

A Comparative Study of Some Community Civics Text Books,
" " with
Special Considerations of Hepner "The Good Citizen", the
Kansas Adopted State Text.

by

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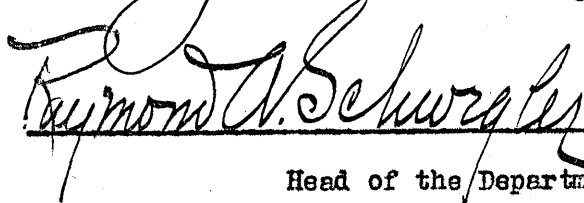
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Chapter I

Introduction

The course in Citizenship or Community Civics as taught in the eight and ninth years of the public schools is of comparatively recent origin. The teaching of this course in its present-day form was not general before the beginning of the second decade of this century. Prior to that time the study of civics had been rather formal, often limited to a detailed study of the provisions of the constitution. The beginning of teaching Civics by this formal method dates back to the early 30's of the last century. (1)(2) Professor Dawson tells of such books as William Sullivan's "Political Class Book, intended to instruct higher classes in schools in the origin, nature and use of Political Power," published in 1830, A. W. Youngs "Government Class Book 1836, E. D. Mansfield's Political Grammar of the United States, 1836, and Charles Mason's "Elementary Treatise on the Structure and Operation of the National and State Governments of the United States." These represent beginnings of Civics textbook publication and the teaching of civics in school. A study of these text books gives us a pretty good index of what was being taught in those courses at that time, since the text book was adhered to most religiously. Such a study shows us that all of these books were largely a formal detailed analysis of the National

(1)-Dawson, Edgar, -- "Beginnings in Political Education". Historical Outlook, Nov. 1918, Vol. IX, No. 8.

(2)-Twenty Second Yearbook Pt. II Chapt. IV, page 48- "How the current courses in Hist. Geo. and Civics come to be what they are."

constitution; with sometimes the state constitution appended.

This method of civics teaching was predominating in our schools till about two decades ago when the publication of Dunn's "The Community and the Citizen," as an outgrowth of various committee recommendations relative to the reorganization of the studies in secondary schools, and the influence of sociologists marked the beginning of a new era in teaching civics. (3)

It should be stated here in justice to early text-books, that some of these contained, besides these minute studies of the organization of government as outlined in the constitution, at least the rudiments of a study of man in his social and civic environment. (4)

The Twenty-second Yearbook of the Society for the Study of Education Pt. II chapter IV, says the following concerning the change and the causes for that change; "Up to about 1912 to 1914 history occupied the dominant place among those subjects commonly thought of as contributing to the preparation of pupils for citizenship. While certain types of civics, and even economics, were taught, it was rare to find them offered as independent courses. Again and again the historians insisted that such subjects could be best taught in connection with history. The inclusion by the historians of more political history to provide

(3)-22nd Yearbook Pt. II, Chap. IV, -G- "American Schools are now teaching social sciences - A Broader Conception appears of what citizenship training is."

(4)-Dawson, Edgar - "Beginnings in Political Education".
Hist. Outlook, Nov. 1918, Vol. IX, No. 8.

for civic instruction and an equal increase of economic topics like banking, manufacturing, agriculture, and transportation in history texts to provide for economics, shows that they were aware of the struggles of these new social sciences for a place in the curriculum. They realized that if they were to combat these courses, their texts must include much more of this type of subject matter. What conditions brought about these new types of curricula? To answer this question one must go back fifty years to the origin of another social science, sociology, the study of society in its broadest aspects. In 1859, Herbert Spencer, a great English Educator, published an epoch-making essay on the subject of the curriculum. It was entitled "What Knowledge is of most Worth?" In this essay he listed five kinds of material that a child should study in order to be ready for complete living. One of these five kinds of material he listed as "Those activities which are involved in the maintenance of proper social and political relations (citizenship training)." To provide for this training for citizenship, he pleads for a course which he calls "descriptive sociology". Its subject matter is to be drawn from the broad materials of history, economics, political science, sociology, psychology, and anthropology. The curriculum-maker today must select from this ever increasing mass of material governing our political, industrial and social life, the content that will acquaint the pupil with life's crucial social activities and modes of living.

Fourteen years later Spencer published his "Principles of Sociology." From about that time on, a small group of college men interested themselves in this new subject --- the study of society. Their contribution in this field was the organization and systematization of a vast body of material in this field.

The industrial transformation of America between 1880 and 1890 made leaders of educational reform aware that our courses whose task it was to prepare for citizenship must be so broadened as to relate more closely to a changing America. A large city population, transportation and communication systems connecting all parts of the continent, rapid growth of large-scale business, an awakened and powerful labor movement --- all these, and other factors influenced educators to work for a broadened school curriculum.

In the late 90's a new interpreter of education appeared, John Dewey. He believed that the public schools were our chief remedy for the defects of the modern industrial nation, America of 1900. He studied our schools and found in them serious short-comings, particularly in so far as they were doing the task allotted to them -- preparing pupils to take their proper places in a democracy.

The influence of the sociologist and the social efficiency aim of Dewey was reflected in new types of school text books in social sciences that began to appear in the early 1900's. In 1907 A. W. Dunn published a little text entitled "The Community

and the Citizen". This book represented in a vivid concrete way the activities of a modern community. In his introduction the author defends the book by quoting from Dewey and of the sociologists Small and Vincent. The book is written to illustrate the broader concepts of citizenship training. It places emphasis upon the sociolizing value of a first-hand study of one's own community by means of excursions, debates, investigations of community activities, etc.

This book was epoch-making in several ways: (1) it widened the concept of what civic courses should teach (the old machinery of government type and study-of-constitution type of civics were replaced by community-civics); . . . Even advanced civics books decreased their space allotted to forms of government and increased the space given to descriptions of the services of government and to civic problems; (2) it stimulated many other communities to work out courses adapted to their own particular city or town; (3) it led to the creation of a very influential committee, the N. E. A. Committee on the Social Studies. This committee made its final report in 1916."

Following the publication of Dunn's "The Community and the Citizen" there have been scores of community civics text books written with the view of treating civics for the eighth and ninth grade of the public schools in the new vital manner. Every year sees new ones added to the list. Some are good and some are not so good. All, however, succeed in some measure, at least, to attain the

standard objectives of community civics texts. The standards may best be given in the words of E. B. Smith: "The early study of civics was only a consideration of the machinery of government. Community civics is a study of the conditions of the community, local, state, national and international; relations between the individual and the community. Community civics helps the child to know his community--not merely a lot of facts about it, but the meaning of his community life, what it does for him, how it does it, what the community has a right to expect of him, and how he may fulfill his obligations; meanwhile cultivating in him the essential qualities and essentials of good citizenship."⁽⁵⁾

The problem at hand is then: How well do community civics text books measure up ^{to} desirable modern educational practice in civics teaching as set up by present day educational philosophy? How far have textbook writers deviated from the old and wornout "machinery of government method" of treating civic material. What advancement is actually made in the direction of helping the child to know his community, not merely a lot of facts about the organization of the government of the same.

The problem of finding the objectives of a course in community civics through a study of text books in that field is of no little import. The importance of the problem comes because of the implicit reliance of teachers on the text, even in present day

(5) Smith, E. B., --Changing conceptions of Teaching Civics--The Historical Outlook, Dec. 1918, page 503.

teaching practice. "With a large proportion of our elementary school teachers having at most only a high school education or a few weeks of normal school training in addition, and with teachers in the average high school (100-200 pupils) forced to teach several different subject, we cannot expect teachers ready to "try" new courses unless a detailed text book can be placed in their hands". (6) Klapper says, "In teaching civics one usually finds two extreme practices in the use of books either the pages are read seriatim, and the text becomes the beginning and the end of the course, or, no book is ever used throughout the school grades". (7) "In spite of all that is being said about teaching children or teaching subjects, it is evident that teaching text-books is still in vogue. Even teachers do recognize that the text book is but a means to an end and there is probably no other one thing which more definitely determines the activity of both teachers and pupils than the text book -- perhaps the text book should be the center of attention, who knows? The fact remains that in many schools the pupils are wholly dependant upon the text, because there is no supplementary material. In all too many cases the text book contains more information in the subject than the teacher possesses. A combination of these two conditions heightens the importance of the text book. We face a condition and not a theory. (8)

(6) Twenty-second Yearbook of the National Society for the Study of Education, Chapter IV, part (G).

(7) Klapper, Paul, "The Teaching of History--page 321." D.Appleton & Co., 1926.

(8) Educational Research Bulletin, Vol. V, No.16, (Nov.3, 1926) pages 338-339.

It is the opinion of the author, substantiated by some evidence at least that the practice of following the text book most religiously is extremely prevalent in teaching civics both in the elementary grades and in the high school. In his opinion, too, it is not yet demonstrated that both the poor teacher and the good teacher cannot do better with the use of a good text book. The poor teacher is lost without the detailed prescriptions of the text book, and the good instructor certainly has an opportunity to do even better with the aid that the outline or a text book affords.

Since, then, the unrestricted use of the text book in civic teaching appears to be quite universal, and since there is at least a possible validity of such usage of the text book, it appears very timely to make a study of the materials contained in community civics text books.

Chapter II

Related Studies

II. THE PRESENT STATUS OF THE PROBLEM.

A number of studies have been made to attempt to determine the objectives of citizenship teaching. Some of these make use of opinion of the layman or of frontier thinkers; others attempt to find the objectives through periodical or book study. Of the former mentioned should be made of Walter D. Cocking,⁽⁹⁾ who tried to find what the layman regards as topics that should be emphasized in the training of citizenship. He made an attempt to obtain a cross section of public opinion of the State of Iowa. He selected members of representative classes of society for this purpose. These people were asked what in their judgement should be emphasized in the teaching of citizenship. Five hundred ninety three questioned responded and offered 4728 definite suggestions, an average of 7.97 suggestion per person. It was found that these suggestions fall into 247 separate and distinct classifications. Reta E. Breeze⁽¹⁰⁾ made a study in which a class in Education in the Will Mayfield College, Mo., wrote to 400 of the leading men and women of the United States whose names appeared in the last edition of Whose Who in America. These persons represented fifteen different occupations and professions in which the majority of American people are engaged. These people were asked to give five or more traits that they considered most essential to efficient

(9) Walter D. Cocking, Unpublished Master's thesis on file in the library of the State University of Iowa., Iowa, City, Iowa- reported in Department of Superintendence Third Yearbook pp. 225-7.

