

Federal Communications Commission, Washington, D. C.

National Advisory Council on Radio in Education. 60 East 42nd Street, New York City.

National Association of Broadcasters, National Press Building, Washington, D. C.

National Association of Educational Broadcasters. Harold A. Engel, Secretary, University of Wisconsin, Madison, Wisconsin.
 National Broadcasting Company, 30 Rockefeller Plaza, New York City
 National Committee on Education by Radio, One Madison Avenue, New York City
 National Congress of Parents and Teachers, 60 East 42nd Street, New York City
 National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.
 National League of Women Voters, 532 Seventeenth Street, N.W., Washington, D. C.
 The Nation's School of the Air, WLW, Cincinnati, Ohio
 United States Office of Education, Federal Security Agency, Washington, D. C.

The following eight specific objectives or "values" of radio are listed by Margaret Harrison:

1. Radio serves as a source of materials.
2. Radio may serve to set standards for pupils.
3. Radio may increase the number, variety, and intensity of children's interests.
4. Radio may expose the pupils to conflicting points of view.
5. Radio may serve to acquaint the children with other parts of our country and with other parts of the world.
6. Radio may contribute to worthy use of leisure time.
7. Through radio, children may become familiar with well-known and prominent people.
8. Radio serves to guide pupils in judgment and evaluation. ²⁵

The "suggestions for utilizing radio broadcasts" which follow may serve as guides for one or more professional faculty meetings. Teachers at such meetings may desire to add other suggestions for the efficient use of radio broadcasting programs.

1. Do not consider the broadcast a substitute for regular teaching.
2. If possible, avoid auditorium and large-room settings.
3. Select programs carefully.
4. Prepare and have pupils prepare definitely for the broadcast.
5. Correlate and integrate the program with classroom work.
6. Insist on close attention.
7. Wherever desirable and possible supplement the broadcasts with other aids.

8. Consider the broadcast a type of assignment for further study.
9. Reflect out-of-school listenings.
10. Attempt to measure the results of the broadcasts.
11. Do not schedule too many radio programs.
12. Promote the development of discrimination in listening to broadcasts.²⁶

Where may teachers of the social studies locate information about standardized tests?

Many of the general references to the teaching of the social studies listed in the last section of this chapter contain sections on standardized tests. An excellent reference work on tests in general has been prepared under the editorship of Oscar K. Buros. The section entitled, "Publisher's Directory and Index,"²⁷ contains a much more extensive list of the publishers of educational tests^a than is presented in this handbook. A request for catalogues to each of the publishers in the list which follows will yield an ample supply of publications with detailed descriptions of the standardized tests useful for measurement purposes in the social studies.

Selected List of Publishers of Educational Tests

Acorn Publishing Company, Rockville Centre, New York
 Benson and Company, Austin, Texas
 Benton Review Shop, Fowler, Indiana
 Bureau of Cooperative Research, Indiana University, Bloomington, Indiana
 Bureau of Educational Measurements, Kansas State Teachers College, Emporia, Kansas
 Bureau of Educational Research and Service, State University, Iowa City, Iowa

²⁶ Harry C. McKown, and Alvin B. Roberts. Audio-Visual Aids to Instruction (New York: McGraw Hill Book Company, Inc., 1940), pp. 224-231.

²⁷ Oscar K. Buros, editor, The Nineteen Forty Mental Measurements Yearbook (32 Lincoln Avenue, Highland Park, New Jersey: The Mental Measurements Yearbook, 1940), pp. 645-649.

Bureau of Publications, Teachers College, Columbia University,
 New York, New York
 California Test Bureau, 3636 Beverly Blvd., Los Angeles
 Center for Psychological Service, Washington, D. C.
 Constitution Publishing Company, Mitchell, South Dakota
 Cooperative Test Service of the American Council on Education,
 15 Amsterdam Avenue, New York, New York
 Department of Educational Research, University of Toronto,
 Toronto, Canada
 Educational Test Bureau, 720 Washington Ave., S.E., Minneapolis,
 Minnesota
 Ginn and Company, 15 Ashburton Place, Boston, Massachusetts
 Gregory Company, C. A., 345 Calhoun Street, Cincinnati, Ohio
 Hammet Company, J. L., Newark, New Jersey
 Harlow Publishing Company, Oklahoma City, Oklahoma
 Harvard University Press, Cambridge, Massachusetts
 Holst Printing Company, Cedar Falls, Iowa
 Houghton Mifflin Company, 2 Part Street, Boston, Massachusetts
 Laidlaw Brothers, Inc., 36 W. 24th Street, New York, New York
 McKnight and McKnight, 109-111 W. Market Street, Bloomington, Ill.
 Macmillan Company, The, 60 Fifth Avenue, New York, New York
 National Council of Teachers of English, 211 W. 68th Street, Chicago,
 Illinois
 Public School Publishing Company, 509-513 North East Street,
 Bloomington, Illinois
 Research Service Company, 7219 Beverly Blvd., Los Angeles, California
 Russell Sage Foundation, New York, New York
 Scott, Foresman and Company, 623 South Wabash Avenue, Chicago, Ill.
 Scribner's Sons, Charles, 597 5th Avenue, New York, New York
 Southern California School Book Depository, Los Angeles, California
 Stoelting Company, C. N., Chicago, Illinois
 Webster Publishing Company, 1808 Washington Avenue, St. Louis, Mo.
 World Book Company, 333 Park Hill Ave., Yonkers-on-Hudson, New York

What standardized tests in the social studies field have been published for use in the senior high school?

The list which follows does not contain all the tests in the different subjects of the social studies. However, it does contain some of the more important facts about tests which were available to the writer and are assembled here for purposes of illustration.

List of Social Studies Tests Classified by Subjects and
Grades Published by Five Selected Publishing Houses

Economics:

American Council Economics Test, (Grades 11-12), World Book Co.
Cooperative Economics Test, (High School Grades), Cooperative
Test Service of American Council on Education.

Civics and Government:

American Council Civics and Government Test, (Grades 11-12),
World Book Company
Brown-Woody Civics Test, (Grades 9-12), World Book Company
Burton Civics Test, (Grade 9), World Book Company
Hill Tests in Civic Information and Attitudes, (Grades 6-12),
Public School Publishing Company
Hill-Wilson Civic Action Test, (Grades 6-12), Public School
Publishing Company
Magruder-Chambers-Clinton American Civics and Government Test,
(High School and College), Public School Publishing Company
Wrightstone Scale of Civic Beliefs, (Grades 9-12), World Book Co.

Constitution:

Bear Test on the United States Constitution, (Grades 8-12),
Public School Publishing Company
Patterson Test or Study Exercise on the Constitution of the United
States, Public School Publishing Company

American History:

Barr and Daggert Information Tests in American History, (Junior
and senior high school grades), Educational Test Bureau
Bowman United States History Test, (Grades 7-12), Public School
Publishing Company
Cole-Richards Test for the Understanding of American History,
Grades 8-12), Public School Publishing Company
Columbia Research Bureau American History Test, (Grades 10-12),
World Book Company
Cooperative American History Test, (High school grades), Coop-
erative Test Service of the American Council on Education
Ely-King Interpretation Tests in American History, California
Test Bureau
Ely-King Tests in American History, Parts I-VII, California
Test Bureau
Farley Test of Factual Relations in American History, (Senior
high school), Educational Test Bureau
Junior American History Test, (Grade 9), World Book Company
Pressey-Richards American History Test, (Grades 8-12), Public
School Publishing Company

English History:

Cooperative English History Test, (High school grades), Cooperative Test Service of the American Council on Education

European History:

American Council European History Test, (Grades 10-12), World Book Company

Cooperative European History Test, (High school grades), Cooperative Test Service of the American Council on Education.

Ancient History:

Cooperative Ancient History Test, (High school grades), Cooperative Test Service of the American Council on Education

Medieval History:

Cooperative Medieval History Test, (High school grades), Cooperative Test Service of the American Council on Education

World History:

Cooperative World History Test, (High school grades), Cooperative Test Service of the American Council on Education

Kniss World History Test, (Grades 9-12), World Book Company

General History:

Van Wageningen Reading Scales in History, (Junior and senior high school grades), Educational Test Bureau.

General Social Studies:

Cooperative Test of Social Studies Abilities, (High school grades), Cooperative Test Service of the American Council on Education

Cooperative Contemporary Affairs Test for High School Classes, (High school grades), Cooperative Test Service of the American Council on Education

Where may teachers obtain lists of firms, institutes, foundations, and other organizations that supply free and inexpensive teaching aids for use in the classroom?

Such lists have been prepared by various state curriculum development committees, text book writers, and other writers who have attempted to assist teachers to obtain inexpensive teaching aids. Unfortunately such lists are soon out-of-date, or the available supply becomes exhausted. Teachers and pupils have been disappointed in many instances with the type of material received. However, many teachers have found such lists quite helpful to committees of students who were attempting to collect materials for exhibits, display, and study purposes. The principal, chairman of the department, or an interested teacher may find that the teachers in the social studies department desire to have one or more of the lists suggested below, available for a faculty or department meeting on the topic of "free and inexpensive teaching aids." At such a meeting, if held early in the school year, plans may be made for requests to be sent out for the materials. Upon arrival, such materials may be catalogued and plans made for their usage by different teachers in the department. Undoubtedly some materials could be used in other departments. The following list of selected references is not exhaustive, but is presented for the purpose of illustrating the nature of some of the lists which now are available for the use of teachers:

Alabama. State Department of Education Bulletin 1937, Number Nine, Procedures in Large Unit Teaching (Curriculum Bulletin Number Four. Montgomery, Alabama: Department of Education, Reprint 1938), pp. 232-248.

- Department of Supervisors and Directors of Instruction of the National Education Association. Materials of Instruction. Eighth Yearbook. New York: Bureau of Publications, Teachers College, Columbia University, 1935. pp. 187-195.
- Fisk University. Curriculum Materials, Free and Inexpensive Materials of Instruction (Curriculum Bulletin No. 2). Nashville, Tennessee: Fisk University, 1936. 89 pp.
- Florida. State Department of Education. Florida Program for the Improvement of Schools, Curriculum Bulletin Number One. Source Materials for the Improvement of Instruction: A Guide for Exploratory Work. Tallahassee, Florida: State Department of Education, 1939. 245 pp.
- Frizzell, M. M., Free Instructional Materials, Including Catalogs and Price Lists (Mimeographed). Murfreesboro, Tennessee: State Teachers College, 1939. 50 pp.
- Harap, Henry. An Index to the Contents of the Teaching of the Social Studies (Bulletin, No. 53). Box 3042, University Station, Columbus, Ohio: Curriculum Laboratory, 1937. 2 pp.
- Harap, Henry. Study Guide to the Revision of the Social Studies Curriculum (Bulletin, No. 56). Mimeographed. Box 3042, University Station, Columbus, Ohio: Curriculum Laboratory, 1937. 12 pp.
- Harap, Henry. Consumer Education: A Brief Selected Bibliography. (Bulletin No. 57). Box 3042, University Station, Columbus, Ohio: Curriculum Laboratory, 1937. 4 pp.
- Harap, Henry. Current Source Materials for the Study of Social and Economic Problems in Secondary Schools (Bulletin No. 58). Box 3042, University Station, Columbus, Ohio, Curriculum Laboratory, 1937. 6 pp.
- Harap, Henry. Classified List of References to Current Social and Economic Problems (Bulletin No. 59). Mimeographed. Box 3042, University Station, Columbus, Ohio: Curriculum Laboratory, 1936, 23 pp.
- Heiss, Elwood D., Ellsworth S. Obourn and C. Wesley Hoffman, Modern Methods and Materials for Teaching Science. New York: The Macmillan Company, 1940. pp. 273-297.
- Kansas. Program for the Improvement of Instruction. A Guide for Exploratory Work. (Bulletin Number 3). Topeka, Kansas: State Department of Education, 1937. 388 pp.

