

A CRITICAL ANALYSIS
OF SOCIAL STUDIES TEXTBOOKS
FOR THE ELEMENTARY SCHOOL

OCT 27 1939

A CRITICAL ANALYSIS
OF SOCIAL STUDIES TEXTBOOKS
FOR THE ELEMENTARY SCHOOL

By

BERNICE L. EKSTROM

Bachelor of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

1935

Submitted to the School of Education

Oklahoma Agricultural and Mechanical College

In Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

1939

LIBRARY
OKLAHOMA AGRICULTURAL & MECHANICAL COLLEGE
STILLWATER, OKLA.

APPROVED:

L. A. Lantry
In Charge of Thesis

N. C. ...
Dean of the School of Education

D. C. W. Intosh
Dean of the Graduate School

ACKNOWLEDGMENT

The writer wishes to express her appreciation to Professor Guy A. Lackey for his guidance and assistance in preparing this thesis.

STRATHMORE PARCHMENT

100% RAG U.S.A.

TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION AND STATEMENT OF PROBLEM	1
	A. Changes in Society	
	B. Trends in the Social Studies	
	C. Summary of Objectives for Social Studies	
	D. Suggestive Material for the Elementary Grades.	
	E. Topics Believed Inadequately Treated by Most Schools.	
	F. Purpose of This Study	
II	DEFINITION OF TERMS	6
	A. Social Sciences	
	B. Social Studies	
	C. Present Status of the Terms	
III	TYPES OF ORGANIZATION	11
	A. Isolation	
	B. Correlation	
	C. Concentration	
	D. Unification	
IV	METHOD OF PRESENTATION	14
V	PROCEDURE AND CONTENT OF TEXTBOOKS	17
VI	CONCLUSIONS AND RECOMMENDATIONS	67
	BIBLIOGRAPHY	69

CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

A resume of any teaching field for efficacious utilization would include trends in the field, objectives, content, types of organization, available materials and teaching devices, methods, and a means of evaluation.

With the above facts in mind, one needs only to survey material found in the social studies to realize that the content of the curriculum is vast and constantly changing, which calls for frequent explanation and interpretation. If the school remains an institution that promotes child growth, it is paramount that the teacher or supervisor, who serves as the interpreter in our complex society, does not remain static and mediocre.

There is a vital need for knowledge concerning the most frequently mentioned social changes that have begun to make their demands upon our curriculum, as the task of curriculum revision may not always be in the hands of social studies experts. There is a growing tendency to place the responsibility of this revision in the hands of classroom teachers. It is essential, then, that the following changes in our social order be recognized:

- (1) The transition from an agrarian to an industrial society;
- (2) the growth of urban population;
- (3) increasing mobility of the population;
- (4) the merging of diverse peoples and cultures;
- (5) increasing interdependence;
- (6) the changing or weakening of ethical standards;
- (7) the decrease in the functions of the family;
- (8) the

enlargement of the community; (9) the popularizing of knowledge; and (10) the vast increase in school population.¹

To aid in adequately caring for these changes, society turned to the schools, which responded with social studies that cannot hope to be a panacea. However, one cannot overlook the attempts toward solution that have been shown in the trends of the social studies as given by Wesley.

(1) The social studies are receiving more total attention in the schools now than formerly.

(2) There is a wider range of subject matter being taught in the social studies. The extension of number and range of social studies topics in the elementary schools have been particularly notable. This expansion of content is not confined to the elaboration of courses of study, but is actually achieved in the schools at all grade levels by widening the quantity and range of reading materials, by the greater use of supplementary texts and references, by the incorporation of more current materials--such as newspapers, periodicals, pamphlets, and radio--into the curriculum, and by the more extensive utilization of community resources. Some new topics, such as consumer education, public opinion, social psychology, and international relations, have been introduced into the schools for the first time within the past decade. Many other topics that were formerly reserved for senior high school have recently been placed in the elementary and junior high grades.

(3) There is a greater diversity among the social studies offerings of different schools than there has ever been before.

(4) In all branches of the social studies there is an increasing emphasis upon social elements, with a diminished attention to many traditional aspects. Fewer courses in history are being taught; the other social studies are receiving greater attention. The social studies offerings on the elementary school level which showed the greatest rates of increase between 1930 and 1935 were citizenship, current events, community life, and general social science.

1

Edgar Bruce Wesley, Teaching the Social Studies, pp. 147-148.

(5) A final trend of fundamental significance to the social studies curriculum is the increasing recognition which is being given to the relationships that exist between the various branches of the social studies.²

In view of these trends the social studies, probably more than other subjects, have suffered from exaggerated statements of objectives. Only reasonable statements, ones which conform to potential accomplishments, should be made. As published in The Social Studies Curriculum in the 1936 Yearbook of the Department of Superintendence, the objectives or purposes may be summarized as follows:

(1) To give pupils the truest and most realistic knowledge that is possible of the community, state, nation, and world--the social and physical setting--in which they live and are to live and to make their way.

(2) To prepare pupils for promoting a wiser and more effective cooperation among regions, areas, individuals, groups, communities, states and nations--a cooperation interracial, inter-religious, and intereconomic.

(3) To give the pupils a love of truth, an appreciation of the beautiful, a bent toward the good, and a desire and will to use knowledge for beneficent social ends.

(4) To provide training in the intellectual processes indispensable to the functioning of society, such as: skill in locating sources of information on social questions, skill in using these sources, skill in exploring and stating both sides of controversial questions, skill in selecting and verifying information, and skill in discussing social problems.³

Despite the fact that national committees seem loath to commit themselves definitely as to grade placement of

2

Ibid., pp. 138-140.

3

National Education Association, Department of Superintendence, The Social Studies Curriculum, Fourteenth Yearbook, 1936, pp. 56-59.

subject matter the Commission on the Social Studies of the American Historical Association, without special or exclusive endorsement, suggests the following organization as sound, relevant, and illustrative of what might be attempted in any system of schools embracing the years of elementary education.

In the elementary school major attention would be devoted to a study of the community and nation, although materials bearing on the development of world society and culture would be by no means excluded. The program would begin with the neighborhood in which the child lives. Starting from the first-hand study of the life, institutions, and geography of the community, it would proceed to an examination of social changes taking place in the locality, of the history of the place, of the civilization of the Indian in the same area, of the contrasting elements of European and Indian culture and of earlier and later American culture. Emphasis would be placed throughout on actual participation in the social activities of school and neighborhood, and every phase would begin and end in the contemporary and surrounding community which the child knows directly. Thus the pupil would develop an active interest in the fortunes of society and acquire a stock of ideas which would enable him to go beyond the immediate in time and space. He would be led by natural connections--genetic and functional--to the study of the making of the region and the nation. Through such an organization of materials the elementary school would acquaint the child as fully as possible with the evolution of American culture--local and national--and to some extent with the origins of American culture in the Western world.⁴

As a means of improving present social studies courses the Commission on the Social Studies Curriculum briefly outlined sixteen areas, or topics, based upon consideration

4

American Historical Association, Commission on the Social Studies, Conclusions and Recommendations, pp. 58-62.

of numerous research studies, the present work of the school, and recent trends in society, believed to be inadequately treated by most schools. Those major topics are as follows:

- (1) Nature of our government
- (2) Activities of the national government
- (3) Problems of metropolitan government
- (4) Relation of industry and government
- (5) Taxation and public finance
- (6) Investment and finance
- (7) Consumer education
- (8) Formation of opinion
- (9) Community analysis
- (10) Personal analysis
- (11) Vocational analysis and information
- (12) Social effects of the rise of science
- (13) School as a social institution
- (14) International relations
- (15) Facilities of social intercourse
- (16) Adult education.⁵

It is the purpose of this study to examine as objectively as possible the content of recent social studies textbooks for the elementary grades in order:

- (1) to discover likenesses and differences in subject matter;
- (2) to discover what units, topics, or individuals are considered important by authors of textbooks;
- (3) to see to what extent textbooks of social studies provide for the teaching of relationships between the individual subjects within the social studies curriculum; and
- (4) to set up a checking list by which this textbook analysis can be made.

CHAPTER II
DEFINITION OF TERMS

To consider and understand the materials of the social studies that will have a great influence on methods and types of organization used, it is well to explain some of the terms to be used. Various attempts to define the "social sciences" or "social studies" have been made but none of them is entirely satisfactory. Quoting from authorities is only one means of clarifying these terms.

There is a growing tendency to regard the fields of the 'social sciences,' 'social science,' and the 'social studies' as one and the same topic when treating them as school subjects or subject-matter in the changing curriculum.¹

In the comprehensive 1936 report of the Social Studies Commission:

No attempt is made to decide between the two terms 'social studies' and 'social sciences' in the social instruction of the elementary and secondary schools. In using either term the Commission refers to the courses or topics in history, civics, geography, economics, social problems, sociology, and similar subjects which are usually recognized as constituting the social studies curriculum. At the same time the Commission recognizes that every worthwhile subject makes a contribution to the socialization of the individual and that the so-called subject lines are necessarily arbitrarily drawn.²

From Edwin R. Seligman's, What Are Social Sciences?, we read:

¹
Fred C. Ayer, "The Social Studies in the Changing Curriculum," Education, Vol. 58, March, 1938, pp. 397-405.

²
National Education Association, Department of Superintendence, The Social Studies Curriculum, Fourteenth Yearbook, 1936, pp. 5-6.

The social sciences more than any other division of the school curriculum are concerned immediately with the life, the institutions, the thought, the aspirations, and the far-reaching policies of the nation in its world-setting. They take as their province the entire range of human history from the earliest times down to the latest moment, and the widest reaches of contemporary society, from the life and customs of the most remote peoples to the social practices and cultural possessions of the immediate neighborhood. The social sciences may be defined as those mental and cultural sciences which deal with the activities of the individual as a member of a group.³

The 'social sciences' are primarily concerned with those manifestations of human nature and those activities occurring within society which involve social consequences and relations--called for convenience political, economic, and cultural, and with the inter-relationships which accompany the functioning of society as a whole in its world setting.⁴

The 'social sciences' embrace large bodies of organized and authentic knowledge respecting human affairs--knowledge, which is absolutely indispensable to the conduct of the individual life, the management of economics, the government of nations, and the adjustment of international relations. Deprived of these bodies of knowledge, modern civilization would sink down into primitive barbarism. The more complex contemporary life becomes the more indispensable are the social sciences to the continuance and advancement of civilization.⁵

The term 'social sciences' will be applied to the scholarly materials about human beings and their interrelations--the results of research, investigation, or experimentation.⁶

³ Richard W. Van Alstyne, "Social Studies Versus Social Sciences," The Social Studies, Vol. 28, February, 1937, pp. 77-80.

