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Typical Teaching Procedure for Socialized Activities in the Middle Grades

Mabel Culmer

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TYPICAL TEACHING PROCEDURE
FOR
SOCIALIZED ACTIVITIES
IN
THE MIDDLE GRADES

TYPICAL TEACHING PROCEDURE FOR SOCIALIZED ACTIVITIES
IN
THE MIDDLE GRADES

BY
MABEL CULMER

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
OF
MASTER OF SCIENCE

COLLEGE OF EDUCATION
BUTLER UNIVERSITY

1934

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FOREWORD

So rapid is the spread of the progressive movement in the schools that everywhere supervisors are urging their teachers to adopt newer ways of doing things. In many cases, however, teachers are concerned and at a loss as to where to turn for assistance. Too often teachers, urged on by eager supervisors and critics, blindly adopt mechanical and formal methods - isolated subject-matter "units" which are a mere succession of artificial "topics."

In general, the problem of this dissertation is the analysis of objectives and content in the social studies for the middle elementary grades, for the purpose of challenging teachers to fuse instructional material in these subjects on the basis of "socializing units", thus integrating school activities.

A brief historical development of the social trends in the objectives of the so-called "Social Sciences", will be accompanied by suggested procedure, as well as illustrative units, or experiences, as they have been applied in the actual classroom situations.

It is hoped that both teachers in training and teachers in service will find here a description of the newer

teaching which will be practical assistance in enabling them to develop and satisfactorily administer an activity program based on the social subjects. It is the conviction of many leaders in the field of the new education that only through the establishment of civic relationships through group activities, can civic instruction serve in the development of a well-rounded personality on the part of the pupil, a personality alert to the changing social, industrial, and economic conditions of a people governed to a great extent by the formulation of public opinion, in which the intelligent individual becomes a great creative force in his community.

M. C.

College of Education
Butler University

TEACHERS
FOR
GUIDING PRINCIPLES
PART ONE

CHAPTER I

THE NATURE OF THE SOCIAL SCIENCES

A. The Influence of the Social Sciences on Social Control

The most conspicuous movement in curriculum making as it affects social control is the enormous increase in the amount of time devoted to the social sciences, in all of the grades from the graduate school down to the kindergarten. History, government, economics and sociology focus the mind of the student directly upon the motives, activities, problems, and the industrial forces which dominate the society about him. In the early grades the children are introduced to the study of community problems. Historical backgrounds are investigated, civic activities analyzed, the making and enforcement of laws studied, and social and business institutions visited. Later, more detailed studies cultivate familiarity with the agencies that mold public opinion and guide governmental and social policies. Well trained high school students are now aware that they can, and are expected to investigate and discuss intelligently, the sort of problems that concerned the college student of a generation ago, while the college

student of today has a social purview in a wide contrast to the circumscribed scholasticism of the earlier collegian.

Scarcely less than the changed content of the curriculum in its influence upon social control is the change in methods of instruction. While many good teachers have always sought to preserve spontaneity and to encourage self-activity on the part of the pupil, the zeal of the leaders of our progressive education movement is invading the whole teaching world, and driving the dry drillmaster out of the class-room. In so far as teaching methods can be made to conform to the best social practices, they may be made to contribute not only to self-control and self-direction, but to the orderliness and efficiency of social machinery as well.¹

Thus it behooves those of us who call ourselves progressive, even in the field of elementary education, to possess an educational theory which embraces the entire range of life. It will deal not only with labor and income, and property, but also with leisure and recreation, sex and family, government and public opinion, race and nationality, war and peace, art and esthetics. If, as James Truslow Adams has pointed out in his "Epic of America", our American

¹Walter Robinson Smith, Principles of Educational Sociology, Boston, Houghton, Mifflin Co., 1928.

contribution lies, not in fields of service, technology, politics, religion or art, but rather in the creation of what he calls the "American Dream", a vision of a society in which the lot of the common man will be made easier and his life enriched and ennobled, -- if this is a great force in our modern history, should we not consider these great social forces as the basis of our modern curriculum? Should we not provide broad cooperative experiences for our pupils in the elementary school, where personalities will develop as the result of better appreciation and understanding of the historic development of American democracy, and the personal responsibility of the American citizen to his greater social group, American society?

B. The Evolution of the Social Sciences

I. During the Period from 1892 to 1914

There was no real program for the teaching of history in American schools until after the report of the Committee of Ten, appointed by the National Education Association in 1892.² As a result of one of its conferences, a program

² H. Johnson, Teaching History in the Elementary and Secondary Schools, New York, Macmillan Co., p. 134.

providing for eight consecutive years of history³ was recommended in 1894. Although the amount of history was increased, there was no consensus of opinion as to the type of historical study which was best for the students, nor was there any sequence pointed out.

In 1896 and 1899 the American Historical Association submitted recommendations⁴ of vital importance for the next ten years. These reports went into a lengthy discussion of the basis of education for citizenship and the general cultural values to be derived from the study of history, taught according to chronological historical events.

In 1911 a new Committee of Five placed the emphasis upon government⁵ with an aim to prepare for intelligent citizenship. The emphasis was upon the political phases of history. The social and economic phases being considered only as they illustrated or influenced political development.

³National Education Association, Report of the Committee of Ten, New York, American Book Co., 1894, p. 37.

⁴Report of the Committee of Seven, The Study of History in the Schools, New York, Macmillan Co., 1899, pp. 16-19; 134-135.

⁵Report of the Committee of Five, The Study of History in the Schools, New York, Macmillan Co., 1911, pp. 2-4.

II. The Reorganization of the Social Studies (1914-1918)

Discontent regarding the prominence given history at the expense of the other social sciences, led, in 1914, to the appointment by the National Educational Association, of the Committee on Social Sciences for the purpose of considering the reorganization of the teaching of history and its related subjects in grades seven to twelve. The title of the committee marks a departure from the old point of view. It may be useful to quote the committee's own definition, and its statement of aims for the social studies.⁶

Definition of the Social Studies: The Social studies are those whose subject matter relates directly to the organization and development of human society, and to man as a member of social groups.

Aims: the training of the individual as a member of society Unless they contribute directly to the cultivation of social efficiency on the part of the pupil, they fail in their most important function. They should accomplish this through the development of an appreciation of the nature and laws of social life, a sense of responsibility of the individual as a member of social groups, and the intelligence and the will to participate efficiently and effectively in the promotion of social well-being The social studies should cultivate a sense of membership in the world community with all the sympathies and a sense of justice that this involves among different divisions of society.

⁶A. W. Dunn, The Social Studies in Secondary Education, Bureau of Education Bulletin, No. 28, Washington, 1916, pp. 9-10.

III. The Situation Since the World War:

The last named report did much to stimulate new courses to meet the needs of a powerful society. But perhaps the greatest influence upon the Social Sciences was the World War itself. The many problems which arose during, and following the War, gave emphasis to social as well as economic and political needs. Educators and sociologists have insisted that students gain a working knowledge of great problems and issues which must be met in our social organizations, upon the proper organization of which information depends the tendencies to act intelligently, on the part of the pupil-citizen.

This proposed training in the solving of present day problems demands the reorganization and integration of various social studies. This is being tried out by various methods of organization. The most notable ones, perhaps, are the following: (1) Individual units of geography, history, civics, but approached from a social point of view. (2) Parallel arrangement of geography, history, and civics problems. (3) Experimental, unified, and composite courses combining geography, history, and civics with their elements of economics and sociology. However, history is still the

strongest element in the total situation.⁷

C. Aims in the Teaching of the Social Sciences

In the light of the foregoing resumé of the evolutionary development of the social sciences, it seems fitting to consider in some detail the findings of the recent investigation of the Commission on the Social Sciences, headed by A. C. Krey, of the University of Minnesota, and members of which were such men as George S. Counts, Guy Stanton Ford, Charles E. Meriam, assisted by Franklin A. Bobbitt, Boyd H. Bode and Harold O. Rugg. This committee is again under the direction of the American Historical Association in its Investigation of the Social Studies in the schools of our United States, and financed by the Carnegie Corporation.

This Committee of Five has submitted Part One of the report as edited by Charles A. Beard.

In this report Professor Beard has set down the following conditioning realities which must shape our program of civic instruction:⁸

⁷Charles A. Beard, "The Trend in Social Studies". Historical Outlook, XX, 369-372, December, 1929.

⁸For more detailed description of the enumerated realities please see the publication of the Committee of Five: A Charter for the Social Sciences: Drafted by Charles A. Beard. American Historical Association, Investigation of the Social Sciences in the Schools, New York, Charles Scribner's Sons, 1932.

1. The changing nature of the society in which we work and live.

2. Industrialism ---- A civilization, essentially rational and scientific, that rests economically on science and machinery, which under the drive of industrial expansion and invention becomes still more highly dynamic.

3. Our elective government, under which our children are to live, operating under the pressure of political parties, is a government depending upon discussion, criticism, and the formulation of public opinion in which the intelligent individual becomes a creative force in his community.

The assumption that social difficulties can be avoided by setting up a scheme of social studies on the basis of evasion and omission might well be more perilous to the interests of those who cherish it than either a complete neglect of civic instruction, or a frank facing of the realities.⁹

Therefore it follows that although the social studies program cannot provide for all of the problems of democracy, a wide knowledge of facts, and a discipline in thinking are the prerequisites to a fruitful consideration of our controversial questions. Here, the schools may lay their emphasis, with profit to the country.

⁹ A Charter for the Social Sciences: Drafted by Charles A. Beard. American Historical Association, Investigation of the Social Sciences in the Schools, New York, Charles Scribner's Sons, 1932.

Since American society operates on a world stage, and even history is not conditioned alone by internal forces, civic instruction must reckon with that reality. By rapidly multiplying bonds of trade, investment, capital and intercourse, the United States is being controlled and developed more and more on a world basis, - drawn into a network of international arrangements. The teacher of social sciences must ever be aware of that condition. The rights and obligations of the United States in the family of nations, therefore come clearly within the realm which must be covered by social studies.

The Committee of Five believes there are certain goals which the American nation has set for itself which must necessarily shape instruction in the social studies. In the main, these goals are here briefly set forth:¹⁰

1. National planning in industry, business, agriculture, and government to sustain mass production of goods on a high level of continuity and to assure the most economical and efficient use of our material resources.

2. The expansion of insurance systems to cover the protection against sickness, old age, unemployment, disasters, and hazards to civilized life.

¹⁰ Charles A. Beard, Ibid.

3. Universal education from the earliest years of youth to the last years of old age, including public schools, colleges, institutions for adult education, and libraries.

4. The perfection of systems of transportation, rail, waterways, air, -- highways, linking all parts of the country and facilitating commerce, travel and intercourse.

5. The development of city-community-regional, and state planning, co-ordinated with national designs, with a view to giving to all the people conditions for living and working that are worthy of the highest type of civilization.

6. The development of national, state and local parks and like facilities for wholesome recreations within the reach of all, offsetting and limiting the pressures and distractions of commercial amusements.

7. Expansion of present facilities to include a national program of preventive medicine and public safety to reduce the death rate, disease, and accidents to the lowest degree, supplemented by universal hospitalization to care for unavoidable cases of sickness and accidents.

8. The conscious and deliberate encouragement both of public and private effort in science, letters, and the arts, not as mere ornaments, but as organic parts of the good life.

9. The preservation and expansion of a reasonable equality of opportunity for all men and women to express their talents, win awards, seek appreciation in public and private life, employ their creative impulses, and reach distinction in the

various fields of human endeavor within the reach of human endeavor.

10. Co-operation with other nations of the earth in promoting travel, intercourse, commerce, and exchange on the faith of the declarations that war is renounced as an instrument of national policy and that the solution of conflict is always to be sought on the basis of peace.

Certainly these goals and others, perhaps more specific and local in effect, should not only be considered in the formation of a civic program, but when presenting any unit whether historical or geographical, for the sake of stimulating reaction toward desirable citizenship on the part of the pupil-citizen.

Methodology alone cannot enable the teacher to accomplish successfully the task of civic instruction. She must secure for herself a clear and realistic picture of modern society, gain insight into the central concepts of our industrial order and its culture, acquire habits of judicially examining its issues and problems. She must work out a philosophy of personal living and thinking in relation to the tasks of necessary civic instruction.

The whole scheme of instruction involves the proper gradation according to the ratio existing between age and intelligence. William James said, "No one sees farther into a generalization than his own knowledge of details extends". Thus our own philosophy of a scheme of social studies must be

presented according to the pupil's experience.

In perusing the many courses of study published by great schools over our country one sometimes wonders at the maze in which we are lost when we consider aims and objectives in the field of the social studies. Professor Beard and the others of the Committee of Five have left us a short but invaluable paragraph on this subject, which I feel is all we need as the basis when considering aims in this field.¹¹

The supreme purpose in civic instruction is the creation of a rich and many-sided personality equipped with practical knowledge and inspired by ideals so that it can make its way and fulfill its mission in a changing society, which is a part of a world complex.

Does this not involve knowledge, skill in analysis, good habits, attitudes and loyalties, will-power, courage, imagination, the capacity to compare and contrast, to combine and to construct, -- all these together with esthetic appreciation?

It is the duty of every progressive teacher to discover, draw forth and inspire students with capacity for leadership and creative work, for from this source comes the continuous renewal that gives freshness and vigor to our civilization.

It is not only the duty, but the prized privilege of the progressive teacher in the elementary school, to provide an environment rich in social materials in which the child may

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Chas. A. Beard, Ibid.

find interesting experiences, to the end that group life around him may become increasingly meaningful and that he may become increasingly able to conduct himself in that life.

We must provide experiences through which the child may grow in his power to interpret and understand the elementary problems of group life which are common to all. If properly set forth, on the level of the child, these social science experiences will result in a growing awareness of man's common needs, as shown by the effort of people everywhere to provide themselves with food, clothing, shelter, fuel, tools, implements, and means of transportation and communication. This is nothing more or less than an understanding of the simpler phases of the work of the world.

Will there not also grow forth a developing consciousness of the simpler and more direct ways in which various groups of people are controlled by their environment, and are altering and controlling that environment while meeting these basic needs?

We believe there will also be an awakening consciousness of the continuity of social development, a consciousness of the long, difficult struggle which man has had in his attempts to improve his methods of meeting fundamental needs, also a consciousness of the forces, historic and geographic, which have operated in that development, and of those forces which are necessary for continued development.

If the above mentioned conditions are realized, in a like manner will the pupil-citizen become conscious of his part in both the physical and social world which is conditioned at all times by the process of change.

Through these social experiences, we will provide for the child's continuous growth in the power to think clearly and independently in meeting his simpler problems of group life. Here, he will have opportunity for practice in the technique of meeting and solving both individual and group problems, that is, setting up specific purposes, planning carefully before executing, seeking and using various sources of helpful materials, evaluating those materials in the light of his purposing, and finally bringing those purposes to a relatively satisfactory culmination. He will have opportunity to evaluate and judge accomplishments, both individual and group- in the light of the progress of his group-community.

As a result of the foregoing points, will the pupil-citizen not have gained worthwhile control over such knowledge facts, techniques, and skills, as constitute the necessary tools in meeting and solving the simpler life problems? By these tools, I mean such things as the following:

Growth in study habits and reading skills

Growth in power to use maps

Growth in language

Growth in the mastery of particular knowledge facts

Growth in the power to use certain generalizations

Through these social experiences will the pupil-citizen not grow in such ideals, attitudes, standards, and habits as will make his participation in group life more and more wholesome and rich, both for himself and for the group? Will he not better understand and respect the problems of other people, other races, and nationalities? Certainly he will have an increasing sense of inter-dependence of peoples everywhere, in their efforts to carry on successfully, individual and group enterprises. Surely he will develop a greater sense of his own responsibility for his part in the social load, as well as a keen appreciation of the value of variety in individual contribution to society.

Certainly, the progressive teacher will encourage the habit of open-mindedness, cooperation, respect for intelligent leadership, an understanding of the rights of others, coupled with a critical judgment of existing conditions. The pupil-citizen will assuredly be respectful of the dignity of work, satisfied only with a high quality of achievement on his own part, according to his power to appraise both work and conduct.

Last, but not least, the progressive teacher, in providing these experiences will both consciously and unconsciously provide opportunity through which the child may grow in his desire and power to live creatively. These experiences should result in the following achievements:

An increasing interest, power, and habit of expressing

himself creatively through language, music and art.