(10) School Review Vol. 32, Sept. 1924, pp. 534-536.

citizenship. There were 148 people who replied. Different traits to the number of 212 were found in a total of 819 that were submitted. Franklin Bobbitt reports in his curriculum investigations of a number of studies of the type that seek objectives in publication content. (11) A few of the important ones described in the Curriculum Investigations are these: "Civic and Social Shortcomings as Curriculum Indices" by Ire H. Dulebohn (12). In this study the plan was to have pointed out the undesirable in the editorials of nine newspapers on the odd numbered dated from Dec. 1, 1924 to Feb. 28, 1925 and in six magazines (two issues a month for the weeklies) from Jan. 1, 1921 to Dec. 31, 1924. The deficiencies were counted either once for every article in which it appeared or one for every paragraph. The results of both ran parallel. These deficiencies were classified first in four general groups, and then into sub-groups. Appropriate objectives were then formulated to counterbalance these deficiencies. Clara H. Lorenzen (13) made a study of several sources as to the personal characteristics and forms of behavior of the socially cultivated individual. Her study used these sources:

1. Books treating the nature of that conduct which appears to be most effective in promoting one's personal success in life. -- eleven books were studied.
2. One hundred twenty-three articles appearing in the American Magazine from Jan. 1919 to June 1925.

(11)-Supplementary Educational Monographs No.29-31-Curriculum Investigations by Franklin Bobbitt.

(12)-Ibid page 69,

(13)-Ibid page 103 etc.

(14)-Ibid page 26.

3. Popular and widely used books of etiquette.

Percent of emphasis of each topic was shown in tables on the basis of space covered by each topic in these sources. Franklin Bobbitt (14) made a study of what are the major fields of interest as evidenced from the Encyclopaedia Britannica. This study made use of a count of column inches devoted to the several topics treated. This study concerns itself with all the major fields of human interest, showing by the amount of space given to each (as measured by column inches) the relative importance of each. The technique employed here is similar to the one employed in this study, with the exception that in the latter the results are not entered in terms of column inches but in terms of pages of a standard book. Harry A. Hill (1) in his thesis on biological content also employed the technique of column inches. Luella Cole Pressey (2) with one of her classes in the summer of 1925 worked out some simple investigations of textbooks. Each student worked on a different problem, but the studies were similar, because the texts selected represented publications over a number of years. One of the studies worked out by one of the class members made use of the page as a unit of measure. Chas. H. Judd (3) reports a study made by F. D. Brooks. This study was concerned with the page content by certain categories of seven text books for social sciences. In this study social science was defined as not including history.

The textbooks were those that dealt with economics, civics.

(1)-Harry A. Hill, Masters Thesis 1926, K. U.,--Watson Library.

(2)-Ed. Research Bulletin, Vol. V. No. 11, May 26, 1926, page 223,

(3) School Review Vol XXVIII. pp. 285-297.

sociology. Seven text books were selected. These are the books: 1, Ashley's "The New Civics" 1917; 2, Hughes "Community Civics" 1917; 3, Zeigler and Jaquette's "Our Community" 1918; 4, Turt's "The Real Business of Living" 1917; 5, Giles "Vocational Civics"-1919; 6, Towne's -"Social Problems" - 1916; 7, Gowen and Wheatley's "Occupations" -1916. These books were studied as to the page content each had in these categories; 1, Sociology; 2, Economics; 3, Vocational Guidance; 4. General Government; 5. Citizenship; 6. Politics and political Parties; 7. International Relations; 8. Exercises. The outstanding conclusions that were drawn from this study were that the various texts are highly divergent in their tendencies. The new subject is in no sense of the word standardized. A study that is quite similar both in technique and in content is the one made by Edwin J. Dahl Principal of the Senior High School Winona Minn. (1) Dahl made a detailed topical examination of 41 text books in the senior high school social sciences. They were divided thus: 15 in civics; 12 in economics; 4 in sociology; and 10 in problems of democracy. The method used to find the content material in these text books was that of determining the number of pages (or parts of pages) and later the percent of pages devoted to each social science topic in each text book. Previously to the examination of the text books the writer determined upon an outline, which with its group topics and subtopics, included all possible social science material and under which all of the subject

(1) Historical Outlook, Feb. 1928, Vol. XIX, No. 2, pp. 80-87.

matter in the text books could be classified. The group headings of the outline follow:

1. Communication and transportation
2. The community
3. Exchange
4. The family
5. Foreign relations including tariff
6. Origins and beginnings of state government
7. Historical development of United States government and
 general features
8. National government
9. State government
10. County government
11. City government
12. The individual including consumption
13. Labor, including wealth
14. Population
15. Protection from accidents
16. Protection from crime
17. Protection from fire
18. Handicapped
19. Health
20. Religion and the church
21. Production
22. School and education
23. The future
24. Miscellaneous

To insure accuracy and at the same time have a scientific scale with which to compare page material, this method of determining page space was used: The actual number of pages of subject material in each book was first measured by a scale representing the size of the page in that book. In addition the average number of words per page for each text was determined, after which the average for each book was equated to the average of the standard book. This gave a proportionate basis of comparison of the amounts of space covered by the various topics in each of the texts. The number of pages indicated for each text is the actual net amount of space covered by the social science subject material. A table was constructed showing these items:

1. Range in the number of pages among texts.
2. Total number of pages for each topic for all of the texts.
3. Average number of pages for each topic for each type of text.
4. Range in percentage of space devoted to each topic in each text.
5. The average percentage of space devoted to each topic in each type of text. Dahl found that there was much overlapping of material in the various social science text-books.

The study just reported is rather similar in several ways to the one involved in this thesis. The group headings in Dahl's study include practically everything covered in the group headings of this thesis. In some instances the content of several of the

group headings in Daul's study are embodied in as single group heading of this thesis study.

Another study, which is not dissimilar to a part of the present study is one made by W. J. Osburn (1). He made a study, under the auspices of the state superintendent of public instruction, John Callahan of Wisconsin, and aided by a grant of the Commonwealth Fund. He examined a collection of examination questions with the assumption that the character of the questions asked by teachers on final examinations is a valuable indication of what the teachers expect their pupils to know at the completion of the course. Copies of examination questions were received in response to 7,500 letters of request. These letters were to one-half of the school superintendents listed in the 1924 Educational directory of the United States, in cities, counties, and districts of the United States and outlying possessions. Letters were also sent to principals and teachers of history. These examination questions covering the various fields of history, both elementary and secondary, were next classified as to instruction topics and types of questions. One of his findings, through this study, was that too much emphasis is placed on facts. The student is not confronted with problems requiring his solving. The true thought type of questions were barely one third, numerically.

(1) Osborn, W. J.---"Are we making Good at History Teaching"---
Public School Publishing Co., - 1926.

Chapter III

Statement of What is being Attempted in This Study

III. THE SPECIFIC FIELD OF THIS STUDY.

This study concerns itself mainly with two problems, first the measuring and classification of content material of ten text books in community civics, secondly a comparison of this content material with Hepner "The Good Citizen", the state text.

Content material which was measured and classified comprises:

1. Text material, the printed didactic material of the books other than the questions and problems.
2. Illustrative material, consisting of graph, tables, and pictures.
3. Questions and problems at the end of chapters, or elsewhere in the book, intended for review, drill or set problems before the pupil.

For comparison purposes with Hepner: The text material and the illustrative material was weighted and then compared with Hepner, to find relative amount of emphasis, on the various topics, between them.

Through these two processes it is proposed to find:

1. What is considered more important and what not so weighty in present day civics courses (1) this determined by the
 - (a) relative emphasis given by each of the ten community civics text books in the study on each of the various groups headings into which the entire text material was classified.

(1) Hall-quest, Alfred Lawrence "The Textbook", page 6, space of topics Macmillan 1918.

(b) a cumulative measure of space given to the various topics by all ten books.

2. The agreement between what Hepner considers weighty and what the cumulative measure of the ten text books shows to be important.
3. Which are the most desirable books for every one of the twenty-one head topics into which the material is divided.
4. How the material is presented, as indicated by the type of problems and questions at the end of chapters, and elsewhere throughout the books. Here the aim is to show, in a manner at least, what type of thinking is required of the student. Whether the material is presented to the student in a sort of pre-digested form, for the retention and reproduction of which in due time he will be held responsible; or whether the attempt is to present problems for the solutions of the pupil, and to lead the child to the finding and the solving of the problems of his community.

Chapter IV

Exposition of the Procedure Employed in Making this Study

IV. METHOD OF PROCEDURE IN THIS STUDY.

This study is of the survey type. The following is an exposition of the method employed in making this investigation:

1. A survey of the literature on the development of teaching civics was made.
2. The literature in the field that led to the discovery of the leading civics text books throughout the period till the innovation of the present day course of Community Civics. A number of these leading texts were secured on a loan through the efforts of Earl Manchester, the director of Watson Library, Kansas University, Lawrence, Kansas. A study of the content of these books was made. After some consideration, it was ~~thought~~ ⁱⁿ expedient to concentrate on a more intensive study of books bearing directly on community civics, however, and so no precise tabulations of results from the study of these old type books appear here. The results of the survey are noted, however, at places in the thesis ⁱⁿ by formal statements and assertions.