- Kansas. Program for the Improvement of Instruction. Suggestive Guidance Materials for Teachers in Developing a Core Program for Grades 1-14 (Bulletin Number 6). Topeka, Kansas: State Department of Education, 1939. 696 pp.
- Louisiana. State Department of Education Bulletin No. 384. Louisiana Program for the Improvement of Instruction, Third Bulletin. Baton Rouge, Louisiana: State Department of Education, 1938. 297 pp.
- McKown, Harry C., and Alvin B. Roberts, Audio-Visual Aids to Instruction. New York: McGraw-Hill Book Company, Inc., 1940. Chapter XVI, "Sources of Materials and Equipment." pp. 365-375.
- Maryland. Allegany County, Maryland, Board of Education. A Bulletin of Free and Inexpensive Teaching Aids for Junior and Senior High Schools. 108 Washington Street, Cumberland, Maryland: Allegany County Board of Education, 1939. 93 pp.
- Miller Bruce, Sources of Free and Inexpensive Teaching Aids. (Mimeographed). Ontario, California: Bruce Miller, Box 222, 1939. 77 pp.
- National Association of Manufacturers. Bibliography of Economic and Social Study Material. New York City: National Association of Manufacturers, March, 1941. pp. 20.
- National Education Association. Research Division. Sources of Information on Free and Inexpensive Aids for Classroom Use. (Mimeographed). Washington, D. C.: The National Education Association, 1937. 8 pp.
- National Education Association. Division of Rural Service. Sources of Free and Inexpensive Instructional Materials (Rural Service Bulletin No. 1). Washington, D. C.: The National Education Association, 1937. 10 pp.
- New Mexico. University State Curriculum Laboratory. Materials of Instruction: (Manual and Buying Guide. Problems Related to Equipment Materials, No. 1). Mimeographed. Albuquerque, New Mexico: The Curriculum Laboratory, 1937. 191 pp.
- New Mexico. University State Curriculum Laboratory. Materials of Instruction Number 2: Activities for the Non-Recitation Periods. (Mimeographed) Albuquerque, New Mexico: The Curriculum Laboratory, 1937. 108 pp.
- New Mexico. University State Curriculum Laboratory. Materials of Instruction Number 3: Sources of Free and Inexpensive Materials. Mimeographed. Albuquerque, New Mexico: The Curriculum Laboratory, 1937. 132 pp.

Salsgiver, P. L., Sources of Supplementary Materials for Courses in Consumer Education (Monograph 50). Cincinnati, Ohio: South-Western Publishing Company, 1940. 61 pp.

Townsend, M. E. and A. G. Stewart, Guides to Study Materials for Teachers in Junior and Senior High Schools, Junior Colleges, Adult Education Classes (Social Science Service Series 1). New York: H. W. Wilson Company, 1937. 113 pp.

U. S. Office of Education. Good References on Pictures, Maps, Charts, Etc., as Classroom Aids (Bibliography No. 34). Washington, D. C.: U. S. Office of Education, 1936. 13 pp.

U. S. Office of Education. Public Affairs Pamphlets. An Index to Inexpensive Pamphlets on Social, Economic, Political, and International Affairs (Bulletin 1937, No. 3: Supplement No. 1). Washington, D. C.: Superintendent of Documents, 1938. 66 pp.

How may teachers of the social studies locate information about the services of institutions of higher education which are available?

Some of the institutions of higher education have organized the administration of their service rendering agencies under a separate division, sometimes called the "Extension Division." Such a division is charged with the responsibility of locating the areas where service can be rendered and then organizing a program which will meet the needs of those who desire to have a given service rendered. Most of the state universities and other state institutions of higher education have such a division which attempts to meet the needs of many individuals and groups who find it impossible to attend the college or university for the regular courses of instruction. Those desiring further information about extension services should direct a letter of inquiry to the "Director of the Extension Division" of any of the state institutions of higher education.

Teachers in the public schools near a college or university may

derive many benefits which are not so easily obtained by the teachers residing farther from the college or university centers. Library services lecture courses, musical and dramatic productions, exhibits, musea, and numerous other services are available to those who can come to the city where the college or university is located. Teachers often find it helpful to consult with college and university authorities in regard to some of the problems with which public school teachers are confronted. Speech, reading, dramatic, and other clinics are often conducted by highly trained staff members of colleges and universities for the benefit of those who desire such services. Conferences on various teaching and school administration problems are held at colleges and universities during the school year and often during the summer months.

Where may teachers of the social studies locate information about "traveling libraries" and other "state extension agencies?"

A list of "State and Provincial Extension Agencies" has been
28
compiled by Karl Brown. To obtain the regulations of the extension agency which apply to the reader's locality, a request for such regulations should be mailed to the director or secretary at the location indicated on the list which follows.

28 The American Library Directory 1939 (A classified list of 10,253 libraries with names of librarians and statistical data, compiled by Karl Brown; New York: R. R. Bowker Company, 1939), pp. 517-518.

STATE AND PROVINCIAL EXTENSION AGENCIES

- Alabama, State Department of Archives and History, Montgomery. Mrs. Marie B. Owen, Director
- Alberta, University of Alberta, Library Extension Department, Edmonton. Jessie F. Montgomery, Librarian.
- Arizona, Phoenix State Law and Legislative Reference Library, Phoenix. Mulford Winsor, Librarian
- Arkansas, State Library Commission, War Memorial Building, Little Rock. Alfred Rawlinson, Librarian and Executive Secretary
- British Columbia, Public Library Commission, Victoria. W. Kaye Lamb, Secretary
- California, State Library, Sacramento. Mabel R. Gillis, Librarian
- Colorado, State Library, Denver. Mrs. Inez Johnson, State Librarian, ex-officio. Library Extension Division. Robt. A. Luke, Asst. Lib.
- Connecticut, Public Library Committee, Hartford. Katharine H. Wead, Executive Secretary
- Delaware, State Library Commission, Dover. Mrs. Bernice W. Hammond, Librarian
- Florida, State Library, Tallahassee. W. T. Cash, Librarian
- Georgia, Library Commission, Atlanta. Beverly Wheatcroft, Secretary
- Idaho, Free Traveling Library Commission, Boise. Lalla Bedford, Librarian
- Illinois, State Library, Springfield. Helene H. Rogers, Superintendent of Library Divisions and Assistant State Librarian. Extension division. Charlotte Ryan, Superintendent
- Indiana, State Library and Historical Department, Indianapolis. Christopher B. Coleman, Director. Extension Division. Hazel B. Warren, Chief
- Iowa, Library Commission, Des Moines. Blanche A. Smith, Secretary
- Kansas, State Library, Topeka. Louise McNeal, Librarian. Traveling Libraries Commission, Henrietta Alexander, Secretary
- Kentucky, Department of Library and Archives, Frankfort. Mrs. Emma Guy Cromwell, Director. Library Extension Division. Lena B. Nofcier, Librarian
- Louisiana, Library Commission, Baton Rouge. Essae M. Culver, Executive Secretary
- Maine, State Library, Augusta. Oliver L. Hall, State Librarian. Bureau of Library Extension, F. Elizabeth Libbey, Director
- Manitoba, Department of Education, Open Shelf Library, Winnipeg. Myrtle T. Lewis, Librarian
- Maryland, Public Library Advisory Commission, Baltimore. Adelene J. Pratt, Director
- Massachusetts, Department of Education, Division of Public Libraries, State House, Boston. E. Louise Jones, Library Adviser
- Michigan, State Library, Lansing, Mrs. Grace S. McClure, State Librarian. Extension Department. Constance Bement, Head
- Minnesota, Department of Education, Library Division, St. Paul. Lee F. Zimmerman, Director
- Mississippi, Library Commission, Jackson, Pearl Sneed, Secretary

Missouri, Library Commission, Jefferson City. Ruth O'Malley, Secretary

Nebraska, Public Library Commission, Lincoln, Nellie M. Carey,
Executive Secretary

Nevada, State Library, Carson City. E. Charles D. Marriage, Librarian

New Hampshire, Public Library Commission, Concord, Margaret T.
Grant, Secretary

New Jersey, Public Library Commission, Trenton. Sarah B. Askew,
Secretary

New Mexico, State Library Extension Service, Santa Fe. Helen Dorman,
Director

New York, Division of Adult Education and Library Extension, Albany.
Frank L. Tolman, Director

North Carolina, Library Commission, Raleigh. H. Marjorie Beal,
Secretary and Director

North Dakota, State Library Commission, Bismarck. Lillian E. Cook,
Secretary

Nova Scotia, Library Commission, Halifax. Nora Bateson, Director of
Libraries

Ohio, State Library, Columbus. Paul A. T. Noon, Librarian; Mildred
Sandoe, State Library Organizer

Oklahoma, Library Commission, Oklahoma City. Mrs. J. R. Dale, Sec.

Ontario, Department of Education, Public Libraries Branch, Toronto.
Angus Mowat, Inspector.

Oregon, State Library, Salem. Harriet C. Long, Librarian

Pennsylvania, State Library, Harrisburg. Joseph L. Rafter, Director;
Willis E. Ramsay, Extension Librarian

Prince Edward Island, Prince Edward Island Libraries, Prince of Wales
College, Charlottetown. Bramwell Chandler, Superintendent

Quebec, Traveling Library Department, McGill University Library,
Montreal. Dorothy M. Bizzey, Librarian

Rhode Island, State Library, Providence. Grace M. Sherwood, Librarian

Saskatchewan, Traveling and Open Shelf Libraries, Regina. S. J. Latta,
Director; Mrs. S. K. Ramsland, Asst. Librarian, in charge of Traveling
Libraries

South Carolina, State Library Board, Columbia. Helen Gordon Stewart,
Temporary Executive Secretary

South Dakota, Free Library Commission, Pierre. Mercedes B. Mackay

Tennessee, Department of Education, Division of School Libraries,
Nashville, Martha Parks, Director

Texas, Library and Historical Commission, State Library, Austin.
Fannie M. Wilcox, Librarian; Mrs. Dorothy Cotton Journeay, Field
Worker

Utah, Department of Public Instruction, Salt Lake City. Angelyn
Warnick, State Secretary

Vermont, Free Public Library Commission, Montpelier. Dorothy Randolph,
Secretary

Virginia, State Library, Richmond. Wilmer L. Hall, Librarian.
Extension Division, Leslie W. Stevens

Washington, State Library, Olympia. William P. Tucker, Librarian;
Alta M. Grim, Assistant Librarian

West Virginia, Library Commission (no headquarters). Etta Brown, Wheeling, Chairman; Mrs. Otis G. Wilson, Huntington, Secretary
 Wisconsin, Free Library Commission, Madison. Clarence B. Lester, Secretary
 Wyoming, State Library, Cheyenne. Nina Moran, Librarian

What government documents are available for the use of the teachers of the social studies, and where may information be obtained about the use of government documents?

Government documents include "any paper, map, pamphlet, or book, manuscript or printed, originating in, or printed with the imprint of, or at the expense and by the authority of, any office of legally organized government."²⁹ Government documents may be classified into three divisions: (1) local (city, village, county, township); (2) state; and (3) federal. Carter Alexander lists seven types of government publications based on content:

1. Journals and proceedings
2. Directories and registers
3. Rules, regulations, instructions, orders
4. Laws
5. Reports
6. Researches, studies, investigations
7. Publications designed to meet popular needs and impress the public with what the government is doing for the people.³⁰

Such documents to be most useful in the teaching of the social studies should be filed and catalogued in the school library. If the school librarian does not have such documents, the teachers in the social studies department with the help of the pupils may desire to organize a committee for the collection of government documents.

²⁹ James I. Wyer, United States Government Documents. (Chicago: American Library Association, 1933). p. 5

³⁰ Carter Alexander, How to Locate Educational Information and Data. (New York: Bureau of Publications, Teachers College, Columbia University, 1935). pp. 114-115.

Municipal and county documents to supplement texts and other reference books in the social studies include: reports and bulletins of the board of education, county officers, city officers, chamber of commerce, public library, and other miscellaneous reports of local public and semi-public organizations. Such documents may be secured by a request to the person responsible for making the report. In the smaller communities where no regular reports are published, statements will be published in local papers which should be clipped, mounted, filed and catalogued for use.