An increasing ability and desire to act naturally, with dignity, in all group work.

An ever increasing satisfaction in contributing his part in all group work.

An increasing sense of responsibility to give of his creative effort for the good of the group.

A growing curiosity in the related fields of history, geography, literature and science.

An ever deepening appreciation of beauty as found in nature, art, literature, and human relations.

CHAPTER II

RELATION TO OTHER SUBJECTS

Integration of school subjects has often been considered one of the frills in education. It is a common practice now, however, to bring the social sciences into close relationship with all the subjects of the elementary school whenever it is possible. We often call upon the manual training department and the industrial arts supervisor to assist us with equipment for better development of social science units; information is sought from materials and specialists in the natural sciences; special instructors in the departments of english, music and languages are often available to the wide-awake teacher of social sciences. Even social arithmetics have been recently added to our bibliography.

It is the purpose, in this study, to merely throw out a few hints as to the possibilities for correlation, for the purpose of probable stimulation of the student-assistant toward further and better material on the subject:

I. Art and the Social Science Unit

Art material, in the hands of the pupils in social science classes may be a source of information only, or it may inspire

the pupils to exercise their own creative ability. It may, and should, aid the child to project himself into the age and the locality about which he is reading, thus making him at ease in the study at hand. Incidentally, comes the realization that man has ever put forth an effort to beautify, and perhaps, the fact that probably man's most enduring record will be lovely objects of art.

Walter Sargent thus states the relation between art and the social sciences:¹

They give acquaintance with the salient characteristics of styles of architecture, painting, sculpture, and industrial design, of the various historic periods of art. They also bring to the attention of pupils the more important masterpieces of these periods.

Too often we teachers take textbook illustrations to casually. This phase of the textbook might be said to be the most important part of the author's work.

Effective class discussion may well center about the color pages of any good text. This exercise should be planned with great care, directed explicitly by the teacher. The artist chooses a subject from which we may gain enjoyable information, -- then, too, by his arrangement of the shapes and color we have a unified pattern bearing out facts about

¹ Walter Sargent, Instruction in Art in the United States, U. S. Bureau of Education Bulletin, No. 43, Washington, D.C., Government Printing Office, 1918, p. 18.

minor details of the period depicted. It is suggested that both student-assistant and supervisor be alert to the many opportunities for enriching the pupil's experience through the effective use of textbook illustrations.

For pupil's notebooks or room journals, there is a wealth of fine illustrations in current magazines and gravure sections of newspapers.

Excellent illustrations may be secured from the following publishing houses:

1. The Perry Pictures Co., Malden, Mass.
2. The Brown Famous Pictures Co., Beverly, Mass.
3. The University Prints Publishing Co.,
11 Boyd Street, Newton, Mass.
4. Art Extension Society, Westport, Conn.
5. Industrial Arts Cooperative Association,
519 West 121st Street, New York City.

Our own Herron Art Institute as well as the Public Library and The Children's Museum have loan collections of illustrative material.

Many excellent illustrations are available through the use of lantern slides. Rare documents and fragile objects are thus understood and enjoyed in a way impossible through mere reading. More often than not, the teacher should choose slides for their informational value rather than from the point of view of their art and its emotional stimulation, since the object is often to recreate the life of the time

for the pupils.

II. Music and the Social Sciences

The use of phonograph records in relation to the social sciences may not only vitalize the study itself, but also does the study make the music of other lands more meaningfully, and encourage appreciation of these peoples.

The Victor, Columbia and Brunswick Companies have good organizations of records suitable for correlations of music with school subjects. These compilations are in bulletin form and are available free of charge, or in some instances for a small sum, and may be secured at local music stores.

What could lend more color to a study of the explorers and early settlers, early California history, or the great covered wagon period, than to accompany the study with the folk music of the period? Or, in a different application, if when studying the story of civilization, one could also make an historical frieze of the Evolution of the Symphony Orchestra. Would that not be of lasting cultural value, and certainly be one phase of man's adjustment to his environment.

III. English and the Social Sciences

There is a movement on in some of our experimental schools looking toward making English and the social studies

the core of the curriculum. English and the social studies have been combined into a single course in the first year of the University of Chicago High School.²

Certainly the two subjects cannot be separated in our elementary school. In fact they are so closely interwoven that it seems almost impossible to point out ways of correlation, for in reality there is no point of departure. How could the progressive teacher be blind to the English point of view when her pupils are engaged in discussion as a result of their research on topics related to a social science unit? Would it not be interesting to both pupil and teacher, when studying colonial life in New England, to project ourselves into that most exciting period and write, or tell of "stints" engaged in by the children, or even of their exciting experiences with the natives?

As for literature, historical conditions have stimulated much of our best novels and short stories. Our librarians are very glad to assist teachers in planning correlations in this field.

² H. C. Hill, "Educational Economy in the Reorganization of the Social Studies", Twenty-second Yearbook of the National Society for the Study of Education, Part II, Bloomington, Ill., Public School Publishing Co., 1923, pp. 111-125.

IV. Current Events and the Social Sciences

Since the ultimate aim of the social studies in the "creation of rich and many-sided personalities equipped with practical knowledge and inspired by ideals, so that they can make their way and fulfill their mission in a changing society", as referred to previously -- either division of the social sciences has an important relation to current happenings. Consequently, current news should occupy an important place in any social science program. Both teacher and pupil should be alert for the location of information related to the problem, or unit being studied, which may enrich and enliven the work at hand.

Knowledge of events about him and interest in public affairs tends always to promote open-mindedness and tolerance of viewpoints, characteristics of a good citizen. The pupil has a right to the opportunity for study and discussion of public opinion on national and world questions in relation to his social science course. We should help him to form the habit of reading critically, revising information, and keeping up with the times. Many times after the interest of the group is built up in a unit of study, current material continues to come in, long after the study has been completed so far as the group is concerned. This is evidence of its value as an aid to motivation in the field of the social studies.

As the result of a systematic instruction over a long period of time, the pupil will learn to appreciate the relative value of materials, and will choose his information with a positive and purposeful point of view, according to the question to be discussed. Thus the selection of newspapers and magazines is very important. Not only must the freedom from partisanship, and the makeup of the paper or magazine be considered, but the literary merit or the quality of English is important.

Several special school magazines are published for current reading courses. These are published weekly as a rule. Some of the more important and useful papers for this purpose are the following:

Current Events. Published by American Education Press, Inc., Columbus, Ohio. Four large pages of four columns each. Single copy, seventy-five cents a year. This is a typical newspaper, adapted to school use.

News Outline. Published by Looseleaf Education Inc., 1123 Broadway, New York City. Four pages, weekly. An elementary edition. Single copy, fifty cents a year.

My Weekly Reader. Published by American Education Press, Inc., Columbus, Ohio. Suited to grades three and four.

The growth of unit development, and the avoiding of the old division of subject-matter, opens the way more than ever before for the stimulating influence of many experiences

in the field of social sciences. Thus the study of current events opens the way to vivid teaching of the present conditions and the tracing of its relationship with the past, or the backward development plan of teaching historical background.

The current events paper may be used in many ways. Just as a mere suggestion, -- use it as the basis for an oral or silent reading lesson; it may be a unit in itself; and it may be clipped and filed for reference and review.³

³(Note) Much of the material for this chapter has been derived from Della Goode Fancler, and Claude C. Crawford, Teaching the Social Studies, Published by C. C. Crawford, Los Angeles, University of Southern California, 1932, pp. 247-267.

CHAPTER III

CONTENT AND PROCEDURE

A. Principles Determining the Course

Many, if not most of the elementary schools in the United States are in a state of transition. Few teachers or administrators are willing to conceive of the curriculum exclusively in terms of isolated subjects, formally organized, and administered in the old type small doses to rebelling children. On the other hand, few schools have been able to bring about a true correlation of the curriculum and the child's ever increasing breadth of life experiences.

Changes in procedure are the results of changed points of view, as to aims and functions, as were pointed out in chapter one. As we found, these changes were made gradually, while the specific modifications in procedure tend to lag behind the acceptance of these new points of view. Yet, "There is real danger that elementary education will make headway too rapidly".¹

Teachers must be alert to this danger, -- if they see only

¹John A. Hockett, Teacher's Guide to Child Development, Sacramento, California State Printing Office, 1930, p.10.

the outward forms, and miss the inner spirit of the "new education", much will be lost.

Leading educators agree that the most important factor in this progressive elementary school is the teacher, and the fact of supreme significance about the teacher, is her fundamental philosophy of life and of education. First of all, let us say, with emphasis, that freedom in education does not mean "letting children do as they please". It means helping children to please to do better things. Yet freedom does imply many opportunities for choosing and for making decisions, in situations significant to children, always having kindly counsel at hand. Freedom, then, is a relative matter, to be progressively achieved. Thus we see discipline, not as a thing apart, but intimately related to every phase of school activity.

Certainly, in the realm of experiencing the social sciences, with the sociological point of view ever before us, the room teacher and supervisor have every opportunity to so direct the situation that each phase of the experience will contribute to the acquisition of new, and more appropriate forms of behavior. That, to my notion is a vital part of the social science program. That is not only discipline in its narrow sense, but teaching its broader sense with resultant building of character, through this constructive process of building habits and attitudes in relation to conduct. Thus we see that teacher control can be withdrawn only as habits of self-

control are developed on the part of individual children.

The problem of teacher control and teacher preparation for the social studies, or any other study, is much more difficult in this new educational scheme than it was in the old formal, cut and dried study-recite program. The main considerations in the teacher's mind should be, whether or not the children are actively engaged in carrying out purposes which seem to them worth-while, and that through these purposeful activities they are gathering information which has a bearing on the main curricular problem. Then, too, we must keep in mind this point, does this unified and integrated information lead to other worth-while experiences?

Some of the critics of the social sciences maintain that the facilities for teaching these subjects, according to the newer educational methods, are not adequate.² Professor Dawson insists that a social science laboratory should be provided, and that it should be carefully planned and equipped.

It is true that as a rule the laboratory equipment is badly neglected. At least the social science classroom should be a laboratory where pupils may have access to a variety of materials which are essential to effective work. The room should not only be a pleasant place in which to work, but

²E. Dawson, Teaching the Social Studies, New York, Macmillan Co., 1927, pp. 318-336

should contain suitable space and tools with which to work. The Cleveland course of study suggests the following items as minimum equipment for any social science classroom:³

I. MINIMUM EQUIPMENT:

Tools in the Social Studies Laboratory

1. Flag. A flag of the United States properly displayed and cared for.
2. Lockers. There should be sufficient cupboard or locker space for materials and for unfinished work. *** A suitable place should be provided for permanent storage of materials that are not in daily use.
3. Globe. A pendent globe is preferable.
4. Maps. Every social studies classroom should have the following maps:
 - a. Large maps of the home city.
 - b. Map of the home state.
 - c. Political map of the United States.
 - d. Physical map of the United States.
 - e. A map of the world.
 - f. A blackboard map of the United States.
 - g. Other maps as required.
5. Reference books.
 - a. A good atlas of the world.
 - b. A dictionary.
 - c. A good historical atlas of the world.
 - d. The World Almanac, or a similar book of statistics.
 - e. A good history revised to date.
6. Bulletin Board. Sufficient space to provide for each class division.
7. Pictures. Each classroom should have a few good pictures which are chosen for their historical or geographical significance and atmosphere.
8. Supplementary Books. Sets of supplementary books to be kept in cupboard spaces overnight should be provided in sufficient numbers for effective work. New books should be provided in single

³Cleveland Public Schools, The Social Studies, Part I, Bulletin No. 7, 1928, pp. 41-42.

copies to be purchased later in sets if advisable.

9. Filing Cases. Inexpensive alphabetical files, in which to keep clippings, current news items, and illustrations which would be valuable for future reference, should be provided.

10. Lantern. A lantern, easily portable to be shared by teachers of the social studies.

11. Base plugs. Base plugs conveniently placed in the room for use of lantern, projector, solar equipment, etc.

12. Map Rail. Sufficient map rail mounted on a blackboard molding.

II. TEXTBOOKS AND COLLATERAL READING MATERIALS⁴

Textbooks are introduced at the earliest possible moment and the pupil is made to realize their general utility, if not their infallibility. *** The character of the text will determine largely the nature of the course. *** In general the text should contain all the material needed in the solution of the problems set by the teacher. It should sustain and carry on the interest of the student when he is out from under the stimulus of the teacher.

Two rather comprehensive lists of textbooks in the social studies for the elementary and secondary schools have been compiled and published recently.⁵ The Classified Catalogue of Textbooks in the Social Studies for Elementary and Secondary Schools, contains an annotated bibliography of the school texts in current general use in the fields of the social studies. In the Historical Outlook for May, 1929, is a list⁶

⁴D. C. Knowlton, History and Other Social Studies, New York, Charles Scribner's Sons, 1926, pp. 33-37.

⁵Classified Catalogue of Textbooks in the Social Studies, Publication of the National Council for the Social Studies, Philadelphia, McKinley Publishing Co., 1927.

⁶R. E. Swindler, "A Reorganized Curriculum in Social Science and a List of Library Books", Historical Outlook, XX, pp. 239-242, May, 1929.

of over two hundred references for collateral reading for a reorganized curriculum in the social studies. For each grade the list includes: (1) parallel references, (2) story and biography, and (3) historical fiction. These books have been carefully chosen, each one having been tried out in the schools.

Textbooks, too often, are written primarily for the purpose of setting forth a condensed form of the required information with little or no regard for the way the material is set forth. Books must be written with a clearer conception of the task involved in the actual teaching of the subject. It is also important that students train themselves in the power to evaluate a textbook or reference in the light of the age-grade level of the children who are to make use of it.

The following check list for the analysis of social studies textbooks summarizes the important factors which should be considered in making a selection:⁷

I. Factual Material

- A. Accurate?
- B. Up-to-date?
- C. Well selected for the points being developed?
- D. Well selected for the comprehension abilities of the pupils of the grade in which it is to be used?

II. Organization of Material

- A. Psychological presentation?
- B. Unit organization?
- C. Chronological and topical organization? (History)
- D. Summaries?

⁷Los Angeles City School District, Division of Psychology and Educational Research: Check List for the Analysis of Social Studies Textbooks, January, 1928.

III. Style of Writing

- A. Comprehensive level of vocabulary?
- B. Use of the principle of comparisons to the "knowns" of pupils?
- C. Straightforwardness - no literary half-truths?
- D. Conformity to accepted social usage?
- E. Designed to cause reasoning?
- F. Developmental or formal?
- G. Length of sentences

IV. Teaching Helps

- A. Questions designed to induce reasoning?
- B. Related activities suggested?
- C. Drill devices?
- D. Common essentials listed?
- E. Material for testing achievement?

V. Ideals and Attitudes

- A. Emphasis on building of ideals and attitudes?
- B. Wholly acceptable ideals and attitudes?
- C. So presented as to habituate "emotional response"?

VI. Visual Aids (Pictures, maps, graphs, tables, etc.)

- A. Accuracy?
- B. Well selected for purpose?
- C. Mentioned definitely in the context?
- D. Clearness - right amount of detail?
- E. Variety and number?

VII. Format

- A. Read type without eye strain?
- B. Inked heavily enough?
- C. Paper opaque and non-glare?
- D. Cuts of good quality and well inked?
- E. Binding rugged?

VIII. Does the Textbook Fit the Announced Purposes of the Course?

- A. As to the information desired?
- B. As to the appreciations desired?
- C. As to the ideals and attitudes desired?
- D. As to the pupil activities desired?

IX. Author

- A. Experience in teaching pupils of the age for which the book was written?
- B. Experience in the subject field?
- C. Opportunity for observation and travel?

In addition to textbooks there is a need for a wide variety of special types of materials in order to vitalize and make effective the work of the social science courses. The use of visual aids in the teaching of the social studies means an enrichment of the pupil's experiences through an acquaintance with the concrete expressions of art, nature, history and industry, out of which may come a broader and deeper understanding. The picture, cartoon graph, map, time line, diagram, the model, a bit of dress, an old relic, all lend themselves to the pupil's ability to project himself into the past more effectively. Films, slides, stereographs, pageants, tableaux, excursions to historical or industrial places of interest are also invaluable to the social science experiences.

Thus we see that the social science laboratory should be a carefully planned and well equipped work shop. Here pupils are given an opportunity to develop initiative, learn co-operation, and exercise judgment in solving real social, economic, industrial, and political problems.