The old type books surveyed are these:

1. Winchester Elhanan -- "Plain Political Catechism Intended for the Use of Schools in the United States., etc. 1797
2. Young, A. W. -- "The Political Class Book" -- 1836.
3. Mansfield, E. D. -- "Political Grammar of the United States - 1836.
4. Shurtleff, J. B. -- "Government Instructor" - 1865.
5. Burleigh, J. B. -- "American Manual" - 1848

6. Alden, Rev. Dr. Joseph -- "Citizens Manual, Text Book on Government" - 1867.

7. Townsend Calvin - "Analysis of Civil Government" - 1869.

3. The author obtained from various publishers textbooks for a course in community civics. The books are all such as the respective publishers considered the best that they had to offer in the field. Ten books are used in the study. They are:

1. Adams E. W. "A Community Civics" Scribner's, 1920
2. Broome E. C. and Adams, E. W., "Conduct and Citizenship". Macmillan 1927.
3. Dunn, A. W., "The Community and the Citizen". D. C. Heath, 1907 and 1914
4. Evans, A. W., Patterson C. P., Simmons J. P., "American Citizenship". Rand McNally & Co., 1927.
5. Hepner, W. R., and Frances K. "The Good Citizen"- Houghton Mifflin, 1924.
6. Hill, H. C., "Community Life and Civic Problems", Ginn and Co., 1922.
7. Hughes R. O., "New Community Civics", Allyn and Bacon 1924
8. Morgan Detwitt S., "Living and Working Together" -Scribners 1923.
9. Parsons, Geoffrey "The Land of Fair Play"-Scribner's 1919-1920
10. Phillips, D. E., and Newlon, J. H., "The New Social Civics" Rand McNally 1926

4. Then text material and picture content of the books were next measured in terms of pages, to the 5-tenths, 5-hundredths, and 5-thousandths of a page. In order to weight the measures for the various texts with different size pages and various sizes of print, a separate scale was constructed for each of the ten books. To construct the scale this method was employed: Adams "A Community Civics" was taken to have the standard page. It averaged $292 \frac{1}{3}$ words to the page of printed text material. Each of the other nine books was then compared with Adams. That is $292 \frac{1}{3}$ words were counted at a number of places in each of the books to determine the average amount of space needed to cover that number of words in everyone of the books. These spaces were measured in linear inches and scales constructed representing for each of these books the number of linear inches representing a page in Adams (which had been determined as standard).

5. The text material and the picture content were then classified under 21 group headings. In a report of the committee on Social studies, of the commission on the reorganization of Secondary Education of the National Education Association we read relative to community civics: (1) "Attention should be focussed upon elements of community welfare rather than on machinery of government. It is suggested that the following elements of welfare be used as topics:

1. Health
2. Protection of Life and Property
3. Recreation

(1) U. S. Bureau of Education Bulletin, No. 28, 1926. "Report on the Social Studies in the Secondary Schools.

4. Education
5. Civic Beauty
6. Wealth
7. Communication
8. Transportation
9. Migration
10. Charities
11. Correction
12. How Government agencies are conducted
13. How Government agencies are financed.
14. How voluntary agencies are conducted and financed

The author attempted to group the cumulative text material of all the books into some such division as suggested by the committee on the social studies of the National Education Association. Hepner, the state text for Kansas, was taken as a standard basis for the grouping. By a process of combining some of the chapter headings under the group heading and embodying other important ones unchanged the following grouping was derived:

1. Background for society-interdependence.
2. The child in the family - The home.
3. Community life of the citizen, his duties.
4. Education.
5. Church-religion-morality.
6. Newspapers (where given special attention)
7. Protection- fire, police, accidents.
8. Health

9. Recreation.
10. Unfortunates - including the criminal.
11. Communication and transportation.
12. City planning and civic beauty.
13. Wealth, comprising:
 - (a) Factory
 - (b) Vocations
 - (c) Labor
 - (d) Source of wealth
 - (e) Economizing
14. Rights of the citizen in our democracy- Immigrant-naturalization.
15. Financing the government
16. Local government-county, township, city
17. State government
18. National government
19. International relations
20. Meaning of democracy-political parties- ballot
21. Text of the constitutions, with interpretations.

(This last division was used only when the text of the constitution was included in the main part of the book. This division does not concern itself with the inclusion of the constitution in the appendix of the book, however.)

It should be stated here that some difficulty was experienced in determining the grouping of some of the material, where such material could go under one of several group headings. In that event

the intention of the author of the book was given precedence in the placing.

6. The text material and the illustrative material were next weighted to determine the value of each. This is the method of procedure; the total amount of pages given to one topic was divided by ten because of the ten authors that were supposed to give space to that particular topic. This result was then multiplied by the number of authors actually dealing with that particular topic. The result gives one the actual worth of the topic in terms of pages. This was then figured in per cent of all of the topics and compared to the per cent of space given to the topic by Hepner. It is evident from this that one would have some measure as to whether Hepner was allowing more or less space to each particular topic than the ten books together do.

7. Later in this production appear the groupings of all the text materials and all the illustrative materials. In one set of tables each of the group heads embodies one table occupying an entire page, 21 pages in all. The tables are in the order of importance as shown by the weighting of the cumulative text material. The different texts also follow in order; each table listing them in the order of amount of emphasis given to that group topic. Also two tables were constructed, one for the text material and another for the illustrative material, each showing the order of importance of the topics and the agreement of Hepner to each of the topics.

8. Not a minor part of the study was the classification of

the problems and questions at the ends of chapters and elsewhere in the book by type. The books were taken through one by one and all the questions appearing in each classified first as to whether they were of the thought, fact, or performance type, and second under what categories they came as to what, who, define, etc. type of questions.

The manner of terming a question a fact, thought, or performance question is somewhat subjective; yet it seems to be the only technique possible, according to the authors way of looking at it. Every question was read, and the manner of stating it noted. If it set a problem before the pupil, or if it asked the pupil his reaction on the situation, the question was listed as a thought question. When the nature of the question was such that it was evident the answer must be contained in the book, or could be found by inquiring, that question was classed as a fact question. In that event there would be no problem for solution put before the child. Of course even this type of questions may involve some thought, because the pupil may be confronted with the problem of where and how to find the answer; yet, they cannot be classed as thought questions according to our definition. One of the books in the study had a list of questions bearing directly on the material discussed in the text. These were in every case termed fact questions. The performance type of question would in many cases be of a kind of thought type. They are mostly of the kind that demand some sort of performance of the child.

Chapter V

Tables and Graphs.

TABLE I

Total number of pages of text material in the several books;
and the percent that each has of total text material.

	Pages of text ma- terial.	Percent of text mater- ial
1. Admas-----	280.302	10.44
2. Broome-Adams-----	316.76	11.80
3. Dum -----	217.276	8.094
4. Evans-Patterson-Simmons -----	180.9155	6.739
5. Hepner-----	263.41	9.813
6. Hill-----	376.33	14.01
7. Hughes-----	295.68	11.01
8. Morgan-----	188.68	7.029
9. Parsons-----	156.515	5.83
10. Phillips-Newlon-----	408.37	15.21
Totals-----	2684.2385	100.00

Tables II-1-21 are designed to show for each of the twenty-one group headings the relative emphasis given in terms of pages and per cent. of book, for each book, in the study. There is a separate table for each group heading. Both text and illustrative materials are shown.

The books are listed in the order of importance; the one denoting most page space is at the head of the list. The tables also come in a descending order of importance, the one ranking first in importance appearing first.

The item: % of grandtotal, is the per cent that the total number of pages for the one group heading is of the grand total pages covered for all the topics by all of the books.

Hepner is compared with this per cent of grand total. Each author whose percent of book covered is greater than the per cent of grand total is underlined.

TABLE II - 1

Number of pages and per cent of total devoted to wealth by ten texts.

WEALTH

Text Material			Illustrative Material		
Books	pages	% book	Books	pages	% book
<u>Phillips Newlon</u>	81.96	<u>20.01</u>	<u>Phillips Newlon</u>	29.	<u>20.18</u>
<u>Morgan</u> -----	66.165	<u>35.06</u>	<u>Hughes</u> -----	19.145	16.21
<u>Hepner</u> -----	60.15	<u>22.89</u>	<u>Hill</u> -----	16.782	15.82
<u>Hughes</u> -----	55.35	<u>18.71</u>	<u>Morgan</u> -----	13.845	<u>55.91</u>
<u>Hill</u> -----	47.03	12.49	<u>Hepner</u> -----	10.67	<u>14.35</u>
<u>Dunn</u> -----	30.985	14.26	<u>Dunn</u> -----	5.505	20.56
<u>Adams</u> -----	27.782	9.912	<u>Evans-Patterson</u> <u>Simmons</u>	4.73	11.34
<u>Broome-Adams</u> --	17.66	5.575	<u>Broome-Adams</u> --	4.46	5.882
<u>Evans-Patterson</u> <u>Simmons</u>	13.815	7.636	<u>Adams</u> -----	2.	8.988
<u>Parsons</u> -----	6.46	4.127	<u>Parsons</u> -----	1.	5.66
Totals	407.357			107.137	
Percent of Grand Total	15.17			16.44	
Percent for Hepner	22.89			14.35	

TABEE II - 2

Number of pages and per cent of total devoted to National Government by ten texts.

Text Material			Illustrative Material		
Books	pages	% book	Books	pages	% book
<u>Parsons</u> -----	58.485	36.79	<u>Hughes</u> -----	12.435	10.53
<u>Hughes</u> -----	55.255	18.63	<u>Evans-Patterson-Simmons</u> ---	10.31	24.72
<u>Broome-Adams</u> --	45.215	14.27	<u>Parsons</u> -----	8.	44
<u>Phillips-Newlon</u> -----	23.95	5.864	<u>Hepner</u> -----	7.455	10.03
<u>Hepner</u> -----	21.22	8.056	<u>Broome-Adams</u> ---	5.624	7.681
<u>Evans-Patterson Simmons</u>	20.415	11.28	<u>Phillips- Newlon</u> -----	5.63	3.919
<u>Hill</u> -----	19.625	5.214	<u>Hill</u> -----	4.06	3.829
<u>Dunn</u> -----	15.805	7.274	<u>Morgan</u> -----	1.41	5.695
<u>Morgan</u> -----	11.525	6.108	<u>Adams</u> -----	1.	4.495
<u>Adams</u> -----	4.77	1.7	<u>Dunn</u> -----	0000	00000
Total	275.365			56.124	
Per cent of Grand Total	10.25			8.616	
Per cent for Hepner	8.056			10.03	

TABLE II - 3

Number of pages and per cent of total devoted to Meaning of Democracy, Political parties, Ballot, by ten texts.