⁴ Charles A. Beard, The Nature of the Social Sciences, p. 11.

⁵ Ibid., p. 46.

⁶ Edgar Bruce Wesley, Teaching the Social Studies, p. 3.

The social sciences of the public schools include history, economics, sociology, political science, civics courses (variously named), and certain phases of geography and anthropology, whether in isolation or integration.⁷

The social studies are the great new interest in American education. That interest grows in part out of boredom and disillusionment with old things, and partly out of hopes for new and better things.⁸

The social studies are those organized school subjects which take as their primary function the study of human group living. In schools commonly they include such subjects as history, civics or government or political science, human geography, economics, and sociology, or the composites of these subjects represented by such titles as modern problems, contemporary civilization, social science, and human relation. The term 'social studies' is a generic label applying to all the aspects of human experience which are selected for study in the schools no matter how the materials are organized for teaching purposes or under what specific labels they exist in school programs.

The term 'social studies' is widely used today and serves some useful purposes but on the whole seems to cloud the issue. One would logically think that the expression was to enable history and the social sciences to be grouped under a short phrase. The phrase 'social studies' has come to mean the loss of identity for economics, sociology, and political science and the total banishment of history. This is the notion that the educationists intended to convey. The move to integration and fusion, the philosophy of activity, and the realization that the world

7

Mary G. Kelty, Learning and Teaching History in the Middle Grades, p. 3.

8

David Snedden, "Open Roads and Blind Alleys in Social Studies," School and Society, Vol. 48, September 10, 1938, pp. 323-327.

9

Howard Wilson, Education for Citizenship, p. 6.

is not grappling intelligently with its great problems and that catastrophe is in the offing--all gave us our present social studies. A craze for the contemporary came partially as a result of the philosophy of the curriculum makers and partly as a result of the bewilderment growing out of the great depression. The failure of schools to prepare citizens to meet the situation was held directly traceable to lack of social science instruction. And yet it was well known that the social sciences had little ready to offer that would aid. Hence it became imperative to create something that would function in meeting the felt need. Thus a new word grouping was launched and we have the 'Social Studies'.¹⁰

In contrast with the social sciences, the social studies are designed primarily for instructional purposes. They are those portions or aspects of the social sciences that have been selected and adapted for use in school or in other instructional situations.¹¹

The social sciences (social studies) thus embrace the traditional disciplines which are concerned with man and society, including history, economics, politics, sociology, geography, and anthropology. Each of these disciplines possesses an intrinsic nature and a core of substantial data and inferences, and yet all are intimately inter-related in their several approaches to a common goal--the knowledge of man and society.¹²

There are, nevertheless, certain fundamental differences in the basic concepts of the 'social sciences,' 'social science,' and 'social studies' which cannot be neglected in any comprehensive analysis of the changing curriculum. These differences readily come to the surface when we think more specifically of (a) the social sciences as a group of separate disciplines; (b)

10

C. A. Harper, "History as a Social Study," Education, Vol. 57, January, 1937, pp. 290-293.

11

Edgar Bruce Wesley, Teaching the Social Studies, p. 4.

12

American Historical Association, Commission on the Social Studies, Conclusions and Recommendations, p. 6.

social science as a unified body of knowledge covering the total field; and (c) the social studies as instructional materials in an organized educational program.¹³

Kelty says:

Increasing efforts are being made to bring out clearly the social implications of all the school subjects, and of all the activities which go to make up school life. For this reason many educators reject the term social studies and prefer the less inclusive term social sciences.¹⁴

These opinions of authorities are given regarding the terms "Social studies" and "Social sciences" not for the purpose of confusing, but to show the vast scope of knowledge and thought pertaining to the relation of human beings to one another and to the physical environment in which they live and work.

As definitions of terms involving human beings are vague and more or less misinterpreted, the writer of this thesis has chosen the term "social studies" to use throughout this survey as it seems to explain the philosophy of the elementary school--functional knowledge in terms of the pupil in a pupil situation.

13

Fred C. Ayers, "The Social Studies in the Changing Curriculum," Education, Vol. 58, March, 1939, pp. 397-405.

14

Mary G. Kelty, Learning and Teaching History in the Middle Grades, p. 3.

CHAPTER III

TYPES OF ORGANIZATION

It is pertinent to note that there is a difference between content material and its organization and presentation. The teacher must note this distinction and begin to make an analysis if there is to be intelligent procedure.

Although it is difficult, at times, to distinguish between the content of a course and its organization, these two aspects must be differentiated for practical purposes. A course can scarcely be good in organization and poor in content, but it may well be good in content and poor in organization. Some of the textbooks and courses of study that have been popular in recent years may owe their success to their content rather than to their organization.

While it is not the purpose of this discussion to explain in detail and evaluate the types of organization, it is wise that the administrative staff or teacher, in making or reconstructing a social studies program, decide which plan, in view of local conditions, will probably most effectively facilitate learning on the part of the pupil. On the basis of the relation of the social studies to each other, at least four general schemes of organizing the field for teaching purposes have been suggested, which are classified into the following categories: Isolation, correlation, concentration, and unification.¹

¹
Rolla M. Tryon, The Social Sciences as School Subjects, pp. 456-481.

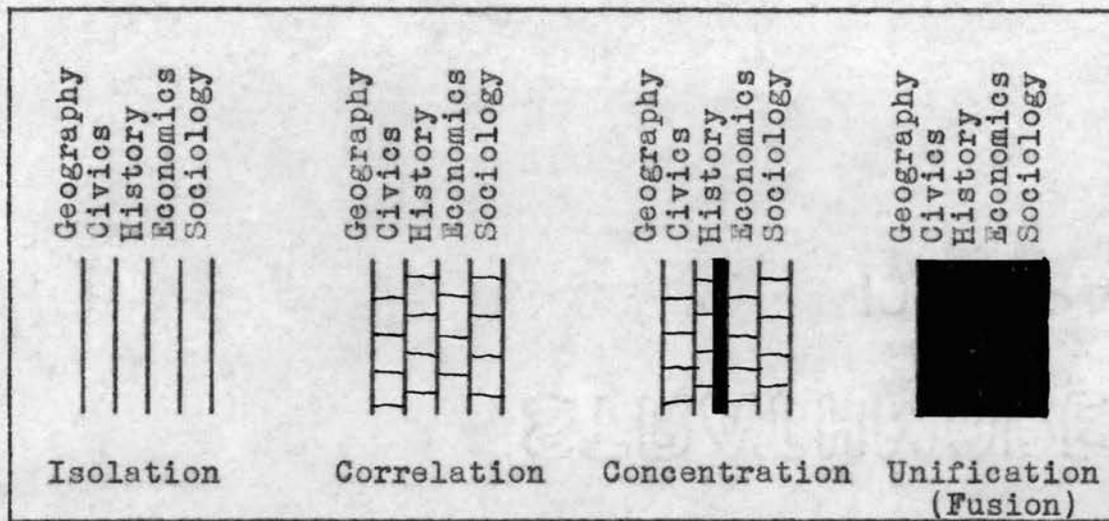


Fig. 1.- Four general schemes of organizing the field of social studies.

Figure 1 portrays these categories diagrammatically. Geography is included here among the social studies because of its inclusion by those who originated and developed each type of relationship shown in Figure 1.² Schemes of organization are further explained as follows:

(a) Isolation is that scheme in which the integrity of individual subjects, such as history and geography, is maintained without any special effort to relate them to the other social studies. Separate subjects have come a long way from their defensive position of a few years back. They have eliminated much of their former useless detail though much more should be deleted. They have added material of social value, though much more still needs to be added. They have organized their materials in thought units though much more study should be given to the development of units from one school level to the next.³

²

Ibid., pp. 456-481.

³

Ernest Horn, Methods of Instruction in the Social Studies, p. 8.

The greatest value of instruction in separate subjects is the orderly, systematic, cumulative development of points of view, methods of work, and study habits.⁴

(b) Correlation is that plan in which the subjects still retain their integrity but are related to one another to some degree. Under this plan two or more subjects may run parallel in the same grade. For example, the European background in history may parallel the study of the geography of Europe.⁵

(c) Concentration is that organization in which some one subject, such as history, becomes the center, and other subjects are integrated with it.⁶

(d) Unification, or fusion, is that program in which all traditional subjects lose their identity.⁷

Other systems of classification^{8, 9} have been proposed but the above four will suffice for our present purpose.

It must stand out clearly that the organization in the social studies is only one type of procedure and that the social studies program cannot be considered by itself; cut off from the rest of the curriculum.

⁴

Mary G. Kelly, "Recent Trends in the Social Studies for the Middle Grades," Elementary School Journal, Vol. 37, (December, 1936), pp. 257-267.

⁵

Ernest Horn, Methods of Instruction in the Social Studies, p. 8.

⁶

Ibid., p. 8.

⁷

Ibid., p. 8

⁸

National Education Association, Department of Superintendence, The Social Studies Curriculum, Fourteenth Yearbook, 1936, p. 181.

⁹

Edgar Bruce Wesley, Teaching the Social Studies, p. 240.

CHAPTER IV

METHOD OF PRESENTATION

A decision as to organization leads directly to a choice in method of presentation, which in turn necessitates data on present usages. Both theory and practice¹ in America show a marked predilection for instruction through books rather than through the spoken word. The widespread use of the textbook² has, in fact, been so generally recognized that European writers sometimes label it the American method as contrasted with the oral teaching that receives larger emphasis in their own schools.

In view, then, of the importance of the textbook in our scheme of education, it is apparent that one of the most effective ways for improving the content and method of instruction is to place better textbooks in the hands of teachers and pupils. In our congested curriculum, textbooks, as a tool, are a necessity for the guidance of both teachers and pupils. If one could assume that every school would use textbooks as guides and would also provide detailed supplementary materials, present practice in the use of textbooks could in some measure be justified.³

¹ Ernest Horn, Methods of Instruction in the Social Studies, p. 206.

² Henry Johnson, Teaching of History in Elementary and Secondary Schools, p. 287.

³ National Education Association, Department of Superintendence, Research in Constructing the Elementary School Curriculum, Third Yearbook, 1925, p. 261.