With the stage set in so far as equipment is concerned, we are ready to consider the actual launching of the social science experience.

Let us first briefly consider the proposed arrangement:

I. How to Plan for a Social Science Experience

The materials given in Part II of this study are organized

in such a way as to suggest method of procedure in an experience rather than to set forth rigid requirements. The work is arranged in the form of unit experiences. Each unit is discussed in the terms of Professor Henry C. Morrison as explained in the introductory paragraphs of Part II. These units are set up as problems, which in turn are broken up in organized subject matter related to the problem. These problems do not need to be followed in the order given. They may be combined at the discretion of the supervisor, but they should be arranged according to the experiences of the group and adjusted to meet the laboratory equipment.

Suggested Steps in the Student Assistant's Preparation for Carrying on a Social Science Experience:

1. Become familiar with the general scope of the experiences for the grade by reading the Course of Study prescribed for the school.
2. Decide on the center of interest or the unifying idea which will be appropriate for the group. To do this perhaps these questions will arise:

Does this group have sufficient background for the problem as it is suggested?

Is the content material required in carrying it on, rich and worth-while?

Will it give opportunity for a variety of forms of expression?

Are adequate facilities for carrying out the activity available?

Is it rich in "leading on" qualities?

3. Read extensively among the material suggested in the bibliography.
4. Lead the class to formulate the problem or purpose.
5. Plan with the class how to proceed.
 - a. Decide on sources of information, books, people, observations, excursions, experiments, and pictures.
 - b. Decide on the necessary equipment.
 - c. Decide upon the best class organization, such as committees; will reports be necessary? Who will direct these, children or teacher? Many other questions will suggest themselves according to the type of problem.

In general, the best preparation for entering into a social science experience is for the teacher to be alert and sympathetic with the immediate interests of the group, to have a wide acquaintance with the content background of the problems suggested for the grade. If the teacher is willing to be one with the learners, she will find in any experience

an intellectual challenge and will discover many interesting ways of leading children into experiences rich in opportunities and learning.

II. How to Initiate a Social Science Experience

Our courses of study lay out certain minimum fields to be explored in the social studies. We, as teachers are alert to those essentials, and set the stage with properties stimulating some sort of reactions to those requirements. Having discovered the interests of our particular group, then it is our problem to focus them upon desirable ends. Sometimes it is even necessary to direct the stimulation itself.

When experiences are already actively focused in the desired direction, the approach can be made simply by talking over the problem and encouraging the children to plan intelligently by consideration of the factors for solving the problem. The type of approach will depend upon the nature of the problem, upon the experience of the group, their maturity and upon the materials and facilities at hand.

Remember that the suggested approaches are only suggestive; let them reveal better approaches when possible.

III. How to Keep the Experience Moving

The procedures necessary to keep an experience moving from day to day in a progressive manner depend upon the age and grade of the pupils as well as upon the available sources of information. The program of activities should allow for

extended study and investigation, opportunities for group discussion and exchange of ideas, and provide for creative expression through many materials. Flexibility and variety of procedure are necessary for successful experiencing of units of study. Study periods and recitation periods merge into each other and overlap. Lectures, excursions, demonstrations, experiments, and many other devices for gaining information are all necessary to stimulate or express ideas gained from the study.

In the beginning, extended planning periods are often necessary, in order to make a survey of methods and materials. The following suggestions may be valuable to student assistants:

Points for Planning Procedures

Are all the pupils conscious of the problem? Has it been clearly stated or formulated?

Are suggestions by pupils given due consideration?

Are the details simple enough to be grasped readily and carried out satisfactorily for the individual and the group?

Do pupils become increasingly independent in locating source material and contributing to the group?

Does the teacher keep a balance between the group and individual assignments?

Has the teacher's preparation been extensive enough to make constructive suggestions possible?

Does the teacher guide without dominating the plans?

Are group and individual plans made with individual capacities and needs in mind?

Is the planning sufficient and yet not tedious?

Is every member of the group responsible for constructive suggestions?

As the study proceeds the group discussions often change to less formal activities at intervals, in order to exchange ideas and yet not interrupt extended study activities on the part of some children. Perhaps a clipping will be read or a reference reported, an object presented, a picture or map discussed, or a question asked. While the period is daily and informal, it should be planned with great care lest the time be wasted. I have often found it valuable to ask a pupil chairman to serve in the round up of contributions.

In the development of an experience many interesting and challenging problems arise. The teacher should use every opportunity for establishing a problem-solving attitude and a proper technique of problem-solution. Following, are a few suggestions for conducting problem-solving discussions:

The class should locate and define the problem.

The class should consider the data necessary to solve the problem.

The class should decide upon sources from which the required data may be obtained.

Reference materials should be organized by the pupils,

or by the pupils and the teacher together.

The problem should be broken up into its natural parts. Extended library or study periods should be provided for.

The first reading should be of the type for exploration of the field, so that the main problem may be realized and minor problems may shape themselves in the child's mind.

The discussion following the above study should result in the rounding out of the problem and locating specifics for future study. Then may the committees be formed and individual studies outlined or assigned. Here it is quite essential that we keep in mind a genuine social situation, with the teacher a member of the group, not a dictator, but recognizing and utilizing pupil suggestions of merit. Of course there should be ample provision for rich and colorful contributions from the experiences of the teacher to supplement and develop the problem, add to the content, make clear ideas, and encourage specific individual enterprise on the part of the children.

The wide variety of reading materials provided in the bibliography compiled by teacher and pupils should not only furnish ample material of both work type and literary background for the studies, but they should be found stimulating to extensive recreatory reading.

Among the various types of activity necessary in carrying out a social science experience, the excursion can be one of the most valuable, in furnishing concrete experiences relating

distant time or space to the experiences of the child. He can gather data; it may stimulate interest; or it may be a means of organization of ideas already gathered. The planning for an excursion is of great importance, which should be organized as to purpose, and experiences to be gained. The follow-up of an excursion needs as careful consideration as does the planning. If it is not worth doing something about, then it probably was not worth the taking. Often, too, the whole trip is spoiled by the after-effects of quizzing, compositions, oral reports and other resultant experiences. The best follow-up is the application of the ideas and information gained. On the other hand discussion of interesting observations even though unrelated to the immediate problem should not be wholly ignored. They often offer a key to the keenest interests of individual children, which is important in child guidance.

Because of the richness of the intellectual material of the social science program, there are many opportunities for creative expression. Just here may I say that I honestly believe far too many teachers think of creative effort on the part of children consists in nothing more or less than making "things" with plastic materials, music, or in verse. The child lives creatively when he solves a mental problem, reaches a conclusion or truth, plans an assembly. Creative effort in the field of ideas is of far more permanent value toward effective citizenship than to build a peep

show that sooner or later will find its place in the furnace. Of course, dramatics, festivals and plays fix a movement in the mind of the child in an unforgettable manner, if it is not forced from without. Other outlets for creative expression are modelling, painting, musical composition, writing in verse, story letters and diaries. These must be encouraged, so that they come spontaneously that they will clarify ideas and lead to a better assimilation of ideas.

The teacher who is really alive to the opportunities offered in the social sciences will see and encourage every worth-while effort on the part of the pupil which will bring out the well-rounded personality which is the ultimate goal for good citizenship.

IV. How To Measure Results of the Experience

There is seldom a sense of the coming to an end of a successfully carried on social science experience. New ideas or leads are apparent, and the study seems to become continuous, rather than drawing to a close. It seems better to stop the study as a group experience when the interest is high, then will the individual growth continue in lines of the peculiar interests of individuals, the end for them setting itself in the future.

As to the measuring of results of any social science experience in the light of the aims and specific objectives set at the beginning, there are many difficulties. Any tests

administered should define for the teacher as well as for the pupil those objectives peculiar to the age and grade. If the goal of the experience were only a fixed amount of subject matter, then the process would be complete when mastery could be reached. But since the goal includes the pupil's growth in power to meet problems, the conditions for measuring results are different. We are confronted with such intangible points as interests, attitudes, and appreciations and the establishment of worth-while traits of citizenship.⁸

In the field of information the problem of how to measure is less difficult. The outcomes here might be organized as to (a) general ideas and principles, and (b) facts.

Some distinctive techniques to be developed, and, therefore checked upon, are those concerned with the progressive development of:⁹

(1) A technical and semitechnical reading vocabulary, and the habit of discovering social relations through reading, and of expressing them in writing.

(2) Skill in the interpretation of statistics and graphs used for socializing purposes.

⁸Wm. H. Burton, and Others, The Supervision of Elementary School Subjects, New York, D. Appleton & Co., 1929, pp. 349, 350.

⁹Wm. H. Burton, The Supervision of the Elementary School Subjects. New York. D. Appleton and Co., 1929, pp. 337, 356-358.

(3) A developing power to summarize and present significant findings discovered through comparison and associative thinking.

(4) A developing historical-mindedness, or seeing both sides of a question.

(5) Establishment of a conception of the connection of the present with the past.

(6) Development of lasting intellectual tastes through the selection and use of books.

A most significant fact of which the supervisor and teacher should be aware, concerning the measurement of results in the social studies, is that there are available at present no standardized tests which are satisfactory for this purpose.¹⁰ Those that have been published, test, for the most part, mere by-products of the subject, instead of its essential elements, and these are strictly divided into subject tests. However, the tests in geography will be found very helpful in measuring accomplishment on the information level.

The maker of tests in history and civics faces greater difficulty than does the maker of tests in any other field of subject-matter. One faces problems which are large and complicated. In the first place, teachers of these subjects

¹⁰ Wm. C. Burton, Op. Cit., pp. 239-438.

are not agreed upon the outcomes of their teaching. Then the task of constructing tests to measure the outcomes of the newer idea of a unified course is lagging far behind the development of the course itself.¹¹

Without a doubt there is great need of tests in this new field of social science, but for the present we have, as indicated above, very distinct and separate tests in civics, history, and geography, with very few for the first six grades. The New Stanford Battery of tests for upper grades, that is, grades four to eight, contains a test in geography of eighty multiple-choice type questions, arranged in order of difficulty.

The following samples illustrate the type of exercises included.¹²

Directions: Draw a line under the word which makes the sentence true.

1. Christmas comes in
December January July
2. The Eskimos are great
fishermen miners farmers
3. The shape of the earth is
flat square round
4. The largest bodies of water are called
seas oceans lakes

¹¹Wm. C. Burton, Op. cit., pp. 230-235.

¹²New Stanford Achievement Test, Advanced. New York, The World Book Co.

5. Cotton grows on a
bush vine tree

The test is well constructed and has a high degree of reliability. It represents a wide range of geographical information as well as many aspects of geography which have a large social significance.

If one will study the statements of objectives in the social studies, as we scan various courses of study, one will find more emphasis upon other outcomes of teaching than upon the mastery of facts. Yet most of the tests produced in this field mainly measure the factual aim. This emphasis upon facts apart from the situations in which they are to be found or used, is likely to produce an erroneous idea as to their relative importance.¹³

One of the tests in the New Stanford Battery is a combination History and Civics test, consisting of eighty questions of the selection type, of which the following are samples:

1. The Pilgrims came from
England France Spain
2. Columbus made his voyage to America in:
1492 1620 1776
3. The highest officer of a city is the
alderman chief of police mayor

¹³ G. M. Ruch, and Others. Examination Methods in the Social Studies. Chicago, Scott, Foresman and Co., 1926.

4. The canal which was opened for traffic in 1914 was the
Erie Suez Panama
5. Columbus received his financial support from
Portugal Spain Italy *

It will be observed that, in these first few questions, history predominates. This holds throughout the test. There are only a few questions on civics. This emphasis will necessarily limit the use of the test in some instances. Little attention is given to such outcomes of teaching as problem-solving, and attitudes.

Most tests in these subjects have little diagnostic value. Much work needs to be done along the line of diagnosis.¹⁵ The teacher must keep in mind the limitations, and use them for what they are worth. Their use should be supplimented by various informal tests in order to check more adequately on the progress of the pupils.

An extensive amount of literature has appeared within the last ten years on the improvement of the written examination. Our problem is little concerned, however, with the essay type of examination, since a formal written exercise

¹⁴ New Stanford Achievement Test, loc. cit.

¹⁵ L. J. Brueckner, and E. O. Melby. Diagnostic and Remedial Teaching, Chapter XII, Boston, Houghton, Mifflin Co., 1931

has seldom been called for, at least until the sixth grade. Yet, as low as the second grade, it is possible, and probably a very good practice, to use some of the following new-type tests to check, both upon pupil-understanding and teacher presentation. Ruch¹⁶ devotes a chapter to various types of informal tests which were submitted by teachers in a national contest for construction of informal tests in the field. The following types are suggestive:

- I. Recall
- II. True-false
- III. Multiple-response
- IV. Matching exercises
- V. Rearrangement types
- VI. Analogies
- VII. Identifications
- VIII. Cross-outs
- IX. Map locations
- X. Deduction of conclusions from premises

Of the above types, simple-recall, true-false, completion, multiple-choice, and matching tests are the ones most widely used. A sample of this kind of a test, used in a fourth grade after the study of the Eskimos, is presented below. Directions: Write T to the left of the number if the sentence is true.

¹⁶G. M. Ruch, loc. cit., Chapter VII.

Write F to the left of the number if the sentence is false.

1. We traveled on the Atlantic Ocean to get to Alaska.
2. Igloos are made of bricks.
3. Eskimos heat their houses with stone lamps.
4. The summer homes of the Eskimos are made of animal skins.
5. The playthings of the Eskimo children are made of bones of animals.
6. The Eskimos have many fruits and vegetables to eat.
7. Alaska belongs to the United States.
8. Driftwood is very precious to the Eskimo.

The outstanding weakness of this type is the guessing element. This is not yet entirely eliminated although through definitely worked out formulas¹⁷ this condition can be greatly minimized.

Teachers should look upon all examinations as teaching devices, although it is customary to use tests for the measurement of achievement in factual material. No teacher is justified, however, today, in relying upon the test entirely as an index of the pupil's achievement. If the tests are wisely constructed they can be used to test the pupil's ability to reason, to weigh, to judge, to compare, to evaluate, and to

¹⁷L. W. Webb, and A. M. Shotwell, Standard Tests in the Elementary School. New York, Ray Long and Richard R. Smith, Inc., 1932. pp. 518-520.

recognize relationships.¹⁸

The transferring of scores into grades is an important problem which every teacher faces. Many teachers do not distinguish between scores and grades. The grade is that index of achievement in the entire subject, after the period of instruction is over, based upon the total of scores in relation to the grading system.¹⁹

In 1925 the Board of Education of Rochester, New York, and Dr. Herbert S. Weet, Superintendent of Public Instruction, instituted a survey of the social science work being done in every department of the city school system. The survey took two years - and the survey led to further curriculum revision extending over a four year period of time. An important phase of this curriculum study was the task of trying to decide what were the most valuable social science objectives, and how the achievement of these objectives, and how the achievement of these objectives could be measured, or tested. The committee made tests available for study and experimentation. Concentration was placed upon the testing of factual mastery, both for defects and values, the tests being arranged in groups, such as "completion", "true-false", and best-answer.

¹⁸G. M. Ruch, and Others, Examination Methods in the Social Studies, Chicago, Scott, Foresman and Co., 1929.

¹⁹L. W. Webb, and A. M. Shotwell, loc. cit., pp. 520-523.

The findings seemed to prove -

that factual tests should represent only seemingly fundamental fact associations, and that the elements composing the test should be grouped so as to emphasize these associations.²⁰

The teachers were unanimous in their willingness to discard a great many irrelevant factual details.

No one can enter earnestly into the new-type testing program for social studies without appreciating both its short-comings and its values. It is a tool which needs to be thoroughly mastered and then applied to the measurement of all social science objectives for a number of years before we are over the experimental stage, and can reach final conclusions. In the meantime, experimentation with both the essay type test, and the "single statement" form, should go on, tried out by open-minded, alert teachers who are seeking valuable aids towards better teaching.

A carefully prepared new-type test, clearly drawn up along the line of distinct measurement of chosen social objectives, may be used first as a pre-test, then as a mastery-test, followed by a class discussion, the whole thing managed in such a way that the children enjoy it, discussing, judging, and honestly noting their achievement, or lack of it. All

²⁰ Alice Gibbons, "Bests in the Social Studies", No. 3, Publications of the National Council for the Social Studies, Philadelphia, McKinley Pub. C., 1929, pp. 17-19.

this may be so conducted that neither the teacher nor the pupil need think of "the mark" to be recorded for, or against, individuals in "passing the test".