Text Material			Illustrative Material		
Books	pages	% book	Books	pages	% book
<u>Broome-Adams</u> -----	60.05	18.94	<u>Evans-Patterson-Simmons</u>	6.57	15.75
<u>Dunn</u> -----	33.513	15.42	<u>Parsons</u> -----	5.	27.8
<u>Adams</u> -----	30.07	10.7	<u>Hill</u> -----	4.665	4.399
<u>Phillips-Newlon</u>	21.09	5.164	<u>Hughes</u> -----	4.07	3.448
<u>Hepner</u> -----	20.715	7.09	<u>Hepner</u> -----	2.455	3.303
<u>Evans-Patterson-Simmons</u>	20.2805	11.209	<u>Phillips-Newlon</u>	2.45	1.705
<u>Morgan</u> -----	18.403	9.754	<u>Adams</u> -----	2.	8.988
<u>Hill</u> -----	16.52	4.389	<u>Dunn</u> -----	.65	2.428
<u>Parsons</u> -----	15.305	9.778	<u>Morgan</u> -----	.408	1.647
<u>Hughes</u> -----	12.	3.084	<u>Broome-Adams</u>	00000	00000
Total	247.4365			28.268	
Per cent of grand total	9.218			4.339	
Per cent for Hepner	7.09			3.303	

TABLE II - 4

Number of pages and per cent of total devoted to Health by ten books.

Text Material			Illustrative Material		
Books	pages	% book	Books	pages	% book
<u>Phillips New- lon</u>	61.86	15.14	<u>Phillips-Newlon</u>	15.045	10.47
<u>Adams</u> -----	45.565	16.25	<u>Hughes</u> -----	8.797	7.452
<u>Broome-Adams-</u>	39.94	12.608	<u>Broome-Adams---</u>	5.96	7.861
<u>Hughes</u> -----	24.7	8.353	<u>Hill</u> -----	4.99	4.706
<u>Hill</u> -----	23.535	6.201	<u>Hepner</u> -----	4.319	5.811
<u>Hepner</u> -----	11.32	4.29	<u>Dunn</u> -----	4.06	15.16
<u>Dunn</u> -----	11.06	5.09	<u>Adams</u> -----	2.755	12.51
<u>Morgan</u> -----	3.95	2.2	<u>Morgan</u> -----	1.655	6.683
<u>Evans-Patter- son-Simmons-</u>	3.705	2.047	<u>Evans-Patterson Simmons</u>	.805	1.93
<u>Parsons</u> -----	2.96	1.891	<u>Parsons</u> -----	00000	0000
Total	228.395			48.386	
Percent of grand total	8.508			7.428	
Per cent for Hepner	4.29			4.319	

TABLE II - 5

Number of pages and per cent of total devoted to The Community Life of the Citizen - His Duties, by ten texts.

Text Material			Illustrative Material		
Books	pages	% books	Books	pages	% books
Phillips-New- lon	73.52	18.00	Hepner -----	3.487	4.691
Hill -----	25.635	6.811	Phillips- Newlon---	3.42	2.38
Broome-Adams--	14.765	4.661	Hill -----	2.24	2.112
Hughes -----	13.755	4.651	Broome-Adams--	1.905	2.512
Hepner -----	8.255	3.134	Hughes -----	1.155	.9785
Parsons -----	7.815	4.993	Parsons -----	1.	5.6
Adams -----	7.	2.49	Morgan -----	1.455	1.837
Morgan -----	3.51	1.660	Evans-Patterson Simmons	1.405	.9711
Dunn -----	2.655	1.221	Adams -----	00000	000000
Evans-Patterson Simmons	2.555	1.412	Dunn -----	00000	000000
Totals	159.465			14.067	
Per cent of grand total	5.950			2.159	
Per cent for Hepner	8.255			4.691	

TABLE II - 6

Number of pages and per cent of total devoted to Protection;
Fire, Police, Accident, by ten texts.

Text Material			Illustrative Material		
Books	pages	% books	Book	Pages	% book
<u>Adams</u> -----	37.46	13.36	<u>Hill</u> -----	12.13	11.44
<u>Hill</u> -----	30.49	8.101	<u>Broome-Adams</u> ---	11.35	14.97
<u>Broome-Adams</u> ---	16.32	5.152	<u>Hughes</u> -----	7.486	6.342
<u>Dunn</u> -----	13.905	6.399	<u>Phillips Newlon</u>	5.41	3.766
<u>Hughes</u> -----	12.4	4.193	<u>Hepner</u> -----	3.179	4.277
<u>Hepner</u> -----	8.4	3.189	<u>Adams</u> -----	2.785	12.51
<u>Phillips-Newlon</u>	7.96	1.949	<u>Parsons</u> -----	2.00	11.10
<u>Evans-Patterson-Simmons</u>	5.705	3.153	<u>Evans-Patterson Simmons</u> ---	1.96	4.699
<u>Parsons</u> -----	5.16	3.296	<u>Dunn</u> -----	1.555	5.808
<u>Morgan</u> -----	2.505	1.327	<u>Morgan</u> -----	00000	00000
Total	140.305			45.855	
Per cent of Grand Total	5.226			.704	
Per cent of Hepner	3.189			3.179	

TABLE II - 7

Number of pages and per cent of total devoted to Unfortunates including criminals, by ten texts.

Text Material			Illustrative Material		
Books	pages	% book	Book	pages	% book
<u>Phillips New- lon</u>	39.945	9.781	<u>Hill</u> -----	8.79	8.29
<u>Hill</u> -----	23.905	6.352	<u>Phillips-New- lon</u> -----	7.505	5.224
<u>Broome-Adams</u>	21.575	6.811	<u>Hughes</u> -----	4.868	4.12
<u>Adams</u> -----	18.485	6.59	<u>Broome-Adams</u> ---	3.268	4.31
<u>Morgan</u> -----	14.55	7.711	<u>Evans-Patterson Simmons</u> ---	1.655	3.632
<u>Hughes</u> -----	14.	4.734	<u>Hepner</u> -----	1.48	1.991
<u>Hepner</u> -----	11.05	4.19	<u>Adams</u> -----	1.	4.495
<u>Dunn</u> -----	7.505	3.454	<u>Dunn</u> -----	00000	00000
<u>Evans-Patter- son-Simmons</u>	4.105	2.269	<u>Morgan</u> -----	00000	00000
<u>Parsons</u> -----	-----	00000	<u>Parsons</u> -----	00000	00000
Total	155.12			28.566	
Per cent of Grand Total	5.778			4.385	
Per cent of Hepner	11.05			1.48	

TABLE II - 8

Number of pages and per cent of total devoted to Rights of the Citizen in our Democracy, including naturalization-immigrant,
by ten texts.

Text Material			Illustrative Material		
Books	pages	% book	Books	pages	% book
<u>Morgan</u> -----	26.43	14.	<u>Phillips Newlon</u> ---	10.03	6.982
<u>Parsons</u> -----	21.91	13.99	<u>Hill</u> -----	7.595	7.163
<u>Hill</u> -----	19.995	5.314	<u>Broome-Adams</u> ----	5.67	7.478
<u>Hughes</u> -----	19.45	6.578	<u>Hughes</u> -----	4.676	3.961
<u>Phillips Newlon</u>	15.68	3.830	<u>Hepner</u> -----	1.8	2.421
<u>Evans-Patterson-Simmons</u>	9.975	5.825	<u>Dunn</u> -----	1.715	6.406
<u>Dunn</u> -----	7.905	3.638	<u>Adams</u> -----	1.	4.495
<u>Adams</u> -----	7.86	2.697	<u>Evans-Patterson-Simmons</u> ---	.905	2.17
<u>Hepner</u> -----	7.105	2.7003	<u>Morgan</u> -----	00000	00000
<u>Broome-Adams</u> ---	5.35	1.689	<u>Parsons</u> -----	00000	00000
Totals	138.36			32.391	
Percent of Grand Total	5.154			4.972	
Per cent for Hepner	2.7003			1.8	

TABLE II - 9

Number of pages and per cent of total devoted to Education by ten texts.

Text Material			Illustrative Material		
Books	pages	% book	Books	pages	% book
<u>Hill</u> -----	25.125	6.8	<u>Phillips-Newlon</u>	14.875	10.35
<u>Adams</u> -----	19.65	7.01	<u>Hughes</u> -----	8.209	6.954
<u>Hepner</u> -----	16.265	6.175	<u>Hill</u> -----	6.595	6.219
<u>Phillips-Newlon</u> ---	14.57	3.567	<u>Hepner</u> -----	6.447	8.674
<u>Dunn</u> -----	12.405	5.709	<u>Broome-Adams</u> ---	3.115	4.108
<u>Hughes</u> -----	11.455	3.874	<u>Dunn</u> -----	2.405	8.983
<u>Morgan</u> -----	11.32	5.999	<u>Morgan</u> -----	2.155	8.702
<u>Broome-Adams</u> -----	9.21	2.907	<u>Evans-Patterson</u> <u>Simmons</u>	1.7	4.076
<u>Evans-P. S.</u> -----	5.205	2.877	<u>Adams</u> -----	1.755	7.887
<u>Parson</u> -----	.61	.3897	<u>Parsons</u> -----	00000	00000
Total	125.815			47.256	
Per cent of Grand Total	4.687			7.255	
Per cent for Hepner	6.175			8.674	

TABLE II - 10.

Number of pages and per cent of total devoted to Communication and Transportation, by ten texts.

Text Material			Illustrative Material		
Books	pages	% book	Books	pages	% book
<u>Hill</u> -----	26.98	7.161	<u>Hughes</u> -----	8.536	7.831
<u>Adams</u> -----	17.7	6.31	<u>Phillips-Newton</u> ---	7.415	5.161
<u>Hepner</u> -----	14.95	5.675	<u>Hill</u> -----	7.285	6.87
<u>Broome-Adams</u> ----	14.915	4.708	<u>Hepner</u> -----	7.133	9.597
<u>Dunn</u> -----	11.55	5.315	<u>Broome-Adams</u> ----	6.225	8.21
<u>Hughes</u> -----	10.85	3.669	<u>Adams</u> -----	5.5	15.730
<u>Evans-P. S.</u> -----	6.55	3.62	<u>Dunn</u> -----	2.765	10.32
<u>Parsons</u> -----	3.91	2.498	<u>Evans-P. S.</u> -----	2.265	5.431
<u>Morgan</u> -----	3.81	2.019	<u>Morgan</u> -----	.955	3.856
<u>Phillips-Newton</u> ---	.75	.1836	<u>Parsons</u> -----	00000	00000
Total	111.94			42.579	
Per cent of Grand Total	4.17			6.537	
Per cent for Hepner	5.675			7.133	

TABLE II - 11

Number of pages and per cent of total devoted to Local Government
County, City, Township, by ten texts.

