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GUIDELINES FROM THE YEARBOOKS OF THE
NATIONAL COUNCIL FOR THE SOCIAL
STUDIES: A TREND STUDY

VOLUME I

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

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* * * * * *

The Ohio State University
1965

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PREFACE

Very few people attempt to read a voluminous dissertation; still fewer attempt to write one. The writer attempts here to make it a not too frightening task for those who might want to find out why a large amount of good paper is used in this dissertation. It is therefore requested that the reader reserve his judgment until after he shall have gained some degree of familiarity with what this piece of work has to offer. A few pointers for the uninitiated are given below and not for those who have already gained some degree of sophistication in dealing with materials of this kind.

Browsing through the Table of Contents and scanning its different aspects, one gets a cursory knowledge of what this study is about. Reading the last chapter is another important step. Its greatest appeal lies in its conciseness; in giving the reader a general idea of the content of the dissertation in a comparatively few pages. This chapter presents an idea of the relative value of the other chapter and gives the reader an understanding of the major findings of the study as well.
From here the reader can go on to read Appendixes D and E which are a coded table of contents of the Yearbooks and summaries of the Yearbooks, respectively, in order to get a general idea of the content of each volume or he can go back to Chapter I to gain knowledge of the methodology of research used.

The reader then will be prepared to use the materials presented in Chapters II to V to profit. He could be a teacher of social studies, a curriculum worker, a writer of articles on social studies, or a graduate student planning to write a dissertation in the teaching of social studies.

In closing, the writer wishes to express his deepest gratitude and appreciation to Professors Robert E. Jewett, Paul Klohr, and Loren Tomlinson, the three members of his dissertation reading committee, for their invaluable help and guidance and to the National Council for the Social Studies for its cooperation in the loan of some volumes of the Yearbooks. The writer also wishes to state that this work could not have been accomplished without the help of many of his friends to whom he is forever grateful.
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CHAPTER I

INTRODUCTION

Statement of the Problem

The main problem of this dissertation is to discover some authoritative directions for making decisions or taking action on some important aspects of the teaching of social studies from the Yearbooks of the National Council for the Social Studies. More specifically, the study has attempted to find some guidelines for the following aspects of the teaching of social studies: aims or objectives, curricular content and curriculum design, methods and techniques of teaching, matters regarding the teacher, evaluation of teaching, research, and administration and supervision. These aspects of the teaching of social studies

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were selected in consultation with the writer's dissertation reading committee.

Background of the Problem

The proper choice of a dissertation problem is perhaps one of the most important decisions, if not the most crucial, which any doctoral student has to undertake in his academic program. It requires a critical self-examination of his academic interests and abilities and some of his remote and immediate goals in life besides putting into action some of the standard procedures and basic considerations that result in the identification of a research problem which meets institutional requirements.

A review of the processes undertaken will be incomplete without some understanding of the personal reasons contributing to the decision on the above-mentioned problem. The indulgence of the reader, therefore, is requested for the following statements which contain personal references.

The writer is on a fellowship grant from the governments of the United States of America and the Republic of the Philippines for a very limited period to work for a doctoral degree in education. His present field of
specialization is different in some respects from the fields of studies which he had for his bachelor and master's degrees from the state university of his country. The fellowship requires its recipient to return to his country to help in its social and economic development. The writer is expected to resume his teaching duties at the University of the Philippines. It is his obligation to contribute to the development of the field of the teaching of social studies which, to the best of his present knowledge, has only a few workers who have had advanced graduate training in this particular field of specialization. The writer's awareness of the above-mentioned condition and the great service the field of social studies can render with more and better trained teachers was a very important factor in deciding on the subject of this study.

It is unquestionably clear that the purpose of the writer in coming to the United States is, principally, to search for guidelines or directions not only in his field of study, but more so in his teaching profession. Borrowing the terms of the economist and using an analogy, he came to the United States to engage in the enterprise of education, the end product of which is the accumulation of
more capital in the form of knowledge, abilities, skills, understandings, and values, which he, upon his return to the Philippines, can use in perhaps a greater and bigger enterprise of the ever-continuing and all-important process of education.

The writer's present enterprise has been a most profitable one. He came to the United States with some capital in the form of all the accumulated learning he had had in the past. That capital enabled him to be admitted as a junior partner -- one among thousands -- of the Ohio State University which is engaged in a gigantic corporation-size enterprise of education. As a junior partner of this big business of discovering and imparting knowledge, and developing abilities, skills, understandings, and values, the writer was able to borrow or lend capital, either consciously or unconsciously from or to faculty members, fellow students, employees, and others. As a junior partner, of very limited capital and investment, he was able to borrow very much more than he is capable of paying.

The work made on this dissertation is perhaps the biggest capital-borrowing and enterprising venture in learning that the writer has ever attempted. He, however,
started with enough capital and with senior partners -- his major adviser and other members of his dissertation reading committee in particular -- who willingly gave him more capital when necessary. The capital consisted of the sum total of his past learning, the most recent of which was derived from formal courses, ideas from dissertations written in his field particularly those which used the technique of content analysis, and reading of standard books on this method of inquiry.

The next venture then towards this continuing search for directions is to borrow ideas from one of the best collections of intelligent thinking in the field of the teaching of social studies -- the Yearbooks of the National Council for the Social Studies. A previous acquaintance with the contents of the Yearbooks contributed much to the decision to delve into them more intensively. A perspective of more than thirty years of the best thinking and mature experience in the teaching of social studies would be an invaluable asset to any worker in this field. It becomes doubly priceless for educators of a country that is in its early stages of development. For such reason,
the writer feels that this is a rare opportunity of excellent gains.

In what form is indebtedness in learning paid? To whom is it paid? Indebtedness in learning is paid in kind and the only way for one who has received learning to pay his obligation is to be ready and willing to continually pass it to others. It is a loan whose payment in interest is compounded and is a life-time obligation. Due to the nature of this kind of indebtedness, it is the responsibility of the debtor to keep his learning fresh. The only way to keep it fresh is to continue learning and using it at the same time.

The finished product of this research venture is being offered by the writer as an insignificant partial payment of his debt. It is hoped that some use of its contents can be made to help advance man's never-ending search for more knowledge and truth. It is with eager anticipation that teachers of social studies, especially in the home country of the writer, can use this study to great advantage.
Method and Procedure of Research

The method of content analysis was employed in this study. "Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication."\(^2\) The method was used to analyze the contents of the Yearbooks of the National Council for the Social Studies from its initial publication in 1931 through 1964. The analysis has attempted to discover trends, issues, problems, recommendations, and grounds in the aspects of the teaching of social studies enumerated in the statement of the problem.

The term "social studies" is used in this dissertation in the following meaning:

. . . those portions of the subject matter of the social sciences, particularly history, economics, political science, sociology, and geography, which are regarded as suitable for study in elementary and secondary schools and are developed into courses of study, whether integrated or not, and of which both the subject matter and the aims are predominantly social; not to be confused with the social sciences or with subjects having a social aim but not social

content (as in the case of courses in English, art appreciation, and personal health), nor to be confined to too narrow or rigid a combination of studies.3

It has been noted, however, that the terms "social studies" and "social sciences" are used interchangeably in many of the articles. For this reason the terms are considered synonymous in articles where the author or authors do not make any clear differentiation of their meanings.

This study has for its major assumption that the Yearbooks of the National Council for the Social Studies contain among the best observations, ideas, or thoughts regarding the teaching of social studies. A synthesis of comparable, similar, or continuing ideas on the above-given aspects of the teaching of social studies will give authoritative directions or guidelines in the field.

In order to discover trends, the Yearbooks were grouped into four periods: 1931-1938; 1939-1946; 1947-1954; and 1955-1964. The first period has nine volumes; the second has eight; the third has eight; and, the fourth has nine. The periods coincide with significant periods in

world history. The first period covers part of the Great Depression, the New Deal, the rise of Nazi Germany, and the increasing world tension that preceded the Second World War. The third period covers the era of adjustment and reconstruction after the war, the beginning of the rise of new nations, and the Cold War. The last period covers an era of increasing world tension, the age of missiles and sputniks, rapid communications, and expansion of knowledge that characterize our times.

The writer used the important aspects of the teaching of social studies as criteria for identifying major observations, thoughts, or ideas in the Yearbooks. The observations, thoughts, or ideas were taken from statements giving their general idea. They were either quoted or paraphrased.

Definition of Terms

To guide the researcher in recording major ideas on the different important aspects of the teaching of social studies, the following definitions of these aspects, which are also the categories for selection, were used:

1. "Aim: a foreseen end that gives direction to an
activity and motivates behavior. Syn. end-in-view; goal."^4

2. "Objectives: n. aim, end in view, or purpose of a course of action or a belief; that which is anticipated as desirable in the early phases of an activity and serves to select, regulate, and direct later aspects of the act so that the total process is designed and integrated."^5

3. "Curricular content: any subject matter, instructional materials, situations, or experiences that may help develop understandings, skills, appreciations, and attitudes."^6

4. "Curriculum design: the way in which the component parts of the curriculum have been arranged in order to facilitate teaching and to enable schools to formulate feasible daily and weekly schedules."^7

5. "Teaching method: (1) a rational ordering and balancing, in the light of knowledge and purpose, of the several elements that enter into the educative process, the nature of the pupil, the materials of instruction, and the total learning situation; (2) a standard procedure

^4Ibid., p. 23.
^5Ibid., p. 371.
^6Ibid., p. 149.
^7Ibid., p. 151.
in the presentation of instructional material and content of activities, for example, the Herbartian method, the Morrison method, etc. Syn. instructional method."\(^8\)

6. "Teaching techniques: (1) a specific way of presenting instructional material or conducting instructional activities; (2) the teacher's manner and method of teaching."\(^9\)

7. "Evaluation: (1) the process of ascertaining or judging the value or amount of something by careful appraisal; (2) (psych.) the process of determining the relative significance of phenomena of the same sort in terms of some standard; (3) consideration of evidence in the light of value standards and in terms of particular situation and the goals which the group or individual is striving to attain."\(^{10}\)

8. "Research: (philos.) careful, critical, disciplined inquiry, varying in technique and method according to the nature and conditions of the problems identified,\(^8\)

\(^8\)Ibid., pp. 553-554.
\(^9\)Ibid., p. 554.
\(^{10}\)Ibid., p. 209.
directed toward the clarification or resolution (or both) of a problem.\textsuperscript{11}

9. "Administration: all those techniques and procedures employed in operating the educational organization in accordance with established policies."\textsuperscript{12}

10. "Supervision: all efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction, and methods of teaching, and the evaluation of instruction."\textsuperscript{13}

11. "Teacher: (1) a person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution, whether public or private."\textsuperscript{14}

In sifting observations, thoughts or ideas in the

\textsuperscript{11}Ibid., p. 464.
\textsuperscript{12}Ibid., p. 3.
\textsuperscript{13}Ibid., p. 539.
\textsuperscript{14}Ibid., p. 550.
form described above, another set of categories was used simultaneously in the process. These categories limited the selection of major ideas to trends, problems, issues, recommendations, and grounds. The definitions of these categories are given below.

1. Trend - 2a. a prevailing tendency or inclination.\(^{15}\)

2. Problem - 3b. something that is a source of usually considerable difficulty, perplexity, or worry."\(^{16}\)

3. Issue - 6b. a matter that is in dispute between two or more parties or that is to be disputed by the parties: a point of debate or controversy.\(^{17}\)

4. Recommendation - 2b. a statement giving advice or counsel.\(^{18}\)

5. Ground - 2a. the foundation or basis on which knowledge, belief, or conviction rests."\(^{19}\)


\(^{16}\)Ibid., p. 1807.

\(^{17}\)Ibid., p. 1201.

\(^{18}\)Ibid., p. 1897.

\(^{19}\)Ibid., p. 1201.
Procedure of the Content Analysis

The researcher formulated and followed the following steps in analyzing and synthesizing the contents of the Yearbooks:

1. Reading the title, preface, foreword, and table of contents, and rapid skimming of the pages of the main body of each Yearbook to get an idea of the main purpose and/or general content of the volume.

2. Cursory reading of an article to get an idea of the main purpose and/or general content of the article. The main purpose and/or general content of the article were recorded in a worksheet. (See Appendix A.) There were recorded either in the author's words or paraphrased.

3. Another reading of the article, paying particular attention to the introduction or beginning paragraphs, subtitles, topic sentences and conclusion to determine the major topics or subjects discussed in the article. At this stage an outline of the article was made on the worksheet. This outline contains the main and sub-headings, in cases where articles have them or they are supplied by the researcher.

4. A more thorough reading of the article to get
the major ideas discussed in connection with the topics in the outline. These major ideas were entered in the worksheet in the order of their appearance in the article.

5. Rereading of article for the purpose of determining more definitely whether the entries were really major ideas and whether all the major ideas had been recorded. An idea which merely explains or elaborates another is not recorded. A major idea is recorded only once from an article.

6. A closer examination of the major ideas to determine the relationships of the ideas to each other. At the same time each idea is classified according to the aspect of the teaching of social studies. Simultaneous with these attempts was the effort to determine whether an idea so-classified is a trend, problem, issue, recommendation or ground. The corresponding codes to indicate these classifications were noted in their proper places in the worksheet.

7. Further study to determine in what context of subject-matter area or areas of the social studies and grade level or levels a given idea is discussed. The corresponding notations were placed also in the worksheet.
Where no notations are indicated, the particular major idea is assumed to be applicable to all the subject-matter areas of the social studies and to all grade levels. A particular notation concerning this matter, however, does not imply exclusiveness of a given major idea to the subject-matter area and grade level so indicated except when this is clear or made explicit in the idea.

8. The gist of a trend, problem, issue, recommendation, and ground that are related were entered in a 4" x 6" index card. The gist is in the form of key words, important phrases, or brief sentences and was given its corresponding code. (See samples of filled cards in Appendix B.) Only one trend, one problem, and one issue were entered in a card together with one or more recommendations and grounds.

9. A summary of the contents of a Yearbook was made after completing steps two to eight for all articles of a volume. This summary contains the main purpose and/or general content of each article. A coded table of contents of the Yearbooks is given in Appendix D, while summaries of the Yearbooks are presented in four periods in Appendix E.

10. The data contained in the index cards were
tabulated and the results of the tabulation are presented and analyzed in four periods for each aspect of the teaching of social studies in separate chapters beginning Chapter II.

11. The next step called for synthesis. Comparable or similar statements of trends, issues, problems, recommendations, or grounds in a given period were either fused or combined. The statement which represents the synthesis of all the comparable statement has under its entry the sources of the statements. The presentation of the synthesis of a later period has notations of continuing ideas from an earlier period or periods. The synthesis of each period is presented together with the analysis of content mentioned in step ten.

12. The final step involved the writing of a summary, conclusion, and recommendations.

A further explanation of the procedure just outlined will give the reader a clearer understanding of the processes that were involved in the classification of the ideas and the recording of their gist in the index cards. The examples of index cards given in Appendix B illustrate the processes described below.
As aforementioned an idea was recorded under a given aspect of the teaching of social studies only once from an article. While it was noted that an idea could be classified under more than one aspect of the teaching of social studies, each idea is classified in only one of the categories. In cases of doubt, the main purpose of the article and the major topic where the idea was discussed were considered. In short, every idea or item was classified in context. The same procedure was used in deciding whether an idea or item was to be classified as a trend, a problem, an issue, a recommendation, or a ground. A tendency was classified as a trend when it is stated as such by the author and/or is discussed to some extent thus constituting as a major idea. Findings and conclusions from studies or observations of a normative nature were classified also as trends. A trend might, however, be noted at the same time as a problem, an issue, and/or a ground. This happens when a trend is discussed also as a problem and/or an issue. A trend can also be the implied ground or reason for a recommendation. An idea or item was classified as a problem when it referred to a source of difficulty, perplexity, or worry. Its use here did not refer to a "yes-no" or an "either-or" proposition
as in the case of an issue which is a point of debate or controversy. A recommendation, besides being a statement giving advice or counsel, could be in the form of a stand on a particular issue. A ground is a reason for a proposal, advice, or counsel or stand on an issue. A problem could be the implied ground of a recommendation given to it. This happens when the problem presents a need and the recommendation is merely a call for action to meet the need.

There are four kinds of entries made in the index cards. One kind of entry is where a card may contain only a trend and/or a problem or issue. This is the case when an article is devoted solely to the exposition of a trend and/or problem or issue and no recommendation is given. The second kind of entry is where a recommendation or recommendations are entered together with a problem or issue and no ground is given. The third kind of entry is one where a problem or issue has an accompanying recommendation or recommendations with their corresponding ground or grounds. The last kind of entry is one where a recommendation or recommendations, with or without their corresponding grounds are entered. This happens when the
problem is implied by the recommendation or recommendations or when the problem or issue is discussed in a preceding article. This is the case in Yearbooks where a division of labor among the authors permits one to deal only on trends, problems, issues, recommendations, or grounds.

A final word on the procedure undertaken will be necessary at this point. After collecting the material for the first period, the writer was able to make some modifications of the procedure just described due to a loan from the National Council for the Social Studies of some volumes of the Yearbooks covering the second to the fourth period. Beginning the collection of data for the second period, these borrowed volumes were used in place of the worksheet. Instead of paraphrasing or quoting the statements containing the major ideas and writing them on the worksheet, the statements were merely inclosed in brackets or parentheses. These were coded accordingly. The gist of the ideas that were written on the index cards were taken directly from the Yearbooks. This modified procedure eliminated the laborious effort required in writing the ideas on the worksheet and also the possibility of error which could arise when using a secondary source.
CHAPTER II

ANALYSIS AND SYNTHESIS OF THE CONTENTS OF
THE YEARBOOKS COVERING THE FIRST PERIOD:
(1931-1938) VOLUME 1 TO VOLUME 9

The present chapter is concerned with the presentation of the analysis and synthesis of the contents of the Yearbooks covering the first period (1931-1938) as to the different aspects of the teaching of social studies. The analysis of the contents as to each aspect is followed by a synthesis of the major ideas. The trends for each aspect are presented first. This is followed by the issues, and problems with their corresponding recommendations and grounds. The analysis and synthesis of the contents of each of the important aspects are presented in the following order: (1) aims or objectives; (2) curricular content and curriculum design; (3) methods and techniques of teaching; (4) matters regarding the teacher; (5) evaluation of teaching; (6) research; and (7) administration and supervision.
Preliminary to the presentation of the analysis and synthesis of contents are three tables showing the distribution of the articles of the Yearbooks according to the important aspects, subject-matter fields, and grade or school level treated. The distribution of the number of articles on the important aspects of the teaching of social studies in the Yearbooks covering the first period is given in Table 1.
TABLE 1.—Distribution of the articles on the important aspects of the teaching of social studies in the Yearbooks covering the first period: (1931-1938) volume 1 to volume 9

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*A-Aspects; T1-Total; A/O-Aims or Objectives; C/D-Curricular Content and Curriculum Design; M/T-Methods and Techniques of Teaching; T-Matters regarding the Teacher; E-Evaluation of Teaching; R-Research; A/S-Administration and Supervision; TYB-Number of articles in the Yearbook. (Refer to the same notations for similar tables.)

An examination of Table 1 will show that the aspect curricular content and curricular design has the largest number of articles devoted to its treatment in the Yearbooks of the first period. It is followed by methods and techniques of teaching, aims or objectives, administration and supervision, research, matters regarding the
teacher, and evaluation of teaching in that order. Curricular content and curriculum design, however, is not among the main concern of any article in two Yearbooks. Methods and techniques of teaching is not discussed in only one volume. Aims or objectives, matters regarding the teacher, and evaluation of teaching are dealt with in five volumes. Research and administration and supervision are treated in only three volumes. Aims or objectives are not dealt with in the last three volumes of this period and administration and supervision are not treated after the fourth volume. It will be noted also that except for the first two volumes of the period, where all almost all of the aspects are treated, the succeeding volumes deal with fewer aspects of the teaching of social studies. The specialized nature of the contents of the Yearbooks as revealed in the summaries given in Appendix E explains the above-given observation.

The articles of the Yearbooks deal with the general field of the social studies in most cases. There are, however, a number of articles that are devoted more specifically to particular subject-matter fields. The distribution of the number of articles according to particular
subject-matter fields in the Yearbooks covering the first period is shown in Table 2.

TABLE 2.—Distribution of articles according to particular subject-matter fields in the Yearbooks covering the first period: (1931-1938) volume 1 to volume 9

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CE - - - - - - - - 1

CC - - - - - - - - 1

TYB 8 12 10 14 15 14 16 9 20 118

*S-M-Subject Matter; H-History (A-American, W-World, S-State); PS-Political Science; G-Geography; E-Economics; S-Sociology; PD-Problems of Democracy; CE-Current Events or Contemporary Affairs; CC-Civics or Citizenship; TYB-Total number of articles in the Yearbook.

It will be noted from Table 2 that history is given much more attention than others in the period under study.
American history has more articles than world or state history. Geography is a poor second in the list with the rest of the subject-matter fields discussed in only one article each. The above table also shows that articles particularly concerned with history declined in number in the later part of the period. The other fields began to be treated in the later part of the period.

The number of articles dealing with particular grade or school level in the Yearbooks of the first period is presented in Table 3.
TABLE 3.—Distribution of articles according to particular grade or school level in the Yearbooks covering the first period: (1931-1938) volume 1 to volume 9

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*GL-Grade Level; K-Kindergarten; E-Elementary (E-Elementary, P-Primary, I-Intermediate); HS-High School (HS-High School, JH-Junior High, SH-Senior High); C-College (C-College, JC-Junior College); TYB-Total number of articles of the Yearbook. (The numbers in parentheses give the breakdown of the articles into the particular subdivisions of a given level.)

A study of Table 3 will show that more than one-half of the articles in the first period deal with the secondary school, while a little more than one-fourth treat upon the elementary level. Articles devoted to the college level are less than one-tenth and a very small number
is concerned with the kindergarten. It will be noted also that the articles dealing with the high school are not only the largest in total number for the period, but also lead in individual volumes except in the Fourth Yearbook where they total the same as those devoted to the elementary school.

Aims or Objectives in the Teaching of Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations and grounds on aims or objectives of the teaching of social studies in the Yearbooks covering the first period is given in Table 4 below.

TABLE 4.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on aims or objectives of the teaching of social studies in the Yearbooks covering the first period: (1931-1938) volume 1 to volume 9

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles of the Yearbook.
The figures in Table 4 show that aims or objectives of the teaching of social studies are discussed principally in some articles in volumes one, two, four, five, and six. Trends, problems, recommendations, and grounds are treated in about the same number of articles and volumes with only one article on issues.

Trends in Aims or Objectives

The trends in aims or objectives that have been noted in four articles of three volumes of the Yearbooks of the first period deal with objectives in elementary school geography, general objectives in the elementary and secondary schools, and objectives in world history in the elementary and secondary schools. These trends are presented below in the order they are enumerated above.

Trends in objectives of elementary school geography

L. T. Johnson (2:6:175-180)¹

1. Geography is primarily taught to promote

¹This notation indicates the volume, article number, and the page or pages where a given idea may be found. The author's name precedes the notation. The author's name is omitted in the enumeration. Refer to Appendix D, "Coded Table of Contents of the Yearbooks," for meaning of the notation.
understanding of the relationships between man and his environment. (2:6:180)

2. Geography is no longer taught for its disciplinary value as in 1900-1910. (2:6:180)

3. Place location is no longer considered one of the most important objectives. (2:6:180)

4. Personal efficiency and happiness is introduced for the first time in recent years. (2:6:180)

5. Understanding of the interdependence of men and sympathetic understanding of other people have become important objectives. (2:6:180)

6. The ability to draw maps is no longer considered of importance. (2:6:180)

7. The ability to read information from maps is given more importance. (2:6:180)

Trends in general objectives in the elementary and secondary schools

C. C. Ball (4:8:115-128), M. E. Bennett (4:11:152-175)

Elementary school objectives

1. Ethical character (4:8:117)

2. Good citizenship (4:8:117), (4:11:154-155)
5. Home membership (4:8:117)
6. Use of leisure time (4:8:117), (4:11:154-155)
7. Self-expression (4:11:154-155)
8. World-mindedness (4:11:154-155)

Secondary school objectives

1. To know the territorial, political, industrial and social history of the country. (4:8:124)
2. To know how changes in business methods affect life in the United States. (4:8:124)
3. To recognize problems in community life and to practice in finding their solutions. (4:8:124)
4. To know that success of the government depends on the character of the citizens. (4:8:124), (4:11:155)
5. To know that modern civilization needs industries for food, clothing and shelter. (4:8:124)
6. To know the importance of conservation of natural resources. (4:8:124)

2Objectives of junior and senior high schools are placed under secondary school objectives.
7. To know the need for interdependence of men as shown in industries and commerce. (4:8:124), (4:11:155)

8. To discover the causes of war and the means to avoid them. (4:8:125), (4:11:155)

9. To know how inventions and discovery bring easier life and efficiency. (4:8:125)

10. To know the effect and future influence of American ideals to world history and future civilization. (4:8:125)

11. To appreciate the life of man in the process of evolution and progress. (4:8:126)

12. To gain historical knowledge to serve as basis of sound judgment about the past and the present. (4:8:126)

13. To analyze the past in order to understand present problems. (4:8:127)

14. To be able to meet social and political problems intelligently, stimulated by the study of great leaders. (4:8:127)

15. To be able to keep oneself healthy. (4:11:155)

16. To be able to develop skill in the fundamental processes. (4:11:155)

17. To develop vocational fitness. (4:11:155)

18. To develop a vocational resourcefulness. (4:11:155)
Trends in objectives in world history

A. N. Gibbons (6:4:50-67)

Primary and Intermediate objectives

1. Emphasis is placed on developing world-mindedness. (6:4:59)

2. Attention is given to the acquisition of general insights, like the influence of geography and economics on social customs and social points of view. (6:4:59)

Intermediate and junior high school objectives

1. To develop an understanding of social evolution. (6:4:59-60)

2. To develop appreciation of the great contributions of the people of the past. (6:4:60)

3. To develop a sense of responsibility to carry civilization forward. (6:4:60)
Junior and senior high school objectives

1. To gain a better understanding of the modern world - the origin of institutions and present problems. (6:4:60)

2. To know the importance of the interdependence of men (6:4:60)

3. To gain an understanding of social principles and concepts. (6:4:60)

4. To develop a historical attitude is the aim in both elementary and secondary schools. (6:4:60-61)

Issues in Aims or Objectives

The issues that have been noted in one article of the volumes of the first period are concerned with what should be the main objectives of the social studies. Stated briefly, the issues are as follows: Should we teach the child to live in the present or to prepare him for adult life? Or, should we teach him to solve problems? M. E. Christy (4:5:57)
Stand on issues

The stand is definitely on teaching the child to live in the present and how to solve problems. (4:5:57)

Ground

It is difficult to make a prophesy of what will be the future needs of children due to the changing social order. (4:5:57)

Problems in Aims or Objectives

The problems in aims or objectives that have been noted in the articles of the first period are concerned with objectives in history, geography, and general objectives in social studies. These problems are presented separately below with their corresponding recommendations and grounds in the order they are given above.

Problems in objectives of history

A. Craven (1:2:15-23), D. Snedden (5:2:9-19)

Objectives in history are said to be complex and puzzling. More specifically, the problem is centered on
what should be done with the situation, and what should be the objectives in teaching history. (1:2:15-16), (5:2:14)

Recommendations

1. The historian must formulate the objectives. (1:2:16)

2. Learnings must be tested against particular forms of human well-being. (5:2:14)

3. History offerings should be planned and valued as of three highly distinct kinds: (1) those which are aimed to acquaint one with the common culture; (2) those which will serve as introductory stages for self-educating spiritual cultures; and (3) those which will promote civic enlightenment. (5:2:17)

4. The historian's history has little place in the unspecialized elementary and secondary schools. (5:2:18)

5. The major objectives should be: (1) To impart and acquire historical information; and (2) To acquire the historical or scientific attitude. (1:2:16:21)
Grounds

1. Clear-cut objectives are necessary and the historian is in the best position to formulate them. (1:2:15-16) - 1; (5:2:16-17) - 2 to 4

2. The recommendation is based on the inherent value of information and of the training in the historical method. (1:2:21-23) - 5

Problems in general objectives of social studies

M. E. Christy (4:5:56-73), J. E. Stonecipher (4:6:74-89),
D. Snedden (5:2:9:19)

The problem in general objectives of social studies that is noted in the articles of the Yearbooks of the first period is centered on: What should be the objectives of social studies? (4:5:57), (4:6:79), (5:2:11-12)

3 Many of the grounds may be inferred from the recommendations. The grounds that are given refer to the recommendations whose number or numbers are noted after the notation of the grounds.
Recommendations

1. To arouse in the child the desire to acquire the truth about problems of present-day America. (4:5:57), (4:6:80), (5:2:13-14)

2. To learn how Americans came to be what they are. (4:5:57), (4:6:80)

3. To learn how Americans can live the better life. (4:5:57), (4:6:80), (5:2:13-14)

4. To understand and appreciate one's role in an interdependent social, economic, and political group. (4:6:79), (5:2:13-14)

5. To understand and appreciate the contributions of the past. (4:6:79), (5:2:13-14)

6. To build attitudes of tolerance, respect, sympathy and goodwill to all people. (4:6:80)

7. To develop understanding of the complex and highly organized economic structure used by man to improve conveniences of modern life. (4:6:80-81)

8. To realize the essential interrelationships between man and his environment. (4:6:81)

9. To be able to combat prejudice through critical thinking. (4:6:81)
10. To develop reasoned faith in and knowledge of American institutions. (4:6:81)

**Grounds**

The objectives recommended are needed by the changing social order. (4:5:57), (4:6:79), (5:2:13-14)

**Problems in objectives of geography**


**Recommendations**

1. To develop appreciation of the need for conservation of natural resources. (2:6:180)

2. To provide knowledge of the wise and unwise utilization of land. (2:6:180)

3. To develop the ability to think and see in geographical terms. (2:6:180), (6:5:83-85)

4. To develop the ability to use geographical tools for geographical purposes. (2:6:180), (6:5:85)
5. To gain acquaintance with other people and other lands. (6:5:85)


7. To be able to appreciate the beauties of nature. (6:5:86)

Grounds

The grounds may be inferred from the nature of the recommendations.
Curricular Content and Curriculum Design
of Social Studies

The distribution of the number of articles according
to trends, issues, problems, recommendations, and grounds
on curricular content and curriculum design of social
studies in the Yearbooks covering the first period is
presented below in Table 5.

TABLE 5.--Distribution of articles according to trends,
issues, problems, recommendations, and grounds on curricular
content and curriculum design of social studies in the
Yearbooks covering the first period: (1931-1938)
volume 1 to volume 9

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*T-Trends; I-Issues; P-Problems; R-Recommendations;
G-Grounds; TYB- Total number of articles of the Yearbook.

A study of Table 5 will show that problems, recom­
mendations and grounds on curricular content and curriculum
design are treated in almost the same number of articles.
Trends are noted in a little more than one-fourth of the articles, while issues are found in only four articles. Following the procedure made in the synthesis of the aims of objectives, the same manner of presentation is made for curricular content and curriculum design.

Trends in Curricular Content and Curriculum Design

The trends in curricular content and curriculum design found in twenty-seven articles of the volumes of the first period may be classified into the following: (1) Practices in curriculum making; (2) Curriculum in the social studies in the different grade levels; (3) Nature of the curriculum in general; (4) Curriculum of particular subject fields in different grade levels; (5) Textbooks and materials; and (6) Bibliography. These are presented below in the order given above.

Trends in practices in curriculum making


3. Much use is made of available research. (4:5:56), (4:10:139-140), (4:13:195)

4. Attempts are made to coordinate the work from the kindergarten to grade twelve. (4:5:57-59)

5. Courses of study are considered suggestive only of content and procedure since much freedom of choice is given to the teacher. (4:5:61)

6. Provision for individual differences in students are made in the course of study. (4:5:64-71)

7. Correlation of social studies with other subjects from the kindergarten to grade twelve is provided. (4:5:71-72), (4:7:90-114), (4:8:115-116), (4:11:173)

8. Constant revision of the curriculum is being done. (4:5:72-73)

9. Curriculum-making is considered as a slow process. (4:7:91-95), (4:8:115-116)
10. A philosophy is considered necessary to guide the revision of the curriculum. (4:7:91-92), (4:10:139-140), (4:11:153)


Trends in the social studies curriculum in different grade levels

The trends in the social studies curriculum in different grade levels in some school systems are presented below under the following classifications: (1) elementary level; (2) junior high school; (3) senior high school; and (4) college. M. E. Christy (4:5:57-73), N. E. Bowman (4:7:90:114), C. C. Ball (4:8:115-128), E. R. Lucke (4:10:134-151), M. E. Bennett (4:11:152-175), R. E. Keohane and H. C. Hill (4:12:176-193), J. M. Woodbrige, Jr. et al. (4:13:194-205)
Elementary level

1. Increased use of child activity in social living in the kindergarten to grade two, and generalizations based on man's efforts to satisfy his expanding needs, effect of geographical factors, man's willingness to change habits, etc., and increased command of his environment, starting with grade three units in Indian life and life in foreign lands are the characteristics of the program in Denver, Colorado. (4:5:61-63)

2. Correlation of work in geography and social studies with the reading program being revised to contribute to the correlated program is practised in grade four to grade six in Tulsa, Oklahoma. (4:7:95)

3. Fusion of geography and history, development of desirable habits and ideals in the fields of health, character education and citizenship, required of all pupils, and stress on fundamentals rather than details are the characteristics of the program in San Antonio, Texas. (4:8:115-128)

4. Meeting the social needs of the child, with experimentation just beginning in the content area, is reported to be the nature of the program in the child-centered
approach to education at Lincoln School, Teachers College, Columbia University. (4:10:134-151)

5. Activity units on the home for the kindergarten and grade one, and units on community life, children of other lands, our State, transportation, and early civilization respectively, starting with grade two to grade six, is the nature of the program in Pasadena, California. (4:11:157-158)

6. Activities in group living are considered as important as knowledge of subject matter in the elementary program of the University of Chicago University Schools. Grade I and kindergarten units deal with the home, neighborhood, farm, transportation and communication, and group living. In Grades II and III direct instruction and reading about social topics, primitive Indians, Vikings, and early Chicago constitute the offerings. Grades IV and V pupils study "How people live in the past", in a cross-sectional organization, and geography. Grade VI pupils study "Man's achievements", in a longitudinal organization. The objective for teaching geography is to develop working concepts of the world through a study of people in relation to their environment. (4:12:178-182)
7. The elementary curriculum in Reading, Massachusetts, has been influenced first by the Winnetka plan, the Miller plan, and then the Morrison plan. Integrated activity units is the program in Grades I to III. Subject division and correlation are the practices in Grades IV to VI; Grade IV - History (topical organization), Grade V - American history (chronological organization), Grade VI - World Background (chronological organization). The study of geography is based on a standard textbook. (4:13:200-201)

Junior high school level

1. Geography, history, and civics are interwoven about the study of human relations and are studied not as separate subjects in Denver, Colorado. Courses are organized along unitary lines; Grade VIIB - Constitution of the United States (required by State law), VIIA - Old World Background, Grade VIII - History of the United States, Grade IXB - Present-Day Problems of a Modern Community, and Grade IXA - Governmental Civics and International Relations. (4:5:64-66)

2. Units of study on problems of society are set up in place of separate courses in history and geography in
Tulsa, Oklahoma. A more unified program is the goal. (4:7:95-105)

3. The curriculum of the Junior Division (Grades VI to VIII) in San Antonio, Texas has the following characteristics: (1) Fusion of geography and history, health, character education and citizenship; and government, elementary economics and limited sociology; (2) Studies are fused with various special fields in practical activities of problem solving, projects, and topical studies; and (3) These studies are required of all the pupils. (4:8:115)

4. The junior high school offerings at Lincoln School, Teachers College, Columbia University are: (1) Grade VII - study of a civilization different from the West which has a strong appeal to the students, with subject lines in English, art, and social studies broken down; and (2) Grades VIII and IX - study of the development of the United States in the light of a contrasting civilization, with Grade IX centering on problems and achievement of recent American life. Concrete experiences on the part of the students are encouraged and an attempt is made to implement scientifically Dewey's philosophy of education. (4:10:149-151)

5. The secondary division curriculum in Pasadena,
California has activity units for the following subjects in the different grades: (1) Agricultural America is required for Grade VII; (2) Industrial America and Its World Position is required in Grade VIII with some exceptions; and (3) Citizenship and guidance is required in Grade IX. (4:11:161)

6. The objective of the high school curriculum at the University of Chicago Laboratory Schools is to develop an understanding of the social, economic, and political aspects of the modern world through historical and geographical background. The social sciences are the core of the secondary school program. Subject fields are retained, all courses are required, and a unit plan is used for organization and instruction. The library is widely used with a textbook as a unifying guide. (4:12:177:183-193)

7. The junior high school curriculum in Reading, Massachusetts is greatly influenced by the Morrison plan. Units follow a single sequence with each focused on one set of concepts. The offerings for the different grades in this level are: (1) Grade VII - Economic Geography and World History; (2) Grade VIII - American History; and (3) Grade IX - Current History and World History. (4:13:198-199:201)
Senior high school level

1. The senior high school courses in Denver, Colorado are required in Grades X and XI, while elective courses may be taken in Grades XI and XII. One year courses in World history, and American history and government are given for Grades X and XI, respectively. The electives are: American problems; world relations; economics; and psychology. Experiments are being done to eliminate subject-matter boundaries. (4:5:66)

2. The senior high school courses in Tulsa, Oklahoma are organized more on the traditional, chronological order. Attention is given more to content, method, and teacher relationships with students rather than subject organization. The courses are considered excellent for college-bound students. While there are plans to work out a fusion course in the high school with the social studies as the core, there is still uncertainty regarding this move. (4:7:113-114)

3. Specialized courses in world history, English history, and American history, and civics are the offerings in the senior high school curriculum in San Antonio, Texas.
American history is required for graduation, while the others are electives. (4:8:115)

4. The senior high school offerings at the Lincoln School are the following: (1) Grades X and XI - The United States in a larger world picture; and (2) Grade XII - carefully selected, deeply significant achievements, emphasis and dilemmas of American civilization, with more specialized interests of students allowed in the choice of topics to be studied. (4:10:149)

5. The senior high school offerings at Pasadena, California are activity units on (1) World history for Grade X; (2) European Development, and American Development, respectively for Grade XIB and Grade XIA; and (3) America Today for Grade XIIB. (4:11:161)

6. The senior high school of the University of Chicago Laboratory Schools gives the following: (1) Grade X - Early Civilization and Economic Society; (2) Grade XI - Western Civilization and American Political Institutions. The other characteristics have been noted in the discussion for the junior high school level. (4:12:183-193)

7. The senior high school history courses in Reading, Massachusetts are not only for preparing students to pass
the college entrance examination but also aim to prepare them to become well-rounded citizens. The students are given an introduction to the historical method, with American history and government in grade twelve conducted in the unit plan system where more pupil participation is encouraged with the teacher acting as a director of work. Modern history is given to grade eleven while ancient history and world history are given to grade ten. (4:13:203-205)

College level

1. In Pasadena, California, the following are given in Grade XIII: (1) either Ancient or Medieval History, History of Modern Europe, Great Americans, Pacific Coast History, Economic History of the United States, etc.; and (2) History of England and Great Britain, History of the Americas, Introduction to Philosophy, Ethics, Logic, etc., in Grade XIV. (4:11:162)

2. Humanities I and Social Science I are given to 1st year college students at the University of Chicago. Selected senior high school students are allowed to take these courses. (4:12:183-193)
Trends in the nature of the curriculum in general


1. Fusion of the social studies is a growing practice. (1:6:118)

2. The high school curriculum tends to be influenced by college entrance requirements. (4:9:129)

3. The scope of the social studies is still not well-defined. There are many patterns. (6:1:7; 25)

4. There is a widespread and effective application of the principle of correlation in the elementary and secondary schools. (6:13:75)

5. Integration of English and social studies into a single course has been noted in many schools. (6:13:181-184)

6. The trend seems toward community approach in the social studies. (9:3:29)

7. Community study in European schools has the following characteristics: (1) the traditional school and other
educational organization have limited functions; (2) European educators stress the kind of community practices and institutions to be developed rather than studying the present; and (3) the activity curriculum becomes community life itself in operation. (9:18:185-188)

Trends in the curriculum of particular subject fields in different grade levels

O. W. Stephenson (6:7:105-114), R. W. Gavian (6:8:115-125),
E. A. Fox (9:19:206-209)

Trends in teaching of world history

1. There is a tendency toward having historical origins as a part of the study of almost every social studies unit. (6:4:53)

2. There is a growing conviction that in the senior high school study of world history, units should be required as a necessary stage in the training of scientific thinking, evolutionary mindedness, and world vision. (6:4:53)

3. There is a tendency to have the study of world
history presented in a twelve-grade program. (6:4:53-54)

4. Presentation of lessons is either topical-chronological, or in units according to pupil's interests and needs. (6:4:54)

5. The fusion method of weaving together world history, civics, and geography shows signs of growing popularity. (6:4:55)

6. The tendency is to go away from the strictly chronological method of dealing with political and military facts. (6:4:56)

7. World history is placed either in the junior or senior high school. (6:4:56)

8. World history is mostly elective in many schools due to lack of time on the part of the students. (6:4:56)

9. The selection and arrangement of material in the unit is dependent upon the objectives. (6:4:57)

10. Historical facts have increased and objectives have multiplied in number. (6:4:58)

Trends in the teaching of state history in the high school

1. Small amount of time is given to the study of State history. (6:10:136)
2. There is no indication that increased attention to the study of State history will be given in the near future. (6:10:136)

3. State history is given generally as a part of the course in American history. (6:10:136)

4. There is not much future in having State history as a separate course due to the crowded curriculum. (6:10:137)

5. The quality of teaching material is poor. (6:10:137-138)

6. There is a lack of adequately prepared teachers. (6:10:138)

7. Teachers are having difficulty in keeping State history as an integral part of national history. (6:10:138-139)

Trends in the teaching of history in the junior college

1. The textbooks used are of college grade. English and American history textbooks are generally one-volume text, while European history textbooks are mostly two-volume text. (1:4:53)
2. There is little attempt to establish prerequisites for the courses. (1:4:53)

3. The subject matter of the courses treat either the entire field or one field in two courses or two semesters. (1:4:53)

4. The nature and organization of most of the courses in history are general in character though a large number are also on specialized fields. (1:4:53)

5. The history course offerings are classified generally into American, European, or English history. (1:4:53)

6. History is offered in the curriculum of all junior colleges under the North Central Association. (1:4:53)

Trends in the teaching of history and political science in college

1. History is given in all 50 colleges surveyed, while political science is given in 47. (2:12:228)

2. There are more than twice as many courses in history as there are in political science. (2:12:228)

3. There is a very wide variation in the number of courses offered in history - 27 to 4 - while there is greater uniformity in the number of courses in political science. (2:12:228)
4. The terms "Social Science" and "Social Sciences" are used interchangeably. (2:12:228)

5. Courses in American history predominate in number with European history as a close second. (2:12:228)

6. There is a larger number of courses in history in the junior college than in the senior college. (2:12:229)

7. Courses are given for 3 hours per week and in one semester in most history and political science courses. (2:12:229)

8. Courses of 5 and 3 hours are given in the junior college, while 4, 2, and 1 hour courses on specialized fields are given in the senior college. (2:12:229)

9. There is a greater uniformity in the title of courses in political science than in history. (2:12:229)

10. Colleges offering political science are in agreement that courses in national and state government, and a course in international relations should be given. (2:12:229)

Trends in the teaching of economics in the high school

1. There is a very low quality of teacher preparation. (6:7:108)
2. There is a very low quality of classroom instruction. (6:7:108)


4. Textbooks and classroom equipment are improving in quantity and quality. (6:7:109-110)

5. Economics has a definite place in the secondary curriculum. (6:7:113)

Trends in the teaching of sociology in the high school

1. Sociology has shortcomings in time allotment. (6:8:115)

2. There is a need for clarifying objectives and for more-defined content. (6:8:115)

Trends in the teaching of geography in the high school in Lancashire, England

1. Urban studies are popular to teachers. (9:19:207)

2. Lessons in map making are given at the age of eleven. (9:19:208)
Trends in textbooks and materials


1. There is a tendency for books and writings in history to be highly nationalistic in tone. (1:1:7-8), (1:5:114-115)

2. The average textbook in history has the tendency to be un lifelike in content. (1:2:17)

3. Textbooks in history contain difficult materials for students to understand. (2:1:17-19), (2:5:164-171)

4. Textbooks in the Problems Course have the following characteristics: (1) There is a tendency toward improvement in the selection and treatment of topics; (2) Authors are still satisfied with description and non-technical discussion; and (3) There is not enough distinction between the civics textbook in the 9th grade and the Problems Course textbook in the 12th grade. (6:9:131)
Trends in bibliography on the social studies curriculum

F. H. Wilson and M. Atwood (4:14:206-228)

Publications on the social studies curriculum have been classified into the following headings: (1) Place and Character of Social Studies in General Education and Culture; (2) Objectives of the Social Studies Curriculum; (3) Techniques of Curriculum Construction in Social Studies; (4) History and Trends of Social-Studies Curriculum; (5) Factors Affecting the Social Studies Curriculum; (6) Description of Existing and Proposed Social Studies Courses; (7) Grade Placement of Social Studies Materials; (8) Reorganization of Social Studies Curriculum - Articulation, Fusion, Correlation, Unit Plan; (9) Activity Analysis as a Method of Selecting Social Studies Materials; (10) Surveys of Social Studies Courses and Curricula; (11) Special Curricula in the Social Studies; (12) The Social Studies Curriculum and the Development of International and Racial Attitudes; (13) Local and State History in the Social Studies Curriculum; (14) Shortcomings in the Social Studies Curriculum; and (15) Bibliographies. (4:14:206-207)
Issues in Curricular Content and Curriculum Design

Three issues have been noted in the volumes of the first period on curricular content and curriculum design. These are presented separately below. H. E. Wilson (1:6:118-131), M. L. Wilson (2:10:202-207), R. M. Tryon (6:10:132-143)

Issue No. 1

Is fusion of the social studies good or bad? (1:6:118)

Stand on issue

It is neither wholly good nor is it wholly bad. (1:6:130)

Grounds

1. The "traditional subject boundaries" do not or need not exist as interpreted by present scholars. (1:6:130)

2. The subjects are not antagonistic to functional subject matter. (1:6:130)
3. The subjects are not antagonistic to the unitary organization of subject matter. (1:6:130)

**Issue No. 2**

Should there be map making or not in the teaching of world history. (2:10:202-207)

**Stand on issue**

Map making as an aid in teaching world history showed better results than when it was not used. (2:10:207)

**Ground**

The value of map making was shown in an experiment which attempted to answer the question. The findings, however, according to the author, are not very conclusive. (2:10:207)

**Issue No. 3**

Should State history be taught or not? (6:10:139)

**Stand on issue**

More emphasis should be given to the teaching of State
history in the junior and senior high schools. (6:10:141)

**Grounds**

1. Developing pride in one's locality, which is needed at the present time, can be achieved best when the teaching of history is based on facts rather than on fiction. (6:10:141)

2. Proper handling of local materials gives one training in the historical method. (6:10:141)

**Problems in Curricular Content and Curriculum Design**

The problems in curricular content and curriculum design that have been noted in the volumes of the first period may be classified into the following: (1) How can the curriculum be improved? (2) What should be the nature of the content of the curriculum? (3) How can the Curriculum of particular fields or subjects be improved? and (4) What, where, how of particular teaching materials. These problems are presented in the order given above.
How to improve the curriculum


Recommendations

1. Specialists in the social sciences must select the materials for the social studies curriculum. (4:1:15-17), (6:1:27)
2. The teachers of social studies must lead in teaching through the use of better methods. (4:1:17-18), (4:4:55), (6:2:35)
3. The subject matter must be organized on the basis of the needs of the maturing child (4:1:18-19), (4:9:131), (6:2:32-34), (6:14:201)
4. The teacher must have a broad knowledge of the various social sciences they are going to teach. (4:1:18-19)
5. History courses must be reduced in the lower grades to give way to the other social sciences. (4:1:21)
6. Current issues must be given as much attention as the issues of the conflicts in history. (4:1:21)

7. The social studies must be the core of the curriculum. (4:2:23), (6:2:31-32)

8. Other subjects are equally responsible to contribute to the development of intelligent citizenship. (4:2:23-24)

9. Emphasis must be in the search for a central or common purpose of all the subjects rather than the specific objectives of each subject. (4:2:24)

10. All teachers must be sensitive to the forces affecting modern life. (4:2:25), (6:1:27)

11. The teachers must see the relationships of their subjects to others. (4:2:28)

12. Children must be taught to analyze society and the attitudes of people. (4:2:28-30)

13. The objective should be to make the student increasingly intelligent to face problems and to be able to develop intelligent social values. (4:2:30)

14. The selection of materials should follow the selection of objectives and precede the grading and organizing of materials. (4:3:32), (4:8:116)
15. Curriculum makers must understand the two approaches to the selection of materials - the experiential and speculative approaches - none of which is adequate by itself. (4:3:33:44)

16. There must be constant experimentation in the selection of materials. (4:3:44)


18. There must be active participation of the people in the social studies in the determination of educational objectives. (4:4:55)

19. Teachers must be given freedom in developing curriculum materials. (4:4:55)

20. The social studies must attempt to help solve the real life problems of children and youth. (4:4:55)

21. There must be one who has the over-all responsibility in directing the work on curriculum revision in any school system. (4:6:74)

22. Curriculum revision must be a continuous process. (4:6:74-75)
23. Curriculum revision must undergo some clearly defined steps. (4:6:74-75)

24. The cooperation of experts and teachers are necessary in curriculum revision. (4:6:74-77)

25. Some general aims are necessary to determine thinking and planning on curriculum revision. (4:6:78)

26. Some themes or generalizations are important and must be used as principles for organizing content. (4:6:87)

27. Skills must be developed with the same emphasis as gaining knowledge of subject matter. (4:6:87)

28. Skill development must be planned and comprehensive. (4:6:87)

29. Correlation must be used. (4:6:88)

30. The selection of materials must be based on their effectiveness in attaining the objectives. (4:8:116)

31. The capacities and deficiencies of the faculty must be reexamined when revising the curriculum. (4:9:130)

32. The facilities of the school must also be re-examined. (4:9:130)

33. Curriculum revision must move cautiously, with the courses being considered as tentative. (4:9:131)
34. Curriculum makers must be ready to make changes. (4:9:133)

35. The older programs and new proposals must be examined in the perspectives of the conflicting forces affecting the curriculum, the realities of the classroom, and the reasoned judgment of experts. (6:1:27)

36. The social studies must be given in every grade level and must be required for every child (6:2:32), (6:14:201)

37. The social studies program from the kindergarten to the secondary school must be planned and coordinated to avoid duplication and gaps in the program. (6:2:32)

38. Whether "fused" or not, the social studies must be closely interrelated and all must be made to contribute to the study in any particular year. (6:2:35-36)

39. Students must be taught to seek for new facts besides looking for the established ones. (6:2:36-37)

40. The most important outcomes should be the acquisition of knowledge of the world and the ability to adapt to one's environment in order to live most happily. (6:2:37-38)

41. At least one-fourth of the time of the school program
must be devoted to the social studies. (6:14:201)

42. Supplementary courses in the social studies must be provided in large schools where these are possible. (6:14:201)

43. The social studies program in grades one to three must be informal in the organization of subject matter with more emphasis on the development of desirable habits and attitudes rather than the acquisition of information. (6:14:201)

44. The social studies program in grades four to six must have a more definite and formal organization of subject matter with geography as a framework. (6:14:203)

45. The social studies program in grades seven to nine must provide a unity for the history and geography courses in grades seven and eight, and civics and current events in grade nine. (6:14:205)

46. The social studies program in the senior high school may have any of the following arrangements: (1) Where all the subjects are required; (2) Where some are required and some are elective; or (3) A unified course as a background for understanding present and past problems. (6:14:205)
47. The curriculum must not be entirely devoted to the social studies. (6:14:207)

48. Instruction in the social studies must promote an intelligent understanding of the structure of the particular discipline being studied. (6:14:208)

**Grounds**

1. Children have been noted to be capable of developing the scientific attitude early. (4:1:20) - 1 to 4

2. Skills are sometimes more important than the value of the material being studied. (4:6:87) - 27

3. Correlation contributes to economy and effectiveness in instruction. (4:6:88) - 29

4. The value of the social studies lies not so much in what one learns but more on how one reacts, thinks, and how one's attitudes and ideals are affected. (4:8:116) - 14, 17, 30

5. Time changes all things. (4:9:133) - 34

6. The ideal is different from what is possible. (4:9:30) - 33

7. The historical study of the development of the social studies shows the need for the state recommendation. (6:1:7-28) - 35
8. The arrangement of topics to be taken up is not as important as the presentation by the teacher since pupils can be taught anything when it is done interestingly. (6:2:32-34) - 3

9. The materials and ideas for good living are best derived from the social studies. (6:2:32) - 7

10. Proper understanding, appreciation, and attitudes come from accurate knowledge rather than from isolated facts. (6:2:35) - 2, 7

11. The social studies are by nature interrelated. (6:2:35-36) - 38

12. Facts and knowledge grow. (6:2:36-37) - 39

13. Happiness on the part of the student is the best test of the usefulness of subjects. (6:2:37) - 40

How to improve the nature of the content of the curriculum

**Recommendations**

1. Courses should be fewer, broader, more vital and properly selected, distributed among the years, cumulative, and gradual. (2:1:19)

2. Organized and classified principles or laws of conduct on the relationships of man to his environment and of man to his fellow beings must be projected by the social sciences. (2:8:187)

3. Social science must be developed largely through the different social studies which deal primarily with human relations. (3:1:9)

4. The curriculum must include the study of the best feature of a nation's social heritage. (4:5:61), (4:11:153)

5. It must include the study of the progressive elements of the changing social order. (4:5:61), (4:12:176)

6. It must include the study of the best prophesies of what may properly be hoped for. (4:5:61), (4:12:176)

7. It must include training in skills or techniques in the use of social studies materials. (4:6:87)

8. It must include training in orderly thinking. (4:6:87-88)
9. It must include training in time and space relationships. (4:6:88)

10. It must include training in the use of objective procedures. (4:6:88)

11. It must develop skills in the different means of self-expression besides the use of language. (4:6:88)

12. It must include training in the skillful use of current events. (4:6:88)

13. It must develop skills in the use of discussion techniques. (4:6:88)


15. The curriculum must be as adaptable or as plastic as the human beings for whose growth it is organized. (4:11:152)

16. It must be as variable as the world in which human beings live. (4:11:152)

17. It must be based on much experimentation to discover the best sequence of activities. (4:11:153)

18. It must provide a kind of community education which will develop understanding of the nation's evolving
culture, a wholesome framework of values, and individual competence in social participation. (9:1:9-10)

19. Materials should not be confined in textbooks but must also include the study of the home, school, community and the world. (4:5:61)

Grounds

1. The needs of the rapidly changing social order are the basis of these recommendations. (4:5:61) - 4,5,6

2. The recommendations are needed for the development of a well-rounded personality. (4:5:61) - 4, 5, 6

3. These recommendations are needed in order to achieve and maintain American democracy. (9:1:11) - 18

How to improve the curriculum of particular fields or subjects

How to improve the curriculum of history

A. S. Barr (2:5:164-174)

Recommendations

1. There is a need to study the growth of understanding of children. (2:5:173-174)
2. There is a need to study the relation of the levels of historical understanding to participation in government. (2:5:174)

3. The effectiveness of the methods of instruction in developing understanding must be studied. (2:5:174)

4. The reading factor in reading historical materials must also be studied. (2:5:174)

5. Studies must also be made on the relationship between understanding and intelligence or academic aptitude. (2:5:174)

**Grounds**

The recommendations given above are based on studies which show the inability of a big proportion of the students to understand the symbols used in history. (2:5:164-174)

How to improve the curriculum of American history in the elementary and secondary schools

H. E. Wilson (6:3:39-49)

**Recommendations**

1. There must be a more careful and balanced choice of historical content for the curriculum. (6:3:48-49)
2. More careful articulation of the curriculum is necessary to avoid duplication and overlapping. (6:3:49)

3. The method of teaching must be less of the memo-riter work and more of the stimulation of the intellect by giving greater emphasis on thinking and making critical generalizations. (6:3:47-49)

4. The first three recommendations are not exclusive and must be carried forward in close combination. (6:3:49)

5. Reforms must be away from the mechanical prescrip-tion of content, curriculum or method. (6:3:49)

6. The sensitivity of the teacher is needed in making the necessary application of methods and materials. (6:3:49)

**Grounds**

1. The recommendation is based on a study which shows that some areas are either ignored or neglected in the curriculum. (6:3:42-43) - 1

2. Lack of articulation is also revealed in the study. (6:3:44) - 2

3. The nature of the child, and the objectives and nature of the study of history are the basis of the recommendation. (6:3:48) - 3
How to improve the curriculum of world history in the elementary and secondary schools

A. N. Gibbons (6:4:65)

Recommendations

1. The method of teaching must depart from the memo-riter type of instruction. (6:4:65-66)

2. The teacher must keep abreast of the most recent philosophical writings in the field. (6:4:66)

3. The importance of social principles and concepts in the program must be emphasized. (6:4:66)

4. World history must be required of all students. (6:4:66-67)

5. There must be less teaching of chronological history. (6:4:67)

6. History must be used as a method for the better understanding of society and for adaptation to it. (6:4:67)

Grounds

1. Studies show the uselessness of memorization as a method of teaching or learning. (6:4:65-66) - 1
2. Principles and concepts are more lasting outcomes. (6:4:66) - 3

3. The needs of the changing social order and the need for balance in the social studies curriculum are the basis of the recommendations. (6:4:66-67) - 1 to 6

How to improve the curriculum of state history in the elementary and secondary schools


Recommendations

1. Local and State history must not be taught in isolation from national history. (6:10:141), (9:10:101)

2. The quality of textbooks and teaching materials must be improved (6:10:141)

3. The method being used in the upper primary grades in the selection of local materials as units of instruction must be adapted in the American history course of the junior and senior high school (6:10:142-143)

4. There must be cooperation between the state department of a particular state and the local state history society; the former to provide the units of instruction and
the latter to provide source and secondary materials. (6:10:143)

5. There is a need for the proper selection and complete organization of teaching purposes of the units of instruction in the junior and senior high schools. (6:10:143)

6. Published source and secondary materials must be easily available to the students. (6:10:143)

Grounds

1. Long experience in teaching is the basis of the recommendation. (6:10:141) - 1

2. Local history helps in humanizing and interpreting national events. (9:10:101-110) - 1

3. Local history is rich in material. (9:10:101-110) - 1

How to improve the curriculum of civics in the senior high school

R. L. Ashley (6:6:87-104)

Recommendations

1. Attention must be given to the question of what proportion should be given to the study of the different civic or public elements. (6:6:89)
2. Another approach is to find out the proportion that must be given to the study of each of the following: (1) the reason for the nature of government in the modern nations; (2) the "public" - organization, authority and functions; (3) relationships of the government with the people and with groups; (4) the historical background of change in understanding civics and present-day civic problems; (5) type of human relationship - which is the heart of the new civics program; and (6) present conditions and problems. (6:6:89-92)

3. The course must not attempt to cover too many things. (6:6:92)

4. The elements out of which the course should be built must be taken into account in organizing the materials of the course. (6:6:93)

5. The underlying principle or purpose for which the elements are to be given must guide the organization of the course. (6:6:93)

6. Careful attention must be placed on the kind of organization which gives fundamental ideas and desired results. (6:6:93)

7. A psychological organization of the course is
better than the topical or logical organization. (6:6:93)

8. The civics course must be a part of a fairly integrated curriculum in social studies. (6:6:93-94)

9. The previous training and intelligence of the students must be considered in organizing the course. (6:6:95-96)

10. Better prepared teachers are also very important. (6:6:96-97)

**Grounds**

1. Too much details obscure the organization of the course. (6:6:92) - 3 to 6

**How to improve the curriculum of citizenship in the high school**

J. A. Michener (9:15:144), H. Fields (9:16:164)

**Recommendations**

1. Social education or citizenship education should deal with community problems. (9:15:144), (9:16:164)

2. The problem-solving method or the survey method is the most satisfactory way of studying local problems. (9:15:145-146), (9:16:164)
3. The criteria for selecting community problems to be studied are the following: (1) pupil interest; (2) community value; (3) availability of materials; and (4) when suggested by the community. (optional) (9:15:147-148)

4. The steps in problem-solving must be followed carefully, from identification of the problem to acting upon the generalization or conclusion reached. (9:15:153-156)

5. The help of civic, racial, welfare groups, and parent associations must be enlisted. (9:16:164-165)

6. The interests of the home and the students must be correlated. (9:16:165)

7. Materials outside the school must also be used. (9:16:168)

8. The problems to be studied must be brought down to the pocketbook level of parents and students for them to understand and appreciate the problems. (9:16:168)

Grounds

1. The recommendation is given for reasons of expediency and applicability. (9:15:144) - 1

2. The recommendation is based on the belief that the
process of problem solving has values that contribute to the development of good citizenship, etc. (9:15:146) - 2

3. Carefully following the steps of problem solving in studying community problems is believed to be valuable in developing the individual and in improving the community. (9:15:156) - 4

4. Correlating the interests of the home and the students will lessen the conflicts between them. (9:16:165) - 6

How to improve the curriculum of geography in the elementary and secondary schools

D. F. Stull (6:5:68-86)

Recommendations

1. There must be a gradational development of understanding, habits, and skills through careful organization of materials. (6:5:80-81)

2. The work should proceed from the known to the unknown. (6:5:81)

3. The subject matter must be according to the modern conception of geography. (6:5:81)
4. The study must deal with useful material which will help the child in his reading and conversation. (6:5:81)

5. The course must be adapted to the child's interests and experiences. (6:5:81)

6. The earlier work must be a preparation for the work in the later grades. (6:5:81)

7. The study must lead to a knowledge of things of lasting value in interpreting current news and articles in current publications. (6:5:81)

8. The modified one-cycle plan is recommended for the organization of the courses to avoid the unnecessary duplication which is the nature of the two-cycle plan. (6:5:82)

9. Geography must be given in the primary grades and in grades four to nine dealing with different parts of the world. (6:5:82-83)

Grounds

The author believes that incidental teaching does not accomplish as much as direct teaching of carefully organized materials. (6:5:80) - 1
How to improve the curriculum of economics in the high school

O. W. Stephenson (6:7:105-114)

Recommendations

1. The extent to which the objectives of economics are included in the general objectives of the social studies must be studied. (6:7:106-107)

2. Economics should stay as a subject in the high school. (6:7:113-114)

Grounds

1. The move towards integration in the social studies is the basis of the recommendation. (6:7:106-107) - 1

2. Postponing the study of economics to college for the reason of lack of ability on the part of the students is untenable since there is very little difference in ability between a high school senior and a freshman in college. The real problem lies in the proper teaching of the subject. (6:7:113-114) - 2

3. Teachers are becoming more efficient in teaching economics. (6:7:113-114) - 2
How to improve the curriculum of sociology in the high school

R. W. Gavian (6:8:115-125)

Recommendations

1. Sociology should be made a one-year course of five periods per week. (6:8:115)

2. The following must be emphasized in the sociology course: (1) basic institutions; (2) nature of culture and the process of social change; (3) social theories, philosophies and programs; (4) geographical influences to social life; (5) comparative influences of eugenics and euthenics; (6) psychology's relation to sociology; and (7) cultural considerations - social heritage, cultural lags and social problems, and the universality of orderliness. (6:8:117-122)

Grounds

1. This measure is necessary to enable sociology to meet its important role in the curriculum. (6:8:115-116) - 1

How to improve the activity curriculum

B. P. Fowler, et al. (6:12:158-170)
**Recommendations**

1. The activity curriculum must be guided by purposes adapted to the children's needs and interests. (6:12:159)

2. Content must be organized into units of the child's own experience providing a wide range of activities. (6:12:159)

3. The content must be individualized in the light of the child's interest and needs. (6:12:159)

4. The organization of the curriculum must be a product of group planning of the teacher, pupil and parents. (6:12:159)

5. The curriculum framework must be constructed in advance. (6:12:159)

6. Evaluation of learning must be through reliable evidence in the form of records, tests and various informal types of measurement of learning. (6:12:169)

7. The activities in the secondary school must be characterized by a gradual transition from the "doing" type of the elementary school to the "thinking" type activity. (6:12:165-169)
Grounds

1. Bad practice in an activity curriculum is due to
the unintelligent use of its principles. (6:12:158) - 1 to 7

2. Purposeful experience is an effective approach to
learning; which is the very nature of the activity curricu-
ulum. (6:12:158-159) - 1 to 7

How the school can develop tolerance
of other people through the
social studies

I. B. Petersen (9:13:130-134)

Recommendations

1. There must be better training of teachers who
are properly selected and more extended training of
prospective teachers. (9:13:133)

2. There must be emphasis on the study of similarities
and contrasts between other nations and our country.
(9:13:130)

3. Salaries of teachers must be increased. (9:13:133)

4. Tests for facts and applications must be constructed.
(9:13:133)
5. There must be equality of educational opportunity.

(9:13:133-134)

Grounds

The grounds may be inferred from the nature of the recommendations.

What, where, and how of particular teaching materials

Illustrative materials that are needed where they can be obtained and how they can properly be used in the teaching of history

R. B. Silliman (1:3:24-39)

Recommendations

1. The following illustrative materials are needed in teaching history: (1) maps of all kinds; (2) pictorial materials; (3) historical charts; (4) models and casts; (5) historical remains and relics; (6) audio aids like sound records; and (7) equipment like motion picture machine, phonograph, stereoscopes, etc. (1:3:25)
2. A system is needed in accumulating and selecting illustrative materials. (1:3:30)

3. Advertisements in professional magazines can tell one where to purchase materials that are available. (1:3:31)

4. Advertisements of industries and establishments are good sources of free or low-cost materials. (1:3:31-32)

5. A system is needed to keep illustrative materials in readiness for use. (1:3:37)

6. A critical and historical attitude is necessary when using illustrative materials. (1:3:38-39)

7. Audio-visual materials should not be overused. (1:3:39)

Grounds

1. A critical and historical attitude is necessary to achieve historical accuracy. (1:3:38-39) - 6

2. Audio-visual materials are mere aids to teaching and not a substitute to good history teaching. (1:3:39) - 7
How to improve textbooks in history


Recommendations

1. Historians should strive to tell the truth in their writing to avoid the high nationalistic tone of books in history. (1:1:7-14)

2. Historians should make the men of the past real in their writing; giving their weaknesses as well as their strengths and upward strivings. (1:2:19)

3. Right placement of materials, through discriminating selection of topics, is necessary. (2:1:17-19)

Grounds

The grounds of the above recommendations may be inferred from the nature of the recommendations.

How to give meaningful experiences in map-making to students in the junior and senior high schools

H. H. Shoen (9:9:83)
Recommendations

1. Children may be given first-hand experience in measuring a plot of land or shore of a body of water. (9:9:84)

2. The teacher should be familiar with the methods and instrument used for surveying and celestial navigation. (9:9:85)

3. Children may be taught the offset method with the use of the angle mirror in measuring and map-making. (9:9:85)

4. The children may be taught the use of the plane table, the alidade, sextant and transit. (9:9:88)

5. Other methods of map-making may be taught to advanced students. (9:9:88)

6. The children should be taught the uses of the different kinds of map projections. (9:9:88-89)

7. The teacher must avail himself of the maps made by governmental agencies at low cost. (9:9:89)

8. The children may be given training in making decorative maps. (9:9:90-91)

9. The children should also be trained in making
third-dimensional maps like relief maps. (9:9:98)

Grounds

The grounds may be inferred from the nature of the recommendations. (9:9:83-98)

What to teach in making symbolic representations to students in the junior and senior high schools

H. H. Shoem (9:9:83-98)

Recommendations

1. Children should be taught how to make pictorial charts. (9:9:94)

2. They should learn how to make mathematical charts and graphs. (9:9:96-97)

3. They should be taught how to construct a time line. (9:9:97)

4. They should learn how to make organizational diagrams. (9:9:97)

5. They should be taught how to make diagrammatic explanation of the functional relationship of governmental agencies. (9:9:98)
6. They should know how to make scale models of objects. (9:9:98)

**Grounds**

The growing importance of symbolic representations in modern life is the basis of the recommendations. (9:9:93)

How to make effective use of the resources of the community


**Recommendations**

1. The teacher must first explore the community in order to discover, see, meet, and understand it. (9:2:15-20)

2. The community must be made the laboratory in which children in the school learn. (9:2:23)

3. The teacher must be careful to go only as far as he is ready or able to go in the use of resources. (9:2:23)

4. Community activities in which the children will participate must be selected according to the criteria of
difficulty, social value, and educational value. (9:2:25)

5. Students may be involved in the study of the origins and influence, or use of the different material objects and institutions used by the people in their daily life. (9:17:174-181)

6. The study of the locality may be referred to incidentally at every stage but it is in the senior year where concentrated study can be made with profit. (9:19:207-208)

Grounds

1. The nature of the community requires that these measures recommended must be undertaken. (9:2:15-25) - 1 to 4

2. The recommended approach will lead one to an enormous knowledge of what the whole world contributes to a community. (9:17:174-181) - 5

3. The measure recommended is expected to train the child in objectivity of thinking and in leading him to gain an understanding of and sympathy for the community. (9:19:209) - 6
How to make the best use of newspapers in relation to propaganda


Recommendations

1. Current events should be made an integral part of every social study. (6:11:145-146)

2. One must be forward-looking about the world. (7:2:26)

3. One must cultivate skills in considering the consequences of what one sees around him. (7:2:26)

4. One must ask who stands to gain or lose as a result of particular kinds of news or comments. (7:2:26)

5. One must understand the social milieu in which a newspaper is found. (7:3:27-30)

6. One must understand the nature of a newspaper's competition with other newspapers. (7:3:31)

7. One must understand the financial, political and social affiliations of the publisher. (7:3:32)

8. One must guard against bias and prejudice regarding Washington D. C. correspondence and political news. (7:3:34)
9. One must read newspapers of both faiths or parties. (7:3:36)

10. One must understand the financial make-up of the press news service associations. (7:3:36)

11. One must understand the relation between propaganda and the press - its advertisement and publicity functions. (7:3:37-39)

12. One must understand and keep in mind the various influences that determine the amount and content of foreign news - the technical, financial, political and psychological factors. (7:4:42-51)

13. One must subject his own temperament and intelligence to the sharpest self-criticism as to whether he reads with critical comprehension and whether his reading increases his tolerance and appreciation of world affairs. (7:4:50)

14. One must demonstrate his active interest by reading reports that are most accurate and illuminating. (7:4:50)

15. One must know that there are good, bad, and indifferent editorials. (7:5:60)

16. One should understand that editorials today are written to define, explain, and to provoke thought. (7:5:60)
17. One should examine several issues of a newspaper to discover whether the editorial is written as a blind party support, from prejudice, or from informed intellectual integrity. (7:5:64)

18. The reader should understand advertizing and reader pressures on editors. (7:5:64)

**Grounds**

1. The study of current events complements the social studies. (6:11:148) - 1

2. The objectives of current events are in harmony with those of social studies. (6:11:148) - 1

3. Current events help in understanding the present and past problems. (6:11:144-145; 150) - 1

4. The study of current events is needed in the present fast-changing world. (6:11:154-155) - 1

5. An examination of the symbolic environment characterized by the newspaper shows that one can have little knowledge of the subjective outlook of those who stand behind the symbols. (7:2:26) - 2 to 4
6. The nature of the pressures and their influences must be understood to enable one to understand a newspaper. (7:3:27-41), (7:4:43-49), (7:5:52-70) - 5 to 18

How to correct the propaganda influence of motion pictures

E. Dale (7:6:81)

Recommendations

1. The teacher should try to discover whether the bias in motion pictures continue to exist. (7:6:81)

2. The students' attention must be directed to various sorts of covert propaganda. (7:6:81)

3. The students must be made aware of the fact that they are influenced by movies. (7:6:81)

4. Counter-propaganda may be used, however, this is quite expensive. (7:6:81)

5. The specific study of propaganda problems by asking fundamental and analyzing questions must be done. (7:6:84)

6. Critical judgment of the students must be developed. (7:6:85)
Grounds

The nature of propaganda found in movies requires the recommended measures. (7:6:72-80) - 1 to 6

How to understand the use of the radio in propaganda

H. Cantril (7:7:88)

Recommendations

1. One must know who pays the bill. (7:7:88)

2. One must also know in what form the payment is made. (7:7:88)

Grounds

1. Study of the features of the radio in other countries and in the United States leads the author to make the above-given recommendations. (7:7:87-99) - 1 and 2

2. It has been noted that the radio is used for some form of propaganda in almost every country. (7:7:98) - 1, 2
How the teacher can solve the problem of collecting and organizing material for the study of public opinion

W. G. Kimmel (7:12:147)

Recommendations

1. Assumptions on which to base the plan for the selection and organization of materials must be stated clearly. (7:12:147)

2. Rigorous type of experimentation must be done to determine the proper placement of materials. (7:12:149)

3. Before the experimentation is done, one must rely on expert judgment on the matter of placement of materials. (7:12:149)

4. Public opinion study may be handled incidentally in the junior high school level. (7:12:149-150)

5. Public opinion study may be done incidentally in the senior high school except in the last year where direct and systematic teaching in topics or units can be combined with incidental teaching. (7:12:150)

6. An outline guide to give the scope of the study of public opinion is essential and should deal with problems
like: (1) How do you form opinion? (2) What is public opinion? (3) How is public opinion formed, manipulated, and controlled? (4) How has public opinion been influenced by science, invention, and technology? (5) How are attempts made to investigate and estimate changes in public opinion? and (6) What are the basic problems in the formation and management of public opinion? (7:12:151-152)

7. Duplicates of the outline guide must be distributed to the students and the topics may be broken into sections or elaborated to meet the varying needs of pupils. (7:12:152)

Grounds

The nature of the materials of public opinion requires the measures recommended above. (7:12:147-152)

Methods and Techniques of Teaching Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds on methods and techniques of teaching social studies in
the Yearbooks covering the first period is given in Table 6 below.

**TABLE 6.**—Distribution of articles according to trends, issues, problems, recommendations, and grounds on methods and techniques of the teaching of social studies in the Yearbooks covering the first period: (1931-1938) volume 1 to volume 9

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles of the Yearbook.

An examination of Table 6 will show that methods and techniques of teaching social studies are treated in eight of the nine volumes of the first period. It is discussed, however, in only one article of the Fourth Yearbook. There are more articles dealing with recommendations than problems and grounds. Only one article has been noted to deal with issues, while there are twelve articles on trends.
Trends in Methods and Techniques of Teaching

The trends in methods and techniques of teaching social studies that have been noted in the articles of the Yearbooks of the first period may be classified into the following: (1) Trends in methods and techniques of teaching in the general field of social studies; (2) Trends in methods and techniques of teaching history in different grade or school levels; and (3) Trends in methods and techniques of teaching in geography. These trends are presented below in that order.

Trends in methods and techniques of teaching in the general field of social studies


1. There is a tendency toward standardization in methods. (1:8:170)

2. Socialized recitation has been found to produce
greater results than the traditional question and answer method and the differentiated assignment method. (2:8:193)

3. There is an increase in the use of the procedure of "directed study" of students under the supervision of the teacher or librarian which is characterized by much use of the library. (4:8:123)

4. There is an increasing use of teaching aids in teaching social studies. (5:10:107), (5:11:123-124)

5. Methods of teaching in rural schools are changing to more functional approaches with the growing recognition that different methods and materials are needed in these schools. (5:14:187-188)

6. The trends in methods in general are in the direction of greater opportunity for pupil initiative and activity, socialization in classroom procedure, and richer and fuller concepts of mastery and standards of performance. (8:3:63)

8. There is a growing recognition that there is no "best" or "superior" method. (8:3:63)
Trends in methods and techniques of teaching history in different grade or school levels


1. The lecture with discussion or recitation with other combinations is the main method of instruction used in the junior college. (1:4:53)

2. Reference reading for making reports is a common element in class procedure in the junior college. (1:4:53)

3. There is no significant difference found between the relative effectiveness of the long assignment over the daily assignment as a teaching procedure in second year college. (2:7:181-185)

4. The method of studying history which includes rapid reading, underlining, outlining, taking notes and reviewing the outline and notes is a better method than that of merely reading and rereading. (2:9:201)

5. Sources in history are used to supplement the narrative text rather than as a method in itself. (5:6:71)

6. A study of textbooks published up to 1921 shows
that textbooks in history are topical in approach and are about to evolve to the unitary organization and techniques to make the teaching of history functional. (5:12:172)

7. In the primary grades, pupils studying world history are made to put themselves mentally into the lives of their world neighbors through building ships, costumes, models, etc.. (6:4:61-62)

8. In the intermediate and junior high school world history, the methods of teaching include activities using manual dexterities like making miniature vessels, dramatization, staging meetings of the Assembly of the League of Nations, current events, and the laboratory method. (6:4:62-64)

9. In the higher grades, world history teaching methods include much use of discussion, extensive library readings and teaching skills in reading and the use of books. (6:4:64-65)

Trends in methods and techniques of teaching geography

Methods of teaching in geography tend to be interpretative and functional. T. Kepner (5:12:157)
The only issue that has been noted in methods and techniques of teaching in the volumes of the first period is concerned with the question as to whether the method of teaching should be standardized or not. W. G. Kimmel (1:8:170)

**Stand on issue**

Method should not be standardized as there is some danger in having a so-called "best method." (1:8:170)

**Grounds**

1. Studies on the effectiveness of methods of teaching show conflicting results. (1:8:170)

2. Method is not the central point in teaching. (1:8:171-172)

3. There is a need for maintaining balance between routine and flexibility. (1:8:172)

4. There is a need for understanding the underlying principles of complicated methods not only of their mere mechanics. (1:8:173)
Problems in Methods and Techniques of Teaching Social Studies

The problems on methods and techniques of teaching social studies that have been noted in the volumes of the Yearbooks of the first period may be classified into the following: (1) The problem of what the best method of teaching is; (2) The problem of what the best method is for teaching particular subjects; (3) The problem of what the best method is for making the best use of community resources; (4) The problem of what the best method is for dealing with current events, current issues, public opinion, and propaganda; (5) The problem of making the best use of particular materials and methods of teaching; and (6) The problem of how to achieve particular objectives of social studies. The recommendations and grounds on the above-mentioned problems are presented in the order they are listed above.

The problem of what the best method of teaching is

T. Kepner (5:12:143-172), F. P. Wirth (8:2:21-43),
B. W. Phillips (8:3:44-74)

Recommendations

1. Observe master teachers teach and one will find that they use different methods. (1:8:173)

2. Psychological principles must be considered and embodied in methods or procedures of teaching. (2:8:188)

3. More studies should be made to determine the effectiveness of some methods. (2:7:185)

4. Teachers must be fully oriented with a program and must be trained to search for, devise, appraise, and apply methods for the attainment of objectives. (5:1:8)

5. Teachers must be more certain of the actual values and purposes of the kinds of learning they give their students. (5:2:9), (8:3:63)

6. Problem solving when properly developed might be a good method in teaching civic behavior. (5:2:19)

7. There is no one method that solves all teaching problems. (5:3:36), (8:3:44-74)

8. The teacher must be aware of current teaching techniques. (5:3:37)
9. One must remember that new methods evolve from old ones. (5:12:157)

10. Objectives must be translated into classroom procedure. (8:2:39)

11. The procedure should vary with the nature of the subject or unit of work for study, the composition and background of the students, and the personality of the teacher. (8:3:63)

Grounds

1. While master teachers are noted to differ in their methods of teaching, they are shown for their remarkable command of content, and understanding of children and their way of thinking. (1:8:174) - 1

2. A study on the relative effectiveness of some methods of teaching shows no significant difference in their relative effectiveness. (2:7:185) - 3

3. A study of the practices in Russia and Mexico, and of the educational theories of Pestalozzi and Dewey is the basis of the recommendation. (5:1:1-8) - 4

4. Particular methods have been noted to be good or best only for particular objectives. (5:2:9) - 5
5. The study on the influence of the Herbartian method or doctrines shows that no one method is unique. (5:3:20-37) - 7

6. The rapidly moving educational situation and an acquaintance with Herbart's influence require that the teacher must be aware of current techniques of teaching. (5:3:37) - 8

7. The recommendation is based on a historical study of textbooks. (5:12:157) - 9

8. Objectives oftentimes are mere verbal statements to teachers in spite of the fact that educators agree that objectives are important. (8:2:39) - 10

9. A variety of techniques is essential to good teaching. (8:3:63) - 11

10. Studies on methods show the importance of having immediate and desired outcomes clarified. (8:3:63) - 11
The problem of what the best method is for teaching particular subjects

How to make the teaching of history interesting, clear and concrete

R. B. Silliman (1:3:24)

Recommendations

1. Use audio-visual materials in teaching history. (1:3:26)

2. Study the visual materials with a critical and historical attitude. (1:3:38-39)

3. Visual materials should not be overused. (1:3:39)

Grounds

1. The use of different senses is better than one in learning. (1:3:30) - 1

2. The historical method is also needed in determining the veracity of visual materials. (1:3:38-39) - 2

3. Visual materials are not a substitute for good history teaching. (1:3:39) - 3
What the best method is for teaching law

E. J. Urch (5:5:50)

Recommendations

1. The case method must be used. (5:5:54-56)

2. Law must be taught by scholars of wide learning and experience. (5:5:54-56)

3. Prelegal and legal studies should include philosophy, social science, legal history, and comparative jurisprudence. (5:5:63)

4. High quality and updated textbooks must be used when the textbook method is employed. (5:5:56-57)

5. The case method and the textbook method may be used as a combination. (5:5:58)

Grounds

1. The above recommendations are based on the author's belief that the proper appreciation of justice involves the realization of the dependence of justice on general morality which he expects law students to gain through the measures recommended above. (5:5:62-63) - 1 to 5
The best method for teaching economics in the high school

H. A. Tonne (5:8:87-92)

Recommendations

1. Teachers of economics must have better theoretical and practical preparation. (5:8:91)

2. The problem-solving or developmental method must be used rather than the lecture or telling method. (5:8:92)

Grounds

1. The above-given recommendations will meet the needs of students of varying abilities and lesser intelligence who are coming in greater number to the high school. (5:8:92) - 1, 2

What the best method is for teaching sociology in the high school

R. W. Gavian (6:8:122-123)

Recommendations

1. The teacher must be well-rounded, richly developed,
and deeply interested in people and current issues. (6:8:122-123)

2. The teacher must use a variety of interesting materials. (6:8:123)

3. The teacher must be interested in and enthusiastic about the subject to arouse the interest of the students. (6:8:123)

4. The teacher must be able to handle controversial issues or questions. (6:8:123)

Grounds

The grounds for the above-given recommendations may be inferred from the nature of the recommendations and from the nature of sociology as a field of study. (6:8:115-125)

The best method for teaching civics in the high school

R. L. Ashley (6:6:97)

Recommendations

1. The class must not be more than 25 to 40 students
and must be reasonably homogeneous in ability. (6:6:97)

2. The method must be adapted to the ability of the students with more concrete presentation to be given to the less intelligent students. (6:6:97-98)

3. Topics, units, problems or parts of the course must be related to each other. (6:6:98)

4. The major essentials of the course must be planned for (6:6:98-99)

5. The method of approach should be midway between non-guidance to over guidance. (6:6:100)

6. The students must be made to work and learn in groups. (6:6:100)

7. Gradual development must be observed in the handling of materials. (6:6:101-102)

8. Homogeneity of purpose rather than of thought is to be encouraged. (6:6:101)


10. Emphasis must be placed on the inner processes and growth in learning on the part of the students rather than on the outer manifestations of understanding. (6:6:101)
11. The comprehension of facts, institutions, powers and systems is also necessary for a better understanding of the course. (6:6:102)

12. The teacher must be well-prepared, and must continually grow in knowledge of the subject, in understanding of students, and in ways of teaching students of varying abilities. (6:6:103-104)

**Grounds**

Most of the grounds for the above recommendations can be inferred from the nature of the recommendations. Better learning is achieved by better teaching is the basis of the last recommendation. (6:6:102-103)

The best method for teaching problems of democracy in the senior high school

J. L. Barnard (6:9:126)

**Recommendations**

1. The following guiding principles will be very helpful to remember and to observe when teaching Problems of Democracy:
(a) Young people face social problems and must go to the social sciences for their explanations and possible solutions. (6:9:127)

(b) The high school senior has interest in problems of the day and can be made interested in more. (6:9:127)

(c) Training how to study social questions intelligently must be made a requirement for high school graduation. (6:9:127)

(d) A problem must be stated in terms of problem, not remedy, ex. "Capital and Labor", not "Labor Union." (6:9:127)

(e) The problems must proceed from effect to cause to remedy. (6:9:127)

(f) The problems must vary or may be stated differently from time to time. (6:9:127)

(g) Free use of appropriate theories, devices, and procedures must be made. (6:9:127)

(h) Constant use of textbooks in other social sciences must be done. (6:9:127)

(i) Certain fundamental concepts of all social thinking must be included indirectly. (6:9:127)

2. The economic, social and political aspects of a
problem must not be separated in the study of the problem. (6:9:130)

3. Knowledge of content by the teacher is as indispensable as mastery of technique. (6:9:127)

4. Free use of social science terms and general principles must be made in the study of problems. (6:9:127)

**Grounds**

The grounds may be inferred from the principles and recommendations given above. (6:9:126-131)

The best method for teaching geography and history in grade IV

R. G. O'Brien (9:6:60)

**Recommendations**

1. Start the study by studying the local community. (9:6:60)

2. Problems, specific objectives, outcomes in understanding, materials to be used, and procedures of activities must be well-defined. (9:6:60-63)
3. First-hand experiences must be given when possible. (9:6:63)

4. An entire period must be studied to make understanding complete. (9:6:63)

Grounds

1. The local community is familiar to the pupils and is easy for them to understand. (9:6:60) - 1

2. The values that are expected to be derived from the activities of the students are the reasons for the above-given recommendations. (9:6:64-65) - 1 to 4

The best method for teaching how to use community resources

F. Rogers (9:5:54), N. Bowman (9:7:66-72), E. W. Mason (9:8:74)

Recommendations

1. A background of experiences for children in the elementary school must be built up for understanding each new relationship in our complex society. (9:5:54)

2. Not only the geographical boundaries of the child's
community must be considered, but also his interests and emotional responses to them. (9:5:54)

3. Provide real-life activities for the children in the elementary school. (9:5:54)

4. The teacher can plan for certain real-life situations. (9:5:56)

5. A social fact must be repeated in many relationships. (9:5:56)

6. The scope of the children's experience of place must not be limited. (9:5:57)

7. The units of work of the definitely planned courses must be tied up closely with community study. (9:7:67), (9:8:74)

8. Extra-curricular activities where the school and the community are able to draw resources from each other must be arranged. (9:7:71)

9. The teacher must be an active participant in community activities. (9:7:72), (9:8:74)

10. An interest committee under a responsible chairman among senior high school students, working voluntarily, may select the aspect of the community which it can study intensively. (9:8:75-76)
11. A careful and thorough preparation must precede any interview of responsible people in the community and this is revealed in the kind of questions asked by the students. (9:8:76-77)

12. Money for study trips of other communities can be raised in many ways and not be asked from parents. (9:8:79-80)

13. Reports of study trips must be made and compiled, and be made available to all. (9:8:80)

14. Experience of the students in exploring the community must challenge them to participate intelligently in the life of the community. (9:8:80)

15. Active parent participation in the activities of the students must be encouraged. (9:8:81)

Grounds

1. Opening for the child the relationships that make-up the complex of society is a slow process. (9:5:54) - 1

2. Learning requires repetition of meaningful experiences. (9:5:56) - 5

3. The home, neighborhood and the community are ex-
experienced by the child concurrently and not in sequence. (9:5:57) - 6

4. Active participation of the teacher in community activities will enable him to get better cooperation from the community in educating his students. (9:7:72) - 9

5. Casual or superficial surveys of the community are not enough. (9:8:74) - 7

The problem of what the best method is for dealing with current events, propaganda, current issues, and public opinion

How to teach current events in the high school


Recommendations

1. The assigned-report device may be used; where class reports by individual students are made on specified materials outlined by the teacher. (6:11:149)

2. The committee or project method may also be used; where a student or a committee works on a broadly outlined topic prepared by the teacher. (6:11:149)
3. There must be much use of research and laboratory activities. (6:11:153-154)

4. Constant comparison of present and past problems must be done. (6:11:150-151)

5. The practic of comparing the amount of space devoted by local dailies to various sorts of news is a good procedure. (7:13:159)

6. Students must be acquainted with the sources from which newspapers get their information. (7:13:159)

7. The headline policies of different newspapers must be studied. (7:13:159)

8. Students must be encouraged to bring examples of different characteristics of headlines. (7:13:159)

Grounds

1. The recommendations are expected to enable the students to think for themselves regarding the important problems of the day which is necessary to live effectively in our fast-changing world. (6:11:153-155) - 1 to 4

2. The nature of newspapers demands that the recommended measures should be done. (7:13:158-159) - 5 to 8
How to deal with propaganda

H. L. Childs (7:1:1-13), W. W. Biddle (7:9:115-126),
R. H. Lewis (7:14:161-164)

Recommendations

1. The following questions must be considered in coping with propaganda: (1) Who is advocating the program? (2) Who is actually behind it? (3) Are those behind the program motivated by social or personal interests? (4) Do they speak from first-hand or second-hand knowledge of the subject? (5) Are the objectives and the means being used to achieve them generally approved? and (6) Are those in opposition to the program a more intelligent and more socially-motivated group? (7:1:11)

2. Propaganda that neglects reason and appeals only to emotion must be rejected. (7:1:12)

3. Facts must be sought. (7:1:13)

4. The best opinion in the field must be considered when facts are not available. (7:1:13)

5. Setting up resistance to specific techniques of propaganda is a highly recommended procedure; which includes the following characteristics: (1) The teacher must
familiarize himself with the theoretical discussion of a
given propaganda; (2) The teacher must make a file of con­
temporary propaganda and this file must be constantly re­
vised; (3) Students may be asked to identify propaganda and
this should be added to the list made by the teacher; and
(4) Students may be asked to make a list of arguments for
and against a certain proposed belief. (7:9:123-126)

6. Students must be acquainted with the definition
and examples of propaganda. (7:14:161)

7. The historical background, ownership, party
inclination, etc., of a newspaper must be determined.
(7:14:161)

8. Editorials of different newspapers dealing with
the same topic must be compared and analyzed. (7:14:162)

9. Intensive study of news items by comparing reports
of the same events in different newspapers must be done.
(7:14:162-163)

10. Time must be given in class to the drawing of
conclusions by the students regarding their study of the
nature of propaganda and newspapers. (7:14:163)

11. Students may be asked to write their personal
conclusions in a carefully prepared theme on a given topic of propaganda. (7:14:163)

**Grounds**

1. The nature and increasing volume of propaganda activities require these questions to be considered. (7:1:1-8) - 1

2. The recommendation is based on the democratic thesis that the best idea will prevail in a free competition. (7:1:12) - 2

3. The recommended procedure has been shown to be effective by a statistically measured experiment. (7:9:124) - 5

How to deal with current issues

R. A. Price (7:10:127-128)

**Recommendations**

1. The practice of presenting and analyzing two conflicting accounts of the same event must be standard procedure. (7:10:129)

2. The procedure mentioned above must be followed by
reading of more accounts of that nature and practice in writing accounts of the same event on the part of the students for comparison and analysis in the class. (7:10:129)

3. Skill in reading critically must be developed. (7:10:130)

4. The classroom procedure must be more socialized. (7:10:131)

5. Open-mindedness, tolerance, and the attitude of suspended judgment must be developed in the students. (7:10:131)

6. Emphasis must be placed on application of information rather than on recall. (7:10:131)

7. The teacher must have a progressive attitude. (7:10:131)

8. There must be a more varied program in developing skills in gathering and presenting information. (7:10:131)

9. Emphasis must be placed on making the students aware of their way of thinking. (7:10:132)

10. Topics which are not highly emotionalized should be studied first in dealing with controversial issues. (7:10:132)
Grounds

The needs of a democratic society and the nature of current issues demand the kind of training suggested in the recommendations for its citizens. (7:10:127) - 1 to 10

How to deal with public opinion


Recommendations

1. A canvass of the pupils' acquaintance with materials on public opinion for diagnostic purposes is a necessary first step in the study. (7:12:153)

2. Any of the following or a combination of them may be taken as a point of departure: (1) distribution of an outline on public opinion; (2) a well-organized talk by the teacher to arouse interest and to give orientation; and (3) a preliminary study of local newspapers, radio programs and public addresses. (7:12:153-154)

3. The early period of the study should be sequentially devoted to gaining familiarity with materials available in the classroom, individual and small group conferences, seeking information from the school library, and independent
investigations in the classroom or community, together with the construction of charts, posters, etc., as students become more familiar with the materials of public opinion. (7:12:154)

4. A variety of learning experiences for understanding public opinion must be selected. (7:12:154-155)

5. A tentative conclusion which is agreed by all may be arrived at with the use of the "lowest common denominator." (7:12:155)

6. Further analysis of the tentative conclusion in order to gain agreement at a higher level is the next step. (7:12:155)

7. Concluding activities may include the making of analytical outlines, discussions, and tests on understanding. (7:12:157)

8. Another technique which can be fruitful is to study the formation and manipulation of public opinion in relation to the legislative history of an important bill or amendment. (7:12:156)

10. The study of public opinion must be given as a unit in a required course in the senior high school and not in the lower grades. (9:11:117)

11. The study of public opinion may be undertaken in the regular discussion of current events. (9:11:117)

12. The study of public opinion must tie up events and situations of the past with the present. (9:11:118)

13. Students should be taught to distinguish between straightforward argument and propaganda. (9:11:118)

14. The students must be encouraged to be true to their convictions. (9:11:118)

15. Careful analysis of how people think individually or in groups must be done. (9:11:119)

Grounds

1. Lower grade pupils are not yet ready to study public opinion according to an investigation. (9:11:117) - 10

2. The ground of the other recommendations may be inferred from the nature of the recommendations.
The problem of making the best use of particular methods of, and materials for teaching

How to make proper use of Dewey's methodology in social studies

E. H. Reeder (5:4:38-40)

Recommendations

1. The pupil activity principle must not degenerate to mere activity for its own sake. (5:4:42)

2. One must remember that integration recognizes subject boundaries. (5:4:43-45)

3. Knowledge from the disciplines are also important and necessary. (5:4:43-45)

4. The teacher must play active role in the problem-solving activity of the children. (5:4:46-47)

5. The problems to be studied must be within the children's experience and comprehension. (5:4:48-49)

Grounds

The above recommendations are based on the author's analysis of Dewey's methodology. (5:4:38-49)
How to use biography in the teaching of social studies

J. Schwarz (5:9:99-100)

Recommendations

1. Aims must be clarified. (5:9:105)

2. The aims in the elementary school and the high school must be distinguished from that in college. (5:9:105)

3. The thing to remember is to teach social studies by the use of biography and not to teach biography. (5:9:105)

4. The teacher must teach the truth about the persons being studied. (5:9:94)

Grounds

1. Aims determine the selection of materials. (5:9:105) - 1

2. Moral lessons can also be had from actions that are not moral. (5:9:101) - 4

How to use teaching aids

J. W. Baldwin (5:10:107), A. Glick (5:11:123-124)
Recommendations

1. There is a need for especially trained teachers in social studies. (5:10:122), (5:11:124-126)

2. Teachers who have mastered the laboratory technique are needed. (5:10:106-122)

3. The proper place of visual aids in education must be understood. (5:11:124-126)

4. The proper use of the laboratory method must be understood since it is not the answer to all our problems. (5:11:142)

Grounds

1. The increasing use of teaching aids requires the measures recommended above for effective teaching. (5:10:107:122) - 1, 2; (5:11:123-124) - 3, 4

How to teach the historical method

D. L. McMurry (7:11:134-146)

Recommendations

1. The principles of the historical method are best
learned by showing evidence to illustrate the principle, and by formulating the principle after the evidence has been discussed. (7:11:136)

2. Constant use of the principles is better than merely stating them in some form. (7:11:136)

3. Students must be encouraged to go as far as they can on their own initiative in the study of the historical method. (7:11:136)

4. The teacher should help the students when they have reached their limit of their ability. (7:11:136)

5. The following principles of the historical method must be learned: (1) Determine the genuineness of an evidence; (2) Determine the qualifications of the author for the evidence that he presents; (3) Determine the span of time between the occurrence of the event and the time of the reporting or writing of the material; (4) Determine where the report was written to find out whether the author could have been present and what his sources of information might have been; (5) Determine whether the material is a primary source or not; (6) Determine what the analysis of the material has proved and what it has not proved. (7:11:135-136)
6. The teaching of the historical method must not be postponed until the student reaches the graduate school. (7:11:134-135)

Grounds

1. Even junior high school students can be taught the historical method when simple illustrations are used. (7:11:134-135) - 6

2. The demands of a democratic society require the acquisition of the ability to use the historical method. (7:11:134-135) - 1 to 6

How high school students can be taught to use the radio critically

M. Levine (7:15:165:170)

Recommendations

1. Broadcasts of public questions must be assigned in advance. (7:15:170)

2. Controversial issues relating to the subject of the broadcast must be discussed in the class prior to the broadcast. (7:15:170)
3. Class discussion must be held subsequent to the broadcast. (7:15:170)

4. Reports on periodicals and book references dealing with divergent viewpoints related to the broadcast must be made and should be the basis of further discussion. (7:15:170)

**Grounds**

The intelligent use of the radio is needed in our modern society and proper training in its use is expected to be derived from the above recommendations. (7:15:170)

The problem of how to achieve particular objectives of social studies

How to educate for social intelligence and civic responsibility

R. O. Hughes (5:7:72-86), Paul R. Hanna (9:14:138)

**Recommendations**

1. The students must be trained to participate actively and intelligently in community life. (5:7:86), (9:14:138)
2. The students must be given an acquaintance with social, economic, and political problems and the means by which they can be solved, and not merely the form of the government. (5:7:86)

3. The procedure must encourage intelligent discussion of all questions in the classroom which will lead the students to make sensible conclusions. (5:7:86)

4. Textbooks are important and must be supplemented by illustrated materials drawn from a wide range of current sources. (5:7:86)

5. There must be a concerted study of the processes of the cooperative project for community improvement in order to build proper attitudes, skills, and insights. (9:14:142)

6. The planning of the project must include research into the origin of the problem to be studied and the cost in time, materials and human effort. (9:14:143)

7. Each project must be explored thoroughly in order that the best plan may be devised and to provide the young enrichening experiences in problem solving. (9:14:143)

8. The teacher should not be a mere assigner of pages and a hearer of memorized lessons. (9:14:143)
9. The teacher must accept the challenge that our culture may be improved through analysis of shortcomings, projecting, and taking action. (8:14:143)

Grounds

1. These recommended measures are needed by the present changing social order. (5:7:72-86) - 1 to 4

2. The importance of actual experience in learning and the value of cooperation to be learned by the pupils are the basis of the recommendation. (9:14:138-141) - 1

3. Study of the processes of the cooperative project for community improvement is expected to help pupils grow in their total personality. (9:14:142) - 5

How to teach the retarded child or how to provide for individual differences

V. M. Kopka and F. M. Lawson (5:13:173)

Recommendations

1. Proper psychological methods of instruction must be used. (5:13:181)

2. Teachers must have different expectations from
pupils of varying abilities. (5:13:181)

3. Adequate courses must be adapted for dull pupils. (5:13:181)

4. There must be better pupil classification. (5:13:181)

5. Suitable materials must be provided for pupils of varying abilities. (5:13:181)

6. Superior and dull students should be given the same degree of attention. (5:13:182)

Grounds

1. The measures recommended are based on psychological studies. (5:13:173-182) - 1 to 5

2. This recommendation is based on the demands of society. (5:13:182) - 6

How to improve socialization of rural schools

M. S. Pittman (5:14:184-195)

Recommendations

1. More people should pioneer in the field of better methods of socialization in rural schools. (5:14:194)
2. There is a need for awakening on the part of the people to give the same opportunities to rural schools as those given in big cities. (5:14:194)

Grounds

The grounds are implied by the nature of the recommendations and of the problems to be met. (5:14:184-195) - 1 to 2

How to teach the proper use of leisure in the secondary school

R. H. Douglass (9:12:121-120)

Recommendations

1. The youth must be trained in the proper use of leisure in activities connected with the curriculum, especially in the social studies. (9:12:125)

2. The youth must be encouraged to participate in extra-curricular activities through membership in clubs. (9:12:125-126)

3. There must be a survey of leisure time needs of the youth and of the means of satisfying them. (9:12:124:126)
4. There must be a close cooperation between the home and the school. (9:12:127)

5. A competent director of leisure activities in the school is needed. (9:12:127)

6. Effort must be made to cooperate with the organizations of the youth. (9:12:127-128)

Grounds

The grounds may be inferred from the nature of the recommendations. (9:12:121-129)

Matters Regarding the Teacher

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds regarding the teacher of social studies in the Yearbooks covering the first period is given in Table 7.
TABLE 7.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on matters regarding the teacher of social studies in the Yearbooks covering the first period: (1931-1938) volume 1 to volume 9

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles of the Yearbook

An examination of Table 7 will reveal that the aspect matters regarding the teacher of social studies is treated in five out of the nine volumes of the Yearbooks covering the first period. Recommendations and grounds on matters regarding the teacher are found in more articles than problems, trends, and issues. There are three articles in which trends are noted and only one article deals with issues on matters regarding the teacher.
Trends on Matters Regarding the Teacher of Social Studies

The trends on matters regarding the teacher of social studies that are noted in three articles of the Yearbooks of the first period may be classified into the following: (1) difficulties encountered by the teacher of history in the elementary and secondary schools; (2) subjects taught by the teacher in college; and (3) pressures upon the teacher. These trends are presented separately below.

Trends in difficulties encountered by the teacher of history in the elementary and secondary schools

L. C. V. Bibber (2:1:7-96)

The difficulties encountered by the teacher may be divided into the following: (1) difficulties in connection with equipment and teaching materials; (2) difficulties arising from the nature of the pupils; and (3) difficulties in connection with the teaching act. The difficulties under each heading are presented in the order given above.
Difficulties in connection with equipment and teaching materials

1. Teachers are in need of better equipment. (2:1:10)
2. Teachers consider the course of study as inadequate. (2:1:11)
3. Teachers think that books placed in the hands of pupils are unsatisfactory. (2:1:13)
4. Teachers complain that many of the topics found in textbooks are complex and confusing in detail. (2:1:17)

Difficulties arising from the nature of pupils

1. Teachers find difficulties in the mixed background of the pupils. (2:1:11)
2. Teachers find difficulties in the unfavorable influences the students get from the streets. (2:1:11)
3. Teachers find difficulties in the poor study habits of the students. (2:1:11-12)
4. Teachers find difficulties arising from the immaturity of pupils. (2:1:14)
Difficulties in connection with the teaching act

1. Teachers feel they need more time in the treatment of a subject or topic. (2:1:11)

2. Teachers have the problem of making the past real and living. (2:1:11)

3. Teachers find difficulties in motivating their students to study. (2:1:11-12)

4. Teachers find difficulties in connection with the giving of assignments to students. (2:1:11-12)

5. Teachers find difficulties in promoting clear thinking. (2:1:11-12)

6. Teachers find difficulties in handling pupil activities other than those connected with classroom work. (2:1:11-12)

Trends in subjects taught by the teachers in college

H. W. Malm (2:12:228)

1. The teachers of the social sciences are listed as such in college bulletins. (2:12:228)

2. There is a tendency for teachers of the social
sciences to teach interchangeably within the various fields of the social sciences. (2:12:228)

**Trends in pressures upon the teacher**

H. K. Beale (7:8:106-109)

There is an increasing amount of pressures upon the teacher by various pressure groups. These pressure groups operate upon the teacher in a variety of ways like: (1) influencing politicians to enact legislations and school board regulations denying freedom; (2) interference with the curriculum and textbooks; (3) interference in textbook writing to insure "correct" ideas; and (4) through penalties like dismissal, denial of favors, transfers to a less desirable building, withholding promotions, etc.. (7:8:106-109)

**Issues on the Teacher of Social Studies**

The issue on the teacher of social studies that has been identified in one article of the Yearbooks of the first period revolves on the question: Should the teacher advocate
any particular program or in short be a propagandist?

A. Craven (1:2:15)

Stand on issue

It is a most dangerous thing for a teacher to be a propagandist. The teacher must not be a preacher. (1:2:15:23)

Grounds

1. The examples of Austria, Prussia, and Russia show the danger of the teacher in becoming a propagandist. (1:2:23)

2. History is a tool and teachers are scientists, not social workers. (1:2:23)

Problems of the Teacher of Social Studies

The problems of the teacher of social studies that have been identified in the six articles of the Yearbooks of the first period may be classified into the following: (1) Problems of the teacher in connection with teaching materials and equipment, the nature of the students, the
Problems of the teacher in connection with teaching materials and equipment

L. C. Van Bibber (2:1:10-18)

Recommendations

1. Enough and suitable materials must be provided for the teachers to use. (2:1:18-19)

   2. Careful analysis by the teacher must be given to "complex" materials. (2:1:17)

   3. Informed teachers are necessary. (2:1:18)

   4. Enough time must be given when taking up "complex" materials. (2:1:18)

Grounds

1. The trouble lies in the use of a wrong method in teaching and teachers who have not mastered their subject. (2:1:18) - 2 to 4
Problems of the teacher in connection
with the nature of the students

L. C. Van Bibber (2:1:11-12:14)

Recommendations

1. The teacher must study the background of the children - their intelligence, family, etc.. (2:1:19)

2. Suitable methods, not abstract presentations, must be used to cope with "pupil's immaturity." (2:1:14)

Grounds

The grounds of the above recommendations may be inferred from the measures recommended.

Problems of the teacher in connection
with the teaching act

W. E. Dodd (1:2:17), L. C. Van Bibber (2:1:11-12)

Recommendations

1. The teacher must make history real to the children. (1:2:17)

2. Ample time must be given to the treatment of a topic. (2:1:19)

3. Better training must be given to the teacher. (2:1:19)
4. Illustrative materials must be used in making teaching vivid and concrete. (2:1:19)

**Grounds**

Making history real is necessary for imparting historical information. (1:2:17) - 1

**Problems of the teacher in connection with professional growth**

Elmer Ellis (1:7:133)

**Recommendations**

1. The teacher must keep up with experiments in teaching procedure by regular study of professional publications. (1:7:133)

2. The teacher must maintain a regular program of content reading. (1:7:133)

3. He must read the publications of learned societies like The American Historical Review and The American Political Science Review. (1:7:133)

4. He must read newspapers, periodicals and books devoted to current public affairs. (1:7:133)

5. He must read weekly and monthly critical
reviews of public affairs. (1:7:133)

7. Books of the following nature are recommended for the content reading program: (1) popular series in world history; (2) anthropology; (3) history of science; (4) history of industries; (5) history of Rome; (6) life in Elizabethan England; (7) history of culture; (8) history of American ideas; (9) the South in American history; (10) social history of America; (11) American diplomacy; (12) biographies, e.g. Webster; (13) Keynes' economics; (14) modern problems and world economy; (15) theory of government; (16) series in civic education; (17) origins of American civic ideas and attitudes; (18) making of French citizens; and (19) study of American public opinion. (1:7:134-144)

Grounds

1. These measures are necessary in order to maintain high standards in the classroom. (1:7:133) - 1, 2

2. There is a need for keeping abreast of the changing concepts in subject-matter. (1:7:133) - 3

3. This measure is necessary in order to keep in touch with everyday happenings. (1:7:133) - 4
4. Teachers must be organized effectively. (7:8:111)

5. The teacher must overcome his attitude and reaction of habitually yielding to pressure. (7:8:111-113)

Grounds

1. Teachers who are better trained will be able to make full use of freedom and will feel a greater need for it. (7:8:109) - 1

2. Society's children must be taught by teachers who are free to teach. (7:8:113) - 1 to 5

3. The nature of academic freedom requires that these recommended measures should be done. (7:8:113) - 1 to 5

Problems in teacher training

What the teacher training program should include or what qualifications a teacher should possess

G. Boyington (2:4:153), C. C. Barnes (3:1:9)

Recommendations

1. The teacher must have training in (1) the use of books and libraries; (2) the processes of reflective
thinking; (3) the procedures of criticism and evaluation; (4) the best procedure to follow in written and oral work; (5) the diagnosis of reading difficulties; and (6) planning remedial work in reading. (2:4:153)

2. The teacher must be a recognized authority in the subject he is teaching. (3:1:9)

3. The teacher must have a sound philosophy of life. (3:1:9)

4. The teacher must have sufficient experience in world affairs. (3:1:9)

Grounds

1. This kind of training is needed as shown by the results of studies. (2:4:132-163) - 1

2. Philosophy determines the emphasis in teaching. (3:1:9) - 3

3. These measures are necessary for efficiency and unbias treatment on the part of the teacher. (3:1:9) - 2 to 4
How teachers can be prepared for community-centered social studies

H. Halter (9:3:29), E. G. Olsen (9:4:36)

Recommendations

1. Junior student teachers must be given a special course in methods where: (1) they observe a community-centered social studies curriculum in operation; (2) they join pupil committees on trips to various places of the community; and (3) they participate in civic or social welfare projects. (9:3:29-30)

2. Senior student teachers must be made to teach in a community-school centered program. (9:3:30)

3. Student teachers must be made to participate in planning community units and study-guide sheets. (9:3:32)

4. The teacher education program must provide definite training in the wise utilization of community resources. (9:4:37)

5. Every progressive teachers college must have in its staff a director of excursion. (9:4:45)

6. An adequately administered and financed office of excursion for every large city or county school system
with well-defined functions must be created. (9:4:45-48)

Grounds

Student teachers become community minded by ex­periencing community teaching. (9:3:35) - 1 to 3

**Evaluation in the Teaching of Social Studies**

The distribution of the number of articles according to trends, issues, problems, recommendations and grounds in evaluation in the teaching of social studies in the Yearbooks covering the first period is given in Table 8.
TABLE 8. -- Distribution of articles according to trends, issues, problems, recommendations, and grounds on evaluation in the teaching of social studies in the Yearbooks covering the first period: (1931-1938) volume 1 to volume 9

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T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles of the Yearbook

The figures in Table 8 indicate that evaluation in the teaching of social studies is treated in only four of the nine Yearbooks covering the first period. Problems, recommendations, and grounds are discussed in the same number of articles while no issue in evaluation has been noted. There are only three articles dealing with trends in the period under study. The trends, problems, recommendations, and grounds in evaluation are presented in that order.
Trends in Evaluation in the Teaching of Social Studies

The trends in evaluation in the teaching of social studies that have been noted in three articles, one article in each of the three Yearbooks of the first period are given below. R. A. Price (2:3:118:131), J. W. Wrightstone (8:9:209), R. A. Price and R. F. Steadman (9:20:225)

1. The technique of classroom testing has taken an increasingly scientific turn. (2:3:118)

2. There is a tendency for scores in tests to have a low correlation with teachers' marks. (2:3:131)

3. Though considered inconclusive, the best-answer type of test has been found to be a more valid test than the true-false or multiple response test. (2:3:131)

4. Though considered inconclusive, the multiple type test and the true-false test have been found to be of equal validity. (2:3:131)

5. There is a growing need for a comprehensive testing program since other objectives must also be measured. (8:9:209)

6. Test results show lack of information of secondary
pupils about their own community. (9:20:225)

Problems in Evaluation in the Teaching of Social Studies

The problems in evaluation in the teaching of social studies that have been noted in the articles of the Yearbooks of the first period may be classified into the following: (1) How to improve evaluation in the social studies; (2) How to improve the objective written examination; and (3) How to measure particular objectives in social studies. The recommendations and grounds on these problems are presented below.

How to improve evaluation in the teaching of social studies


Recommendations

1. A teacher should adapt a testing-teaching scheme which as the following characteristics: (1) Objectives must be definite and must include attitudes, ideals, habits and information; (2) Objectives must be stated in terms of
content; (3) Teaching units must have corresponding objec­
tives to be achieved in terms of attitudes, ideals, habits 
and information; (4) Each detail of the objective must be 
cast into a test item. (2:11:209-210), (5:15:203), 
(8:9:211)

2. Objective methods of measurement must be improved 
by the following the criteria of validity, reliability, 
objectivity, and practicality. (5:15:197-198), (8:9:209-210)

3. Standardized objective tests must be used for 
diagnostic purposes. (5:15:198-199)

4. Good performance in standardized tests must not 
be made the sole objective of teaching. (5:15:199)

5. Objective tests which measure other than know­
ledge of subject matter must be constructed. (5:15:199:201)

6. Evaluation must be a continuous process. (8:9:212)

Grounds

1. The recommendation is given to meet the lack of 
reliable tests. (2:11:208-209) -- 1

2. The objective test has more advantages than the 
essay examination. (5:15:197-198) - 1
3. The nature of tests and evaluation procedures is the basis of the recommendations. (8:9:209-212) - 1, 2, 6

How to improve the objective written examination


Recommendations

1. Homogeneous exercises or items must be used in selection type test and this can be achieved by doing the following: (1) Items must be properly phrased to avoid correct response which is based on superficial association; (2) Avoid irrelevant clues; (3) Avoid unfairly misleading foils; (4) Detailed analysis of test results, to determine its effectiveness or the power of discrimination of the test items, must be done; and (5) Items must be rephrased to improved form after the statistical analysis. (2:2:104)

2. There must be more items included to improve the validity of tests. (2:3:131)
Grounds

The grounds may be inferred from the nature of the recommendations.

How to measure particular objectives of social studies

How to measure pupils' beliefs and attitudes with respect to conflict situations or propaganda

H. R. Anderson (7:16:171)

Recommendations

1. Evaluation of the beliefs and attitudes must be made before an issue has been formally studied in class. (7:16:171)

2. Techniques like the cross-out test, degree-of-truth test, moral judgment test, argument test and generalization test, which place little or no emphasis on whether an answer is right or wrong must be used. (7:16:174)

3. Free expressions of children during socialized recitation, informal conversations and written assignments
must be noted and measures regarding them must be carefully recorded. (7:16:174)

4. Opinions expressed by children must not be considered as a prediction of what they will do. (7:16:174)

5. Students' attention must be directed to the materials of propaganda to make them realize that they are continuously exposed to them. (7:16:176)

6. Students must be asked to list examples of propaganda found in their reading of instances of "name-calling," "band wagon," "dealing with generalities," and "stocking the cards." (7:16:176)

Grounds

The nature of the skills required in coping with propaganda is the basis of the recommendations. (7:16:176-178) - 1 to 6

How to measure pupils' capacity for using the historical method

H. R. Anderson (7:16:171:179)
Recommendations

1. Students must be asked to interpret orally or in writing data concerning conflict-situations. (7:16:179)

2. The oral or written report must be made an integral part of the class work and must be appraised in the regular course of instruction. (7:16:179)

3. The teacher must be concerned with the basis of the children's interpretation and the soundness of the conclusion reached. (7:16:179)

4. The teacher must find out whether the pupil understands the procedures to be followed in evaluating materials, which are: (1) criticism of materials; (2) determination of particulars; and (3) drawing of conclusion. (7:16:179-181)

5. Test items and exercises must be of the highest structural quality. (7:16:182)

Grounds

The recommendations are based on the nature of the historical method. (7:16:179-182)
How to evaluate the outcomes of community study


Recommendations

1. Other means of measurement besides objective tests must be used. This may be done through: (1) map making - showing directions, locations, and relationships with proper legend; (2) debates, themes, symbolic pictures, essays, comparisons, etc.; and (3) observation of pupil behavior as revealed in real situations. (9:20:213-214)

2. Evaluation must be continuous and must be an integral part of teaching. (9:20:214)

3. Evaluation must be comprehensive as to the objectives and materials taught. (9:20:215)

4. Diagnostic and achievement tests must be given. (9:20:215)

5. The students must have a clear meaning of the use of the term community in the test being taken. (9:20:216)

6. Consensus of opinion of informed citizens of the community may be a source of the answers to some of the test
items in the absence of objective data. (9:20:222)

**Grounds**

1. The recommendation is an important criterial of a good test. (9:20:215) - 3

2. The other grounds may be inferred from the nature of the recommendations. (9:20:225) - 1 to 6

**Research in the Teaching of Social Studies**

The distribution of the number of articles according to trends, issues problems, recommendations and grounds in research in the teaching of social studies in the Yearbooks covering the first period is given in Table 9.
TABLE 9.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on research in the teaching of social studies in the Yearbooks covering the first period: (1931-1938) volume 1 to volume 9

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles of the Yearbook

A quick glance at Table 9 will reveal that research in the teaching of social studies has been treated in only two volumes of the Yearbooks covering the first period. There is also a relatively long span of time between the two volumes in which research has been treated. It will also be noted that much more attention is given to research in the later volume than in the earlier one. The greatest number of articles are concerned with trends, followed by problems, recommendations and grounds which are discussed in the same number of articles. True to form, only one article is concerned with issues in research. The trends, issues, problems, recommendations and grounds in research
in the teaching of social studies that have been noted in
the period under consideration are presented below in that
order.

Trends in Research in the Teaching
of Social Studies

The trends in research in the teaching of social
studies that have been noted in the articles of the Year­
books of the first period may be classified into the follow­
ing: (1) Trends in the nature of research; (2) Trends in
research on objectives; (3) Trends in research on curriculum;
(4) Trends in research on methods of teaching; and (5)
Trends in research on evaluation. The trends in research
on the above-mentioned aspects are presented below in the
order they are listed above.

Trends in the nature of research
R. E. Swindler (8:6:136-168)

Two types of research are emerging prominently in
curriculum-making and study, and in other phases of educa­
tion. These two types are: (1) an advanced level type of
research characterized by learned treatises on the
philosophy, psychology and/or theory of the subject; and (2) a simple and practical type of research which is adapted to the average teacher, administrator and student of education. (8:6:164)

**Trends in research on objectives**

F. P. Wirth (8:2:21-43)

1. Research on objectives are concerned with collecting, classifying, and interpreting statements of objectives. (8:2:38)

2. Statements of objectives are gathered from various materials which generally consist of opinions of experts and non-experts. (8:2:38)

3. The opinions on objectives are based either on careful analysis or none at all. (8:2:38)

4. There is a tendency toward multiplicity and confusion in the statement of objectives. (8:2:38)

5. There is an increase emphasis on the functional aspects of civic education, and more attention is given to making good citizens rather than in teaching principles of good government. (8:2:39)
Trends in research on curriculum

The trends in research on curriculum that have been identified in the Yearbooks of the first period may be classified into the following: (1) Trends in research on correlation; (2) Trends in research on collateral and supplementary reading; (3) Trends in research on the use of visual aids; and (4) Trends in research on the teaching of current events. The trends on the above-given aspects of the curriculum are presented below in the order they are named above.

Trends in research on correlation
A. Dondineau and S. Dimond (8:5:109-135)

1. There is no general agreement on the meaning of correlation in the studies reviewed. (8:5:109)

2. Attempts to evaluate the effectiveness of correlation are few. (8:5:110:129)

3. The study of the author shows that the idea and practice of correlation are not new. (8:5:129)

4. Studies show that there are at least six general forms of correlation. (8:5:130)
5. Studies show that the practice of correlation is concentrated in the elementary and junior high schools. (8:5:130)

6. There is very little research on the use of materials from related subjects. (8:5:131)

7. Studies show that one teacher is more effective than two or more in a class using correlation. (8:5:131)

8. Studies show that basic skills and information can also be achieved in correlation. (8:5:131)

9. The values claimed for integration are also claimed to be possible in the progressive teaching of the traditional social studies. (8:5:132-133)

Trends in research on collateral and supplementary reading

R. E. Swindler (8:6:136-168)

1. Studies deal on the general character, purposes, and use of collateral reading. (8:6:137)

2. Studies are made to determine the effectiveness of the extensive versus intensive and textbook reading. (8:6:137)

3. Studies are made on methods of reading and management of reading programs. (8:6:137)
4. Studies are made on the use of biography and historical fiction in collateral reading. (8:6:137)

5. Studies are made on the use of source textbooks and of source material in reading. (8:6:137)

6. Studies are made on the adaptation of the reading vocabulary to suit the age and grade level of the pupils. (8:6:137)

7. Studies show that much money is spent unwisely or wasted through inefficient and haphazard methods of choosing library materials. (8:6:162)

8. Studies show that most schools have inadequate supplementary materials. (8:6:162)

9. Studies show that extensive reading outside of the basic text is fully justified. (8:6:162)

10. Studies show that the aims of social studies are not directly met by the collateral reading provided by the schools. (8:6:163)

11. Studies show that the written report on collateral reading has been stressed too much at the expense of other more valuable and pleasing methods of dealing with collateral reading. (8:6:163)
12. Studies show that very rapid extensive reading on collateral reading is justified especially for students with superior intelligence and reading ability. (8:6:163)

13. Studies show that medium sized high schools have comparatively more collateral reading materials than the large and very small schools, and they have also the most efficient use of collateral reading. (8:6:163)

14. Studies show that biographies in schools are not up to date and are poorly chosen. (8:6:163)

15. Studies show that historical fiction can be used more widely and to advantage. (8:6:163)

16. Studies show that some good, well-balanced library lists have been worked out but these lists are not available for general use. (8:6:163)

17. Studies show that teachers use means as goals in collateral reading programs by placing emphasis on the form rather than on substance. (8:6:151)

Trends in research on the use of visual aids

J. A. Nietz (8:7:169-167)

1. Researchers on the use of visual aids use
quotations from other studies and authorities on the merits of visual education in their reports. (8:7:183)

2. Studies show that the motion picture is not the chief type of visual aid since other kinds of visual aids are used. (8:7:183-184)

3. Alternation or rotation of groups is the most used experimental technique in research on the use of visual aids. (8:7:184)

4. Results of studies on the use of visual aids tend to favor their use. (8:7:185)

5. Studies of social studies textbooks show that textbooks are poorly illustrated. (8:7:185)

Trends in research on the teaching of current events

R. E. Swindler (8:6:163), W. F. Murra (8:8:188-206)

1. Studies show that the problem of teaching current events is far from satisfactory solution. (8:6:163)

2. There is small conclusive evidence in studies which deal with actual problems of instruction in current events. (8:8:200)

3. Most studies assume that increased pupil knowledge
of current affairs is a desirable end in itself. (8:8:201)

4. Descriptive summaries give the picture of current-events instruction but they are not evaluative and give no standards. (8:8:201)

5. Studies give evidence that direct teaching increases knowledge about current events. (8:8:201)

6. Studies give no evidence on whether direct teaching of current events contribute to "other-than-information" outcomes. (8:8:201)

7. Deficiencies in pupils' out-of school reading habits are sometimes attributed to poor current-events instruction. (8:8:202)

8. Evidence on the relation of other non-school factors to current-events instruction are not yet determined. (8:8:202)

9. Studies show that boys are superior to girls in current events knowledge and that girls are greatly helped by direct instruction. (8:8:202)

10. Studies show that the larger the community, the larger the learning of students in current events information. (8:8:202)

11. There is lack of agreement as to what should be
the purpose of direction instruction in current events.
(8:8:203)

Trends in research on methods of teaching
W. G. Kimmel (1:8:145-176), J. R. Davey and H. C. Hill
(8:1:1-20), B. W. Phillips (8:3:44-74), F. R. Tyron
(8:4:75-108)

1. There is lack of agreement in the findings of experiments using the same methods of teaching. (1:8:154), (8:1:19)

2. Experimentation in methods of teaching of social studies is a new development within the last decade. (1:8:158)

3. Statements of the problem in experimentation on methods of teaching are direct, clear-cut and reasonably definite. (1:8:158)

4. There is confusion in the use of concepts in experiments on methods of teaching. (1:8:159), (8:1:1), (8:3:64)
5. The one-group method is one type of experimental technique which is usually found in pedagogical literature. (1:8:159)

6. The types of test items used in experiments on methods of teaching vary in kind. (1:8:166)

7. The tests used in experiments on methods of teaching vary in number. (1:8:166)

8. Experiments on methods of teaching vary in the number of characteristics considered in establishing equivalent groups. (1:8:161)

9. Experiments on methods of teaching show no certainty or dividing-line between the influential and non-influential factors that determine pupil achievement. (1:8:163)

10. Guiding principles in the construction of tests are not always clear in the tests used in experiments on methods of teaching. (1:8:166-167)

11. The relationship of tests to the measurement of specific abilities is not always clear in experiments on methods of teaching. (1:8:166-167)

12. There is very little relationship shown in the
experiments on methods of teaching between the objectives of the course of study, types of test items, forms of tests and mental processes involved. (1:8:167)

13. Much emphasis on the use of tests is revealed in experiments on methods of teaching. (1:8:145-176)

14. Statistical calculation tends to determine the organization and arrangement of data in experiments on methods of teaching. (1:8:168-169)

15. Reports on experiments on methods of teaching seem to be interpreted largely "out of the data" with the aid of statistical techniques. (1:8:169-170), (8:3:65-66)

16. There is a tendency to set conclusions in experiments on methods of teaching as tentative, inconclusive, or fairly inconclusive, and to reiterate limitations of the experiment. (1:8:170)

17. Pedagogical literature does not show studies on methods of teaching in the secondary school level that are made by people who have received their doctorate degree. (1:8:174)
18. Pessimism and optimism can be noted in pedagogical literature as to the future of experiments on methods of teaching. (1:8:174-175)

19. The daily recitation has been found to be less effective than the supervised study of unit assignment with the use of the mastery technique. (8:1:19)

20. Research on methods of teaching are either review of studies or experimental studies. (8:3:44)

21. Research on methods of teaching give more emphasis on devices and techniques and too little on the mastery of the basic philosophy and objectives of a "new" procedure. (8:3:64)

22. Experiments on methods of teaching do not use tests which measure non-factual outcomes. (8:3:66)

23. Much attention is given to the problem of how to teach pupils to study. (8:4:75)

24. There is a difference in opinion on the ways of directing pupils how to study. (8:4:75:104)

25. The equivalent-group technique is the most used experimental technique in studies on how to direct pupils to study. (8:4:103)

26. Most studies on directing pupils how to study
are on how to study history. (8:4:103)

27. Studies on directing pupils how to study show that the superior student is not benefitted as much as the weak ones by the method of teaching pupils how to study. (8:4:104)

28. There are few studies on directing pupils how to study in the elementary school. (8:4:105)

29. Studies on teaching pupils how to study show that varied techniques in teaching pupils how to study are more preferred. (8:4:105)

30. Studies on teaching pupils how to study show that differences in individuals are recognized. (8:4:105)

31. Studies on teaching pupils how to study show that the success of a procedure depends on the teacher. (8:4:106)

32. Studies show that there seems to be a definite method for teaching effective thinking. (8:4:106)

_Trends in research on the construction of objective tests_

J. W. Wrightstone (8:9:207-239)

1. Research tends to be on refining the techniques of item construction for tests on information. (8:9:213)
2. Research tends to be on developing new tests for work study skills. (8:9:213)

3. Research tends to be on developing tests that measure other social-studies objectives besides information. (8:9:213)

Issues in Research in the Teaching of Social Studies

Issues

Two issues in research have been identified in the Yearbooks of the first period. These issues are:

1. Is it desirable or not to provide a setting that presents social realities in experiments? W. G. Kimmel (1:8:164)

2. Should statistical calculation determine the organization and arrangement of data of an experiment? (1:8:168-169)

Stand on issue no. 1

The author does not give a categorical statement giving his stand on the issue. The way, however, he has framed his
question of the issue after his discussion of the limitations of the experiments seems to favor an affirmative stand. His question is framed in this manner: Is it not desirable to provide a setting presenting social realities in experiments? (1:8:164)

**Ground**

The author's ground for an affirmative stand on the issue may be inferred from the nature of the issue and from his stand.

**Stand on issue no. 2**

The author takes a negative stand on the second issue. (1:8:169)

**Ground**

Statistical calculation must be a means rather than an end. (1:8:169)

Problems in Research in the Teaching of Social Studies

That problems in research exist is easily shown in the many limitations in research that have been noted in
the section on trends in research. The problems in research that have been identified in the Yearbooks of the first period may be classified into the following: (1) Problem of improving research on collateral reading; (2) Problem of improving research on the teaching of current events; (3) Problem of improving research on methods of teaching; and (4) Problem of improving research on the construction of objective tests. The recommendations and grounds on the problems in research on the above-listed problems are presented below in the order they are listed above.

Problem of improving research on collateral reading

R. E. Swindler (8:6:162-164)

Recommendations

1. The simple and practical type of research which is adapted to the average teacher, administrator, and student of education should be given more emphasis. (8:6:164-165)

2. The National Council for the Social Studies must
take steps to make a list of up to date summary of studies on collateral reading. (8:6:164-165)

**Grounds**

1. The type of research which is recommended to be given more emphasis is in line with the trend to give more participation in curriculum making. (8:6:164-165) - 1

2. This measure will avoid loss of time and effort in conducting studies which will give the same results. (8:6:165-166)

**Problem of improving research on the teaching of current events**

W. F. Murra (8:8:200-203)

**Recommendations**

1. Research must be done to determine the capacity of teaching current events to achieve other-than-information outcomes. (8:8:202)

2. Research must be done to determine the basic purpose of teaching current events. (8:8:203-204)
Grounds

1. This research is recommended to determine the value of teaching current events. (8:8:202) - 1

2. This research is recommended because we know only what is and what can be done in the teaching of current events rather than what should be done. (8:8:203) - 2

Problem of improving research on methods of teaching


The specific problems encountered in research on methods of teaching are not listed here since they all contribute to the general problem of improving research on methods of teaching and they can be inferred clearly from the nature of the recommendations given below.