The teacher in the classroom, however, might be more concerned with the use of the new-type tests as devices for the improvement of the teaching-learning process than she is with the rise of the standardized test, as it may be easily adapted to any individual teaching unit. To construct an objective test that will serve as a scientific measuring device is not within the province of the teacher. Yet she can devise simple, informal tests to be scored objectively, that will help to stimulate the teaching-learning process. The tests that the teacher makes can be very carefully articulated with the work in the classroom. This integration between measuring device and the lesson taught is not always possible with purchased tests.

How shall these tests be constructed? First, let us consider a definite topic that is taught in the fourth grade. We will not consider the method, but simply the subject-matter to be covered. The informal tests based on this material will follow the short outline of subject-matter.

This section is only a small part of a unit on "Cotton".²¹

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Clyde B. Moore and Lillian O. Wilcox, The Teaching of Geography, Chicago, American Book Co., 1932, pp. 233, 234.

LESSON I.

I. Review - Oral description of the cotton plant and its growth. Discuss and locate the concentration regions of the South.

II. Development

1. Cities of the United States to which raw cotton is shipped - Manchester, Pawtucket, New Bedford, Fall River, Providence, and, more recently, certain cities in the South.

2. Foreign country which imports large amounts.

a. Reasons for England's importance in cotton-weaving.

b. Advantages of the Lancaster district for weaving.

c. Relation between cotton crops of the south-United States and the prosperity of the English mills.

3. Cities in southern United States that weave cotton cloth.

a. Why located on the Fall Line.

b. Why only the coarser fabrics are produced.

4. Route of a cargo of cotton from New Orleans or Galveston to Manchester, England.

III. Summary: Informal Test Number Three

INFORMAL TEST NUMBER THREE

1. Select three cities that engage in cotton weaving on a large scale: Boston, Fall River, Pawtucket, New Orleans, Manchester.

2. Copy the five best reasons why New England weaves cotton goods.

a. There are prevailing damp west winds in the cotton-weaving area.

b. The numerous streams provide quantities of clear, pure water.

c. Cotton cloth is the only article that New England can manufacture.

d. Power to run the mills is easily obtained.

e. There are excellent facilities for shipping the finished product.

f. Great Britain provides a ready market for the cotton cloth woven in England.

g. Raw cotton is easily obtained.

h. Agriculture is not profitable.

i. They have many machines for weaving cloth.

3. Copy the reason that best explains why Great Britain favored the South during the Civil War.
 - a. Many of the Southerners were descended from Englishmen.
 - b. The South supplied raw-materials for England's mills.
 - c. The North never traded with England and the South did.

Key for Marking Test Three

1. Fall River, Pawtucket, Manchester.
2. a,b,d,e,g.
3. b.

By the use of a test of this type, the teacher can discover if the pupils possess certain necessary techniques or are weak, or strong, in a knowledge of the various divisions of the social studies. She will thus be able in the light of such information to modify her teaching so as to overcome the weaknesses revealed.

CHAPTER IV.

ARRIVING AT THE CONTENT

The scientific method of arriving at a social studies curriculum, aims to investigate relationships between citizenship and the study of the social sciences; selection of material with reference to an objectively determined standard; carefully graded material as a result of experimentation in the classroom, of material closely related to present activities and problems of life, on the basis of their social value. As stated before, it attempts to measure results objectively.¹

Most of us are placed, as teachers, in situations already having a mechanical set-up, in curricular requirements, so far as administrative principles are concerned. Yet, are we not all charged with the responsibility of alertness in so far as curricular adjustment and improvement is concerned?

The selection and organization of subject matter in any field is a perplexing problem to both teacher and supervisor. It is one which needs direct assistance. In no subject is the teacher of today charged with heavier responsibility than in the social studies. The separate subjects from which the social science materials are largely drawn, that is, history,

¹Homer B. Reed, Psychology of Elementary School Subject, Chicago, Ginn and Co., 1927, p. 387.

geography, and civics, have, of course, been taught for years. In recent years, however, as mentioned earlier in the study, much greater emphasis has come to be placed upon the functional interpretation of these subjects. The burden of education for citizenship is being placed upon the social studies. The schools are being called upon to produce a generation of informed, thinking, and socially minded and socially disposed citizens.² It no longer suffices to teach the facts of geography and history alone. Complex and varied outcomes are set up which demand radical variations in both materials and technique.

One of the difficult problems in the social studies is the selection of facts to be mastered. In a subject such as geography, the amount of available information alone, is amazingly large. For example, five commonly used geographies mention 500 to 600 cities.³ Dates, cities, names of persons, battles, movements, mountain ranges, rivers, and islands pass before the child in what must seem to him a never ending panorama. It is obvious that the child cannot be expected to learn all of these numerous and rapidly increasing facts. A selection must be made. Then who is to make the selection, and how is it to be made? The teacher in practice

²Homer B. Reed, Op. cit., p. 389.

³Harold O. Rugg, and John Hockett, Objective Studies in Map Location, Teachers College, New York, Columbia University, 1925, p. 4.

probably follows the adopted text, but even here further selection must be made. What seems important to one teacher will not appear so important to another. What receives emphasis in one city may not receive emphasis in another. The latter is especially true, we find, as we tabulate the requirements, by grades, of the various courses of study as they are being used in the leading schools of our country, as will be noted later in the chapter.

Then, if educators and school-men over the country are not agreed upon the factors that go to make up the social science curriculum, what can individual teachers do about it? A wide acquaintance, however, with the curricular requirements and their grade placement tends to make more accurate the teacher's adjustment of the prescribed curricular objectives to her particular school situation. Therefore, it is suggested that survey of curricula, over a sufficiently extensive geographic territory to eliminate local peculiarities and practice, may be valuable in judging materials to be taught, as well as for the placing of emphasis in the teaching of specific phases of material. Through this survey we may compare the clear-cut set of minimum essentials, the factual material, which is considered adequate as a basis for the development of those characteristics of citizenship and world knowledge necessary for fitting the individual for living in society. If the teacher is to regard it intelligently, she must regard the materials found, as merely a com-

pilation, descriptive of what is expected only as regards minimum essentials. It is suggestive rather than dictatorial. If the suggestive, printed curriculum, as turned over to the teacher by the specialists, is stated in terms of conduct goals, her problem may be immensely simplified. If they are not provided for her in this manner, however, it will be necessary for her to re-state her curriculum by the use of a technique similar to the following:⁴

Taking the curriculum in whatever form it is provided for her, the teacher will find it useful to ignore the separate subject-matter divisions, such as history, geography, and civics, and to re-state her curriculum in terms of four types of curriculum conduct goals. These may be stated as follows:

(1) Ability to Do, Make, or Achieve.

One of the forms of conduct in which individuals engage is doing things which involve the use of complex habits and skills. These forms of conduct may involve the use of skills customarily referred to in the curricula in such terms as the habit of using maps and globes, skill in the use of materials that will enable him to prepare and deliver a short report, the habit of collecting and using illustrative material.

⁴A. Gordon Melvin, The Technique of Progressive Teaching, New York, The John Day Co., 1932, pp. 122-133.

(2) Knowledge, or Information.

In order to secure this information, children read books, magazine articles, and newspapers; make excursions and investigations of various sorts. Thus they learn about the French settlements, the westward movement, or the Mississippi river.

(3) Understanding.

Understanding takes us farther than knowledge. It often precedes the gaining of certain knowledge. It does not require much understanding to learn the names of the thirteen colonies, but if one is to distinguish the forms of government, one will need to understand the characteristics due to environment and traditions of the several homelands represented. There are other numerous problems such as - What causes trade winds? Why was the western coast settled before Colorado?

(4) Personal Appreciation of Worth or Value.

To hear the story of Columbus, with enjoyment and appreciation, involves the acceptance of certain standards of value or worth. To hear a report on a phase of the study and know that it is good, to do a manual or mental task and know that it is inferior, is to accept certain standards of judgment as valid. Thus in acknowledging the good others do, and in appreciating beauty, or recognizing our shortcomings, we are enlarging our own personalities.

The problem of re-stating curricula in terms of these four types of conduct goals, or learning products, will vary. Sometimes curricula, as provided for the teacher, are worked out in numerous, unrelated details. In such case the teacher will find the re-statement a tedious one. Sometimes the complex subject-matter prescriptions are confusing. In whatever form the printed curriculum is stated, however, some attempt may be made to re-state or re-group its prescriptions in terms of the above mentioned goals.

Let us consider the essential requirements of the courses of study for Indianapolis, the State of Indiana, Horace Mann School of Columbia University, Detroit, Cleveland, and Denver, for the purpose of locating essential factual material in the middle grades. Then let us attempt the possible re-statement, in a general way, of the curriculum requirements in the form of conduct goals - as the basis for classroom organization.

In summarizing the essentials previous to the middle grades, that is, the first three grades, we find that in general the main centers of interest in these cities has been placed upon the following items:

I. Home environment

Food, shelter, and clothing.

Neighborhood workers, city and country

School life.

II. Life of other children.

Indians; their food, shelter, clothing, travel,
work, and music.

World children; the Japanese, Dutch, Eskimo, Swiss,
Chinese.

III. Occupations of men:

Farming; Fishing; Mining; Lumbering; Manufacturing.

IV. Observational Geography

Weather; seasons; land; water; directions; sun.

TABLE I.

I. INDIANAPOLIS⁵

SOCIAL SCIENCE ESSENTIALS

Grade 4	Grade 5	Grade 6
<p>1. Indianapolis: Plan; industries; recreation; transportation; growth from village to city.</p> <p>2. State: Typical settlement Men: Boone, Clark. Natural Beauties. Industries and occupations. Cities.</p> <p>3. Country: Mississippi valley; The West; the East; the South.</p> <p>4. Our Continent: Canada, Alaska, Central America, Mexico, Panama</p> <p>5. Occupations from a World Standpoint: Farming, Manufacturing, Lumbering, Mining, Quarrying, Trading, Transportation.</p> <p>6. Earth: Form, size, move.</p>	<p>1. Europe: Location; surface; people; work.</p> <p>2. British Isles: Physical features; people and work. Commerce.</p> <p>3. S. America: A.B.C. countries.</p> <p>4. View of the U.S.: Provisions for food, shelter, and clothing.</p> <p>5. Alaska, Canada, Mexico, Canal Zone.</p> <p>6. Exploration and settlement of America.</p> <p>7. Colonization.</p> <p>8. Leaders and Heroes.</p> <p>9. Government.</p>	<p>1. Asia: Pictorial view</p> <p>2. Africa: People; work; customs</p> <p>3. Regional Europe. Colonies.</p> <p>4. Democracy: Early Greece, Rome, W. Europe.</p> <p>5. World Community: England-feudalism. King John-Charter. Representation.</p> <p>6. Discovery and Exploration. Struggle vs. Spain, Colonization.</p>

⁵Public Schools of Indianapolis, Minimum Essentials Elementary Schools, 1921.

TABLE II

II. STATE OF INDIANA⁶

SOCIAL SCIENCE ESSENTIALS

Grade 4	Grade 5	Grade 6
<p>1. Survey of Our Country. Physical features. Transportation.</p> <p>2. How People Work and Live in the U.S. Agriculture, Grazing, Dairying, Lumbering, Mining, Fishing, Manufacturing, Commerce</p> <p>3. World Journey Globe study Zones and life Polar regions Norway-Vikings Swiss life African-pigmy Brazil-rubber Central America</p>	<p>1. "Harnessing Nature" Stone Age tools Mediterranean countries Mapping Europe</p> <p>2. Wheat of the World</p> <p>3. Citrus fruits</p> <p>4. Italy -fishing</p> <p>5. Central Europe France</p> <p>6. Britain and civilization</p> <p>7. Life in America as related to Europe.</p> <p>8. India, China, Japan, Australia</p> <p>9. Changes in work, government, machinery, and social ideals.</p>	<p>1. Inheritance from the East Egypt; Hebrews; Phoenicia; Greece; Rome; Germany; England</p> <p>2. Europe in 1492 Marco Polo Crusades Feudalism</p> <p>3. Europe Finds America Spain, Portugal, England and the routes to the East.</p> <p>4. America in 1492 The Red Man's Land</p> <p>5. Latin America</p> <p>6. France in America.</p> <p>7. Colonial life</p> <p>8. Summary: America, a good place to live.</p>

⁶State of Indiana, Department of Public Instruction, Bulletin No. 107-C. Tentative Course of Study in Elementary Social Studies, 1931.

TABLE III

III. HORACE MANN SCHOOL (COLUMBIA UNIVERSITY)⁷

SOCIAL SCIENCE ESSENTIALS

Grade 4	Grade 5	Grade 6
<p>I. General: Globe Study; Location; Directions; Meridians; Parallel; Rotation and time; Equator; Axis; Continents; Ocean.</p> <p>II. Journey Geog. Each continent is visit- ed-each large body of water is crossed.</p> <ol style="list-style-type: none"> 1. Africa-desert and forest. 2. S. America; Pampas; Argentine; Rubber; Amazon. 3. N. America-Eskimos; Far North Indians; Canada. 4. Europe-Mountains; Switzerland. Lowlands; Holland. Fiorded coast; Nor- way. 5. Asia.-Khirghiz Nomads. Crowded agriculture in China. 6. Australia-Unusual plant and animal life. Sheep ranch- es. Wheat. 7. Voyages to the Poles. 	<p>I. General: Latitude and longitude; Maps, scale; Revolution of the Earth; Weather; Cli- mate; Winds; Oceans.</p> <p>II. Type Study and Problem Method: 1. U.S. and Canada: Correlate with history. Home state. Six groups of states. Canada as a complement of U.S. Maritime Provinces On- tario; Wheat region; Paci- fic states; North sec- tion. Climat- ic advantages and disad- vantages. Transportation. Attraction for tourists.</p>	<p>I. General: Earth, shape- proof. Lati- tude and long- itude. Zones- seasons. Time-Date Line. Tides- gravity. Com- pass-magnet- ism.</p> <p>II. Geographic life, and its effect on man:</p> <ol style="list-style-type: none"> 1. Southern Continents: Latin Amer- ica; S. Amer- ica; Africa; Australia; West Indies. Importance to U.S.; trade rela- tionships; natural re- sources; in- stability of govern- ment; prod- ucts; natives.

⁷Horace Mann School, A Tentative Course of Study in the Social Studies, New York, Bureau of Publications, Teachers College, Columbia University, 1931.

TABLE IV

IV. DETROIT⁸

SOCIAL SCIENCE ESSENTIALS

Grade 4	Grade 5	Grade 6
<p>I. General aim: Understanding of the significance of trade, industry, and commerce as factors in our national stability progress, and prosperity. Nationalism and national growth, industrial, economic, political, and social.</p> <p>II. Centers of Interest:</p> <p>1. Home state. Geographic features; historic background; resources; resorts; highways and railways.</p> <p>2. Survey of the United States; Geographic features. Industrial, historic, and social features of the sections of U.S.</p> <p>3. Outlying possessions.</p>	<p>I. General aim: Internationalism through cooperation and friendship of nations in commerce, industry, language, diplomacy, and social relations.</p> <p>Contributions of the past to our present social status.</p> <p>II. Units of Study:</p> <p>1. Interdependence between S. America, Central American countries, region north of U.S.</p> <p>2. Asia, Africa, Australia; Geographical and industrial features; Peoples and industries.</p> <p>III. Oceans and winds.</p>	<p>I. General aim: An understanding of the significance and rights of labor, capital, land, in our economic and social order.</p> <p>The right of all people to earn a living and to enjoy life, liberty, and the pursuit of happiness.</p> <p>II. Units:</p> <p>1. Europe and the U.S. World unity and the interdependence of nations. Industrial and political relations of Europe and U.S.</p> <p>2. Builders of our country.</p> <p>3. Sectional U.S.</p> <p>4. Possessions.</p> <p>5. Foreign relations.</p>

⁸Detroit Public Schools, Course of Study in Social Science, Grades One to Six. Published by the Authority of the Board of Education, City of Detroit.