The increasing supply of printed materials of instruction offers to the schools and teachers an unlimited volume and variety in content of basal textbooks, supplementary texts, reading books, teachers' manuals, pupils' workbooks, and other auxiliary materials for classroom use. Judd⁴ explains that the new demand for rich content is due, in part, to the increased ability of pupils in school and students in college to read and thus gain knowledge by independent study.

From the bewildering wealth of publications busy administrators and teachers must choose the particular books, which in their opinion, will best suit the needs of the children who will use them, and which will meet course of study requirements and other conditions imposed by the local situation. Because a textbook or a series of basal texts may be utilized in the classroom in a variety of ways, the manner in which the book will be used should be determined. A brief list⁵ of possible uses will indicate the importance of this point.

(a) As the sole basis for content and method of instruction;

(b) As one of two or three books used by a class or by sections of a class during a course;

⁴ Charles H. Judd, "The Significance for Textbook Making of the New Concepts in Education," Elementary School Journal, Vol. 36, April, 1936, pp. 575-582.

⁵ William A. Averill, "The Analysis and Selection of Textbooks," National Elementary Principal, Vol. 16, pp. 539-546.

(c) As a partial source of content and method with considerable material supplied by the teacher;

(d) With or without a detailed course of study which takes precedence over the textbook as a guide.

Knowing that the present attitude is a reaction against the exclusive use of a textbook⁶ as instructional material, the fact still remains that a good, accurate, and authoritative textbook is a most helpful tool for children as it is always available.

6

Dorah M. Herrington, "The Textbook, A Great American Achievement--To be Memorized, to be Discarded, or to be Consulted," Educational Method, Vol. 17, November, 1927, pp. 78-80.

CHAPTER V

PROCEDURE AND CONTENT OF TEXTBOOKS

The steps in the procedure in making this survey may be divided into four activities:

- A. Survey of literature
- B. Choice of textbooks
- C. Purpose of the author and a content summary of the social studies textbooks surveyed
- D. Analysis of specific items
 - a. Units or problems mentioned
 - b. Names of persons mentioned
 - c. Checking items that were considered inadequately covered by the Commission of the Social Studies Curriculum
 - d. Aids to learning
 - (1) Maps
 - (2) Pictures
 - (3) Graphs
 - (4) Questions
 - (5) Word lists
 - (6) Glossary or dictionary
 - (7) Tests
 - (8) References
 - (9) Indexes
 - (10) Table of Contents
 - (11) Suggested activities

Survey of Literature

As a foundation for this study all available sources of information were sought out diligently in an endeavor to obtain a concensus of expert opinion and a general summation of the known information pertaining to the problem. This survey was particularly necessary in order to collect data on what items to check in evaluating textbooks analyzed.

Choice of Textbooks

Since social studies as a specific subject within the curriculum is relatively new, few textbooks in the field are available. Those used in this survey include:

- A. Curriculum Foundation Series written by Paul R. Hanna, Genevieve Anderson, and William S. Gray, published by Scott, Foresman and Company.
 - Book 1. Peter's Family (1935)
 - Book 2. David's Friends at School (1936)
 - Book 3. Susan's Neighbors (1937)
- B. Man and His Changing Society written by Harold Rugg and Louise Krueger, published by Ginn and Company.
 - Book 1. The First Book of the Earth (1936)
 - Book 2. Nature Peoples (1936)
 - Book 3. Communities of Men (1936)
 - Book 4. Peoples and Countries (1936)
 - Book 5. Building of America (1936)

- Book 6. Man at Work: His Industries (1937)
- Book 7. Man at Work: His Arts and Crafts (1937)
- C. Our Ways of Living written by Howard E. Wilson, Florence H. Wilson, Bessie P. Erb and others, published by The American Book Company.
- Book 1. Ways of Living in Many Lands (1937)
- Book 2. Where Our Ways of Living Come From (1937)
- Book 3. Living in the Age of Machines (1937)
- Book 4. Richer Ways of Living (1938)

Purpose of the Author and Content Summary

To acquaint the writer of this thesis with the subject matter of the textbooks chosen for this survey a summary of each book was made, which is included here.

Curriculum Foundation Series, Hanna, Anderson and Gray

This series of books, Peter's Family, David's Friends at School, and Susan's Neighbors, presents a variety of rich information about the various social functions in such a way as to broaden the pupil's understanding of human relationships and increase his ability to participate constructively in the life of his home, his school, and his community.

Book 1. Peter's Family

This book, a primer, develops the centers of interest about the family, the home, communication and transportation.

Members of the family are introduced early as each one plays a distinct part in the home development. The

importance of each individual is established for the purpose of explaining the interdependence of all persons of the family--a feeling of cooperation is presented. Dependence upon society is explained by introducing people as: the raiser of produce, the milkman, the postman, the paper boy, garbage man, plumber, paper hanger, etc.

Concepts of families are broadened by the introduction of animal families. Items of the natural environment are explained by pictures in locating the new home for the family as each member made his contribution before the final choice was made.

Means of communication remained few in number--telephone, newspaper, and postal service. Transportation included those facilities with which the child was most familiar--automobile, truck, horse, baby carriage, streetcar, and airplane. Each mode of travel served a specific purpose rather than mere mentioning.

Pictures in this book remain an authentic source of information as they are not exaggerations which would assure a true means of child interpretation. Lack of captions would encourage self-expression.

This book can easily be read concurrently with any primer but follows most closely the Elson Gray Basic Readers. Simple thought provoking questions are asked which can be answered by using the knowledge of pictures.

Book 2. David's Friends at School

This text for the first grade follows the primer of this series, Peter's Family. The content of this book is an outgrowth of pupils' interests in the life of their homes, school, and immediate neighborhood, about which center those problems that broaden the pupils' understanding of human relations. This book is divided into three divisions.

Part I. Living and Working in the School. This material extends first-hand knowledge of a school--the grounds and buildings, the various rooms and their use, the people who work and play in these rooms, the functions that each performs, and the responsibilities of the individuals and groups necessary to make the school a good place in which to live.

Part II. Living and Working in the Neighborhood. The stories in this unit acquaint the pupils with their neighborhood--the more extended community as well as the immediate.

Part III. Living and Working on the Farm. These stories develop an understanding of the ways in which farm life differs from city life, how people live on the farm, how various animals are cared for, the variety of crops raised, the buildings needed, etc. Emphasis is placed upon interrelations of city and rural people.

The author is aware that the printed page cannot alone develop an understanding of human relations or the social

attitudes and skills through which they can be improved. Materials found in this book must be supplemented by activities that will use community resources.

Pictures themselves carry the same theme as the stories in print. Many suggestive activities to be utilized in connection with this book are given.

Book 3. Susan's Neighbors

This textbook, written especially for the second grade, is devoted to a study of workers.

Unit I. Workers Who Protect Us. The fireman as a worker is introduced as the father of one of Susan's friends rather than a character, wearing a fireman's hat, seen in pictures. Susan's father came to school to help bring about a better and broader understanding of the necessity for fire prevention rather than the cause of fire. The policeman, health nurse, and health officer remained as persons who served society every day.

Unit II. Workers Who Carry Our Messages. The radio, telephone, postman, and the newspaper are the major topics given attention.

The study of the postman includes the review of the entire mail service--sorting, postmarking, placing in the correct mail bag, delivery to destination by train, truck, or plane, assorting, and delivery to the owner. An actual need in a life situation was a clever means of introducing the newspaper.

Unit III. Workers Who Produce Our Food. As bread is one of our most common articles of food, much space is given this subject. The study of the bakery includes: how bread is mixed, where it rises, how it is made into loaves, how it is baked, sliced and wrapped, where the flour is kept, and how bread is delivered. When each new phase of work is studied, the duty and responsibility of each workman in producing an article ready for utilization is given adequate attention.

To explain the work of the members of the farm family in connection with the production of a loaf of bread, the activities of raising, threshing, marketing, and milling of wheat are studied.

A review of a cannery and dairy emphasizes the necessity of a vast number of workmen cooperating for the benefit of society.

Unit IV. Workers Who Help Us Play. The playground, park, and library are familiar topics studied in adult society so again these aspects in socializing the child are given his attention. Adult entertainment becomes a familiar topic in this text.

Unit V. Workers Who Help Us Travel. The material of this unit presents a vivid dramatization of the personal relationships possible between workers and the people they serve.

Travel by train was made most realistic through pictures and the printed story. Packing for the trip,

muzzling the dog, waiting at the station, purchasing tickets, assistance given by the conductor, meeting the engineer, dining on the train, listening to the radio, preparing berths for sleeping, and reaching the home of Aunt Mary are incidents that the children enjoy in explaining the pleasures of travel.

Travel by bus, taxi, street car, and airplane are explained in terms of cooperation among workers instead of specific means of travel.

Man and His Changing Society, Rugg-Krueger

The title and central theme of the series is "Man and His Changing Society" and the seven volumes collectively build up this central idea. The first volume presents the pupil with fascinating surprises in the many stories of The First Book of the Earth. The second volume presents interesting ways of living throughout the world with Nature Peoples. The third volume gives interesting experiences of different Communities of Men. Peoples and Countries, the fourth volume, gives a mental picture of how countries came to be and what kind of things have played a part in making them what they are today. Volume five tells how people from far off countries settled in the great regions and began Building America. The sixth volume presents particular ways in which man has lived and worked in His Industries. A seventh volume makes possible the study of Man's Arts and Crafts.

These books present carefully selected and well organized subject matter which may serve as the content of the social studies curriculum.

Each book of the series contains many chapters that have been carefully and critically constructed. Each chapter is presented as a story or stories which adds interest to the reading.

The purpose of this series is to present to the child a vivid picture of his society, its functioning members, and the relationship between these two factors. These books are constructed especially for use in the third, fourth, fifth, and sixth grades.

Book 1. The First Book of the Earth

Chapter I. Seeing the World. All people are looking at portions of the earth but each person sees those portions in different ways.

Chapter II. Our Earth is a Great Round Ball. By accepting the possibility of the earth's being round, Magellan proved that one could sail around the world. Every year thousands of people go by steamship, by train, by automobile, or by plane to parts of the world, gathering information about the earth.

Chapter III. The Earth is Just a Speck in Space. Hundreds of years ago many believed that the earth was supported in space by posts, elephants, or turtles but today science has given us knowledge concerning our spinning earth and other planets as they twirl about the sun.

Chapter IV. How Our Earth Was Born. Nobody really knows how our earth was born, but people who study it have given us several theories. After years have gone by, these twirling masses of gas have become planets. The earth and all these whirling, spinning planets, held together by gravity, turn about the sun in a systematic formation which is known as our solar system.