Text Material			Illustrative Material		
Books	pages	% book	Books	Pages	% book
<u>Dunn</u> -----	19.7	9.066	<u>Hepner</u> -----	8.52	11.46
<u>Hepner</u> -----	18.32	6.993	<u>Hill</u> -----	4.15	3.914
<u>Hill</u> -----	16.95	4.505	<u>Dunn</u> -----	3.865	14.43
<u>Broome-Adams</u> -----	13.525	4.4	<u>Hughes</u> -----	2.71	2.295
<u>Hughes</u> -----	12.15	4.109	<u>Morgan</u> -----	1.865	7.531
<u>Morgan</u> -----	10.15	5.379	<u>Phillips-Newlon</u> --	1.05	.7309
<u>Parsons</u> -----	9.055	5.785	<u>Parsons</u> -----	1.	5.6
<u>Phillips-Newlon</u> --	4.8	1.175	<u>Broome-Adams</u> @-----	.955	1.259
<u>Adams</u> -----	4.255	1.51	<u>Evans-P. S.</u> -----	.405	.783
<u>Evans-P. S.</u> -----	2.855	1.578	<u>Adams</u> -----	00000	00000
Total	111.76			24.52	
Per cent of Grand Total	4.163			3.764	
Per cent for Hepner	6.993			11.46	

TABLE II - 12

Number of pages and per cent of total devoted to State Government by ten texts.

Text Material			Illustrative Material		
Books	Pages	% book	Books	Pages	% book
<u>Hepner</u> -----	14.28	5.421	<u>Hughes</u> -----	2.735	2.295
<u>Hill</u> -----	12.805	3.402	<u>Hill</u> -----	2.655	2.504
<u>Parsons</u> -----	10.81	6.906	<u>Hepner</u> -----	2.36	3.127
<u>Hughes</u> -----	10.655	3.603	<u>Morgan</u> -----	1.41	5.693
<u>Dunn</u> -----	8.305	3.822	<u>Broome-Adams</u> ---	1.11	1.464
<u>Broome-Adams</u> ---	8.505	2.621	<u>Dunn</u> -----	.455	1.699
<u>Morgan</u> -----	6.86	3.635	<u>Phillips-Newlon</u> -	.45	.3132
<u>Phillips-Newlon</u> -	5.555	1.36	<u>Evans-P. S.</u> ----	.405	.783
<u>Evans-P. S.</u> ----	2.	1.1054	<u>Adams</u> -----	00000	00000
<u>Adams</u> -----	.45	.1606	<u>Parsons</u> -----	00000	00000
Totals	80.025			11.58	
Per cent of Grand Total	2.981			1.777	
Percent for Hepner	5.421			2.36	

TABLE II - 13

Number of pages and per cent of total devoted to City Planning and Civic Beauty, by ten texts.

Text Material			Illustrative Material		
Books	Pages	% Book	Books	Pages	% Book
<u>Adams</u> -----	16.65	5.94	<u>Hughes</u> -----	17.855	15.12
<u>Hughes</u> -----	16.005	5.412	<u>Hill</u> -----	8.745	8.247
<u>Hill</u> -----	14.565	3.871	<u>Hepner</u> -----	6.065	8.16
<u>Broome-Adams</u> ----	11.71	3.596	<u>Broome-Adams</u> ---	4.82	6.357
<u>Hepner</u> -----	9.3	3.536	<u>Phillips-Newlon</u> --	2.155	1.5
<u>Phillips-Newlon</u> --	9.25	2.265	<u>Adams</u> -----	1.	4.495
<u>Dunn</u> -----	9.155	4.213	<u>Dunn</u> -----	00000	00000
<u>Evans-P. S.</u> -----	1.9	1.05	<u>Evans-P. S.</u> ----	00000	00000
<u>Parsons</u> -----	.15	.9583	<u>Morgan</u> -----	00000	00000
<u>Morgan</u> -----	0000	00000	<u>Parsons</u> -----	00000	00000
Totals	88.685			40.64	
Per cent of Grand Total	3.303			6.239	
Per cent for Hepner	3.536			8.16	

Table II - 14

Number of pages and per cent of total devoted to Recreation by ten texts.

Text Material			Illustrative Material		
Books	Pages	% book	Books	Pages	% Book
Adams -----	19.	6.77	Phillips-Newlon--	12.4	8.632
Phillips Newlon--	16.355	4.004	Broome-Adams ----	4.065	5.361
Hill -----	14.635	3.888	Hughes -----	3.663	3.103
Broome-Admas ----	10.715	3.382	Evans-P. S. -----	3.355	8.044
Hepner -----	4.155	1.58	Hepner -----	2.862	3.85
Evans-P. S. -----	3.665	2.025	Adams -----	2.455	11.03
Hughes -----	1.855	.6274	Dunn -----	00000	00000
Parsons -----	.25	.1597	Hill -----	00000	00000
Dunn -----	.155	.7133	Morgan -----	00000	00000
Morgan -----	00000	00000	Parsons -----	00000	00000
Totals	70.785			28.8	
Per cent of Grand total	2.637			4.421	
Percent for Hepner	4.155			2.862	

TABLE II - 15

Number of pages and per cent of total devoted to Background for Society -- Interdependence, by ten texts.

Text Material			Illustrative Material		
Books	Pages	% Book	Books	Pages	% Book
<u>Hill</u> -----	20.97	5.572	Phillips-Newlon	7.425	5.168
<u>Adams</u> -----	12.6	4.49	<u>Hill</u> -----	5.702	5.577
<u>Phillips-Newlon</u> ---	11.36	2.781	<u>Hughes</u> -----	2.91	2.465
<u>Durm</u> -----	7.258	3.347	<u>Durm</u> -----	2.15	8.031
<u>Evans-Patterson-S.</u>	4.505	2.381	<u>Evans-P. S.</u> ---	1.11	2.661
<u>Parsons</u> -----	3.51	2.242	<u>Adams</u> -----	1.	4.495
<u>Morgan</u> -----	3.92	1.6	<u>Broome Adams</u> ---	00000	00000
<u>Hepner</u> -----	.855	.324	<u>Morgan</u> -----	.605	2.443
<u>Hughes</u> -----	00000	00000	<u>Hepner</u> -----	00000	00000
<u>Broome-Adams</u> ----	00000	00000	<u>Parsons</u> -----	00000	00000
Totals	64.078			20.002	
Percent of Grand Total	2.387			3.07	
Percent for Hepner	.324			0000	

TABLE II -16

Number of pages and per cent of total devoted to The Child in the Family, the Home, by ten texts.

Text Material			Illustrative Material		
Books	Pages	% book	Books	Pages	% Book
<u>Hill</u> -----	17.805	4.731	<u>Broome-Adams</u> ---	14.79	19.50
<u>Broome-Adams</u> ----	12.17	3.842	<u>Phillips-Newlon</u>	6.415	4.465
<u>Dunn</u> -----	10.605	4.88	<u>Hill</u> -----	3.735	3.522
<u>Evans-P. S.</u> -----	6.305	3.485	<u>Hughes</u> -----	1.815	1.537
<u>Hepner</u> -----	5.55	2.107	<u>Hepner</u> -----	1.681	2.261
<u>Phillips Newlon-</u>	2.46	.6023	<u>Dunn</u> -----	1.645	6.144
<u>Morgan</u> -----	.65	.3444	<u>Evans P. S.</u> ----	1.515	3.632
<u>Parsons</u> -----	.455	.2907	<u>Adams</u> -----	00000	00000
<u>Admas</u> -----	00000	00000	<u>Morgan</u> -----	00000	00000
<u>Hughes</u> -----	00000	00000	<u>Parsons</u> -----	00000	00000
Totals	56.000			31.596	
Per cent of Grand Total	2.086			4.850	
Percent for Hepner	2.107			2.261	

TABLE II - 17

Number of pages and per cent of total devoted to Financing the Government, by ten texts.

Text Material			Illustrative Material		
Books	Pages	% Book	Books	Pages	% Book
<u>Broome-Adams</u> -----	13.33	4.208	<u>Hughes</u> -----	2.48	2.084
<u>Adams</u> -----	11.305	4.03	<u>Broome-Adams</u> -	2.5	3.033
<u>Dunn</u> -----	11.005	5.064	<u>Evans-P.-S.</u> .	.755	1.81
<u>Hughes</u> -----	9.6	3.246	<u>Adams</u> -----	00000	00000
<u>Parsons</u> -----	8.66	5.53	<u>Dunn</u> -----	00000	00000
<u>Evans P.-S.</u> -----	7.655	4.231	<u>Hepner</u> -----	00000	00000
<u>Morgan</u> -----	1.66	.8797	<u>Hill</u> -----	00000	00000
<u>Hepner</u> -----	00000	00000	<u>Morgan</u> -----	00000	00000
<u>Hill</u> -----	00000	00000	<u>Parsons</u> -----	00000	00000
<u>Phillips-Newlon</u> -	00000	00000	<u>Phillips-Newlon</u>	00000	00000
Totals	63.215			5.515	
Per cent of Grand Total	2.355			.8467	
Percent for Hepner	0.			0.	

TABLE II - 18

Number of pages and per cent of total devoted to The Church-Ethical by ten authors.

Text Material			Illustrative Material		
Books	Pages	% Book	Books	Pages	% Book
<u>Hill</u> -----	19.99	5.32	<u>Phillips Newlon</u> -	8.255	5.746
<u>Phillips Newlon</u> -	9.21	2.255	<u>Hill</u> -----	5.91	5.573
<u>Hughes</u> -----	8.65	2.925	<u>Hughes</u> -----	2.045	1.732
<u>Hepner</u> -----	5.6	2.163	<u>Hepner</u> -----	.927	1.247
<u>Dunn</u> -----	3.8	1.749	<u>Adams</u> -----	00000	00000
<u>Broome-Adams</u> ----	2.005	.6329	<u>Broome-Adams</u> ----	00000	00000
<u>Morgan</u> -----	.855	.4531	<u>Dunn</u> -----	00000	00000
<u>Parsons</u> -----	00000	00000	<u>Evans-P. S.</u> -----	00000	00000
<u>Adams</u> -----	00000	00000	<u>Morgan</u> -----	00000	00000
<u>Evans-P.-S.</u> ----	00000	00000	<u>Parsons</u> -----	00000	00000
Totals	50.01			17.137	
Per cent of Grand total	1.863			2.631	
Percent for Hepner	5.6			.927	

TABLE II - 19

Number of pages and per cent of total devoted to International Relationships, by ten authors.