Recommendations

1. To be able to assemble equivalent groups to use in the equivalent-group technique of experimentation, these factors and/or measures must be taken into consideration:
(1) The factors that must be considered are: age, intelligence, previous performance and attainments in subject matter, study habits, personality traits, health, sex, social background, and probably racial background;

(2) Three procedures that may be done are: (a) To make the pairing after the administration of tests and collection of necessary data; (b) To get two or more groups as arranged by the school office; or (c) To get groups made by the central office on the basis of mean scores and range of scores.

(3) There must be the same organization and selection of instructional materials for all the groups; and

(4) The experimental factor must be explicit and stated in a definite form. (1:8:160-165)

2. To determine the effect or carry over of a previous method in experiments using the rotation-group technique, the method must be used for at least two semesters. (1:8:162-163)

3. Results of studies must be qualified in terms of the quality of the tests used from the standpoint of objectives, subject matter and standards of test construction. (1:8:167)
4. There must be retesting at intervals after the experiment is over. (1:8:168)

5. The degree of refinement of the statistical calculation must be determined in part by the quality of the data assembled. (1:8:169)

6. It is necessary to make a distinction between the unitary organization and the mastery technique of instruction. (8:1:19-20)

7. Tests which measure other outcomes besides mere acquisition of information must be constructed. (8:1:19-20)

8. Research must be made to discover what a "new" technique can contribute to the art of teaching rather than find the superiority of one method over the other. (8:3:66)

9. More studies should be made on methods of teaching students to study subjects other than history. (8:4:104)

10. More studies should be made on methods of teaching students to study in the elementary school. (8:4:105)

Grounds

The grounds may be inferred from the nature of the
recommendations which are given to meet particular needs or problems.

**Problem of improving research on the construction of objective tests**

J. W. Wrightstone (8:9:232)

**Recommendations**

1. Research must be done to determine what objectives should be attained. (8:9:233)

2. Research must be done to determine what behavior components in social studies objectives can be validly measured. (8:9:233)

3. Research must be done to determine various learning and growth development curves. (8:9:234)

4. Research must be done to determine techniques of measurement which can validly and economically measure units of behavior. (8:9:234)

5. Research must be done on how to refine and improve existing measuring instruments. (8:9:234)

6. Research must be done on how to interpret test results in terms of educational value and statistical significance. (8:9:235)
Grounds

The recommendations are based on the needs shown by a review of several studies on the construction of objective tests. (8:9:207-235)

Administration and Supervision in the Teaching of Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds on administration and supervision in the Yearbooks of the first period is presented in Table 10.

TABLE 10.--Distribution of articles according to trends, issues, problems, recommendations, and grounds on administration and supervision in the teaching of social studies in the Yearbooks covering the first period: (1931-1938) volume 1 to volume 9

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles of the Yearbooks
An examination of Table 10 will show that the aspects administration and supervision have been treated in only the first three of the nine volumes of the Yearbooks of the first period. While the first two volumes do not treat these aspects extensively, the third volume has been devoted to them almost entirely. Only trends in administration and supervision have been noted in the first two volumes while issues are the only ones not treated in the third volume. Recommendations and grounds have the same and the largest number of articles devoted to them and they are followed in number by problems and trends. No issue in administration and supervision has been noted in the Yearbooks of this period.

Trends in Administration and Supervision in the Teaching of Social Studies

Trends in administration and supervision in the teaching of social studies that have been noted in the Yearbooks of the first period are the following: H. W. Malm (2:12:228), M. L. Moore (1:4:153), C. C. Barnes (3:1:13), R. O. Dodge and H. E. Wilson (3:7:167-168), W. Brown (3:6:136)

1. "History" and "Political Science" are the most
frequently used names as titles of departments in college. (2:12:228), (1:4:153)

2. There is a tendency, however, toward the use of the names "Social Science Department" or "Division of Social Sciences" as titles of departments of instruction. (2:12:228)

3. The two major activities of supervisors are: (1) curriculum building; and (2) interpretation of courses of study. (3:1:13)

4. Organization of social studies department is a common practice in the high school. (3:7:167), (3:6:136)

5. The organization of the social studies department has the following characteristics: (1) the organization varies from extreme rigidity to intangibility; (2) one teacher of social studies has the responsibility for the administration of all social studies; and (3) the organization is affected by, but not entirely dependent upon the size of the school. (3:7:167)

6. The characteristics of the "typical" department of social studies in the high school are: (1) There are five to nine full-time teachers and not more than four part-time teachers; (2) Regular meetings are arranged by
the head of the department and are conducted by members; (3) Improvement of instruction is the main purpose of department meetings; (4) The department has a curriculum which is continually revised by the members; and (5) The department has no library but it has a collection of maps, charts, and visual aids. (3:7:167-168)

7. The characteristics of the office and work of the "typical" department head are: (1) It is a permanent office which is directly responsible to the principal; (2) The department head teaches 20 to 24 periods per week of American History in Grade XII; (3) He spends 1/5 of his time in supervision; (4) His supervisory methods are: individual teacher conference, teachers' meetings, and classroom visits; (5) He cooperates frequently with the principal; (6) He participates with department members in the selection of textbooks, curriculum revision, and requisitioning of supplies; (7) He is the only one responsible for distribution of supplies, making the annual inventory, and management of the department collection of maps, visual aids, etc.; (8) He may or may not have an office of his own; (9) He has student clerical help and also help from the principal's office; (10) He is a member of the principal's
executive council; and (11) He is an adviser of student organization. (3:7:168)

8. The head of the department has too great a teaching load and other "extra" duties, which are not conducive to efficiency of the department. (3:7:168)

9. There is some evidence that departmental organization in the social studies is an effective aid to supervision of instruction and facilitates the progressive adaptation of social-studies curriculum to local needs. (3:7:168)

Problems in Administration and Supervision in the Teaching of Social Studies

The problems in administration and supervision in the teaching of social studies that have been identified in the Yearbooks of the first period may be classified into: (1) Administrative difficulties which stand to successful organization of social studies; (2) Problems related to the organization of a social studies department in a school; (3) Problems related to the qualifications and general responsibilities of a supervisor or a department head; (4) Problems related to the curriculum;
(5) Problems related to the supervisor's working relationships with teachers and other members of the school's staff; and (6) Problems related to one- or two-teacher schools in rural areas.

Administrative difficulties which stand to successful organization of social studies
C. H. Judd (4:1:9-21)

The administrative difficulties which stand to successful organization of social studies are: (1) the preemption of places in the school program by older subjects; and (2) the rigidity of the internal structure of traditional subjects. (4:1:10-11)

Recommendations

The cultivation of a social science attitude must be made the primary aim of every student. (4:1:11-12)

Ground

The above-given recommendation is based on a principle of the curriculum--its socializing objective. (4:1:12)
Problems related to the organization of a social studies department in a school

The problems related to the organization of a social studies department may be summed up to the main problem of how to have an effective social studies department. R. L. Ashley (3:3:65-66), A. N. Gibbons (3:4:75-79; 102-103), W. Brown (3:6:114)

Recommendations

1. The kind of organization of a department will have to depend upon the size of the school. (3:3:65-66), (3:6:145)

2. Teachers who are good organizers of subject matter must be assigned to higher grade levels. (3:3:67-68)

3. The department head must be given a voice in the selection, placement and promotion of teachers. (3:3:68)

4. Unity with diversity among the teachers in method and characteristics is possible and desirable. (3:3:68-69)

5. The organization must aim to achieve not mere unit but more so the fullest development of the pupils. (3:3:69), (3:6:146)

6. Enough time must be given to the head to enable
him to attend to more important academic functions by having a full-time or part-time secretary for the department. (3:4:76-77)

7. There must be proper classification of the students. (3:4:77-78)

8. Teachers should have a well-balanced program with not more than two preparations each. (3:4:78-79)

9. The department must coordinate with other departments in program making. (3:4:79), (3:6:143-144)

10. The department head must teach two classes to serve as models for the teachers of the department. (3:4:102-103)

11. Office space for the department head and desk space for the teachers must be provided. (3:4:103)

12. There must be a special room to serve as a social studies workshop for the students. (3:4:103)

13. The social studies classes must have permanent teaching rooms. (3:4:103-104)

14. The social studies department must be alive to problems of curriculum revision and methods of teaching by keeping the members abreast of new developments in
principles and materials, and the current through department meetings. (3:6:138-144)

15. A member of the department must be assigned to serve as liaison between the librarian and the social studies department to enable the latter to make the best use of the library. (3:6:141-142)

16. A member of the department must be assigned to take charge of keeping and procuring of common properties of the department like maps, charts, etc., to insure their proper use and keeping. (3:6:142-143)

17. The proper scheduling of the use of common properties of the department must be thressed out in meetings. (3:6:142-143)

18. The department head must be capable. (3:6:145)

19. The department must have the cooperation and encouragement of the administration. (3:6:145)

20. The department head must have a definite time tenure. (3:6:146)

21. There must be a proper division of labor among the members of the department. (3:6:146)

22. Supervisory rank must be given to the department head when he has supervisory functions. (3:6:146)
23. Department meetings must be well-planned. (3:6:146)

24. The department must have a budget of yearly objectives to be achieved. (3:6:146)

**Grounds**

The grounds for the above-given recommendations may be inferred from the nature of the recommendations.

**Problems related to the qualifications and general responsibilities of a supervisor or a department head**

The problems related to the qualifications and general responsibilities of a supervisor or a department head that have been identified from the Yearbooks of the first period may be summed to the question: What should be the qualifications and/or responsibilities of a supervisor or a department head of social studies? C. C. Barnes (3:1:8), N. E. Bowman (3:2:47), R. L. Ashley (3:3:48-74), A. N. Gibbons (3:4:83-101), J. C. Evans (3:5:121-135)

**Recommendations**

1. The supervisor must use scientific methods as
applied to education, make use of research studies, and conduct research. (3:1:8)

2. The supervisor must keep abreast of the literature in his field and general education. (3:2:47), (3:4:83-84), (3:5:122-123)

3. The supervisor must discuss the developments in his field and general education with teachers, educators, etc.. (3:2:47), (3:5:122-123)

4. The supervisor must put emphasis on achieving high quality of teaching rather than on administrative routine. (3:2:47)

5. The supervisor must be interested in social-studies teachers' organization. (3:2:47)

6. The preparation of a comprehensive curriculum is the responsibility of the supervisor. (3:3:56-57)

7. The supervisor must possess historical accuracy and must be historically minded. (3:3:70)

8. The supervisor must have a good understanding of present-day problems and developments. (3:3:70-71)

9. The supervisor must have a broad general preparation. (3:3:71)

10. The supervisor must have practical knowledge from
continuous experience in the classroom. (3:4:85)

11. The supervisor must have a good knowledge of the social studies program in the lower grades. (3:4:86)

12. The supervisor must make the fullest use of consultations with teachers and classroom visitations for the improvement of the teacher. (3:4:86-87)

13. The supervisor must involve teachers in taking responsibilities in the activities of the social studies department. (3:4:87-88), (3:5:124-135)

14. The supervisor must use departmental meetings for the professional growth of teachers. (3:4:89)

15. The supervisor must know the theory and practice of good curriculum development. (3:4:89-90)

16. The supervisor must lead in the construction of tests. (3:4:96-100)

17. The supervisor must be ready and willing to give professional aid to groups outside the school. (3:4:101)

18. The supervisor should promote a democratic and cooperative organization of the social studies department with him acting as a head, guide, and counsellor. (3:5:123-135)
Grounds

1. This recommendation is necessary for efficient or satisfactory performance of the supervisor. (3:1:8) - 1

2. These qualities of the supervisor are necessary in our changing social order, for impartiality and responsibility on his part to teach principles in planning and in meeting problems. (3:3:70-74) - 7 to 9

3. These measures will improve teaching and promote the growth of teachers. (3:5:135) - 13, 17

Problems related to the curriculum

The problems in administration and supervision related to the curriculum that have been identified in the Yearbooks of this period can be summed up to the general problem of what the supervisor should do regarding particular aspects of the curriculum. The particular problems can be inferred from the nature of the recommendations. C. C. Barnes (3:1:14:24), N. E. Bowman (3:2:27; 30-31; 35-36; 41; 43), R. L. Ashley (3:3:56-64), M. G. Kelty (3:8:174-178; 181-182; 187)
Recommendations

1. Courses of study must be made by teachers. (3:1:14), (3:2:27), (3:3:61-64)

2. Teachers must be involved in the selection of textbooks. (3:1:24)

3. The course of study must be constantly examined and revised. (3:2:31)

4. The teachers and students must be provided with good syllabi or workbooks for their use. (3:2:30-31), (3:3:58-59)

5. Library books may be rotated from class to class in case there is a shortage of books. (3:2:35-36)

6. The supervisor or department head must cooperate with other departments and arrange contributions of the social studies to the total activities or whole life of the school. (3:2:41)

7. Participation in contests outside the school must be an outgrowth of classroom work. (3:2:43)

8. One who has an over-all responsibility and authority is necessary in the preparation of a progressive and cumulative series of courses. (3:3:56-57)
9. A general idea expressing principles underlying the economic and social order taken from social science is necessary for the organization of teaching units. (3:3:57-58)

10. Proper classification of pupils is necessary to insure the success of a progressive and cumulative series of courses. (3:3:59)

11. Curriculum improvement may be made the center of attention in developing a supervisory program. (3:8:174-177)

12. Curriculum improvement may start in a small scale and informally. (3:8:174)

13. Adequate training of participants to a program of curriculum improvement is necessary for success. (3:8:178)

14. A favorable set up to insure coordination of work is important in curriculum improvement. (3:8:178)

15. Records of a curriculum project, especially those of evaluation, must be well-kept. (3:8:181-182)

16. More stability in personnel or less turn over is necessary to insure continuity of a given project. (3:8:187)

Grounds

1. Teachers are better acquainted with the conditions prevailing in the classroom. (3:2:27) - 1
2. Experience has shown that the practice is an effective procedure. (3:1:14), (3:2:27) - 1

3. The use of a good syllabus saves time of the teacher. (3:2:30-31) - 4

4. The use of a good workbook allows a student to progress at his own rate. (3:2:30-31) - 4

5. The practice of rotating library books in case of book shortage has been found to be a helpful practice. (3:2:35-36) - 5

6. One with an over-all responsibility and authority can be able to cope with the problem of coordination and other complicated problems. (3:3:58) - 9

7. Knowledge of the principles underlying our economic and social order is necessary in our rapidly changing society. (3:3:58) - 9

Problems related to the teacher and other members of the school staff

The problems related to the teacher and other members of the school staff that have been identified in the Yearbooks of the first period may be summed up to the general problem of: what principles should guide the supervisor in
his work with teachers and other members of the staff?

C. C. Barnes (3:1:11-21), N. E. Bowman (3:2:36-44),
R. L. Ashley (3:3:48-55)

Recommendations

1. The philosophy of supervision should be in keeping with an accepted philosophy of education. (3:1:11)

2. The general aim of supervision should be to aid in the development of the teacher into the most professionally efficient person he is capable of becoming. (3:1:11)

3. The supervisor must remember the following when suggesting changes: (1) Changes must be slow when a large number of teachers are involved and when the principal of the school does most of the supervision; (2) The need for change should be definite; and (3) The new proposal should show the remedy. (3:1:13)

4. Special methods of teaching must be urged with care. (3:1:15)

5. Teachers meeting should be held only when there is something worthwhile to be presented. (3:1:17), (3:2:39-40), (3:3:50-51)
6. Supervisory visits must be made to all types of schools. (3:1:18)

7. Supervisory visits must be made to all types of teachers - the weak and strong. (3:1:18)

8. Supervisory visits must be informal in nature. (3:1:20)

9. Proper recognition must be given to deserving teachers. (3:1:19)

10. Principals should be invited to attend demonstration lessons. (3:1:20-21)

11. Good teachers must be made to demonstrate new methods and materials. (3:1:21)

12. Less able teachers may be made to demonstrate to show how different types of teachers can use different materials and apply methods. (3:1:21)

13. Demonstrations should never be rehearsed. (3:1:21)

14. Cooperative test-making among teachers in large schools should be encouraged. (3:2:36-37)

15. Teachers should be given more time to read and develop methods rather than be occupied in routine activities. (3:2:39)

16. Outlines and tests prepared cooperatively by
teachers will allow them more time to read and develop teaching methods. (3:2:39)

17. High school teachers must be urged to integrate current social questions in their courses. (3:2:40)

18. High school teachers must be urged to read professional magazines and other weekly reviews on current affairs. (3:2:40-41)

19. The supervisor's work should be that of a guide and consultant to teachers. (3:2:44)

20. Teachers should be protected from their aggressive colleagues, excessive duties, the public, administrators, and themselves. (3:3:49-50)

21. Equalization of load among teachers must be observed. (3:3:50-51)

22. Proper teacher placement may be achieved through understanding of teachers' capacities and by experimentation. (3:3:51-53)

23. Proper teacher rating is important. (3:3:53-54)

24. The supervisor or department head's work must also be measured by the teachers. (3:3:55)

25. Individual conferences with teachers should be
done by the supervisor for inspirational and professional purposes. (3:3:55-56)

Grounds

1. A teacher must be professional efficient before we can expect him to produce equally efficient students. (3:1:11) - 2

2. Not all good teachers teach in the same manner. (3:1:15) - 4

3. Proper recognition of deserving teachers is good for their morale and for the emulation of others. (3:1:19) - 9

4. It is also important for principals to get familiar with new methods. (3:1:20-21) - 10

5. Demonstrations are done to show how ideas can be carried into practice. (3:1:21) - 13

6. The need to protect teacher can be easily noted. (3:3:49-50) - 20

7. The measurement of the supervisor's work by the teacher will be good for their mutual improvement. (3:3:55)
Problems related to one- or two- teacher schools in rural areas

The administrative and supervisory problems related to one- or two- teacher schools in rural areas may be summed up to the main problem: How can the administration and supervision of one- or two- teacher schools in rural areas be improved? M. A. Everett and Fannie W. Dunn (3:9:188-189), M. T. Wieldefeld (3:10:235)

Recommendations

1. Helping teachers for every 25 or 50 teachers may be assigned to do supervisory work. (3:9:189)

2. Supervision must be adapted to the obtaining conditions, especially to the needs of the teachers. (3:9:189)

3. A system of grouping pupils should be followed to cope with multi-graded classrooms, and curriculum materials must be suited to this grouping plan. (3:9:191-192), (3:10:212; 217)

4. There must be cooperation among supervisory personnel of different counties or subdivisions. (3:9:192-193; 207-208), (3:10:218-223)
5. Teachers must be involved in curriculum development. (3:9:197-199), (3:10:223-235)


7. Teachers must be given specific guidance in implementing new programs. (3:9:201-203)

8. Teachers should be guided in developing their own materials. (3:9:203)

9. Teachers must be guided in making the most of local materials. (3:9:203-206)

10. Aid from members of the community must be solicited. (3:9:206-207)

11. Patience is needed in developing a supervisory program. (3:9:209-210)

12. Grade programs or yearly programs must be alternated or cycles of work must be set up for two-year periods instead of one. (3:9:210-212)

13. Teachers' understanding of the relative importance of the tool and content subjects must be developed by advising them to concentrate on content with the use of tool subjects. (3:10:236-242; 259-260)
14. Teachers must be encouraged to attend summer classes or extension courses. (3:10:242)

15. The supervisor must teach subject matter when helping teachers in methods of teaching. (3:10:242)

16. Teachers must be helped in analyzing the community. (3:10:247)

17. The teachers must be helped in improving their teaching procedures through meetings and demonstrations. (3:10:248-258)

18. Parents must be involved in curriculum development. (3:10:224)

Grounds

1. Cooperation among supervisory personnel is conducive to their producing quality materials. (3:9:192-193; 207-208) - 4

2. Teachers gain by being involved in curriculum work. (3:9:197-199) - 5

3. A book club where teachers can exchange ideas on books they read is a good means of enhancing their professional growth. (3:9:199-200) - 6

4. Guiding teachers to develop their own materials
is a good means of improving them. (3:9:203) - 8

5. Conditions in rural areas require compromise. (3:10:212)

6. Teachers lack ability and time. (3:10:217) - 3

The presentation of Chapter II ends here. The reader is requested to proceed to the next chapter.
CHAPTER III

ANALYSIS AND SYNTHESIS OF THE CONTENTS OF THE YEARBOOKS COVERING THE SECOND PERIOD:
(1939-1946) VOLUME 10 TO VOLUME 17

The analysis and synthesis of the contents of the Yearbooks covering the second period (1939-1946) as to the different aspects of the teaching of social studies are presented in this chapter. The presentation in this chapter has followed the pattern of organization of the preceding chapter; which is also followed in Chapters IV and V.

The distribution of the number of articles on the important aspects of the teaching of social studies in the Yearbooks covering the second period is presented in Table 11.
TABLE II.—Distribution of the articles on the important aspects of the teaching of social studies in the Yearbooks covering the second period: (1939-1946) volume 10 to volume 17

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*Refer to Table 1 for notations.

The figures in Table II show that the aspect, curricular content and curriculum design, has again the largest number of articles devoted to its treatment. It is followed by the aspects, matters regarding the teacher, aims or objectives, evaluation of teaching, methods and techniques of teaching, and administration and supervision in that order. Not one article is concerned with research. The number of articles on curricular content and curriculum designed has increased in number and percentage as
compared with those of the first period. A marked decrease can be noted of the articles concerned with methods and techniques of teaching when compared with those of the first period. The aspect, curricular content and curriculum design, is not treated in only one Yearbook. The aspect, aims or objectives, is not dealt with in three volumes while methods and techniques of teaching is not discussed in four volumes. The aspect, matters regarding the teacher, has increased in the number of articles and in percentage as compared with those of the first period. While it occupies second to the last position during the first period, Table 11 shows that it is second from the top position. Besides, it is only in one volume where it is not treated. The aspect, evaluation of teaching, has also increased in number and percentage as compared with those of the first period. Like that of the first period, the aspect, evaluation of teaching, is not discussed in four volumes of the second period. The number of articles and percentage decreased with regard to the aspect administration and supervision when compared with those of the first period. From third position during the first period, this aspect dropped to sixth position in the second period.
The aspect, research, which occupies fourth position during the first period is not even in contention during the second period.

The distribution of the number of articles according to particular subject-matter fields in the Yearbooks covering the second period is presented in Table 12.

**TABLE 12.— Distribution of articles according to particular subject-matter fields in the Yearbooks covering the second period: (1939-1946) volume 10 to volume 17**

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*Refer to Table 2 for notations.*
An examination of Table 12 will show that history retains its position of first place as to the number of articles devoted to the treatment of the different subject-matter fields. American history also retains its leading position. The great increase in the number of articles dealing with American history during the second period is explained by the fact that one Yearbook, the Seventeenth, is entirely devoted to its treatment. This is also the case of economics, where the Eleventh Yearbook is wholly devoted to its discussion. It will also be noted that sociology, problems of democracy, and current events or contemporary affairs, which are noted during the first period are not treated during the second period. The great increase in the number of articles dealing with civics or citizenship is explained by the fact that the Sixteenth Yearbook is entirely devoted to the treatment of democratic human relations which is an important aspect of citizenship education.

The number of articles dealing with particular grade or school level in the Yearbooks of the second period is shown in Table 13.
TABLE 13.—Distribution of articles according to particular grade or school level in the Yearbooks covering the second period: (1939-1946) volume 10 to volume 17

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*Refer to Table 3 for notations.

A study of the figures in Table 13 shows that about one-third of the articles in the second period deals with the high school while a little more than one-fourth is concerned with the elementary school. A comparison with the first period on this matter shows that there is a decrease in number and in ratio in the articles dealing with the high school in the second period. While there are three articles dealing with the kindergarten during
the first period, not one deals with it particularly in the period being considered. The college level retains the third position as to the number of articles treated.

Aims or Objectives in the Teaching of Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations and grounds on aims or objectives of the teaching of social studies in the Yearbooks covering the second period is presented in Table 14 below.

TABLE 14.--Distribution of articles according to trends, issues, problems, recommendations, and grounds on aims or objectives of the teaching of social studies in the Yearbooks covering the second period: (1939-1946) volume 10 to volume 17

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles of the Yearbook.
An examination of Table 14 will show that aims or objectives are treated principally in a few articles in five volumes of the second period. While recommendations hold first position during the first period, that position is shared by recommendations with problems and grounds in the second period. Trends occupy the same position as that of the first period. Not one article has been noted to deal with issues on aims or objectives in the period being presented.

Trends in Aims or Objectives

The trends in aims or objectives that have been noted in three articles in two volumes of the second period are concerned with objectives economic education in the elementary and college levels and objectives in social studies in the elementary school. These trends are given below.

Trends in objectives in economic education at the elementary level

R. W. Gavian (11:2:4-19)

1. The most prominent objective is training in the selection and use of the commoner sorts of consumer
goods -- food, clothing and shelter. (11:2:4)

2. Training in the better selection and use of goods and services for the common welfare is another objective. (11:2:4-5)

3. Conservation is another leading objective. (11:2:5)

4. Occupational information is another objective. (11:2:5)

5. Developing responsibility for studying and improving the whole scale of community living is also an objective. (11:2:6)

6. The objectives in economics have not always been very clear. (11:2:18)

Trends in objectives in economic education at the college level


1. "The chief purpose of the course in principles is to acquaint the student with economic theories and concepts so that he may be able to make some practical application of his knowledge and to continue his study of economic problems and relationships." (11:4:40)
Trends in general objectives of the social studies in the elementary school

W. A. Anderson (15:4:33-39)

1. It is concerned with the development of wholesome human relationships; (15:4:33), (4:8:117)*

2. The practice of democratic processes and skills; (15:4:33), (4:8:117)*

3. Planning for the use of community resources, and constructive community service; (15:5:33)


5. Appreciation and understanding of other people; (15:4:33), (4:11:154-155)*

6. And the development of social sensitivity to the problems of our time. (15:4:33), (4:8:127)*

Problems in Aims or Objectives

The problems in aims or objectives that are discussed in the articles of the second period are concerned with

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1*—This mark following the notation of an article indicates that the idea or one comparable to it appears in the article of an earlier period.
the identification of objectives in critical thinking, human relationships, history, and American history. The recommendations and grounds for these problems are given below in the order they are mentioned above.

Problem in objectives in critical thinking

F. G. Marcham (13:1:1-48)

The problem is centered on the identification of objectives for teaching critical thinking in the social studies. (13:1:45)

Recommendations

1. The pupil must "learn to recognize the skills of critical thinking and know both the appropriate order in which to use them and the occasions when to use them." (13:1:45)

2. "The pupil should gain experience in applying this method to the solution of social problems." (13:1:45)

3. The pupil should learn to be cautious in accepting solutions of social problems which he cannot check. (13:1:46)

5. "The pupils should learn to reconsider his social philosophy." (13:1:46)

6. "The pupil should learn that constant use of critical thinking as a preliminary to social action is essential to the democratic way of life." (13:1:46)

Grounds

1. "The primary object in teaching critical thinking is to put in the pupil's hands a tool." (13:1:45) - 1

2. "The lesson of the classroom should prove its value in all situations where the pupil finds himself faced with the necessity of formulating his social beliefs or deciding on a course of social action." (13:1:45) - 2

3. This objective will help preserve and enlarge the democratic way of life in the United States. (13:1:47) - 6

Problem in objectives in human relations

W. V. Til and H. H. Giles (16:1:3-20)

The problem is the identification of objectives in good human relationships needed in American society. (16:1:12)
Recommendations

1. The over-all goal "should be the promotion of understanding and practice of the democratic way of life." (16:1:13)

2. The six major aims should be: "(1) to help students feel the need for a sense of values and to formulate these values; (2) to foster desirable human relationships in students' daily living; (3) to help all, majority and minority groups, to participate in American life; (4) to better human relations in the community through educational procedures; (5) to share with young people the findings of social and physical sciences; (6) to develop critical thinking." (16:1:13)

Grounds

1. This objective is a basic purpose of American education. (16:1:13) - 1

2. "Value formation is desirable in all education." (16:1:13) - 2(1)

3. Students must also learn to live every day according to what they believe." (16:1:15) - 2(2)
4. Minority groups usually face severe handicaps that make their participation difficult. (16:1:15) - 2(3)

5. "The truest evaluation of the effectiveness of an intercultural program is what it does in helping to create good living in the community." (16:1:16) - 2(4)

6. "A store of information has been accumulated and must be tapped." (16:1:17) - 2(5)

7. "Lack of critical thinking is at the base of many of our problems of group relationships." (16:1:19) - 2(6)

Problem in objectives in history

L. P. Todd (17:1:3-16)

The problem is stated as follows: What can history contribute to an educational program whose goal is the organization of a world rooted in morality and directed by intelligence? (17:1:5-6)

Recommendations

1. "From history, and from history alone, comes an understanding of the inevitability of change." (17:1:6)

2. An understanding of the fact that change and
progress are not necessarily synonymous comes from the study of history. (17:1:7)

3. History can teach us "that men in every age have been confronted with the same fundamental problems which we face today." (17:1:7)

4. History can teach us to learn from the past through the "historical method." (17:1:17)

Grounds

1. The exercise of the intellect is limited without this understanding. (17:1:6) - 1

2. Despite material progress there is still the question whether we live for better purposes than did the men of the past. (17:1:7) - 2

3. This objective will help to further our understanding of peoples of other lands. (17:1:7) - 3

4. The historical method is essential to intelligent action. (17:1:7) - 4

Problem of objectives in American history

L. P. Todd (17:1:3-16), W. V. Til (17:5:64-76), H. R. Anderson (17:33:431-442)
The problem may be stated as follows: What should be the objectives in the teaching of American history? (17:1:8), (17:5:64), (17:33:432)

Recommendations

1. American history must further our understanding of the "one world" concept. (17:1:8), (17:33:433)

2. We must develop democratic attitudes in the teaching of American history. (17:5:64-65)

3. The democratic attitudes which must be developed are: (1) respect for the individual; (3) devotion to associated effort and participation by all in carrying out cooperatively developed common purposes and concerns; (3) faith in the method of intelligence in human affairs; and (4) loyalty to the common welfare. (17:5:65)

4. We must develop an understanding of the inevitability of change. (17:33:432)

5. We must develop an understanding of the fact that man in every age have been confronted with the same fundamental problems we face today. (17:33:432)

6. We must enable the students to learn the historical method. (17:33:432), (1:2:16; 21)*
Grounds

1. American history can teach us "that peoples of many nations, races, and creeds can live together and work side by side in a decent, ordered society." (17:1:8-9), (17:33:433) - 1

2. "American history also offers a living demonstration of the rich potentialities of the federal system." (17:1:9), (17:33:433) - 1

3. A clearer understanding of man's long struggle for a larger measure of freedom may come from a study of American history. (17:1:10) - 1

4. Understanding of the decreasing importance of raw materials in our national economy may serve to mitigate international strife. (17:1:10) - 1

5. "The democratic way expresses our ultimate assumptions as to the good life." (17:5:64) - 2

6. Experience shows that the democratic pattern of social arrangement provides for the widest expression of capacity. (17:5:65) - 2

7. Scientific studies show that the democratic approach in working with people is more effective than the authoritarian approach. (17:5:65) - 2
Curricular Content and Curriculum Design of Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations and grounds on curricular content and curriculum design of social studies in the Yearbooks covering the second period is presented below in Table 15.

TABLE 15.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on curricular content and curriculum design of social studies in the Yearbooks covering the second period: (1939-1946) volume 10 to volume 17

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles of the Yearbook.

An examination of Table 15 will reveal that problems, recommendations and grounds on curricular content and curriculum design are treated in almost the same number of articles. This pattern has also been noted for the first
There is an increase in the number and percentage of articles in this period from that of the first period. Problems, recommendations and grounds are noted in a little less than two-thirds of the articles, while trends are noted in a little less than one-half of the articles of the second period. Issues retain the bottom position as that of the first period, while the others almost maintain the rankings noted in the first period except for the fact that the top position is shared by recommendations and grounds.

Trends in Curricular Content and Curriculum Design

The trends in curricular content and curriculum design that are noted in forty-five articles of the volumes of the second period may be classified into the following: (1) Nature of the curriculum in general; (2) Curriculum in the social studies in the different grade levels; (3) Curriculum of particular subject fields in different grade levels; (4) Provision for individual differences; (5) Interpretations on the nature of critical thinking and special topics; and (6) Textbooks and
materials. The trends under each classification are presented below in the order they are enumerated above.

Trends on the nature of the curriculum in general

G. McCloskey (11:8:92-100), M. G. Kelty (12:6:78-100),
E. B. Wesley (12:4:47-55)

1. There is a trend toward a revival of functional education in the public-school curriculum. (11:8:92), (9:3:29)*

2. The term "subject matter" refers not only to such "printed materials as appear in textbooks or courses of study," but also includes "the full range of meaningful experiences that are utilized by school authorities for the purpose of expediting and directing children's development." (12:6:78)

3. "The experiences are presented through many mediums: through the local community, through many kinds of materials to be read, and through representations of several types such as pictures, maps, diagrams, charts, graphs, pictorial symbols, and models." (12:6:78), (9:3:29)*

4. "The field of human relationships is described
and organized in the social sciences and to a lesser degree in the social studies." (12:4:48)

5. "The social sciences are the formal, scholarly, and advanced studies which deal with the various aspects of human cooperation and conflict." (12:4:48)

6. "The social studies are the selected reorganized and simplified portions of the social sciences which are used for instructional purposes." (12:4:48)

7. "An enumeration of the elements of the prevailing social studies curriculum in the elementary grades will indicate that human relations is the major criterion for selecting the contents." (12:4:48)

Trends in the social studies curriculum in different grade levels


Elementary school (Ann Arbor, Michigan)

1. The elementary schools are committed to a modified core curriculum in which the social studies furnish the center of experiences. (12:10:190), (4:13:200-201)*

2. Experiences are given to enable children to grow
in their power to interpret and understand the elementary
problems of group life. (12:10:190), (4:12:178-182)*

3. Experiences are provided for growth in the power
to think clearly and independently in meeting simpler
problems of group life. (12:10:190)

4. Experiences are provided for growth in ideals,
attitudes, standards, and habits in wholesome partici-
pation in group life. (12:10:190)

5. Experiences enable children to grow in their
desire and power to live creatively. (12:10:190)

6. "The general curriculum plan outlines certain
broad areas for each grade. Within those areas, teacher
and children select and organize their own experiences."
(12:10:190-191)

7. Cumulative records of units and experiences
which each group has had during the year are kept by the
principal and are available to teachers. (12:10:191)

Junior high school (Samuel Gompers
Junior High School in Los Angeles)

1. "The course of study and student government
activities alike have been directed toward the aim of
developing democratic ways of living." (12:11:200)
2. "In grades seven and eight, pupils are concerned with the nature and development of American life with particular emphasis placed upon social, cultural, economic, and geographical influences." (12:11:200), (4:11:161)*

3. The sequence of materials throughout the seventh grade is historical. (12:11:200)

4. In the eighth grade themes deal with Los Angeles community life and resources, social and cultural aspects of California, the application of machinery in daily living, and effective citizenship in a democracy." (12:11:200)

5. The "subject content, attitudes, understandings and skills generally designated as 'Social Studies' and 'Communication Skills' are handled in a double-period class called 'Social Living,' a course presented in every grade and required of all pupils." (12:11:200), (4:7:95-105)*

6. "Social Living is a unified basic course which involves contributions primarily from the fields of social studies, language arts, music and art, and provides a guidance center for pupils." (12:11:200-201)

7. "Within the general scope of the curriculum the
teacher is encouraged to plan with her class those activities which will be most meaningful to the children of that group." (12:11:201)

8. "This planning goes on within a number of teacher and pupil groups." (12:11:201)

Trends in the curriculum of particular subject fields in different grade levels

Trends in the teaching of economics


Elementary school economics

1. Elementary economic education has increased steadily during the last three decades. (11:1:1)

2. The "study of economic situations involves practical activities which help to make learning real and meaningful." (11:1:2)

3. "Sometimes the situations are presented on the play level, such as the building of a miniature farm; often the actual conditions of life are reproduced in
classroom, such as the selling of groceries or school supplies." (11:1:2)

4. "Economics has long had a place in the elementary curriculum chiefly as a component of formal geography." (11:2:4)

5. A wholly different type of economic education is rapidly finding its way into the first six grades; "disguised as science, industrial arts, social studies, health education, arithmetic, and fine arts, it is designed to help the child, his family, and the community to make a fuller use of existing resources." (11:2:4)

6. Economic "education has absorbed a small but growing proportion of the elementary course of study, especially in the primary grades." (11:2:18)

7. Economic education is no longer confined chiefly to the primary grades; it is finding a prominent place in the intermediate grades as well. (11:2:18)

8. Consumer education has proceeded, for the most part, as if all the children came from those fortunate families living on or above the living standard. (11:2:19)
High school economics

1. "The post-depression conditions resulted in the emergence of such new topics as social legislation, governmental regulation, agricultural problems, and cooperative buying." (11:1:2)

2. The uniformity in content which once characterized the subject of economics no longer exists due to the active participation of school systems and individual instructors in determining the objectives of their courses. (11:1:2)

3. "The most recent attention to problems of consumption is the result of the current widespread consumer education movement." (11:1:2), (11:3:30)

4. Courses in current economic problems have gained steadily in importance since a little before 1920. "This trend has culminated in courses and textbooks which place the major emphasis upon economic problems which function in the lives of students." (11:1:2-3), (11:3:31-32)

5. There "has been a steady broadening of the field of economics to include related sociology and political science." (11:1:3)
6. In some cases economics is fused with other social studies. (11:1:3), (11:3:33)

7. There is a tendency to ask whether economics should be taught or not as a separate subject in the high school. (11:5:53)

8. Economics has had a lion share of educational speculation, criticism, and defense during the past decade. (11:3:19)

9. The "depression and its political and social repercussions have had less direct and immediate effect upon the content of economics than certain other movements or trends such as consumer education which has resulted in great emphasis upon consumption in many of the textbooks and courses of study." (11:3:28)

10. "Consumer education courses offered in home-economics departments and as separate courses usually stress the practical side of buymanship including consumer protection, and deal with concrete situations almost exclusively." (11:3:31)

11. "In their treatment of consumption the producers of courses of study for economics have been less
conservative than the authors of textbooks, although they
tend to parallel each other." (11:3:31)

12. There is a tendency, although not universal,
"to place economics in a social setting." (11:3:31)

13. More "often vocational guidance is integrated
with the other material of the text." (11:3:33)

14. Other materials besides the textbooks like
syllabi, workbooks, visual aids, institutional visitation
or excursions have assumed places of importance in some
schools. (11:3:33-34)

15. The most common criticism of secondary-school
materials appears to be concerned with the remoteness
and abstractness of economic materials, and thus with
their failure to develop economic competence among those
who study the subject. (11:3:34)

16. There "is a growing tendency among teachers to
study economic phenomena at firsthand and to abandon the
habit of giving attention exclusively to classical theories
and shibboleths." (11:12:131)

Economics in the junior college

1. Students are influenced according to their
instructor's manner of using the textbooks either in the
traditional organization and presentation of the static nature of the analyses of the economic scene or by reconciling classical principles to modern conditions and developments. (11:4:44)

2. "During the first half of the 'principles of economics' course the following topics are usually considered: origin and development of economics, economic terms and concepts, the Industrial Revolution, the capitalistic process, cost and value theory, rent, profits, wages and interest, money, credit and banking, business cycles, etc.; and in the second half; public finance, foreign trade and exchange, labor problems, transportation problems, monopoly problems, agricultural problems, alternative economic systems, etc." (11:4:44)

3. "Several criticisms have been directed against the 'introductory principles' course itself; first, that the objective is not clear; second, that there is absence of unity; third, that there is so much material that adequate treatment is impossible; and fourth, that there is a lack of background in students." (11:4:45)

4. "The project method in teaching economics is not followed to any great extent at the junior-college
level. The usual procedure is a combination discussion-lecture, with the students participating under the direction of the instructor. In some institutions where there is large enrollment the technique used is a lecture with many quiz sections." (11:4:45)

5. The "'economic principles' course is the most important economics offering at the junior-college level." (11:4:45)

6. "Economic geography and economic history are sometimes taught in a descriptive manner, in which case the student obtains a large number of facts which he finds difficult to relate to the objectives of his curriculum." These courses supplement the "principles of economics" course. (11:4:45)

7. "Money and banking, corporation finance, public finance, and other economics courses, when offered at the junior-college level, are taught in the traditional manner." (11:4:45-46)

8. There is a different emphasis on economic education in the junior college since the functions of the junior colleges are described as popularizing, terminal,
preparatory, and guidance; which make them different from other institutions of higher learning. (11:4:46)

9. "Economics courses in junior colleges may be found in economics departments, business departments, departments of history, and departments of social science." (11:4:46)

10. "The variety of offerings in junior colleges is greater during the first two years than in other institutions." (11:4:46)

11. As a whole "less attention is given to economic education in junior colleges than in the four-year colleges." (11:4:46)

12. More attention "is given to economic education in the junior colleges than in the teachers colleges." (11:4:46)

13. The lower status of economic education in comparison to business education in the junior college is due to the assumption that advanced economics cannot be properly taught until the junior year in college and to the terminal function of the junior college. (11:4:46)

14. Economics was outranked by history, government, and psychology in a most recent survey of junior-college offerings. (11:4:47)
Economics in the junior and senior college

1. "Most textbooks in the basic courses in economics follow the classical tradition, in the main." (11:1:3)

2. "Recently new textbooks have appeared in which economics is adapted to the needs of students in the colleges of commerce and engineering." (11:1:3)

3. The most common course is the principles of economics which aims to give the student a foundation for later courses. (11:1:3)

4. In a number of instances economics is combined with business administration in one department in junior colleges. (11:1:3)

5. In the four-year colleges the major part of the economic study is given in the last two years. (11:1:3)

6. "Judged by the number of courses offered, the teachers colleges put relatively little emphasis on economic education in its formal aspects." (11:1:3)

7. Economic education on the higher level are criticized for developing in the student "a static conception of the economic process and that he does not learn to apply the principles of economics to the problems of life." (11:1:3)
8. Instruction still consists largely of lectures and recitations. (11:1:4)

9. "A distinction is usually made between education in economics and business education, but this distinction is not altogether clear." (11:4:39)

10. "When interpreted broadly the two disciplines (and we use this connotation advisedly) have much in common and are inseparable." (11:4:39)

11. "There are many colleges that offer only this one course in economics (principles) during the first two years because it is believed that not until the junior year is the background of the average student sufficiently broad to assimilate properly the advanced work in economics." (11:4:41)

12. "In the larger institutions many economics departments offer what is known as a service course for students in home economics, agriculture, engineering, and the social studies generally." (11:4:41)

13. "Next in importance in economic education is economic history - a subject that is sometimes given in the freshman or sophomore year, but which more often follows the 'principles' course, except in the junior colleges." (11:4:41)
14. "Money and banking" is a course frequently offered in the junior and sometimes in the latter part of the sophomore year, especially in the junior colleges and in larger institutions where colleges of commerce have a fairly large number of courses." (11:4:41)

15. "Economic geography is usually offered as a freshman course in economics departments, but sometimes it is given in geography departments." (11:4:41)

16. "Other courses that may be offered in economics during the first two years of college are peculiar to junior colleges, and to some extent to teachers colleges. These include problems courses dealing with the consumer, labor, and such additional fields as corporation finance and public finance." (11:4:43-42)

17. Colleges of commerce do not depend solely on economics departments for their offerings as courses like marketing, business law and investments may be given by other departments. (11:4:42)

18. "Recently more attention has been given to economic education as related to the actual needs of grammar-grade and high-school students." (11:4:42)

Economics in four-year colleges and universities

1. There "are fewer courses in the four-year colleges
during the first two years than in the junior colleges and no more offerings than in the teachers colleges." (11:4:50)

2. Emphasis on economic education "comes in the junior and senior years when it is comparable in importance to business education and in many cases can hardly be distinguished from it." (11:4:50)

3. The economics courses in "the freshman and sophomore years are preparatory rather than functional in nature." (11:4:50)

4. "The economics offering in the majority of these institutions are in separate departments of economics, but are frequently given by a combined business and economics department." (11:4:50)

5. "In the smaller institutions the courses may be given by social science, history, or other departments." (11:4:50)

6. "In practically all of the larger institutions, and in many of the smaller ones, departments of business administration or college of commerce are maintained whose curricula give varying amounts of attention to economics subjects." (11:4:50-51)

7. "A trend toward economic training is clearly discernible, however, in many commerce departments and
colleges and the problem has received attention for a number of years by the American Association of Collegiate Schools of Business." (11:4:51)

8. The "trend in commerce education is more and more away from highly technical courses toward functional courses which stress principles and fundamentals." (11:4:51)

9. Economic education has not even approached the saturation point as far as needs are concerned regarding offerings." (11:4:51-52)

Economics in teachers' colleges

1. As a whole not much attention is devoted "to economic education either in the form of formal economics courses or otherwise." (11:4:49)

2. In "most instances there is only one year or one half-year course in economics." (11:4:49)

3. "The courses may be offered in several different departments." (11:4:49)

4. "Many of the colleges offer curricula with such a title as business education, business administration, commercial education, or commerce; but economics does not play an important part in this specialized type of education." (11:4:49)
5. There is "little attempt to give business education a theoretical basis in the junior and senior years by the inclusion of many formal courses in economics or by emphasis on theory in the business administration subjects." (11:4:49)

6. There is usually, "a half-year or year principles course which may or may not stress principles more than problems." (11:4:49)

7. "There may be ten or more history courses to each economics course." (11:4:50)

8. Economics is also outnumbered by geography courses by a ten to one ratio. (11:4:50)

Trends in intercultural education


Intercultural education in the elementary school

1. "The number of schools enlisted in the building of good human relations is steadily increasing." (16:1:12)

2. Teachers and administrators are beginning to
favor teaching intergroup education at the very early
stage in the elementary school with the use of the pervasive
approach. (16:4:88)

3. Large topics for study are used which "are a far
cry from the location of rivers and countries which marked
the geography study of another generation." (16:4:91)

Intercultural education
in the high school

1. Approaches to intergroup education "are affected
in content and method by the sharper division among
subject matter that usually are found in this level." (16:4:94)

2. The courses like world history, United States
history, civics, geography, economics, problems of
democracy, sociology, psychology, and anthropology offer
opportunities for intergroup education using the
pervasive approach. (16:4:94)

3. Teachers vary in the manner in which facts
and ideas of United States history are taught; some
prefer the use of the chronological approach, others
the topical emphasis, and still others use the problems
technique." (16:4:97)
4. Few teachers reported effective practices in intercultural education in community civics or government courses. (16:4:108)

5. Few "teachers have given serious consideration to the possibilities of stressing human relationships as an essential part of the study of economics." (16:4:112)

6. "Few descriptions were received of effective practices in sociology." (16:4:114)

7. Many schools do effective work in the Problems course and praise this approach (pervasive) to problems involving intergroup living. (16:4:115)

8. "A few schools have treated specific aspects of intergroup relations by selecting minorities, like Negro history, for special study. (16:4:122)

9. "The study of current affairs occupies an increasingly important place in the teaching of social studies, and teachers report that such instruction is inescapably tied to intercultural topics." (16:4:124)

10. The study unit is increasingly used as a teaching device in intercultural education. (16:5:126)

11. "The study unit is generally regarded as a group of learning activities with a beginning and
end, a purpose, and a conclusion." (16:5:126)

12. The study unit may be the development of a certain theme, "the crystallization of a set of experiences, or the discussion of a particular phase of subject matter." (16:5:126)

13. "Units vary in the amount of ground they cover and the time allotted to their use." (16:5:126)

14. "Study units give greater emphasis to certain aspects of the content within a single subject. . . ." (16:5:128)

15. "Study units are devoted to issues or problems which need special emphasis not possible to give in traditional courses." (16:5:128)

16. "A study unit may be introduced in such a manner and at such a time as to aid in the correlation of different courses." (16:5:128)

17. "To draw together experiences and to clinch previous learning is another use of the study unit." (16:5:128)

18. "The study unit, if it functions, has a chance to bring about improvement in attitudes that manifests itself concretely in words and acts of students in
relationships with other Americans, in school and out." (16:5:129)

19. "At the junior high school level (grades seven to nine) most of the units examined by the Yearbook committee deal with relations of human beings to each other as affected by religion, race, or national origin and with the different peoples who make up the American people." (16:5:134)

20. Very "few attempts are made to include a study of religion as one approach to furthering intergroup relations." (16:5:136)

21. In the senior high school the approach is generally more scientific and frequently deals with more abstract issues than in the lower levels. (16:5:137)

22. Study units are developed in various ways; by a single individual, administrator or teacher, a committee, children and pupils, etc. (16:5:143)

23. A typical outline for a study unit includes the following sections: (1) objectives; (2) outline of content; (3) activities; (4) suggestions to teachers; (5) evaluation; and (6) bibliography. (16:5:143-153)

24. Community utilization in intergroup education
25. The utilization of the community in intergroup education is usually done by social travel into the community, inviting speakers to classes, helping students to organize community surveys, aiding them in identifying themselves with community organization and fostering students participation with teachers and adults in community-wide programs of social betterment. (16:7:227-228)

26. The schools which do most and best as to community participation in intercultural education base their curricula, at least in large part, upon problems of the culture and the needs of individuals, guided by the democratic way of life; have school people who are almost universally pioneering individuals with insight and drive; and have community participation as being part of an all-school attempt to promote better human relations. (16:7:227)

School activities in intercultural education

1. Dramatic presentations which include pageants, documentary plays, radio presentations, and straight dramatic productions were the most frequently reported school activities to better human relationships. (16:6:167)
2. The three most popular kinds of dramatic presentations currently presented by schools deal with immigrant contributions, Negro contributions, and religious celebrations. (16:6:169)

3. Documentary plays dealing with current social problems are increasing. (16:6:170)

4. Creativeness with which varied techniques are being utilized is another interesting characteristics of contemporary dramatic presentations. (16:6:176-179)

5. "School government is another area of school activity which affords many opportunities for the learning of democratic human relations." (16:6:182)

6. Some schools are experimenting with quasi-official committee organization consisting of Negroes and whites to work on the problem of groups in conflict. (16:6:184)

7. Formation of clubs is another approach used in intercultural education. (16:6:188)

8. Conflicting patterns of segregation in American schools are noted on study of many practices in school activities. (16:6:188-190)

9. Segregation is most marked in activities involving much social contact and least marked in activities involving
little social contact. (16:6:190)

10. "The decision of teachers and administrators as to participation by Negroes, Mexican Americans, Japanese Americans, and other minorities in school activities vary." (16:6:190)

11. Hopeful indications revealed by practices in intergroup education are: (1) the widespread genuine concern of teachers for the building of democratic human relations; (2) the general acceptance of cooperative arrangements involving the participation of many in thinking through and developing programs; (3) the use of a variety of learning materials; (4) the spread of intercultural education into wisely planned and skillfully directed all-school activities; and (5) the emphasis frequently placed upon the total growth and development of the individual. (16:6:339-342)

12. Some present inadequacies of practices in intercultural education are: (1) absorption in cultural contributions of minorities, a too narrow conception of what intercultural education is or can be; (2) realistic social and economic analysis is often lacking in the study of intergroup problems; (3) current practices usually devote much time to verbal allegiance to democracy
and friendship; and (4) there is little use of the community. (16:6:342-344)

Trends in American history

American history in the curriculum
1. American history "has come to be taught in at least three cycles in almost all school systems." (17:2:30)
2. College and graduate offerings have also expanded. (17:2:30)
3. The characteristics of the period have been: (1) the activity of committees; (2) the influence of college professors; (3) the frequent use of courses of study; (4) increased attention to local history; (5)
growing emphasis on teacher preparation both in subject matter and education; (6) the recognition and development of the social studies as a field of related subjects; and (7) a remarkable degree of public interest. (17:2:30-34)

4. The senior high school course has continued to be one in which political developments are most heavily emphasized. (17:3:51)

5. "A new emphasis on international affairs and America's place in the world has come into American history courses since the First World War." (17:3:51)

6. The emphasis on international affairs is strongest in the senior high school than in the lower grades. (17:3:51-52)

7. The "treatment of domestic politics has become humanized, by comparison with the political history included in the texts of the late nineteenth century." (17:3:52)

8. There are "more social and economic topics" included in today's senior high courses. (17:3:52)

9. There is decreased emphasis on the colonial period in the senior high school. (17:3:52)
10. Majority of the topics presented in textbooks for upper-grade and senior high school courses are the same. (17:3:54)

11. There is lessened interest in the campaigns of the Revolutionary War. (17:3:57)

12. Increased attention has come to be given to the period of the constitution and establishment of the federal government. (17:3:57)

13. In many of the schools the content presented in American history courses consists largely of a dull recital of politics and wars. (17:3:57)

14. There are much available materials for different grade levels. (17:3:57)

15. Analysis of courses of study shows: (1) that "objectives in American history have a vagueness as well as an all-inclusiveness that makes it impossible to select any content that could carry them out, or even any part of them;" and (2) that in general, "American history was treated chronologically to the Civil War, and then topically, with increasing emphasis on foreign relations, agriculture, labor and industry." (17:4:59)
16. Analysis of the literature dealing with methods shows: "that American history could be selected and organized so as to focus on the unique contributions of the subject, or on society's problems, or on the problems of individuals adjusting to their world. (17:4:59-60)

17. Teachers' testimonies show: (1) that they "carefully select what is taught, since time is at a premium;" (2) "that many teachers have dropped out almost all of the colonial period;" (3) that in "schools where separate economics classes exist, problems such as tariff, currency and banking, are definitely handed over to them;" (4) that in "several schools economics is geared into American history, and a year and a half is given to the subject;" (5) that larger "amounts of time are devoted to foreign affairs and foreign policy, and to international relations and the U.N.;" (6) that many "teachers find difficulty in selecting what to emphasize in recent history because of the unsettled nature of society;" and (7) that "many American history teachers would like to have a separate year's work devoted to problems." (17: 4:60-61)

18. The following developments have bearings on the
relations of American history to other subjects: (1) the broadening of the separate social studies—history, geography, and civics—"to include more social, economic, and cultural history, more human geography, and more social, economic and community civics together with more explicit attention to problems in guidance;" (2) the broadening of the social studies subjects; and (3) the growing "interest in interrelationships both of the various social studies and of the other social studies and other areas."

(17:16:205-208)

19. Ways which have been adopted or proposed for improving articulation in the elementary, junior high, and senior high levels are: (1) Fewer cycles of American history are proposed; (2) Emphasis on different periods of history for the different cycles is proposed; (3) Other differentiations of content are suggested like varying themes, "topics" or phases, and emphasizing one of the following for each of the cycles: social life, economic development, political system, or foreign relations; (4) Planned repetition or duplication between cycles is often mentioned; and (5) Progression in procedures of teaching and learning is also proposed.

(17:18:240-255)
20. Practices and proposals in articulation of American history courses between the senior high school and college are the following: (1) Differentiating the content of an elective freshman or sophomore survey of United States history from its high school counterpart is the most commonly used approach; (2) "In a few institutions the American survey as such is absorbed into the larger synthesis of a history of Western Civilization;" (3) "A few schools follow a third practice (not incompatible with the first) of concentrating upon differentiating, through placement tests, between the students who are required to take a survey course and those for whom it is optional;" and (4) There are a "few schools in which the problem is practically eliminated by omission of one of the surveys through administrative reorganization." (17:19:263)

21. Plans for ability grouping are as follows:
(1) In some schools pupils are grouped in classes according to their ability based upon I.Q. ratings, reading ability, arithmetical ability, and knowledge of vocabulary; (2) "Adapting instruction to small ability groups within a heterogeneous class or grade is the plan
in many schools;" (3) "There is much conflicting regarding differentiation of the first type referred to above but the value of the second type is not questioned;" (4) "Literature in regard to the second type includes description of attempts to adapt instruction within heterogeneous groups by means of differentiated assignments and curricula, and by laboratory methods;" and (5) Teachers "are not in possession of objective information which could assist them to make provision for ability groups, and that they frequently have to proceed by rule of thumb." (11:20:268-269)

22. Advances in recent years are: (1) Experiments "indicate that certain organizations of subject matter, particularly devices, and selected methods lead to a greater degree of understanding than do others;" (2) There had been until 1941 "a general improvement in teacher competence, as measured by scholarly preparation;" (3) "Textbooks in American history are comparatively better than they were two decades ago;" and (4) "Teaching aids have been developed and refined so that the teacher no longer has to depend on verbal means only to transmit knowledge." (17:21:283-284)
23. "For the past half century or more many schools have used biography as an introduction to history in the lower grades." (17:24:317)

24. "The extreme emphasis on biography as the long-drawn-out approach to American history and other social studies has, of course, decreased markedly in the past three decades." (17:24:317-318)

25. The "use of biography has increased on the junior and senior high school level of instruction." (17:24:318)

26. The National Council for the Social Studies, almost from the beginning of its publishing activities, "has attempted to be of service to teachers in directing pupils in the selection and use of appropriate biographical materials to enrich and make meaningful their work in American history." (17:24:318)

27. There "has been considerable progress in the production of biographical materials, particularly suitable for the intermediate grades and the junior high school." (17:24:318)

28. "The biographies which have been published for young people during the past few years are almost invariably of attractive format, and some brilliantly
illustrated." (17:24:319)

29. "A glance at the titles shows the wide range of interest they cover—doctors, writers, musicians, scientists, ship-builders, as well as the more traditional heroes of American history." (17:24:24:319)

30. "By the time pupils are studying American history and contemporary problems in the last years of high school many are reading the biographies written for the adult public and for the scholarly audience." (17:24:320-321)

31. "Of aids in the selection of biographies for all grade levels of the school there is a great variety for the teacher, librarian, and even the more self-directing pupil to draw on." (17:24:321)

32. Biographies of foreign leaders also play a part in the learning activities of pupils. (17:24:321-322)

33. There are "interesting biographical materials that have been published recently about the heroes of Latin-American history, an area to which recent courses in American history are devoting increased attention." (17:24:322)

34. There are also "biographical reading which
pupils can be directed in their search for information and understanding of Russia and her history." (17:24:323)

35. There are also interesting biographical or autobiographical materials when relations with the Far East are being studied. (17:24:323)

36. There are, however, still gaps in the biographical materials available for school use. (17:24:323)

37. "For material on contemporary persons, pupils can of course consult files of magazines and especially the current events papers written and edited for the school population of our country." (17:24:324)

38. "Biography helps to create those understandings and attitudes which help youth appreciate the story of their country's development and their privileges and responsibilities as growing citizens of a growing democracy." (17:33:440)

Content of American history

1. Historians find analogies in earlier periods of great struggles. (17:8:103)

2. There is a greater awareness of the intimate relationship between economic and political behavior. (17:8:104), (17:33:434)
3. Interest in social history continues undiminished. (17:8:104)

4. Interest in economic history, especially business history, also continues undiminished. (17:8:104)

5. "The growing interest in commercial and industrial history has been a healthy countermovement to the overemphasis of the Turner hypothesis, and the lengthening list of books on urbanism is further evidence of this tendency." (17:8:104)

6. Interest in the "westward movement shows no signs of abating." (17:8:104)

7. "Much has been done on American religion and renewed interest recently indicates that this relatively neglected field may now come into its own." (17:8:104)

8. "The great field of American racial and nationality groups remains to be adequately explored." (17:8:104)

9. Works on United States relationships with Canada are beginning to appear. (17:8:104-105)

10. Histories "of the leading Latin-American states by native historians have been made generally available in English translation." (17:8:105)
11. "Much has been done on the relations between the United States and Latin America before and during the period of the revolutions, . . ." (17:8:105)

12. Traditional interest of the historical profession in the colonial period continues to be strong. (17:8:106)

13. Colonial history is given decreasing amount of space in recent textbooks for secondary school and college. (17:8:106)

14. More attention is being given to the period since 1900. (17:8:106)

15. There is also a tendency to deal summarily if at all with the internal political history of the colonies. (17:8:106)

16. There is also a tendency to give more space to social, economic, and intellectual history of the colonial period. (17:8:106)

17. There is also a tendency to sacrifice the seventeenth to the richer eighteenth century. (17:8:106)

18. There is a tendency to deal with the entire colonial period as a prelude to the American Revolution. (17:8:106)
19. Interpretations have been concerned with the economic aspects of the Revolutionary crisis. (17:8:110)

20. The intellectual history of the period between 1763 to 1815 is also given much emphasis. (17:8:110)

21. Emphasis is also given on the constitutional aspects - especially the Continental Congress and the Articles of Confederation. (17:8:110)

22. Emphasis is also placed on the diplomacy, and biographical studies of leaders of the Revolutionary generation. (17:8:110)

23. Almost all aspects of the period from 1815 to 1860 have come in for new treatment, especially social history, economic history, constitutional developments, politics, the westward movement, expansionism, immigration, slavery, the origin of the Civil War, the South, humanitarianism, utopianism, and the literary renaissance. (17:8:115)

24. "The Great Depression of the 1930's brought with it a revival of the economic interpretation of history, or at least a strong emphasis on economic motivations, and numerous books written with a critical, or frankly hostile attitude toward business and industrial concentration." (17:9:121)
25. "One of the most arresting trends in recent years has been a sharp advance of interest in the field of Americana." (17:9:122)

26. "Related to this enthusiasm for Americana has come a tardy recognition of the history of American science, now actively sponsored by George Sarton (an eminent authority whose own work is predominantly in European subjects) and a group of cultural historians." (17:9:123)

27. "Still another aspect of the rediscovery of the American tradition in the cultural field has been the growing study of the history of ideas." (17:9:124)

28. "A relatively stable trend appears to be the increasing emphasis on urbanization as a historical process, especially for this period." (17:9:124)

29. "The current preoccupation with race and minority issues has stimulated studies of immigration and of native ethnic groups such as the Negro, the Indian, and others." (17:9:125)

30. Historians have seemed temporarily indifferent to the theme of Reconstruction since the early 1930's. (17:9:126)
31. "Several recent writers have attacked the conspiracy theory of the Fourteenth Amendment proposed by Charles Beard and others." (17:9:127)

32. Historians seem to have overcome their earlier reluctance to consider the contemporary world as fitting for "history" and mature judgment. (17:9:128)

33. "The Depression and the New Deal have encouraged a reexamination of the Progressive Movement and the reform spirit." (17:9:128)

34. "The historian's interpretation of World War I has been decidedly affected by the Great Depression and by the interest in propaganda techniques abroad stimulated by the rise of totalitarianism." (17:9:129)

35. "Contemporary speculation on world peace organizations has spurred on historians and journalists to reconsider Woodrow Wilson and the peace of 1919." (17:9:131)

36. "The social-cultural history of the 1920's and 1930's has attracted many able writers." (17:9:131)

37. "In political history since 1921, historians have generally agreed on their low estimate of the Harding regime, although usually conceding his personal honesty." (17:9:132)
38. "Despite an effort to rehabilitate Coolidge's colorless record in Claude Fuess' biography, apparently the textbooks prefer the far less favorable estimate of William Allen White, A Puritan in Babylon (1938), which stresses the President's business philosophy and laissez-faire attitude." (17:9:132)

39. "Hoover's reputation, severely damaged by the criticisms of the Depression years, seems on the way up" in recent years. (17:9:132)

40. "While the reaction against isolationism has hurt the reputations of some of the La Follette group, the more international-minded William Allen White and George Norris have fared very well at the hand of biographers." (17:9:132)

41. American historians have tended to be sympathetic in their attitude toward the regime of Franklin D. Roosevelt. (17:9:132)

42. The frontier theory "has infiltrated the history texts at every level, and from there into all of the social studies and even into general literature." (17:10:133)

43. "Western history has blossomed partly because
every state was at one time a frontier, and because the period of origins and settlement always exercises a peculiar fascination." (17:10:133)

44. "Half a century of detailed work means inevitably the coming of an ever-increasing flow of regional and general accounts." (17:10:133)

45. Within the past decade three comprehensive histories of the frontier have appeared, all college texts." These are: Dan E. Clark's *The West in American History* (1937); L. R. Hafen and C. C. Rister, *Western America* (1941); and R. E. Riegel, *America Moves West* (Revised Edition, 1947). (17:10:133-134)

46. "Regional histories include most numerously state histories - not so much because the usual state is a reasonable unit for a broad historical study as because local pride combined with state educational requirements work in this direction." (17:10:134)

47. "Less traditional among the regional studies has been a series on the Great Lakes and another on important rivers." (17:10:134)

48. "The area which has bloomed most amazingly in treatment during the past twenty years has been the great plains." (17:10:134)
49. "The characteristics of the older type of pioneering have been described in two delightful books about western Pennsylvania, although practically the same description might be used for other areas." (17:10:135)

50. "Exploration retains its perennial appeal, and the amount of such material seems inexhaustible." (17:10:135)

51. "The American Indian has been accorded an ever more realistic treatment." (17:10:136)

52. "Early white economic activities such as the fur trade, mining, and cattle raising have received comparatively small attention during the past decade, possibly because the cream was skimmed earlier." (17:10:136)

53. "Transportation has not received a great volume of interest, but the work has been excellent." (17:10:136)

54. "Several outstandingly useful biographies have appeared during the past decade." (17:10:137)

55. Social, cultural, and intellectual factors have been receiving increasing attention in the history of the West. (17:10:137)

56. "The most argued point in western history during
the past decade has been the accuracy of the generaliza-
tions made by Frederick Jackson Turner." (17:10:138)

57. "Critics of Turner have held that he limited
his own study too narrowly." (17:10:139)

58. "Turner's emphasis on the influence of free land
has helped to inspire many studies on exactly how the
government obtained and disposed of its magnificent
public domain." (17:11:139)

59. "Many careful studies have investigated the types
of people going West and exactly when they went." (17:
10:140)

60. "Questions have been raised as to whether Turner
did not arrive at his conclusions concerning the charac-
teristics and importance of the frontier on the basis of
too little evidence, and whether hence he did not produce
supposed results of frontier experiences which in reality
were the products of other influences." (17:10:140)

61. The history of the West is approaching maturity.
(17:10:142)

62. "Considerable attention has been focused upon
the history of the American South since the stimulating
researches of William A. Dunning" just prior to the turn
of the century. (17:11:143)
63. Social, economic, and intellectual phases of the South are emphasized. (17:11:143)

64: Political, military, and diplomatic studies of the South continue to appear. (17:11:143)

65. The stereotype of the Old South as made up of sharply defined classes of Negroes, large slaveholders, and whites have been overturned by articles and books of scholars like Frank L. Owsley and his associates at Vanderbilt University. (17:11:144)

66. Attention has been directed to slavery in the various states. (17:11:144)

67. A treatment of the Negro during the Civil War has exploded misconceptions of complete slave loyalty during the conflict. (17:11:145)

68. The "Revisionists" work on Southern political and social history has resulted in an interpretation freed from moral and sectional bias. (17:11:145), (17:33:435)

69. The "Revisionists" are being opposed by writers who have objected to the deletion of the moral factor as a cause of the Civil War. (17:11:146)

70. Several Southern scholars have contributed outlines, special studies, and suggestions towards the
projected writing of a major history of the Confederacy. (17:11:146)

71. The rewriting of the Reconstruction era to free it from sectional bias have been started by some scholars of Columbia University. (17:11:147)

72. A reinterpretation of the career of the much-abused Andrew Johnson has shown an honest, well-meaning, essentially statesman-like President which came to be accepted by historians during and after the 1930's. (17:11:148)

73. A number of valuable studies appeared in the almost virgin field, the New South during the past decade. (17:11:148)

74. A flood of socio-economic studies dealing with the twentieth century South has been produced. (17:11:149)

75. The swift increase in the exercise of federal power during the periods of the New Deal and World War II has provoked much discussion of the need for streamlining Congress in terms of new legislative needs. (17:12:151), (17:33:434)

76. Three important books dealing with the presidency came out in 1940. (17:12:152)

77. Some studies are also made on the reorganization
and exercise of power by the Supreme Court of the United States. (17:12:153)

78. Renewed discussion of the consolidation of power in the executive branch of the federal government of civil liberties, of constitutional machinery for the control of American foreign affairs, and of the effects which resort to something approaching a world government would have on the constitutional system of the United States was brought by World War II. (17:12:154), (17:33:434)

79. "Cultural history" is now most frequently used to mean the intellectual and esthetic interests and activities of a people. (17:13:156-157), (17:33:435)

80. "No comprehensive general history had been published down to 1943, when Merle Curti's The Growth of American Thought appeared." (17:13:158)

81. "There has been apparent a growing interest in the study of literature and authors in relation to their social environment and the history of ideas in new perspectives, in recent literature, and in re-appraisals." (17:13:160)

82. There is a wide and growing interest in the arts and while contemporary expression is a subject of special interest there are many publications and exhibits on earlier periods. (17:13:164)
83. In the field of arts, "the artist or the art critic is usually the 'historian', and he is likely to have strong preferences and tenaciously held theories and principles, so that controversy and polar differences are frequently encountered." (17:13:164)

84. "There is no comprehensive general history with a cultural approach." (17:13:164)

85. "Painting is the subject of very wide interest and innumerable books and articles." (17:13:165)

86. "There is no recent history of sculpture, "Lorado Taft's The History of American Sculpture, (1930) is the only general account. (17:13:166)

87. "There has been in recent years an outpouring of books and articles on music, dealing with history, understanding and appreciation, national groups, biography and memoirs, the great orchestras and conductors, and other aspects of the subject." (17:13:166-167)

88. Critics believe that the "notion that the West acted as safety valve for the East by attracting industrial workers during periods of depression is not correct." (17:33:434)

89. "Some historians even question whether the West stood notably for liberty and individualism and suggest
that it might be more correct to say that this section stood for the spirit of 'get rich quick' and cooperation." (17:33:434)

90. The "revisionists'" school of historians "have questioned both economic determinism and slavery as factors producing an 'irrepressible conflict'." (17:33:435)

91. "They hold that incompetent leadership blundered into the Civil War." (17:33:435)

92. "The boundaries of cultural history are not clear-cut, because people have ideas about every aspect of life - political, economic, scientific, religious, etc." (17:33:435), (17:13:157)

Trends on providing for individual differences

G. L. Smith (15:6:45-54), R. H. McFeely (15:8:63-71)
C. R. Spain (15:15:131-149)

1. Attempts to discover individual differences are done through the use of school records, tests, class discussions, case histories, anecdotal records, composition, etc. (15:6:45-46)

2. Attempts are also made to discover emotional factors. (15:6:47-48)

3. Teacher-pupil planning is used in the selection
of problems for study. (15:6:48-49)

4. The activities consist of studying the problem through a short general reading period, breaking the subject into its component parts, cooperative work of groups pursuing special interest, survey of the community, presenting materials by committees in various ways, obtaining special speakers, planning excursions, etc. (15:6:49-52), (15:8:66-71), (15:15:141)

5. Evaluation of unit is done cooperatively by the teacher and the students. (15:6:49-52)

6. There is tendency to widen the base in evaluation according to important objectives. (15:6:52-53), (15:8:71)

7. Personalized reports are sent to parents on pupil progress. (15:6:53)

8. Curriculum offerings differ "on the basis of student interest and, to some degree, on academic ability." (15:8:63), (15:15:138)

9. Students are grouped according to ability. (15:8:63), (15:15:140-141)

10. Cooperative planning among teachers is encouraged. (15:8:63)

11. Students work under a group of teachers for a longer period of time; three years at most. (15:8:63)
12. Study of the nature of the slow and fast learner shows that the difference between them is not so much in the objectives as it is in the materials and activities that must be given to them. (15:8:64-65), (15:15:138-139)

13. Study of the needs of the slow learner shows that much "of an adolescent's feeling of security, adequacy, and status depends on the success of his relationships with others." (15:8:65)

14. Supervised study is used also to meet individual differences. (15:15:140)

15. Provision of longer class period is another proposal to meet individual difference. (15:15:141)

16. Other proposals to meet individual differences are the use of the contract plan, frequent promotions, acceleration of superior pupils, exploration courses, and limitation of the number of subjects taken by pupils. (15:15:142)

Trends on the interpretations on the nature of critical thinking and special topics

Nature of critical thinking

1. "Social problems play a large part in our lives; for we spend much time thinking about them talking them over with others and trying to solve them." (13:1:1)

2. When "a social situation poses for the individuals involved in it or interested by it the task of making a decision regarding social conduct or belief, then the social situation becomes the social problem." (13:1:1)

3. "The phrase 'solving a social problem' ... includes (1) both the actual finding and following of a way out of a social problem, and (2) the mere considering or study of such problem." (13:1:2)


5. "Social problems that affect us personally we may try to solve by trial and error." (13:1:3)

6. "We may also try to solve social problems by systematic thought and discussion." (13:1:3)


8. "In studying social problems we seek to understand data and generalizations." (13:1:4)

9. "Inductive and deductive reasoning are both used." (13:1:4)
10. "The critical thinker learns the procedures for understanding social problems." (13:1:5)

11. "The critical thinker applies the procedures he has learned." (13:1:5)


13. "Study of social problems gives best results when objectives are sharply defined." (13:1:7)


15. "Definition of the problem tells us where to do our work." (13:1:8)

16. "The problem may be defined so as to put emphasis on understanding of an actual situation." (13:1:9)

17. "The problem may be defined so as to put emphasis on the understanding of a generalization." (13:1:9)

18. "Definition of problem indicates the nature of the answer to be sought, not the kind of skill to be used." (13:1:10)


20. "When we know what kind of information to seek we have some notion of the places where it may be found." (13:1:11)
21. "We select pertinent information." (13:1:12)
22. "We organize the selected information." (13:1:14)
23. "We evaluate information." (13:1:16-17)
24. "When we consider the worth of a piece of information we perform two different functions - we try to find out what it means and what its value is as evidence." (13:1:17)
25. "We evaluate simple data in terms of the opportunity of the reporter to make accurate observation." (13:1:18)
26. "We interpret data to determine whether they are representative." (13:1:19)
27. "We evaluate simple data in terms of its objectivity." (13:1:19)
28. "Simple data should be distinguished from statement of opinion." (13:1:20)
30. "Social theories or generalizations should be analyzed." (13:1:22)
31. "If we find an opinion that satisfies our critical judgment, that opinion is the conclusion we draw from the information." (13:1:25)
32. "Hypothetical conclusions should first be considered." (13:1:26)
33. "We first draw conclusions regarding the parts of our problem." (13:1:27)

34. "From our subsidiary conclusions we draw a general conclusion." (13:1:28)

35. "Subsidiary conclusions may all agree." (13:1:28)


37. "We should base conclusions on available information." (13:1:28)

38. "Our conclusions must not go beyond our information." (13:1:30)

39. "We try to eliminate wishful thinking from our conclusions." (13:1:30)

40. "Our conclusions should not falsely link information and conclusion." (13:1:30)

41. "Drawing conclusions in the social sciences is not the same as in the natural sciences." (13:1:31)

42. "Materials for drawing conclusions in the social sciences are not standardized." (13:1:31)

43. Sufficient information to justify a conclusion in the natural sciences enables the scientist to make a specific answer. (13:1:32)

44. One can not get complete information in the social sciences. (13:1:32)
45. When "factual information is involved, a repre-
sentative sampling can be regarded as sufficient." (13:  
1:33)

46. Sufficient information for solving the problem  
would necessarily "be based on whichever body of perti-
nent information have the greater weight with us." (13:  
1:33)

47. "Personal judgment affects conclusion regarding  
problems in the social sciences." (13:1:34)

48. "Conclusions regarding social problems should  
be expressed in acceptable form." (13:1:35)

49. "Preparation of the statement of conclusions  
is an opportunity to reconsider relationship of problem and  
answer." (13:1:35)

50. "The statement of conclusions involves a selection  
from the materials used in solving the problem."  
(13:1:36)

51. "The statement of conclusions should consist  
of the conclusions themselves and the reasons for accepting  
them." (13:1:36)

52. "The statement of conclusions should call  
attention to the definitions and the process of reasoning  
we have used." (13:1:37)

53. "Our value judgments, if used in solving the
problem, should be clearly indicated." (13:1:37)

54. "The statement should be framed in logical order." (13:1:37)

55. "The statement should make plain the nature of the conclusion." (13:1:38)

56. We must reconsider our conclusions since most social problems are not static. (13:1:38-39)


59. "The individual should apply the procedures of critical thinking to the study of this new information." (13:1:39)

60. "The individual should re-examine the underlying motives for his social thinking." (13:1:40)

61. "The individual should make his own conclusions regarding social problems fit into a consistent pattern." (13:1:40)

Planning peace to preserve the victory

1. Planning for peace is part of the strategy of war. To do this we must strengthen the United Nations; discourage our enemies; strengthen American morale; and take
the opportunity for world leadership. (14:1:3-6)

2. Planning for peace is necessary for checking disease and disorder. The task of maintaining civil order in the world will fall upon the victors. It is necessary to feed millions of starving persons; to organize employment and prosperity; and to avoid relaxing when the war stops. (14:1:6-12)

3. Planning for peace is necessary to enduring order and security. This is the case because modern war can destroy us; total war involves civilians; total war destroys all kinds of property; modern war makes neutrality difficult or impossible; modern war permanently destroys wealth and resources; modern war destroys minds and character; and modern war threatens civilization and democracy. (14:1:12-22)

4. "Change is necessary, but war is not." (14:1:22)

5. "Only an international organization can prevent war." (14:1:23)


Interdependence of nations and individuals

1. "No individual can maintain or protect himself
or achieve his complete welfare alone." (14:2:26)

2. "The growth of towns and cities presently made
the fact of human interdependence more obvious." (14:2:26)

3. "Science increases the interdependence of nations."
(14:2:29)

4. Food must be viewed as a commodity for human
welfare rather than as a weapon. (14:2:31-34)

5. Raw materials must be used to promote prosperity
through foreign trade rather than for mere national
advantage. (14:2:34-40)

6. We shall need "to strengthen international finan­
cial institutions in order to prevent abuses of capital
investment as well as to seek the most profitable openings."
(14:2:43)

7. Nations have learned to cooperate in the following
ways: (1) In conservation of resources; (2) In communica­
tions and transportation; (3) In improving labor condi­
tions and social welfare; (4) In controlling disease;
(5) In preventing crime; and (6) In protecting minorities
and advancing social justice. (14:2:43-57)

8. International order implies international law
since freedom requires law. (14:2:57-59)

9. "Democracy cannot endure without world order."
(14:2:59)
10. "Nationalism and internationalism can strengthen each other." (14:2:61)

Liquidating the war: economic and social rehabilitation

1. "Total war means military, political, economic, and social co-ordination of all phases of national life. Liquidating the war will mean similar co-ordination." (14:3:63)

2. The immediate requirements of peace are: (1) Finding jobs for all who need them; (2) Finding homes for uprooted populations; (3) Helping those who emigrate; and (4) Restarting a peacetime economy. (14:3:63-71)

3. Building for a long future requires that: (1) Farming must be made profitable; (2) Employment opportunity must be maintained; (3) Advancing "backward" areas; and (4) Establishing freedom from want. (14:3:71-77)

Liquidating the war: problems of international health

1. There is a need for meeting emergency health needs. (14:4:78-79)

2. Developing permanent health services requires: (1) Sanitation of the environment; (2) Control of community
infections; (3) Education of the individual in the principles of personal hygiene; (4) Organization of medical and nursing services for the early diagnosis and preventive treatment of disease; and (5) The provision of a standard living adequate for the maintenance of health. (14:4:79-82)

3. "To develop such programs for all the diverse cultures of this globe of ours will require thorough study and continuous planning. It must be directed by an international organization representing the best thought of the public-health profession in all countries." (14:4:82)

4. "Whatever the name and nature of our post-war organs of international cooperation may be, a broadened program like that of the Health Section of the League should form an essential part of it." (14:4:83)

5. "The new world health organization must, however, have one major function which was not highly developed in the program of its predecessor - a function which has been performed in the past by another major agency of the health field, the International Health Division of the Rockefeller Foundation." (14:4:83)

6. An "essential function of the international
health organization of the future must be the provision
of judiciously guarded grants-in-aid to nations whose own
resources do not permit them to develop their own health
standards to the level which international security
demands." (14:4:84)

7. We must remember that our ideal is ultimate
economic as well as political independence for those nations.
(14:4:84)

Plans for international
organization

1. "All of the present yearning for dependable order
in the world will be frustrated unless we get international
organization to keep the peace." (14:5:85)

2. "This central truth was understood at the close
of the last war almost as widely as it is now." (14:5:85)

3. A background of failure was manifest in the
following: (1) We failed to join the League; (2) We failed
to join the World Court; (3) When Japan and Italy took
Manchuria and Ethiopia, respectively; (4) When appease­
ment and neutrality collapsed; (5) When the myth of
national sovereignty menaced national security; (6)
When economic nationalism menaced economic welfare; and
(7) When the "balance of power" failed. (14:5:84-92)
4. Patterns for partial world organization must take into account the following: (1) The United States has emerged as a world leader and must take active part in the world organization; (2) The main responsibility will fall upon the four great Allies: the United States, Russia, Britain, and China; and (3) Regionalism is not enough since the world has already become an economic unit. (14:5:92-95)

5. "The coming world organization cannot be exclusive." (14:5:95)

6. "The problem of representation in a world assembly is not simple, but it is not insurmountable." (14:5:96)

7. "In the same way the dead hand of the unanimity rule must be removed from the Assembly of the United Nations." (14:5:97)

8. The only rule which can be applied to determine fitness for membership are the requirements that a nation obey the rules of civilized conduct in its dealings with other nations and that it keeps the peace and will bear its share in enforcing world peace. (14:5:99-100)

9. Membership must be universal and compulsory, and expulsion from the United Nations would not be used as a means of discipline. Instead, the conduct of the offending state would be changed by coercion and restraint." (14:5:100)
10. "The overriding function of the United Nations organization is to make certain that international crime does not pay." (14:5:100)

11. It should be feasible to establish a true international air force of large but not excessive size, to live on United Nations territory, to be paid, supported, and commanded by the community of nations." (14:5:101)

12. "What is completely clear is that we require a far stronger organization than the League." (14:5:102)

13. "That the World Court will be retained as the top judicial body of the new world organization is everywhere taken for granted." (14:5:103)

14. Our Senate bottleneck regarding the approval of treaties must be considered to find ways of ending the Senate's treaty veto. (14:5:103-104)

15. Several different ways are open to us to solve the problem: "(1) a constitutional amendment; (2) an advance pledge by two thirds of the Senate to support strong effective organization of the peace; (3) the approval of our international agreements by joint resolution of Congress; and (4) the conduct of our foreign affairs through executive agreements alone, supported by such enabling legislation as the Congress is willing to enact." (14:5:104)
16. We must remember that the central issue is to stop aggression whenever and wherever it may appear. (14:5:107)

The stake of the United States in international organization

1. The development of international organization is of immediate concern to the United States on account of her being a great nation in the close-knit world of today and the dependence of America on world conditions. (14:7:137)

2. The territorial and military interests of the United States are global. (14:7:138)

3. Both World Wars have jeopardized United States territories. (14:7:139-140)

4. "The American people have world-wide contacts and interests." (14:7:140)


6. "World markets directly affect our prosperity." (14:7:143)

7. "National economic life must be adjusted to world conditions." (14:7:145)

8. "High standards of living depend on world peace." (14:7:146)

10. "American political ideas have influenced other peoples." (14:7:148)

11. "Totalitarianism and war are menaces to democracy." (14:7:149)

12. "Democracy must advance abroad or retreat at home." (14:7:151)

13. "Effective government now requires international co-operation." (14:7:152)

14. The United States has much to give as well as gain. (14:7:154-155)

15. The United States has stood for freedom of the seas. (14:7:155-158)

16. "The Monroe Doctrine has been internationalized." (14:7:158)

17. The Open Door policy has committed the United States to international justice. (14:7:159-161)

18. The United States has sponsored the policy of outlawing war. (14:7:161-162)

19. The traditions of the United States commit her to courage and leadership. (14:7:162)
Trends in textbooks and materials


Textbooks in economics
(Junior and senior college)

1. Textbooks in economic principles have not changed a great deal in the last ten or twenty years. (11:4:42)

2. Most of the books are based on the classical tradition. (11:4:43)

3. At least one has an institutional approach. (11:4:43)

4. Others are more descriptive and historical. (11:4:43)

5. "Several recent books have emphasized the so-called monopolistic competition aspects of price and cost theory; and the revised editions of several texts have given more consideration to these imperfect aspects of competition." (11:4:43)

6. "Several attempts have been made to substantiate recent economic applications of policy, but most textbooks have failed to consider them directly." (11:4:43)

7. Some have attempted to discredit the New Deal philosophy. (11:4:43)
8. "Several new books in economic problems emphasize the current difficulties experienced since the depression began in 1929." (11:4:43)

9. "Textbooks in economic principles and problems are not generally accepted as satisfactory to the needs of the student or the instructor." (11:4:43)

10. "The textbooks in the other economic courses at the junior-college level are considered fairly satisfactory." (11:4:43)

Materials for developing skills in critical thinking

1. There are very little materials designed to develop skill in critical thinking. (13:2:49)

2. Only in one area, analysis of propaganda, are illustrations plentiful. (13:2:49)

3. The only three important sources of illustrative materials besides that of propaganda analysis are: (1) The project in critical thinking financed by the General Education Board and jointly sponsored by Cornell University and the College of Education of the State University of Iowa; (2) From the schools cooperating in the Eight-Year Study of the Progressive Education Association; and (3) The numerous units on public opinion developed for either the ninth-grade course in Citizenship
or the twelfth-grade course in Problems of American Democracy. (13:2:50)

4. "In the teachers' units and reports on teaching experiences that were examined one finds little specific attention to the skill of defining the problem." (13:2:50)

5. "A more common procedure is for the teacher to place emphasis upon having the pupils recognize a problem as one which is real to them" through "a check-list questionnaire." (13:2:52)

6. A more typical procedure is where students would bring articles and write-ups dealing with some controversy and discuss these with "the intention that pupils would spend several days in defining the problem and selecting areas for investigation! While at the same time pondering certain questions which would tend to place the problems 'in the broader framework of our industrial system and of our democratic yet not quite consistent value system'." (13:2:54-55)

7. A successful approach is where certain classes under the careful guidance of their teacher prepare a set of criteria for determining 'what is a social problem?' and then formulate "a list of problems to be studied by the group." (13:2:55)
8. "There are quite a number of specially prepared materials designed to develop competence in the areas of locating, selecting, and organizing information" like the "manual for teachers issued for use with the exercises in critical thinking developed at Cornell University" where "a clear-cut statement of the abilities desired" is found. (13:2:57)

9. A "number of units in World and American history and courses on Problems of American Democracy" include activities where the skill of locating, selecting, and organizing information is the chief objective in view; like exercises in the analysis of each of the newspapers in the community; working out detailed budget for families of five persons of different income groups; and analyzing publications issued by employer and employee groups. (13:2:63-64)


11. Little emphasis is placed on evaluating information in many social studies classes since the source method of teaching history declined in popularity more than a generation ago. (13:2:67)
12. Some practical suggestions for teaching pupils to evaluate information are exercises in differentiating between fact and opinion in newspaper reports; in detecting implied standards of writers; in weighing evidence from different authorities; in interpreting statistical tables and graphs; in illustrating possible sources of error in eye-witness accounts; and in how we form our opinions or how we make up our minds. (13:2:67-82)

13. Good examples of definite procedures for developing skills in drawing, presenting, and reconsidering conclusions are not numerous as one might expect. (13:2:82)

14. Some exercises or activities in developing the above skills are: drawing conclusions from incomplete information and learning to recognize the practical limits of conclusions based on the evidence; making general inferences from a series of facts and the application of the kind of reasoning developed previously; determining whether an information is representative of a general phenomena; drawing a more accurate account from several accounts which contain conflicting statements; testing generalizations and theories; culminating activities like panel and round table discussions, debates, and oral reports carried on in the classroom in order to
share data, clarify ideas, and formulate conclusions and plans for action; analyzing quoted statements; asking good thought questions; and culminating study activities designed as applications of principles learned. (13:2:82-92)

Searching for materials for slow learners

1. Survey of supplementary books for lower grades is made. (15:7:57)

2. Assistance of the staff at the Board of Education Warehouse is sought to get a list of supplementary books. (15:7:57)

3. The help of the school librarian is enlisted. (15:7:57)

4. Samples of free or inexpensive government bulletins are secured. (15:7:57)

5. Requests for sample copies of current topics papers are made. (15:7:57)

6. Catalogues from both the Educational Museum of the public schools and the state department of education of films and lantern slides are secured. (15:7:57)

7. Geography books serves as references as well as texts. (15:7:59)
8. The librarian also cooperates with teachers in selecting books for library purchase. (15:7:59)

9. Enough dictionaries are provided for one entire class. (15:7:59)

Use of community resources

1. Individual differences are emphasized by schools where the trend is to apply schooling to community problems. (15:14:112)

2. New significance is given to once less significant types of individual differences. (15:14:113)

3. The purposes and procedures of the program tends to be different in schools using the community approach; citizenship performance has become a significant objective. (15:14:113-114)

4. So-called slow learners are discovered to be of as much social values as those whom the conventional school calls the rapid learner. (15:14:114)

5. Many worthwhile activities can be found even for the academically less gifted pupils. (15:14:114)

Contents of typical units of work

1. Mere subject matter outlines are increasingly
becoming less prevalent. (15:15:143)

2. Subject matter outlines with suggestions for mastery are quite prevalent. (15:15:143-144)

3. The teaching unit with a variety of pupil activities is designed to utilize all kinds of sensory learning. (15:15:144-145)

4. Experience units are built directly on first-hand experiences; with little concern for subject matter boundaries and supposed provisions for sequential learnings based on experience. (15:15:145-146)

Viewpoints on individual differences found in courses of study and other teacher guides

1. There is a tendency for courses of study to contain some foreword or introductory statement pertaining to the functions of the social studies in a program of civic education. (15:15:133)

2. In many instances such statements represent more of a verbal than an actual acceptance of the thesis that the needs of all children should be met. (15:15:133)

3. A "large percentage of social studies courses of study and syllabi still offer practically nothing for
the guidance of the teacher except the barest outlines of the subject matter of proposed or prescribed units of study." (15:15:133)

4. Among the various types of social studies curriculum materials where the problem of individual differences is recognized have varying viewpoints ranging from a bare recognition to a somewhat unified and comprehensive treatment of the topic like: (1) Having it as an integral part of the whole teaching and learning process; to (2) mere statement relative to individual differences. (15:15:133-137)

Issues in Curricular Content and Curriculum Design

Two issues are noted in the volumes of the second period on curricular content and curriculum design. These issues are presented below with the stands and grounds of the authors dealing with them.

Issue No. 1

Should economics be taught in the elementary school?

R. W. Gavian (11:2:19)

Stand on Issue

The elementary school should carefully prepare the
ground for the study of economic problems in the secondary school. (11:2:19)

Ground

Knowledge of the characteristics, potentialities, and trends of a machine civilization is essential. (11:2:19)

Issue No. 2


Stands on Issue

1. Economics must be retained as a separate subject. (11:5:54)

2. Economics should be included in an integrated course in the social studies if the course is wisely used. (11:7:69)

Grounds

1. It "will be possible to develop the subject in a systematic way, giving due consideration to the gradation of the subject matter and to the progression of basic concepts." (11:7:54) - 1

2. A "course constructed on the lines laid down by the fusionists, integrationists, and unifications would give the pupils a false sense of their ability and power." (11:5:56)-1
3. There "is no proof that the problems selected by the fusionists, integrationists, and unificationists for their functional value will function in the pupils' lives in later years." (11:5:56) - 1

4. So "that its principles may be mastered before these principles are interrelated in an effort to solve major economic problems." (11:5:57) - 1

5. Improved methods of instruction can also be used and are being used by good teachers of economics who are teaching it as a separate subject. (11:5:57-58) - 1

6. Like history, economics "has certain values which neither fusion, integration, or unification possesses." (11:5:58) - 1

7. It "would result in greater objectivity in teaching, because principles rather than the pupils' personal interests would be the main consideration." (11:5:59) - 1

8. The integrated social-studies course is not the only proper educational procedure. (11:7:69) - 2

9. The youth "should become aware of the fundamental economic processes that take place among all peoples of all times, of all places, of all cultures - aware of the inevitables, the 'musts', the 'timeless essentials' of economics." (11:7:69) - 2
10. Economics is "dependent upon all the rest of
social living." (11:7:72) - 2

11. "The other social studies, which also dealt with
cultural human living, can have no adequate meaning unless
economic phenomena are included." (11:7:72) - 2

12. It is feasible "to classify economic phenomena in
such fashion as to facilitate integration." (11:7:90) - 2

Problems in Curricular Content and
Curriculum Design

The problems in curricular content and curriculum
design that have been noted in the volumes of the second
period may be classified into the following: (1) How can the
curriculum be improved in the different grade levels? (2)
How can the curriculum of particular fields or subjects be
improved? (3) How can critical thinking be taught? (4) How
can we provide for individual differences, and (5) What,
where, and how of particular teaching materials. These
problems are presented below in the order enumerated above.

How to improve the curriculum
in the different grade levels

R. Andrus (12:1:3-17, L. A. Cook (12:3:29-43), E. B. Wesley
(12:4:47-56), H. Hefferman (12:5:57-77), M. G. Kelty (12:6
78-100), S. C. Burrow and C. A. Seeds (12:8:157-171)
How to improve the curriculum in the elementary school

Recommendations

1. Each teacher must undertake to make his own statement of purposes or objectives. (12:1:4), (4:4:55)*

2. The social studies must "acquaint children with the ways in which, and with places where, institutions developed by human beings and the relations beneficial as well as harmful to these human beings have grown up through the ages." (12:1:4), (4:5:61)*

3. Teachers "must use all disciplines including the social studies to aid children's growth and development." (12:1:4), (3:1:9)*

4. Teachers must remember that learning "may be hindered or furthered by environmental influences." (12:1:5)

5. It must be remembered that the individual learns as a whole. (12:1:5)

6. It must be remembered "that children do not grow
at an equal rate in all areas of their development."

(12:1:5)

7. It must be remembered also that "this develop-
ment in different areas does not go in independent
parallel lines but as closely interwoven parts of one
organism." (12:1:5)

8. It must be remembered that "learning takes place
throughout the entire life of the organism." (12:1:5)

9. The teacher must know that "the individual and
the environment in which he finds himself are both a
part of this learning." (12:1:6)

10. The teacher must know much about the child,
his parents and the community. (12:1:6)

11. The teacher must use community resources.
(12:1:6), (4:5:61)*

12. The "teacher's learning should also be continuous
and should go forward at the same time as the children's

13. The teacher should remember that the make-up
of the individual and the culture in which he lives determine
which responses are to be fixed. (12:1:8)

14. The teacher should remember that the "kind of
specific response or behavior pattern which the individual
can develop depends in part upon the growth and experience
level at which he is functioning." (12:1:8), (4:1:18-19)*

15. It must also be remembered that "growth and learning are a continuous reorganization of experiences toward the satisfaction of specific purposes." (12:1:9), (4:2:30)*

16. "There must be continuous reconstruction of experience by all - the individual child, the individual adult, and the culture which both develop - if growth and learning are to take place." (12:1:10)

17. It must also be remembered that "responses are only fixed as they become integral parts of valued patterns of behavior." (12:1:11)

18. New experiences must be related to the past experiences of children. (12:1:12)

19. "New experiences provided for any group of children should be broad and varied so that each child may find his individual values satisfied and broadened." (12:1:13), (4:5:61)*

20. Children should be given opportunities to learn and work in groups. (12:1:13), (12:4:55)

21. Development in different areas of experience must be considered in order to understand individual children. (12:1:13)
22. "A great number of concrete experiences is necessary to enable individual children to discover common elements which have meanings for them so that they may form concepts or generalizations." (12:1:13), (12:9:172-173)

23. It must be remembered that "character traits" are learned from direct experience. (12:1:15)

24. It must also be remembered that the learning of "character traits" is influenced by those whom children love or fear. (12:1:15)

25. An experience curriculum is necessary which will thoroughly take "into account (a) the nature and needs of children, (b) the way children learn, (c) the dynamic change inherent in cultures, institutions, and social organizations, and (d) the necessity of continually insuring democratic meanings and convictions through procedures employed." (12:5:57), (4:1:18-19)*, (4:2:25)*, (4:2:30)*

26. The content must be "drawn from the direct environment and the daily activities of happy, useful living." (12:6:90), (12:8:157)

27. The content in each system will have marked similarities "in major outlines from all others in the
same social, geographic and economic region." (12:6:90)

28. "Care must be exercised that child interest and child valuing are not lost sight of in concern for general social welfare." (12:6:90)

29. The staff must have better acquaintance "with the curriculum as a whole, rather than the limiting of interest to the single grade, class, or subject matter." (12:6:91), (4:2:28)

30. Experiences for children should lead them to "make more democratically thoughtful responses to the social problems which confront American society." (12:8:157), (4:2:28-30)*

31. The social studies must "furnish experience in human relationships." (12:4:52), (14:6:120)

32. It must "supply information concerning human relationships." (12:4:53), (2:8:187)*

33. The social studies must "supply and vitalize social concepts." (12:4:53)

34. It must "teach certain skills and furnish opportunities for their exercise." (12:4:54), (4:6:87-88)*

35. It must "supply materials and activities for building character." (12:4:54)

36. It must "supply materials and activities for the forming of social attitudes." (12:4:55)

37. It must "furnish exercise in problem solving." (12:4:55)
38. The cultivation of respect and even affection for other races and nations must be stressed. (14:6:120-121)

39. The fact that we are living in an interdependent world must be demonstrated. (14:6:121)

Grounds

1. It will be doubtful for one to be qualified to offer guidance of children without such a list for himself. (12:1:4) - 1

2. "The fullest development of the individual as a social being is the aim of all disciplines in the elementary school and the quality of that development is also their aim." (12:1:4) - 3

3. "Departmentalization of subject matter and education as the reorganization of experience are contradictory concepts." (12:1:4) - 3

4. "Living and learning are synonymous." (12:1:5) - 4

5. Learning is a continuous process. (12:1:5-6) - 12

6. Studies "have demonstrated that different behavior patterns are possible at different levels of physiological development and that while experience may determine the form the behavior will take, within limits the response can not be hurried." (12:1:8) - 14

7. Studies show that children learn and work better
in groups since it provides enjoyment and mutual stimulation. (12:1:13) - 20

8. Verbalization of generalizations without real experience has no meaning and does not affect behavior of children. (12:1:13-14), (12:9:172-173) - 22

9. The experience curriculum gives "primary consideration to the interests, needs, abilities, and drives of children." (12:5:57) - 25

10. "The experience curriculum in the social studies is based upon a concept of learning as the reconstruction of behavior through experiences in which the purposes of the learner provide the drive." (12:5:59) - 25

11. The experience curriculum through thoughtful continuous reconstruction of behavior enables "the instruments of culture to serve man's changing needs." (12:5:59) - 25

12. "Acceptance and love of the democratic way of life will come only out of experiences in which children have been able to identify the unique values of democracy." (12:5:60) - 25

13. This is "the best possible provision for the building of integrated personalities, for the acquisition of subject matter organized in a related way for use, for the vital experience which is basic to the finest
type of aesthetic expression, and for the deepening
and widening of interests in man's living in the world
of people and things."  (12:8:157) - 26

14. "At six years children are seeking to understand
the activities of the home and of the neighborhood and
their relationships to the wider community."  (12:8:57) - 30

15. The fundamental nature of the recommendations
"is so obvious that the social studies in the elementary
schools can omit them only at the risk of handicapping
the pupil, either as a student or as a citizen."  (12:4:
56) - 20, 31 to 37

How to improve the curriculum
in the elementary and second­
ary schools

Recommendations

1. "Each school must decide for itself," until
evidence is available, "what stand to take in regard to
certain crucial issues that are at present highly con­
troversial."  (12:6:79)

2. It "is possible for any curriculum within the
region to lay alternate emphasis upon (a) primary and
direct experiencing in the local community, and (b)
consideration of larger areas and problems of a wider citizenship." (12:6:80)

3. Each teacher "will still need to make local applications of the general problems or principles under consideration." (12:6:80)

4. Special cases where living conditions are so bad or where maladjusted or definitely subnormal groups of children in any school are concerned must be given particular attention. (12:6:80-81)

5. Programs in large areas can be planned in advance. (12:6:81)

6. Each school system should clarify its own ideas in regard to what is "functional" in education. (12:6:81)

7. A question to be decided is whether the social studies should constitute the "core" of the curriculum? That there be two "trunk lines" - social studies and natural science? That the curriculum be completely integrated? or shall all the subjects remain separate? (12:6:82)

8. Each school system must decide for itself just where the lines are to be drawn in striking the balance between direct experience and vicarious experience, and between local community and the state, the nation and the world. (12:6:82)
9. Decision on whether there shall be differentiation in kind as well as in degree between primary and higher grades must be made. (12:6:83)

10. "More evidence is needed before types of curriculum materials can be placed at any given level with any degree of confidence." (12:6:84), (4:3:44)*


12. "A combination of group-plus-individual experiences seems to offer the most promise." (12:6:85)

13. The largest measure of interrelatedness can be secured if the experiences of the learner is "probe from many angles; light must be focused on many facets." (12:6:86), (4:4:45)*

14. Each school must weigh the advantages and disadvantages of methods now in common use since none can be proved by scientific evidence now available to be superior to the others." (12:6:87)

15. We need to re-examine the function of history in the curriculum. (12:6:87), (4:1:21)*

16. The subject matter is to be based on two broad divisions: the American culture and the culture of the
17. Modern practice chooses that American culture be the first object of consideration than the world-at-large. (12:6:92)


19. It "is in the process of adaptation of materials to local needs that the judgment of the school administrators and supervisors, teachers and laymen are needed." (12:6:94), (4:6:74-77)

20. Psychologists, various specialists in child development, and classroom teachers are needed in the adaptation of the materials to specific grade levels. (12:6:94)

21. Real experiences through simple processes, must accompany the understanding of the American culture. (12:6:94-95)

22. The curriculum should be viewed as a whole. (12:6:96), (6:2:32)

23. Planning and division of labor are needed to secure a balance of values. (12:6:96-97), (4:3:33-44)

24. The "question of available reading materials
should receive more serious attention than has recently been the practice." (12:6:97)

25. "Subject matter should be chosen also with a view to the development of scientific methods of attack upon problems." (12:6:97), (4:6:87-88)*


27. It must be remembered that method is inseparable from content. (12:6:98-99)

28. There is a necessity for constant re-examination of subject-matter content. (12:6:99), (4:11:153)*

29. There must be closer liaison between scientific studies and school practice. (12:6:99-100), (4:6:74-77)*

30. The group of pupils, their backgrounds, present interest and needs, peculiar abilities, and general life needs must be the basis for deciding upon the approach of the unit. (12:11:212), (4:11:152)*

31. We must make it "clear in our minds what can be expected of the schools and what is beyond their power." (14:6:114)

32. Students must be given "a general frame of reference," a compound of certain broad facts and principles which are important, simple, and within the grasp
of the immature mind. (14:6:114), (4:6:87)*

33. A respect for the expert in international affairs must be inculcated. (14:6:114-115)

34. That peoples and nations differ in culture and outlook must be one of the first elements in the frame of reference for world understanding. (14:6:115)

35. The principles that "individual freedom is essential to civilized society and that civilization is most creative where the individual voluntarily accepts his responsibility towards an ordered society, based on rational planning," must be emphasized. (14:6:116)

36. It must be emphasized that the United States has been a symbol of freedom. (14:6:117)

37. It must also be stressed that the United States is not alone in its stand for freedom. (14:6:120)

38. A new emphasis in all subjects must be made. (14:6:121)

39. Besides history, geography must be stressed. (14:6:121)

40. Foreign languages must be taught beyond their mere mechanics and by capable teachers. (14:6:121)

41. Arithmetic, "by a judicious choice of examples and problems can do much to further an international outlook." (14:6:122)
42. Besides stressing the facts of economic interdependence, courses "must bring out the place of such institutions as the International Labor Office in their attempts to improve standards of living throughout the world." (14:6:122)

43. Extra-curricular activities must "be increasingly oriented towards international purposes." (14:6:123)

**Grounds**

1. The decisions made will determine the direction along which the selection of content will proceed. (12:6:79) - 1

2. Similarities "among communities within a given geographical region are greater than the differences." (12:6:80) - 2

3. The advantages of this arrangement are: "more aid can be obtained from specialists; a greater degree of like-mindedness and common interest among the citizenry may be hoped for; the possibility of obtaining adequate reading and reference materials especially prepared for children of given age-levels is increased; problems of the larger citizenship as opposed to local concerns are not so likely to be neglected; adminis-
trative difficulties are lessened; and comparative studies can contribute more to the validation of content and method." (12:6:80) - 2

4. "Constant cross reference from the local to the general is desirable and possible." (12:6:80) - 3

5. "Ample opportunity for teacher-pupil planning has been discovered within general areas that are blocked out in advance." (12:6:81) - 5

6. "Planning, at least in large areas, has become accepted practice today." (12:6:81) - 5

7. "Functionality" is not the exclusive possession of any one plan of choosing or arranging content. (12:6:81) - 6

8. "Recent events on the world stage have brought us face to face with other problems of democracy - problems which we had believed could never concern us." (12:6:87) - 15

9. "The social effects of scientific discovery have had equally powerful influence; and the great contribution of quantitative thinking towards the development of modern social patterns must not be overlooked." (12:6:92)-18

10. Young children are capable of being guided to thinking critically. (12:6:97) - 25
11. "Content can never be finished, perfected, static; but must remain fluid, dynamic and subject to change with the times." (12:6:99) - 28

12. The guiding principles of curriculum development, adolescent growth, and classroom organization will also apply to different groups of children. (12:11:212) - 30

13. Schools can not be expected to turn all young people into experts in international affairs or of the Federal Reserve System, for instance. (14:6:114) - 31

14. Lasting cooperation between nations is not possible unless these differences are recognized and understood. (14:6:115) - 34

15. These are "the creative principles in Western civilization, and they find their counterpart in the best thinking of the East." (14:6:116) - 35

16. The "simple addition of a course or two in 'international relations' or in 'world history' to our already crowded curricula is altogether inadequate for the purposes of effective international education." (14:6:121) - 38

17. Every major subject can contribute something towards an understanding of the modern world. (14:6:121) - 38

18. The subject "offers unique opportunities for
the study of the distribution of raw materials or of international means of communication and their astounding development." (14:6:121) - 39

19. This offers "a valuable key to some of the imponderabilia in national character." (14:6:121) - 40

20. This will lead children to see the world as a whole and comprehend its general pattern both in time and space. (14:6:122) - 42

How to improve the curriculum in all levels

Recommendations

1. A process approach in which learners study extramiliary influences as they operate in their own life pattern must be made. (12:3:34)

2. Research in this field must deal with new and promising hypotheses and less of the traditional fact-finding nature. (12:3:40)

3. Teachers must have considerable knowledge of child life and social problems. (12:3:40), (4:2:25)*

4. Teachers must make the community in which they live and work the object of continuous first-hand study. (12:3:40), (9:2:23)*
5. It is necessary to study international affairs.  
(14:8:165)

Grounds

1. The approach is in line with some assumptions on the theory of learning as analyzed by John Dewey.  
(12:3:37-38) - 1

2. There is an urgent need for this type of research.  
(12:3:40) - 2

3. These are very necessary in our changing society.  
(12:3:41-43) - 4

4. Our new relationships to the rest of the world as shown by our cooperation with other nations during the war have made it necessary to study international affairs.  
(14:8:165) - 5

5. The degree of understanding of international relations by the youth of all nations will determine the nature of the world in which they live and whether we shall have peace.  (14:8:165-166) - 5

6. The best machinery for world peace will not function "unless the machinery is understood and the will to use it is developed."  (14:8:166) - 5
How to improve the curriculum of particular fields or subjects

How to improve the curriculum in economics


Recommendations

1. Economics should be one of the most important subjects in the curriculum. (11:6:60), (6:7:113-114)*

2. Certain persistent inescapables in economic phenomena must be included in the integrated course in the social studies. (11:7:74)

3. An integrated course in social studies "should have perspective on the vast variety of everchanging cultural techniques, procedures, and institutions actually used by man in carrying on the economic inescapables." (11:7:74)

4. The "presence of economics in an integrated course in the social studies will cause that course to reach out not only to all the social sciences but to
other sciences as well." (11:7:75)

5. The instructor must also "have perspective on the inescapables of that living as worked out in man's total cultural development." (11:7:76)

6. The underlying process of sharing goods as it interweaves with all the rest of group living must be included. (11:7:77-78)

7. Population adjustment must be understood. (11:7:78-79)

8. Understanding of the coordinating devices and institutions that work out the economic order must be attained. (11:7:79-80)

9. "As a minimum, instruction in economics and hence integrated instruction in the social studies ought to rest upon these fundamentals: (a) the biological (and cultural) causes of individual differences, (b) the biological bases of man's capacity for almost infinitely variable response to stimuli and hence the bases of his power to develop culture, (c) the biological bases for man's power to be species-stimulated in contrast to other animals who are individual-stimulated, (d) the amazing biological (and cultural) integration of man, which so profoundly influences his behavior." (11:7:83)
10. The materials taken out of the old "economics course" setting will be reoriented around actual problems. (11:8:97)

11. "The economics of the functional curriculum will be much less dogmatic regarding "principles" and "laws." (11:8:98)

12. An analytical approach must be used where instruction becomes a matter of searching for answers that fit changing economic circumstances. (11:8:98)

13. Citizens must first be acquainted with the more personal methods of acting every day in ways by which they can help themselves secure good food, good housing, good health, and good recreation." (11:8:100)

14. Economics dealing with abstract theories of value or of prices, abstract treatments of the consequences of using the "factors of production" in varying proportions, the subtler deductions of marginalism must be given only to the top 5 per cent in intelligence and for age eighteen or older. (11:9:101)

15. Economics dealing with "facts of easy observation or inference as (1) the difference between money wages and real wages, (2) the diminishing, increasing, or otherwise varying returns from successive equal addition to the
plant, the supervisory force, the laborers, or (3) the extreme specialization and division of production among men and machines now as compared with the days of our fathers, grandfathers, and great-grandfathers, can "be learned by pupils with I.Q's of 90 or higher, who knows arithmetic and the everyday facts of the world's work, that is, by the great majority of pupils in Grades X to XII, and by all who are fit to be in college." (11:9:101)

16. Even in Grades VII to IX, some economics should be learned in connection with arithmetic, geography, science, history and civics. (11:9:103)

17. The sound film may be used for portraying the various modes of production which man has passed in the course of his history like: "the primitive, food-gathering stage; the pastoral stage; the agricultural stage; the handicraft stage; and the industrial stage." (11:10:106)

18. The following graphic aids may be used to advantage: (1) Pointing to locations on a wall map; (2) Writing in on outline maps; (3) pictorial symbols on outline maps; (4) bar charts on outline maps; (5) use of dot maps; (6) pictorial symbols of different sizes on an outline map; (7) pictorial symbol units on outline
maps; (8) photographs; (9) photo montage; (10) woodcuts, etching, and paintings; (11) cartoons; (12) posters and advertisements; (13) statistical curves; (14) bar charts; (15) pie charts; (16) pictorial symbols of different sizes; (17) charts using pictorial symbol units, (18) diagrams; and (19) cartoon strip technique. (11:11:114-130)

Grounds

1. "Modern developments are making economic problems even more prominent and more pressing." (11:6:60) - 1

2. "For the successful handling of these problems in a democratic society a reasonably correct understanding of their character by people in general is imperatively required." (11:6:60) - 1

3. An "effective program of practical popular economic education would increase the efficiency with which the economic system operates in three ways: through the better management of individual affairs; through the better functioning of free private enterprise in all parts of the economy where we continue to depend on that type of organization; and through the more intelligent application of conscious social planning, or control, wherever that is found to be most advantageous." (11:6:62-63) - 1
4. These economic processes are basic and reach out to total human living. (11:7:82) - 6 to 8

5. These understandings, "added to the commonly used earth science and physical science material, could give an integrated course in the social studies not only a sure tread in its own field but also the capacity to march out, as needed, into other key areas of human experience." (11:7:83) - 9

6. This will be a good basis for thinking of more general social-economic issues. (11:8:100) - 13

7. The approach ties economic facts and principles to problems. (11:8:100) - 13

8. Duller and less mature persons are likely to get nothing from this kind of material. (11:9:101) - 14

9. There is no such thing as "capacity to learn economics" but the mind vary in interest to individuals according "as the content is words, animals, plants, dollars, rich men, poor men, fighters, workers, and others." (11:9:103) - 16

10. Economics is important to all men as citizens. (11:9:104) - 16

11. The film "can provide visual contact with contemporary counterparts of each of these historical stages of development." (11:10:106) - 17
12. The film can "provide reconstructions of ways of life of earlier periods with a high degree of authenticity." (11:10:106) - 17

13. Concrete "case studies" are possible by permitting economic analysis of varying degrees of complexity depending on the level of advancement of the class using the films. (11:10:109) - 17

14. Appropriate films can present the direct and concrete bearing of the economic principles involved. (11:10:110) - 17

15. "The value of specific and concrete illustration in economic education is readily attested by the number of pictures with which elementary texts in economics are documented." (11:10:112) - 17

How to improve the curriculum in intercultural education

Recommendations

1. We must use the three big ideas of our time: (1) the democratic way of life; (2) the religious tradition of Western culture; and (3) the findings of scientific inquiry, in dealing with our task. (16:1:7), (16:11:347)

2. The aims we hope to achieve require "the long view." (16:1:20)

3. Teachers must consider the undertaking not only a task but also as a high privilege. (16:1:20)

4. The "necessary orientation toward what needs to be taught, what direction of the program is to be, and what approach is needed in teaching and learning" must be acquired by those involved in curriculum planning. (16:2:24), (4:3:33;44)*

5. The "orientation is derived from at least four sources: social problems, student needs, philosophy, and knowledge of the science of group relations." (16:2:25), (16:5:145), (6:1:27)*, (4:6:78)*

6. "The selection and organization of content is a second important phase of curriculum planning." (16:2:25), (4:3:32)*

7. Valid criteria for selecting content must be developed. (16:2:25), (4:8:116)*
8. The third step in curriculum making concerns the "planning of learning activities, instructional methods, and materials." (16:2:25), (4:3:32)*

9. "Consideration of the psychology of learning and of ways to make learning meaningful to students is important here." (16:2:25), (4:11:152)*

10. Teachers should be able to evaluate the effectiveness of the program. (16:2:25), (4:6:74-77)*

11. The analysis of the pattern of population and its composition is the most common first step in the study of the community. (16:2:27)

12. In studying the community we need to get the more significant "facts about the dynamic relations among groups, their relative status, how they regard themselves and are regarded by others, conditions relative to employment, housing, income, education, recreation, and civic participation." (16:2:27), (16:7:206)

13. Systematic surveys must also be supplemented by teacher's observations of the community. (16:2:32)

14. Certain guiding questions for the study of the community "are helpful to focus attention on subtler features of group relations and to suggest points for study which yield most economically." (16:2:32-33)

15. The facts obtained from community study must
be correctly interpreted. (16:2:33)

16. In studying their students, teachers must not fall into the trap of stereotyping. (16:2:34), (16:9:272)

17. Teachers can study their students by observing students' responses and behavior patterns in school, on the playground, and in the neighborhood. (16:2:34)

18. Teachers can be helped by anecdotal records in studying their students. (16:2:34)

19. Teachers may study their students by observing their participation in planning activities that are within the level of their maturity. (16:2:34-35)

20. Teachers can get information from students through personal interviews. (16:2:35)

21. Teachers can study their students through their writing and discussion in an atmosphere of the classroom which encourages personal and uninhibited expression. (16:2:35)

22. Teachers can also study their students with the use of economical and formal devices like: (1) sociometric "guess who" questionnaire and social distance scales; (2) interest and attitude questionnaires; and (3) teacher-devised interest questionnaires on problems
for study in intercultural education. (16:2:35-36)

23. A combination of information derived from different sources can give the teacher a good picture of groups as well as individuals. (16:2:36)

24. "Data on academic success need to be interpreted in the light of the background data on students." (16:2:36)

25. "Data from interest inventories need to be interpreted in the light of personal observation and of students' own expression." (16:2:36)

26. Study of individual needs of students and of community patterns must go side by side. (16:2:37)

27. The study of students by teachers must be accompanied by clear purposes. (16:2:37)

28. The significance of the content or activity must be determined by asking the following questions: (1) "Does the study add to the store of the concepts and generalizations which are basic in interpreting the problems and issues of group relations?" (2) "What knowledge about groups in America is most relevant to a sensitive understanding of them and particularly to an elimination of misunderstanding and prejudice?" and (3) "What are the problems and issues which most clearly
demonstrate specific successes, conflicts, and difficulties in group relations in America?" (16:2:38)

29. An important consideration in the selection of content is to determine the relevance of the topic, idea, unit, or activity to the immediate situation for purposes of emphasis and selection. (16:2:38-39)

30. Another important consideration is to determine whether the content match the aims as directly as possible. (16:2:39), (4:8:116)*

31. Also important is to provide for a cumulative sequence from what has preceded to what is to follow and placing them on any given level. (16:2:40), (2:1:19)*

32. Attention "should be paid to the integration and relationships of ideas." (16:2:41), (6:2:35-36)*

33. Units and topics must have clear-cut and central ideas. (16:2:42)

34. The danger of establishing or perpetuating stereotypes must be avoided in selecting materials on different peoples. (16:2:43)

35. Problems in intercultural education need not be attacked frontally. (16:2:45)

36. "Curriculum pattern should not be decided apart from the question of appropriateness of a given form to a given purpose." (16:2:46)
37. The following approaches may be used: (1) The incidental approach - one which capitalizes upon an immediate incident of interest; (2) The pervasive emphasis - where there are no special focusing on topics of inter-group relations but each contact a person has with any other gives rise to opportunities to learn something about happy and cooperative living and are therefore capitalized; (3) Through specific units - where specific focusing on certain topics, issues or problems is done; and (4) A combination of the first three approaches. (16:2:46-52)

38. "A curriculum pattern should allow for continuity and consistency in content, in interpretation, and in kinds of growth fostered." (16:2:60)

39. Curriculum planning in social studies must be done in relation to the entire school program. (16:2:61), (4:2:28)*

40. "The best work is done if teachers in all subject fields in the school do co-operative planning and use co-operatively the experiences of students." (16:2:61-62)

41. In planning learning activities it "seems important to introduce at every possible point concrete, specific problems and materials of the kind which require interpretation . . ." (16:3:63-84)
42. Materials suitable for purposes of interpretation may be found within students' daily experience. (16:3:74-75)

43. Firsthand "materials should be used only at points at which they are most effective." (16:3:76)

44. "Firsthand experiences with people and in communities are all around us and can be used even in schools where opportunities for these contacts are fairly limited." (16:3:77)

45. Another technique in intercultural education is to sensitize students to values. (16:3:78)

46. Extending experiences to enlarge sensitivity and involve emotional education may be made through personal contact, literature, and frank and free expression by students concerning their reactions to peoples, their personal values, and their appraisal of ways of doing things. (16:3:80-83)

47. Efforts must be made to give a high degree of significance to students of the thing from which learning activities grow or are associated with. (16:3:83)

48. Efforts must be made to achieve a high degree of rapport among students and between students and teachers. (16:3:83)
49. The "pervasive approach" will be a very helpful approach in the elementary school. (16:4:88)

50. The use of the pervasive approach in the elementary school can be casual and relaxed. (16:4:88)

51. Similarities, not differences must be the foci of interest in the elementary school and people close to the children's daily lives are to be used frequently. (16:4:88)

52. A more positive development of the pupil's understanding of the world in which he lives can be attempted as the child moves from the primary to the middle elementary grades. (16:4:88)

53. The approach in the middle elementary grades should retain the emphasis upon similarities rather than upon differences. (16:4:88)

54. Differences can be faced as the pupils reach the fifth and sixth grades. (16:4:89)

55. In the fifth and sixth grades, attention "can be given to the children's inferences that different means queer, inferior, uncivilized, or primitive." (16:4:89)

56. Through elementary United States history and geography at the fifth grade, pupils can acquire an appreciation of all the groups that form American population and of their parts in the nation's development. (16:4:89)
57. A fundamental concept that can grow naturally from studies in history and geography in grades five and six is that of the "interdependence of groups of people." (16:4:89)

58. Questions calling for a consideration of cause and effect can be introduced particularly about the several significant and exciting movements of people who made up this country. (16:4:89)

59. A "good starting point for a study of migrations in our history would be the present-day migrations that came about during World War II and in its aftermath." (16:4:90)

60. Geography can "show that people develop in different ways, in part, because they adapt themselves to peculiarities of their environment." (16:4:90)

61. Geography can also show "the changes that science has effected in our transportation and communication." (16:4:90)

62. In the secondary school pupils "can go far beyond elementary school children in concepts, activities, and materials using the pervasive approach." (16:4:94)

63. "The study of world history offers opportunity for mature concepts of intergroup relations," in the
secondary school. (16:4:94)

64. In the secondary school students "should learn from United States history to price the principles of individual dignity, of the inviolability of human personality, and the essential oneness of mankind that have emerged from this quest." (16:4:96)

65. The following checklist of major topics for intercultural emphasis in American history in the secondary school will be helpful: (1) Europeans Colonize America; (2) Treatment of the American Indian; (3) Religious Difference in Colonial Times; (4) Principles of Declaration of Independence; (5) The Bill of Rights; (6) Compromises in Constitutional Convention; (7) Jeffersonian Democracy; (8) Immigration; (9) The peoples in America; (10) The Quakers, Mormons, and other Religious Groups; (11) Reform Movement; (12) The Negro in America; (13) Sectionalism and Slavery; (14) Treatment of Orientals; (15) Urban Living; (16) Quest for Economic Justice; (17) The KuKlus Klan; (18) Attitude Toward War Enemies; (19) U. S. Treatment of Colonial Possessions; (20) The Future of American Democracy. (16:4:107-108)

66. Secondary courses "using the materials of political science can be important instrument for bettering human relationships." (16:4:108)
67. A well-prepared occasional bulletin on topics in civics that are of personal significance and application to young people will be helpful to the teacher in promoting intercultural education in the secondary school. (16:4:108-109)

68. The materials in secondary school civics should be related continuously to problems of group living. (16:4:111)

69. Secondary school students can be made to examine the basic economic maladjustments that make for antagonism and conflicts in their economics courses. (16:4:111)

70. Geography courses in the secondary school can be used for developing respect for customs, religion, and special characteristics of peoples in different parts of the world. (16:4:113)

71. The nature of the course in high school sociology "gives many opportunities for incidental, pervasive, or unitary approaches." (16:4:114)

72. The Problems Course "provides continuous opportunities to teach human relationships." (16:4:114)

73. Secondary schools must make their own carefully considered decision regarding the teaching of separate courses dealing with selected minorities. (16:4:123)
74. "In good teaching of contemporary affairs, discussion and weighing of evidence leads to improved thinking." (16:4:124)

75. "Whatever the length or scope of the unit," it should "have within itself that completeness of learning or experience which the term implies" and "should be related to what precedes and follows it, and should not be an isolated experience." (16:5:127)

76. The materials used in the unit should be adapted to the learning level and to the interests of the children in the elementary school to insure success of human relations studies in that level. (16:5:129)

78. The approach for the elementary school should be entirely affirmative, and preferably centered in the theme of social living. (16:5:129)

79. The "units used in senior high school should culminate the study, summing up and applying all previous learning." (16:5:140)

80. "Units and programs can not be borrowed from another school and adapted willy-nilly." (16:5:141)

81. The use of units and programs must be motivated "by a need more vital than the desire to become part of a popular trend." (16:5:141)
82. The units must be developed cooperatively by the children, teachers and parents. (16:5:141)

83. The broad and specific objectives of the units must be formulated clearly and logically. (16:5:143)

84. The objectives of the units must be consistent with the means provided to attain them. (16:5:143)

85. There must be an outline of the content in the unit with the corresponding procedures necessary to expand them by the teacher. (16:5:145)

86. "The plan of the unit should include also a list of the activities through which students can make most advantageous use of the content and experience provided." (16:5:148)

87. "Each activity should be definitely related to the objectives of the unit, as well as to the content." (16:5:148)

88. Activities of the unit should be sufficiently varied to meet students' needs. (16:5:148)

89. Experiences of teachers who have already used the materials must be incorporated into the outline. (16:5:152)

90. Some sort of evaluation should always be provided in study units. (16:5:152)

91. One should not expect too much result in the evaluation. (16:5:153)
92. Evaluation of the unit should be based on the aims and the more specific objectives announced at the beginning. (16:5:152)

93. The study unit should include bibliographies for teachers and students which include suggestions for their use. (16:5:153)

94. Every class that studies a unit should add valuable items to its bibliography. (16:5:153)

95. In preparing study units, care must be taken in "homogeneous schools to avoid the impression that minority groups are necessarily the poorer groups." (16:5:154)

96. Study units in schools of the underprivileged group need not be radically different in content from those designed for more favored boys and girls, but the approach must be realistic to make ideas appear more than academic optimism. (16:5:155)

97. Emphasis in these schools of the underprivileged must be laid upon the principle that American democracy is still in the making. (16:5:155)

98. We must take into consideration that there are certain kind of teachers who wittingly or otherwise hold back progress. (16:5:159-160)
99. Plans for the unit must include devices to win the support of parents and through them the entire community. (16:5:160)

100. There must be a favorable "climate of opinion of the community, a community made up largely of the students themselves and their parents." (16:6:162)

101. There must be courage, convictions and intelligence on the part of those leading education. (16:6:162)

102. Dramatic programs may be used to promote better human relations. (16:6:167-168)

103. A good play use for promoting good human relations must have a central idea. (16:6:168)

104. "Analysis and evaluation of the basic ideas behind what the characters do and say is essential." (16:6:168)

105. "The permeation of a school program with concern for human relations is preferable to the singling out of one week and of one aspect of the total problem of intercultural relations as the focus for school activity." (16:6:169)

106. The pageant "is particularly useful as a way of symbolizing ideas." (16:6:174)
107. "The panel technique is particularly useful where the brief and pointed expression of varied viewpoints is essential for thoughtful conclusions." (16:6:179)

108. The issues to be discussed in panels must be controversial. (16:6:179)

109. If "the issues to be discussed in panels are very heated, there must be provision for audience participation and prolonged exchange of ideas." (16:6:179)

110. School government can be used for the learning of democratic human relations. (16:6:182)

111. Interracial committees or councils may be formed in a quasi-official character to deal with the problem of groups in conflict in a school. (16:6:184)

112. "There are dangers in the council approach, too, which must be met by wise leadership." (16:6:187)

113. Formation of bi-racial clubs engaged in common enterprises is helpful. (16:6:188)

114. The community may be used more extensively "as a source of information, a source of guidance for programs, and as an outlet for participation by students." (16:7:193), (9:2:23)*

115. "The survey is one way of helping students to become acquainted with the natural and human resources all about them." (16:7:206), (9:3:75-76)*
116. "Exploration of the community is frequently best when it is least formal." (16:7:206)

117. Social travel or education visit "is another activity in the community which affords intercultural insights." (16:7:208)

118. "Careful preparation for visits, including clear purposing, is essential." (16:7:209), (9:8:76-77)*

119. School visits among "children of varied religious, racial, or ethnic backgrounds must be interpreted in the light of community backgrounds." (16:7:209)

120. School visits "must also be judged in terms of purposes to be served in a particular setting and with a particular group of students." (16:7:209)

121. "Inconspicuous passage through the streets, rather than herding together," is advisable in making community study. (16:7:212)

122. "The use of consultants in the community rather than total dependence upon observation is helpful." (16:7:212)

123. Opportunities "to build better relationships among participants during the period of social travel" must not be overlooked. (16:7:212)

124. Student participation in a particular phase of
community organization is another form of community utilization. (16:7:213)

125. Helping the children of minority group members to adjust to a strange and bewildering life in the community is another way of utilizing the community. (16:7:217)

126. The use of the visiting speaker is another way of using the community. (16:7:219)

127. It is well to remember that speakers from the immediate environment are sometimes more influential than a visiting celebrity. (16:7:220)

128. The "use of visiting teachers from varied racial and ethnic groups" is very promising. (16:7:220)

129. Extra-curricular clubs may be used especially where the conventional school curriculum makes community participation difficult. (16:7:221)

130. The guidance program can promote better human relationships by helping each student to discover his own problems and to develop better skills and techniques for helping himself. (16:8:229)

131. "The first requirement for effective guidance is knowing students." (16:8:230)

132. The teacher must know that there are clear-cut and inescapable reasons why each child is unique.
133. The teacher must discover the elements in the background of each member of the class which make him unique. (16:8:231)

134. A few accepted generalizations may serve as guide posts for the above step: (1) "Boys and girls have emotional disturbances and frustrations as a result of various stages of growing up;" (2) "Boys and girls who feel that they are set apart from their contemporaries for any reason whatsoever react differently;" and (3) A boy or girl is not lazy, energetic, brilliant, dull, dirty, etc., on account of his racial background. (16:8:231-232), (16:9:264)

135. The next step in guidance is to develop workable techniques of learning about students in order to help them. (16:8:232)

136. To make an effective work in guidance, schools must "keep files on academic records, personal experiences, enlightening comments, data on home backgrounds, health records, and test results, so that teachers may refer to them to learn about individuals in a new class." (16:8:232)

137. Among the techniques which can be used for knowing pupils are: (1) through their reading and writing; (2) cooperative contacts with the home; and (3) knowing environmental relationships of individuals. (16:8:232-233)

138. "Establishing a guidance rapport between
teachers and students in their casual day-by-day relationships as well as in their planned school program" may be achieved by the teacher through a "word of praise at the right moment, a friendly nod, or a smile of approval" by the teacher who show a concern for helping them. (16: 8:242)

139. Effective guidance requires that the curriculum program of every school must be carefully re-evaluated to determine whether it meets the needs of the youth. (16: 8:242)

140. Guidance through group enterprises like working together on a project, through discussion, exchange visits, guidance from fellow students, and building a sense of security in meeting and associating with people other than those of their own group, is a very useful method. (16:8: 244-253).