Chapter V. How We Know about the Universe. The story of the telescope began several hundred years ago and goes on and on every day. Courage of men behind the great inventions makes it possible to know more about the universe.

Chapter VI. Spinning from Night to Day. Ancient peoples did not know what the sun was, but they did know that it was important for everything on earth. The earth not only spins on its axis, giving us day and night, but at the same time revolves about the sun giving us the seasons of the year.

Chapter VII. From Sun Dust to Solid Earth. As the earth gases whirled in cold space they began to cool until portions became solid. After millions of years passed the earth became harder and harder. As it continued to cool the crust began to wrinkle causing folds and layers and other wrinkles which are known as mountains. About the cooling earth were great clouds of vapor which, upon touching the cooling crust of the earth, formed into rain that collected upon the earth. The large land masses we

see are called continents while the large bodies of water are called oceans. About the entire earth is a thin covering of atmosphere or air.

Chapter VIII. Mountains and Men. For years men said mountains belonged to the gods. To some, however, mountains appeared friendly. In time climbers were able to give us much information concerning these mysterious realms. Wonders of aviation and desire of curious individuals have taught us that natural resources are abundant within mountains.

Chapter IX. Volcanoes, the Fire Pots of the World. Just under the surface of the earth, only a few miles down, are pockets or lakes of hot melted rock or lava. When the crust of the earth moves, huge cracks are made in the rocks. Some of the hot lava rises up through the cracks inside the mountain, and flows out of the tops, piling higher and higher until it forms a volcano which is either active or inactive.

Not only do rock and gases burst from the earth but in some parts of the earth hot water rises into the air in much the same way as the lava does. This phenomenon we call a geyser.

Chapter X. How the Earth Got Its Skin. Over the entire earth a wearing away of rocks by water, cold, heat, air, and wind went on year after year until bits of dust, mixed with water, became mud and clay.

Chapter XI. The Earth Was Ready for Life. For millions of years cells continued to grow and change. Some became plants. Others became animals. Animals and plants, though dependent upon factors of natural environment for existence, provide us with food, clothing, and shelter, and a means of making many of our tasks easier.

Chapter XII. How Do We Know the Story of Plants and Animals? Fossils, found within earth everywhere, reveal the story of the plants and animals.

Chapter XIII. How Plants Came on the Earth. Plants grew and changed until they were able to live upon the earth. Plants continued to live and die as the earth's crust rose and fell. Vegetation, caught between the folds of the earth, was pressed together farther into the surface forming something new--coal.

Chapter XIV. The Story of Animals. Like the plants, animals did not become alive all at once. It was the same old story, "survival of the fittest"--cells, sponges, fishes, amphibians, and reptiles.

Chapter XV. Animals Become as They Are Today. The age of reptiles disappeared. Mammals took their place. As the lands, climate, and plant food changed, mammals changed, too.

Chapter XVI. The Very Early Men of the Earth. Fossils again reveal the story of the Piltdown man, who lived in England; the Java man, who lived on the island of Java; and the Peking man, who lived in China.

Chapter XVII. Men Who Lived in the Ice Age. Scientists tell that these short heavy people did not stand erect, walked in a slow, rolling way, lived in caves, used stone implements, and ate wild berries and the meat of small animals.

Chapter XVIII. Man Became As He Is Today. Time passed, animals and people went on growing and changing.

Book 2. Nature Peoples

Chapter I. A Picture Story. Food gatherers, people who live in villages, and the grass people are human people like ourselves.

Chapter II. A Desert Story. This is a short sketch of a Dutch family's travels across the Kalahari Desert.

Chapter III. The Little Bushmen: Food-gatherers of the Desert. The Bushmen of the Kalahari Desert have adjusted their ways of living to a land of little vegetation, poor soil, little rainfall, except in certain seasons, a hot, dry climate, and a varied topography. In doing so, they make their homes in caves or under skins or bushes, travel from place to place searching for food that nature has to offer, and wear very little clothing.

Chapter IV. The Ona Indians: Food-gatherers of "The Land of Fire". The Ona Indians, another food-gathering tribe, depended totally on nature for their food and clothing. They suffered much from the cold climate, as their homes were only open air windbreaks and

their clothing, skins from animals. Each band owned property, made tools and weapons, and had a simple form of government.

Chapter V. The Land of the Eskimos: Food-gatherers.

One may go by boat from Seattle to the coast of Alaska, on horseback to Fort McPherson, and on by dog sled to the land of the Arctic. Surprises are everywhere. River banks are covered with flowers and plants of all kinds; potatoes, strawberries, wheat, and barley are growing; mosquitoes are terrible; the summer sun never sets; the temperature is 100° F.; the Mackenzie River flows into the Arctic Ocean; and as one travels northward the temperature falls rapidly.

Chapter VI. The Copper Eskimos: Food-gatherers of the North. The Copper Eskimos are also food-gatherers. They live in a land of changing seasons, where a different home for winter and summer is needed, wear carefully sewed clothing, have metal tools, travel from place to place by sled, and trade with other peoples.

Chapter VII. The Fuzzy-Haired Papuans. The Fuzzy-Haired Papuans have adjusted their ways of living to a land of heat, rain, and jungle. They live in thatched huts built on tall poles, around little bays, wear little clothing, usually grass-like skirts, gather much of their food from the jungle and water, raise some food such as taro, a kind of potato, as well as bananas and cocanut

trees, make many things, especially arrow heads and pottery, and barter them for other things they want.

Chapter VIII. Some New Questions about Climate.

Helps for location include: the four directions, northern and southern hemispheres, equator, zones, Tropic of Cancer, and Tropic of Capricorn.

Chapter IX. The Baganda of Uganda. The Baganda of Uganda, located in central Africa, have adjusted their ways of living to a land of ideal climate, much sunshine, adequate rainfall, and rich soil. In doing so, they live in houses of wooden poles with thatched roofs and sides, enjoy a representative form of government, raise many vegetables, sugar cane, and millet, wear garments made of bark cloth, make iron tools, herd goats on the grass land, have market places where much trading is done, and spend many happy hours listening to music.

Chapter XI. The Grass Peoples of Asia. The grass peoples of Asia have adjusted their lives to a land of light rainfall, little vegetation, and high altitude. In making this adjustment they have learned to move to the grasslands, raise great herds of cattle, sheep, and goats, wear cotton clothing, live in tents, have a tribal government, and trade animals for foods and articles wanted.

Chapter XII. Tibet, the Highest Country in the world. The people of Tibet must adjust their modes of living to a land of few rivers, many mountains, variable temperatures, little rainfall, hot, dry air, and little vegetation.

They have learned to live in tents or houses of dried brick, to raise yaks and sheep, to eat much raw meat, to drink milk and tea, and to be governed by priests.

Chapter XIII. The Arab Bedoins of the Sand Desert.

The Bedoins live in a land of sand, cold nights, hot days, little rainfall, scant vegetation, except in the oasis, and sandstorms. They live in tents made of camel's hair, travel in great camel caravans, eat dates and meat from camels, drink much milk, wear long loose flowing garments, and earn their living by weaving.

Chapter XIV. What Have We Learned about Nature

Peoples? We have studied about many kinds of lands, how geography helps to decide how people live, why we call these peoples "nature peoples", and the characteristics of the food-gatherers and food-raisers.

Book 3. Communities of Men

Part I. Stories of Four Communities. Four communities of the world were presented--one in Africa, one in Asia, and two in Europe. Each community showed an improvement in living conditions upon the one previously studied. Each community studied presented clearly how man was adjusting, attempting to adjust, or failing to adjust himself to his natural conditions.

Part II. American Communities. The communities were presented in terms of work regions. Map study was introduced similar to that presentation given by Barrows and Parker in Journeys in Distant Lands. Plans of cities

OCT 27 1939

were discussed for the purpose of helping the child realize that growth meant complexity. Getting an adequate food supply, providing an ample water supply, and protecting our community were new topics introduced to explain that man cannot always live happily and successfully by moving to new habitats.

Part III. How American Communities Grew: the Gateways to Our Country. The "time element" is given some consideration but not fully explained. The cities given first were located at that point because natural harbors and rivers made establishment possible. Topography and natural resources were paramount in establishing inland cities.

Part IV. Why Communities Begin Where They Do. Why communities begin may be in part explained by:

- a. Ports and harbors
- b. Transportation centers
- c. Natural resources
- d. Waterfalls--power
- e. Made-to-order--Decisions of people
- f. Booms--gold, oil, salt, zinc, land

What Have We Learned about Communities?

- a. Most people live in communities.
- b. People live together for food, water, protection, etc.
- c. Communities are different in many ways.
- d. Communities are different in size.

Book 4. Peoples and Countries

Part I. Introducing Our Study. This introduction prepares the pupil for that which is to follow. By a process of elimination, only ten countries were chosen to be reviewed within the text. The community and family continue to hold favor in topics to be discussed. Again "boundary" was defined by first using such natural items as mountains, rivers, or lakes; and then, the use of cultural items for further explanation. The stories in this volume are told in the first person, plural number.

Part II. Farmers of the Eastern World. Traveling by rickshas and donkey back made possible a visit to a Chinese market and village. Living conditions were very undesirable, and were, in part, explained by the customs of the people. Festival occasions furnished entertainment for the inhabitants and provided a time for meeting of friends and relatives.

Location, area, population, and climate are items discussed in explaining droughts and rice growing. Mountains, rivers, and soils are other natural items so important to farming. The Chinese are, for the most part, farmers who do not strive to have fortunes but are contented with simple primitive living.

The stone age, guilds, coming of the Europeans, establishing Shanghai, which is now a modern city in all respects, and the establishment of other cities were important steps in the history of China.

Part III. Life in the Indian Peninsula. The people of India are divided into "castes" which determine the type of work done by them.

India, like China, is a country of many regions and villages. Different races, different languages, different religions, and different governments have added complexity to the natural environment.

In contrast with the steaming heat, muddy villages, and worn-out, tired faces, there are found exciting cities of many kinds, beautiful and costly palaces, and lovely cool valleys hidden high in the mountains.

Part IV. The Old and the New in Russia. A simple description told of the settlement of Russia, its great size, large population, government, location, seasons, winds, rain, soils, ports, and harbors.

Chapter X is a reversal of the primitive living in Russia. Leaders, through the use of skillful planning, have begun the great task of rebuilding this large country from natural resources as a basis, with the help of machines and factories.

Chapter XI summarizes the study of Asia, enumerating geographic facts and relationships but not historical information.