State documents include the regular publications of: various departments and commissions of the state government; state institutions; state colleges and universities; and special reports of other organizations of the state government. A request sent to the head of the department for the list of publications which are prepared by his department will assist those responsible for preparing the requests for state documents. Usually state documents are supplied free of charge for use in the schools.

Federal documents consist of a vast number of publications printed by the United States Government Printing Office at Washington, D. C. Such documents consist of regular and special reports by the various departments, commissions, bureaus, and agencies of the federal government. There are so many of these reports, approximately 65,000 different titles, that no secondary school librarian can expect to have a complete file of them available. However, some of the federal reports are of such nature that each high school library should attempt to select and make available

the ones that may be used by secondary school pupils.

To assist with the selection of government bulletins, price lists on special subjects have been prepared and will be furnished free, on application, if the interested person will state the subject or subjects concerning which information is desired. A free weekly price list of selected United States Government publications is available upon application to the Superintendent of Documents, Washington, D. C. The United States Government Printing Office lists all government publications (press releases and administrative, regional, and confidential publications are omitted) in a Monthly Catalog which may be obtained for fifteen cents per copy, or by subscription for one dollar and fifty cents per year.³¹ (This Monthly Catalog is sent free to public libraries on application).

The Superintendent of Documents at Washington, D. C., is authorized by law to sell copies of the federal government publications. In ordering federal documents the name of the publishing department, bureau, or division, and the title, together with the classification number which is added to the entry at the extreme right, should be given. Coupons to be used for the purchase of government documents may be purchased from the Superintendent of Documents in sets of twenty for one dollar. Remittance for the documents ordered may be made by the use of these coupons, postal money order, cash, or express order. Some federal documents may be obtained

³¹ Monthly Catalog, United States, Superintendent of Documents, Catalog of United States Public Documents, 1895 to date. Washington, D. C.: Superintendent of Documents, 1895-

by writing to the Congressman who represents the local Congressional District. Another source of supply, in addition to those already mentioned, is from the office of the department or bureau which issued the document.

Those who desire further detailed information in regard to the use of government documents may consult one or more of the following references:

Alexander, Carter, How to Locate Educational Information and Data.^a
New York: Bureau of Publications, Teachers College, Columbia University, 1935. 272 pp. (Chapter 12, "Government Documents," and Chapter 13, "United States Office of Education Publications.")

American Library Association, Committee on Public Documents, Public Documents, State, Municipal, Federal, and Foreign. Chicago: American Library Association, 1933--date (Issued annually).

Boyd, Anne Morris, United States Government Publications (Sources of Information for Libraries). New York: The H. W. Wilson Company, 1941. 548 pp.

Clarke, Edith E., Guide to the Use of United States Government Publications. Boston: The Boston Book Company, 1918. 308 pp.

Everhart, Elfrida, A Handbook of United States Public Documents. Minneapolis: The H. W. Wilson Company, 1910. 320 pp.

Schmeckebier, Laurence F., Government Publications and Their Use (Second Edition). Washington, D. C.: Brookings Institution, 1939. 479 pp.

United States Government Manual (Prepared by the Office of Government Reports--Issued in revised editions, three times a year--October, February, and July). Washington, D. C.: Superintendent of Documents.

United States Office of Education, New Government Aids for Teachers. Washington, D. C.: Superintendent of Documents, 1940. 23 pp.

^a For use with this same reference see: Carter Alexander, Alexander's Library Exercises. New York: Bureau of Publications, Teachers College, Columbia University, 1935. 101 pp.

Wilcox, Jerome K., United States Reference Publications. Boston: F. W. Faxon Company, 1931. 96 pp. (Supplement, 1932).

_____, Guide to Official Publications of New Deal Administration. Chicago: American Library Association, 1934. 113 pp. (Supplements, 1936, and 1937).

Wyer, James I., United States Government Documents. Chicago: American Library Association, Revised 1933. 56 pp.

What reference materials should be included in the social studies library?

The bibliography which follows is divided into sections for the convenience of the reader. This bibliography contains reference materials suitable for the use of the teacher and pupils of the senior high school. The classification made here is very general. Some of the reference materials recorded herein were written for teachers and pupils in the junior high school or elementary school.

Most school libraries will not contain all the reference materials listed here. Nearly all libraries will have some reference materials not listed here, as it is impossible to include all in so short a bibliography.

In selecting these reference materials the writer, with few exceptions, has included only those that have been published since 1936. To secure this list the catalogues of publishers, book review sections of magazines, bibliographies of recently published textbooks, the annual list of "Educational Books" published in School and Society, and the annual "Bibliography of Social Studies Textbooks for Junior and Senior High Schools," in The Social Studies were consulted.

Although an attempt has been made to confine this list to publications in the field of the social studies, it is recognized that several

of the reference materials could be classified under such headings as: methods, administration, supervision, curriculum, teacher training, or under some other division. However, this list is intended to be sufficiently comprehensive to assist the social studies teacher, department chairman, supervisor, and school administrator, to locate the more up-to-date references useful in helping to solve pertinent problems in the teaching of the social studies.

Section I

Selected List of Professional Books on Teaching the Social Studies

Barr, A. S., Characteristic Differences of Good and Poor Teachers; of Social Studies. Bloomington, Illinois: Public School Publishing Company, 1929. 127 pp.

Bining, Arthur, and David H. Bining, Teaching the Social Studies. New York: McGraw-Hill Book Company, Inc., 1935. 417 pp.

Bining, Arthur C., and David H. Bining, Teaching the Social Studies in Secondary Schools (New Second Edition). New York: McGraw-Hill Book Company, Inc., 1941.

Bining, Arthur C., Walter H. Mohr, and Richard H. McFeeley, Organizing the Social Studies in Secondary Schools. New York: McGraw-Hill Book Company, Inc., 1941.

Bourne, Henry E., The Teaching of History and Civics in the Elementary and the Secondary School. New York: Longmans, Green, and Company, 1902.

Dawson, Edgar, Teaching the Social Studies. New York: The Macmillan Company, 1928. 405 pp.

Fancler, Della G., and Claude C. Crawford, Teaching the Social Studies. Los Angeles, Calif.: C. C. Crawford, 1932. 376 pp.

Frederick, Robert W., and Paul H. Sheats, Citizenship Education Through the Social Studies. Evanston, Illinois: Row, Peterson and Company, 1936. 312 pp.

- Hampton, V. B., New Techniques in Social Science Teaching. Staple-
ton, New York: John Willig Press, 1937. 311 pp.
- Hatch, Roy W., Training in Citizenship. New York: Charles Scrib-
ner's Sons, 1926. 338 pp.
- Heathcote, Charles W., Teaching the Social Studies. Boston:
Richard G. Badger, 1930. 295 pp.
- Johnson, Henry, Teaching of History (Revised Edition). New York:
The Macmillan Company, 1940. 467 pp.
- Kelty, Mary G., Learning and Teaching History in the Middle Grades.
Boston: Ginn and Company, 1937. 694 pp.
- Kimmel, William G., Instruction in the Social Studies. National
Survey of Secondary Education, Monograph No. 21. U. S. Depart-
ment of the Interior, Office of Education, Bulletin, 1932, No. 17.
Washington, D. C.: United States Government Printing Office,
1933. 105 pp.
- Knowlton, Daniel C., History and the Other Social Studies. New
York: Charles Scribner's Sons, 1926. 210 pp.
- Krey, A. C., A Regional Program for the Social Studies. New York:
The Macmillan Company, 1938. 140 pp.
- Lacey, Joy M., Teaching the Social Studies in the Elementary School.
Minneapolis, Minnesota: Burgess Publishing Company, 1941. 116 pp.
- Moore, Clyde B., Citizenship Through Education. New York: American
Book Company, 1929. 320 pp.
- Schutte, T. H., Teaching the Social Studies on the Secondary School
Level. New York: Prentice-Hall, Inc., 1938. 583 pp.
- Schwarz, John, Social Study in the Elementary School. New York:
Prentice-Hall, Inc., 1938. 215 pp.
- Smith, Donnal W., Social Learning. New York: Charles Scribner's
Sons, 1937. 292 pp.
- Stormzand, M. J., and R. H. Lewis, New Methods in the Social Studies.
New York: Farrar and Rinehart, Inc., 1935
- Swindler, Robert E., Social Studies Instruction. New York: Prentice-
Hall, Inc., 1933. 348 pp.
- Tryon, Rolla M., The Teaching of History in Junior and Senior High
School. Boston: Ginn and Company, 1921. 294 pp.

Wesley, Edgar B., Teaching the Social Studies. Boston: D. C. Heath and Company, 1937. 635 pp.

Section II

Publications of The National Council For The Social Studies
1201 Sixteenth St., N.W., Washington, D. C.

Yearbooks

Pierce, Bessie L., editor, Some Aspects of the Social Sciences in the Schools. First Yearbook, 1931.

Morgan, Dewitt S., editor, Classroom and Administrative Problems in the Teaching of the Social Sciences. Second Yearbook, 1932.

Kimmel, W. G., editor, Supervision in the Social Studies. Third Yearbook, 1933.

Wilson, Howard E., editor, The Social Studies Curriculum, Fourth Yearbook, 1934.

Wesley, Edgar B., editor, The Historical Approach to Methods of Teaching the Social Studies. Fifth Yearbook, 1935.

Hughes, R. O., editor, Elements of the Social Studies Program. Sixth Yearbook, 1936. 208 pp.

Ellis, Elmer, editor, Education Against Propaganda. Seventh Yearbook, 1937. 182 pp.

Barnes, C. C., editor, The Contribution of Research to the Teaching of the Social Studies. Eighth Yearbook, 1937. 239 pp.

West, Ruth, editor, Utilization of the Community Resources in the Social Studies. Ninth Yearbook, 1938. 229 pp.

Phillips, Burr W., editor, In-Service Growth of Social Studies Teachers. Tenth Yearbook, 1939. 187 pp.

Clark, Harold F., editor, Economic Education. Eleventh Yearbook, 1940. 166 pp.

Curriculum Series

Michener, James A., editor, The Future of the Social Studies: Proposals for an Experimental Curriculum. Number One, 1939. 178 pp.

Kronenberg, Henry, editor, Courses and Units in the Social Studies. Number Two, 1941. 247 pp. (Mimeographed).

Bulletins

Logasa, Hannah, Historical Fiction Suitable for Junior and Senior High Schools. Bulletin No. 1, 1927.

Redman, Amabel, Classified Catalogue of Text Books in the Social Studies for Elementary and Secondary Schools. Bulletin No. 2, 1927.

Gibbons, Alice, Tests in the Social Studies. Bulletin No. 3, 1929.

Kimmel, W. G., The Management of the Reading Program in the Social Studies. Bulletin No. 4, 1929.

Wilson, H. E., and F. H. Wilson, Bibliography of American Biography, Selected and Annotated for Secondary Schools. Bulletin No. 5, 1930.

Anderson, H. R., E. F. Lindquist, and H. D. Berg, Selected Test Items in American History. Bulletin No. 6, 1936. (Revised Edition, 1940). 93 pp.

Hodgkins, G. W., A Guide to Newer Methods in Teaching Social Studies. Bulletin No. 7, 1936.

Kronenberg, Henry, R. M. Tryon, and H. E. Nutter, Pamphlets on Public Affairs for Use in Social Studies Classes. Bulletin No. 8, 1937.

Anderson, H. R., and E. F. Lindquist, Selected Test Items in World History. Bulletin No. 9, 1938. 93 pp.

Coleman, C. H., The Constitution Up To Date. Bulletin No. 10, 1938.

Anderson, H. R., and E. F. Lindquist, Selected Test Items in American Government. Bulletin No. 11, 1939. 74 pp.

Murra, W. F., et al., Bibliography of Textbooks in the Social Studies For Elementary and Secondary Schools. Bulletin No. 12, 1939. 79 pp.

Anderson, H. R., and E. F. Lindquist, Selected Test Items in American Government. Bulletin No. 13, 1939. 68 pp.

Haefner, John H., et al., Housing America: A Source Unit For The Social Studies. Bulletin No. 14, 1940. 80 pp.

Morse, Horace T., and George H. McCune, Selected Items For The Testing of Study Skills. Bulletin No. 15, 1940. 72 pp.