141. The teacher must be able to help students in selecting courses in terms of the jobs they want. (16: 8:253)

142. "The teacher and administrator must be willing to take a stand which will be good for the child even if it is unpopular with the community." (16:8:257)

143. The favorable attitude of the administrator is necessary in guidance to promote better human relations. (16:8:258)
144. The teacher "must recognize that merely attempting to adjust students to situations which now exist is insufficient." (16:8:258)

145. Teachers must see the problems of the students in their social and economic setting. (16:8:259)

146. Teachers must themselves be free from prejudices. (16:8:260)

147. The relation of the acculturative processes to the basic concepts of race, of culture, and of social learning must be considered. (16:9:263)

148. One must understand that culture "includes all behavior, values, and emotional patterns which men learn in conformity with a group." (16:9:264-265)

149. The educator must know that the chief problem of the ethnic, and of the lower-class white and colored pupils both in learning and in personality development is acculturation. (16:9:266)

150. The educator must know that acculturation includes both group and individual process of cultural change. (16:9:266)

151. The educator must know that the "acculturated behavior at least in the first and second generations, is always a new culture, if not in form, certainly in meaning." (16:9:266)
152. The educator must "know the direction that the acculturative processes are taking in the child's own community." (16:9:267)

153. We must know that the "optimal conditions for acculturation and the relative importance of these conditions can be defined by a comparative study of the main types of situations in which acculturation occurs." (16:9:267)

154. To determine the optimal conditions for acculturation requires the comparison of communities in such a way as: to estimate the degree of relationship of the following variables of complexity of the two cultures; relative prestige of the two cultures; average social class position; relative length of residence; relative size of the two populations; intensity of contact, and degree of urbanization of the society. (16:9:267-268)

155. We must know that "acculturation involves the unlearning of the cultural habits of one's parental family." (16:9:269)

156. We must remember "that the problems of a dual system of habits and values, which become acute in the familial life of Mexican Americans, is even more typical of Chinese acculturation." (16:9:270)
157. We must know that the problem of acculturation for American Negroes "is learning habits and values more similar to the middle-class way of life." (16:9:271)

158. We must also note that Negroes face the color barrier in addition to the lower-class cultural handicaps. (16:9:271)

159. We must remember that the foreigner or immigrants and others who are trying to become middle class are men of two cultures, having conflicting dogmas, values, and prestige. (16:9:273)

160. We must know that "lower-class people show different behavior and express different ambitions from middle-class people." (16:9:273-274)

161. The public school must not freeze the educational roles of ethnic and racial groups. (16:9:277)

162. Underprivileged groups must learn in their classes how to improve their communities. (16:9:278)

163. The helpful general reading materials in this field may be classified under: (1) On the Groups That Make Up America; (2) On the Interrelations Among Different Groups; (3) On the American Negro and Negro-White Relations; (4) On Oriental Americans; (5) On Spanish-Speaking Americans; (6) On Jews in America and Jewish-Christian Relations;
164. Reading materials that will be especially helpful to children are of three categories: (1) General Informational Material; (2) Biography; and (3) Fiction.

165. Reading materials that will be especially helpful to teachers besides Americans All: Studies in Intercultural Education; and Intercultural Education in American Schools: Proposed Objectives and Methods; two books which outranks all others, may be classified under: (1) The Evidence of Research; (2) Reports of Experience; (3) Manual for Teachers; (4) Dramatic Materials; (5) Administrative Problems; (6) Teacher Education; and (7) Special numbers of Periodicals on Intergroup Education.

166. Audio-Visual aids that may be used fall under the following categories: (1) Exhibits; (2) Wall maps and charts; (3) Films; (4) Filmstrips and Slides; and (5) Recordings.

167. Additional references can be found by searching the standard bibliographical guides and other bibliographies.
168. More competent and concerned educators are needed. (16:11:344)

169. Content and activities must be "rooted in social realities and student concerns and which are directed by democratic values." (16:11:348)

170. Appraisal techniques which will measure all the objectives are needed. (16:11:349)

171. There is a need for intensive study by scientists. (16:11:350)

172. "Intensive study is also the responsibility of educators." (16:11:352)

Grounds

1. "There is simply no way of reconciling democratic living and discriminatory practices." (16:1:8) - 1

2. The religious tradition of the Western culture is "an ideology ranged on the side of decent human relationships." (16:1:9) - 1

3. Scientific evidence shows that "racism is rot and that stereotyping is simple-mindedness." (16:1:9) - 1

4. "Intercultural education can not be hurried and cannot be carried on spasmodically." (16:1:20) - 2

5. The task is worthy of our best efforts for the nation. (16:1:20) - 3
6. The needs of society and of the particular community is needed in order to gear the contemplated program to the realities of life. (16:2:24)

7. Knowledge of student needs is necessary since the purpose of the curriculum is to make changes in students. (16:2:24) - 5

8. "Clarity is also needed as to the values and philosophy" to give direction to the program. (16:2:24) - 5

9. Knowledge of the science of group relations is needed to make more sound decisions about either the content of the program or its direction. (16:2:24) - 5

10. "No matter how we teach, formally or informally, we use some content." (16:2:25) - 6

11. Organization of content is necessary so that learning may be more than an acquisition of incidental information. (16:2:25) - 7

12. This step is necessary "if students are to acquire the intended understandings, attitudes, or ways of thinking." (16:2:25) - 8

13. This is essential to a continuous improvement of the program. (16:2:25) - 10

14. This "information is most obvious and readily available." (16:2:27) - 11
15. "Adjustment in these areas is an index of good human relations." (16:2:27) - 12

16. "In these areas also lie the roots of tensions and conflicts." (16:2:27) - 12

17. Even a limited effort on their part "contributes to the reality of the program and to sensitivity of teachers." (16:2:32) - 13

18. The utility of the information is usually cancelled due to interpretation based in terms of group images. (16:2:33) - 15

19. "There are differences within the given group." (16:2:34) - 16

20. "For if the problems of young people in our culture are to be resolved, they must be resolved in the light of some conception of the good life." (16:2:37) - 27

21. "Isolated facts and ideas have little permanent value." (16:2:41) - 32

22. This will eliminate the risk of teaching a mere collection of descriptive materials. (16:2:42) - 33

23. "Sometimes the roundabout way is the only sensible way." (16:2:45) - 35

24. "The plan of organization best for any school depends on the nature of its program, the talents and
interests of its teachers, and the stage of progress in intergroup education." (16:2:47) - 36

25. Many of the objectives can not be developed in a short period. (16:2:60) - 38

26. The social studies alone can not accomplish all the objectives of intergroup education. (16:2:61) - 39

27. This will provide opportunities for the development of needed skills in thinking. (16:3:74) - 41

28. Since "any classroom with a cross section of students represents a laboratory for analyzing differences in such matters as manners, customs, superstitions, and sanctities." (16:3:75) - 42

29. No "school can afford to spend the time to teach everything through firsthand sources." (16:3:76) - 43

30. They give a sense of reality to the large body of factual material which children cannot gather for themselves. (16:3:77) - 44

31. "In human relations a cosmopolitan, emotional sensitivity is fundamental to all other learnings." (16:3:78) - 45

32. The recommendation is given from the standpoint of motivation. (16:3:83) - 47

33. The significance of good relations must be seen
first in the classroom before it can materialize. (16:3:83-84) - 48

34. There is evidence to show that prejudices form early. (16:4:88) - 49

35. This familiarity with people around them helps the young to avoid prejudice in later years. (16:4:88) - 51

36. Thus "critical and objective reasoning can be encouraged." (16:4:89)

37. "An appreciation of the historical and cultural backgrounds of all peoples, present and past, comes indirectly but surely into such topics as invasions, migrations, social and economic movements." (16:4:94) - 63

38. "Recognition by students of the multi-national and multi-racial characteristics of civilization is inevitable if history is taught as the movement of mankind." (16:4:94) - 63

39. The role of government is very important in modern life. (16:4:108) - 66

40. Economic competition is a fertile field for scapegoating, hatred, and antagonism. (16:4:111) - 69

41. "People do differ, but these differences do not make one group biologically inferior or superior when compared with other groups." (16:4:113) - 70
42. "It has unique value because of its frank recognition of the existence of problems for consideration." (16:4:114) - 72

43. There are strengths and weaknesses of this approach. (16:4:122-123) - 73

44. "Better results are achieved by progressive continuity of effort from kindergarten through senior high school." (16:5:129) - 75

45. "The majority of boys and girls step very quickly from high school into the responsibilities of adult citizens." (16:5:140) - 79

46. To determine its effectiveness and to guide the improvement of content and procedure require evaluation of the program. (16:5:152) - 90

47. The ultimate goals of intergroup education take a long time to achieve. (16:5:153) - 91

48. "The school is usually ahead of the community in intergroup understanding and relations." (16:5:160) - 99

49. School activities are of deep interest not only to students but to adults as well. (16:6:162) - 100

50. Evidence shows that this is necessary. (16:6:162) - 101

51. Of all the vicarious experiences which take
place in a school, dramatic programs are closest to real life. (16:6:168) - 102

52. The audience and actors become more sensitive to human aspirations, points of view, and values when a play has a central idea. (16:6:168) - 103

53. "The learning process in education counts for more than the perfection of an end product." (16:6:168) - 104

54. It gives opportunity to test democratic practices. (16:6:182) - 110

55. It is frequently "easier to invite the community to the school than to bring the school into the community." (16:6:219) - 126

56. Many children face problems not only those incidental to growing up but those intensified by belonging to a minority group and by accepting that status. (16:8:229-230) - 130

57. "The clue to the disturbed thoughts and feelings of individual students is often found through the use of literature." (16:8:232) - 137

58. "Writing and talking about their own feelings on prejudice or uncertainty provide young people a kind of safety value for the emotions by bringing these matters into the open." (16:8:233) - 137
59. "The force of the home is frequently stronger than the force of the school." (16:8:234) - 137

60. Other influences spring from the child's school and community environment and his previous interrelated experiences. (16:8:238-242) - 137

61. Rapport is needed to enable students to discuss their problems freely with the teacher. (16:8:242) - 138

62. "Learning to plan together, to share responsibility, and to work side by side affords excellent opportunity for students and teachers to know each other better." (16:8:244) - 140

63. The development of an adequate vocational education program is a major responsibility of the school. (16:8:253) - 141

64. Sometimes the present situation is undesirable. (16:8:258) - 144

65. "Morals, values, and methods of child-rearing are the results of the cultural and economic environments of the individual or group." (16:9:264) - 134

66. "The increasing complexity of the economic and social life of minority groups now demands a variety of types of education." (16:9:277) - 161
67. The urgent need for this group is "for more adequate housing, medical care, nutrition, recreation, and community organization." (16:9:278) - 162

68. "Excellent curriculum planning and instructional materials cannot compensate for deficiencies of teachers." (16:11:344-345) - 168

69. Much more still has to be learned regarding basic problems and issues. (16:11:350) - 171

70. There are fertile territories in education needing further study. (16:11:352) - 172

How to improve the curriculum in American history


Recommendations

1. As a group teachers of history and those concerned
with it must clarify their criteria, or principles for selecting the content by reexamination of their objectives. (17:1:12), (1:2:16)*

2. The fundamental objective of producing good citizens for the world community must be accepted. (17:1:12)

3. The teacher can begin to search for those dynamic forces, those patterns of thought, those developments most essential to an understanding of how "the American dream" took shape and substance." (17:1:13)

4. The teacher can now turn to those "details which best illustrate and clarify the conflicts and tendencies he wishes to emphasize." (17:1:13)

5. Professional historians should make "a list of those major forces, developments, and patterns of thought most essential to an understanding of American life." (17:1:13), (6:3:48-49)*

6. Research must be made on how to develop skills in critical thinking and attitudes needed for decent and cooperative living. (17:1:14-16)

7. Practice in the day-to-day activities must be given to those skills and attitudes. (17:1:15), (6:3:47-49)*

8. The teacher must concentrate on the "special
purposes American history can serve."  (17:4:61-62)

9. Probably the best time to train pupils in the historical method of study is in dealing with past events. (17:4:62)

10. American history can concentrate on a limited number of selected period, "those rich in personalities, in hopes, accomplishments, and conflicts . . . " (17:4:58-63)

11. A more thorough study in each school of its complete program, including an evaluation of the role of the social studies, is necessary. (17:4:63)

12. Curriculum experiences must be rich in opportunities for value formation and for experiences of the democratic process. (17:5:67)

13. Curricular experiences must bear an intimate relationship to the problems, tensions, and needs of young people. (17:5:67), (17:33:433)

14. Curricular experiences must help throw light upon the significant social trends, conflicts, and problems of the day - to acquaint youth with social reality. (17:5:67)

15. To develop democratic attitudes, teachers must regard value formation and democratic practice as a
central task. (17:5:71), (17:33:433)

16. More emphasis must be given on the relationship of the past and the present. (17:5:71)

17. Experiences must be related to the problems and basic needs of the students. (17:5:72)

18. To develop democratic intercultural attitudes, teachers must first recognize what the democratic philosophy means interculturally. (17:5:73)

19. As democrats we must build respect for the individual; develop associated effort and participation by all in cooperatively developing common purposes and concern; practice the method of intelligence; and foster common welfare. (17:5:73), (17:33:433)

20. We must avoid expecting that democratic intercultural attitudes can be developed by chance. (17:5:73-74)

21. In teaching democratic intercultural attitudes, we must not preach, moralize and exhort. (17:5:74)

22. In teaching democratic intercultural attitudes, we "must foster curricular experiences based on the interaction of pupil needs, social realities, and values. (17:5:74), (17:33:433)

23. Personal contacts with individuals who do not conform to popular unfavorable stereotypes of groups must be provided for students. (17:5:75)
24. Opportunities in working together with different racial groups on a common project directed toward a shared purpose must be given. (17:5:75)

25. Students must be made aware of the inconsistency between deeply felt value beliefs and one's practices as to minority groups. (17:5:75)

26. Teachers must remember that "personality reconstruc­tion which gets to the root of the maladjustments and remedies the personal or social conditions out of which the sickness of prejudice arises is a highly effective, difficult, and expensive way of changing attitudes of the bigoted or intolerant person." (17:5:75)

27. Healthy personalities must be fostered through favorable school and community conditions. (17:5:75)

28. Teachers must remember that the use of factual information on such matters as race differences, religious beliefs, etc. "are effective primarily in developing or modifying the attitudes of neutrals, and are much less effective with the deeply prejudiced." (17:5:75-76)

29. Teachers must note that factual "information on the contributions to American life of great personalities of minority groups has not yet been demonstrated to be of high effectiveness, despite its popularity as an approach
30. In developing critical thinking, we must note that there are obstacles to a rational consideration of American history like: (1) the complacent view of history and the work of the historians by many which distrusts originality; (2) inadequate preparation of teachers, and (3) the direct and indirect pressures by certain newspapers, patriotic societies, etc., upon school administrators and teachers. (17:6:79-81)

31. We must take note also that reasoned patriotism should be also a goal in the teaching of American history. (17:6:81-82), (17:14:180)

32. In teaching critical thinking, a planned use of legends, traditions, myths and misconceptions in American history is recommended for the purpose of discovering historical untruth and to develop valuable skills and intelligent attitudes in the process. (17:6:82-83)

33. Legends, myths, etc., must be frankly presented as folklore. (17:6:84)

34. Examples of legends should be presented and analyzed using the historical method. (17:6:85-86)

35. The teacher should be aware that any selection of facts and any pattern of facts is an interpretation. (17:7:98), (17:33:433-434)
36. The teacher should remember that proportion involves emphasis. (17:7:98)

37. He must also remember that conscious and unconscious assumptions will color his narrative. (17:7:98)


39. The teacher must remember that the newest interpretation is not always the best. (17:7:99-100), (17:8:103), (17:33:434)

40. The "student and teacher should be concerned with the most searching and enlightening interpretations, old or new, for the various aspects and periods of American history." (17:8:103)

41. There is a need for selection and some principles of choice in defining the field of cultural history that must be taught. (17:13:157)
42. Defining the field of cultural history that is to be taught is in part "a matter of practical possibilities, of available time and materials, of the interests and preparation of the teachers. (17:13:157)

43. Studies which do nothing but list names and titles and memorize adjectives of literature, painting and music should not be "jammed into an already crowded program." (17:13:157)

44. In teaching cultural history, there "must be reasonably adequate materials including visual and auditory aids." (17:13:157), (17:33:435)

45. Merle Curti's The Growth of American Thought, which shows in historical development the relation of American thought to the whole social milieu, is a number one requirement for reading for the teacher in this field. (17:13:158)


47. In teaching cultural history, it "is particularly necessary in connection with music to see American developments in their relation to development in Europe." (17: 13:167), (17:33:435)
48. In teaching cultural history, there are some significant works in general cultural history which will be helpful to the teacher. (17:13:168)

49. Literary anthologies provide a short cut both for guidance and for newer emphasis and viewpoints in the teaching of cultural history. (17:13:169)

50. The "planning of courses in American history and in world history, and the instructional purposes toward which both are directed, would benefit by joint planning." (17:14:176), (17:33:435)

51. It seems very desirable "to review both what we said about other nations, and the way in which we have said it - and to make some revisions." (17:14:177), (17:33:435)

52. More attention should be devoted to the history of the Americas in at least one of the four levels - say in the senior high school. (17:14:177), (17:33:435)

53. Parallels and contrasts between the United States and Canada, and between the United States and Latin American countries must be made. (17:14:177)

54. There is an urgent need for systematic planning of the treatment of international relations, especially in secondary schools and junior colleges, and in adult public-information programs. (17:14:179), (17:33:436)

55. There is also a need for joint planning of American history and International Relations courses.
56. There is still need for separate treatment of American history and courses in government. (17:14:183), (17:33:436)

57. The "treatment in ninth-grade civics and twelfth-grade modern problems that brings political, social, and economic institutions and issues into close relationship" should be cause for satisfaction. (17:14:183)

58. Constant revision of the courses in civics and modern problems according to changes and needs of society is also necessary. (17:14:183)

59. The "articulation of civics and problems courses both with history and with each other needs constant attention." (17:14:183)

60. One must remember that in "government as in history, planned repetition can have teaching value; while unplanned repetition can not only waste time but kill interest." (17:14:183)

61. More of the content and concepts of geography must be introduced into the courses in American history and modern problems. (17:14:185), (17:33:436)

62. There is a need for "strengthening the geography offering, especially in human geography, presented with
interpretations and attentions to relationships, of colleges and graduate schools." (17:14:186)

63. Teachers of history must have the necessary background in economics. (17:14:189), (17:33:436)

64. As "the secondary-school curriculum is now organized, more systematic teaching and learning of the economics that should be included in general education would seem clearly to belong in the twelfth grade", either in a separate course or with the modern-problems course. (17:14:189)

65. "The treatment of sociology and social problems in an integrated social science course in the ninth-grade general civics and twelfth-grade modern problems seems reasonable, if the social studies program as a whole can be so planned as to avoid wasteful or otherwise undesirable repetition, and if articulation of such courses with American history can be provided." (17:14:191), (17:33:436-437)

66. "The extent to which teachers of American history may draw on literature depends in part on limitations set by the special aims of the course." (17:15:192), (17:33:437)

67. The aims of American history "may be well served on occasion by a joint historical and literary approach." (17:15:192-193)
68. Proper training of teachers must take into account the fact that history and literature have much in common. (17:15:193)

69. "The fusion of the courses in American history and American literature is worthy of further thought and experimentation." (17:15:194)

70. The true fusion course would necessitate a fusion of objectives. (17:15:194), (17:33:437)

71. There are significant resources on literary content which should be called to the attention of teachers like Vernon L. Parrington's Main Currents in American Thought; Merle Curti's The Growth of American Thought; and others. (17:15:195)

72. "The use of historical fiction should be distinguished from the use of literature which appeared as a real expression of the life of a given period." (17:15:195)

73. "By and large, history teachers may be well advised to exercise skepticism and critical judgment in the use of historical fiction." (17:15:196)

74. "The American novel of social significance assuredly deserves the attention of the teacher of American history." (17:15:196)

75. "The rich fund of Americana in the form of folk
songs, ballads, and other native music should be regarded as a resource for American history classes." (17:15:197), (17:33:437)

76. The "most successful utilization of musical resources will probably be effected by a working arrange­ment between the history and music teachers." (17:15:197-198)

77. The teacher should know that there are a number of well-selected song collections that may be useful to him. (17:15:198)

78. Musical lore can also be used for its motiva­tional value. (17:15:199)

79. The "successful utilization in American history classes of resources in the field of art depends on such factors as time allotment, teacher competence, inter­departmental cooperation, and general objectives of the course." (17:15:200)

80. "Choices must be made" in the use of painting and other graphic arts, "often on grounds of competence or interests of teacher and class." (17:15:200)

81. "Certain ways in which American history may articulate with the arts are:" (1) "The artistic record of the American past and the American scene may be drawn
for its reportorial value. (2) In a study of the development of American culture, the relation of artistic expression to political, social, and economic forces active in various periods may be stressed. (3) The various moods and attitudes of artists who are interpreting the contemporary scene may be used to determine or illustrate some of the social, economic, and cultural cross-currents of our times. (4) The increase in popular interest in the arts, the advancing standards of appreciation, and the wider base of general acceptance of all artistic expression may be taken as a vindication of the democratic belief in the efficacy of education and the improvability of the common man." (17:15:201), (17:33:437)

82. The social consequences of improvement in science, "subject to analysis in terms of values, are the proper concern for historians as social scientists." (17:15:203), (17:33:438)

83. To achieve proper interrelationships in the curriculum there must be over-all planning in all areas of the curriculum. (17:16:206), (17:33:438)

84. To achieve proper interrelationships in the curriculum, choices must be made "with due attention to the requirements of scholarship, to the needs of demo-
ocratic society and of the youth, to the interest and backgrounds of individual students and teachers, and to available learning and teaching resources." (17:16:206)

85. There is sound basis to encourage diversity in organization and in teaching, and in learning materials and procedures. (17:16:206), (6:3:49)*

86. Much direct and firsthand experiences must also be used. (17:16:207)

87. We must remember that the "professional equipment need for teaching the separate subjects and correlated or integrated program is much the same." (17:16:207)

88. Specialization in subject matter content on the part of the teacher is desirable. (17:16:207-208)

89. Two aspects of interrelationship which should be abundantly illustrated are: the richness and many-sidedness of American civilization, and the basic unity of American history and the history of the rest of the world. (17:16:208)

90. The person concerned with the problem of articulation must acquaint himself with previous studies in this area to orient him of the scope and importance of the problem, and of the standards of selection and organization of materials. (17:17:212)
91. One approach to articulation is the mechanical method, which is the proper assignment of topics or content to the different levels to avoid useless repetition. (17:17:213), (17:33:438)

92. Another approach to articulation is psychological, which is concerned with the ascertaining of the suitability of content and experiences in relation to the capacities, interest, and maturity of the groups for whom these are intended. (17:17:213), (17:33:438)

93. The psychological approach to articulation "requires a trained staff, resources adequate to carry on extended experimentation, and the devising of better instrument of evaluation." (17:17:214)

94. Middle-grade teachers and the junior-high school teachers in a given system must meet and plan together; with the former group informing the latter what they have tried to accomplish. (17:17:229-230), (17:33:439)

95. Students may be required to use some of the information supplied by the previous course. (17:17:230)

96. To refresh pupils' memories in regard to material they once studied, the setting of a new problem in an old context can be done. (17:17:230)

97. Junior high school classes with no previous
experience with American history may (1) "begin with the type of course that the usual middle grades employ and then go as much farther in the usual junior-high curriculum as the time and ability of the class permit, or " (2) "use the regular junior-high course as a base and to fill the needed background by the use of middle-grade content and texts as supplementary reading." (17:17:230-231)

98. Students with different backgrounds of instruction in American history may be grouped into classes or sections on the basis of exploratory tests of information and ability. (17:17:231)

99. Slower students should be supplied with materials they can read, but they must also be supplied with a wide range of learning experiences that they can share with the quicker students. (17:17:231)

100. There must be observation at regular intervals between teachers of the middle grades and junior high schools. (17:17:231)

101. Administrators must also observe other schools besides their own. (17:17:231)

102. The record-keeping in every local system must be revised to fit with whatever growth-pattern has been established. (17:17:232)
103. The entire faculty of a school—administrators and teachers at all levels—must work on the problem of articulation cooperatively. (17:17:232)

104. When dealing with the problem of articulation, one must remember that it is impossible and unwise to attempt to draw up patterns of content for different grade levels that will fit the country as a whole. (17:17:232)

105. The pattern of articulation of content must be worked out by consultation, experimentation, evaluation, and adjustment by all concerned. (17:17:232), (17:33:439)

106. The psychological approach to articulation will be concerned with studies in the development of abilities in reading, quantitative, and relational thinking. (17:17:235), (17:33:439)

107. To improve articulation between junior and senior high school, there must be "a careful planning of the work through the elementary grades and junior high school, as one well-articulated combination which will still recognize significant differences in the treatment of American history content in successive groups of grades." (17:18:255)

108. "The improvement of the senior-high-school course in American history . . . must be in full recognition of the fact that it deals with a field which has been
covered with more or less success by the same pupils a few years earlier." (17:18:255)

109. "Intensive studies of the actual and desirable treatments of particular periods, topics, and problems in American history, running through all the levels of that subject in which they may be treated (not neglecting non-history courses in which they may be touched also), would supply much-needed details of data and suggestions on which improved articulation could be based." (17:18:256), (17:33:439)

110. "In addition to investigations which have a specific subject-matter connection with American history, there are needed investigations of pupils' capacities and skills and of teaching and learning procedures related to them, applicable to American history as well as to other courses." (17:18:256), (17:33:439)

111. Makers "of courses and textbooks should state, more often and more explicitly than is now generally the case, how the courses and books or particular units in them are planned to fit the particular level intended and to differ from or dovetail into related treatments on other levels." (17:18:257), (6:3:49)*
112. One approach to articulation between the senior high school and college is to differentiate the content of an elective freshman or sophomore survey of United States history from that offered in the high school. (17:19:263-264), (17:33:439)

113. Another approach to articulation between the senior high school and college is to absorb the American survey into the larger synthesis of a history of Western Civilization. (17:19:264-265), (17:33:439)

114. A promising approach to articulation in college is to concentrate upon differentiating, through placement tests, between the students who are required to take a survey course in American history and those for whom it is optional. (17:19:265), (17:33:439)

115. The problem of articulation can also "be solved by the adoption of the 6 - 4 - 4 plan of educational organization with consequent modification of the history-social studies program." (17:19:265), (17:33:439)

116. More real agreement upon the ends of secondary and collegiate education can help in dealing with the problem of articulation between these levels. (17:19:266)

117. There must be more clarity of thinking and effectiveness of organization in relating means to ends when dealing with the problem of articulation. (17:19:266)
118. Perhaps the best solutions to the problem of articulation are those "in which society's interest in securing the best possible general education for everyone is combined with the individual's right readily to demonstrate its attainment." (17:19:266)

119. The following principles must be applied in meeting the problem of providing for ability groups in an articulated American history program from the elementary school through college: (1) "Studies of young people at all grade levels reveal a wide range in ability and pronounced difference in personality, experience, and interest;" (2) "Since it is obviously impossible to study everything in American history, a selection of content must be done;" (3) "In many school systems pupil-teacher planning techniques provide for the individual differences among pupils;" and (4) "The use of a diversified program of activities, readings, and testing instruments enables teachers to provide for a great range in ability and interest." (17:20:267-268), (17:33:439)

120. Instruction must be adapted to small ability groups within a heterogeneous class or grade. (17:20:268), (17:33:439)

121. To provide for ability groups, the history
curriculum can be organized "as a series of units and then articulating the large units to avoid repetition." (17:20:271)

122. To provide for ability groups, the "program in terms of large units can be determined for each level with many more activities provided for each grade than can be studied during one year." (17:20:271)

123. A suggested procedure for ability groups includes the following: (1) Making pupils study a brief introductory narrative of the period of American history for the purpose of acquainting the pupils with the "stream of history" with which they are concerned in the course; (2) This narrative suggests the chief events, movements, and personages in this field of study, and provides a basis for discovering the aspects in which each student is most interested; (3) The teacher explains that knowledge of this narrative is a prerequisite to more extensive individual reading that students will do according to their interest in the classroom library; (4) A sufficient amount of interesting reading material should be provided; (5) Class time is provided during which pupils indicate the aspects of the narrative in which they are most interested; (6) Pupils with comparable abilities and interests work on aspects of the narrative selected by them with the guidance of
the teacher; (7) When one committee has completed its work, reports are given to the entire class in the form of a panel discussion; (8) The teacher makes it clear that all members of the class will participate in the discussion of the material; (9) Time is given at the beginning and during the study of the narrative to survey the possibilities of selecting unit titles to be studied; and (10) A testing program of a diversified nature is used. (17:20:272-276)

124. To provide for ability groups requires well-trained and patient teachers, well-equipped classroom and democratic school administrators. (17:20:276)

125. To provide for ability groups, teachers of the different grade levels must meet regularly to consider common problems. (17:20:277)

126. A system of pupils recording must be devised and used to advantage by teachers. (17:20:277)

127. The study must be "enlarged in certain scenes into a western world setting and contracted in others into the locality, the state, or the region."

128. Local, state, and regional history must be integrated with the great movements that are stressed in American history. (17:26:341), (6:10:141)*

129. "The best state histories should be in each
school library so that pupils can make use of them as often as possible." (17:26:342), (6:10:143)*

130. "Books that should also be available are the regional studies such as the best standard works on western and southern history for those regions and those of the Rivers of America series and the American Lake series." (17:26:342)

131. "The most easily available state sources are the publications of the state and local historical societies." (17:26:342), (6:10:143)*

132. "Another way of enriching the American history course is to use biographical material and historical fiction pertaining to one's own state or region." (17:26:343)

133. "Reading the back files of newspapers is another source of enjoyment and profit for the high school pupil." (17:26:343)

134. Old letters, diaries and relics of long ago have a use in the classroom and perhaps can be a nucleus for a school museum. (17:26:343)

135. "Field trips and excursions are another useful device for enriching American history." (17:26:343)

136. "Trips to museum are useful; especially when
materials applicable to a unit of instruction are collected and displayed." (17:26:343)

137. The findings of students' research and their writings can be made use of by arranging their publication in the school or local newspaper. (17:26:344)

138. The establishment of a local history club for pupils especially interested can be another source of motivation. (17:26:344)

139. Historical societies must publish materials specifically for young people, through the establishment of junior historical societies. (17:26:345), (6:10:143)*

140. To facilitate the integration of state history with national history a chart containing the criteria for selection of units to be integrated must be made. (17:26:346), (6:10:143)*

Grounds

1. Once this objective has been accepted, the teacher of history has at his command a principle for selecting the content. (17:1:12-13) - 2

2. Such a list would free teachers from the rigid outlines of the textbook. (17:1:13) - 5

3. The presence of the Problems Course has freed American history to emphasize the present. (17:4:61) - 8
4. American history is no longer required to cover everything in the text. (17:1:61) - 8

5. Students' "feelings, prejudices, and opinions are less apt to interfere." (17:4:62) - 9

6. By doing so "a sense of perspective and continuity will be developed in the students, while at the same time they will be given the opportunity to see in these carefully detailed studies the complexities of past situations and the impact of human qualities of character on the solution of such situations." (17:8:62) - 9

7. Enrichment will come from closer correlation among subjects. (17:4:63) - 11

8. The recommendation is supported by studies in education. (17:5:67) - 12

9. The recommendation is supported by studies in education. (17:5:67) - 13

10. This is another heavily-stressed insight in curriculum-making. (17:5:67) - 14

11. Such approach has not been given much effort to succeed since the current emphasis is toward more factual learning. (17:5:68-71) - 15

12. Present practices have neglected this important aspect. (17:5:71) - 16
13. The measure is oftenly ignored in American history teaching. (17:5:72) - 17

14. These recommendations are based on the study of what educational technicians believe to work and the testimony of educators. (17:5:75) - 23 to 29

15. It is "a definite obligation" of the teacher "to diminish the confounding of myths and legends and tradition with truth and to examine historical misconceptions in the light of recent scholarship and newer interpretation." (17:6:83) - 32

16. This measure will "prevent that type of cynical attitude toward all American achievements which sometimes results from well-intentioned but sentimental, nationalistic, or ill-informed teaching." (17:6:85) - 33

17. "Children in dealing with such materials become aware of bias, prejudice, exaggeration, propaganda, suppression of evidence, lack of sufficient sources, differing types of documents, - the genuine, the outright invention, the cheating document, the garbled document, - and factors affecting the reliability of testimony." (17:6:92) - 34

18. "Many an older work remains the more reliable." (17:8:103) - 39
19. "Each generation of historians tends to rewrite history, not only in terms of new materials, but in its own image." (17:33:434) - 39

20. "The book indicates many new interpretations and emphasis. The bibliography, by chapters, with critical annotations, and sixty-two pages in length is the only one of its kind and is invaluable." (17:13:158) - 45

21. American history is obviously a part of world history. (17:14:174, (17:33:435) - 50

22. "When each is planned separately, as has been the case in the past, each loses perspective, and each loses part of its truth." (17:14:176) - 50

23. The traditional treatment of some countries tends to be less objective. (17:14:176-177) - 51

24. This measure might sharpen understanding of our own development and institutions. (17:14:177) - 53

25. Our commitment to participation in United Nations agencies makes this need obvious. (17:14:179) - 54

26. There are inadequacies in the present treatment of international relations. (17:14:180) - 55

27. The measure is necessary for the interest of peace and international understanding. (17:14:180) - 31

28. American history can not systematically explore
"the organization, functions, and problems of government in complicated modern society." (17:14:183), (17:33:436) - 56

29. Economic, political, and human geography are closely related to history. (17:14:184), (17:33:436) - 61

30. The well-informed teacher remains the key factor in the situation. (17:14:186) - 62

31. "The significance of the economic factors in American life should be dealt with in American history." (17:14:189) - 63

32. American history "provides background without which the teaching of sociology or social problems would appear to be difficult." (17:14:191) - 65

33. There are administrative problems, questionable instructional competence, and difficulties of organization of content to be considered. (17:14:194) - 69

34. "The extent to which teachers of American history may draw on literature depends in part on limitations set by the special aims of the course." (17:33:437) - 70

35. "There is such a wide range of authenticity among so-called historical novels that the use of each becomes a study in itself." (17:15:195) - 72

36. "Either in a reportorial function or as an expression of the spirit of an era it may have real importance." (17:15:196) - 74
37. In the "words and lyrics of bygone songs, we find reflected much of the social, cultural - and even political and economic - scene of the age." (17:15:197) - 75

38. The competence of the American history teacher is likely to be limited. (17:15:197) - 76

39. "There is the added limitation of available time." (17:15:197) - 76

40. Painting and the other graphic arts "are important sources of historical information and serve usefully in any valid assessment of the spiritual and cultural emphasis of a given period." (17:15:200) - 79

41. The social implications of the A-bomb for example are too horrible to contemplate, that is why we must contemplate them to enable us to arrive at a positive solution. (17:15:204) - 82

42. "The story of science is part of history, and the development of science has changed modern civilization." (17:33:438) - 82

43. The numerous differences imply the need for flexibility. (17:15:206) - 85

44. This measure will enable the teacher to meet the needs of pupils who have wide range in background. (17:15:208) - 88
45. This approach is "more clear-cut and definite; it is easier to administer." (17:17:213) - 91

46. The problem if solved, will make matters regarding repetition and omission relatively easy to handle. (17:17:213), (17:33:438) - 92

47. In this way the social situation for the lower-ability pupils would remain normal though separate reading instruction would necessarily be provided for them. (17:17:231) - 99

48. These are invaluable in developing mutual understanding and sympathy among them. (17:17:231-232) - 101

49. The recommendation is based on the known facts of variation in many factors. (17:17:232) - 104

50. The "extent to which the problem exists is highly a personal one, varying from student to student." (17:19:266) - 118

51. "Failure to apply these generalizations results in the presentation of a narrow, traditional subject matter curriculum with identical content and the same teaching techniques for all pupils." (17:20:268) - 119

52. There are comparatively few homogeneous classes in American history. (17:20:268) - 120

53. The value of this kind of grouping is not questioned in educational literature. (17:20:268) - 120
54. "Such a plan provides for an articulated pro-
gram and also gives pupils some choice regarding units
and activities which they will study." (17:20:271) - 122

55. The purpose is to enable teachers to know their
pupils before they come to the first class period. (17:20:
277) - 126

56. The problem of surveying the same general picture
will still remain even with the differentiating of instruc-
tion on the basis of content, chronology, and study skills,
as suggested by the Committee on American History in
Schools and Colleges. (17:26:340) - 127

57. Many of the "weaknesses, stresses, and danger
signals in our American life are local and every section
of our country has its regional problems that must not be
neglected. (17:26:340) - 127

58. This will make them "real and enriching material
for the broad picture of the development of American life."  
(17:26:341) - 128

59. "Textbooks on state history are often inadequate
and elementary." (17:26:342) - 129

60. The units are to be selected on the basis of
national history. (17:26:346) - 140

61. Studies show that from the standpoint of knowledge
of subject matter an integration of any state history
with American history can be taught satisfactorily. (17: 26:347-348) - 140

How to teach critical thinking


Recommendations

1. Critical thinking should be given a prominent place in the school program. (13:1:41), (13:3:94)

2. Instruction may be done through ordinary classroom procedures like assigning pupils one report which is to be completed step by step during the course of a semester in line with the orderly steps taken in critical thinking. (13:1:42), (13:3:94-95)

3. Such instruction should include the use of specially prepared exercises in combination with the preceding procedure. (13:1:42)

4. Emphasis is best attained "when the teacher clearly recognize critical thinking as an objective of instruction and plan his program accordingly." (13:1:43)

5. Teachers should experiment as to grade placement of skills to be taught. (13:1:43)

6. The teaching of critical thinking should be coordinated with similar instruction in other areas. (13:1:43)
7. "We should provide an opportunity for each pupil to use critical thinking procedures in extra-curricular activities." (13:1:44), (13:3:94)

8. Pupils should be encouraged to apply critical thinking procedures in out-of-school situations. (13:1:44), (13:3:93)

9. The pupils must be sensitized to "problem situations" in school and community life by the teacher through critical questions, through classes for student leaders on critical thinking about the school, and through checklist surveys of student and school condition." (13:3:95-99)

10. The pupils must be helped to collect and evaluate information, consciously and critically regarding school and community living through ingenious devices for getting information from sources other than books for the evaluation of evidence at the verbal level. (13:3:103-111;120)

11. Pupils must be helped to develop skill in group planning and in social action by thinking "through the problems of developing and administering a project, and of carrying thought into action by the group." (13:3:121)

Grounds

1. The "best way to achieve an objective is to
provide instruction to that end." (13:1:41) - 1

2. Abilities, needs, and interests of pupils at any given level are distributed over a wide range. (13:1:43) - 5

3. "The procedures of critical thinking are not peculiar to the social sciences." (13:1:44) - 6

4. There will be greater carry over into other situations as the pupils become conscious of the process. (13:3:95) - 2

5. "Practice does not make perfect except as there is close attention to the skills practiced." (13:3:95) - 2

6. These activities provide the pupil to apply what he learns in the classroom. (13:1:44) - 7

7. Most of the pupil's information and judgments regarding the social order apply to out-of-school situations. (13:1:44) - 8

8. The hearty and perplexing reality of these experiences enhances their educative value. (13:3:93) - 7

9. Lack of application in this area is a major obstacle since the prestige of academic learning is still too much with use. (13:3:94) - 8

10. "Developing sensitivity toward the many concrete situations about which one may think constructively is the first step in critical thinking." (13:3:99) - 9
11. "The school has a real opportunity to provide critical thinking in this area, and in a manner that has direct carry-over value in adult life;" (13:3:104) - 10

12. Many "rightminded citizens, sensitive to social issues and needs, are inept and ineffective because of lack of skill in planning and carrying out group enterprises." (13:3:111) - 11

**How to provide for individual differences**


**Recommendations**

1. Individual differences must be acknowledged and utilized. (15:1:1), (15:2:15), (15:3:31)

2. No "Standard set of educational experiences or method can meet the needs and interests of all individuals or indeed the requirements of any grade or age group." (15:3:31), (5:13:181)

4. "The individual must be evaluated in terms of his own capabilities rather than in terms of the needs of society." (15:3:31), (15:4:38), (15:12:99)

5. At the moment much responsibility must be placed on the teacher in evaluating his students. (15:3:32)

6. "Most of the crucial experimentation on problems relating to the social studies and individual differences remains to be done . . ." (15:3:32)

7. The needed experimentation "must be careful, critical, safeguarded, and continuous." (15:3:32)

8. The experimentation must "be done by those who come into direct contact with the children involved." (15:3:32)

9. There is a great need for cultivating flexibility, openmindedness, tentative-mindedness, and experimental-mindedness. (15:3:32)

10. Teaching "in the social studies is challenging and should never become slavishly routinized." (15:3:32)

11. There must be a stimulating environment for learning consisting of: (1) a socially sensitive teacher who has real affection for children and who understands them
and their differences; (2) a flexible seating arrange-
ment; (3) variety of learning materials and; (4) a multi-
tude of challenges to participation in the school and in
the wider community. (15:4:34)

12. Challenging purposes for individual study and
participation must arise from this stimulating environ-
ment. (15:4:34)

13. There must be "democratic pupil-teacher planning." (15:4:34)

14. Each pupil must be busy individually and in
small groups with investigations and other learning projects
which may involve several sources of social and other
information. (15:4:35)

15. Evaluation must be "a cooperative matter with
teacher and pupils working together." (15:4:35)

16. "The development of wholesome human relations
is important in providing for individual differences." (15:4:38)

17. Each student must make some contribution to
the total group effort in terms of his own capacity.

18. Classroom discussion must be for all. (15:5:43)
19. A test with dual objectives - one the acquisition of a body of facts, the other the demonstration of power to use facts - must be constructed. (15:5:43), (15:15:199;201)*

20. The test should be able to differentiate or discriminate pupils of varying abilities and to measure individual power. (15:5:43-44), (2:2:104)*

21. Evaluation techniques to measure objectives other than the acquisition of information must be constructed. (15:5:44), (5:15:199;201)*

22. The reporting of grades should be made in relation to all important objectives. (15:5:44)

23. The material to be given to slow learner must be of "recognized value to the student as a means to a better life, economically, socially, or to provide for a more enjoyable leisure." (15:7:56)

24. The material for the slow learner must be within his reading ability. (15:7:56)

25. The material for the slow learner must provide "for such modes of learning as imitation and memory as well as judgment and reasoning in which low-normal pupils are less competent." (15:7:56)
26. The material for the slow learner must provide "for the limited powers of sustained attention by arranging shorter units of work and dividing each class period into two twenty-minute procedures that differ decidedly from each other." (15:7:56), (5:13:181)*

27. The material for the slow learner must provide "for the wide range of ability to grasp meanings and interpret materials by having some material on each unit that is elementary as well as some that is as difficult as that used by average pupils of the grade level." (15:7:57)

28. "Many of the purposes of education in a democracy must be the same for the able learner and the slow learner." (15:9:72)

29. The rapid learner should be helped to "formulate a working philosophy of democratic living." (15:9:73)

30. The material for the rapid learner must be interesting and accurate." (15:9:73)

31. Materials for the rapid learner "should be presented on a qualitative rather than a quantitative basis." (15:9:73)

32. The organization of material for the rapid learner should be adapted to the group. (15:9:74), (5:13:181)*
33. In dealing with the rapid learner, it "should be clear that successful entrance to and graduation from college constitute no real measure of success in terms of all the goals toward which educators are working." (15:9:77)

34. Success in providing for the rapid learner requires "continued study, thought, evaluation, and revision of purposes, methods and materials in the social studies." (15:9:77)

35. Various activities that can supplement reading are: (1) First-hand experience; (2) Motion and still pictures; and (3) Exhibits, excursions, radio, graphs, collection, comics, cartoons, travel folders and interviews. (15:10:80)

36. Skills must be developed as part of the regular assignments. (15:12:95)

37. The teacher must provide for various levels of performances in each type of study skill. (15:12:95)

38. Teachers may vary their approaches but it is imperative that they have an adequate command of the skills which they are seeking to teach. (15:12:95-96)

39. The lack of elaborate supplementary aids should
never be used as an excuse for not teaching study skills. (15:12:96)

40. The textbook may be used as starting point by the teacher in developing skills in finding information. (15:12:96)

41. The habit of using reference materials beyond the text should be continually encouraged. (15:12:96)

42. In teaching organizing information, emphasis should be placed on the meaningfulness of the organization to each pupil rather than the specific form which it should follow. (15:12:96-97)

43. The evaluation of information by the students requires the practice of higher and relatively more mature mental processes, although simpler aspects of criticism may be used as early as the intermediate grade level. (15:12:97)

44. "The skills of finding, organizing, and evaluating information should be focused constantly upon the final step, namely, using information." (15:12:98)

45. "Dramatizations and projects of various kinds are particularly suitable in the elementary and early high school grades where learning is more dependent on direct rather than vicarious experience." (15:12:98)
46. Evaluation must be diagnostic in nature rather than "final examination type." (15:12:99), (2:11:209-210)*

47. Actual situations should be preferred to pencil and paper type when evaluating skills. (15:12:99)

48. Audio-visual aids must be used in individualizing instruction. (15:13:100)

49. The school field trip must be taken in connection with and closely correlated with the topic being studied and must furnish an opportunity for the individual to express himself according to his peculiar abilities. (15:13:103)

50. The school field trip should be a cooperative endeavor among pupils working in committees. (15:13:103-104)

51. Field trips need not be expensive nor extensive. (15:13:104)

52. In utilizing objects, specimens, and museums, activities may be arranged according to pupils' abilities and interests. (15:13:105-106)

53. To individualized instruction, pictures, slides and cartoons that are presented in class must be carefully studied by the students. (15:13:106-107)

54. Symbols used in graphic aids like charts, dia-
grams, graphs and maps must be interpreted to the students. (15:13:107-108)

55. Construction activities must contribute directly to an understanding of some important concepts or process of social life, must be guided by and be a stimulation to critical thought, and must be authentic. (15:13:108)

56. "The film can be used to introduce a unit of work, to illustrate some specific aspect of the unit, or as a review device to conclude the unit." (15:13:109)

57. Students should be given special training in techniques of listening to radio programs and radio transcription. (15:13:110-111)

58. The preparation of courses of study and syllabi can not be approached in isolation since it is integrally related to curriculum organization, the classroom environment, and the general atmosphere which pervades teacher-pupil and pupil-pupil relationships. (15:15:147)

59. In preparing courses of study, realistic efforts must be in the extent to which information results in changed behavior. (15:15:147)

60. In preparing courses of study, a consistent and unified point of view for an entire school should be developed. (15:15:148)
61. A course of study or syllabus should be a source book and not a prescription of what to teach. (15:15:149)

62. In preparing courses of study, all teachers should be encouraged to exert initiative, creativity, and originality. (15:15:149), (4:4:55)*

63. Curriculum improvement must be continuous process. (15:15:149), (4:6:74-75)*

64. Development of social competence should include experiences not usually thought of as belonging to history, geography, etc. (15:15:149), (4:4:55)*

Grounds

1. "The supreme task of social education is that of building effective human relationships among many kinds of differing individuals." (15:1:1) - 1

2. "It is an assumption in a democratic society that human welfare is promoted and protected as each individual develops his unique talents and makes his contribution to the work of the social group." (15:1:1-2) - 1

3. Attempts "to organize homogeneous groups on the basis of one characteristic alone fail not only to produce homogeneity, but may result in forming groups who differ more widely in other characteristics." (15:2:15-16) - 1
4. "Recognition of the individual differences which exist in all classroom situations enables the teacher to plan activities and select content material to meet the needs of various members of the group." (15:2:16) - 1

5. "Indeed careful consideration of the factors influencing individual differences reveals clearly that the same curriculum or method may produce quite different results in different individuals." (15:3:31) - 2

6. "Without evaluation we do not know where we stand; it is utterly essential for optimal development." (15:3:31) - 3

7. The "objectives sought for the group, or the individual, can be reached only by utilizing the potentialities of the individual." (15:3:31) - 4

8. The "educative process continually modifies the total picture including the attitudes, interests, needs, and potentialities of the growing boy or girl." (15:3:31-32) - 4

9. Valid "objective measuring instruments for social responsiveness, communal behavior, leadership, group cohesion, and social development are for the most part nonexistent." (15:3:32) - 5

10. In "the past we have largely relied on theori-
zing, philosophizing, and a priori judgments which are almost certain to lead to errors for they stem from an incomplete and inadequate matrix." (15:3:32) - 6

11. This is necessary because of the rapidly changing world and the equally quickly changing child. (15:3:32) - 7

12. "The opportunities offered for such development by the social studies are unmatched." (15:3:32) - 9

13. The goals and stakes in dealing with individual differences are great. (15:3:32) - 10

14. "The purposes of the individual pupil and the group becomes the motives for learning of social studies materials." (15:4:34) - 12

15. The "study of social relationships is highly motivated since pupils feel responsibility for carrying out plans they have helped to make." (15:4:34) - 13

16. Pupils do not have the same ability and they cannot reach one predetermined standard. (15:5:40) - 2

17. Flexible assignments require a variety of instructional materials. (15:5:41) - 11

18. "The formation of groups within the class to work cooperatively in covering a certain topic affords opportunity for division of labor." (15:5:42) - 17

19. "The most fruitful phase of all social studies work is the class discussion." (15:5:43) - 18
20. "A greater degree of the reading skills can be developed when materials fit the needs of the pupils."
(15:7:56) - 24

21. Human needs will be the same in their general character. (15:9:73) - 28

22. Knowledge "accumulated without an appreciation of wholesome living will not produce socially sensitive individuals." (15:9:73) - 29

23. "Students frequently find some of their work dull and uninteresting." (19:9:73) - 30

24. "The field of social studies is rich in material which can be used to stimulate thinking, to call attention to real problems, and to induce continuing interest on the part of the learner." (15:9:73-74) - 31

25. Evaluation procedures are still unsatisfactory. (15:9:77) - 34

26. First-hand experience is recognized as more dynamic in learning than is vicarious experience represented by reading. (15:10:80) - 35

27. Teachers who take the viewpoint that reading is just one activity of the social studies will be forced to give attention to the student and not to some particular textbook as the focal point of the social studies. (15:10:80) - 35
28. It is important for pupils to remember that study skills are not mere ends in themselves. (15:12:95) - 36

29. Study skills are not identical though they are interrelated. (15:12:94) - 36

30. This will enable each pupil to attack problems "which are meaningful to him in reference to his ability, background, and particular interests." (15:12:95) - 37

31. The daily lesson affords opportunities for the development of this skill. (15:12:97) - 43

32. The aims of a free society will not be realized if people do not act upon their reasoned convictions. (15:12:98) - 44

33. Exercises for evaluation are as much a learning as a testing device. (15:12:99) - 46

34. Studies show that audio-visual aids contribute much to the learning process. (15:13:101-103) - 48

35. There are many possibilities in the immediate environment for field trips. (15:13:104) - 51

36. Movies appeal strongly to youngsters. (15:13:109) - 56

37. Acquiring characteristics of the true democratic citizen should constitute the aims of social studies teachers in attempting to provide for individual differences. (15:15:147-148) - 60
38. The teacher's philosophic orientation affects to a large degree the environment and procedures found in the classroom. (15:15:148) - 61

What, where, and how of particular teaching materials

How to select materials for the elementary grades


Recommendations

1. Real objects should be the materials of instruction. (12:7:103)

2. Children must be taken to the materials either actually or vicariously through visual and other aids. (12:7:103)

3. There is a need to teach pupils to think critically in using those aids. (12:7:103-104), (1:3:38-39)*

4. The materials of instruction should not determine the objectives. (12:7:104)

5. "Materials of instruction should be selected in terms of their usefulness in helping pupils in the attainment of well-considered educational objectives." (12:7:104)
6. "Old materials should constantly be re-evaluated in the light of changing social purposes and instructional objectives." (12:7:104)

7. The selection of methods and materials should proceed from a well-defined knowledge of the principles and hypotheses of the learning processes. (12:7:107)

8. The school library "functions in stimulating and guiding pupils' as well as in helping children and young people to gain skill in using books and libraries for their present living and for their learning." (12:7:149)

9. The school library must be a service center. (12:7:149)

10. The library must be a reading laboratory. (12:7:150)

11. The library must be a place where books and audio-visual aids are kept and used. (12:7:150)

12. The school library needs books, materials, etc; space and furniture; a librarian and the understanding of the superintendent, the principal, the supervisors, the teachers, the children, and the librarian. (12:7:152-153)

13. Concrete experiences from community resources are generally available either through excursions or field trips, or through purchase, loan or gift. (12:7:107)
14. The field trip to be effective should be planned with the children in advance; provide for their safety; have parents' permission in writing when transportation is to be used; prepare students to make observations pertinent to specific questions or problems; should be undertaken only for purposes which are important and which can not be adequately realized by some procedure which require less expenditure of time, money, and energy; should be followed by at least a period of discussion, reflection, and the solving of problems; taking notes, drawing diagrams, and writing reports of the trip should not be required to the extent that pupil interest and enthusiasm are thwarted; and care should be exercised to maintain the interest and good will of people whose time and property are solicited for school excursions. (12:7:108)

15. Museum collections of materials may well include tools and implements of pioneer America; clothing of other periods and other countries, old manuscripts, newspapers, pictures and letters, foreign flags, money and stamps; games, musical instruments, jewelry, toys, and other items; and commercial exhibits of samples taken at various stages in the production of commodities. (12:7:108)
16. The relationship of firsthand experiences and vicarious experiences must be stressed for their mutual advantage. (12:7:108-109)

17. Suggesting to parents a selection of valuable firsthand experiences which they may provide for their children is another procedure which can be used to advantage. (12:7:110)

18. Teacher's guidance is necessary in the use of real objects by the children to insure the learning of correct concepts. (12:7:110)

19. Great care must be exercised in the selection and use of pictures and other sensory aids to insure that children get correct concepts. (12:7:111)

20. The transition in levels of instruction from the kindergarten and first two grades to the third and fourth grade levels where children are taken beyond their own communities to peoples and regions widely separated from them by both time and space should be as gradual as possible and with the same careful cross reference between experiential background and ideational generalization as the initial stages of reading. (12:7:111)

21. Among the common aids which are available to teachers are: models - toys, dolls, replicas; still pic-
tures - photographs, prints, line drawings, paintings, stereographs; projected stills - slides, still films; motion pictures - silent and sound; maps, globes, and atlases; charts, graphs, diagrams; and radio broadcasts and recordings. (12:7:111-112), (1:3:25)*

22. Some general references on visual and auditory aids are listed on this page of the Yearbook. (12:7:113)

23. Sources of lantern slides and film strips are listed on these pages of the Yearbook. (12:7:114-115)

24. Some selected references on motion pictures are listed on these pages of the Yearbook. (12:7:116-117)

25. Some film catalogs are listed on this page of the Yearbook. (12:7:117)

26. "Volumes are available on the selection and use of maps in classroom instruction. Almost every issue of the Journal of Geography carries one or two such articles." (12:7:117)

27. Selected references on maps are listed on these pages of the Yearbook. (12:7:119-120)

28. Sources of maps and globes are listed on this page of the Yearbook. (12:7:120)

29. Selected references on radio broadcasts and recordings are listed on these pages of the Yearbook. (12:7:122-123)
30. "The textbook is and will continue to be the most important single instrument used by the teacher in teaching social studies to children who have mastered the fundamentals of the reading process." (12:7:123)

31. "The National Council's bibliography of textbooks in the social studies, lists the textbooks for the elementary school under three general classifications, namely: History, Geography, and Civics and Fusion." (12:7:123)

32. Workbooks are also important materials that can be used. (12:7:125-126)

33. "Children need a great variety of books and pictures to help them understand their world." (12:7:126)

34. Books for many social studies interests and needs under the following classifications are listed on these pages of the Yearbook: (1) home and family life; (2) community life; (3) children's stories of other lands; (4) history; (5) the history of a particular country or a particular period; (6) public affairs and public problems; (7) milk; (8) clothing; (9) housing; (10) handicraft; (11) books of directions; (12) time telling; (13) communication; (14) transportation; (15) the American scene; (16) heroes; and (17) adventure stories. (12:7:137-140)

35. Pictures that will help children in understanding their world may be found in encyclopedias, textbooks,
library books and magazines. (12:7:137-140)

36. "The Standard Catalog for High School Libraries contains an excellent list of "Sources for Pictures," with names, addresses, and a considerable amount of information as to the subjects, types of pictures, and range of prices for each source." (12:7:140)

37. The pictures must be organized into a picture file to facilitate use. (12:7:141), (1:3:37)*

38. Pictures to supplement the school or library's own collection may be borrowed from the public library and museums. (12:7:141)

39. Children, young people and teachers must have certain reference tools like: children's encyclopedias, yearbooks, dictionaries, biography, atlases, source materials and reference tools, general bibliographies and indexes, informational books in related fields, and references on the use of books and libraries. (12:7:141-148)

40. Information and advice on the selection of books may be asked from any of the following: state supervisor of school libraries, the state library commission, state library extension agency, specialists of either or both of these national offices: Library Service Division, U.S. Office of Education, and of the American Library Association, 520 North Michigan Avenue, Chicago, Illinois. (12:7:148)
1. Real objects are needed for children to understand their immediate environment and the basic principles of the specialized economy in which they live. (12:7:103) - 1

2. It is impossible to bring more than a meager sampling of such materials into the classroom. (12:7:103) - 2

3. It is necessary to distinguish opinion from objective truth and to develop an insulation against propaganda designed for their exploitation. (12:7:104), (1:3:38-39)*

4. "Otherwise a teacher has no basis of evaluation rather than her knowledge of traditional practice." (12:7:107) - 7

5. "The concept of learning as an active process with the child constantly interacting with his environment has been instrumental in adding to the variety of materials used." (12:7:105) - 7

6. "The increasing recognition of the interests and purposes of the child in facilitating learning is of fundamental importance in the selection and use of materials." (12:7:105) - 7

7. Advantages of concrete experiencing as a means of developing accurate concepts, arousing interest, etc. have been pointed out with varying degrees of emphasis
for almost four centuries. (12:7:107) - 13

8. Barriers of time and space make the use of visual and auditory aids even more important than in teaching about the child's immediate environment. (12:7:111) - 20

How to make use of community resources

R. W. Gavian (11:2:4-19), G. McCloskey (15:14:112-130)

Recommendations

1. Training in the use of recreational, educational, medical, legal, psychiatric and family counseling facilities in the community should be taken up more often in the curriculum. (11:2:19)

2. The teacher and administrator should begin by examining the problems, physical facilities and social organizations in their communities which can help a school provide opportunities for the students. (15:14:115), (9:2:15-20)*

3. Among the problems of the community that can be studied are: some types of highway problem, public health, sewage disposal, mosquito control, housing problem, care of public property, history of local community problems, etc. (15:14:115-120)
4. The conventional school with a conventional subject matter set-up can do a large part of this job by integrating parts of the mathematics, science, reading, writing and art courses with the social studies program. (15:14:120)

5. The use of the "core curriculum" where two or three hours during the morning or afternoon of each school day are set aside for the core period is another approach that can be used in the study of community resources. (15:14:121)

6. A third approach to the use of community resources is to organize the school program directly around the problems that educators and social scientists think schools should help solve. (15:14:122)

7. The school must have respect for some community agencies and help them develop their programs. (15:14:123)

8. The physical facilities already set up in most communities which can be used in social studies programs are: (1) The school building itself may be used by students in leading community recreation or cultural programs; (2) Home economics rooms and equipment for helping the people to improve diets or homemaking techniques; (3) Gymnasiums for social occasions - student dances, parties, and games;
(4) Athletic fields for programs of adult recreation; (5) The ordinary class rooms; (6) Community newspapers; and (7) Cooperatives. (15:14:123-126)

9. The teacher must remember that a community-centered social studies program can not be operated like a conventional one.

10. Teachers must avoid attempting to do too much to the point of spreading the program so thin as to be almost worthless. (15:14:127)

11. Teachers must "be prepared to face the fact that poorly planned efforts may arouse numerous misunderstandings and jealousies." (15:14:128)

12. The program must "be based on a sympathetic effort to understand why community conflicts do arise rather than on a condemnation of those who fail to understand." (15:14:129)

Grounds

1. There are problems, facilities and organizations in every community that can provide opportunities for study and use. (15:14:115) - 2

2. One must note that the recommended approach has advantages and definite weaknesses. (15:14:120-121) - 4
3. Failures in the use of the recommended approach may arise from inability to use the device properly rather than from a weakness of the device itself. (15:14:122) - 5

4. There is very little experience upon which to base arguments for this method but there is reason to think that it will provide greater opportunity to develop abilities essential to the solution of community problems. (15:14:122) - 6

5. These agencies are already closer to the real life problems of their communities than are the public schools. (15:14:123) - 7

6. "Various individuals in small groups would reveal different interests and abilities with respect to a variety of community problems." (15:14:127) - 9

7. Effort that is spread too thin leads to a community-centered program that is in name only. (15:14:128) - 10

8. "There are groups in every community who do not wish to be disturbed." (15:14:128) - 11

9. Conflicts arise because people do not understand the changed present rather than due to any malice on their part. (15:14:120) - 12
How to select, organize, and present materials concerning international relations in secondary schools

H. M. Watters (14:8:165-186)

Recommendations

1. International Relations is a subject that must be taught all through the curriculum, in all fields of subject matter, and at all levels. (14:8:167)

2. "Though the principal emphasis can and should be placed in the social studies field, incidental reference may be made in other fields of study." (14:8:167)

3. Some correlations of the topic may be given in English, speech, science, and arts classes; (14:8:167-169)

4. Materials in social studies classes may be organized under four main topics each of which are to be presented into separate units: (1) Need for world organization; (2) Attempts at world order; (3) Existing organizations; and (4) Plans for a new world order. (14:8:170)

5. Each teacher must work out his own subject-matter outline under each topic, but the suggested units indicate possibilities that might be developed and give samples of actual ways in teaching them. (14:8:170)
6. The approximate time for each unit "may be modified to fit the plans of individual teachers." (14:8:170)

7. The unit on "the need for world organization might well be used in all classes in social studies." (14:8:170)

8. The time for study of the unit on "the need for world organization" is three days. (14:8:170)

9. The economic phases of the problem of need for a world organization are so closely related to those concerning geography and sociology, and even to history and politics, that the subject might better be treated as a whole. (14:8:170)

10. The specific objectives of the unit concerning the need for world organization may be the following:

   (1) To consider the problems faced in a shrinking world;
   (2) To consider reasons for poverty and want existing in a world of abundance;
   (3) To study the results of national jealousies caused by inequalities in the distribution of world's resources; and
   (4) To study the destructiveness of modern war and its blighting effect on welfare and democracy. (14:8:171)

11. "The subject matter included in Section II 'The World We Live In' and Section III 'The World We Want' in Toward Greater Freedom might well be used as a basis for study" of the unit concerning the need for world organization. (14:8:171)
12. "Chapters I and II of Citizens for a New World, 'Planning Peace to Preserve Victory,' and 'The Interdependence of Nations and Individuals' are very pertinent to the unit on need for world organization. (14:8:171)

13. The subject matter of the unit on the need for world organization might be divided into: (1) Our Shrinking World; (2) Natural Resources; and (3) Living conditions in various parts of the world. (14:8:171)

14. Some procedures and activities for the unit on the need for world organization might be: (1) making a chart to show comparative times required for travel during certain periods; (2) making a map to show the location of strategic raw materials of the world; (3) making a chart or map showing the countries with which the United States has reciprocal trade agreements; and (4) debate on the topic "Resolved, that the countries of the world should adopt a freer trade policy." (14:8:171-172)

15. Individual pupils or small groups might make special study of living conditions of people in different countries and reports should be given to the entire class. (14:8:172)

16. Suggested references for the unit on the need for world organization are listed on this page of the Yearbook. (14:8:172)
17. The unit on the League of Nations which relates to planning for a future world order as well as to existing organization may be used in entirely or in part in the following courses: (1) World History; (2) United States history; (3) Economics; (4) Sociology; (5) Government or Civics; and (6) Problems of Democracy, and may be studied for six days. (14:8:172-173)

18. The specific objectives for the unit on the League of Nations may be the following: (1) To understand the purpose of the League of Nations and its place in the development of international organization and (2) To study the activities of the League and to analyze its successes and failures as a basis for international government. (14:8:173)

19. The subject matter for the unit on the League of Nations may be divided into the following headings: (1) Purpose of the League of Nations; (2) Members of the League; (3) Organization of the League provided in the Covenant; (4) The other Provisions of the Covenant; (5) Successes of the League; (6) Failures of the League; and (7) Possible plans for the reorganization of the League of Nations. (14:8:173-176)

20. Procedures and activities for the unit on the
League of Nations may be: (1) Making a chart to show a comparison of the Versailles Peace Conference, the Congress of Vienna, and the Concert of Europe as to problems, settlement, and application; (2) Panel discussion; (3) Editorial writing; (4) Dramatization; (5) Theme writing; (6) Debate; (7) Writing a brief statement of one's suggestions for a reorganized League of Nations, and (8) Vocabulary drill on definitions of important terms used in the League of Nations. (14:8:176-177)

21. Suggested references for the unit on the League of Nations are listed on these pages of the Yearbook. (14:8:177-178)

22. "The following unit concerning Plans for a New World Order should be used in entirety in all courses in world history, United States history, government, and problems of democracy." (14:8:178)

23. "In classes in economics, the special problems concerning world trade and their possible solution through a planned world order should be studied." (14:8:178)

24. "In sociology classes, particular attention should be given to that part of the unit devoted to problems of cultural differences of various nationalities and the possibilities of incorporating unlike groups into a world order." (14:8:178)
25. "Proposed plans will have to be studied in sociology courses in order to see what must be done to make any one of the plans operate successfully." (14:8:178)

26. Specific objectives of the unit on plans for a new world order may be: (1) "To view the need for world order in the light of what can be done," and (2) "To study and evaluate the various proposals that are being made for world order." (14:8:178)

27. The subject matter of the unit on plans for a new world order may be grouped into the following: (1) Proposals for a world order; (2) A reorganized League of Nations; (3) The United Nations expanded and formulized; (4) Nationalistic imperialism; (5) Regionalism; (6) Federalism; and (7) Other plans. (14:8:178-182)

28. Procedures and activities for the unit on plans for a new world order may be listed as follows: (1) Supervised study in wide reading of the topic; (2) Class discussion in presenting to the whole class information gained from reading; (3) Informal debate on the different proposed plans; (4) Making posters on advantages of different proposed plans; and (5) Making maps to show results of the selected type of world order. (14:8:182)
29. Some suggested references for the unit on plans for a new world order are listed on these pages of the Yearbook. (14:8:183-184)

30. Sources of teaching materials which may be obtained from organizations free of charge or for a small amount are listed on this page of the Yearbook. (14:8:185)

31. Selected bibliography of materials for teacher's use are listed on these pages of the Yearbook. (14:8:185-186)

Grounds

The grounds for the above-given recommendations may be interred from the nature of the recommendations.

How to use visual and other materials to make the past real in American history


Recommendations

1. There is a need "for a well planned program of activities, varied to meet the needs of the learners, and emphasizing the concrete in order that the abstract may have fuller meaning." (17:23:306)

2. The teacher should be furnished with audio-visual aids and equipment for classroom use. (17:23:306), (17:33:440)
3. Illustrations in the American history textbook must be used to advantage by following a criteria on overall design. photographs, maps, drawing and prints, and graphic devices. (17:23:307-309)

4. These illustrations may be used by calling attention to them, by discussion, by comparing with the verbal description in the text and in other sources to determine their accuracy, to furnish ideas for original illustrations to be made by pupils, or by placing in the opaque projector and serve as the focus of attention during oral teaching, discussion, or reports. (17:23:310)

5. The teacher must remember that there is no special method of picture teaching. (17:23:310)

6. There are other sources of illustrations from which the teacher may resort to like magazines and from special sets of history pictures compiled by publishers of school supplies. (17:23:310)

7. The teacher should have a picture file in a good steel filing cabinet. (17:23:310), (1:3:37)*

8. Excellent illustrations can also be found in books of the school library. (17:23:310-311)

9. Every school should make the following equipment available to its teachers: opaque projector, slide pro-
jector, filmstrip projector, motion picture projector, record players, and radio. (17:23:311-313), (17:33:440)

10. "Also desirable are recording machines, motion picture cameras, tele-binoculars for viewing stereoscopic prints, kodachrome viewers and the like." (17:23:313)

11. "In obtaining films the teacher should first contact his local or state film library and learn about their facilities." (17:23:314)

12. "In keeping abreast of the field the teacher should also be familiar with and have available at least one of the following magazines: Social Education; Educational Screen; Film and Radio Guide; See and Hear; and Film News. (17:23:314-315)

13. The use of the motion picture generally takes the following steps: "(1) selection, (2) preview, (3) preparation or motivation, (4) presentation, (5) follow up." (17:23:315)

14. The use of the radio must be well planned. (17:23:316), (7:15:170)*

15. Transcribed radio programs can be used to advantage with the help of phonographs. (17:23:316)

16. There aids should not take the place of the teacher since they are of little use without the wise use of a teacher. (17:23:316), (1:3:39)*
17. Local, State, and regional resources may be used as an approach to the study of national history. (17:33:440)

Grounds

1. Variety, adaptability, initiative, and freshness of approach give life to the history lesson. (17:23:310) - 5

2. Local, State, and regional resources "facilitate emphasis on the use of sources through the reading of printed sources, the making of field trips, and the actual writing of local history." (17:33:440) - 17

Methods and Techniques of Teaching Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds on methods and techniques of teaching social studies in the Yearbooks covering the second period is given in Table 16.
TABLE 16.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on methods and techniques of teaching social studies in the Yearbooks covering the second period: (1939-1946) volume 10 to volume 17  

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles of the Yearbook.

The figures in Table 16 show that methods and techniques of teaching social studies are treated in only four volumes of the Yearbooks of the second period. This is a marked decrease from the treatment of this aspect in the first period where eight of the nine volumes of that period deal with methods and techniques of teaching. There is also a change in the rankings of problems, recommendations and grounds from that of the first period in the period under consideration. While recommendations occupy the first position in the first period, the leading position in the second period is shared by problems, recommendations and grounds. While twelve articles are devoted to trends in the first period, only one article
deals with trends in methods and techniques of teaching in the second period. Like that of the first period, no article deals with issues on methods and techniques of teaching.

Trends in Methods and Techniques of Teaching Social Studies

The trends in methods and techniques of teaching social studies that have been noted in the Yearbooks of the second period deal with best classroom practices in the use of the historical method. These practices are given below. R. E. Keohane (17:25:325-339)

1. Under the collateral-reading system which characterizes the first-year course in the University of Chicago "the source book and the textbook are separated and their position reversed - the textbook is basic, the collateral reading being 'supplementary!" (17:25:330)

2. The distinction between the source-textbook and the collateral-reading materials may well disappear in the practice developed at the John Marshall High School, Chicago where the "distinctive features of the course are the shift in emphasis from secondary to source materials and from acquisition of information to its interpretation and evaluation." (17:25:330)
3. "A traditional and often very fruitful method of using critically primary sources takes the form of individual reports and term papers and of group projects."

(17:25:331)

4. The study of local history using primary materials is also being done. (17:25:332-333)

5. The application of the historical method to contemporary controversial issues is another approach that is being used. (17:25:333-334)

6. Carefully planned exercises or activities using the historical method may take the form of a project which simultaneously achieve other important objectives; to note discrepancies between two or more secondary accounts of some specific point in United States history; and an exercise which consists of two or more extracts from different primary sources which contain confirming and contradictory statements on the same point. (17:25:334-336)

Problems in Methods and Techniques of Teaching Social Studies

The problems in methods and techniques of teaching social studies that have been identified in the volumes of the Yearbooks of the second period may be grouped
under the following: (1) What is the best method of teaching? (2) How can the teaching of economics be improved? (3) How can critical thinking be taught effectively? (4) How can reading in history be improved? and (5) How the use of the historical method can be promoted?

The best method of teaching


Recommendations

1. "There should be no quarrel between method and content." (10:1:11)
2. "Method should be considered as an agency." (10:1:12)
4. "The phrases 'unit method' and 'contract method' should be reserved for reference to the way in which the teacher arranges his material for teaching." (10:1:12)
5. The teacher should not slavishly follow a formula or blindly accept each new idea about teaching. (10:1:13)
6. The generally accepted elements in every successful method are the following: (1) There is challenge and
interest; (2) Assignments are meaningful; (3) There is provision for individual differences; (4) There is help given in study for all kinds of pupils; (5) There is provision for different types of activity; (6) Clear thinking is encouraged; (7) Much provision is given for pupil participation; and (8) Evaluation is concerned with other objectives besides acquisition of information. (10: 1:13-14)

Grounds

1. Neither method or content is self-sufficient. (10:1:12) - 1

2. Method is the mediating agency that brings the learner, teacher and content together in which is called education. (10:1:12) - 2

3. There is no general "best method" but for any individual teacher there may be a method which is "best" for him. (10:1:12), (17:21:281), (17:33:440), (5:3:36)* - 3

4. There is nothing more deadly than lifeless, pedantic, and lock-step method. (17:21:281) - 3

5. "Method is surely greater in scope than the mere arrangement of materials." (10:1:12) - 4
6. "All investigators comment on the fact that the good teacher is interested in experimentation." (10: 1:13) - 5

How to improve the teaching of economics


Recommendations

1. The consumer approach must be used. (11:6:64)

2. The procedure for integrating economics and also the other social studies should be in terms of workable hypotheses concerning "the underlying essentials of human living of all cultures and times." (11:7:91)

Grounds

1. The consumer approach proceeds "from the known to the unknown" since it draws "material familiar to each" student and begins "with matters in which students are easily interested and go on by gradual steps to those in which an interest has to be built up through the process of study itself." (11:6:64) - 1

2. The approach is "general and yet practical" since it is analytical rather than merely descriptive, treat-
ing "economics as a science." (11:6:65-66) - 1

3. By dealing continually with actual problems of everyday life, students are able to keep their feet on the ground and avoid the danger of too much emphasis on theories as ends in themselves. (11:6:66) - 1

4. The method is simplifying and yet penetrating since it selects and arranges in an orderly pattern the facts on which attention is to be focused. (10:6:66-67) - 1

5. It will become clear that these underlying essentials interweave and interact in such fashion that all human living is indeed of a oneness. (11:7:91) - 2

6. Such procedure facilitates grasp of our current devices and institutions at the same time that it provides a trustworthy basis for the integration of our own living with that of all other cultures. (11:7:91) - 2

How to teach critical thinking effectively

L. Hanna (15:11:85-91)

Recommendations

1. The teacher must diagnose individual differences which affect critical thinking through a study of records in the guidance office and some tests now available to
get the necessary information. (15:11:85-86)

2. The problem solving approach must be used. (15:11:86)

3. Reading materials should consider wide variation of the students reading ability. (15:11:90)

4. Materials should present many points of view. (15:11:90)

5. Evaluation must emphasize growth rather than comparison with others. (15:11:91), (8:9:212)*

6. Evaluation must be continuous. (15:11:91)

**Grounds**

1. Remedial work can be done more effectively with the information in the hand of the teacher. (15:11:86) - 1

2. The problem solving approach permits "a class to work together in solving a common problem but makes provision for the study of sub-problems or topics by independent members of the class or by committees." (15:11:87) - 2

3. "The problems approach is really the application of the thinking process or the scientific method to a class procedure." (15:11:87-88) - 2

4. All activities in this approach "are directed to the solution of the problem - to the drawing of generali-
zations or conclusions and to the application of those conclusions in real situations." (15:11:89) - 2

5. Committee work provides an opportunity for more students to be leaders and distribute work according to interests and abilities. (15:11:89-90) - 2

6. This measure will enable students to see their progress. (15:11:91) - 6

How to improve reading in history

Recommendations

1. The teacher must be a teacher of remedial reading as far as the following skills necessary to the study of history are concerned: (1) command of necessary vocabulary; (2) ability to read materials expressed in graphic or tabular form; (3) competence in the location of information; and (4) application of appropriate silent reading skills to purpose and materials. (17:22:287-292), (17:33:440)

2. The teacher must ascertain for each child his levels of competency in the above reading skills through school records, formal and informal testing. (17:22:293), (17:33:440)
3. In interpreting reading test results, the teacher must remember that retardation in reading is based on the relationship of a child's mental development and his reading ability. (17:22:293), (17:33:440)

4. Materials suitable for varying levels of reading must be available. (17:22:293), (17:33:440)

5. For independent reading, the difficulty level of the material should be well below the reading level of the pupil. (17:22:293)

6. The teacher must determine the level of reading matter through publishers statements, the clues given by the children themselves, and scientific methods like the Lorge formula. (17:22:294)

7. The teacher must bridge as quickly as possible the gaps in pupils' experience to enable them to read on the current topic with greater understanding through assignments done cooperatively between teacher and pupil, and by the use of discussion, excursions, visual and auditory aids. (17:22:295)

8. The habit of skimming a selection for terms needing explanation may be developed by making pupils guess the meaning from context and then verify their guesses by using the dictionary. (17:22:295)
9. Pupils should be encouraged to make use of a vocabulary notebook. (17:22:296)

10. Pupils need to be given definite guidance and practice in the use of reading techniques through supervised study. (17:22:296)

11. A wide reading program is necessary. (17:22:297)

12. The "learning-sharing-together spirit" must be fostered. (17:22:298)

13. Prominence must be given to books in class discussion. (17:22:298)

14. Reading materials must be easily accessible to pupils. (17:22:299)

15. "Planning the summer reading of pupils with them is a fruitful means of maintaining interest which teachers must use." (17:22:299)

16. The teacher must also have informal ways of evaluating reading like oral conferences, occasional reports in class, some full-dress reviews, brief summaries on cards, filling in of an answer sheet or dramatization of novels and biographies for class presentation. (17:22:299-300)

17. The teacher must also have wide reading interests and good reading habits. (17:22:300)
Grounds

1. This is imperative due to the wide range of reading ability found in any class. (17:22:293) - 4

2. This has been indicated by findings of research. (17:22:293) - 5

3. "With this background, the printed pages becomes more meaningful." (17:22:295) - 7

4. The purpose is to supply fuller information to humanize and vivify the characters and events of history, to allow for the wide range of interests and to develop critical thinking. (17:22:297) - 11

5. This is the most pleasant of all classroom feelings and is achieved better through a wide reading program. (17:22:298) - 12

6. This contributes to frequency of use. (17:22:299) - 14

How the use of the historical method can be promoted


Recommendations

1. "A sequential development of both knowledge and skills in the study of our national history, and of the
social studies generally, from the elementary school into the college is a sin qua non of serious educational reform." (17:25:338)

2. "Within such a sequence we must find by properly observed and recorded experience the optimum grade-placement of those skills with which we are here concerned." (17:25:338)

3. "Primary sources must have a more prominent place and a more varied use than they are usually accorded in United States history courses." (17:25:338), (17:33:440)

4. A "major function of such readings in most high school history should be to provide an opportunity for the application of the historical method." (17:25:338)

5. "To achieve such wider use (a) materials must be provided in the form suited for critical treatment; (b) administrators and teachers must be so convinced of the value of this approach that they will provide the necessary money and time; (c) teachers who are not now prepared to lead in such teaching must undertake a process of self education to fit themselves for the work; and (d) many college and university teachers of history will need to change their undergraduate courses to give some attention to the critical use of primary sources by students who may never be graduate students of history." (17:25:338-339)
6. Colleges and universities should "substitute for usual credits or examinations, entrance and placement tests which would evaluate the skills and abilities of the students to do respectable college work." (17:25:339)

Grounds

The grounds of the recommendations given above may be inferred from the nature of the recommendations.

Matters Regarding Teacher

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds on matters regarding the teacher of social studies in the Yearbooks covering the second period is given in Table 17 below.
TABLE 17.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on the teacher of social studies in the Yearbooks covering the second period: (1939-1946) volume 10 to volume 17

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles in the Yearbook.

A study of Table 17 will show that the aspect teacher of social studies has been treated in six volumes of the Yearbooks of the second period. A comparison with the figures in Table 7 will reveal that there are more articles devoted to the aspect, matters regarding the teacher, in the second period than in the first period. While trends and issues have maintained their positions there is a change in the rankings of problems and grounds. From number three position in the first period, problems now share the leading position with recommendations in the second period. Grounds dropped from the leading position in the first period to third position in the second period.
The trends in matters regarding the teacher of social studies that have been noted in the articles of the Yearbooks of the second period are concerned with the following: (1) The teacher as a leader of social thought; (2) Professional classes for social studies teachers; (3) Teachers' social studies organizations; (4) Subject matter preparation of teachers of American history; (5) Preparation in education of teachers of American history; and (6) Assignment of teachers in American history. These trends are presented in that order below.

Trends in the picture of the teacher as a leader of social thought

L. A. Cook (12:3:29-43)

1. The picture is not too encouraging. "Unprepared by training and life experience to understand why people do what they do in our complex industrial society, we are ill-at-ease in the world beyond the four walls."

(12:42-43)

Trends in professional classes for social studies teachers

A. B. Peck (10:4:69-91)
1. "The typical teacher-training institution offers professionalized classes in one of several patterns:"

(a) Most popular class in "Teaching of Social Studies" - study of curriculum, methods, materials and measurements;
(b) or divided between "The Social-Studies Curriculum" and "Method of Teaching the Social Studies"; (c) or subdivided into school or grade level; or (d) subject matter area which are customarily taught either with a single textbook or with a syllabus and extensive bibliographies. (10:4:69)

3. The typical courses are necessarily limited in adaptability. (10:4:70)

4. The newer departures have been characterized by (1) decreased emphasis on formal lectures, required readings, and set examinations; (2) insistence on each student's accepting individual responsibility for working upon practical projects which he has initiated; (3) emphasis on the individualization of instruction and guidance. (10:4:70)

5. Courses offered by graduate schools that adhere to the new emphasis on individual instruction fall into the following three categories: (a) semi-formal classes which conform in large measure to the characteristics given above; (b) the Summer Workshops in Secondary Education of the Progressive Education Association; (c) labora-
tory-type classes in the social-studies curriculum, methods, material and measurement." (10:4:70)

Trends in teachers' social studies organizations

E. B. Oagley (10:8:143-169)

1. There is a tendency toward more definite organization by association as shown by their constitutions. (10:8:164)

2. There is a tendency toward the development of a more cosmopolitan spirit as seen in the broadening of purposes, in a wider range of topics treated in programs, and variety of topics in publications. (10:8:164)

3. There is a tendency toward a more democratic spirit and more democratic procedures, as shown by efforts to encourage participation of a larger number of teachers. (10:8:164)

4. There is a tendency toward coordination which is apparent in the merging of local and sectional organizations into statewide associations, in the affiliation of local, state, and regional associations with each other and with the National Council for the Social Studies. (10:8:165)

Trends in subject matter preparation of Teachers of American history

R. E. Thursfield and B. S. Joffe (17:31:3950406)
1. All but "four of the forty-eight states now require a four-year college course or its equivalent for entrance to public secondary-school teaching ..." (17:31:397)

2. Five "states - Oregon, Arizona, California, New York, and Washington - demand one year of graduate study or a master's degree." (17:31:397)

3. The "minimum specific standards allowable for state certification in a subject-matter field are so low in many states that in actuality little professional competence in any individual subject is required." (17:31:397)

4. "In twenty states in which definite requirements for a major teaching field in a single subject are on the statute books, the range of semester hours required as a minimum for such a major varies from a high of thirty in Montana and New Jersey to a low of twelve in Virginia." (17:31:397)

5. "The median number of semester hours required in these twenty states is 18." (17:31:397)

6. "In other nineteen states that have specific academic requirements in 'areas' such as social studies rather than in single subjects, the minimum for a major in the
'area' ranges from forty semester hours in Ohio to twelve semester hours for a 'first minor' in New Hampshire, a state which also permits a 'second minor' of six." (17:31:397-398)

7. "The median in this group (area major) is 25.5" (17:31:398)

8. "Actually in every one of the twenty states that have a major-minor subject matter regulation, it is legal to teach one's minor field." (17:31:398)

9. "The median in this case is 15 semester hours - approximately two and a half full-year courses in history." (17:31:398)

10. "Then, too, custom or 'necessity' may make inoperative any of these minimum demands." (17:31:398)

11. "A college major in history usually demands at least twenty-four semester hours in the field - more or less of which may be in the study of American history." (17:31:398)

12. "Eleven states of the twenty with minimum standards for certification in specific subjects require twenty-four semester hours for a teaching major in history; two of these - Montana and New Jersey - maintain a minimum standard of thirty hours." (17:31:398)
13. "While the number of semester hours required for a college major in an 'area' usually runs higher than for a major in a subject, the permitted breadth of work does not assure specific preparation, and only about one-third of the states in this group maintain a reasonable minimum for qualifying in this major teaching area." (17:31:399)

14. "Only five states - Florida, Maryland, Michigan, West Virginia, and Virginia demand by regulation a minimum average or a minimum rank in class grouping in the college work of their teachers" for certification. (17:31:399)

15. For teaching in the elementary school for "all school subjects, nineteen states now require three years work of college grade, fourteen states a minimum of two years of college work, nine permit certification as an elementary-school teacher with but one year of study following high school graduation, and two allow even less preparation." (17:31:399)

16. "In twenty-eight states it is now necessary for elementary-school teachers to include some social studies courses in their college program, and ten of these states
specify that one or more courses must be in American history." (17:31:400)

17. "The highest requirement in those states that specify social studies preparation is twenty-four semester hours, while the lowest is three." (17:31:400)

18. "... many who qualified some years ago do not begin to meet such standards; and low salaries and teacher shortages have frequently forced disregard of what minimum regulations now exist on the statute books." (17:31:400)

19. "In all fifteen among the twenty-five largest cities in the United States for which adequate data were available the teaching of American history in the secondary schools is limited to instructors with at least a minimum standard of preparation in history or social studies." (17:31:400)

20. "With the exception of New York City, this minimum subject-matter qualification in either social studies or history is in no case the equivalent of a thirty semester-hour college major in the subject." (17:31:400)

21. "However, eight of these cities demand the master's degree or thirty graduate hours of work of all secondary-school teachers." (17:31:400)
22. "Chicago requires that this higher degree must be earned in the subject to be taught; Detroit directs that the master's degree be in the field of teaching." (17:31:400)


24. "Some suburban localities insist upon a master's degree for secondary-school teaching, and like some of the larger cities call for several years of successful teaching experience at that grade level." (17:31:401)

Trends in the preparation in education of teachers of American history

R. E. Thursfield (17:31:395-406)

1. With few exceptions, it "is necessary in every state whether in elementary school or in secondary school to have had college preparation." (17:31:401)

2. "The states in general have given far more attention to requiring professional courses in education from their teachers than they have in demanding competence in the subject to be taught." (17:31:401)
3. "The range of semester hours absolutely required as a minimum in education varies from the maximum of twenty-seven in Oregon (only three semester hours short of a full year of college work) to six in Texas." (17:31:401)

4. "The median is 17, with twenty-nine states designating eighteen or more semester hours." (17:31:401)

Trends in the assignment of teachers in American history

R. E. Thursfield (17:31:395-406)

1. "Within the framework of these state and local regulations, superintendents and principals appoint or assign personnel to positions in the teaching of American history, but the low minimum legal standards leave the superintendent of schools wide latitude in the selection of teachers of history." (17:31:403)

2. Frequently, school administrators are too occupied with other administrative matters that they neglect to make the selection and placement of teacher personnel their foremost responsibility and thereby build superior instructional staffs. (17:31:403)

3. "An investigation of the literature of school administration to ascertain what policies, practices, or programs are recommended in the selection or assignment of teacher personnel shows the whole problem to be very
much evade." (17:31:403-404)

4. "The superintendent's inclination to accept inferior or poorly qualified teachers for positions in the teaching of American history is fostered by two special factors: (1) many college graduates have been forced to include enough history in their college programs that they are available, having met the minimum legal requirements; (2) teachers who know little history can be persuaded by the superintendent to take an assignment in American history since they believe they can handle such classes whereas they would fear the consequences should they attempt to teach some other field in which they were ill-prepared - a field such as mathematics, science, or foreign languages." (17:31:405)

Issues on the Teacher of Social Studies

Three issues have been noted in the articles of the Yearbooks of the second period concerning the teacher of social studies. The stands and grounds for each of these issues are presented below.

Issue No. 1

Should public training institutions for teachers provide placement services. L. W. Williams (10:2:39)
Stand on Issue

Institutions "conducted at public expense are justified in making every reasonable effort to place their product in suitable positions." (10:2:39)

Grounds

1. If society assumes major responsibility for training teachers it must assume major responsibility for seeing that these teachers are suitably placed. (10:2:39)

2. The public is demanding that this must be done. (10:2:39)

3. "There are basic principles which are observed in teacher placement work, and it is important that teachers should be familiar with them. (10:2:39)

Issue No. 2

"Should social studies teachers who are working for advanced degrees do their graduate work primarily in the field of methods or should the degrees be in the subject taught with perhaps a minor in methods?" (A. L. Kerbow (10:3:60)

Stand on Issue

1. "No general rule can be laid down which should
apply to all social studies teachers. The answer to the question depends upon what the teacher plans to do or should do." (10:3:60)

2. Teachers who have adequate mastery of subject matter and professional field need not take graduate courses in them but rather be required to major or minor in education emphasizing the philosophy and objectives of the social studies and special methods of teaching and vice versa. (10:3:60)

Grounds

1. The planning of each teacher's graduate study is an individual problem. (10:3:60) - 1

2. The recommendation is forwarded to achieve balance in preparation. (10:3:61) - 2

Issue No. 3

"Should every teacher working for a master's degree be required to write a thesis?" A. L. Kerbow (10:3:63)

Stand on Issue

1. The answer depends upon several factors, all of which must be thoroughly understood by the teacher and his adviser. (10:3:63)
2. The teacher should write a thesis (1) if he is determined to earn a doctor's degree; (2) if he has in mind some pressing educational problem; (3) if he has the ability and determination necessary to carry on constructive and worthwhile research; and (4) if he is especially interested in research. (10:3:63)

3. The teacher is not justified in writing a thesis (1) if he has no ambition to earn the conventional doctor's degree; and (2) if he aspires to be a master teacher rather than an expert researcher. (10:3:63)

4. The above teacher, however, should be required to acquaint himself with the tools and techniques of research. (10:3:63)

5. They should be made to understand and appreciate the significance of the scientific method. (10:3:63)

6. They should acquire the habit of checking upon the findings of science, particularly as it concerns the fields in which they are teaching or expects to teach. (10:3:63)

Problems on the Teacher of Social Studies

The problems on the teacher of social studies that have been noted in the articles of the Yearbooks of the second
period may be classified into the following: (1) Problems of the teacher in connection with the teaching act; (2) Problems in connection with professional growth; (3) Problems in teacher training; and (4) Problems on teacher placement. The recommendations and grounds on the above problems are presented below in the order they are listed above.

Problems of the teacher in connection with the teaching act

The problems of the teacher in connection with the teaching act which have been indentified in the Yearbooks of the second period deal with the following: (1) teaching for social understanding; (2) maintaining good discipline; (3) appraising children's abilities and disabilities that affect learning; (4) deriving content and activities for learning; (5) measuring outcomes of learning; (6) getting maximum results from classroom experimentation; (7) developing an international attitude and respect for international organization; (8) providing for individual differences; and (9) maintaining academic freedom. These problems with their corresponding recommendations and grounds are presented below in the order they are listed above.
Problem of teaching for social understanding

J. A. Michener (10:1:1-37)

Recommendations

1. The teacher should think of himself as a pilot aiding his students in their journey through a largely unknown world. (10:1:15)

2. He must "supply the opportunity for acquiring new information and to be the catalytic agency that precipitates present knowledge into meaningful understandings and generalizations. (10:1:15)

3. He must be constantly aware of the problems on teaching for social understanding. (10:1:15)

4. The teacher should move through the following sequence: (1) places, concrete objects and person; (2) events; (3) simple relationships in time and place; (4) relationships to the material world; (5) relationships among people; and (6) intricate social relationships. (10:1:15)

Grounds

1. "Time concepts used in the social studies are unfamiliar to the majority of students." (10:1:14) - 1 to 3
2. "The majority of places referred to in the social studies are unfamiliar to most students." (10:1:14) - 1 to 3

3. "Intricate relationships referred to in the social studies are probably unfamiliar to the majority of students." (10:1:15) - 4

Prob
Problem of maintaining
good discipline

J. A. Michener (10:1:1-37)

Recommendations

1. The teacher must be aware that poor discipline is a most frequent cause of failure in teaching. (10:1:31-32)

2. The teacher must establish himself immediately as a competent person. (10:1:33)

3. The teacher must establish standards of deportment on the first day. (10:1:33)

4. The teacher must introduce change slowly and only after he has proved his ability to teach under any conditions. (10:1:33)

5. The teacher must remember that until he has disqualified himself, his students are eager for his friend-
ship and sympathy. (10:1:33)

6. The teacher must enlist every student in his obvious campaign for decent social behavior in his classroom. (10:1:33)

7. As soon as possible, the teacher must convert his classroom into a semi-political division of the school stressing laudable citizenship. (10:1:33)

8. As soon as possible, the teacher must introduce informal social discussion and activity as the principal method to be used in his classroom. (10:1:33)

9. The teacher must discuss creative, functional discipline with his students as part of almost any social studies course he is teaching. (10:1:33)

10. The teacher must create group standards which the group will enforce. (10:1:33)

Ground

1. Creative discipline has been found to encourage students to learn more than when they are under rigid discipline. (10:1:33) - 5 to 10.

Problem of appraising children's abilities and disabilities that affect learning

J. G. Umstattd (10:5:92-112)
Recommendations

1. The teacher's first task should be to ascertain as far as it is possible to do so the maturity and status of the pupil's power to understand. (10:5:94)

2. The regular procedures of the class period may be suspended by the entire school or by a single teacher in his own classroom, and conferences substituted until the staff or teacher has gained the knowledge of the pupils that will be the basis for subsequent learning activities. (10:5:94)

3. The teacher should make good use of mental tests. (10:5:94),

4. The teacher should make good use of aptitude tests. (10:5:95)

5. The teacher should make good use of personality tests. (10:5:96)

6. The teacher should make good use of attitude tests. (10:5:96)

7. The teacher should learn of the interests of the pupil in advance of instruction through the use of interest schedules. (10:5:97)

8. The teacher should make good use of the personal data questionnaire. (10:5:97)
9. The teacher should be well acquainted with the process of case study. (10:5:98)

10. The teacher should be able to make good use of the personal interview. (10:5:98)

11. The teacher should be able to make good use of the physical examination records of the children. (10:1:99)

12. The teacher must be able to make good use of standardized tests and the results for diagnostic purposes. (10:5:100), (5:15:198-199)*

Grounds

1. "In experimental teaching, this process precedes the presentation of ideas." (10:5:94) - 1

2. Mental tests are good in determining a child's potential learning ability. (10:5:94) - 3

3. Such knowledge of the pupil will frequently find occasion for using it in motivation, in suggesting special problems related to social studies, in leading the pupils into broader or new interests, etc. (10:5:95) - 4

4. Information derived from such tests is highly valuable in the prevention of stimuli which would provoke undesirable traits into action. (10:5:96) - 5
5. Change of attitude and the creation of new and desirable attitudes are important purposes of the social studies. (10:5:96) - 6

6. "Previously established interests are the surest path to new and broader interests." (10:5:96) - 7

7. Interests are used to energize learning and to give it purpose and direction. (10:5:97) - 7

8. The information is of value "in planning instructional activities, in introducing new fields to the student, and in assisting him to launch his attack upon the new problems." (10:5:97) - 8

9. This will enable the teacher to use case findings with understanding in his classroom. (10:5:98) - 9

10. The teacher gets insights into the pupil's life that are not available through any other means. (10:5:98) - 10

11. Physical disabilities affect the learning and growth of the children. (10:5:99) - 11

12. The results of the diagnosis should be the basis for instruction. (10:5:100) - 12

Problem of deriving content and activities for learning

J. G. Umstattd (10:5:92-112)
Recommendations

1. "This task should be performed in a manner that will be intelligible to the pupil to the end that the pupil's capacities will receive optimal development and his limitations will be overcome to the greatest possible extent." (10:5:101)

2. The teacher should have at his command knowledge of past and present life. (10:5:101)

3. It is assumed that teachers should know how to use standard works to best advantage. (10:5:101)

4. Teachers should become thoroughly acquainted with the better textbooks in their fields as they come from the press. (10:5:101)

5. Teachers should be skilled in the adaptation of such materials to the varying abilities, needs and interests of the pupils. (10:5:101)

6. The following supplementary procedures must be used; (1) community analysis; (2) cooperation of lay leaders; (3) study of community weaknesses; (4) analysis of the pupil need; (5) analysis of pupil interest; (6) use of child experience; (7) use of scientific aids to learning like the radio and visual aids; and (8) deriving
enrichment from other fields like literature, art, music, etc. (10:5:101-107)

Ground

The above recommendations are employed to make social studies more vital to the pupil. (10:5:102) - 1 to 6

Problem of measuring outcomes of learning

J. G. Umstatttd

Recommendations

1. The first step is to determine what is to be measured - what objectives? (10:5:108), (2:11:209-210)*

2. The teacher "should make intelligent use of the best available instruments of measurement in each type of outcome." (10:5:110)

3. The teacher "should use the best known techniques to build instruments of his own for measurements. (10:5:110), (5:15:197-198)*

Grounds

1. "Each objective calls for its own instrument of measurement." (10:5:108) - 1
2. "The objectives of social studies include information, ability to use information, skills, habits, attitudes and traits." (10:5:108) - 1

3. The "types of objectives are not distinct." (10:5:108) - 3

4. Highly "reliable instruments have not been developed for all six types of outcomes." (10:5:109) - 3

5. The "validity of an apparently reliable instrument may often be questioned." (10:5:109) - 3

Problem of getting maximum results from classroom experimentation

J. G. Umstattd (10:5:92-112)

Recommendations

1. Cooperative experimentation must be stimulated by social studies teachers. (10:5:110)

2. All social studies teachers should be familiar with the procedures of classroom experimentation. (10:5:110)

3. The following steps should be followed in classroom experimentation: (1) Select "the two procedures to be compared in the experiment and describe each in detail;"

(2) Obtain or construct the instruments for measuring
the different kinds of outcomes; (3) Select two equivalent groups of pupils for the experiment; (4) Administer the tests to all pupils before the experiment is begun as a basis for matching students; (5) Apply "the two teaching procedures to their respective groups for a semester, or preferably a year or longer." A complete log should be kept for both classes; (6) Administer the tests at the end of the period of work; (7) Tabulate the scores of the initial and the final test of each type; (8) "Calculate the statistical significance of the differences in growth for each type of test;" (9) Interpret the results in terms of desirable changes in classroom procedure." (10:5:112)

4. "All the details of the method should be mastered by the teacher before he attempts to conduct an experiment." (10:5:112)

Grounds

1. Previous findings are meager and inconclusive because the experiments are not extensive in scope. (10:5:110) - 1

2. The techniques are within the grasp of any teacher
of at least average ability. (10:5:111) - 2

3. The teacher gains facility in the classroom activities being used as the experimental factor. (10:5:111) - 2

4. The "teacher gradually acquires the scientific view as he uses the instruments and techniques of scientific education." (10:5:111) - 2

5. Mastery of the "techniques involved in experimentation enables a teacher to understand the results of experiments reported by others." (10:5:111) - 2

6. It gives opportunity for growth on the part of the teacher. (10:5:111) - 2

7. "Detailed knowledge of the experimental procedure and the ability to apply it are important aspects of experimental teaching." (10:5:112) - 4

Problems of developing an international attitude and respect for international organization

H. M. Watters (14:8:166)

Recommendations

1. Teachers must not ignore the subject of international relations and post-war planning in their teaching. (14:8:166)
2. The topics in international relations must be planned for. (14:8:166)

3. Teachers must "become well aware of needs, problems, and proposals for joint action" by nations and peoples. (14:8:166)

4. Teachers must acquaint themselves with the pertinent facts. (14:8:166)

5. The teachers must "include a planned presentation of such needs, proposals, and facts in the curriculum." (14:8:166)

6. Teachers must be given suggestions for background study in the subject matter. (14:8:166)

7. Teachers must know the specific points at which materials may be introduced into secondary-school classes. (14:8:166)

8. Teachers need to know sources of material for their own and class use. (14:8:166)

Grounds

1. Teachers are the best medium to inform people of the responsibility of nations to each other and the interdependence of nations. (14:8:166) - 1

2. Casual treatment could only give pupils little help to understand the situation confronting us. (14:8:166) - 2
Problem of providing for individual differences

G. L. Anderson and E. Krug (15:16:150-156)

Recommendations

1. The teacher must recognize the professional nature of the problem. (15:16:155)

2. The teacher must become a student of children to know individual differences; by being a competent psychologist to select appropriate tests and instruments in measuring individual differences. (15:16:155), (2:1:19)*

3. The teacher must have sufficient warmth of personality so that rapport with pupils will be no problem. (15:16:155)

4. The teacher must know his community and its impacts on his pupils, the homes, etc. (15:16:155), (9:2:15-20)*

5. The teacher must critically evaluate and judiciously use a variety of techniques meeting the problem of individual differences. (15:16:155)

6. The teacher must "understand and appreciate human variability as a fact of nature" and not an accident of environment. (15:16:155)

7. The teacher must assign tasks that are challenging
and not frustrating to pupils of varying abilities.  
(15:16:156), (2:1:14)*

8. The teacher must teach pupils how to live with one another.  
(15:16:156)

Grounds

1. The teacher's job is to develop skill in social interaction and appreciation of differences.  
(15:16:156) - 1 to 8

Problem of maintaining academic freedom


Recommendations

1. The problem can be approached from two angles: By improving "the methods of teaching used in the classroom, involving the question of teacher-pupil relationship, and the part played by the teacher in the community apart from his work in the school."  
(10:9:178)

2. The "best teaching is likely the most unobtrusive and that the skillful teacher leads his students to make their own local applications of generalized data."  
(10:9:178), (7:8:109)*
3. The teacher must keep in good standing his position as a citizen and fellow-townsman in the community by maintaining his obligations as a voter or as a supporter of civic reforms, and must be jealous of the good name of his community. (10:9:179)

4. The teacher should insist that all sides shall be fairly heard regarding a controversial issue. (10:9:180)

5. It is not the function of the teacher to sway his students or his community to any one opinion on controversial issues. (10:9:180), (1:2:15;23)

Grounds

1. "The best protection for a teacher's position is the respect which he is held by his students." (10:9:178) - 2

Problems in connection with professional growth of the teacher

The problems that have been indentified in connection with professional growth of the teacher may be summed up under two headings: (1) What qualities or characteristics should a social studies teacher possess? and (2) How can a teacher improve himself professionally besides attend-
Qualities or characteristics a social studies teacher should possess


Recommendations

1. The teacher must have a positive philosophy of education. (10:1:6)

2. The teacher must have sufficient control of subject matter. (10:1:6)

3. The teacher must have varied methods of teaching. (10:1:6)

4. The teacher must have a good knowledge of children. (10:1:6)

5. The teacher must have a good teaching personality. (10:1:6)

6. The techniques and skills of types of classes that all teachers should be able to use equally well are: (1) the developmental lesson, (2) the exploratory lesson, (3) the presentation lesson, (4) the lecture lesson, (5) the question and answer lesson, (6) the discussion plan lesson, (7) socialized plan lesson, (8) the directed study lesson,
(9) the lesson with the outside speaker, (10) the field trip lesson, (11) the demonstration lesson, (12) the drill lesson, (13) the review lesson, (14) the lesson devoted to testing, and (15) the lesson devoted to reviewing the test. (10:1:19:20)

7. More highly specialized techniques which a teacher must be able to use incidentally are: (1) Concise, challenging and meaningful assignments; (2) Identifying individual problems of interest to particular students; (3) Giving short, illuminating explanations; (4) Being adept at oral and graphic illustration; (5) Skill in the use of narrative; (6) Skill in asking questions; (7) Skill in the use of maps; (8) Skill and habit of using cartoons as teaching aids; (9) Skill in the use of newspapers as a teaching aid; (10) Skill or technique in the use of the radio; and (11) Skill in the use of films. (10:1:20-21)

8. The teacher should feel obligated to a strict observance of the ethics of his own profession. (10:1:29)

9. The teacher should study carefully the statements of the ethics of teaching that have been made in addition to that of the N. E. A. (10:1:29)
10. The teacher should note the following conclusions governing the following five areas of relationships: (1) Relations with students -- He must consider every student an individual who has equal rights with other students. He must regard information concerning students as confidential. He must not tutor pupils in his class for remuneration. (2) Relations with administrative officers of the school -- He must be frank in his discussions with his administrator. He does not undermine administrative procedures. He does not discuss problems with a higher administrative authority before first discussing them with his immediate administrative superior. He must be prompt in attending meetings and submitting reports. (3) Relations with other colleagues -- He must not indulge in gossip at the expense of another teacher. He helps colleagues who are having difficulty, but does not discuss his actions with other teachers. He leaves classrooms neat at the end of every class or every day. He makes records and materials in satisfactory condition for his successor. He does not apply for a position already held by another teacher. (4) Relations with the community -- He must extend a courteous welcome to parents and citizens who visit the school. He must not discuss religious controversies in the classroom. He must assist in community life insofar
as possible. He must not incur long-unpaid debts. (5)

Relations with the profession in general — He must not seek self-publicity. He must regard contracts as moral obligations. He must not accept commissions on sales to the school with which he is connected. He must encourage excellent young men and women to enter the profession and must discourage those whose prospects are unfavorable. (10:1:29)

Grounds

1. These recommendations are based on a review of available studies. (10:1:6) - 1 to 5

2. "Skills and techniques are the appurtenances of teaching that one used as peculiar occasion demands." (10:1:18) - 7

3. "Techniques used by successful teachers are numerous." (10:1:19) - 6

4. The social studies deal constantly with moral judgments. (10:1:29) - 8

How a teacher can improve himself professionally besides attending graduate classes

Recommendations

1. Beginning teachers should set his goal high. (10:1:1)

2. Beginning teachers should acquire the habit of referring to research for information concerning professional problems. (10:1:1)

3. Young teachers should appraise the likelihood of their success. (10:1:5)

4. Beginning teachers who possess none of the following qualities should hesitate about remaining in the profession: (1) liked by their students; (2) professional interest in teaching; (3) interesting and well-adjusted personality; (4) ability to cooperate in school life; (5) high marks in methods courses; (6) satisfactory marks in general college work; and (7) above average native intelligence. (10:1:5)

5. Beginning teachers should judge all pronouncements concerning method in the light of a widely held belief that the end of method is improve teaching, improvement of behavior. (10:1:16)
6. Beginning teachers must master the essential steps of good methods. (10:1:16), (5:3:37)*

7. Beginning teachers must choose electically from among established techniques and procedures. (10:1:16)

8. Beginning teachers should master two or three of the following: (1) Improved textbook method; (2) Unit method; (3) Contract method; (4) Agree-uncertain-disagree response method; (5) Problem-solving method; (6) Community survey method. (10:1:16-18)

9. The beginning teacher should check each item carefully and formulate a written evaluation of his potentialities on each of the following areas and should restudy his evaluation from time to time: (1) Personal Philosophy; (2) Teaching Personality; (3) Personal Appearance; (4) Social and Civic Responsibilities; (5) Command of subject matter; (6) Methods of teaching; (7) Understanding of children; (8) Professional ethical conduct. (10:1:36-37)

10. The teacher should attempt to develop the following traits: sympathy, understanding, helpfulness, humor, truth, competency, control and good appearance. (10:1:27)

11. The teacher should note especially truth, competency and control. (10:1:27)
12. Six specific activities which will aid the social studies teacher improve his personality are: "(1) Associate with the social agencies of one's community. (2) Develop interests outside the school. (3) Participate in a varied and interesting social program with adults one's own age. (4) Read, travel, think, attend plays, see good movies, argue with friends, discuss current affairs, and participate in some creative activity. (5) Learn as much as one can about children. (6) Associate with children in other than classroom situations." (10:1:28)

13. "The teacher should see clearly the tragic results of teaching when one is not well adjusted to the very difficult task of dealing year after year with children." (10:1:28)

14. The teacher should recognize the general causes of failure and must try to escape the weaknesses identified with failure. (10:1:31)

15. The teacher must develop a reading program. (10:6:113), (1:7:133)*

16. The teacher must spend a considerable percentage of his salary on books and magazines. (10:6:114)

17. The teacher must maintain a regular and systematic reading of at least one magazine in one or more of the social sciences. (10:6:114), (1:7:133)*
18. The teacher should be acquainted with magazines of national scope and circulation and also of regional and state magazines. (10:6:116)

19. The teacher should be acquainted with the Encyclopedia for the Social Sciences. (10:6:116)

20. The teacher must check reviews of books against the more critical reviews that appear in the social science magazines in their choice of books. (10:6:117)

21. "In developing a reading program one should not forget the older and well-established books." (10:6 117)

22. The teacher should select books of his own interests and needs. (10:6:117)

23. The teacher "must not neglect developments and trends in the fields of educational policy, history and principles of education, curriculum, educational psychology, personnel and guidance, and general fields. (10: 6:117), (1:7:133)*

24. The social studies teacher should be a consistent reader of the National Education Association Journal, School Life, and the official organ of his state teachers association. (10:6:118), (1:7:133)*

25. The teacher must also inspect many yearbooks and perhaps read an occasional one. (10:6:118)
26. The teacher will profit by reading from important series of books like those issued by the American Youth Commission, the Educational Policies Commission, the report of the New York Inquiry, etc. (10:6:119)

27. All reading programs in the social studies should start with the publications of the National Council for the Social Studies; Social Education, Yearbooks, and Bulletins. (10:6:120), (16:10:335)

28. The publications of the National Council of Geography Teachers deserve attention - the Journal of Geography. (10:6:120)

29. The teacher must also be acquainted with books that deal specifically with the social studies, those which cover the whole field and those which are more specific in nature. (10:6:120-121), (1:7:134-144)*


31. The teacher must carefully and intelligently read the daily newspapers to keep up in current events or affairs. (10:6:122), (1:7:133)*

32. The teacher must persist in his efforts to understand (1) foreign events, (2) national affairs, (3) state
matters, and (4) local developments. (10:6:122-123), (12:2:20)

33. The teacher must read the critical analyses of news from such magazines as the Nation and the New Republic for greater understanding. (10:6:123)

34. The teacher must learn to listen critically to radio broadcast. (10:6:123)

35. For mature treatment of current affairs the teacher must turn to monthly magazines like Events and "to various yearbooks which seeks to put developments in a truer perspective." (10:6:123)

36. "In trying to keep abreast of current affairs one should not try to draw too sharp a line between events and ideas." (10:6:123)


38. The suggestions given above on the reading program are intended as a number of parallel suggestions rather than one unified plan. (10:6:124)

39. To make the most of travel, the teacher must join a carefully arranged group travel or conducted tour. (10:7:127)

40. The teacher must learn to discriminate critically between those trips which offer genuine educational oppor-
tunities and those which are primarily pleasure jaunts.
(10:7:127-128)

41. The following criteria will be helpful in evaluating the merits of tours: (1) One which offers a cultural and social program is decidedly preferable to one which offers mere sightseeing; (2) The leader must be men and women of experience and proved ability and will go all the way with the party; (3) The group must be relatively small in number and of fairly like-minded individuals; (4) There must be adequate time allowed for the proposed itinerary; (5) The cost must be proportionate to the value received; (6) The travel agency must be a financially responsible organization. (10:7:128-129)

42. The teacher must be aware of the types of trips that are available to his choice. (10:7:129)

43. A list of competent sightseeing tourist agencies is given in these pages of the Yearbook. (10:7:130-132)

44. A list of the best educational travel organizations is given in these pages of the Yearbook. (10:7:132-136)

45. A list of the best professionally sponsored tours is given in these pages of the Yearbook. (10:7:136-142)

46. The teacher must increase his professional contacts through membership in professional organizations like the National Education Association, Organizations of Social Scientists, the National Council for the Social
Studies, regional organization of social studies teachers, State organization of social studies teachers, sectional organization of social studies teachers, and local associations. (10:8:145-164)

47. Two approaches to the problem, gaining the respect of the community by having professional training in, and a professional attitude toward the teaching profession; and by the teacher's conscious adaptation to the mores of the community must be harmonized. (10:8:170)

48. Conscious adaptation to the community is achieved by making the school community the teacher's home community; by membership in one of the local service clubs; by attending the local church of his choice, if he is a churchgoer, and become active in its work, especially its social service activities; by being circumspect also in the smaller things in correct conduct; and by aspiring to lead the intelligence of the community, not the emotions. (10:8:174-176), (12:2:21-22), (9:7:72)*

49. The teacher must be able to use skillfully the resources of the community. (10:8:181), (12:2:23-24), (9:7:67)*

50. As a guide to the teacher, a list of recent publications in economic literature is presented in these pages of the Yearbook. (10:13:142-166)
51. Teachers must bear in mind two large aspects of the school's relationship to society: that society maintains certain controls over the school, and that while the school carries the major responsibility for the education of children, there are also other institutions which influence their developments. (12:2:18)

52. Teachers must see to it that educational goals are grounded on "clear and exact knowledge of the status and direction of American society." (12:2:19)

53. "Each school worker should be well-grounded in sociology, economics, and other social sciences." (12:2:20)

54. Each teacher must take the responsibility for deciding where emphasis should be placed in the curriculum. (12:2:21)

55. To keep the bibliography up to date in intergroup education, the teacher must use the standard bibliographical aids. (16:10:334)

56. Keeping in touch with organizations in the field of intergroup relations is one way of keeping up the field. (16:10:335)

Grounds

1. There is a need for excellent teachers of social studies. (10:1:1) - 1

2. Professional and financial success goes to the
excellent teachers. (10:1:1) - 1

3. People who are totally unfitted for the tasks become spiritless day laborers in the classroom. (10:1:5) - 3

4. The recommendation is based on studies of teacher qualities. (10:1:5) - 4

5. They are the most popular and efficient teaching methods. (10:1:16) - 8

6. Good teachers use a variety of method. (10:1:16), (3:1:15)* - 8

7. All available studies show that students appreciate competency and control. (10:1:27) - 11

8. The social studies teacher is obligated to develop his social traits to the fullest since the social sciences deal largely with the interactions of individuals. (10:1:28) - 12

9. Recent investigations of the mental health of teachers indicate that teachers should make "constant provision for their own adjustment and social matura-

10. "Healthy teaching personality seems to develop best when it is consciously sought." (10:1:28) - 13

11. Reading of the reliable social science magazines will contribute to one's professional as well as personal satisfaction. (10:6:114) - 17
12. It contains a vast storehouse of reliable information. (10:6:116) - 20

13. These fields affect and condition the work in the social studies. (10:6:117) - 23

14. They furnish considerable information of a general nature. (10:6:118) - 24

15. "A local case in court has its larger ramifications, and most foreign event often has its significance for the local scene." (10:6:123) - 32

16. These publications have reached "a fair degree of objectivity and an acceptable level of accuracy." (10:6:123) - 35

17. "Some thought-provoking article, some political theory, some international proposal may well turn out to be vastly more significant than the capture of a city in China, a tornado in Minnesota, or the sentencing of a political boss." (10:6:124) - 36

18. Taken as a whole, the suggestions is too exacting a program. (10:6:124) - 38

19. It means more freedom in terms of opportunities to save nerves, time, and money, as well as to visit unusual places, observe special events, and meet notable personages. (10:7:127) - 39

20. "Through the contacts made possible by associa-
tions should come the constant broadening of knowledge, the lengthening of vision, the clarification and strengthening of purpose, the elevation of standards, in short, the growth, professional and personal, which the true teacher craves and the profession demands." (10:8:169) - 46

21. Teachers must maintain professional standards for themselves in order to deserve and earn this respect. (10:9:172) - 47

22. Like the preacher, the teacher's conduct is constantly under scrutiny. (10:9:176) - 48

23. This lead much to mutual understanding and cooperation. (10:9:181) - 49

24. There is a close relationship between American life and education. (12:2:20) - 53

25. This necessary to meet the needs of a particular group of children. (12:2:21) - 54

26. Closer contact with the home leads to better understanding of the children. (12:2:21) - 48

Problems in teacher training

The problems in teacher preparation that have been noted in the articles of the Yearbooks of the second period may be classified under the following questions: (1) What
kind of preparation should be given to the prospective teacher? (2) What advanced course should teachers of social studies take? (3) How can the preparation of teachers of American history be improved? (4) How can the in-service preparation of teachers of American history be improved? and (5) How can the graduate preparation of teachers of American history be improved?

The preparation of a prospective teacher of social studies

J. A. Michener (10:1:1-37)

Recommendations

1. It must be remembered that a teacher can never know enough to teach this exhaustive field as well as would like. (10:1:8)

2. It would be ideal if every teacher were at least competent in the following: (1) Anthropology, (2) Geography, (3) Sociology, (4) Economics, (5) Ethics, (6) Ancient history, (7) Medieval history, (8) Modern history, (9) American history, and (10) Government. (10:1:9)

3. Modern history should not be limited to the European continent, but should include Asia, Africa, and South America. (10:1:9)
4. The prospective teacher should acquire a broad cultural program. (10:1:10)

5. The prospective teacher should acquire a knowledge of educational practice. (10:1:10)

6. More than one-half of the total available time should be devoted to acquiring background in culture and knowledge of educational practice. (10:1:10)

7. The remaining time should be devoted for specialization in the field of the prospective teacher's special interest. (10:1:10)

8. The prospective teacher should utilize his vacations occasionally for further study. (10:1:10)

9. It is sufficient to be acquainted with the general nature of the following cultural areas: (1) American literature; (2) English literature; (3) World literature; (4) General Science; (5) Music; (5) Art and Architecture; (7) Dramatics. (10:1:10-11)

10. The prospective teacher should understand the problem of maturation. (10:1:21)

11. The prospective teacher must understand normal student interests. (10:1:22)

12. The prospective teacher should understand and appreciate the various types of intelligence. (10:1:22)
13. The prospective teacher should know how to detect and provide for individual differences. (10:1:23), (5:13:181)*

14. The prospective teacher must be "more fully grounded than most of them are at this time in an understanding of the contemporary" scene. (14:6:124)

15. "No teacher should be allowed to obtain a license without having passed at least one full course in international relations." (14:6:124)

16. The study of comparative education should be made an essential requirement for teaching. (14:6:124)

Grounds

1. The recommendations are based on the analysis of the social studies as they are taught today. (10:1:8) - 2 and 3

2. The beginning teacher will generally have discrepancies in his preparation. (10:1:8) - 8

3. An extensive program is impossible in the average four-year program. (10:1:9) - 8

4. Illustrations from these areas are especially useful when teaching children vague and new concepts. (10:1:11) - 9

5. The problem of teaching a class consisting of
students of varying stages of development differ from those at the same point of maturation. (10:1:21) - 10

6. "Social studies teachers will probably be called upon more and more to work into their classes discussions of adjustment, guidance, personal relationships, school citizenship, and marriage problems." (10:1:21-22) - 10

7. This is necessary to be a good guide for students in a course dealing with their problems. (10:1:22) - 11

8. Intelligence and verbal ability are no longer synonymous. (10:1:22) - 12

9. The democratic principle calls that brilliant and dull students should be given the same attention as the average students. (10:1:24) - 13

10. It will give them an international background "which will be reflected in their teaching." (14:6:124) - 15, 16

What advanced course should teachers of social studies take?


Recommendations

1. The teacher's previous academic and professional training must be taken into consideration. (10:3:55)
2. Further study must be on the graduate level whether for credit or not. (10:3:56)

3. The teacher's graduate program should be planned by the teacher, his principal, his superintendent, and his college advisers, all cooperating. (10:3:59)

4. "The planning of each teacher's graduate study is, then, an individual problem." (10:3:60)

5. The conventional "major-minor" requirements should then be abolished. (10:3:60)

6. The nature of the research to be undertaken by teachers on the master's and doctor's levels should be limited to problems relating to teachers and teaching. (10:3:64)

7. The research should have a direct relation to the situation in which the teacher is working. (10:3:64)

8. The problem must be "of a practical nature and suggested by the teachers' own in-school experiences." (10:3:64)

9. "Nothing less than a distinct contribution in the social studies teaching should be the aim of the research." (10:3:64)

10. The results of the research must be available to all interested social studies teachers. (10:3:65)
11. The cooperation of all concerned is necessary to improved graduate study. (10:3:66)

12. A series of comprehensive tests should be administered prior to conferring the degrees which should include: (1) work done in the candidate's major and related teaching fields; (2) professional preparation; (3) applied psychology, including mental hygiene; (4) health and physical education; (5) command of the English language; (6) ability as an educational leader; (7) philosophy and outlook in life. (10:3:66)

13. The preparation or education of teachers should be the joint responsibility of all the departments or schools within an institution. (10:3:66)

14. The new departures - workshops and laboratories - from the typical procedures in teacher education should be taken only after the teacher has systematically explored the field of curriculum and methods. (10:4:90-91)

15. Courses which are in the nature of workshops and laboratories must be taken by experienced teachers. (10:4:91)

16. Teachers should not confine themselves to workshops and laboratories while ignoring courses dealing with the advanced problems of the social sciences. (10:4:91)
17. These new courses must be taken by teachers with initiative and the ability to cooperate with others. (10:4:91)

18. Most social-studies teachers should become acquainted with these new departures. (10:4:91)

Grounds

1. Studies show that there is little relation between the teacher's academic preparation or the graduate study which he may be pursuing and the actual needs of classroom teaching. (10:3:56) - 1

2. The recommendation is based on the advantages to be derived from the functions of graduate study. (10:3:56-57) - 2

3. No two teacher have had the same or equivalent undergraduate preparation. (10:3:60) - 4

4. The recommendation is based on a democratic philosophy of education. (10:3:64) - 6

5. Specialists agree, in the main, that teachers should be prepared for specific teaching positions. (10:3:64) - 7

6. Social studies instruction will not be as efficient as it should be until these perplexing problems have been investigated. (10:3:64) - 8
7. "Graduate research in education is often of little practical value to teachers." (10:3:64) - 10

8. "This suggests a unity of purpose, a coordination that the several departments or schools too often overlook." (10:3:67) - 13

9. These courses are intended to supplant, not replace, the standard professionalized courses. (10:4:90) - 14

10. The "amount of benefit one obtains from them often varies directly with the amount of educational intelligence and perception one brings to them." (10:4:91) - 15

11. "They frequently prove to be merely confusing to uninterested or uninitiated teachers." (10:4:91) - 15

12. "These courses do not presume to supplant systematized courses in the content of the social sciences." (10:4:91) - 16

13. "There are also challenging seminars and research groups in history, economics, modern problems, geography, and sociology." (10:4:91) - 16

14. Teachers without these qualities find the work tedious. (10:1:91) - 17
15. Some of these innovations will be accepted as permanent additions to in-service training of teachers. (10:4:91) - 18

How to improve the preparation of prospective teachers of American history

R. E. Thursfield (17:32:407-428)

Recommendations

1. "Teacher training includes undergraduate college preparation, in-service growth in professional competence, and graduate work in American history and related fields." (17:32:407), (17:33:442)

2. "In-service education of teachers should be continuous through their careers and should be both formal and informal in nature." (17:32:407)

3. "The responsibility for preparing properly qualified teachers, as indicated in the previous chapter, is not solely that of the colleges, teachers colleges, and universities." (17:32:107-408)

4. Efforts to improved teacher preparation and greater competence must take into consideration provision for adequate salary standards to attract and retain persons of natural ability, and providing attractive teaching
situation - workload, selection and assignment, freedom, recognition, adequate opportunity for initiative, and highly professional supervision. (17:32:408)

5. "Recruiting from the upper ability and achievement divisions of college classes must become a standard part of the policy of every school official as well as of college advisers." (17:32:408)

6. The serious student of teacher education will be benefited by reading of the following: (1) National Survey of the Education of Teachers, published by the United States Office of Education in 1933 and the volumes resulting from the investigations of the Commission on Teacher Education of the American Council on Education published from 1938 to 1946." (2) "William Bagley's section of The Teacher of the Social Studies; (3) the Tenth Yearbook of the National Council for the Social Studies;" and (4) "the pertinent chapters in the Report of the Committee on American History in Schools and Colleges." (17:32:409-410)

7. "If the fifth year is impractical as a part of the pre-service training, it does seem as if certification authorities might dispense with the requirement of a minor or 'second' teaching subject." (17:32:411)

8. "... from courses frequently included in the provision for a background of general education, the future
teacher of United States history would find a two-year survey of Occidental Civilization (or in a similar introduction to world history), a course in economics, and/or a course in American government, studies of especial value in enlarging his perspective as a teacher of national history." (17:32:412)

9. "... from among probable requirements in professional education, a survey of the history of education, broadly conceived as cultural and intellectual rather than merely institutional history, and a course in the philosophy of education, including attention to the history of educational thought through the ages, would contribute greatly to the broad sufficiency of a teacher of American history." (17:32:412)

10. "Within the college major a survey course in American history carefully planned to meet the college student would be a standard requirement." (17:32:412)

11. "In a history major stressing American history, flexibility could be facilitated through one-semester units. These might include such topical or chronological aspects as the following: History of the American West, History of the American South, American Diplomatic History to 1900, American Foreign Relations since 1900, American Economic, Social, or Cultural History for one or more periods, American Colonial History, American Biography, and Recent American
12. "The required number of these courses might vary, but it would seem advisable to expect that at least five one-term courses would be selected from this group." (17:32:412-413)

13. Within "any major program for the teacher of history, there should be included a really sound introduction to historical method." (17:32:413)

14. "Outside of the field of American history there would still be opportunity within the four-year program for two full-year courses or their equivalent in related fields." (17:32:413)

15. "As an alternative to the conventional major in history with emphasis in American history a prospective teacher might select a college major in 'American Civilization' as offering a better program for his pre-service preparation." (17:32:413)

16. "The Johns Hopkins plan for an American Civilization major consists of three groups of studies, as follows: (1) required basic courses; (2) distributive work (American); (3) Correlative work (non-American)." (17:32:413-414)

17. "Quality of college instruction as well as the nature and content of college courses is a paramount factor." (17:32:4:4)
18. The college survey of United States history which is a vital course for the prospective teacher of American history may escape deadening repetition of what was taught in the lower schools by emphasizing the economic, social, and cultural aspects of American development, or by complete reorganization of the course. (17:32:415-416)

19. "Emphasis throughout the survey, then, may be placed upon older as well as newer interpretations in American history." (17:32:416)

20. There will continue to be a "need for the correction of errors and wrong impressions engendered either through efforts to select and simplify materials for young learners or through the limitations of some teachers." (17:32:417)


22. "Myths and legends can be introduced occasionally to show the nature of historical evidence and to develop critical thinking in relation to America's past." (17:32:418)

23. "Other undergraduate courses in American history can build upon the survey, advancing further the development of the historical skills of critical reading, evaluation of evidence, and synthesis." (17:32:418)
24. "Different types of assignments and varying methods of classroom procedure within these courses can offer the future teacher valuable learning experiences." (17:32:419)

25. The course in teaching of history must embrace far more than any narrow study of teaching methods. (17:32:419)

26. The course in teaching of history must be taught "by a college instructor who knows history well and whose knowledge of education includes familiarity with materials available for improved teaching of history in the schools." (17:32:420)

27. The two professional courses in education - the history of education and the philosophy of education - "when wisely conceived and ably taught offers a guarantee against too narrow professionalization and against the dangers of a too-limited view." (17:32:420)

28. "Courses in educational psychology and test and measurements are obviously integral parts of the preparation of any teacher." (17:32:420)

29. "The course in observation could be combined with instruction concerning either elementary or secondary education, thus strengthening that work and eliminating the need for a separate course. (17:32:420)
30. There is no excuse for leading the education requirements with a "general methods" course, part of which can be studied far more intelligently in relation to the "methods" work of the subject the student is planning to teach while the remainder is usually duplicated in other education courses." (17:32:420)

Grounds

1. "Without constant mindfulness of the foregoing concomitant factors, efforts to build and maintain a highly professional group through teacher education can achieve but little since they would be operating in a vacuum." (17:32:409) - 5

2. The practice of requiring so "has ordinarily produced teachers inadequately qualified in knowledge for either of the two subjects they are expected to offer." (17:32:411) - 7

3. "The suitability of such a choice for the subject-matter program for a future teacher of American history may be judged from the projected program in the Johns Hopkins University College of Arts and Sciences." (17:32:413) - 15

The in-service preparation of teachers of American history

R. E. Thursfield (17:32:407-428)
Recommendations

1. In-service preparation "can begin immediately following college graduation in a way that can continue throughout life - through intelligent reading in the literature of American history, in the literature of related fields, and in pertinent education literature." (17:32:421)

2. "The individual teacher of American history or the supervisor directing a school study-group or marking out an individual program for reading would find valuable assistance" in Reading Guide for Social Studies Teachers, by Edgar B. Wesley. (17:32:42;)

3. "The carefully composed Section II of the 17th Yearbook of the NCSS supplies a unique and extraordinarily serviceable presentation of newer interpretations in American history. (17:32:421)

4. The teacher of American history must "maintain a well-balanced program of reading in (1) American history; (2) related social science fields; (3) professional education; (4) pertinent imaginative literature; (5) literature of current events; and (6) general cultural education." (17:32:422)

5. Teacher-in-service growth may include many other types of varied and worthwhile experiences like: democra-
tically planned group activities, summer workshops, observation of classes, cooperative work in courses of study, syllabi, and reading lists, and attending evening or summer classes in college. (17:32:422-423)

How to improve the graduate preparation of teachers of American history

R. E. Thursfield (17:32:407-428)

Recommendations

1. "The teacher of American history in the schools should elect a large proportion of his graduate courses for the history offerings." (17:32:424)

2. The graduate departments of history and of education must cooperate in working out a well-balanced graduate program leading to the master's degree in the teaching of history. (17:32:426)

3. At least fifteen semester hours of the thirty usually required for the master's degree must be in the subject matter of his teaching specialization. (17:32:426)

4. "Courses in American history might include topical treatment at the graduate level of aspects or chronological periods previously suggested in the undergraduate program." (17:32:426)
5. There must be work in related fields such as international relations, labor relations, American constitutional development or American literature. (17:32:426)

6. A one-term course in the literature of American history is advisable. (17:32:426)

7. A one-term course in newer scholarship and interpretations in American history is recommended. (17:32:426)

8. "The graduate work in history should provide inspirational and systematic treatment of aspects which are not too limited." (17:32:426)

9. "Inclusion of at least one course requiring study of a concentrated area or aspect of history together with research in that area is, however, an important desideratum in any program leading to the master's degree." (17:32:426)

10. The graduate program must be planned in reference to the teacher's undergraduate background in history and in education." (17:32:426)

11. "Courses in professional education should include at least two terms of the work on the teaching of history." (17:32:426)

12. "A survey course on that subject similar to the one suggested for the undergraduate program should be available for those students who have not had such experience." (17:32:426-427)
13. "Other graduate courses might include: (1) the social studies curriculum - problems of selection and of vertical and horizontal articulation; (2) selected newer interpretations and points of view in world history; (3) the teaching of American history with specific applications to topics and problems in the field of American history . . . ; (4) newer interpretations in American history, if not included in the history offering." (17:32:427)

14. The student should add at least one-term course in educational psychology. (17:32:427)

15. The student must have a full-year graduate course in the history of American education. (17:32:427)

16. The student must have an advanced course in some aspects of tests and measurements. (17:32:427)

17. The student must have a term or more of educational philosophy. (17:32:427)

18. The college teacher of American history will continue to work for a master's degree and doctor's degree in the subject matter area. (17:32:427)

19. Complete concentration in subject matter for the teacher in the lower schools belongs to the past. (17:32:427)

Grounds

1. Such a program is suited to the needs of the
Problems on teacher placement

L. W. Williams (10:2:38-54)

Recommendations

1. The social studies teacher must be given a better understanding of the problems of placement, promotion, and tenure as seen through the eyes of the placement bureau. (10:2:38)

2. The teacher placement committee can make and keep contacts with the schools that provide placement possibilities through the use of letters. (10:2:40)

3. Personal visits by staff members or representatives of the institution concerned are far better than letters in making and keeping contacts with schools that provide placement possibilities. (10:2:40)

4. Another procedure is through the "follow-up" where "competent representatives from the institution concerned go out into the field and work with the teachers who have but recently graduated or who are experiencing difficulty of some kind." (10:2:40)

5. All pertinent data desired by schools should be provided by the placement service. (10:2:41)
6. The placement office has a great responsibility in keeping the teacher's record complete and up-to-date. (10:2:41)

7. It is also "no less the responsibility of the teacher to see that his record is kept complete and adequate." (10:2:41)

8. "Open" or "general" letters of recommendation should never be used as a part of a candidate's record. (10:2:41)

9. Great care must be exercised in the selection of people who are to be requested to write letters of recommendation for the teacher. (10:2:42)

10. More publicity relative to the essential features of letters of recommendation and helpful guidance for candidates in the selection of reference are necessary. (10:2:43)

11. The candidate must know how to write letters of application. (10:2:44)

12. Candidates need to learn how to conduct themselves satisfactorily in a personal interview. (10:2:44)

13. The candidate must leave no stone unturned after he makes his application until the vacancy is filled. (10:2:44)

14. "Candidates must learn to insist, tactfully
but firmly, that employers must indicate the facts about
salaries." (10:2:45)

15. The candidate must keep in close touch with the
placement secretary. (10:2:46)

16. Under abnormal economic conditions, candidates
should be directed to take the initiative in finding vacan­
cies and to use every resource possible. (10:2:46)

17. Under abnormal economic conditions, candidates
should be encouraged to report openings discovered for
which they are not qualified or in which they are interested.
(10:2:46)

18. The alumni should be encouraged "to report known
openings or to suggest tactfully that school official get
in touch with the placement secretary."