Part V. Europe: the Home of Our Way of Living. From the air Europe appeared as a continent of many countries, densely populated, ideally located for trade,

mild climate, few mountains, and many ways for people to make a living.

Part VI. Which European Countries Shall We Study? Chapters XIV and XV reviewed a short history of England as the geographic knowledge was revealed.

Chapters XVI and XVII gave the history of France in terms of farms and vineyards as work regions and information regarding manufacturing and trade carried on within the country.

Chapter XVIII contained an interweaving of incidents concerning the history and geography of Germany through the emphasis placed upon the social aspects and a major geographic understanding of that country.

Chapter XIX dealt almost entirely with the history of Italy, although some geographic knowledge was given, but not stressed.

Chapters XX and XXI were devoted to the history of Spain and to various ways of living within the one country.

Part VII. From the "Old World" to the "New World". This history of Peru was explained effectively in terms of natural items. Geographic and historical information, intermingled, gave a very interesting story of Brazil as the United States of South America.

Book 5. Building of America

Part I. Introducing Our Country. The United States, favorably located for trading facilities, has good climatic

conditions, is divided naturally into work regions, produces a variety of crops, and has an abundance of natural resources.

Part II. The Westward Movement Begins: Discovering and Settling. The Indian peoples were divided into many tribes and lived along the Atlantic coast, in log houses or in bark huts with thatched roofs. In the forest they raised corn and beans, pumpkins and squashes. They hunted in the forest and on the plains and fished in the oceans, lakes, and rivers.

Others lived farther west, on the great level plains of the Mississippi Valley. They lived in a wandering way, pitching their skin tepees wherever they found buffaloes or other food.

Still others, like the Pueblos of Arizona and New Mexico, built more lasting homes of sun-baked clay among the cliffs on the high plateaus. And still others made their homes in California. These homes were but shallow round holes in the earth, with a roof of mud and clay built above them.

Following the discovery of the new world by Columbus, English, French, Portuguese, Spanish, and Dutch navigators and explorers set out in search of new passages to the East Indies, and riches described by preceding explorers.

Poor and rich, discontented Englishmen went to America to establish homes and churches. As years passed, the settlers went from the coast inward toward the mountains,

seeking more freedom and better geographic conditions. Soil and vegetation were different in the northern and southern parts of the Atlantic Plain. Climatic conditions, too, were not the same.

Part III. The Westward Movement Continues. Hunters, trappers, and travelers blazed trails across the Appalachian Mountains so that settlers might come to the West. As the roads were widened, wagons, carrying many pioneers who were willing to face any danger, came in great numbers to the central plain, which became a garden spot. The Mississippi River system made the entire plain accessible. Cities as gateways to the West spring up along the Ohio River. As more and more things from the East were shipped down the rivers, standards of living were raised. New states were soon formed.

Life in the South again was conditioned by a long growing season, plenty of rainfall, many clear, sunny days and a rich well drained soil. Invention of the cotton gin by Eli Whitney helped place cotton as the major crop of this new section.

Thousands of cities grew up behind the frontier to care for the fast growing communities.

Part IV. Binding the Communities Together. Travel on horseback and by stage coach was very slow as roads were bad and few bridges had been built. After 1800 better highways appeared. The Federal government built the first interstate highway known as the Cumberland Road.

Not until after 1890 did the automobile and steam engine become necessary for transportation.

Waterways to the West developed rapidly. Canals and steamboats were everywhere. Business men of the eastern cities were not satisfied. A quicker and cheaper transportation was demanded. Railroads supplied the answer. They were soon to be supplemented by a more rapid means of communication--the telephone, wireless and the telegraph.

Part V. The Last of the Westward Movement. By 1800 many individuals east of the Mississippi had become restless. Lewis and Clark ventured across the plains and mountains to the Pacific coast to return again to the East with stories about the plains and the great West. Missionaries and home-seekers moved on to Oregon. Cattlemen inhabited the plains east of the Rockies to care for the vast herds of cattle. In the 1870's and 1880's settlers began to fill in the open plains. Homes were built and some of the open range fenced.

Beyond the cattle plains there was still a wide stretch of land which the pioneers had overlooked as they hurried on their way to the coast. Within this mountain and plateau region were to be our greatest mining communities. Railroads and trade joined the East and West.

Part VI. What Was Happening in the East as the Frontier Moved Westward. Man no longer depended upon his muscles to do his work. Inventors made machines for the

farms--machines to cut grain quickly, to plow and prepare the soil for planting, to thresh the ripe kernels from the stalks.

Other inventors made machines to spin yarn, to weave cloth, and to sew garments and shoes. Others invented ways of building things of wood, iron, and concrete. Still others invented engines to run these machines.

Discovering natural resources and improving their mining processes, plus the invention of machines, with the unceasing efforts of pioneers has made United States a manufacturing country.

Part VII. Regions of Our Country Today. Differences in ways of living are brought about chiefly by differences in location, by topography, by soil, by vegetation, by fuels and metals, and other natural resources. Nature tends to divide the United States into the following regions:

1. The chief industrial region;
2. The "South";
3. The agricultural belts of the Great Central Plain;
4. The great grazing plains;
5. The western mountains and the plateaus between;
6. The Pacific-coast region; and
7. The California-Arizona desert.

Book 6. Man at Work: His Industries

Part I. Introducing Our Study. People of our country are doing the following chief kinds of work: (1) the work

of getting food, (2) the work of building, (3) the work of making clothes, (4) the work of buying and selling, (5) the work of transporting people and things, (6) the work of communication, (7) the work of making people well and keeping them so, (8) the work of governing people, (9) the work of educating people, (10) the work of entertaining people, and (11) the work of churches.

Part II. How America Gets Its Food. The story of a loaf of bread emphasizes the importance of machines, the work of science, and the need of cooperation in our world today.

From the picture story of milk we learn the advantages of corporations, scientific laboratories, cooperative buying, and cooperative selling.

Part III. Clothing Our People. Of the several kinds of cloth--cotton, wool, linen, and silk--American people use cotton most. The story of cotton began in ancient times. Only since machines have been invented has spinning and weaving become a relatively simple task.

Part IV. Builders in Iron and Steel. Mining the iron ore on the Mesabi Range and shipping it to one of the mills of a steel corporation shows only the first step in steel making. Coal is mined and coke is made. Great smelters change raw iron ore into steel ready to be made into machines.

Part V. Man the Power Maker. Primitive man depended upon his muscles as a source of power until he began to

lighten his load by using domesticated animals. Soon his life became dependent upon simple tools--the lever, wheel, inclined plane, wedge, and pulley. Nature's powers, wind and water, were called upon as a source of power. Experiments gave to man steam engines, gasoline engines, electricity, magnets, dynamos, to make his ways of living easier.

Part VI. Man the Toolmaker. Fire-making was the great invention of the stone age man, who also learned that metals could be melted from rocks by heating them. Crude methods of making tools were replaced by machines, with the discovery of iron and steel.

Part VII. Transportation and Communication. After carefully studying the wheel, man began to invent vehicles which depended upon good roads. Horse drawn vehicles gave way to the iron colt, automobile, or steam engine. Railroads made possible faster transportation between regions. Automobiles changed our ways of living as distance and time have been conquered. Transportation upon the water proves fascinating and interesting as we trace the development from rafts to our present day ocean liners. Man has always dreamed of flying and so it is natural that we should study about balloons, airships, gliders, and dirigibles.

As methods of transportation were improving, communication, too, received the attention of inventors. Signalings by the voice, smoke, flags, and sounds were the

forerunners of the telegraph, telephone, wireless, cable, radio, and well organized postal service.

Part VIII. The Story of Buying and Selling. For thousands of years all exchange was by barter. Our own ancestors bartered with the American Indians. As communities grew, it became more difficult to determine the price of commodities, and to exchange them so that everyone would be satisfied. Ages passed before a system of coins was established by our governments. Banks, checks, and interest are topics of our present society. Trade is, indeed, one of the chief activities of the world today. As work is highly specialized, Americans depend upon one another

Book 7. Man at Work: His Arts and Crafts

Part I. Introducing the Arts and Crafts of Men. In an imaginary trip arts and crafts of an American community were seen. The type of house man builds is conditioned by natural resources, climatic conditions, and his desires.

Part II. From Shelter to Architecture: The Story of Man as Craftsman Builder. Caves, windbreaks and huts were the homes of primitive man. As civilization progressed man learned about the art of building. Tools and measuring instruments, designs and engineers were essential to this art. Of all ancient peoples, we owe more to the Greeks than to all others for the ideas we use in building today. The Acropolis and the Parthenon were the finest public buildings that had ever been built. Romans copied Greek

architecture, but added the arch. People of the East added the dome to their structures. A combination of the kinds of architecture is known as "Romanesque".

After 1100 A. D. a new style of architecture, Gothic, appeared in churches, castles, and walled cities. After man built his home, he found it necessary to furnish and decorate it.

Part III. The Theater: Man Combines the Arts and Crafts. Dance and music have always been a part of man's life. Percussion instruments were probably the simplest of all used by nature peoples. Orchestras today are composed of percussion, wind, and stringed instruments. Music and dancing, acting and poetry, grew up together to make the beginnings of the theater. The Greeks invented a truly original theater. There were actors, musicians, dancers, and choruses. When Rome ruled the world, she copied the Greek arts of the theater. It was the church that kept the art of plays alive.

During the Renaissance the theater grew rapidly. Early Americans allowed no theaters whatsoever in the colonies.

How different since 1900! Many new instruments were invented so that today we have the modern orchestra. Great musicians composed music that will live forever. The opera became a part of the theater. The theater has come into the life of everyone as an avenue through which one can express his feelings and ideas freely.

Part IV. The Story of Language. Language grew from sounds to pictures, from pictures to words, from words to phrases. Different languages are found within the continents. Alphabets were made and people learned to write and read. Books were written by hand. Demands became so great that machines were invented to relieve the drudgery of hand printing and binding.

Part V. How Man Invented Number and Measurement. Thousands of years passed before man found an easy way to calculate. The invention of language helped somewhat. Measurement called upon this number system. Small measures were invented by using the hand and the fingers. Though the foot and cubit were perhaps the measures used most often, others were invented by various peoples. Variety of measures led to the establishment of standard units.

Part VI. Measuring Time. The Babylonians planned a system with a night and day of twelve hours each. Sundials and gnomons told the hour but only when the sun was shining. Water clocks, sand glasses, fire clocks, and time candles were common until the mechanical clocks took their places. Exact time may be found in the Naval Observatory in Washington, D. C. Standardized time makes it possible for us to live "on schedule."