Section III

A List of the Reports of the Commission on the Social Studies
of the American Historical Association

- Beard, Charles A., A Charter For the Social Sciences in the Schools. Part I. New York: Charles Scribner's Sons, 1932. 122 pp.
- Johnson, Henry, An Introduction to the History of the Social Sciences. Part II. New York: Charles Scribner's Sons, 1932. 145 pp.
- Pierce, Bessie Louise, Citizens' Organizations and the Civic Training of Youth. Part III. New York: Charles Scribner's Sons, 1933. 428 pp.
- Kelley, Truman L., and A. C. Krey, Tests and Measurements in the Social Sciences. Part IV. New York: Charles Scribner's Sons, 1934. 635 pp.
- Bowman, Isaiah, Geography in Relation to the Social Sciences. Part V. New York: Charles Scribner's Sons, 1934. 382 pp.
- Merriam, Charles E., Civic Education in the United States. Part VI. New York: Charles Scribner's Sons, 1934. 196 pp.
- Beard, Charles A., The Nature of the Social Sciences. Part VII. New York: Charles Scribner's Sons, 1934. 236 pp.
- Newlon, Jesse H., Educational Administration As Social Policy. Part VIII. New York: Charles Scribner's Sons, 1934. 301 pp.
- Counts, George S., The Foundations of Education. Part IX. New York: Charles Scribner's Sons, 1934. 579 pp.
- Curti, Merle, The Social Ideas of American Educators. Part X. New York: Charles Scribner's Sons, 1935. 613 pp.
- Tryon, Rolla M., The Social Sciences as School Subjects. Part XI. New York: Charles Scribner's Sons, 1935. 541 pp.
- Beale, Howard K., Are American Teachers Free? Part XII. New York: Charles Scribner's Sons, 1936. 855 pp.
- Marshall, Leon C., and Rachel M. Goetz, Curriculum Making in the Social Studies. Part XIII. New York: Charles Scribner's Sons, 1936. 252 pp.
- Bagley, W. C., and Thomas Alexander, The Teacher of the Social Studies. Part XIV. New York: Charles Scribner's Sons, 1937. 328 pp.

Horn, Ernest, Methods of Instruction in the Social Studies. Part XV. New York: Charles Scribner's Sons, 1937. 523 pp.

Conclusions and Recommendations of the Commission. New York: Charles Scribner's Sons, 1934. 168 pp.

Section IV

Selected List of Books on Curriculum Development and Related Topics

Bobbitt, Franklin, The Curriculum of Modern Education. New York: McGraw-Hill Book Company, Inc., 1941. 419 pp.

Burton, W. H., Children's Civic Information, 1924-1935 (Educational Monograph No. 7). Los Angeles, California: University of Southern California Press, 1937. 307 pp.

Caswell, H. L., and D. S. Campbell, Curriculum Development. New York: The American Book Company, 1935. 600 pp.

Caswell, H. L., and D. S. Campbell, Readings in Curriculum Development. New York: American Book Company, 1937. 753 pp.

Draper, Edgar M., Principles and Techniques of Curriculum Making. New York: D. Appleton-Century Company, 1936. 875 pp.

Educational Policies Commission, The Purposes of Education in American Democracy. Washington, D. C.: The National Education Association, 1938. 157 pp.

_____, Social Services and the Schools. Washington, D. C.: The National Education Association, 1939. 147 pp.

_____, Education and Economic Well-Being in American Democracy. Washington, D. C.: The National Education Association, 1940.

_____, Learning the Ways of Democracy: A Case Book of Civic Education. Washington, D. C.: The National Education Association, 1940. 486 pp.

Engelhardt, N. L., and N. L. Engelhardt, Jr., Planning the Community School. New York: American Book Company, 1940. 188 pp.

Hampton, V. B., Reorganizing the Social Studies. Stapleton, New York: John Willig Press, 1937. 60 pp.

Harap, Henry, editor, The Changing Curriculum. New York: D. Appleton-Century Company, 1937. 351 pp.

- Harris, Pickens E., The Curriculum and Cultural Change. New York: D. Appleton-Century Company, 1937. 502 pp.
- Hollingshead, Arthur D., Guidance in Democratic Living. New York: D. Appleton-Century Company, 1941. 260 pp.
- Hopkins, J. Thomas, Curriculum Principles and Practices. Chicago: Benj. H. Sanborn & Company, 1929. 617 pp.
- Hopkins, L. Thomas, Interaction: The Democratic Process. Boston: D. C. Heath and Company, 1941.
- Jones, Arthur J., E. D. Grizzell, and Wren Jones Grinstead, Principles of Unit Construction. New York: McGraw-Hill Book Co., Inc., 1939. 232 pp.
- Lane, Robert H., The Teacher in the Modern Elementary School. Boston: Houghton Mifflin Company, 1941. 397 pp.
- Lawson, Douglas E., Curriculum Development in City School Systems. Chicago: University of Chicago Press, 1940. 238 pp.
- Lee, J. Murray, and Dorris May Lee, The Child and His Curriculum. New York: D. Appleton-Century Company, 1940. 650 pp.
- Michener, J. A., and H. M. Long, The Unit in the Social Studies (Harvard Workshop Series No. 1). Cambridge, Massachusetts: Graduate School of Education, Harvard, University, 1940. 108 pp.
- Michell, Elene, Teaching Values in New-Type History Tests. Yonkers-on-Hudson, New York: The World Book Company, 1930. 179 pp.
- Morrison, Henry C., The Curriculum of the Common School. Chicago, Illinois: University of Chicago Press, 1940. 681 pp.
- National Education Association, Department of Superintendence, The Social Studies Curriculum. Fourteenth Yearbook. Washington, D. C.: The National Education Association, 1936. 478 pp.
- _____, Department of Supervisors and Directors of Instruction, Newer Instructional Practices of Promise. Twelfth Yearbook. Washington, D. C.: National Education Association, 1939. pp. 57-74.
- _____, Improving Social Studies Instruction (Research Bulletin Volume 15, No. 5, November 1937). Washington, D. C.: The National Education Association, 1937. pp. 187-258.
- Norton, John K., and Margaret Alltucker Norton, Foundations of Curriculum Building. Boston: Ginn and Company, 1936. 596 pp.

- Progressive Education Association, Commission of Secondary School Curriculum, The Social Studies in General Education. New York: D. Appleton-Century Company, 1940. 401 pp.
- Purnell, Russell T., and Robert A. Davis, Directing Learning by Teacher Made Tests. Boulder, Colorado: Bureau of Publications, University of Colorado, 1939. 92 pp.
- Robey, Ralph W., Abstracts of Social Science Textbooks (Prepared for National Association of Manufacturers). New York: National Association of Manufacturers, February, 1941.
- Rugg, Harold O., American Life and the School Curriculum. Boston: Ginn and Company, 1936. 471 pp.
- _____, The Curriculum and Education in a Democracy. New York: D. Appleton-Century Company, 1939.
- Spears, Harold, Experiences in Building a Curriculum. New York: The Macmillan Company, 1937. 196 pp.
- _____, The Emerging High School Curriculum and Its Direction. New York: The American Book Company, 1940. 400 pp.
- Stout, Dorman G., Teacher and Community. Yonkers-on-Hudson, New York: World Book Company, 1941. 236 pp.
- Thayer, V. T., Caroline B. Zachry, and Ruth Kotinsky, Reorganizing Secondary Education (Report of the Commission on Secondary School Curriculum of the Progressive Education Association). New York: D. Appleton-Century Company, 1939. 483 pp.
- Wiley, George M., Jr., The Redirection of Secondary Education. New York: The Macmillan Company, 1940. 493 pp.
- Wilson, Howard E., The Fusion of Social Studies in Junior High Schools: A Critical Analysis (Harvard Studies in Education, Volume 21). Cambridge, Massachusetts: Harvard University Press, 1933. 211 pp.
- _____, Education for Citizenship (The Regents' Inquiry). New York: The McGraw-Hill Book Company, Inc., 1938. 272 pp.
- Wrightstone, J. Wayne, Appraisal of Experimental High School Practices. New York: Bureau of Publications, Teachers College, Columbia University, 1936. 194 pp.
- _____, Appraisal of Newer Elementary School Practices. New York: Bureau of Publications, Teachers College, Columbia University, 1938. 221 pp.
- Wrinkle, William L., The New High School in the Making. New York: The American Book Company, 1938. 318 pp.

Wynne, John P., The Teacher and the Curriculum. New York: Prentice-Hall, Inc., 1937. 440 pp.

Section V

Selected List of Curriculum Development Bulletins Published by State Departments of Education

Alabama. Procedures in Large Unit Teaching (Curriculum Bulletin No. 4). Montgomery, Alabama: State Department of Education, 1937. 258 pp.

_____, Guide to the Improvement of the Curriculum (Bulletin 1938, No. 8, Curriculum Bulletin No. 5). Montgomery, Alabama: State Department of Education, 1938. 264 pp.

_____, Planning the Core Curriculum in the Secondary School (Alabama Curriculum Development Program, Curriculum Bulletin No. 7). Montgomery, Alabama: State Department of Education, 1939. 71 pp.

Arkansas. Arkansas Congress of Parents and Teachers, Parent Cooperation in the Arkansas Cooperative Program to Improve Instruction: Study Program. Little Rock, Arkansas: Arkansas Congress of Parents and Teachers, 1934. 86 pp.

_____, A Teachers' Guide for Curriculum Development: Elementary Section (The Arkansas Cooperative Program to Improve Instruction Bulletin No. III). Little Rock, Arkansas: State Department of Education, 1935, 193 pp.

_____, A Teachers' Guide for Curriculum Development (The Arkansas Cooperative Program to Improve Instruction Bulletin No. IV). Little Rock, Arkansas: State Department of Education, 1935. 118 pp.

_____, A Tentative Course of Study for Arkansas Schools (The Arkansas Cooperative Program to Improve Instruction Bulletin No. V, Secondary Section). Little Rock, Arkansas: State Department of Education, 1936. 292 pp.

California. Programs of the Cooperating Secondary Schools in California (Bulletin 1939, No. 3). Sacramento, California: State Department of Education, 1939. 82 pp.

_____, State Department of Education, Teachers' Guide to Child Development in Intermediate Grades. Sacramento, California: State Department of Education, 1936. 631 pp.

_____, California's Natural Wealth: A Conservation Guide for Secondary Schools (Bulletin Volume IX, No. 4). Sacramento, California: State Department of Education. 124 pp.

- Florida. Source Materials for the Improvement of Instruction (A Guide for Exploratory Work in the Florida Program for the Improvement of Schools, Curriculum Bulletin No. 1). Tallahassee, Florida: State Department of Education, 1939. 245 pp.
- Florida. Ways to Better Instruction in Florida Schools (Florida Program for the Improvement of Schools, Bulletin No. 2). Tallahassee, Florida: State Department of Education, 1939. 340 pp.
- _____, A Preliminary Guide to a Study of the Elementary School Curriculum in Florida (Florida Program for the Improvement of Schools, Bulletin No. 3). Tallahassee, Florida: State Department of Education, 1939. 24 pp.
- _____, Planning Curriculum Study With Local Groups (Florida Program for the Improvement of Schools, Bulletin No. 6). Tallahassee, Florida: State Department of Education, 1939. 27 pp.
- _____, A Proposed Plan for Self-Measurement of Schools (Florida School Bulletin: Volume II, No. 6). Tallahassee, Florida: State Department of Education, 1940. 32 pp.
- Georgia. Georgia Program for the Improvement of Instruction, The Organization and Conduct of Teacher Study Groups (Bulletin Number 1). Atlanta, Georgia: State Department of Education, 1937, Revised Edition. 90 pp.
- _____, Georgia Program for the Improvement of Instruction, Guide to Curriculum Improvement (Bulletin Number 2). Atlanta, Georgia: State Department of Education, 1937. 130 pp.
- _____, Georgia Program for the Improvement of Instruction, Natural Resources of Georgia. Atlanta, Georgia: State Department of Education, 1937. 222 pp.
- _____, Georgia Program for the Improvement of Instruction, State Department of Educational Occupational Guidance. Atlanta, Georgia: State Department of Education, 1938. 54 pp.
- _____, Georgia Program for the Improvement of Instruction, Two Georgians Explore Scandinavia (A Comparison of Education for Democracy in Northern Europe and Georgia). Atlanta, Georgia: State Department of Education, 1938. 120 pp.
- _____, Georgia Program for the Improvement of Instruction, Source Materials on Transportation and Communication. Atlanta, Georgia: State Department of Education, 1938. 105 pp.
- _____, Georgia Program for the Improvement of Instruction, The Community as a Source of Materials of Instruction. Atlanta, Georgia: State Department of Education, 1938. 80 pp.