Text Material			Illustrative Material		
Books	Pages	% Book	Books	Pages	% Book
<u>Hepner</u> -----	17.165	6.516	<u>Evans-P. S.</u> ----	2.855	6.845
<u>Hughes</u> -----	7.55	2.553	<u>Hughes</u> -----	2.465	2.088
<u>Evans-P. S.</u> ----	6.1	3.371	<u>Hepner</u> -----	1.765	2.374
<u>Morgan</u> -----	3.315	1.756	Phillips Newlon-	1.	.6961
<u>Parsons</u> -----	1.91	1.22	Adams -----	00000	00000
<u>Adams</u> -----	00000	00000	Broome-Adams ---	00000	00000
<u>Broome-Adams</u> ---	00000	00000	Dunn -----	00000	00000
<u>Dunn</u> -----	00000	00000	Hill -----	00000	00000
<u>Hill</u> -----	00000	00000	Morgan -----	00000	00000
<u>Phillips-Newlon-</u>	00000	00000	Parsons -----	00000	00000
Totals	36.04			8.085	
Per cent of Grand total	1.342			1.241	
Percent for Hepner	6.516			2.374	

TABLE II - 20

Number of pages and per cent of book devoted to Text of the Constitution, by ten texts.

Text Material			Illustrative Material		
Books	Pages	% Book	Books	Pages	% Book
<u>Evans- P.-S. -----</u>	53.62	29.63			
Note: None of the other nine books have any material under this heading.					
Totals	53.62				
Per cent of Grand Total	1.997				
Percent for Hepner	0.				

TABLE II - 21.

Number of pages and per cent of total devoted to Newspapers in the Community, by ten texts.

Text Material			Illustrative Material		
Books	Pages	% Book	Books	Pages	% Book
<u>Phillips-Newlon</u> -----	8.77	2.147	<u>Phillips-Newlon</u> -----	3.51	2.304
<u>Hepner</u> -----	8.755	3.52	<u>Hepner</u> -----	1.719	2.312
<u>Adams</u> -----	00000	00000	<u>Adams</u> -----	00000	00000
<u>Broome-Adams</u> -----	00000	00000	<u>Broome Adams</u> -----	00000	00000
<u>Dunn</u> -----	00000	00000	<u>Dunn</u> -----	00000	00000
<u>Evans-P. S.</u> -----	00000	00000	<u>Evans-P. S.</u> -----	00000	00000
<u>Hill</u> -----	00000	00000	<u>Hill</u> -----	00000	00000
<u>Hughes</u> -----	00000	00000	<u>Hughes</u> -----	00000	00000
<u>Morgan</u> -----	00000	00000	<u>Morgan</u> -----	00000	00000
<u>Parsons</u> -----	00000	00000	<u>Parsons</u> -----	00000	00000
Total	17.525			5.029	
Per cent of Grand Total	.6528			.772	
Percent for Hepner	3.32			2.312	

Interpretations, Results, and Recommendations of Table II.

It is suggested that the teacher use this set of tables or a similar one as a guide for the selection of text-books in a course in community civics. This procedure might be followed:

1. Turn to the table dealing with the topic to be taught, say Education, for instance.
2. Select for your purpose preferably the texts that appear in the upper part of the list, because these embody the more extensive treatment as measured by number of pages. The same should be done for the illustrative material, if it is desired to use such.
3. Take into consideration, also, the per cent of the total that the particular topic covers in each book. The book devoting the largest number of pages to any one topic does not always also show a larger per cent of the book devoted to this subject.

It stands to reason that the proportional emphasis given to a topic by a particular book, as here shown in per cent of book covered, is a fair measure of the importance ascribed to that topic by the author. So while the aggregate pages of one book may not be as many as those in another, yet the importance with which the author regards the topic, as measured by the per cent of book covered, is at least of some value.

It would seem, then, that those texts having a percentage content larger than the grand total percent as given

in the table, would represent the best set of book of the group for that particular topic. These books are underlined in the table. No attempt is here being made to measure the competency of one author over another in selecting the most essential subject materials (objectives), or the ability to put these objectives across.

4. Since Hepner is the state text for Kansas, it seems that it would be well to find the per cent space that this author devotes to each topic in relation to the other text books and also to the per cent of the gran total. This gives the teacher some measure of the adequacy or inadequacy, with reference to volume of material, of Hepner as a text for the study of the topic at hand.

TABLE III.

Hall-Quest (1) says, "The text by the amount of space given to the various topics, shows in general the relative values of different parts of the subjects. There is, of course, wide divergence of viewpoint on this matter, and the authors apportionment of space may not be a true indication of the essential values in the subject. The authors selection of material does exercise, however, a very direct influence on the course. He puts, as it were, a stamp on the scope and quality and accuracy of the subject. From him the pupil obtains perhaps the only conception of the subject he will ever be able to get or to use. Regarding the question of the dependability of text books as norms of what is important in various fields and subjects, John Franklin Brown (2), of the editorial department of the Macmillan Co., has the following to say: (and it seems that one in this position should speak with at least some authority on the subject.) "The publisher is a close student of tendencies of national sentiment and life, especially as they are related to the educational field. For him the statement that national ideals reflect themselves in the schools is not a mere academic dictum but a principle of far reaching importance. He sees the converse also, that the things taught in the schools help to make or mar the national life. The publisher finds his greatest satisfaction in anticipating

(1)-Hall-Quest, Alfred Lawrence, "The Textbook" 1918 Macmillan page 6.

(2)-Brown, J. F. "Textbooks and Publishers". School Review 1919 pages 382--

the next step in educational content and method, and in having ready the text book that helps the schools to take that step easily and naturally. It would be possible to cite many instances in which books were successful commercially simply because they were the embodiment of material and a method for which teachers and the public at the time of the publication of these books, were more or less blindly groping."

It appears, then, that the space content of text books, especially where several books are pooled, is a fairly good index to national tendencies in the educational field. With that assumption this table or weighted page material devoted to the various topics may serve as a guide to the relative importance of subject material. It would seem to the author that the topics at the head of the list should receive greater emphasis and more time in the teaching of a course in citizenship for the 8th and 9th grades. Local requirements will vary and may demand some digressing from the general order of importance.

It will be noticed that Hepner "The Good Citizen" is somewhat at variance with the weighting of the ten texts. This is another indication of the importance of not relying on one text alone.

It is significant that Wealth, National Government, The Meaning of Democracy, and Political Parties head the list. Hepner agrees with this order, however, in different degree. It is furthermore significant that National Government, Politics and Wealth are in the upper part of the list in the studies of Bobbit's. (1).

(1)-Bobbitt, Franklin, "Major Fields of Human Concern; The Evidence from Periodical Literature"--Curriculum Investigations - page 7.

The text of the Constitution was treated only by the one author and consequently receives a place near the foot of the list in importance.

The author is at all times keenly aware of the fact that if a larger number of books had been used the results would tend to be more correct.

TABLE III.

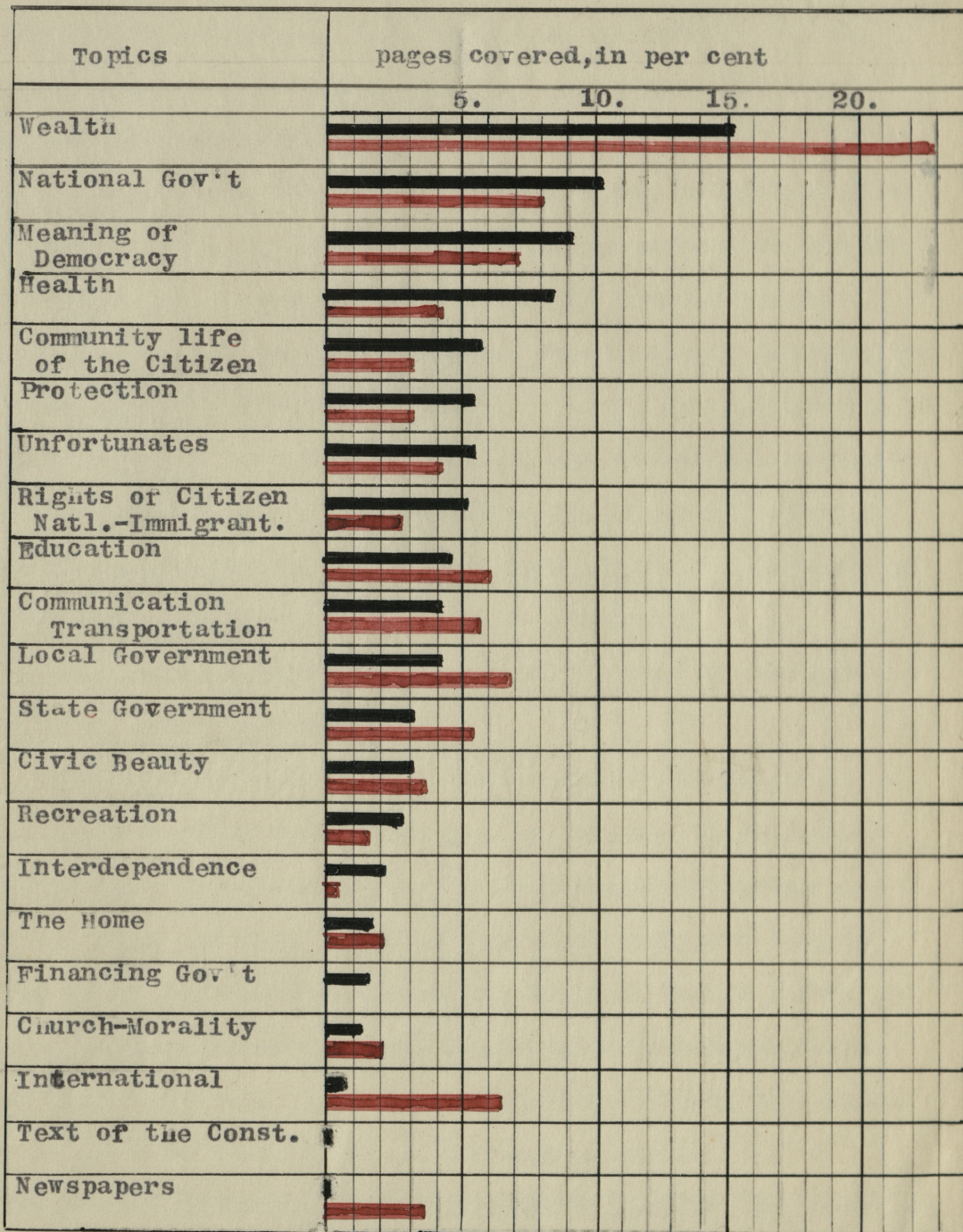
Rank of Importance of Material by group Topics