TABLE V

V. CLEVELAND⁹

SOCIAL SCIENCE ESSENTIALS

Grade 4	Grade 5	Grade 6
<p>I. Geographic Controls: Types: Cold Desert Dry Desert Jungle Holland Switzerland Japan</p> <p>II. The Earth: Rotation Oceans Continents Temperature</p> <p>III. Controls: 1. Cold and temperate: North America Lumberman Hunter, Trapper</p> <p>2. Tropical: South America Cacao Palm Quita Panama Hat</p> <p>3. Semi-tropical: Asia Rice farmer Europe Fishermen Grape growing</p>	<p>I. Human Relationship and Geographic Controls:</p> <p>1. Industries Dairying Farming Grazing Cattle Sheep Meat packing Fishing Mining Manufacturing Transportation Irrigation</p> <p>2. Our Capitol</p> <p>3. Summary of U.S. Local state Possessions</p> <p>4. Canada 5. Mexico 6. Central America 7. Canal Zone 8. South America</p>	<p>I. Physical Controls, and Life Responses.</p> <p>Europe, regions.</p> <p>II. Directions, Latitude, Longitude, Winds, Rainfall.</p> <p>III. British Isles and their possessions.</p>

⁹Cleveland Public School Bulletin, History and Geography in the Elementary Grades, Published by Cleveland Public Schools, 1930.

TABLE VI

VI. DENVER¹⁰

SOCIAL SCIENCE ESSENTIALS

Grade 4	Grade 5	Grade 6
<p>UNITS: I. Colonial Life Types: New England town Virginia plantation. Geographic controls; Discoverers and Explorers. II. Westward Movement. Why? Where? How? Pioneer life.</p>	<p>Theme: Interdependence. UNITS: I. Agriculture II. Irrigation III. Stockraising IV. Fishing V. Lumbering VI. Quarrying VII. Mining</p>	<p>Theme: Interdependence. Units: I. Manufacturing II. Transportation. III. Communication IV. Inventions and Discovery as an Aid to World Progress Lighting; printing; telegraph; telephone; cable; wireless; fire and heat V. Recreation Playgrounds; parks; libraries; museums; national playgrounds; sports through the ages.</p>

¹⁰Course of Study Monograph Number Twenty Social Science, Grades One, Two, Three, Four, Five and Six, Elementary School, Public Schools, Denver, Colorado.

Although the foregoing tables of essential factual material do not readily lend themselves to immediate generalizations within the grades, there is a theme, it seems, which may be traced throughout the courses in the three grades. This theme might well be termed "Social Interdependence". This implies not only interdependence at home but also on a world level. It is obvious that the emphasis is upon geographic controls in the fourth and fifth grades. Then the emphasis changes to that of historical background for the purpose of understanding modern, complicated society, in the sixth grade, except in the Horace Mann School, where a formal study of history is postponed until the Junior High School.

If we look at content from this point of view, subject matter, for these middle grades, at least for this sampling, might be generalized and re-stated, as in the following table, and expressed as "Conduct Goals". Out of these goals should result a well-balanced selection of units of conduct which will contribute to the development of well-rounded social personalities.

It seems clear that since all types of activities, units of construction or creation, units of play or recreation, and units of work or duty on each of the three levels, physical, mental, and spiritual, take place in the world and are genuine aspects of living, all of these types of units should have their place in children's living. The develop-

ment of conduct goals which involve a proper balance of all these types of activities would be sound ones and would no longer be open to the numerous criticisms which are directed against the new education.¹¹

The following re-statement is offered, as a possible organization of the previously stated curricular essentials, in terms of "conduct goals," as related to the social studies in the middle grades.

RE-STATEMENT OF CONTENT FOR THE MIDDLE GRADES

THEME: SOCIAL INTERDEPENDENCE

ABILITY TO ACHIEVE:	KNOWLEDGE OF:	UNDERSTANDING OF:	APPRECIATION OF VALUE OF:
Specific tasks, both mental and manual, as outlined in real, or vicarious reproduction of experiences with the common things of everyday life, through the solution of problems, by means of investigation, evaluation, construction, and dramatization.	Facts, as specified by the local course of study, itemized, checked upon for mastery according to a carefully prepared checking list for factual material.	World citizenship, as revealed through occupations, communication, and transportation. The awakening of the child to a realization of the complexity of modern life as compared with primitive conditions and controls.	Both geographic controls on man's adaptation to his environment and the inheritance received from the past, and the realization of the necessity for cooperation and personal responsibility.

¹¹A. Gordon Melvin, The Technique of Progressive Teaching, New York, John Day Co., 1932, pp. 106-107.

These aims, or goals, are general, and should be applied to each of the grades. They are so idealistic that the teacher does not know how to tell whether or not she has achieved them. Naturally, since we are compelled, still, to give marks, she falls back upon the old solid, substantial, testable, facts as a basis for the testing program, referred to in the previous chapter. Whether planning a curriculum, making an assignment, or testing a child through recitation or examination, we must know specifically what it is that we expect the child to know. Studies along this line have given us two adequate objectives of this type.¹² One is that children shall be familiar with those persons, places, and events to which allusion is so commonly made in conversation and literature that the child would be unable to talk or read intelligently, if he knew nothing of them; and, second, that a child shall attain knowledge of those facts which will shed direct light upon the problems which he will probably have to face as a citizen.

These facts are part of the common vocabulary of the race. They are facts which everyone wishes to know, and should be included in the items for complete mastery.

¹²Carleton Washburne, Adjusting the School to the Child, New York, World Book Co., 1932, pp. 105-106.

There are also, characteristics, which are more intangible, which should be presented just as specifically, and embodied in all procedure, but in which we can only hope to gain pupil-accomplishment, since they are as yet immeasurable.

These "immeasurables" form the basis of that part of the child's social inheritance and of his immediate life which will best fit him to adjust himself, and his ways of living, to modern civilized society. This involves the acquisition of those abilities, skills, knowledges, attitudes, and appreciations which will best fit the child to become socially and economically adjusted to the life surrounding him. The attainment of this body of abilities, skills, knowledges, attitudes, and appreciations should not be limited to the years of school life or to the school curricula. It should continue throughout life. Consequently the teacher and supervisor must exercise constant attention in order that life and the material in the school curricula will be interrelated and will approximate each other, thus resulting in effective participation in the major activities of life, accomplishing the cardinal aims in education.

There is no best way to develop these ideas and to attain these attitudes, understandings and skills set up. Teachers do and should use many different means of accomplishing the desired results. Therefore, the suggestions

offered in the following pages must not be construed as the way of procedure, but rather serve as a stimulus to further investigation and organization of material and procedure.

PART TWO

DETAILED SUGGESTIONS

CHAPTER V.

TEACHING PATTERNS

Modern educational philosophy emphasises pupil growth on the basis of its place as the principal outcome of education. It is contended that -

Growth takes place most rapidly and effectively when learning grows out of the "felt needs" of children. If schools are to be organized so as to utilize this principle they should make definite provision for the factor of pupil participation in the selection, planning, and execution of learning activities. The teacher becomes a leader of children, not a taskmaster. One way to describe these changes taking place would be to say that the tendency is toward "pupil-activity" schools rather than "teacher-domination" schools. ¹

Under the last of these two methods the facts learned are readily subject to control. Under the first method the exact facts learned by any two students may not be the same.

Whether these methods must be supplemented by formal drill activities on the desired facts is still an open question.

Another tendency in the field of method is toward an extension in the variety and amount of material covered by the

¹Leo J. Brueckner, Ernest O. Melby, Diagnostic and Remedial Teaching, Boston, Houghton Mifflin Co., 1931, p. 441.

"Morrison Mastery Technique".² Under this method the pupils spend a large proportion of their time in the classroom in actual reading and study. The materials are not confined to the text, but include a great variety of sources. It is entirely likely that different pupils will learn different sets of facts. The same materials will not necessarily be read by all the pupils. Pupils with wide interests, good reading ability, and exceptional industry will read far more than pupils of limited ability. The result is that wide differences in both materials and achievement obtain within the same class. Thus, according to this plan, teachers tend to organize much of the actual and informational work in geography, history and civics in the terms of problems.³ These problems organize the materials about situations which involve the use of these materials in thinking. Consequently the learning of the subject matter of the curriculum takes place in a setting in which it has significance, and leads to the mastery of a major understanding.

Before deciding on the organization of materials, all aspects of the requirements of the children should be

²H. C. Morrison, The Practice of Teaching in Secondary Schools, Chicago, University of Chicago Press, p. 177.

³C. C. Crawford and L. P. McDonald, Modern Methods in Teaching Geography, Boston, Houghton, Mifflin Co., Chapter III.

studied critically. What is the nature of the community? How long will the majority of the children remain in school? To what degree is the school responsible for the child's interests and his use of leisure time? What organizations will best suit the needs, experiences, and the interests of the majority of the school population?

These and many other questions are worth investigating by the teacher when planning for a specific group of children. The lessons as they actually occur in the classroom, however, defy classification. Never is this more true than when teaching is organized in terms of experiences, or conduct. The complexity and variety of class procedure reflects the complexity and variety of life itself. It is obvious that typical teaching procedures do not present an adequate, view of whole or complete units of teaching. They are phases of whole teaching patterns.

A single teaching pattern may be composed of numerous activities which are so diverse that they may be governed by several varying procedures. For example, in the course of a whole teaching pattern, such as the writing and performance of a play based on local history, several teaching procedures will be followed. The writing of the play may be guided in a fashion suited to group expression; the making of posters or background may be best carried on by those interested in esthetic self-expression; research for

historic style in costuming may be best suited to individual study and expression. Consequently, if a whole view of this teaching is to be obtained, the study of a series of actual teaching patterns must be made.

The term "patterns" as applied here is by no means to be interpreted in the same sense as a pattern from which a coat is constructed. Such a pattern is one to be observed closely, and accurately followed. In the case of teaching patterns, the contrary is true. The teaching patterns are presented for study analysis, and inspiration, rather than for imitation. The patterns presented in the following pages should help to make clear in final and definite form how teaching, as described in the several previous chapters, may issue in a definite teaching procedure which results in sound and adequate learning. It is hoped that they will give some simple picture of the actual fusing of the child's responses with some hint of the values inherent in the curriculum.

It is not possible to include a large or comprehensive group of teaching patterns. In the working out of these experimental teaching records the process of reporting seems haphazard and ill-organized. It is not possible to present problems or patterns which are perfect in respect to artistic teaching. It is intended rather to present a sampling of unit experiences with some analysis which will assist in

their understanding and appreciation in terms of the technique set forth in this study. No attempt will be made to classify the units, but they will be given with some notes and analysis deemed appropriate for discussion.

I

TEACHING PATTERN INVOLVING GEOGRAPHICAL ORIENTATION.

OUR JAPANESE JOURNEY

TIME: 6 Weeks.

Eight and Nine-Year-Old Group,
Blaker Demonstration School,
Indianapolis, Indiana.

A. ULTIMATE AIM:

The establishment of an understanding of, and an appreciation for the contributions of the Japanese to civilization; their spirit of courtesy and self-possession at all times; their love of beauty in art and nature; their adaptation to the environmental conditions.

I. STIMULATION:

As the result of the request from the children to study Japanese life, further interest was stimulated through the preparation for an imaginary journey to the islands. The children discussed possible ways of travel from Indianapolis to the Pacific coast and also boat routes from the coast to Japan. As a result of conflicting opinions, a committee was appointed to interview the agent in the Travel Bureau at the Union Trust Company, for the purpose of securing information relating to the travel facilities, travelers cheques, time of sailing, and special tours. Much valuable material was assembled as the result of the trip, and time was well spent in organizing items necessary for the trip, expenses involved, and in the choosing of the routes and time of departure.

The "Chichibu Maru" was chosen as the desirable ship on which to make the journey. Since the time was very limited before the sailing of the vessel, it was decided to go by plane from Indianapolis to San Francisco. The southern route was chosen from San Francisco because the aunt of one of the little girls was at that time in Honolulu and the group, as a body, wished to have "stop-over" privilege in order to visit the islands. Bulletins were collected and studied intently, so that they might be properly informed as to life on deck, as well as to possible adventures on the islands. In the former, much interest was stimulated through the relating of deck experiences by one of the group, who had recently come from Guatemala for a year's study in our school.

Thus were the preparations made for the journey; the day for leaving came and the thrill was indeed real. The interior of the plane was thoroughly traversed and fully examined. Our diaries were started and the journey begun. From that time on, the interest never lagged. As the journey continued we were spending our time preparing in advance the necessary information for intelligent enjoyment of the trip. Of course funny things as well as serious occurred. For instance, one day we were in the children's recreation room on the ship when one of the children fell into the pool in full dress, and was rescued by one of the boys. An account and the accompanying illustration was inserted in the travel book for that day.

It is needless to say that correlation of subject matter was carried along on many lines, yet was so well fused that the children were scarcely conscious of history, geography and the other subjects for they were living through an interesting experience which seemed to be wholly of their own planning. People and places were visited to gather first hand information, as well as for the purpose of making a collection of exhibit materials for the "O Hana Sama".

II. CORRELATIONS:

1. Reading for pleasure and information from the books listed in the bibliography for the use of the children. These books were on the special reference shelf at all times during the study.

2. Language

Much conversation and reporting was carried on during the conference periods when plans were perfected for the daily study.

Oral and written reports were made for the class book as the unit progressed.

Original verse was brought in, in relation to the child life of Japan.

Dramatizing of incidents and stories, and festival was carried on.

Letters were written for supplies and bulletins.

Descriptions were formulated about the objects on exhibit in the room.

Plans were made for three invitational programs.

Notes of appreciation for outside contributions were written.

3. Spelling:

New words were added to our vocabulary as they were encountered or needed in our study unit.

Many words were necessary for our written work in connection with the unit.

4. Music:

We engaged in the -

Singing of Japanese folk songs

Hearing Japanese musical instruments on the Victrola

Composing songs of our own, using the five tone scale

5. Social Studies:

a. History:

The story of Marco Polo

The account of Commodore Perry, and the entrance of American influence into Japan.

Tracing the silk industry from Japan to eastern United States, and to the Real Silk Mills of Indianapolis, (the biggest in the world).

The history of tea and rice industry and their influence in Japan.

Discovering what we owe to the Japanese as

a result of their contribution to western civilization.

b. Geography:

Locating Japan on the World Map

Using a physical map to discover why terracing is a necessary part of the farming industry there.

Comparison of size and population with a similar area in our own country.

Climatic conditions and their effect on food, shelter, clothing, and travel and communication.

Volcanic origin of the islands and recent earthquake disasters.

Independent state of the islands because of their natural resources and intensive industrial organization.

Farming, type, crops, implements, surplus food supply, and importations with reasons for importing.

Mineral deposits and uses made of them.

Manufacturing centers and their products.

Use of paper instead of glass.

Dependence upon the sea.

Transportation and communication.

Education and customs due to religion

Architecture, and why.

6. Natural Science:

Life history of the silk worm

Tea plant and its culture

Iris, wisteria, azalea, peony, chrysanthemum,
Plum, cherry, pear, mulberry, Japanese cedar,
maidenhair tree, lacquer tree, camphor tree.

Bamboo and tall grasses.

Animal life: badgers, foxes, monkeys, black
bear, brown grizzlies, bats; ox, pig, fine horses.

Bird life: Few singing birds; Japanese night-
ingale; uguisu; water birds; heron, crane, ducks.

7. Experiments:

Cooking and eating polished and unpolished rice.

Preserving food by drying

Rearing silk worms on mulberry leaves

Reeling silk from the cocoons.

Making rice flour.

Baking rice cookies.

Planting rice in mud flats.

Making a miniature Japanese garden.

8. Art:

a. Fine:

Appreciation of Japanese prints, embroidery,
pottery, lacquer, and flower arrangement.

b. Industrial:

Making wooden clogs; exhibit shelves; screens
for the exhibit corner; painting scrolls for decoration;
making costumes for formal entertainments; making a tea

table; modeling for doll exhibit; making miniature gardens and window boxes; arranging flowers; making posters; constructing Japanese lanterns; making invitations to formal entertainments.

9. Related Activities:

Trips to the Japanese Art Store, Children's Museum, John Herron Art Institute to gather authentic information.

Collecting and arranging an exhibit.

Preparing the room as an activity room.

Conducting formal entertainments.