- _____, Georgia Program for the Improvement of Instruction, The New Curriculum at Work. Atlanta, Georgia: State Department of Education, 1938. 84 pp.
- Georgia. Georgia Program for the Improvement of Instruction, Guide to Use of State Adopted Textbooks. Atlanta, Georgia: State Department of Education, 1938. 264 pp.
- Idaho. A Study Guide in Curriculum Thinking (Mimeographed). Boise, Idaho: State Department of Education, 1940. 48 pp.
- _____, Making the Most of the Environment: A Study Guide Designed to Aid Teachers in Finding and Making Wise Use of the Potential Curricular Materials of the Community (Mimeographed). Boise, Idaho: State Department of Education, 1940. 26 pp.
- Kansas. Unit Program in Social Studies. Topeka, Kansas: State Department of Education, September, 1936. 671 pp.
- _____, The Study Bulletin in the Kansas Program for the Improvement of Instruction (Bulletin No. 1). Topeka, Kansas: State Department of Education, August, 1936. 76 pp.
- _____, Parents' Study Bulletin in the Kansas Program for the Improvement of Instruction (Bulletin No. 2). Topeka, Kansas: State Department of Education, October, 1936. 61 pp.
- _____, A Guide for Exploratory Work in the Kansas Program for the Improvement of Instruction (Bulletin No. 3). Topeka, Kansas: State Department of Education, October, 1937. 388 pp.
- _____, A Suggestive Long Term Legislative Plan in the Kansas Program for the Improvement of Instruction (Bulletin No. 4). Topeka, Kansas: State Department of Education, July, 1938. 53 pp.
- _____, A Scope and Sequence Bulletin in the Kansas Program for the Improvement of Instruction (Bulletin No. 5). Topeka, Kansas: State Department of Education, October, 1938. 26 pp.
- _____, Suggestive Guidance Materials for Teachers in Developing A Core Program for Grades 1-14 in the Kansas Program for the Improvement of Instruction (Bulletin No. 6). Topeka, Kansas: State Department of Education; April, 1939. 696 pp.
- Kentucky. List of Textbooks Approved by State Textbook Commission of Kentucky, 1935-1940. (Education Bulletin, Volume V, No. 7). Lexington, Kentucky: State Board of Education, 1937. 92 pp.
- Louisiana. Louisiana Program of Curriculum Development (Study Program, Bulletin No. 324). Baton Rouge; Louisiana: State Department of Education, 1936. 166 pp.

Louisiana. Louisiana Program for the Improvement of Instruction: Second Bulletin (Bulletin No. 351). Baton Rouge, Louisiana: State Department of Education, 1937. 249 pp.

_____, Louisiana Program for the Improvement of Instruction: Third Bulletin (Bulletin No. 384). Baton Rouge, Louisiana: State Department of Education, 1938. 297 pp.

_____, Louisiana Program for the Improvement of Instruction: Fourth Bulletin (Bulletin No. 415). Baton Rouge, Louisiana: State Department of Education, 1939. 160 pp.

Michigan. Basic Community Survey (Mimeographed). Lansing, Michigan: State Department of Public Instruction, 1939. 9 pp.

_____, Educating Teachers for an Improving Curriculum (Bulletin No. 1001, Mimeographed). Lansing, Michigan: Department of Public Instruction, 1939. 41 pp.

Mississippi. Mississippi Congress of Parents and Teachers, A Parent's View of Curriculum Improvement in Mississippi (A Bulletin to Help Parents Understand Suggested Improvements in the School Curriculum). Jackson, Mississippi: State Department of Education, 1935. 69 pp.

_____, Mississippi Program for the Improvement of Instruction, Procedures for Production of Curriculum Materials (Bulletin No. 2). Jackson, Mississippi: State Department of Education, October, 1935. 228 pp.

_____, Mississippi Program for the Improvement of Instruction, A Guide for Curriculum Planning (Bulletin No. 3). Jackson, Mississippi, October, 1936. 234 pp.

_____, Mississippi Program for the Improvement of Instruction, A Guide for Curriculum Reorganization in the Elementary School (Bulletin No. 4). Jackson, Mississippi: State Department of Education, 1937. 582 pp.

_____, Mississippi Program for the Improvement of Instruction, A Guide for Curriculum Reorganization in the Secondary School, Grades 7-12 (Bulletin No. 5). Jackson, Mississippi: State Department of Education, 1937. 296 pp.

_____, Mississippi Program for the Improvement of Instruction, Curriculum Reorganization in the Elementary School (Bulletin No. 6). Jackson, Mississippi: State Department of Education, 1939. 366 pp.

_____, Mississippi Program for the Improvement of Instruction, Curriculum Reorganization in the Secondary School (Bulletin No. 7). Jackson, Mississippi: State Department of Education, 1939, 368 pp.

- Missouri. Missouri at Work on the Public School Curriculum: Secondary School Series (Brief Summary and Plans for the Missouri Secondary School Curriculum Development Program, Special Bulletin 1939). Jefferson City, Missouri: State Department of Education, 1939. 47 pp.
- New Mexico. New Mexico Program for the Improvement of Instruction (Study Bulletin No. 1). University of New Mexico, Albuquerque, New Mexico: Dr. L. S. Tireman, 1936. 136 pp.
- New York. Suggestions for the Guidance of Schools in the Development of a Social Studies Program (Mimeographed). Albany, New York: University of the State of New York, 1938. 46 pp.
- _____, An Approach to the Organization of a Social Studies Program for Secondary Schools (Bulletin No. 1159). Albany, New York: University of the State of New York, 1939. 39 pp.
- North Carolina. Suggested Procedures for Curriculum Construction and Course of Study Building (Publication No. 179). Raleigh, North Carolina: State Department of Education, 1935. 107 pp.
- _____, Handbook for Elementary and Secondary Schools (Publication No. 206). Raleigh, North Carolina: State Department of Education, 1938. 192 pp.
- Ohio. Ohio School Standards (Revised Edition). Columbus, Ohio: State Department of Education, 1937. 192 pp.
- Oregon. Handbook on Curriculum Study (Bulletin No. 1). Salem, Oregon: State Department of Education, 1937. 186 pp.
- Oklahoma. A Guide to Study of the Curriculum in Oklahoma (Cooperative Program for Improvement of Instruction Bulletin 1941, No. 1). Oklahoma City, Oklahoma: State Department of Education, 1941. 152 pp.
- Pennsylvania. Suggestions for Developing a Social Studies Program in the Secondary School (Bulletin 411). Harrisburg, Pennsylvania: State Department of Public Instruction, 1939. 32 pp.
- _____, School Living for Social Purposes (Bulletin 418). Harrisburg, Pennsylvania: State Department of Public Instruction, 1939. 24 pp.
- Tennessee. The Tennessee Program for the Improvement of Instruction, Study Bulletin (Education Bulletin, Volume XIV, No. 6). Nashville, Tennessee: State Department of Education, 1936. 85 pp.
- _____, The Tennessee Program for the Improvement of Instruction, A Guide for Elementary Schools in the Use of State Adopted Text-books (Education Bulletin, Volume XIV, No. 7). Nashville, Tennessee: State Department of Education, 1936. 158 pp.

_____, The Tennessee Program for the Improvement of Instruction, Looking Ahead With Tennessee Schools. Nashville, Tennessee: State Department of Education, 1937. 250 pp.

_____, The Tennessee Program for the Improvement of Instruction, Handbook for Teachers (Tennessee Education Bulletin, Volume XVII, No. 3). Nashville, Tennessee: State Department of Education, 1939. 174 pp.

Texas. Handbook for Curriculum Development. (Bulletin, Volume XII, No. 2). Austin, Texas: State Department of Education, 1936. 200 pp.

West Virginia. Handbook of General Information Concerning the School System of West Virginia: Charleston, West Virginia: State Department of Education, 1938. 69 pp.

Section VI

Selected Courses of Study for Use in the Social Studies Classes of the Senior High School

Part A

Courses of Study in the "Annual List of Outstanding Courses of Study" by H. B. Bruner, et al., Published in the Curriculum Journal each year as indicated:

1937

California, Long Beach, Civic Education. Secondary Grades. 1936.

California, Los Angeles, Motion Picture Appreciation. Secondary School. 1936.

California, Los Angeles, Rome Immortale, A Unit of Work in Italy. Grade 10. Social Studies Units. Grade 10. 1936. India High School. 1933. Spain. High School. 1935.

California, Los Angeles, Some Problems of American Citizenship. 1936. Social-Cultural America. B-11; American Government and Politics. A-11.

Georgia, Atlanta, A Curriculum Unit in Housing and Home Building. 1935.

New York State, A Tentative Syllabus in Economic Citizenship. The Business of Living. 1935.

1938

- California, Long Beach, Civic Education in the Long Beach Secondary Schools. 1936.
- California, Los Angeles, Unit: Liberty, Equality, and Fraternity. Grade 10. 1935.
- California, Los Angeles County, American Problems. Grade 12. 1936.
- California, Los Angeles County, Appreciating Democracy. (Unit). 1937.
- California, Los Angeles County, Current Social Problems. 1937.
- California, Los Angeles County, Current Social Problems. (Unit). 1936.
- California, Los Angeles County, Pacific Relations. Grade 12. 1937.
- Institute for Propaganda Analysis. Propaganda; How to Recognize It and Deal With It. 1938.
- Michigan, Flint, Civics. 1937.
- Michigan, Flint, Economics. 1938.
- Michigan, Saginaw, Social Science Materials to Try Out and Revise. Grades 10-12. 1938.
- Minnesota, State, Course of Study on Consumers' Cooperation. 1938.
- New York, Rochester, Course of Study in Social Studies. (Non-Regents) Grade 10; (Regents) Grades 11 and 12, 1937.
- Oregon, State, Course of Study for High School Social Studies. 1937.
- South Dakota, Aberdeen, Modern Problems. Grade 12. 1937.
- Texas, Dallas, Negro History. 1937.
- United States Department of Agriculture. Forest Service. Forest Conservation. 1937.
- West Virginia, State, Tentative Program of Studies for Broad View of World Geography, World History, American History, American Problems, Social Problems, 1937.

1939

California, Los Angeles, Big Business in America. Labor in America. The American Farmer. Units for Use in B-11 American Life and Institutions. 1938.

California, Los Angeles, Commerce and Industry in the Modern World. For Use in A-1p Social Living and Social Studies Classes. Theme II, Unit 4. 1937. The Progress of Science. Theme II, Unit I. 1938.

California, Los Angeles County, Source Unit on Democracy. 1939.

Georgia, Atlanta, Housing and Home Building. Preview of an Integrated Unit. Junior and Senior High School. Revised Edition. 1937.

Indiana, Evansville, An Integrated Course of Study in Housing. Grades 8-12. 1938.

Maryland, Montgomery County, Course of Study—Design. Social Studies. Grades 7-12. 1939.

Maryland, State, Problems of Democracy. Secondary. 1939.

Michigan, Saginaw, Suggestive Course of Study for Social Science. Grades 10-12. 1939.

Texas, State, Teaching Social Studies in the Junior and Senior High Schools of Texas. 1938.

Part B

The Following Course of Study Bulletins Were Selected by the Writer from the "Curriculum Bulletins" Section of the Different Issues of the Curriculum Journal During the Years 1940-41, as Indicated:

January 1940:

California, Los Angeles County, Twelfth Grade Social Studies, Part I: A Course in Human Relations. 26 pp. Twelfth Grade Social Studies, Part II: Current Economic Problems. 22 pp.

February 1940:

Oregon, State Department of Education, Social Studies. High School. 310 pp.