By observing the moon, man began to measure the seasons and years. Calendars have undergone many changes as they have come through the ages.

Our Ways of Living - Wilson, Wilson, and Erb

The title and central topic of this series is Our Ways of Living, and the four volumes cumulatively build up this central theme. The first volume introduces pupils to the concept of variation in ways of living through a series of units showing Ways of Living in Many Lands. The second volume presents basic elements of history, geography, and civics in a series of units on Where Our Ways of Living Come From. The third volume analyzes basic characteristics of modern life through machines on Living in the Age of Machines. A fourth volume presents aspects of man's aspirations and achievements in arts and sciences, making possible Richer Ways of Living.

These books present carefully selected and organized materials which may serve as a core of the social studies curriculum; or as "social cement" to bind together and vitalize the customary courses in history, geography, and citizenship.

Each book of the series contains six units which are not merely mechanical subdivisions of the books, but are carefully and critically constructed. Each unit is presented as a series of short, dramatic stories. Each small group of stories leads to a generalization or concept which is explicitly stated in a very brief generalizing story at the close of the unit.

These books are to be used in the four years of elementary school, namely; third, fourth, fifth, and sixth grades.

The purpose of this series is to present to the children of the grades a steady unfolding of the story of human affairs.

Book 1. Ways of Living in Many Lands

There are stories in this book about people of six different lands.

Unit I. How an Indian Boy Lived. The Sioux Indians, of which Black Bear was a member, have adjusted their ways of living to a large level plain, with no coastline, vast grazing lands, and a climate consisting of cold winters and warm summers. Indians banded together for protection against enemies and wild animals; lived in movable tepees made of buffalo skins; wore clothing and moccasins of skins sewed together with buffalo sinews; and moved frequently to get food.

Unit II. How the Bedouins Live. The Bedouins, a migrating people, live on a great desert, with scant precipitation, hot climatic conditions, great sand storms, and very little vegetation except in the oases. They live in tents, wear loose flowing clothing made of camel's hair cloth, travel from place to place in caravans, eat foods that can be acquired easily which usually consist of milk and meat from camels, supplemented by dates from the oases.

Unit III. Living With the Lapps. In the northern part of Europe the people of Lapland are adjusting their mode of living to a land of cold, long winters, short

summers, with the sun never high in the sky, and little vegetation. They live in tents, called kotas, made of reindeer skins; wear heavy clothing; travel by skis and sleighs; make their living by fishing or raising reindeer for food and skins; and use simple foods such as milk and meat, abundantly.

Unit IV. The Home of Lok and Yet-Kwai. China, a vast country densely populated, has poor farming land, severe and moderate climate, and a long coast line. As wood is scarce, the rich Chinese people have houses made of stone or brick, while the poor farmers have homes of mud brick, thatched with straw. Exports include tea, rice, and silk.

Unit V. Living in Switzerland. The people of Switzerland have adjusted their ways of living to a land of high mountains, many lakes and rivers, many forested slopes, mountain pastures, long, cold winters and short, cool summers. As a result of doing so, they live in steep-roofed houses of logs or stones; wear heavy clothing in winter; use dairy products as their chief food; and make their living by caring for summer tourists, acting as mountain guides, raising dairy cattle, carving articles from wood, exporting clocks, lace, dairy products, and chocolates, and using water power for manufacturing.

Unit VI. How the Mexicans Live. The people of Mexico are adjusting their ways of living to a variety of topographic features, a mild climate, and little rainfall.

They live in flat houses of mud brick, wear cotton clothing; make their living by farming and selling wares at the markets; enjoy conveniences of modern cities, good schools, and lovely churches; and eat rich, spicy foods and many fruits.

Book 2. Where Our Ways of Living Come From

Unit I. History Hill. Primitive man began our ways of living, as he was the first to learn how to make tools, to make pottery, to weave cloth, and to use fire. Tribute is paid to the Egyptians, Greeks, Romans, Teutons, artists, Columbus, Benjamin Franklin, and George Washington for their contributions toward better living.

Unit II. The Earth We Live On. The earth, once a part of the sun, underwent many changes before it became as we see it today. By using a globe, the equator, day and night, the seasons, and the atmosphere were given true meaning. Maps told where places were, how far it was from one place to another, and which direction one place was from another.

Plants, animals, and man passed through stages of improvement just as the earth did. With the continued use of the globe, natural items explained, in part, why people had many ways of living.

Unit III. Living in Groups. Individuals are members of homes, schools, clubs, communities, states, and the nation. Each group is dependent upon the hearty cooperation of every person for its success.

Unit IV. How Men Have Learned to Farm. Primitive people wandered from place to place to get food as they knew nothing about farming. Stories told that different parts or regions of the world grew different kinds of crops. As people have tried to grow different foods in different regions, they have learned more and more about farming. Too, as they learned more about farming, a few people have been able to raise enough food for many. Knowing how to grow foods well has made it possible for people to live safer and happier lives.

New tools and farm machinery, with the aid of experiments and discoveries of scientific farmers, continue to change our ways of living.

Learning to make hand tools--the axe, loom, or pottery--was a great step in the growth of civilization. The Romans, Greeks, and Egyptians made hand tools and used them to make things both useful and beautiful. Books, paper, and time pieces continued to add comfort to the homes of people.

Unit VI. Exchanging Goods and Ideas. A story of ships reveals that man has depended for many centuries upon ships as a way of exchanging goods and ideas. Invention of the wheel was one of the most important inventions man ever made, as it gave to society many modern conveniences--the auto, truck, bus, train, etc. Using an alphabet in writing made it easier for man everywhere to exchange goods and ideas. Bartering gave way to coins

made by government mints, when people traveled to all parts of the world.

Book 3. Living in the Age of Machines

Unit I. Communication. The story of communication began long years ago when people began to speak with one another in sounds and motions. To remember information, man recorded his ideas on the walls of caves with pictures and symbols from which the Greeks, Romans, Hebrews, and Phoenicians were able to give to the world a variety of alphabets. Desire for ease in exchanging information led to the invention of the pen, paper, ink, printing press, typewriter, telephone, and radio, the printing of books, magazines and newspapers, and the establishment of a Federal postal service.

Unit II. Transportation. Primitive man walked slowly along on his own two feet, carrying what he could on his own back, or on the backs of slow moving animals. Men of the Middle Ages traveled on wheeled carts that were drawn by muscle power, or ships that were driven by winds or oarsmen. Few bridges and wretched roads made traveling very slow and hard. Today, steamships, steam engines, automobiles, balloons, airplanes, and dirigibles are revolutionizing modes of transportation. Improvement of waterways, highways, railways, and airways have made this civilization one of a fast moving age.

Unit III. Making Goods with Machines. James Hargreaves with his spinning jenny, Edmund Cartwright with his power loom, Eli Whitney with his cotton gin, and Thimmomer and Elias Howe with their sewing machines, have, in part, caused hand labor to be classed as a primitive tool. Man no longer finds his home self-sufficing. He depends upon the machine in his daily living, as modern industry places its emphasis upon specialization and mass production.

Unit IV. The Harnessing of Power. From hand labor man turned his attention to the domestication of animals to help him make a living. Wind, water, oil, coal, natural gas, electricity, and the sun have been harnessed to lighten his work. The influence of inventors and scientists, responsible for bringing these natural resources under control, has spread to research laboratories where the never-ending search for new sources of power continues.

Unit V. Communities in the Age of Machines. Machines have given us more and larger cities and changed living conditions in the small communities, too. They have given us better ways of lighting streets, getting pure water, disposing of garbage, and better transportation facilities. Population has shifted from rural to urban centers. Though economy and conveniences are special advantages, machines have brought new problems of slums, of noise, dirt and odors, of finding places in which to play, and of planning communities wisely.

Unit VI. The Age of Machines--and You. This age of machines makes it possible that all individuals enjoy living. Schools and homes alike have profited by modern conveniences. It no longer means serving years as an apprentice to be able to do a particular type of work well, nor does society demand that boys and girls choose the work done by their parents as a vocation. New kinds of work, better working conditions, payment in money for services rendered, give us more time to use our leisure wisely and effectively.

Book 4. Richer Ways of Living

Unit I. The Story of Friendliness. Friendliness is an important part of our ways of living. Tribute is given to individuals who have devoted their lives to making the world a safer and more pleasant place in which to live. As friendly people alone cannot aid all who need help, organizations, such as, The Red Cross, Salvation Army, and civic clubs, have done much to serve humanity. Governments, too, are caring for the handicapped, underprivileged, and the welfare of society to make the world friendlier.

Unit II. Things of Beauty. There are many beautiful things in nature--forests, hills, streams, and sunsets. Think of the beauty of the Grand Canyon, of Niagra Falls, of the Alps. Men have created many beautiful things--decorations in our homes and schools, pictures, books, music, sculpture, and architecture.

Years ago, even though there were many things of beauty, most people could not enjoy them. Most things were enjoyed only by rulers and wealthy people. Today almost all people can see and enjoy beautiful things. Public libraries, museums, art galleries, theaters, orchestras, opera companies, schools, and the radio make things available to us.

Unit III. Medicine and Health. Aided by one discovery after another, especially in the past hundred years, scientists and physicians have won many battles against disease. Because of their clear thinking and courage in using their new knowledge, mankind has passed many milestones in its long, hard road to better health. Medical schools, research laboratories, the United States Public Health Service, scientists, and private citizens strive constantly to overcome our most dreaded enemies, bacteria.

Unit IV. Science in Our Lives. Inventions have harnessed heat, steam, coal, gases, petroleum, and electricity for our use. Countless discoveries have been made about our foods, clothing, and metals. Stories of all scientific achievement of the world cannot be studied. Nevertheless, we can appreciate the important work of individual scientists such as Copernicus, Galileo, Newton, and many others. We can understand the work of the universities in training scientists, the great research laboratories of the government, and of all the scientists who have worked to unravel nature's secrets.

Unit V. Using Nature's Riches. People all over the world must use the resources of nature to make their living. Food grown in productive soil, animals raised on pasture land, minerals and metals from the earth's crust, fish, and salt from the sea are some of nature's riches. Man has learned to trade and exchange these riches over all the lands and oceans of the world. Because of waste and the knowledge that the supply of natural resources may become exhausted, the work of government conservation has begun.