19. An internship plan may be instituted where a
few outstanding individuals in several teaching fields are
placed on a part-time basis in some of the better schools
under the supervision of the institution as well as the
schools. (10:2:46)

20. Undesirable practices like underbidding, bring­
ing pressure to bear upon administrators, etc., must be con­
demned by the placement secretary. (10:2:47)

21. Candidates guilty of such undesirable practices
should be reported to their alma matter and after investiga­tion
such facts should be made a part of the records. 
(10:2:47)

22. To meet the problem of over supply of social studies teachers, the real challenge lies in raising requirements for teaching social studies. (10:2:49)

23. To raise the requirements for teaching social studies, a candidate must be qualified to teach in one or two other fields of the social studies. (10:2:49)

24. Proper combination of social studies major with other fields must be made. (10:2:49-50)

25. Some emphasis must be placed on the importance of extra-curricular qualifications of teachers. (10:2:51)

26. More nearly uniform standards, emphasizing quality rather than quantity of teacher preparation must be encouraged and cooperation of all groups, teachers, administrators, placement secretaries, is necessary. (10:2:51-52)

Grounds

1. Such an understanding might make the teacher a better candidate and improve his chances of placement or of professional advancement. (10:2:38) - 1

2. "Letters offer the simplest possibility." (10:2:40) - 2
3. Personal contacts established and maintained offer real possibilities for the appointments office. (10:2:40) - 3

4. This "service is bound to build up a favorable attitude on the part of administrators and cause them to remember it when need of teachers." (10:2:41) - 4

5. "Most school authorities place no value upon them whatever." (10:2:41) - 8

6. Letters of recommendation offer a difficult problem in placement. (10:2:43) - 10

7. "In some ways the crucial point of placement is the work of the candidate in 'selling' himself." (10:2:44) - 13

8. When competition is keen it is very important to do everything possible within the bounds of professional ethics to "work" a lead. (10:2:44) - 13

9. The day is past when good gositions were offered on a silver platter. (10:2:44) - 13

10. "Only the cooperation of many people will bring results" during times of abnormal economic conditions. (10:2:46) - 18

11. The internship plan fits with the recommendation of the North Central Association and similar standarizing agencies that our larger schools assume more responsibility in providing experience for beginning teachers. (10:2:47) - 19
12. Requirements for teaching the social studies in the high school are very low in many states.

(10:2:49) - 22

13. More calls are received for teachers who can teach more subjects. (10:2:49) - 23

14. Some combinations do not help in improving the chances of the candidates for placement since the other fields are also crowded. (10:2:50) - 24

15. Problems arise when standards are not uniform and when the quality of teacher preparation is low. (10:2:51) - 26

**Evaluation of Teaching**

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds in evaluation of teaching in the social studies in the Yearbooks of the second period is given in Table 18.
TABLE 18.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on evaluation in the teaching of social studies in the Yearbooks covering the second period: (1939-1946) volume 10 to volume 17

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*T—Trends; I—Issues; P—Problems; R—Recommendations; G—Grounds; TYB—Total number of articles in the Yearbook.

An examination of Table 18 will indicate that evaluation of teaching in the social studies has been treated in only four volumes of the Yearbooks of the second period. A comparison with the first period shows that there is a slight increase in the number of articles devoted to the aspect evaluation of teaching in the second period from that of the first period. There is also a slight change in the rankings of problems, recommendations, and grounds. While these three share the leading position during the first period, the leading position in the second period is shared only by recommendations and grounds. Problems dropped to the third position in the second period. Like that of the first period, no issue has been dealt with in any article of the Yearbooks of the second period. Trends and issues
maintain the position they have during the first period. The trends, problems, recommendations, and grounds in evaluation of teaching in the social studies are presented below.

Trends in Evaluation of Teaching in the Social Studies


1. Attempts are made to appraise a wider range of educational objectives. (12:12:215)

2. Experimentation with new techniques in evaluation has become necessary. (12:12:215), (2:3:118)*

3. Some critical attention has also been devoted to the following purposes of evaluation: (1) Improving teaching; (2) Improving the curriculum and checking curriculum hypotheses; and (3) Providing a basis for more adequate accounting to the community. (12:12:216-217)

4. "Many factors determine the type of appraisal program which is appropriate for and which is practiced in any one school." (12:13:230)

5. Many of the appraisal programs that are described in educational literature tend to be of the short-term variety which generally are opportunistic and disconnected. (12:13:231)
6. Steps in carrying out a comprehensive program in an elementary school in New York city include: "(a) identification of the major objectives of the social studies accepted by the personnel of the school as the important goals in teaching and learning; (b) clarification of each major objective by defining it in terms of such pupil behavior as signifies growth toward attainment of this objective; (c) finding available tests or appraisal techniques or constructing new techniques and methods of gathering evidence about the degree of achievement of each of the major objectives; and (d) applying the measures and interpreting the results in terms of both group progress and individual progress toward the major objectives." (12:13:232)

7. In a comprehensive evaluation program: (1) the following aspects are evaluated: information, work and study skills, interests, attitudes, and critical thinking; (2) test results are used for diagnostic and remedial purposes, to appraise newer curricular practices, and for adapting instruction to individual needs; and (3) has an adequate system of records and reports summarizing the test data. (12:13:233-242)

8. There is a faster pace in the development of techniques in the evaluation of the newer objectives of
the social studies such as critical thinking, work-study skills, attitudes and interests than those in evaluating information. (12:13:242-243)

Problems in Evaluation of Teaching in the Social Studies

The problems in evaluation of teaching in the social studies that have been identified in the articles of the Yearbooks of the second period may be classified under the following headings: (1) How to improve evaluation in general; (2) How to improve evaluation of critical thinking; (3) How to evaluate the program in intercultural education; (4) How to improve evaluation in American history.

How to improve evaluation in general


Recommendations


2. The second step is the "clarification of objectives in terms of the behavior changes which they imply." (12:12:226), (2:11:209-210)*
3. The next step is to "explore the techniques and methods which might be most appropriate for the appraisal of each" objective. (12:12:226), (2:11:209-210)*

4. The "conditions under which the evidence for evaluation is secured should approximate as closely as possible the conditions under which the respective behavior normally takes place." (12:12:227), (17:29:376)

5. The techniques of appraisal must be objective. (12:12:227), (17:29:376), (5:15:197-198)*

6. The summaries and interpretations to make must be appropriate to what is being appraised. (12:12:228)

7. Evaluation should also be diagnostic in nature. (12:12:228), (5:15:198-199)*

8. Evaluation should be carried on continuously. (12:12:228), (8:9:212)*

9. Economy "of time and effort should not take precedence over the considerations of validity, usefulness, and objectivity." (12:12:229)

10. The following methods of evaluation of social attitudes may be used according to the types of attitudes involved: (1) Qualities of behavior in immediate personal relationships such as cooperation, willingness to participate, responsibility, respect for other people and for public
property may be appraised through the "observation of overt behavior," and "anecdotal records, observational-checklists, and rating lists are the primary means of getting and recording evidence of this type; (2) For the appraisal of beliefs, scales of beliefs are used, which generally consist of a series of statements of opinion to which the pupils respond by agreeing or disagreeing or by marking items as uncertain; and (3) For appraising growth of social interests, by keeping records of pupil participation in social activities of various sorts, and with the use of interest indexes. (12:12:224-225)

11. To determine the objectives that should be evaluated in the evaluation of abilities and skills, the teacher must rely on some set of standards (i.e. philosophy of education) in judging the relative desirability of various objectives. (17:29:374)

12. Another way to determine the objectives that should be evaluated is for the teacher to take an oftenly mentioned objective and define it into specific activities that can be performed and measured. (17:29:374-375)

13. "Another way to go about defining objectives is for the teacher to observe closely his own teaching (and perhaps the teaching of others) in order to note the types of learning which occur. He can then formulate the more
inclusive objectives toward which these learning seem to lead."  (17:29:375)

14. Another approach to the problem of defining objectives can be made by starting with the evaluation exercises themselves and asking what a particular exercise requires the student to be able to do.  (17:29:375)

15. The teacher should use techniques of evaluation which are already developed whenever these techniques are really satisfactory for his purposes.  (17:29:376)

16. The teacher should make use of relevant data already gathered by the school or by other teachers.  (17:29:376-377)

17. The teacher should engage the cooperation of other teachers in working out means of evaluation.  (17:29:377)

18. The teacher should make use of the teaching potentialities of evaluation exercises.  (17:29:377)

19. Other things being equal, the technique of evaluation from which the student might profit most should be preferred.  (17:29:377)

Grounds

1. "A reasonable comprehensiveness or coverage of at least the most significant objectives would thus be
assured." (12:12:225) - 1

2. The measure is necessary to make "sure that there is no serious discrepancies between what is evaluated and what is taught." (12:12:225) - 1

3. More effective use of the data is likely to be made when the measure is done. (12:12:225) - 1

4. The step is necessary to determine what qualities of behavior will be observed or noted to get valid evidence. (12:12:226) - 2

5. "Which procedures or instruments to use depends on the nature of the objective and on the behavior involved." (12:12:226-227) - 3

6. "While numerical scores or similar symbols may be sufficient for the description of one kind of behavior, verbal descriptions are more adequate for others." (12:12:228) - 6

7. Findings from diagnostic tests can be helpful to teaching and guidance. (12:12:228) - 7

8. The measure is necessary to determine not only status at a given time, but also growth of pupil over a period of time. (12:12:229) - 8

9. Social attitudes are of different types of behavior. (12:12:222) - 10

10. "This task belongs to the philosophy of education." (17:29:374) - 11
How to improve evaluation of critical thinking

The problem of improving the evaluation of critical thinking is presented below under the following sub-problems: (1) What are the purposes of evaluation of critical thinking? (2) What are the characteristics of the techniques and processes of evaluation of critical thinking? (3) How can one deal with the problems in evolving a plan for evaluating critical thinking? (4) How can one evaluate skills on selecting, appraising, and organizing information? (5) How can one appraise the ability to interpret social data? (6) How can one evaluate the ability to use social generalizations, facts, and values? (7) How can one evaluate the ability to analyze arguments critically? and (8) What principles can be used to guide the planning of evaluation in critical thinking? These questions are presented below with their respective recommendations and grounds in the order they are listed above.

The purposes of evaluation of critical thinking
H. Taba (13:4:123-175)

Recommendations

1. One purpose is to improve teaching. (13:4:123)
2. Another purpose is to improve the curriculum.

(13:4:124)

3. A third purpose is to discover "unpremeditated by-products of the materials and methods used." (13:4:125)

Grounds

1. "Teaching is effective to the degree to which it is directly addressed to specific problems and provides appropriate help to each student," and "evaluation can provide the evidence necessary for such teaching." (13:4:124) - 1

2. "A comprehensive and consistent check on the changes in students' thinking is the only reliable way of determining the comparative effectiveness of various materials and procedures." (13:4:124) - 2

3. "Often, also, curriculum experiences introduced for certain purposes produce other unexpected and often undesirable changes in students." (13:4:125) - 3

The characteristics of the techniques and processes of evaluation of critical thinking

H. Taba (13:4:123-175)

Recommendations

1. Evaluation "should have an integral relation to
what is taught in critical thinking." (13:4:125)

2. The "appraisal of thinking" must "be as diagnostic as is necessary to locate specific strengths and weaknesses of students." (13:4:126)

3. It must be valid, that is, has the "capacity to measure what it has set out to measure." (13:4:126), (5:15:197-198)*

4. It must be reliable, that is, it must be free from "subjective bias or other deficiencies in the instrument or technique used." (13:4:126), (5:15:197-198)*

Grounds

The grounds of the above recommendations may be inferred from the nature of the recommendations.

How to deal with the problem of evolving a plan for evaluating critical thinking

H. Taba (13:4:123-175)

Recommendations

1. Specific aspects of critical thinking which are of concern to teachers must be listed by them in terms of clearcut description of the specific behavior processes and the content with reference to which of these processes are

2. The specific aspects of thinking to be appraised must be listed under larger groups like: (1) skills involved in getting, selecting, and organizing ideas and information; (2) abilities and techniques in interpreting social data; (3) abilities needed in applying social facts, generalizations, and value principles to new problems, particularly to life problems; and (4) techniques for evaluating arguments, ideas and conclusions presented by others. (13:4:129-130)

3. The method or technique to be used must be appropriate to the behavior to be appraised. (13:4:130)

4. The following sources and techniques which can yield dependable data are among those which the teacher has at his disposal: (1) Assigning written reports which can yield data on students' awareness of issues, their ability to develop a logical argument, and their ability to attack problems and to organize ideas; (2) Encouraging pupils to use a variety of sources and data where evidence can be secured on how well they locate needed information as well as how adequately they interpret what information they find; (3) Through classroom discussions which often reveal how well students apply what they know; (4) By reading records and other records, valuable evidence not only on maturity of interests but on social awareness as well
are derived; (5) Through the use of paper-and-pencil tests; and (6) Observation and other informal methods. (13:4:131)

5. In evaluating a "multi-dimensional behavior, it is necessary to use several descriptions or scores to indicate these specific aspects." (13:4:131)

6. "Each separate bit of evidence, whether it be an anecdotal incident or a score, needs to be viewed in relationship to other available evidence." (13:4:132)

7. The data on any student's ability to interpret data must be viewed in the light of the data on other aspects of his thinking. (13:4:132)

8. Interpretation "must go far enough to locate causes for the behavior shown, else it is difficult to decide what help or improvement is needed." (13:4:132)

Grounds

1. Evaluation must be consistent with what is being taught. (13:4:127) - 1

2. Teachers "have an opportunity to clarify their own minds regarding the significant aspects of critical thinking, and to distinguish these aspects which are common to all their teaching from those which are unique to certain areas, units of work or projects." (13:4:127) - 1

3. Teachers "are more likely to develop an insight
necessary for their wise use of, and a willingness to use, the results." (13:4:127) - 1

4. It "is possible to avoid developing or choosing tests which measure something else rather than critical thinking." (13:4:128-129) - 1

5. "Such a grouping permits one to identify the specific processes without losing sight of their relationships." (13:4:129) - 2

6. "Not all aspects of thinking can be appraised equally well by the same technique." (13:4:130) - 2

7. "A single score on accuracy does not indicate specifically where each student's strengths and weaknesses lie." (13:4:131) - 5

How to evaluate skills in selecting, appraising, and organizing information

H. Taba (13:4:123-175)

Recommendations

1. Among the various methods that may be used are:

(1) By assigning "problems requiring the use of a variety of materials" and appraising "what the students use in terms of its applicability to the problems, the dependability of information they offer, and other such criteria;
(2) By appraising, in a similar way, the sources students use in connection with their own research problems; (3) By giving "students a list of problems and have them indicate the sources they would find useful in investigating them" - either with the use of free responses or where "several sources are suggested under each;" (4) By keeping class logs on sessions devoted to planning projects and units of work, the ability to plan an attack on problems and to organize the results of study which can be best appraised; (5) Through essay examinations requiring students to analyze the steps they have taken and the techniques they have used in making their written term papers; (6) Through tests on ability to outline for getting evidence on students' ability to plan an attack on a problem and to organize the results of their investigation; and (7) By "ask students to present certain data in a graphic form and evaluating the results by such criteria as appropriateness of the form to the data and to the purpose of presentation, observance of the common rules for graphic presentation and accuracy." (13:4:134-137)

How to appraise the ability to interpret social data

H. Taba (123-175)
Recommendations

1. We must know that the following types of behavior are involved in interpreting data: (1) The ability to read a given data, "that is, to recognize the meaning of the symbols used, and to understand the concepts necessary for seeing the relationships presented;" (13:4:138) (2) The ability to see relationships in data, that is, "to see elements common to several items of the data, and to recognize trends in the data;" (13:4:139) (3) The ability to recognize the limitations of a given data; (13:4:139) and (4) The ability to formulate "hypotheses though the verification of these may require further data." (13:4:140)

2. Two methods in establishing criteria for appraising progress in the ability to interpret data which can be used are: (1) Listing the desirable qualities of the process of interpretation and describing students according to the degree to which they live up to these qualities, and (2) Considering the common errors made by students and appraising their interpretation in terms of their ability to avoid these. (13:4:14;) 

3. "Several general observations that are pertinent in connection with setting up the devices for evaluating the ability to interpret data are: (1) the data should be
new to the students; (2) the data presented and the process involved should come as close to the normal behavior of interpreting as is possible; and (3) to bear in mind that a "test" situation can be made complex either by increasing the complexity of the data themselves or by increasing the difficulty of the reaction required. (13:4:142)

4. Among the ways of appraising the ability to interpret data are: (1) To present students with certain data and ask them to state the inferences they can make; (13:4:142) (2) "A more systematic and economical analysis can be secured from test exercises which present the students with certain types of facts followed by a list of interpretations and which ask them to judge the reasonableness of these interpretations;" (13:4:143) (3) Through exercises which combine several aspects of interpretation around one set of data; (4) Through exercises to evaluate a combined process involving interpretation, formulation of hypotheses and suggestions for investigation; and (5) By exercises to determine the balance of students' ability in inductive and deductive reasoning. (13:4:146-147)

Grounds

1. Results can be used to improve the curriculum and teaching materials. (13:4:148) - 4
2. "Interpretation of specific facts is also helpful for making general problems and issues concrete." (13:4:148) - 4

3. Practice "in the formulation of hypotheses to explain known facts is nowhere more important than in the social studies." (13:4:148) - 4

How to evaluate the ability to use social generalizations, facts, and values

H. Taba (13:4:123-175)

Recommendations

1. Several types of analysis are needed: (1) Exploring the types of situations in which application of known facts and generalizations takes place; (2) Determining what generalizations and facts students may be expected to apply; (3) Indicating specific behaviors involved in applying social generalizations and facts; and (4) Determining the criteria for appraising the ability to apply social facts and generalizations in terms of comprehensiveness, consistency, objectivity, tenability, and relevance. (13:4:149-153)

2. The use of various types of techniques in its appraisal is necessary. (13:4:153)

3. The teacher can observe how effectively the
student applies the appropriate facts and principles in the normal environment of the school. (13:4:153)

4. The paper-and-pencil tests developed in this area have the following common characteristics: (1) Students are asked to choose the one they think best, most appropriate, or most correct from among alternative decisions, courses of action, consequences, and conclusions of a given problem situation; (2) Students are sometimes given a single conclusion and are asked to evaluate it; (3) Students may be asked only to identify the conclusions, courses of action, or decisions which they approve, giving only a record of general position, but not the reasoning that may have led to it; (4) To discover the pattern of reasoning, a list of reasons representing generalizations - true and false, appropriate and irrelevant, consistent and inconsistent - usually is given, and the students are asked to choose from these those that support their conclusions. (13:4:153-154), (12:12:218)

5. The ability to associate broad generalizations and specific events may be appraised by asking students to find an appropriate illustration for each of a series of generalizations. (13:4:154)
6. To appraise how well students can apply specific information taught in a particular unit, a series of exercises constructed around several topics commonly taught in social problems courses which demand: (1) the ability to see the relationship of generalizations and facts to some general problem and a specific conclusion regarding that problem; (2) the ability to differentiate between generalizations which are merely assumptions or opinions and those which can be substantiated by facts; and (3) a test on information in order to see whether the difficulties experienced in application are caused by the lack of factual knowledge or by inability to use known facts, may be used. (13:4:154-155)

7. To appraise the use of value generalization, exercises which present a controversial situation permitting several solutions according to what one believes, is followed by the listing of alternative courses of action, conclusions or consequences from which the student is to choose the one he thinks best, and finally, a list of reasons is given representing statements of social values from conflicting standpoints which a student is asked to indicate those he would use to support his position. (13:4:157)

8. "Another method of evaluating social values is
through situations involving prediction of consequences of certain acts or decisions . . . " (13:4:158).

9. The ability to interpret social data may be appraised by using "original data of all sorts in teaching, to analyze the pupils' interpretations of these data as to their accuracy and significance, as to the kinds of difficulties the pupils encounter." (12:12:219-220)

10. For a more systematic appraisal of the ability to interpret data, a variety of exercises is "available in which data are presented and students are asked to check the inferences presented as to their truth and relevance." (12:12:220)

**Grounds**

1. "To get a clearer notion of what is involved in evaluating the application of facts . . . " (13:4:149) - 1

2. "This analysis suggests several difficulties to be avoided in applying social facts." (13:4:152) - 1

3. The objective involves diverse types of behavior. (13:4:153) - 2

4. This environment provides a number of social problems which are meaningful to pupils. (13:4:153) - 3

How to evaluate the ability to analyse arguments critically

H. Taba (13:4:123-175)
1. "Evidence of ability to evaluate arguments critically may be shown informally in a variety of school and out-of-school situations" such as: when students discuss such problems as the merits of social security; when they review books or write papers on such questions as "What should be done about unemployment;" when reacting to materials of all sorts, including textbooks; and specific practice exercises in the form of excerpts from newspaper editorials, statements in speeches, and magazine articles. (13:4:163)

2. To appraise abilities in the nature of proof may be through exercises on distinguishing facts and assumptions and on recognizing the most crucial assumption on material dealing with advertisements. (13:4:163)

3. Exercises may be given where the chain of reasoning can be evaluated, when in the analysis of arguments, their relationships to the conclusion, and the appraisal of conclusions lead to the recognition of gaps in data and the consideration of hypotheses about filling in those gaps. (13:4:164), (12:12:222)

4. The structure of logical arguments can be viewed in terms of applying some very simple forms of syllogistic
reasoning, remembering "that in addition to properly relating the premises to the conclusions, the validity of the premises must be considered also, and that several other problems enter, such as the need for proper definition, the recognition of the fallacy of reasoning by analogy, and the recognition of assumptions." (13:4:168)

5. To appraise several related processes of critical analysis of controversial materials, two selections of writing one each of five issues - one from a "conservative" source and another one from a "liberal" angle may be given to account for differences in critical analysis according to the reader's own viewpoint regarding the issues presented. The reactions to each "problem are in two parts, one dealing with the ability to appraise the ideas and conclusions and the other with the recognition of the propagandist techniques." (13:4:171)

Ground

1. "Several different types of processes are involved in thinking clearly and logically." (12:12:217) - 3

Principles used to guide the planning of evaluation in critical thinking

H. Taba (13:4:123-175)
Recommendations

1. Cooperative "planning of evaluation by the whole staff usually leads to a more effective program." (13:4:173)

2. A "more general appraisal of a broader range of aspects of critical thinking is usually more helpful than a detailed appraisal of some one aspect with no evidence available on other related aspects." (13:4:174)

3. Some "evidence on other phases of growth, particularly on social interests and attitudes, in order" to interpret adequately the data on critical thinking are also necessary. (13:4:174)

4. Time "must be reserved for the effective interpretation and use of the results." (13:4:174)

5. The appraisal must be carried continuously. (13:4:174), (8:9:212)*

6. Informal evaluation procedures are also useful. (13:4:175)

7. The evaluation should be carried only as far as the results can be used in achieving its purposes. (13:4:175)

Grounds

1. "Critical thinking is not something that can be developed by one teacher or in one subject field." (13:4:173)
2. It "is also possible to allocate the responsibilities for securing evidence and to pool the results, so that the task is not too burdensome for any teacher." (13:4:173) - 1

3. The measurement of growth and the diagnosis of strengths and weaknesses are the important purposes of this type of evaluation. (13:4:174) - 5

How to evaluate the program in intercultural education

H. Taba (16:2:21-62)

Recommendations

1. Evaluation "should not be confined to the end results which can be seen immediately after a unit or a course, but should be spaced over a long period of time" to include behavior changes which take place slowly. (16:2:52)

2. Evaluation must be comprehensive. (16:2:52), (5:15:199;201)*

3. The objectives must be clear. (16:2:53), (2:11:209-210)*

4. "The usual instructional procedure can often serve as evaluation devices." (16:2:53)

5. Changes in conduct can be appraised through observation. (16:2:54)
6. "Many important objectives can be measured by judiciously planned paper-and-pencil exercises." (16:2:54)

Grounds

1. Evidence of growth in the various objectives is important. (16:2:52) - 2

2. "Choices of books read and activities to pursue show growth in sensitivity and interest if these choices are made freely." (16:2:53) - 4

3. "Reactions in discussion to incidents in cafeterias and at school parties - all of this is a reasonable evidence of developing sensitivity, of attitudes, and is therefore material for appraisal of growth and change." (16:2:53) - 4

4. "Student writing reveals attitudes, misconceptions, and ways of thinking which are often hard to obtain any other way." (16:2:53) - 4

5. "Other expected changes have to do with overt conduct." (16:2:54) - 4

6. "One can get an idea of opinions students hold from attitude scales in which students react to general statements of opinion." (16:2:54) - 6

7. "It is possible to have students differentiate between facts and opinions." (16:2:54) - 6
8. "Exercises can be divided requiring concrete application of general principles and beliefs in situations new to students." (16:2:54) - 6

How to improve evaluation in American history


Recommendations

1. Evaluation must also be used for diagnostic purposes. (17:27:352), (9:20:215)*

2. Evaluation must be an integral part of teaching. (17:27:352), (17:33:441), (9:20:214)*

3. The teacher should also identify the extent of pupils' background in a given field before starting instruction in that field. (17:27:352)

4. The teacher must also develop in pupils the ability and habit of self-appraisal. (17:27:352)

5. A test must not involve reading difficulties beyond the grasp of the student. (17:27:353)

6. A "wide variety of evaluation devices is desirable to check achievement on a broader basis than entire depen-
dence on the written word." (17:27:353), (17:33:441)

7. "In selecting a standardized test for classroom use, consideration should be given to its applicability in terms of content covered, emphasis, ease of administration, criteria of reliability and validity, and availability of recent, well defined, and comparable norms." (17:27:353), (5:15:197-198)

8. As a preliminary step in evaluation, the teacher should set up major objectives for the course in American history. (17:27:354), (17:33:441), (2:11:209-210)

9. These objectives must be subdivided into minor objectives which are to be geared directly to the instructional program. (17:27:354), (17:33:441), (17:28:357)

10. The teacher should work out his own individual class evaluation procedures which bear upon application of factors in the study of American history to responsible citizenship. (17:27:355)

11. To evaluate understanding in American history, various test forms should not be compared for general effectiveness. (17:28:358)

12. "Special care must be exercised in framing true-false items to avoid their requiring purely factual informa-
13. Multiple-choice, or best answer item has a "peculiar value in testing for an understanding of relationships and discrimination among several plausible responses." (17:28:360)

14. We must remember that the multiple-choice test "is not an economical form of testing for command of factual knowledge, and good items require great care in their construction." (17:28:360)

15. "The multiple choice form is especially useful for evaluating understanding of concepts and terminology used in the study of history and other social studies." (17:28:361)

16. The multiple choice form "is also adaptable for combination with maps, graphs, paragraphs, and tables, to evaluate understanding and interpretation of historical data presented in these forms." (17:28:361)

17. "Matching questions are an economical form for evaluating associations and relationships, if properly constructed, but are usually not applicable to small units of subject matter." (17:28:362)
18. "The matching form is also especially useful for testing an understanding of chronological relationships." (17:28:363)

19. "Completion type items would seem to have little value for measuring understanding in history. The form lends itself well to testing for the recall of specific facts, such as names, dates, places, etc., unless the response required is of such length that the question partakes more of the nature of a subjective than an objective item." (17:28:364)

20. "The arrangement question is useful for having pupils rank items in order of their size, date, or sequential development, but beyond that point seems to have little direct application to the evaluation of understanding in history." (17:28:364)

21. The essay question, "when properly used, may have value in testing outcomes of learning which are not readily measured by objective forms." (17:28:364)

22. Essay questions should be restricted to topics which can be handled within the required time limit by the average student. (17:28:365)
23. Essay questions should "call for the application of principles or development of relationships in a way which has not been encountered previously by the student in identical form in class discussion, in his textbook, or in collateral reading." (17:28:365)

24. The long paper has values inherent in the essay question in evaluating understanding in history. (17:28:365)

25. "The assignment of long paper is naturally more suitable for mature pupils . . ." (17:28:365)

26. The assignment of the long paper must be carefully planned and checked. (17:28:365)

27. Another device for evaluating understanding of history is a project like pencil and paper projects, group activity projects, and construction projects. (17:28:367-372)

28. "Before selecting projects the teacher must consider the course as a whole to maintain a balance among all phases of the learning process." (17:28:367)

29. The anecdotal record can be used since "there are frequent opportunities for the teacher to note and cumulate relevant information on individual record cards."
30. The daily give-and-take of classroom discussion could enable a teacher to crystallize his judgment of a pupil's achievement. (17:28:373)

31. To evaluate attitudes in American history, the teacher must first define his attitudinal objectives. (17:30:385), (17:33:441)

32. Some of the best resources for evaluating attitudes are commercial tests. (17:30:386)

33. The teacher will also find it necessary in evaluating attitudes to use devices and techniques he himself develops. (17:30:386)

34. In evaluating attitudes, the teacher may decide to use fine simple procedures: (1) a variation of the cross-out test; (2) a form of re-ranking; (3) an all-most-many exercise; (4) value analysis applied to free writing; and (5) socio-drama. (17:30:386-390)

35. The teacher must make sure that the relations between teacher and class are characterized by excellent rapport. (17:30:391), (17:33:441)

36. The teacher should also take into account the
probability that some pupils responses will fluctuate from day to day. (17:28:39), (17:33:44)

37. Solution of some of the difficulties of interpretation of test results in the evaluation of attitudes lies in the process of synthesizing all available data. (17:30:39), (17:33:44)

38. "A descriptive summary of individual and group attitudes should be made near the beginning and again at the close of the unit." (17:30:39)

Grounds

1. The determination of factors that may interfere with the optimum growth of the individual and of the individual and of the extent to which desirable educational objectives are being achieved can be done only through diagnostic testing. (17:27:35) - 1

2. The basis upon which to build must be determined to enable measurement of growth. (17:27:35) - 3

3. This is an especially important aspect of educating young people for living in a democratic society. (17:27:35) - 4
4. This is necessary for a test to have validity. (17:27:353) - 5

5. "Numerous studies have indicated that no two types of evaluation procedures are exactly equivalent, although there may be relatively high degree of reliability between them." (17:27:354) - 6

6. "Numerous experiments have indicated quite clearly that outcomes of learning are realized to an appreciable extent only if there is a definite effort made in the classroom to develop such outcomes." (17:27:354) - 9

7. Studies of civic attitudes and activities of post-high school youth indicate that schools are failing to accomplish this end. (17:27:355) - 10

8. Probably no single technique will found consistently superior to others. (17:28:358) - 11

9. "The particular value of the essay question is that it allows the student to present evidence that he understands a topic by drawing together and presenting in his own words the relevant data to support a generalization or point of view." (17:28:364) - 21
10. By the use of essay questions, it is also possible to "encourage students to consider in their study and preparation the developmental and relational aspects which are essential to real understanding of history." (17:28:365) - 21

11. Misuse of the long paper may lead to the development of undesirable habits. (17:28:365) - 26

12. "There is, after all, no substitution for the teacher." (17:28:373) - 30

13. When available, they have the advantage of "expert construction, comparable forms, known reliability, and easy scoring." (17:30:386) - 32

Administration and Supervision in the Teaching of Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds on administration and supervision in the teaching of social studies in the Yearbooks of the second period is presented in Table 19.
TABLE 19.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on administration and supervision in the teaching of social studies in the Yearbooks covering the second period: (1939-1946) volume 10 to volume 17

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles in the Yearbook.

An examination of Table 19 will reveal that the aspect administration and supervision has been dealt with in only four volumes of the Yearbooks of the second period. A comparison with the figures in Table 10 will show that there is a decrease in the number of articles devoted to this aspect in the second period from that of the first period. While recommendations and grounds share the leading position during the first period, this position is shared by problems and recommendations in the second period. Trends and issues occupy the same positions as that of
the first period and like that of the first period, no issue has been noted in the second period on administration and supervision in the teaching of social studies.

Trends in Administration and Supervision in the Teaching of Social Studies

The trends on administration and supervision in the social studies that have been identified in the articles of the second period deal with economic education. More specifically, the trends are about the administration of economic education in college. A. R. Marshall (11:4:37-52)

1. Economics retains its liberal arts status in most institutions. (11:4:38)

2. In many instances it is also a division of the school of commerce or business administration. (11:4:38)

3. "In most cases it is an integral part of business courses." (11:4:38)

4. Its importance and nature in an integral part of business courses "vary according to the type of institution under consideration." (11:4:38)

5. It is often "difficult to maintain cooperation where economics departments constitute a division of commerce colleges." (11:4:39)
6. Friction and competition sometimes have developed where the economics department is a separate liberal arts unit. (11:4:39)

7. "The economics offerings in the colleges of commerce frequently continued their 'pure' status because of the economic learnings of the dean or head of the department." (11:4:39)

8. "Commerce colleges and economics departments have often succeeded in maintaining their separate entities, the latter department offering to business students the same courses which their own economics majors received." (11:4:39)

Problems in Administration and Supervision in the Teaching of Social Studies

The problems in administration and supervision in the teaching of social studies that have been noted in the articles of the Yearbooks of the second period are the following: (1) How can we provide for educational reconstruction abroad? (2) How can the administration provide for the teaching of slow learners? and (3) How can the preparation and assignment of teachers of American
How we can provide for educational reconstruction abroad

W. M. Kotsching (14:6:108-136)

Recommendations

1. Allowance must be made for cultural and economic differences. (14:6:125)

2. The curricula should vary according to the needs and resources of each country. (14:6:125-127)

3. The teachers must be mostly natives. (14:6:127-128)

4. Outside professional guidance and material aid will be needed. (14:6:128-130)

5. The re-education of Germany must be carefully planned. (14:6:130)

6. An international office of education must be organized that should investigate, plan, and recommend. (14:6:133)

7. The international office should be representative of all nations. (14:6:134)
8. While government sponsored, the international office of education's governing council and committees "should be largely composed of representatives of voluntary organizations of educators and possibly parents." (14:6:135)

9. The activities of the international office of education should not be narrowly conceived. (14:6:135)

10. The setting up of the international agency should be preceded by the creation of comprehensive national committees which "bring together representatives of all the various fields of intellectual endeavor within a nation." (14:6:136)

Grounds

1. The Germany of the soldier must be defeated to give way to the Germany of the poet and thinker. (14:6:131) - 5

2. "This will make it more difficult for any one government to use the international education organization for the purposes of a selfish, imperialist national policy." (14:6:135) - 8

3. An organization for intellectual co-operation,
cultural relations, and education is likely to be more "effective than an agency solely concerned with education in the narrow sense of the word." (14:6:135) – 9

4. The organization will be strong only if it rests on national basis. (14:6:135-136) – 10

How the administration can provide for the teaching of slow learners

H. S. Cutler (15:7:55-62)

Recommendations

1. Teachers of slow learners should be "with successful elementary teaching experience and a willingness to experiment with materials and techniques to secure the desired results." (15:7:55)

2. Teachers must be "completely freed from following the usual curricular requirements for each grade level . . ." (15:7:55)

3. Teachers must be free "to select and recommend for purchase from department funds a reasonable supply of books, pamphlets, drill materials and current topic papers to replace or supplement the regular textbooks." (15:7:55)
4. Teachers must be assigned "one less class than the regular teaching load and given classes limited when possible to thirty-five students." (15:7:55-56)

5. Teachers should be so located that frequent necessary brief conferences can be held to discuss problems relating to one or more of the pupils. (15:7:56)

Grounds

1. "Thus a procedure can be determined and put into effect promptly by the cooperative effort of the teachers concerned." (15:7:56) - 5

2. Pupils can respond more readily when they soon realize that teachers are agreed upon the goal and procedures. (15:7:56) - 5

How the preparation and assignment of teachers of American history can be improved


Recommendations

Responsible "school officials should utilize their professional knowledge in an effort to secure the maximum
realization of the following conditions for teachers:


"3. Elimination of requirements necessitating preparation in two separate fields - a major and a minor - and concentration, after well rounded basic general education, of preparation in related fields in history and the other social sciences." (17:31:406), (17:33:442)

"4. Development of sound educational philosophy in regard to teacher personnel and placement to make the most of teacher competence and qualifications." (17:31:406), (17:33:442), (3:1:11)*

"5. Provision of professionally prepared teacher examinations in both subject matter and education where such examinations are the basis for appointment." (17:31:406), (17:33:442)

"6. Development by the superintendent of a definite record system so that he has full knowledge of the professional preparation of his staff, their in-service educational needs, and the maximum qualifications he can main-
tain for admission to teaching within the local school system." (17:31:406), (17:33:442)

"7. Use of such knowledge as is available for reassignment of teachers to the subject field of their highest professional preparation and of their preference in cases in which the original appointment was made in a minor field." (17:31:406), (17:33:442)

The presentation of Chapter III ends here. The reader is invited to proceed to Chapter IV.
GUIDELINES FROM THE YEARBOOKS OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES: A TREND STUDY

VOLUME II

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Guillermo Rivera Lazaro, B.S.E., M.A.

* * * * * *

The Ohio State University
1965

Approved by

Robert Dewitt
Adviser
Department of Education
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CHAPTER IV

ANALYSIS AND SYNTHESIS OF THE CONTENTS OF THE YEARBOOKS COVERING THE THIRD PERIOD:
(1947-1954) VOLUME 18 TO VOLUME 25

The analysis and synthesis of the contents of the Yearbooks covering the third period (1947-1954) as to the different aspects of the teaching of social studies are dealt with in this chapter. As stated earlier, the presentation in this chapter follows the pattern of organization of the preceding two chapters.

The distribution of the number of articles on the important aspects of the teaching of social studies in the Yearbooks covering the third period is shown in Table 20.
TABLE 20.—Distribution of the articles on the important aspects of the teaching of social studies in the Yearbooks covering the third period: (1947-1954) volume 18 to volume 25

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*Refer to Table 1 for notations.

An examination of Table 20 will show that the aspect curricular content and curriculum design has again the largest number of articles devoted to their treatment in the Yearbooks of the third period. A comparison with the figures in Tables 1 and 11 will reveal that the aspect curricular content and curriculum design has constantly increased in the number of articles devoted to their treatment, though the increase in the third period from that of the second period is not as marked as the increase in the second period from that of the first period. Methods and techniques of teaching occupies the second position
in the third period, which is an increase in rank from that of the second period. Methods and techniques of teaching regain the position which these aspect hold in the first period, though the percentage is not as high in the third period. The aspect, matters regarding the teacher, has dropped to the third position in the third period from the second position. The position which the aspect, matters regarding the teacher, occupies in the third period is, however, higher than the one it occupies during the first period. The aspect, aims or objectives, has decreased in rank and in percentage in the third period from that of the second period. The position which the aspect, aims or objectives, occupies in the third period is, however, higher than what it occupies in the first period, though the percentage is not as high. The aspect, evaluation, has decreased in rank and percentage in the third period when its position is compared to that of the second period. Percentage-wise, this is also a decrease when compared to that of the first period. The aspects, research and administration and supervision, have been maintained in the third period the positions which they occupy in the second period. A decrease in percentage is noted in the aspect, administration and supervision, and an increase in the aspect, research, when the figures in the third period are compared with those of the second
period. There is a constant decrease in the number of articles devoted to the aspect, administration and supervision, as shown by an examination of Tables 1, 11, and 20.

The distribution of the number of articles according to particular subject-matter fields in the Yearbooks of the third period is presented in Table 21 below.

TABLE 21.— Distribution of articles according to particular subject-matter fields in the Yearbooks covering the third period: (1947-1954) volume 18 to volume 25

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*S-M-Subject Matter; H-History (A-American, W-World, S-State, P-Period or Country); PS-Political Science; G-Geography; E-Economics; S-Sociology; PD-Problems of Democracy; CE-Current Events or Contemporary Affairs; Civics or Citizenship; A-Anthropology; TYB-Total number of articles in the Yearbook

A study of Table 21 will show that history has again the largest number of articles devoted to its treatment
in the Yearbooks of the third period. World history has the largest number among the sub-divisions of history. This is explained by the fact that the Twentieth Yearbook, which has the largest number of articles among the Yearbooks of the third period, is entirely devoted to the treatment of world history. A similar explanation can be said of the great increase in the number of articles that has been noted for geography in this period. The Nineteenth Yearbook deals entirely with the teaching of geography. Similar explanations can be given for the increases that have been noted for contemporary affairs and citizenship. While not one article has been noted for either political science or sociology in the third period, anthropology appears for the first time in the list of subject-matter fields. It will be noted that while the first five volumes of the third period deal with particular subject-matter fields, this is not the case with the remaining three volumes.

The number of articles dealing with particular grade or school level in the Yearbooks of the third period is presented in Table 22.
TABLE 22.—Distribution of articles according to particular grade or school level in the Yearbooks covering the third period: (1947-1954) volume 18 to volume 25

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*AE-Adult Education. (Refer to Table 3 for the rest of the notations.)

An examination of Table 22 will reveal that the largest number of articles deal with the treatment of the social studies in the high school level. The articles dealing with the high school have maintained the positions that have been noted during the first and second periods. The articles devoted to the elementary and college levels have also maintained in the third period the positions they have had in the first and second periods. Like that of the second period, not one article has dealt particularly with social studies in the kindergarten in the Yearbooks.
of the third period. Social studies in adult education has been noted for the first time in the articles of the third period.

Aims or Objectives in the Teaching of Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds on aims or objectives of the teaching of social studies in the Yearbooks of the third period is presented in Table 23 below.

TABLE 23.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on aims or objectives of the teaching of social studies in the Yearbooks covering the third period: (1947-1954) volume 18 to volume 25

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G*-Grounds; TYB-Total number of articles in the Yearbook

A study of Table 23 will show that trends and issues on aims or objectives have not been treated in the Yearbooks of the third period. Problems and recommendations share
the leading position in this period, while the next position is held by grounds. A comparison with the figures in Tables 4 and 14, of the first and second periods respectively, will reveal that aims or objectives have been dealt with in the same number of volumes in the three periods. It will also show that issues have always been at the bottom position, while recommendations have consistently occupied the top position.

Problems in Aims or Objectives

The following problems have been noted in the Yearbooks of the third period on aims or objectives of the teaching of social studies: (1) What are the major objectives of teaching the geography of nations? (2) What should be the general aim of a world geography course? (3) What should be the objectives of world history in the high school? (4) What are the objectives of teaching current events in a world history course? (5) What characteristics should schools develop to promote formation of sound public opinion? (6) What should be the objectives in citizenship at the elementary school? (7) What are the characteristic behavior necessary for the world minded citizen? and (8) What are the objectives for international understanding in college? The recommend-
ations and grounds on the afore-listed problems are given below in the order in which they are enumerated.

The major objectives that the teaching of geography of nations should have

H. O. Lathrop (19:21:239-251)

Recommendations

"1. To see the family of nations in action." (19:21:242), (6:5:85)*

"2. To understand how nations are interrelated in economic and commercial intercourse." (19:21:242), (2: 6:180)*

"3. To understand the political relationships of nations." (19:21:242)

"4. To comprehend the nations as producing and economic units." (19:21:243)

"5. To understand how the interests that determine most national action are related to the basic earth framework, and in many cases are a direct outgrowth of earth conditions." (19:21:243)

"6. To understand and appreciate the values of American citizenship in comparison and contrast with that of other nations of the world." (19:21:243)

7. The above objectives are not intended to be either complete or exhaustive. (19:21:242)
Grounds

1. "Unless pupil values and teacher objectives are kept clearly in mind, much loose teaching and needless wandering are likely to occur." (19:21:242)

The general aim that a world geography course should have


Recommendations

1. "It is to enable the secondary school pupils to realize the unity of the world, and to obtain a more scientific and special knowledge than was achieved in the elementary school of the environments in which other people live." (19:22:255), (2:6:180)*

Grounds

1. Leading geographers in the country are agreed on this central theme. (19:22:255) - 1

2. "The very nature of geography lends itself to the teaching of this greater knowledge, understanding, and appreciation of peoples all over the world." (19:22:255) - 1

3. "It is not significant then that the culminating course in geography for these pupils should stress the world point of view." (19:22:256) - 1
The objectives that world history in the high school should have

E. B. Wesley (20:1:1-5)

Recommendations

1. There must be complete renunciation of the idea of systematic coverage. (20:1:1-2), (6:4:67)*

2. World history must provide an overview of the contemporary world. (20:1:2)

3. "The achievement of a comprehensive synthesis involves the re-examination of prevailing theories and explanations." (20:1:3), (6:4:60)*

4. World history must secure an introduction to world problems. (20:1:3), (6:4:60)*

5. World history must lead students to recognize that culture is international. (20:1:3), (6:4:60)*

6. World history must teach students to derive and apply generalizations. (20:1:4), (6:4:53)*

Grounds

1. "The closer they come to systematic coverage, the greater is the failure of teachers and students." (20:1:1) - 1

2. "To study world history and have no ideas on how to achieve world peace is to acquire information without understanding." (20:1:3) - 4
3. "World understanding can be achieved only by the building up of a culture to which all peoples contribute." (20:1:4) - 5

4. "From a study of generalizations and laws the student acquires some insight into the future." (20:1:4) - 6

The objectives that the teaching of current events in a world history course should have

J. Fair (20:15:138-144)

Recommendations

1. "Current events are studied in world history for many of the same reasons that they are studied in other social studies courses." (20:15:138)

2. "The study of current events should help young people to think critically about current affairs." (20:15:138), (7:2:26)*, (13:1:45)*

3. Students should acquire as large a fund of important information as possible. (20:15:139), (7:3:27-41)*

4. Students should develop communication skills. (20:15:139)

5. Students should develop socially desirable attitudes toward current problems. (20:15:139), (7:4:50)* (13:1:46)*
Grounds

1. The ultimate purpose of world history courses, as of all social studies courses is the development of socially competent citizens. (20:15:138) - 1

2. "No one can think without information." (20:15:139) - 3

Characteristics that schools should develop to promote formation of sound public opinion

H. Cummings (21:1:1-10)

Recommendations

1. The citizen must be able to arrive at his decisions on public issues by a process of reflective or critical thinking and to act individually or in a group to implement his decisions. (21:1:3), (9:11:118)*, (13:1:45)*

2. The citizen must be loyal to the basic ideals of democracy. (21:1:4)

3. The citizen must be able to uphold conventions and institutions which preserve the democratic heritage while maintaining a readiness to make changes to meet new conditions and new times. (21:1:5), (4:6:81)*

4. The citizen must be able to appraise the services of public servants for competence, honesty, and interest in the general welfare. (21:1:6)

5. The citizen must be able to think and act on the
assumption that an informed public opinion is not in itself necessarily good. He must believe that good public opinion conforms to the ideals of democracy and humanitarianism and must insist upon the use of critical thinking as a method. (21:1:7)

6. The citizen must be able to continually support policies and practices which encourage the free flow of information at home and to work for agreements which will extend these policies and practices to the international scene. (21:1:8)

7. The citizen must be able to consider factors involving personal adjustment in reaching personal and group decisions. (21:1:9)

Grounds

1. "It has been assumed that American education is, and should be, based on a devotion to the principle of a society of political equals; that it is, and should be, based on a devotion to the principle that man can achieve a rationality sufficient to permit him to be his own trustee." (21:1:2-3) - 1 to 7

2. "It has been assumed that goals for education, to be effective, must be stated in terms describing behavior." (21:1:3) - 1 to 7
Objectives of citizenship education in the elementary schools

E. Girardin (21:5:66-75)

Recommendations

1. The twelve-year-old citizen must have acquired some of the basics of critical thinking and must have done some small amount of generalization concerning the "right" way to decide things. (21:5:68), (4:6:81)*, (16:1:13)*

2. The twelve-year-old citizen must have a loyalty to the basic ideals of democracy as a process and must not confuse this with a loyalty to his country which he must also have. (21:5:68), (16:1:13)*

3. The twelve-year-old citizen must have some small awareness of the influence of the time and place upon the efficiency of a given arrangement, and some readiness to consider new ways of doing things. (21:5:69), (4:6:80-81)*, (17:33:432)

4. The twelve-year-old citizen must have developed some skill in appraising the competence of those with whom he has worked and lived. (21:5:69)

5. The twelve-year-old citizen must have some slight grasp of the fact that to know how is not necessarily to mean a willingness to act. (21:5:69)

6. The twelve-year-old citizen must be suspicious of those who will not let the full light of day shine in upon his questions. (21:5:69)
7. The twelve-year-old citizen must understand that judgments are often subjective and very hard to make objective. (21:5:69)

8. The twelve-year-old must have developed a quick interest and curiosity in what goes on around him, an easy power to get interested in what interests others, and the ability to build upon his background by leaps and bounds. (21:5:70), (4:6:80)*

Characteristic behavior necessary for the world minded citizen
I. J. Quillen (22:5:51-59)

Recommendations

1. The citizen must know "world history and the history of his own country and understand his country's responsibilities to other nations." (22:5:57), (4:6:80)*

2. The citizen must understand, appreciate and respect "the peoples of other cultures, religions, races, and nationalities." (22:5:57), (4:6:80)*

3. The citizen must believe in "fundamental rights and liberties for all peoples." (22:5:57), (17:5:64-65)*

4. The citizen must have "faith in the ideal of the brotherhood of man." (22:5:57), (17:1:8)

5. The citizen must cooperate effectively "with people from all parts of the world." (22:5:57)
6. The citizen must participate "constructively in the support of international organizations such as the United Nations and its Specialized Agencies and help them become more effective." (22:5:57)

7. He defends "his own country and others against aggression but works constantly for increased international understanding, cooperation, and peace." (22:5:57)

Grounds

1. "World minded citizens need international organizations to work effectively for world ideals and objectives." (22:5:56) - 6

Objectives for international understanding in college


Recommendations

1. "Understanding and information about world affairs," must occupy a prominent place in the general education program of colleges and universities. (25:19:384)

2. The "introductory social studies course should provide college students with abilities to analyze and explain major developments on the international scene." (25:19:384)
3. "More important than skills and techniques for learning about world affairs is active participation in international activities." (25:19:384)

Grounds

1. "In fact, the future security and stability of the world depend on whether informed citizens accept this responsibility." (25:19:384) - 3

Curricular Content and Curriculum Design of Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds on curricular content and curriculum design of social studies in the Yearbooks of the third period is presented below in Table 24.

TABLE 24.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on curricular content and curriculum design of social studies in the Yearbooks covering the third period: (1947-1954) volume 18 to volume 25

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*T-Trends; I-Issues, P-Problems; R-Recommendations; G-Grounds; TYB*Total number of articles in the Yearbook
A study of Table 24 will indicate that recommendations, problems, and grounds occupy first, second, and third positions respectively on curricular content and curriculum design of social studies in the Yearbooks of the third period. It will be noted that recommendations have again occupied the leading position, while trends and issues have also maintained fourth and fifth positions respectively. Like that of the first and second periods, some issues have been identified in the articles of the third period. The trends, issues, problems, recommendations, and grounds on curricular content and curriculum design in the Yearbooks of the period under consideration are presented below.

Trends in Curricular Content and Curriculum Design

The trends in curricular content and curriculum design that have been noted in the Yearbooks of the third period may be classified under the following headings: (1) Trends in audio-visual materials; (2) Trends in curriculum organization; (3) Trends in world history; (4) Trends in contemporary affairs; (5) Trends in citizenship education; (6) Trends in skill development; and (7) Trends in world affairs. The trends under the above headings are presented below in the order they are named above.
1. There is a "growing realization that motion pictures, in schools and colleges, may prove as useful in training students in the basic skills of the students as they were in training enrollees in the basic skills of the soldier, sailor, or marine." (18:2:19)

2. "A second promising direction of postwar films is apparent in the use of dramatic techniques to portray problem situations in which several alternative ways of behaving are portrayed in the film and the audience is stimulated to discuss various alternatives and reach its own conclusions." (18:2:21)

3. "Many film strips are being produced for the social studies in the elementary schools." (18:2:23)

4. "'March of Time' is releasing such of its current monthly productions as have educational usefulness, and are re-editing these films into forum-editions especially for school and adult education use." (18:2:23)

5. "Warner Brothers' deservedly famous historical short subjects are continuing to be available to schools throughout the nation and are contributing to the development of common loyalties to American traditions and ideals of the American way of life." (18:2:23)
6. "New films and film strips are being produced on American government, its organization and its functions." (18:2:23-24)

7. "The problem of intercultural relations is also receiving increasing attention from educational film producers and educational film users." (18:2:24)

8. "Social contributions of the various skilled and semi-skilled occupations are well developed in the films produced for use in occupational information and guidance." (18:2:24)

9. "The schools are increasingly making provision for pupils to go and find - to participate actively in the learning process." (18:4:34)

10. "Teachers have become aware of the many values of the excursion." (18:4:34)

11. Educational literature of the past two decades has pointed to the need for supplementing, if not supplanting, the textbook with audio-visual aids. (18:8:78)

12. Some "schools have begun to consign the text to the periphery of the pedagogic world." (18:8:78)

Trends in curriculum organization

1. The core curriculum is being developed in numerous

2. The core curriculum is still in an experimental stage. (19:24:273)

3. The problem of successful traditional separation is raised again and again in discussion regarding the development of the core curriculum. (19:24:273-274), (22:7:73-76)

4. Another problem that is asked regarding the development of the core curriculum is the problem of the whole versus the sum of its parts. "The specialists ask: What individual or group is capable of analyzing and synthesizing completely and impartially the current, or historical, or future scene in all of its aspects? Or having been attempted, is not the result a confusion of complexity or a slanted interpretation of the facts?" (19:24:274)

5. "Core curriculum takes numerous forms but normally such courses involve the study of major problems which present themselves in the current world." (19:24:274)

Trends in world history
1. Courses now taught are not adequate in achieving the purposes of providing an understanding of western culture. (20:2:12)

2. "World history courses at all levels are parts of a mosaic of course which have survived from the early sequence programs, which represent modifications made by the problems movement or which stem from attempts to implement the culture epoch approach." (20:2:12)

3. "Running through many schools and reinforcing the cultural projects in the early grades is a fourth philosophy of education, namely that social studies programs should be built around the problems of children and youth - not the unsolved problems of national or world societies." (20:2:12)

4. A current proposal for curriculum organization is Bruner and Smith's recommendation that certain controlling themes are "suitable for helping students develop fundamental understandings." (20:6:39)

5. Another proposal for curriculum organization is Harold Rugg's recommendation of the use of "topical" or "strand" history which is for "a designed recurrence of concepts, constantly more mature." (20:6:40)

6. Another proposal is that of Howard E. Wilson who also prefers the topical arrangement where a series of short, dramatic stories weave in the detailed information needed to illustrate the main ideas of the unit; which leads to a generalization stated in a short summarizing story. (20:6:41)
7. "Some curriculum experts have urged the expansion of the Old World Backgrounds Course into a three-year chronological sequence to be taught in grades six to eight or seven to nine." (20:6:41)

8. "A. C. Krey is another who has proposed that the student's first acquaintance with world history be in more detail. He suggests a three year course in the Development of Civilization for grades seven, eight, and nine." (20:6:42)

9. L. C. Marshall believes that the teacher is more important than curriculum content, and as to matters of sequence he urges us to capitalize upon the pupils' past experiences than to have a rigid "right" order of presentation. (20:6:42)

10. "Although some of the above plans call for the study of world culture or history in the junior high school, most schools teach American history and the community at that level." (20:6:43)

11. Among the chronological patterns of content are surveys based almost entirely on Western Europe. (20:7:53)

12. Other chronological patterns of content are global surveys in which chronology is interrupted by a few topical units. (20:7:53-58)

13. Global surveys based on major forces units are other kinds of chronological patterns of content. (20:7:58-59)

14. Still other kinds of chronological patterns are
global surveys using the combined chronological-area approach. (20:7:59-60)

15. The chronological organization of content is still the most widely accepted approach. (20:8:63)

16. Patterns of topical organization that have evolved in recent rears are: (1) a logical organization of each topic starting with earliest times and coming up to the present; (2) an organization starting with the present; (3) special theme organization, centering about one major concept; and (4) topical organization using a brief survey to introduce the course which sets the stage for present-day problems, and gives an overview of world history and the chronological structure in which to place topics to be studied later. (20:8:63-70), (6:4:56)*

17. Elementary level materials for building world understanding "are being developed for the curriculum program and for free reading by children." (20:18:173-174)

18. World War II has had important effects on international materials for children in the following ways. (1) quantity has greatly increased but far too many presented erroneous albeit well-meaning concepts; (2) changes in the world pattern have made pre-war material not only worthless but actually harmful; and (3) there is a limited number of stories about other lands currently being published. (20:18:174)
19. One difficulty in teaching ancient history is the scarcity of literary and documentary material. (20: 23:228)

20. Another difficulty in teaching ancient history is the problem of establishing chronology because we have to deal with some primitive and other highly complex cultures that existed at the same time. (20:23:228-229)

21. Still another difficulty in teaching ancient history is the absence of a way of determining adolescence or senescence in civilization in a way comparable to the method of discovering the age of a horse by looking at his teeth. (20:23:229)

22. It is also quite difficult to treat ancient history to drive home the contemporaneousness of the major contemporary cultures that existed at the time. (20:23:229)

23. Another difficulty in teaching ancient history arises from the fact that as an academic field, it still shows the powerful influence of the long tradition of European classical scholarship which we know now as a very narrow approach. (20:23:230)

24. Still another difficulty in teaching ancient history lies in the fact that many of the opinions in the material that we read can not be checked with other material because such material is not available. (20:23:230-231)
25. The teacher may also find difficulties in teaching ancient history in interpreting the implications of events of antiquity for our own time since he may be applying a doctrine to a remote age which he does not agree with when applied to his own. (20:23:231)

26. Another problem in the teaching of ancient history is the tendency of teachers to reduce difficulty and complexity to simplicity by means of making a rapid survey of the material on the belief that this makes it clear and simple. (20:23:232)

27. One of the most difficult subjects in general history is the handling of religion since teachers are rarely trained to deal with it adequately with understanding and sympathy, and without arousing resentment and hatred. (20:23:232)

28. One misconception in writing on medieval history is the claim that the Roman Empire fell in the year 476 A.D. The decline was gradual, as shown in Gibbon's *The Decline and Fall of the Roman Empire*. (20:24:235)

29. Another misconception in writing on medieval history is the claim that "the decadent Roman Empire was overthrown by the virile, hardy Teutonic barbarians who defeated the emperor at the Battle of Adrianople in 378, and thereafter took over the Western Empire piece by piece." This was not the case because many centuries before that event, there was already intermingling of races
between the Romans and the Germanic tribes, and the latter had been mercenaries in the Roman Empire before and after 378 A.D. (20:24:236)

30. Still another misconception is the claim that "the New World was discovered because the capture of Constantinople by the Turks in 1453 closed the trade routes in the Eastern Mediterranean, and forced the West to seek a more direct route to the Spice Islands." This was not so because studies show that there was a lively commerce between Europe and the Eastern Mediterranean, which was then under Turkish control, and that the trade routes were not closed. (20:24:238)

31. World history "is not taught in the great majority of European primary and secondary schools." (20:3:23)

32. The need for wide general history, in addition to national history, is already accepted in European schools. (20:3:23)

33. In Europe there are at present "few secondary schools in which the pupils are not taught something of European civilization and its roots in ancient history, and in which they do not gain a clear impression of the effect on their own country of events taking place in other countries." (20:3:23-24)
34. In a few pioneer schools in Europe a genuine world outlook is being developed through the teaching of the history of mankind presented with as little national bias as possible. (20:3:24)

35. The future seems bright that in Europe, world history teaching will become as essential an element in the curriculum as science teaching has already become. (20:3:24)

**Trends in contemporary affairs**

Trends in contemporary affairs that have been noted in the Yearbooks of the third period are concerned with the following: (1) Practices in the teaching of contemporary affairs; (2) Interpretations on the current status of American public opinion; (3) Interpretations on determinants of public opinion; (4) Interpretations on the school's potential as a determinant of public opinion; and (5) Interpretations in the history of current events and of contemporary affairs in the social studies curriculum. These trends are presented below in that order.

**Practices in the teaching of contemporary affairs**


1. Current affairs is used as an integral part of the social studies course. (21:7:88-89)
2. Current affairs is used as the basic part of the social studies course. (21:7:89-90)

3. Current affairs is used as the basic material in a skills unit. (21:7:90-91)

4. Current affairs is used as a basis for the study of government. (21:7:91-92)

5. Current affairs is used as a basis for the development of democratic attitudes. (21:7:92-95)

6. Current affairs is used as a basis for developing concepts. (21:7:95-96)

7. Students engage in research in community problems. (21:8:101-102)

8. Exchanges of students are made. (21:8:102)

9. Students share projects with adults. (21:8:103)

10. Students participate in the community on an adult level. (21:8:103-105)

Interpretations on the current status of American public opinion

H. H. Hyman and P. B. Sheatsley (21:2:11-34)

1. "Twenty years ago an assessment of the status of American public opinion would have been dependent entirely upon the limited or biased viewpoint of the particular person making the appraisal." (21:2:11)

2. "During the course of the last two decades, however, techniques of measuring public opinion through
cross-section surveys have been rapidly developed and re­
" (21:2:11)
Rined."
3. Fully aware "of the inadequacies of the materials and the difficulties involved in interpreting it, we turn to the public opinion survey for the most accurate informa­
tion we have on that phenomenon, 'public opinion.'" (21: 
2:12)
4. "Surveys have consistently shown large majorities in favor of American participation in the United Nations, of maintaining troops in the defeated Axis nations, of spending billions on European recovery and relief, and of scores of other policies which have only an indirect, though important, effect on the average American." (21:2:14)
5. "Yet there is an abundance of survey evidence that this interest in and concern about more distant problems is not based on any universal awareness that the interests of America are now global in character." (21:2:14)
6. "On virtually every survey since the end of the war in which the public has been asked to name the most press­
ing problem facing them and their families, majorities have concentrated on such immediate domestic concerns as high prices, housing, taxes, depression, and unemployment."
(21:2:15)
7. "Parallel to this lack of interest in peripheral problems is a generally low level of information - in spite
of the fact that in nine Americans out of ten own a radio and read a daily paper." (21:2:16)

8. "Mere lack of knowledge does not stop the public from offering opinions, a fact that is also revealed by the consistent finding that upwards to 10 percent of those expressing a given attitude will answer 'don't know' when the interviewer asks them why they feel that way." (21:2:16)

9. "It is in the political area that absence of the type of critical thinking described in chapter one can best be demonstrated." (21:2:17)

10. Surveys "show that attitudes are highly generalized, that it is frequently possible to predict a person's opinion on specific issues by reference to his attitudes or belief regarding some broad basic question." (21:2:18)

11. Except in "such extreme situations as wartime, when the public is united in its purpose and can see the relationship between individual action and the achievement of that purpose, there is in general a lack of American participation in political affairs, a feeling of futility about the role the individual can play and a tendency to leave the actual implementation of decisions to 'the government' or 'the experts.'" (21:2:19)

12. The great majority explain their preference for a political leader in terms of the leader's personal
character but actual voting behavior shows that Americans quite often ignore such traits and make their choice instead on extraneous or purely selfish considerations. (21:2:21)

13. "On an abstract basis, too, Americans recognize the prestige of public office, regard public service as an honorable calling, and grant the value of faithful public servants." (21:2:21)

14. Yet "when asked a series of concrete questions about their attitudes toward politics, the public reveals a fundamental cynicism which seems far removed from the view that public service is an honorable career." (21:2:21)

15. "Ambivalent attitudes toward the government are routinely turned up by public opinion surveys on all sorts of issues." (21:2:22)

16. "Judge against the ideal of an educated public, current attitudes toward political leaders and public office appear much to be desired." (21:2:22)

17. "In most cases, the majority of Americans uphold the democratic ideals not only in theory but also in practice." (21:2:25)

18. The "majority of the public generally line up in favor of the principles of free speech, even when it comes to specific issues which test those principles." (21:2:25)
19. "Similarly, in time of war, the public recognizes the need for censorship of information." (21:2:25)

20. "The public furthermore appears to exercise wise judgment in its attitude toward the flow of news in peacetime." (21:2:26)

21. "There is incidental evidence from other surveys that the public is not easily victimized by ancient tabus in the realm of information, but rather welcomes public discussion of important facts, regardless of their nature." (21:2:26)

22. "In the area of international freedom of information, the public overwhelmingly endorses the principle of free and full exchange." (21:2:27)

23. "Yet, as we saw in our discussion of attitudes toward civil liberties, when these broad principles are brought down to specific issues, public support of the free exchange of news falls off sharply." (21:2:27)

24. "There are similar reservations about the disclosure of military information." (21:2:27)

25. "Broad, general questions designed to measure the over-all temper of the public normally reveal what seems to be underlying conservatism." (21:2:28)

26. "There is considerable evidence to show, however, that even when the public is lukewarm toward a proposed measure, or actually opposed to it, they are inclined to accept the change after the fact." (21:2:29)
27. "It is possible to point, therefore, to both strengths and weakness in the American attitude toward change." (21:2:30)

28. "Humanitarian values, for example, appear to pervade much of American political opinion." (21:2:30-31)

29. "Yet there is a certain ambivalence about these humanitarian motives." (21:2:31)

30. "Americans are basically trustful of one another. . . . But this attitude does not always extend to foreign countries or to minority groups." (21:2:32)

Interpretations on determinants of public opinion

R. Centers (21:3:35-54)

1. While a knowledge of a particular public opinion is important, even more important and useful in many ways would be the knowledge of what determine people to have such an opinion. (21:3:35)

2. Social scientists "attempt to state what determinants of public opinion are, and the answers they give are many and varied." (21:3:35)

3. It is important to understand how the determinants of public opinion function. (21:3:36)

4. To understand the operation of determinants, some systematic ordering of the factors is demanded to bring them into dynamic relation to the opinion a man expresses
when confronted with necessity or opportunity for doing so, as in a public opinion interview. (21:3:36)

5. A man's cognitive structure or frame of reference "is conceived by psychologists as the part of the individual's nature which most immediately determines his expressed opinions." (21:3:27)

6. "Opinions, first of all, are all beliefs, but all beliefs are not merely opinions." (21:3:37)

7. "Opinions are so 'interwoven' and dynamically inter-related with attitudes in cognitive structure that the one is usually considered to be an index to the other, conditioned by it, and to a high degree the co-product of its determinants." (21:3:39)

8. "Attitudes may be more specifically defined as either temporary or enduring response dispositions of a motivational, affective, or emotional character relative to some object." (21:3:39)

9. In actual research practice opinions are usually aimed at, because "persons are usually somewhat more uninhibited and frank in the expression of opinions that in the expression of attitudes." (21:3:40)

10. "Beliefs and attitudes are alike the culminations of previous experience, and their determinants may be most broadly and simply conceived as consisting of objective or extrinsic forces in the environment in interaction with the subjective nature or condition of the individual." (21:3:40)
11. Natural "forces such as climate, vegetation, and land form," have in the main, "only relatively indirect influence upon the structuration of public opinion with respect to social, political, and economic issues. (21:3:41)

12. "Far more important as objective determinants are the cultural and social factors, for the milieu into which the individual is born and to which his life is henceforth geared is largely the thing that makes him what he is." (21:3:41)

13. "The family situation, as remarked above, is an extremely important determinant of opinion, especially in the formative years." (21:3:44)

14. "It has been pointed out above that as the individual matures, the educational institution gradually succeeds the family as a central influence in the structuring of beliefs and attitudes." (21:3:45)

15. "Another complex of forces which has previously been referred to as central, especially after the achievement of adulthood by the individual, is that incurred by the occupation he adopts or is forced into when maturity is reached." (21:3:47)

16. Numerous studies have shown that exposure to the persuasive influences of such media as magazines, radio, motion pictures, and newspapers may create or change attitudes and beliefs. (21:3:50)
17. Subjective determinants of public opinion such as emotions, desires, and other motivating conditions are in the vast majority of instances so closely interwoven with socio-cultural conditions that it is only by "dint of advanced and acutely penetrating analysis that their specific contribution can be isolated." (21:3:52)

18. There "has been a tendency of social psychologists to overemphasize the objective factors in their writing and research on determinants and to neglect the subjective ones which mediate between the objective factors and the attitude and opinion structure." (21:3:52)

19. Subjective factors are not always so straightforward in their effects, however, and desires, dissatisfactions, and frustrations often influence beliefs and attitudes with respect to objects which have no obvious connection with them." (21:3:53-54)

Interpretations on the school's potential as a determinant of public opinion

L. W. Doob (21:4:55-65)

1. "The school is only one of the forces determining public opinion." (21:4:55)


3. "There is a reciprocal relation between public opinion and the school's policy and curriculum." (21:4:56)
4. "Schools can promote learning through primacy."
   (21:4:57)
5. "Schools can promote learning through repetition and variation." (21:4:58)
6. "The learning of beliefs and attitudes depends not only on stimulus-opportunities offered the individual but also on the other tendencies simultaneously operating within his personality." (21:4:58)
9. "Schools can promote learning which is confined to the classroom-situation." (21:4:60)
10. "Learned responses that serve or are related to important aspects of the personality are likely to be retained and generalized." (21:4:61)
11. "Schools can promote learning which transcends the classroom-situation." (21:4:62)
13. "Previous learning can be utilized in different ways and affect different modes of action." (21:4:63)
14. "Basic changes in public opinion usually occur slowly." (21:4:64)
Interpretations in the history of current events and of contemporary affairs in the social studies curriculum

R. E. Keohane (21:16:214-233)

1. "Despite the tremendous increase in emphasis on current affairs during these 60 years, there are those who argue that adequate citizenship education in our time requires still more attention to the systematic study of the immediate past." (21:16:214)

2. "The familiar plan of teaching news-of-the-day in incidental fashion, or in a special class hour reserved for the purpose will be designated as current events teaching." (21:16:214)

3. "The rarer practice of integrating current news and background materials into a more or less systematic study of what are taken to be the most pressing contemporary affairs teaching." (21:16:214)

4. We do not know when, where, and by whom were current events, or contemporary affairs was first studied, but we do know that the distinguished Prussian emigre, Francis Lieber, "was lecturing on current events and using newspapers in his junior classes at South Carolina College in the middle 1830's." (21:16:214)

5. "A pedagogical work in 1859 describes an unnamed school in which, each Saturday, the older boys prepared a
digest of the week's news on which they reported the next Monday." (21:16:214-215)

6. "In the 1880's there is a little evidence of some systematic use of current events material in elementary and high schools, and in at least one college and one university." (21:16:215)

7. "Then, as now, the teaching of current events was usually associated with what now would be called the 'social studies'." (21:16:217)

8. "It was also Mary Sheldon Barnes who, so far as I know, was the first American writer of a 'method' book on the teaching of history in which the study of what she called 'contemporary history' was advocated and somewhat sketchily described." (21:16:217)

9. "Thus, before the end of the nineteenth century, most of the major aims of, and some suggestions about techniques to be used in, current events instruction had been made by American educators." (21:16:218)

10. "But these innovators found few imitators until the second decade of the present century - in some respects not until the fourth decade." (21:16:218)

11. "Both the Madison Conference and the Committee of Seven ignored the possible use of current periodical materials in history and civil government classes; the Committee of Seven recommended the merging of civil government and United States history, and largely ignored political economy."
12. "Furthermore, one tacit assumption underlying the standard history curriculum of 1900 to 1910, that of the Committee of Seven, was that, . . . the pupil would in some mysterious way gain the necessary knowledge and understanding of the present if he merely studied history, with a few bits about contemporary governmental forms thrown in." (21:16:219)

13. "The first decade of the twentieth century, however, saw the accumulation of dissatisfaction with the standard history program, and the development of sentiment among a minority of teachers for a 'new deal' in the history curriculum." (21:16:219)

14. "In the same decade, several new publications appeared which were to contribute to the spread of the

15. "Dissatisfaction with the standard history curriculum grew among progressive teachers during the first fifteen years of the century on both practical and theoretical grounds." (21:16:220)

16. "In the four school years just before July 1914 there is evidence of a growing interest in the high schools in the teaching of current history." (21:16:221)

17. "In the spring of 1914, a survey of the larger high schools of the progressive state of Washington indicated that the study of current events was well established." (21:16:222)
18. Three "significant 'straws in the wind' on the eve of the outbreak" of World War I are: (1) "In 1913, the preliminary Report of the Social Studies Subcommittee of the NEA Commission on the Reorganization of Secondary Education recommended the teaching of current events in current history, and the revamping of historical subjects to provide a more adequate historical background for current issues." (2) "In May 1914, David Snedden, then Commissioner of Education in Massachusetts, criticized severely the prevailing organization and presentation of school history and urged the adjustment of such teaching to the study of contemporary social science so as to make of the two phases of the same subject a study of the utmost importance." (3) "A few weeks later, Hamilton Holt, editor of the Independent, advocated the study of "living literature," and prophesied that the study of magazines, supplemented by textbooks and newspaper clippings, seems destined to be the next forward step in American education." (21:16:222-223)

19. "The practical universalization of the teaching of current events was completed by American entrance into the war in the spring of 1917." (21:16:224)

20. "But, of course, the teaching of the war did not wait upon the efforts of official agencies in Washington." (21:16:225)

21. "Naturally this trend toward increased emphasis
upon the immediate past did not escape criticism during the early postwar years." (21:16:225)

22. "But the weight of professional opinion, as well as of school practice, was on the side of the advocates of the teaching of current events or of contemporary affairs." (21:16:226)

23. "Truly the Twenties were a period of the systematization of the pattern of current events teaching which had conquered the schools in the preceding decade." (21:16:227)

24. "By the end of the 1920's, a cycle of two decades of continuous growing emphasis upon study of the immediate past in history-social-studies classroom drew to a close. What had been daring innovation in 1910 had become conventional in good classrooms by 1929." (21:16:227-228)

25. "In the 1930's . . . some investigators were curious to know whether the results claimed for the teaching of current events were actually realized." (21:16:228)

26. Perhaps "the key word in the most fruitful ground-breaking in the current events movement in the early and middle part of the 1930's was that old, and (until 1914) little-used word 'propaganda'." (21:16:229)

27. "Skills learned in the unit on propaganda analysis, found in many high school 'problems' courses in 1940, were readily and relevantly applied to the study of current events and of contemporary affairs." (21:16:230)
28. "The growing significance of the radio and of motion pictures in the lives of pupils, and of the former especially as a source for their knowledge of the news of the world, reinforced teachers' consciousness of the need for more critical analysis of sources of information." (21:16:230)

29. "By the end of the 1930's, the teaching of current events seemed about as solidly established as anything in the social studies curriculum." (21:16:231)

30. "In the rise and triumph of the teaching of current events and of contemporary affairs we see reflected changing conceptions of the learning process, of the nature and function of the school, and of the contributions which the proper selection and use of materials from the social sciences can make to American social education." (21:16:233)

Trends in citizenship education

Trends in Citizenship education are concerned with the following: (1) Practices in citizenship education in college; (2) Efforts to improve citizenship education; (3) Interpretations on political democracy; (4) Interpretations on the citizen as a problem solver; (5) Interpretations on personal maturity; and, (7) Interpretations on general education. These trends are presented below in that order.
1. At Syracuse University varied and interdependent avenues for citizenship education are used. (22:9:96)

2. "Even though, as has earlier been pointed out, there is general agreement as to objectives, there is not the same agreement as to the course organization and content which best meets those objectives." (22:9:96)

3. "Among the oldest and best known approaches is that of considering the historical development of modern social institutions." (22:9:96)

4. "In contrast to the historically based courses are those whose emphasis is upon the present, and are, to use the phrase, 'student centered'." (22:9:97)

5. "Colgate University uses still another access to citizenship education wherein the emphasis is upon method." (22:9:97)

6. "The Institute of Citizenship at Kansas State is one of the best known of the college citizenship programs. The Institute provides an independent program leading to the B. S. degree in the School of Arts and Sciences." (22:9:97)
Efforts to improve citizenship education during the past two decades

E. M. Hunt (22:11:110-123)

1. "... the rise of totalitarianism and the problems of war and peace have stimulated much analysis of changing needs, much evaluation of existing programs, and many recommendations - together with considerable legislation - related to school offerings and practices." (22:11:110)

2. "... reading and audio-visual media have been improved in their presentation of information about citizenship." (22:11:110)

3. "... citizenship education has improved, in some cases at least, both by greater use of firsthand experience that children and youth bring to the classroom and by expanding that experience through trips and other direct observations and contacts with the realities of political, economic, and social life." (22:11:110)

4. "... more and better opportunities for the practice of good citizenship have been provided in the classroom, elsewhere in schools and colleges, and in the community." (22:11:111)
Interpretations on political democracy

E. Defauver (22:1:1-14)

1. "By political democracy I mean a form of government based upon the consent of the governed in which the will of the majority of qualified citizens rules." (22:1:1)

2. "Democracy is often confused with equality. It does not make men equal in ability or intelligence or power; that would be impossible. . . . Democracy embraces two kinds of equality: the equality of exercising the fundamental personal, political, and civil rights and the equality of opportunity to realize human ambitions." (22:1:1-2)

3. "In clarifying our concept of democracy, let us also reject the 'aristocratic fallacy,' i.e., the doctrine that democracy is the cult of incompetence and that only some aristocratic elit is fit to rule." (22:1:2)

4. By and large, I think it will be generally agreed that the essential conditions of democracy are satisfied by the government in the United States. (22:1:2)

5. "In its day-to-day operation political democracy in America functions through at least five agencies: through political parties, through special interest groups, through the national and state legislatures, and through the presidency." (22:1:3)
6. "In each of these media it exhibits in practice elements of strength and signs of weakness, a full account of which would transcend the limits of this chapter." (22:1:3)

7. "In summary, then, I attribute the strength of democracy to its spiritual basis and legal foundations in the Bill of Rights, to the freedom of ideas and discussion which it encourages, to our system of universal free education, to our two-party system and the talents of our political leaders for compromise, to universal suffrage, periodic elections, and majority rule, and, finally to our habit of uniting our forces in times of crisis." (22:1:8-9)

8. Some admitted weaknesses of democracy in the United States are: the widespread public apathy toward politics in this country; the general ignorance of the names, character, and ability of elected officials; and the failure of many qualified persons to vote in national elections, especially in the mid-term congressional elections. (22:1:9)

9. "Moreover, we have neglected our democratic heritage, misunderstood the meaning of democracy, and failed to apply democratic principles to changing situations and needs." (22:1:9)

10. "A serious weakness of American democracy is the
denial of constitutional rights to particular groups because they have a different national or cultural origin or racial derivation." (22:1:9)

11. While I strongly believe in the two-party system, my observations as a member of Congress since 1938 have convinced me that excessive partisanship is one of its disadvantages. (22:1:10)

12. "Viewed in its actual operations as distinguished from the theory of it, our form of government exhibits certain defects in practice." (22:1:10)


14. "Many remedies have been proposed for the weakness of democracy and for the defects in our government. In my opinion the real remedy is to be found in a reaffirmation and revival of a vital faith in democracy." (22:1:13)

15. "But mere exhortation will not suffice to revive our faith in democracy. It calls for more than eloquent appeals from pulpit and public forum. Democracy must be practiced to be believed in." (22:1:13)
Interpretations on citizenship
and human relations
W. V. Til and G. W. Denemark (22:2:15-26)

1. The good citizen knows that "the physical existence of Americans, along with all civilized men, depends upon international social realities." (22:2:15)

2. The good citizen also knows that "the quality of existence of Americans depends upon domestic social realities." (22:2:15)

3. There is a question whether the good citizen really knows that "the moral existence of Americans depends upon social realities in the realm of human relations." (22:2:15)

4. "Whether the American citizen would have it so or not, the world looks to his country for moral leadership and new expertness in human relations." (22:2:16)

5. "Fortunately, the American nation has a great pioneering tradition in human relations." (22:2:16)

6. "The past ten years have been called a time of the most intense interest in the betterment of racial, religious, and nationality relationships since the Civil War era." (22:2:16)

8. "Intercultural education is now at the point where an examination of its development and research-based insights should be useful to all citizens, including teachers, who are seeking to develop skills on the human relations frontier." (22:2:17)

9. The first phase of intercultural education was "the missionary stage during the 1920's and early 30's when a few men of good will, mostly educators and clergymen, literally stumped the country, calling for more emphasis upon brotherhood and human understanding through American schools. . . . All too often the heralds of intercultural education were met with indifference and misunderstanding. The culture was not ripe for intercultural education." (22:2:17)

10. "The second phase of intercultural education was the stage of the simple answers, frequently characteristics of the period before America entered the total war against facism." (22:2:17)

11. "Characteristic of the stage of simple answers was the advocacy of some citizens that the local school 'put in' one or another school system's 'plan'. . . . Some citizens found it hard to recognize that education is not plumbing." (22:2:18)

12. "Education for intercultural understanding began to come of age as it moved into the third stage, the development of promising approaches." (22:2:18)
13. "Typical of the promising approaches developed are those stressed through the yearbook of the John Dewey Society, *Intercultural Attitudes in the Making*." The approaches indicated were: (1) the existence of a democratic atmosphere in the school; (2) the creation of acceptance of children by teachers through the study and development of children as persons; (3) the introduction into the child's environment of a variety of books which dealt in an honest and friendly fashion with human beings of different backgrounds; (4) seizing every opportunity which arose in the environment to focus the attention of students and staff alike on human relations problems of the school; (5) the two-way passage fostering relationship between school and community; (6) stress on the potentialities of extra-curricular activities; (7) emphasis on subject and areas (8) focus upon the life problems of young people within which intercultural relationships through units on prejudice or conflicts among generations in America, and similar subjects. (22:2:19-20)

14. "In the closing years of the 1940's and in the early 1950's, a fourth stage in intercultural education seemed to be emerging. This is the research stage in which the attempt is made to determine the best bets from among promising approaches." (22:2:20)

15. "Prerequisite to the development of an adequate research base for intercultural education was the pulling together of workers and the coordination of resources in the field." (22:2:20)
16. "Research data concerned with the explanation of the nature and origins of prejudice have long been needed." (22:2:20)

17. "One major source of prejudice seems to be the repeated frustration of the individual." (22:2:20)

18. "The second source of prejudice appears to be learning from the culture which surrounds the individual." (22:2:21)

19. "A first insight on the improvement of intergroup attitudes is the creation of a democratic atmosphere designed to reduce the insecurities and tensions of the child." (22:2:21)

20. "A second insight citizens may employ to improve intercultural relations is the encouragement of contacts with minority group members in situations involving cooperation." (22:2:22)

21. "A third insight into intergroup education calls for enhanced emotional sensitization to other intercultural groups." (22:2:22)

22. "A fourth insight developed by recent research involves exposing individuals to the inconsistency or validity of some of their existing attitudes in the interest of fostering consistent, valid, and intellectualized democratic values." (22:2:22)
23. "A fifth insight, related closely to the matter of community participation, stresses the strengthening of the 'social supports' of democratic behavior." (22:2:23)

24. "School policies which exemplify democracy support individual expressions of democratic intercultural attitudes." (22:2:23)

25. Knowledge and ability to put knowledge to use most effectively are important in combating prejudice. (22:2:23)

26. "Contrary to popular opinion, skill in group relationships is learned rather than being endowed upon us at birth." (22:2:24)

27. "Four techniques relating to more effective group relations" that have received particular attention recently by students of group dynamics are: (1) Group discussion is being re-examined and re-energized; (2) Sociodrama and role-playing; (3) Use of sociometry; and (4) The application of action research in connection with overcoming personal inconsistencies in thought and action. (22:2:24-25)

Interpretations on the citizen as a problem solver


1. The citizen has no choice but be a problem-solver since life activities always involve problems and their solutions. (22:3:27), (13:1:1)
2. The actual practice of citizenship cannot be known from an individual's legal status as a citizen because "active citizenship must be achieved; learned through changed and modified behavior." (22:3:27)

3. The key to effective citizenship is more than the ability and opportunity to participate in the making of important decision since it also involves commitment to goals which uniquely characterize a democratic society. (22:3:28)

4. "The critical test of citizenship in relation to these goal variables", "shared power", "shared respect", and "shared knowledge" - - is prevailing practice. (22:3:28)

5. "Effective citizenship must also take into account the conditioning variables, and non-distinctive goals of democracy." (22:3:28)

6. "Ideally and practically, the goals of democracy--distinctive, nondistinctive, instrumental--are all interrelated." (22:3:29)

7. "The goals of a free society . . . should give direction to his daily living including much of his problem-solving activities." (22:3:29)

8. "A free society is built and maintained through the citizenship activities of free citizens. A free citizen is one who has maximum opportunity to achieve his aims and values as a responsible and purposing human being." (22:3:29)
9. "The 'ultimate end' of social theory and practice (social policy) is the welfare of individual citizens." (22:3:30)

10. "What needs to be kept in mind is that intelligence, if it operates at all, operates in a situational context, indeterminate in nature, and encompassing the whole of man transactionally." (22:3:30)

11. "The theoretical framework of our democracy gives direction to the development of the free society." (22:3:31)

12. "Problematic situations are effective concrete instances in which citizens can 'eternally test' democratic goals and thus in turn, test the validity and worth of the problematic situation itself." (22:3:31)

13. "The discrepancy between what people want, what they believe 'ought to be,' and what is actually the case, is the major source of public conflicts and problems." (22:3:31)

14. It can be pointed out that many if not most of our major problems can be classified as economic in nature. (22:3:32)

15. "The basic article of faith in a free society is a commitment to a belief in the potentialities of human nature. If this means anything at all, it means faith in human intelligence." (22:3:32)
16. "The great task of a free society is to find ways to unlock this vast reservoir of intelligence and to apply it to the realization of its social goals and aspirations." (22:3:32)

17. "A major dilemma of a free society with respect to intelligence is how to balance and offset the social pressures and forces which tend to thwart the full development of collective intelligence." (22:3:32)

18. "There is no need to elaborate this point, yet it is clear that in the great problematic situations of life, the citizen must strive with others to increase the probability that the free play of intelligence will exert its due influence." (22:3:33)

19. "The notion of the citizen as problem solver is a socio-political concept and has essentially a 'grass roots' orientation." (22:3:33)

20. "It seems almost axiomatic that the concept of citizen as problem solver must imply a faith in the possibility of developing a completely public, generalized problem-solving methodology which, in a vital sense, will unit all citizens on the basis of 'works' as well as faith, and foster mutual respect and confidence in the results of their problem-solving activities." (22:3:33)

21. "A critical function of an adequate methodology in a free society is that it bring citizens in effective
22. "The test for the adequacy of a public, problem-solving methodology is: does it aid the citizens to participate more effectively in the making of social policy needed to keep the free society flourishing?" (22:3:33)

23. "How to involve all citizens; how to generate mutual confidence; how to minimize or use self-interest, particularly selfish self-interest - still remain unsolved questions in our democracy." (22:3:34)

24. "These then may be suggested as criteria for problem-solving: (1) No conditions upon choice must be ignored; (2) No assumptions for action which are ruinous to our democratic value systems must be admitted; (3) Problem solving must know and utilize its best tools and instruments; and (4) Problem solving demands acceptance of the consequences of choice." (22:3:34-36)

Interpretations on personal maturity for democratic responsibility

K. F. Kerrold (22:4:37-50)

1. "The central core of social and political democracy rests upon the mature behavior of every citizen. (22:4:47)

2. "Government of the people, by the people, and for the people is government by consensus." (22:4:47)
3. Social and political democracy requires participation, full participation in all aspects of community and national living. (22:4:47)

4. "Full participation requires communication. The individual citizen who would be mature and democratically responsible realizes how important it is to be able to communicate and accept the ideas and feelings communicated by other people." (22:4:47)

5. "Special skills and attributes need to be developed if the ideas, resources, and perceptions of all are to be amalgamated into an effective whole." (22:4:47)

6. "It is especially important to learn how to accept change, differences of opinions, and to accept and utilize new ideas and new behaviour patterns." (22:4:47)

7. "To do this requires that every citizen be afforded equal status and rights." (22:4:47)

8. "By realizing that all men regardless of age, sex, culture, race, or creed have a fundamental potential for democratic living and that by organizing and integrating their ideas, resources, efforts, and action democratically it is possible to create an interdependency of skills, in a equalitarian setting, for mutual help, team work, and moral and ethical responsibility." (22:4:47)

9. "The integrity of the nation and of the community rests upon the integrity of the individual citizen." (22:4:47)
10. "Therefore, a considerable investment must be made by the democratic society in the continual education and development, and when necessary the therapy and re-education, of its citizens' democratic responsibility and personal maturity." (22:4:47)

11. "Personal maturity for democratic living requires a strong mind and body because they are one and indivisible." (22:4:49)

12. "Finally, democratic and responsible human behaviour is dedicated living. It is living for others, and to the highest level of one's own dignity and worth, ever striving to be more dignified and more worthy of democratic freedom and responsibility." (22:4:50)

Interpretations on general education and its significance to the prospective teacher

H. T. Morse (23:4:82-112)

1. The term general education is of fairly recent usage and it ordinarily denotes a "less extensive period of study than a traditional liberal arts education." (23:4:84)

2. "In briefest terms, then, this kind of general education may be thought of as that which should enable college students to more effectively fulfil their common functions as citizens, family members, workers and individual human beings in a democratic society." (23:4:85)
3. The "rapid increase in the country's population and the growing diversity of its economy and social structure after the Civil War brought about profound changes in the character and curricular offerings of American colleges and universities." (23:4:85)

4. "To accommodate the diverse needs of so many students, the elective system was introduced into the colleges, which gave the coup de grace to unity." (23:4:85)

5. "Various means have been devised to restore some kind of unity to the students' learning experience . . . . More recently, general education itself has been developed in part as a new effort to restore unity." (23:4:85)

6. Due to differing philosophies of education, programs in general education differ. (23:4:86)

7. "The major tenets of the rationalist position are that the college should concentrate on developing the intellectual abilities, such as the power of critical reflection; that truth is a set of relatively fixed values, consisting of various 'first principles'; that the college should concern itself with educating only the intellectual elite; and that the subject matter content best suited to prepare the student for present day living is found in the classical works of the ancient, medieval, and to a lesser extent, the modern world." (23:4:87)

8. The neo-humanist is closely allied to the rationalist position in theory and practice, though it is more
flexible, and is more concerned with the transmission of the cultural heritage in its broader aspect. Unlike the rationalist, however, the neo-humanist include modern experimental science and psychology among the subjects to be studied, and the curriculum is often divided into broad integrated courses in the social sciences, the physical sciences, the biological sciences, and the humanities. The principle of unit in its programs is the cultural heritage of western civilization. (23:4:87-88)

9. "The third category partakes of practices from both the conservative and liberal sides, and is therefore probably best categorized as eclectic." The programs of this kind usually follow what might be called a subject-matter approach, although "they are more directly concerned than the previous groups with the all-round development of the student." (23:4:88)

10. "The fourth or left-wing philosophy of general education is often referred to as instrumentalist. It is usually characterized as 'student-centered' in distinction to 'subject-matter centered,' and programs of this type are sometimes called 'functional,' . . . Instrumentalist programs are geared to . . . 'the focal problems of our culture and the intellectual skills and moral habits with which to cope with them.'" (23:4:89)

11. "In view of these major differences, one can hardly prepare himself for such teaching without fairly
specific reference to the kind of program and philosophical orientation which would be most congenial to him and most appropriate in terms of his subject-matter preparation." (23:4:90)

12. It is important, therefore, that the person planning to teach in a college program of general education do a fair amount of soul searching with regard to his own convictions and the kind of situation with which his own preparation would best suit him to cope before he takes final steps leading to the securing of a position." (23:4:92)

13. "The functions of the instructor differ correspondingly from one type of general education program to another." (23:4:93)

**Trends in skill development**


Trends in skill development are concerned with interpretations on human development and skill development, and the nature of critical thinking. These trends are presented separately below.

**Interpretations on human development and skill development**

1. "From the increasing knowledge of how human beings grow and develop has come the realization of an important
truth: that teachers cannot effectively help young people develop skills or knowledge or attitudes - or any other learnings in the social studies - unless they consider the nature of the learner." (24:2:19)

2. "It is now apparent that pupils bring with them to the classroom a wide range of personalities and patterns of behaviour, as well as varying rates of growth and intelligence." (24:2:19)

3. "Because American pupils are human beings who have been subjected in the main to the same cultural influences they tend to resemble one another in certain important respects." (24:2:20)

4. "Because pupils in American society are being exposed to relatively the same cultural influences, they tend to be passing through similar stages of development at similar ages." (24:2:20)

5. "The beginner in school is immature in social relationships and needs to learn slowly by gradually expanding his social sphere." (24:2:21)

6. "The teacher of young children must also expect her pupils to grow slowly in their ability to work independently in groups." (24:2:21)

7. "Similarly in the area of decision-making or planning, the wise teacher will recognize that young children must start with limited planning and gradually extend their areas of competence." (24:2:21)
8. "From research on young children comes evidence that primary teachers must be concerned about knowledges, attitudes and skills in the area of intergroup relations." (24:2:22)

9. "There is nothing wrong with a child's awareness of differences or with his preferring members of his own group, except when such preferences are maintained by belittling members of other groups." (24:2:22)

10. "One characteristic of the nine- to 12-year-old stage is that the influence of the peer group becomes increasingly powerful. . . . The successful teacher is one who can gracefully relinquish her former authoritarian role and assume that of a democratic leader." (24:2:22-23)

11. The learning of social studies skills among middle-childhood students will proceed more successfully when such learnings carry with them the weight of group prestige. (24:2:23)

12. "Middle childhood is a very important time for the development of both social and technical skills." (24:2:23)

13. "Adolescence is that period in every individual's life which begins at the end of childhood and closes when adulthood is reached." (24:2:24)

14. "The age at which pupils cease being children and enter the adolescent stage of development varies greatly." (24:2:24)
15. "Although adolescents possess much the same physical and social needs as children and adults, the way the needs are satisfied and the strength of the needs may be quite different during adolescence than in other periods of life." (24:2:25)

16. "One need that is particularly strong during adolescence is the need for status." (24:2:25)

17. "Status in the peer group is probably more important to many adolescents than status in the eyes of their parents, yet recognition from both these latter sources are cherished by adolescents." (24:2:25)

18. "The adolescent who is achieving his goals in school and who is accorded appropriate recognition is seldom if ever a disciplinary problem." (24:2:25)

19. Closely related to the adolescent's need for status is his overpowering drive for independence." (24:2:26)

20. "Another need which strongly manifests itself during adolescence is the desire for a satisfying philosophy of life." (24:2:26)

21. "With the adolescent, however, this aversion to being different reaches perhaps its highest peak." (24:2:27)

22. "Many adolescents consider themselves to be
abnormal in certain physical characteristics when in reality they are well within the normal range." (24:2:28)

23. "Adolescents not only worry about physical deviations and defects, but are frequently concerned and anxious about a whole range of problems in the areas of courtship, sex, marriage, religion, family relationships, school progress, educational and vocational futures and personality development." (24:2:29)

24. "Statistical evidence shows that 'youths between the ages of 16 and 21 commit serious crimes far out of proportion to the incidence of this age group in the population.'" (24:2:31)

25. Young people are so prone to commit delinquent acts because: (1) of less supervision of the home, he is able to get out with the gang and follow either his group or his individual inclinations to a greater extent; and (2) of the adolescent's desire for new experiences together with his only partly developed philosophy of life cause him to make many unwise decisions. (24:2:31)

26. "A basic cause of delinquency, however is frustration of some type." (24:2:31)

27. "Teachers must know what to expect from pupils on the basis of individual differences in intelligence, rate of maturation, social class background and personality development." (24:2:32)
28. "It is obvious to any classroom teacher that pupils differ in their achievement in the social studies as they do any other school subject." (24:2:32)

29. "Part of the reason for these differences lies in heredity." (24:2:32)

30. "Differences in achievement are also due in part to differing rates of maturation." (24:2:32)

31. "Not only do these differences in rate of physical maturation create social problems, but it also appears that they may affect intellectual progress." (24:2:33)

32. "During the past decade or more in American education, non-promotion and certain types of homogeneous grouping have been rejected as answers to the problems of individual differences." (24:2:33)

33. "It is the duty of every classroom teacher to provide learning experience for all pupils by varying both the methods and the materials of instruction." (24:2:33), (5:13:181)*

34. "Much progress in meeting individual differences has been made in those classrooms where teachers organize their work around problem areas or units, rather than following along chapter by chapter in a textbook." (24:2:34), (15:6:49-52)*

35. "One of the unfortunate aspects in the grade placement of skills is the assignment of the teaching of
a particular skill to a particular grade and to that grade only." (24:2:34)

36. "If Individual differences are to be met, the classroom teacher must first do a job of diagnosing where pupils are in reference to the skills." (24:2:35), (15:3:31)*

37. "Children growing up in different social class families learn different attitudes, values and knowledges which affect their work in school." (24:2:35)

38. "It is obvious that there is no easy answer to the problem of motivating lower-class children. But teachers do have in the social studies a body of subject matter with considerable appeal to the interests and needs of all social classes." (24:2:37)

39. "For lower-class pupils particularly, emphasis needs to be placed on a varied approach to problem-solving; rather than relying on book-reading alone." (24:2:37)

40. "According to recent research, social-class differences in linguistic skills do not necessarily imply differences in mental capacity." (24:2:37-38)

41. Another source of individual differences may be found in the area of personality development. (24:2:39)

42. "In educational circles today it is generally recognized that one of the factors that affects learning is the emotional climate or atmosphere of the classroom." (24:2:41)
43. "It is also recognized that the teacher is the key person influencing this emotional atmosphere." (24:2:41)

44. "In addition to favorable classroom atmosphere, other essential conditions for effective learning are: (a) sufficient readiness (mental and experimental) on the part of the learner, (b) a motive for learning the material at hand and (c) a procedure for learning which makes materials of study meaningful and transferable to life situations." (24:2:43)

Interpretations on the nature of critical thinking

1. The critical thinkers are "those who are curious about life and its meanings, who seek information, test facts, weigh values and judge outcomes in the process of social relationships." (24:3:45)

2. Among the important stimuli to thinking are curiosity and the need to solve problems. (24:3:46)

3. "No better analysis has yet been made of the steps involved in critical thinking than that given by John Dewey." (24:3:46)

4. "Dewey warns against assuming that the process of critical thinking always takes place in so orderly a progression." (24:3:47)

5. "In the consideration of skill development it is
important also to bear in mind that the nature of insight from which come the suggestions of possible solutions to problems, is not yet clearly understood." (24:3:47)

6. Critical thinking is functional intelligence and is not necessarily limited to mature minds. (24:3:47)

7. The ascendency of the organismic approach and the rejection of the idea of automatic transfer of training are two developments in psychology that have necessitated a new approach to the development of the skills of critical thinking. (24:3:47)

8. "The process of critical thinking now is viewed as a way of evaluating experience and conduct in many aspects of life. It is considered a method for redirecting activities and one which must be applied in many different situations." (24:3:47-48)

9. "The relation of values to critical thinking is a close and vital one both in the recognition of the importance of the process and in its proper use." (24:3:48), (13:1:37)*

10. "Not all problems, the raw material on which critical thinking operates, involve value judgments to the same degree." (24:3:48)

11. A home that is authoritarian tends to produce inert accepters or defiant rebels among children. (24:3:49)
12. A family environment of laissez-faire may also impede growth in critical thinking. (24:3:49)

13. The school may become an obstacle to critical thinking if emphasis is placed on rote memorization of facts; on drills divorced from practical application; on busy work; on rewards for agreeing with the teacher; on penalties for independent thinking challenging the status quo; etc. (24:3:49)

14. Within the community are obstacles to critical thinking, some of which are promoted by pressure groups. (24:3:49)

15. "Other obstacles permeate the culture and manifest themselves in individual and group behaviour, often quite apart from organized efforts." (24:3:50)

16. "Emotion is not inconsistent with critical thinking. . . . The critical thinker understands his emotions and uses them as the motivating force for social desirable behaviour." (24:3:50), (13:1:3)*

17. "Another obstacle to critical thinking is inefficient communication through words." (24:3:50)

18. Another block to critical thinking is the strong influence of the past, of old habits which persist beyond their time of usefulness. (24:3:50)

19. The critical thinker does not ignore the past; he attempts to establish proper relationship between the past and the present. (24:3:50)
Trends in world affairs

Trends in world affairs that have been noted in the Yearbooks of the third period are concerned with the following: (1) Interpretations on some aspects of world affairs; (2) Interpretations on the relationships of some countries and regions of the world to world affairs; and (3) World affairs in the curriculum. These trends are presented below in that order.

Interpretations on some aspects of world affairs


1. "The term world affairs includes the relations of nations and peoples, the tensions which tend to keep them apart, the factors which make cooperation desirable, and the practical efforts being made to further cooperation among nations and peoples." (25:1:1)

2. "To understand why nations and peoples believe, feel and act as they do it is necessary to know something about their national character and their mood." (25:1:1)

3. "In many parts of the world the most important concepts today are nationalism and anti-colonialism." (25:1:2)

4. Problems in developing world understanding are
sometimes created by fear of becoming a battleground. (25:1:3)

5. There is a need for Americans to understand world affairs since each person helps to shape foreign policy and set the tone for relations between people in this country and in other lands. (25:1:4)

6. "Americans need to study themselves and their history to understand better the important and persistent issues and problems with which the people of this country have had to deal." (25:1:5-6)

7. "The way of life in an underdeveloped land, which has changed little for centuries, provides no background of experience that would help to explain how American methods came to be developed." (25:1:7)

8. "To be effective, communication must involve a two-way flow of information." (25:1:7)

9. It is human nature that people everywhere tend to be alike. (25:1:8)

10. There is no easy way of achieving an understanding of a nation's culture; it must be thought of as a life-long process. (25:1:8)

11. "Clearly the schools have a tremendous responsibility for making children and youth literate in the area of world affairs." (25:1:8)

12. American teachers are placing greater emphasis
than ever before on developing an understanding of world affairs." (25:1:9)

13. "The tensions of the contemporary world are a product of history, but this is not to say that they are therefore inevitable." (25:2:11)

14. "The danger of overestimating the influence of historical forces is lessened when the study of history reveals how delicate are the balances, and how important the application of willed intelligence and purposefully directed energies have been in shaping the course of event." (25:2:11)

15. "Today, because the last war is so recent, the dread of another war so real, and the issues so very pressing, the world is actually aware of its tensions. (25:2:13)

16. "The sad fact is that the greatest source of world tension in the twentieth century lies in Russian foreign policy." (25:2:15)

17. "It cannot be denied that the United States has added certain apprehensions and anxieties to the overriding tensions occasioned by the Kremlin's documented aggressive intent." (25:2:16)

18. "Somewhat similar apprehensions are felt about other countries." (25:2:18)

19. "To insist that nationalism is the great barrier to world order is to assume that world order is an impossibility in this century." (25:2:19)
20. Eight basic causes of world tensions are: (1) historical and cultural antagonisms; (2) domestic tensions; (3) economic insecurities; (4) population pressures; (5) ideological differences; (6) inadequate communication; (7) colonialism and (8) dread of war and conquest.

21. Resources for reducing world tensions are: (1) the institutions of world order; (2) social-scientific resources for problem solving; (3) the impact of new realities; and (4) modern education and enlightenment.

22. "The twentieth could yet not be the last - but the best century of modern man." (25:2:35)

23. "One of the fundamental facts about the earth is that there are about two and one-half billion people living on it." (25:3:36)

24. "Another fact of profound significance is that the world's population is growing fast. Each day there are almost 70,000 more people to be fed, clothed, and sheltered." (25:3:36)

25. "Vast areas in the world are lonely, silent lands."
Other areas have been described as human beehives or ant hills. In fact about two-thirds of the world's people are crowded together on less than 8 per cent of the land surface." (25:3:36-37)

26. "The predominant occupation in the world is agriculture. This is still another of the great economic realities." (25:3:37)

27. "The countries which have 60 per cent or more of the labor force in agriculture form a solid block reaching from Korea to Turkey, and on into southeastern Europe. Africa also is joined to this region, with recurring patterns in tropical South America." (25:3:37-38)

28. "There is no universal correlation between the relative importance of agriculture and density of population." (25:3:38)

29. "Inequality of income represents one of the stern economic realities of the contemporary world." (25:3:39)

30. "Lack of purchasing power has very serious effects on the diet and health of a people. About two-thirds of the people of the world are hungry." (25:3:41-42)
31. "There is a definite correlation between income, food supply, and life expectancy." (25:3:42)

32. "In spite of such handicaps, notable progress has been made in improving the world's health." (25:3:43)

33. "Although the world has celebrated the five-hundredth anniversary of the printing press, more than half the population of the world still is illiterate." (25:3:44)

34. "Illiteracy, of course, is a serious economic liability as well as a brake on cultural development." (25:3:44)

35. "In spite of these difficulties, there is definite progress in education - even in the underdeveloped regions of the world." (25:3:44)

36. "Mass communication without literacy also has improved, largely by use of motion pictures and radio." (25:3:44)

37. "Observing the use of power provides another insight into the living situation, and another measuring stick for comparing one economy with another." (25:3:45)

38. "The life of the typical individual in an underdeveloped area is hard." (25:3:46)
39. The typical individual in the underdeveloped lands is not necessarily an inferior person just because of his difficult living situation. (25:3:46)

40. "The significance of any resource depends very substantially on the traditions and skills of the society using it." (25:3:47)

41. Problems of world's farmers are many, interrelated, and are also so interwoven with tradition and culture. (25:3:47)

42. "Most of the world's farms are too small to provide an adequate support for the farmer." (25:3:47)

43. "The problem is aggravated where a farm is composed of small plots and strips scattered among many holdings." (25:3:48)

44. There "is no universal correlation between ownership and prosperity." (25:3:49)

45. "In most instances programs of land reform have been directed toward a solution of problems of size of farm, fragmentation, and tenure." (25:3:50)

46. In the Soviet Union all "land became the property of the government, and more than 99 per cent of the farmland was allocated to collective farms or kolkhozy. The
remainder is in state farms operated directly by the government." (25:3:52)

47. "Since World War II, communists have gained control of most of eastern Europe and China. With communist control have come radical changes in land tenure, all modeled to some extent on the Soviet pattern." (25:3:52)

48. "Many problems have been identified that contribute to low productivity. Prominent among them are inefficient farming techniques, soil depletion and erosion, and poor seeds and livestock." (25:3:53)

49. Much can be achieved in the improvement of world agriculture, if the world is at peace, if there is exchange of knowledge between the various nations, and if there is an adequate educational program which reaches all farmers. (25:3:55)

50. "Compared to the world's farmers, the people who make a living directly from use of other natural resources are few indeed." (25:3:55)

51. "The misuse of forest resources is one of the world's great tragedies." (25:3:55)
52. "In recent years there has been considerable improvement in the use of forest resources. . . . Yet, 'only about a fifth or less of the world's productive and accessible forest area is managed properly, while about half is being exploited without regard for continued productivity.'" (25:3:56)

53. "The world's fishermen, like the forest workers, are few in number. Only about five million people, approximately one-tenth of one per cent of the world's labor force, are engaged in fishing for a living." (25:3:57)

54. "For various reasons, nearly all commercial fishing is done in the northern hemisphere, estimates running as high as 98 per cent." (25:3:57)

55. "The people who live in the islands and peninsulas of Asia include more fish in their diet than do any other people." (25:3:57)

56. "Increasing fish production and consumption is one way of helping to solve the world's critical food problem." (25:3:57)

57. "The miners of the world are another important labor group which is relatively small. In no nation do miners represent as much as three per cent of the labor
58. "Although the population of the earth continues to grow, the production of food almost meets the demand." (25:3:59)

59. "Food production can be increased significantly on lands now cultivated." (25:3:60)

60. There "is no fixed limit as to what land can be used for agriculture and what it can produce." (25:3:60)

61. "If the peoples of the world are to get enough to eat in the years ahead, however, education must make a special contribution." (25:3:60)

62. "Perhaps a major task of education in the schools, not only in this country but in all lands, is to implant the point of view that one nation can help other nations get ahead, and that the gain of one is the gain of all." (25:3:61)

63. There was no time in history as the twentieth century were so many men and women "involved in such a variety of activities related to international cooperation." (25:4:63), (14:2:43-57)*

64. "This multiplication of international cooperation in recent times is due, in large part, to the changing
nature of the modern world." (25:4:63)

65. "Most obvious effect of the international dissemination of technical progress has been the multiplication of physical contacts across national frontiers." (25:4:64)

66. "The effects of modern transportation and communication upon international cooperation have been paralleled in other fields." (25:4:65)

67. "International activity is, therefore, a necessity and not a luxury of modern existence." (25:4:67)

68. "When it becomes apparent that national governments acting independently are unable to render some specific service, the men and women especially interested in this activity inevitably meet to discuss their problem." (25:4:67)

69. "Once national governments are convinced that it is only by their joint efforts that a given problem can be solved, they too are likely to organize." (25:4:68)

70. "A public international organization, as distinguished from private organizations mentioned above, is normally based on a treaty, has a permanent organization
and headquarters, is open to all governments who wish to join, and is expected to confine its activities to the common purpose for which it was established." (25:4:68)

71. "It is normal for public organizations to develop out of private groups." (25:4:68)

72. Public international organizations are of many variety and they represent the maximum international agreement to date on the subject with which they deal. (25:4:68-69)

73. "All of these public international organizations are based upon the principle of a league or confederation rather than on that of a federal union... The central agency in a league rests upon the member-governments, but in a federal union it stands on its own feet and is independent of the member governments for certain purposes." (25:4:69)

74. The first great problem of international organization lies in the fact that national sovereignty is a limiting factor. (25:4:70)

75. "This retention of national sovereignty for the members of international organizations has resulted in the 'rule of unanimity,' i.e., that a sovereign state
cannot be bound by the decision of another but that it must, itself, agree to any measure which affects it." (25:4:70), (14:5:97)*

76. Another problem of international organizations is the question of "domestic jurisdiction." (25:4:71)

77. Another problem of international organizations is the matter of divided loyalties of international civil servants. (25:4:72)

78. "Perhaps the place where conflict between national and international interests has become most serious is in relation to the application of military sanctions." (25:4:74)

79. Other problems of international organizations are concerned with finance, constitutional and legal problems, internal political factors, and the jealousies and suspicions which longer in the minds of even the widest-visioned leaders. (25:4:75)

80. "International organizations ultimately will be judged in terms of their ability to keep peace, regardless of all other accomplishments." (25:4:76)

81. The League of Nations played an important role in the settlement of many problems, each of which was a threat to or a violation of the peace. (25:4:76-77)
82. "The success of the United Nations in stopping the aggression of the North Koreans and the Red Chinese, and in bringing hostilities to an end in Korea, whatever may happen in the future, is especially noteworthy." (25:4:77)

83. "Other important examples of successful achievement are found in the economic and social fields." (25:4:77)

84. "For each example of international conflict there are a dozen examples of international cooperation; for every sore spot, a bright spot; for every threat to peace, a situation where international goodwill has been created." (25:4:79)

85. "There is no reason to believe that this trend towards greater internationalization has come to an end." (25:4:79)

86. "Better the slow inching-ahead process! Is it not preferable to consolidate the gains which have been made, to obtain universal and solid support for the international institutions already established, to improve their structure, develop their power, and multiply their accomplishments?" (25:4:80)
87. "The primary responsibility for the future success of the United Nations, and perhaps of all international organizations, rests at present with the American people." (25:4:80), (14:7:137)*

Interpretations on the relationships of some countries and regions of the world to world affairs

The relationships of the following countries or regions of the world to world affairs are presented below respectively: (1) United States; (2) Latin America; (3) Western Europe; (4) Central-Eastern Europe; (5) Russia; (6) China; (7) East and Southeast Asia; (8) India and Pakistan; (9) Islamic world; (10) Resources and Change of Africa; (11) Africa in today's world; and (12) Great Britain and the Commonwealth of Nations.

The United States and world affairs

F. H. Harrington (25:5:82-101)

1. "To understand the role of the United States in world affairs, one must know a lot about domestic developments in this country. And to understand domestic matters, one must be well aware of the global situation of the American republic." (25:5:82)
2. "American economic history is, basically, the story of a farming nation that has been transformed into a great industrial power." (25:5:82)

3. Although natural, the change from a farming nation to an industrial power involved painful readjustments. (25:5:83)

4. "The industrialization of the United States influenced foreign policy, just as it influenced every other aspect of American life." (25:5:84)

5. "The United States is no longer self-sufficient. Foreign trade is now more than the traditional 10 per cent of total American trade." (25:5:86)


7. The "United States has been unable to tackle this fundamental economic problem: how to get payment for American exports." (25:5:87)

8. The United States is perhaps the strongest nation in the world and yet, we feel insecure. (25:5:89)

10. "To stop world Communism, we must use non-military as well as military means." (25:5:92)

11. "American foreign policy has always been influenced by politics." (25:5:93)

12. "Domestic conflicts still tend to rule the political scene." (25:5:93)

13. "Self-seeking politicians have taken advantage of the new public interest in foreign affairs to stir up prejudice." (25:5:93)


15. "As the agrarian age gave way to the industrial era, isolationism tended to yield to new policies of world activity and responsibility." (25:5:94)

16. Any "understanding of America's global situation must rest on an appreciation of American values and traditions." (25:5:95)

17. "Certain themes, however, run through from the old America to the new - the belief in shared decisions, in the right to criticize, in the necessity for compromise; the insistence on the dignity of the individual; the conviction that problems can be faced and solved." (25:5:95)
18. "Foreigners have drawn different pictures of the United States." (25:5:95)

19. We "have sometimes given the wrong impression because we have failed to understand foreign" countries and we have not expressed ourselves very well. (25:5:96)

20. "American culture is European culture, as modified by the New World environment and experience. Naturally, then, Americans tended to look toward Europe for cultural inspiration in the early days of their republic." (25:5:96)

21. "Industrialization brought a change in emphasis. American eyes were turned toward Latin America and the Orient." (25:5:97)

22. "In other ways too the United States has made its influence felt throughout the Americas." (25:5:97)

23. "Canada, too, has the closest ties with the United States." (25:5:98)

24. Because things did not work well in Asia for the United States, she began to retreat from the Far East even before World War I. (25:5:99)

25. "Not until the Communist conquest of China in 1948 and the outbreak of the Korean war in 1950 was the
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Europe-first approach effectively challenged." (25:5:99)

26. The implications of a one-world situation for the United States are as follows: (1) Americans have every reason to be active in the United Nations; (2) The United States is and must be interested in every corner of the globe; and (3) American educators and American citizens generally must do their best to prepare the next generation to cope with global questions. (25:5:100), (14:7:137)

Latin American and the United States in world affairs

P. E. James (25:6:102-117)

1. The people of the United States must take the support and cooperation of Latin America for granted as there are places there where the ideals and policies of the United States are not understood, or, if understood, are not accepted. (25:6:102)

2. "To know Latin America well enough to formulate an opinion regarding the policies that might be pursued in dealing with that area requires some understanding of "its uniformities and contrasts." (25:6:103)

3. "A serious amount of misinformation exists, even among educated people, regarding the economic conditions
4. "In relation to the total land area, the population of Latin America is small." (25:6:103)

5. "Yet Latin America has a higher rate of population increase than is observed even in such rapidly growing areas as India." (25:6:103)

6. "The existing knowledge of the resource base is too general to provide the kind of understanding that is needed." (25:6:104)

7. "It is a mistake to analyze present-day Latin America in terms of Anglo-American principles." (25:6:104)

8. Any one "who would try to understand the factors involved in the level of living, or who would wish to plan measures to raise this level, must focus attention to relatively small areas." (25:6:104)


10. The general picture of the landlord and tenant situation takes "on a local variation in each of the Latin American countries, or in different parts of the larger countries." (25:6:105)
11. "Furthermore, the method of attacking the agrarian problem is different in the different countries."
(25:6:105)

12. "Brazil's agricultural problem is quite different. Unlike most of Spanish America except Chile, in which the large landowners have remained traditionally aloof from business enterprise, the wealthy Brazilians have always sought for ways to make quick profits in speculative ventures." (25:6:106)

13. "Over the four centuries since the Portuguese first settled in Brazil, the agricultural development of the country has been confined to one kind of land - the land along the eastern margin of the continent that was originally covered by tropical forest." (25:6:106-107)

14. "Today the frontier of new clearing is approaching the last of Brazil's virgin tropical forest; already the food supply of the big cities must come from such a distance that the cost of urban living is very high."
(25:6:107)

15. "Brazil, it would seem, must before long come to grips with a basic problem. Is there to be a movement
from the settled parts of the country back into the interior, beyond the zone of the tropical forest?" (25:6:107)


17. "The progress of industrialization in Latin America faces four chief handicaps: (1) the prevailing poverty and illiteracy of the people; (2) the attitude of the well-to-do people toward business activities; (3) the prevalence of the idea of national self-sufficiency; and (4) the high cost of transportation. (25:6:108)

18. "Too much emphasis can be given to the great commercial products." (25:6:108)


20. "The humid pampa of Argentina is the geographic area in which that country's commercial prosperity has been concentrated." (25:6:109)

21. Since the "tenants lived so much better in Argentina than they had in Europe, it was many years before they became dissatisfied with the system." (25:6:109)
22. "Politically, Argentina was dominated by the land-owners, and any government had to have their support to come into power." (25:6:109)

23. The large number of tenants who were dismissed by their landlords during the Second World War when the wheat exports fell off sharply, found employment in Buenos Aires and became a political force under Peron. (25:6:110)

24. "Peron, and the 'shirtless ones' who have kept him in office, have paid scant attention to the economic realities." (25:6:110)

25. The concept of an independent hemisphere is dominant in Latin America and is a dangerous illusion. (25:6:110)

26. "General acceptance of the division of the Western Hemisphere into Anglo-America and Latin America, while justifiable in many ways, tends to obscure the great contrasts that exist within each of these major areas." (25:6:111)

27. The cultural contrasts in Latin America are the following: (1) ethnic diversity; (2) Spanish-Indian contrast; (3) Spanish-Portuguese contrasts; (4) contrasts in European colonies; (5) nationalism - the state-idea; and (6) rise of the common man.
28. "A world view of the geography of strategy, as one can see for himself on any globe, shows that Latin America is in the rear of the United States. . . . In any military situation it is important that one's back is secure." (25:6:114)

29. "If security today is the major consideration, of course the policy should be to support the politically powerful groups, to supply the armies with modern weapons, and to facilitate the suppression of dissident groups." (25:6:114)

30. "But in the long run this country's best interests are not served by adopting the oversimple policy of calling all dissident groups Communist, as before 1941 we termed them Nazi." (25:6:114)

31. "Security tomorrow may be had only by distinguishing carefully between the truly democratic movement and Communist-inspired unrest." (25:6:115)

32. "It is important to recognize that none of the nations of the Americas can accept foreign domination either in a political or an economic sense." (25:6:115)

33. At the moment the countries of Latin America feel that the danger of economic and political subordination
to the United States is a more immediate danger than communism. (25:6:115)

34. There are non-controversial fields in which cooperation among all the American nations is possible. "In the fields of scholarship, science, and the arts there is common ground and cordial unity of purpose." (25:6:116)

35. "To take the cooperation of Latin America for granted is a perilous course for the United States to adopt in this troubled world." (25:6:116)

Western Europe and world affairs

G. Bruun (25:7:118-137)

1. Western Europe refers to the segment of Europe which is west of a line drawn "northward in the Adriatic Sea to Flume, then north to Hamburg, through the waters of the Baltic to the head of the Gulf of Bothnia, and thence to the North Cape." (25:7:118)

2. "As thus defined Western Europe has an area of roughly 1,150,000 square miles. This is approximately three-tenths of the 3,700,000 square miles usually considered to constitute Europe as a whole, if the Ural Mountains and Ural River are regarded as its eastern limits." (25:7:118)
3. "Physical barriers created by an extraordinarily irregular coastline and high mountain ranges divide Western Europe into numerous geographical segments. . . . All these natural barriers helped to fix and 'freeze' the boundaries of the emerging nation states during their critical formative period." (25:7:118)

4. "Today this geographical segmentation of Western Europe, and the uneven distribution of natural resources there - inequalities in rainfall, fertile land, coal, iron, water power - help to intensify the jealousies and rivalries of the European nations." (25:7:118)

5. "The Western European states exchange their products to their mutual advantage, but political and tariff boundaries hamper such trade and transportation." (25:7:119)

6. "Once the geographical and historical discreteness of the Western European states has been explained, students will be less likely to conceive of them as comparable to the 48 American states or even to the 13 original states before federation." (25:7:119)

7. "In comparing Western Europe and the U.S.S.R., attention should be called to the physical contrast between the much indented and relatively mountainous west of
Europe and the vast plain that stretches from the Sudetic-Carpathian highlands to the Urals - a plain larger in area than all Western Europe." (25:7:119)

8. "The absence of defensible natural frontiers in this level eastern area provides a basic clue to the perpetual fluctuations of political boundary lines in Eastern Europe as contrasted with the relative stability of the main political borders in the West." (25:7:119-120)

9. "A second geographic characteristic that distinguishes Western Europe from Eastern Europe is of course its closer proximity to salt water outlets." (25:7:120)

10. "Because Western Europe 'faces' west, culturally and commercially, its destinies are closely blended with those of the Atlantic community and its peoples are readily affected by, and sensitive to, the vicissitudes of American policy." (25:7:120)

11. Although Western Europe comprises only three-tenths of Europe in a geographic sense, it includes nearly one-half of the European population." (25:7:120)

12. The rate of increase in population of Eastern Europe was almost twice as high as that of Western Europe from 1913 to 1939. (25:7:120)
13. "Since World War II, it is true the birthrate has shown a notable tendency to rise almost everywhere, but that of northwestern Europe has climbed to only one-half the world average." (25:7:120)

14. "The expansion of European influence in the world after 1500 was accompanied by a relative increase in the European stock as contrasted with the world total." (25:7:121)

15. "By 1950, moreover, the center of population within Europe was shifting eastward." (25:7:121)

16. "Eastern Europe could develop its agricultural resources sufficiently to make provision for several times its present population. Western Europe could not - unless the near future should bring radical and unpredictable improvements in its agricultural and economic prospects." (25:7:122)

17. While Eastern Europe has a continental economy and can survive even though it be cut off economically from the rest of the world, Western Europe must continue to rely on its industrial equipment and strive to hold or regain that half of the international trade of the world it once enjoyed. (25:7:122)
18. "In this struggle its most serious economic competitor is the United States, or more exactly the United States and Canada, for the North American nations complement one another powerfully." (25:7:122)

19. While it would appear that Western Europe possesses sufficient developed energy, it does not possess within its own borders the coordinated resources and enormous uniform markets that favor standardized mass production in the United States and Russia. (25:7:122-123)

20. "European colonialism, like the European state system, can be understood only by those who have some knowledge of European history." (25:7:123)

21. "Historians have long debated the relative importance of Graeco-Roman, Christian, and Germanic influences in shaping the development of European civilization." (25:7:123)

22. "The one-time division of Western Europe into a Romanized and a non-Romanized segment, once it is grasped, makes the subsequent history of the European peoples more understandable." (25:7:124)
23. "It is a fact of considerable significance that the historic matrix of modern Western Civilization crystallized in Western Europe and in that segment of it that had received the imprint of Roman arts and arms." (25:7:124)

24. "It may also be worth a reminder that the Protestant Revolt that split Europe in the sixteenth century followed in a rough way the line then dividing the Latin from the Teutonic peoples, which also, but more roughly, was the line that had once separated Roman from non-Roman Europe." (25:7:124)

25. "The manner in which the Roman Catholic Church inherited in a sense the imperial legacy of the declining empire has elements of significance not always underlined with bold enough strokes." (25:7:124)

26. "The present 'curtain' that divides Western Europe from the Soviet Union and its satellites has a long historical validity: these two areas have lain on opposite sides of a cultural watershed since the early centuries of the Christian era." (25:7:125)

27. "Especially in the medieval and early modern periods the history of Europe is essentially the history of those Western European lands that gave rise to the
world-girdling culture fitly styled 'Western Civilization.'