California, Los Angeles City Schools, American Life and Institutions ...Grade 11.

March 1940:

New York, State, An Approach to the Organization of a Social Studies Program for Secondary Schools, Bulletin No. 1. 39 pp.

Oregon, University of, Social Studies: A Study Guide for Teachers. 45 pp.

April 1940:

Michigan, Saginaw Public Schools, Suggestive Course of Study for Social Science. (Grades 7-9). 102 pp.

May 1940:

Georgia, Atlanta Public Schools, Sample Units in Social Studies for Ninth Grade. 54 pp.

Michigan, North Muskegon Public Schools, Student's Guide for the General Problems Course. 18 pp.

Texas, Fort Worth Public Schools, A Tentative Course of Study in Personal and Social Problems: Grade 9. Bulletin No. 115, 152 pp. Grade 10. Bulletin No. 116, 144 pp. Grade 11. Bulletin No. 117, 159 pp.

December 1940:

California, Los Angeles County Schools, Appreciating Democracy: A Unit of Work for Junior and Senior High Schools. 43 pp.

January 1941:

California, Santa Barbara City Schools, Source Previews: How Has Industry Raised the Standard of Living in the United States? (Grade 9). 76 pp.

April 1941:

California, Santa Barbara City Schools, How Do Americans Govern Themselves? (Ninth Grade Level). 120 pp.

Maryland, State, Report of Committee on Curriculum Revision: No. 4, International Problems and Their Import. 117 pp.

Part C

The Courses of Study Listed Below Were Made Available to the Writer by the Curriculum Laboratory of the School of Education at the University of Kansas:

California, Long Beach City Schools. United States History and Government (Course of Study for Senior High Schools). Long Beach, California: City Schools, 1932. 306 pp.

California, Los Angeles County. American Problems: An Outline for the Twelfth Grade (Mimeographed). Los Angeles, California: Office of County Superintendent of Schools, 1936. 57 pp.

California, Los Angeles City Schools, Some Problems of American Citizenship: Social-Cultural America, B-11 Social Studies. Los Angeles, California: City Schools, 1936. 111 pp.

District of Columbia, Washington Public Schools, Course of Study in History, Geography, and the Other Social Studies for the Junior and Senior High Schools. (Document No. 1, 1936, Revised April 1938). Washington, D. C.; Board of Education, 1936. 104 pp.

Florida, State, Social Studies Course of Study for Florida High Schools (Grades VII-XII). Volume II, Number 2. Tallahassee, Florida: State Department of Public Instruction, 1934. (Second Printing, July 1937). 170 pp.

Indiana, Evansville Public Schools, Tentative Social Studies Course of Study in Twelfth Year American Problems (Revised 1936, Mimeographed). Evansville, Indiana: Public Schools, 1935. 45 pp.

Indiana, Evansville, Public Schools, An Integrated Course of Study in Housing: Grades 8-12, Lincoln High School (Mimeographed). Evansville, Indiana: Public Schools, 1938. 52 pp.

Iowa, State, Courses of Study for High Schools: Sociology. Des Moines, Iowa: State Department of Public Instruction, 1930. 46 pp.

Maine, State, High School Manual Part II: Brief Syllabi for...and the Social Sciences (Tentative edition—mimeographed). Augusta, Maine: State Department of Education, 1938.

Maryland, State, Problems of Democracy (Maryland School Bulletin: Volume XX, No. 5). Baltimore, Maryland: State Department of Education, 1939. 122 pp.

Michigan, Flint Public Schools, Modern Social Problems: Grade 12A (Mimeographed). Flint, Michigan: Public Schools, 1935.

Michigan, Flint Public Schools, Economics: Senior High Schools (Mimeographed). Flint, Michigan: Public Schools, 1938.

Michigan, Saginaw Public Schools, Suggestive Course of Study for Social Science, Grades 10-12 (Mimeographed). Saginaw, Michigan: Public Schools, 1939. 141 pp.

Nevada, State, High School Course of Study: Book V, The Social Sciences. Carson City, Nevada: State Department of Education, 1934. 60 pp.

New Hampshire, State, Program of Studies Recommended for the Public Schools of New Hampshire: Grades VII to XII, Part V, Social Studies (Fifth Edition 1940). Concord, New Hampshire: State Board of Education, 1940. 288 pp.

New York, Rochester City Schools, Course of Study in Social Studies Regents: Twelfth Year Modern Political and Social Problems (Mimeographed). Rochester, New York: Board of Education, 1937. 71 pp.

Ohio, Cuyahoga Falls, Course of Study in Social Science for Cuyahoga Falls High School (Mimeographed). Cuyahoga Falls, Ohio: High School, 1936. 36 pp.

New York, Rochester City Schools, Course of Study in Social Studies Non-Regents: Twelfth Year Modern Problems (Mimeographed). Rochester, New York: Board of Education, 1937. 48 pp.

Oklahoma, State, Handbook for High School Courses (Bulletin No. 120-D), Oklahoma City, Oklahoma: State Department of Education, 1940. pp. 6-24.

Oregon, State, Social Studies: Course of Study for High Schools. Salem, Oregon: State Department of Education, 1939. 310 pp.

Pennsylvania, State, Suggestions for Developing a Social Studies Program in the Secondary School (Bulletin 411). Harrisburg, Pennsylvania: State Department of Public Instruction, 1939. 31 pp.

South Dakota, Aberdeen Public Schools, Modern Problems Course of Study for Senior High School (Twelfth Grade—Mimeographed). Aberdeen, South Dakota: Public Schools, 1937. 106 pp.

South Dakota, State, Social Studies Courses for Secondary Schools (Course of Study Bulletin Number Eleven). Pierre, South Dakota: State Department of Public Instruction, 1934. 352 pp.

Texas, State, Teaching Social Studies in Junior and Senior High Schools of Texas (Bulletin No. 392). Austin, Texas: State Department of Public Instruction, 1938. 226 pp.

- Utah, State, A Unified Course in the Social Studies for the Senior High Schools of Utah (Mimeographed). Salt Lake City, Utah: Department of Public Instruction, Revised 1939. 57 pp.
- Washington, State, Course of Study, State of Washington, High School Social Science. Olympia, Washington: State Department of Education, 1930. 116 pp.
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Section VIII

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Section IX

Selected List of Magazines and Newspapers for the Use of
Teachers and Pupils in the Social Studies
Classes of the Secondary School^a

Part A

Magazines Which May be Utilized by the Teacher

American Citizen (Semi-Monthly, Except July and August). 57 32
Harper Avenue, Chicago: \$2.00^b

American Economic Review (Quarterly). American Economic Association,
Evanston, Illinois: \$5.00

American Historical Review (Quarterly). The Macmillan Company, 60
Fifth Avenue, New York: \$5.00

American Journal of Sociology (Bimonthly). University of Chicago
Press, Chicago: \$5.00

American Political Science Review (Bimonthly). American Political
Science Association, 450-458 Ahnaip Street, Menasha, Wisconsin:
\$5.00

Bolivia (Bimonthly). 10 Rockefeller Plaza, New York: \$1.00

Congressional Digest (10 issues yearly). 2131 LeRoy Place, Washing-
ton, D. C.: \$5.00

Economic Geography (Quarterly). Clark University, Worcester, Massa-
chusetts: \$5.00

a These references were most valuable in preparing this section:

Walter, Frank K., Periodicals for Small and Medium-Sized Libraries
(Seventh Edition—Enlarged and Rewritten). Chicago: American Library
Association, 1939. 93 pp.

N. W. Ayer & Son's Directory of Newspapers and Magazines (Annual,
Seventy-third Year). Philadelphia, Penn.: N. W. Ayer & Son, Inc., 1941.
1359 pp.

Fargo, Lucile F., The Library in the School, Chicago: American
Library Association, 1930. 453 pp. (Chapter VIII, "Miscellaneous Print-
ed Materials, Visual Aids, and Additional Book Collections." pp. 189-211.

b Subscription Price in each instance refers to the annual rate.

Education (Monthly, September Through June). The Palmer Company, Boston: \$4.00

Educational Method (Monthly, October Through May). Department of Supervisors and Directors of Instruction of the National Education Association, Washington, D. C.: \$3.00

Elementary School Journal (Monthly, September Through June). University of Chicago, Chicago: \$2.50

Foreign Commerce Weekly (Issued Weekly by the United States Department of Commerce). United States Government Printing Office, Washington, D. C.: \$4.50

Frontiers of Democracy (Monthly, October Through May). Progressive Education Association, 221 W. 57th Street, New York: \$2.50

Hispanic American Historical Review (Quarterly). Duke University Press, Durham, North Carolina: \$4.00

Journal of Geography (Monthly, September Through May). National Council of Geography Teachers, 3333 Elston Ave., Chicago: \$2.50

Journal of the N. E. A. (Monthly, September Through May). National Education Association, Washington, D. C.: \$2.00

Kansas Teacher (Monthly, September Through May). 315 West Tenth Street, Topeka, Kansas: \$2.00

Mississippi Valley Historical Review (Quarterly). Mississippi Valley Historical Association, Lincoln, Nebraska: \$5.00

School and Society (Weekly). Society for the Advancement of Education, Inc., The Science Press, North Queen Street and McGovern Avenue, Lancaster, Pennsylvania: \$5.00

School Review (Monthly, September Through June). University of Chicago, Chicago: \$2.50

Social Education (Monthly, October Through May). National Council for the Social Studies, 1201 Sixteenth Street N. W., Washington, D. C.: \$2.00

The Social Studies (Continuing the Historical Outlook—Monthly, October Through May). McKinley Publishing Company, Philadelphia: \$2.00

Teachers College Record (Monthly, September Through May). 525 West 120th Street, New York: \$3.00

Part B

Magazines Which May be Utilized by the Pupils

- American Boy (Monthly). Sprague Publishing Company, Inc., 7430 Second Blvd., Detroit: \$1.50
- American Observer (Weekly, During School Year). Civic Education Service, Washington, D. C.: \$2.00
- Building America (Monthly, October Through May). 425 West 123rd Street, New York: \$2.00
- Bulletin of the Pan American Union (Monthly). Pan American Union, Washington, D. C.: \$1.50
- Current Events (Weekly During School Year). American Education Press, Inc., Columbus, Ohio: \$0.75
- Geographic News Bulletin (Weekly—Thirty Issues). National Geographic Society, Washington, D. C. \$0.25 (to teachers).
- Junior Review, The (Weekly During School Year). Civic Education Service, Washington, D. C.: \$1.20
- Modern Mexico (Monthly). Mexican Chamber of Commerce of the United States, Inc., 60 Wall Street, New York: \$2.00
- Scholastic (Weekly, During School Year). Scientific Corporation, Chamber of Commerce Bldg., Pittsburg: \$2.00
- Weekly News Review (During School Year). Civic Education Service, Washington, D. C.: \$1.20

Part C

Magazines of General Interest Which May be Utilized by Pupils and Teachers

- American Mercury (Monthly). American Mercury, Inc., 570 Lexington Ave., New York: \$3.00
- Asia (Monthly). American Asiatic Association, 49 East 49th Street, New York: \$4.00
- Atlantic Monthly (Monthly). Atlantic Monthly, 8 Arlington Street, Boston: \$4.00

Christian Century (Weekly). Christian Century Press, Inc., 440 S. Dearborn Street, Chicago: \$4.00

Consumer's Guide (Bi-Weekly) U. S. Department of Agriculture, Washington, D. C.