Tea Service

Naming Ceremony

Doll Ceremony

Reception in honor of Prof. Nakarai

10. Materials Needed:

Silk worm eggs
 Mulberry leaves
 Fruit tree branches for forcing
 Iris for forcing
 Orange crates for construction work
 Wall board scraps
 Hammers, nails, glue, paint, lacquer, India ink,
 Brushes, scissors, paste, crayon, cloth
 Paper: construction, tonal, wrapping, rice, crepe,
 cellophane, gold and silver.
 Linseed oil, banana oil, gold and silver paint
 Paper
 Japanese coins
 Tin waste paper baskets, jardineers
 Japanese matting
 Needles, thread

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Howe Third Reader
"The Boasting Bamboo".

Lewis and Rowland, Fifth,
"Fireflies in Japan".

Lincoln, Fourth,
"In Far Away Japan"; "The Grasshopper".

Smedley-Olsen, Third,
"Japan"; "Bamboo"; "The Dolls That Traveled"; "The
Feast of Dolls".

Winston, Third,
"The Boasting Bamboo".

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Carpenter, F.G., How the World Is Clothed, New York,
American Book Co., 1928.

Shepherd, E.P., Geography For Beginners, New York,
Rand, McNally Co., 1930.

Shillig, E.E., Four Wonders, New York, Rand, McNally
Co., 1913.

World Book.

Pictured Knowledge.

2. RICE:

Carpenter, F.G., and Frank, The Foods We Eat, New
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Knowlton, P.A., First Lessons in Geography, New York, Macmillan Co., 1925.

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Tea, p. 92; Silkworms and Mulberry Tree, p. 119;
Pottery, p. 164; Furniture, p. 166.

Pictured Knowledge:

Approaching the Hawaiian Fairyland, p. 1049
The Mulberry Tree, p. 2009
The World's Cup o'Kindness, p. 1317
Where Your Rice Pudding Starts, p. 1708

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Japan, p. 235.

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Color Prints, New York, Doubleday, Page and Co., 1927.

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The Silkworm.

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Japanese Scenes

Asia, March, 1931
Japanese Life

MUSIC:

Records:

Japanese Lullaby
Japanese National Hymn
Jap Doll #18015
Nightingale Song (by real bird) #64161.45957
The Nightingale #18330
Mikado Selections, Part I and II #18191

VISUAL HELPS:

Stereographs:

190 Have You Learned to Read? (Japan)
123 Feeding Silk Worms With Mulberry Leaves
126 Unwinding the Cocoons, Japan
127 At The Loom Weaving Silk, Japan
39 Planting Rice in the Philippines
52 Picking Tea Leaves

Colored Pictures:

National Geographic Magazine, July 1921, Oct. 1923.

Picture Sets from the Central Library on-		
Silk	Japan	Ceramics
Tea	Spinning and	Pottery
Rice	Weaving	Volcanoes
Bamboo	Temples	

Travel Bulletins

Short Trips in Japan, N.Y.K Line
Japan (Printed in Japan)

Trips to -

Herron Art Institute
Children's Museum
Japanese Art Store

OBSERVATIONS ON THE UNIT:

Certainly the foregoing unit of study based on the study of Japan, formed the basis for our group work and creative activities. By the very nature of the socializing unit discussion was naturally stimulated. The children, in their course of reading, found topics of particular interest in which they carried forward special investigations and made reports to class. The subject was alive and interesting because of the active participation of all individuals, through field trips, interesting guests, art, and reading. Group work was motivated, and cooperation followed naturally. Emotional response and an attitude of appreciation was evident throughout the study.

There was no formal checking through formal testing as to the achievement in factual material mastered, yet the organization of materials, reports, and records served as a constant check-up. If the materials were not mastered there could be no room assembly, ceremony, chapter in the room book, or dramatization, as the case might be. Yet the joyousness and enthusiasm with which tasks were assumed and carried to completion, together with the expressed regrets when the O Hana-Sama was taken down and the unit was declared completed so far as school organization was concerned, seemed proof of its value as the basis for organized room activities.

II

TEACHING PATTERN INVOLVING REGIONAL PERSONALITY

SWITZERLAND AND ITS PEOPLE :

Nine year old group,
Blaker Demonstration School,
Indianapolis, Indiana.

I. Objectives:

To provide experiences through which the children may develop -

An appreciation of life in a mountainous region.

A knowledge of how the Swiss people have overcome the disadvantages, and have adapted themselves to the geographic conditions.

An interest in the customs of the Swiss people, and in what ways they differ from ours.

It is the major understanding which is the desired end product of all geographic unit instruction. It is the type of understanding of geographic conditions throughout the earth that should help the child function as a more efficient citizen. An example of a core, or line of thought, based upon regional personality, such as might be used to develop this line of training, follows:

Switzerland, a small country in south central Europe, with 15,944 square miles of area and about 4,000,000 population, has about one-half of the population on the Alpine

foreland of the northern one-fourth of the area. In this northern hilly plateau country there are four hundred people to the square mile, while in the higher Alpine sections there are many areas with ten to twenty persons, or less, to the square mile.

Sixty-two per cent of the people of Switzerland are engaged in highly specialized manufactures of articles of small intrinsic value, but valuable for the skill of workmanship expended upon them.

Tourist business might be termed next to manufacturing in terms of profit. Switzerland is a land of many fine hotels, fine electric railroads, fine motor buses, and hard surfaced roads over which to travel. The Swiss people have become the "professional hosts of the world".⁴

Twenty-six per cent of the people are engaged in some form of agriculture. Such crops as potatoes, oats, hay, rye and some wheat are common, and though carefully managed, the surplus is small. Dairying and cattle raising are important. When summer comes the farmer moves the cattle from the crowded lands in the valley to the Alpine pastures. During the winter months the cattle are stabled in the valley. In order to preserve the summer milk surplus, until the return to the valley, much cheese is made on the uplands.

⁴ Marguerite Logan, "A Guide to the Organization of a Geographic Unit," The Journal of Geography, Vol. XXXI, Oct. 1932, pp. 269-278.

This environmental complex is accompanied by the human complex due to the mountainous region in the heart of Europe, with an encircling mountain wall in which there are only four great passes, and twelve per cent of the area lying in narrow, arable valleys. The nearness to the mineral deposits and other raw materials lends to the industrial life; the long cold winters and the short cool summer days; the diversity of magnificent and awe-inspiring scenery of Alpine flowers, glaciers, waterfalls, towering cliffs, and narrow valleys, - all this is the characteristic personality of Switzerland. It is the mecca of the tourists of the world, and the center of world famous manufactures. No other country has this combination of human activities in relation to the natural environmental conditions. Such an understanding of what are the various activities of typical regions, and why the people are fitting their ways of living to the environment as they do, will do much to bring a sympathetic understanding between nations.

It is with some such preparation that the teacher should approach the following unit of study with middle grade children, in order that she may accomplish not only an intellectual understanding, but also gain a desirable emotional response which will carry over into better citizenship.

The following plan is quite different from the previous plan for Japanese Life, yet the outcomes should be much the same. Understanding and appreciation are the basic principles

upon which both are founded. Here, the topics listed as "Expected Outcomes" are those points to be considered in the checking for information at the close of the study.

II. EXPECTED OUTCOMES:

A. Independence of Switzerland

Location; small area; mountainous region; strategic importance for protection and relief; existence of Switzerland as a buffer state; seat of the league of nations.

B. An interest, respect, and appreciation of the people in adapting their lives to the highlands, as to their

1. Social life;

Appearance; homes; food; sports; language.

2. Industrial life:

Dairying; vineyards; orchards; gardens; lumbering; wood carving; watches and clocks; laces; embroidery; jewelry; toys; music boxes; means of transportation; government; use of the animal life, such as the goat for milk, the sheep, chamois, hare, and marmot for the hair and skin; dogs for transportation and rescue work.

C. Many Tourists visit Switzerland because of the appeal of -

1. Beautiful scenery

a. Mountains: Alps; Jura

- b. Valleys
 - c. Passes: St. Gotthard; Symplon
 - d. Lakes: Geneva; Constance; Lucerne
 - e. Tunnels
 - f. Rivers: Rhone; Rhine; Ticino; Danube
 - g. Glaciers
 - h. Waterfalls
 - i. Climate
- 2. Historic Spots: Altrof; Lucerne
 - 3. Mountain Climbing
 - a. Use of alpenstock
 - b. Correct clothing
 - c. Ropes

II. Methods, or Suggested Procedure:

A. Possible Approach:

- 1. Display articles made by people in Mountain regions at home.
 - a. Compare with Swiss articles
- 2. Visit the Children's Museum to see the Swiss bears
- 3. Display pictures, toys, watches, laces, embroidery, wood sculpture from Switzerland.
- 4. Trace the Swiss cheese or milk chocolate

The unit was introduced with this particular group through the receipt of thirteen sheep bells, tuned to the

chromatic scale, from a friend in Basel. Immediately the children wanted to know about the use of bells in Switzerland. As we searched for information on the use of bells, and how they were mounted by the Swiss bell ringers, we became more and more interested in Swiss life as a whole, so a more thorough study was carried on, than was planned in the beginning.

B. Problems to Solve:

1. It is said that "Switzerland is the playground of the nations, but the workshop of the Swiss". Is this statement true? Why?

a. If you could talk to a little Swiss boy or girl, what would be some of the questions that you would wish to ask to help solve our problem?

e.g. Where is Switzerland? How do you get there?

In what kind of homes do you live?

What kind of clothes do you wear, and what do you eat?

Why do Americans go to Switzerland? What do they do there?

b. Map study to locate Switzerland and discuss the physical features as shown there. Suggest difference between living on a plain, as most of us do in our country, and living among high mountains as the Swiss do, according to -

Effect of the mountains on climate and rainfall

Isolation from neighboring countries

Communication difficulties

Natural resources

Effect upon customs and life of the people

- c. Compare the Rocky and Appalachian mountains with the Alps. Which range looks more like the Alps? Why?
 - d. Where do the rivers originate? Why are they used for power? Explain "glacier", "avalanche".
 - e. Why is it true that when the Swiss government prints a book, it is printed in three languages.
 - f. Compare the sports of Switzerland with those of the United States in the Adirondacks.
2. In reference to the industries of the Swiss, show how their thrifty habits have been a great factor in their progressiveness, and in overcoming environmental handicaps.
- a. Catering to tourists as a business
 - b. Hotel keeping
 - c. Selling to tourists
 - d. Guides for mountain climbing
- Why would you not be likely to employ the son of a Swiss peasant farmer for a guide in mountain climbing?
3. Special Reports:
- From what must a Swiss home shelter its inhabitants?

Why do the Swiss eat little meat?

How do the goats help supply the clothing?

What occasion does the Spring Festival celebrate?

Why is the Autumn Festival held?

Carving on wood, horn, and bone.

Mountain climbing as a sport.

Watchmaking in the home.

Yodeling

St. Bernard Dogs.

The Chamois.

Innkeeping.

4. Suggested Activities:

Serve a lunch of whole wheat bread, milk, and cheese.

Make butter, and cottage cheese.

Carve a toy of wood.

Make a miniature chalet.

Make a costumes for a celebration.

Plan a spring festival in celebration of the leaving for the alps.

Plan a concert using Swiss sheep bells.

Dramatize an interesting story or incident.

Organize a debate, based upon information gained.

Make a "movie" of the travels through Switzerland.

Plan an assembly based upon the study.

Make a scrap book organized by topics, compositions, and pictures, for use in the school or private library.

As the culminating activity for this study as it was carried on in the Blaker Demonstration School, the children entered into the May Frolic given by the entire college, by presenting the Spring Festival of Switzerland. The Swiss sheep bells were mounted and served as the musical instrument at the Aelpenfest. An old bell melody of the sixteenth century was played by the bell ringers; old dances were given, and yodeling was engaged in, as the little villagers came to the fair. It was indeed a fitting end for an interesting study.

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- "Conquering the Alps", April 1932. pp. 445-460.
- "Rediscovering the Rhone", July 1925.

COURSES OF STUDY:

Indiana State Course of Study in the Elementary Social studies.

A Course of Study in Geography, Horace Mann School of Columbia University.

RECORDS FOR MUSIC APPRECIATION:

William Tell Overture

Shepherd Life in the Alps

Caprice, Opus 51, No. 2

Piano, "The Alpine Hunter"

III.

TEACHING PATTERN BASED UPON THE INTERDEPENDENCE OF MAN

MAJOR PROBLEM: WHAT HAS MAN INVENTED TO SATISFY HIS
NEED OF RECORDS?

It is believed that an acquaintance of the child with the development of the so-called common things of everyday life opens up to him the contributions of the past and the conditions that forced the various stages of development. Increased knowledge of the methods used to satisfy fundamental social and cultural needs affords comparisons between the present and the past, brings out the progress brought about by man's ingenuity and inventive genius, and forms a basis for an attitude of open-mindedness toward life situations, present and future.

MINOR PROBLEMS:

A. What did ancient man invent to satisfy his need of records?

Important knowledge preserved by tradition

Early memory aids, such as knots tied in cord;
notched stick

Invention of writing

Picture writing

Picture signs

Development of the alphabet

Syllable signs

Letter signs

Materials used by ancient nations

Egyptian: papyrus, ink, reed pen

Babylonian: clay, stylus

Hebrew: Parchment

Roman: waxed tablets, stylus

B. Record Making in the Middle Ages

The service given by the monks during the Dark Ages Copied and illustrated with quill and brush the books they were able to save from the Germanic invasion.

Materials used:

Paper made from inner bark of mulberry tree

Quills and brushes

Need of improved methods

Revival of interest in ancient records.

Greek and Roman books in great demand

Prohibitive cost of books

Invention of the printing press

The art of block printing brought by travelers from China and Japan

Invention of movable type

Dispute as to identity of inventor

The Bible printed by John Gutenberg in 1455, the first complete book produced by means of movable type.

William Caxton set up first printing press in
London in 1476, three hundred years before our
Declaration of Independence.

Results of the invention of the printing press

New books of the Middle Ages

Marco Polo's book

Influence on public opinion regarding the East

Printed copy owned by Columbus

Dante's Divine Comedy

Chaucer's Canterbury Tales

Books about the East

Learning spread to the common people

Knowledge of the eastern countries was spread
among the people

Interest in voyages and explorations increased

Rapid spread of new ideas

C. Records of the Modern Age

Franklin's printing shop

Inventions of modern presses and processes

Results of modern printing

Universal distribution of printed matter

Great reduction in cost of printed matter

Organizations formed for securing news

Associated Press

United Press

Interdependence of printing, communication,

and transportation

Special features

How news is collected for a paper

A modern printing shop

A description of the Roe Rotary Press

Bookbinding

Printing for the blind

Some famous men who have been editors

Benjamin Franklin

Daniel Webster

Horace Greeley

Thomas A. Edison

D. What Other Inventions Besides Printing Have Helped
With the Ease and Speed of Communication?

Invention of the modern telegraph

Perseverance of Samuel Morse

Installation of the first wires

Beneficial effects of the invention upon:

Railroads

Mail service

Business in all parts of the country

Atlantic Cable

Results of Cyrus Field's notable persistency
under difficulties

Present cable service

Telephone

Solution made by Doctor Alexander Bell to the
problem of the conveyance of the voice from a
distance

Telephone of today

Wireless communication

Inventions by Marconi and others

Wireless telephone

Wireless telegraph

Value on sea and on land

Radio transmission of today

MEETING INDIVIDUAL DIFFERENCES:

Extensive reading, more numerous activities, and special reports entailing wider and more varied research work should be used for the superior child. Suggestions for special reports are made throughout the unit.

Simpler reading and some reports should be expected of the less capable of the group, however. Unexpected results are often obtained from them through definite, distinct services, such as special reports, drawings, or constructive activities.

The following outline, in terms of outcomes, is designed to facilitate selection of study, or research plans, on three ability levels. It should be adapted to the facilities of the group for securing materials for study.

OUTCOMES:**Minimum Requirement:**

1. The sources of books, magazines, and newspapers.
2. How they are printed.
3. How a booklet is made.
4. How books are cared for and labeled.
5. What is used in making paper.
6. The general process of paper making.
7. Interdependence of people as shown by the work of many in providing reading material.
8. Books, magazines, and newspapers as a valuable source of information and entertainment.
9. Some knowledge and use of library methods of charging books.
10. An interest in design of covers of books and magazines, and some ideas of choice in line, color, and spacing.
11. Some knowledge of variety in paper and the uses of particular kinds.
12. Some desire and effort to express ideas and feelings of beauty in book covers, cards, posters, charts, and written work.
13. An intelligent attitude toward paper as a writing material.
14. Some rather specific knowledge of the history of writing materials.