(25:7:125-126)

28. "In summarizing the early growth of that civilization it might be well to stress more convincingly the vigor of medieval Christendom." (25:7:126)

29. "Researches in the history of science are modifying the 'humanist' picture of the Middle Ages as a period in which human initiative and inventiveness declined in all fields." (25:7:126)

30. "But while stressing these technological instruments, it should also be pointed out that the Western Europeans developed concurrently a political instrument - the national state - which enabled them to organize and apply the social, economic, and scientific forces they had accumulated and coordinate them for purposes of expansion and conquest." (25:7:127)

31. If the "problems of Western Europe are to be related to the world picture, past and present, the connections between Western Europe and other continents must be presented in a way that will provide adequate perspective." (25:7:128)

32. While the economy, the living standards, the
institutions, the mental outlook of the Western Europeans were transformed, gradually but profoundly, by the contacts of the Oceanic Age, the peoples of Eastern Europe remained almost unaffected by this momentous change. (25:7:128)

33. "The relative decline of Western Europe in the twentieth century from that position of world leadership the Western Europeans achieved in the centuries preceding, is a development some Americans appear eager to exaggerate." (25:7:129)

34. "It is still too early to judge how adversely the loss of political control over large segments of Asia and Africa will affect the Western European powers; how seriously it may damage their economy." (25:7:130)

35. National might depends on machines and power resources, and figures show that the leading powers of Western Europe declined in a relative and an absolute sense after the Second World War. (25:7:131-132)

36. "Collectively if they integrated their economies, they could re-establish a satisfactory balance;" a position between the United States and the Russian bloc. (25:7:132)

37. Western Europe is not a bloc and its failure to overcome this handicap and integrate their resources
"would appear to be the primary factor in the present European situation." (25:7:132)

38. "Before World War II the inhabitants of Western Europe were among the most fortunate of the world's peoples. . . . They had all the major advantages that go with a high civilization today." (25:7:133)

39. "It is difficult to assess the post-war status of the Western Europeans with equal exactitude but the statistics available are more encouraging than might be expected." (25:7:133)

40. "Vital statistics as well as economic indices gave encouragement to those who declined to believe that Europe was exhausted." (25:7:133)

41. The economic welfare of Western Europe depends on industry and trade; their welfare and survival depend on "the ebb and flow of commercial tides that is no longer in their power to control." (25:7:134-135)

Central-Eastern Europe and world affairs
J. S. Roucek (25:8:138-155)

1. "Central-Eastern Europe is the area between Germany and Russia, and it extends from the Baltic to the Aegean Sea." (25:8:138)
2. "One reason for American ignorance about and indifference to this region was that American historiography had accepted the concept of 'Western Civilization' which was rooted in German scholarship." (25:8:138)

3. "This neglect of Central-Eastern Europe by Western historians has stood in the way of an understanding of European problems." (25:8:138)

4. "American indifference to this 'shatter-zone' of Europe stems also from a belief that Western civilization is the only important civilization in a highly competitive community of non-Western and potentially anti-Western civilization." (25:8:139)

5. It was "only at the end of World War II, when American forces marched into the Elbe-Danube region, that a growing number of studies dealing with this part of Europe began to appear." (25:8:139)

6. "Central-Eastern Europe is an ill-defined but dynamically alive 'zone of culture,' of which one part is solidly German, the other multi-national, reaching from Estonia, or even Finland, to the Adriatic and the Aegean." (25:8:140)
7. "The Slavs are the largest related group." (25:8:140)

8. "For centuries Russia has used the fact of a common Slavic background as a powerful ideological weapon in its efforts to dominate this region." (25:8:140)

9. "The Germans for centuries have lived in this area. Outside Germany and Austria proper, there were about 20 million Germans." (25:8:141)

10. "With the rise of the Nazi racist doctrine, Germans living abroad officially became an extension of Germany" herself, and the Germans in the region became a fifth column, a powerful weapon in the hands of Hitler." (25:8:141)

11. "The Hungarian people have been a problem to themselves and to their neighbors. . . . Occupation by Soviet armies after World War II led to the establishment of a pro-Russian government and made Hungary one of the Soviet satellites." (25:8:142)

12. "The ethnic claims of the Baltic peoples have counted for little in the decisions of the diplomats." (25:8:142)

13. "Albania, too has been a pawn in the game played
by the more powerful neighbors." (25:8:142)

14. "The Romanians like to consider themselves the descendants of the legions of Emperor Trajan who conquered Dacia, a region comprising present-day Moldavia, Walachia, and Transylvania, between 101-107 A.D." (25:8:143)

15. "A special ethnic problem has been presented by Macedonia, a region coveted by Yugoslavia, Albania, Bulgaria, and Greece." (25:8:143)

16. "The Greeks trace their national culture through four millennia. Ethnically, the Greeks have been important in the history of Europe." (25:8:143)

17. "The history of Central-Eastern Europe can best be analyzed within the framework of geopolitical trends." There is rivalry for supremacy in Central-Eastern Europe. (25:8:114)

18. "The capture of Vienna by the Russians on April 13, 1945, meant that the German pressure to control Eastern-Central Europe was replaced by Russian pressure." (25:8:145)

19. "In 1945, Russia, the largest and most populous of the European - it is actually Eurasian - powers, and until recently the most backward industrially, capitalized on the defeat of Germany, its ancient enemy." (25:8:146)
20. "The Kremlin is meeting opposition in its efforts to denationalize Central-Eastern Europe. The reaction of the millions of people there to denationalization may be a more extreme form of nationalism." (25:8:147)

21. "Tito's revolt against the imperialistic policies of the Kremlin in 1948 was not the result of Western artistry in the game of diplomacy." (25:8:147)

22. "To accomplish its aims, the Soviets have utilized not only all aspects of social control - the press, the radio, movies, - but also education." (25:8:147)

23. "The effort to realize these (Soviet's) ideological goals has led to bitter conflicts between the church, especially the Roman Catholic Church, and the state. But the Roman Catholic Church has been losing ground everywhere behind the Iron Curtain, and especially in Poland and Czechoslovakia." (25:8:148)

24. The Soviets accomplished far-reaching changes with the use of 'stooges.' The governments of the 'People's Democracies' are pro-Communist regimes in which all key posts are held by Communists." (25:8:149)

25. "As a result of the political changes, the
region has undergone basic social and economic changes." (25:8:149)

26. In the "more recent years, these grand plans have lost much of their appeal to the people of the satellite countries. They realize only too well that the surpluses which they have created have chiefly benefited Russia." (25:8:150)

27. The Molotov Plan was one of the programs implemented where the satellite countries launched programs for economic recovery based on cooperation among themselves and with Russia. (25:8:150-151)

28. While the establishment of the satellite bloc has strengthened the Soviet Union substantially, Russia has been losing out in other ways since the overwhelming majority of the people in satellite countries are bitterly opposed to Moscow's rule. (25:8:152)

29. "If anything can be learned from history, it is that boundaries of all states, and this includes 'Iron Curtains' undergo change. No one power has ever succeeded in controlling Eastern-Central Europe permanently." (25:8:154)
30. "Since the United States and Western Europe now are trying to bring into balance those forces which are opposed to the domination of Central-Eastern Europe by Soviet Russia, they must impress the peoples of this region with their strength, unity, and determination to defend not only their own interests but those of the larger world community." (25:8:154)

31. "The offensive strength of the West must be expressed not only in economic terms, but in terms of political ideas, particularly those which show that the concepts of freedom and political liberty are more attractive than the concepts of slavery and colonialism, hidden under the smokescreen of Marxism-Stalinism-Leninism." (25:8:154)

Perspective in studying Russian history

Anatole G. Mazour (25:9:156-170)

1. At present, the United States is faced with a great rival, the Soviet Union, and in this struggle it is important to understand the nature of one's opponent. (25:9:156)

2. "If American youth are to understand Russia they must understand Russian history. Parallel to the study of the Russian history should be a basic course in the Russian
3. "The history of Eastern Europe, and particularly of Russia, is complex; the subject must be handled in such a way as not to overwhelm and discourage students." (25:9:157)

4. "There is no need to clutter up a lecture with a terminology that is totally incomprehensible to students." (25:9:157)

5. Developments in Russia must be related to similar developments in Western Europe. (25:9:157-158)


7. The importance of agriculture must be shown in the study of Russia. (25:9:160-161)

8. The relationship between population growth and industrialization must be brought out. (25:9:161-162)


10. The relationship between the church and the State must be traced in the study of Russia. (25:9:164-167)

11. Stress must also be placed on Russia's
literary legacy. (25:9:167-168)

12. "The Russian people in the past aspired to be free. The final verdict on the Russian people of today is yet to be delivered." (25:9:168)

13. On both "sides of the curtain there is still a will to live honorably rather than to die ingloriously. This fact gives assurance that in the end the cause of freedom shall not perish." (25:9:169)

Perspective in the study of China

G. B. Cressey (25:10:171-180)

1. The significance of China arises, not only because of her great size and great number of people, but more on account of her cultural development, and her dramatic transformation in recent years. (25:10:171)

2. China has a long history of periods of progress and prosperity between equally long periods of transition and often of chaos. (25:10:171-172)

3. "World affairs may be too complex to warrant prophecy, but it seems likely that during the first decade of stability, China may be expected to show marked progress in many directions." (25:10:172)
4. "The Chinese have developed one of the world's few distinctive cultures. The fact that it differs from the culture of the United States in certain material ways appears inferior, should not blind Americans to its unique assets."  (25:10:172)


6. The huge population of China is one of the basic facts to be remembered about the mid-twentieth century Orient.  (25:10:173)

7. "When China's population is plotted on a map, it is at once clear that it is unevenly distributed. The delta of the Yangtze averages 2,000 people per square mile in purely rural areas, while vast areas in the western interior have but two or three people per square mile."  (25:10:174)

8. "Food remains China's great problem. The best that agricultural improvement can hope for during the present century is the elimination of famine and distress,
and a slight improvement in the general diet."
(25:10:175)

9. "In terms of the nation as a while, however, it appears that China lacks the essentials for large-scale industrialization. In the future, as in the past, most of the Chinese must be supported from the soil."
(25:10:177)

10. "Peking and Taipei present us with an impasse, for we cannot recognize both as sovereign governments, and neither is in complete control." (25:10:177)

11. "If the United States is to recapture the good will of the Chinese people, this country must rethink its objectives. China welcomes friendly assistance, but she will remain suspicious of aid, whether Soviet, European, or American, which threatens to impair her sovereignty or which is motivated by selfish aims." (25:10:179)

12. "The first objective of American foreign policy should be the promotion of democracy; the second should be opposition to totalitarianism." (25:10:179)

Perspective in the study of East and Southeast Asia

J. M. Van der Kroef (25:11:181-220)

1. Although the historic and socio-cultural traditions of the countries in East and Southeast Asia are
extremely diverse, there are elements of similarity in their institutions and development. (25:11:181)

2. "Japan's historic and cultural development has to a large extent been determined by her geographic position." (25:11:181)

3. "Before the beginning of strong Chinease influences in the middle of the sixth century, Japan had already experienced the impact of the bronze and iron cultures brought by Mongol invaders from Korea in the first century A.D." (25:11:182)

4. "In the centuries following the establishment of clan states, the unifying principle of imperial Chinese political organization and land control came more strongly to the fore, and the idea of Japan as an empire took hold." (25:11:182)

5. "In the twelfth century the leader of a feudal faction called the Minamoto established himself as the supreme ruler of Japan under the title of Shogun (generalissimo). But the imperial court and its cardboard civil bureaucracy was scrupulously kept intact." (25:11:182)

6. "The knights brought a new culture to Japan, one
that contrasted sharply with the over-refinement and effeminacy that had marked the Kyoto court of old." (25:11:183)

7. "The rule of the Tokugawas, emanating from their castle at Edo, clamped Japanese society in an unbreakable vise. The feudal system interwoven with family government continued and with it an even more intense social stratification." (25:11:183)

8. "The Tokugawa era lasted well into the nineteenth century. But long before it came to an end, changes within the rigid social order itself had begun to take place." (25:11:184)

9. "Sealing off Japan from the rest of the world proved impossible in the long run." (25:11:184)

10. Perhaps the first thing that strikes the foreign observer in Japan is the unique system of loyalty and social obligation in a highly stratified society. (25:11:185)


12. "The conflicting demands of loyalty are
fundamental to what might be called the Japanese sense of the tragic in human existence." (25:11:185)

13. "Because of the essentially aristocratic character of Japanese society great stress was and is placed upon a recognition of the proper social distance between individuals." (25:11:186)

14. "Zen Buddhism re-enforced much more than the traditions of an aristocratic militarism. Medieval Zen introduced or perfected certain patterns of artistic elegance and refinement which have come to be regarded as peculiarly Japanese." (25:11:187)

15. "Custom dies hard in Japan, if indeed it dies. Perhaps the best example is the attitude toward the Emperor."

16. "Though ready and willing to conform to outward changes Japan's national character remains rooted in its ancient traditions." (25:11:189)

17. "After the Second World War religious liberty returned. The Emperor himself took the lead in declaring that the concept of a divine emperor and the superiority of the Japanese over all other races was false." (25:11:190)
18. "The outstanding feature of Japanese political life is that changes in government have always been made at the top of society, within the structure of the elite group." (25:11:190)


20. "In the last decade of the nineteenth century Japan began a series of conquests that continued for more than half a century." (25:11:191)

21. "In the first decade after World War I it seemed that parliamentary government might take hold in Japan." (25:11:191)

22. "But the liberal honeymoon proved short-lived. For one thing neither of the two principal parties, the Seiyukai and the Minseito, had the strength to establish a firm government." (25:11:192)

23. "In the early 1930's a new tide of absolutism swept Japan, supported in the end not only by the military, the petty bureaucracy, the peasantry and feudal conservatives, but also by organized labor, never strong in Japan, and by the big industrialists and merchants." (25:11:192)
24. "A quadruple oligarchy ruled Japan: the military (gumbatsu), the landed and court aristocracy (mombatsu), the business monopolies and trusts (zaibatsu), and the bureaucracy (Kambatsu). Of these the first and the third were perhaps the most important and most responsible for Japan's aggressive policies." (25:11:192)

25. "Despite her lightning advance in Asia and the swift adaptation of conquered economic resources and industries to her war machine, Japan was unable to withstand the inexorable pressure of her enemies in the Pacific." (25:11:193)


27. "Although the results achieved through the occupation of Japan fall short of the claims made by occupation officials, some positive gains, from an American point of view, should be noted." (25:11:194)

28. "Although Japan's rapid industrial development is impressive, agriculture remains the basis of her economy." (25:11:194)

29. An outmoded system of land tenure in Japan is
perhaps even more of a problem than the shortage of land and a growing farm population. (25:11:195)

30. "Much of Japan's national income depends on her precariously balanced industrial and commercial establishment." (25:11:195)

31. "The future of Japan will be determined to a large extent by developments in the conflict between East and West and by the country's ability to solve pressing economic problems." (25:11:196)

32. "Despite recent Communist-directed outbursts of anti-Americanism, Communism is not at present a major threat to Japan's future." (25:11:196)

33. "The peninsula of Korea, about 600 miles in length and 150 miles in width, has a land area about equal to that of New England plus New Jersey and Delaware." (25:11:198)

34. "The Koreans have long been a homogeneous people, culturally as well as racially, though their whole history is colored by the interplay of Japanese and Chinese influences and conquests." (25:11:198)

35. "Korean tradition holds that a mythical figure,
Tan'gun, first established an organized society in the peninsula about 2333 B.C., while in 1122 B.C., Kija, a Chinese refugee, migrated to Korea with 5000 retainers and established a dynasty which lasted almost a thousand years." (25:11:198)

36. "Korean history begins with the period of the Three Kingdoms, 57 B.C. to 668 A.D." (25:11:198)

37. "In the Loryo period, 935-1392, Chosen, the 'Land of the Morning Calm,' as Korea had come to be known, suffered the repeated harassment of Mongol invasions." (25:11:199)

38. "In 1392 General Yi Sung-kei founded a new dynasty, which in theory lasted until the overthrow of the last Yi ruler by the Japanese in 1910." (25:11:199)

39. "Like Japan, Korea was initially hostile to contacts with the outside world." (25:11:199)

40. "Japanese pressure caused Korea to abandon this policy of isolation, and in 1883 the country concluded a treaty with the United States." (25:11:199)

41. "Direct contact with the West, as well as indirect contacts through China and Japan, soon made the peninsula a battleground for new ideas." (25:11:199)

42. "Japan's occupation of Korea lasted until the
end of the Second World War. During this period the Korean language and its literature were suppressed, the schools came under Japanese control, and all Koreans were required to pledge loyalty to the Japanese emperor." (25:11:199)

43. "Prior to the Second World War Japan's suzerainty was not questioned except by the Chinese Nationalist Government which gave the provisional Korean government in exile on Chinese soil tacit recognition and some financial assistance."

44. "As early as the Cairo Conference attended by Roosevelt, Churchill, and Chiang Kai-shek, freedom was promised the Koreans." (25:11:200)

45. "On entering the war Russia speedily moved into Northern Korea, while the Southern part of the peninsula was occupied by American forces after the surrender of Japan. The 38th parallel became the dividing line separating the two spheres of Allied control." (25:11:200-201)

47. "There was also a mounting pressure - evident in both sectors of the peninsula - to establish a united Korea, by force if necessary. After countless border clashes the North Koreans and their Red masters took the initiative in the summer of 1950 by invading South Korea." (25:11:202)

48. "Korean culture may be regarded largely as the resultant of the interplay of three factors, also evident in other sections of Asia: the sub-stratum of the peasant civilization, the traditional hierarchy or power represented by the landed gentry and the court, and the all-pervading influence of the great Oriental religious systems, especially Buddhism and Confucianism, joined with indigenous animism and shamanism." (25:11:202)

49. "Korean culture has known periods of unusual scientific inventiveness and artistic refinement." (25:11:204)

50. "The great tragedy of Korea is that she needs the time for an indispensable social revolution which history has denied her that precious interval." (25:11:205)

51. "Despite the signing of the truce in 1953, the
peninsual remained divided and there is little prospect of political stability." (25:11:205)

52. "Then there are economic problems. . . . unification is indispensable to a balanced economic development of the peninsula; the agrarian-commercial South needs the industrial North." (25:11:206)

53. "Given the time and the patient understanding of her friends, Korea should solve her problems, but 'neither her leaders nor history seem willing to wait.'" (25:11:206)

54. "Southeast Asia is a term which only recently has gained some popularity as a convenient way of designating those East Asian countries south of the Tropic of Cancer: Thailand, Burma, Indo-China, Malaya, as well as island territories adjacent to them - Indonesia and the Philippines." (25:11:206)

55. "Southeast Asia is an area of contrasts, of high mountain ridges that knife through lush and fertile plains, of arid plateaus and rich river deltas, of shrubby woodlands and tropical rain forests." (25:11:206)

56. "Many centuries before the birth of Christ the
fertile river deltas supported a flourishing peasant civilization, familiar with an irrigated rice agriculture, domestication of cattle, metallurgy and woodcraft, and characterized by a highly developed tribal and clan organization." (25:11:207)

57. "Religiously these early peoples were animists and pantheists, and the cult of ancestor worship had an important place in their beliefs." (25:11:207)

58. It was "the peasant civilization that proved to be the most enduring socio-cultural element in the region." (25:11:207)

59. "The manifest importance of Buddhism and Islam in present-day Southeast Asia should therefore be understood primarily in terms of the enduring strength of its folk culture." (25:11:207)

60. "The religious life of the Southeast Asian, like indeed the rest of his culture, remains amazingly electric." (25:11:208)

61. "For more than 70 per cent of the people of Southeast Asia the village is the focal point of existence, a closed little world traditionally, with its own customs, economy, and religious life." (25:11:208)

62. "Another characteristic of communalism in
in Southeast Asia is the collective control which the village exercises over its chief resources." (25:11:208)

63. "Institutions of authority in the village may vary from place to place, but politically the village is usually an oligarchy, with a group of elders exercising primary control." (25:11:209)

64. "Western scholarship has only recently begun to scratch the surface of Southeast Asian folk culture and art, its wealth of ritual, its dances, chants, litanies, proverbs, and riddles, its skill in ornamentation and handicraft." (25:11:209)

65. "With the exception of Thailand, all countries of Southeast Asia have experienced a period of colonial control by such Western powers as England, the Netherlands, France, Spain, and the United States." (25:11:210)

66. "Perhaps the most important contribution of colonialism was the steady process of national integration in the Southeast Asia world." (25:11:210)

67. "In their government of colonies in Southeast Asia most colonial powers followed a policy of indirect rule." (25:11:210)

68. "The colonial epoch also laid the basis for
modern economic development in Southeast Asia, and channeled the products of the region to world markets."

(25:11:211)

69. "Many of the colonial powers have been justly proud of their social welfare legislation." (25:11:212)

70. "Intentionally or not, all colonial regimes in Southeast Asia initiated processes of change which revolutionized and disorganized society." (25:11:212)

71. "Finally it must be noted that there were some significant, if subtle differences between French, British, and Dutch policy in Southeast Asia." (25:11:212-213)

72. "Communism has been the enduring ally of nationalist movements in Southeast Asia." (25:11:213)

73. "The majority of the nationalist movements in Southeast Asia had their start as small 'study' clubs among the handful of Western trained native intellectuals at the opening of the present century." (25:11:213-214)

74. "In the years following the close of the war the nationalist aspirations of many countries in Southeast Asia have been realized." (25:11:215)

75. "While in some countries, e.g., Burma, Malaya,
the Philippines, the threat of Communism has lessened, in Indonesia, it has increased in the past few years."
(25:11:216)

76. "The new nation states of Southeast Asia were born out of war and revolution, and the difficulties that beset them today are much the same as those which the young nations of Europe and America were confronted with in their infancy. But they also have to deal with many problems which are peculiar to their historic and cultural setting." (25:11:217)

77. "The ideas of nationality and national citizenship are essentially alien to the popular tradition of the area." (25:11:217)

78. "These problems in Southeast Asia are aggravated by a widespread process of social disorganization, or if one is optimistic, of social reorganization." (25:11:217)

79. "The billions of dollars required to change the economy of Southeast Asia from one devoted almost exclusively to the production of raw mineral and agrarian goods to a more diversified production makes the area dependent on the investor nations of the West." (25:11:217-218)
80. "The fear of "nationalization" understandably haunts foreign investors." (25:11:218)

81. "Furthermore, radical elements in these countries tend to brand foreign investments as an effort to restore 'colonialism' in a new form." (25:11:218)

82. "On the whole the United States is not very popular in Southeast Asia, primarily because she has an unfortunate knack of supporting or relying on regimes which are historically on their way out and which are anathema to the nationalist element in the area, as e.g. the dictatorship of Marshal Songgram in Thailand or the French colonial regime in Indo-China." (25:11:218)

83. "In all countries of Southeast Asia structural reforms in economic life are necessary." (25:11:218)

Perspective in the study of India and Pakistan
T. W. Wallbank (25:12:221-244)

1. "The emergence of these two nations from colonial status under Great Britain is one of the most important events of the twentieth century, signifying as it does the general re-awakening of Asia, the approaching end of colonialism everywhere, and at the same time the relative
decline of Europe as the dominant factor in world affairs."
(25:12:221)

2. "The United States, confronted with the loss of China which under the leadership of Mao Tse-Tung has become the ally of Soviet Russia, must shape its foreign policy so as to block Communist plans for the further extension of power in other areas of Asia." (25:12:221)

3. "The great challenge to Americans is to assist Pakistan and India to alleviate the grinding poverty which is the fundamental problem throughout Asia." (25:12:221)

4. "The future of South and Southeast Asia will depend primarily on the course of events in India and Pakistan, and for this reason it is vital that Americans secure accurate and unbiased information about political and economic conditions in the Indian subcontinent."
(25:12:221-222)

5. "The life and culture of the people of India have been conditioned in a very special way by their geographical environment." (25:12:222)

6. Geography explains the racial and linguistic diversity of India. (25:12:222-223)

7. "India is a hot land, defined as subtropical or
inter tropical, with the temperature in the northern plains going as high as 125 degrees Fahrenheit in the summer."

(25:12:223)

8. "In history India shares with Egypt, Mesopotamia (Iraq), and China the distinction of being one of the four cradles of civilization." (25:12:223-224)

9. "The so-called Hindu period of history began when the Aryan peoples belonging to the Indo-European family filtered through the mountain passes in successive waves between 2000 and 1000 B.C." (25:12:224)

10. "In the sixth century B.C. the first recorded contact with the West took place, and in the fourth, Alexander the Great invaded and briefly controlled the north-west corner of the country, the Punjab." (25:12:224)

11. "The first great native empire that succeeded in unifying much of north and central India was created by the Mauryan dynasty." (25:12:224)

12. "The next great period in Indian history does not come until the fourth and fifth centuries A.D. when the Gupta empire gave India its most glorious period." (25:12:224)

13. "After little more than a century and a half of
glory, Gupta power collapsed. India was not to experience comparable political unity and cultural creativeness for more than one thousand years." (25:12:225)

14. "The most important achievement during this long period of Indian history up to 1000 A. D. was the creation and perfection of Hinduism which was not only a unique religion but a set of beliefs, rules, and practices that touched upon and controlled all phases of economic and social life." (25:12:225)

15. The basic characteristics of the Hindu way of life are: (1) its religiosity; (2) neglect of what may be called a science of society; (3) its tenacity and absorptive capacity; and (4) its tolerance and catholicity. (25:12:226)

16. "Jainism should be regarded as the parent or at least the antecedent of Buddhism the second great reform movement in India which was founded by Gautama Buddha in the sixth century B. C." (25:12:227)

17. Jainism was founded by a devout Indian ascetic Mahavira, whose central core of teaching was reverence for all forms of life. (25:12:227)

18. "It should be kept in mind that Buddhism was
not a new religion." (25:12:228)

19. "Buddhism can rightly be regarded as India's
greatest gift to the world, especially to Asia." (25:12:
229)

20. "This Hindu way of life, which has persisted on
into the twentieth century, was based upon the village,
the pivot of Indian society." (25:12:229)

21. "The village formerly, and it has changed little
even now, was based on caste into which an individual was
born and which determined his occupational status." (25:
12:229)

22. "By 1000 A.D. Indian culture that had been so
creative and dynamic in the Age of the Guptas declined,
losing its expansive vigor." (25:12:230)

23. "It was this decline that led to foreign inva-
sion and conquest by Moslem adventurers." (25:12:230)

24. "The first great Moslem kingdom was that of the
Delhi Sultans who ruled north India from 1206 to 1526; the
second, that of the great Mogul dynasty, gave India
stability, prosperity, and greatness from 1526 to 1707." (25:12:230)
25. "Contacts between the two cultures led to exchanges and borrowing in architecture, thought, language, and social custom. The basic fact was, however, the inability of either religion and social system to absorb the other." (25:12:231)

26. "It was during the heyday of Mogul control that another alien culture came to India, the European." (25:12:231)

27. "There followed a confused struggle in which various Indian states, the British and the French fought against each other for supremacy. The struggle began in earnest in 1740 and continued until the end of the Napoleonic Wars in 1815." (25:12:231)

28. "British rule was the vehicle for western culture." (25:12:232)

29. "The impact of western culture produced a generation of Indian intellectual much captivated by the West." (25:12:232)

30. "This trend was largely reversed by the Indian Mutiny in 1857 which poisoned the relations between Briton and Hindu, causing the first to fear another rebellion,
and the second to repudiate Western culture in favor of a return to pristine Hinduism and its practices." (25:12:232-233)

31. "In 1885 Indian patriots founded the National Congress, and came out openly for some measure of self-government. The majority of its members, however, championed a liberal and Western point of view, believing in the methods of peaceful gradualism." (25:12:233)

32. "Indian nationalism had another wing which had little sympathy with the views of the moderates who controlled the National Congress. Its leaders repudiated the principles of Ram Mohan Roy, and taught that the West was soulless and materialistic, and that India's salvation lay in a return to the Vedas." (25:12:233)

33. "The Moslem reaction was one of fear and suspicion. Self-government in India would mean, according to them, freedom for the Hindu majority, but what about the Moslem minority?" (25:12:233)

34. The leader of the Moslem was Sir Seyed Ahmad Khan, who held that the rule of the majority, as practiced in England, could never be accepted by the Moslems." (25:12:233)

35. "During the First World War (1914-1918) India
remained almost completely loyal. ... It was natural, therefore, that in 1917 the pledge was made in the British Parliament that India eventually should have self-government as part of the Commonwealth and that this status should be reached by progressive stages." (25:12:233-234)

36. "It was during the 1920's that the old moderate group of Indian nationalists who were gradualists and admirers of Western liberalism and science were superseded by the intransigent wing of patriots who demanded immediate independence." (25:12:234)

37. "This group changed the national movement from a secular to a religious movement strongly tinged with Hindu revivalism. The chief personality was Mohandas K. Gandhi who dominated the Indian scene for the next 25 years." (25:12:234)

38. "While it was apparent at the time, the British position in India had become increasingly untenable. As the British lost ground the Moslem-Hindu question grew more acute." (25:12:234)

39. "In 1937 another advance was registered in the direction of self-rule for India. While Britain remained dominant in the central government at New Delhi, in the
provinces practically all responsibility was turned over to Indian members of the provincial legislatures." (25:12:234)

40. "It was during this period immediately before the outbreak of World War II that a remarkable statesman emerged as a leader of the Moslem League. He was Mohammed Ali Jinnah, who had turned from a policy of cooperation with members of the National Congress to fight for what he believed to be the sacred rights of his fellow Moslems." (25:12:234)

41. "During the course of World War II the National Congress, under the leadership of Gandhi and Nehru, refused absolutely to support the war effort unless independence was conceded." (25:12:235)

42. When all the Congress leaders were imprisoned, Jinnah and his Moslem League were left a free field to build up support for Pakistan. (25:12:235)

43. "Britain emerged from the war completely exhausted and the new Labour Government had no intention of using force to keep India in the Empire." (25:12:235)

44. "Although the Moslem since the earliest invasions had persisted as a distinct and unassimilable culture,
some of the responsibility for partition must rest with Britain and with Congress leaders." (25:12:235)

45. "Both these nations were confronted with difficult and challenging problems: (a) How to strengthen and maintain national unity despite the many diverse cultural and racial elements, (b) How to devise a parliamentary and democratic governmental system for a population overwhelmingly illiterate, and (c) How to raise the miserable standard of living of the masses to prevent serious unrest and perhaps revolution, and with it the victory of Communist totalitarianism." (25:12:235-236)

46. "The basic problems were made more difficult of solution by two unfortunate events: (1) the post-partition riots, and (2) a kind of cold war which developed between the two nations. (25:12:236)

47. "While confronted with some divisive forces, both new nations have been able to maintain national unity." (25:12:236)

48. "As to the creation and functioning of a parliamentary system of government, the two new capitals of Karachi and New Delhi stand out as shining examples of
moderate efficiency and strength in contrast to the dis-
couraging picture of political instability in Southeast
Asia." (25:12:236)

49. "The most urgent problem of both new nations
is to produce more food." (25:12:238)

50. "The Colombo Plan in 1950 was the first signi-
ficant attempt at large-scale economic planning in South
Asia." (25:12:239)

51. "Perhaps the most exciting aspect of this Plan
is the Community Development Program for which Mr. Chester
Bowles, American Ambassador to India, 1951-1952, was
largely responsible." (25:12:239)

52. "In the relatively short time since independence
the Indian Union has been making strenuous, even heroic,
atttempts to solve her economic problems." (25:12:240)

53. "Although Pakistan's population problem and food
situation are less grave than India's, they are still ser-
ious." (25:12:240)

54. "After independence, however, these former colo-
nies have played important roles in international affairs." (25:12:241)
55. "At the end of World War II the United States enjoyed high prestige in India." (25:12:241)

56. "It is important that Americans understand India's position on certain basic issues in world affairs." (25:12:241-242)

57. "On the question of the Cold War and the menace of Communism, Nehru and his government have taken the position that Communism is not an external menace." (25:12:242)

58. Indians maintain that the United States is only interested in keeping air bases in North Africa and has discarded its traditional policy of supporting national self-determination; in this case that of the Arabic national movement. (25:12:242)

59. "On the question of China, Indians maintain that the protection of Formosa by the U. S. fleet is tantamount to intervention in the Chinese Civil War and that this interference explains and
and justifies Mao Tse-tung's intervention in the Korean War." (25:12:242-243)

60. "Relations between the United States and India would be improved if Americans kept in mind that both new nations, India and Pakistan, are trying to follow the same policy of national isolation practiced by this country from 1783 to 1917." (25:12:243)

61. "Thus far it is not clear what road India will travel. While the National Congress Party of Nehru won an overwhelming victory at the polls in the national election of 1951-52, the Communist Party came out second and had strong support in three key states in South India." (25:12:243-244)
Perspective in the study of the Islamic world

M. Nakosteen (25:13:245-271)

1. "From the shores of French West Africa facing the Atlantic Ocean, to the Indonesian Island of Portuguese Timor in the Pacific; and from the Somalilands in East Africa, facing the Indian Ocean, to the Volga in the Soviet Union and Manchuria in the heart of Asia, some 300,000,000 peoples of many races, diverse cultures, varied forms of government, and different languages, dialects and idioms, call themselves Moslems." (25:13:245)

2. "The countries of the so-called Near and Middle East provide the cultural center of gravity of Islam today." (25:13:245-246)

3. Islamic culture is heterogeneous and cumulative, displaying diverse and many-sided beginnings. (25:13:247-248)

4. Islamic culture is adaptive and individualized, developing unique forms in varying cultural environments. (25:13:248-249)

5. Islamic culture is creative and expressive, giving rise to novel concepts, theories and practices, as well as
original modes of expression, particularly in philosophy and art. (25:13:249)

6. Islamic culture is transitional and transmissive, bridging the gap between the ancient and the modern world, and translating the essentials of pre-Christian cultures, mainly Hellenic, Persian and Hindu, into the contents and conduct of modern Western civilization. (25:13:249-250)

7. Islamic culture is unifying and universal, incorporating peoples, races and modes of life into a religious brotherhood under Allah, the prophet, and a practical creed. (25:13:250-255)

8. "In the Islamic world there are many forms of government - absolute monarchies, limited constitutional monarchies, sultanates, sheikdoms, and republics." (25:13:256)

9. "Ways of living in Islamic societies are greatly influenced by geographic and economic factors. In the forelands life is pastoral and nomadic; in the mountain regions it is transhumance from summer to winter; and in the intermediate zones it is urban and settled." (25:13:257)

10. "In most Islamic countries there is educational change, characterized by compulsory education laws,
secularization, emphasis on technical training, and on the education of women, and efforts to further rural enlightenment." (25:13:258)

11. "To appreciate and understand prevailing political, social, economic, religious, educational, and esthetic institutions and practices of Islamic societies, one should examine them in the light of the two sources which sustain them. One is tradition from within, the other is Western civilization from without." (25:13:259)

12. Reform movements in the Islamic world seek complete liberation from Western politico-economic domination and control. (25:13:261)

13. "All the Moslem countries have figured in the imperialist colonial plans of one or more of the Western powers (including Russia)." (25:13:269)

14. "In all areas the masses of Islam are rising out of feudalism and demanding a measure of economic self-determination." (25:13:269-270)

15. "The two World Wars have made clear to these peoples the strategic importance of their lands - geographic location, resources (particularly oil), routes of
transportation and communication, as the particular case may be." (25:13:270)

16. "The conflict between the Western powers and Russia has given each country bargaining advantages in demanding further rights to self-determination." (25:13:270)

17. "In most areas (Turkey excluded) Communist propaganda and underground activities have fomented unrest and confusion, and have served to intensify mistrust of Western powers among intellectuals and masses alike." (25:13:270)

18. "In many areas Western technology and democracy have contributed to a passion for a change and reconstruction, e.g., Afghanistan under Amanollah, in Iran under Reza Shah, in Turkey under Kemal Ataturk, in Arabia under Ibn Saud, and in Egypt under Naguib and Nasser." (25:13:270)

19. "Successful reforms in Turkey and Pakistan encouraged many other Islamic countries to emulate these reforms and adapt them to local needs and traditions." (25:13:270)

20. "In all regions democratic principles inherent in Islam have encouraged religiously inspired opposition to local feudal domination and political oppression." (25:13:270)
21. In all regions "there is the hope that the United States, with her tradition of supporting the self-determination of nations, and her great economic-military strength, will take a firm stand in support of freedom in the Islamic world, and thus neutralize both the political and economic interference of other Western powers, and the threat of Soviet ideological infiltration and political penetration." (25:13:270)

22. "The United States should make increased and more systematic efforts to make America better known and understood in the Islamic world." (25:13:270)

Perspective in the study of Africa: resources and change

D. R. Petterson (25:14:272-287)

1. "The modern history of sub-Saharan Africa begins in the fifteenth century with the explorations of the courageous Portuguese navigators who worked their way along the African coast line in their quest for an all-water route to tap the riches of the Orient." (25:14:272)

2. "The background of Africa as an underdeveloped area is a reflection of many environmental, political, social, and economic factors which have presented barriers to the
development and utilization of African resources."
(25:14:272)

3. "Awareness of the heterogeneity of conditions in
Africa is one of the first keys to understanding the con­
tinent and its problems, many of which are highly localized." 
(25:14:273)

4. "Included among the most important environmental
factors which have served to hinder African development
are isolation and inaccessibility, enervating climates,
the prevalence of diseases, generally infertile and easily
eroded soils, lack of adequate water supplies, and the
uneven distribution of mineral resources as well as a
deficient supply of the heat and power minerals."
(25:14:274)

5. "Before the mid-nineteenth century, European poli­
tical influence and penetration in intertropical Africa
are limited." (25:14:279)

6. "Several factors contributed to the political
penetration and partitioning of Africa by European powers
which took place in the latter half of the nineteenth cen­
tury:"

(1) Africa as a source of raw materials as well as
a potential market; and (2) Strategic considerations
involving the defense of the vital shipping routes which linked Europe and Southeastern Asia, both via the Suez Canal (completed in 1869), and the Red Sea, and around the southern end of the continent. (25:14:280)

7. "Despite political changes which have taken place since 1914, Africa remains the world's greatest stronghold of colonialism." (25:14:280)

8. "A growing political awareness and attendant rising tide of nationalism is today sweeping across much of Africa." (25:14:280)

9. "The European political penetration of Africa has created not only a complex political pattern, but also many problems, several of which have served to retard economic development." (25:14:280)

10. "Although there are no accurate population statistics for Africa, current estimates place the number of African inhabitants at about 200 million." (25:14:281)

11. "Because the African population is not evenly distributed, there are vast empty areas and also small areas where the population density is as high as 1000 people per square mile." (25:14:281)

12. "Although urbanization is taking place in Africa
as the result of European influence and penetration, the most characteristic type of settlement is in the form of small tribal and sometimes family units." (25:14:281)

13. "A number of different racial groups with widely varied culture patterns inhabit the African continent:" (1) the Negroid peoples; (2) a racial intermixture between the Negroid peoples and the pastoral Hamitic peoples; and (3) about 5 million Europeans. (25:14:282)

14. "European influence is far greater, however, than might be inferred from the ratio of Europeans to indigenous people." (25:14:283)

15. "About 50,000 Asians who live primarily in eastern and southern Africa, add to the complexity of the population pattern of the continent." (25:14:283)

16. "The vast majority of the people of Africa are engaged in subsistence agriculture as a part of small tribal or village economies." (25:14:283)

17. "Subsistence agriculture as an economic base, however, is gradually evolving into more complex, integrated, and efficient forms of production and consumption as a result of contact with and the demands of the commercial
and industrial economies of other parts of the world."
(25:14:283)

18. "In areas of permanent European settlement such as the Union of South Africa and the "White Highlands' of Kenya, European agricultural production is relatively diversified and gauged to supply domestic demands."
(25:14:285-286)

19. "Industrial development in Africa is limited. Many tribes have primitive craft specialties which are fashioned for a largely local trade." (25:14:286)

20. "Inadequate transportation facilities in sub-Saharan Africa are a gauge of present economic development and in many cases constitute a barrier to further economic development." (25:14:286)


Perspective in the study of Africa in today's world

C. W. de Kiewiet (25:15:288-299)

1. The interest of the United States on Africa today lies not only on account of its interest in subject peoples who are becoming conscious of their need for independence,
but also on account of the strategic place of the African continent in the great international crisis in which it is involved. (25:15:288)

2. "The emergence of Africa into greater strategic prominence is the direct consequence of the British withdrawal from India. Because of this withdrawal there is today something like a power vacuum in the Indian Ocean and the Middle East." (25:15:288)

3. "Two world wars had so reduced the wealth and power of France, Great Britain and their satellites that they could no longer assume a competent responsibility for the defense, government and financing of their empires." (25:15:288-289)

4. "Neither of the two principal victors, Soviet Russia and the United States, sought to become full political heirs to the empires of the Netherlands, Great Britain and France." (25:15:289)

5. "Both Russia and the United States have a deep-seated historical objection to the traditional colonial systems." (25:15:289)

6. "Although neither Russia nor the United States became colonial powers in the traditional sense after World
War II they did each try, Russia first, the United States more tardily, to enter into the power vacuum left by the waning strength and prestige of Western Europe."
(25:15:289)

7. "For different reasons Russia, the United States and India keep the attention of the world continuously fixed upon colonial and racial problems." (25:15:289)

8. "Anticolonialism in India, anti-West propaganda behind the Iron Curtain, and traditional American sympathy with subject peoples, cooperate to give an international character to the friction and quarrels of Africa."
(25:15:289-290)

9. "The truth is that America's African policy is split down the middle by a stubborn and troublesome contradiction between strategic and humanitarian interests."
(25:15:290)

10. "The racial tensions of Africa and the dilemma of America's African policies are grist for the Russian propaganda mill." (25:15:290)

11. "It is silly and dangerous to make too much of communist influence in Africa. The most unwise thing we can do is to relate the unrest of the modern world to
communism, and then stop as if we had the whole explanation." (25:15:290-291)

12. "By the same token it is worth remarking that it is just as unwise to assume that the Europeans and their governments have a record of oppression and exploitation, unrelieved by any achievement in the native interest." (25:15:291)

13. "Africa is headed toward great political changes. . . . There is unrest practically everywhere." (25:15:291)

14. "Today liberalism is becoming discredited in the eyes of the emergent African who feels that its promises have been endlessly deferred and its assurances betrayed by discrimination and a white monopoly of Africa's favors." (25:15:292)

15. "There are hints that the natives, especially in industrial areas, are discovering the vulnerability of European economic and industrial enterprise." (25:15:293)

16. There are three major political test cases in Africa south of the Sahara: (1) the young experiment in self-government in the Gold Coast; (2) the experiment in multi-racial cooperation in the new Central African Federation; and (3) the experiment in enforced political
subordination and social segregation now being conducted by the Nationalist government in South Africa. (25:15:293)

17. "If self-government can succeed anywhere in Africa it has the best chance in the Gold Coast." (25:15:293-294)

18. The experiments on self-government as have begun on the Gold Coast "urgently require the maintenance of a close liaison with the democratic West." (25:15:295)

19. "In various forms South African 'apartheid' has already entered the politics of the Central African Federation. The percentage of voters in Southern Rhodesia against Federation was not far short of 40 per cent." (25:15:297)

20. "If the so-called policy of 'apartheid' and racial ascendancy can be successfully maintained for half or even a quarter of a century it will undoubtedly influence the course of events in the Central African Federation and Kenya. Its collapse, if violent, would shake the African continent." (25:15:297)

21. The contention that the racial problems of any "society like the Union of South Africa are domestic in character, and therefore from on outside power or insti-
tution" must be dismissed. (25:15:297)
22. "The term 'multi-racial' can be more aptly applied to South Africa than to either Central or East Africa." (25:15:298)

23. No major political party in South Africa is so fundamentally opposed to "apartheid" that men could debate and choose genuinely alternative courses of action. (25:15:298)

24. "The most powerful opponents of 'apartheid' are world opinion, the realities of South African economics, the requirements of industrial efficiency, and the hardening temper of the natives themselves." (25:15:298)

25. "The future is inscrutable. South Africa has advanced economically by windfalls and politically by disasters." (25:15:299)

26. "The present South African government is inclined to argue that the status quo in the Union is an American interest, that American foreign policy cannot afford to throw its weight decisively against all that 'apartheid' signifies. The American world power needs Africa." (25:15:299)

27. "Towards South Africa, as towards Spain or Egypt or Iran, American foreign policy is ambivalent and
expedient. There is our problem." (25:15:299)

Perspective in the study of
Great Britain and the
Commonwealth of Nations

G. Smith (25:16:300-314)

1. The teacher or student cannot deal effectively
with recent events and ideas on Great Britain "unless he
has some idea of the historical processes that have pro­
duced the Britain of 1954." (25:16:302)

2. "In the second place, it is necessary to be certain,
quite certain, that the students have a fairly clear idea
of what a limited monarchy is and of how a democratic
political system works in Britain." (25:16:303)

3. A third aspect of British affairs that must also
be examined are the essential principles of the major
political parties. (25:16:303)

4. "A fourth subject to be studied is the importance
of the new social legislation in Great Britain and the
doctrines and programs of the British parties as shown
in their words and their attempts to achieve social jus­
tice and economic democracy." (25:16:303)

5. "A fifth theme of importance is a discussion of the
activity of Great Britain in the field of foreign affairs." (25:16:305)

6. As more and more "parts of the Empire have emerged as independent realms of the Commonwealth, the status of the Mother Country has changed." (25:16:305-306)

7. "In the Security Council and the Assembly of the United Nations, and on every diplomatic front, Britain has clashed with Soviet Russia as the Russian thwarted and vetoed proposals they considered inimical to their interests and ruthlessly expanded their power in Eastern Germany and in the satellite states." (25:16:306)

8. "As international controversies increased and worsened, Great Britain joined and supported the United States and France in many major aspects of policy. Resistance to Moscow has steadily hardened." (25:16:306)

9. "Notwithstanding her adherence to the policies and practices of the United Nations and the North Atlantic Treaty Organization it is clear that Britain will not merge her iron and steel industry with those of France and Germany under the Schuman Plan." (25:16:306)

10. "On every continent the running steps of modern
history are altering the face of the Commonwealth and Empire." (25:16:306)

11. "In Asia the British laid down their burden of empire in India in 1947 and the result was the creation of two independent states within the Commonwealth. (25:16:307)

12. The loosening of British bonds proceeded elsewhere." (25:16:307)

13. The difficulties of Great Britain have been worsened in the Near and Far East and Africa in recent years. (25:16:307)

14. "The British, fighting against Communism, and trying to cope with problems of racism and nationalism, are following certain principles and policies of consequence to this country and to all the world." (25:16:308)

15. "For defense in dispersal Britain has looked to the Commonwealth and Empire. For defense in depth she has looked again to the Commonwealth and to a friendly block of nations in Western Europe." (25:16:309)

16. "Britain and the Commonwealth are not only concerned with building arsenals and alliances and power in the East. The member nations have recently attempted a
policy directly framed to help combat ignorance, hunger, and disease."

(25:16:310)

17. American students must realize in their study of the Commonwealth that the seemingly strange ways of other peoples "make sense" to them. (25:16:312-313)

18. "It is of the utmost importance to emphasize the fact that, despite differences, Americans share many ideas and practices with Britain and the Commonwealth." (25:16:313)

Trends in world affairs in the curriculum

Trends in world affairs in the curriculum are concerned with the following: (1) Provisions for teaching about international understanding in courses of study and curriculum guides; (2) Curricular developments to further international understanding in the secondary schools; (3) Teaching and learning activities to improve international understanding; (4) Practices in other lands in promoting understanding of world affairs; (5) Work on international textbook improvement; and (6) Instructional materials in world affairs. These trends are presented respectively.
Provisions for teaching about international understanding in courses of study and curriculum guides

L. K. Schell (25:17:315-345)

1. "Children are being sensitized to persons in other parts of the world." (25:17:320)

2. "Children are living cooperatively in their own communities with persons from other parts of the world." (25:17:326)

3. "Children are communicating with persons in other parts of the world." (25:17:327)

4. "Children are learning to think in terms of the dignity and worth of persons." (25:17:330), (16:1:12)

5. "Children are learning to appreciate the contributions of people from all parts of the world." (25:17:331)

6. "Children are seeking reasons to explain why people live and think as they do." (25:17:332)

7. "Children are contributing to the happiness and well-being of people in other parts of the world." (25:17:336)

8. "Children are thinking about their responsibilities for world at peace." (25:17:338)
9. "Children are learning about organized efforts for world peace." (25:17:339)

Curricular developments to further international understanding in the secondary schools

J. H. Haefner (25:18:246-382)

1. "The need for including new materials not heretofore commonly found in the secondary-school curriculum was recognized." (25:18:359)

2. "The lack of geographic materials and understandings was especially apparent, and many proposals and recommendations for the inclusion of geography were made." (25:18:359)

3. "The 'neglected areas,' chiefly Latin America, the countries of Asia, the Soviet Union, and Canada, were identified and suggestions made for including a study of them in the secondary curriculum." (25:18:359-360)

4. "Curricular change took the form particularly of new units within existing courses, new emphasis, and new forms of organization." (25:18:360) (16:5:126)

5. "Most heartening of all, perhaps, was the fact that teachers and supervisors were both active in and articulate
about implementing their concern for better international understanding in the classroom. (25:18:360) (16:4:88)

Teaching and learning activities to improve international understanding

J. H. Haefner (25:18:346-382)

1. Classroom procedures include projects and experiments. (25:18:361-363)

2. Teachers use a variety of classroom techniques in promoting international understanding. (25:18:363-366)

3. International understanding is promoted through student relief projects and extra-curricular activities. (25:18:366-369)

4. International understanding is also promoted by participation in non-school agencies. (25:18:369-378)

5. International understanding is also promoted by improving interaction between the community and the schools. (25:18:378-380)
Practices in other lands in promoting understanding of world affairs


1. The teaching of social studies as a combined or integrated course is the exception since history and geography retain their separate identities as school subjects. (25:21:412)

2. "In most countries, history is taught throughout the school career of pupils. Two or three periods a week are given to the subject." (25:21:413)

3. "The development of an understanding of other countries and of world affairs is, for the most part, an incidental and haphazard by-product. History teaching therefore tends to be an isolating and divisive factor rather than a unifying force." (25:21:413)

4. "The bias toward teaching an exclusively national history is modified, of course, by many factors." (25:21:413)

5. "An obvious contrast exists between the world view presented in the national histories of the great colonizing powers of Western Europe, and that found in the national histories of those more numerous peoples who have lived
for centuries under alien rule." (25:21:414)

6. "History itself has dictated that Western Europe enters into every national history." (25:21:414)

7. "However, some types of history courses aim more directly at an understanding of other lands and peoples." (25:21:415)

8. Practically "everywhere, except in the United States, it is a course in geography that most directly leads to an understanding of world affairs." (25:21:417)

9. "In many countries provision is made for a course in civics. However, only in one or two countries, such as the Philippines, which reflect U. S. influence, is there a one-year course in civics which has the standing of a full subject." (25:21:420)

10. "Nor does any other country have a course corresponding to the American course in problems of democracy, in which national and international problems of a political and social character constitute the subject matter." (25:21:420)

11. "In general, the civics course, such as it is, does not particularly lend itself to an understanding of world affairs." (25:21:421)
12. Educational leaders in most countries assign language and literature a high value as instruments for furthering international understanding. (25:21:421)

13. "In the United States, as in other countries, opinions differ as to what should be taught about the United Nations, how it should be taught, and to whom it should be taught." (25:21:422)

14. "The statements made by reporting countries indicate that the lack of suitable teaching materials on the United Nations, is a severe handicap." (25:21:422)

15. "Inevitably teaching about the United Nations is in many countries occasional and brief." (25:21:423)

16. "Almost every country giving official information about its program, has stated that some teaching about the United Nations has been introduced at the secondary school level. In some countries such instruction is incidental to the teaching of regular subjects." (25:21:423)

17. Four main types of service, which the Unesco's program in education is directly concerned with in promoting international understanding in the schools are: the organization of international seminars; research
studies and reports; publications, and fellowships.
(25:21:426-427)

Work on international textbook improvement

1. In "the last three to four years a growing number of European and non-European historians and history teachers have engaged in frank discussion in a common sincere search for truth." (25:22:439)

2. "They have found fellow participants to be worthy men and scholars whom they have learned to respect." (25:22:439)

3. "Many friendships have been made which will make easier a deeper understanding of others." (25:22:439)

4. "The results of these meetings will be reflected in lectures and classroom discussions in England and Scandinavia, in France and Germany, and in many other lands." (25:22:439)

5. "It seems certain that the many textbook authors who have participated in the discussions will check their new editions to make sure that new concepts and points of view are taken into account." (25:22:439)
6. "Recently a growing number of publishers and authors have declared themselves ready to submit manuscripts of new textbooks before publication so they may take into account the changes which foreign colleagues suggest."

(25:22:439)

Instructional materials in world affairs

M. F. Hartshorn (25:23:441-473)

1. Many outward changes in appearance can be noted as compared with the materials prepared in the past as to textbook format, type, illustrations, maps, etc.

(25:23:441)

2. "In addition the content of social studies textbooks has been broadened." (25:23:441)

3. "Great efforts have also been expended to improve the accuracy and fairness of the content of textbooks."

(25:23:441)

4. "Most studies intended to improve instructional materials in the area of world understanding have been carried forward during the last 40 or 50 years."

(25:23:442)
5. The work in improving instructional materials has been done by "(a) individuals, (b) private organizations, (c) national governments, (d) regional groups of nations, and (e) international agencies, both governmental and non-governmental." (25:23:442)

Issues in Curricular Content and Curriculum Design

Two issues have been noted in three articles of the third period on curricular content and curriculum design. These issues are presented separately below with their corresponding stands and ground.

Issue No. 1

Should the content in world history be organized chronologically or in topics? M. R. Buske and A. W. Roehm (20:7:51-62), S. N. Barnett (20:8:63-73)

Stands on issue

1. "Here our purpose is...to present the case for chronological as against purely topical organization."
(20:7:53)
2. There "is no single approach in the study of world history acceptable to all school systems throughout the country." (20:8:72)

Grounds

1. History is essentially a narrative of the past and when the course is devoted almost exclusively to the study of current affairs it ceases to be a course in history. (20:7:62) - 1

2. The chronological approach facilitates rounded, inclusive study of society in any given area. (20:7:62) - 1

3. The approach promotes an understanding of continuity and development. (20:7:62) - 1

4. Classroom teachers have found both advantages and disadvantages in the topical organization. (20:8:70) - 2

5. "The multiplicity of determining factors, varying in number and in intensity from community to community, would militate against insistence upon any one of the topical 'approaches'." (20:8:72-73) - 2

Issue No. 2

Should elementary or advanced subject matter be given
Two guiding principles must be applied: (1) An elementary subject is narrative and descriptive, and an elementary human experience is considered in terms of concrete examples or details; while an advanced subject is analytical, abstract and generalized - is concerned with ideas, and human experience considered in terms of generalization is advanced; therefore any subject or human experience can be either elementary or advanced depending on the manner it is presented; and (2) It is possible "to teach anything if it can be made real to the learners - if, that is, it can be related to what they already have experienced or already know." (22:7:76-77)

Grounds

1. "Most aspects of human experience, Johnson continues, can be presented either in terms of concrete examples or of general statements." (22:7:77)

2. "The chief function of subjects is to supplement
and extend first-hand experience with sufficient vicarious experience that sound understanding - often generalizations - can be developed." (22:7:77)

Problems in Curricular Content and Curriculum Design

The problems in curricular content and curriculum design that have been noted in the Yearbooks of the third period may be grouped under the following headings: (1) How to improve the curriculum in geography; (2) How to improve the curriculum in world history; (3) How to improve the curriculum in the teaching of contemporary affairs; (4) How to improve programs in citizenship training; (5) How to improve programs in developing skills in the social studies; (6) How to improve programs in international understanding; (7) How to improve the use of audio-visual and other teaching materials; and (8) How to improve learning environment in the social studies. The problems under each of these headings are presented in the order listed above together with their recommendations and grounds.
How to improve the curriculum in geography

The problems in curricular content and curriculum design under the heading "How to Improve the Curriculum in Geography" are concerned with the following: (1) How to develop a geographic point of view; (2) How to understand and deal with the physical aspects of geography; (3) How to study how man supplies his needs and wants; (4) How to understand the nature of conservation; (5) How to improve the use of teaching materials in geography; (6) How to improve the curriculum in the different grade levels; (7) How to improve the course in the geography of nations; (8) What should be the content of a world geography course? (9) How geographic understanding and their application can render valuable service in vocational guidance; (10) How geography can contribute to the understanding of history; and (11) How can geographic understanding be made a part of the core curriculum.

How to develop a geographic point of view

Recommendations

1. At every stage in the development, one needs very concrete experiences; (1) in observing real or pictured landscapes in specific and varied localities; (2) in thinking about differences in the problems people in these different localities face; (3) in discovering various specific ways in which the people in each depend upon, and are depended upon by, outsiders; and (4) in gaining an increasingly clear concept of the nature of the whole world, in which the intertwining of all human lives is rooted. (19:1:10), (19:2:14:37)

2. "Elementary pupils need carefully graded but appropriately simple experiences of these types." (19:1:10-11), (6:5:80-81)*

3. The children need to be told the names of unfamiliar man-made features which arouse their curiosity in noting differences in landscapes in specific and varied localities. (19:1:11)

4. The children must also "be told what they indicate
about the things which people in that locality do."
(19:1:11)

5. "In thinking about the differences noted, they need to be led to find out what they can about the kind of place in which the people in the picture live." (19:1:11)

6. The children must be guided in thinking about what they have seen in such a way that they sense the reasonableness of doing in such a place that which they have found the people there are doing. (19:1:11)

7. Children must be made "to feel some of the problems the people face in doing those things in that particular place." (19:1:11)

8. The children must be trained in the use and study of maps. (19:1:12)

9. "In discussing differences in problems people face in different localities, it is essential to avoid giving the impression that people must do what one finds them doing." (19:1:13)

10. One kind of geographic analysis is to keep "the entire earth in view, while considering a single element
in the pattern, such as the earth's political sovereign­ties or its landforms." (19:2:14)

11. Another kind of geographic "analysis is concen­trated on a particular, recognizable unit-area of the earth, with the object of understanding all the natural and societal items that in combination give it its distinctive character." (19:2:15)

12. "To study a landscape in the open is the most effec­tive way to learn geography, because it comes closest to reality." (19:2:15)

13. "A substitute for the outdoor view of the geogra­phic pattern is the air photograph, especially for land­scapes of strong contrasts such as coasts, cities in their rural settings, irrigated fields in the desert, and moun­tains and valleys." (19:2:15)

14. "To portray the pattern as an unbroken design, is one service performed by the map." (19:2:15)

15. Special training in maps is necessary in social education. (19:2:15), (9:9:88-98)*

16. To learn how to interpret the social significance in the geographic patterns shown in maps, the most direct method is to study with geographers who have worked in
these parts of the world, or through persistent imaginative reading of books representing the geography of other places. (19:2:16)

17. "The method of geographic study is to subdivide the earth into manageable units." (19:2:16), (6:5:81)*

18. The units to be studied may be small or large, "depending upon the complexity of the areas and the intensiveness with which they are to be investigated." (19:2:16)

19. A procedure is to analyze the earth or a large fraction of it, such as a continent, into the component elements of its natural and cultural features. (19:2:16)

20. "When the elements of the total design have been thus separated in accordance with their characters, they may be compared with an eye to discovering correspondences and deviations in size and shape between any pair or group of elements." (19:2:17)

21. One must remember that the above "procedure furnishes no means of visualizing the design as a whole, because regional cohesion is created by the combination of all the elements in varying and sometimes intangible ways." (19:2:17)

22. "The other established procedure divides the
earth, or one of its larger parts, into areas wherein nature and culture are harmoniously combined in distinctive geographical units.” (19:2:17)

23. The above method of study may begin with the earth as a whole and break it into lesser and lesser unit areas or may begin with the least of the unit-areas and build them into aggregations increasing in order of both size and complexity. (19:2:17)

24. The smallest unit-area usually studied in geography is a locality or neighborhood, preferably the locality in which the school is located. (19:2:17)

25. "The next step in bringing unit-areas into the view of the class is to associate the home locality with others in the vicinity, and to compare these similar areas with contrasting units of the same order of magnitude in the more remote parts of the earth.” (19:2:17-18)

26. Another approach is to study places and peoples as different as possible from the home scene. (19:2:18)

27. "Another approach is to select a sample unit-area for each of the major geographical realms into which the earth may be divided.” (19:2:19)

28. "Such a selection would include an area in the
homeland, and one or two in harsh environments where society remains narrowly conditioned by nature." (19:2:19)

29. "It would further comprise examples drawing from every part of the world where human beings exert wide choice within a broad frame of favoring natural conditions." (19:2:19)

30. "No matter what localities are chosen for the initial topics, they will later be grouped into larger units." (19:2:19)

31. "The smaller and less complex the area to be pictured, the sharper the focus upon it." (19:2:19)

32. "Of the several possible order of magnitude, the most useful in the elementary study of geography, aside from the locality, is probably the penultimate synthesis - the world of great geographic realms that represent the first subdivision of the 'one world'." (19:2:19)

33. "Geographic education is so flexible that no standard divisions at this level have been universally adopted." (19:2:19)

34. The recognition of major differences in modes of human life in different parts of the earth focuses attention upon the total geography and from this point of view
six geographic designs can be readily distinguished which are: (1) The polar world, (2) The tropical, (3) The levantine world, (4) The oriental world, (5) The occidental world, and (6) The heartland world. (19:2:20-22)

35. "As desired, any of the foregoing great realms may be subdivided into areas of progressively lower orders of magnitude." (19:2:22)

36. The full significance of the individual units, useful as they are in geographic study, can be appraised only in conjunction with each other, as they are interconnected by the pattern of communications for transporting goods, people, and ideas. (19:2:23)

37. The following basic concepts must be developed regarding man's relation to the earth: (1) "That all human societies are necessarily forced to establish workable connections with the resources and conditions of the land in order to survive." (2) "That simple cultures have a few direct connections with the earth resources of their immediate locality, but that the more complex the culture the greater the variety of connections with the earth resources and the more indirect they become." (3) "That the most complex culture of all - the industrial society - by
its essential nature is global in its scope and international in its needs." (4) "That the significance of the feature of the physical earth is determined by man and not by nature." (5) "That the physical and human differences which exist from place to place on the earth are significant to us because the great economic, social, and political issues of our time are in part the direct result of these differences." (19:2:36)

38. These concepts must be stated and restated and must be illustrated again and again with important examples. (19:2:37)

39. Our efforts to promote international understanding must be continuous. (19:4:45), (2:6:180)

40. We must know more of the background and composition of the people in other nations, of the climatic conditions that influence their occupations, of their lands and natural resources, their social, economic, and political affairs. (19:4:45), (6:4:85)

41. Good teaching of geography "is a process of helping the learner to solve problems of significance and meaning to him." (19:5:49)

42. "In solving these problems he will be constantly
under the necessity of considering various kinds of locational facts. (19:5:49)

43. These facts will be organized by his thinking process in solving problems in patterns of various kinds. (19:5:49)

44. The important thing to remember is that locations always find their significance in the use of them which has been made or is likely to be made in the course of geographical thinking and problem solving. (19:5:49)

45. To develop an understanding of a natural phenomena a regular and systematic recording of conditions pertaining to that phenomena in relation to other natural and human phenomena can be a profitable part of the social studies program over a period of time. (19:20:226-227)

46. The ability to apply the geographic point of view to community affairs can be developed by an experiment in landscape observation and mapping to acquaint students with their community, with special services rendered by some of its citizens, and with some of the problems involved in rendering such services. (19:20:227-228)

47. Study must also show the relation of a place to the rest of the world. (19:20:230)
48. "In order to develop an understanding of world patterns the geography laboratory needs to be equipped with selected photographs, globes, maps, statistics, atlases, and 'Life and Latitude Charts,' which show in cartograms numbers and measurements for: "(1) population, (2) latitude, (3) sum behavior, (4) range of temperature, (5) distribution and seasonal range of precipitation as well as amount of annual rainfall, and (6) resources. (19:20:231)

49. "Also necessary are atlases and books with world maps which show patterns of distribution such as: "(1) population, (2) relief, (3) length of growing season, (4) seasonal distribution of precipitation, (5) vegetation, (6) resources, and (7) transportation nets. (19:20:231)

50. "Pupils can be guided into using maps as problem raising instruments." (19:20:231)

51. To build powers of observation pupils and teachers may plan worksheets to aid the pupil when he makes observations and recordings of real landscape features. (19:20:232)

52. To provide geographic understanding of historical events, the teacher may prepare maps which meet special needs in instruction which can be used by students for
plotting and comparison of natural and cultural phenomena.
(19:20:234-235)

**Grounds**

1. "A very large portion of the critical problems which human beings face are rooted in differences in localities (human life being inevitably localized) and in the fact that all human lives are intricately intertwined." (19:1:10) - 1

2. Through this method one begins to look at things as geographers do. (19:1:11-12) - 1 to 7

3. The "earth's surface is too large to be photographed as photographs are in the understanding of problems people face in given localities." (19:1:13) - 8

4. Men possess reason and are capable of choice. (19:1:13) - 9

5. "Field excursions, usually limited to the vicinity of the school, can teach only a part of the lesson of geography, however." (19:2:15) - 12, 13

6. "Air photographs give a discontinuous series of pictures; hence they are samples of the geographic pattern rather than the pattern itself." (19:2:15) - 14
7. Maps are technical in nature and are indispensable in the study of geography. (19:2:15-16) - 15

8. "Being familiar, the home unit makes a natural starting point." (19:2:17) - 24

9. "... no matter how familiar the scene, viewing it as a geographic unit brings to light facts and an understanding hitherto hidden from the members of the class." (19:2:17) - 24

10. "This way seems to have been taken on the ground that striking contrasts with the known seize and hold the attention." (19:2:18) - 26

11. "It is also the easy way because antithesis to our intricately organized part of the earth occurs in the places where life is primitive, and nature is extreme." (19:2:18) - 26

12. "This would bring out contrasting land-man relations in similar natural environments." (19:2:19) - 27 to 29

13. "By continuing the synthesis through larger and larger units, the ultimate 'one world' is reached." (19:2:19) - 30, 31

14. The individual units are not isolated. (19:2:23) - 36

15. There are geographic and economic problems that
can not be solved without international cooperation.

(19:4:39) - 39

16. "A thorough understanding of the history and economic life of nations involves a great many geographic factors." (19:4:39) - 40

17. "The study of geography helps to provide the much needed perspective which is indispensable if we are to understand and appreciate other people's problems, aspirations, and motives, especially when they differ from our own." (19:4:45) - 40

18. These records can serve as a basis for concrete measurements and as a reference for comparing variations in other parts of the world. (19:20:227) - 45

How to understand and deal with the physical aspects of geography


Recommendations

1. "Throughout the elementary grades, concepts of physical geography will gradually be interwoven with the regional studies." (19:6:61)

3. Soil profiles may be postponed until the sixth grade. (19:6:61)

4. Landforms will be spread throughout in the elementary grades. (19:6:61)

5. The place for systematic geography as such is the secondary level. (19:6:61)

6. "If there is a separate course in Physical Geography or Physiography, more time may be given to origins and interrelations." (19:6:61)

7. "Since geography is inescapably dualistic, the meaning and pattern of earth features must always be kept in mind." (19:6:61)

8. "... the place of physical geography in the social studies is as much a matter of objective and concept as it is a question of content." (19:6:61)

9. There is no substitute for observation in studying geography. (19:6:61)

10. Students must not be fair-weather field students only. (19:6:61)

11. "A feasible alternative to actual travel may
be provided through map studies and pictures." (19:6:61)

12. "The map is the prime device of the geographer, not alone for discovering facts but for recording them as well." (19:6:61)

13. "Each student should have his own contour map in the field, both for orientation and for recording data." (19:6:62)

14. Aerial photographs are indispensable for field work. (19:6:62)

Grounds

1. A rainy weather may be a good time to study certain natural conditions, such as erosional processes. (19:6:61) - 10

2. Patterns emerge when data is plotted on a map and regional differences become apparent. (19:6:62) - 11, 12

3. "Only as students themselves make maps do they really understand what they have seen." (19:6:62) - 11, 12

How to study how man supplies his needs and wants

S. E. Ekblaw (19:7:63-76)
Recommendations

1. One "needs to know (1) their location, (2) the relief, or character of the land they inhabit, (3) the mineral resources available, (4) the soil, its characteristics and peculiarities, (5) the relationship between areas of land and water, (6) the fresh water resources, including underground supplies, (7) the conditions of the atmosphere, or weather and climate, (8) the native plants or vegetation, (9) the native animals, and finally, (10) the neighboring people." (19:7:64-65)

2. "... one must also recognize the introduced features such as new plants, new animals, and new peoples." (19:7:65)

3. "In the elementary grades, concepts of economic geography will be developed whenever geography is taught." (19:7:70)

4. An understanding of rice-farming may come in the fourth grade or later in the sixth grade. (19:7:70)

5. "A study of transportation may be carried on at various elementary school levels." (19:7:71)

6. In the "secondary school, the principles of economic geography must be applied whenever geography is taught,
either within the framework of World Geography, Regional Geography, or in a unified social studies curriculum." (19:7:71)

7. Materials in economic geography must be selected according to these two very important criteria: (1) Its contribution to one's understanding of how people live and make a living, and (2) Its relation, in some manner, to one's own living and his way of making a living. (19:7:71)

8. "The subject matter of Economic Geography may be presented by one of three methods: (a) by studies of regions, such as continents or portions of continents, (b) by studies of commodities, (c) by studies of activities or industries." (19:7:71)

9. It must be remembered that not one of these methods is sufficient by itself. (19:7:76)

10. The geography classroom should be a "laboratory wherein the students work at projects, think, and work out solutions to problems of production, transportation, and consumption, and prepare tangible results of their work." (19:7:75)

11. The laboratory should be equipped with a large world globe, a small desk globe for every two or three
students, and an adequate supply of maps of the world, of
the continents, of the nations, and products. (19:7:75)

12. "Detailed information can should supplement the
general information; this can be supplied by moving pic­
tures, lantern slides, or pictures from magazines or news­
papers." (19:7:75)

13. "Statistical information of all kinds, pertaining
to the products man uses in making his living, should be
available in the laboratory." (19:7:75)

14. Field trips must be planned - (a) knowing before­
hand what to look for, (b) actually seeing the materials
and activities, and (c) preparing a summary of the trip
and observations. (19:7:75)

15. The finest laboratories are the factories, mills
and other man-made resources where activities of making a
living are in actual process. (19:7:75), (9:2:23)

Grounds

1. "The interrelationship of these conditions is
tremendously fascinating, and most complex; understanding
how they are related to living, and to making a living is
most important to modern society." (19:7:65) - 1, 2
2. The study of man's needs and his ways of satisfying these needs contributes to the development of a world-minded citizen. (19:7:65-66) - 1, 2

3. "Geographic information pertaining to making a living is definitely related to the social studies and can be readily incorporated." (19:7:71) - 4 to 6

4. "Certainly a course in World Geography gains in significance when students select and analyze concrete examples of making a living, relate them to the environment, and fit them into the world picture." (19:7:71) - 4 to 6

5. "In like manner, studies of environment as related to production, consumption, lands, capital, raw materials, costs, and transportation enliven the field of economics." (19:7:71) - 4 to 6

6. The second criterion "serves to interest and make meaningful an aspect of geography that can otherwise become encyclopedic." (19:7:71) - 7

7. "Good laboratory studies provide a rich contribution to the understanding of geography." (19:7:75) - 10

8. Concrete experiences can be derived from these field trips. (19:7:75) - 15
How to understand the nature of conservation

W. Calef (19:8:77-83)

Recommendations

1. The student must have an understanding of the reality of destruction and misuse, and of the results of resource destruction and misuse. (19:8:78), (2:6:180)*

2. Concrete examples drawn from various places must be furnished the student. (19:8:78)

3. The student must be able to understand that resource impairment is a matter of universal concern. (19:8:78-79)

4. The student must have an understanding of the natural characteristics of resources. (19:8:79)

5. "A second aspect of the natural characteristics of resources which needs emphasis is the unity of the natural environment." (19:8:80)

6. The student must have an understanding of the relations that exist between the resource and the society exploiting it. (19:8:81)

7. Selected references on conservation which are of vital importance for elementary and secondary school teachers are presented in the pages indicated. (19:8:81-83)
1. "Successful conservation education cannot consist of merely presenting the student with a variety of facts and ideas having relevance to the use of resources."
(19:8:78) - 1 to 3

2. The primary objective of teaching the natural characteristics of resources is to establish in the student's mind the basic concept of the necessity to maintain favorable environmental conditions for all species in which we are interested. (19:8:79) - 4

3. "The situation is due in part to legal problems; it is bound up with our attitude as a nation with regard to land; it involves problems of economic and of political organization." (19:8:81) - 6

How to improve the use of teaching materials in geography

Recommendations

1. At the "elementary levels of geography training and even with beginning students at higher levels one basic text is desirable." (19:10:94)

2. The following essential qualities must be considered in the selection of a basic text: (1) It must be attractive; (2) The pictures must adequately characterize the region; (3) The maps must be built up on a gradation of difficulties; (4) The maps must be tied up into the text and must be sufficient in number; (5) The material should be presented in as colorful and realistic style as can be obtained and retain accuracy and soundness of geographic treatment; and (6) The verbal material must be organized so that concepts necessary for regional understandings are presented in a gradation of complexities. (19:10:95-96)

3. "No classroom in geography should be without a globe." (19:11:116)

4. An interested and well-prepared teacher is necessary. (19:12:128)

5. Curriculum makers must make it possible and necessary for the teacher to take sufficient time for work with maps. (19:12:128)
6. The supervisor or the supervising principal must stimulate interest among teachers in the use of maps by providing continuity for the program. (19:12:128)

7. "High quality pictures have sharpened details" (19:13:134)

8. As for size of pictures, "it can almost be said, the larger the better." (19:13:134)


10. "Pictures of suitable geographic quality always contain some object by which comparisons of size may be made." (19:13:135)

11. Pictures which show only the natural landscape without evidences of man's use of the land may contribute to the development of a concept of physical geographical features. (19:13:131)

12. Pictures which show manily cultural features may be used "to show how people look, what they wear, how they travel, how they shop at trade centers, and other facts." (19:13:131)

13. Pictures which show the natural-cultural landscape are the most valuable in geographic instruction. (19:13:131)
14. "There is usually no sharp line dividing the grade level at which pictures may be used." (19:13:132)

15. Some suggestions for gradation of pictures may serve as a helpful guide: (1) "At the primary level pictures should be simple, showing details of a single item rather than a broad view;" and (2) "In the primary grades, only a few pictures should be introduced, probably not more than three in a single lesson." (19:13:132-133)

16. Pictures of things known through personal experience are very helpful to small children. (19:13:133)

17. At the intermediate level, aerial photographs showing city patterns, industrial sites and field patterns over a large area can be utilized to help children understand why some development of the cultural landscape occur. (19:13:133-134)

18. A good caption should provoke examination of the picture. (19:13:137)

19. The caption of a picture should present an idea in clear and grammatical English. (19:13:137)

20. "The method of expressing ideas in captions should vary and a properly graded vocabulary should be used." (19:13:137)
21. The caption of a picture should not introduce irrelevant ideas that cannot under any circumstance be answered by the picture study. (19:13:137)

22. Captions of pictures should be limited to pointing out specific items suitable to the grade level. (19:13:138)

23. Captions of pictures should be related to the topic or concept being developed in the text or unit. (19:13:138)

24. A film for geographic education must have a major theme and must not cover a multiplicity of topics nor too large an area for study. (19:14:141)

25. A film must portray clearly the ways of living in an area, and the character of the area inhabited. (19:14:141)

26. The film must develop understandings of a geographic nature about the area portrayed. (19:14:141)

27. The film must be edited with care and given proper title. (19:14:141)

28. Statistics can help "the instructor at various stages of the educational process (a) to arouse curiosity, (b) to obtain information needed in keeping up to date,
(c) to furnish evidence for statements made, and (d) to evaluate student accomplishment." (19:15:174)

29. "Statistics make one of their greatest contributions when they aid in discovering and portraying areal pattern - as of population, production, climatic features, surface elevation, trade movement." (19:15:175)

30. "For geographic use, statistics should be made to serve ideas, and should not be presented as ends in themselves." (19:15:175)

31. "Statistical material may be made more effective by grouping items in a way harmonious with the purpose for which the material is to be presented." (19:15:175)

32. "When used as a basis for student work, statistics should be introduced for a specific purpose, and directions should be explicit." (19:15:175)

33. The home community can be used to provide opportunities for direct learning experiences. (19:16:176-177)

34. The home community can be used as a basis for understanding regions which pupils cannot observe directly. (19:16:177-178)

35. The home community can be used to improve the relationships between school and community. (19:16:178-179)
36. The home community can be used to develop interest in community problems.

37. One group of sources of geographical material available to the teacher are the numerous publications of the following geographical organizations: (1) The American Geographical Society; (2) The National Geographic Society; (3) Canadian Geographic Society; (4) Association of American Geographers; (5) American Society for Professional Geographers; and (6) The National Council of Geography Teachers. (19:17:191-193)

38. Another group of sources of geographical material are the periodicals which can be classified under (1) geographical and (2) non-geographical. (19:17:193-194)

39. Geographical material under government sources are the following: (1) Superintendent of Documents, Government Printing Office, Washington 25; (2) Department of Interior, Washington; (3) Department of Agriculture, Washington; (4) Department of Commerce; (5) Department of State; (6) Other Federal Government Agencies; (7) State Governments; (8) Cities; (9) Canada's governmental bureaus; and (10) Other Foreign Sources - from other countries. (19:17:195-199)

40. Miscellaneous sources of geographic materials are:
(1) Maps, Globes, and Atlases from their publishers;
(2) Transportation Companies; (3) Industrial Establishments; (4) Travel Agencies; (5) Yearbooks of private and public agencies; (6) Moving picture films from Educational Screen, 64 E. Lake Street, Chicago, etc.; (7) Materials on Conservation from the U. S. Conservation Service, Washington, D. C., and others; (8) Federal Power Commission, Washington, 25 - on electric energy; and (9) Publications on National and International Affairs. (19:17:199-202)

Grounds

1. "... until the stage of independence is reached, reading to develop basic understandings can be directed most effectively and with least waste when all students are to use the same materials assembled in a good text."
   (19:10:95) - 1

2. It gives the best and real illustration of the shape of the earth. (19:11:116) - 3

3. A globe alone - shows all directions and distances correctly. (19:11:116) - 3

4. The globe can bring in the idea of equator and
poles, explains day and night, etc; and explain the seasons.

5. The globe can help high school and college students understand some more difficult conceptions of mathematical geography. (19:11:116) - 3

6. "To teach the use of maps require time in the class period." (19:12:128) - 5

7. "Results of many investigations reveal the importance of legibility, clarity, and definiteness of pictures." (19:13:134) - 7

8. The recommendation for larger pictures is based on investigations. (19:13:134) - 8

9. It "is the amount of interpretation of the picture that varies with the level." (19:13:132) - 14

10. "Such pictures can serve as a point of departure for learning about less familiar phenomena." (19:13:133) - 16

11. "They give increased depth to the concept of areal pattern by revealing variation in time as associated with variety in space." (19:15:175) - 29

12. "They furnish records of seasonal rhythm in nature and in many human phenomena, showing that the rhythm of
seasons differs from region to region in a typical design."

(19:15:175) - 29

13. "They reveal certain trends spread over a period of years in many of the lines with which human geography deals, and they show these trends in their areal relations."

(19:15:175) - 29

How to improve the curriculum in geography in the different grade levels


The recommendations for the improvement of the curriculum in geography in the different levels are presented below under two headings: (1) Geography in the primary grades; and (2) Geography in intermediate and upper grades.

Recommendations (Geography in the Primary Grades)

1. Children should be guided in making purposeful exploration of their community. (19:18:205)

2. Children must be given simple and correct explanation about the things that they ask about the things observed in the environment. (19:18:206)

3. Reading and language development can be made faster
with the aid of outdoor experiences which are necessary background for the building of new concepts. (19:18:207)

4. The transition between the study of community problems and related national and international affairs must be gradual. (19:18:207)

5. The local community should be the core of the geography program. (19:18:208)

6. Children should become familiar with the cultural and natural features of the environment. (19:18:209-210)

7. Examples of basic understandings about water and water bodies appropriate for the primary grades are: (1) Water on the earth comes from rain; (2) We use water in many ways; (3) Oceans cover most of the earth's surface; etc. (19:18:210)

8. "The number and maturity of the understandings will depend upon the capacities and near-at-hand interests and experiences of the children." (19:18:210), (6:5:81)*

9. Good textbooks which provide the general understandings can be supplemented with understandings typical of the local community. (19:18:210)
Grounds

1. "When children are successful with some exploration, they develop attitudes of thoughtful investigation." (19:18:205) - 1

2. "Through careful explanation the child becomes aware of the interaction between cultural items, natural items, and between the natural and cultural items of his environment." (19:18:206) - 2

3. "It is usually the children who have a clear understanding of a large number of things that make the best readers." (19:18:207) - 3

4. Many children in the intermediate grades have difficulty with geography due to lack of necessary background in reading and geographic skills. (19:18:207) - 4

5. "The local community is the outdoor laboratory for geographic education." (19:18:208) - 5

6. "The child himself, is a part of the geography of his environment, and he can not escape from this. (19:18:208) - 5

7. "Most of the pre-school child' experiences have been in the local community." (19:18:208) - 5
8. The teacher can use as a method of motivation the child's preliminary exploration of the community.

(19:18:208) - 5

9. "The primary child has and could have experiences almost every day which may be used for the development of a geographic point of view if the local community is the core of the curriculum." (19:18:209) - 5

10. It is the responsibility of the primary teacher to help her pupils organize and correlate their information and varied experiences. (19:18:209) - 5

11. Many of man's needs and activities cannot be understood without basic understandings of the natural environment. (19:18:210) - 6

12. Without adequate textbooks, geographic instruction in the primary grades is often neglected or poorly taught. (19:18:210) - 9

Recommendations (Geography in the intermediate and upper grades)

1. Identification of physical and cultural features of the environment must be undertaken. (19:19:217)

2. The relations of natural and cultural features of selected regions must be analyzed. (19:19:218)
3. Rich and varied experiences in field observations of the immediate environment must be provided. (19:19:219)

4. Provisions for a gradual growth of geographic understandings must be made by considering the stage of development which the individual has reached. (19:19:219), (6:5:80-81)

5. "A teacher should realize that one responsibility of education is to arouse new interests and she must be alert, therefore, to the real problems confronting the learner." (19:19:220)

6. "In the intermediate grades we cannot expect complete understanding of any principle - that comes only with wide and long-continued investigation, if at all." (19:19:220)

7. To improve provisions for understanding the geography of major world regions the time that is devoted to the study of areas must be prolonged as to include the seventh and eighth grades. (19:19:221-222)

8. More time must be spent on the important areas of the world and less on those that may not be of great world significance. (19:19:222)

10. The development of regional understandings must be continued at the high school level. (19:19:222)

11. "As areas are analyzed at all levels of instruction, it is important that students be taught (a) to recognize the differences and similarities from place to place throughout the world, (b) to note changes that are taking place within areas, (c) to discover and appreciate the interdependence of peoples and places, and (d) to note the need for the conservation and improvement of both natural and cultural resources in all parts of the world." (19:19:222-223), (6:5:82-83)*

12. "Along with the ability to analyze areas, children need to grow in their understandings of the geography of man's economic activities." (19:19:223)

13. "To look at such activities from a mature geographic point of view involves (1) looking at all types of activities in their relation to the various kinds of regions in which they are carried on, and the world location of these regions, (2) discovering the points of likeness and difference in the ways of carrying on each human activity in different places, (3) understanding the problems people of different localities and regions face in
carrying on a particular activity, and (4) noting the
changes that are taking place in the ways of carrying on
activity in different places, and how these changes affect
the local, regional, national, and international relation­
ships of the people concerned." (19:19:223)

14. "The development of geographic understandings
needs to go hand in hand with instruction in map reading,
in observing people and the natural and cultural features
of the land about them, in reading textual materials, and
in using pictures." (19:19:224)

Grounds

1. These are necessary to understand how differences
develop from place to place. (19:19:217) - 1, 2

2. These will help understanding of concepts found
in the basic texts and pictures. (19:19:219) - 3

3. "Carried beyond the ability of the individual to
understand, learning becomes mere verbalism, and as such
offers the danger of becoming a source of misunderstandings
and half-truths." (19:19:219) - 4

4. "One does not learn all there is to learn about a
region when he studies it at any grade level."

5. "Growth in the understanding of this knowledge is one of the goals toward which geographic instruction in the intermediate and upper grades ought to be striving."

How to improve the course in the geography of nations
H. O. Lathrop (19:21:239-251)

Recommendations

1. "In a course designed to give an understanding of nations and their relations to each other, and to the world at large, the study should be by national units."

2. It must be remembered that this organization of subject matter, like any other organization, has some disadvantages. (19:21:241-242)

3. The number of nations, and which nations to be studied, depend largely upon the time available.

4. "The goal should be to cover as much of the world
as possible, but, at the same time, aim at mastery." (19:21:243)

5. "It is better to plow deeply rather than extensively." (19:21:243)

6. "Keeping in mind these goals, the following criteria for the selection of nations are submitted:

"(1) "A thorough treatment of the homeland; the United States together with Canada, should receive first consideration." (2) "Select those nations or groups of nations that are typical of other areas if the entire world cannot be covered." (3) "Select nations that are important politically, economically, and commercially to the world." (4) "Select nations that have significance to the United States, because of commerce, near location, or strategic importance." (5) "Select nations that illustrate different types of natural and cultural environments." (19:21:243)

7. "If only one semester is available for study, all or most of the time should be devoted to Anglo-America. If the class is a strong one, it may be possible to give some time to a brief treatment of Mexico and the Carribbean countries, and possibly Brazil and the Plate River Countries." (19:21:243-244)
8. "If a year course is available, Anglo-America may be studied the first semester. The second semester may be devoted to the three Latin American areas noted above, the British Commonwealth countries (exclusive of Canada and Newfoundland), France, Germany, United Socialist Soviet Republics, China, Japan, and India (if not included in the British Commonwealth). A careful study of these countries, together with their immediate and world connections, will give a rather complete coverage of the world." (19:21:244)

9. "If two years are available, the Americas may be studied in the first year and the rest of the world the second year." (19:21:244)

10. The course "may be organized into 32 units for study, 10 of which may be on the United States, and five in Canada. The remaining 17 units cover the rest of the world." (19:21:244)

11. "In such an organization, several nations are grouped into one unit, and such large nations as Brazil and Russia are given as one unit with subdivisions." (19:21:244)

12. "There is no attempt made to cover every nation
directly, but most of the nations are brought into the outlines either directly or indirectly. "(19:21:244)

13. "In order to give the outlines vitality and concreteness, activities and exercises are given at the end of each outline. These consist of directions for map work and other types of graphic presentations, as well as questions which require additional study and research to answer." (19:21:244)

14. A list of titles of outlines for a geographic study of nations is given in pages 244 to 245. (19:21:244-245)


17. A suggested outline for the study of St. Lawrence Lowlands is given in pages 250 to 251. (19:21:250-251)

Grounds

1. "Most people think of the earth as made up of nations." (19:21:240) - 1
2. "Closely allied to the above statement, is the fact that economic and commercial regulations throughout the world are concerned with national units." (19:21:240) - 1

3. "Differing political ideologies are largely nationally circumscribed." (19:21:240) - 1

4. "Citizenship is an important fact in today's world. A citizen belongs to a nation." (19:21:240) - 1

5. "Factual knowledge of the world is to a considerable extent statistical, and any satisfactory study of the world will involve much statistical material. Most statistics of the world are compiled by national units." (19:21:240) - 1

6. "Over-developed nationalism is one of the menaces facing the world today." (19:21:240) - 1

7. "A course in the Geography of Nations gives an unusual opportunity to study the place and responsibilities of nations in the world of today." (19:21:241) - 1

8. "International agreements of all kinds are nationally fostered." (19:21:241) - 1
What the content of a world geography course should be


Recommendations

1. "The 'World Geography' course might start off very well with a careful study of world patterns of population." (19:22:257)

2. Next will be a study of patterns of climate, relief, location, vegetation, soils, natural resources, routes of trade or travel, and government. (19:22:257)

3. "All these should be related throughout the study to the first pattern - the population of the world." (19:22:257)

4. "It can be seen that world maps are paramount, but even better is the globe." (19:22:257)

5. "The needs and aptitudes of the people should enter into any study of the natural environmental conditions." (19:22:257)

6. These should be followed by giving attention to specific regions or countries. (19:22:257)

7. Regions should be selected that are currently of world significance. (19:22:257)
8. An outline of a suggested course for World Geography is given in pages 258 to 259. (19:22:258-259)

**Grounds**

1. "Being people, we are interested quite naturally first in other people." (19:22:256) - 1

2. "The habit of thinking in world terms is absolutely necessary today - the principle of world unity will grow out of the relationships made of the various geographic factors." (19:22:257) - 4

3. This makes the course a dynamic study. (19:22:257) - 7

How geographic understanding and their application can render valuable service in vocational guidance

S. R. Diettrich (19:9:84-89)

**Recommendations**

1. "Basically, of course the most general application of geographic knowledge in a democracy in today's interdependent world occurs in the development of a well-informed citizenry." (19:9:89)

2. "More specifically, however, geography in education
contributes to vocational guidance by opening up new vistas for young people." (19:9:89)

3. "Job opportunities exist in planning, teaching, and in business and government organizations." (19:9:89)

Ground

"There is a dearth of people with geographic education in all such fields." (19:9:89) - 3

How geography can contribute to the understanding of history


Recommendations

1. Geography "should be introduced frequently, without distinctive labels, at whatever point or points such material will aid in developing an understanding of the past." (19:23:272)

2. "The primary object should be to give an event greater meaning, not to explain that event." (19:23:272)

3. "Search for causes should be delayed until the evidence is in hand." (19:23:272)

4. "Geography functions at best in history when
relatively limited areas and periods of time are considered." (19:23:272)

5. "It is, therefore, desirable to interrupt the flow of history in order more effectively to consider the relatively static conditions of geography." (19:23:272)

6. "To teach the present geography of an area which is being considered historically is helpful to the pupil." (19:23:272)

7. "On a higher level is the teaching of the region's past geography." (19:23:272)

8. "... we can and must stress the historical influence of man's beliefs or ideas about geography." (19:23:270)

**Grounds**

1. "If we read professional histories aright, their authors are less concerned with finding causes than with reporting coherently what has occurred up to the present." (19:23:272) - 3

2. "It will be recognized that large sections of history have no important connection with geographic conditions." (19:23:272) -3
How geographic understandings can be made a part of the core curriculum


Recommendations

1. "There must first be developed where it does not exist, and strengthened where it does exist, a far greater respect for the validity and value of geography as a field of knowledge." (19:24:276)

2. Teachers must have a clear understanding of geography and its importance. (19:24:276-277)

3. Students must be taught to appreciate the vital significance of geographic knowledge and understandings. (19:24:277)

4. Geographers should participate in the development, the guidance, and the teaching of social studies courses. (19:24:277)

5. Each social studies topic should include among its objectives those geographic principles which apply to it. (19:24:277)
"The habitats of men cannot be disassociated from their problems." (19:24:277) - 1 to 5

How to improve the curriculum in world history

The problems on how to improve the curriculum in world history may be classified into the following: (1) How to improve the curriculum in world history in the elementary and secondary schools; (2) How to promote international understanding; (3) How to build time sense or concepts; (4) How to build place sense or concepts; (5) How to provide for individual differences; (6) How to improve the teaching of current events in world history courses; (7) How to study controversial issues in world history classes; (8) How to develop supplementary reading program in world history; (9) How to improve teaching materials in world history; and, (10) What some subjects can contribute to improve world history courses. The recommendations and grounds on the above-mentioned problems are presented in the order given above.
How to improve the curriculum in world history in the elementary and secondary schools


Recommendations

1. Course content, organization and procedures must be examined from the point of view of student needs and interests, "with a view of developing the kind of course which will challenge young people because they see its importance in their lives." (20:4:26), (20:11:93), (4:11:152)*, (12:11:212)*

2. Revisions "must take into account the question of what facts are most significant for understanding the modern world." (20:4:28), (4:5:61)*

3. Joint study and planning by the staff of world history offerings at various levels in the local schools
is a necessary step. (20:4:29), (20:8:73), (4:6:74-77)*

4. "The specific revisions needed and the best means of achieving them, however, will vary from one school to another depending on the needs and potentialities presented in the immediate situation." (20:4:29, (20:8:73), (4:9:130)*

5. The world history course must be organized into a modified chronology rather than the purely topical organization. (20:7:53)

6. The non-professional resources available in the community must also be utilized in deciding the kind of organization of world history courses. (20:8:73)

7. "There seems adequate experience to justify the conclusion that area study can be utilized in organizing a world history course that will be highly valuable for high school pupils." (20:9:75)

8. The five broad approaches for analysis of the area approach are: (1) Geography or the environment as a conditioning and limiting factor in the development of the culture; (2) Technology, defined as the entire way of working to make a living from the environment; (3) Organizations that enable the people to live together; (4) Other
factors like literature or art, elements of the culture that contribute to smooth relations among people;
(5) The inter-relations of all parts of the culture - how the whole "clicks" and the problems that arise in contacts with other peoples. (20:9:75-76)

9. Eight subjects can be designated as divisions or units of study in the area approach: (1) the culture of Far Eastern peoples; (2) the culture of Arabic peoples; (3) the Slavonic peoples; (4) the peoples of Africa; (5) Western European; (6) Latin America; (7) North America; and (8) a survey of the problems between the peoples of the various cultures. (20:9:82-83)

10. "The organization of world history on the basis of current affairs is one solution to the present difficulties confronting teachers." (20:10:91)

11. The organization of world history on the basis of current affairs involves the use of history rather than the straight study of history. (20:10:85)

12. The organization of world history on the basis of current affairs utilizes background materials as basis for understanding the contemporary world; it shifts the emphasis from the past to the present. (20:10:85)
13. The change in emphasis in the current world approach does not involve the discarding of textbooks, but merely uses them as sources of information rather than the determiner of content of the course. (20:10:85), (4:5:61)*

14. The teacher can find specific and extensive help in organizing a current world approach program from the project, known as the Program of Information on World Affairs originated in 1946 by Professor Edgar B. Wesley who directed the program under the sponsorship of the Minneapolis Star. (20:10:85)

15. The teacher can also secure suggestions and ideas from a great number of sources like those world problems courses being offered in the University of Chicago Laboratory School and in the New Iowa course of study. (20:10:89-91)

16. "This contemporary approach involves reselection, reorganization and psychological reorientation for both the teachers and students." (20:10:91)

17. The contemporary approach requires "alertness, more reading, and more work than the conventional methods of teaching world history." (20:10:91)
18. Two years of high school must be devoted to the study of world history. (20:11:93), (20:12:104)

19. A combined chronological and topical approach can be adopted to an expanded two-year program combining world and American history. (20:11:99), (6:4:67)*

20. Another method is through the expanded chronological approach of two years. (20:11:100)

21. "A third possibility consists of offering parallel courses" in American and world history at two "consecutive grade levels, provided, of course, that the courses are in fact closely related and comparable." (20:11:101)

22. In the absence of a two-year course, the course organized around world affairs is better suited to the vocational school than any other approach. (20:12:105)

23. A well-informed, capable, confident teacher is needed in a world history course organized around world affairs. (20:12:105), (6:4:66)*

24. History can be made real by the use of concrete, realistic materials. (20:19:186)

25. Some emphasis must be placed on the study of ancient history in world history. (20:23:233)

26. The study of medieval history can offer an excellent
opportunity to study "problems which are still present everywhere." (20:24:239)

27. Some of the more important social developments from which teachers can select and organize material for their world history courses are: (1) The development of constitutional government; (2) The intensification of the national state system; (3) The rise of nationalistic and capitalistic imperialism; (4) The increasing power of the working classes, the so-called proletariat; (5) The growth of liberalism; (6) The great increase in the responsibilities of government in the economic and social fields; (7) The relations of the state and the church; and (8) The rise of industrial cities and the development of urban civilization; (9) The changing status of women and the family; (10) The development of humanitarianism; (11) The gulf between technology and social institutions; (12) Failure of education to guide social progress, though some promising signs are noted in the influence of Francis Parker and John Dewey. (20:26:254-263)

28. "Teachers interested in reading further on modern social developments will find the books in pages 263 to 264 very useful. (20:26:263-264)
29. Experimentation "is needed to show whether a shift in the sequence of social studies courses would be an improvement." (20:27:273)

30. Experimentations are also needed to find out whether the organization of a series of world problems taught at different grade levels is effective. (20:27:273-274)

31. Although world history will probably remain largely a tenth grade offering, more world problems should be included at other grade levels. (20:27:274)

32. Latin American history might be studied as part of American history in connection with our foreign relations. (20:27:274)

33. "A few of the more difficult world problems might be taught in the twelfth grade problems course."
(20:27:274)

34. "Elementary schools, too, need to provide repeated opportunities for learning desirable understandings, skills, and attitudes necessary for a world view." (20:27:274)

35. Stereotyped information and thinking must be avoided. (20:27:274), (6:4:65-66)*
36. There must be many opportunities for reading stories about other lands. (20:27:274)

37. The media of art and folksongs from abroad can be used to increase children's feelings of friendliness for others. (20:27:274)

38. The elementary teacher must be constantly alert to the need for improving human relationships in the classroom and the school. (20:27:274)

Grounds

1. Psychologists have emphasized this kind of motivation to learning. (20:4:26) - 1

2. This revision attempts to face the problem of having too little time to cover the course and the gaps in the content included. (20:4:27-28) - 2

3. History is essentially a narrative of the past. (20:7:62) - 5

4. The chronological approach facilitates rounded, inclusive study of society in any given area. (20:7:62) - 5

5. The approach promotes an understanding of continuity and development. (20:7:62) - 5

6. Such a study "avoids unwarranted emphasis on any
one key to understanding, such as political events or idealistic philosophy or the affairs of potentates."

7. It "insures the pupil's progress with a feeling of confidence rather than a sense of frustration from undue puzzling over contemporary affairs yet unresolved."

8. The blueprint itself can be useful to the student to continue his study of his own country or those of others.

9. The student's "comprehension of other cultures is a sound foundation for a growing appreciation of American democracy as a way of life."  

10. The approach furnishes motivation to the student since it "gives him a sense of dealing with realities."

11. The current world approach in the teaching of world history provides the student with a sense of continuity since it touches lightly upon the events of ancient times and stresses the more recent part and its relation to the modern world.

12. "If the task of acquainting high school students
with the world in which they live (and whose problems they will be called upon to solve) is worth doing at all, it is worth spending time on." (20:11:93) - 18

13. There is a need to reduce the lag between man's technological advance and his skill in human relationships. (20:11:93) - 18

14. American voters and potential voters cannot afford to be ignorant of other lands, peoples, cultures, and past events which will inevitably affect us vitally today and tomorrow. (20:11:93) - 18

15. Young Americans "need to develop a humanitarian concern for their fellow human beings." (20:11:93) - 18

16. The knowledge derived "are prerequisites to an adequate defense of our ideals." (20:11:93) - 18

17. "We cannot conscientiously ignore the laws of learning and take refuge in teaching less and less about more and more." (20:11:102) - 18

18. This will make students "help in planning the work because they are convinced of its inherent interest and utility." (20:11:93) - 1

19. This will enable students to see the inter-relationship of American and world history. (20:11:99) - 19
20. "The plan similar to the practice in some schools offering a course in world geography at grade nine, followed by a course in world history at ten, can also be applied to American history and world history." (20:11:101) - 21

21. It is well suited to tie in with vocational interests as is apparent from a mere recital of some current international problems: "prices, conservation of resources, labor laws, social security, health, housing, civil rights, and international crises." (20:12:105) - 22

22. Their use can bring history within the area of general understanding. (20:19:186) - 24

23. "Audio-visual instruction can provide the common foundation of experiences on which teaching can be built." (20:19:186) - 24

24. It is easier to make the essentials of events stand out since distracting factors have been winnowed out by time. (20:23:233) - 25

25. Because of the scarcity of sources, it is easy for the student to become aware of our process of historical synthesis and interpretation. (20:23:233) - 25
26. Ancient history gives us the beginnings of our own culture. (20:23:233) - 25

27. It can give students fundamental training in the methods and processes of the historical approach because the subject lends itself well to that purpose. (20:23:233) - 25

28. These are some of the problems which medieval history can provide illustrations: (1) "Can and does civilization sometimes decline?" (2) "How do or can people live without government and law?" (3) "What is the relation of religion and politics, of Church and State?" (4) "What are the problems that nationalism raises?" (20:24:239-242) - 26

29. "Just because world history has been taught traditionally in the tenth grade is no proof that it might not be better placed elsewhere in the curriculum." (20:27:273) - 29

30. This proposed organization has not been explored to any extent. (20:27:274) - 30

31. This will relieve pressure on the systematic world history course and give more attention to world problems and cultures. (20:27:274) - 33
32. "Schools can not expect to develop a world outlook in a one-year course." (20:27:274) - 33

33. Learning to work with others and at the same time being able to develop their own potentialities will enable them to improve understanding of peoples who are different. (20:27:275) - 38

How to promote international understanding in the elementary and secondary schools

M. McGrath (20:5:30-37), C. D. Harper (20:6:38-50)

Recommendations

1. It is the teacher's job in the primary grades to "lay the ground work for a later teaching of internationalism by building democratic attitudes and habits of cooperation." (20:5:31)

2. In the primary grades, the teacher should emphasize resemblances between peoples of the world. (20:5:32)

3. Constructive action with units and projects on world understanding is worth more than mere verbalism in the primary grades. (20:5:33)

4. The teacher can use a wealth of materials to be
had for the asking from the offices of the UN and from each of its specialized agencies, especially UNESCO.

(20:5:37)

5. The program to produce world-minded citizens should begin at the primary level and continue throughout the entire school experience of the child. (20:6:38), (16:1:20)*

6. The first step is to clarify purposes. (20:6:38), (16:2:37)*

7. The next step is to select suitable content for achieving those purposes. (20:6:38)

8. In attempting to produce world-minded citizens, teachers should be more concerned about the way children work and play together than about their scores on factual tests. (20:6:50)

9. Teachers must continue to teach about our old world background, about other peoples and their cultures, as a basis for respecting others rather than as mere chronological facts. (20:6:50)

10. Our program must be of planned recurrence of learning in building a spirit of respect, cooperation and world-mindedness. (20:6:50)

11. A topical unit like the study of the story of money
fits naturally in the teaching of world cultures in the intermediate and junior high levels. (20:6:43)

12. A thorough study of the culture of some foreign country contributes more to world understandings than does the quicker survey of a number of cultures. (20:6:45)

13. A way of developing appreciation of other peoples and their contributions to our own civilization is to study the cultural backgrounds represented by the children in the room. (20:6:47)

14. International understanding can be promoted through study of the psychology and prejudice of children. (20:6:47)

15. International understanding can be promoted through constructive action of students in relation with other peoples. (20:6:47-49)

16. International understanding can be promoted through the study of current events. (20:6:49-50)

Grounds

1. "It is far easier to develop good attitudes from the beginning than to erase those which endanger peace after they have become fixed." (20:5:37) - 1
2. This will help children understand that basically all children have the same needs. (20:5:31-32) - 2

3. "Change in behavior is said to be one of the aims of education." (20:6:50) - 8

4. "Prejudices are built on ignorance." (20:6:50) - 9

5. Tracing the story of money in different countries will enable children to learn about other aspects of life in those countries. (20:6:43) - 11

How to build time sense or concepts

A. Flickinger and K. J. Rehage (20:13:207-116)

Recommendations

1. "Units of time (week, month, year, decade, century) should be made meaningful by reference to personal experience of pupils." (20:13:110)

2. "Time words less definitely connected with formal time reckoning gain meaning also as they are related to a pupil's experience." (20:13:110)

3. "It is important for pupils to acquire a usable framework for establishing time relationships." (20:13:110)
4. "Wesley suggests that pupils be introduced to time lines and their interpretation by making one for their own lives." (20:13:111)

5. Time lines of various sorts found in most recent textbooks must be used to give children opportunities to practice in drawing generalizations from them and those of their own. (20:13:111)

6. "Planning a series of related events in chronological order... can help pupils understand the relationships between the events as well as comprehend the time span involved." (20:13:111)

7. "The pupil may select from the list of 'memorable dates' in the World Almanac those which he believes to be the most important for each year of his own life." (20:13:111)

8. "Bridging the gap between 'now' and 'then' often is facilitated through efforts to get a reasonably complete description of life at a given period." (20:13:111)

9. We need further clarification of what is meant by time sense. (20:13:116)

10. We need more refined techniques in measuring time
sense and charting the course of its development in children. (20:13:116)

11. We need more rigorous analysis of the precise manner in which various kinds of learning experiences contribute to this growth. (20:13:116)

Ground

Research evidence shows that we can not expect pupils in elementary and secondary schools, even with systematic instruction, to have a mature sense of time relationships. (20:13:110) - 1 to 8

How to build place sense or concepts


Recommendations

1. There "should be continuous effort to supply a variety of direct, near-home experiences which will serve as a basis for the development of accurate concepts of place." (20:13:114)

2. "As the range of the child's interest broadens well beyond his immediate environment, there is a corresponding need for learning experiences that approximate
direct experience as closely as possible." (20:13:114)

3. It is well to recall that map reading is a very indirect form of experience, in which skills must be developed, and where a sufficient background of experience is required before the pupil can put meaning "into" a map. (20:13:114)

4. The following suggestions illustrate experiences that may be given to the pupil: (1) "Provide ample opportunities for younger children to orient themselves with respect to directions, not only in their classroom but in other places in and around the school." (2) Pupils may be asked to translate distances into the number of hours, days, weeks, or months required to travel given distances. (3) "Have the pupils learn a few key distances in their own region, and, as the need arises, compare them with distances in other regions." (4) Large maps, globes, atlases, textbook maps, flat pictures, films, filmstrips and slides must be easily accessible to pupils for them to use. (5) "Have on hand several different maps of the same area and let them be displayed and studied together." (6) Pupils must be taught that the location of
a place or an area is always in relation to something else. (20:13:115)

5. We need further clarification of what is meant by "place sense." (20:13:116)

6. We need more refined techniques in measuring place sense and charting the course of its development in children. (20:13:116)

7. We need more rigorous analysis of the precise manner in which various kinds of learning experiences contribute to its development. (20:13:116)

Ground

The recommendation is one major implication of the research evidence in this area (20:13:114) - 1

How to provide for individual differences in world history

E. West and D. McClure (20:14:117-137)

Recommendations

1. Each activity should be chosen with a definite purpose in mind. (20:14:117)
2. Activities should provide opportunities for the practice of the desired skills and attitudes. (20:14:117-118)


4. "Every student, over a period of time, needs variety in his learning experiences." (20:14:118), (2:1:14)*

5. The adolescent "needs activities which permit him to examine, in the broad social context, some of the problems which are troubling him as he grows from a child to an adult." (20:14:118)

6. Decision on what activities to undertake must be "reached jointly by pupils and teachers working in a democratic atmosphere, and after consideration of available alternatives." (20:14:119), (15:4:34)*

7. The activities for beginning a unit of study must "(1) help students realize why the unit is significant to them and to society; (2) arouse student interest in the unit; (3) relate the new unit to those previously studied, and place it in the framework of the year's work; (4) enable teacher and students to take stock of what class members think and know about the problem, topic, or period..."
at hand; and (5) provide a brief overview of the unit." (20:14:119-120), (15:3:34)*

8. The following activities may be utilized for beginning a unit: (1) use of pre-tests, polls, and attitude scales; (2) presentation of stimulating quotations, articles, clippings, and poems; (3) use of visual materials; (4) use of recordings; (5) field trips; (6) guest speakers; (7) informal lecture; and (8) general discussion. (20:14:120-125)

9. The emphasis in activities for developing a unit is upon gathering and organizing information, following the unit outline of problems and content." (20:14:126)

10. Some activities for developing a unit are: (1) reading activities, (2) use of films, filmstrips, and recordings, (3) field trips, guest speakers, interviews, (4) oral activities like floor talks, panels, roundtables, town meetings, debates, dramatizations, radio broadcasts, and class discussion, (5) written activities, (6) drawing activities, and (7) preparation of displays. (20:14:126-133)

11. "Many of the procedures already suggested can be adapted to end-of-unit activity, if they are planned to
provide a summary of main facts and an interpretation of their significance for modern life." (20:14:134)

12. The following action activities may grow naturally out of units organized around topics, areas or problems, or the last units of a chronologically organized course: (1) follow-up committee activities; (2) letters to the school newspaper, the community paper, a news magazine, or an elected representative, urging action or criticizing certain proposals; (3) bringing information to fellow students and the public through radio broadcasts, programs at PTA meetings, forums planned around some current problems, or by providing speakers for local clubs; (4) informing the public on present-day issues through written statements; and (5) making direct contacts through personal correspondence and trips. (20:14:134-135)

13. Evaluation of students' learning must be done through a variety of techniques. (20:14:135), (5:15:199;201)* (15:5:44)*

**Grounds**

1. "The understandings, skills and attitudes which are the desired end product of social studies teaching
are rarely if ever achieved in classrooms where the question-and-answer recitations is the customary procedure." (20:14:118) - 1, 2

2. Students differ in interests, abilities and maturity levels. (20:14:118) - 3

3. "Seeing his personal concern in relation to other people's experience with the same kinds of problems may help him deal with them more easily." (20:14:118) - 5

4. "Students will gain a better understanding of world affairs, learn to relate their historical knowledge to current problems, and at the same time build desirable habits of participation in community affairs, if they are constantly looking for 'next steps' in connection with problems they study." (20:14:134) - 11

How to improve the teaching of current events in world history courses

J. Fair (20:15:138-144)

Recommendations

1. Students' interests and abilities must be taken into account. (20:15:139)
2. The current events selected must be significant in themselves as well as significant to students. (20:15:140)

3. "Current events study should require students to use specific information, understandings, and generalizations which they have been acquiring in their study of world history." (20:15:140)

4. Selection must be made in terms of accepted goals. (20:15:141)

5. It must not be limited to a once-a-week study and recitation based on a newspaper published for high school students. (20:15:141)

6. "Students must have opportunities to do what it is important for them to learn to do." (20:15:141)

7. "Students should be encouraged to read widely in the daily newspapers." (20:15:141)

8. Students should know the general editorial policies of their own papers. (20:15:141), (7:5:64)*

9. Specific directions must be given in making assignments to achieve particular purposes. (20:15:141)

10. "Students should be encouraged to read widely in the weekly newsmagazines, so frequently read by adults." (20:15:141)
11. "Magazines not devoted wholly to news are often valuable for current affairs study." (20:15:141)

12. There are also books which contribute to the understanding of current affairs. (20:15:142)

13. Listening to radio news reports, news comments, speeches, and discussion programs is a must in current events study. (20:15:142)

14. Class discussion should evaluate the news and comments from various sources. (20:15:143)

15. A variety of other activities are needed. (20:15:143)

16. Teacher-pupil planning has a place in a current events program, guided by some criteria for the choice of material and procedure. (20:15:143)

17. The study must be made an integral part of the world history course. (20:15:143), (6:11:145-146)*

18. "Current events are just as important to a world history course organized topically or by areas."

(20:15:144)

19. Evaluation in the study of current events requires a variety of techniques. (20:15:144)
Grounds

1. "World history may furnish valuable material for understanding the national and local problems of our own country." (20:15:140) - 3

2. "Such papers can be very useful, but a current affairs program ought to have far more variety if it is to be effective." (20:15:141) - 5

3. News in these papers is fresh and up-to-the minute. (20:15:141) - 7

4. Students will not read high school papers when they become adults. (20:15:141) - 7

5. These are good sources of a wide variety of information. (20:15:141) - 10

6. It is important to measure growth in all the desired objectives. (20:15:144) - 19

How to study controversial issues in world history classes

S. H. Engle (20:16:145-152)

Recommendations

1. We "must come to realize that controversy involves conflict over the social goals and the kind of
life which people, out of their particular experience, have come to hold good and, therefore imperative."

(20:16:146)

2. "It is essential that we come to understand the usefulness of compromise in resolving social problems."

(20:16:146)

3. "It is likewise important that we do not delude ourselves into thinking that all social conflict will be dissolved through understanding, honest purpose, and good will, so long as any of the parties involved fails to use that approach." (20:15:146)

4. We must know the kind of behavior needed in dealing with a controversial situation. (20:16:147-148)

5. We must know that this behavior must be practiced to be learned. (20:16:148-149)

6. The world history course must be focused on the broad problems of peace and good living in our world today. (20:16:149)

7. The course must be planned with that end of providing students opportunities for dealing with the controversial. (20:16:149)

8. Units in world history may be developed (1) around
controversial problems; (2) around the basic needs around which all controversy has raged; (3) around the study of particular cultures; (4) around the great and persisting issues which have confronted mankind; and (5) around historical episodes which were fraught with basic issues that world cultures have undergone great internal change as a result. (20:16:149-150)

9. The world history course must have not more than four units in any semester. (20:16:150)

10. "Each unit should draw upon any information needed for an intelligent study of the problem."
(20:16:150)

11. "Each unit should provide for the development of historical perspective and for a consideration of the cultural biases operating in the problem." (20:16:150)

12. "The sequence of units should be organized to capitalize on child and adult interest and needs without sacrificing logical organization." (20:16:150)

Grounds

1. "Our purposes almost always involve self-interest, and some are so clearly in conflict with others that force
is likely to be used to decide the contest." (20:16:146) - 3

2. The recommendation will allow comprehensive treatment of a given unit. (20:16:150) - 9

How to develop a supplementary reading program in world history in the secondary school

C. D. Babcock (20:17:153-172)

Recommendations

1. "Basic to the development of such a supplementary reading program is a clear understanding of the purposes of such a program." (20:17:153)

2. Fiction and biography "have value as sources of enrichment, animating the pages of history." (20:17:154)

3. The teacher should carefully examine the books to be recommended or required in their courses with the use of a set of criteria. (20:17:154)

4. A necessary step is to determine the reading interests of students by the use of a simple questionnaire. (20:17:155)

5. Suitable methods of reporting the reading are necessary besides the common practice of asking students to
write a summary according to an outline which they have to follow. (20:17:155)

6. Some of the following might be tried for variety in reporting: (1) through a symposium to be presented before the class; (2) book reviews for the school paper or literary magazine; (3) as "Minute Biographies" for the classroom bulletin board along with illustrations; (4) dramatization of carefully selected highlights of the biography; (5) writing a make-believe publisher's "blurb" announcing the publication of a book. (20:17:155-156)

7. "Each student should prepare a brief reading report card for the class file." (20:17:156)

8. References like the following will be helpful to the teacher: (1) Logasa, Hannah, Historical Fiction and Other Reading References for Junior and Senior High Schools, 1949; (2) Logaza, Hannah, Biography in Collections Suitable for Junior and Senior High Schools, 1937; etc. (20:17:156-158)

9. A selected list of reading materials which teachers will want to consider in building their own list, divided into six sections organized chronologically, and by areas and nations, is found in pages 158 to 170. (20:17:158-170)
10. Students need representative papers presenting the national and international news like *The New York Times*, the *Christian Science Monitor*, the local papers, and papers published specially for school use. (20:17:170-171)

11. The teacher should keep abreast of pamphlet materials published by the following organization listed in page 171. (20:17:171)

12. There are useful government publications that can be obtained from various sources. (20:17:172)

13. Materials for developing area study units can be obtained from the tourist and information services of various countries. (20:17:172)

Grounds

1. The scholarly biographer and the writer of the best in historical fiction are also interpreters of truth. (20:17:154) - 2

2. A well-balanced program of fiction, biography, etc. is needed. (20:17:154) - 3

3. Students are of differing abilities and interests. (20:17:154) - 3
4. The method has little instructive or stimulating value. (20:17:155) - 5

5. When organized systematically, the teacher can evaluate student's growth with greater facility. (20:17:156) - 6

How to improve teaching materials in world history


Recommendations

1. "One development that should prove useful to social studies is the preliminary evaluation of new materials by centers of large universities." (20:18:175)

2. Books that attempt to cover too wide an area and too many facts so that no clear or representative picture emerges must be avoided. (20:18:176)

3. "Books should include the past and present; or, at least, make it clear to the reader when only a segment of the country's story is being told." (20:18:176)

4. "'Abstract' or allegorical writing is often
difficult even for adults and may completely confuse the child reader." (20:18:176)

5. "Teachers need a good frame of reference on the country (either through reading or firsthand information) in which to judge each book." (20:18:176)


8. "The book should avoid over-glamorization of a country's political heroes or other great people." (20:18:176), (1:1:7-14)

9. "When presenting the life and customs of a country, the book should avoid over-stressing the bizarre." (20:18:176)

10. "Unusual backwardness should be balanced by any contributions of the country to progress, to art, literature, or need world resources." (20:18:176)


12. "There are other sources and guides to evaluation
worthy of consideration in terms of the objectives and needs of a social studies program." (20:18:177)

13. Studies of textbooks containing principles for evaluation of texts are useful. (20:18:177)

14. The teacher should know the field of evaluative bibliography which "are of three types: (1) the basic catalogs and indexes; (2) listing of new materials; (3) special subject lists." (20:18:177)

15. Representative examples with which social studies teachers should be acquainted with are given in pages 177 to 179. (20:18:177-179)

16. Examples of the following types of instructional materials are useful in world understanding like (1) picture books and easy books; (2) fiction; (3) folk literature; (4) folkways and holidays; (5) biography; (6) informational material, are given in pages 179 to 185. (20:18:179-185)

17. Audio-visual materials must be selected with the same care as a text or other literature. (20:19:187), (1:3:30)

18. The evaluation of audio-visual materials in terms of "accuracy, content, organization, clarity, and continuity
must come, chiefly, from the individual instructor's own observations or contacts." (20:19:187)

19. References to current items valuable for world history classes may be found in "Sight and Sound in the Social Studies," by William H. Hartley in Social Education, and other periodicals like Educational Screen, See and Hear, and Audio-visual Guide. (20:19:187-188)

20. "Faced, on occasion, with a scarcity of suitable materials, teachers may call on their imagination to produce their own classroom aids." (20:19:188)

21. A descriptive list of audio-visual materials that are available to teachers, arranged under the following categories: the background of civilization and ancient history; the period of the middle ages; modern times, and problems of the present, is given in pages 188 to 205. (20:19:188-205)

22. A list of producers or principal sources of materials is given in page 205. (20:19:205)

23. "Text materials which are easily read, which include fresh information, and which vary from the traditional organization are needed." (20:27:271)

24. "Teachers who want to develop topical, or area,
or problem-centered world history courses would welcome materials either in textbook form or in pamphlet-texts, which can be used as basic reading." (20:27:271)

25. "An almost universal need exists for texts written at an earlier reading level for the average and slow reader." (20:27:271)

26. The introduction of materials of a social and economic nature and treatments of non-European cultures are trends which must be emphasized in the preparation of new texts and in the revisions of old ones. (20:27:271)

27. "A variety of readable supplementary materials are needed for an improved reading program in world history." (20:27:271)

28. Filmstrips must be accompanied by substantial explanatory notes and must have identifying titles in the strips itself. (20:27:272)

29. A great variety of filmstrips of high quality is needed. (20:27:272)

30. Plans for new films should attempt to show cause and effect relationships and developmental processes. (20:27:272)

31. It is necessary that close cooperation between
the Audio-Visual Committee of the NCSS and film producers be continued and expanded. (20:27:272)

Grounds

1. "It is difficult for any one person to have sufficient background to evaluate competently materials on all countries." (20:18:175) - 1

2. "Here the resources of evaluation are rich because of the many special departments and agencies, subject specialists, and foreign students who can participate in the evaluation and contribute to its authoritativeness." (20:18:175) - 1

3. This will make the teacher cognizant of worthwhile instructional materials and to help him secure them as needed. (20:18:177) - 14

4. There are varied uses which can be made of them. (20:27:272) - 29
What some subjects can contribute to improve world history courses


Recommendations

1. The teacher must help students to use maps not only for purposes of knowing relative location but also in making them understand happenings through their use. (20:21:212) (9:9:85-88)*

2. The nature of the physical environment must not be overlooked. (20:21:216)

3. Students should see how men with their traditions, technical abilities, and attitudes and desires have lived in specific environments. (20:21:216)

4. Studies showing how great differences in so-called human nature are produced in adjacent cultures must be incorporated in the course in the unit on prehistoric and non-literate people. (20:22:220)

5. Studies showing that certain basic institutions are found among all human groups might be included in the same unit. (20:22:220)
6. The study should consider the fact that all mankind is derived from a common ancestry, and all belong to the same single species Homo sapiens. (20:22:221)

7. The study should stress that every ethnic group is much mixed. (20:22:221)

8. The study should indicate that differences between the varieties of mankind are minor, the likeness major. (20:22:222)

9. The study must include the fact that all ethnic groups made contributions, of which any people could be justly proud to the great common stock of human knowledge. (20:22:223)

10. Emphasis should be placed on prehistoric times and on the two great cultural revolutions of those times: (1) the discovery of agriculture and domestication of animals, and (2) urban revolution." (20:22:224)

11. "Emphasis should be placed upon the history of our own values, their sources, and their development." (20:22:226)

12. "All through the course, the world history teacher should emphasize the historically relativistic viewpoint, the viewpoint which causes one to look at things from other
viewpoints, and to examine them in the light of what we know about man's needs and the adaptations which under different conditions he makes to them." (20:22:227)

13. An examination must be made of population, the changes in its size, quality, and distribution. (20:22:244)

14. "From population the next natural step is to an examination of the increase in the means of subsistence." (20:22:247)

15. The next thing is to tell the industrial story in a world setting in which two shifts of emphases are necessary: (1) the traditional account of the coming of the textile machines and the steam engine, and (2) the development of heavy industries, of machine tools and capital goods production, of the electrical and chemical industries. (20:22:247)

16. Next is the stock-taking of resources and their distribution which is necessary if "we are to get a picture in proper perspective either of past industrial development, or of what is likely to lie ahead." (20:22:248)

17. It is necessary to study the story of transportation which reveals (1) the penetration of continental interiors,
and (2) the heavy inter-continental exchange of goods which are necessary and comforts rather than luxuries. (20:22:248)

18. The diversities and similarities in economic conditions of the different cultures must be sought and analyzed. (20:22:248-249)

19. The treatment of economic developments in the 19th century is bound to loom large. (20:22:249)

Grounds

1. Understanding of spatial relationships helps us not only in locating places but also about the whys of past events. (20:21:212) - 1

2. "The course of world history is influenced in large measure by the physical nature of nations and by the relative location of one country to another." (20:21:211) - 1 to 3

3. These are needed in courses to clear up the prevailing misconceptions concerning the nature of man. (20:21:220) - 4, 5

4. These must be included to clear up the prevailing misconceptions concerning the subject of race. (20:21:221) -9
5. This must be emphasized "to clear up the misconception that modern man has made the great discoveries of history, and that only modern man (and particularly modern man from western civilization) has been bright enough to make such discoveries or inventions."

(20:22:226) - 10

6. This is necessary to help see cultural bias.

(20:22:226) - 12

7. "The outstanding historical fact about people is that the number of them has grown during the last two centuries at a rate never known before."

(20:25:244-245) - 13

8. This "population revolution" was not due to a higher birth rate but was due to the reduction in the general death rate. (20:25:246) - 13

9. This will enable us to explain the differences and similarities that we found among them. (20:25:248-249) - 18

10. The economic development in this century was a distinctive, even perhaps abnormal due to the development of high industrial productivity based on coal, iron, and science in six sovereign states which became a factor for
the conflict resulting in the First World War.

(20:25:249-252) - 19

How to improve the curriculum in the teaching of contemporary affairs

The problems on how to improve the curriculum in the teaching of contemporary affairs may be classified under the following: (1) How can the study of contemporary affairs develop students to form sound public opinion? (2) How can the study of contemporary affairs develop good citizens? and (3) What are the criteria for selecting contemporary affairs materials? The recommendations and grounds on the above-mentioned problems are presented below in the order listed above.

How study of contemporary affairs can develop students to form sound public opinion


Recommendations

1. It is not necessary to attack each opinion and
belief separately in order to work an improvement. (21:2:34)

2. The stated set of goals must be regarded as "a long-term level of aspiration, rather than as a yardstick which may also be used to beat the public if it does not measure up." (21:2:34)

3. It "would be well to realize that the remedy does not always and necessarily lie in the realm of mere information and education." (21:2:34)

4. We must get ourselves and our students involved in contemporary affairs. (21:6:76)

5. Children "must have the opportunity to examine the evidence and to come to their own conclusions." (21:6:77)

6. We "must introduce and make explicit the value assumptions upon which our democratic way of life and competing ways of life are based." (21:6:77)

7. We "must look to the intellectual climate in which our teaching is to take place." (21:6:77)

8. "The secondary school which wants to do something about achieving a desirable public opinion must act in an organized manner to gain the consent of its community to deal with controversial issues." (21:6:78)
9. Teachers must be well informed on public questions.

10. Teachers must so "conduct the classroom that it becomes a place where children can really learn to deal with problems intelligently." (21:6:80)

11. "The secondary school which wants to improve its teaching of contemporary affairs is a community-minded school." (21:6:80)

12. Every teacher in the school must be a "contemporary affairs teacher." (21:6:81)

13. The school must "devote some part of its curriculum to the special treatment of problems." (21:6:83)

14. Special effort must be made "to make students literate with respect to the process through which public opinion is formed." (21:6:84)

15. It must be remembered that the "extra-curricular program affords for reinforcing the development of sound habits of thinking about contemporary affairs." (21:6:84)

Grounds

1. Attitudes are usually generalized. (21:2:33) - 1
2. It is important that our plans are not unrealistic. (21:2:34) - 2

3. "Sometimes the task is only to free people from their pressing concern with personal problems so that they may have occasional opportunities to look out to broader horizons." (21:2:34) - 3

4. We "must keep in mind that it is orderly decision making and not mere information that is our goal." (21:6:77) - 5

6. "Making decisions on public questions is a valuing process." (21:6:77) - 6

7. Success will also depend upon the measure of freedom to discuss the pros and cons of public questions and to the amount of respect for the individual in his right to think and arrive at his own conclusions. (21:6:77) - 7

8. "Much of the potential in contemporary affairs is blunted because teachers fear to raise the really inflammatory issues." (21:6:78) - 8

9. Community consent to deal on controversial issues imposes certain responsibilities to the teacher. (21:6:80) - 9, 10

10. "The greatest advantage for instruction in public
opinion can be obtained only if the school is thought of as really a working part of the community." (21:6:81) - 11

11. Orderly thinking on public questions and a habit of looking to the evidence possibly become more engrained if it is exemplified everywhere in the school. (21:6:81) - 12

12. "Lacking this, formal instruction in public opinion may be largely wasted effort." (21:6:84) - 14

13. "School extra-curricular organizations may be used to bridge the gap between the theoretical situations in the classroom and real life situations in the school community." (21:6:85) - 15

How the study of contemporary affairs can develop good citizens

E. Girardin (21:5:66-75), E. W. Burr (21:8:98-113),
J. C. Payne (21:9:114-133)

Recommendations

1. The elementary school teacher must "compress into some unity his many aims, and not think of citizenship preparation as a separate and extra concern." (21:5:72)
2. The elementary school teacher must "repeat many times the opportunity for the realization of such ends as he plans to achieve." (21:5:72)

3. The elementary school teacher must "struggle, as in all good conceptual teaching, to let any articulated or verbalized concept be expressed, if at all, by the student, lest he be lulled into false hopes by the parroted return of his own sentiments." (21:5:73)

4. The elementary school teacher must "never assume that education for good citizenship is measurable in fixed terms and leave a phase of this training as 'satisfactorily mastered last term.'" (21:5:73)

5. The elementary teacher must plan to ask questions which will stimulate the discovery of the relationship of factual material to ideas. (21:5:73)

6. The elementary teacher "must, as a consequence, not dismiss as inappropriate for children whatever may appear as an honest inquiry." (21:5:73)

7. The elementary teacher "will not miss the opportunity to build to a maximum upon community and local experiences." (21:5:74), (9:2:23)*

8. The elementary teacher "will understand that
accumulation of experience is necessary before common elements can be extracted and generalizations formed." (21:5:74)

9. The "study of contemporary affairs must not be limited to a single year nor to any single group in the school." (21:8:100)

10. "It must include ample opportunities for action-experiences not only within the commonly accepted areas of the social studies but in the total program of the school." (21:8:100)

11. "It must develop on the principle that 'when school and community work together for more effective civic participation, there will be more purposeful learning, less waste of time, energy and resources than prevails at present.'" (21:8:100)

12. The action-experience for students in the secondary school must follow the problem-solving process in the study of community problems. (21:8:100)

13. The "first and most significant consideration in the choice of appropriate kinds of action-experience is that of determining the value to the learner." (21:8:105)

14. "A second important consideration in selection is
the extent to which the action-experience contributes to the achievement of the objectives of the secondary school program. (21:8:106), (9:2:25)*

15. "A third important criterion in the selection of the action-experience is its potential impact on the overall welfare of the community." (21:8:106)

16. The student, his developmental needs and the objectives of the secondary school must remain the major focus of attention." (21:8:106)

17. The planning must take into account "the limitations imposed by the value patterns of the participants, their school, and their community." (21:8:107)

18. "The wisdom and greater experience of the adults in the group must be a particular resource available to the group in its effort to come to an effective decision. Adults should, however, avoid making the final choice." (21:8:107-108)

19. "The way in which the whole idea of student action is interpreted to the community - especially in the planning stages - is almost as important as the selection of the specific action-experience." (21:8:108)

20. Involving "as many community groups as possible
in the planning step, when it seems appropriate to do so, will help to win community support." (21:8:108)

21. The classroom teacher and the administration of the school must be eager to have their students use this technique for carrying the study of contemporary affairs. (21:8:108-109)

22. The junior college provides the best "natural opportunity up to this point in our school system for the development of a new, broad conception of what properly constitutes a 'personal' problem in our society." (21:9:116)

23. The junior college provides the "best natural opportunity up to this point in our school system for the development of the refined skills which the problem-solving technique implies." (21:9:117)

24. The "junior college potential is more likely to be served when the focus of the approach to social studies objectives is the systematic utilization of contemporary event, condition, and problem, as a basis for learning the skills of problem solving." (21:9:118-119)

25. The "junior college potential can never be fully served in the social studies by the use of contemporary
affairs materials alone, but that a focus upon contemporary
materials and problems will lead to a more meaningful uti­
lization of historical material." (21:9:12Q)

26. The "junior college potential for training good
citizens will not be well-served if such matters as time,
tradition, and faith in automatic social development of stu­
dents are allowed to obviate any systematic utilization
of the student's world in the training process."
(21:9:122)

27. The "junior college potential for training good
citizens involves the use of some integrated action-expe­
rience and that this principle is most satisfactorily
implemented when: (a) the action-experience is based upon
a contemporary problem; (b) when the practice involves some
student responsibility to act where his success can be
measured in terms of what we have learned to call non­
school standards; and (c) when there is still time to re­
turn to the formality of tutorial assistance with a fuller
conception of the problem of participating effectively as
a citizen." (21:9:124)

28. "In the junior college, critical thinking skills
must go beyond simple problems of awareness of status in
our society, beyond problems of mechanics and adjustment, beyond comparative status in time and place, to trends, causes, remedies, and ways of improvement."

(21:9:132)

29. "The emphasis which the junior college must encourage is one leading to a grasp of the price which must be paid to secure and retain democracy and that it is not available either naturally or by simple resolution to have it." (21:9:132)

30. The citizen being prepared in the junior college must "acquire a habit of using what he knows, the skills he possesses, and not become the 'man who knows but won't do'." (21:9:133)

**Grounds**

1. The teacher never says that he "needs no further practice in critical thinking, loyalty to democracy, readiness to support needed institutional change without predisposition to change for its own" sake. (21:5:73) - 4

2. "Such repression thwarts the growth of ability to organize and relate, to inquire into the relevance of something, and it encourages passive conformity."

(21:5:73) - 6
3. "Children learn from what they live."

4. "It is in this approach that American democracy becomes a vital as well as a fascinating experience for our young people."

5. "Each step in this process is a challenge to their skills in critical thinking and to their abilities as problem-solvers."

6. "Only when desirable and measurable changes result which reflect the broad purposes of the school can we justify the selection of a particular action-experience."

7. "Value patterns themselves are a significant part of these criteria for the selection of the action-experience."

8. "Further conflict and diminished prospects for success are apt to result if the action-experience appears to be conceived and structured in the adult mind."