Current History & Forum (Monthly). C-H Publishing Corporation, 29 Worthington St., Springfield, Mass.: \$3.00

Events (Monthly). Events Publishing Company, 1133 Broadway, New York: \$2.00

Foreign Policy Bulletin (Weekly). Foreign Policy Association, Inc. 22 East 38th Street, New York: \$2.00

Fortune (Monthly). Time, Inc., 135 E. 42d Street, New York: \$10.00

Harper's Magazine (Monthly). Harper and Brothers, 49 E. 33d Street, New York: \$4.00

Life (Weekly). Time, Inc., 330 E. 22d Street, Chicago: \$4.50

Nation (Weekly). The Nation, Inc., 20 Vesey St., New York: \$5.00

National Geographic Magazine (Monthly). National Geographic Society, 1146 16th St., N. W., Washington, D. C.: \$3.50

Nation's Business (Monthly). United States Chamber of Commerce, 1615 H. St., N. W., Washington, D. C.: \$3.00

New Republic (Weekly). Editorial Publications, 40 E. 49th St., New York: \$2.00

Newsmap Magazine (Monthly). 621 Plymouth Court, Chicago: \$6.00

News Week (Weekly). Weekly Publications, Inc., 1270 6th Ave., New York: \$4.00

New York Times Magazine (Weekly). Times Publishing Company, Times Square, New York: \$6.00

Pan American, The (Monthly). Famous Features Syndicate, Inc., 103 Park Ave., New York: \$2.00

Philippines (Monthly). Office of Philippine Resident Commissioner, 2362 Massachusetts Ave., N. W., Washington, D. C.:

Reader's Digest (Monthly). Reader's Digest Assn., Inc., Pleasantville, New York: \$3.00

Scribner's Commentator (Monthly). P. & S. Publishing Company, Inc.,
654 Madison Ave., New York: \$3.00

Survey (Monthly). Survey Associates, Inc., 112 E. 19th St., New
York: \$3.00

Survey Graphic (Monthly). Survey Associates, Inc., 112 E. 19th
Street, New York: \$3.00

Time (Weekly). Time, Inc., 330 E. 22d St., Chicago: \$5.00

Travel (Monthly). Robert M. McBride and Company, 116 E. 16th St.,
New York: \$4.00

United States News (Weekly). 2201 M St., N. W., Washington, D. C.:
\$2.00

Part D

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Selected List of Newspapers for Use of Pupils and Teachers

General Interest:

Christian Science Monitor (Boston)
New York Times (New York)

Regional Importance:

Springfield (Mass.) Republican
New York Herald-Tribune
Philadelphia Public Ledger
Baltimore Sun
Washington Post
Atlanta Constitution
Chicago Tribune
Chicago Daily News
Detroit Free Press

Cleveland Plain Dealer
St. Louis Post-Dispatch
Kansas City Star
New Orleans Times-Picayune
Des Moines Register
Rocky Mountain News (Denver)
Portland Oregonian
Los Angeles Times

32 Walter, Frank K., Periodicals for Small and Medium-Sized Libraries (Seventh Edition—Enlarged and Rewritten). Chicago: American Library Association, 1939. pp. 87-89.

CHAPTER V

EVALUATION

What does the term evaluation mean and what are its functions?

As used herein, the term evaluation applies to the changes brought about as a result of the instructional procedures employed in the social studies. In a broader sense, it applies to the outcomes of the entire educational program.

There should be evidence that teachers and pupils are happily and harmoniously cooperating in the stimulation of a wholesome curiosity about themselves and their environment. Evidence should be sought to show that pupils are securing knowledge and developing worthwhile skills, attitudes, tastes, appreciations, and habits. There should be evidence that pupils are able to make desirable choices or to exercise good judgment in the selection of friends, vocations, leisure activities, goods and services, and in other important matters which confront youth today. Evaluation of such activities involves more than determining the amount of knowledge possessed, measuring the degree of skill, and testing the scope of understanding, important and necessary as all these are. Among others, intangible qualities such as cooperativeness, tolerance, open-mindedness, reverence, respect for law, and self-reliance are highly desirable outcomes. Evaluation of such outcomes is by no means easy; for most of them there is no standard measure and therefore evaluation of them necessarily will be largely a matter of judgment.¹

Four functions of evaluation are listed by J. Wayne Wrightstone as follows:

¹ Cooperative Study of Secondary School Standards, Evaluative Criteria (1940 edition; Washington, D. C.: Cooperative Study of Secondary School Standards, 1940), p. 83.

1. The identification or formulation of the everchanging goals which the pupil and teacher set in a continuously changing environment.
2. The definition of such objectives by the learner and teacher in terms of ways of achieving their goals.
3. The construction of valid, reliable, and practical instruments of appraisal.
4. The application of these instruments to assess outcomes of the goals sought by each person concerned in the process.²

Who may participate in the evaluation program?

The evaluation program should be planned by the cooperative action of the school staff. Ideally, pupils and parents should participate with the school staff in the evaluation program. Practically, it requires a great deal of ingenuity and tact on the part of the staff members of a school to avail themselves of the counsel of parents and pupils in planning any school program. However, if the school staff is willing to accept the challenge of attempting to formulate a planning program that will include the parents and pupils, a broader and more practical program of evaluation should result.

Teachers and other members of the school staff should participate in constructing and administering practical instruments of evaluation. They will record data, engage in conferences, and devise methods for the revision of the evaluation program as needed.

² National Education Association, Department of Supervisors and Directors of Instruction, Newer Instructional Practices of Promise (Twelfth Yearbook: Washington, D. C.: National Education Association, 1939), p. 310.

The pupil can aid in the evaluation of his own growth by saving samples of his creative work, for example, in drawing and in writing. He can provide anecdotes of his behavior which the teacher may include among her records. He can list on special record forms the names of books that he has read or radio programs that he has heard so that his interests and activities as operating through these media may be appraised. In conference with the teacher and other members of his class, the pupil can aid in estimating his own growth in such group activities as leadership, initiative, and cooperation in class enterprises.³

Parents may assist the teachers and pupils with a comprehensive program of evaluation by counselling with them, and by stimulating both teachers and pupils to develop a program of evaluation that is meaningful to all concerned.

What difficulties are likely to be involved in a program of evaluation?

Difficulties involved in current programs of evaluation are included in the seven statements which follow;

1. It is difficult to obtain valid evidence of significant changes taking place in pupils.
2. It is difficult to develop methods of evaluation which facilitate rather than hinder learning.
3. It is difficult to obtain evidence of pupil development which is not heavily biased by the partial judgment of some one individual.
4. It is difficult to obtain a sufficiently large sample of the pupil's reactions from which to judge his development.
5. It is difficult to conduct a program of evaluation which covers a long enough period of time to discover the degree of permanency of the significant changes taking place in the pupils.
6. It is difficult to devise methods of appraisal which will reveal changes in pupils taking place over short periods of time.
7. It is difficult to give adequate consideration to the pupil's individual pattern of desirable educational goals.⁴

³ Ibid., p. 311

⁴ National Education Association, Department of Superintendence, The Social Studies Curriculum (Fourteenth Yearbook; Washington, D. C.: The National Education Association, 1936), pp. 314-318.

When should evaluative techniques be employed in social studies instructional procedures?

Evaluation should be a continuous process. The evaluative processes should begin when the pupil has his first contact with the school, perhaps in the pre-school clinic, and continue throughout the time he remains in the school. Cumulative studies should be made of pupils after leaving school so that the relative permanency of the educational experiences in the social studies and other departments may be recorded. An evaluative program can be made more effective by the use of a good cumulative record system. Cumulative records for each pupil should be kept up-to-date at all times. These cumulative records should be available to the teacher for use in guidance conferences with the pupil, his parents, and other teachers.

What guiding principles have been proposed to assist those who plan the evaluation program in the social studies?

To guide those who plan the evaluation program in the social studies, the following selected lists of principles are presented:

1. A program of evaluation should be oriented by the basic philosophy which underlies the teaching the results of which are being appraised.
2. A program of evaluation should appraise all the significant outcomes which teachers are trying to attain.
3. An evaluation program should give valid evidence on the significant changes taking place in students.
4. An evaluation program should yield objective evidence which is not heavily biased by the personal judgment of some one individual.

5. The evidence secured from an evaluation program should be diagnostic enough to make possible a helpful description of students.⁵
 - a. Continuous appraisal is essential for the effective direction of the social studies curriculum to the accomplishment of the ends of education and to discharge the responsibilities of the school to the community.
 - b. Evaluation is important to pupils and to teachers in guiding learning.
 - c. Another most significant purpose of evaluation is to develop more effective materials and procedures of instruction.
 - d. A frequently neglected purpose of evaluation is that of providing the objective evidence for effective cooperation between parents and teachers.
 - e. Evaluation may be helpful in securing intelligent support for the school from the community.
 - f. Frequently appraisal has been used to enforce external standards upon individual schools.
 - g. No statement regarding the purposes of evaluation is complete unless it comments on the use of appraisal in marking or grading pupils.⁶

Principles of testing in the Social Studies:

1. Evaluation in the social studies should be a continuous process.
2. Tests should be defined in terms of pupil behavior.
3. Definite agreement as to the type of behavior tested must be reached.
4. There should be an adequate sampling of what is tested.
5. Evaluation will be determined by the type of teaching in the classroom.
6. Testing should be as life-like as possible.
7. Opportunity for self-evaluation should be provided.⁷

⁵ Progressive Education Association, Commission of Secondary School Curriculum, The Social Studies in General Education (New York: D. Appleton-Century Company, 1940), pp. 317-330.

⁶ Arthur E. Hamalainen, "Evaluation in the Social Studies," The Social Studies, 28:250-252, October, 1937.

⁷ National Education Association, Department of Superintendence, Fourteenth Yearbook, op. cit., pp. 312-314.

What changes in pupils should be appraised by those seeking evidence that such outcomes are being realized?

Eight major changes in pupils which should be evaluated are listed by J. Wayne Wrightstone as follows:

1. Growth in functional information
2. Growth in work-study skills
3. Growth in attitudes
4. Growth in interests
5. Growth in critical thinking
6. Growth in personal-social adaptability
7. Growth in creative expression
8. Physical growth⁸

What desired changes in pupils should be evaluated by those seeking to appraise the outcomes of social studies instruction?

All the expected outcomes of instruction in the social studies, as expressed in the stated objectives, should be evaluated. The authors of the Fourteenth Yearbook of the Department of Superintendence indicate their belief that the procedures of evaluation should be in terms of the changes desired in pupils as a result of social studies instruction. Such desired changes are indicated by the authors of the Fourteenth Yearbook in the statements which follow:

1. Acquisition of important information.
2. Familiarity with technical vocabulary.
3. Familiarity with dependable sources of information on current social issues.
4. Immunity to malicious propaganda.
5. Facility in interpreting social science data.
6. Facility in applying significant facts and principles to social problems of daily life.

⁸ National Education Association, Department of Supervisors and Directors of Instruction, Twelfth Yearbook, op. cit., pp. 313-324.

7. Skill in investigating social science problems.
8. Interest in reading about social problems and in discussing them.
9. Sensitivity to current social problems.
10. Interest in human welfare.
11. The habit of working cooperatively with others.
12. The habit of collecting and considering appropriate evidence before making important social decisions.
13. Attitudes favorable to social improvement.⁹

What means may be used to evaluate the outcomes of instruction in the social studies?

Since most of the outcomes of education are not easily susceptible of direct measurement, other means must be relied upon for evaluating such outcomes. Observation and study of pupils and of such factors and evidences as the following should be helpful: examinations and examination papers; note books; study habits; conversation with and among pupils; use of leisure; behavior in undirected activities; conduct in halls and of playing fields or areas; activities during out-of-school hours; school records; teacher opinion; pupil opinion as revealed in conference or by means of questionnaires; parent opinion similarly revealed; carefully kept records of individuals; other means that teachers find useful. Wherever possible, evaluation should be in terms of progress over a period of time rather than status at a particular time.¹⁰

It is not proposed here to provide a comprehensive list of all evaluation activities. However, teachers may desire to use the list which follows as a check against the evaluation activities they have been using. Additional evaluative techniques that are impersonal and objective may be devised by teachers and pupils. In the application of evaluative techniques the "teacher must divest himself of the notion

⁹ National Education Association, Department of Superintendence, Fourteenth Yearbook, op. cit., pp. 320-340.

¹⁰ Cooperative Study of Secondary School Standards, Evaluative Criteria (1940 edition; Washington, D. C.: Cooperative Study of Secondary School Standards, 1940), p. 84.

that the results of all these measurements should be reflected in school marks. He should regard some of the results as indices of the quality of the curriculum and of instruction rather than as measures of pupil performance."¹¹

The following activities may be utilized in the evaluation program:

1. Oral discussion
2. Written assignments
3. Written materials of the essay type
4. Objective tests
5. Anecdotal records or diaries
6. Reading records and records of activities
7. Written term papers
8. Outlines
9. Note books
10. Map interpretations
11. Class marks and other school records
12. Other miscellaneous activities.