OUTCOMES (Continued):

Minimum Requirement (Continued):

15. Some beginning of judgment of value in terms of handwork as compared with machine work.

16. An increasing interest in the library and its methods of caring for books and pamphlets.

17. Some ability to cut to measurements, estimate amounts of material needed, and handle paste.

18. A growing respect for books.

Average Requirement:

19. A rather definite notion of the beginnings of the alphabet.

20. Some knowledge of the first famous libraries.

21. Some knowledge of the beginnings of books as developed from scrolls.

22. Some notion of the influence of the environment in suggesting and providing materials to meet needs.

23. Definite knowledge of the correct form for library bibliography cards.

24. An increasing interest in libraries and their conveniences for finding desired information.

25. The beginning of an ability to use a library efficiently in reference work.

26. An increasing facility in planning, cutting to measurements, and pasting.

OUTCOMES (Continued):

Maximum Requirement:

27. A better understanding of book construction.
28. Some ability to make a bibliography.
29. Rather definite knowledge of the paper-making industry, the fundamentals of the process, the materials generally used, and some of the kinds of paper available.
30. An interest in the history of the making of paper, and of the handmade book.
31. An ability in all-over pasting and book construction sufficient to make some desirable products.
32. Some ability to plan, estimate amounts, and cut to dimensions with paper and cardboard.
33. An increasing interest in books, their bindings, and how to care for them.
34. A growing ability to investigate, use reference books, and keep records of data found by means of bibliographies and notebooks.
35. Rather definite knowledge of the history of the book and of the invention and improvement of the art of printing and the printing press.
36. A general understanding of the processes involved in printing.
37. An interest in processes of illumination - illustration and some understanding of them.

OUTCOMES (Continued):

Maximum Requirement (Continued):

- 38. A clear idea of the processes of bookbinding.
- 39. An increased understanding of woodworking construction by making a bibliography case.
- 40. A general interest in the form and appearance of books, and an attitude making for their proper care.

SPECIFIC INFORMATION: (1)

- What the primitive ways of communication were.
- How early civilization made records.
- Knowledge of the land of Egypt, Assyria, Babylonia, Phoenicia, and their contributions.
- The story of how the alphabet came about.
- A knowledge of the books of the Middle Ages.
- How the world began to read.
- Life of the Middle Ages and the part the monks took and why.
- The story of paper-making.
- History of printing.
- Difference between early methods of printing and modern methods.
- How to care for books.
- How to make a hand-made book.
- How books were made by the monks.
- How to use a library well.

SPECIFIC INFORMATION (Continued):

History of the library.

Knowledge of time (B.C. and A.D.)

How to make a time chart.

Acquaintance with specific terms - cuneiform, hieroglyphics, cairns, lectern.

CORRELATIONS: (1)

1. Language Arts: (composition, literature, reading, spelling.)

Correcting misspellings in all written work.

Making contributions to the magazine.

Preparing written material on specific problems:

e.g. What are tally sticks?

Who invented printing?

Who was Gutenberg?

How was paper made?

What does a paper mill look like?

Why were certain marks on paper used to represent ideas in Egypt?

Keeping diary or record of the unit as it progresses.

Writing letters.

Making arrangements for a trip to a paper company.

Making arrangements for samples of handmade paper sent to the class by a paper company.

Writing original poems.

Writing labels for illustrative material.

Making oral reports.

Making bibliographies of findings.

Using the library.

Making a play-movie.

CORRELATIONS: (Continued)

READING:

Looking up reference material

Finding answers to specific problems.

Reading legends of early civilizations.

The Magic Crocodile.

When Isis sought her Lord.

The Tale of Two Brothers. (The story of the Gods and their relation to early civilization.)

Parts of the Book of the Dead.

The Story of Tsai Lun, or the Spirit of Paper-Making.

Gabriel and the Hour Book.

Individual-pupil reading list.

2. SOCIAL SCIENCE:

GEOGRAPHY -

Influences of the Nile valley on civilization.

Effect of the Mediterranean upon early civilization.

Why the Phoenicians were called traders.

How the alphabet followed trade.

Map study showing the spread of paper industry and invention of printing.

Why papyrus instead of wood pulp was used by Egypt for paper.

CORRELATIONS:

2. SOCIAL SCIENCE: (Continued)

GEOGRAPHY - (Continued)

Growth of the paper mill

Number in United States.

Location - relation to forests.

HISTORY -

History of recording (primitive to modern)

What did early civilizations record?

How did early civilizations record?

In Egypt, Mesopotamia, China.

What do we owe Phoenicia?

What is the significance of the Rosetta stone
and of the Behistun rock to the history of
recording?

History of paper, printing, books, library.

3. ARITHMETIC:

Compiling statistics on paper - printing.

Making graphs.

Calculating the cost of our magazine.

Calculating the cost of making a book.

4. FINE ARTS:

Designing covers for room magazine, booklets,
programs, invitations, posters.

Designing pages for the hour book.

CORRELATIONS: (Continued)

4. FINE ARTS: (Continued)

Drawing characters for the play in order to design costumes.

Drawing designs to put on the lectern.

Making studies of the artistic excellence of a book.

Designing end sheet for hand-sewn book.

Drawing sketches to go in hand-sewn book.

Discuss page arrangements of the class magazine.

Discuss cartoons (desirable and why?)

Make Book Plates.

5. INDUSTRIAL ARTS:

Discuss types of early books - (form, purpose, kinds of records)

Making different kinds of early records -

Knotted cords, or string calendar, tally sticks, wooden book, lead book, wax tablets - make parchment, clay tablets, palm-leaf book, scrolls, hornbook.

Making hectograph material for printing.

Making paper - from papyrus, linen rags.

Making deckles and mold.

Secure wood pulp.

Making chalk-plate prints - two-color.

Making a hand-sewn book.

CORRELATIONS:

6. SCIENCE:

How the wasp taught us to make paper.

The story of the making of ink.

Make ink.

Materials used in making paste and glues.

SPECIFIC ACTIVITIES:

1. Activities on primitive records:

Making knotted cords, possible lead to Indian records which tell a story or record some event. (String calendar.)

Reproducing early records on stone, bark, leather, bone and leaves (showing picture-writing.)

Searching for the history of the methods used by primitive man in recording his activities.

2. Activities on records of early civilizations:

Making tally sticks

Making wax tablets

Making clay tablets

(Illustrating cuneiform writing)

(Illustrating Greek and Roman alphabets)

Making a stylus.

Making wooden books.

Making papyrus writing material as the Egyptians did it.

SPECIFIC ACTIVITIES:

Making parchment.

Investigating the life of these early civilization -
how they lived; what they believed in; geographic
influences.

3. Activities on the history of printing:

Forming committees to take over the different
printing activities:

Making chalk plates. .

Casting type

Showing two-color process (e.g. cover of class
magazine)

Making a stereotype; printing an assembly program.

Finding out the history of printing.

Making a bibliography of materials found.

Looking up statistics on printing, showing its
growth.

Visiting a printing establishment.

4. Activities on the history of a book:

Planning a handmade book for individual needs.

(Kinds; diary; poetry; color picture; size, end
sheets, cover, number of sheets needed, cost, etc.)

Making the book.

Folding the paper into signatures, arranging
signatures for sewing, sewing the book, glueing the book

SPECIFIC ACTIVITIES:

ready for the cover; making case cover; making end sheets; wood-block printing, batiking paper, marbling paper, hand-printing paper; putting book in cover.

Discussing the care of books.

(of early books - modern books)

Studying the different types of books, from the clay book to our present-day type of book; the cost of handmade books and those made by machine.

5. Activities on the history of paper-making:

Making mold and deckle for paper-making.

Making hand-made paper from linen rags.

Designing Christmas cards.

Printing Christmas cards.

Looking up the history of paper and its spread westward.

Finding out how paper originated.

Investigating the growth of the paper industry.

Making a bibliography of the books used.

6. Activities on the making of our own record:

Publishing our own magazine.

Planning how to make it a real magazine -

editor-in-chief, assistant editor; reporters; artists, cartoonists, business manager.

SPECIFIC ACTIVITIES:

Making hectograph to be used for printing the magazine.

Designing covers for different issues.

Making linoleum blocks - of design.

Printing the covers.

Writing material for the magazine.

Censoring and editing material.

Printing and arranging the material.

Computing the cost.

7. Activities unifying the work:

Planning and organizing the entire study.

Selecting the interesting things to talk about and demonstrate.

Planning an exhibit on the activities.

Dramatization:

"Gabriel and the Hour Book".

(writing the play, costuming, staging, learning an old Latin hymn suitable for monks to sing.)

Making an hour book. (Illuminating many pages and using manuscript writing.)

Completing a time chart.

The following excerpts were chosen from material gained from research on the part of the children, and dictated as a contribution from them. They may be suggestive of similar contributions which may be utilized for group discussion, assembly programs, or other group activities. They are very valuable checks on individual contributions toward the successful development of any socializing unit.

One interesting assembly program was compiled by the children consisting of factual material based on the Babylonian "loud" school. Dramatization and performance was carried on under the direction of a pupil-committee. Names and procedure for the school were authentically carried out from reliable historic material.

Another lovely feature of the study was the dramatization of "Gabriel and the Hour Book" which was given as an audience situation for the Christmas celebration. Costumes and the large "drop" for the stage setting were designed and constructed for the historic play during regular art instruction periods.

GROWTH OF THE UNIT

Excerpts from class records, as dictated by the group:

In the beginning the world was warm.

Gradually the world grew cold. Man lived in caves and wore skins to keep him warm.

The First Story-Tellers.

In the old long-ago days man used to come home from his hunting or fighting and tell of his adventures. Women, children and old men listened eagerly as they sat around the camp fire. The stories were kept by telling them over and over again.

The First Illustrations.

In the long dark winter evenings when the bright fire was burning at the mouth of the cave, a man would light a torch from it, and by the light of this torch he would sit and draw on the walls of the cave with a sharp bone. Sometimes he would color his drawings with red, or yellow, or brown. These were the only colors he knew about. He made them from powder he found in the rocks.

Sign Language

The Egyptians were the first people to use signs which meant sounds.

Here is a sentence to show how the old Egyptians wrote by sound.

I bee leaf
 I be lieve I saw a jiraffe.

This system was used for years and years.

The picture of the sun meant day. A lion's head meant bravery. The picture of two legs meant walking. Two men fighting meant the word battle.

Gradually these people used fewer and fewer lines until at last one sign meant a word. At last signs for twenty-four different letters were made. They now had an alphabet.

The earliest writing of the Egyptians was inscribed in stone with sharp-pointed instruments.

Later, they wrote on soft clay tablets. These were baked to preserve the record.

Many years later, a stylus of metal or horn was made and with this tool words were traced on sheets of lead or wax.

Clay Tablets.

The Babylonians used clay tablets to write on. The tablets were shaped somewhat like shredded wheat biscuits. They used a three-cornered instrument with which to write on the wet clay. Then it was baked in the sun. If the record was very important, a second layer of wet clay was put on top of the record and the story was written again. So, you see, if the top layer was destroyed, the story would still be there.

King Hammurabi collected the laws which had been written on these clay tablets. He built a large library room in the city of Babylon. The clay-tablets were put in clay jars to preserve them and the jars were placed on shelves in the wall.

These people are sometimes called, "The Nail Writers".

The foregoing dictated records are only a few of the valuable contributions of the group as derived from their study during this experience. They are perhaps sufficient to indicate the worth-while growth in both informational material and in socialized experiences gained.

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SUMMARY

In summary, the viewpoint of the social studies in the elementary field should strive for a better understanding of human relations and the responsibility of the individual toward a greater citizenship. This aim, of course, implies the development of certain methods, or procedures, to be used by the pupil in understanding and improving these relationships.

Of course, the approach to the social studies in through the interests of pupils if we are to have a sound psychological basis for the beginning. Then, the teacher-guide in providing worthwhile activities to deepen and broaden these interests, must provide many types of activities. The whole plan of activities must be so interlocked that the pupil generalization will clearly depict cause and consequence — thereby converting the unit in "social study" to that of "science".

Where, in the old procedure almost the entire activity was textbook study and recitation, the new procedure includes the use of such activities as excursions, research, dramatizations, group discussions, creative activities both mental and manual, appreciation of history, art, literature, and music, and last but not to be omitted -- drill on the factual

material necessary for the fullest understanding and appreciation of the several related activities constituting the "study". By this term we imply a definite line of experience, including a first hand laboratory approach, an attitude of experimentation, an efficient handling of sources of material, and the development of genuine thinking on the part of the children that they may discover the significant relations existing within the assembled data. It is obvious that we do not expect generalizations from the children until they have gathered sufficient "experiential" information to enable them to recognize common elements in the spread of data.

Replacing the textbook as the sole source of material - today, many texts, printed material, and every additional type of source materials are tapped by all the known techniques of social inquiry, in order to enlarge the pupil's understanding of human relations. Then, through all of these activities, the class and the teacher effects an integration; they relate the experiences, procedures, and drives to action, in order that these may be focused upon continuously expanding standards of human behavior, and the accomplishment of the improvement of human relations. Thus, the social studies teacher is ever on the alert to grasp opportunities for pupil participation in the improvement of their own relations to the group in school, on the playground, in

the home, and to assume responsibility in any experience which will help them to grow in ability to apply their understanding of group activities, and of world culture, both past and present, to the betterment of human society.

The scope and sequence of activities within any group is determined psychologically and materially by the mature and maturity of the learners, together with the availability of source material. With the rests and abilities of the pupils as the approach, the scope, sequence and organization of the content, of subject matter, together with the group and individual activities should result in partial participation of the major activities of life. Thus we may hope to accomplish -- or provide experiences through which the children may tend to develop --

1. Physical and mental health
2. Worthy home membership
3. Ethical character
4. Worthy use of leisure time
5. Vocational efficiency
6. Good citizenship

Of course these civic virtues will not be mastered, nor will they become habitual, but some progress should be made toward those cardinal aims of education.

In a well organized school in which the children are

trained in living, far more activities will be suggested than can be carried on. The teacher should guide the pupils in the selection of those which lead in the direction of the prescribed curriculum goals rather than to allow the aimless choice of whatever first suggests itself. Mr. Macawber's scheme of waiting for something to turn up, is far from being an adequate one for the teacher in the elementary field. Teachers must avoid the haphazard in the selection and guidance of socializing units if they are to develop a scheme of balanced living in the minds of their pupils.

Not only should we start with the curriculum goals in the planning and initiating of units of work and conduct, but, finally, these same curriculum goals should be used by the teacher as a check list for determining what has been actually achieved. In order that this may be done conveniently, the teacher should keep a careful record of the learnings of the children as determined from their individual contributions to the group as each unit develops. This is best done daily. Thus the teaching process organized on the unit plan comes to a conclusion. Having begun with the child and his interests it has proceeded through individual and group activities, and concludes with the curriculum. Yet, in so far as learning is forecast in the printed curriculum, the teacher's work is completed only with the fusion of values which occur when the child in

experiencing the curricular objectives, learns more and more to govern himself in a higher way and becomes an increasingly responsible individual, so that by the time he leaves school he should be independent of his teacher.

So we come back to the supreme purpose of civic instruction, as -

The creation of art and many-sided personality equipped with practical knowledge and inspired by ideals, so that it can make its way and fulfil its mission in a changing society, which is a part of a world complex. ⁵

⁵ Charles A. Beard, A Charter for the Social Studies. New York: Charles Scribner's Sons, 1932. p. 132.

APPENDIX A

SUGGESTED OUTLINE FOR STUDY OF A REGION

A. HISTORY.

1. What peoples originally lived in the region? What is known about them?
2. Who were the first explorers? By what route or routes did they come?
3. What settlers came first?
4. Why did they come and by what routes?
5. Who were the most noted individuals among them?
6. Where did the pioneers settle first?
7. Why did they come to that part first?
8. What were the conditions that induced other settlers to come?
9. Was the development of the state or country built around those first settlements?
10. What were some of the leading dates and events of the first settlements?
11. What are the areas of dense settlement now? Why?