Unit VI. Our Governments. Communities of men find it necessary to do many things--making and enforcing laws, providing for schools, getting a water supply, etc--all of which require cooperation. Hence, we have local, state, and national governments. Policy protection, fire protection, education, parks and playgrounds, paved streets and highways are only a few of the things our governments provide for us to make our living safe and pleasant.

Units, or Problems, Mentioned

After all major units, or problems, were recorded on sheets of paper it was found that a total of 94 different units, or problems, were mentioned in the fourteen books surveyed. Of that total number of units reported, twelve were given in the Curriculum Foundation Series; fifty-eight in the series, Man and His Changing Society; and the remaining twenty-four in the series, Our Ways of Living.

Units pertaining to homes, families, communication, and transportation were present in all three sets of books.

Living in groups or communities, the story of farming, harnessing of power, man the tool maker, the story of the earth, ways of living in many lands, and our age of machines were units common to the series, Our Ways of Living and Man and His Changing Society.

Titles of units varied greatly in all books, and authors were not agreed as to subject matter within the units.

Names of Persons Mentioned

The writer, as stated in the problem, sought to determine the relative emphasis placed upon persons in the two series of textbooks, Our Ways of Living and Man and His Changing Society. Very carefully were the names of persons from each book recorded on sheets of paper and then counted.

TABLE I

NUMBER OF PERSONS' NAMES MENTIONED

Series	Book I	Book II	Book III	Book IV	Book V	Book VI	Book VII	Total
<u>Man and His Changing Society</u>	12	15	39	22	107	97	144	436
<u>Our Ways of Living</u>	18	66	99	162				345

Results from Table I show that a total of 436 names were recorded in the seven volumes of Man and His Changing Society. Of that total number, only twenty-eight names were repeated at least twice within the series. Repetitions included the following individuals.

- | | |
|------------------------|------------------------|
| 1. Magellan | 15. Francis Drake |
| 2. George Washington | 16. Trevithick |
| 3. Columbus | 17. Alexander G. Bell |
| 4. Queen Isabella | 18. Samuel F. B. Morse |
| 5. Daniel Boone | 19. Guglielino Marconi |
| 6. Peter Cooper | 20. Andrew Jackson |
| 7. Elias Howe | 21. Henry Ford |
| 8. William Kelley | 22. Robert Fulton |
| 9. Eli Whitney | 23. Robert Livingston |
| 10. James Fitch | 24. James Watt |
| 11. Benjamin Franklin | 25. Cyrus McCormick |
| 12. Frank Lloyd Wright | 26. Queen Elizabeth |
| 13. Galileo | 27. James Hargreaves |
| 14. Henry Bessemer | 28. John McAdam |

Within the four volumes of Our Ways of Living, a total of 345 names of individuals were recorded. Of that total number, only three, George Washington, Abraham Lincoln, and Benjamin Franklin, were mentioned more than twice within the series. Only the fifty-seven names listed below were common to both series of books.

1. Oliver Evans
2. Abraham Lincoln
3. Leonardo da Vinci
4. William Shakespeare
5. George Washington
6. Victor Herbert
7. Beethoven
8. Hayden
9. Handel
10. Mozart
11. Bach
12. Wagner
13. William Wright
14. Charles Lindberg
15. James Watt
16. Elias Howe
17. Eli Whitney
18. Thimmonier
19. William Kelley
20. James Hargreaves
21. Columbus
22. Benjamin Franklin
23. Robert Fulton
24. Michelangelo
25. Cyrus McCormick
26. Edison
27. Queen Elizabeth
28. Charlemagne
29. Magellan
30. Pizarro
31. Henry Ford
32. Henry Bessemer
33. Michael Faraday
34. Edmund Cartwright
35. Richard Arkwright
36. Admiral Byrd
37. Henry Hudson
38. President Jefferson
39. James Fitch
40. Dewitt Clinton
41. Peter Cooper
42. Geo. Stephenson
43. Gutenberg
44. Richard Trevithick
45. Alexander G. Bell
46. Samuel F. B. Morse
47. Gugleilino Marconi
48. Joseph Montgolfier
49. Etienne Montgolfier
50. Orville Wright
51. Marco Polo
52. Galileo
53. Isaac Newton
54. James Rumsey

55. Gottlieb Daimler 57. Louis XIV

56. Nicholas Cagnot

The greatest percentage of those names of persons referred to were historical personages. It is evident from Table I and from the lists of names given that there are great variations as to names of persons mentioned, as well as a lack of clear-cut agreement upon significant persons.

Items Considered Inadequately Taught

As pointed out by the Commission on the Social Studies Curriculum, sixteen topics, or areas, were inadequately treated by most schools. The writer was curious to know what use authors of textbooks were making of these factors in enriching the contents of elementary textbooks.

To gather this information Tables II, III, and IV were constructed. Each book was carefully checked for information concerning these topics. After all tabulations were made, it was found that the topics, (1) facilities of social intercourse, (2) community analysis, and (3) formation of opinion were found in each and all books of the Curriculum Series by Hanna, Anderson, and Gray.

In Table III, Our Ways of Living by Wilson, Wilson, and Erb, it was found that only two topics, (1) formation of opinion and (2) facilities of social intercourse, were common to all four volumes of this series. The topics,

taxation and public finance and adult education, are shown only once each in the table. Book IV gave emphasis to all topics except two.

In Table IV, Man and His Changing Society, written by Rugg and Krueger, it was surprising to find only one topic, formation of opinion, common to all seven volumes of the series.

Least attention was given the topics, (1) Nature of our government, (2) taxation and public finances, and (3) adult education.

Compiled statistics from Tables II, III, and IV show that emphasis is placed upon those functional items of our society:

- (1) Activities of the national government
- (2) Relation of industry and government
- (3) Consumer education
- (4) Community analysis
- (5) Social effects of the rise of science
- (6) International relations

TABLE II

TOPICS EMPHASIZED IN CURRICULUM FOUNDATION SERIES - HANNA, ANDERSON, GRAY

	Primer Book I	Grade I Book II	Grade II Book III
1. Nature of our government			
2. Activities of the national government			
3. Problems of metropolital government			
4. Taxation and public finance			
5. Relation of industry and government			x
6. Investment and finance			
7. Consumer education			
8. Formation of opinion	x	x	x
9. Community analysis	x	x	x
10. Personal analysis			
11. Vocational analysis and information			
12. Social effects of the rise of science			x
13. School as a social institution		x	
14. International relations			
15. Facilities of social intercourse	x	x	x
16. Adult education			

TABLE III

TOPICS EMPHASIZED IN OUR WAYS OF LIVING - WILSON, WILSON, AND ERB

	Grade III Book I	Grade IV Book II	Grade V Book III	Grade VI Book IV
1. Nature of our government		x		x
2. Activities of the national government		x	x	x
3. Problems of metropolital government		x	x	x
4. Taxation and public finance		x		
5. Relation of industry and government		x	x	x
6. Investment and finance				
7. Consumer education		x	x	x
8. Formation of opinion	x	x	x	x
9. Community analysis			x	x
10. Personal analysis			x	x
11. Vocational analysis and information			x	x
12. Social effects of the rise of science		x	x	x
13. School as a social institution		x	x	x
14. International relations		x	x	x
15. Facilities of social intercourse	x	x	x	x
16. Adult education				x

TABLE IV

TOPICS EMPHASIZED IN MAN AND HIS CHANGING SOCIETY - RUGG AND KRUEGER

	Grade III		Grade IV		Grade V		Grade VI
	Book I	Book II	Book III	Book IV	Book V	Book VI	Book VII
1. Nature of our government							
2. Activities of the national government			x	x	x	x	x
3. Problems of metropolital government			x				
4. Taxation and public finance							
5. Relation of industry and government			x	x	x	x	x
6. Investment and finance						x	
7. Consumer education			x	x	x	x	
8. Formation of opinion	x	x	x	x	x	x	x
9. Community analysis			x	x	x		
10. Personal analysis			x	x		x	
11. Vocational analysis and information			x	x	x	x	
12. Social effects of the rise of science			x	x	x	x	x
13. School a social institution							x
14. International relations			x	x	x	x	x
15. Facilities of social intercourse			x	x	x	x	x
16. Adult education							x

Aids to Learning

Table V shows that the greatest aids to learning in the primary grades are many good, accurate, reliable pictures and thought provoking questions. Many suggestive activities by the authors enhance the usefulness of the Curriculum Foundation Series.

Table VI reveals many interesting facts. The number of pictures is steadily increased for each grade. Graphs appear only in Book 4. Thought provoking questions are greater in number than the old traditional factual questions. Thirty-seven maps are used to explain the context of Our Ways of Living. Many references are listed at the close of each unit; however, no differentiation is made between teacher and pupil references. The new type objective tests, including examples of true-false, completion, matching, and multiple-choice tests, are included in each book. Many suggestive activities are given with each unit.

Table VII reveals that emphasis is placed on fewer aids to learning in the series, Man and His Changing Society. Eighty-one maps, one thousand sixty-three pictures, and sixteen graphs constitute the mechanical aids that received most attention. Pictures steadily increased with each volume. Physical-political maps are greater in number than either physical or political maps alone. No tests nor suggestive activities are included within these textbooks.

TABLE V
AIDS TO LEARNING IN CURRICULUM FOUNDATION SERIES

	Book I	Book II	Book III
Maps	None	None	None
Pictures	149	188	233
a. Captions	None	None	None
Graphs	None	None	None
a. Type	None	None	None
Questions	Many Thought Provoking	Many Thought Provoking	Many Thought Provoking
References	None	None	None
Tests	None	None	None
a. Kind	None	None	None
Word Lists	Yes	Yes	Yes
Suggested Activities	Many	Many	Many
Index	Good	Good	Good
Table of Contents	Very Comprehensive	Very Comprehensive	Very Comprehensive

TABLE VI
AIDS TO LEARNING IN OUR WAYS OF LIVING

	Book I	Book II	Book III	Book IV
Maps	None	12	11	14
Pictures	171	205	218	300
a. Captions	Yes	Yes	Yes	Yes
Graphs	None	None	None	None
a. Type	None	None	None	None
Questions	Many Thought Provoking	Many Thought Provoking	Many Thought Provoking	Many Thought Provoking
	Few Fact Answer	Few Fact Answer	Few Fact Answer	Few Fact Answer
Word Lists	No	No	No	No
Dictionary or Glossary	Pronunciation Only	Pronunciation Only	Pronunciation Only	Pronunciation Only
Tests	5	11	17	9
a. Kind	True-False Completion Matching	True-False Completion Matching	True-False Completion Matching Essay Multiple- Choice	True-False Completion Matching Essay Multiple- Choice

TABLE VI (CONTINUED)

AIDS TO LEARNING IN OUR WAYS OF LIVING

	Book I	Book II	Book III	Book IV
References	Many Listed for Each Unit			
Suggested Activities	Many Specific Suggestions for Each Unit			
Index	Large Reliable	Large Reliable	Large Reliable	Large Reliable
Table of Contents	Good	Good	Good	Good

TABLE VII
AIDS TO LEARNING IN MAN AND HIS CHANGING SOCIETY

	Book I	Book II	Book III	Book IV	Book V	Book VI	Book VII
Maps	2	4	10	29	20	7	9
Pictures	107	114	117	118	153	204	250
a. Captions	Yes						
Graphs	None	None	3	9	2	2	None
a. Type	None	None	Line	Picture	Picture	Picture	None
Questions	None	None	Few Fact Answer				
Word Lists	None						
Dictionary or Glossary	Yes Pronun- ciation						
Tests	None						
a. Kind	None						
References	Few						
Suggested Activities	None						
Index	Good Reliable						
Table of Contents	Compre- hensive						

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

As a result of this study, the writer has a clear understanding of the scope of the problems in the field of the social studies, and the crucial need for more objective criteria for evaluating textbooks in social studies.