9. "Any educational innovation - and especially one in which adolescents are involved - must be clearly
understood by important segments of opinion in the community." (21:8:108) - 19

10. Lack of administrative and community support discourages teachers to develop such a curriculum. (21:8:109) - 21

11. "Serious attention to these latter points is the proper function of a program in the junior college which is devoted to building a citizen who use critical thinking skills effectively." (21:9:132) - 28

What criteria selecting contemporary affairs materials should have

W. Valentine (21:11:143-148)

Recommendations

1. A major criterion is to select different materials for different purposes. (21:11:145)

2. A set of functional criteria are: (1) The materials must have enough to display a range of judgment concerning the meaning and significance of the facts; (2) They must introduce the
relationships of the current problem to the historical concern with the same problem in other setting; and (3) They must introduce the interdependence of problems. (21:11:146)

3. Another set of criteria are: (1) The materials must include aids in teaching; (2) Some materials must illustrate the meaning of loyalty as differentiated from nationalistic chauvinism or other pseudo-loyalties; (3) Some materials must illustrate the meaning of humanitarianism as differentiated from maudlin sentimentality; (4) Some materials must represent the various media through which appeals can be made to students in at least the major items above. (21:11:146-147)

4. A set of criteria for using the opportunity to participate in the community must: (1) Include materials for training students in habits and skills of civic duty; (2) Include materials for training students in awareness of community problems and in
judging the level of competence of those public servants closest at hand; (3) Include materials for identifying the persons and opportunities available in the community through whom help can be received and plans be made known.

Ground

"The problem of materials is not the problem of choosing the one most perfect specimen of journal, of source reading material, of the general superiority of one medium. It can never be dealt with effectively as one of a series of problems; it is to be faced along with the problem of purpose, organization and setting." (21:11:147) - 1 to 4
How to improve programs in citizenship training

The problems on how to improve programs of citizenship training may be classified under the following: (1) How can the school improve programs in citizenship training? and (2) How can youth-serving organizations help train youth for citizenship?

How the school can improve programs in citizenship training


Recommendations

1. The teacher must appraise programs of study "in order to eliminate harmful material and to add material wherever possible which will contribute to international understanding." (22:5:57)

2. The teacher must contribute to the improvement of textbooks and teaching materials. (22:5:57)
3. The teacher must place "more emphasis on the study of other cultures and on world history and geography."
(22:5:58), (22:9:94)

4. The teacher must teach "American history in its world setting and "stress the international responsibilities of the United States. (22:5:58), (22:9:94)

5. The teacher must stress "the study of the agencies of international cooperation, especially the United Nations and Unesco, with reference to the way they contribute to meeting the needs of children and youth as well as adults."
(22:5:58)

6. The teacher must stress "world documents, symbols, and heroes along with those of the community, state, and nation." (22:5:58)

7. The teacher must utilize "out-of-class activities such as clubs, the school newspaper, exhibits, pageants and assemblies." (22:5:58), (22:7:79)

8. The teacher must utilize "a wider variety of materials on international relations, especially audio-visual aids." (22:5:58), (22:7:79)

9. The teacher must establish direct relations with
the people of other cultures wherever possible through international correspondence, participation in international reconstruction, and by studying or teaching abroad. (22:5:58)

10. The teacher must keep himself informed about international affairs and help to inform others both in the school and community. (22:5:58)

11. The teacher must build "wholesome intergroup relations in the school and community." (22:5:58)

12. Citizenship objectives must be defined in terms of behavior. (22:6:65)

13. A program must be specifically designed to achieve these behavior patterns. (22:6:65)

14. An evaluation program must be developed which appraises in terms of changed behavior. (22:6:66)

15. Program modifications must be made which the evaluation indicates to be necessary or desirable. (22:6:66)

16. Oral teaching combined with active participation of learners will be helpful to students with limited reading ability. (22:7:78-79)
17. The direct personal experience brought to the class by each member can be a very good source of material for students with limited reading ability when used under competent leadership. (22:7:79)

18. The social studies must provide vicarious experience necessary for effective citizenship and satisfying personal living. (22:7:80)

19. It must be remembered that all subject areas found in the school contribute to needed understanding. (22:7:80)

20. Explicit and continuing attention must be given to critical thinking. (22:7:80), (22:9:94), (4:2:30)*

21. Maximum experience in developing skills in human relations and in the practice of good citizenship must be provided to the students. (22:7:80), (22:8:86), (22:9:94), (22:14:142)

22. "Specialists in the various subjects, in the needs of society and in education, all belong around the tables where broad curriculum planning is done." (22:7:81), (4:6:74-77)*

23. Students must be helped to draw adequate generalizations from their experiences in social interaction. (22:8:90), (12:1:13)
24. The teachers must have the basic concepts in mind and must seek to exploit any experience that arises, for the development of these concepts. (22:8:91)

25. "The particular sequence of experience for a child will of necessity be largely determined by external circumstances - available instructional resources, for one." (22:8:91)

26. The "conventional subject-matter sequence need not straitjacket inquiry; the real source of continuity of experience is the interest and insight of the learner." (22:8:91)

27. "Further research concerning children's conceptions of society would suggest and evaluation that is now possible." (22:8:92)

28. "Further attempts should be made to trace the development of the large concepts and to relate this development to specific educative experiences." (22:8:92)

29. The great task of college citizenship education lies in the teaching of "the importance and dignity of individuals, of the inalienable rights of man, of the meaning and glory of the civil liberties, and of the breathtaking reconciliation of liberty and equality that occurs
through the concept of equality of opportunity." (22:9:94)

30. The citizenship education program in college must also develop sensitivity "to areas where change and improvement may be necessary, and sufficient social and political literacy to act wisely." (22:9:94)

31. The college must also help the student in the development "of a sense of ethical and moral standards." (22:9:94)

32. The college must also help the students to grow "in genuine respect for their fellow man and interest in his welfare." (22:9:94)

33. "There is a need for increased integration and cooperation between citizenship courses or programs and other college courses and departments." (22:9:100)

34. "There should be an increasing classroom emphasis on realistic situations." (22:9:100)

35. More meritorious and cooperatively developed courses must be given in college. (22:9:100)

36. "There is a great need for increasing concern as to the selection and preparation of college teachers of citizenship." (22:9:100)

37. "Superior students need the advantages of more
stimulating opportunities; one means of bringing this about may be the increased development of honors programs." (22:9:100)

38. The activities program of the school must be cooperatively "planned by students and faculty members," which are tailored to meet the prevailing needs. (22:13:136)

39. Too much emphasis on a few kind of sports in the activities program to the neglect of others must be avoided. (22:13:137)

40. The area delegated to the students in the school activities program must be clearly defined and respected. (22:13:137)

41. Participation of those concerned in the school activities program, "consistently practiced, will lead to a greater appreciation of freedom for all rather than the few." (22:13:137)

42. Placing emphasis on end results of their projects rather than the processes must be avoided in the activities program. (22:13:138), (22:15:152)

43. "Corrageous leadership, resistance to pressures, and preservation of ideals are needed on all levels if the current concept of sports is to be affected." (22:13:139)
44. "Reflection concerning the big business operations of school and college athletics is apt to find us far afield from our original educational precepts." (22:13:139)

45. Other aspects of the activities program like such enterprises as bands, glee clubs, dramatic groups, newspapers, or yearbooks must be examined also. (22:13:140)

46. "The educational value of the activities program will not be accepted, if then, until it is financed in the same manner as the rest of the educational program." (22:13:140)

47. Improving the activities program does not lie "in shying away from public support, however, but rather in liberalizing the whole system to permit more of the freedom and originality which working citizens in a functional democracy need." (22:13:140)

48. "If the norms of good citizenship must be acquired through social interaction, models of such behavior must be available in the child's range of association." (22:14:142)

49. Models for norms of good citizenship must be clearly defined. (22:14:140)

50. We need a well-developed concept of civic character. (22:15:152)

51. It is well to remember that ours "is a deep
and growing - and a successful heritage." (22:15:152)

52. It is also well to remember that man "is in all of society. But he is member, not prisoner, in a good society." (22:15:152)

53. Finally, it is well to remember that "though we live in crisis and face it seriously, let us remember not to be grim." (22:15:153)

**Grounds**

1. Making contributions to the development of the world minded citizen is one of the most crucial responsibilities of the social studies teacher. (22:5:57) - 1 to 11

2. "Our shortcoming in the past has lain in our effort to teach the information, skills, abilities, and attitudes of good citizens as the content of a subject or subjects." (22:6:65) - 12 to 15

3. There are those who will learn little from the printed page. (22:7:78) - 7, 8, 16, 17

4. "The distinctive contribution of the social studies is the development of the greatest possible understanding of the political, economic, and social world in which we live." (22:7:80) - 18
5. The "information that comes to all of us varies in reliability and frequently is selected or colored for a purpose other than simply informing." (22:7:80) - 20

6. They are needed if "new developments in scholarship, in society, in the status of young people, and in what we know of both human growth and development and of the teaching-learning process are to be taken into account in curriculum-making." (22:7:81) - 22

7. "If one is learning to do a thing, one must practice the doing of it." (22:8:86) - 21

8. "Generalization must be earned before they can be learned. They don't come free of experience." (22:8:90) - 23

9. There "is no inherently right order of experiences that should lead to civic competence." (22:8:91) - 24

10. Complete "separation from other social sciences can only lead to antagonism and mutually reduced effectiveness." (22:9:100) - 33

11. "Where only six academic hours are available for direct citizenship education, accomplishment is sharply circumscribed." (22:9:100) - 35

12. "Freedom being a matter of degrees, the great
danger for those who have not been immunized by experience is the smoothness of transition to successive degrees of unfreedom." (22:13:137) - 40

13. This "program affords the chance for citizenship training with considerable carry-over into the adult world." (22:13:137) - 41

14. Sometimes we pervert our means to achieve our ends when emphasis is placed on the latter. (22:13:138) - 42

15. "Evasion of the spirit of the law can often guarantee success in winning, and resistance to the temptation of such evasion is an important lesson in citizenship well learned." (22:13:139) - 43

16. "If athletics, drama, music, journalism, or hobbies are of educational value they should be supported by tax funds." (22:13:140) - 46

17. "Interaction with discordant or conflicting models is not likely to result in persons who are well integrated in terms of either set of norms." (22:14:142) - 49

18. Without this concept, civic competence can be practiced in negative manifestations. (22:15:152) - 50
19. "When we teach our history honestly we can admit error and still take confidence from the record. This confidence is a necessary attribute of civic character."

(22:15:152) - 51

20. "Civic character is important - whereas it may enter most of life, it is not all of it." (22:15:153) - 53

21. "Especially will grimness defeat its own purposes in dealing with youth, which has its own concerns, humane, human, even humanistic, but far from grim." (22:15:153) - 53

How youth-serving organizations can help train youth for citizenship

W. J. Flyn (22:12:124-133)

Recommendations

1. We must remember that citizenship means many things to many people. (22:12:125)

2. These organizations must prudently and progressively provide opportunities for more dynamic and realistic youth expression. (22:12:125)

3. "Activities must be purposeful to provide a sense of belonging - a belonging identified with the activities
of the total community." (22:12:126)

4. "Youth organizations could and should be laboratories for group relations." (22:12:128)

5. "It does seem that youth organizations could maintain an active, interesting, and humanitarian program without resorting to prize contests." (22:12:130)

6. "It would seem that youth councils to coordinate youth activities is an excellent plan." (22:12:132)

Grounds

1. "If youth activities are just busy work or activities artificially contrived to keep youth out of mischief, they won't get anywhere." (22:12:126) - 3

2. The students will learn by doing how to be good citizens. (22:12:128) - 4

How to improve programs in developing skills in the social studies

The problems on how to improve programs in developing skills in the social studies are concerned with the following: (1) What skills are necessary for the youth of today? (2) How can we improve the teaching of skills?
(3) How can the social studies provide for the use of critical thinking in problem solving? (4) How can skills in locating and gathering information be developed? (5) How can skills in organizing and evaluating information be developed? (6) How can skills in reading and listening be developed? (7) How can skills in speaking and writing be developed? (8) How can skills in interpreting maps and globes be developed? (9) How can skills in interpreting material presented in graphic form be developed? (10) How can sense of time and chronology be developed? (11) How can skills in participating in group activities be developed? The recommendations and grounds on the above problems are presented below respectively.

Skills necessary for the youth of today


Recommendations

1. Increased emphasis must be given to the development of skills, especially those needed for democratic citizenship. (24:1:1)

2. "The good citizen of today needs social under-
standing, social sensitivity and social skills - skills in thinking, skills in communication, skills in participation."  (24:1:5-6)

Grounds

1. The teacher's function is to impart the "means of finding the answer in whatever kind of world they find themselves." (24:1:2) - 1

2. A broadened concept of democracy calls for a broadened concept of citizenship and role of education. (24:1:6) - 2

How to improve the teaching of skills


Recommendations

1. The learning "activity must focus on skill development." (24:1:12)

2. "Experience designed to promote growth in skills must be meaningful to the learner." (24:1:13)

3. "Experiences used in skill development must be geared to the maturation level of the learner." (24:1:14)
4. "For the successful learning and retention of skills, repetitive practice is necessary." (24:1:14)

5. "Skills should be developed in connection with on-going activities and not in isolation." (24:1:14)

6. "Development of different skills should go on simultaneously." (24:1:15)

7. "Evidence of skill development must be sought in changes in behavior." (24:1:15)

8. "Provision for the systematic development of skills must be made throughout the school program." (24:1:16), (24:13:262)

9. "The essential characteristic of a comprehensive program for skill development is that it provide for both vertical and horizontal coordination of instruction in skills." (24:13:262)

10. "Effective coordination of a program for skill development in the social studies make necessary cooperative planning among the social studies teachers at all grade levels of a school system." (24:13:264)

11. Some approaches to vertical coordination are the following: (1) Examining the existing treatment of skills; (2) Identifying purposes for the skills program; and (3) Studying children and youth, in relation to skill developments. (24:13:255-268)
12. "As a means of providing vertical coordination in the social studies skills program, some teacher groups have selected particular skills or areas of skills to be emphasized at particular grade levels." (24:13:269)

13. "Rigidity and artificiality must be avoided, however, in a plan that calls for emphasis upon specific skills at particular grade levels." (24:13:269)

14. "As a second approach to sequence in social studies skill learnings, the teacher group may develop for each major skill area descriptive statements of sample experiences for each age group or grade level." (24:13:270)

15. "A third approach to vertical coordination of skill development rejects the advance allocation of skills to particular grade levels. Instead teacher-pupil planning, with consideration of previous experiences and present needs, is depended upon to provide for sequential development of skills." (24:13:270)

16. "Whatever the plan used, provision must be made for flexibility in order to meet the individual skill needs of pupils." (24:13:270)

17. The factors that are considered in the over-all improvement of the curriculum - professional preparation and teaching habits of the participating teachers; the
amount and quality of faculty committee work that teachers have experienced; the amount of agreement within the administrative and teaching staff as to educational philosophy; the objectives of the administration and the quality of relationships between administrators and teachers, as well as among the teachers themselves, etc. — must be considered in improving a program for teaching skills. (24:13:273)

18. "Perhaps the most favorable situation of all is one in which the development of a program for more effective learning of skills is conceived as one part of an on-going curriculum development program, participated in by the entire school staff." (24:13:273)

Grounds

1. "The acquisition of skills is a form of learning. Hence many of the principles describing the nature and process of learning have implications for the most efficient and effective development of skills." (24:1:12) — 1 to 8

2. "Research in the fields of psychology and human development has revealed a number of reasons justifying a planned program for teaching skills." (24:13:262-263) — 8
3. "Clearly such pre-arranged emphases should never be permitted to interfere with the full presentation of any skill at a moment when it is needed in the on-going activities of the class group." (24:13:269) - 13

4. "In this context the social studies skills program can be periodically re-examined and re-focused in the light of changing conditions and needs." (24:13:273-274) - 18

5. "Cooperative planning for both vertical and horizontal coordination will be facilitated." (24:13:274) - 18

6. "The teaching and learning of skills can be made a truly integral part of the social studies curriculum and of the total school experience of young people." (24:13 274) - 18

How social studies can provide for the use of critical thinking in problem solving

P. Bostwick, et. al. (24:3:45-67)

Recommendations

1. The teacher will be concerned with two kinds of learning experiences for the children: (1) study of the process of critical thinking and an analysis of ways men
solve or have solved problems growing out of social situations, and (2) work with problems that are real to the learner because they concern him personally or are of significance to the society of which he is a citizen. (24: 3:52)

2. "If children and young people are to grow in the skills of critical thinking and problem solving, they must practice those skills in life situations." (24:3:53), (13:1:44)*

3. "In social studies the method of problem solving is the same as that employed in analyzing mathematical data, in building a diorama, in cooking, or in playing football." (24:3:53-54)

4. "The learner must collect his own data pertinent to the problem before him." (24:3:54)

5. "He may secure the necessary information vicariously through reading or directly from the community." (24:3:54)

6. "Broad problem areas can be selected: for example, production and consumption of goods and services, citizenship, vocations, family living, recreation, housing, community health." (24:3:54)

7. Problems must be specific and clear. (24:3:54)
8. Problems must also be "appropriate to the interest and maturity level of the children." (24:3:54)

9. "Thinking and problem solving will flourish more surely where the relationship between children and teacher is one of mutual respect, where children are free to ask questions and to be themselves, where the inquiring spirit is nourished." (24:3:55)

Grounds

1. "Only in this way can they enjoy probling into the puzzling and unknown." (24:3:53) - 2

2. "It is the subject matter which is unique. Social facts have to do with the relationships between people." (24:3:54) - 3

3. "The problems for which these social facts are appropriate information are themselves unique subject matter of the social studies, as are the generalizations to be derived from their study and application." (24:3:54) - 4, 5

4. "Although there are many problems of social living which are common to children and youth growing up in American communities, there are also many which are unique to a given group or class." (24:3:54) - 6
5. "It is simply saying that thinking is stimulated by interest and effort and that anyone who becomes a thinker in any problem situation must be deeply and personally involved." (24:3:55) - 7,8

How skills in locating and gathering information can be developed

E. L. Bolzau, et. al. (24:4:68-89)

Recommendations

1. "Instruction should be given as it is needed on the use of such parts of a book as the title page, table of contents, headings, of chapters and paragraphs, maps, charts graphs and index." (24:4:70)

2. "At the elementary level it is desirable for pupils to have frequent practice in referring to the table of contents." (24:4:70)

3. "Work done in connection with any table of contents should stress its three chief characteristics: (a) its location - in the front of the book; (b) its arrangement - which shows order in which topics are discussed; and (c) its use - to locate general topics or chapters and to indicate to the reader the scope of the material included." (24:4:70)
4. "Competency in the use of an index consists of five specialized skills: (a) knowledge of the location, purpose, content and value of the indexes; (b) ability to alphabetize; (c) familiarity with various kinds of indexes; (d) ability to pick the key word of the topic in order to find it in an index; and (e) knowledge of index mechanics: punctuation marks, italics and transposed word order." (24:4:71)

5. "Usually, therefore, it is more satisfactory to introduce children to the idea of the wide use of books through a classroom collection, even though it may be assembled temporarily from the library by the teacher, than to expect pupils initially to secure books from libraries." (24:4:71)

6. "The first step in instruction in the use of the library is to show the pupils where materials are located." (24:4:71)

7. "Care must be taken not to tell the pupils too much all at once and thereby overwhelm them." (24:4:71)

8. "In the elementary grades, however, students should not be expected to go beyond correlated reading, leisure-time reading and use of newspapers, magazines
and such simpler reference volumes as *Compton's Pictorial Encyclopedia* and the *World Book of Encyclopedia.*" (24:4:72)

9. "By the time students enter junior high school they should be ready to use library facilities more widely and systematically. Three additional skills are especially important: using the Reader's Guide to Periodical Literature; interpreting the card catalog and locating books on the shelves in accordance with the Dewey Decimal System; and using a wider range of the standard reference works." (24:4:72)

10. "Students who are concluding senior high school or entering junior college should be skilled both in finding a number of books on several aspects of a problem and knowing which of the wide variety of reference works will best serve their specific needs in research." (24:4:72)

11. "It is desirable that all young people who study present-day problems in schools have one of the weekly current history papers as a basic text." (24:4:73)

12. "A good current history library needs to subscribe to at least a half dozen of these journals. Selections should be based on readability, fairness, variety in points of view and editorial competence." (24:4:73)
13. "If possible, all high school and college current history libraries should contain local newspapers and two or more of the larger metropolitan dailies." (24:4:73)

14. "To be of most value, however, the newspapers selected should represent different shades of economic and political opinion." (24:4:74)

15. "Teachers in intermediate grades or junior high schools may wish to start with a survey of pupil interests in current affairs." (24:4:74)

16. In order to widen acquaintance with periodicals, a wide variety of activities may be performed. (24:4:75)

17. "Especially at the high school and college levels, attention should be directed to the wide variety of current history information that is now available in pamphlet form." (24:4:75)

18. No "social studies teacher should overlook the wealth of free or inexpensive pamphlet material available from local, state and federal agencies of government." (24:4:76)

19. Sponsored materials should be "chosen which best meet the following conditions:" (1) Make a definite and direct contribution to the unit; (2) Are appropriate to the
level of students; and (3) Are suited to the use to which the teacher intends to put this material. (24:4:709)

20. "One of the best ways to make pupils conscious of the rich sources of information in the community is by building and using a community resource file." (24:4:78)

21. "Places to be visited and types of trips to be planned will depend upon the grade level and ability of the class as well as on the topic under discussion." (24:4:79)

22. Both "teachers and pupils must understand clearly the purposes of the trip, the special things to look for and the types of notes to be taken." (24:4:80)

23. "There should be pre-trip and post-trip conferences and discussions." (24:4:80)

24. Students must be prepared when making an interview. (24:4:80)

25. It is especially important that teachers train their students to be good listeners to gain profitably from guest speakers. (24:4:81)

26. Audio-visual "materials - motion pictures, film strips, slides, flat pictures, recordings, radio and television - provide excellent sources of information." (24:4:82)
27. The indiscriminate use of audio-visual aids must be avoided. (24:4:82)

28. "Lists of periodicals and catalogs concerned with audio-visual resources are appended to this chapter." (24:4:83; 84-89)

Grounds

1. "After listening, looking and asking, the source of information most readily at hand for the school child is a book." (24:4:70) - 1

2. "It is more difficult for young learners to secure a book from a library collection than to walk to a table or shelf in their own familiar classroom to get it." (24:4:71) - 5

2. "As sources of information, these papers span the gap between the current contemporary scene and the point where textbooks stop." (24:4:73) - 11

3. "Both weekly and monthly magazines are valuable for the study of public problems." (24:4:73) - 12

4. "Clearly, skill in obtaining information on current affairs requires actual use of a range of publications and indexes." (24:4:75) - 16

5. "This material will also help the teacher to provide for pupil differences." (24:4:77) - 19
6. Research has demonstrated that "audio-visual materials help students to understand the meaning of words by adding to their life experience." (24:4:82) - 26

How skills on organizing and evaluating information can be developed

E. L. Balzau, et. al. (24:5:90-104)

Recommendations

1. Skills can be developed as early as the first grade by making children organize accounts of individual and group experiences, although the teacher must do the writing. (24:5:90)

2. "As children begin to obtain information from books and periodicals, skills, that are also related to reading and studying, must be applied in building a new organization of data obtained from several sources." (24:5:91)

3. Progress can be "substantial if explicit and continuing effort is made and especially if skills needed in studying and reading are applied also to the organizing of information." (24:5:91)
4. "Effective use of skills grows, of course, with continued use, with maturity acquired from increased personal experience and with familiarity with more and more information resources." (24:5:91)

5. "A recognition of a few key guides are helpful for both teachers and pupils. These include:" (1) Definition of key terms; (2) Recognition of main and subordinate points; (3) Distinction between relevant and irrelevant data; (4) Logical arrangement of ideas; (5) Description of key persons involved; (6) Indication of time and place events; (7) Indication of time sequence of events; (8) Recognition of cause and effect relations. (24:5:92-93)

6. The student must be guided in developing skill in outlining. (24:5:94-96)

7. The student must be guided in developing skill in taking notes on readings or lectures. (24:5:96-97)

8. The student must be guided in recognizing and analyzing propaganda. (24:5:97-100)

9. The student must be guided in developing skill in evaluating authorities. (24:5:100-102)

10. The student must be guided in developing skill in drawing conclusions from data. (24:5:102-103)
Grounds

1. The needed skills for organizing information are the same as those for reading and studying. (24:5:91) - 3

2. While skills are usually developed most effectively as need for them arises in connection with some part of the class program, there may be value in dealing with one or another of them as tools important in themselves rather than as means to some larger end. (24:5:92) - 6 to 10

How skills in reading and listening can be developed

R. M. Robinson, et. al. (24:6:105-128)

Recommendations

1. The teacher must "distinguish the various types of listening and what they entail." (24:6:106)

2. "The following classification of types, adapted from Dawson, is suggestive for listening at all grade levels:" (1) Conservalional listening; (2) Appreciational listening; (3) Creative listening; (4) Exploratory listening; (5) Concentratve listening; and (6) Critical listening. (24:6:106-107)

3. Instruction in reading is needed from elementary
school to college. (24:6:107-108)

4. "The training program should . . . progress systematically, increasing in complexity with each succeeding grade." (24:6:108)

5. "At first vocabulary development in the classroom is entirely oral." (24:6:109)

6. "In the primary grades there are many opportunities for developing speaking and listening vocabularies in connection with the activities used in carrying out a unit on some topic such as our workers." (24:6:109)

7. "Firsthand experiences are especially helpful in stimulating speech and in enabling the teacher to develop readiness for the social studies vocabulary." (24:6:109)

8. "Audio-visual aids of all kinds, when properly used, may give meaning to unfamiliar words and new meanings to old words." (24:6:109)

9. "Creative activities such as individual illustrations, cooperatively developed murals, purposeful construction, dramatic play and rhythmic activities afford many opportunities for the development of oral vocabulary and practice in its use." (24:6:109)
10. "When the child is introduced to reading, there are two aspects of the printed word with which he must deal: first, the identification of the word, and second, the interpretation of its meaning." (24:6:110)

11. "To simplify reading for the beginning child it is of great importance that the reading materials be limited to common, familiar words." (24:6:110)

12. "Experience reading can be introduced early in the first grade and continued in the second and third grades." (24:6:110)

13. "From the time children enter school, the good teacher tries, in different ways, to show children that books contain interesting information." (24:6:110)


15. The "teacher should encourage the children to use the clues to recognition which they have been taught in reading their basic reader." (24:6:111)

16. "Vocabulary is greatly increased by the wide reading of library books." (24:6:111)

17. In the primary grades, it is best "to delay attention to speed of silent reading until the children
have had wider reading experience." (24:6:111-112)

18. "Even in the kindergarten the children can have simple experiences in following a line of thought as it is presented orally." (24:6:112)

19. "To help them achieve such skill, the teacher develops with them standards to guide in the presentation and evaluation of their talks." (24:6:112)

20. "In the intermediate grades good teaching in the social studies stimulates children to set up problems and then to search for solutions." (24:6:112)

21. "Difficulty in reading social studies books can be decreased by the gradual and thorough introduction of new terms during pre-reading activities and by the use of many of the same procedures and techniques that the primary teacher uses in the basic reading program." (24:6:113)

22. "Children must continue to use the word recognition techniques taught in the primary grades, such as making use of context and picture clues and noting derived forms of root words." (24:6:113)

23. "The use of the dictionary is ordinarily introduced in the fourth or fifth grade, depending on the reading ability of the children." (24:6:113)

24. "Immediately following the presentation of the
visual material the names of these objects or processes should be written on the board, pronounced, and attention directed toward their meaning." (24:6:113)

25. "Vocabulary charts have definite value in the intermediate grades as well as in the primary grades." (24:6:113-114)

26. "With slow-learning pupils frequent and varied practice is necessary if vocabulary is to be quickly and easily recognized." (24:6:114)

27. "Among other things children must be learning to adjust their rate of reading to the purpose at hand." (24:6:114)

28. "The rate at which social studies material is read is determined by (a) the general reading ability of the pupil, (b) the difficulty of the material, (c) the familiarity of the teacher with the organization of the material, (d) the past experience and background of the reader, (e) the difficulty of the topic and (f) the purposes for which the reading is being done." (24:6:114)

29. "Every social studies teacher must teach the special techniques required for good reading of material in her field." (24:6:114)
30. Children must also "acquire another skill, namely, seeing and remembering the relationship that exists among the ideas presented." (24:6:116)

31. "As specific procedures to foster careful listening in which one must follow a series of related ideas, the teacher may: (1) Question the children at some point in the presentation; (2) Provide a summary outline of the presentation for the children to follow as it is given; (3) Have the children use picture stories, dramatizations, or reproductions to develop a sense of proper sequence of ideas; (4) Ask the children to take notes and to organize these as a report of what they have heard. (24:6:116)

32. Children should "be taught to weigh, to question, and finally to verify by critical and comprehensive reading, the ideas which they have heard." (24:6:116)

33. Students' attention must be directed to the organization of most upper grades social studies texts where topics and sub-topics are clearly indicated. (24:6:116)

34. "The pupils' ability to recognize related ideas can be estimated by giving check exercises listing the main ideas with its related ideas, a few of which are incorrect." (24:6:117)
35. A first "step for the secondary teacher is that of discovering that progress each child has made." (24:6:117)

36. "It is the responsibility of the teacher to see" that other skills are practiced in the right way when cultivating a particular skill. (24:6:117)

37. "By the seventh grade normal individuals should have developed a fair amount of skill and independence in their attack on new words. However, they still need experiences which enrich and deepen the meaning of known words and clarify new words, and they will need practice in the use of appropriate words as they try to express their ideas." (24:6:118)

38. "First hand experiences are perhaps the most effective method of insuring that the new vocabulary will be given meaning. However, when such experiences are not possible, visual aids are a good substitute." (24:6:118)

39. Young people at the seventh grade age level enjoy and benefit by games calling for the use of new vocabulary. (24:6:119)

40. "Giving or listening to individual reports should provide practice in use of new vocabulary." (24:6:119)
41. Further attention should be given to the skill in adapting rate and technique to varying purposes and kinds of material as children advance to higher grades. (24:6:119)

42. "Just as the teacher at the elementary level plans special activities to help retarded children with their reading of social studies material, so must the teacher in grades seven to nine." (24:6:120)

43. In grades seven to nine more attention should be given by the teacher on the skill of recognizing and keeping in mind a series of related ideas. (24:6:121)

44. In senior high school and junior college, the teacher should place emphasis on good reading habits. (24:6:122)

45. Basic to deriving any understanding of the printed page in grades ten through fourteen is the development of an adequate vocabulary. (24:6:122)

46. Students in grades ten through fourteen will develop skills in adapting rate and technique to varying purposes and kinds of material if they are provided with opportunities for observing the value of such adjustments in improving their reading performance. (24:6:125)
47. Various activities may be introduced in the development of the skill in keeping in mind a series of related ideas in grades ten through fourteen. (24:6:126)

Grounds

1. "Some types of listening require greater effort than others." (24:6:106) - 1

2. The "average person requires a large amount of training before he becomes capable in all the necessary types of reading." (24:6:108) - 3

3. As children's stock of "sight words increases, ... confusion may result between words that have a similar appearance." (24:6:111) - 15

4. "In the primary grades most children read more rapidly orally than they do silently." (24:6:111) - 17

5. "When visual material is used in connection with a unit, new objects and processes will be observed." (24:6:113) - 24

6. The reading skill children have acquired in their reading classes is not adequate for the reading of social studies material. (24:6:114) - 29

7. "Due to the increased time spent listening to the
radio and television, children ought to develop the skills needed for careful listening." (24:6:116) - 32

8. "All the important social studies skills acquired in the elementary grades should be maintained and more highly developed as the children progress through school." (24:6:117) - 35

9. "In every social studies period not one skill but many are being practiced." (24:6:117) - 36

10. "An understanding of the vocabulary of the social studies is always essential to successful learning." (24:6:118) - 37

11. "More reading is required of young people in these grades, and thus there is greater need for effective skill in reading." (24:6:119) - 41

12. "In senior high school and junior college, the content of social studies courses becomes increasingly voluminous, remote, abstract, and complex, and reading and listening as gateways to social learning become more and more important." (24:6:122) - 44

13. "If reading is to lead to understanding, the rate and technique used must be adapted to these differences in purpose and difficulty." (24:6:125) - 46
14. "Not only difficulty of terms, but also complexity of ideas contributes to difficulty in comprehension."

R. M. Robinson, et. al. (24:7:129-145)

Recommendations

1. Elementary school children "may be encouraged to express themselves in a discussion of such familiar things as their homes, their pets, and the school." (24:7:130)

2. "Before any attempt is made to get children to express new ideas, material for these should be provided through direct experiences such as going to the fire station or to the zoo, or through vicarious experiences such as listening to stories about the postman, or seeing pictures of life in pioneer days." (24:7:130)

3. "One way of helping children develop skill in speaking is through dramatic play." (24:7:130)

4. "In addition to dramatic activity, self-directed group discussion is useful in building speaking and writing skills." (24:7:132)
5. Reports, both written and oral, afford excellent opportunities for developing skill in speaking and writing. (24:7:135)

6. "Skill development at the junior high school level consists in re-teaching, adapting and further refining all those skills receiving attention in the elementary grades." (24:7:135)

7. In the junior high school, the teacher who uses such procedures as panel discussions and dramatizations can check her own effectiveness by taking a long view of the pupils' growth in speaking and writing skills. (24:7:139)

8. The "more adult in tone the instructional activities can appear, the more likely they are to appeal to" students in grades ten through fourteen. (24:7:139-140)

9. "The more nearly the classroom experience can approximate the bull session, so satisfying to maturing adolescents, the more effective it will be." (24:7:140)

10. "Other avenues for oral expression well-suited to adolescent students are all kinds of formal discussions - debates, panels, roundtables, forums." (24:7:140)

11. The "techniques of speech making should be
emphasized and opportunity afforded for short oral presenta-
tions before the class." (24:7:140)

12. "For verbally-minded, college preparatory students
a paper provides mental stimulation and growth in written
expression as well as development of skills dealt with in
other chapters of the yearbook." (24:7:140)

13. "Students will not be able to absorb all direc-
tions" in preparing a paper at one time but "a beginning on
the instruction must be made." (24:7:141)

14. "There is less danger of misunderstanding if the
major steps" in the preparation of a paper "are also given
to the students in writing." (24:7:141)

15. "For diagnostic purposes it is well to have stu-
dents hand in notes, outline, rough draft and finished
papers." (24:7:144)

16. "In large classes or in small groups where there
are students for whom a public examination of their work
would be more retarding than stimulating the teacher can
indicate anonymously examples of superior features and
some that are questionable." (24:7:144)

17. Students of below average in verbal ability
"can profit from short written activities organizing less
"can profit from short written activities organizing less data from fewer sources."  (24:7:144)

18. "All instruction for" student of below average in verbal ability "should have many aspects of a non-verbal nature."  (24:7:144)

Grounds

1. "From such activities new ideas and new vocabulary to express the ideas can be developed."  (24:7:130) - 2

2. "Even though youth as this stage are maturing rapidly, they always consider themselves even more grownup than they are."  (24:7:139) - 8

3. Young adolescents frequently have occasion to give talks or reports to community groups outside the classroom.  (24:7:140) - 11

4. The long research paper is not appropriate to them.  (24:7:144) - 17

How skills in interpreting maps and globes can be developed

C. F. Kohn, et. al. (24:8:146-177)

Recommendations

1. "Instruction in the use of maps and globes, as in
the development of any skill, should be given at the time when children are called upon to consult a map for some specific purpose." (24:8:146)

2. "Instruction in the use of maps and globes also should be definitely planned." (24:8:146)

3. "Finally, instruction in the use of maps and globes should not be conceived as a job to be accomplished wholly in the elementary grades." (24:8:146)

4. "The degree to which a reader can interpret a map depends on his ability to: 1. Orient the map and note directions. 2. Recognize the scale of a map and compute distances. 3. Locate places on maps and globes by means of grid systems. 4. Recognize and express relative locations. 5. Read symbols and look through maps to see the realities for which the symbols stand. 6. Correlate patterns that appear on maps and make inferences concerning the association of people and things in particular areas." (24:8:146-147)

5. Suggestions for the grade placements of each map reading skill are only tentative, adaptation to the ability and experience of particular students must depend on the teacher. (24:8:147)
6. "Much can be done in the primary grades to develop readiness for map reading." (24:8:174)

7. "Combined with the development of a sense of direction, the primary grade children should experience a feeling of distance by walking and traveling to specific places." (24:8:174)

8. "On floor maps, children can place models of their homes, school, shopping center and other familiar things." (24:8:174)

9. "Throughout the primary school, children should come into contact with the globe." (24:8:174)

10. "By the time the child has completed the third grade he should be familiar with a few symbols - lines for streets, squares for homes and the like. He should also understand that a map represents an area on the earth and shows certain facts about that area." (24:8:174-175)

11. By the time the child has completed the third grade, he should be taught "to draw inferences concerning the area relationships of cultural and physical items within his environment." (24:8:175)
12. Children in the intermediate grades should have learned the "cardinal directions and the intermediate directions." (24:8:175)

13. "In particular, intermediate grade children should be taught that on both the globe and the map, north is always toward the North Pole and south is always toward the South Pole no matter how the map is made or hung in the classroom." (24:8:175)

14. "By the time the child has reached the intermediate grades he should be ready to compute and express distances in terms of simple linear measurements." (24:8:175)

15. In the intermediate grades, the lines of latitude and longitude can be used to locate places on globes and maps. (24:8:175)

16. "In the intermediate grades, children should continue to work with the concept of relative location." (24:8:175)

17. "It is also in Grades 4, 5 and 6 that many symbols and terms used on maps can be taught." (24:8:175)

18. "Finally, children should be asked to make inferences from maps and to compare maps to note the area relationships of certain phenomena." (24:8:175)
19. "Facility in using many map reading skills cannot be expected below the junior high school." (24:8:176)

20. "By the time that students have reached the junior high school they are capable of understanding scale." (24:8:176)

21. "Considerable attention should be focused at the junior high school level on the relation of grid lines on the globe and on world maps." (24:8:176)

22. Junior high school students can also master grid lines like township-range lines and atlas grid lines. (24:8:176)

23. In the junior high school, some "attention should be given to the concept of great circle routes and to changes in relative location which have been initiated by the development of air transportation." (24:8:176)

24. "Increased attention should be given to symbols used to depict physical and cultural features of the landscape." (24:8:176)

25. "Finally, at the junior high school level students should develop much skill in comparing patterns of distributions of various items." (24:8:176)
26. "Although by the time the student has reached the senior high school or beginning college level, most map skills have been introduced, it must not be assumed that they have been fully mastered." (24:8:176)

27. "Likewise at these upper levels of education, the student should become familiar with the various kinds of map projections." (24:8:177)

28. "Finally, by the time the student has reached the college level, he should be thinking in terms of location while reading and he should know how to supplement the text with ideas obtained from maps." (24:8:177)

29. "From the early intermediate grades through the beginning college levels assignments should include the making of sketch maps, the use of these maps in the field and later the making of field maps to scale." (24:8:177)

Ground

1. "Students do not learn to read maps with skill unless they also are given opportunities to make maps." (24:8:177) - 29
How to develop skills in interpreting material presented in graphic form

F. H. Stutz, et. al. (24:9:178-195)

Recommendations

1. Graphic materials are used most wisely in close conjunction with other teaching tools. (24:9:193)

2. Students need help in seeing the purpose for their use. (24:9:193)

3. Teachers and students should have prearranged criteria for materials of a graphic nature. (24:9:193)

4. "If pictures and graphs are to be used seriously as study aids, students have the right to expect that they be checked or appraised on their skill in using and interpreting these aids." (24:9:193)

5. "In general, certain standards for appraisal should apply for all levels of instruction." (24:9:194)

6. "Testing or checking should be closely related to the aims of instruction and the tasks assigned and should take into account the capabilities of the students." (24:9:194)

7. "Learners should be checked on both skill in
using graphic forms and information obtained from such use." (24:9:194)

8. "The emphasis in checking, particularly in the elementary and junior high school grades, should be diagnostic." (24:9:194)

9. "Students should be helped to discover errors in method and ideas and to become more efficient learners." (24:9:194)

10. Students in the high school and college can be expected to "demonstrate proficiency in interpreting and applying the product of their study of graphic forms." (24:9:194)

11. "In appraisal, as in other aspects of instruction, graphic skills should be considered as part of general study skills." (24:9:194)

12. "Students can be taught to read graphic materials competently if they are encouraged to pay careful attention to directions, to observe thoroughly and critically and to learn the meaning of special symbols and terms." (24:9:194)

13. "Interpretations of graphic forms can be
developed by practicing recall of what is observed, by learning to organize information into meaningful patterns and by comparing graphic information with that obtained from other sources." (24:9:194)

14. "Learning to use graphic materials can include such activities as making tables, graphs and drawings, sharing experiences and information with others and applying information to the study of problems." (24:9:194)

15. "The development of skills in interpreting graphic materials is a task worthy of the attention of teachers at all levels of instruction." (24:9:194), (9:9:85-98)*

Grounds

1. "As stated in previous sections, graphic materials are most useful aids to teaching and learning." (24:9:193) - 1

2. "An inaccurate table or a graph out of proportion will tend to teach misinformation." (24:9:193) - 3
How sense of time and chronology can be developed

A. W. Schindler, et. al. (24:10:196-225)

Recommendations

1. To "develop a sense of time and chronology, social studies instruction must provide both for an understanding of how time is measured and for an accumulation of specific definite date-events which are useful as points of orientation." (24:10:198)

2. "It must likewise develop comprehension of the duration of time and an understanding of the blending of past and present which occurs when relationships are seen and generalizations made." (24:10:198)

3. "A deep and full understanding of time and chronology is the result of a long continuous, cumulative exposure to its various elements, encountered not only by chance, but by carefully planned experiences within the social studies program." (24:10:199)

4. "The order of teaching time concepts is largely determined by the maturity of the learner as it relates to his mastery of certain language and arithmetical skills and
by the depth of understanding of the subject the teacher possesses." (24:10:200)

5. "The first thing that children have to acquire is orientation in time to the culture that surrounds them." (24:10:200)

6. "The elementary teacher, ... can draw on a wider variety of human activities for clarifying meanings of time words and concepts than the teacher on the secondary level who usually is confined to teaching one particular social studies subject." (24:10:201)

7. "When several elements that compose the sense of time and chronology are thought of in relation to the maturation levels of children some direction is provided for sequential treatment: (a) mastering the telling of time by the clock; (b) understanding the days, weeks, months and years as expressed by the calendar; (c) establishing a framework for time relationships; (d) developing a meaningful vocabulary of definite and indefinite time expressions; (e) coping with time concepts in reading and listening situations; (f) relating dates to personal experience and to life span; and (g) placing related events in chronological order." (24:10:201)
8. "These degrees of difficulty should not be confused with arbitrary grade placement or imply uniformity of procedure in teaching, . . ." (24:10:201)

9. "Probably there is still no better device for teaching elementary pupils to tell time than the old-fashioned tag board clock, enlarged, with hands that can be moved and stopped at the will of the manipulator." (24:10:203)

10. "During the time-telling stage the teacher may well make a special effort to have children write on the blackboard the clock time at which certain daily school events occur, such as the time school starts, recess time, lunch time and dismissal time." (24:10:203)

11. "Time telling can serve a useful purpose throughout the elementary grades. For example, the relationship of the quarter hour, half hour and so on to the teaching of fractions is both obvious and indispensable." (24:10:203)

12. "Somewhere in the early elementary grades the advent of each day should be identified in relation to other days with the use of an over-sized classroom calendar." (24:10:203-204)
13. "Teachers may be interested in checking to see whether the following general order for the growth in these temporal concepts, as indicated in Sturt's investigation, is followed by their pupils: (a) the part of the day; (b) the day of the week; (c) the month; (d) the season; (e) the year; (f) the day of the month." (24:10:204)

14. "To the teacher, the age of the child when he acquires these understandings is not as important as the sequence in which they are learned, for the latter can be used as an instructional guide." (24:10:204)

15. "The most complex, abstract and usable framework for establishing time relationships which the child must eventually learn to interpret is the calendar." (24:10:204)

16. The "elementary teacher should confine the focus on time measurements within a narrow range for two reasons." (24:10:204)

17. "A limited framework for building time relationships exists in each class unit or problem, be it the settling of the local community, the operation of the post office, the peopling of the West, or the building of a new school." (24:10:205)
18. "Since time expressions occur frequently in written and spoken language, even at early grade levels, the development of the time vocabulary is important."
(24:10:205)

19. Certain principles of vocabulary development are: "(a) new words should be indentified with experience; (b) words should be used in context before being defined or explained; (c) words should be developed in ascending levels of difficulty or widening areas of inclusiveness."
(24:10:205)

20. The "teacher needs to use many definite and indefinite time words in order to acquaint the children with them, to note their response to them and to check their beginning use of the words." (24:10:206)

21. "Children have to be definitely taught to use the given time concepts and to relate these to what precedes and follows them, thus building up the right connections."
(24:10:207)

22. "In developing a sense of sequence, children have first to understand their own lengthening life span and how it is marked by important personal experiences." (24:10:207)
23. "By the time children are 11 or 12 they need to be encouraged to think of happenings in relation to the continuous passage of time and to learn that dates are the accepted way of marking events." (24:10:208)

24. Time "lines used to show the distance between events or the duration of time are thought to help pupils gain an understanding of chronology." (24:10:208)

25. It is important to note that there are essentially two types of time concepts: (1) One type is conveyed by time expressions which "indicate the order of an event or an interval of time in relation to some starting point, just as ordinal numbers reveal order to position in a series;" and (2) "The second type of time concept . . . indicate span or lapse of time, just as cardinal numbers indicate how many or how much." (24:10:209)

26. "The task of the secondary social studies teachers is to do this re-teaching to assist the pupils further in the development of a mature sense of time and chronology." (24:10:212-213)

27. It is important to note that the first stage, "that of developing time concepts based on the here and now which are tied to events of nature and to the direct personal experiences of the learner, has been largely accomplished
during the elementary years. A beginning has also been
made on the second stage; namely, the acquisition of a
numerical or mathematical concept of chronology." (24:10:213)

28. It is important to note that the "third stage
is that of supplying social meaning to this mathematical
concept of chronology." (24:10:213)

29. "The secondary school social studies teacher's
responsibility is primarily with the second and third stages
and it is not discharged either quickly or effortlessly." (24:10:214)

30. "Since recent investigations substantiate the
earlier conclusion that a complete understanding of the
conventional time system is not reached until around the
age of 12, it seems unwise to emphasize chronology before
the junior high school." (24:10:214)

31. "To promote the development of the numerical and
historical views of chronology during the years spent in
the secondary school, attention needs to be focused on (a)
securing mastery of numerical chronology and organizing
general information about time; (b) increasing the number
of date-events known and developing skill in using them;
(c) tying chronology to change and continuity so that
students understand how old problems often become new ones; (d) deepening the understanding of the culture of past periods in order for students to see the basis for traditions and customs which influence opinions, decisions and reactions of today; (e) generalizing about time in relation to the development of human institutions and critically applying the generalizations to new situations; (f) promoting critical thinking about date-events." (24:10:214)

32. "As earlier, direct instruction to the effective must be meaningful and have purpose that is clear to the pupils. Such instruction must also be directly related to the unit or problem being studied." (24:10:215)

33. "If the social studies teachers as a group within a school, on their own initiative, would review the aspects of time and chronology to be emphasized in each of their courses skills in this area would be more systematically developed." (24:10:215)

34. In securing mastery of numerical chronology and organizing general information about time, the "instructor should use specific dates, or if she uses" such phrases as "the third decade of the 9th century, or the middle of the third decade of the 18th century," she should "make sure that the students interpret them correctly." (24:10:215-216)
35. "The intensity and amount of direct teaching of numerical chronology depends on the need for correct and automatic recall in the subject being studied." (24:10:216)

36. "Drawing together the individual's knowledge of the natural basis and of man-made schemes of time divisions can be done in geography, economics, general science, history or general education courses where a unit is developed for this purpose." (24:10:216)

37. "Disagreements over what specific date-events are most important make it evident that there are no accepted criteria for the selection of date-events." (24:10:217)

38. The "search for a common list implies that certain date-events are needed by everyone." (24:10:217)

39. "Students should recognize also that date-events of a related nature often cluster about each other to form a historical period or epoch." (24:10:218)

40. "Chronology is a tool useful in revealing the basic ideas of history, that of continuity and change. During all the years of secondary school teaching can be directed toward this broad understanding in varying degrees depending on the difficulty of the material being studied and the maturity of the students." (24:10:219)
41. "In problems courses where attention is centered on contemporary events it is advisable to help students see that any present problem when treated as a separate entity gives the impression of being new, yet when traced to its roots it often becomes the last chapter of a continuing problem." (24:10:219)

42. The "fact that people of the past thought about the future as they work on their problems, can be brought out through specific exercises using source materials." (24:10:219)

43. "Time lines may be used to focus attention on the changes, on the duration of the problem, or on the resulting social adjustments." (24:10:220)

44. "The means and materials for acquiring" deepening understanding of the culture of a past period to increase the sense of historical chronology "are biographies, documents, hournalns, pictures, motion pictures, museum objects and one that is increasing in availability, travel." (24:10:220)

45. "The competent and skillful social studies teacher provides the learning experiences that involve" generalizations about time in relation to the development of human institutions and applying the generalizations to
new situations. (24:10:222)

46. "New discernment about numerical and historical chronology will be gained by junior college students who undertake limited, individual, research problems involving calendar change, the determination of a date, or the accuracy of a commonly accepted date." (24:10:222)

47. "Throughout the school years the evaluation of growth in the sense of time and chronology takes place continuously as the learners demonstrate their command through using time correctly and wisely in their personal lives." (24:10:224)

Grounds

1. At the "elementary level these experiences are closer to the time concepts and skills that are being studied and consequently they have a high functional value." (24:10:201) - 6

2. Not "enough is known about either the norms of mental and physical maturation or the difficulty of acquiring the various elements of the time sense to permit any rigid, final, arrangement." (24:10:201) - 8
3. Facility "in the use of the calendar requires mathematical skills not taught in the early years of the elementary school." (24:10:204) - 16

4. Children "are not primarily interested in arranging past and present occurrences according to an over-all scheme of logical continuity. They are more drawn to things in the present world around them" (24:10:204) - 16

5. "Each one contains a number of different time measurements as well as a variety of time sequences." (24:10:205) - 17

6. The recommendation "makes use of the fact that children comprehend distances and lengths before they do time. (24:10:208) - 24

7. "Time concepts, to become more significant and enduring, must be taught and taught again." (24:10:212) - 26

8. "The expanding mental and emotional interests and needs of secondary school students are in harmony with the above goals." (24:10:214) - 31

9. Many high school and some college students find difficulty in giving the specific years included in any century or in the use of phrases like "the third decade of
the 9th century," "the middle of the third decade of the 18th century." (24:10:215) - 34

10. "The drawing and application of time generalizations are similar to other generalizations in that they are parts of a larger learning problem." (24:10:222) - 35

How skills in participating in group undertakings can be developed

K. J. Rehage, et. al. (24:11:226-245)

Recommendations

1. A first step is to get "a clear definition of the understandings, skills and attitudes that such competence requires." (24:11:227)

2. "To involve students at various levels in the formulation" of answers to questions like: "what are the understandings, attitudes and skills that are necessary for effective group participation as they are demonstrated by a mature citizen in a democracy? is exceedingly help­ful." (24:11:227-228)

3. "In learning to participate effectively in group undertakings there is no real substitute for frequent
opportunities to engage in such enterprises." (24:11:229)

4. "The tasks which groups are expected to accomplish must be important tasks in the eyes of group members." (24:11:229)

5. "It is also important for students and teachers to be realistic in distinguishing between tasks which can be best accomplished by a group and those which can be performed best and with maximum economy of effort by an individual." (24:11:229)

6. "Whether or not individuals will learn the skills required for effective group work depends in a large measure upon the complexity of the problems upon which they work." (24:11:230)

7. "If individuals are to learn to respect differing points of view they must have opportunity to work on problems about which difference of opinion is likely to arise." (24:11:230)

8. Much "greater learning is likely to result if the school makes an effort systematically to provide in-school experiences that afford opportunities to acquire skills in participation." (24:11:230-231)
9. "Both factors, maturity of students and their previous experience with group participation skills, provide significant clues to the kinds of group activities which are likely to encourage further development." (24: 11:231)

10. "The most powerful rewards for effective group participation in terms of influencing future behavior, are very likely the feelings of satisfaction and achievement that come from one's identification with a productive group and the recognition other members give his for his part in the group effort." (24:11:231)

11. "Group enterprises should be planned and evaluated by students and teachers with the objective of becoming better group participants clearly in mind." (24:11:232)

12. "The usefulness of the group's final statement of criteria," for evaluating group work, "will probably be in direct proportion to the amount of thoughtful understanding that goes into its formulation." (24:11:232)

13. "A check-list for leaders of discussion sessions can be used by an individual to evaluate his own work, and by the group to consider criteria for effective leaders." (24:11:234)
14. A check list "for group participants might be used to stimulate discussion about the responsibilities of each individual in group activities." (24:11:235)

15. "A more general analysis of the characteristics of effective group work can be made by contrasting the successful with the lagging group." (24:11:235)

16. "Every student needs opportunities for experience in both leadership and service roles, if the skills of group participation are to be adequately learned." (24:11:236)

17. "Specific attention needs to be given both to the behaviors that have helped the group progress and those that have hindered its productivity." (24:11:236)

18. Any "appraisal of group work must raise the question of the extent to which the product of group effort should be attributed to the group as a whole or merely to a few individuals." (24:11:236)

Grounds

1. "It would, however, serve to guide the thinking of the staff by indicating the general nature of the ultimate goal and by suggesting the kinds of learning experiences
that would be helpful in attaining it." (24:11:227-228)

2. "Their participation is useful not only because it is helpful to teachers, but also because it serves to focus student attention upon the importance of the general objective of competence in group participation skills." (24:11:228)

3. "It is commonly agreed that particular behaviors are developed when the learner becomes involved in situations that require him to practice these behaviors." (24:11:229)

4. "Merely to provide opportunities for group effort is not sufficient, even though necessary." (24:11:229)

5. "To appoint a committee for a job which would require even a minimum of effort by an individual tends to discredit the whole idea of cooperative work." (24:11:229-230)

6. "Learning tends to be more effective when rewards attend successful efforts." (24:11:231)

7. "If value is placed on this learning it is important to give explicit recognition to it." (24:11:232)

8. "Evaluation of the group's progress in terms of its stated objectives and criteria can contribute to the student's understanding of what are effective group skills." (24:11:236)
How to improve programs in international understanding

The problems on how to improve programs in international understanding that have been identified in the articles of the third period may be classified under two headings: (1) How to improve the teaching of international understanding in the different grade levels; and (2) How to improve instructional materials in international understanding. These problems are presented below with their recommendations and grounds.

How to improve the teaching of international understanding in the different grade levels


Recommendations

1. Many "teachers must have assistance in developing their own resources to the end that their thinking may become directed along lines which parallel the needs of an emerging world-community." (25:17:342)
2. "There is also the need on the part of many teachers for helps in the development of effective teaching" procedures. (25:17:342)

3. "An area in which many teachers need assistance is that of the wise use of resource persons in the local community, particularly as to ways of drawing upon minority groups in classroom learnings." (25:17:342)

4. Both first-hand contacts and book learnings are needed in promoting international understanding. (25:17:343)

5. A permissive climate where boys and girls experience directly the essentials of harmonious group living is necessary. (25:17:343), (16:3:83)*

6. "Value judgment based upon human worth and dignity of all persons will be realized as children raise their sights above the purely material and catch a vision of the potentialities of a way of thinking and acting which is enriched by human and spiritual values." (25:17:343), (16:3:80-83)*

7. There is a need for greater unity of purpose in the teaching of international understanding. (25:18:380)

8. "Out of the diversity of experiments and approaches we need to seek out those which give the most promise of
truly educating boys and girls for the world in which they live." (25:18:380)

9. "The search for more effective means must be accompanied by constant and critical evaluation of what we are doing." (25:18:380)

10. "Understanding and information about world affairs, therefore, must occupy a prominent place in the general education program of colleges and universities." (25:18:384)

11. The "introductory social studies course should provide college students with abilities to analyze and explain major developments on the international scene." (25:19:384)

12. "More important than skills and techniques for learning about world affairs is active participation in international activities." (25:19:384)

13. The successful course in college should provide an inter-disciplinary, cohesive organization. (25:19:385-386)

14. "Another approach which forms the basis for some general education programs in the social studies is the language-area study." (25:19:386)
15. "An effective course in world relations demands an understanding of the social framework in which foreign affairs operate." (25:19:386-387)

16. "The need for careful and thorough research into skills, abilities, interests, activities, and values is urgent." (25:19:388)

17. "The social studies course must be satisfactory both as a terminal course in the general education program and as an introductory course for the specialist-to-be in international relations." (25:19:389)

18. "There is great need for faculty cooperation in planning and organizing the introductory course and advanced courses." (25:19:389)

19. "The introductory course must be rich in challenging ideas but not overly burdened with mere factual details." (25:19:389)

20. The "culture concept," rooted in anthropology "needs to be used more widely in studying world affairs." (25:19:390)

21. A "study of the values contained in the philosophies and religions of the East and the West" will be helpful. (25:19:390)
22. "Attention needs also to be given to the concept of national missions in the world." (25:19:391)

23. The relation of resources to cultural development must also be given emphasis. (25:19:391)

Grounds

1. "There are vast, untapped resources for the development of world understandings which are easily within the reach of all teachers." (25:17:342) - 1, 2

2. "When utilized with the whole-hearted cooperation of the minority groups involved, 'new Americans' can be of invaluable assistance in education for international understanding." (25:17:342) - 3

3. While diversity is the distinctive characteristic of our approach to international understanding in the secondary schools, unity is needed too. (25:18:380)

4. "The hope that what we are doing is right must be replaced by knowledge, based on evidence that we are changing attitudes and modifying behavior." (25:18:380)-9

5. "The effectiveness of the study of international relations depends on an adequate background of knowledge."

6. "A broad view will widen student interests and
experiences; it will help to give perception and establish familiarity with developments on the world-wide scene."
(25:19:387) - 15

7. "It is not difficult to determine what should be included in the introductory course in the college social studies, but there is no guarantee that such a course automatically will achieve the desired outcomes." (25:19:388) - 16

8. "Such a concept can be valuable for explaining the tensions arising from religious and philosophical differences." (25:19:390) - 20

9. "This study would disclose the fundamental differences between the two, but it would also permit examination of similarities." (25:19:390) - 21

10. "Students could learn much from studying national objectives and the policies created to reach them" (25:19:391) - 22

11. "The importance of this approach to international affairs is evident in a comparison of the contributions and resources of Liberia and Switzerland." (25:19:391) - 23
How to improve instructional materials in international understanding


Recommendations

1. "The journalistic source is at least a convenient one." (25:19:391)

2. It is well to remember that reliance on the journalistic source presents difficulties since the materials are scattered, and are merely descriptive or opinionated. (25:19:392)

3. "Another type of source includes official documents in the form of reports, speeches, and other governmental releases." (25:19:392)

4. "Diversity in reading brings to the attention of students various forms of techniques of expression and emphasis." (25:19:392)

5. "Each college will have to locate publications it considers most pertinent and make them available in quantity." (25:19:392)

6. Maps of all kinds must be available for classroom
7. "In addition to maps, a selection of wall charts, showing such subjects as raw materials, the flow of trade, population ratios, and political structure, can present essential, factual information in a striking fashion."

(25:19:392)

8. "The 16mm sound film is among the audio visual aids useful in presenting ideas and information and stimulating interest." (25:19:393), (1:3:25)*

9. "Until the time when world-wide television becomes possible, the place of television in international relations will be limited." (25:19:393)

10. The sounds of the world can be brought with regularity into the classroom through commercial recordings and tape-recording of programs on the radio. (25:19:393)

11. Numerous extra-curricular organization and activities can be used for channeling student interests and concern about world affairs. (25:19:393)

12. "There is need for continuous revision of materials." (25:23:467)

13. "Revision must keep up with changes in society, with the latest scholarship, and with advances in knowledge."
about the learning process."  (25:23:467)

14. "There is a need to examine and compare curricula and other teaching materials, including the audiovisual."  (25:23:467)

15. "Curricula and materials in the field of geography, with emphasis on cultural and human geography, need more attention than they have had to date."  (25:23:467-468)

16. Efforts must be made "to incorporate more geographic concepts into other social studies courses in order to further world understanding."  (25:23:468)

17. "The curriculum must take into account the impact of science and technology on contemporary societies."  (25:23:468)

18. More staff and financial help should be allocated by the Unesco to the improvement of instructional materials.  (25:23:468)

19. "There must be a systematic program for the dissemination of information."  (25:23:468)

20. "Considerable effort needs to be exerted to bring the teacher education programs and the materials used in teacher education courses in line with the findings
21. "More teachers, curriculum workers, administrators, and teachers in schools of education, as well as subject-matter specialists in colleges, need to be involved in studies" on the improvement of materials with representatives of other nations. (25:23:468)

22. "Organizations of scholars should assume more responsibility for the improvement of teaching materials." (25:23:469)

23. "Professional education associations can make, as evidenced by studies reported, a real contribution to the improvement of teaching materials." (25:23:469)

24. "There is a vital need to have a number of 'follow-up' studies made of the projects that were completed some time ago." (25:23:469)

25. "It is important that area and content specialists collaborate with educators who know schools, school programs, and the learning process." (25:23:470)

26. "Projects should be set up so that there is no censorship and so that no undue pressure is brought to bear on countries." (25:23:470)

27. "Errors of fact, colored passages that develop
prejudice, need to be detected." (25:23:470)

28. "Facts should not be concealed simply because they are distasteful or may hurt the pride of a nation."
(25:23:470)

29. "Every effort needs to be made to detect sins of omission so that a balanced treatment will be provided."
(25:23:470)

30. "If there is controversy over the interpretation of facts, various points of view may be stated with an indication of who holds each point of view. Such material must be presented fairly and factually."
(25:23:470)

31. "The studies should use a positive approach." Constructive suggestions for improvement for bad practices or errors should be made. (25:23:470)

32. "Isolated facts, though accurate, must not be given unless the whole context is presented so that the total impression will be valid." (25:23:470)

33. "Different countries, because of their traditions and differing systems of education, must approach the problem of improving teaching materials along lines that conform with their needs." (25:23:470)
34. The role of the Unesco should be to serve as "a clearing house for the collection and dissemination of information of projects, and for the preparation of materials that would help nations, groups or individuals engaged in projects related to the improvement of teaching materials," and to "stimulate activity in this field by urging member countries to undertake studies and by continuing the seminar programs on teaching materials which bring representatives of different countries together to discuss problems and which help them to make contacts that may eventuate in new projects." (25:23:471)

Grounds

1. "Familiarity with such documents is important for understanding international policy." (25:19:392) - 3

2. "There is no easy solution to this vital problem of gathering suitable reading materials." (25:19:392) - 2

3. "Although a globe is superior to a map for indicating spatial relationships there seems to be no practical way of using a globe in a classroom." (25:19:392)-6

4. "In a very real sense the work of improving instructional materials is never finished." (25:23:467) - 12
5. The teaching of an understanding of world affairs is not solely the responsibility of social studies. (25:23:467) - 14

6. "International understanding is the responsibility of other social scientists as well as of the historian and the geographer." (25:23:468) - 16

7. "Such participation will help to keep the work on a realistic level." (25:23:468) - 21

8. "Teamwork is necessary here to insure that scholarship, accuracy, method, and good educational philosophy are all included in the program of studies." (25:23:470) - 25

9. "National integrity must be preserved and countries left free to act on the results of study in ways that are appropriate in terms of their educational systems." (25:23:470) - 26

10. "If they are important in a nation's history, they should be stated with high regard for objectivity." (25:23:470) - 28

How to improve the use of audio-visual and other teaching materials

The problems on how to improve the use of audio-visual and other teaching materials are concerned with the following:
(1) The effective use of audio-visual materials in general; (2) The effective use of an excursion; (3) The effective use of films; (4) The characteristics of good filmstrips; (5) The effective use of lantern slides; (6) The characteristics of a well illustrated text and a useful textbook picture; (7) The effective use of graphs, posters, charts, and cartoons; (8) The effective use of maps and globes; (9) The effective use of the radio; (10) Available educational recordings; and (11) The place of the museum in the development of understanding. The recommendations and grounds on the above problems are presented below in the order mentioned above.

How to use audio-visual materials effectively and where they can be secured


Recommendations

1. People must know that there are at least five advantages to the use of audio-visual materials in the development of meaning which are: (1) They contribute to
development of breadth of meaning; (2) They contribute to the development of depth of meaning; (3) They provide emotional content to meaning; (4) They are inherently interesting; and (5) They cause greater retention of learning. (18:1:5-6)

2. The temptation to make these materials take the place of the classroom teacher must be avoided. (18:1:7) (1:3:39)*

3. "Audio-visual materials should be used at the specific points in the sequence when they are most effective." (18:1:7), (18:6:65), (12:7:104)*

4. Audio-visual materials need to be easily accessible to the teacher. (18:1:8), (2:1:18-19)*

5. There must be special institutes and special courses in audio-visual education re-emphasizing to teachers the extremely important contribution of audio-visual materials to the development of meaning. (18:1:9)

6. "The teacher has a right to expect services and cooperation of every individual having any connection with procurement and proper use of audio-visual education department." (18:3:30)

7. "The teacher must cooperate with the audio-visual
education coordinator of his school and/or with the staff member of the audio-visual education department."
(18:3:30)

8. "In working with the coordinator the teacher is responsible for determining (1) what materials and equipment are available, (2) how to procure the catalogues, and (3) how to order his materials by making out the proper requisitions." (18:3:30)

9. The teacher "must learn to preview the films critically and appraise other materials carefully so that his final selection is in accord with curricular and instructional needs." (18:3:30), (2:1:17)*

10. The teacher "must determine (1) what arrangements are necessary to secure equipment, (2) how long he may borrow it, and (3) where to return it." (18:3:30)

11. The teacher "must be sure to make necessary arrangements if extensions of time are needed . . . ."
(18:3:30)

12. "The teacher must exercise reasonable care in the handling of materials and equipment and make every effort to avoid damaging them. Should this occur, it is his responsibility to report it immediately to the proper
person - the co-ordinator in his school or a member of
the central department staff." (18:3:30-31)

13. "While student operation of equipment is advocated, the teacher must assume the final responsibility for
its care and operation." (18:3:31)

14. The teacher "must know how to operate the equip-
ment." (18:3:31)

15. "It is the teacher's responsibility to discuss
problems of materials and their use with the co-ordinator
and/or with members of the central staff." (18:3:31)

16. The teacher "should determine when the co-
ordinator is free, as well as when the department is open
and staff members are available." (18:3:31)

17. "The teacher should also become familiar with
any rules and regulations that affect his working relation-
ships with the department." (18:3:31)

18. It is the teacher's responsibility to gain com-
petency in the use of audio-visual materials. (18:3:31),
(2:1:18)*

19. "Skill in the use of these materials requires
study and effort; it requires information and understand-
ing of audio-visual education its principles of use, and
the nature of the materials and equipment." (18:3:31),
(12:7:107)*
20. The teacher can use one group of teaching aids called "realia" which include all of the known and available objects and specimens that can give first-hand evidence to enrich and vivify a topic. (18:6:62), (12:7:103)*

21. The teacher must remember that the motion picture is not the only teaching aid which can be used to supplement the social studies textbook. (18:6:62)

22. A field-trip to a museum should be made a part of class experience. (18:6:62-63), (12:7:108)*

23. "It is also important to build up class or school museum collections." (18:6:63)

24. "If it is not possible to secure material or to visit to actual places, the next best thing is to secure models of them." (18:6:64), (12:7:111-112)*, (1:3:25)*

25. "We should also realize that there is a great variety of materials that are rightfully grouped as realia: coins, stamps, money, medals, jewelry, toys, clothing, tools, dishes, letters, manuscripts, and last but not least, actual living people themselves." (18:6:65)

Grounds

1. Audio-visual materials in general are supplementary
to other teaching methods. (18:1:7) - 2

2. "No good teacher plans to use any audio-visual materials without a complete plan for their utilization." (18:1:7) - 3

3. The "time is rapidly approaching when most schools of any size will have school co-ordinators, as well as the services of a central audio-visual education department." (18:3:30) - 7

4. "... otherwise, he will interfere with, and perhaps seriously affect, another teacher's use of materials and equipment." (18:3:30) - 11

5. "There is no one perfect teaching aid, and the modern teacher should be acquainted with the many types of materials available for her and for her students." (18:3:62) - 21

6. "Many objects and specimens are indeed museum pieces, rare and precious." (18:3:62) - 22

7. "Scale-models, dolls, replicas, copies, dioramas, all help to bring reality to the classroom." (18:3:64) - 24
How to make effective use of an excursion and a field study

H. C. Atyco (18:4:32-52), V. B. Smith (18:5:53-60)

Recommendations

1. "Pupils must be made aware of the fact that the excursion will meet some definite need which they have . . ." (18:4:35), (18:5:53)

2. It is "essential to insist that the purpose of the proposed excursion be formulated clearly and accurately." (18:4:35-36)

3. "The need of making an excursion at any particular stage in a study will, of course, depend largely upon the kind of use which it is intended to make of it - whether it is desired to use it primarily as a mode of approach to a new unit of work, or as a means of supplementing information on a topic that is already being studied, or as culminating stage of the study of some field unifying the miscellaneous information previously acquired." (18:4:36)

4. "Seldom can the pupils assist in all details but as they become acquainted with the use of the excursion
they can assume increasing responsibility." (18:4:37)

5. "It is often possible to give considerable freedom to a class in deciding, according to the preference and convenience of the majority, what type of place shall be visited, and which particular one among a number of available shall be selected as the specific objective." (18:4:37)

6. "When different types of excursion, and several possible specific objectives are available to meet the recognized need, the selection from among them must be made by teacher, or pupils, or by some other individual or group." (18:4:37)

7. "The responsibility for the making of appropriate arrangements for an excursion with the authorities of an institution which it is desired to visit devolves, under certain conditions, upon one or several individuals or groups." (18:4:38)

8. "It is, of course, the teacher upon whom responsibility most often falls for the execution of whatever preliminaries are essential to any given excursion." (18:4:38)
9. "The preparatory arrangements for an excursion will naturally, vary according to the individual excursion in question." (18:4:38)

10. "Another of the essentially administrative details which usually devolves upon the teacher is that of communicating with parents to inform them of the proposed excursion and to secure their written permission for pupils to take part in it. This written consent ought to include a release of the school from responsibility in case a child should incur injury during a trip." (18:4:38-39)

11. "If an organization outside the official school system, such as a parent-teachers association, should desire to cooperate in furnishing transportation or in meeting the costs of an excursion, arrangements must be made with its authorized representatives." (18:4:40)

12. Local newspapers may give much help to an excursion program by carrying accounts of excursions which are planned and made, . . ." (18:4:40)

13. "As might be expected, much variation is found in the means to meet the expenses entailed by the excursion procedure." (18:4:40)
14. The problem of protecting teachers, principal and other school authorities from liabilities for injuries which might be incurred by pupils might be partially met by the use of insurance, and a waiver from parents. (18:4:41-42)

15. "The best protection for the teacher and school lies, not alone in the use of insurance and waivers, but also in providing safe means of transportation for the pupils." (18:4:43)

16. "Safety for every child at all times must be the teacher's motto, . . ." (18:4:43)

17. " . . . most excursions may be taken as a part of the regular school work and during school hours." (18:4:43)

18. Materials that might be necessary on an excursion are: a flashlight, a pad for notes, pencils, sketching materials, topographic maps, and photographic equipment. (18:4:44)

19. The teacher must be thoroughly familiar with the place to be visited. (18:4:44), (9:2:15-20)*

20. Teachers "may find the use of a series of questions to put to themselves about a proposed excursion a
helpful device compelling them to be very specific and
definite in their ideas on some essential points." (18:4:45)

21. The teacher "should prepare the class for keener
observation and more intelligent appreciation of the
exhibits seen when the excursion is ultimately made." (18:4:47), (18:5:53)

22. "Sometimes the journey might well be a period
of study and final preparation; but usually, it is wholly
a period of recreation and leisure." (18:4:47)

23. "The consideration of the behavior problems
of the journey is one item for which a large share of res­
ponsibility can be handed over to the pupils themselves." (18:4:48)

24. "If it is necessary for pupils to do consider­
able walking, as it is on many field trips, it may be well
to walk first to one of the more distant points in order
to give outlet for some of the superfluous energies." (18:4:48)

25. "If the pupils walk to the object of the excur­
sion, it may be possible for them to take a route that will
enable them to see the building long before they arrive." (18:4:48)
26. Among the variety of procedures that may be followed in handling excursion groups are: (1) with the use of a professional guide; (2) with the teacher as the guide; (3) granting pupils freedom to observe whatever interests them; and (4) the active type illustrated by a typical field trip in which pupils take a very active share. (18:4:48-50)

27. Observations in the field may be directed by guide sheets. (18:5:54)

28. The class may be divided into groups. (18:5:54)

29. Summary sheets may also be provided for each student. (18:5:57)

Grounds

1. "The activities engaged in during the trip to and from the destination are perhaps subject to more varying and varied conditions than any other period of an excursion." (18:4:47) - 22

2. "In this way the pupils get a perspective of it as a whole - an impression that may be invaluable in understanding its size, architecture, or construction." (18:4:48) - 25

3. "This facilitates observation and prevents undue
crowding." (18:5:54) - 28

4. These sheets afford opportunity to summarize observations. (18:5:57)

5. "The field study provides opportunity for the pupil to observe and find things for himself." (18:5:59) - 1

6. The field study opens "a new world and leads to broader and richer experiences." (18:5:59-60) - 1

7. The problems of the field study "motivate class work and stimulate thought." (18:5:60) - 1

8. "The field study puts meaning into words." (18:5:60) - 1

9. "It relates the pupil to his community and his community to the region it serves." (18:5:60) - 1

How to make the best use of films

Recommendations

1. Training films can teach skills better than other teaching procedures if the accuracy of the contents are
insured and if they are presented in an interesting manner. (18:2:11-12)

2. Training films can improve teamwork and independent learning. (18:2:12-13)

3. Training films utilizing theatrical techniques to advantage can heighten audience interest and improve its teaching qualities. (18:2:14-16), (18:16:146)

4. Films can be used successfully to teach broad social values and ethical concepts on a mass basis. (18:2:16-18), (18:16:146)

5. Films can be effectively used for the development of character traits and the education and control of emotion. (18:2:18-19), (18:16:146)

6. The sound film should be regarded not as an alternative or as a substitute for traditional materials but as an additional source of information. (18:16:147)

7. When previewing, evaluating, and finally selecting a film the teacher must ask himself whether the material is valid material which can be considered useful and necessary to establishing understanding in the subject. (18:16:148)

8. In selecting a film the teacher must also ask himself whether the film presents the information in a
way which is more efficient than methods which he is currently using. (18:16:148)

9. The teacher should also insist on such mechanical performance as good sound track and sharp, interesting and well-balanced photography. (18:16:148-149)

10. The teacher must also ask whether the film illuminate his subject matter study in a way which capitalizes upon the potential of the film medium. (18:16:149)

11. The teacher must also determine whether the film uses environmental sound when environmental sound is necessary to understand completely the environment portrayed. (18:16:149)

12. The teacher must also find out whether the pace of the film is leisurely enough to allow understanding to follow. (18:16:149)

13. The best summary of the literature and film materials produced up to 1940 appears in the publication entitled Selected Films for American History and Problems, by W. H. Hartley, (18:16:152)

14. Several significant additional contributions to the literature are: (1) Dale, Edgar, Audio-Visual Methods In Teaching. New York: Dryden Press, 1946; (2) Hoban, Charles F., Jr., Movies That Teach. New York: Dryden

**Grounds**

1. The recommendations are based on several years of intensive and navy experience in the use of motion pictures. (18:2:10) - 1 to 5

2. Research evidences shows that information learned persists in the memory longer than when similar information is learned from the printed page alone. (18:16:146) - 3 to 5

3. Students are able to learn more information from motion-pictures than from the textbook. (18:16:147) - 3 to 5

4. It heightens interest, awakens curiosity, and prompts students to search further among supplementary sources of information. (18:16:147) - 3 to 5

5. The use of films results in clearer understanding. (18:16:147) - 3 to 5
6. The use of the teaching film does not make children lazy, instead encourages further perusal of supplementary information. (18:16:147) - 3 to 5

7. Greater percentages of pupils are brought into discussion. (18:16:147) - 3 to 5

8. The recommendation is based on the findings of research. (18:16:147) - 6

9. Many film materials are of questionable value. (18:16:148) - 7 to 12

10. The recommendation is based "on an evaluation of over 600 existing films available up to that year and detailed descriptive annotations are included." (18:16:152) - 13

The characteristics that are in common in all good film-strips

A. Flickinger (18:11:94-97)

**Recommendations**

1. It must have well chosen pictures. (18:11:97)

2. The commentary must be well written. (18:11:97)

3. It must be dramatic in the presentation of pictures similar to the movie. (18:11:97)
4. It must have the authority of a text. (18:11:97)
5. It must have the adaptability of a picture book. (18:11:97)
6. It must not attempt to solve all problems but must stimulate interest in further research. (18:11:97)
7. It has the appeal of a machine that the pupils can operate. (18:11:97)

How to use lantern slides effectively

D. B. Mortimer (18:12:98-108)

Recommendations

1. Lantern slides must be used when they are needed most and to achieve specific purposes. (18:12:108)
2. A set of slides can be used in many different ways: (1) a means of motivating interest in the study; (2) a means of raising specific questions about the topic that can be used as the basis of the study; (3) a means for reviewing; and (4) a reshowing of the slides can also present a fine opportunity for motivating creative writing about the pictures. (18:12:108)
3. The thing to remember is not which visual material is better than another but how can one make the best use of the materials that are available. (18:12:108)

The characteristics of a well illustrated text and a useful textbook picture

F. Stutz (18:10:88-93)

Recommendations

1. The "pictorial materials should be selected by the author on the basis of their relation to the problems treated in the book." (18:10:88)

2. The illustrations should be skillfully reproduced. (18:10:88)

3. They must be located as closely as possible to the written passages with which they are associated. (18:10:88)

4. They must be accompanied by meaningful captions designed to help the student study competently. (18:10:88)

5. The illustrative materials ought to be an integral part of the total presentation of a given subject. (18:10:88)

6. A good picture or cartoon is adaptable to the specific aims of instruction. (18:10:89)
7. "A useful picture or cartoon should arouse interest, serve to introduce a subject, stimulate thought, provide a basis for discussion, or facilitate the review and summary of a subject." (18:10:89)

8. A good illustration ought to be focused on or built around a central idea. (18:10:89)

9. The picture should be clear and definite enough so that it is meaningful to the careful observer. (18:10:89)

Ground

1. "In the past the illustrations reproduced in textbooks were chosen chiefly because they added color to or aroused interest in the book, and comparatively little attention was given to their contribution to understanding of the subject." (18:10:89) - 1 to 5

How graphs, poster, charts, and cartoons can be used effectively

H. Harvill (18:13:109-121)

Recommendations

1. There must be active pupil participation in their construction or use. (18:13:109)
2. Graphs that may be used are the line graph, bar graph, circle or "pie" graph, map graph, and pictogram or pictograph. (18:13:111-116), (9:9:94-97)*

3. Charts that may be constructed or used are the tabular chart, the "stream" or "tree chart", and the "organization" or "flow" chart. (18:13:116-118), (9:9:97)*

4. We must note that a poster that tells a story is a form of pictorial narrative. (18:13:120)

5. The cartoon makes use of caricature, satire, exaggeration, contains one central idea, and tells a story of political or social significance. (18:13:120)

6. "The understanding or construction of a cartoon demands of the student considerable insight into the social and political activity of the period represented, past or present." (18:13:121)

Grounds

1. Construction enriches the student's experiences with social studies subject matter. (18:13:109) - 1

2. Construction or proper presentation furnishes for the student a splendid motivation for study. (18:13:109)-1
3. A definite job to be done, resulting from the plans for construction, contributes to the formation of good work habits. (18:13:109) - 1


5. "The use of graphs in the elementary social studies program facilitates a combination of social studies and arithmetic that adds richness of content to the social studies as well as growth in understanding and skill in quantitative thinking." (18:13:111) - 1

How to use maps and globes effectively

C. Kohn (18:14:122-130)

Recommendations

1. No better teaching aid is available than the map to develop an understanding of the interdependence of people in terms of emerging spatial interrelationships, and a knowledge of the relative human and natural resources of the various nations. (18:14:122)

2. The use of maps "requires an understanding of
direction, distance, and the use of conventional symbols."
(18:14:124)

3. The use of maps "requires the development of an ability to use these concepts in gaining ideas about the ecological and spatial associations of people and places."
(18:14:124)

4. "When using flat world maps as instructional aids, it is important to remember, therefore, that no world map is accurate, and that all world maps are designed for specific purposes." (18:14:129)

5. "Only the globe can serve as a valid representation of the earth or a portion thereof." (18:14:130)

6. "Whenever places are discussed, or the distribution-pattern of any physical or cultural phenomenon is considered, students should be taught to turn to a globe to see the problem-area in its world setting." (18:14:130)

7. The simple, specialized map has no substitute in presenting the history and geography of a community.
(18:15:131)

8. Maps can be used to show political evolution of a community. (18:15:131-133)
9. Maps can be used to show community growth. (18:15:137-141)

10. Maps can be used to show the physical aspects of the community. (18:15:141-142)

Grounds

1. Maps "show the location and arrangement of things, both cultural and natural, on the face of the earth." (18:14:122) - 1

2. Maps "are a means of expressing the associations which man has established with the land." (18:14:122) - 1

3. Maps "are a means of plotting phenomena so that these interspatial relationships may be recognized readily." (18:14:122) - 1

4. Maps "enable the reader to grasp all the essential traits of a region." (18:14:122) - 1

5. Maps "serve as a source of ideas concerning the social, political, and economic effects of the distribution of phenomena." (18:14:122) - 1

6. "Today more than ever before a knowledge of the world is important." (18:14:130) - 6

7. "Local maps focus sharply the community's factual items." (18:15:131) - 7
8. "So complex and interwoven are the many activities of a great community that the map is a necessary tool for the selection and isolation of the items for consideration." (18:15:131) - 7

How the radio can be used effectively


Recommendations

1. The teacher can use to advantage out-of-school radio programs by asking pupils to make regular reports on selected radio programs. (18:19:171)

2. The teacher can use the glamor appeal of radio by the use of "mock radio" in the classroom. (18:19:171-172)

3. Radio workshops can be organized in the school which serves as a unifying influence in the school, to attack community problems, to call attention to their significance and possible solution, and to share "these concerns with the pupils of the entire school by means of original scripts and a corps of pupil performers." (18:19:172)
4. A final step is the erection and operation of a school system radio station. (18:19:172)

5. When preparing a broadcast for a radio program it is necessary to decide upon the objectives for any specific broadcast. (18:19:179)

6. While thinking about objectives some of the material content for the broadcast must be assembled. (18:19:179)

7. Once the general purpose, specific objectives, and form are determined, one is ready to start production of the broadcast. (18:19:179)

8. "One method of getting on the air is through the use of scripts available from a script exchange such as that maintained by the U.S. Office of Education, Washington, D.C." (18:19:179)

9. Recourse to "ready-made scripts ought not to become a regular procedure." (18:19:179)

Grounds

1. Children voluntarily expose themselves to radio programs for at least two and a half hours a day. (18:19:171) - 1
2. The dramatic interests of the pupils are utilized to advantage with this approach. (18:19:171) - 2

3. The programs broadcast by the school system radio station have been found to be "valuable as a form of in-service teacher training as well as a means of vitalizing the curriculum." (18:19:174) - 4

4. The programs can be tailored to classroom needs. (18:19:174) - 4

5. The data assembled will clarify one's thinking in regard to objectives and at the same time furnish basic information for the broadcast. (18:20:179) - 6

6. "The data assembled may also suggest the form the program should follow - roundtable, forum, interview, panel discussion, or dramatization." (18:19:179) - 6

7. "Excellent as these are, your scripts should be written to fit your own needs." (18:19:179) - 9

Educational recordings that are now available

A. W. Manchester and H. L. Gibbony (18:21:186-196)

Recommendations

1. The types of educational recordings are: (1) Phonograph records which ordinarily "rotate 78 per minute,
contain from 3 to 5 minutes of program on a single side, and are 8, 10, or 12 inches in diameter;" (2) "Radio transcriptions rotate 33 1/3 times per minute, can-carry 15 minutes of program on a single side, and are usually 16 inches in diameter;" and (3) "Another type of recording which some schools have utilized is the instantaneous recording, which gains its name from the fact that it can be played back immediately after it is made." (18:21:187)

2. For a list of selected educational recordings see pages 189 to 195. (18:21:189-195)

3. For a complete list of names and addresses of distributors of recordings see Appendix B. 18th Yearbook of the National Council for the Social Studies, 1947.

pages 213 to 214

The role that the museum has to play in the development of understanding and cooperation in the classroom, the school, the community, and even in the world

E. Hawkinson (18:7:66-77)

Recommendations

1. "The functional museum is an active teaching agency in the school." (18:7:76)
2. "To serve this purpose, the museum materials must be selected and arranged to convey meanings." (18:7:76)

3. "The museum must plan for careful teaching as a definite part of presentation of materials." (18:7:76)

4. "To function in the fuller teaching program for schools and community, a large and active service committee of teachers and community leaders must offer their services in planning and working with the regular museum staff." (18:7:76)

5. "A museum devoted to educational purposes provides instruction along with displays, enrichment work for schools, suggestions for units of work, changing and arranging of displays to serve development of understanding, workshops for group projects, and in research, etc., as well as loan-exhibits of considerable variety." (18:7:76)

6. "Before a class visits a museum, the background of the pupils, the purposes of the visit, and the problems of the students should be known so presentation can be planned to meet the class needs." (18:7:76)

7. "Classes visit museums for a variety of needs for which work should be arranged." (18:7:76)
8. "When a class visits a museum, it is an opportunity for instruction, not for amusement alone." (18:7:76)

9. "Museums can give older students valuable training in research." (18:7:77)

10. "Museums can stimulate many creative activities as an outgrowth of its materials." (18:7:77)

11. "Museum loans to schools can extend the service where scheduling and traveling limitations hinder visitation." (18:7:77)

12. "Schools can add teaching materials and exhibits to museums also." (18:7:77)

13. "Schools can also cooperate with museums in extending the educational services of the latter." (18:7:77)

14. "The museum, school, and community can through their cooperation provide a living laboratory where they build for a 'one world' in action." (18:7:77)

How the learning environment in the social studies can be improved

The problems on how to improve the learning environment are concerned with the following: (1) How to create
a democratic classroom climate? (2) What are the basic principles in planning a suitable physical environment for learning? and (3) How may the social studies classroom be extended beyond its four walls? The recommendations and grounds on the above problems are given below in the order listed above.

How to create a democratic classroom climate

D. Mc. Fraser (23:5:113-160)

Recommendations

1. One approach is through proper interpersonal relations by the teacher with his students where the former accepts his pupils as they are and works with them from that point. (23:5:116-117)

2. Shared responsibilities is a second approach to the development of a democratic classroom atmosphere. (23:5:120)

3. Activities that are suitable for use in social studies classrooms that may promote a democratic classroom atmosphere may be grouped under the following: (1) Cooperative study activities; (2) Oral participation and listening
activities; (3) Drawing, construction, and exhibit activities; (4) Written activities; (5) Activities involving a high proportion of non-text materials as sources of information; and (6) Reviewing or summarizing activities.

(23:5:126-134)

4. Having realistic goals is a factor in creating a desirable classroom climate. (23:5:135)

Grounds

1. "Directly, the teacher has a high degree of control over the relationships in which he is immediately involved." (23:5:117) - 1

2. "If every student comes to feel the class is his as well as the teacher's, the desired social climate will be on the way." (23:5:120) - 2

3. "The list is offered here as a basis for pre-planning by the teacher, or for use in pupil-teacher planning sessions." (23:5:126) - 3

4. "Success begets success. To give the individual a feeling of accomplishment, satisfaction, or encouragement motivates him to further effort." (23:5:135) - 4
The basic principles in planning a suitable environment for learning

D. Mc. Fraser (23:5:113-160)

Recommendations

1. "The social studies classroom should provide an inviting, stimulating learning environment." (23:5:136)

2. "The seating arrangement should contribute to the health, comfort, and efficiency of the student." (23:5:136-137)

3. "Adequate space for learning materials should be provided." (23:5:139)

4. "Equipment for multisensory learning activities should be available." (23:5:142)

5. "Room arrangement should be flexible, to provide for various groupings as needed." (23:5:145)

How the social studies classroom can be extended beyond its four walls

D. Mc. Fraser (23:5:113-160)

Recommendations

1. "Probably the most widely used device for bridging the gap between classroom and society is the discussion of
contemporary events in the social studies class." (23:5:147)

2. Another approach "is the study of local history, in which the many local history resources to be found in the community are utilized." (23:5:150)

3. The study "of a particular problem or phase of school or community life, with the primary objective of getting a better understanding" of it, is another approach. (23:5:150)

4. The study of a school or community problem with the expectation of making specific recommendations for action about it is another approach. (23:5:150)

5. Another approach consists of active "participation in service and civic action activities in the school and community." (23:5:150)

6. Each of the last four approaches "involves direct investigation which utilizes school and community resources - persons, institutions, records, etc." (23:5:150)

7. "Each approach requires the collection and organization of data concerning an identified problem or topic." (23:5:150)
8. Each approach "requires that conclusions based on the data be drawn." (23:5:150)

9. Each approach "requires that students clearly establish the relationships between the learning activities that occur outside the classroom and the discussions and conclusions arrived at inside the physical classroom." (23:5:150)

10. The teacher must also make fullest possible use of resources and situations within the school community. (23:5:150)

Grounds

1. Those resources "are more readily accessible than their counterparts in the community." (23:5:150) - 10

2. In "many cases a student with special experience . . . may communicate more directly and effectively with his peers than could an adult." (23:5:150) - 10

3. Especially "for younger children, potential avenues for action about a problem that has been studied are greater within the school community than in the larger community outside the school." (23:5:150) - 10
The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds on methods and techniques of teaching social studies in the Yearbooks covering the third period is given in Table 25 below.

TABLE 25.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on methods and techniques of teaching social studies in the Yearbooks covering the third period: (1947-1954) volume 18 to volume 25

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles of the Yearbook.

A study of Table 25 will show that methods and techniques of teaching are treated in the first five volumes of the Yearbooks of the third period. No trends or issues on methods and techniques of teaching are noted
in the Yearbooks of this period. Problems and recommendations occupy the leading position. A comparison with the figures in Table 16 will show that there is an increase in the number of articles devoted to methods and techniques of teaching. The figures in Table 6, however, show that more articles are devoted to methods and techniques of teaching in the first period than in the third period.

Problems in Methods and Techniques of Teaching Social Studies

The problems in methods and techniques of teaching that have been noted in the Yearbooks of the third period may be classified under the following: (1) How to use audio-visual materials effectively; (2) How to teach geography effectively; (3) How to teach world history to vocational students; (4) How to teach contemporary affairs; and (5) How to teach citizenship in college. The problems under each of the above-mentioned classifications are presented below.

How to use audio-visual materials effectively

The problems under the above heading are concerned with the following: (1) How to supplement the textbook to
make history real; (2) How to use pictures effectively; (3) How to use textbook illustrations; (4) How to use a filmstrip in building understanding about remote places; (5) How to use sound films effectively; (6) How to conduct a film forum; (7) How to do radio broadcasting most effectively; and (8) How to use educational recordings. These problems are presented below with their recommendations and grounds in the order listed above.

How to supplement the textbook to make History real

S. Steinberg (18:8:78-82)

Recommendation

1. "What is needed is a scheduled, systematic use of visual and non-visual realia." (18:8:82), (1:3:25)*

Grounds

1. "Such material enriches content with a minimum expenditure of effort and time." (18:8:82) - 1

2. "Used properly, it can convert the teacher-dominated, question-and-answer recitation into individualized and socialized, motivated procedures." (18:8:82) - 1
Recommendations

1. The comparative technic can be used to develop an understanding of the differences in cultures and background of various groups. (18:9:84)

2. It is not necessary, though highly desirable, to use parallel collections of flat pictures. (18:9:84)

3. In using colored pictures we should remember that some facts can be better portrayed in black and white than in color. (18:9:85)

4. "We should use pictures to teach true facts, concepts and understandings." (18:9:85)

5. Teachers must not use materials they do not know how to present properly. (18:9:85)

6. Any material must not be regarded as self-teaching and not worth studying by the teacher. (18:9:85)

7. "It is a helpful practice to make a set of questions covering each picture and either have a pupil write them on the black board or have them mimeographed and given out with the pictures." (18:9:86)
8. "Answers to the questions should be written on another sheet of paper, saving the question sheet for repeated use." (18:9:86)

9. "Another valuable technic is to give a brief diagnostic test over the facts to be found in a set of pictures, then show the pictures, using the diagnostic test as springboard questions for discussion." (18:9:86)

10. "Repeat the test and have each pupil check his improvement after studying the pictures." (18:9:86)

11. "Pictures too small to be seen without strain from every seat in the classroom should be passed around for individual study unless they are too valuable." (18:9:86)

12. If pictures are too valuable, they should be projected. (18:9:86)

13. "Pictures shown to the entire class should be placed on a stable mount or immobile frame." (18:9:87)

14. The teacher must insist that students take notes during their observation and study. (18:9:87)

15. "Flat pictures should be mounted on light cardboard, numbered for identification and indexing, and stored in manila envelopes or flat boxes in the school library." (18:9:87)
16. The practice of gathering a class around a tiny picture is not a good use of visual material. (18:9:87)

17. The compilation of sets of pictures is a fine school project in which all teachers and classes can take part. (18:9:87)

18. Pictures "must never be expected to replace drill, discussion and research reading, or other time-tested technics." (18:9:87)

Ground

1. The recommendations are based on practices found successful in the experience of the author. (18:9:86) - 11 to 18

2. Color can distract and mislead if unwisely used. (18:9:85) - 3

How to use textbook illustrations

F. Stutz (18:10:88-93)

Recommendations

1. Pictures and cartoons in books should be "studied
with associated written passages and study materials."

(18:10:90)

2. Worthwhile illustrations should be assigned for study and discussed in class. (18:10:90)

3. Pupils "should be tested on their understanding of pictorial as well as of written elements of the lesson."

(18:10:90)

4. The teacher and pupil may use the illustration "to introduce the subject, to direct thinking and stimulate discussion, to summarize, and to test understanding of the subject." (18:10:92)

How to use a filmstrip in building understandings about remote places

A. Flickinger (18:11:94-97)

Recommendations

1. The pupils are first made to write down what they believe about the country. (18:11:96)

2. The teacher makes some preliminary explanations about the country. (18:11:96)

3. A selected filmstrip about the country is shown and students are asked to listen and watch for proof of
what they have written. (18:11:96)

4. The filmstrip is then shown a second time and each student is asked to jot down the number of any picture that has a connection with what has been written. (18:11:96)

5. With the film available for reference, discussion is done on what the students have written in the light of what they saw in the filmstrip. (18:11:96)

6. The filmstrip may be shown to another group where original commentary is supplemented by those who saw the filmstrip earlier. (18:11:96-97)

7. The film can be shown to another group at the close of their study of a country for a discussion hour. (18:11:97)

8. As the picture is on the screen any person who wishes to speak raises his hand as a signal. (18:11:97)

How to use sound films effectively


Recommendations

1. Teachers should remember that many of the basic steps of instruction that have been proved useful through
years of teaching experience can also be applied to the use of the sound film. (18:16:149)

2. The teacher should also remember that the sound teaching film is not a substitute for the teacher but must use it just as he has used traditional learning materials in order to get the greatest benefit from them. (18:16:149-150)

3. The teacher must first awaken the interest of the students. (18:16:150), (18:17:161)

4. The teacher must use the film as an integral part of the total learning experience. (18:16:150), (18:17:160)

5. The teacher must prepare the students to meet the vocabulary difficulties that may arise from the film to be shown. (18:16:150), (18:17:161)

6. The film may be shown after doing the above-mentioned preliminaries. (18:16:151)

7. "The sound film learning experience should be followed by an opportunity for discussion." (18:16:151), (18:17:161)

8. "Repetitious exposure to the learning situation is to be encouraged in those cases where evaluation techniques have revealed a need for repetition." (18:16:151), (18:17:161)
9. "Follow-up activities are to grow naturally out of the film experience." (18:16:151), (18:17:161), (17:23:315)*

10. "Previewing a film will help the instructor see particular purposes which can be accomplished at any given showing." (18:17:161), (17:23:315)*

11. Additional methods of checking besides discussions ought to be used also. (18:17:161)

Grounds

1. Discussion and objective tests will enable the teacher to detect the degree to which information has been assimilated. (18:16:151) - 7

2. "The pace at which information is presented in many of the sound films that we have for use today makes repetition almost necessary." (18:16:151) - 8

3. "This will tend to encourage evaluation of a film in terms of the purposes for which it is used." (18:17:161) - 7, 8, 9, 11

How to conduct a film forum

R. L. Follette (18:18:162-169)

Recommendations

1. A time must be discovered when people would like
to have something to do. (18:18:162)

2. An area must be chosen in which there is a difference of opinion. (18:18:162)

3. The issues or points of tension in the area must be outlined. (18:18:162)

4. These issues or points must be arranged in sequential relation. (18:18:162)

5. The next step is to "phrase the over-all title of the movie open forum series." (18:18:162)

6. "Ferret out the sources - pamphlets, books and magazines." (18:18:163)

7. "From these make up your bibliography and frame the pivotal questions." (18:18:163)

8. "Seek out the audio-visual materials for projection that they may be viewed, heard and evaluated." (18:18:163)

9. "Film forums, like all forums, must be carefully planned." (18:18:163)


11. The film must be carefully selected. (18:18:163)

12. Besides the natural pull of a film to get an
interested audience, other devices like handbills, newspaper stories, radio announcements, and publicity through club meetings must be used to attract people to attend the film forum. (18:18:164)

13. The physical setting for the forum must be an attractive room with a maximum capacity of two hundred fifty, good lighting and acoustics. (18:18:164)

14. "Care should be taken to secure the best results of screening and sound." (18:18:164)

15. The forum must begin on time and the question period must have a time limit. (18:18:165)

16. "At the close of the film showing get announcements made before discussing the film." (18:18:165)

17. The people in the audience must be encouraged by the forum leader "to jot down memoranda of questions or ideas which occur to them as they view the pictures." (18:18:165)

18. "A panel of four to six persons may be used, especially if the group tends to be large." (18:18:165)

19. "The leader helps to explore but does not make decisions, yet he does not unnecessarily leave the audience at cross-purposes or at loose-ends. (18:18:165)
20. The discussion must be terminated when the peak of interest is passed. (18:18:165)

21. "Aids to creative forums are found in the distribution of reading lists in advance." (18:18:166)

22. The forum management must evaluate the film forum according to a set of criteria. (18:18:166)

23. The forum must not become an excuse for doing nothing, for inaction. Rather it must be the stimulus for action. (18:18:167)

Grounds

1. "This will determine the chronological organization of the forum meetings." (18:18:162) - 4

2. "These findings may well affect the shaping up or your forum plans." (18:18:163) - 8

3. "A series of forums will prove more effective if built to develop a theme, to implement an over-all objective." (18:18:163) - 9

4. "Balance is the thing to be striven for in types of films, methods of utilization, and in purposes for which they are used." (18:18:163) - 11

5. This and other devices will promote active participation. (18:18:165) - 17
How to do radio broadcasting most effectively

W. K. Kulkerson (18:20:177-185

**Recommendations**

1. A good radio program must appeal to student interest. (18:20:180)

2. One "must aim to capture the listener's attention in the first twenty seconds and hold his interest throughout the broadcast." (18:20:180)

3. The radio program must also appeal to the interest of the general public. (18:20:180)

4. The radio program should "at least meet the highest standards of other locally produced program." (18:20:180)

5. "It is always wise to find out early in the planning period exactly how much assistance the station is willing to give in the matter of production." (18:20:181)

6. The number of facts to be presented must depend upon the length of the program. (18:20:181)

7. It is "necessary to keep the listener moving along smoothly from one fact, idea, or concept to the next." (18:20:181)
8. The broadcast should provide for or lead toward further experience by the audience. (18:20:181-182)

9. Emphasis must be on the classroom utilization of the broadcast rather than the production of the program itself. (18:20:182)

10. Advance information must be given to all teachers who plan to use it. (18:20:182)

11. "If the series includes the presentation of programs by several individuals, each person in each school responsible for a program must understand just what his duties and responsibilities are in reference to the series." (18:20:182)

12. Radio broadcasting can be used to bring about a better understanding between the school and the community. (18:20:182-183)

13. Radio broadcasting can also be used to give guidance to students. (18:20:183-184)

14. The use of community resources, human, especially, is recommended in radio broadcasting. (18:20:184)

Grounds

1. School programs are often broadcast from commercially owned stations. (18:20:180) - 3
2. "An uninteresting broadcast will not enlist good will for the school system any more than it will promote learning in the classroom." (18:20:180) - 3

3. "Good broadcasts result from proper blending of educational content and radio techniques." (18:20:181) - 5

4. "Too many facts militate against interest." (18:20:181) - 6

5. "One radio program will not save the world - plan to do it in a series." (18:20:181) - 6

How to use educational recordings

A. W. Manchester and H. L. Gibbony (18:21:186-196)

Recommendations

1. The "purposes and methods of using recordings are an important factor in their effectiveness." (18:21:187)

2. Teachers "should select programs which are appropriate in content and production for the maturity level of their classes." (18:21:188)

3. Teachers should know how to use the record-playing equipment. (18:21:188), (5:10:122)*
4. Teachers should prepare the students for the listening experience. (18:21:188)

5. Teachers should arouse in the students "some anticipation of the event, the drama, the poetry, or the personality to be presented." (18:21:188)

6. "Teachers should anticipate the possible follow-up activities which may be stimulated by programs." (18:21:188)

Grounds

1. The function of educational recordings is to aid, not to replace the teacher. (18:21:187) - 1

2. "Students often personalize or localize the significance of a program and will wish to read, or experiment, or take trips, or to write to authorities." (18:21:189) - 6

How to teach geography effectively

The problems on how to teach geography effectively are concerned with the following: (1) How to guide readers in the most effective ways of using basic text materials; (2) How to guide students to read landscapes, pictures,
maps and statistics; (3) How to guide students to read supplementary reading material; (4) How to teach children to read and use maps; (5) When and how to use films effectively; (6) How to use the community in geographic education; (7) How to teach geography at the primary grades. The recommendations and grounds on the above problems are presented below in the order listed above.

How to guide readers in the most effective ways of using basic text materials

E. E. Eisen (19:10:93-104)

Recommendations

1. The teacher must remember that it is getting the gist of the reading matter, "the big idea" or understanding of the regional complex that counts. (19:10:97)

2. The teacher must make sure that as the regional pattern unfolds to his students, they have a feeling of reality. (19:10:97)

3. Reading readiness must be aroused by making students feel the need and develop the desire to read to
satisfy his curiosity. (19:10:97)

4. Teachers must indicate or direct time after time, what it is students are to look for as they read. (19:10:97)

5. Teachers must provide opportunities for students to record their discoveries and findings. (19:10:97)

6. Teachers must repeat directed practices to secure good habits of independent work. (19:10:97)

Ground

"Geography reading is not a story about imaginary people and places, but about real people in a real world." (19:10:97) - 2

How to guide Students to read landscapes, pictures, maps and statistics.


Recommendations

1. Reading landscapes can be done through field trips of their community and other places. (19:10:98-99) (9:9:83)*
2. When studying pictures students must be given specific directions on what to look for in them. (19:10:99-100)

3. Pictures are very helpful when used to introduce a new map symbol. (19:10:100)

4. The teacher needs to help students use "measuring sticks to comprehend new measurements." (19:10:100)

5. Figures in statistics must be translated into something within one's own experience to avoid the formation of very erroneous ideas. (19:10:100)

6. "Exercises need to be provided which make readers aware of the usefulness of side headings, of indexes, of tables, and other data in the appendixes of their books." (19:10:101)

7. "In a general survey pictures may be used to arouse interest in a unit of study." (19:13:135)

8. "A kind of preview may be shown of a region of a country by the use of any of the types of still pictures." (19:13:135)

9. It may be kept in mind, however, that pictures used in the above manner are very limited in scope. (19:13:135)
10. "With more detailed study, still pictures may be read as a source of geographic information." (19:13:136)

11. The pictures can be used as: "a basis for questions which may be answered by the study of other pictures or by reading textual material." (19:13:136)

12. The "detailed study of pictures may be used to bridge a gap when activities, objects, or processes are foreign to a child's experience." (19:13:136)

13. "During the course of a unit or at the close of a unit, pictures may serve as a means of checking and testing." (19:13:136)

14. "Pictures may be used to help check the interpretation of map symbols." (19:13:136)

15. Studies show that directed studies using pictures are most effective with group participation. (19:13:137)

Grounds

1. Such first-hand experiences give students a chance to read facts directly from the landscapes. (19:10:99) - 1
2. Children have different ideas of what is meant by the term "far away."  (19:10:100) - 4

3. "Children cannot be expected to gain real understandings from such brief glimpses."  (19:13:135) - 9

How to guide students to read supplementary reading material

E. E. Eisen (19:10:93-104)

Recommendations

1. "These materials function best when the learner has some basic concepts and understandings about the people and places in which they live, and when he, himself, feels the need and has the desire to enlarge his knowledge of some aspect of the regional characteristics."  (19:10:101)

2. The teacher must know that there is a large variety of supplementary material useful in studying geography.  (19:10:101)

3. It is convenient to consider three kinds of supplementary materials: (1) There are books, articles, picture collections, motion picture films, and maps written or prepared from a viewpoint of accurate geographic
presentation. (2) There are those which, although non-geographic in major purposes, contain pertinent material contributing to geographic understanding. (3) There are those fictional materials with geographical backgrounds of varying degrees of accuracy. (19:10:102)

4. "Materials of the first type may be used for recreative reading without any direct relation to the study of the text." (19:10:102)

5. Reading if the second group of materials usually grow out of an interest created in the basic study. (19:10:103)

6. Care must be taken in guiding students to read material of the third type since many of them tend to build incorrect concepts about people and places. (19:10:103)

Ground

It "is not possible to gain world understandings merely from reading stories about imaginary characters living in certain parts of the world." (19:10:103) - 6
How to teach children to read and use maps

K. T. Whittemore (19:12:117-129)

Recommendations

1. Map-reading readiness must first be developed in children by developing their understanding of direction, distances, and representation of objects. (19:12:119-120)

2. Teachers at all levels must realize that map-reading skills are not taught in any one year, month, or week. (19:12:121)

3. "Teachers of high school students in social studies should provide for practice in the map-reading skills already gained and for the development of additional skills."

4. Provision should be made for the use of textbook and other maps in class or in a laboratory hour. (19:12:122)

5. Specific directions must be given when students use a map to secure items of information. (19:12:122-123)

6. The habit of using maps as reference material must be encouraged through assignment, suggestion, and example. (19:12:123)
7. Creative map activities like mapping of data obtained by observation, from statistical data, or by showing historical development of a region have great value and more time must be given to them. (19:12:124-125)

8. "Map activities should never be allowed to a level that might be called busy work." (19:12:126)

9. "The complete development of a unit of subject matter may be based on maps." (19:12:126)

10. Less often, but with great effectiveness, they may be used in the introduction, the summary, and the evaluation of a unit. (19:12:126)

Grounds

1. "The child must have the concept that is expressed by a map symbol or the symbol will be meaningless." (19:12:120) - 1

2. Constant "practice is necessary if they are to be retained and developed." (19:12:121) - 2

3. Even many a college student shows difficulty in the use of large-scale black and white sectional maps. (19:12:122) - 4
How to use films effectively

F. B. Mace and F. E. Dohrs (19:14:140-145)

Recommendations

1. When to show a given film will vary with the type of film and with the nature of the unit of study. (19:14:143)

2. "Before showing a geography film, the region or locality of which the film treats should be established;" (19:14:143)

3. It "must never be assumed that the maps contained in the film itself can in any way replace the detailed and leisurely examination of classroom maps and globes." (19:14:143)

4. "Generally, the more extensively a class explores the problems under consideration, the greater will be the benefits derived from screening of the film." (19:14:143)

5. After the film has been properly introduced it is advisable to run it the first time without interruption. (19:14:144)
6. "The best films lend themselves to audience participation and students can be encouraged to picture themselves as living in the environment depicted in the film and to identify themselves with the people on the screen."

7. "After the film has been shown, the teacher will determine which aspects of the lesson have proved most difficult to understand." (19:14:144)

8. "Subsequent discussions and activities can be guided toward clarification of obscure points and misconceptions can be corrected." (19:14:144)

9. "While the forms of follow-up activity vary, their general purpose should always be to make film experience memorable." (19:14:144)

10. Repeat showings are justified only when they serve to clarify misunderstanding or when the reception of the film has been so favorable that the class desires a repeat showing. (19:14:144)

11. It is often helpful to re-run the film without sound and to let the student act as narrators. (19:14:144)

12. "Opportunities for evaluation should not be overlooked." (19:14:144)
Ground

"Insofar as the student 'enters into' the film, the informational as well as the interpretative value of the film will be increased." (19:14:144) - 6

How to use the community in geographic education

J. G. Jensen (19:16:176-190)

Recommendations

1. The teacher and group of students should carefully consider the objectives to be achieved. (19:16:180)

2. "Even the shortest trip or the most simple observation should be previewed by the teacher or group leader." (19:16:180), (9:2:15-20)*

3. "Individual pupils may be called upon from time to time to observe geographic facts about the community outside of class periods." (19:16:180)

4. One method is to suggest specific phenomena that may be seen by pupils at a particular place." (19:16:180)

5. "A somewhat more difficult type of assignment is to have students seek examples of geographic relationships in the local community." (19:16:180)
6. "In the secondary school one may possibly ask for reports analyzing the area immediately around the pupil's home." (19:16:181)

7. "Field work involving group observations of single items in the community is a common experience afforded students by many schools." (19:16:181)

8. Students should be given definite directions on things to observe in the form of mimeographed materials. (19:16:183)

9. The entire community can also be used by the class as a unit of study. (19:16:183), (9:7:67)*

10. "When the entire community is used as a problem in geography, the unit of study may be carried to the point where all the natural and cultural elements of the community are synthesized into an interpretation looking to the future potentialities of the community." (19:16:184-185)

11. The cooperation of local community leaders must be sought. (19:16:185)

12. "Where the field trip requires more extensive travel the group should be transported in an official school bus or by public conveyance." (19:16:188)
13. The aid of local citizens, businessmen, and technical personnel must also be sought. (19:16:188)

13. The teacher must use the opportunities provided for map making in community study. (19:16:188-189)

14. Opportunities for correlation with other subjects must be used. (19:16:189)

15. Scheduling field observations may be done in cooperation with other teachers. (19:16:189)

16. Follow-up activities must be encouraged. (19:16:189)

17. The teacher must be given more adequate training in the fundamental elements of the geographic science. (19:16:190)

Grounds

1. "Community leaders appreciate the opportunity to assist, and through their cooperation the value of community utilization is multiplied." (19:16:185) - 11

2. This facilitates oral comments by the leader to the group since the party is together. (19:16:188) - 12

3. "The teacher is relieved of responsibility involved in transportation." (19:16:188) - 12
4. "The extent of community use appears to be directly related to the amount of practical knowledge of the teacher." (19:16:190) - 17

How to teach geography in the primary grades
T. F. Barton (19:18:205-216)

Recommendations

1. "Successful teaching methods recognize, utilize, and take advantage of children's interests." (19:18:211), (9:5:54)*

2. "Teachers know that primary books are or should be limited by controlled vocabularies." (19:18:211)

3. "The amount and variety of childhood experiences varies from community to community and among children in the same community." (19:18:211)

4. "The basic understandings about natural and human items are practically the same in all communities, but geographic facts vary." (19:18:211-212)

5. "Story telling is an old, old way of presenting ideas and it still is one of the best methods." (19:18:212)
6. "Children learn by experimenting and we should use this method in the classroom." (19:18:213)

7. "As a subject, geography lends itself unusually well to construction activities." (19:18:213)

8. "It is nearly impossible to find substitutes for well-planned and guided tours." (19:18:214)

9. Primary children should be given opportunities to examine the globe. (19:18:214)

10. "Maps should be introduced in the primary level." (19:18:215)

Ground

"Children look forward to the story hour." (19:18:212) - 5

How to teach world history to vocational students

B. Rowe (20:12:103-106)

Recommendations

1. Learning materials and activities must be selected carefully and used intelligently. (20:12:105)
2. "Any problem or topic studied should, of course, be related to the community in which students live." (20:12:106)

3. "The students need to be in direct contact with their community through study and participation." (20:12:106)

4. "Visits, tours, surveys, studies, contests, work experiences - these should form a regular part of the school program." (20:12:106)

5. The teacher must use more of other teaching techniques besides that of the question and answer recitation. (20:12:106), (8:3:63)*

Grounds

1. There are a great number of teaching materials besides the textbook that are available to the teacher. (20:12:105) - 1

2. "Their work in world history will come alive if community resources - museums, persons with special knowledge, etc. are utilized." (20:12:106) - 3
How to teach contemporary affairs

The problems on how to teach contemporary affairs are concerned with the following: (1) How to use the problems-approach method in teaching contemporary affairs in the junior college; (2) How to use the traditional course approach projected to the contemporary in teaching contemporary affairs in the junior college; and (3) What are the principles in working with current materials? These problems, together with their recommendations and grounds, are presented below in that order.

How to use the problem-approach in teaching contemporary affairs in the junior college.

G. L. Fersh (21:10:134-142)

Recommendations

1. "Restrict the problem areas, but not the specific problems within the areas." (21:10:135)

2. "Be sure the student gets a real problem." (21:10:135)

4. "Use the class time for general assistance on that phase of problem solving with which the students are working at each successive meeting." (21:10:137)

5. "Help the student progress through the maze of related material by permitting periodic conclusions, as each sub-problem is finished." (21:10:137)

6. "The student will need help particularly in his grasp of the relation of implicit assumptions to conclusions - both his own and those of his sources." (21:10:137)

7. "It seems almost a necessity to plan individually with each student the scheme for the written presentation of the report." (21:10:138)


Grounds

1. "It will allow an instructor to focus his preparation and be of more assistance in providing everything from materials to significant criticism." (21:10:135) - 1

2. "The struggle to think his way through a controversy is one of the most valuable parts of this whole
process and should precede elaborate and fresh dependence upon reference books." (21:10:136) - 3

3. "The second phase of the problem-solving approach is a critical one in that the student must be given help on his individual problem, as he indicates the need for help, at the same time that the class must furnish general guidance which students can translate into help on specific project." (21:10:137) - 4 to 7

How to use the traditional course approach projected to the contemporary in teaching contemporary affairs in the junior college

G. L. Fersh (21:10:134-142)

Recommendations

1. The main idea of the approach is to provide an orderly, systematic, chronological background first and then attempt to relate this formal knowledge to the contemporary scene wherever it is deemed to have significance. (21:10:139)

2. The course may be organized "around the teaching of a selected number of basic concepts or periods which have contributed to the emergence of what we call contemporary Western civilization." (21:10:140)
3. "Such periods or concepts as the following are included: "(1) The French Revolution; (2) The Napoleonic Era; (3) The Congress of Vienna; (4) Emergence of romanticism; (5) Industrial Revolution; (6) Mid-Century Revolutions; (7) Development of Nationalism; (8) Development of Imperialism." (21:10:140)

4. "After they have amassed their research material, they engage in some creative activity which will highlight the most significant aspects of the period." (21:10:140)

5. It is "emphasized that this is only the beginning of the utilization of historical knowledge." (21:10:140)

6. "The group attempts to develop generalizations concerning these matters and in the process learn something about the problem of drawing reliable inferences and summaries." (21:10:140-141)

7. "The final step in the learning process is an attempt to project their generalizations into the realm of contemporary affairs." (21:10:141)

8. A danger that must be avoided is the too literal projection of the generalizations of the past to contemporary affairs. (21:10:141)
Grounds

1. This is a compromise approach "between a program that never touches the contemporary at all and a program which makes the contemporary preminent." (21:10:139-140) - 1

2. "The practice in applying their knowledge to contemporary situations stirs them to analyze the contemporary world more closely." (21:10:141) - 7

3. "It need not be assumed that because historical material is the initial center of this approach that historical material alone must be used in dealing with the contemporary problem." (21:10:141) - 8

The principles in working with current materials

R. D. Cortell (21:12:149-173)

Recommendations

1. "The teacher of current affairs must keep himself well informed about the issues with which the class is concerned and the range of materials with which the student is likely to have contact." (21:12:149)

2. "Initially, he must have in mind the specific
aims and objectives of the work and must manage to com­
municate these aims and objectives to the students." (21:12:149-150)

3. "Ideally, this is accomplished through the develop­
opment of these aims in some cooperative experience in the
classroom, but the disaster of purposelessness must be
avoided and the fallacy of a focus on immediate purposes
only must be appreciated." (21:12:150)

4. There must be a systematic plan of receiving,
organizing, and filing the many materials which have re­
levance to the work." . . . the sine qua non of any ade­
quate system is an imagination capable of anticipating
the types of materials that may be needed at one or ano­
ther of the stages of the whole process." (21:12:150)

5. "A continuous flow of information about published
materials is absolutely necessary; hence it is an advantage
for a teacher to be on an many mailing lists for the
receiving of this information as he can arrange to be,
provided he will invest the necessary time and energy to
examine what he receives, and file these items of infor­
mation in some functional way that will allow him to
utilize them at the right moment." (21:12:151)
6. "In planning the collection of materials for a project in current history, a teacher needs to keep three objectives in mind: (a) To find current materials that will form a basic body of text subject matter that will be well organized and in the possession of all students. (b) To find materials that can be obtained in the form of single copies and kept in the classroom or library for reference use. (c) To be able to suggest materials that individual students can collect and organize for their own interest and amusement." (21:12:151)

7. "Teacher and students work together to acquire the basic text materials." (21:12:151)

8. "Since students need to learn skills in problem solving and to see the relationships of one problem to another, but need also to become acquainted with the daily flow of important news in order to be well informed and possessed of the raw material for problem solving, it will be profitable to combine these two experiences in one course." (21:12:153-154)

9. "In constructing the textbook, great care must be exercised. It must not become just a hit and miss scrapbook." (21:12:154)
10. "To construct a permanent textbook of current materials, one needs to develop and 'sell' certain rules of procedure." (21:12:154)

11. "The work of collecting and organizing information, plus acquiring a reasonable amount of knowledge about the events of the day, can be approached systematically." (21:12:155)

12. "A school library that has a great variety of popular magazines for reference purposes is a great asset." (21:12:155)

13. "Students should be encouraged to read their daily newspapers each day, especially for the editorial viewpoints of each paper in the community." (21:12:156)

14. "Since library copies of magazines in our school cannot be clipped, some method must be devised for acquiring a classroom reference library." (21:12:156)

15. "The teacher who seeks related and significant current articles in magazines and points them out to students is well rewarded for his effort." (21:12:159)

16. "The construction of a current history textbook becomes more interesting to a student if he is permitted to enlarge and decorate it with materials of his
17. "During the period of gathering information, it will be helpful to use short information and assignment projects which aim to teach the student how to do something and how to apply these skills to the specific current affairs situation at hand." (21:12:160)

18. "The work of gathering news information about people and events continues throughout the semester." (21:12:161)

19. "It is necessary to stop collecting problem information at a certain point, because students of high school maturity can absorb and understand only a limited amount of knowledge about a difficult problem in a given time." (21:12:162)

20. "They need to work over the information in several different ways in order to make it a permanent part of their knowledge." (21:12:162)

21. "While information is gathered and read on the problem, the incidental work on the names of people and on terms in the news gives a certain amount of repetition without boredom." (21:12:162)

22. "There are several ways in which students may
present their findings." (21:12:166)

23. Weekly, monthly, and semestral evaluation must be made to determine pupil's progress. (21:12:166-167

Grounds

1. "When they do such work, they must learn to read carefully, think, analyze, evaluate, classify, and file materials." (21:12:154) - 9

2. "Also, the variety of their activities appeals to them and keeps their interest alive." (21.12.162) - 20

How to teach citizenship in college

R. A. Price and M. O. Sawyer (22:9:93-100)

Recommendations

1. "The teaching method most used is that of discussion, and that discussion should proceed in
such a manner as to exemplify the idea of the dignity and worth of every individual, that is to say every class member." (22:9:99)

2. "Thorough going democracy and participation should characterize the classroom." (22:9:99)

3. "The instructors, themselves, must be liberally educated, in the true sense of the word, for they are the 'family doctors' among the academic specialists." (22:9:99)

4. Arrangements "should be made for student participation beyond classroom discussion." (22:9:100)

Grounds

1. "This is completely consistent with the idea of vigorous leadership both by able students and the instructor." (22:9:99) - 2

2. One teaches virtue best by example. (22:9:100) - 3
Matters Regarding the Teacher

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds on matters regarding the teacher of social studies in the Yearbooks covering the third period is given in Table 26 below.

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles in the Yearbook.

An examination of the figures in Table 26 will reveal that the aspect, matters regarding the teacher, is dealt with in five of the eight volumes of the Yearbooks of the third period. Problems, recommendations, and grounds share the leading position. Trends and issues on matters regarding the teacher follow in fourth and fifth positions, respectively. A comparison of the figures in the above table with those in Tables 17 and 7
will show that there is a slight decrease in the articles devoted to the aspect, matters regarding the teacher, in the third period from that of the second period. The articles devoted to the aspect, matters regarding teacher, in the third period are more than those in the first period.

Trends in Matters Regarding the Teacher

The trends in matters regarding the teacher of social studies that have been identified in the articles of the third period may be classified under the following headings: (1) Trends in teacher certification requirements in geography; (2) Trends in the education of elementary school teachers; (3) Trends in the education of college teachers; and (4) Trends in professional growth through activities other than formal education. These trends are presented below in the order listed above.

Trends in teacher certification requirements in geography

The trends under the above heading are presented under two sub-headings: (1) Teacher certification requirements for elementary school teachers of geography; and (2) Teacher certification requirements for secondary school teachers of geography. A. H. Meyer (19:25:283-299)
Teacher certification requirements for elementary school teachers of geography

1. There is extreme variability of certification requirements. (19:25:294)

2. In a large number of states (21) such state certification requirements are on an institutional basis and therefore, have no one set of published state regulations which can be consulted. (19:25:294)

3. "Of the 27 states for which uniform state regulations have been published, seven specifically list 'social studies' but do not list any component subject-matter divisions." (19:25:294)

4. "The other twenty do list social studies requirement by subjects,—one, two, or more." (19:25:294)

5. "Geography is specially listed in sixteen states, separately or in conjunction with the social studies." (19:25:294)

6. "Eleven of these specify the number of semester hours in geography, which range from two to eight." (19:25:294)

7. "The average geography training requirement is about four and two-thirds semester hours." (19:25:294)

Teacher certification requirements for secondary school teachers of geography

1. Standards are tragically poor, must lower even than for elementary school teachers. (19:25:298)

2. "Due to the fact that academic major requirements of institutions or other graduation requirements satisfy the state certification requirements in fifteen states, it is difficult to determine the status of geography preparation in such states." (19:25:298)

3. "In another group of twelve states 'social studies' is a recognized teaching area for which the states prescribe a specific number of hours. But since component subject-matter training is not indicated, we again do not know how much geographic training is involved." (19:25:298)

4. "Of the twenty-one states remaining, it is noteworthy to observe that ten call for specific training in one or more of the social sciences, but geography is not listed among them. Nor is geography listed separately." (19:25:298)

5. "In the remaining eleven states, geography training is listed as part of the social studies or as a separate subject (more commonly the former)." (19:25:298)
6. "But even these few states do not all prescribe some geography training." (19:25:298)

7. "Only five states actually prescribe specific number of hours in geography. And the average requirement is only about five semester hours." (19:25:298)

8. "In the states where 'teaching majors' are the same as 'academic majors,' we may be sure that geography is likewise poorly accredited." (19:25:298)

Trends in the education of elementary school teachers

The trends under the above heading are presented below in three sub-headings: (1) Significant trends in theory and practice which influence the education of elementary school teachers; (2) Issues in the preparation of elementary school teachers; and (3) Significant aspects of promising programs in teacher education for the elementary school level. These trends are presented below in that order. H. D. Drummond (23:2:16-46)

Significant trends in theory and practice which influence the education of elementary school teachers

1. There is a growing awareness of individual differences. (23:2:17-18)

2. There is a growing awareness of the importance of stages of growth in children. (23:2:18)
3. There is a growing awareness of the interrelatedness of growth. (23:2:19)

4. There is a growing awareness of the importance of the educational implications of social change. (23:2:19-20)

Issues in the preparation of elementary school teachers

1. Should there be careful selection or screening of students interested in elementary school teaching? (23:2:22-23)

2. Should there be greater emphasis in general education in the preparation of the elementary school teacher? (23:2:23)

3. Should the content which teachers must know be limited to "work in art, music, and physical education," or shall they also encompass work in number, science, and social studies? (23:2:23)

4. Should courses in methods and techniques be emphasized? (23:2:23)

5. What laboratory-type experiences shall be given to teachers and when shall these be given to them? (23:2:23-24)

6. What experiences in community life should be given to prospective teachers? (23:2:24)

7. Should specific preparation for a maturity level be given to prospective teachers? (23:2:24-25)
Significant aspects of promising programs in teacher education for the elementary school level

1. "More concern for the development of basic social concepts in prospective teachers—concepts which emphasize the similarities of all humans, the unity of man's needs, and the ways of using understanding to develop a humane society." (23:2:44)

2. "Greater emphasis on developing socially sensitive individuals—persons who respond well to others, who are themselves humane, who work well in groups and know the techniques of effective, democratic leadership." (23:2:45)

3. "Increase emphasis on courses in the social sciences which focus the attention of the student on problems of living—courses which draw upon content from history, political science, sociology, economics, anthropology, geography, and social psychology, and which help students synthesize and apply the knowledge gained." (23:2:45)


5. "Increased travel in the United States and in other lands under the guidance of competent teachers of geography, history, and culture." (23:2:45)

6. "More workshop-type courses in the professional
sequence—courses in which students work out resource units, collect and develop teaching materials, preview films, and slides, and actually do many of the activities they may later utilize with younger learners."

(23:2:45)

7. "A longer period of preparation for teaching with more opportunity for students to work under the guidance of effective teachers." (23:2:45)

8. "More concern with evaluation as the heart of learning." (23:2:45)

Trends in the education of college teachers

The trends under the above heading are presented below under the following sub-headings: (1) Preparation of teachers for college teaching; (2) Commendable features of current modified institutional programs; and (3) Problems facing individuals preparing to teach social studies courses in a program of general education. H. T. Morse (23:4:82-112)

Preparation of teachers for college teaching

1. The usual requirements for the Ph. D. degree "were set up to prepare research workers and scholars rather than to prepare classroom teachers." (23:4:94)
2. "Because of the apparent unsuitability of the present graduate program for preparing college teachers, some proposals have been made to set up a new administrative unit for that purpose, which would not be tied to the traditions of the graduate school." (23:4:94)

3. "One proposal gives emphasis "on better measures of selection and more direct methods of recruitment in order to insure a good supply of capable young people for the college teaching profession." (23:4:95)

4. While another proposal gave attention to "the value of research as a means of training the prospective college teacher and the necessity for subject-matter specialization and thorough grasp of subject content, it stressed also the desirability of a broad background so that the college teacher might be in actuality an educated and cultured individual in the real sense of those terms." (23:4:96)

5. While the group considering the doctoral dissertation believed that it had considerable values for the prospective college teacher, they considered that there were other values in other "types of approach and concluded that the question needed further study before any marked change in present dissertation requirements should be made or before any alternative might be generally accepted as a substitution for the dissertation." (23:4:96)
6. While another group recognizes "the limitations of adding more requirements to the already heavy program of graduate students, this work group recommended that there should be more specific preparation with regard to the teaching function of the prospective teacher and also to other aspects of his professional activities." (23:4:96)

7. A fifth work group indorses "the idea that a young college teacher ought to have opportunity to observe experienced and effective teachers at work and, in turn, to have an opportunity to teach under the sympathetic guidance of a more experienced colleague." (23:4:97)

Commendable features of current modified institutional programs for preparing college teachers

1. There is positive recruitment and careful selection of candidates. (23:4:103)

2. There is the "requirement, or at least strong encouragement, of a well-balanced general education in the major arts and sciences as a prerequisite for admission to the graduate school or the provision for the acquisition of such an education during" graduate study. (23:4:103)

3. There is an introduction of broad interdepartmental and interdivisional programs at the graduate level. (23:4:103-104)
4. There is a modification of requirements concerning the dissertation. (23:4:104)

5. There is systematic provision of courses, seminars, and workshops relating to the professional aspects of the college teacher's task. (23:4:104)

6. There is provision of supervised apprentice experience for prospective college teachers both at the pre-doctoral levels as well as in-service training for members of the staff. (23:4:104)

7. There is acceptance of active responsibility by the chief administrative officers and faculty members of high prestige in graduate schools for undertaking and supporting programs for the preparation of college teachers. (23:4:104)

8. There is provision for wide participation within the institution for the study, initiation, and development of programs for the preparation of college teachers. (23:4:104)

9. There is participation in the formation and development of such programs by representatives from various types of employing institutions, such as junior colleges, liberal arts colleges, teachers colleges, professional schools, and other graduate schools. (23:4:104)

10. There is establishment by one or more graduate schools of cooperative arrangements with the colleges of
a given region for the development of various kinds of field experience. (23:4:104)

11. Administrative officials are specially concerned with removing obstacles which appear to hinder the initiation and development of new programs for the preparation of college teachers. (23:4:104)

12. There is promotion and facilitation of progress in the development of programs for the preparation of college teachers on the part of prospective college teachers themselves, faculty members, and administrative officers. (23:4:104)

Problems facing individuals preparing to teach social studies courses in a program of general education

1. "The first and most obvious difficulty is that of determining in advance the particular type of program in which he may be teaching." (23:4:104)

2. "The second particular difficulty facing a person desiring to teach in the general education field is that of securing a major and minor in the academic field of graduate training, which will fulfill the graduate requirements for a higher degree, and at the same time will give him the desirable breadth to prepare him for such teaching." (23:4:105)

3. "Provided that our neophyte secures a position,
however, he is faced again with problems with regard to his professional recognition and advancement in rank and salary." (23:4:107)

4. "Another relevant question is that of the kinds of teaching experience which college instructors have had." (23:4:107)

Trends in professional growth through activities other than formal education

The trends under the above heading are concerned with interpretations on the following: (1) Professional growth through participation in workshops; (2) Professional through research; (3) Professional growth through preparing and using resource units; (4) Professional growth through travel; and (5) Professional services and activities of the teacher. These trends are presented below in the order listed above.