B. LOCATION.

1. What is the latitude and longitude of the region?
2. In what zone is it?
3. On what continent is it?
4. In what part of the country is it?
5. In what group of states or natural region?
6. Compare latitude and longitude with that of other parts of the United States and the world as far as important cities and countries are concerned.

C. SIZE.

1. Determine the size from map through use of scale.
2. Find its greatest length and width.
3. Compare its size with that of other states and regions.

D. SURFACE AND DRAINAGE.

1. What is the topography of the region?
2. What is the cause of this topography?
3. What are the characteristics of the drainage?
 - a. What has caused it?
 - b. What are the chief rivers? Chief lakes, if any?
 - c. What part have they played in the development of the region?
4. Make maps showing natural regions and drainage areas?

E. CLIMATE.

1. General facts regarding temperature, precipitation, and winds?
2. What conditions influence the climate?
3. What factor exerts the greatest influence - latitude, altitude, prevailing winds, proximity to large bodies of water?
4. Compare climate with other regions of the same latitude.

F. NATURAL RESOURCES.

1. Is the soil fertile? Glaciated or unglaciated?
2. Is the native vegetation - grass, forest, etc. - of value? Location?
3. Are there any native animals of importance?
4. What are the mineral resources?
5. Does the state, or region, possess water power?
6. Is the scenery a resource?

G. INDUSTRIES.

1. What are the industries?
2. Where are they located? Why?

H. PRODUCTS.

1. What are the products?
2. How does the region rank with other regions and sections of the world in these productions?

3. How far are these products dependent upon climate or other factors?
4. Fill in products on outline map.

I. COMMERCE.

1. What does the region give to other sections?
2. What does it get from other sections?

J. TRANSPORTATION.

1. What are the methods of transportation used?
2. What conditions favor the use of each?
3. How is the region located in regard to proximity to the sea?
4. What are the important railroads?

K. CITIES.

1. What are the important cities?
2. Where located?
3. For what noted?
4. What railroads or other means of transportation connect each city with other important cities?
5. How are important cities located as to proximity to raw materials?
6. Locate cities on the outline map.

L. POPULATION.

1. What is the number of people? The density and distribution?
2. Compare the population with that of other regions studied. Rank among the regions, or states.
3. What nationalities are represented?

M. FUTURE OUTLOOK.

1. Along what lines will future development probably take place?
2. Will this probably mean an increase or decrease in the importance of the region?

Note: The above outline is adapted from a study made by DeForest Stull and the teachers in the Horace Mann School of Columbia University, as a tentative plan for checking minimum essentials in the elementary and Junior High School.

APPENDIX B
FUNDAMENTAL VOCABULARY IN ELEMENTARY
SOCIAL SCIENCE

All too often the matter of vocabulary is neglected, partly, perhaps because the extent of the total, unanalyzed vocabulary is bewildering - not to say staggering; and partly because there are no easy and convenient instruments for measuring the knowledge of such words. In the vocabulary especially related to the social studies we find many which require special teaching.

A study was carried on in Ohio State University, by Luella Cole Pressey, which is worthy of mention.¹ It was made as an analysis of six widely used geographies, by six different readers each tabulating every word which might be classified as special. The result was a list of 1008 different words, varying in frequency from one single occurrence to 713 appearances in the six books. By comparison of the list with the Thorndike Word Book 327 were eliminated,

¹ Luella Cole Pressey, "Fundamental Vocabulary in Elementary School Geography", The Journal of Geography, Vol. XXXII, February, 1933, pp. 78-81.

since children will probably eliminate these words from their general reading. Then all those words which occurred less than five times were eliminated, which took another 556 words. Words that were rated, by seven other teachers, as non-essential were next eliminated. There were 682 words. These eliminations left a final list of 228 words. This list which is given below.

RESULTS OF THE INVESTIGATION²

Geography:

The terms have been classified in order to bring out the meanings wherever possible.

camel	pine	fuel	clay
hogs	rubber	gas	mud
deer	cotton	oil	soils
llama	tobacco	petroleum	
salmon		turpentine	altitude
	caravan		elevation
potatoes		copper	
vegetables	basin	iron	lowland
olives	canal	lead	pasture
grapes	channel	metals	plateau
oranges	current	deposit	prairie
	dam	mineral	upland
cocoa	harbor	mine	
coffee	flood	ore	continent
tea		tin	globe
barley	gulf		hemisphere
hay	mouth	marble	sphere
oats	narrows	granite	century
rice	navigable	limestone	modern
	ocean	quarry	
	outlet		

²Luella Cole Pressey, op.cit., pp. 79, 80.

gravel	border	barrier	cattle
nitrate	boundary	cliff	flock
	capital	divide	herd
coral	colony	highland	hides
	province	peak	ranch
climate	republic	range	wool
dew	district	ridge	grazing
moisture	rural	rugged	
fogs	shelter	slope	commerce
frost	territory	summit	import
cyclone	foreign	volcano	stock
"high"			freight
"low"	railroad	explore	goods
season	transportation	discovery	industry
rainfall	steamship	expedition	manufacturing
temperature	vessel		
vapor	highway	civilize	fisheries
	route	inhabitant	
arctic	voyage	settlement	dairy
area		race	
belt	machinery	tribes	steel
equator	material	nomad	wine
region	production	language	flour
section	raw materials	occupation	
	factory	native	location
Oasis	export	population	map
peninsula			
delta	cargo	horizon	conservation
desert	dock	latitude	resources
swamp	shipping	pole	
		rays	abundant
iceberg	jungle	surfaces	barren
icesheet	lumber	axis	dense
glacier	timber	longitude	drain
		level	
acre	port	rotate	compass
agriculture	rapids		navigation
crops	source	mainland	northwest
cultivate	strait		northeast
irrigation	tributary	orchard	point
	waterpower	plantation	(of compass)
temperate	waterway	produce	southwest
torrid		raise	southeast
tropics	coastal	fertile	direction
zone	sea coast	fertilizer	
	sea level	vegetation	
	seaport	vineyard	
	seashore	yield	

It is suggested that the essential terms stated above, together with those peculiar to the individual groups may be given more attention. No one can think without meanings, and meanings are symbolized by words. Therefore, knowledge of fundamental meanings is essential to any real thinking in the field of social sciences.

The following vocabulary list contains the technical and comparatively unusual words which are common in textbooks on American history.³ No attempt has been made to classify them on the basis of grade placement or meaning. The study was carried on in the same manner as the vocabulary study in geography, mentioned earlier in the appendix. It is suggested that the lists receive close study in order that it may aid further the mastery of the important ideas in that subject.

³ Luella Cole Pressey, Fundamental Vocabulary in Elementary School Subjects - History in the Elementary School. Bulletin No. 5, Department of Psychology, Columbus, Ohio State University.

THE TECHNICAL VOCABULARIES OF SCHOOL SUBJECTS

American History:

abandon	attack	college
abdicate	attitude	colony
abolish	attorney	combat
abolitionist	authorities	combatant
acquisition	ballot	commander
act	bankrupt	commerce
administration	barbarian	committee
admiral	barracks	commonwealth
adoption	battalion	communication
affair	battle	community
agent	bayonet	company
agreement	belligerent	compass
agriculture	besiege	competition
airplane	blockade	confederacy
alien	bombardment	confederate
allegiance	bonus	confederation
alliance	boundary	conference
allies	boycott	confiscate
ambassador	bribery	conflict
ambush	cabinet	congress
amendment	campaign	conqueror
America	canal	conquest
Americanism	candidate	consecration
ammunition	cannon	conservation
amnesty	capital	conservative
anarchy	capitalist	conspiracy
ancestors	capitol	constitution
annexation	captivity	construction
annul	capture	consul
anti-slavery	cargo	continent
appeal	carpetbagger	continental
appointment	caucus	contraband
appropriation	cause	contract
approval	cavalry	control
arbitration	census	controversy
aristocracy	century	convention
armistice	cession	corporation
arms	character	cotton
army	charter	council
articles	circulation	counterfeit
artillery	citizen	country
assassination	city	county
assault	civil	court
assembly	civilization	court martial
assessment	clergy	credit
assistance	coinage	crime

criminal	embargo	garrison
crisis	embassy	gerrymander
currency	emigrant	globe
customs	emperor	government
damage	empire	governor
debtors	employer	grant
decade	enemy	greenback
decisive	enforce	grievance
declaration	enlist	guarantee
decline	entanglement	guilty
decree	enterprise	historian
defeat	envoy	homestead
defend	epoch	hostile
defiance	equality	humanity
delegate	era	ignorance
demands	essential	illegal
democrat	establish	illiterate
democracy	event	immigration
denomination	execution	impeachment
department	executive	import
dependency	exempt	inauguration
depreciation	exile	income
depression	expansion	indemnity
deputy	expedition	independence
descendant	expenditure	indict
deserter	explorer	industry
despotism	exportation	inhabit
destruction	exposition	inheritance
development	extradition	initiative
dictate	factory	injunction
diplomacy	federation	inscription
discontent	feudal	institution
discover	filibuster	insurrection
dispute	finance	interior
dissolve	flag	internal
district	fleet	international
division	foe	interstate
doctrine	forces	invasion
document	foreign	inventor
domain	fortification	investigate
dominion	fortress	irrigation
draft	forty-niner	issue
duty	founder	judicial
economics	franchise	judiciary
education	fraud	jurisdiction
educator	freedom	jury
effect	freeman	jurymen
election	freesoilers	justice
elector	frontier	kaiser
eligibility	fugitive	kingdom
emancipation	funds	labor

latitude	neutrality	president
lawful	newspaper	primary
laws	nominate	prime-minister
leadership	nominee	prisoner
league	non-intercourse	privilege
legal	non-partisan	proclamation
legislation	nullification	progress
levy	offensive	progressive
liberty	office	prohibition
lieutenant	official	property
literature	opponent	proprietor
loan	oppression	prosecution
locomotive	ordinance	pro-slavery
longitude	organization	prosperous
loyalist	original	protection
machine	outlaw	protectorate
magistrate	panic	protestant
mail	pardon	providence
major	parliament	province
majority	patriot	provision
manufacture	patriotism	publicity
map	peace	purchase
marine	peasant	puritan
massacre	peasantry	quaker
mayor	pension	qualification
migrate	period	quarrel
military	permanent	queen
militia	persecute	quorum
mining	petition	quota
minister	petroleum	rabble
ministry	pilgrim	radical
minority	pioneer	raid
mint	pirates	railroad
minutemen	plaintiff	ratification
missionary	plantation	rebel
mob	platform	rebellion
mobilize	pledge	recall
monarch	plot	reconstruction
monarchy	plurality	recruits
monument	policy	re-election
movement	political	reenforcement
municipal	politics	referendum
munitions	popular	reform
nation	population	reformation
national	possession	refugee
native	postal	regiment
naturalization	posterity	region
naval	poverty	registration
navigation	precedent	regulars
navy	preparedness	reign
negotiation	preservation	religion

repeal	slaveholders	transportation
representative	slavery	treachery
republic	socialism	treason
republican	soldier	treasury
reservation	sovereign	treaty
reserve	speaker	trench
resignation	spoils	trial
resistance	spy	tribe
resolution	state	tributary
resources	statesman	troops
retreat	statute	truce
revenue	strikes	trusts
revolt	stronghold	tyrant
revolution	struggle	tyranny
riot	submarine	unanimous
rivalry	succeed	union
route	suffrage	university
royal	supplies	uprising
royalty	supremacy	vessel
ruler	supreme	veteran
rural	surrender	veto
sailor	surveyor	victim
sanitation	system	victory
secession	tariff	village
sectional	tax	volunteers
sedition	taxation	vote
self-government	taxpayer	voter
senate	telegraph	voyage
senator	tenure	wampum
separatists	terms	war
service	territory	ward
session	tomahawk	warrant
settlement	torture	warrior
sheriff	town	waterways
shipwreck	township	weapon
siege	traffic	whig
situation	trail	witchcraft
slave	traitor	worship
		writ

Although there are several instances in the list above which do not fit commonly into the middle elementary grades, it is well to include the entire list. In checking with the similar list for geography we find many words in common, which is just as it should be. Both lists should be of

great value to a teacher, not only to emphasize the fact that many words which children are often expected to know as a result of their general knowledge, are really technical words, but also should they be used as catalogues of important concepts in the subject. The lists can be of great service in diagnosis of difficulties, and in guiding remedial treatment. The lists are fine material for review of a unit.

The technical vocabulary then seems to be a tool of importance, and should be of great service to the teacher.

APPENDIX C

MAPS

The idea of maps or globes as representations of pictures of the earth, or any part of it, is difficult for the child to grasp and apply to his needs. But it is believed that if he is exposed to them from the first, with simple explanations, he will come to look upon them as a very necessary part of his school equipment. The map habit should be so well established during the first six grades that at the end of that period each pupil would feel the desire to consult a map when any place unknown to him is brought to his attention, and be able to visualize places thereon with which he is familiar.

One caution to the teacher is that she should not think in terms of physical maps alone, for there are literally hundreds of different kinds of maps. If the proper data is available anything which is distributed over the face of the earth can be mapped. There are maps which show temperature, rainfall, political boundary lines, relief, communication, climate, vegetation, products, density of population, commercial development, and many other facts of distribution. Whenever available these maps, as well as the physical map should be used.

Maps may be used for purposes of comparison, and studies made along this line are very worthwhile. For example, a density of population map of a country or of a continent may show certain parts to be densely populated, others sparsely. A question arises as to the why of the distribution. Study of a relief map may provide the answer, or perhaps climatic maps or product maps may furnish the information.

Of course maps should be used for purposes of location. Whenever a country or a region is being studied and the pupil comes across the name of a place of which he does not know the location, he should stop then and find that place on a map. This habit should be cultivated just as faithfully as any other good study habit.

The variety of maps that are available makes it almost impossible to list them with any completeness. The following types are very helpful and the teacher will find it wise to become acquainted with the peculiar teaching value that each possesses. Catalogs may be obtained by writing to the firms that supply the maps.

1. Blackboard outline maps.
2. Climate and rainfall maps.
3. Colored outline maps.
4. Commercial geography maps.
5. Desk outline maps.

6. Geological maps.
7. Natural vegetation maps.
8. Physical geography maps.
9. Political geography maps.
10. Products and industries maps.
11. Regional geography maps.
12. Relief maps.
13. State maps.
14. World occupation maps.
15. Settlement maps.
16. Internal improvement maps.
17. Discovery and Exploration maps.
18. Historical - Pictorial Maps
19. Colonization Maps.
20. Expansion Maps.
21. War, or Military maps.

Since the average teacher is familiar with the usual physical and political globes, they will not be described in detail, but the following globes are different from the ordinary physical or political globes, and the teacher will find it beneficial to consider their use.

1. Slated globe (with continents outlined). The twelve inch continents are outlined in white and the parallels and meridians are incised. The globe is very useful in beginning geography because of the simplicity of construction.

It can be secured from Denoyer - Geppert Co., of Chicago.

2. The Form A Globe, four inches, from A. J. Nystrom and Co., is a small globe which the child "forms" or assembles for himself. It is valuable in making apparent the difficulty of showing land masses on a flat map without inaccuracies and distortion.

3. The Jones Model Table Stand Globe, size thirteen inches and twenty inches, from Rand McNally and Company, is modeled in relief to an exact scale and represents the solid earth with the water removed. It reveals the irregularity of the ocean bottom.

4. The Garriglobe, fourteen inches, and twelve inches, from the Garrigue Globe Company, New York, is a light, durable, globe which comes in three forms, two of which may be used in the elementary grades. No. 1 is washable and impervious to water. No. 3 is a political globe in which the vivid yellow of the continents stands out plainly against the blue of the ocean. Printing on this globe has been reduced to a minimum.

Certainly this type of illustrative material is well worth investigating by the elementary teacher, who is in need of every aid toward the establishment of clear conceptions on the part of her pupils. It behooves her to keep abreast of improved devices along this line. Descriptive catalogs are available from the following companies:

George F. Cram Co., Chicago, Ill.

Denoyer - Geppert Co., Chicago, Ill.

A. Flanagan Co., Chicago, Ill.

Garrigue Globe Corp., New York City

C. S. Hammond and Co. Inc., Brooklyn, New York

Kuy-Scheerer Corp., New York City

McKnight and McKnight, Normal, Ill.

Rand McNally Co., Chicago, Ill.

APPENDIX D. GENERAL BIBLIOGRAPHY

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