The above evaluation activities may be supplemented by written questions which the teacher may ask himself. Two examples of lists of such questions follow:

1. Are the pupils growing in their ability to work together for the common good?
2. Are they becoming more sincere, trustworthy, and dependable?
3. Are they showing improvement in the ability to express themselves clearly and forcefully?
4. Are they showing concern about questions of civic, social, and economic importance which deal with their community, state, and nation?
5. Are they developing spiritually and morally?
6. Are they improving in respect for constituted authority?
7. Are they developing a sympathetic attitude toward suffering, and an intolerant attitude toward injustice?

¹¹ Edgar B. Wesley, Teaching the Social Studies (Boston: D. C. Heath and Company, 1937), pp. 594-595.

8. Are they learning to accept defeat or victory in a sportsmanlike manner?¹²
- a. Have the experiences of the unit started the habit of thinking, "I must look that up"?
 - b. Have the interests of the students been widened?
 - c. Have the students begun to realize that they must have facts in order to arrive at generalizations?
 - d. Have the students learned the facts which are of importance to them?
 - e. Have their generalizations helped them to understand the thing they have been investigating?
 - f. Has increased intellectual curiosity resulted?
 - g. What is the attitude of the students toward the thing they have been investigating?
 - h. Do the students give and take suggestions in a constructive way?
 - i. Have the students had opportunities to express themselves?
 - j. Have the students developed in ability to formulate problems?
 - k. Have the students gained in ability to appraise, or evaluate, their own work and the work of others?
 - l. Do the students understand these concepts which are essential to the understanding of problems at hand?
 - m. Have the students gained in ability to plan their activities?
 - n. Have the students acquired the necessary knowledge of time, place, terms, dates, and individuals?
 - o. Have the students improved in ability to
 - (1) Cooperate and work with the group?
 - (2) Use books--indexes, tables of contents, authors, titles, etc.?
 - (3) Work independently?
 - (4) Weigh all evidence before drawing conclusions?
 - (5) Express themselves in oral and written form?
 - (6) Read for a definite purpose?
 - (7) Organize, summarize, and outline materials pertinent to problems at hand?
 - (8) Verify or judge the authenticity of materials?¹³

12 Louisiana. State Department of Education, Bulletin No. 415, Louisiana Program for the Improvement of Instruction (Fourth Bulletin; Baton Rouge, Louisiana: State Department of Education, 1931), p. 50.

13 Texas. State Department of Education, Bulletin No. 392, Teaching Social Studies in Junior and Senior High Schools of Texas (Volume XIV, No. 12; Austin, Texas: State Department of Education, 1938), pp. 34-35.

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APPENDIX

APPENDIX A

Letter to Accompany Check Sheet

January 22, 1940

To the Social Studies Teacher:

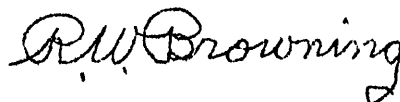
We are planning a cooperative study of social science problems with the social studies teachers of Northeastern Kansas. This study is sponsored by the curriculum laboratory of the University of Kansas and is part of the continuation of the Kansas Program for the Improvement of Instruction. The curriculum laboratory will aid in supplying courses of study, reference books, and other materials.

I am asking your cooperation in filling out the enclosed check sheet for use in determining the emphasis to be given to the objectives of education in teaching the social studies. At a future date the summarized results may be used as a basis for the beginning of a series of group discussions and study on problems of common interest to social studies teachers. Out of our cooperative enterprise there should develop materials which will be helpful to teachers of the social studies throughout the state.

After you have checked each of the objectives as directed please return the check sheet in the self-addressed stamped envelope. A summary of the returns will be made and returned to you for your future use.

I will appreciate very greatly your cooperation in this enterprise.

Yours very truly,

A handwritten signature in cursive script that reads "R. W. Browning". The signature is written in dark ink and is positioned above the typed name.

R. W. Browning

APPENDIX B

Check sheet for use in determining the emphasis to be given to the objectives of education in teaching the social studies

Check Sheet for Use in Determining the Emphasis to be Given
to the Objectives of Education in Teaching the Social Studies

In order to obtain materials around which some objectives of education may be discussed and studied I am asking your cooperation in checking the items on this sheet. The objectives listed below are taken from "The Purposes of Education in American Democracy" by the Educational Policies Commission. Each of the objectives under the four major divisions should be read as follows: "The educated person who has achieved the objectives of self-realization has an appetite for learning." Place a check mark to indicate where you think emphasis should be given to each of the objectives. CHECK EACH ITEM AS YOU THINK IT SHOULD BE DONE RATHER THAN AS IT IS DONE IN PRESENT PRACTICE. Note: check each objective twice — once in one of the first three columns to indicate where you would say that emphasis should be given in the subject areas and once in one of the last three columns to indicate the school division where you would say that emphasis should be given. I wish to thank you for assisting with this phase of the project. — R. W. Browning, Curriculum Laboratory, University of Kansas, Lawrence, Kansas.

	Major emphasis in the social studies	Major emphasis in other subjects than the social studies	Emphasis in both social studies and other subjects	Major emphasis in the junior high school	Major emphasis in the senior high school	Emphasis in both junior and senior high schools
--	--------------------------------------	----------------------------------------------------------	----------------------------------------------------	------------------------------------------	------------------------------------------	-------------------------------------------------

The educated person who has achieved the objectives of
Self-Realization

1. Has an appetite for learning						
2. Can speak the mother tongue clearly						
3. Reads the mother tongue efficiently						
4. Writes the mother tongue effectively						
5. Solves his problems of counting and calculating						
6. Is skilled in listening and observing						
7. Understands the basic facts concerning health and disease						
8. Protects his own health and that of his dependents						
9. Works to improve the health of the community						
10. Has mental resources for the use of leisure						
11. Gives responsible direction to his own life						
12. Appreciates beauty						
13. Is participant and spectator in many sports and other pastimes						

	Major emphasis in the social studies	Major emphasis in other subjects than the social studies	Emphasis in both social studies and other subjects	Major emphasis in the junior high school	Major emphasis in the senior high school	Emphasis in both junior and senior high schools
--	--------------------------------------	----------------------------------------------------------	----------------------------------------------------	------------------------------------------	------------------------------------------	-------------------------------------------------

The educated person who has achieved the objectives of Human Relationship:

14. Puts human relationships first						
15. Enjoys a rich, sincere, and varied social life						
16. Observes the amenities of social behavior						
17. Appreciates the family as a social institution						
18. Maintains democratic family relationships						
19. Can work and play with others						
20. Conserves family ideals						
21. Is skilled in home making						

The educated producer and/or consumer who has achieved the objectives of Economic Efficiency:

22. Has selected his occupation						
23. Succeeds in his chosen vocation						
24. Knows the satisfaction of good workmanship						
25. Maintains and improves his efficiency						
26. Appreciates the social value of his work						
27. Plans the economics of his own life						
28. Develops standards for guiding his expenditures						
29. Takes appropriate measures to safeguard his interests						
30. Is an informed and skillful buyer						
31. Understands the requirements and opportunities for various jobs						

	Major emphasis in the social studies	Major emphasis in other subjects than the social studies	Emphasis in both social studies and other subjects	Major emphasis in the junior high school	Major emphasis in the senior high school	Emphasis in both junior and senior high schools
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The educated citizen who has achieved the objectives of Civic Responsibility:

32. Accepts his civic duties						
33. Is sensitive to the disparities of human circumstance						
34. Acts to correct unsatisfactory conditions						
35. Respects honest differences of opinion						
36. Has a regard for the nation's resources						
37. Is a cooperating member of the community						
38. Acts upon an unswerving loyalty to democratic ideals						
39. Has defenses against propaganda						
40. Respects the law						
41. Is economically literate						
42. Seeks to understand social structures and social processes						
43. Measures scientific advance by its contribution to general welfare						

(Check one) Your experience as a teacher on the secondary school level:

- | | |
|--------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Beginning teacher | <input type="checkbox"/> 7-8 years |
| <input type="checkbox"/> 1-2 years | <input type="checkbox"/> 9-10 years |
| <input type="checkbox"/> 3-4 years | <input type="checkbox"/> 11-12 years |
| <input type="checkbox"/> 5-6 years | <input type="checkbox"/> Above 12 years |

(Check the group that applies) Total college or university credit hours you have in social studies: (political science, history, sociology, economics, and geography)

- | | |
|-------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> 10 hours or less | <input type="checkbox"/> 41-50 hours |
| <input type="checkbox"/> 11-20 hours | <input type="checkbox"/> 51-60 hours |
| <input type="checkbox"/> 21-30 hours | <input type="checkbox"/> 61-70 hours |
| <input type="checkbox"/> 31-40 hours | <input type="checkbox"/> 71-80 hours |
| | <input type="checkbox"/> Above 80 hours |

Remarks (use the back of this page)

(Check those that apply) Subjects you teach in the social studies field:

- | | |
|------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> Geography | <input type="checkbox"/> Community Civics |
| <input type="checkbox"/> History (U. S.) | <input type="checkbox"/> World History |
| <input type="checkbox"/> Citizenship | <input type="checkbox"/> Modern History |
| <input type="checkbox"/> Occupations | <input type="checkbox"/> Ancient History |
| <input type="checkbox"/> Vocations | <input type="checkbox"/> American History |
| <input type="checkbox"/> Constitution | <input type="checkbox"/> American Problems |

Please indicate the amount of time in minutes you have given to filling out this check sheet _____.

Your school _____

Your name _____

A HANDBOOK FOR THE USE OF SCHOOL ADMINISTRATORS AND TEACHERS OF
THE SOCIAL STUDIES IN SENIOR HIGH SCHOOL

ABSTRACT

Purposes and Needs

The preparation of this handbook resulted from the questions which were raised by school administrators and teachers of the social studies. The material within this handbook is intended to be used as a manual or guide for four classes of people: (1) school administrators; (2) teachers of the social studies; (3) seniors in college who plan to become teachers of the social studies; and (4) teachers in other subject areas.

The information presented herein has been organized into five chapters: introduction, purposes, problems, materials, and evaluation. The material in each chapter has been subdivided and is presented as answers to stated questions. To assist the user of the handbook to locate questions and answers of special interest, all questions are stated in the table of contents.

Methods of Procedure

Through a questionnaire study based on the forty-three purposes of education as reported by the Educational Policies Commission in Purposes of Education in American Democracy, the teachers of the social studies in the junior and senior high schools of eight Northeastern Kansas cities designated twenty purposes which they believe should be emphasized in the social studies classes of the senior high school.

A study of the terms listed in the indexes of thirty-three textbooks for use in high school social studies classes resulted in a list of 118 terms most frequently used. Each of these terms may serve as the basis around which problems may be stated. As an illustration, the problem:

"How may accidents be prevented?" was obtained from the term "accidents," which is the first to be recorded in the alphabetized list of terms. Attempted solutions of the problem of reducing accidents will assist with the realization of the following purpose: "The educated citizen seeks to acquire the ability to act to correct unsatisfactory conditions." Problems may also be stated for each of the other 117 terms listed.

Materials Included in This Handbook

Chapters four and five deal with the materials and programs of evaluation that concern the social studies program. The suggestions made in these chapters were gathered and arranged to meet the need for definite and readily accessible information which may be utilized by school administrators and teachers who are concerned with the improvement of instruction in the social studies.

The chapter on materials is a compilation of: book lists; lists of publishing companies; lists of standardized tests for use in various subjects of high school social studies; lists of reference materials for use in the social studies library; and sources of much other information which may be utilized by those who have need for such materials in the teaching of the social studies.

The means of evaluation described in the final section are presented for the definite purpose of assisting teachers and school administrators to appraise more effectively the outcomes of social studies instruction.

Although planned primarily for the use of those concerned with the improvement of instruction in the social studies, much of the material in the last two chapters may be utilized by teachers in other subject areas.