Interpretations on professional growth through participation in workshops


1. "In the past fifteen years no educational in-service training technique has spread more rapidly than the workshop." (23:7:196)

2. "A bona fide educational workshop is a meeting
or conference where responsible and experienced people come together to work with specialists and consultants on problems of an educational nature which they find difficult to solve alone. In addition there is always a strong emphasis on social activities." (23:7:197)

3. "In ever-increasing numbers teachers of the social studies are turning to workshops in order to secure this training in democratic classroom procedures." (23:7:198)

4. "In setting up a workshop the sponsoring organization usually decides on a general area to be studied and engages a director and consultants." (23:7:198)

5. "Teachers who have registered for the workshop are sometimes asked to submit problems in advance on which they would like to work, but the better method is to wait until the start of the conference to decide on the specific problems to be considered so that members may participate in the planning, an important aspect of the workshop idea." (23:7:198)

6. "While workshops will vary in minor details, the procedure in general after fifteen years of experimentation has become rather well standardized." (23:7:198)

7. "One of the most significant characteristics of workshops, as has been suggested, is the opportunity
for teachers to work on problems of interest to them in their own schools." (23:7:200)

8. "So convinced are administrators that workshops are valuable in the in-service training of their staffs that it is not unusual for a system to conduct its own workshop. If this is not practicable, many school boards are providing sums to subsidize teachers who attend other workshops." (23:7:201)

9. "Workshops, if they have accomplished nothing else, have demonstrated that groups of teachers working on problems which they have helped to formulate will accomplish more that can be applied to the improvement of teaching than any administrative plan, however skillfully conceived." (23:7:202)

Interpretations on professional growth through research


1. "A potentially rewarding, though comparatively little used, pathway to professional growth is through classroom research." (23:7:203)

2. "Research activities, conscientiously and carefully executed, inevitably require a reassessment of one's principles or a reappraisal of one's practices, or both." (23:7:203-204)
3. "The most important type of research from the standpoint of further knowledge of the educative process, is the experimental investigation." (23:7:204)

4. "The experimental investigation requires the following: 1. A careful statement of the problem to be studied. 2. A detailed description of the procedures to be followed with both experimental and control groups. 3. Careful selection of the personnel in each group so that they made as nearly equal as possible. (This would not be required with some statistical devices.) 4. Control of the factors, outside the learning situation, which may affect the outcomes. 5. Selection or construction of instruments to measure the change which takes place. 6. Proper statistical treatment of the data. 7. Careful interpretation of the results." (23:7:204-205)

5. "Skepticism as to the wisdom of his carrying out an experimental investigation should not deter the social studies teacher from attempting other research problems which, though they should be as carefully and as conscientiously done, do not require as complicated a technique." (23:7:205)

Interpretations on professional growth through preparing and using resource units


1. "A most valuable professional development in
recent years has been the in-service growth of teachers through the production of resource units." (23:7:206)

2. "Resource units are reservoirs of possible resources which a teacher may utilize in planning, developing, and evaluating a learning unit." (23:7:206)

3. "A resource unit differs from a course of study in that the former centers around some broad problem, topic, or area of experience which students and teacher wish to investigate, while a course of study usually outlines the work which is to be covered during the course of the semester or school year in a subject or at a grade level." (23:7:206)

4. "No two schools nor any two teachers within a school can be expected to use a resource unit in exactly the same way, despite apparent similarities of 'subject' and grade level." (23:7:207)

5. "The cooperative development of resource units gives promise of becoming one of the most highly effective approaches to necessary curriculum reorganization, to the end that the social studies will be able to make greater contributions toward meeting the needs, interests, and abilities of today's youth." (23:7:207)

6. "The first step in construction of a resource unit is to identify the needs and interest, both immediate and long range, of pupils." (23:7:207)
7. "Overemphasis on the exact details of organization of a resource unit tends to focus attention on non-essential problems of form rather than on the desirable outcomes of behaviors, understandings, skills, and attitudes." (23:7:207)

8. "Most resource units include, in one way or another, the following sections: an introduction, stating the philosophy, objectives, and scope of the unit; suggested initiatory, developmental, and culminating activities; suggested materials; evaluation procedures; bibliography; and possible units to follow." (23:7:207-208)

9. Some generalizations with respect to the value of the resource unit to the classroom teacher may be drawn. (23:7:208)

10. "Resource units are most valuable if they are the product of group thinking." (23:7:209)

11. "The cooperative construction of resource units is one of the better methods of inaugurating curriculum change." (23:7:209)

12. "That resource units can modify a rigid curriculum and make it more amenable to students' needs seems apparent, but it is necessary to recognize certain limitations." (23:7:209)
Interpretations on professional growth through travel


1. "Travel is a phase of in-service training which needs little 'sales talk'." (23:7:210)

2. "It is a truism that travel helps to provide the direct experience which brings reality to social concepts." (23:7:210)

3. "'Travel,' however, must be much more than occasionally interrupted movement from place to place if it is to be really fruitful." (23:7:210)

4. "In some ways the travel picture for teachers has changed materially in the last dozen years. Foremost among these changes was one which resulted from the participation of the United States in World War II and the consequent dispersion of large numbers of American servicemen throughout the world." (23:7:210)

5. "It is difficult to be a good traveler, for one must have an open mind and must not judge Manila, Tokyo, or London by the standards of Minneapolis or Rolling Prairie." (23:7:210)

6. "Not the distance traveled, but the attitude of the traveler determines the educational benefits derived." (23:7:210)

7. "A second important change in educational travel in recent years has been the great increase in the number of exchange teachers and students." (23:7:211)
8. "Another significant contribution of the last few years has been the leadership of the National Education Association in promoting travel tours for teachers." (23:7:212)

9. "The development of the idea of travel as an educational device has grown from the skepticism of thirty years ago when a one-day field trip was looked upon as an unjustified waste of school time to the present when even round-the-world tours for students or teachers are regarded, if not as a matter of course, at least as reasonable undertakings." (23:7:213)

10. "To bring order out of the confusion of conflicting standards of educational travel, as well as to stimulate this type of enterprise, a new organization, the National Council for Educational Travel, was formed at a meeting held at Indiana University in 1949." (23:7:213)

11. "Helping the teacher reap the greatest educational harvest from travel is one of the purposes of guided educational tours." (23:7:215)

12. "Increasingly teachers' salary schedules and school board rulings are being amended to recognize the fact that 'professional growth' can come about in ways other than periodic study at a college or university." (23:7:216)
13. Administrators "are somewhat reluctant to accept all travel for credit toward the requirement of in-service training." (23:7:217)

Interpretation on professional services and activities of the teacher

M. F. Hartshorn and B. W. Phillips (23:8:218-248)

1. "Professional growth and service are closely interrelated and go along together hand in hand." (23:8:219)

2. "For the social studies teacher opportunities for professional service are numerous and exist at the local, state, regional, national, and international levels. Through active membership in professional associations at all levels, the social studies teacher can render service of benefit to himself as well as to his colleagues." (23:8:219)

3. "In the local social studies council is found the basis and the growing edge of the organized profession." (23:8:220)

4. "Likewise, policies that are to govern state and national organizations, if they are to meet the needs of social studies teachers, must grow out of the thinking and experience of social studies teachers and leaders of local groups." (23:8:220-221)
5. "Local social studies council should be professional workshops where teachers identify the problems they face in their daily tasks and through cooperative endeavor utilize the skills and knowledge which they possess to enable them to solve their problems and move ahead." (23:8:221)

6. The "programs of state councils are in many instances based on the work of local groups and the interests of individual teachers throughout the state." (23:8:224)

7. "The state councils can perform some unique functions that neither local groups nor a national council can deal with adequately." (23:8:224)

8. "Many state councils furnish a real service to their members through the publication of some kind of a bulletin." (23:8:228)

9. "As of the school year 1951-52, all but six of the states had either a separate state social studies organization or a section of the state education association for social studies teachers." (23:8:228)

10. "There are two strong regional organizations that are affiliated with the National Council for the Social Studies:" (1) The New England Association of Social Studies Teachers; and (2) The Middle States Council for the Social Studies. (23:8:229)

11. The aims, policies, and activities of the
above-mentioned regional organizations broadly resemble those of the state and the national councils. (23:8:229)

12. "The National Council for the Social Studies has had a short history, but in that short period of time it has had a remarkable growth, especially when viewed in terms of its activities and its standing as an influential organization with status in the educational field." (23:8:230)

13. "The objectives of the National Council for the Social Studies, as stated in its constitution are 'to promote the study of the problems of teaching the social studies; to encourage research, experimentation, and investigation in these fields; to facilitate the professional and personal cooperation of its members; to hold public discussions and program; to sponsor the publication of desirable articles, reports, and surveys; and to integrate the efforts of all those who have similar purposes.'" (23:8:231)

14. "The Council holds its own independent national meeting that runs for three days at the time of the Thanksgiving holidays." (23:8:231)

15. "The most tangible evidence of the work and services of the National Council are its various publications." (23:8:232)

16. "One of the most active parts of the National Council program is represented by its various committees." (23:8:234)
17. "The headquarters office of the National Council serves as the agency that conducts the business affairs of the organization, carries out the policies as formulated by the Board of Directors of the Council, works with the various committees of the Council, serves as a clearing-house for information, handles the work of seeing various publications through the press, takes care of servicing the memberships, handles orders for publications, works on the problem of maintaining liaison between the various social studies councils throughout the United States and maintains contacts with other educational associations, scholarly social science groups, governmental agencies and other private groups that have an interest in and impact on the social studies curriculum and our society." (23:8:235)

18. "By its very nature, the National Council as a volunteer professional association depends heavily on the active participation of its members in developing and carrying out its program." (23:8:236)

19. "The National Council for the Social Studies serves as a representative of all the social studies teachers of the country in meeting and working with other educational, governmental, and private organizations." (23:8:237)

20. "The over-all organization for teachers in the
United States is the National Education Association." (23:8:237)

21. "Every alert teacher who is interested in strengthening the teaching profession should be a member of the National Education Association." (23:8:237)

22. "Each branch of the social sciences, at the college or university level, has its own national organization." (23:8:238)

23. One "device that will enable a teacher to keep up in at least one field is to have access to at least one of the social science magazines and if possible read in several." (23:8:239)

24. By "actively participating in one of these learned societies the social studies teacher can bring to the society the problems that he faces in teaching in the schools." (23:8:239)

25. "The organizations, local, state, and national, are ready to serve; the problem is to enlist the active support and participation of the teacher." (23:8:243)

26. "The concept of the social studies and their place in the school program is an American contribution." (23:8:243)

27. "That the social studies as we understand them must play an important part in world reconstruction was recognized immediately after the war when the War Department, acting on the advice of the Educational Mission which
visited Germany in 1946, selected as the first group of special education consultants to go to Occupied Germany a committee of seven social studies 'experts,' to use the army designation." (23:8:244)

28. "Because of its strategic location in the NEA Building in Washington, and because of its many contacts with government offices and agencies, the National Council office cooperating with the Department of State and the U.S. Office of Education, has during much of this period served as a clearinghouse for information about both personnel and materials going overseas as well as for exchangees coming to the States, thus projecting its field of service into the international scene." (23:8:244)

29. "The concept of the social studies has been a difficult one for teachers of other countries to grasp. It is much easier for them to think in terms of the separate disciplines, and to think of those subjects as bodies of factual material to be mastered, rather than as tools for the education of a responsible and intelligent citizenry." (23:8:244-245)

30. "At any rate, there is today as much difference of opinion among German teachers as to the purpose and scope of the social studies as one would find among American teachers." (23:8:245)

31. "In this brief presentation, the German aspects of international cooperation have been stressed as a case
example to point out some of the potentials at the international level and the way social studies teachers are meeting them, individually and through their professional organizations." (23:8:248)

32. "Mention should also be made of the active participation of American leaders in the field of the social studies in the various Unesco seminars which have been held during these postwar years, and of the contribution toward international understanding made by numerous exchange teachers in other lands." (23:8:248)

Issues on the Teacher of Social Studies

Two issues on the teacher of social studies have been noted in the articles of the Yearbooks of the third period. The stands and grounds for each of these issues are presented below.

Issue No. 1

Is the present college preparation adequate for providing core curriculum teachers that the public school want? A. W. Spieseke (23:3:75)

Stand on issue

"That depends on the type of core curriculum." (23:3:75)
Grounds

1. "If it is an integration of social studies and English, which at the present time is the most common type of core, then the social studies teachers who have had English as a strong minor (or vice versa), and who have had student teaching in a core organization, can attempt this type of instruction with a feeling of competence." (23:3:75)

2. "If by a core curriculum is meant courses that are to deal with problems as they emerge out of the personal and social needs of boys and girls, courses that cut across all subject-matter lines and dictate the scope and sequence of the courses, then according to several of the leaders in this development, the college program of teacher education and the courses within them need modification." (23:3:75-76)

Issue No. 2

"Are the needs of high ability students being neglected in the social studies" areas as a result of teachers' training for the core curriculum? (23:3:77)

Stand on issue

"The implication is clear that at those levels there are no elective courses in English and social studies for
the pupils who have special interests or special talents."

(23:3:77)

Grounds

If "specialized scholarly work in separate fields in college programs for core teachers is neglected, in the long run there will be serious social consequences, for society needs a steady supply of scholars." (23:3:77)

Problems on the Teacher of Social Studies

The problems on matters regarding the teacher of social studies that have been noted in the Yearbooks of the third period may be grouped under the following:

(1) The preparation of teachers in general; (2) The teacher and the teaching of geography; (3) The teacher and the teaching of world history; (4) The teacher and the teaching of contemporary affairs; and (5) The roles of the teacher in some particular aspects or problems. The above-listed problems are presented below together with their corresponding recommendations and grounds in the order given above.

Problems on the preparation of teachers in general

The problems on the preparation of teachers in general are concerned with the following: (1) How to
recruit able young people to the profession; (2) The characteristics of the good teacher of social studies; (3) How these characteristics are developed; (4) How to improve the pre-service preparation of junior and senior high school teachers; (5) How to prepare teachers for the nonacademically minded pupils in the secondary schools; (6) What kind of college preparation prospective teachers for college programs in general education need; (7) How to decide on the kind of graduate program and where to take it; (8) What characteristics world-minded teachers have; and (9) How to prepare world-minded teachers.

How to recruit able young people to the teaching profession

I. J. Quillen (23:1:1-15)

Recommendations

1. Friends of education must desist from "over-dramatizing and overdrawing the plight of the teacher." (23:1:5)

2. Social studies teachers must interest able youth in teaching as a career. (23:1:6)

3. "The great need for teacher recruitment should not cause us to neglect the raising of professional standards." (23:1:6)
Grounds

1. The tendency to overdramatize and overdraw the plight of the teacher hampers recruitment. (23:1:5) - 1

2. "Teaching has many advantages as a profession, and the position of the teacher in America is improving." (23:1:5) - 1

3. "Americans generally have given strong support to public education and have great faith in its essential value." (23:1:5) - 1

4. Social studies teachers "can help young people see the importance of teaching, and its challenges and satisfactions." (23:1:6) - 2

5. Social studies teachers "can help them to develop the kind of scholarship and personalities that will lay a solid foundation for future teaching success." (23:1:6) - 2

6. "Experience has shown that high standards help to attract rather than repel able prospective teachers." (23:1:6) - 3

Characteristics of the good social studies teacher


Recommendations

1. He should know and appreciate "the ideals of
democracy and the American way of life and the role of education in preserving and extending them."

(23:1:8), (23:2:20), (10:1:6)*

2. He should "know and appreciate the richness of the American and world cultural heritage." (23:1:8), (23:2:20)

3. He should "know the subject matter of the social sciences." (23:1:8), (23:2:21), (10:1:6)*

4. He should "know and like children and youth." (23:1:8), (23:2:21), (10:1:6)*

5. He should "know how to teach—have rich resources in materials and methods." (23:1:8), (23:2:21-22)

6. He must be "an effective citizen of the community, state, and nation." (23:1:8)

Grounds

1. Research reports and others provide the basis for describing the qualities of the good social studies teacher. (23:1:8) - 1 to 6

2. A person needs a broad general education to guide learning experiences in the area of the social studies; "to be an interesting person, one worth being around." (23:2:20) - 1, 2

3. "Without such knowledge, teachers may provide activities which result in frustration and failure for boys and girls." (23:2:21) - 4
How the characteristics of the good social studies teacher can be developed

I. J. Quillen (23:1:1-15)

Recommendations

1. "Social studies teachers can secure a knowledge of American ideals from their study of American history, literature, and government." (23:1:9)

2. "They can gain a better understanding of the responsibility of education in perpetuating these ideals in courses in educational sociology and philosophy." (23:1:9), (10:1:10)*

3. "They can constantly apply these ideals in their daily lives and in their work in the classroom." (23:1:9)

4. "Social studies teachers can enrich their cultural background by courses in American and world literature, the graphic arts, music, and dramatics." (23:1:10), (10:1:10)*

5. "Teachers should also use a part of their leisure for cultural activities and try to develop at least one area of creative expression." (23:1:10)

6. "In the general education program of teachers, courses in science should have an important place." (23:1:10)
7. "The prospective social studies teacher needs not only to learn subject matter in college but also to develop broad and deep interests and self-dependence and self-direction in learning new knowledge." (23:1:11), (10:1:10)

8. "General and educational psychology can assist teachers in learning about children and youth—their individual differences, the nature of their growth and development, their needs, and their basic motivations." (23:1:12), (10:1:21-23)*

9. "Teachers need not only to study about children but to observe and associate with them outside the school." (23:1:12)

10. "Teachers need a theory of education that is based on a knowledge of contemporary culture, the values of American democracy, and the nature of individual growth and development." (23:1:12)

11. "Teachers studying in professional courses, institutes, and workshops should secure a sound grounding in theory and build up a reservoir of appropriate methods that can be used in a variety of circumstances." (23:1:12)

12. Methods "in social studies should be based on the application of democratic values and behaviors involved in critical thinking." (23:1:13)

13. "Teacher education needs to place an emphasis on
a very high level of efficiency in reading writing, speaking, listening, observing, and quantitative thought." (23:1:13)

14. "The classroom should be a place of vitality and enthusiasm, a place of hard work and high standards--a laboratory where teacher and pupils work together as a team on the solution of important problems and the achievement of significant ends." (23:1:13)

15. The teacher must participate in a wide range of community activities. (23:1:13)

Grounds

1. The development of democratic ideals "is the most basic of all content for developing good citizenship." (23:1:9) - 1 to 3

2. "This is important for tension release as well as personality and professional development." (23:1:10) - 5

3. "Our culture is essentially scientific in its nature, and scientific methods of thought are needed badly in the consideration of contemporary social, economic, and political problems." (23:1:10) - 6

4. "The content of the social studies changes as rapidly as the world changes." (23:1:11) - 7

5. "Without basic theory, methods are sterile and and become ends in themselves." (23:1:12) - 10
6. "Zest in learning is a product of zest in teaching, and any method, no matter how good, can become boring for both teacher and student if it is repeated in the same way year after year." (23:1:12) - 11

7. This is necessary to be in harmony with democratic ideals and the demands of a rapidly changing, industrial-urban culture. (23:1:13) - 12

8. "Good teaching involves a mastery of basic social skills on the part of the teacher." (23:1:13) - 13

9. "The social studies teacher should be an example of good teaching to the whole school because the social studies field is concerned directly with the improvement of human relations and effectiveness in group action." (23:1:13) - 14

10. "Much social learning is acquired by imitation; hence, insofar as possible, the teacher should be an example of the kind of citizen he is seeking to develop." (23:1:13) - 15

How to improve the pre-service preparation of junior and senior high school social studies teachers

A. W. Spieske (23:3:47-81)

Recommendations

1. Those responsible in their preparation must know
much about the American secondary school and its population. (23:3:47)

2. "It requires that superior and talented young people should be selected for teaching." (23:3:62)

3. "It demands that they be educated so that they will have deep insight into adolescent development and the psychology of learning, a working familiarity with the ever-increasing variety of instructional materials and techniques, and an understanding of our cultural and scientific heritage which culminates in a broad acquaintance with contemporary society." (23:3:62), (3:1:9)*

4. "The institutions that prepare secondary school social studies teachers can lay a sound yet flexible foundation." (23:3:62)

5. "It must be supplemented by on-the-job training, supervisory guidance, independent or graduate study, and travel." (23:3:62)

6. It must be remembered that recruitment depends on many factors "outside the control of any college. Teachers' salaries, the community status of the profession, the strength of the idea of social service, and the attitude of high school teachers and college professors toward their calling - all influence the young people to become teachers." (23:3:64)

7. "All authorities recognize that teachers at the
secondary school level need broad and deep preparation in subject matter and in experience in public activities which can be attained through the courses in general education and in advanced subject-matter specialization." (23:3:65), (3:1:9)*

8. "The student's knowledge of contemporary living is widened by direct experience often obtained in conjunction with general education courses and with courses in citizenship." (23:3:66)

9. Specialization "should not be too narrow for instance,-concentrating in one division of history like Latin American. Instead, a balanced program that covers the field as a whole should be built." (23:3:67)

10. "The advanced courses should not be introductory or survey courses, for in the general education social studies courses the prospective teacher has already become aware of some of the elementary generalizations and aspects of the subject." (23:3:67)

11. The student should "gain through first hand experiences in elementary research operations an insight into one or the methods used by social scientists." (23:3:67)

12. "To be able to teach effectively means that the teacher must always be a student." (23:3:69), (1:7:133)*

13. "The character and extent of the work in professional education depends on the requirements for certification which vary from state to state and upon the requirements of the colleges themselves." (23:3:69)
14. Child growth and development and student teaching are two areas which must be given some emphasis in the field of professional education. (23:3:70)

15. The course on the teaching of social studies can be most meaningful if the theoretical discussions are tied to observation or actual participation in secondary school classrooms. (23:3:70)

16. "There should also be a margin of electives for students to use in strengthening themselves in their specialized field or for developing an interest that lies outside of it." (23:3:75)

17. "These broader programs of teacher education need not lead to decreased attention to scholarship, for that is largely within the control of the individual institution." (23:3:75)

18. There has to be correlation between the pre-service preparation and the teaching assignment. (23:3:75)

Grounds

1. The change in the high school population has caused an expansion of the purpose of secondary education. (23:3:51) - 1

2. This "expanded purpose implies revisions in the content of the social studies." (23:3:51) - 1

3. It "conditions the selection of secondary social
4. It "suggests numerous implications for methods and materials of instructions." (23:3:51) - 1

5. The legitimate "desire for specialization must be nurtured through the advanced work that a student takes, and guided so that it contributes to his training as a high school social studies instructor." (23:3:67) - 9

6. "The social studies field is unlimited in width and grows constantly in depth, not only because of the never ending research of specialists, but because of the passage of time itself." (23:3:69) - 12

How to prepare teachers for the nonacademically minded pupils in the secondary school

A. W. Spieseke (23:3:47-81)

Recommendations

1. "To teach the non-readers or limited readers effectively requires width in social studies subject matter, in materials and in techniques, and the greatest deviation from the traditional classroom procedures." (23:3:78)

2. "In addition, the teacher has to be prepared to explain and interpret to the parents what is taking place in the classroom, for it differs so markedly from what and how many of them were taught that questions are bound to arise." (23:3:78)
3. "Finally, the gain which comes from broadening the preparation of the secondary school social studies teacher both in academic content and in his knowledge of the growth and development of children and youth should not be made at the price of all specialization." (23:3:78)

4. Teachers should be encouraged to select one instructional technique which is particularly congenial to them for further development. (23:3:78-79)

5. "The staff of a social studies department, or that of a small high school, should be considered a team, with each member contributing a particular teaching specialty, instead of being a collection of individuals each supposedly competent to use the whole range of materials and methods." (23:3:79)

Grounds

1. "Narrow content specialization is unrealistic in the light of high school teaching, but there still must be mature, full treatment of a few areas." (23:3:78) - 3

2. "Perhaps the ever increasing number of instructional techniques and materials can provide a clue to a different kind of specialization for social studies teachers, and at the same time implement on the teacher level the recognized educational principle of individual differences." (23:3:78) - 4, 5
The kind of college preparation a prospective teacher for college programs in general education should have

H. T. Morse (23:4:82-112)

Recommendations

1. The "prospective teacher should give as early consideration as possible to broadening his undergraduate program widely." (23:4:108)

2. "As far as graduate work is concerned, the conclusion seems inescapable that the prospective college teacher must undertake a considerable greater degree of specialized study than is customarily required for teaching in high school." (23:4:108)

3. "At the present time it may be said, however that for those staff members teaching in private or public junior colleges, in liberal arts colleges or in teachers colleges where the possession of the doctoral degree is not ordinarily expected, some intensive work beyond the master's degree may be considered sufficient academic preparation." (23:4:108)

4. For "the individual aspiring to become a member of the faculty of a liberal arts college, teachers college, or university, where there is traditionally heavy emphasis upon advanced degrees, it is undoubtedly better for him to think in terms of completing the requirements for a doctoral degree." (23:4:109)
5. Prospective college teachers "wishing to qualify for the doctorate should investigate the offerings of those graduate schools where definite attention is being given to modifications which will presumably produce more effective teachers." (23:4:109)

6. "In addition to academic preparation in the subjects which he is to teach, the prospective college teacher should acquire a satisfactory knowledge of teaching problems." (23:4:110)

7. "The minimum orientation to teaching problems should include some systematic knowledge and understanding of the learning process, the role of higher education in society, and diverse functions of the college teacher, and the varied methods, material, and techniques of instruction." (23:4:110)

8. "Wherever possible, there should be in addition an opportunity for apprentice teaching under skilful and sympathetic supervision." (23:4:110)

9. It is doubtful whether a good teacher of general education is markedly different from a good teacher in a specialized course, but the former must possess the following attributes to an unusual degree: "sensitivity to the needs of students as human beings; scholarly competence coupled with alertness to current developments in his field; ability to stimulate students and make the materials of
instruction alive and significant; willingness to 'gain satisfaction from promoting moderate growth on the part of a large number of students rather than from developing a small number of majors who might some day become distinguished specialists' diplomatic qualities enabling him to get along harmoniously even with colleagues who are not sympathetic to the idea of general education; and 'an attitude of experimentation with a readiness to try new approaches and to appraise the results objectively.'" (23:4:110-111)

10. One other imperative personal qualification that he must possess is dedication to the idea of general education. (23:4:111)

Grounds

1. "'The college teacher should himself be broadly educated,' as Diekhoff says, 'if he is to contribute to the general education of his students and if he is to view his own special interests with proper perspective.'" (23:4:108) - 1

2. "In teaching courses in general education, his scholarly task is primarily that of keeping abreast of research and developments to his students, the majority of whom will take little more work in the social sciences." (23:4:108) - 2
3. "Certainly there are many persons with such preparation who are doing highly effective work in our colleges today." (23:4:108-109) - 3

4. "This advice is given because the possession of the degree will unquestionably contribute to the better adjustment of the individual to a highly academic environment, and will better qualify him for professional advancement." (23:4:109) - 4

5. "Furthermore, college teachers of general education courses also often teach specialized upper division and even graduate courses, for which teaching a level of subject-matter specialization equivalent to that of the doctorate is customarily expected." (23:4:109) - 4

6. There is a strong current in many of our leading graduate schools for the improvement of college teaching and for the more realistic and effective preparation of prospective college teachers. (23:4:109) - 5

7. "The most effective and professionally well-adjusted teachers are those for whom satisfactory learning on the part of their students of their particular materials of instruction is a consuming interest." (23:4:111) - 10

How to decide on the kind of graduate program and where to take it

Recommendations

1. The first task of the teacher is one of analysis, "of his previous training, in both content and professional fields, of the requirements of his position, and then of his professional goals." (23:7:192)

2. "Having made his analysis of himself and his needs to the best of his ability (with the help of others, if necessary) the teacher's next problem is to decide where his needs can best be met." (23:7:193)

3. "It should be noted that his needs may include those of an experiential nature, such as seeing new people and new places; these should also be considered in connection with his choice of an institution for graduate study." (23:7:193)

4. In general, the provisions for the master's degree seem to fall into three categories: (1) The liberalized Master of Arts Degree; (2) The area major; and (3) The Master's degree in Education. (23:7:193-195)

5. "In most schools the Doctor of Philosophy degree continues its traditional course, though many college administrators, interested primarily in the improvement of college teaching, are calling the traditional plan into question." (23:7:196)

6. "There are in addition, of course, the numerous and varied programs for the degree of Doctor of Education,
most of which permit and some of require, candidates to study extensively in cognate or in other fields." (23:7:196)

The characteristics of world-minded teachers should have

L. S. Kenworthy (25:20:396-411)

Recommendations

1. "The world-minded teacher is an integrated individual, skilled in the art and science of human relations, and conscious of the wide variety of behavior patterns in the world to which he may have to adjust." (25:20:397)

2. "The world-minded teacher is rooted in his own family, country, and culture, but is able to identify himself with the peoples of other countries and cultures." (25:20:398)

3. "The world-minded teacher is informed about the contemporary world scene and its historical background and concerned about improving the conditions of people everywhere." (25:20:299)

4. "The world-minded teacher is convinced that international cooperation is desirable and possible and that he can help to promote such cooperation." (25:20:400)

5. "The world-minded teacher is an intelligent participant in efforts to improve his own community and nation, mindful of their relationships to the world community." (25:20:400)
6. "The world-minded teacher is clear in his own mind as to the goals of education for international understanding, conversant with methods and resources for such programs, and able to help create world-minded children and youth." (25:20:401)

7. "The world-minded teacher is buttressed by a dynamic faith or philosophy of life whose basic tenets can be universalized." (25:20:402), (3:1:9)*

Grounds

1. "Scientific research and empirical experience point to the fact that many troubles in the world today stem from the fact that insecure, immature, frustrated, and embittered persons tend to hate." (25:20:397) - 1

2. "In order to feel secure, persons need a sense of belonging to some primary groups." (25:20:398) - 2

3. "To teach the social studies effectively, it is necessary to have a good background in world history and the ability to use such knowledge in seeking to understand the constantly changing contemporary scene." (25:20:399) - 3

4. "Experts in the formation of attitudes are agreed that a belief becomes an integral part of a person's thought pattern only when it is acted upon." (25:20:400) - 4

5. "It is in the local community and, to some extent, in the national scene, that most teachers can work for the
creation of a world community based on freedom and justice." (25:20:400) - 5

6. "World-minded teachers need to think through their own objectives for education to further international understanding." (25:20:401) - 6

7. "Only a dynamic faith or philosophy of life can give people the perspective, patience, and persistence they will need." (25:20:402) - 7

How to prepare world-minded teachers
L. S. Kenworthy (25:20:396-411)

Recommendations

1. "No single pattern can be outlined either for pre-service or in-service education to produce the world-minded teachers described in the foregoing section." (25:20:402)

2. "Perhaps the best education for many teachers is living for a few months or longer in two or more foreign countries." (25:20:402)

3. "Next in value to firsthand experience of traveling or living abroad come contacts with persons from abroad or with persons who have been abroad." (25:20:402-404)

4. Other means are through college courses, study groups, and campus activities. (25:20:405)
5. "Films, and to a lesser extent filmstrips, are a potent force for developing world-minded teachers." (25:20:406)

6. "Teachers in service and prospective teachers should also be given experience with other audio-visual materials: records and recordings, television and radio programs, the celebration of special days, and 'audio-visual' trips." (25:20:407)

7. Other ways are through "reading, acquaintance with sources of information, and evaluation of resources. (25:20:407)

8. A "Variety of action projects should be encouraged on college campuses and in school systems." (25:20:411)

Grounds

1. "Teachers differ widely in their background and needs, and programs have to be adapted to their needs." (25:20:402) - 1

2. "Such experience enables the visitor to steep himself in the life of another people, learn something of their language in a situation where it is important to know that language, and begin to understand their values and approaches to life." (25:20:402-403) - 2

3. "Two countries rather than one are suggested lest the visitor transfer his nationalism. When that happens,
the visitor becomes as dogmatic about his new nation as he was about his own country." (25:20:403) - 2

4. "The better films portray life in other parts of the world with accuracy and understanding, and make an emotional appeal that books seldom equal." (25:20:406-407) - 5

5. "As has already been pointed out, people learn best when they can translate their beliefs into some appropriate action." (25:20:411) - 8

Problems on the teacher and the teaching of geography

The problems under the above heading are concerned with the following: (1) What are the characteristics of an adequate teacher training program in the field of geography? (2) What formal teacher education program should be given to prospective teachers in elementary school geography? and (3) What formal teacher education program should be given to prospective teachers in secondary school geography? The recommendations and grounds on the above problems are presented below in the order given above.
The characteristics that an adequate teacher training program in the field of geography should have

A. H. Meyer (19:25:283-299)

Recommendations

1. "The first prerequisite to adequate teacher preparation in the field of geography is recognition of the basic criteria and objectives which distinguish it." (19:25:283)

2. "It is the analysis of place-relationships on maps that must be included in a teacher training program." (19:25:284)

3. The training program must develop in the teacher the art of area analysis. (19:25:284)

4. The teacher training program must develop in the teacher understanding of the concept of region and its analysis. (19:25:287)

5. The program must develop in the teacher intra-regional and interregional relationship thinking. (19:25:289-290)

Grounds

1. "Where there is no real geographic understanding about place, there can be little value in remembering the place no matter how often it is referred to in history,
political science, economics, sociology, or anything else." (19:25:284) - 2

2. The "geographic concept of area plays an important role in the interpretation of historical, economic, sociologic, and political phenomena." (19:25:285) - 3

3. Knowledge of regional units is the basis for regional thinking and chorographic expression. (19:25:288) - 4

4. "Regionalizing historic events and current events rationalizes such events." (19:25:289) - 4

5. This is a requirement to sound inductive and deductive reasoning concerning the role that a certain geographic factor or combination of factors plays in the physical development of a region or regions, or the development of the cultural patterns of a people or peoples. (19:25:289-290) - 5

Formal teacher education program that should be given to prospective teachers in elementary school geography

A. H. Meyer (19:25:283-299)

Recommendations

1. To prepare the teacher to think geographically and organize his teaching accordingly, a teacher of elementary school geography must have a minimum of nine
semester hours of geographic training, distributed somewhat as follows: (1) Elements or Principles of Geography, three semester hours; (2) Map Reading, two semester hours; (3) Historical Geography of the United States, two semester hours; (4) Teaching of Elementary School Geography, two semester hours; and (5) other geography courses like Conservational Geography, Economic Geography, Geography of the home state, of North America, of South America, and of Europe, as time will permit for such extra courses. (19:25:291-293)

2. "To insure proper integration of teacher training in geography with that of other teacher training areas in the curriculum it is desirable to arrange in conjunction with the Education Department, a coordinated four-year college program in which the prescribed and elective geography courses are indicated with respect to the several term units of work to which they are related." (19:25:293)

Formal teacher education program that should be given to prospective teachers in secondary school geography

A. H. Meyer (19:25:283-299)

Recommendations

1. "Insofar as geographic understanding functions as a common integer of the social studies in the high school, geographic training may very well follow the same
basic course pattern as indicated" above for the elementary school teacher. (19:25:294)

2. "'Teaching of Secondary School Geography,' however, will naturally be substituted for the 'Teaching of Elementary School Geography.'" (19:25:294)

3. Depending upon the type of understandings, attitudes, and appreciations we wish especially to develop, courses may be taken which stress the conservational, economic, political, or physical aspects of geography. (19:25:295)

4. For our guidance the "Geography Master Standards Pattern," endorsed by the National Council of Geography Teachers to meet demands for properly trained teachers, is presented in pages 295-298. (19:25:295-298)

Grounds

1. "As previously indicated, the basic geographic concepts of functional ethnographic-environmental relationships (ecesis) as based on location, area, and region, are fundamental to geographic teaching at all levels of instruction." (19:25:294) - 1

2. The increasing maturity of understanding of geographic concepts and problems at the high school level requires such training for the teacher. (19:25:295) - 2
Problems on the teacher and the teaching of world history

The problems under the above heading are concerned with the following questions: (1) What is the role of the teacher in the study of controversial issues in world history classes? (2) What role has the teacher in improving the study of world history? and (3) What is the role of teacher-training institutions in improving the study of world history? The recommendations and grounds on the above-listed questions are presented below in the order given above.

The role that the teacher should play in the study of controversial issues in world history classes

S. H. Engle (20:16:145-152)

Recommendations

1. The teacher must think "of his role initially as being that of a provocator." (20:16:151), (1:2:15;23)*

2. "He must see his role as the guardian of light, the scientist as well as the provocator." (20:16:152)

3. He must be the interpreter of the social values of his own and of other cultures. (20:16:152)

4. He must exemplify good social behavior in a controversial situation. (20:16:152)
Grounds

1. "The teacher who is to succeed must achieve the fine distinction of being able to stimulate and direct the study of controversial issues without, at the same time, dominating the consideration." (20:16:151) - 1

2. Example is still a good method for teaching. (20:16:152) - 4

The role that the teacher should play in improving the study of world history

E. West (20:27:265-275)

Recommendations

1. The teacher should make more effort to know his students. (20:27:265), (2:1:19)*

2. The teacher should choose materials and procedures, build units to suit the differing interest and abilities of class members. (20:27:265), (2:1:14)*

3. The teacher should discard the idea that it is necessary to cover a textbook or a certain body of material, and should take time to work with students as individuals. (20:27:265-266), (2:1:19)*

4. The teacher should survey existing materials and examine new ones as they appear. (20:27:266)

5. By writing publishers and producers or talking to agents about materials, teachers can "obtain more
suitable books, pamphlets, current events papers, films, filmstrips, slides, and picture portfolios." (20:27:266)

6. The teacher should "follow current affairs and study developments in all the social sciences." (20:27:266)

7. The teacher should build his background by attending summer school, by setting up his own reading program, and by travel. (20:27:266), (1:7:133)

8. The teacher has the important obligation to deal with controversial issues in the classroom. (20:27:266)

9. The teacher must handle controversial issues in an objective fashion. (20:27:266), (1:2:15; 23)

10. "Teachers working with new approaches could assist others greatly by writing up their work for educational magazines." (20:27:266)

11. Teachers "working through state councils for the social studies should be able to circulate the results of their experimentation rather widely." (20:27:267)

12. Teachers who have the training should set up scientifically controlled experiments. (20:27:267)

Grounds

1. "Good materials are basic to a good world history class." (20:27:266) - 4

2. "The teacher who is not really interested in world history and world affairs will do little to interest his students." (20:27:266) - 7
3. "Academic freedom is not freedom to indoctrinate." (20:27:266) - 9

4. Many of the new programs could not point to any real testing evidence as to the value of a particular organization. (20:27:267) - 12

The role that teacher-training institutions should play in improving the study of world history

E. West (20:27:265-275)

Recommendations

1. Teachers should be made to "take a survey course in world civilization plus a number of specialized courses in various periods of history." (20:27:268)

2. "These detailed courses should include work on Russian, Far Eastern, and Latin American history, as well as the history of Europe." (20:27:268)

3. "Where a choice is necessary, the specialized work in European history should probably be in the modern field." (20:27:268-269)

4. "World history teachers also need a solid foundation in American history." (20:27:269)

5. Teachers also need a broad social science background. (20:27:269)

6. Unified courses in social science which would give prospective history teachers the basic content needed
from economics, government, sociology, and anthropology can be given. (20:27:269)

7. "Colleges should also consider offering unified area studies." (20:27:269)

8. The teacher must also know something of art, music, science, philosophy, and literature. (20:27:269), (1:7:133)*

9. Broad humanities courses can be given to teachers. (20:27:269)

10. The easiest thing to do in building broad humanities courses is to restrict it to history, literature, and philosophy. (20:27:269)

11. To be of greatest value, the broad humanities courses should include science, art, architecture, and music. (20:27:269)

12. The course should be under the direction of one instructor who has a broad general education. (20:27:270)

13. "In addition to humanities courses, world history teachers need work in writing and speech, as they cannot avoid teaching communication skills in history classrooms." (20:27:270)

14. "World history teachers should have professional courses in educational psychology, the psychology of adolescents, methods, practice teaching, and the place of the school in society." (20:27:270)
15. "Method courses should probably place more stress on materials, as teachers who know materials are less likely to resort to straight textbook teaching." (20:27:270)

16. "Education students need more practice in building resource units." (20:27:270)

17. "Frequently, they need more actual experience in student teaching; it is the inexperienced teacher who is most likely to revert to methods by which he was taught in high school or college." (20:27:270)

18. "High school teachers would also benefit by studying the teaching of reading at the junior and senior high school levels." (20:27:270), (2:4:153)*

19. "College courses should be conducted in accordance with known principles of psychology of learning." (20:27:270)

20. "World history teachers returning for graduate work should be able to take courses especially suited to their needs." (20:27:270)

21. "Colleges might also experiment with substituting resource units for term papers in some of the academic courses." (20:27:270)

22. "There should be workshops in which teachers can work out resources units and get help on their individual teaching problems." (20:27:270-271)
23. "There should be courses set up to provide opportunities for wide reading in current books in the social studies and the social sciences." (20:27:271)

Grounds

1. It would be impossible for students in four-year teacher-training programs to take courses in all of the social sciences. (20:27:269) - 6, 7
2. "The teacher who has studied in this fashion will have an easier time pointing out relationships in his world history classes." (20:27:269) - 7
3. "Those who are to teach world history should not have their training confined to the social studies alone." (20:27:269) - 8
4. Students need help in seeing the interrelationships between these fields and world history. (20:27:269) - 9
5. "Much of the poor teaching in world history classrooms can be traced directly to experiences teachers have had with poor instruction in their teacher-training institutions." (20:27:270) - 19
6. "It is especially inexcusable for education instructors to talk about sound educational methods yet fail to practice them." (20:27:270) - 19
7. "Too frequently, at present, teachers enter courses they do not consider important because these courses fit into the master's degree program, whereas
Problems on the teacher and the teaching of contemporary affairs

The problems on the above topic are concerned with the following: (1) How to improve the role of teachers in the teaching of contemporary affairs; and (2) What is the role of teacher-training institutions in the field of contemporary affairs? The recommendations and grounds on the above problems are presented below in the order listed above.

How to improve the role of teachers in the teaching of contemporary affairs

N. Brown (21:7:86-97)

Recommendations

1. Teachers must be aware of the aims and importance of teaching contemporary affairs. (21:7:86)

2. Teachers must be given a sense of freedom in dealing with contemporary affairs. (21:7:86)

Grounds

1. Many teachers are not familiar with the basic aims of the teaching of contemporary affairs. (21:7:86)

2. Adverse community pressures and opinions may delay movement in the direction of more effective use of
contemporary affairs materials in our secondary schools. (21:7:87) - 2

The role that teacher-training institutions should play in the field of contemporary affairs

J. C. Aldrich (21:13:174-189)

Recommendations

1. The first objective must be to assure the effective citizenship of the prospective teachers through procedures directed toward achievement of this end. (21:13:189)

2. A "primary objective of collegiate instruction must be a broad scholarship in several fields." (21:13:189)

3. The "collegiate institution must be equally aware of its responsibility for teaching the method of scholarship as well as its content." (21:13:189)

4. "The unique contribution of teacher-education institutions is the preparation of prospective teachers to serve as guides in the educational process." (21:13:189)

5. "These competencies may be developed in courses which describe methods of teaching, through observation of effective teachers in the classroom, and through directed student teaching." (21:13:189)
6. "They may also be developed in many of the content courses which the prospective teacher takes as part of his liberal-cultural education." (21:13:189)

Grounds

1. The primary objective of the schools is the preparation of young people for effective citizenship. (21:13:189) - 1


3. "Knowing is more than remembering." (21:13:189) - 3

4. "If it is true that teachers teach as they were taught, this demonstration of teaching in content courses will probably be more effective than any precept." (21:13:189) - 6

The roles that the teacher should play in some particular aspects or problems

The roles of the teacher in the following aspects or problems are presented below: (1) Contribution to the total life of the school; (2) Participation in community life and development of school community relationships; (3) Protection and promotion of academic freedom; (4) Keeping abreast of the expanding knowledge in his field; and (5) Teaching international understanding in college.
The proper role that the teacher should play in contributing to the total life of the school

J. C. McLendon (23:6:161-179)

Recommendations

1. The social studies teacher may make significant contributions to school improvement efforts by (1) sharing with his fellow workers his understanding of the community; (2) aiding the faculty in planning instructional programs that reflect social needs; and (3) becoming a special pleader for democracy in school life. (23:6:163-164)

2. The social studies teacher may make important contributions in student activities and organizations by serving as a valuable aid in planning an adequate extracurricular program and as a particularly well-equipped sponsor or advisor to certain student organizations and activities. (23:6:165)

3. The social studies teacher may contribute most effectively in the administration of the school through activities related to school finance, organized guidance, plant maintenance and operation, personnel policies, and supervisory programs. (23:6:167)

Grounds

The social studies teacher may reasonably be expected
to make some distinct contributions to the life of the school as a result of his special training and outlook.

The role that the teacher should play in community life and development of school-community relationships

J. C. McLendon (23:6:161-179)

Recommendations

1. "One way in which the social studies teacher is likely to contact the community, perhaps more frequently than other teachers, is through the utilization of community resources in teaching." (23:6:169)

2. "In order to serve both the community and the school in furthering their mutual understanding, the teacher must first know the community." (23:6:169)

3. The "social studies teacher may promote mutual understanding in his contacts with parents and citizens." (23:6:169)

4. The "social studies teacher may help in the public relations program of the school." (23:6:169)

5. The "social studies teacher may aid in coordinating the school with other educational agencies and institutions." (23:6:169)

6. The "social studies teacher may participate in
community activities other than those indicated" in the first five categories. (23:6:169)

**Grounds**

1. "These contacts furnish many chances to explain to inquiring and interested citizens the aims and practices of the school." (23:6:169) - 3

2. There are many opportunities for the teacher to participate in more organized efforts to maintain sound public relations. (23:6:170) - 4

3. "The unique role of the school as the formal educational institution of the community is readily apparent to social studies teachers." (23:6:170) - 5

4. "It seems that no self-respecting teacher of citizenship would neglect his own opportunities to engage in appropriate political activities." (23:6:170) - 6

5. "The social studies teacher should be well enough informed on local, state, and national affairs to speak with intelligence on social problems and issues." (23:6:173) - 6

6. "Possibilities for participation in still other areas of civic activity confront the social studies teacher." (23:6:173) - 6
The role that the teacher should play in protecting and promoting academic freedom

J. C. McLendon (23:6:161-171)

Recommendations

1. The teacher must not abuse academic freedom. (23:6:175)

2. The teacher must try to earn the respect and gain the cooperative interest of groups that would otherwise interfere undesirably in the program of the school. (23:6:177)

3. Cooperation may be secured by a sound program of public relations. (23:6:177)

4. Cooperation may also "call for a courageous and forthright stand when the school's freedom is under heavy attack." (23:6:177)

5. "The social studies teacher should work diligently with fellow teachers in order to advance in the minds of the public a justifiably higher regard for teachers." (23:6:178)

6. "The opportunity for social studies teachers to engage in public affairs in the community should really be limited only by the abilities of the teachers involved and the acknowledged standards of professional conduct." (23:6:178), (7:8:109)
7. It "is more important than ever that the social studies teacher take a place in the vanguard of those who will stand resolutely for the protection of our civil and academic liberties." (23:6:178), (7:8:111-113)*

8. The social studies teacher "might well be a proponent of academic freedom through the efforts of national professional organizations." (23:6:179), (7:8:111)*

Grounds

1. "There are marked limitations inherent in the degree of freedom that the teacher may wisely exercise. These limitations arise from the very nature of teaching which is to lead or to guide others." (23:6:175) - 1

2. "It cannot be overemphasized that the ultimate attainment of personal freedom for teachers depends upon the wisdom, courage, diplomacy, tact, and good judgment exercised by teachers in their relations with other members of the community, including their students." (23:6:178) - 5

3. "The social studies teacher requires for competent performance of his job the highest possible degree of freedom to participate in civic affairs." (23:6:178) - 6

4. "The current situation for academic freedom as well as numerous other civil and political freedoms is admittedly grim." (23:6:178) - 7

5. "Since the dangers to freedom extend to the
national and international scenes, it is appropriate that action to preserve and extend freedoms be taken at the national and international levels." (23:6:179) - 8

How the teacher can keep abreast of the expanding knowledge in his field


Recommendations

1. "The best guides to books in the social sciences are the periodic publications of the various scholarly organizations." (23:7:182)

2. "Consequently, careful attention to these journals, and particularly to the one in one's specialty, is a necessity, and scanning and browsing through others is highly desirable." (23:7:182), (1:7:133)*

3. "The scholarly journals are not all equally readable or equally useful." (23:7:182)

4. Enough non-technical, or relatively non-technical, journals to satisfy the needs and demands of most social studies teachers may be found in the different fields of the social sciences. (23:7:182-183)

5. "The teacher who is beginning his study of one of the social sciences or who has had little formal study of the subject and needs to review might well start with a general survey." (23:7:184)
6. "However, it is the specialized studies, sometimes in textbook form but usually otherwise, to which the teacher should turn as soon as he has acquired the framework provided by the survey." (23:7:184)

7. "The social studies teacher's work in the social sciences is not complete, of course, without attention to current events, understanding of which is, after all, the raison d'être for the social studies in the schools." (23:7:186), (1:7:133)*

8. "Keeping up in the professional field of education is first a matter of keeping up in the literature on teaching the social studies." (23:7:187), (17:32:422)*

9. Fundamental in keeping up with the literature on teaching the social studies is the literature sponsored and published by the National Council for the Social Studies: (1) Social Education; (2) Yearbooks; (3) Bulletins; (4) Curriculum Series; (5) "How To Do It" series; and Miscellaneous publications. (23:7:187), (1:7:133)*, (17:32:442)*

10. "During the last several decades perhaps fifty books dealing with part or with all of the social studies program have been published. Some of the older ones are now plainly out of date: others, despite their age, have continuing utility." (23:7:187)

11. "One should, for obvious reasons, read the
journal of his state education organization, weak as it may be in comparison to others." (23:7:189)

12. "On the national level a number of good journals await the teacher's perusal." (23:7:189)

13. "Keeping informed about the yearbooks of some of the national educational organizations is another excellent way to stay abreast of what is happening." (23:7:190)

The role the instructor should play in teaching international understanding in college


Recommendations

1. "The instructor in a course on international relations need not be a specialist in political science or in international relations. But he should have a broad background in the social studies." (25:19:391)

2. "He must be able to help make students understand the relationships and influences that contribute to the shaping of world events." (25:19:391)

3. "The very wealth of available materials may lead to superficial understanding on the part of students unless the instructor focuses attention on important problems and concepts." (25:19:391)

4. "He must stimulate critical and creative thinking
about these problems rather than the acceptance of overly simple solutions." (25:19:391)

5. He "must help his students understand that many problems have to be dealt with by statesmen in one way or another even though there is no agreement on a plan that would provide a solution acceptable to all concerned." (25:19:391)

Evaluation of Teaching

The distribution of the number of articles according to trends, issues, problems, recommendations and grounds in evaluation of teaching social studies in the Yearbooks of the third period is given in Table 27 below.

TABLE 27.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on evaluation in the teaching of social studies in the Yearbooks covering the third period: (1947-1954) volume 18 to volume 25

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* T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles in the Yearbook.
A study of the above table will show that evaluation of teaching social studies has been dealt with in four of the eight volumes of the Yearbooks of the third period. Also, this aspect has been treated every other year during this period. A comparison of the figures in Tables 8 and 18 of the first and second periods, respectively, will show that evaluation of teaching is treated in the least number of articles in the third period. Like that of the two earlier periods, there are no issues on evaluation in the third period. Trends and issues maintain the positions fourth and fifth, respectively as in the first and second periods. Problems and recommendations occupy the leading position. They are followed by grounds which occupy the third position.

Trends in Evaluation of Teaching Social Studies

The trends in evaluation of teaching social studies that have been noted in one article of the Yearbooks of the third period are concerned with evaluation in citizenship education. These trends are listed below. H. H. Cummings (22:10:101-109)

1. Evaluation has not abandoned the testing for the retention of facts. (22:10:101)

2. Evaluation has been extended to concern itself with the ability to use facts and apply principles in

3. Evaluation has been extended to concern itself with basic skills which a citizen must have to solve a civic problem. (22:10:102-103), (2:3:118)*, (12:12:215)*

4. Evaluation has been extended to concern itself with attitudes which influence the citizen in the direction of good citizenship. (22:10:103), (2:3:118)*, (12:12:215)*

5. Evaluation has been extended to concern itself with the habit of the pupil to be well informed about contemporary events. (22:10:104), (2:3:118)*, (12:12:215)*

6. Evaluation has been extended to concern itself with the socio-economic background of the pupil and the effect of such background upon participation in civic affairs. (22:10:104), (2:3:118)*, (12:12:215)*

7. Evaluation has been extended to concern itself with personal adjustment of the individual and his relations to other persons and groups. (22:10:104-105), (2:3:118)*, (12:12:215)*

Problems in Evaluation of Teaching Social Studies

The problems in evaluation of teaching social studies that have been noted in the Yearbooks of the third period are concerned with the following: (1) How to interpret or evaluate an excursion; (2) Materials available for
evaluation in world history; (3) How to improve evaluation in citizenship education; (4) How to evaluate pupil growth in skills of critical thinking and problem solving; (5) How to evaluate growth in organizing and using information; and (6) How to evaluate skills in social studies. The recommendations and grounds on the above-mentioned problems are presented below in the order given above.

**How to interpret or evaluate an excursion**

H. C. Atyco (18:4:33-52),

**Recommendations**

1. "It is essential to follow up the excursion in some very definite manner if its maximum value is to be attained." (18:4:50)

2. "There may, of course, be excursions so complete in themselves that any later discussion would tend rather to detract from than to add to their value, . . . ." (18:4:50)

3. Most "trips need to be summarized and facts of importance need to be emphasized." (18:4:50)

4. "The follow-up will of course be similar to those procedures followed in preparing pupils for the excursion--similar to the methods likely to be used in teaching any subject." (18:4:50)
5. Class discussion may be used as a part of its afterstudy. (18:4:51)

6. "Oral reports may be given on assigned topics which were made a part of the preparation." (18:4:51)

7. "It may be wise to follow some excursions by a test, the use of which is, in itself, an indication that the acquisition of definite knowledge is expected to be one result of the excursion." (18:4:51)

8. "Whenever a test is used, the questions which were given to the pupils in advance of the excursion may be utilized as the basis of test questions." (18:4:51)

9. "Many individual pupil and group interests may grow out of the excursion experience." (18:4:51)

Grounds

1. "A written summary of the excursion by each pupil may be particularly valuable because it is a good means of inducing pupils to assemble and organize their knowledge." (18:4:51) - 3

2. "Such individual reports and projects are of especial value to teachers who handle the excursion for the most part on an individual basis, requiring little uniformity in the work of the class as a whole." (18:4:52) - 9
Materials available for evaluation in world history
H. R. Anderson (20:20:206-210)

Recommendations

1. Some published achievement tests in world history, modern European history and social studies are listed in pages 206 to 207. (20:20:206-207)

2. Some published skills tests in basic skills, reading, critical thinking, and library information are listed in pages 207 to 208. (20:20:207-208)

3. Some published attitude scales are listed in pages 208 to 209. (20:20:208-209)

4. A list of publications concerned with evaluation is given in pages 209 to 210. (20:20:209-210)

How to improve evaluation in citizenship education

Recommendations

1. Evaluation "should be largely divorced from evaluating the high school graduates' fitness to enter college." (22:10:107)

2. "Evaluation must be in terms of pupil aptitude, interest, and adjustment." (22:10:107)

3. "The local community must be a source for
evaluating the results of better citizenship education in the school." (22:10:108)

4. The "schools should not wait until years after the pupils graduate to evaluate the effectiveness of the citizenship training." (22:10:108)

**Grounds**

1. "Any program of teacher-testing or state-testing which ends in grades and pupils ranked in a list on the basis of test achievement will probably mean that only knowledge and skills useful in the future college career are tested." (22:10:107) - 1

2. "Growth in interest in civic affairs, social sensitivity, better relations with other individuals and groups are all problems of concern to teachers of citizenship." (22:10:107-108) - 2

How to evaluate pupil growth in 
**skills of critical thinking and problem solving**

P. Bostwick (24:3:45-67)

**Recommendations**

1. "It is in the process of thinking that thinking skills are best evaluated." (24:3:62)

2. "It is in the degree to which problems are solved that problem-solving skills are best judged." (24:3:62-63)
3. "Evaluation must be concerned not only with how a problem is solved, but also with the adequacy of the solution." (24:3:63), (7:16:179)*

4. "Anecdotal records of children's behavior in problem solving situations can provide a valuable resource for judging how well they are growing in these skills." (24:3:63)

5. Paper and pencil tests must be supplemented by observation of behavior in problem situation, by self-evaluation by students and by discussion of behavior by teacher, student, and parent to make an adequate evaluation. (24:3:65)

Ground

The "criterion for determining the effectiveness of a program of skill development is the behavior of the learner." (24:3:63) - 4

How to evaluate growth in organizing and using information

E. L. Bolzau (24:5:90-104)

Recommendations

1. "Just as skills are best developed as need for them arises in the learning process rather than in distinct formal exercises, so related evaluation is ordinarily an integral part of the total evaluation program." (24:5:103)
2. "The broader the participation of the learners, the greater the learning value of the evaluation process." (24:5:103)

3. "As "a discussion is concluded, especially if feelings have run high, some evaluation of the organization skills and critical techniques used in the discussion may have special value." (24:5:103)

4. "The conclusion of a unit of work may be another appropriate point at which to give some systematic attention to the skills that have been applied." (24:5:103)

5. "If essay examinations are given, at any grade level, the organization of essays and the critical skills employed similarly merit attention." (24:5:103)

6. "If for one or another reason the command of skills in a class must be tested, paper-and-pencil exercises can be devised, though an element of artificiality is inescapable." (24:5:103-104)

How to evaluate skills in social studies

V. E. Herrick and F. J. Estvan (24:12:246-261)

Recommendations

1. "The following tools should be available for the teacher and pupil to use in evaluating social studies skills:" (1) Behaviorally defined process or skill objectives; (2) A variety of ways for observing pupil skill
behavior; (3) The various kinds of standards which might be used to appraise skill behavior. (24:12:260)

2. "The procedures used in evaluating skills in the social studies should: (1) Enable the observer to examine the scope of any important social studies skill as it is practiced in any meaningful social situation; (2) Be comprehensive in the sense that proper attention is paid to all the important skill areas; (3) Enable the observer to evaluate a number of skills being practiced in the same learning situation and to examine their relationships and development over time; (4) Permit the learner to assume an important role in the evaluation of his own skill behavior; and (5) Be primarily educational in character in the sense that the learner is increasingly able to give better direction to his own present and future skill development as a result of the evaluation. (24:12:260)

Grounds

1. "These points seem obvious, but there is a growing body of evidence which shows that frequently the objective presumably giving direction to the learning is not recognized by either the teacher or pupil or, if it is, its meaning is not clear and little application can be made to the concrete day-to-day behavior of pupils." (24:12:247) - 1
2. "Skills, probably more than understandings, are not the products of a single learning experience; rather they are the products of continuous directed doing in the many situations which give them application and substance." (24:12:252) - 1

3. "No one standard is ever enough to answer all the necessary questions being asked." (24:12:258) - 1

4. "The situation in which the skill is used provides the context and substance for its use." (24:12:255) - 2

5. "Educational practice reflects a growing realization that some of the most important learning accrue from the student's consideration of instructional goals and outcomes." (24:12:259) - 2

Research in the Teaching of Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations and grounds in research in the teaching of social studies in the Yearbooks of the third period is presented in Table 28 below.
TABLE 28—Distribution of articles according to trends, issues, problems, recommendations, and grounds on research in the teaching of social studies in the Yearbooks covering the third period: (1947-1954) volume 18 to volume 25

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* T—Trends; I—Issues; P—Problems; R—Recommendations; G—Grounds; TYB—Total number of articles in the Yearbook.

An examination of the above table will show that there is only one article written on research in the teaching of social studies in the Yearbooks of the third period. Problems, recommendations, and grounds occupy the same position. No trends nor issues in research have been noted. The figures in Table 28 show a slight increase to that of the second period in the aspect research, where not even one article has been devoted to it. The figures in Table 28, however, are very much less than the figures in Table 8 for the first period.

Problems in Research in the Teaching of Social Studies

The problem that have been noted in research in this period is concerned with the need for more reliable evidence on the teaching of contemporary affairs. The
recommendations and grounds on this problem are presented below. R. S. Kimball (21:15:200-213)

**Recommendations**

1. The "first step is to agree upon a limitation of what is meant by 'current events teaching' or to invent new terminology which will clearly separate these varied categories." (21:15:203)

2. An important area of research is: "What desirable aims in education, not otherwise met in the curriculum, can be better met by providing for current events instruction than in any other way?" (21:15:204), (8:8:202-204)*

3. There "is need of research to determine (a) the specific preparation desirable for a teacher who is to conduct systematic study of current events and (b) the nature and extent of preparation needed by every teacher in order to be able to capitalize on the vitalizing influence of current events used in any subject." (21:15:205)

4. Research is also needed to consider the "teacher's own needs of current events techniques as an individual and as a member of the civic community." (21:15:205)

5. Experimentation on time allotment is necessary. (21:15:208-210)
6. Experimentation on the kind of materials used in current events is also necessary. (21:15:210-211)

7. Research is needed in testing the effectiveness of evaluation instruments in current events like those of the Iowa tests. (21:15:212)

Grounds

1. Current events teaching is defined differently in practice. (21:15:203) - 1

2. The answer to this question will determine the place of current events teaching in the curriculum. (21:15:203-204) - 2

3. "Not until we have determined the answer to these questions shall we be able to turn our attention to the particular way in which institutions for teacher education should adapt their programs toward the desired ends." (21:15:205) - 3, 4

Administration and Supervision in the Teaching of Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds on administration and supervision in the teaching of social studies in the Yearbooks of the third period is given in Table 29 below.
TABLE 29—Distribution of articles according to trends, issues, problems, recommendations, and grounds on administration and supervision in the teaching of social studies in the Yearbooks covering the third period: (1947-1954) volume 18 to volume 25

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles in the Yearbook.

A study of Table 29 will show that the aspect administration and supervision in the teaching of social studies has been noted in only two of the eight volumes of the Yearbooks of the third period. The leading position is shared by problems, recommendations and grounds. No trends or issues in administration and supervision are dealt with in this period. A comparison with the earlier periods, as shown in Tables 10 and 19 for the first and second periods respectively, will reveal that there has been a steady decrease in the number of articles devoted to administration and supervision from the first period to the present period.
Problems in Administration and Supervision in the Teaching of Social Studies

The two problems on administration and supervision that have been identified in the Yearbooks of the third period are concerned with the following: (1) What is the role of the administrator in improving the study of world history? and (2) What are the roles of the administrator in relation to the problem of contemporary affairs in the curriculum? These problems are presented below with their corresponding recommendations and grounds in the order mentioned above.

The role that the administrator should have in improving the study of world history

E. West (20:27:265-275)

Recommendations

1. The administrator should cooperate by finding the money to buy materials needed by the teacher. (20:27:267), (3:2:30-31)*

2. The administrator should encourage experimentation through words and by making the experimentation easier through reduced teaching load and less rigid schedule for teachers engaged in experimentation. (20:27:267), (3:2:39)*

3. The teacher should not be "required to cover a
textbook or a certain body of material if there is reason to believe that students would profit more by delving deeply into fewer units or using a different organization." (20:27:267)

4. Teachers should be encouraged when they wish to try out modifications of old teaching techniques. (20:27:268)

5. "The administrator can encourage teachers who wish to handle controversial issues in their classrooms; with his closer contacts with community leaders, he can advise the teacher as to best approaches on the one hand, and can interpret the teachers efforts to the lay public on the other." (20:27:268)

6. Salary schedule arrangement can be used to encourage teachers to do further study. (20:27:268)

7. "Summer school work should not be the only criteria for advancement." (20:27:268)

8. "Teachers should be given credit for travel, for working out new resource units during their vacations, for engaging in their own reading program, for writing professional articles and materials for classroom use." (20:27:268)

9. "When making load assignments, administrators should remember the heavy burden on social studies teachers which keeping up with current affairs entails." (20:27:268)
10. The administrator should hire teachers who are adequately prepared. (20:27:268)

Grounds

1. "If teachers are to do a good job of teaching world history and current events, they need sufficient time for preparation." (20:27:268) - 9

2. Good history teaching requires training and enthusiasm for the work. (20:27:268) - 10

The roles that the administrator should play in relation to the problem of contemporary affairs in the curriculum

P. Gossard (21:14:190-199)

Recommendations

1. The administrator is the official "interpreter of school policies, programs, and practices to the community." (21:14:190)

2. The administrator is the official "intermediary between the public and the public's representatives, on the one hand, and the school staff, on the other." (21:14:190)

3. The administrator is the agent "technically responsible for basic curriculum decisions emanating from the staff and for the implementation of these decisions." (21:14:190)
4. The administrator is a "resource person who helps directly or through his staff of supervisory personnel to stimulate a continuous effort to improve the service of the school." (21:14:190)

Grounds

1. "The school is a public agency, as it should be in a democracy, and as a public agency it has a board of stockholders who have and who deserve to have the right to understand major changes and basic plans." (21:14:191) - 1

2. "It must be admitted, also, that the best of schools and teachers can and do make mistakes which the administrator with his practiced sensitivity to his community can help avoid--mistakes which are not errors growing out of some community deficiency but out of some technically weak or indefensible proposal by the school." (21:14:192-193) - 2

3. "The administrator is not so much the servant of his staff as the representative of his staff and he will be a better representative if he participates for what he is worth in building the policies and plans he is to interpret." (21:14:196) - 3

4. Due to the great number of materials available, some administrative "assistance in planning a shared
system of inspecting, cataloging, annotating, rejecting, becomes almost a necessity." (21:14:197) - 4

5. The administrator's cooperation is also invaluable in securing up-to-date materials, dealing with the problem of logistics and storage, and the creation of good teaching material on some local affairs. (21:14:197-198) - 4

The presentation of Chapter IV ends here. The reader is invited to proceed to Chapter V.
GUIDELINES FROM THE YEARBOOKS OF THE
NATIONAL COUNCIL FOR THE SOCIAL
STUDIES: A TREND STUDY

VOLUME III

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Guillermo Rivera Lazaro, B.S.E., M.A.

** ** ** **

The Ohio State University
1965

Approved by

[Signature]
Adviser
Department of Education
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CHAPTER V

ANALYSIS AND SYNTHESIS OF THE CONTENTS OF THE
YEARBOOKS COVERING THE FOURTH PERIOD:
(1955-1964) VOLUME 26 TO VOLUME 34

The analysis and synthesis of the contents of the Yearbooks covering the fourth period (1955-1964) as to the different aspects of the teaching of social studies are presented in this chapter. It follows the pattern of organization of the preceding three chapters.

The distribution of the number of articles on the important aspects of the teaching of social studies in the Yearbooks of the fourth period is given in Table 30.
TABLE 30.—Distribution of the articles on the important aspects of the teaching of social studies in the Yearbooks covering the fourth period: (1955-1964) volume 26 to volume 34

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*Refer to Table 1 for notations.

A study of the above table will show that the aspect curricular content and curriculum design has again the largest number of articles. The second position in this period is held by the aspect matters regarding the teacher, while the third position is shared by aims or objectives and methods and techniques of teaching. The next position is held by evaluation of teaching, while the last position is shared by research and administration and supervision. A comparison with the figures of the three earlier periods will reveal that there has been a steady increase in the number of articles devoted to the aspect curricular content.
and curriculum design. The same can not be said of the other aspects of the teaching of social studies. The noted increase in articles on curricular content and curriculum design has a corresponding decrease in the number of articles devoted to the other aspects. Decreases can be said to have occurred with respect to the aspects methods and techniques of teaching, matters regarding the teacher, evaluation of teaching, and administration and supervision. The increases that have been noted for the aspects aims or objectives and research in the later periods are very negligible.

The distribution of the number of articles according to particular subject-matter fields in the Yearbooks of the fourth period is shown in Table 31.
An examination of Table 31 will reveal that history has again the largest number of articles. World history has the largest number of articles among the sub-divisions...
of history. This is followed by American history. These two sub-divisions of history have been given particular attention in one volume each during the fourth period. The same can be said of geography, citizenship, and the relation of science to social studies which follow in that order. While sociology and problems of democracy are not treated in the Yearbooks of the fourth period, an article came out on social psychology for the first time. Comparing this with the figures in earlier periods, it will be seen that besides the leading position which history has maintained up to the fourth period, there is a marked increase in the number of articles in the fourth period. It will also be noted that world history has been given much attention in the third and fourth periods. This can also be said of geography and citizenship, and more and more subject-matter fields are being considered in the Yearbooks.

The distribution of articles dealing with particular grade or school level in the Yearbooks of the fourth period is shown in Table 32.
TABLE 32.—Distribution of articles according to particular grade or school level in the Yearbooks of the fourth period: (1955-1964) volume 26 to volume 34

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*GL-Grade Level; K-Kindergarten; E-Elementary (E-Elementary, P-Primary, I-Intermediate); HS-High School (HS-High School, JH-Junior High, SH-Senior High); C-College (C-College, JC-Junior College); AE-Adult Education; TVB-Total number of articles of the Yearbook. (The numbers in parentheses give the breakdown of the articles into the particular subdivisions of a given level.)

A study of the above table will show that more articles are devoted particularly to the elementary level than the secondary level. No article has been noted to be dealing particularly with the kindergarten and adult education. A comparison of these figures with those of earlier periods will show that it is only in the fourth period where more articles are devoted particularly to the elementary level.
Aims or Objectives in the Teaching of Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations and grounds on aims or objectives of the teaching of social studies in the Yearbooks covering the fourth period is presented in Table 33 below.

TABLE 33.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on aims or objectives of the teaching of social studies in the Yearbooks covering the fourth period: (1955-1964) volume 26 to volume 34

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* T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles of the Yearbook.

The above table shows that aims or objectives are dealt with in six of the nine volumes of the Yearbooks of the fourth period. Problems and recommendations occupy the leading position in this period. They are followed by grounds, trends, and issues, in that order. No issues have been noted here. A comparison of these figures with those of earlier periods will reveal that there has been no
marked change in the number of articles dealing with the aspect aims or objectives from one period to another. There are issues on aims and objectives since the second period.

Trends in Aims or Objectives

The trends that have been noted in one article of the Yearbooks of the fourth period are concerned with social studies objectives that make unique contributions to the over-all purpose of education. These trends are listed below. J. U. Michaelis (32:1:1-16)

1. "Self-realization, human relationships, economic efficiency, and civic responsibility are major purposes of education which have been emphasized by schools throughout the country." (32:1:4), (4:8:117)*, (15:4:33)*

2. "A central purpose currently being stressed is the cultivation of thinking ability so that the individual will use his rational powers with maximum effectiveness in meeting and solving problems." (32:1:4), (6:4:60-61)*, (15:4:33)*

3. "Basic goals such as these include a combination of concepts, understandings, skills, habits, attitudes, and appreciations." (32:1:4), (6:4:60)*, (15:4:33)*
Problems in Aims or Objectives

The problems in aims or objectives that have been identified in the Yearbooks of the fourth period may be grouped under the following headings: (1) What new objectives or goals are necessary for understanding life in our scientific age? (2) What are the objectives of teaching geography out-of-doors? (3) What should be the objectives in citizenship education? and (4) What should be the objectives in history?

New objectives or goals that are necessary for understanding life in our scientific age


Recommendations

1. "It is not the responsibility of social studies teachers to develop research scholars in the physical and biological sciences. Nor should there be any thought given to converting the social studies program into part of a pre-engineer course or related courses for the vocational training of technicians." (27:1:5-6)

2. The "final educational outcomes for the pupils may be broader if all teachers can take a broader view of education than the confines of a single subject field
and can point out relationships with the other subjects the pupil is studying." (27:1:6)

3. "There is a need for a more complete integration of science into American culture." (27:1:7)

4. "There is a need to understand how scientists have worked in the past to discover knowledge, and how they are currently working to amplify and refine existing theories and to formulate new areas." (27:1:8)

5. "There is a need to study the role of science and technology in our life today as one of the important aspects of modern citizenship." (27:1:8)

6. "There is a continuous need to reduce any lag which perpetuates social and political practices which have become useless if not harmful as a result of new scientific thought or technological change." (27:1:11)

Grounds

1. "Science and technology have not become so all-important that they must become the center of our total educational effort." (27:1:6) - 1

2. "Integration in the final analysis must take place in the mind of the learner." (27:1:6) - 2

3. "The following goals are prepared to define the area in which the social studies teacher may teach to help his pupils learn more about the work of scientists and
technologists and the place of their work in influencing the culture in which the pupils live."

Objectives of teaching geography out-of-doors

M. L. Anderzhon and H. R. Newhouse (29:11:177-199)

Recommendations

1. To develop an awareness of the patterns and areal associations of physical and cultural features.

2. To build skills in observing and recording the information regarding patterns and areal associations of physical and cultural features. (29:11:177), (2:6:180)*

Grounds

1. "Pupils need to develop what is popularly called a 'bump of location'; that is, an appreciation of the direction of places that are not immediately visible."
(29:11:177) - 1, 2

2. "The purpose is to see the community not as a static thing but as dynamic, in the process of change."
(29:11:177) - 1, 2
Objectives in Citizenship Education

The problems under the above heading are concerned with the following: (1) What are the economic goals for America that should guide the selection of objectives in economics? (2) What should be the objectives of intergroup education? (3) How can objectives in intergroup education be set? and (4) What should be the objectives for citizenship education?

Economic goals for America that should guide the selection of objectives in economics

G. D. Baker (30:7:117-139)

Recommendations

1. "Continued growth in the economy and progressive improvement in the standards of living for all people." (30:7:120)

2. "The maintenance of reasonable stability in economic progress." (30:7:121)

3. "The management and use of resources through individual choice-making." (30:7:121)

4. "Individual freedom in the choice of a job or business." (30:7:121)

5. "Equitable distribution of income and a reasonable security of income." (30:7:122)
(30:7:122)

**Grounds**

1. "Major programs in educational expansions, housing, urban redevelopment, recreational, and cultural development stand as claims on future productivity."
(30:7:120) - 1

2. "The historic performance of the American economy, impressive as it has been in its dynamic productivity, has been marred by recurrent cycles of depression and inflation."
(30:7:121) - 2

3. "In the main, the choices of consumers and the decisions of businessmen and workers in the market place have provided both the motivating and the controlling forces in our economy."
(30:7:121) - 3

4. "Economic and social mobility are accepted values in the American economic system."
(30:7:121) - 4

5. The "heavy demands made upon the economy by large-scale expenditures for defense over a protracted period of international tension tend to identify national security as an economic as well as a political objective of the United States."
(30:7:122) - 6
Objectives in Intergroup Education

W. E. Vickery (30:9:162-184)

Recommendations

1. "'There are certain facts, ideas, and concepts basic to intelligent understanding and literacy in group relations; people need to know these facts about human beings and groups, and their functioning in society.'" (30:9:164) (4:6:79)*

2. "'Living in a multigroup world requires feelings, values, and attitudes that add up to a comprehensive and cosmopolitan sensitivity.'" (30:9:164), (4:6:80)*, (16:1:13)*, (22:5:57)*

3. "'Human relations require ability to think objectively and rationally about people, about the problems of their relationships, and about cultures.'" (30:9:164), (4:6:81)*, (16:1:13)*, (22:5:57)*

4. "'It is necessary to develop certain skills in order to get along with individuals and to work successfully in groups.'" (30:9:164), (4:6:80)*
How objectives in intergroup education are set
W. E. Vickery (30:9:162-184)

Recommendations

1. "It requires an understanding of, and commitment to, the values essential for a free, democratic society." (30:9:163-164), (16:1:13)*, (22:5:57)*

2. "It requires, too, accurate objective knowledge about current social conditions and trends and especially about the effects of these conditions and trends on the work of the school." (30:9:164)

3. It "calls for a clearly formulated definition of intergroup education consistent with the best knowledge we have of how people learn." (30:9:164)

4. It "demands a continuous study of children, for the goals of instruction must be constantly re-examined and reconstructed to fit the needs of an ever-changing school population." (30:9:164)

5. "Teaching objectives will be multidimensional." (30:9:164)

6. "Curriculum makers will take pains to balance their goals of imparting information and developing concepts with objectives in the areas of cultural sensitivity, social skills, and rational ways of thinking." (30:9:164)
7. "Changing social conditions and the human-relations needs of pupils will influence the goals of instruction more than set syllabi, textbooks, and examinations." (30:9:164), (4:4:45)*

8. "Teaching objectives in intergroup education will also be adapted to fit the subject fields in which instruction is offered." (30:9:164)

9. Other "subjects, such as literature, modern languages, biology, speech, drama, music, and home economics will make significant contributions." (30:9:165), (4:2:23-24)*

10. The "goals of intergroup education will be so designed that the effects of the program will be cumulative, producing in pupils ways of thinking and acting that are appropriate for citizens who live in a democratic, multiracial, and culturally diverse society." (30:9:165)

Objectives in citizenship education

D. W. Hamilton (30:13:246-272)

Recommendations

1. "First of all, the total educational program must help in developing the kind of maturing young person who can live comfortably with himself and with others; who has enough inner security to be flexible and to accept change; who can think critically, respecting the views of others"
and postponing judgment until sufficient facts are at hand; who is willing to take action; and who has the capacity to keep on learning." (30:13:248), (4:6:80-81)*, (16:1:13)*, (21:1:3-7)*

2. "In the second place, we must reorient our teaching about world relationships." (30:13:248), (25:19:384)*

3. "Young people need opportunities to study what men have learned and how men have used what they have learned in representative cultures throughout history." (30:13:248)

4. They "must understand the operational definitions of nationalism, imperialism, Communism, capitalism, socialism, and all the other 'isms' that seem to rule the world." (30:13:248)

5. "Basic to all decision making a world affairs is an understanding of the American way of life, a conscious awareness of our own democratic values which, as anthropologists know, comes into focus only when one perceives other cultures empathically." (30:13:249), (4:5:57)*, (22:5:57)*

Grounds

1. "Obviously, this is the type of person that we need for our society anyway." (30:13:248) - 1
2. This is necessary to enable people to make intelligent decisions about the political realities of the present and the future. (30:13:248)

Objectives in the teaching of history

The problems on the above heading are concerned with the following: (1) What should be the objectives for elementary school history? (2) What should be the objectives of American history in the eighth grade? and (3) What should be the objectives of history in the secondary school?

Objectives for elementary school history

W. L. Chase (31:19:329-343)

Recommendations

1. "Lists of aims for studying history in the elementary school should tell us the kinds of growth and development to be promoted or achieved through instruction." (31:19:340)

2. The objectives must "be based on the maturity level of children and be within their range of intellectual achievement." (31:19:340)

3. "This writer suggests thinking of objectives for the teaching of history in two categories: (a) those
concerned with growth and development in the appreciations, attitudes, and understandings already well established and generally accepted as concrete and achievable by the majority of workers and writers in the field of teaching history in the elementary school, and (b) those concerned with growth and development in functional skills and habits necessary in using and understanding materials that will continuously contribute to the further building of appreciations, attitudes, and understandings."

(31:19:340-341), (5:2:17)*, (20:1:4)*

Objectives of American history in the eighth grade
I. J. Quillen (31:20:344-361)

Recommendations

1. It has a particular responsibility in developing an understanding of American institutions. (31:20:349), (4:6:81)*

2. It has a responsibility in building citizenship. (31:20:349), (4:6:79)*, (17:5:65)*

3. It has a responsibility in developing an appreciation of the richness of American culture. (31:20:349), (4:6:79)*

4. It has a responsibility in developing an understanding of our American neighbors in the Western Hemisphere. (31:20:349)
5. It has a responsibility in helping to build a mastery of basic social skills. (31:20:349), (4:6:80)*

Objectives of history in the secondary school

B. G. Massialas (34:33:625-659)

Recommendations

1. "History instruction should encourage and enable the participant to arrive at a body of tested principles or generalizations concerning the operation of human societies." (34:33:625), (6:4:53)*, (20:1:4)*

2. "History teachers should deal cognitively with methods of inquiry by which historical knowledge is discovered, verified, and reconstructed, and through which the individual may pursue knowledge on his own. (34:33:625), (1:2:16,21)*, (17:33:432)*

3. "Instruction in history should create the conditions which would maximize the opportunity of the student to engage in creative thinking and in intelligent conjecturing." (34:33:625)

4. "The history classroom, conceived as a microcosm of the community and the prevailing social order, should furnish the forum for assessing alternative schemes in dealing with normative (value) questions; pressing individual and social concerns should be discussed in an intellectually and ethically responsible way." (34:33:625)
"It is asserted that objectives and strategies of teaching are contingent upon conscious and subconscious images one holds of the adolescent, the society, and the academic discipline." (34:33:625) - 1 to 4

Curricular Content and Curriculum Design of Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds on curricular content and curriculum design of social studies in the Yearbooks of the fourth period is shown in Table 34 below.

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles in the Yearbook.
A study of the above table will show that curricular content and curriculum design are dealt with in all the volumes of the Yearbooks of the fourth period. Trends in curricular content and curriculum design occupy the leading position in this period. This is followed by recommendations, problems, grounds, and issues in that order. While issues are noted in only three volumes, trends, problems, recommendations, and grounds appear in all of the volumes of the fourth period. A comparison of the figures in the different periods will also show that issues have consistently occupied the last position on the aspects curricular content and curriculum design.

Trends in Curricular Content and Curriculum Design

The trends in curricular content and curriculum design that have been noted in the Yearbooks of the fourth period may be classified under the following headings: (1) Trends in curriculum making, (2) Trends in the nature of the curriculum, (3) Trends in instructional materials, (4) Trends in interpretations on some aspects that condition learning, (5) Trends in interpretations on citizenship, (6) Trends in interpretations on the relation of science and the social studies, (7) Trends in interpretations on the social sciences, (8) Trends in interpretations on geography, (9) Trends in interpretations on the content
of American history, and (10) Trends in interpretations on the content of world history. The trends under the above-listed topics are presented below in the order given above.

**Trends in curriculum making**

The trends in curriculum making under the above heading are concerned with the following: (1) Practices in curriculum making, (2) Work of a study council for curriculum improvement, and (3) Activities of the NCSS in the improvement of the curriculum.

**Trends in practices in curriculum making**


1. Teachers have accepted leadership and responsibility in curriculum making. (26:6:85), (4:5:56)*

2. Teachers and pupils improve the curriculum by defining desired outcomes, selecting suitable instructional materials and selecting vital learning experiences adapted to individual differences of students. (26:6:85-86), (4:5:64-71)*
3. Many schools are improving their social studies program with an increasing participation of people. (26:7:112-149)

4. In some schools teachers who have heavy committee responsibilities in curriculum work are given reduced teaching load. (26:9:196)

5. One other obstacle to curriculum improvement has to do with the ever-increasing number of organizations, in which the teacher is expected to show interest resulting in the dissipation of his time and energies. (26:9:196)

6. "Planners must find solutions to such problems as those posed by an overcrowded curriculum, such as weak spots as are still apparent in many of the ninth- and twelfth-grade courses, the one-year world history course, and some of the junior high-school sequences." (26:9:197)

7. "Of course there is no cure-all for disagreement, but one answer might be found in a continued emphasis on cooperative and over-all planning." (26:9:197)

8. Cooperation between specialists in education and other subjects to improve teaching is a common occurrence. (31:1:1), (4:7:90)*

9. Developing critical thinking is a recurring theme in curriculum making. (31:1:3)
1. The council works on problems of common concern to member schools. (26:10:199)

2. Another function of the council is to stimulate interest among school people who are not yet active in curriculum improvement. (26:10:200)

3. Conferences are held to achieve the purposes of the council. (26:10:200)

4. Research activities are also done through a cooperative action research committee. (26:10:202)

5. Educational clinics, where teachers are able to watch children and teachers plan together, execute plans, and evaluate results, are also established. (26:10:209)

6. An effective and interesting way of exchanging curriculum ideas is also done through a monthly magazine, from material contributed by personnel from member schools and issued through the study council. (26:10:211)
1. The National Council prepare reports of studies, policy resolutions, and resolutions regarding the curriculum. (26:11:219)

2. The National Council makes provision of "sessions at annual conventions and with the learned societies and with other societies where the curriculum may be considered." (26:11:219)

3. The National Council is engaged in the preparation "and publication of volumes, booklets, and pamphlets which deal with curriculum problems." (26:11:219)

4. The National Council arranges the inclusion "in Social Education of reports of various school programs, summaries of curriculum literature, and lists of materials to be considered by the teacher, supervisor, and administrator." (26:11:219)

5. The National Council participates in special cooperative studies with other societies. (26:11:219)

6. The officers and members of the National Council participate as "individuals in programs of curriculum improvement." (26:11:219)
Trends in the nature of the curriculum

The trends under the above heading may be classified under the following: (1) Trends in the nature of the curriculum in general, (2) Trends in the nature of some subject-matter fields in the social studies curriculum, (3) Trends in the curriculum for the elementary school, (4) Trends in the organization of the social studies curriculum, and (5) Trends in the nature of provisions for individual differences. The trends under each of the above-listed headings are presented below in the order listed above.

Trends in the nature of the curriculum in general


1. There is evidence that the impact of child growth and development movement upon the social studies curriculum has been extensive. (26:3:17), (4:13:200-201)*

2. There is an increase use of variety of resources like written materials, audio-visual resources, and community resources. (26:3:18-20)

3. There is continuing emphasis upon citizenship education. (26:3:20-21), (4:5:61-63)*
4. "Spurred on by wartime and post-war influences, the field of intergroup education has received increasing attention during the last decade." (26:3:21)

5. There is emphasis upon economic education. (26:3:22-25)

6. There is continuing focus of attention and effort on the part of teachers upon American history. (26:3:26)

7. There is emphasis upon contemporary affairs. (26:3:26-27)

8. There is continued proliferation of social studies subjects and areas. (26:3:27-28)

9. "Relating to children and youth, authority and its proper sources, application, and meaning has become hotly debated during the post-war decade." (26:3:29)

10. "Since World War II, the question of what constitutes the proper and advisable boundaries of inquiry within social studies classes has become increasingly controversial." (26:3:32)

11. There is also some controversy as to the extent methods of free inquiry must be used in schools. (26:3:32-34)

12. "Along with the increased use of a wider variety of resources in the teaching of the social studies, there has been a counter tendency toward restriction." (26:3:34)
In a general sense it can be said that teachers and other educators have enjoyed greater freedom during the past ten years than ever before. This is seen in the trend toward greater freedom to develop social studies programs at the local level." (26:3:37)

The last ten years has seen a continuation and intensification of ambivalence regarding the patterns of organization of the social studies curriculum. "Roughly, they fall into the following three dualities: first, integration and fusion of subjects and fields versus single separate subjects; second, functionalization of content versus the teaching of 'essential' knowledge; and third, flexibility of organization of content versus the formal specification of content." (26:3:41), (6:1:7;25)*

Another dilemma of social studies teachers and their curriculum is the problem of whether education for international understanding should be included in the curriculum. (26:3:46)

"On the one hand, there is the growing movement for closer and more substantial working relations with the community; on the other hand, there are tendencies either to become defensive or to seek isolation from and insulation against those who challenge the validity of the existing pattern of social education." (26:3:48), (9:3:29)*

The first source of the content of the social studies program is the informal content "found in the
ongoing activities of the several expanding communities of men in which the pupil lives."  (32:6:62)

18. "The second source of social studies content is the formal disciplines of the pure or semisocial sciences: human geography, history, political science, economics, sociology, anthropology, social psychology, jurisprudence, philosophy and ethics, and linguistics."  (32:6:62)

19. "A third source of content is found in the responses of pupils both to (a) the informal events cited as the first source, and (b) the more formal studies referred to as the second source."  (32:6:63)

20. "In the third quarter of this century we witness balance being restored in the social studies program as the content is once again rooted in social science generalizations that are fed by the less formal experiences of contemporary happenings and by youngsters responses."  (32:6:64)

Trends in the nature of some subject-matter fields in the social studies curriculum

Science in the social studies

1. "A sober review of the social studies program over the last 50 years will reveal the fact that the role of science and technology in modifying society has not been overlooked in the social studies program." (27:1:3)

2. "In recent times there has been a steady infiltration of accounts of scientists and their contributions into world history textbooks." (27:1:4)

3. "There have been relatively few attempts to write the stories of groups of scientists around the development of central theories and major technological change which came into existence as a result of their work." (27:1:4)

4. "In civics textbooks and textbooks on American problems, the government organizations which are engaged in scientific work are described." (27:1:4)

5. "Little attention is given in the social studies textbooks to the growth of scientific research in the universities, or the expanding research contributions made by industry or the contributions of the great scientific societies already mentioned." (27:1:5)

Economics education

1. "The curriculum in the elementary school has been reorganized to embrace more of the life experiences and
developmental needs of children, with correspondingly
greater emphasis upon the economic activities of the home,
school, and community." (30:7:130), (11:1:1-2)*

2. "Economics as a high school subject, as a course
in economic principles and institutional organization, has
dropped in importance and in the proportion of pupils
enrolled in such courses." (30:7:130)

3. "Although the consumer-education movement was
unsuccessful in establishing consumer economics as a
course in the secondary school, much of the subject matter
of consumer education has been absorbed in home economics,
industrial arts, business education, mathematics, and,
to a lesser extent, the social studies." (30:7:130)

4. "The business-education curriculum has been
revised to give more emphasis to economic principles and
social understandings and to the ways in which these con­
cepts and values function in the business community." (30:7:130)

5. "There has been extensive experimentation on
the part of teachers of the social studies - with some
co-operation from the language-arts, science, and business-
education faculties - in an effort to find appropriate
ways of integrating economic content and problems materials
in existing courses." (30:7:130), (11:1:3)*

6. "Community leadership has been extensively in-
volved in planning for economics education." (30:7:130)
7. "The Joint Council on Economic Education has emerged as an effective agency for promoting co-operation among professional organizations and for stimulating planning and experimentation at the state and local levels." (30:7:130)

8. "Notwithstanding the efforts which have been made in recent years, it is nevertheless true that no school system has as yet developed a satisfactory curriculum for 'educating citizens for economic effectiveness'; and the reasons are fairly obvious." (30:7:130-131), (6:7:108)*

**Intergroup education**

1. "Intergroup education is nothing new or strange in American schools. It has been a part of education for democratic citizenship since the 'Americanization' programs of the early 1900's." (30:9:162)

2. "The public attention and educational emphasis given to intergroup education at the time of World War II only clarified an area of study familiar to many educators and raised it to a higher level of importance." (30:9:162), (22:2:16)*

3. "In the first years of this revived emphasis, around 1940, intergroup education was provided mainly through special topics and units of work introduced into the curriculum." (30:9:162)
4. "The Intergroup Education in Cooperating Schools project, directed by Hilda Taba, identified the weaknesses of the intergroup education programs of the early 1940's." (30:9:162)

5. "The Project staff believed that the fundamentals of intergroup education could be defined in terms of 'the behaviors called into play in any relationship between the 'in' and 'out' groups.'" (30:9:162-163)

6. "The shift from defining the essentials of inter-group education as learning about minority groups to studying the psychological phenomena and processes that underlie all manifestations of intergroup relations will have a radical effect on school programs." (30:9:163)

Factors for making American history live

1. "Like the history of many inventions, the idea of the restored community took root simultaneously in more than one place in the mid-twenties." (31:23:398)

2. "The long list of pageants and celebrations presented each summer across our land, commemorating historic events of the locality, further attest our consciousness of the nation's development." (31:23:399)

3. "Congress, too, recognized the importance of preserving important primary sources when it authorized the establishment of the National Archives and, more recently,
of libraries for the papers of each President beginning with Mr. Truman." (31:23:399)

4. "Further evidence of the popular appeal of historical themes is to be found in statistics on book production." (31:23:399)

5. "In addition to the numerous advantages accruing from a dawning awareness of our nation's heritage, the teacher has available today better and more varied materials prepared for school use than ever before." (31:23:399), (17:3:57)*

6. "The teacher of history is fortunate likewise these days not only that knowledge within the field is extending, as the figures on book publishing indicate, but also that means exist for keeping abreast of the findings of research." (31:23:400)

7. "Another source of optimism for the teacher, at least at the secondary level where reading constitutes the chief avenue of learning, is heartening evidence that teen-agers are reading more books and more difficult books than in decades past." (31:23:400)

8. "The efforts of those outside the academic field to aid in the promotion of reading among children and youth is an encouraging sign of the times which redounds to the benefit of all teachers, including those in American history." (31:23:400)
9. "Recent trends in books for children and young adults both mirror and bring to focus these developments in our society." (31:23:401)


11. "Another trend, related to the growth of series books and yet independent of it also, is the explosion in junior biography." (31:23:402)

12. "Another trend which has occasioned some difference of opinion is the increasing appearance of adult books simplified for young people." (31:23:403)

13. "It would be hard to minimize the influence of the reading bonanza resulting from a final trend in books for young people. The rise of the paperback has brought change in book publishing, in mass merchandising, in libraries, in classrooms, and everywhere a reader may consume a book." (31:23:403-404)

Study of current affairs

1. "The term, 'current affairs,' denotes a broader approach to the news of the day than does 'current events,' the term that was formerly used to designate this aspect of social studies work. In current affairs study, whether in elementary or secondary schools, significant events are considered against a background of preceding developments and with attention to environmental factors that play a part in them." (32:9:131), (21:16:214)*
2. "Current affairs study in the modern elementary school begins in the kindergarten with brief reports from children about 'interesting things that have happened' and grows into an organized treatment of selected current affairs in the later years of the elementary school." (32:9:131-132), (21:7:88-89)*

Curriculum in geography in Russia

1. "A Pupil in the Soviet schools receives about 480 class hours of instruction in geography." (29:16:249)

2. "Formal instruction in geography begins in the fourth class. The first task this year is to learn to read a map." (29:16:250)

3. The next task in the fourth class "is to gain some appreciation of the whole globe, of the hemispheres, continents, and oceans." (29:16:250)

4. The third task in the fourth class "is to make an initial geographic acquaintance with the varied landscape of the Soviet Union itself, of its seas, rivers, and lakes, its plains and mountains." (29:16:250)

5. "In a short unit Moscow, the capital, is studied" in the fourth class as "an industrial, cultural, and transportation center." (29:16:250)

6. "Finally," in the fourth class, "under the title 'The brotherly union of peoples,' the pupil is briefly introduced to each of the 15 union republics that compose the Soviet Union." (20:16:250)
7. In the fifth class the "pupil is introduced to physical geography. The work of this year is organized around eight main topics." (29:16:250)

8. In the sixth class attention is "next devoted to the physical geography of the continents: Europe, Asia, Africa, America, and Australia." (29:16:251)

9. The culminating work on physical geography which is done in the seventh class consists of a detailed study of the Soviet Union itself. (29:16:251)

10. In the eighth class the student next surveys "the economic geography of foreign countries, that is, countries outside the Soviet Union." (29:16:252)

11. "The final year of geography is devoted to an intensive study of the economic geography of the home country, the Soviet Union." (29:16:252)

Trends in the curriculum for the elementary school

D. W. Furman (32:7:89-106)

1. "Identification and development of concepts basic to an understanding of human and geographic relationships is urged again and again in recent reports." (32:7:93), (2:6:180) *

2. "There is a definite national re-emphasis on teaching geography." (32:7:94)
3. Though current affairs "has been an accepted part of upper grade social studies, it is now emphasized in other grades as well." (32:7:94)

4. "The trend is toward the use of modern textbooks plus a great many supplementary materials: reference books, maps and globes, pictures, newspapers and periodicals, films and filmstrips, recordings, radio and educational TV, people and community resources and children's encyclopedias." (32:7:94)

5. "Teaching for international understanding is increasingly significant in elementary social studies as teachers and parents recognize the need for such education at an early age." (32:7:94), (2:6:180)*

6. "Responsible citizenship is one of the prime purposes of the social studies." (32:7:95), (4:8:117)*

7. "Since young children eventually become producers and consumers of goods and services, curriculum makers recognize that economic education cannot begin too young." (32:7:95)

8. "Conservation education is expanding beyond the simple concepts related to saving wildflowers, birds, and animals." (32:7:95)

9. "The social studies curriculum is being asked to take on an even greater share of responsibility for the development of concepts designed to improve human relations." (32:7:95), (12:4:48)*
10. "The trend today is toward a more enriched social studies program, with increased emphasis on subject matter learning, especially for gifted children."
(32:7:95)

11. Though the American heritage "has always been an important part of the elementary social studies program, there is evidence that society expects increased emphasis."
(32:7:95)

12. "Skill in the use of instructional resources is emphasized more and more in elementary grades, as more materials suitable for these grades become available."
(32:7:95)

13. "The trend in social studies today is away from memorization of isolated and unrelated facts. Instead, the social studies now emphasizes the ability to find, interpret, and use information." (32:7:96)

14. "There is a tendency today to give the teacher more structure and more guidance; to provide specific themes or topics in social studies for each grade; and to suggest ways of developing each topic." (32:7:96)

15. "Social studies in the first three years of the elementary school is usually based on such topics as the home, the school, and the community." (32:7:96), (4:11:157-158)*
16. The teacher of young children is no longer content to "stay with a curriculum that relies solely on the 'here and now.'" (32:7:97)

17. "Social studies topics in the first three years include the following:" (1) Living Together in Home, School, and Community; (2) How and Where We Get Our Food and Clothing; (3) How To Keep Healthy and Safe in Our Community; (4) Transportation and Communication in Our Community; (5) Holidays and Festivals We Celebrate; (6) How People Live in Other Climates; and (7) How Indians Lived Long Ago. (32:7:97-100), (4:5:61-63)*

18. "By the time boys and girls reach the fourth, fifth, and sixth grades the emphasis in social studies shifts from the purely local community to the State, the region, the United States, and the world." (32:7:100), (4:13:200-201)*

19. History for grades four, five, and six "is still somewhat informal and storylike. However, even in the fourth grade, chronological as well as topical history can be utilized." (32:7:101)


21. "Since desirable habits, attitudes, and concepts are usually learned by 'doing', and since children's
understanding of democracy is best demonstrated by the way they live, their in-and-out of school activities provide valuable content for the social studies program too."

(32:7:101)

22. "The social studies program provides ample opportunity for discussing current events even though fourth, fifth, and sixth grades may not be able fully to comprehend the historical, political, economic, and geographic significance of a particular news event."

(32:7:101-102)

23. "Social studies topics in grades four, five, and six include the following:" (1) How People Live and Work in States and Regions of the United States; (2) Discovering and Exploring the New World; (3) How the American Colonists Lived; (4) How the Colonies Won Their Independence; (5) How Our Government Was Established; (6) How We Opened Up the West; (7) The North and South Divided; (8) How People Live and Work in Other Parts of the World; (9) How Americans Developed a Great Nation; and (10) How We Have Worked for a Better World. (32:7:102-106)
Trends in the organization of the social studies curriculum
R. Ellsworth (32:8:107-130)

1. "Social studies programs in elementary schools across the nation are continuing to be built with learning experiences which utilize materials from the various disciplines of the social sciences rather than to be taught as separate subjects such as history and geography." (32:8:107), (1:6:118)*, (12:11:200)*, (22:7:74-76)*

2. "It will be interesting to note the impact of the current renewed and intensified attention by many educators in this country to the statements made by academicians of the major findings of scholars in their disciplines and the implications of these findings for social studies curriculums in elementary and secondary schools." (32:8:108)

3. "Any survey of the organization of social studies curriculums in the elementary school must take into account the fact that for many school systems the organization is determined by the textbook chosen." (32:8:108)

4. "Certain observers of the educational scene reporting in national journals indicate that the single textbook is a less important determiner of curriculum content and organization than it used to be." (32:8:108)

5. "The trend toward greater integration of subject matter from many different subjects is apparent in reports
of much recent curriculum work in the schools." (32:8:108-109)

6. "The social studies are primarily concerned with the study of man and his relationships with his environment, both physical and social, as he satisfies his basic needs." (32:8:111)

7. "The scope of the subject matter of the program is usually defined as including the basic social functions of people or the social processes." (32:8:112)

8. "Curriculum plans organized upon the basis of persistent life situations, developmental tasks, or real life problems appear to be fewer in number than those utilizing the social functions or the social processes approach." (32:8:112)

9. "The most predominant plan for achieving sequence in social studies subject matter in the elementary school continues to be the expanding-environment or expanding-horizons plan for sequential organization." (32:8:113)

10. "Even though the expanding-environment plan for achieving sequence in learning experiences in social studies in the elementary school is very widely followed in general, there are many variations of the plan from school system to school system." (32:8:113)

11. "There is also growing recognition that children's study of an area should not be limited to a particular grade level." (32:8:113)
12. "There are also some examples of curriculum plans which include attention to each of several areas of study each year of a child's life." (32:8:114)

13. A promising trend in the organization of the instructional program is the use of major generalizations to indicate the scope of social studies in the "curriculum around which learning experiences are designed and organized." (32:8:114-115)

14. "More and more teachers and administrators seem to be defining the goals of the social studies program in behavioral terms as well as in terms of subject matter content to be mastered." (32:8:116)

15. "Another organizing strand which many school systems are attempting to include in their programs is citizenship education." (32:8:118)

16. There is tendency to look at the elementary and secondary programs as a whole. (32:8:120)

17. One of the trends in the organization of social studies program is the recognition for providing a flexible plan for individual adaptation. (32:8:120)

18. One deficiency that has been noted in curriculum organization "is the limitation of the expanding-environment or expanding-horizons plan of organization of materials which so generally prevails." This pattern "disregards the influence of a closely knit world of rapid communication." (32:8:124)
19. "It is somewhat disconcerting in surveying trends in elementary school social studies program organization to find so little apparent emphasis on the study of current happenings in our world." (32:8:125)

20. "A third problem which is apparent in surveying trends in organization of social studies programs is the continuing preoccupation of too many schools with the subject matter of geography and history even though more and more programs are becoming broader." (32:8:126)

21. "A fourth problem is that as yet there seems to be little evidence of including in the scope of social studies programs much material on space." (32:8:127)

22. "A fifth problem appears to be that some teachers cannot adapt social studies plans to individual children's interests and abilities." (32:8:127)

23. "A sixth problem which is apparent is that most social studies programs are organized to help children learn about their world but without sufficient provision for their doing research in order to take action and solve problems." (32:8:128)

24. There is a need for more school systems to translate the key objectives of their programs into expectances in behavioral terms representing varying levels of difficulty and "then arrange these expectances into a sequential spiraling pattern appropriate to varying levels of maturity." (32:8:128)
Trends in the nature of provisions for individual differences

O. Sand and B. Joyce (32:23:293-312)

1. One problem facing the teacher is how he makes the values of American education bring to bear on the culture of lower-class slum children without simply threatening them. (32:23:296)

2. Another problem is how to construct the school program so that lower-class slum children will be strengthened sufficiently during school hours to improve abilities and attitudes developed by their own subculture. (32:23:296)

3. The teacher needs help in curriculum development. (32:23:296)

4. "There is insufficient research to guide the classroom teacher in providing for individual talents." (32:23:297)

5. The teacher needs teaching materials. (32:23:298)

6. The teacher has problems of time and organization. (32:23:299)

7. There are problems in organizing class groups. (32:23:299-300)

8. The nongraded school organization is the most widespread new pattern of vertical organization developed during the last decade to cope with varying abilities in children. (32:23:300-301)
9. One provision is to develop scholarly work for gifted children in part-time special classes. (32:23:301), (15:15:140-141)*

10. Special-class social studies for the less talented is also provided. (32:23:301)

11. "Classes for the academically able, which use a foreign language social studies core" is another means used to challenge and extend the understanding of these children. (32:23:301)

Trends in instructional materials

The trends that have been noted under the above topic are concerned with the following: (1) Nature of instructional resources in relation to problem solving and concept development; (2) Interpretations on the use of television; (3) Design and format of resource units; and (4) The use of graphic materials.

Trends in the nature of instructional resources in relation to problem solving and concept development

H. Hoffman and A. Sarafian (32:16:219-234)

1. "Instructional resources for the social studies are as broad and varied as the imagination and resourcefulness of a creative teacher. They embrace the total environment." (32:16:219)
2. "The value of instructional resources to the social studies lies in their selection and use in relation to sound purposes and goals." (32:16:219)

3. "In using problem solving procedures in social studies, perhaps more than in any other curriculum area, the need for a great variety of instructional resources is most evident." (32:16:220)

4. "Instructional materials and rich meaningful experiences are indispensable for clarifying, sharpening, and deepening the basic concepts for the social studies." (32:16:221)

Trends in interpretations on the uses of television

E. F. Pflieger (32:17:234-243)

1. "Television is the most recent of the many audio-visual aids used in teaching." (32:17:234)

2. "For school purposes television must be considered educational and not merely entertaining." (32:17:235)

3. "Educational television is an important help for the teacher, but it is not a panacea for solving all of the educational ills of schools." (32:17:235)

4. "It is clear then that television has its contributions, as well as its disadvantages." (32:17:235)
5. "In any discussion of school television a distinction must be made between commercial and educational telecasting." (32:17:236)

6. In general commercial telecasts are of three types: "(1) regularly-scheduled telecasts which have sound educational content and value, (2) special telecasts which are educationally significant, and (3) courses which are specifically designed for instructional purposes." (32:17:236)

7. "To make the best use of commercial television, a number of school districts prepare weekly or monthly lists of selected programs that have curriculum implications. Pupils are encouraged to view these suggested telecasts and to share the ideas and information presented in them." (32:17:236)

8. "Commercial television has another asset for education - that of providing motion pictures for classroom use." (32:17:236)

9. "Educational channels are non-commercial and are devoted exclusively to providing educational telecasts to the schools and to the communities they serve." (32:17:237)

10. "Educational television offers the following types of programs that have value for the social studies curriculum: 1. In-school lessons 2. Out-of-school
instruction 3. College courses in the social sciences
4. Liberal arts and cultural information." (32:17:237)

11. "Unless the Educational Television Station is
well supported financially and has an expert professional
staff, there is danger that the quality and standards of
the telecast will fall far below those of commercial
programs and thus have low audience appeal." (32:17:237)

12. The impending development of international
television has "strong implications for the social studies
and compounds the challenge television poses for schools." (32:17:238)

13. Open-circuit television "is a term which refers
to the telecasts which are open to any viewer, both in
and out of school." (32:17:238)

14. Closed-circuit television implies telecasts
which "are not open for general viewing. They are closed
and are telecast for special audiences and to particular
receivers." (32:17:238)

15. "Most telecasts on educational channels is
for in-school use, as is some of that carried by
commercial channels." (32:17:238)

16. "The only additional equipment that a teacher
needs to use television in his classroom is a television
receiver." (32:17:238)

17. "Some suggestions to be taken into consideration
in setting up a room for television viewing and in using
educational telecasts are the following: 1. Use 21- or 24-inch sets with front directional speakers. 2. Group a maximum of 30 to 35 pupils around each set. 3. Arrange seating so that pupils are in comfortable positions and can view without eye strain. 4. Do not darken room but keep direct light from reflecting on the television screen. 5. Make adequate provisions for note-taking when this is desired or required. 6. Prepare the class for the telecast by referring to available guides and bulletins regarding the content of the lesson or program. 7. Be ready to begin viewing with the start of the telecast. 8. Routinize such factors as taking attendance, collecting papers, distributing materials, and turning sets on and off." (32:17:239-240)

18. "A television class has at least two teachers: a classroom teacher and a studio teacher. Each has a specific job to do and each has particular responsibilities." (32:17:240)

19. "Another important factor in television teaching is that the studio teacher is ordinarily relieved of all other teaching duties." (32:17:240)

20. "Most television instruction goes to regular classes in conventional classrooms. The teacher uses the television as he would any other visual materials." (32:17:240)
21. "Some schools are using television to meet certain special school situations. They are using television in what has come to be known as larger-than-normal classes." (32:17:241)

22. "Duties in the larger-than-normal class are highly routinized in order to conserve both time and energy." (32:17:241)

23. "Television lessons are ordinarily about 20 to 30 minutes in length. Since social studies periods are usually longer, varying in length from 40 to 60 minutes and in some cases even longer than that, the classroom teacher in both the regular-size classes and the larger-than-normal classes has time for classroom follow-up." (32:17:241)

24. Some of the most successful uses of the follow-up time are the following: "Discussing questions and topics related to the lesson, discussing questions raised by pupils, answering pupils' questions, reviewing, testing, making and checking assignments, giving reports, and working in small groups." (32:17:241)

25. Educational television has made possible a number of important contributions to the educational program as follows: (1) "The medium makes it possible to present a variety and an increased number of visual materials." (2) "The studio teacher is able to devote much more time to the needed research for each lesson and
to the preparation of the lesson than is the regular classroom teacher." (3) "Television teaching is concentrated teaching; there are no interruptions." (4) "Television teaching uses a team approach in teaching to a larger degree than is possible in conventional teaching." (5) "Good demonstration lessons have been recognized as a fine device for both pre-service and in-service education of teachers." (32:17:242)

26. "Television teaching brings with it primarily these three important weaknesses: 1. Television teaching reduces the opportunity for class discussion. ... 2. A second item is the inability to have two-way communication between the studio teacher and the classroom pupils. ... 3. A third item is that the television lesson is often a 'one-shot' affair." (32:17:242-243)

27. "In addition to the contributions mentioned earlier there are a number of further significant outcomes in the use of educational televisions which are important enough to mention. 1. Television provides the teacher with the use of another teaching device. ... 2. Television can help to improve the quality of the educational program. ... 3. The wise use of television in the school program should help to raise the viewing level of television audiences. ... 4. As schools learn to use television in their total program, teachers
themselves become alert to good programs which are on the air." (32:17:243)

Trends in the design and format of resource units

W. Hill (32:20:262-270)

1. The basic ingredients of social studies resource units are: (1) Introduction or overview; (2) Objectives for the unit; (3) Content (problems, concepts, or subject matter); (4) Activities; (5) Evaluation; and (6) Materials. (32:20:263)

2. "There is a great variation in the patterns or format of the social studies units throughout the country. A major difference has to do with whether single or multiple columns are used." (32:20:263)

3. "Certainly the single column format is most readable." (32:20:263)

4. While the multiple column format "has no doubt been developed to help the teacher, still its over-all effectiveness and efficiency would seem somewhat doubtful." (32:20:264)

5. "The amount of background resource material included in social studies units varies according to the way a unit is published and the nature of its subject matter." (32:20:265)
6. "Most unit plans include statements of a few social studies objectives which are most appropriate for the particular unit and the age group involved. Usually these lists of objectives are from two to five in length." (32:20:265)

7. "A promising type of objective which is beginning to appear in both unit plan and courses of study consists of action objectives." (32:20:265)

8. "Most of the newer social studies units are problem based. The content is presented in the form of problems or questions for developing the unit." (32:20:266)

9. "Sometimes subject matter is presented through outlines in certain unit plans." (32:20:266)

10. "Most resource units have many and varied suggestions of activities for developing the unit." (32:20:266)

11. "In some unit plans the activities are presented in a single list with approach, initiating, or orientation activities first, followed by informational, then expressive activities." (32:20:267)

12. "Occasionally resource units include tests for evaluation purposes. . . . Current practice tends toward each teacher developing his social studies tests in terms of what his own class has set out to learn, rather than
using a test made by someone else who is not familiar with the unit experiences of the children." (32:20:268)

13. "Most of the resource units studies list a well-rounded and varied selection of appropriate materials, usually at the conclusion of the unit." (32:20:268)

14. "Increasingly, resource unit planners are including sources of materials as well as bibliographical lists." (32:20:268)

15. "Most published or mimeographed social studies resource units have been prepared by committees of teachers, working with supervisors, professors, or other consultants." (32:20:268)

16. "Also many individual teachers and sometimes schools prepare resource units for their own use with children." (32:20:268)

17. "Many social studies units are published in magazines and journals such as the Grade Teacher, Instructor, Social Education, or Journal of Geography." (32:20:269)

18. "There is a definite trend toward increasing the number of social studies resource units available to teachers." (32:20:269)
1. "Graphics are the oldest means of written communication." (33:11:202)
2. "The twentieth century, however, has witnessed an increasing trend toward visual representation." (33:11:202)
3. The "trend toward increased visual representation is apparent in educational methods and materials because graphics facilitate formal learning." (33:11:202)
4. "The term 'graphics' is interpreted sometimes narrowly to include only diagrams, graphs, mathematical curves, and the like; and sometimes broadly to refer to anything of a visual nature." (33:11:203)

Trends in interpretations on some aspects that condition learning

Interpretations on the following aspects are presented below: (1) The changing nature of contemporary society; (2) Societal demands and changing social problems; (3) Children social perception; (4) Child development; (5) The psychology of skill development; (6) Critical thinking and problem solving. These are presented in the order named above.
Interpretations on the changing nature of contemporary society


1. "Change is not necessarily progress." (27:13:246)
2. "Ideas and institutions do not change at the same rate and there are some things that modern man, with all his knowledge, does not want to change." (27:13:246)
3. "For centuries, there has been change based on scientific knowledge but the changes are becoming more inclusive and faster." (27:13:247)

Interpretations on social demands and changing social problems

A. Miel (32:2:17-25)

1. It is "more accurate in a democracy to speak not of what the society needs but of what the individual needs and wants to become to live usefully and with satisfaction in his society." (32:2:18)
2. "The individual freedom which democracy is designed to protect and enhance carries with it the pleasure and pain of making choices and the obligation to assume due responsibility for the consequences of the choices." (32:2:18)
3. The "mental health of the individual in a democracy depends upon his feeling of adequacy in making
the decisions he is called upon to make and his feeling of satisfaction in the decision making process." (32:2:18)

4. Those "responsible for the quality of elementary school social studies programs must "have a clear conception of the nature of their society." (32:2:19)

5. "Liberal amounts of mutually reinforcing firsthand and vicarious experience promising a high yield of generalizations about democracy are necessary." (32:2:19)

6. "Careful examination of the meanings of such experience is also necessary to cause the generalization to emerge in the form of statements which can be communicated clearly to others." (32:2:19-20)

7. "If one has an eye only for the darker side of the picture, one can find quite a catalog of human failings that have persisted over the centuries." (32:2:21)

8. There is, however, a brighter side to what the people of the United States are becoming and there are available in the society ways of tackling conditions needing correction. (32:2:21)

9. "There is much hard work to be done by a newly energized nation." (32:2:22)

10. "The nation has been fortunate in its location on the globe and in its natural resources." (32:2:21)
Interpretations on children's social perception
F. J. Estvan (32:3:25-32)

1. "There is little question that people 'see' different things in a farm scene; it is many things to many people. This is what is meant by perception: an interpretation of a situation in terms of which the individual responds." (32:3:26)

2. Three characteristics of perception are: (1) the perceiver is selective in what he observes; (2) the individual brings a store of meanings or concepts to a situation which form the basis for his interpretation or adjustment; and (3) perception often involves affective states or emotions. (32:3:26)

3. "In a very real sense, therefore, teaching involves the creation of new areas of awareness or a sensitivity to elements in a situation which were not 'seen' previously and which, consequently, did not exist as far as the learner was concerned." (32:3:26)

4. "The most important thing which can be noted about children's social perception is its insistence." (32:3:26)
5. "A corollary to this insistence upon meaning is the highly individualized nature of perception." (32:3:26-27)

6. "Perceptual development proceeds in levels from (1) simple enumeration to (2) a consideration of the parts of a situation to (3) an awareness of meaningful wholes." (32:3:27)

7. "In addition to level, perceptual development is also a matter of types. Children are more likely to respond to the people in a life situation than to the natural environment or cultural matrix." (32:3:27)

8. "Use of a setting or field in which life situations are viewed is also a mark of perceptual development." (32:3:27)

9. "Attitudinal components of perception also change markedly during the elementary school period." (32:3:28)

10. "Lastly, children perceive different values in the same social situation." (32:3:28)

11. "Quite obviously, there is a physical basis for perception." (32:3:28)

12. "Language is a means of dealing with experience, and verbal symbols are required to name, describe, or interpret life situations. . . . Hence, language development and perception go together." (32:3:28)
13. "Intelligence is also related to social perception. High I.Q. is associated with superiority in the ideational aspects of perception, but appears to have little or no bearing on emotional or feeling tones." (32:3:29)

14. There "is increasing evidence that boys and girls 'see' the world in different ways." (32:3:29)

15. Perception "is a part of the individual's response system and, therefore, of his 'personality.'" (32:3:29)

16. "Most inclusive of all the factors which seem to be associated with perception is experiential background." (32:3:30)

17. "The fact that social perception is associated with so many variables would lessen the force of nativistic explanations of its growth and development (maturation), and lend support to the important role played by experience as determined by a wide range of 'conditions' constituting one's environment." (32:3:30)

Interpretations on child development
L. A. Hanna and N. Hagaman (32:4:32-47)

1. "Knowledge about child growth and development has increased in recent years." (32:4:32)

2. "Teachers need to know how children grow and develop in order to provide optimum learning experiences
in terms of their needs and interests; they need to understand the developmental tasks which occupy all children at certain stages of their development." (32:4:33), (2:1:19)*

3. "Any group of children will vary in all other characteristics in spite of the fact that they have approximately the same chronological age. (32:4:33)

4. "Each child's development is influenced by characteristics which he has inherited and by everything that has happened to him since conception." (32:4:33)

5. "Growth also is asymmetrical and uneven: large muscles before small muscles, some organs before others." (32:4:34)

6. Since each child is unique and varies from all other individuals, no two children learn exactly the same thing or in the same way. (32:4:34)

7. "Growth usually follows the same sequence but some children may depart from what is considered 'normal development.'" (32:4:34)

8. "When children enter kindergarten at five years of age, their growth rate is not as rapid as previously and for the next five to seven years, or until the pre-adolescent growth spurt, it will continue to be slow and steady." (32:4:35)
9. "The primary school child from five to eight years old is busy learning the use of his body, in trying out new physical skills and in perfecting others." (32:4:35)

10. "A child during the primary grades moves from being egocentric, playing by himself, concerned with what touches him, and wanting his own possessions to cooperating and playing in small groups." (32:4:35)

11. "All children are curious about objects and want to learn: What is it? What is it for? How is it made? What does it do? What makes it tick?" (32:4:36)

12. "Young children begin to use abstract terms but they have difficulty with abstractions." (32:4:36)

13. "Children in the middle grades are usually freer from disease than at any other age." (32:4:36)

14. "An important characteristic of children in the middle grades is their reliance upon the gang." (32:4:36)

15. Both boys and girls in the middle grades like to "collect a variety of things from match folders to stamps." (32:4:36)

16. Children in the middle grades "have a fairly critical sense of justice, fair play, and right and wrong." (32:4:37)

17. "Children in the middle grades are still eager to learn and have insatiable curiosities." (32:4:37)
18. Girls in the middle grades "generally forge ahead in mental development and make better grades than boys, but individual differences among members of both sexes become more pronounced than earlier." (32:4:37)

19. During grades seven and eight a "majority of the girls and about one-third of the boys enter the "pubescent growth spurt." (32:4:38)

20. About half of the children in grades seven and eight are still little boys and girls "with interests and characteristics of middle grade children. The other half, the early adolescents, have reached sexual maturity and are experiencing many of the psychological and physical changes which accompany it." (32:4:38)

21. "Early adolescents are concerned with a realistic picture of the world. . . . Their primary interest, however, is themselves - who they are, their place in the school, the community and the world." (32:4:39)

22. Early adolescents "tend to procrastinate in starting tasks and have difficulty in finishing them. There is marked discrepancy between their intentions and their deeds." (32:4:39)

23. "Early adolescents are increasingly able to work independently and in small groups. Their ability to solve problems, to generalize, to find information, to
understand and use graphic materials, and to handle abstract concepts has greatly expanded." (32:4:39)

24. "Because of their insecurity and confused feelings about themselves, early adolescents need an orderly, stable environment in which to grow and learn." (32:4:39)

25. "The developmental tasks which all elementary school children must achieve grow out of the three thrusts of growth in the child. '1. Learning physical skills necessary for ordinary games. 2. Building wholesome attitudes toward oneself as a growing organism. 3. Learning to get along with age-mates. 4. Learning an appropriate masculine and feminine social role. 5. Developing fundamental skills in reading, writing, and calculating. 6. Developing concepts necessary for everyday living. 7. Developing conscience, morality, and a scale of values. 8. Achieving personal independence. 9. Developing attitudes toward social groups and institutions.'" (32:4:40)

26. "Developmental tasks are set by the pressures and expectances of the culture and by the changes which take place in the individual as a result of maturation." (32:4:40)

27. "Since children learn what they live, they can learn democratic values only by living democratically." (32:4:41)
28. "The growing child is confronted with a number of basic problems or conflicts which must be resolved favorably for him to develop a healthy personality." (32:4:41)

29. "How a person feels about himself depends a great deal on the love and security which surrounded him in infancy." (32:4:41)

30. The child needs "encouragement and assurance from adults and guidance in recognizing what he can and cannot do." (32:4:42), (24:2:43)*

31. "As the child initiates new activities and carries them out successfully, he develops a good feeling about himself. If too many times he fails, or if he is made to feel ashamed because he cannot read as well as a neighbor's child or does not run as fast, then he loses confidence, feels guilty and ashamed for not doing better." (32:4:43)

32. "Trust, autonomy, and initiative prepare the child for the next conflict which becomes important in the middle grades. Now he learns to work, to persevere, to produce, to take pleasure in seeing a job through to completion." (32:4:43)

33. "The school's task is to help the child to see that the talents of all are needed and that if he cannot compete in one field, he may succeed and make a valuable contribution through another." (32:4:43)
34. "As children move into adolescence they are concerned with the task of identity, of trying to understand themselves and their role in society. . . . Much depends upon how he has learned to accept himself, his talents and limitations, to distinguish between what he can and cannot do, and the kinds of interpersonal relations he has." (32:4:44)

Interpretations on the psychology of skill development

J. Jarolimek (33:2:17-34)

1. "The total social studies program is concerned with the development of important understandings, attitudes, and skills. . . . Skills include ways of dealing with the social studies as a field of study and with other people in human association." (33:2:18)

2. "In the teaching of social studies, the three types of learnings—understandings, attitudes, and skills—are, of course, highly interrelated." (33:2:18)

3. "There has been a tendency to associate the word with behavior which is somewhat habitual and mechanical in nature. . . . Educators today prefer to talk of practice and application—terms suggesting a functional use of drill." (33:2:19)

4. "For the most part, social studies skills are much more complex than such motor skills as handwriting,
typing, throwing a ball, or jumping rope. In almost all cases, social studies skills are intellectual in nature and call for the use of cognitive processes." (33:2:19)

5. "To be skillful means that one is able to do something with proficiency in repeated performances. The standard of proficiency is determined by how well others can perform the same task." (33:2:19)

6. "Complex skills, such as those associated with the social studies, consist of several component elements or subskills." (33:2:20)

7. "To help pupils develop a skill to an advanced level, the component elements must be identified and arranged in a sequence representing levels of difficulty." (33:2:20)

8. "It is important for the learner to know what is involved in a skill and what constitutes an adequate performance of it." (33:2:21)

9. "In explaining the meaning of a skill or in demonstrating it, the teacher should present a more advanced variation of the skill than the one with which the learner is presently familiar, yet the advanced variation should not be too far beyond the present stage of the learner." (33:2:21)

10. "In order to make skills meaningful to pupils, many authors have stressed the need to teach skills in their functional contexts." (33:2:21)
11. "However important it is for the learner to know the meaning of a skill, no amount of meaningful teaching will make him proficient in it unless the teaching is accompanied by practice with intent to improve." (33:2:21)

12. "Initial practice of a skill should be done under close teacher guidance and direction." (33:2:23)

13. "Knowledge of success or failure is important in making progress in learning skills." (33:2:23)

14. Negative feedback should be used "in combination with positive reinforcement." (33:2:24)

15. "To be most effective, positive feedback should be fairly specific to the task being performed." (33:2:24)

16. The teacher must recognize the fact that learners vary in abilities, interests, and backgrounds. (33:2:24), (24:2:19)*

17. The teacher must plan his teaching in accordance with the preparedness of the learner and must know that preparedness for learning a skill is related to the general maturity of the learner. (33:2:25), (24:2:32)*

18. "In addition to general maturity, life experience bears heavily upon a learner's ability to deal with certain social studies skills." (33:2:26)

19. "In dealing with the preparedness of learners for skill learning, there are three ways by which the teacher may proceed: First, he may defer teaching the skill until such time as the learners have developed
sufficient maturity to handle it or have gained adequate life experiences. Second, he may build into his teaching those experiences for learners which will hasten their maturity or provide them with background they will need to master the skill. Finally, he may present a simpler variation of the skill." (33:2:26)

20. The teacher's task is to synchronize the logical and psychological educational sequences for "individual pupils in order that learning may progress in an expeditious manner." (33:2:28)

Interpretations on the nature of critical thinking and problem solving


1. Problem solving "means different things to different people." (32:5:48)

2. "Along with these variations in the concept of problem solving are variations in classroom practices." (32:5:48)

3. The customary practice of describing problem solving in terms of a series of steps includes the following: "identifying the problem, formulating the hypothesis (or hypotheses), obtaining relevant data, testing the hypothesis by relating it to the data, stating the appropriate generalization or solution, and whenever
possible, testing the generalization by adopting the action it suggests or seeking additional facts which support it." (32:5:48), (32:10:175), (33:3:36)

4. "The problems to be solved are social, and the process is not highly objective, not detached from values and attitudes." (32:5:48), (13:1:1-2)*

5. "The category of 'social' problems is not intended to include those which are essentially personal in nature." (32:5:48)

6. "There is general agreement that the problem itself must be identified by the solver and may not be imposed by another person or agency." (32:5:49), (13:1:1)*

7. "The total process requires activity on the part of the solver." (32:5:49)

8. "There are many other processes which meet the requirements of a broad view of problem solving." (32:5:49-50)

9. "If someone with Lincoln's penchant for brevity would summarize problem solving, he might possibly use the word, 'Think.' If asked to be more specific, he might add a few more words: 'Relate events; formulate and project generalizations.'" (32:5:50)

10. The "process of problem solving as described seems to meet the four criteria derived from learning theory." (32:5:56)
11. "It seems reasonably clear that the process of problem solving does provide a consistent basis for the making of decisions regarding the value of various types of learning activities." (32:5:60)

12. "Problem solving constitutes one means to achieve identified goals, not a panacea for all instructional ills." (32:5:61)

13. "The child's ability to think is very closely associated with his growing up." (32:10:174)

14. "Although there is a sequence of development in learning to think, the rate at which the child develops is his own as he progresses through the various stages." (32:10:175)

15. "As the child matures, he uses the many materials available to him for thinking, as percepts, images, memories, and concepts." (32:10:175)

16. "Many and varied experiences are vital to the development of thinking as they contribute to the breadth and depth of the process the child is using." (32:10:175)

17. "Critical thinking, which apparently can be developed through classroom procedures, is one aspect of the general phenomenon of 'thinking.' It includes elements of problem solving and judgment making." (32:10:175)

18. "While stylized adherence to its formal steps is not desirable, practice in its procedure is desirable." (32:10:175), (33:3:36), (24:3:46-47)*
19. "Emotion may either stimulate or inhibit constructive work in the classroom." (32:10:175), (33:3:38), (13:1:3)*

20. "Through the use of critical thinking individuals possess an efficient technique for the solutions of problems of many kinds." (32:10:175), (13:1:5)*

21. "Problem solving can be employed to develop desirable understandings and attitudes; some of these may be taught effectively in more than one curricular area, while others appear to be taught most economically in the social studies." (32:10:175)

22. "Social studies skills, such as map reading, are necessary to the efficient solution of problems and are taught meaningfully within a problem solving situation." (32:10:175)

23. The classic definition of critical thinking is the one given by John Dewey in *How We Think* as follows: "... reflective thinking, in distinction from other operations to which we apply the name of thought, involves (1) a state of doubt, hesitation, perplexity, mental difficulty, in which thinking originates, and (2) an act of searching, hunting, inquiring, to find material that will resolve the doubt, settle and dispose of the perplexity." (33:3:35-36), (24:3:46)*
24. "Reflective thought does not take place in a vacuum; it occurs within the context of value judgments." (33:3:36), (13:1:37)*, (24:3:48)*

25. "Sensory perception provides the raw data of experience, the stubborn facts in this 'great blooming, buzzing confusion' of reality." (33:3:36)

26. "Qualitatively, there is a hierarchy in the reliability of sources that calls for recognition." (33:3:39)

27. "It is, of course, obvious that the relevance of facts is a crucial problem in critical thinking." (33:3:39), (13:1:16-17)*

28. "For teachers of the social studies, the elementary rules of critical thinking are well-defined and widely accepted: differentiate primary from other sources, objective from subjective evidence, and publicly verifiable from privately held facts in order to get at the facts." (33:3:39), (13:1:17-20)*

29. "There is a division of opinion as to the relation of critical thinking to problem solving." (33:3:40)

30. The teacher must know "that there are certain problems which students cannot solve because the adult world has not been able to meet successfully these challenges." (33:3:42)
Interpretations on the following aspects of citizenship education are presented below: (1) Citizenship education in a free society; (2) Youth and citizenship education; (3) The citizen and the state; (4) American economy and education; (5) Social change and intergroup education; (6) Mass culture and the individual; (7) Cultural unity versus cultural pluralism; and (8) Cultural crisis of our time and world affairs.