TEXT MATERIAL

Group Topic	weighted pages	weighted %	Hepner % of Book
WEALTH -----	407.357	15.17	22.89
NATIONAL GOVERNMENT -----	275.365	10.250	8.056
MEANING OF DEMOCRACY -- Ballot - Political Parties ---	247.4385	9.218	7.09
HEALTH -----	228.395	8.508	4.29
THE COMMUNITY LIFE OF THE CITIZEN His Duties -----	159.465	5.94	3.134
PROTECTION-Fire, Police, Accident----	140.305	5.573	3.189
UNFORTUNATES-Including Criminals --	139.608	5.55	4.19
RIGHTS OF THE CITIZEN IN OUR DEMOCRACY-Naturalization, Immigrant	138.36	5.154	2.7003
EDUCATION -----	125.815	4.687	6.175
COMMUNICATION AND TRANSPORTATION --	111.94	4.17	5.675
LOCAL GOVERNMENT-City, County, Twp.--	111.76	4.163	6.993
STATE GOVERNMENT -----	80.025	3.181	5.421
CITY PLANNING AND CIVIC BEAUTY -----	79.8165	3.17	3.536
RECREATION -----	63.7065	2.53	1.58
BACKGROUND FOR SOCIETY --Interdependence--	57.262	2.274	.324
THE CHILD IN THE FAMILY-The Home ---	44.8	1.78	2.017
FINANCING THE GOVERNMENT -----	44.2505	1.757	00000
THE CHURCH-Morality -----	35.007	1.395	2.163
INTERNATIONAL RELATIONS -----	18.02	0.715	6.515
TEXT OF THE CONSTITUTION -----	5.362	.213	00000
NEWSPAPERS IN THE COMMUNITY -----	3.505	.139	3.32
Totals	2517.563	100.00	100.00

Graph I shows graphically what Table III states in figures. It shows also the correlation of Hepner with the total of all the books.

Graph I. Showing Relative Importance of Topics



Key:

Text Materials for all books- [Black bar]
 Text Materials for Hepner---- [Red bar]

TABLE IV.

Hall-Quest says (1): "One picture will mean more than many words. In history and the sciences illustrations are invaluable." The same thing it seems should be said about tables and graphs. With this in mind the table under consideration was constructed. It will be noticed that the order of importance of the different topics is different from that for the text material. The best explanation seems to be that the inclusion of more or less picture space for the different topics is most often due to the available pictures. It was noted in the study that the same picture is often used in a number of the books; possibly because it is more readily available. This circumstance of availability does not seem to be equally weighty for the graphs. The author of the book is more likely, it seems, to construct and insert graphs to illustrate his point, rather than to rely merely on what is available.

So it seems questionable what conclusions, if any, to draw from this data on the illustrative material.

It seems to the author that in the future the inclusion of illustrative material will be more prevalent; and consequently evaluating the importance of subjects by means of such material will become more and more valid. In fact, a study of some of the early text books in civics showed that pictures were entirely missing. Some of the authors went so far as to severely deplore the tendency to incorporate pictures into school text books. It is only comparatively recently that pictures are brought in as a part of civics text books material.

(1) Hall-Quest, Alfred Lawrence "The Textbook", page 6. 1918 Macmillan.

TABLE IV

Rank of Importance of Material by Group Topics

ILLUSTRATIVE MATERIAL.

Group Topic	weighted pages	weighted %	Rank %
WEALTH -----	197.137	16.44	14.35
NATIONAL GOVERNMENT -----	50.5152	9.5	3.829
HEALTH -----	43.5474	8.326	5.811
PROTECTION-Fire, Police, Accident -----	41.2695	7.891	4.277
EDUCATION -----	40.5304	7.749	8.674
COMMUNICATION AND TRANSPORTATION -----	38.3211	7.327	9.597
RIGHT OF CITIZENSHIP IN OUR DEMOCRACY- Naturalization, Immigrant -----	25.9128	4.954	7.163
MEANING OF DEMOCRACY Ballot, Political Parties -----	25.268	4.831	3.303
CITY PLANNING AND CIVIC BEAUTY -----	24.384	4.662	8.160
THE CHILD IN THE FAMILY-The Home -----	22.1082	4.227	2.261
LOCAL GOVERNMENT-City, County, Twp. -----	22.068	4.219	2.421
UNFORTUNATES-Including Criminals -----	19.9962	3.824	1.991
RECREATION -----	17.28	3.304	3.850
FINANCING THE GOVERNMENT -----	1.6545	3.163	00000
BACKGROUND FOR SOCIETY-Interdependence -----	14.0014	2.677	00000
THE COMMUNITY LIFE OF THE CITIZEN His Duties -----	11.2536	2.151	4.691
STATE GOVERNMENT -----	9.264	1.771	3.127
THE CHURCH-Morality -----	6.8548	1.3107	1.247
INTERNATIONAL RELATIONS -----	3.234	.6183	2.374
NEWSPAPERS IN THE COMMUNITY -----	1.0058	.1923	2.312
TEXT OF THE CONSTITUTION -----	000000	000000	00000
Totals	528.6059	100.00	100.00

Table V shows the total amount of illustrative material for all of the books. The material is here listed in the three divisions of pictures, tables, and graphs.

It will be seen from the table that the pictures outnumber the graphs more than 11 times. There are almost 96 times as many of them as of tables. As measured in page content, the pictures cover 10 times as much space as the graphs, and almost 96 times as much as the tables.

It will be noticed that Phillips Newlon leads in both number and page content for all three types of illustrative materials. Phillips Newlon has, in proportion to total book pages, more illustrative material than any other of the books in the study. However, after deducting the problems and questions from these gross book pages, Hughes has more illustrative material proportionately. Parsons has the least number of pictures and is also the smallest of the books in text material page content. Hepner, the state text, is quite well above the average in page content for illustrative material.

The table on illustrative material is self-explanatory.

TABLE V.

TABLE SHOWING THE AMOUNT OF ILLUSTRATIVE MATERIAL

	Pictures		Graphs		Tables		Total amount of illustrative material		
	No.	pages	No.	pages	No.	pages	No.	pages	percent of total
Adams	52	22.25					52	22.25	3.3
Broome-Adams	98	64.152	4	2.155			102	75.817	11.5
Dunn	60	31.09	7	1.5			67	26.77	4.0
Evans-Patterson Simmons	86	40.3	1	.455			87	41.705	6.3
Hepner	162	62.854	15	9.034	2	1.35	179	74.324	11.4
Hill	189	101.654	15	12.225			204	106.029	16.2
Hughes	211	110.32	12	6.815	1	.9	224	118.035	18.0
Worgan	41	19.765	9	5.425	1	.35	51	24.763	3.6
Parsons	17	14.	2	4.			21	18.	2.7
Phillips-Newlon	216	121.	51	16.595	8	3.525	255	143.65	23.0
Totals	1111	567.405	96	58.114	12	6.125	1219	651.343	100.0
Percents	91.2	90.2	7.5	8.9	1.0	.9			

THOUGHT, FACT AND PERFORMANCE QUESTIONS

Not only is it important to know what is and should be taught in any course; but it certainly is equally essential to know the methods by which that subject is being taught; or in which the text books used for the teaching of the course treat the subject matter. For, as Kilpatrick tells us in his Foundations of Method ⁽¹⁾ subject matter and method are inseparable. The question is then; "Are the methods employed in harmony with modern educational thought?"

Formerly the practice was to consider the mind of the pupil as a sort of store house into which a number of unrelated facts could be poured for future use of the person. It was hoped that when the need arose the child would reach back into this storehouse and reproduce the facts needed. The recitation in early days was a mere quizzing on these facts for the purpose of satisfying the instructor that the facts were well established in the minds of the pupils. Early texts in Civics are written for just this type of teaching. J. B. Shurtleff includes at the bottom of every page in his Government Instructor a list of pure fact questions on the text material of that page. He says in the preface to teachers; "-----making themselves (the pupils) sufficiently acquainted with the subject matter as to be able to answer the questions readily."-----

(1) Kilpatrick "Foundation of Method"
(2) Shurtleff J.B. "The Government Instructor"
1865 Collins & Bro. N.Y.

THOUGHT, FACT AND PERFORMANCE QUESTIONS

But modern educational theory advocates teaching the child to think. Problem solving is the slogan. The problem solving type of teaching seems to be especially well adapted to the Social Sciences. (1) Klapper in his "The Teaching of History" page 69 says: "A problem, as used in teaching, is a situation that invites solution or challenges the mind." This sort of teaching is very desirable. It is rather difficult, however, to measure the degree of efficiency with which an author uses the problem solving method. One avenue of approach at evaluating books with respect to the use of problem solving material is in the questions and problems at the end of topics and chapters. These problems and questions may be an index of the type of teaching that is attempted throughout the book, for one thing; and, too, they themselves are by no means an unimportant part of the instruction material.

In a survey of old-type Civics books of the early period it was found that questions and problems were generally lacking. Later when they did appear they were always of the pure fact type as was already stated above. Not until the beginning of the Community Civics text book does one find a serious attempt at offering the problem-solving thought-provoking type of question. It is interesting to note that even in the books concerned in this study there is a noticeable increase with the years in a tendency towards the use of the thought and performance type of question in preference to the pure fact type.

Table VI attempts to evaluate at least the questions and problems at the end of chapters and topics, with reference to the method used.

(1) Klapper, Paul -- "The Teaching of History",--especially pages 34-35; 69-75; 96-98; 197,206; 214-215; 315-317.
1926, D. Appleton & Co.

The questions as listed here are a count of the number of questions for each book. Many of the questions consist of several parts; but in every case a question consisting of more than one part was counted as but one question. When some part of the question was of the fact type and only a part of it could be classified as of the thought type, the whole question was, nevertheless, classified as a thought question. The performance questions are, for the most part, of the thought type; that is, it requires in most of the cases some thinking to carry on the performance demanded. However, in several instances these performance problems are of the kind that demand no especial thought performance of the pupil. An example of this is the read type of problem; one where the child is asked to read a certain selection.