The important facts set forth in this survey may be summarized as follows:

1. Social studies as a subject in the curriculum remains in a stage of orientation.
2. The textbook, as a tool, will continue to determine, in part, what is taught within the schools.
3. Few textbooks designated to cover the field of social studies have been written.
4. Textbooks will continue to be different in plan and purpose as the philosophies of the authors differ.
5. Units, or problems, vary widely in title and subject matter content.
6. Variations among the several textbooks in respect to persons mentioned are numerous and wide. Most of the books mentioned a very much larger number of names than the average pupil will be likely to remember. Certain names, however, are made to stand out by repetition.
7. The persons whose names are most frequently mentioned in the elementary textbooks are very predominately those who have been associated with historical events.

8. Textbook authors, influenced greatly by the conclusions and recommendations given by the American Historical Association, are attempting to care adequately for the recent trends in society by placing within the content of their textbooks those functional topics which must be interpreted by the pupil.

9. Civics, history, and geography receive the greatest emphasis in the subject matter of the most recent textbooks in social studies.

10. Textbooks analyzed differ widely in the aids to learning listed.

11. Further research is necessary to assure us that every item mentioned within the books analyzed is of permanent value.

12. Until further scientific research is carried on over a period of years, any analysis of social studies textbooks will be rather subjective.

BIBLIOGRAPHY

Periodicals

- Atkinson, Alex and Adams, S. T. "A Fusion of English and Social Science." Social Studies, Vol. 29 (December, 1938) 343-347.
- Averill, William A. "The Analysis and Selection of Textbooks." National Elementary Principal, Vol. 16 (July, 1937) 539.
- Ayer, Fred C. "The Social Studies in the Changing Curriculum." Education, Vol. 58 (March, 1938) 397-405.
- Ball, C. C. "The Social Studies for Citizenship." Education, Vol. 58 (March, 1938) 390-396.
- Barker, Eugene. "The Changing View of the Function of History." Social Studies, Vol. 29 (April, 1938) 149-154.
- Begg, John. "The Form of Textbooks." Publisher's Weekly, Vol. 134, Part I (August 6, 1936) 370-374.
- Bernard, L. L. "The Place of the Social Sciences in Modern Education." Journal of Educational Sociology, Vol. 9, (September, 1935) 47-55.
- Brown, William B. "Method and the New Social Studies Curriculum." Educational Method, Vol. 16 (December, 1936) 109-112.
- Dewey, John. "What is Social Study?" Progressive Education, Vol. 15 (May, 1938) 367-369.
- Ford, Guy Stanton. "Some Trends and Problems of the Social Sciences." School and Society, Vol. 44 (October 17, 1936) 489-497.
- Ginzberg, Eli. "The Social Sciences Today." Political Science Quarterly, Vol. 52 (December, 1937) 583-587.
- Goetting, M. L. "Some Trends in Organizing the Social Studies." Education, (October, 1938) 87-92.
- Harper, C. A. "History as a Social Study." Education, Vol. 57 (January, 1937) 290-293.
- Harper, C. A. "Paradoxes in Social Studies Instruction." Elementary School Journal, Vol. 37 (April, 1937) 601-607.

- Hendricks, G. H. "Need for Geography in the Social Studies." Social Studies, Vol. 29 (October, 1938) 267.
- Herrington, Dorah M. "The Textbook, A great Achievement-- To be Memorized, to be Discarded, or to be Consulted?" Educational Method, Vol. 17 (November, 1937) 78-80.
- Hughes, R. O. "History as a Social Study." Education, Vol. 58 (September, 1937) 1-4.
- Judd, Charles H. "The Significance of the Textbook-- Making of the Newer Concepts in Education." Elementary School Journal, Vol. 36 (April, 1936) 575-582.
- Kelty, Mary G. "Reading the Materials of the Social Studies in the Middle Grades." Elementary School Journal, Vol. 37 (December, 1936) 257-267.
- Koch, Margaret A. "Social Studies and the Correlated Courses." Progressive Education, Vol. 12 (November, 1935) 458-461.
- McCutchen, S. P. "The Real Task of the Social Studies." Progressive Education, Vol. 12 (December, 1935), 543-551.
- Mackintosh, Helen K. "Appraisal and Revision of a Social Studies Curriculum." National Elementary Principal, Vol. 16 (July, 1937) 345.
- Maxwell, C. R. "The Selection of Textbooks." School and Society, Vol. 9 (January 11, 1919) 44-52.
- Moehlman, Arthur H. "The Social Studies and the Cultural Lag." Educational Method, Vol. 16 (December, 1936) 99-104.
- Newlon, Jesse H. "Public Support for a Social Studies Program." Teachers College Record, Vol. 39 (March, 1938) 453-458.
- Orata, Pedro T. "Evaluation in the Field of Social Sciences." Educational Method, Vol. 16 (December, 1936) 121-137.
- Rankin, Paul T. "The Social Studies Viewed as a Whole." Social Studies, Vol. 28 (March, 1937) 103-106.
- Ross, Franklin A. "Why the Term Social Sciences Has Come into Use." Social Studies, Vol. 29 (March, 1938) 121-122.

- Sachs, Hyman. "Textbook Research." Publisher's Weekly, Vol. 133, Part 2, (June 4, 1938) 2239-2244.
- Schanchner, Nathan. "Do Schoolbooks Tell the Truth?" American Mercury, Vol. 45 (December, 1938) 414-420.
- Shouse, J. B. "The Functional Character of the Social Studies." Education, Vol. 57 (January, 1937) 300-305.
- Sneeden, David. "Open Roads and Blind Alleys in the Social Studies." Teachers College Record, Vol. 48, (September, 1938) 323-327.
- Van Alstyne, Richard W. "Social Studies Versus Social Science." Social Studies, Vol. 28 (February, 1937) 77-80.
- Waterman, Ivan R. "A Plan of Textbook Evaluation." National Elementary Principal, Vol. 16 (July, 1937) 547-557.
- Weber, Oscar F. "Methods Used in the Analysis of Textbooks." School and Society, Vol. 24 (November 27, 1926) 678-684.
- Zechiel, A. N. and McCutchen, S. P. "Reflective Thinking in the Social Studies and in Science." Progressive Education, Vol. 15 (April, 1938) 284-290.
- Department of Superintendence, Fourteenth Yearbook, The Social Studies Curriculum, 1936. Washington, D. C. N. E. A.
- National Education Association. Research Bulletin No. 5, Vol. XV, November, 1937. Improving Social Studies Instruction, Washington, D. C. N. E. A.
- National Society for the Study of Education. Thirtieth Yearbook, Part II. The Textbook in American Education. Bloomington: Public School Publishing Company, 1931.
- National Society for the Study of Education, Thirty-Sixth Yearbook, Part II. International Understanding Through the Public School Curriculum. Bloomington: Public School Publishing Company, 1937.

Books

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

- Beard, Charles. The Nature of the Social Sciences.
New York: Charles Scribner's Sons, 1934.
- Dawson, Edgar. Teaching the Social Studies. New York:
The Macmillan Company, 1929.
- Hanna, Paul R., Anderson, Genevieve, and Gray, W. S.
Curriculum Foundation Series. Chicago: Scott,
Foresman, and Company.
Book 1. Peter's Family, 1935
Book 2. David's Friends at School, 1936
Book 3. Susan's Neighbors, 1937
- Horn, Ernest. Methods of Instruction in the Social Studies.
New York: Charles Scribner's Sons, 1937.
- Kelty, Mary G. Learning and Teaching History in the Middle
Grades. Boston: Ginn and Company, 1937.
- Marshall, Leon C. and Goetz, Rachel Marshall. Curriculum-
Making in the Social Studies. New York: Charles
Scribner's Sons, 1936.
- Peters, Charles Clinton. Objectives and Procedures in
Civic Education. New York: Longman, Green and
Company, 1930.
- Rugg, Earle. Curriculum Studies in Social Studies and
Citizenship. Greeley, Colorado: Colorado State
Teachers College, 1928.
- Rugg, Harold and Krueger, Louise. Man and His Changing
Society. Boston: Ginn and Company.
Book 1. The First Book of the Earth, 1936.
Book 2. Nature Peoples, 1936.
Book 3. Communities of Men, 1936.
Book 4. Peoples and Countries, 1936.
Book 5. The Building of America, 1936.
Book 6. Man at Work: His Industries, 1937.
Book 7. Man at Work: His Arts and Crafts, 1937.
- Schwarz, John. Social Study in the Elementary School.
New York: Prentice-Hall Inc., 1938.
- Tryon, Rolla M. The Social Sciences as School Subjects.
New York: Charles Scribner's Sons, 1935.
- Wesley, Edgar Bruce. Teaching the Social Studies. New York:
D. C. Heath and Company, 1937.

Wilson, Howard E. Education for Citizenship. New York:
The McGraw-Hill Book Company, Inc., 1938.

Wilson, Howard, Wilson, Florence, and Erb, Bessie P.
Our Ways of Living. New York: American Book Company.

Book 1. Ways of Living in Many Lands, 1937

Book 2. Where Our Ways of Living Come from, 1937.

Book 3. Living in the Age of Machines, 1937.

Book 4. Richer Ways of Living, 1938.

Typist:

Florence Lackey

Stillwater, Oklahoma