It is quite significant that Hepner, the state text for Kansas has the largest number of questions among the texts of this study. They are quite inclusive of all phases of the subject too. The thought questions in Hepner exceed the fact type by 100. The performance type of questions outnumber those of any one of the other books. Hepner seems then from the standpoint of kind of questions to be rather ideal. It should be also pointed out that Broome-Adams has none of the kind termed as fact questions. This book abounds in performance problems. They are all calculated to set the pupil to thinking on the problems confronting him in his daily life as a citizen.

The table is self-explanatory.

(1)

W. J. Osborn says (speaking of types of questions as classi-

(1) Osborn, W. J. -- "Are we making Good at History Teaching?"
page 33, 1926. Public School Pub. Co.

TABLE VI

Relative number of thought, fact and performance question.

	Fact	Thought	Perform	Total	Per cent
Adams	193	154	74	421	10.47
Broom-Adams		82	150	232	5.77
Dunn	168	125	60	353	8.78
Evans-Patterson Simmons	160	94	74	328	8.14
Hepner	223	323	161	707	17.59
Hill	157	318	65	540	13.43
Hughes	80	179	27	286	7.11
Morgan	68	287	20	375	9.33
Parsons	563	34	3	600	14.94
Phillips-Newlon	38	41	97	176	4.38
<u>total</u>	1650	1637	731	4918	99.94 100.00
<u>percent</u>	41.06	40.74	18.19		

fied into How, What, Who, give, etc., categories): "It is important to study the type of question from the point of view of form as well as of content-----while the distinction between these several categories is apparently formal, there are real distinctions of a psychological nature that are not so apparent. Each category undoubtedly requires a different type of mental activity on the part of those who attempt to answer the questions. We do not know the exact nature of these differences, nor to what extent there is an overlapping. It may be that the type of mental activity that a child uses in answering the question; 'Who was President of the United States during Civil War?' is quite similar to that required to answer; 'When was the Declaration of Independence Signed?' On the other hand there is undoubtedly a great difference between the mental activity involved in answering either of these questions as compared to such questions as: 'Discuss the Emancipation Proclamation, or, Explain the Cause of the French and Indian War.' Most of the differences in mental activity involved in each of the several categories are unquestionably real and important. ----- For this reason we believe that the classification by types of question is an important one."

With this in mind the tables VII and VIII were constructed. It was found in tabulating that 45 categories were required to classify all of the questions. Some of these categories are a combination of several. This was done where it was evident that the type of question in several different categories was essentially the same.

While in counting the thought fact and performance questions every question was counted once, regardless of the number of parts of which composed; yet for this representation it seemed to be the only possible method to count ~~to count~~ each of the separate parts of the question.

Table VIII. shows the relative emphasis of each of the categories for all of the texts, measured by the number of questions appearing under each. It will be observed that the what, why, and how type of questions head the list. This is to be expected, since these represent the most conventional way of stating questions. It is evident, accepting the hypothesis that thought provoking and problem creating questions are the preferable type, that such questions as the explain, describe, illustrate, compare, define, discuss, and criticize type are the more desirable and should occupy the upper part of the list. As actually used by the books in the study, these types do not all occupy the upper half of the list. The median for the list is 76.5. The criticize and discuss types are below the median on the scale. The criticize and comment type of question should, it seems appear quite well at the top of the list. However, in these findings this particular important type of question occupies the second lowest place in the list.

Table VII shows the number of frequencies for each of the categories by the several texts.

TABLE VII

Distribution of questions according to type.

Type of question	Books											total
	Adams	Broome- Adams	Dunn	Hepner	Hill	Hughes	Morgan	Parsons	Phillips Newton	Evans Patterson Simmons		
Apply	1	0	0	0	2	0	0	0	0	0	0	3
Qqn	0	0	14	14	12	34	21	16	6	4		121
Compare-dis- tinguish	7	5	8	23	18	29	1	1	2	3		97
Copy	0	14	0	0	1	0	0	0	0	0		15
Could	0	0	1	0	1	6	24	1	1	0		34
criticize (comment)	0	0	0	0	3	0	0	0	0	0		3
define	0	0	0	0	72	18	1	0	0	0		91
describe	27	2	16	2	22	19	6	17	7	9		127
do does	7	1	35	126	34	78	53	33	29	11		407
discuss (debate)	1	6	21	1	0	5	8	0	0	2		44
enumerate	0	0	0	0	2	1	0	0	2	0		5
explain	19	0	13	7	23	51	27	0	2	6		148
find out (look up)	34	16	40	53	26	16	15	0	6	29		235
get	20	47	4	42	0	0	3	0	1	3		120
give (example)	4	0	6	9	18	6	14	3	0	24		84
have (has)	7	0	12	38	4	10	6	23	6	2		108
how	90	21	61	167	55	156	50	87	52	44		783
illustrate (show) (indicate)	7	5	14	12	2	41	18	0	4	0		103
is (are was were)	16	0	95	137	48	105	59	13	31	12		516
list	11	50	0	47	7	7	7	0	10	0		139

(cont.)

Table VII (cont.)

locate	0	0	2	2	0	0	5	0	0	0	9
make (draw prepare)	31	17	26	27	11	21	12	1	0	22	168
memorize	0	3	0	0	0	0	0	0	0	0	3
mention	0	0	1	0	1	26	5	6	9	0	48
name	4	1	1	3	12	13	11	32	13	12	102
observe	0	1	9	2	0	2	0	0	0	0	14
outline	0	3	0	0	0	6	0	0	0	0	9
organize (appoint committee)	0	7	0	58	0	0	0	0	0	10	75
read	5	1	0	5	1	1	1	0	0	0	14
recall (review)	0	2	2	0	1	1	2	0	0	0	8
record	0	1	0	0	0	0	0	0	0	0	1
report (tell)	7	0	51	4	7	0	8	0	0	0	77
should	1	0	0	0	19	21	9	0	16	6	72
study (learn)	2	2	8	1	0	2	3	1	1	5	25
suggest	1	0	0	0	2	0	1	0	2	0	6
trace	5	2	0	2	0	3	0	1	0	0	13
visit	9	3	1	2	1	1	0	0	0	6	23
what	260	63	145	159	132	310	126	304	83	157	1739
when	4	0	3	30	0	14	9	20	2	12	94
where	13	0	6	25	2	18	5	8	2	5	84
which	8	2	1	22	8	25	9	5	19	13	102
why	35	2	25	236	44	87	65	48	58	53	653
who	16	2	0	50	6	26	10	28	4	18	160

(cont.)

Table VII (cont.)

would	2	0	1	8	5	19	0	0	12	0	47
write	8	10	2	0	0	1	6	0	1	9	37
Total	662	289	624	1313	600	1179	600	648	371	477	6753
per cent	9.8	4.27	9.24	19.44	8.87	17.45	8.87	9.5	5.5	7.06	100.00

TABLE VIII

Relative emphasis given to the various categories of types of questions as shown by the number of times used. (ranked)

	frequency	percent
What	1739	25.75
How	783	11.60
Why	653	9.67
Is-are-were	516	7.64
Do-does	407	6.02
Find out- look up	235	3.47
Make-prepare	168	2.50
Who	160	2.36
Explain	148	2.20
List	139	2.05
Describe	127	1.90
Can	121	1.90
Get	120	1.90
Has-have	108	1.52
Illustrate - show	103	1.51
Which	102	1.51
Name	102	1.51
Compare	97	1.41
When	94	1.4
Define	91	1.34
Give (example)	84	1.24
Where	84	1.24
Report (tell)	77	1.14
Organize (committees)	75	1.11
Should	72	1.05
Mention	48	.71
Would	47	.69
Discuss (debate)	44	.65
Write	37	.54
Could	34	.53
Study (learn)	25	.38
Visit	23	.32
Copy	15	.22
Read	14	.209
Observe	14	.209
Trace	13	.20
Locate	9	.13
Outline	9	.13
Recall (review)	8	.10
Suggest	6	.09
Enumerate	5	.07
Memorize	3	.04
Apply	3	.04
Criticize (comment)	3	.04
Record	1	.015
<u>Total</u>	<u>6753</u>	<u>100.00</u>

Chapter VI

Summary and Conclusion

Summary and Conclusion

Through this study the author has arrived at some important findings and conclusions, of which the following are most noteworthy:

1. Community Civics is a comparatively new subject of study. The older civics was exclusively a study of the machinery of government type. Those courses were limited almost entirely to a study of the federal constitution. With the beginning of committee procedure in re-organizing courses of study in the high schools was innovated a change in the civics course. The N. E. A. Committee on Social Sciences that reported in 1916 provided for the teaching of civics material, the principles of which are embodied in a present-day course of community civics. A. W. Damm had prior to this, in 1907, published his "The Community and the Citizen". This was the beginning of the publication of the present-day type of community civics text-book. Civics for the eighth and ninth grades has been entirely revolutionized.

2. The fallacy of relying on just one textbook, as text-books are written now, is quite evident. When text-books are better adapted to the course this danger may diminish considerably. It seems best to take a pooling of a number of texts, selecting for each topic to be taught that particular text that gives such topic its fullest and best treatment. One method by which to select the text to use for any one topic is to take the consensus of a number of the best texts, and on that basis select the text best fitted for the topic under consideration. A plan similar to the one used in this study is suggested.

3. Illustrative material was not used in early civics text books. The usage of pictures was even frowned upon by early text book writers.

J. B. Shurtleff in his Government Instructor says: "----- the most silly stories are often got up, sometimes accompanied by a picture, and spread before the pupil to teach him to read. He looks upon the picture and is pleased with it, and becomes remarkably fond of lessons thus illustrated-- so much so that he forms an attachment for light reading and can hardly be induced to abandon his picture book for one that treats upon plain matters of fact."

In his very condemnation of pictures, at the same time the same author quoted above, admits that pictures have a remarkable fascination. This holding power of illustrations is being employed more and more in present-day teaching practice. Community Civics books appear quite profusely illustrated. It seems that the use of pictures and other methods of illustrating are especially appropriate for a study of this type. The use of illustrations is increasing and the future will evidently see a decided increase of this type of material.

4. Problem solving is the keyword in present day civics teaching. From all indications this method of teaching will be even more stressed in the future, because the more recent text books have more of this type of questions and problems than did earlier texts.

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* The exact wording of the title unknown, but the title here entered gives the essential content.