Interpretations on citizenship education in a free society

F. Patterson (30:1:1-15)

1. "The image we have of our society is created by many forces." (30:1:1)

2. "A significant part of our image of American life has been a belief that our common schools can prepare all citizens to handle the burdens of liberty and self-government with competence." (30:1:1)

3. "In 1960, the role of our schools as a training ground of free citizens thus has been called into question by critics and events." (30:1:1)

4. "'Citizenship,' in the process of such definition, often becomes an unusually detailed listing of 'behavioral goals' or 'behavioral outcomes.'" (30:1:2)
5. "Those who have sought to render 'citizenship' more educationally manageable by dissecting it have not ventured yet to perform the same operation on the even broader concept of a 'free society.'" (30:1:3)

6. "Citizenship and society are dynamic, changing, swiftly moving, highly variable; to conclude that they can be defined in exact and stable terms is likely to be an innocent misconception of the state of things." (30:1:3)

7. "It may be more helpful to use broad and fairly flexible definitions of citizenship and free society that will provide room for speculative discussion." (30:1:3)

8. "The vision of a free society is important as a projection of the values of human dignity and as a goal by which to measure our actions in an always less-than-perfect world." (30:1:3-4)

9. "In a sense, the irreducible minimum that justifies calling a contemporary society 'free' is the presence of enough moral, intellectual, and political liberty to allow people to ask and try to answer this central question of our time." How can we preserve the integrity and reassert the value of the human individual? (30:1:4)

10. "The citizenship of free men resides precisely in their capacity to maintain institutions that encourage
individual liberty and social justice, and to create new democratic institutions when the times demand." (30:1:5)

11. The "school can and should be an initiating, positive force for creative citizenship, for enabling the wise participation of citizens in the reorganization of public affairs, and for the survival of freedom in time of change." (30:1:5)

12. "We have seen a widening margin of possible breakdown in human affairs develop between our scientific and technical attainments and our social, economic, and political capabilities. This widening margin gives us less and less cause for confidence that education can beat catastrophe to the finish line of history." (30:1:6)

13. "By knowing the explosive realities of our period and drawing on the newer insights into human behavior and society, education might catch up with the world and, thus adjusting to the forces of modern history, help to narrow the margin of possible breakdown to safer limits." (30:1:8)

14. "In most contemporary societies, however, education usually is called upon to perform the functions of stabilizer and change-agent." (30:1:11)

15. "It is precisely in the arena of competing social values, conflicting policy choices, and difficult decisions that citizens of a free society must be prepared to operate, today and for the indefinite tomorrow." (30:1:12)
16. It is "disturbing to consider the implications of an analysis of the limitations that education appears to have as an agent of change in the realms of social taboo or controversial social values." (30:1:12)

17. "From the standpoint of maintaining a free society, it is essential to open such closed areas for rational, reflective study." (30:1:13)

18. "The existence of the Communist drive for mastery of the world is perhaps the most serious immediate reason for re-examining the role our schools should play in preparing free citizens for the decades ahead." (30:1:14)

19. "Confronting this power, a free society has two basic choices." It can abdicate, "either by pusillanimous default or by converting itself into a competing totalitarianism. . . . it can reply to the challenge by a complete rededication to its own commitments." (30:1:15)

Interpretations on youth and citizenship education

W. C. Kvaraceus (30:2:16-32), V. E. Pitkin (30:3:33-62)

1. "Influences in the growth and development of the young adult which help to establish good citizenship are varied and complex. These include knowledge (as well as misinformation), attitudes, habits, and behavioral sets, and the socio-economic-cultural forces that form the
youngster's effective environment or his primary frame of reference." (30:2:16), (12:1:5)*

2. "The school has a mandate to see that sufficient forces can be controlled and marshaled so that the goals of effective citizenship in our society are achieved by all youth." (30:2:16)

3. "The trend toward earlier marriage (average age for girls now 18), . . . argues for the necessity to give earlier priority to the mating concerns of the adolescent as a part of family-life education programs and as an integral part of the school's citizenship training experience." (30:2:17)

4. "Except for the real and difficult task of finding an appropriate mate, adolescents generally find themselves disfranchised from the adult community." (30:2:17)

5. "To improve citizenship training programs in school and community, it will be necessary for teachers, parents, and other adults to formulate and spread a positive and constructive image of the teen-ager as a law-abiding and useful citizen." (30:2:18)

6. "Instead of priding themselves on what they do for youth, adults must concern themselves with what they do with youth, particularly in programs for social and civic betterment." (30:2:19)
7. "In establishing a practicum in citizenship for young adults, the problem in communication between adults and adolescents will need to be solved." (30:2:20)

8. "There is strong evidence that the present adolescent subculture is fostering a dependent, group-oriented, nonthinking, and much too emotionalized personality." (30:2:21)

9. "The political and economic naivete, the strong tendency toward group conformity and authoritarianism and repression of civil liberties, the sex prejudice toward women's wide participation in the civic and social life of the community—all these attitudes should be of concern to those who wish to improve the present and future programming in citizen education." (30:2:21)

10. "Youth need help in setting up criteria by which to judge good citizenship." The percept learned in school must be supplemented by good adult citizen example. (30:2:22), (12:1:15)*

11. "Citizenship education programs will need to be differentiated to meet the significant individual variations noted in the classroom." (30:2:22), (12:1:5)*

12. "The way of life in the students' immediate environments not only determines their patterns of citizenship behavior to a large extent but also indicates the needs that must be met through the school's program for developing citizenship." (30:2:23), (12:1:8)*
13. "How to prepare a youngster for the more indirect role of effective citizenship in the megalopolis of the future will present a major problem to those revising and rebuilding school curricula." (30:2:23)

14. "There are three kinds of mobility that have implications for the education of future citizens. First, there is actual physical mobility, as recorded in frequent changes of address. Second, there is the mobility of the world traveler, who can visit and see foreign lands and people, thanks to rapid and inexpensive transportation. Third, there is the mobility of social status." (30:2:23-24)

15. "Citizenship in the classrooms of the present, and even more of the future, must equate local responsibility with world-wide responsibility and must enable the present and future citizen to match means with desirable ends." (30:2:27)

16. "The future scientist-citizen--whether producer or consumer--will need to have special built-in skills that insure citizenship competencies which will make him an asset rather than a threat to the social, political, and economic life of the local and world communities." (30:2:28)

17. "How to balance individual rights and freedoms against the increased social and economic benefits and services to be acquired within the shadow of greater
regimentation will continue to force decisions calling for maximum skill and knowledge on the part of all future citizens." (30:2:28)

18. "The demands on the future citizen for specialized skills in working as a member of a group, including skill in the use of parliamentary processes, will increase." (30:2:29)

19. "At the same time, the citizen will need help in rechecking his value system lest in his group membership and allegiance there lurks the constant threat of the narrow and selfish interests of the organized minority group acting without due regard for society as a whole." (30:2:29)

20. The future citizen "will need to shoulder many responsibilities of the 'overprivileged' as the gap widens between the United States and the 'underprivileged' or less-developed countries of the world." (30:2:29)

21. "It is incumbent on the curriculum planners to consider leisure-time habits, skills, and attitudes as an integral part of the total preparation for future citizenship." (30:2:30)

22. "Effective citizenship must be viewed on the reciprocal base of the well-integrated and socially adjustable individual." (30:2:30)

23. "Although full career opportunities have blossomed for women in the labor force, their complete
emancipation still awaits their unreserved acceptance in the political arena." (30:2:31)

24. "Citizenship behavior—like all behavior—should be viewed as an interaction between inner and outer forces, that is, an interaction between the individual and his culture." (30:2:32)

25. "Probably there is no objective in education that is more comprehensive and complex than that of 'educating for democratic citizenship'." (30:3:33)

26. Educating for democratic citizenship means the kind of education that makes one competent in a democratic society living in a period of pressures and institutional arrangements. (30:3:33)

27. "Citizenship participation may be thought of as falling into two broad categories." These are: (1) working for important community organizations on a voluntary basis and (2) working as professional workers in public services. (30:3:34)

28. "Hence the schools should endeavor to show all, or nearly all, pupils the possibilities for citizenship contributions in the first category; and a special effort should be made to identify and encourage appropriate experiences in education and leadership for superior and talented persons." (30:3:34-35)
29. There "should be recognition of what is perhaps a normal cycle of participation in civic affairs." (30:3:35)

30. There "are different degrees and different roles of participation as one goes through life." (30:3:35)

31. "We need to give far more attention in the future to the period starting at about the age of 15 and 16 to the period of the late 20's. This is the age of great neglect in our society, as Kvaraceus suggests." (30:3:36)

32. "The good citizen has the qualities of a mature person." (30:3:37)

33. "A mature person is one who is secure within himself, having had enough emotional nourishment in his life so that he is positive and pleasant rather than sour and negative." (30:3:37)

34. "The mature person is able to select worthwhile long-term goals and to organize this thinking and actions in such a way as to attain them." (30:3:37)

35. "The mature person meets unexpected stresses and disappointments without going to pieces physically or emotionally and without abandoning lines of interest and activity important to him." (30:3:37)

36. "Maturity is a process of developing, emerging, and becoming, but seldom is it a final state." (32:3:38)
37. "The mature person in our society has what has been called a 'democratic personality' as opposed to an 'authoritarian personality.'" (30:3:38)

38. "Thus the mature person is the target or goal toward which educators and parents should work as they design plans for the development of youth for tomorrow." (30:3:38)

39. "Obviously, there are degrees of immaturity and of authoritarianism among people, and one's usefulness will depend in part upon one's native abilities, one's degree of immaturity or authoritarianism, and the way one uses these abilities." (30:3:38)

40. "One of the more important tasks of youth is to develop an adequate understanding of self." (30:3:39)

41. "An aspect of developing the self-image is the desire to be independent and self-directing." (30:3:39)

42. "Closely related to the desire of each youth to be an individual is a desire to conform and to get along with his peers." (30:3:39)

43. "Self-respect will be an important need for youth in the future." (30:3:39)

44. It "must be recognized that adolescents are not all alike. Each is an individual." (30:3:39)
Interpretations on the citizen
and the state

M. B. Lambie (30:4:63-80)

1. "In a world that seems to be changing in most respects almost over-night, there still is a place for time-tested verities to provide a continuum in political life and governmental affairs through the coming decades." (30:4:79)

2. "Our basic theories and our basic rights will remain valid and will serve as a focus for the citizen in his varying capacities as a localist, a nationalist, and an internationalist and as a unifying element among the different levels of government." (30:4:79)

3. "The citizen, sometimes feeling a conflict of loyalties, will realize that loyalty, like government, is still evolving." (30:4:79)

4. "From its original sense of personal bond to a liege lord, the concept of allegiance has expanded to embrace the more impersonal attachments to governmental processes and groupings." (30:4:79)

5. "There are certain conceptions about citizenship and government that retain a unique relevance to the idea of a free society." (30:4:79)

6. "By reason of these conceptions, there is a constant need, which will not diminish in the future,
for the citizen to be made aware of his civic heritage." (30:4:79)

7. "The basic constitutional theories of citizenship are well established. However, societal problems, amidst changing situations, are imposing severe and new demands upon governmental institutions and processes." (30:4:79-80)

8. "There are new magnitudes and directions being opened up constantly in the fields of government and public service." (30:4:80)

9. "Government today is so inclusive in matters of policy and administration that it is obviously beyond the ability of individual man, alone by himself, to comprehend its far-reaching effects." (30:4:80)

10. The citizen "needs civic associations, jural in nature yet not actually a part of government, so that he may be informed and may participate critically and constructively in public affairs and in the molding of the culture of his times." (30:4:80)

Interpretations on American economy and education


1. "Where we still assume a dependence of the international economy on the United States economy, we will face increasingly a critical dependence of the United
States economy on the economy of the world outside."
(30:6:109)

2. "The character of the United States economy "is
changing from one that could be understood in terms of
the production of a larger number of essentially stable
goods to one that can only be understood in terms of the
distribution of a large and constantly changing number of
goods and services." (30:6:109)

3. "The biggest change is the emergence of an
educated society in which education is becoming the central
economic resource and the major economic investment and in
which a majority of the people at work are highly educated
and work as professional, technical, and managerial
employees; that is, apply systematic knowledge within a
productive organization." (30:6:109)

4. "Education will be the largest employer within
10, at the most within 20 years." (30:6:115)

5. "Another consequence is that financing education
will become an increasing, and increasingly central, problem
for the American economy." (30:6:115)

6. Each individual "will have to be a high-grade
specialist and at the same time a 'generalist' who under-
stands the work and purpose of the whole, who knows how to
make his own contribution effective within a group, who
can anticipate and take responsibility, and who has a
view of the whole." (30:6:115)
7. "Finally, we will be again, as we were 100 years ago, a socially and culturally homogeneous country."

(30:6:116)

Interpretations on social change and intergroup education

W. E. Vickery and J. B. Gittler (30:8:140-161)

1. "There has been an increase in population in America and other nations so sudden and widespread that some call it a population explosion." (30:8:150)

2. "Following World War II, the economies of industrial nations have greatly expanded, while less technologically advanced nations have raced to develop their resources." (30:8:150)

3. "In the United States, people have migrated in great numbers from rural to urban areas, from cities to suburbs, and from one region of the country to another." (30:8:150)

4. "Racial, religious, and ethnic minorities have achieved new levels of power, status, and economic advantage and continue to strive for full equality." (30:8:150)

5. "At the same time, sharper lines of community cleavage have appeared as people seek a specious security in a time of change by establishing neighborhoods that are racially and culturally homogeneous." (30:8:150)
6. "On the international scene, the continuation of the cold war and the threat of atomic destruction create a pervasive anxiety." (30:8:150)

7. "In the decades between 1960 and 1980, minority groups in the United States probably will make their greatest advances in the areas of civil rights and social status, while continuing to progress economically and politically." (30:8:150)

8. "Cities, regardless of the region of the country in which they are located, will be the seedbeds of social change and the focal points of activity to improve intergroup relations." (30:8:150)

9. "Opposition to efforts to raise the status of minority groups can be expected in all parts of the nation, more intense and effective in some sections than in others." (30:8:150-151)

10. "Times of social change are times of tension. . . . The democratic faith is that once the people are informed and motivated they will act wisely." (30:8:151)

11. "Programs to improve intergroup relations should be planned in at least two dimensions: one in which discriminatory practices and the prejudices from which they stem are challenged directly; and a second that seeks to correct the unhealthy psychological and social conditions which underlie and support discriminatory behavior." (30:8:161)
12. "Efforts to correct the psychological and social conditions that underlie prejudice should by no means be considered a secondary approach to problems of intergroup relations." (30:8:161)

13. "In the changing and pluralistic American society, the need for national unity is great, and so too is the need for a cosmopolitan outlook." (30:8:161)

Interpretations on mass culture and the individual

W. M. McCord (30:10:185-200)

1. "... 'mass culture' means the primary values of a majority of the American population." (30:10:185)

2. "... Americans place high value on achievement, equality, togetherness, localism, youth, and vigilantism." (30:10:196)

3. There is "evidence that 'togetherness' and 'equalitarianism' are emerging as the prime values--and thus are tending to alter or submerge such other ideals as achievement and vigilantism." (30:10:197)

4. "For two reasons--the continuing high rate of mobility and the increasing pace of bureaucratization--it seems likely that 'togetherness' will soon be the dominating value in the mass culture." (30:10:197)
Interpretations on cultural unity versus cultural pluralism

D. W. Oliver (30:11:201-227)

1. "The public school serving a free society faces the dilemma of whether to enforce particular dominant values of the society and promote cohesion or to stimulate students to behave in a more individualistic way that may coincide with other value systems learned outside of school." (30:11:208)

2. "The more general dominant American values have rich connotative meaning to most Americans, but are actually vague and ill-defined and thus give little specific direction to behavior." (30:11:208)

3. "Efforts to translate the values of the American Creed into 'good' inter-personal behavior may be undesirable, because such efforts tend to interfere with individual freedom and heterogeneity, which we value above all in the liberal society." (30:11:208)

4. "Political-process values, although they are constantly undergoing redefinition, are precisely defined at any point in time by the judicial system and are the foundation of our freedom." (30:11:208)

5. "Substantive values are another matter. These values label people, actions, and objects as good or bad and indicate the specific 'right' solutions to personal and community problems." (30:11:209)
6. "The one generalization we can make about American values, perhaps, is that in terms of actual behavior and private beliefs which rationalize this behavior, there is tremendous diversity." (30:11:209)

7. "From our point of view, the challenge for citizenship education is not in the realization of an educational system which will enforce a creed of 'mutually helpful social relationships.' Rather, it is in teaching the student to recognize differences in belief and value within our society which give it its basic characteristics of lively debate and free choice." (30:11:211)

R. E. Turner (30:12:228-245)

1. "With science as its chief intellectual interest, if not as its guide, mankind now lives amidst the debris of the past." (30:12:228)

2. "Let me hasten to say that science, as I use the word, includes all systematic knowledge of physical, chemical, biological, psychological, social, and cultural phenomena based upon hypotheses, however postulated, which are validated by observations of phenomena." (30:12:228)

3. The "understanding of the present cultural crisis must be found in a growth of new learning, since
cultural change occurs mainly as new learning becomes socially organized." (30:12:231)

4. "When cultural change is studied from the foregoing standpoint, it is necessary to develop a method of analysis that throws light upon both the types of learning that are socially organized and their social correlatives." (30:12:231)

5. "Such a method of analysis can be developed by conceiving that each body of social learning, or culture, has an internal structure or, more properly designated, a context of identifiable and interconnected parts." (30:12:231-232)

6. "All bodies of social learning have analogous elements, but in any given body of social learning these elements have a particular form and exist in relationships not to be found in any other body of social learning. Furthermore, any given body of social learning functions as a way of life whose aspects are to be understood only as a whole." (30:12:232)

7. "By organizing these elements, a culture as a context of social learning establishes concrete conditions of life for a group and the individuals who compose it. These conditions may be designated the social correlatives of the context." (30:12:232)

8. Science "is a vast addition to the aggregate of factual observations useful for producing wealth, protecting
health, and exercising power; and second, science, unlike the subjective orientations of these past bodies of social learning, does not support explicitly a system of social controls." (30:12:233)

9. "Of the social correlatives of science and its application in services to life, six will be mentioned:"
   (1) A new structure of occupations and professions; (2) The reversal of the historic rural-urban ratio of population distribution; (3) The multiplication of social stimuli and the greatly increased rate of their flow; (4) The enormously increased capacity to produce wealth; (5) The virtual disappearance of illiteracy among peoples possessing and using science; and (6) The remarkable change in the age composition of populations among peoples possessing and using science. (30:12:234-236)

10. The six social correlatives of science "must also be comprehended together as a society, for they do not exist apart from human beings and relations among them." (30:12:236)

11. As "a population with a higher proportion of adults than ever existed in any previous society, this new society has available more human energy, both physical and mental, than that which has existed in any previous society." (30:12:236)

12. Inasmuch "as the work routines of the basic population have been fundamentally changed, the
understanding and outlook of its members differ greatly from that of the peasant village masses of all previous societies." (30:12:236)

13. The "new structure of occupations and professions involves an unprecedented social interdependence." (30:12:237)

14. The "economic support of society and its individual members requires the maintenance of a new kind of order. The production of wealth depends upon the continuous operation of widely distributed, but intimately linked, forms of work." (30:12:237)

15. The historic "structure of classes has been broken up. Privileged intellectual, political, and economic classes have been replaced by groups whose functions serve not a class but the whole society." (30:12:237)

16. "It appears, therefore, that the context of social learning, of which science as the vastly expanded body of factual observations is the decisive part, has its correlative in a society that is unprecedented in the history of mankind." (30:12:238)

17. "The unprecedented character of this new society is the reason for the inapplicability of all traditional systems of thought to the solution of the problems of the cultural crisis." (30:12:238)
18. Men "everywhere in the world have concluded that the improvement of their lives is possible only if they possess, use, and develop science." (30:12:238)

19. Men should realize, though, that "if they succeed in this enterprise, the social correlatives of science will everywhere appear, and the society which together they embody will everywhere come into existence." (30:12:238-239)

20. Another of "the functions of learning in the present crisis;" is "the discovery and articulating of the principles of social integration suited to a society possessing, using, and developing science." (30:12:239)

21. "As a body of learning which grows continuously more complex, science requires that superior brain power, regardless of its social origin, be mobilized for its mastery, use, and development. This means the organization of a society of highest mobility." (30:12:239)

22. "As a body of steadily multiplying applications, science permits the fitting of individuals of all capacities, abilities, and energies to the performance of those functions of which they are capable. This means the organization of a society in which all individuals can attain their highest personal development through full and free access to the entire body of learning." (30:12:239)
23. "As a complex of social services, science makes possible the abating of ancient evils of economic lack, ill health, ignorance, and willful exploitation. This means the organization of a society in which justice as it has been usually understood prevails." (30:12:239)

24. "As complex of social services which no individual by his own efforts or possessions can obtain, science requires the organization of institutions which make these services universal. This means the establishment of what has been called the 'social service state'." (30:12:239)

25. "As a complex of closely linked functions, science requires the establishing of an administrative apparatus that maintains the smooth performance of each of these functions in connection with all others. This means the development of new functions of government and the creation of government personnel of new types." (30:12:239)

26. "As a complex of closely linked functions, science makes possible the objective definition of the public interest for the first time in history. The public interest, as contrasted with all special interests, means the full performance of all these functions." (30:12:239)

27. "As a diffused body of learning entering into the lives of individuals through intensified social stimulation and extended social awareness, science gives
individuals the consciousness of both private and public interest which makes possible their informed participation in making the decisions that affect their lives. This means the establishment of the institutional means of both directing the use of power and guiding public policies." (30:12:240)

28. "By continuously increasing social interdependence, science steadily draws both individuals and peoples into new services to one another. At the local level this means the organization of improved co-operative techniques; at the national level it means the redefinition of 'law and order'; at the international level it requires the establishing of peace." (30:12:240)

29. "As a continuously developing body of learning, science steadily brings into existence new opportunities of service and new potentialities of creativeness. This requires the recognition by society of the individual's right and capacity for free use of his energies, capacities, and abilities in order to find the means of performing these services and of realizing these new potentialities of creativeness." (30:12:240)

30. The solution of the "present ideological conflict can be found by making these principles explicit in terms of their basis in science as a body of social learning and its correlates." (30:12:240)
31. "As science and technology are influencing the traditional social structures and political systems of mankind, we are witnessing a revolution in the world's power structure." (30:12:242)

32. "In the new nationalism of the Middle East, of Africa, and of Southeast Asia may be seen the demands of these peoples for a chance to participate in the benefits of science and technology." (30:12:242)

33. "Although the immediate world situation appears to be a power struggle between the Russian Soviet state and its satellites and the United States and the 'free world,' with both groups attempting to appeal to the 'uncommitted' nations, we can perceive that mankind in its concern for common problems has awakened to the necessity for international co-operation." (30:12:243)

Trends in interpretations on the relation of science and the social studies

The interpretations on the following are presented below: (1) Science and the social studies; (2) Use of science and technology to improve living conditions; (3) The International Geophysical Year; (4) Scientific research in the United States and the National Science Foundation; (5) Science and agriculture in the United
1. "The problem social studies teachers must come to grips with is not merely the social implications of automobiles or egg-beaters, but the social implications of science itself." (23:2:20)

2. "Whether the start is in the early grades or in the upper years of the secondary school, however, emphasis should be upon the scientist himself and the 'process of travail' by which the scientist arrives at his conclusions." (27:2:21)

3. "The 'spirit' of science is the spirit of freedom." (27:2:25)

4. "But it is also obvious that this freedom imposes a heavy responsibility on the scientist, the responsibility for handling the facts and reporting his findings as accurately and as faithfully as is humanly possible." (27:2:25)

5. "Now, the interesting thing is that scientists did not always appreciate and maintain their present high standard of objectivity." (27:2:25)

States; (6) Research in the medical sciences; (7) Applied atomic energy research; and (8) Science and Society.

Interpretations on science and the social studies

L. P. Todd (27:2:19-30)
6. "Man begins to see science in its proper perspective when he becomes aware that modern science did not spring full grown into the world." (27:2:25-26)

7. "Democracy will bear even richer fruits when more of us, scientists and laymen alike, make a greater effort than we have yet done to tackle our everyday problems, large and small, in the same spirit with which scientists tackle the problems they meet in the laboratory." (27:2:26)

8. "The layman should understand that the scientist is infinitely patient, that he is incredibly painstaking in his efforts to make precise measurements, that he sets up the most elaborate safeguards to protect himself from erroneous conclusions." (27:2:27)

9. "But the layman should also understand that chance, the informed guess, the accidental discovery (remember Galvani!) also figure large in the daily lives of all men everywhere." (27:2:27)

10. "It may be worth noting in passing that the scientist records no 'failure'. An experiment that leads him down a blind alley becomes merely another bit of data upon which another scientist can build." (27:2:27)

11. While scientists have been able to develop the hydrogen bomb, they do not have at their command formulas
"whereby mankind can live with the hydrogen bomb." (27:2:27)

12. "The liberal arts, the humanities, the fields of human endeavor that encompass matters of mind and of spirit, these, too, are essential in the scheme of things, and if man neglects them science itself becomes meaningless and man may disappear from the face of the earth in a final tragic holocaust." (27:2:27)

13. "Science is not the whole of life, or even the most important part of life." (27:2:29)

14. "The fact that science provides a common meeting ground for men of every nation, race, and creed gives reason for hope for the future. But man needs, at the same time, to guard against what Whitehead calls the dangerous 'Gospel of Uniformity'." (27:2:29)

Interpretations on the use of science and technology to improve living conditions in underdeveloped countries

H. H. Cummings (27:3:31-42)

1. One aspect of science that has influenced the public mind whenever it turned to problems of international relations is the threat of total "destruction which has grown with each successive test of thermonuclear weapons."

(27:3:31)
2. "But science holds out a promise for increasing human welfare and happiness as great as the threat it has spread over the prospect of man's future existence." (27:3:31)

3. "Two international organizations are already in existence to work for improvement on a world scale" on improved health, improved nutrition which will "lead to even better health and more food which will again increase productivity." (27:3:31)

4. There are other programs besides international organization committed to bringing "the gains of science and technology to the people who live in underdeveloped countries." (27:3:32)

5. "One of the first problems in most of the underdeveloped countries of the world is to increase the yield of grain." (27:3:33)

6. "One way to increase the yield is to introduce new varieties of plants." (27:3:33)

7. "The efforts to increase the yield of meat, dairy, and poultry products follows a similar pattern, namely improving the quality of the stock and combatting diseases." (27:3:33)

8. "Closely related to livestock production is the problem of improving grazing or forage lands by new or improved grasses." (27:3:34)
9. "The problem of water and water use in agriculture is receiving a great deal of study and exploration." (27:3:34)

10. "Farm mechanization is a difficult problem in many underdeveloped countries." (27:3:34)

11. "A final problem where both health and agriculture are involved is nutrition." (27:3:35)

12. "Since farming depends on the weather, meteorology is needed in underdeveloped countries along with the weather predictions American farmers use." (27:3:35)

13. "A vigorous debate has been carried on in recent years over the future of the human food supply." (27:3:35)

14. "One aspect of disease which calls for international action is the control of epidemics." (27:3:36)

15. "A second phase of the war on disease is to stamp out diseases in all countries, particularly those diseases whose causes are understood and for which effective and often inexpensive preventive measures and treatment are at hand." (27:3:36)

16. "There is a certain danger in reaching conclusions about the future of world health from reading news accounts of the programs made in the field of preventable disease." (27:3:36)

17. "A program of public health education is necessary for teaching many of the habits needed for a healthy community." (27:3:37)
18. The WHO "is not concerned only with the physical health of the world's population. It defines health as not the absence of illness, but as a state of complete physical, mental, and social well-being." (27:3:37)

19. "As in the case of agriculture, world statistics are necessary for thinking about health problems in world terms." (27:3:37)

20. "Many scientists and engineers who have worked in underdeveloped countries have come to the conclusion that if science is to be used effectively in the long run the people in those countries must learn to use a great deal of it." (27:3:37)

21. "When a country needs industry, particularly heavy industry, to produce goods to improve its standard of living, the question of energy is the first one that must be answered." (27:3:38)

22. There "is little doubt that in many countries the energy needs will be beyond the resources of the region." (27:3:38)

23. "For these countries the international development of atomic energy for peacetime use or some equivalent source of energy is necessary for maximum economic development." (27:3:38)

24. "Education at all levels is being increased to help countries understand the use of science and technology." (27:3:38)
25. "But literacy and fundamental education are not enough. Modern living requires skilled workers." (27:3:38)

26. "An educational system is a part of a nation's culture and few permanent changes in the schools can be made until the culture changes." (27:3:39)

27. "It is probably safe to say that in this effort to telescope from 50 to 500 years of progress into the short space of a generation of 30 years the services of social scientists are needed as much as those of their colleagues in the physical and biological sciences." (27:3:39-40)

28. "The need for the economist has already become clear. Trained people are needed in management and government including statisticians and accountants." (27:3:40)

29. "The movement to help the emerging countries to a fuller utilization of science has introduced a new group of ambassadors into the field of international relations." (27:3:40)

30. "An education which could integrate science and social science might be highly useful for all Americans who are often asked to work on teams composed of different nationalities helping the people in an underdeveloped country to a better way of life." (27:3:40-41)

31. "Perhaps in a land where all scholarly disciplines are young, they stand a better chance of growing up
together with each making a contribution to the others worth and usefulness." (27:3:41)

32. The "people in the emerging countries want to become part of the modern world but hope that they can adapt much of current modernity to their traditional way of life." (27:3:41)

33. The problem on which scientists and technologists worked in underdeveloped countries "is one facet of a larger problem which is included in a need for sound economic foundations, increasing productivity, social reconstruction, political stability, broadened world contracts, and a higher level of mass education." (27:3:41)

34. The concept of One World will take on more meaning as scientists and social scientists from all countries work to spread the benefits of science and human cooperation. (27:3:41)

Interpretations on the international geophysical year

S. P. Kramer (27:4:43-48)

1. "Despite two major wars, periods of unparalleled economic dislocation, intense national and ideological animosities and rivalries, a noteworthy feature of the 20th century has been the degree of international cooperation. The IGY is an example." (27:4:43)
2. "The international origin of this endeavor may be traced back 75 years to the First International Polar Year in 1882-83. At this time intensified polar research on a coordinated international basis was conducted, largely in the Arctic regions." (27:4:43)

3. "In 1932-33 scientists of 12 countries conducted the Second International Polar Year. It was then anticipated that further polar years would be organized every 50 years from then on." (27:4:43)

4. "Subsequently, the rapid development of science combined with the need for basic information, the development of electronic devices for handling this data and the perfection of instruments for gathering environmental data suggested the wisdom of increased and detailed research on man's physical environment." (27:4:43)

5. "Thus in October, 1951, the Executive Board of the International Council of Scientific Unions formed a special committee known as the Comite Special de l'Annee Geophysique Internationale and asked it to plan coordinated geophysical research." (27:4:44)

6. "In 1952 the scope of the undertaking was expanded to include not only the north polar region, as was the case with the First and Second Polar Years, but the entire earth." (27:4:44)
7. "The importance of the program stems in large part from the nature of the earth and of the universe which establish our environment." (27:4:44)

8. "Early in planning the United States participation in the IGY, the National Academy of Sciences recognized that implementation of the United States program would require federal financial support. . . . As a result of request by the Foundation, the Congress appropriated $39 million to implement the program." (27:4:45)

9. "Principal fields of study during the International Geophysical Year are aurora and airglow, cosmic rays, geomagnetism, glaciology, gravity measurements, ionospheric physics, latitude and longitude, meteorology, oceanography, seismology, solar activity, upper atmosphere rocket and satellite studies, and radioactivity of the upper air." (27:4:45)

10. "International cooperation on this scale is not an accident; nor has it developed suddenly or spontaneously." (27:4:45)

11. "Clearly the specific scientific skills that are needed require years of graduate study and/or on-the-job research training." (27:4:46)

12. "Geophysical research has not progressed to the point where the student can avoid the fundamentals in the interest of specialization." (27:4:46)
13. "A unique characteristic of geophysical research as distinguished from many other branches of scientific research is its cooperative attributes." (27:4:47)

14. "Such coordination requires considerable advance planning in standardizing observation techniques and methods so that the data gathered is intelligible to different scientists." (27:4:47)

15. "Thus, in planning his work, the geophysicist will be benefited by international experience and training." (27:4:47)

16. "A purpose in outlining in detail the international scope of the International Geophysical Year has been to dramatize the necessity for broad international understanding inherent in the program." (27:4:47)

17. "The essential purpose of the IGY is the observation and classification of facts about man's environment. In other words its primary purpose is knowledge as an end in itself." (27:4:47)

18. "In the long run science is not served by incessant emphasis on the tangible and the practical." (27:4:48)
1. The Old World leadership in conceptual science was diminished by the devastations following the wake of World War II. (27:5:49)

2. The United States has attained leadership in technological leadership following World War II. (27:5:50)

3. The Second World War gave much incentive to research activities in the United States. (27:5:50-51)

4. "Most dramatic of the researches, and most portentous for historians, was the team working in utmost secrecy under the west stands of Stagg Field at the University of Chicago in 1942." (27:5:51)

5. President Franklin D. Roosevelt also laid plans to convert for peaceful pursuits the many scientific and technological advances resulting from the great research push of the war. (27:5:51)

6. "From Vannevar Bush, on July 5, 1945, significantly close to an earlier Independence Day, President Truman received a little book on a day which history may well record as marking the beginning of American independence for other nations for its storehouse of knowledge derived from basic research." (27:5:52)
7. Americans have realized that dependence on Europe on basic research is no longer possible. (27:5:52-54)

8. "Despite the fact that all task-force committees agreed upon the necessity for establishing a federal agency to support basic research in the United States, the proposed agency was long a-borning. Nearly five years intervened between publication of *Science—The Endless Frontier* and the establishment by the Congress of the National Science Foundation." (27:5:54)

9. "Dr. James B. Conant, then President of Harvard University became first chairman of the National Science Board, 24-member governing body of the Foundation, Dr. Waterman is still Director of the Foundation." (27:5:56)

10. "Significantly, because its action reflects acceptance of operating policies established by the Foundation, Congress has approximately doubled Foundation appropriations in each of the fiscal years for which the President has presented the Foundation Budget." (27:5:56)

11. Over the years 80 per cent of the budget of the National Science Foundation has been expended for (a) support of basic research in the sciences, and (b) support of its fellowship program. (27:5:56)

12. "Basic research is research directed toward an increase of knowledge in science without the objective of an immediate practical application." (27:5:58)
13. "Applied research is directed toward practical applications of science; development is the systematic use of scientific knowledge directed toward producing useful materials, devices, systems, methods, or processes, exclusive of design and production engineering." (27:5:58)

14. "Sound scientific research is not produced in a vacuum. Men and women--thoroughly trained men and women--are required to undertake fundamental research in science." (27:5:59)

15. "In addition to its fellowship program, which directly supports the education of men and women into the doctoral levels of science, other Foundation programs, less known but no less effective, help to broaden the science-manpower base." (27:5:60)

16. Youth's response to the development of science in the country is encouraging. (27:5:60-61)

17. Discerning scientists are concerned with the neglect of nonscience phases of the cultural development of the upcoming generations of scientists. (27:5:61-62)

18. Summer and academic institutes of the National Science Foundation are established as one solution to the need for more teachers to teach the increasing numbers of youngsters enrolling in science and math courses. (27:5:62)

19. Despite the establishment of summer institutes, they do not add to the total number of science teachers
and the problem of lack of enough science teachers continues. (27:5:63-64)

20. The "Foundation maintains an inventory of United States scientists for ready usefulness in time of emergency and, as needed, in normal times." (27:5:64)

21. "If basic research in the sciences, and manpower to carry it forward, are given one-two priority on the action agenda of the National Science Foundation, the third item of importance is dissemination of science information." (27:5:64)

22. "The Office of Scientific Information played a major role in making possible the publication, in 1955, of *Soviet Professional Manpower*. . . . It quickly became the definitive source of information about Soviet scientific manpower resources." (27:5:65)

23. "While serving to focus nationwide attention on the capabilities of other nations in science and technology, the book drew attention as well to domestic problems concerned with identifying and training persons with special aptitudes for careers in science and technology." (27:5:65-66)

24. The most basic data essential to sound planning are being accumulated by the Foundation with the help of various agencies. (27:5:66)

25. "Despite the oppressiveness of mid-twentieth century geopolitics, science, reflected in the impersonal
neutrality of mathematics, physics, chemistry, and biology, is managing to breathe a little fresh air into an otherwise cold-war climate." (27:5:67)

26. "Men and women of goodwill throughout the world watch hopefully as scientists of some 50 nations of the globe prepare for the International Geophysical Year (IGY), worldwide program of special observations of various earth phenomena planned between mid-1957 and the end of 1958." (27:5:67)

27. "Such worldwide cooperativeness among scientists is viewed with mixed emotions, however, as the United States reflects on the portentous build-up of Soviet technology." (27:5:67-68)

28. "Quality and creativeness among its scientists will establish the United States in a position of leadership in conceptual science as securely as the United States now holds the front position among nations of the world in technological advances." (27:5:68)

Interpretations on science and agriculture in the United States


1. "Modern science and technology have transformed American agriculture in the space of a lifetime." (27:6:69)
2. "Although research provided the original impetus for many of the changes in our agriculture, it was accompanied by growth and development of the country as a whole—expansion of agriculture, the upsurge of industry, transportation, and communication." (27:6:69)

3. "To a farmer, research means . . . a better living and a better way of life." (27:6:69)

4. "To agriculture as a whole, research means an increase of 30 per cent in crop yields in the last 25 years, 25 per cent more milk per cow, and an even greater increase in eggs per hen." (27:6:69)

5. "To the nation, agricultural research has meant the saving of lives, assurance of ample food supplies, and better nutrition for everyone." (27:6:70)

6. Some of the research that has revolutionized our agriculture are: (1) Crop production research in corn, other cereals, cotton, wild relatives of our principal crops, and vegetables; (2) Mechanized farming; (3) Soil and water conservation; (4) Soil management; (5) Use of radioactive tracers; (6) Research aids for our shrinking forests; (7) Livestock research; (8) War on insects; (9) Utilization research; (10) Economic research for farmers; and (11) Marketing research and services. (27:6:70-118)
Interpretations on research in the medical sciences


1. A definition of directions of modern medical research can "have no finality, for directions are constantly changing in accordance with changes in the state of knowledge which obtain in a given area of research at any given time." (27:7:119)

2. It "is probably safe to say that the public sees the goals of medical research as primarily being the control of disease. It is even more difficult to state a public view concerning the methodology of medical science, since methodology is a matter of little public concern." (27:7:119)

3. "Men of scientific genius exist in plentitude, but their contributions, unlike the contributions of the past, are likely to seem small in the public eye. In most instances the major scientific finding of today simply seems to represent one technical incident in the long course of events which finally culminate in the conquest of disease." (27:7:121)

4. "Insofar as the mission of scientists is the accumulation of new knowledge about biology, and its building blocks must be old knowledge, science is naturally progressive and dynamic, more so, indeed, than any other area of human endeavor." (27:7:124)
5. "Nor is this developmental process quite so random as it sounds: few scientists really see their work as simply one more stepping stone in a series of stepping stones leading to nowhere (or somewhere only by accident) but hope to relate their work to some larger systematic pattern of natural phenomena." (27:7:124-125)

6. "The degree to which research on a 'disease' will tend to be more or less diverse or more or less directed to 'fundamental' problems of biology depends in part on the state of knowledge concerning that disease." (27:7:127)

7. "The state of knowledge governing the research focus varies from chronic disease to chronic disease, and some diseases have yet to yield to science enough information for science to find any focus whatsoever." (27:7:127)

8. "At this point it may be interesting to note that the public generally views the drugs now available for the treatment of disease as almost final or absolute in their effectiveness." (27:7:128)

9. "The lack of specificity of most drugs is probably due to their mode of development. Most drugs emerge as a result of 'trial and error' (though this procedure is more complex and sophisticated than it sounds)." (27:7:128)
10. A very large "proportion of the nation's medical research effort is dedicated to drug development and drug testing." (27:7:129)

11. One major limitation on how much applied research may be undertaken is the state "of basic research, for in part the number and kinds of drugs available are determined by fundamental knowledge relating to the structure of chemicals (natural or synthetic), to methods of synthesis, extraction (from the soil, animals and plants) and purification." (27:7:129)

12. Other limitations to applied research are their extreme expensiveness and the fact that they "draw heavily on research manpower and research facilities." (27:7:129)

13. "There is probably little question that applied research has grown steadily during the past decade. It has been marked by the rapid rise of the voluntary health agencies whose obligations to applied research were inherent in their creation by special public interests (that of patients or relatives of patients) and by their support from a public fearful of specific diseases or sympathetic to its victims." (27:7:129)

14. "In spite of an apparent emphasis on developmental research, what is apparent in reviewing the growth of all medical research during the past decade is that enough funds have become available so that fundamental
as well as applied research can receive sufficient support." (27:7:130)

15. "The fears then of fundamental scientists concerning the neglect of fundamental research (and they are strong) are somewhat difficult to understand; even more difficult in view of the increasing sensitivity with which public funds have been administered to meet the special needs of basic scientists—the needs for research security (relatively speaking) and the needs for freedom of research action (absolutely speaking)." (27:7:130)

16. "The complex and technical nature of fundamental science is such as to remove the basic scientist from the usual avenues of social communication." (27:7:131)

17. "Superficially it might seem that all the environmental elements which would favor the flourishing of American medical science are at hand." (27:7:131)

18. "While there will be continued pressure for 'practical' or 'applied' research, these pressures will be met by the organized elements concerned, and the opportunities for fundamental research will also be realized." (27:7:132)

19. "How and if the internal pressures on the scientist will significantly change, however, is less predictable." (27:7:132)
The problem of public pressure, as suggested, can be a serious one, but will probably only be solved by history." (27:7:132)

Interpretations on applied atomic energy research
G. L. Hutton (27:8:133-162)

1. "Development of atomic energy in the past decade has resulted in far reaching and momentous socio-economic implications of such magnitude and diversity as to challenge realistic appraisal at this time." (27:8:133)

2. "Many technological problems must be solved, however, before the full potential of this tremendous source of energy can be realized." (27:8:133)

3. "The concept that all matter is comprised of atoms can be traced to the early writings of Greek, Roman, and Hindu scholars, Democritus (about 460 B.C.) in particular." (27:8:133)

4. "Realization of atomic energy, as with most significant discoveries and developments, depended upon a multitude of other collateral postulates, theories, and findings." (27:8:133)

5. "On December 2, 1942, the first nuclear reactor or atomic pile, (See Figure 1 in pictorial insert following page 134.) consisting of graphite blocks interspersed with
lumps of uranium was placed in operation at the University of Chicago." (27:8:134)

6. "An atom may be defined as the smallest particle of an element capable of entering into a chemical reaction." (27:8:134)

7. "The component parts of the atom are bound by strong forces. Some atoms are unstable or 'radioactive,' the nucleus emitting radiation which may be either minute particles or a quantity of energy that moves in a wave." (27:8:134)

8. "If the nucleus of certain atoms (such as uranium 235) is penetrated and stimulated by a neutron, the nucleus breaks into two main portions and ejects several neutrons. The main fragments and ejected neutrons rush from the point of fission at high speed. A great release of energy in the form of heat occurs concomitant with the splitting or disintegration of the atomic nucleus. This is 'atomic energy.'" (27:8:134)

9. "There are four primary types of ionizing radiation of immediate interest:" (1) Alpha radiation--composed of particles each of which has two protons, two neutrons, and carries two positive electrical charges; (2) Beta radiation--consists of particles, electrons each with one negative electrical charge; (3) Gamma rays--energy waves similar to the familiar X rays, and have similar characteristics of deep penetration into matter; and
(4) Neutrons—particulate ionizing radiation having no electrical charge, and are capable of deep penetration into matter with little energy loss. (27:8:134-135)

10. "An understanding of nuclear physics or the fundamentals of atomic energy is not an indispensable prerequisite to an appreciation of what atomic energy can do and is doing for mankind." (27:8:135)

11. "An understanding and appreciation of the utilitarian aspects of atomic energy is also possible if emphasis is placed on 'what' rather than 'why.'" (27:8:135)

12. "A nuclear reactor, of which there are many types, produces radio-active material which may be distributed and used apart from the reactor proper; emits ionizing radiation that may be used directly for research and other purposes and generates heat that may be converted to electric power or used for other purposes." (27:8:135)

13. "Operation of a nuclear reactor results in production of fission products some of which can be economically separated and distributed as radioactive isotopes (radioisotopes)." (27:8:135)

14. "A radioisotope of an element may be defined as a form of an element with identical chemical properties as other forms of the element but having a different atomic weight and emitting ionizing radiation. Radium is a
well-known example of a radioisotope which occurs in nature." (27:8:135)

15. "Prior to the development of nuclear reactors only limited quantities of radioisotopes were produced in cyclotrons or 'atomic smashers.'" (27:8:135-137)

16. Radioisotopes are widely used in medical research, diagnosis, and therapy. (27:8:137-143)

17. "More than 50 per cent of the institutions using radioisotopes in the United States are industrial firms." (27:8:143)

18. Radioisotopes are also useful to agriculture. (27:8:149-153)

19. "Thus, upon the basis of physical characteristics we have a wide variety of reactor types--the water boiler reactor, graphite, sodium graphite reactor, liquid metal fueled type, swimming pool, organic moderated reactor, fast breeder, and many others." (27:8:153)

20. "Categorization according to primary use is much simpler although a particular reactor can be adaptable to several uses. These uses may be classified generally as (a) research, (b) medical, (c) testing, (d) production, and (e) power." (27:8:154)

21. "In addition to converting atomic energy into electricity such energy may be employed for process or space heating." (27:8:157)
22. "Nuclear reactors and radioisotopes have created a demand for various types of instruments and equipment." (27:8:158)

23. "Despite its beneficial attributes radioactive materials can prove harmful if not handled with due care." (27:8:158)

24. "The rapid growth in the use of atomic energy has served to emphasize the need for more trained physicists, engineers, chemists, technicians, and other scientific personnel." (27:8:159)

25. "There is a marked need also for well-trained and adequately compensated science teachers to convey the necessary knowledge at a high school, college, and graduate level." (27:8:159-160)

26. "Atomic energy is universal. ... It is only proper, therefore, that this great force, unleashed and harnessed by the scientists of many countries, be applied for the benefit of all mankind." (27:8:161)

Interpretations on science and society: intellectual and social implications of science and technology for democracy

(27:9:163-186)

1. "Science and technology are casual factors in changing human societies." (27:9:184)
2. "These changes flow from the unique character of science itself: as a method, from its products, and from its impact as a philosophical world-view." (27:9:184)

3. "The problem of how to teach about science and technology in already overburdened curriculums is not to subtract or add subject matter, but to illuminate what is now being taught by cultivating at least four major insights at whatever grade levels seem most appropriate." (27:9:184)

4. "Four major insights which can be used are:
   a. Science causes social (institutional) change by altering the 'fact-base' of human knowledges. b. The instrumental standards of science permit human institutions to carry on their functions more efficiently than under ceremonial standards. c. In pioneering the instrumental view of human relationships, science makes possible a different kind of society based, not on the struggle for power, but on cooperative sharing of knowledges for solving real social problems. d. Science can neither promise nor achieve social utopias, but it can help man to organize his intelligence in such a way that the life experience is one of unfolding meaning, purposeful achievement, and continuing growth." (27:9:184-185)

5. "Viewed in this light, scientific contributions permit the actual fulfilment of the ideals of the democratic faith." (27:9:185)
6. "These social and intellectual implications of science reviewed allow a fundamentally different approach to civic education." (27:9:185)

7. "Perhaps the single and most central concept necessary to this task is the 'character of proof' which science employs." (27:9:185)

8. The character of proof which science employs is "as applicable to human societies as to test-tube laboratories and other human institutions." (27:9:185)

9. "As teachers do begin to use scientific standards for education, they will begin to find the learning process in their classrooms taking on unsuspected dimensions." Knowledges begin to be seen as instruments to achieve further goals. The basis for authority begins to shift to: 'What are the evidences?' The teacher finds it possible to become a resource-colleague of his students in a common learning adventure. The classroom also becomes a group-process which pools ideas and skills and competences for growth in problem solving. (27:9:185-186)

**Trends in interpretations on the social sciences**

Interpretations on the following are presented below: (1) Objectives and methods of the social sciences; (2) history; (3) Political Science; (4) Economics; (5) Sociology; (6) Anthropology; (7) Social Psychology;
and (8) What to teach in the social studies. These are presented in the order given above.

Interpretations on the objectives and methods of the social sciences

P. Herring (28:1:1-19)

1. "There is a need to emphasize (1) that the advancement of the social sciences is an inherent expression of a free and technically advanced society and (2) that as scientific advances release human energy and enlarge the range of choice, systematic knowledge of social structure and behavior must keep pace if free institutions are to cope with social problems and decisions." (28:1:16)

2. "It is in order now to offer another point, namely, that to support the systematic examination of human behavior and social relations as topics for study is an essential expression of freedom itself." (28:1:16)

3. "The social sciences are not to be thought of as a substitute for wisdom. They do offer findings that may enable wise men to thread their way with greater confidence among the contradictions of common-sense assumptions." (28:1:16-17)

4. "Social science inquiries, by their very nature, are limited to what can be carefully examined preferably observed at firsthand. In this sense, the approach
involves not grand schemata, but rather specific bits of knowledge."

(28:1:17)

5. "Efforts to make such knowledge cumulative are very difficult and frequently unsuccessful. There are any number of important questions that need answering but which cannot be effectively tackled by social scientists."

(28:1:17)

6. "A useful function is served by the specialist who points out where the limits of sound factual data are reached and where the leap of faith must be made."

(28:1:17)

7. "If social science research is regarded as a necessary function in the operation of a free society there must be an initial acceptance of the validity of scientific curiosity as worth supporting for itself."

(28:1:17)

8. "Of vital importance for the advance of science, and particularly at this time for the development of the social sciences, is respect for the judgment of the individual specialists as to what should be studied."

(28:1:17-18)

9. There is room for much debate among social scientists with respect to the soundness of various methods, the adequacy of evidence, or the validity of theory provided, "as a body of scientific knowledge developed
through experiment and validation, debate can move forward into fresh areas." (28:1:18)

10. "The final point in this analysis is that, despite the difficulties already noted, freedom of inquiry into human behavior and social relations is actually a safeguard for freedom itself because it provides a measure of protection from emotionalism and erroneous information." (28:1:18)

11. "Another fundamental contribution made by social science, as an on-going function, is the built-in protection such research provides against the sway of doctrinaire ideologies." (28:1:18)

12. "The concept of control through knowledge does not mean the sacrifice of liberty." (28:1:19)

13. "The essential function of research is to give fruitful expression to intellectual curiosity and to offer the discipline of objective analysis as a counterweight to our burden of wishful thinking and bias." (27:1:19)

Interpretations on history
G. B. Carson, Jr. (28:2:20-38)

1. "it would be far too great an oversimplification to say that history has not changed so much as it has expanded." (28:2:20)

2. "The scholarly discipline known as history has always been plagued by the problem of defining it." (28:2:21)
3. "The terms economic history, social history, cultural history, intellectual history, implying some special kind of history, may be a disservice to historians because they have a divisive effect within the historical fraternity." (28:2:21)

4. "Another aspect of the problem is that people do not want to recognize history when they see it." (28:2:22)

5. "Certain things are common to responsible definitions of history. One is history's concern with the past, but the past in some sequence of time and of process. Another is the historian's concern with the particular event rather than the general cause." (28:2:22)

6. "Therefore the scope of the historian's activity should include the future, for which humanity must steer a course, and for which the historian knows that he can find navigation points in the past." (28:2:22)

7. "History that has such a scope needs yield to no discipline in its claim for a place in any curriculum designed to produce men and women educated not just for today's society, that is, for stagnation, but for the society that may evolve tomorrow." (28:2:23)

8. "The genesis of a new and much broader conception of history was in the 1896 address of James Harvey Robinson before the American Historical Association. His call for a 'new history' was a plea for the extension of history to include social, economic, religious, literary, and other
phases of man's history as well as political, military, and diplomatic elements." (28:2:23)

9. "For good or ill, however, contemporary history is with us, and constitutes part of the 'new look' in history." (28:2:24)

10. "In analyzing" the "aspects of the new look in history it is necessary to distinguish between the levels at which history is approached." (28:2:24)

11. "A major attack on the problems of implementing the new look in American history was made at the time of the Second World War." (28:2:25)

12. "The inclusiveness of the list of areas whose history we should know has been plain enough during the war and since." (28:2:25)

13. "The vogue for social history, continued from before the war, is not without pitfalls. Professor Philip Jordan has pointed out that the mere accumulation of facts is no more justifiable in social history than in political history unless one provides some perceptive interpretation or guide to their significance." (28:2:28)

14. "Uncontrollable masses of evidence, and a limitless expansion of the horizon of history, beyond the ability of one historical investigator to handle unaided, have helped to introduce historians to the art of combination." (28:2:29)
15. "It was no easy matter for historians, who in the 19th century had been completely won to the 'scientific' interpretation of history to readjust their patterns of thought." (28:2:29)

16. "The 20th-century historians, however, accepting a point of view developed by Frederic Jackson Turner as much as by any one historian, have adopted controlling frames of reference and more or less openly admit that historians are selective in their treatment of objective facts." (28:2:29)

17. "The great principle of emphasis in selection has long been the relation of the past to the future. However, the significance of the past clearly changes as new developments occur." (28:2:29)

18. "The spread of inter-disciplinary activities is evident in numerous research projects and in the 'area' studies found on many university campuses." (28:2:30)

19. "The ultimate step in the processing of large masses of data for historians is the use of machines for the purpose." (28:2:31)

20. "The 'relativeness' that pervades contemporary viewpoints regarding history has introduced some changes in the methods of transferring the historian technique or interpretation to others--whether students or a larger public." (28:2:31)
21. "The best historical thinking today insists upon the combination of careful and basic research with the publication or spread of the new or revised interpretation that results." (28:2:32)

22. "Probably the most disturbing challenge to the historians' pattern of thinking is reflected in the kind of criticism expressed recently by the English historian Geoffrey Barraclough. He suggests that the Second World War destroyed the historians' favorite concept of continuity, leaving the prewar civilization in ruins and the historians without a satisfactory explanation of why they were caught unprepared to explain the crisis." (28:2:33)

23. "To restore history's usefulness to mankind will require more such efforts to provide original ideas or hypotheses to guide the course of human development." (28:2:33)

24. "If the mountainous accumulation of new documentation and the demand for encyclopedic coverage of topics and areas is not to overwhelm history today, its essential contribution must be systematically emphasized." (28:2:33)

25. "History was an integral part of the liberal arts tradition, insofar as that tradition was understood as the training of individual capacity and the liberating of individual potentialities and capacity for learning." (28:2:34)
26. "Historians try to transmit a concept of value. This is the best and the most everlasting thing that historians can do." (28:2:34)

27. "Historians are and should be objective in their research methods. They cannot be and should not pretend to be objective in teaching the fruits of research." (28:2:35)

28. "For history to achieve its fullest potential as a subject at any level in the educational system it must be a tool and not a master." (28:2:35)

29. "Although the historian is, or ought to be, concerned with the present and the future, he studies past cases because he can dissect them in clinical fashion, and because, faulty or incomplete though his evidence may be, he can trace the outcome of the case." (28:2:36)

30. "The study of history therefore provides short cuts to the appreciation of ideas and principles, actions, values, judgments, and all the facets of the human story." (28:2:36)

31. "The historian should try to reach everybody. . . . The proper scope of history involves taking responsibility for training individuals to a way of looking at things—a sense of perspective, an intellectual balance, a recognition that there is always more than one side to a question (although any side but one's own may appear
wrong)—in short for inculcating respect for the judicious approach." (28:2:36)

32. "Anything which will contribute toward effective utilization of the accumulated experience (that is, knowledge or science) of man to improve his world, is within the proper scope of history." (28:2:27)

Interpretations on political science

W. E. Miller (28:4:65-86)

1. "The field of political science is, among the social sciences, one of the most difficult to characterize" because "there is virtually unlimited number of ways one might view the subject of political science." (28:4:65)

2. Political science, in the setting of Western Democracy, involves the "study of a sphere of human behavior in which the individual citizen is supposed to meet certain obligations in the making of decisions which affect him, but in which the decisions will be made whether he meets his obligation or not." (28:4:65)

3. "Of course, as society changes, the function of government changes and the citizens' understanding of government must change as well." (28:4:66)

4. "In the course of 'keeping up' with the many changes in government which have accompanied the changing of society, political science has experienced" the following
significant "revolutions": (1) The coming into being of the formalized study of Public Administration; (2) The inclusion of the field of international Relations as a part of Political Science; and (3) The study of Political Behavior, has been in the process of development. (28: 4:66)

5. "If the two new tools of social research, the population sample and the controlled personal interview, are of greatest interest to the professional student of politics, the third tool--the evolving body of analytic theory pertaining to social behavior--is of interest both to the consumer and the producer of new knowledge about political behavior." (28:4:68)

6. The very "experience of conducting surveys of the national population has provided a number of very useful frames of reference for all students of American society, regardless of their field of special interest." (28:4:69)

7. The survey "researcher learns rapidly, and is constantly reminded, that the level of abstraction at which he thinks when he is designing a study to solve a particular problem is not a level which is meaningful to 90 per cent of his interviewees or respondents." (28: 4:69)

8. The "student of political behavior comes to know as second nature that the subjects of his investigation
are not all college graduates who share his burning interest in the subject which he is studying." (28:4:69)

9. Another frame of reference used in the study of political behavior emphasizes the role of the individual and tends to minimize the role of the large, societal or cultural institutions." (28:4:70)

10. A sequence of three goals of the study of political behavior might be the following: (1) To understand how individual choices are made within the existing framework of political institutions; (2) To discern the points at which the present institutional boundaries really do impinge upon and limit the range of possible choices which individuals might otherwise make; and (3) To evaluate the relative merits and demerits of alternative political forms. (28:4:71)

11. "At present, some misunderstanding arises from disputes as to the proper order of priority which should be assigned to these three goals." (28:4:71)

12. Today's student of political behavior admits the efficacy of direct concern with either of the first two goals, however, he considers the first goal as his major preoccupation. (28:4:71)

13. One viewpoint that is implicit in the new frames of reference adopted by the student of political behavior is the "notion that factors not usually included in
descriptions of our political institutions are important in determining the citizen's political behavior." (28:4:72)

14. Another viewpoint holds "that political behavior can best be understood with the aid of concepts evolved by the sociologist and the social psychologist." (28:4:73)

15. "A third point of view ... holds that the study of political behavior must combine both 'external' and 'internal' variables for the most productive analysis of politics." (28:4:75)

16. "A direct elaboration of this approach to the study of political behavior may suggest five classes or categories of phenomena with which we must be" concerned: (1) All of the possible "facts" about the external world; (2) The process of communication; (3) The object of our scrutiny, the individual person; (4) A category of resultant or "dependent" variables; and (5) The ultimate dependent or resultant political act which the student of political behavior wishes to explain. (28:4:75-77)

17. "The frame of reference of social psychology and the new viewpoints which it has provided for the study of politics are reflected in a small but growing number of studies." (28:4:77)

18. "Despite the emphasis which has been given to the behavioral study of national populations, the pioneering work in the field was really a local, community study." (28:4:77-78)
19. The first national study was conducted by the Survey Research Center, University of Michigan, in 1948 and published under the title of The People Elect a President. (28:4:78)

20. "The first national political study which consciously followed the five-category scheme ... was the Survey Research Center's Study of the 1952 presidential election." (28:4:79)

21. "Another important set of studies of political behavior focus on somewhat different problems of political science, the problems of local or community government." (28:4:80)

22. "In general, it would seem that the present emphasis in community studies is on the description of the decision-making process as it goes on, day-by-day." (28:4:80)

23. One discernible impact on American life of studies of political behavior is the tendency on the part of leaders of the major political parties to pay rather close "attention to studies of voting behavior and, in at least some documented cases, have utilized these studies in designing their campaign activities." (28:4:81)

24. "At least some of the widespread use which newspapers make of the public opinion polls may be traced to their recognition that studies of voting behavior may provide useful information for their readers." (28:4:81)
25. "The most important use of the results of political behavior studies will eventually be the education of the nation's citizens." (28:4:82)

26. The two ways in which political behavior studies will be somewhat uniquely meaningful to students are: (1) The studies of political behavior are concerned with processes which the student himself will engage in and which he will recognize when he does so; and (2) It also concerns a vitally important part of efficient political behavior. (28:4:82-83)

27. "As long as the student assumes that the formal description of government and politics is the real and the only description, he will not be alert to the possibility that life is really much more complicated than that description implies." (28:4:83)

28. "Finally, studies of political behavior, in particular, are providing the data for a somewhat different type of modern political history." (28:4:84)

Interpretations on economics
E. G. Nourse (28:5:87-96)

1. "While changes in economic thinking since 1939 or 1929 or any previous time embrace many details and very complex interrelationships, their main direction and significance for our private and public role as citizens may be grouped under four heads: 1. The new outlook on

2. "World War II unleashed productive powers that had been sharply arrested during the depression thirties."  (28:5:87)

3. "While the new outlook on physical productivity is dazzling, its economic implications are somewhat puzzling."  (28:5:88)

4. "If the new abundance that has come within reach in recent years is to be maintained in the future, productivity and population must be kept in step with each other."  (28:5:89)

5. "To make the new Age of Abundance permanent and progressive, there must be wise public policies and sound private practices."  (28:5:89)

6. Two related propositions can be said about present American economy: "(a) We now have in our power to live comfortably or even graciously if we work steadily, and (b) We must enable all the people to live pretty well all the time if we are to keep our labor force and our highly efficient plant busy."  (28:5:89)

7. "An optimistic viewpoint as to the attainability of economic security has been widely accepted in
contemporary economic thinking and substantially built into our business practices and economic institutions."

(28:5:89)

8. "In the broader and more sophisticated economic thinking of today it is realized that production and consumption are the complementary hemispheres of a global process." (28:5:90)

9. "The viewpoint that sustained high income for the whole people is a joint responsibility of private business organizations and their government was boldly set forth in the Employment Act of 1946." (28:5:90)

10. "Real and universal economic security will furnish the ultimate answer to the baffling but inspiring problem of 'learning how to distribute abundance.'" (28:5:91)

11. "Clearly, we shall not attain general security at a high level if we destroy or weaken incentive to effort of either workers or enterprisers." (28:5:91)

12. "Closely related to this new optimism and determination as to income security flowing from high productivity are attitudes and practices as to spending and saving." (28:5:91)

13. "Saving has not been discredited in America's newer economic thinking. But its character has been changed. The well-paid modern wage-earning family does
not have to do its own saving to create or to protect its opportunity for employment." (28:5:92)

14. "Today's economic thinking shows growing confidence in the attainability of a high-level balance between production and consumption, a smoother rhythm of earning spells economic progress." (28:5:93)

15. "Since today's economic thinking centers so much on how to maintain a high flow of money values and since nearly 30 per cent of the total stream of money transactions moves through public treasuries, it is natural that there should be enhanced interest in government spending and government taxes." (28:5:93)

16. "Modern viewpoints in economics seek to strike a balance between two equally vital concerns, (a) that taxation shall not be abused to destroy what the people really want, and (b) an equal concern that taxation and the government spending that goes with it shall be used under suitable conditions as a power to create a larger measure of general well-being." (28:5:93-94)

17. "In conclusion, one keynote may be heard running through all that the author has said about the four themes that characterize today's new economic thinking and the emerging practices of business and government. It is the recurrent emphasis on 'management' and social responsibility." (28:5:95)
1. "Single sentence definitions are of doubtful utility; nevertheless, sociology may be defined briefly as the empirical scientific study of the structure and process of systems of interaction among humans." (28:6:97)

2. "When the sociologist is engaged in studying the units or parts of a system of action, it is said that he is analyzing its structure." (28:6:97)

3. "It is important to note that the behavior which sociologists study is motivated behavior; it reflects certain need-dispositions within the personalities of the members of an action system." (28:6:97-98)

4. "It is also important to note that the behavior which the sociologist observes is patterned in part because it is value-oriented." (28:6:98)

5. "From the broad definition of sociology" it may be inferred that a wide variety of patterned behavior must be studied by the sociologist. (28:6:98)

6. "Although all these areas in the field of sociology are potentially of interest to the teacher of social studies, some have a more direct bearing on his professional functions than others." (28:6:98)

7. "The teacher plays a professional role in an organizational structure which is an integral part of the
total community system. As a consequence, he needs to understand the whole community in order to understand the part played by education." (28:6:99)

8. "We shall approach the community as a local system of action made up of certain basic institutions." (28:6:99)

9. "Analyzing the community as a local system of action does not imply that it is an isolated or self-subsistent entity." (28:6:100)

10. An "institution is a pattern of behavior which has a certain probability of occurrence; that is, the behavior in question occurs over and over again given the appropriate conditions." (28:6:100)

11. Institutionalized behavior is, "as Parsons points out, 'legitimately expected,' that is, it is considered morally right and members of an action system have a right to expect the behavior to be forthcoming." (28:6:100)

12. Institutionalized "behavior is behavior which has become a matter of self-expectation." (28:6:100)

13. The "pattern of behavior may be considered an institution if it is a significant part of the structure of the local community system." (28:6:100)

14. "We may consider a local community system to be made up of the following eight institutions which are necessary to its functioning: 1. kinship (or family)
2. occupation 3. exchange 4. property 5. authority

15. "These institutions are defined in terms of the functions which they serve for the community; each institution solves certain basic problems which must be faced if the community system is to exist and grow."
(28:6:101)

16. Each of these basic institutions is necessary to the functioning of the system and all are interrelated so that a change in one involves changes in the others." (28:6:101)

17. "Turning first to the institution of kinship or family, perhaps the most important new perspective is the tendency to reject the idea that the family is in a process of breakdown or disintegration as an institution and to regard it instead as in a process of adjustment to other community institutions." (28:6:104)

18. "A growth in the size and scope of organizations in our communities has necessitated bureaucratic development whether in governmental administrative agencies or large corporate business structures." (28:6:106)

19. "Turning now to the institution of authority, in American communities, perhaps the most striking thing about this area is that it is at last receiving some of the intensive study it has long deserved." (28:6:107)
20. "An important new perspective consists of the fact that many sociologists no longer accept the view that social class lines have become increasingly rigid in American communities and that the amount of social mobility is declining." (28:6:109)

21. "Turning now to the institution of education in American communities, a new viewpoint in sociology closely related to the discussion of social mobility is seen in the increased emphasis on the schools as channels of mobility." (28:6:111)

22. "If education is the initial channel to occupational achievement, it is also clear that all persons do not have equal access to that channel." (28:6:112)

23. "Finally, with respect to the institution of religion, a new perspective in sociology can be identified in the fact that interest in studying that very basic institution is growing gradually." (28:6:113)

24. "Increasingly, sociologists are analyzing religion in terms of its functional contribution to the stability and integration of societies and communities." (28:6:113)

25. "There are good reasons for optimism regarding the progress which sociologists are making in understanding the local community although, as has been pointed out, that progress is uneven in certain institutional areas." (28:6:114)
Interpretations on anthropology
G. D. Spindler (28:7:115)

1. Anthropology "is not a neat division of interests and problems; it is a sprawling, diversified field." (28:7:115)

2. "It is by virtue of this generalizing, holistic breadth that anthropology is particularly relevant to the teacher of social sciences." (28:7:116)

3. The redevelopment of interest in the evolution of man, seen in both its biological and sociocultural dimensions is one major trend in the field of anthropology. (28:7:143)

4. Another major trend is the "new constitution of interest in the nature of human nature, with the pursuit of this interest in the study of culture history, cultural values, universal categories of culture, culture and personality, and by implication, in the study of culture change." (28:7:143)

5. Still another trend in the field is the "attempt to become more scientific in the study of man and his works, but at the same time retaining dedication to a humanistic outlook." (28:7:143)

6. Another trend is the "focus on extracting cross-cultural regularities in human behavior--a focus that
combines both the scientific and humanistic commitments of anthropology." (28:7:143)

7. The "applications, potential and realized, of anthropological concepts, materials, and methods to education" is another major trend in the field. (28:7:143)

Interpretations on social psychology

W. C. Miller and J. E. Greene (28:8:144-171)

1. "In many educational systems the social studies teacher is by choice or by force placed in situations where he must assume the role of a social psychologist." (28:8:144)

2. "As an area of study and research social psychology is relatively new. In fact, the entire field of psychology has a somewhat short history when its development is compared with most of the other sciences." (28:8:144)

3. "Interest in social psychology began to develop rapidly after World War I. The years following the war brought so many great and rapid changes in the societies of western civilization that people became more interested in the social sciences and also became aware of the need for identifying variables which influenced the changes which they saw taking place." (28:8:145)
4. "It is the intense interest in the concentration on the behavior of the individual, however, that differentiates social psychology from the other social science areas." (28:8:145)

5. Social psychology "could be defined as the scientific investigation of the behavior of individuals in relation to their social environment." (28:8:146)

6. "In studying behavior in the social situation one must be careful not to imply a cause and effect relationship, an assumption that the type of environment necessarily determines the type of behavior." (28:8:146)

7. "Today psychologists realize that explanatory principles must come from a study of the interaction of the individual and his environment." (28:8:147)

8. "While it is true that many investigations have revealed behavioral differences between performing in groups and performing alone, the direction of these differences is not so clearly shown." (28:8:148)

9. "Several experiments have shown that the judgment and opinions of individuals can be modified through various kinds of group activity." (28:8:148)

10. "Another difficulty related to behavioral predictions should be emphasized. The same individual is not influenced in the same manner nor to the same degree by different groups." (28:8:153)
11. "From the viewpoint of psychology ... ability to change roles when necessary is much more an indication of good adjustment than it is of poor adjustment." (28:8:154)

12. The role of leadership "has received more attention and study than others." (28:8:154)

13. "All in all, however, the review of the studies attempting to differentiate between leaders and non-leaders in terms of some quality such as intelligence or height or other ability has indicated that this is a relatively sterile approach to the identification of the important qualities of leadership." (28:8:155)

14. "Scientifically, this viewpoint of the situation determining the leader is quite discouraging. If no similarity in leadership qualities exists from one situation to the next, then difficulty arises when scientists study and attempt to generalize results." (28:8:156)

15. The newer approach to the study of leadership tends to consider the individual in terms of his abilities and aptitudes and the group in terms of the type of membership, methods of interaction and goals. (28:8:156)

16. "Relatively little knowledge is available on the type of leadership which is most effective in bringing about a fulfillment of the goals of a group." (28:8:157)

17. "One of the difficulties which arises when attempting to study the important aspects of leader
behavior is the great variety of ways in which a person may become a group leader." (28:8:158-159)

18. "One traditional area of interest to the social psychologist has been the study of attitudes and their influence upon an individual's behavior in social situations." (28:8:159)

19. "More important than definitions are the descriptive dimensions of attitudes." (28:8:159)

20. "The first and most important dimension of an attitude is its object and direction." (28:8:159)

21. "The second dimension along which attitudes may be described is that of strength." (28:8:159)

22. "The third dimension along which attitudes may be described is that of complexity." (28:8:160)

23. "It is generally agreed by social psychologists that attitudes are learned." (28:8:160)

24. "Another characteristic is that attitudes are functional and hence related to motives and emotions." (28:8:160-161)

25. The interest which social psychologists have in the study of attitudes stems also from "society's need to develop methods whereby behavior may be modified." (28:8:161)

26. "In reviewing the research concerned with attitude change four basic types of variables may be delineated: (a) the characteristics of the material
involved to induce the change; (b) the methods of presenting the material; (c) the characteristics of the individual in whom the attitude change is to be induced; and (d) characteristics of the group in which the attitude is anchored." (28:8:161)

27. "Since it is clear that attitudes are not entirely rational the materials designed to induce an attitude change cannot be formulated exclusively in terms of logical argument." (28:8:161)

28. "Another factor in the preparation of material designed to induce attitude change is the direction of the arguments presented, that is, whether or not both sides of an issue should be presented." (28:8:163)

29. "Prestige was one of the earliest factors studied in the field of attitude change. The major emphasis here is upon the communicator rather than the communication." (28:8:164)

30. "More recent research has concerned itself with evaluating individual attitude patterns and personality traits as determinants of attitude change." (28:8:167)

31. "It is frequently useful to conceive of an attitude as not solely the product of a single individual, but rather as bearing some relation to the group of which the individual is a member." (28:8:167)
32. "In recent years considerable national attention has been directed to problems of civil rights and liberties. Implicit in this concern is the need for knowledge concerning ethnic groups and their interrelationships." (28:8:168)

33. "The description of ethnic group interrelations has been facilitated greatly by the development of scales based upon the concept of 'social distance.'" (28:8:168)

34. "Stereotypes provide an important factor influencing the differential status associated with ethnic groups." (28:8:169)

35. "It appears that such variables as the nature of the group memberships, amount of cooperation or competitiveness between groups, and the role prejudice plays in the personality of the individual all determine the effectiveness of contact in modifying ethnic attitudes." (28:8:170)

36. "One of the most significant developments in the area of social psychology has been the increase use of experimental methodology in the attempt to verify or refute hypotheses." (28:8:171)

37. "Even though we do not as yet have enough facts to cope with all questions concerning social problems which are raised in the classroom, we can teach young
people to approach these problems with a more scientific attitude." (28:8:171)

Interpretations on what to teach in the social studies

E. S. Johnson (28:12:218-247)

1. Social studies subject matter differ from the natural science studies due to the fact that the student of social things is a part of the things themselves; complete objectivity about them is impossible. (28:12:234)

2. Not "all of the value-objects of the social studies are controversial in their nature, or at least not to the same degree." (28:12:234)

3. Social education "is a live experience only if it is frankly controversial." (28:12:236)

4. "In the teaching of values, the prime moral obligation of the teacher is to make as clear and plain as possible that the 'value problem' is the problem of choice." (28:12:237)

Interpretations on geography

Interpretations on the following are presented below as follows: (1) General field of geography; (2) Physical geography; (3) Human geography; (4) Economic geography; (5) Regional geography; (6) Cartography; (7) Concepts and
generalizations in geography; (8) Historical geography and the social studies; (9) Culture areas in the social studies.

Interpretations on the general field of geography


1. "American horizons have been greatly expanded during the past few decades." (28:3:39)

2. "One result of this expansion of American horizons to an awareness of the world community has been an increase attention to geography." (28:3:39)

3. "In order to distinguish what is really new, and what concepts and methods are most useful for the training of young citizens, we need to look at the development of geographic ideas in the perspective of history." (28:3:40)

4. "Geography, like all fields of learning, uses the methods of logical thought developed by the ancient Greeks, and also the new concepts developed by experimental science." (28:3:40)

5. "The geographers of ancient Greece and Rome were concerned with three kinds of problems. First, they wanted to identify and describe those features, physical or human, that gave distinctive character to different
countries. Second, they wanted to find ways to fix position on the earth accurately and to measure the earth as a whole and also its various details. And third, they wanted to build theories regarding the origin of the things they observed." (28:3:40), (29:2:10)

6. "Greek learning was almost lost during the Medieval period, and was only rediscovered when the Europeans came in contact with the writings of the Moslem scholars." (28:3:42)

7. "Geography has sometimes been called the 'mother of sciences.' This is because a large number of the present fields of science were first developed from observations made by geographers regarding the characteristics of the face of the earth." (28:3:42), (29:2:11)

8. "With Alexander von Humboldt (1769-1859) and Karl Ritter (1779-1859) the main stream of geographic scholarship was first given its modern direction. . . . Modern geography starts with the understandings provided by the systematic sciences." (28:3:43), (29:2:11:13)

9. "Approached in this way geography makes three kinds of contributions to understanding: (1) it extends the findings of the systematic sciences by observing the differences between the theoretical operation of a process and the actual operation of the process as
modified by the conditions of the total environment of a particular place; (2) it provides a method of testing the validity of concepts developed by the systematic sciences; and (3) it provides a realistic analysis of the conditions of particular places, and so aids in the clarification of issues involved in decisions of policy." (28:3:44), (29:2:12)

10. "During the 19th and 20th centuries the development of the main stream of geographic scholarship shows two major trends. In the first place, geographic writing has moved away from encyclopedic description to description organized around problems of cause and effect relationships. . . . And in the second place, the methods of defining differences from place to place have become more and more precise." (28:3:44), (29:2:13)

11. "From time to time, however, there have been deviants from the main stream, each of which has enjoyed a period of popularity. Two of these deviant developments are of special importance for teachers of social studies in the United States. They are: (1) geography defined as the science of relationships; and (2) geography defined as geopolitics." (28:3:44), (29:2:13-14)

12. "The idea of defining geography as the study of
relationships between man his physical environment appeared during the 19th century." (28:3:44)

13. "Geography as the science of relationships persisted longer in the English-speaking world than elsewhere. It found few adherents in Germany, where Alfred Hettner was developing the ideas associated with the main stream of geographic scholarship." (28:3:45), (29:2:15)

14. "Geopolitics, as distinguished from political geography, combines the concepts and techniques of a variety of disciplines for the purpose of formulating strategic policy in international relations." (28:3:46-47)

15. "Modern geography in the United States, then, represents a return to the main stream." (28:3:47)

16. "Modern geography plays a vital role in that the processes that are taken apart and studied separately in the systematic fields must be put back together again and studied in their unsystematic areal associations in particular places." (28:3:47)

17. "Geography is concerned with the development of meaningful generalizations concerning the areal arrangement and association of things on the earth." (28:3:48), (29:2:10; 12)

18. The geographer uses the regional method in studying the earth. "A region is an area of any size
that is homogeneous in terms of specific criteria."
(28:3:48), (29:2:16)

19. "It is necessary to keep in mind that . . . A region, like any generalization, is good if it illu-
minates the features or processes being studied; a region
is bad if it obscures what is being studied." (28:3:49),
(29:2:17)

20. "If we try to find areas more or less homo-
geneous with respect to the culture or way of living of
the people, then the continental divisions are found to
be quite useless." (28:3:50)

21. "With proper health and sanitation, proper
diet, proper clothing, proper housing, there is no cli-
matic reason why men cannot achieve as much in a tropical
country as in a middle latitude country. There is no
reality to the three-fold system of climatic zones."
(28:3:53)

22. "Natural resources are made resources by man's
technology; and changes in technology may cause them to
cease being resources." (28:3:55)

23. A culture area includes "what has been described
as the attitudes, objectives, and technical skills of a
people, their way of living, their systems of value,
their language." (28:3:56)

24. "If we accept the basic idea that the twin
dimensions of our world and man's place in it are time sequence and areal association, this means that for the social studies curriculum educators need to use a framework of history and geography." (28:3:58)

25. "This means, further, that the culture areas . . . must not be presented as if they are static regional division." (28:3:58)

26. "During the past two centuries two great revolutions have been taking place, and we live in the midst of the turmoil and confusion of rapid cultural change." These are the Industrial Revolution and the Democratic Revolution. (28:3:58-59)

27. "Clearly we are the great revolutionaries of our time, not the communists. The 'wave of the future' is the rise of the democratic ideas of equality and of the rights and dignity of the individual." (28:3:61)

28. "The framework of history and geography can be used to analyze the characteristics of a State." (28:3:61)

29. "We must recognize that each sovereign State in the world has its 'State-idea,' that is, its own unique body of traditions and purposes to which most of the citizens of the State subscribe." (28:3:62)

30. "Given a State with its own unique State-idea, it then becomes possible to analyze the areal differences
within the national territory and around its borders that affect its strength or weakness as a politically organized area." (28:3:62)

31. "When attention is focused on areal patterns and associations we come squarely upon the need to use and understand maps." (28:3:62)

32. "The best way to understand a map and its symbolism is to take a field course." (28:3:63)

33. "Somehow the people of the United States must be brought to realize that the modern world is not chaotic and confused." (28:3:64)

34. "Education in America has suffered an impoverishment in those curricula where the hard core of geography has been reduced, diluted, or eliminated." (29:1:1)

35. "The concepts and methods of study developed by geography and history are fully as important in the education of the whole citizen as are the concepts of science or the methods of mathematics." (29:1:2), (29:2:18)

36. "To change an adventure story to geography involves three things." The description must be made more accurate, definitely located, and related to the experiences and interests of American children. (29:1:3)

37. A "large amount of geographic work is done by
persons not identified professionally as geographers."
(29:2:12)

38. "Since World War II geographers have been increasingly concerned with the uses of mathematical statistics. The purpose is still to describe more precisely and with more efficiency the arrangement and association of things on the face of the earth." (29:2:13)

39. "The study of the movements and communications that connect one area with another has long been an essential aspect of geographic work." (29:2:13)

40. "Geography can no longer be divided neatly into physical and human geography, and a geographic factor is any factor of location or areal association that is relevant to a problem." (29:2:16)

41. "Accordant areal relations are found by matching maps and noting where regional outlines coincide or correspond. This is the regional method." (29:2:17)

42. "The other kind of concept developed by modern geography is that of causal relationships, as distinguished from areal relationships which are revealed by the regional method." (29:2:18)

43. Geography "cannot be strictly contemporary. All geographic study must be approached historically if it is to be complete." (29:2:18)
Interpretations on physical geography

C. P. Patton (29:3:19-33), L. G. Kennamer, Jr. (29:13:211-228)

1. "American geographers, in increasing numbers, have abandoned physical geography in favor of the description and analysis of the activities of man." (29:3:19), (29:13:211)

2. Disregard of physical geography in this country is due to the following: (1) the study of physical problems demand a more rigorous training; (2) man's activities are the primary interest of most geographers; and (3) the challenge to and destruction of the intellectual structure of environmental determinism, there no longer seem to exist any relation between the physical and the cultural. (29:3:19-20)

3. Two excellent reasons for the continued study of physical geography, and for including it as well as the human aspect of geography in the social studies are: (1) From a philosophical point of view, it must be studied like any other coherent body of related phenomena "in its own terms and for its own sake;" and (2) It "constitutes a part of the total environment of particular places in which cultural processes unfold." (29:3:20)
4. "The students of physical geography are interested in the features of the face of the earth that are the result of physical and biotic processes." (29:3:20)

5. "In the period since World War II there have been numerous studies of geomorphology done by the German geographers. These studies are concerned with the effect of differing climatic conditions on the development of landforms." (29:3:21)

6. "Of greater immediate importance to teachers who wish to keep their subject matter up-to-date, however, are the revolutionary new concepts regarding the cycle of erosion developed by the South African geomorphologists, L. C. King and T. J. D. Fair." (29:3:21-22)

7. "The fundamental difference between the older traditional treatment of landforms and that proposed by King has to do with the origin and development of slopes." (29:3:23)

8. "The traditional description of the ideal cycle of landform development suggests that the valley sides, at first steep, are gradually lowered, until in a late stage the land is reduced almost to a plain, a peneplain, with a gently rolling surface." (29:3:23)

9. "This is the form described by King as imaginary."
He insists that the original steep valley slope 'normally' retreats parallel to its first position, maintaining its steepness." (29:3:23)

10. "There has long been a dispute between those who prefer to describe landforms in genetic terms, that is in terms of their origin, and those who prefer to describe them in empirical terms, that is in terms of what they look like without reference to the processes forming them." (29:3:24)

11. "The empirical description of landforms is of major utility inside the classroom, and where the descriptions deal with large, highly-generalized areas." (29:3:24)

12. "There are new and important developments also in the field of climatology." (29:3:24)

13. "The general circulation of the atmosphere has been the subject of considerable analysis in recent years." (29:3:25)

14. "From the time of G. Hadley until quite recently, the general circulation has been explained by the expansion of a heated equatorial atmosphere which flows poleward aloft." (29:3:25)

15. "Reviewing the studies of atmospheric circulation in the present century, it should be noted that our knowledge of the structure of the circulation near the
earth's surface was largely due to the work of the Norwegian school of meteorologists, led by T. Bergeron." (29:3:25-26)

16. "It is principally Rossby who has challenged the older theory of atmospheric circulation, and in this he has the support of a number of eminent meteorologists." (29:3:26)

17. "The atmospheric circulation is caused by the earth's rotation, and by the differential heating of the lower and higher latitudes." (29:3:26)

18. "A crucial aspect of any theory of the general circulation of the atmosphere is the explanation of the belts of high pressure that encircle the globe aloft at about latitude 30 on either side of the equator." (29:3:26)

19. "The new picture of the earth's atmosphere developed by Rossby and his colleagues also helps to explain the semi-periodic variations in weather." (29:3:27)

20. "Other writers have carried an understanding of the role of the jet stream ahead. . . . The explanation of the monsoons as resulting from the differential heating of the land and water is no longer a tenable thesis." (29:3:28)

21. "As usual, there has been a lag between the development of new concepts by scholars and the incorporation of these concepts in commonly available texts." (29:3:30)
22. "Not all the studies of climatologists have been focused on the general circulation of the atmosphere." (29:3:30)

23. "One group of scholars have turned their attention to a study of the climates of the past, and of the climatic changes associated with the increase or decrease of glaciation." (29:3:30)

24. "Clearly, modern regional climatology must be based on understanding of the new theories regarding air circulation, and on modern knowledge regarding the characteristics and movements of different kinds of air masses." (29:3:31)

25. "Numerous studies have dealt with the climates of small areas, with what is known as microclimatology." (29:3:31)

26. "In considering the role of climatology in relation to the field of geography as a whole, three points of view need to be stressed." (29:3:31)

27. First viewpoint is that of "G. T. Trewartha in rejecting the notion that climate should be studied to shed light on non-climatic variations in the physical or cultural environment." (29:3:31)

28. Second viewpoint is that of "Thornthwaite in pointing out the need for re-evaluating the field in terms of process, principally by close attention to the physical
principles of the heat and moisture balance." (29:3:31-32)

29. "Third is the suggestion put forth by D. H. Miller that one of the principal needs of climatology is a better understanding of terrain and its role in creating local climate." (29:3:32)

30. "It is perhaps impertinent to make a plea for increased attention to physical geography in a volume sponsored by the social sciences. . . . Nevertheless, familiarization with the latest developments in climatology and geomorphology is a burden that social studies teachers must not avoid." (29:3:32)

31. "It goes without saying that the propagation of outworn and long-since replaced generalizations is a cardinal sin in our profession." (29:3:32)

32. "The fact that man's action on the physical environment is a more fruitful approach to understanding than the action of environment on man only increases the necessity for a thorough study and description of the physical habitat." (29:3:32), (29:13:211)

33. "Furthermore, the study and description of the earth surface is an integral part of the long history of man's effort to understand the world around him." (29:3:33)

34. "The significance to man of any of the . . . elements of his habitat is a function of his attitudes and knowledge." (29:13:212)
35. "The function of physical geography is to develop an understanding of all the natural environmental conditions that give character to the face of the earth." (29:13:213)

36. "The term physical geography might well be expanded to mean 'the physical basis of geography,' for it is the descriptive and interpretive study of a number of earth sciences which furnish an insight into the nature of man's environment." (29:13:213)

Interpretations on human geography

J. O. M. Broek (29:4:34-53)

1. The qualifying term "human" geography arose "at a time some 60 years ago when the study of physical earth phenomena threatened to monopolize the field: the human aspect had to reassert itself." (29:4:34)

2. "Today most of the research of American geographers is in various specialized branches of human geography, such as economic, social, cultural and political geography or in even more restricted subdivisions concerning, for instance, recreation, manufacturing and settlements." (29:4:34)

3. "In geography we are rarely concerned with Man as an individual. . . . Rather, we see the variety of human groups as they exist in a variety of lands." (29:4:34)

4. "The study of the distribution of these groups in
their different habitats is strictly speaking, social geography." (29:4:34-35)

5. "If the emphasis is on the cultural phenomena especially, the more appropriate term is cultural geography." (29:4:35)

6. "By tradition geographers are committed to study the interrelations between peoples and their habitats. This central theme should be the beacon for all geographers, wherever they roam." (29:4:35)

7. "Each society at a particular time has its distinct aspirations, social customs, economic wants and technical abilities." (29:4:35)

8. "To understand a country we need, therefore, the historical-cultural approach." (29:4:35)

9. "We should recognize that Possibilism-Probabilism-Determinism form a continuum of approaches to geographic understanding, each applicable in various degrees to cultural, biological and inorganic segments of reality." (29:4:36)

10. "A different reform is urged by some who see geography's only salvation in borrowing concepts and tools from the physical sciences." (29:4:36)

11. "However, mere—and selected—analogies are no evidence that social-cultural phenomena must and do follow physical laws." (29:4:37)
12. "To doubt the validity of this mathematical approach is not to reject quantitative measurements as aids to more exact description, nor to abandon hope of finding broad regularities in the interrelations of man and earth. But the tools and the theories must fit the nature of our science." (29:4:37)

13. "Geography deals—or appears to deal—with many dualities." Physical and human geography are two intertwined aspects of the same thing. (29:4:38)

14. The dualities in geography is shown when three such dichotomies are considered: form and function, site and situation, and space and time. (29:4:38-41)

15. There are some basic elements which can be effectively used for the identification of gross patterns of culture such as language, religion, and common experience. (29:4:42-43)

16. "Economic geography is another branch that is closely related to all other aspects of human geography." (29:4:44)

17. "In postwar years American social scientists, including several geographers, have given increasing attention to the interrelations between economy, society, and habitat." (29:4:44)
18. "Fundamental to any study of the cultural factors is the arrangement of people on the land." (29:4:44)

19. "Dot maps, if on a sufficiently large scale, are excellent means of inspection because they enable us to note associations between the pattern of people and other phenomena, physical or cultural." (29:4:45)

20. "We live in an era of great demographic changes. The world population is increasing rapidly as a result of the ever-increasing margin of births over deaths." (29:4:45)

21. "To appraise the prospects for growth in the next generation one must inspect the trends in vital statistics over the past twenty or thirty years." (29:4:45-47)

22. "There are three ways in which a country can maintain or increase its level of living in spite of an increasing population: (1) by reducing its population through emigration; (2) by increasing the volume of its foreign trade; or (3) by increasing its production of goods for domestic use." (29:4:48-49)

23. "In view of the many restrictions on the international movements of people and goods, it appears that the main effort must be directed towards domestic development." (29:4:49)
24. "The truth of the matter is that wealth or poverty does not lie in the amount of land—or other available resources—but in what people do with it." (29:4:49)

25. "In addition to intensifying production from the land now in use, a determined attack must be made on the age-old frontiers of human settlement: the almost empty sub-artic; the arid lands; and the humid tropical lands." (29:4:53)

Interpretations on economic geography
W. Warntz (29:5:54-75)

1. Where geography and economics overlap, that is, "in the consideration of the spatial arrangement of economic phenomena, there is found economic geography." (29:5:54)

2. "As an academic discipline, economic geography is a relative newcomer. The first definitive program was probably outlined in Germany in 1882 by Gotz, a student of Ratzel. The first time in the New World that the course was offered as a bona fide university subject was in 1894 at the Wharton School of the University of Pennsylvania." (29:5:55)

3. "It can be argued that there are two valid approaches to the study of economic geography, the macroscopic and the microscopic." (29:5:55)
4. "Heretofore, the micro approach to economic geography has involved the consideration of economic activities either regionally or topically in terms of a mass of descriptive detail with 'areal differentiation' oftentimes related to the 'nature' of the area." (29:5:55)

5. It "is here submitted that there is not only room for, but also a necessity to develop a new viewpoint in the discipline." (29:5:55)

6. "Whereas the micro point of view analyzes the areal relations of specific phenomena, the macro point of view is concerned with the real relations involving aggregates of economic phenomena." (29:5:55)

7. "The developing viewpoint may well provide a means by which the best of the microscopic studies can be synthesized." (29:5:56)

8. "Economics, too, had its first development in the micro aspects of the subject." (29:5:56)

9. "It is the second quarter of the present century that has seen the development of 'The New Economics' the chief architect of which has been Lord Keynes." (29:5:56)

10. "While it can be remarked that the second quarter of this century has seen the development of the theory of the firm in imperfect competition, it seems certain that the great contribution has been the development of
the macro concepts and the theory of aggregate income
determination." (29:5:56)

11. The verbal descriptive methods employed in the
microscopic approach "have proved to be ineffectual in the
setting forth of quantitative averages so essential if a
macroeconomic geography is to emerge." (29:5:57)

12. "In this connection, however, it is pleasing
to note the increasing use of mathematical statistics in
geography. But, the caution must be stated that the
introduction of statistical methodology into geography
alone does not constitute the development of a macroeco-
nomic geography." (29:5:57)

13. A macroeconomic geography can be developed
from the contributions of geography in its knowledge about
spatial distributions, from economics in its concepts of
economic aggregates, and from the physical sciences' macroscopic variables, dimensions, and methods of sys-
tematic analysis. (29:5:57)

14. "Theory in macroeconomic geography has as its
aim the establishment and coordination of areal relations
among observed phenomena." (29:5:58)

15. "Field quantity theory, which in physics made
possible the truly macroscopic analysis of phenomena in
a space continuum, has applications in social sciences
as well." (29:5:58)
16. In "geography, in which the treatment of space and distance are explicit rather than implicit, field quantity analysis is particularly appropriate." (29:5:59)

17. The concepts of macroeconomic geography can be applied to the study of national income. (29:5:59)

18. The concepts of macroeconomic geography can be applied to the consideration of price theory."(29:5:64-69)

19. Time and space determinants are considered by economic geographers in determining land values. (29:5:69-74)

Interpretations on regional geography

R. N. Pearson (29:6:76-92)

1. "Although geographers generally agree that the study of regions is an essential part of their discipline, the variety of ways they use the term frequently leads to confusion on the part of persons outside of the profession." (29:6:76)

2. "As geographers utilize the word, a region is 'a device for selecting and studying areal groupings of the complex phenomena found on the earth.'" (29:6:76)

3. "Regions are areas of any size that are homogeneous with respect to specific criteria and as such there are many kinds of regions that may be recognized." (29:6:76)
4. "No one system of dividing the earth into homogeneous areas is inherently better than any other; no one right and the others wrong." (29:6:77)

5. "Although much effort has been expended to establish a nomenclature for the various types, categories, and sizes of regions the results are still largely of interest only to professional geographers." (29:6:77)

6. Of the two schools of thought regarding the formulation of regional systems, the stronger trend seems to be away from regions based upon the features of the physical environment and towards those which are derived from cultural phenomena." (29:6:85)

7. "In spite of the growing importance of cultural geography it is, however, evident that a great many geographers feel that students should have an understanding of the physical nature of the world in which they live, that there is order to the arrangement of the physical features of the earth, and that the best way to study world geography is to present man in his physical surroundings." (29:6:86)

8. "With regard to the many possible systems for forming world regions that have been devised there appears to be agreement that either climate or vegetation types, or combination of these, constitute the most satisfactory
physical basis and that groups of nations or very large nations form the best cultural basis." (29:6:86)

9. "It is interesting to note that the trend toward breaking the world up into regions of continental magnitude for study results in an organization which does not differ greatly from that of public school geography textbooks of a generation ago." (29:6:86)

10. It "appears that the approach to the study of subdivisions of world regions has gone through a four or five part cycle. The first regions to be developed were based upon groups of political units; next came a shift to the formulation of regions from environmental features; that was followed by a great interest in regions based upon economic activity; and finally the desire to establish 'total' regions led back to the utilization of groups of political units as basis for forming regional groupings." (29:6:91)

11. "This cycle, if it is an accurate description of what has taken place, should not be interpreted as an indication that single feature, physical or cultural, regions are without value." (29:6:91)

12. "Multi-purpose regions, even in this size category and whether they be 'compages' or not, frequently have to be subdivided for more accurate generalizations." (29:6:91)
13. Regional geography "in the United States is in the process of change. . . . Any change, even if it is a shift back to an old idea, is progress if it results in a better way of doing things." (29:6:91)

14. "The past decade in regional geography, as seen by this writer, has been one of progress. This progress is expressed first in the trend towards basing regional study upon the study of man and second in the desire to formulate all-purpose regions instead of those oriented towards a single element in the landscape." (29:6:92)

Interpretations on cartography
Edward B. Espenshâde, Jr. (29:7:93-111)

1. "A discussion of new kinds of maps cannot be divorced from that of developments in cartography - the science of mapping the earth." (29:7:93)

2. "As used today, the term has come to include not only the processes of original measurement in the field - geodesy, surveying and photogrammetry - but also the processes of compilation, drafting, and reproduction which are necessary to provide a printed map." (29:7:93)

3. "Maps serve many functions, but the geographer uses them chiefly in three ways: (a) as a base on which to record data; (b) as an analytic device to discover possible relationships between phenomena; and (c) as a medium to pre-
sent spatial relationships of earth phenomena (chiefly in an illustrative sense). (29:7:93)

4. "In each case the map also reduces the landscape patterns to size which is more manageable and which permits one to visualize the whole more readily." (29:7:93)

5. "The expansion of opportunities for field work has resulted in a marked increase in the extent of the areas for which patterns of phenomena are recorded, in the amount of statistical data about them now available, and in the variety and detail of this data." (29:7:94)

6. "Teachers of geography at all levels should give thought to incorporating this basic map-making process into the curriculum." (The map as a base for recording data) (29:7:95)

7. "Much of the progress in the analytical use of maps in geographic research requires some knowledge of statistics." (29:7:96)

8. "The effectiveness of maps used for" the "third purpose depends not only on the skill of the cartographer, but also on the ability of the user in reading the map." (29:7:96)

9. "Recent developments in processes and methods of reproduction have increased the visual appeal of many maps." (29:7:96)

10. "The representation of surface configuration (elevation, slope, relative relief) is one of the most im-
portant features of a map whether it is a large scale to-

topographic map or a small scale wall map of a continent." 
(29:7:97)

11. "The physical map is designed to present the 
third dimensional characteristics of the earth's surface." 
(29:7:97)

12. "The physical map is undergoing a reform in re-
gard to artistic expression, methodological theory, as well 
as in reproduction techniques." (29:7:98)

13. The "merged layer tint" physical map modifies 
"some of the weaknesses of the traditional altitude tint 
(hyposometric) physical map." (29:7:98)

14. "A second improvement in the physical map is 
an increased use of shaded relief ot obtain a plastic 
shadow relief effect." (29:7:98)

15. "A third development in physical maps, chiefly 
pioneered in this country by Shelton, is the combination 
of the manually-prepared, obliquely lighted, shadow modulated 
relief plate with a naturalistic color scheme, instead of 
the traditional altitude tint colors." (29:7:99)

16. "The selection of a suitable projection is one 
of the major decisions made in the preparation of any map." 
(29:7:103)

17. "With the great multitude of maps available in 
almost every conceivable size, shape, or form, it is diffi-
cult to realize that less than a quarter of the earth's surface can be considered adequately mapped." (29:7:106)

18. "The great number of maps and diverse subject matter depicted necessitates the development of bibliographic facilities and the training of specialists in map source materials." (29:7:106)

19. "Notable among the bibliographic aids is the Bibliographie Cartographique Internationale." (29:7:106)

20. "A second international serial in cartography has recently been established - Bibliotheca Cartographia." (29:7:108)

21. "There are many other lesser bibliographic aids, varying in coverage and purpose." (29:7:109)

22. "Perhaps of more immediate use to teachers are the maps mentioned in a series of four articles entitled 'Recent Maps of Interest to Teachers of Geography.'"

23. "The publication of three 'Grand Atlases' in the last few years is a major contribution to world map source materials for general reference purposes." (29:7:109)

24. "A final phase of developments in mapping the world is the increased interest in publication and compilation of national (single country) and regional atlases." (29:7:110)

25. Progress in the development of cartography and in the increase in the number and variety of maps has meant an increase in specialization. (29:7:110-111)
Interpretations on concepts and generalizations in geography

G. Whipple (29:8:112-143)

1. The term concept applies to a class or group of objects which have certain qualities in common. "Thus a concept is an abstraction; as such it may relate to something intangible, for example, 'interdependence,' 'primitiveness,' 'conservation,' and 'climate.'" (29:8:113)

2. "Concepts develop from concrete to abstract as the learner draws from his experiences a general idea apart from the particulars he has noted." (29:8:113)

3. Building up the child's background of experience is of tremendous importance in the formation of concepts. (29:8:114)

4. "A 'generalization states some abstract relationship among two or more concepts.'" (29:8:115)

5. "As in the case of concepts, no one can give a generalization to a child. It will be understood only if the child possess the concepts on which it is based." (29:8:115)

6. "The child who has the essential background acquires the generalization by the process of problem-solving." (29:8:115)
Interpretations on historical geography and the social studies

P. Bacon (29:9:144-161)

1. "Geography and history are interrelated and each one can frequently throw light on the problems of the other." (29:9:144)

2. The "interrelationships between geography and history have not been strongly developed and the subject matter of the two disciplines has remained to a large degree separate." (29:9:145)

3. "The essential difference between history and geography can be most easily understood by comparing the concepts developed by these subjects." (29:9:145)

4. "As one learns history one acquires his orientation in time; as one learns geography one acquires his orientation in space." (29:9:145)

5. Though the historian is primarily concerned with time and the geographer with space, there is a meeting place for the two. (29:9:145-146)

6. The assumption that the broad distinction between the geographer and the historian is that the historian is concerned with the past and the geographer with the present is invalid. (29:9:146)

7. "This study of geography of places or regions
within a period, or series of periods, in the past is precisely the task of the historical geographer." (29:9:146)

8. The historical geographer "is primarily interested in the past geographies of a region in order that he may better understand its contemporary geography." (29:9:147)

9. "In spite of the essential importance of the time factor in the understanding of today's geography, the use of historical geography as a school subject has largely limited to a few courses offered at the college level." (29:9:148)

10. "Historical geography moved ahead more rapidly when attention was focused on the reconstruction of past geographies rather than on environmental influences on historical events." (29:9:148)

11. "In order that we might determine whether there is a place for the historical geography of the United States in the school social studies program, it might be well briefly to appraise our knowledge of the child's ability to understand time and space concepts." (29:9:148-149)

12. "Research in child growth and development seems to point up quite effectively that time concepts are more
difficult for the child to handle than concepts dealing with space." (29:9:149)

13. Studies of child development leave little doubt as to the readiness of the ten-year-old for the geographic aspects of the study in grade five. (29:9:149)

14. "Perhaps we need to focus more sharply on spatial content that we have been doing recently; and perhaps, too, we need to be more careful regarding the kind of historical treatment of our nation that we introduce in grades four and five." (29:9:150)

15. It seems that "the approach to the past in historical geography - that is, the reconstruction of past geographies - might be a particularly effective means of capitalizing on the child's interest in the past in combination with an opportunity to strengthen his natural ability to deal with basic spacial concepts." (29:9:150)

16. "First we should note that time simply is not so critical a problem in historical geography as it is history." (29:9:150)

17. "Through historical geography the social studies teacher may find it possible to make use of space awareness to build up awareness of time sequences." (29:9:150)
18. To make use of historical geography it is essential that students "acquire an understanding of the character of the area being studied." (29:9:151)

19. "Actually, the periods studied need not differ from the periods established by historians; however, the essential factor in historical geography is that a period is marked by a distinctive change in the landscape or occupance pattern of the area." (29:9:151)

20. "One would certainly not attempt to work out all the periods of all the regions that would be studied in an elementary or junior high school course in the geography and history of the United States." (29:9:151)

21. "There are several sections in the United States where the sequent occupance has been clearly worked out and they make particularly satisfactory areas with which to experiment in the use of historical geography in the social studies class." (29:9:151)

22. "What people thought of a region at different times and how they recognized its opportunities and its limitations as a place to settle, forms an important theme that historical geography best develops." (29:9:152)

23. "A study of the local community occupies a logical and important segment of the social studies curriculum, for both the elementary and secondary school." (29:9:152)

24. "It is the exception rather than the typical
social studies curriculum, however, that calls for an examination of the geography of the local community during the various periods in its development." (29:9:152)

25. "The sequences, or periods, in the development of a city are relatively easy to work out once the class begins to explore the materials available." (29:9:152)

Interpretations on the use of culture areas in the social studies

P. E. James (29:10:162-176)

1. "Most educators agree that somewhere in the secondary school curriculum there should be a course of study in which a balanced picture of the modern world is offered." (29:10:162)

2. "The development of perspective regarding the modern world is an essential first step in any attack on insecurity and fear." (29:10:162)

3. "Time sequence and areal association - these are the twin dimensions in which we need to view our world." (29:10:163)

4. "First, we must gain a long enough perspective to realize what an unusual period of history we are in." (29:10:163)
5. One of the great revolutions of our times is what we call the Industrial Revolution. (29:10:164)

6. "The second great revolution of our time, associated with the Industrial Revolution, yet separate from it, is the Democratic Revolution." (29:10:164)

7. "It is of major importance that we recognize clearly that these two great revolutions of our time have not only a history, but also a geography, and that they are by no means completed." (29:10:165)

8. "These are the processes of change that are today sweeping over the face of the earth." (29:10:166)

9. "It is possible to group countries together, however, in seven major culture areas, each of which possesses distinctive characteristics related to these worldwide processes of change." (29:10:167)


11. "In the European Culture Area Western Civilization had its beginnings. Here the Industrial Revolution and the Democratic Revolution first appeared, and both revolutions have gone forward in this area in the midst of pre-industrial, and pre-democratic societies." (29:10:168)

12. "There are some countries in Europe, however,
where the Democratic Revolution has been successfully resisted." (29:10:168)

13. "The European Culture Area has also been plagued by too many political boundaries." (29:10:168)

14. "The new European Economic Community will bring great changes to this culture area." (29:10:169)

15. "The American Culture Area differs from the other major culture areas in that people of different European nationalities were able to implant a European way of living in what was called a 'new world.'" (29:10:169)

16. New and distinctively American ways of doing things were developed from the different practices of people who came from Europe. (29:10:169)

17. "Although both of the great revolutions began around the North Sea in Europe, both have been largely developed in America." (29:10:170)

18. "In spite of the variety of conditions found within the North African-Southwest Asian Culture Area there are, nevertheless, certain common characteristics to give the area unity." (29:10:170)

19. As early as World War I the importance of the North African-Southwest Asian Culture Area "had become apparent - not just as a region of transit, but as a region rich in a vitally important resource." (29:10:170)
20. There are conflicts and antagonisms all over the Moslem world. (29:10:171)

21. "The Oriental Culture Area includes lands that have been occupied by civilized men longer than any other parts of the earth." (29:10:171)

22. "In dealing with nature or with other human beings, the Oriental way of living and thinking teaches acceptance, patience, passive resistance; the ideal is to live in harmony with nature, not to control nature or change it." (29:10:172)

23. "When the Europeans established their political control over most of the Orient, they undertook, in many instances, to bring in European ideas, and European ways of doing things." (29:10:172)

24. The Oriental people have reacted so strongly against the European colonial powers when they (Europeans) "preach equality, talk democracy, and then act as if these ideas did not exist." (29:10:172)

25. "The story of the Soviet Culture Area over the long course of history is involved with the efforts of the Russian people to burst the bonds of isolation." (29:10:173)

26. "Within the Soviet Culture Area the new privileged class is the membership of the Communist Party." (29:10:173)
27. "The relation between the Soviet Union and the satellite countries is a distinctive feature of this area." (29:10:174)


29. "South of the Sahara the great majority of the people are Negroid, but, with the exception of a few small countries, the economic and political control is in the hands of Europeans." (29:10:174)

30. Since "World War II, 'native' peoples everywhere who can read and write have learned of the intoxicating new idea that there are such things as nations, and that nations can stand together in the world order as equals." (29:10:174)

31. Many different solutions for the problems of racial conflict in the African Culture Area have been attempted. (29:10:175)

32. While the African Culture Area has more than its share of conflict and antagonism these are not so potentially dangerous for world peace as those raging in the Middle East. (29:10:175)

33. "In the Pacific Culture Area the native inhabitants have been submerged by the tide of European conquest, much as they were in the American Culture Area." (29:10:175)
34. Neither "resources nor strategic position places any part of the" Pacific Culture Area in the focus of international interest. (29:10:175)

35. "There is no one 'correct' regional division of the world. Any system of regions is to be judged good if it illuminates the important contrasts from place to place that are being described: any system of regions that obscures these contrasts is not good." (29:10:176)

36. In the study of culture areas, the focus of attention should "be on the cores of the areas, not on the boundaries." (29:10:176)

Trends in interpretations on the content of American history

Interpretations on the following aspects and periods of American history are presented below: (1) Establishment of the American Colonies; (2) The North American Colonies in the 18th Century, 1688-1763; (3) The American Revolution; (4) The Federalists and Republicans, 1789-1825; (5) Jacksonian Democracy, 1825-1849; (6) Background of the Civil War; (7) The Civil War and Reconstruction; (8) Intellectual History to 1900; (9) Economic and Social History of the Late Nineteenth Century; (10) Politics in the Gilded Age, 1877-1896; (11) Progressive Era, 1897-1917; (12) The United States as a New World Power, 1865-1917; (13) The Prosperity Decade, 1917-1928; (14) The
1. "For a generation before the coming of the war, the dominant influence in the interpretation of the earlier chapters in the nation's history belonged to the so-called imperial school of historians." Its leaders were George L. Beer and Charles M. Andrews. (31:2:12)

2. "Like Beer, Andrews insisted upon the need to study American colonial history in the full context of Britain's commercial and colonial expansion - hence the designation of the imperial school." (31:2:13)

3. "In its origins, the imperial school represented a reaction against the nationalist emphasis that had marked so much of the writings on American history in the nineteenth century, not to mention the even narrower provincialism of a large body of literature devoted to the history of the individual states." (31:2:13)

4. "Fortunately, this new approach to the study of American colonial history had coincided with an awakening

5. "In the work of men who are younger than those previously mentioned there is promise that students of American history can continue to expect significant assistance from Britain." (31:2:15)

6. "Although American scholars in the present century have been more content than one might have expected, to leave the years preceding the period of settlement in the capable hands of their English colleagues, they have not been wholly inactive in this area of investigation." (31:2:15)

7. "But even while Andrews was writing his magnum opus, there were indications that newer historical interests would challenge the leadership enjoyed by the imperial school since the beginnings of the century." (31:2:17)

8. "Many historians had come to feel that it was time to look more closely at the colonies 'from within.'" (31:2:17)

9. "The responsibilities and the tensions of the post-war era have encouraged renewed attempts to understand our history in its relationship to the whole course of western civilization." (31:2:19)

10. "In this rediscovery of America, as the newer
trend of colonial studies might well be described, the greatest single find has been the New England Puritan. In place of the sharp condemnations which earlier in the century were carried almost to the point of rejecting any claim he might have to a place in the American tradition, rightfully interpreted, one finds now the warmest praise—for his practicality, for his moral stamina, for his intellectual achievement, even for the zest he found in life itself." (31:2:19)

11. "The restoration to good repute of Captain John Smith will do for a transition from New England to the southern colonies." (31:2:21)

12. "One is still too much dependent on older works for the seventeenth century history of the middle colonies." (31:2:22)

13. "There have been an encouraging number of general studies, leaping over provincial and even sectional bounds." (31:2:22)

Interpretations on the North American colonies in the eighteenth century, 1688-1763

C. L. V. Steeg (31:3:24-37)

1. Scholarship "on the colonial period has always fluctuated between studies on indigenous colonial
developments and the larger world of British imperial relations." (31:3:24)

2. The period, "1688-1763, the colonial eighteenth century, illustrates well how fallacious" the assumption that historians know all they really need to know in order to understand the whole of colonial America. (31:3:24)

3. One factor why the eighteenth century is a relatively unpopular field of study was the pronounced inclination for the historians of early America to direct their research and writing either to the early settlements or to the period of the American Revolution. (31:3:24)

4. Another factor why the eighteenth century is a relatively unpopular field of study is its lack of a unifying theme in contrast to the seventeenth century and the Revolution. (31:3:24-25)

5. The "treatment of the period 1688-1763 - and especially 1690 to the 1740's and 1750's - too often consisted of disjointed accounts of isolated episodes, or, in some cases, a total lack of information on elementary topics." (31:3:26)

6. "The first industrious effort to remedy this neglect was undertaken by Herbert Levi Osgood upon the
posthumous publication of The American Colonies in the
Eighteenth Century." (31:3:26-27)

7. "Historians for the colonial eighteenth century
are desperately in need of more solid building blocks." (31:3:27)

8. "Fortunately, since the 1940's there has been
a renewed interest among historians in strengthening and
broadening the investigation of the colonial eighteenth
century. Much of the research has stressed provincial
and local history, an indispensable prelude to works of
larger scope." (31:3:27)

9. "Although Osgood remains the point of departure,
the next step is to consult regional studies." (31:3:27)

10. "In the area of general studies, mention should
be made of the New American Nation Series, a projected
forty volumes to cover all of American History and
directed toward a wider reading audience." (31:3:28)

11. "Since the early 1940's less attention has been
paid to imperial relations, relatively speaking, than to
most other phases of early American history." (31:3:28)

12. "An exception to the general observations that
less study has been devoted to imperial relations is the
work of Lawrence Gipson whose magisterial volumes record
the events that brought the first British Empire to its
apex of power and esteem in the 1750's and the 1760's."
(31:3:29)

13. "At present, perhaps the most widely accepted position is that, in the colonial eighteenth century, British policies cost the colonies money, but that British protection and assistance were probably worth the price." (31:3:29-30)

14. "In contrast to the flagging interest in imperial relations, there has been a brisk revival of studies on the growth and practice of colonial self-government." (31:3:30)

15. "It is probable that in shifting from the anti-democratic emphasis of the late 1920's and 1930's to the democratic emphasis of the 1940's and 1950's the pendulum, in each case, has swung too far." (31:3:31)

16. "As of the moment, investigations have led historians to the tentative conclusion that more people had the opportunity to vote than the scorners believed, but that such voters repeatedly placed an elite group in office." (31:3:31)

17. "The scientific wonders of modern life have also aroused a passionate re-discovery of science in the colonial eighteenth century." (31:3:32)

18. There "has been a renewed interest in biographical studies generally. In this respect the writing on
the colonial eighteenth century is being influenced by a
trend affecting historical scholarship in all fields." (31:3:32)

19. "The biographical approach to the period 1690-
1763 will always be bounded by the limited personal mate­
rials on most prominent figures." (31:3:34)

20. "Biographical studies of a type have invaded
the world of colonial trade." (31:3:34)

21. "The area of the colonial eighteenth century
that has attracted the most attention in recent scholar­
ship is that which relates to the 'distinctiveness' of
the American society." (31:3:35)

22. Penetrating studies on ecclesiastical develop­
ment during the period have appeared. (31:3:36)

23. There "continues to be a wide gap in scholarly
studies of eighteenth century labor, particularly in
thorough studies of slavery." (31:3:36)

24. "An unevenness that is not entirely healthy
has appeared in the emphasis upon certain regions." (31:
3:37)

25. "Most of all, what is needed is a precise
definition of the issues of the colonial eighteenth cen­
tury which can guide aspiring young researchers and which
can help the teacher present a meaningful story of these
formative years." (31:3:37)
Interpretations on the American Revolution

E. S. Morgan (31:4:38-55)

1. Until the present century the answer to the question: what was the American Revolution? was the one formulated by George Bancroft which saw American history as the story of liberty: "the Revolution was simply the culminating episode in a long series of unsuccessful attempts by England to suppress the freedom that grew naturally on American soil." (31:4:38), (17:8:106)*

2. "It is easy today to discover the weaknesses of Bancroft. For him everything was black or white. He abused quotations shamelessly. He chopped truths in half and sometimes offered up the smaller part." (31:4:39)

3. We will err more seriously than Bancroft if we disregard him. "No one has yet rewritten the history of the Revolution on the grand scale." (31:4:39)

4. Sir George Otto Trevelyan, an Englishman, was one historian who came closes to rewriting the history of the Revolution on the grand scale who wrote "with a similar animus against George III and a similar fondness for old-fashioned political liberty." (31:4:39)

5. Of all histories of the Revolution, Trevelyan's
four volumes on *The American Revolution* is still the most readable. (31:4:39)

6. "Even before Trevelyan finished telling his story, a new school of historians had begun to re-examine the assumptions upon which he and Bancroft proceeded." (31:4:40)

7. "The first effective spokesman of this 'imperial' school of history was George Louis Beer, a New York tobacco merchant, who had studied history at Columbia." (31:4:40)


9. Both Beer's scrupulousness as a scholar and much of his point of view were carried on by the great colonial historian, Charles McLean Andrews." (31:4:41)

10. "Thus we still do not have a full, scholarly account of the origins of the Revolution from the imperial point of view." (31:4:42)

11. "In stressing the inconstancy of colonial arguments against taxation, Professor Gipson has claimed no more than several historians of American political ideas, none of whom falls properly within the imperial, or any other, school of interpretation." (31:4:42-43)
12. "At the same time, historians in England have been revising the picture of eighteenth century British politics drawn by Sir George Trevelyan and other Whig scholars." (31:4:44)

13. "The high priest of the new movement is Sir Lewis Namier, and its sacred scriptures are his *Structure of Politics at the Accession of George III* and his *England in the Age of the American Revolution.*" (31:4:44)

14. "When we compare the new views held by historians of British politics, of the empire, and of political ideas, we find certain inconsistencies." (31:4:45)

15. "The social view of the Revolution, as expressed by Becker, Schlesinger, and Jameson, maximizes the conflicts among the colonies themselves. . . . We see why the colonists disliked each other, but why they were so angry with England is less clearly revealed." (31:4:47)

16. "A possible answer is propaganda. Three important books have discussed the way in which propaganda created popular hostility against the mother country." (31:4:47)

17. "Thus from a variety of works we gain a consistent explanation of the entire period from 1763 to
1789. The dominant theme is that of class conflict, the question of who shall rule at home." (31:4:50)

18. "This interpretation, constructed of several different pieces of research, has an attractive symmetry. It makes sense out of the whole period and even points the way to similar interpretation of the rest of American history as the story of democratic aspirations against upper-class despotism." (31:4:50)

19. "During the first four decades of the twentieth century, when Progressivism and the New Deal commanded the allegiance of most intellectuals, this interpretation was almost irresistible." (31:4:51)

20. "Whatever the reason, during the fifteen years between 1945 and 1960 a number of studies appeared that began to alter the previous answers to the question of what the Revolution was." (31:4:51)

21. According to Professor Dickerson the heart of the trouble was the American Board of Customs Commissioners established in Boston in 1767. "With the creation by the Townshend Acts of separate commissioners for America, England gave free rein to a set of men who in less than ten years dissolved the loyalty and mutual interest that had hitherto bound the empire together." (31:4:51)

22. Dickerson's *The Navigation Acts and the*
American Revolution "offers the most important new information about the Revolution produced in the past twenty-five years. The effect of it is to swing attention away from internal conflicts and back toward the question of home rule." (31:4:52)

23. In "The Stamp Act Crisis: Prologue to Revolution, written in collaboration with Helen M. Morgan, Edmund S. Morgan examined the colonial arguments against the Sugar Act and the Stamp Act and found them more sweeping than has generally been supposed." (31:4:52)

24. "Oscar and Mary Handlin have challenged one of the assumptions of the social-economic interpretation. The point made by the Handlins is that in Massachusetts the divisions found by Schlesinger before 1776 were not continuous with those observable later. The Federalists and anti-Federalists of 1788 did not correspond geographically, socially, or politically with the radicals and conservatives of the 1770." (31:4:52)

25. "A more direct assault on the view of the Revolution as a class conflict is that of Robert E. Brown." (31:4:53)

26. "It would be dangerous to project Professor Brown's conclusions to all the other colonies, and a separate study of western Massachusetts shows that class
conflict played some part in that area of the state if not in the East." (31:4:53)

27. Before "we can form an accurate judgment of the Revolution as a social movement we will need studies covering the period from 1763 to 1789 in every state." (31:4:53)

28. "Meanwhile Professor Brown attacked the citadel of the social-economic interpretation in another book. . . . it succeeds in showing that Beard's evidence for his economic interpretation will not bear scrutiny." (31:4:54)

29. "Working independently of Brown, Forrest McDonald, in We the People, has arrived at similar conclusions." (31:4:54)

30. "A different kind of attack on Beard's Economic Interpretation comes from Cecilia M. Kenyon in an article entitled 'Men of Little Faith: The Anti-Federalists on the Nature of Representative Government.' . . . Professor Kenyon surveyed the arguments offered against the ratification of the Constitution and found the anti-Federalists to have been unconcerned by the checks imposed on the majority. Instead, they worried that the checks were not strong enough." (31:4:55)

31. "There are still other signs of reaction. Frederick Tolles . . . concluded that the American
Revolution was not so much of a social movement as Jameson had supposed. And Richard B. Morris, in a survey of writings on the Critical Period, aligned himself more with Fiske than with Jensen." (31:4:55)

32. "In England, too, the excitement over Sir Lewis Namier's discoveries has begun to subside, and at least one historian has suggested that there may have been something more to eighteenth century politics than the struggle between factions without principle and without part." (31:4:55)

33. The "time has come when we may begin to determine the limits of these interpretations. We should employ the new insights we have gained toward a better understanding of why men behaved as they did in 1776 or 1787, but we must not expand particular insights into a complete explanation. We must continue to ask, for we still do not fully know, what the Revolution was." (31:4:55)

Interpretations on the Federalists and Republicans, 1789-1825

A. DeConde (31:5:56-74)

1. "The politics and diplomacy of the Federalist and Republican eras have often attracted historians and since 1940, the starting point for the writings
considered in this chapter, that attraction has continued virtually unabated." (31:5:56)

2. "Political ideas and developments in those years of the young nation have left such a deep imprint on American history that some scholars have interpreted the whole of the country's history from either the political viewpoint of Thomas Jefferson or of Alexander Hamilton, long acknowledged as the principal founders of the American political system." (31:5:56)

3. "Historical writing on the Federalist and Republican eras in the past two decades has not produced any sweeping or startlingly new interpretation. Yet if any one influence has distinguished the recent writings on the politics and diplomacy of our early national years it has been the emphasis which graduate schools and historians have placed on interpretation, analysis, and ideas." (31:5:56)

4. "For purposes of investigation, the historians dealing with the period 1789 to 1825 have usually broken it down into smaller units of time. . . . However, Marcus Cunliffe, an English student of American history, recently wrote a broad popular synthesis that comes closest of any single volume to developing that period as a whole." (31:5:57)
5. "For the Federalist era, covering the period from 1789 to 1801, John Spencer Bassett's volume in the first *American Nation Series*, describing the foundations of the American party system and the problems of foreign policy confronting the administrations of President George Washington and John Adams, was for many years the basic general study. Although clear in its story and well-written, it lacks depth and shows a Jeffersonian bias." (31:5:57)

6. "The other broad synthesis of the Federalist era, written twenty years later by Calude G. Bowers, has an even stronger Jeffersonian bias." (31:5:58)

7. "In contrast, a recent general study of the Federalist era by Nathan Schachner, is markedly sympathetic to Hamilton and the Federalists." (31:5:58)

8. "John Dos Passos, in a well-written portrayal of American statement from 1782 to 1802, ... related the history of the period in terms of the men who shaped it and presented something of a balance between Jeffersonianism and Hamiltonianism, but he offered no new information or fresh interpretations." (31:5:58)

9. Douglas Southall Freeman's volume and those of his former assistants, John Alexander Carroll and Mary Ashworth Wells, "presents the history of Washington's times from the President's point of view. As a
result, the main interpretation that emerges is that of Washington as an able administrator clearly coming to grips with many problems and mastering them." (31:5:58-59)

10. "The best one-volume biography of Hamilton has just come from the pen of John C. Miller. Concentrating on Hamilton's political ideas and career, Miller is sympathetic to his subject without abusing Jefferson and Hamilton's other opponents." (31:5:59)

11. The studies of Manning J. Dauer and Stephen G. Kurtz of "John Adams' administration show Adams as having been a more able politician and a President of greater stature than historians have generally portrayed." (31:5:59-60)

12. The studies of John C. Miller and James M. Smith have concentrated on the politics of civil liberties in the Adams administration. Miller stressed the sectional roots of the acts while Smith's main thesis is that the Federalist party manifestly lacked any deep concern for the liberty of the individual. (31:5:60)

13. Richard Hofstadter played down the differences "between Jeffersonians and Hamiltonians, maintaining that these differences have been overemphasized." (31:5:61)

14. "Leonard D. White, in two volumes of a four-volume history, covered the politics of the Federalist
and Republican eras, but from the special viewpoint of the administrative historians." (31:5:61)

15. "In his second volume White pointed out that the Jeffersonians continued, in most instances, the Federalist practices and accepted the Federalist ideals of public administration." (31:5:61)

16. Lynton K. Caldwell, White's student, advanced "the thesis that a great deal in the rivalry between Hamilton and Jefferson grew out of the administrative problem of how to allocate authority among the departments in Washington's government." (31:5:62)

17. "Marshall Smelser, in telling the story of the founding of the United States Navy, also stresses the rivalry between Hamiltonians and Jeffersonians. . . . Its main thesis states that the naval establishment grew out of partisan politics and reflected deeply rooted differences between Republicans and Federalists." (31:5:62)

18. "Several new studies have concentrated on the origins of national political parties and in particular on the rise of Jeffersonian democracy. Traditionally, historians have viewed Jefferson's election to the Presidency in 1800 as symbolizing a movement toward greater democracy than prevailed under the Federalist administrations." (31:5:62)
19. "One of the most stimulating recent studies of party origins is made up of three essays written by Joseph E. Charles who questioned the traditional view that Jefferson originated Jeffersonian Democracy." (31:5:63)

20. Joseph E. Charles' "interpretation reduces the origin of political parties to a mere struggle for power devoid of abstract differences over principle or economics, and is highly critical of Washington and Hamilton." (31:5:63)

21. In his study, Stuart Gerry Brown analyzed the basic ideas that bound Jeffersonians together and showed an undisclosed sympathy for Republicans as opposed to Federalists. (31:5:63)

22. "Noble E. Cunningham, Jr., studied the growth of the political organization that lay behind Jefferson's election to the Presidency, emphasizing political techniques. . . . Like several other recent historians, he questioned the view, advanced by Bowers and earlier writers, that Jefferson personally organized a political party to oppose Hamilton by cementing together local parties in each of the states." (31:5:63)

23. "Several other historians have given James Madison much more credit than he has received in the past for helping to organize the Republican party." (31:5:64)
24. "In spite of the growing emphasis on Madison, Jefferson, of all the leaders in the Federalist and Jeffersonian eras, has most fascinated the biographers of the past two decades." (31:5:65)

25. "Several new biographies of lesser politicians and diplomats include fresh materials and ideas." (31:5:65)

26. "A number of recent studies have dealt with foreign policy in the Federalist era." (31:5:66)

27. "Arthur Burr Darling, in his detailed history of American diplomacy from 1763 to 1803, focused his attention on American efforts to obtain the Mississippi Valley." (31:5:66)

28. "Admitting frankly that he looked upon George Washington as the first and greatest of Americans, Louis M. Sears wrote a diplomatic history that concentrated on Washington's reaction to the French Revolution." (31:5:66)

29. "Alexander DeConde, while emphasizing diplomacy, wrote a synthesis showing the interaction of politics and foreign policy during Washington's administrations." (31:5:67)

30. "In foreign policy, DeConde challenged the traditional interpretation of the Federalist era as being
the 'Golden Age' of American diplomacy and the 'classic age of American statecraft.'" (31:5:67)

31. "Albert K. Weinberg questioned the view that Washington's advice has determined the American attitude and policy toward alliances." (31:5:67)

32. "Alexander DeConde presented a revision of the traditional view that Washington's Farewell was a wise, timeless, and unbiased warning to the nation against foreign dangers. Its objectives, he said, were 'practical, immediate, and partisan.'" (31:5:68)

33. "In the transition from the Federalist to Republican administrations, Bradford Perkins added new information to the history of Anglo-American relations." (31:5:68)

34. "In another important diplomatic study, Alfred L. Burt challenged a number of existing interpretations of our early relations with Great Britain." (31:5:68)

35. "Diplomatic historians have also revised the interpretations of several events after the Treaty of Ghent." (31:5:69)

36. "Recent studies have placed the treaty of February 22, 1819, with Spain in a larger context than did past interpretations." (31:5:70)
37. "Monroe's two terms in the Presidency, . . . has been known as the 'Era of Good Feelings' during which there was relative calmness in national politics. Paradoxically, historians have also regarded it as a turbulent period when sectional rivalry was destroying national unity." (31:5:70)

38. "The generally accepted interpretation is that the Monroe Doctrine was aimed against the Holy Alliance, particularly against France, and Russia's advance in North America." (31:5:72)

39. "An article by Lynn W. Turner recently demolished the legend that James Monroe missed unanimous re-election to the Presidency in 1820 only by the capricious act of one member of the electoral college who 'did not want Washington to be robbed of the glory of being the only President who had ever received the unanimous vote of the electors.'" (31:5:72)

40. Samuel F. Bemis, in his biography of John Quincy Adams, "has written the best account of Adams the President." (31:5:72)

41. "Studies of local and state history have contributed some of the most useful new interpretations to the political history of early years, primarily because they have often revealed fresh and unique information." (31:5:73)
Interpretations on Jacksonian Democracy, 1825-1849

H. Stevens (31:6:75)

1. "Historians since the 1880's have been much concerned with the problems of American government in the second quarter of the nineteenth century." (31:6:75)

2. "For a large number of them the most conspicuous feature was democracy; and for some who confused the democracy of the period with the Democratic party, the addition of the name of the most prominent early Democratic leader, Andrew Jackson, seemed a necessary, a desirable, and a sufficiently enlightening means of explaining it, so that 'Jacksonian democracy' has become a broadly inclusive label for the entire subject." (31:6:75)

3. "When the controversy opened, much of it centered around Frederick Jackson Turner's proposition that the elements that made American democracy distinctive originated on the frontier." (31:6:75), (17:10:138)*

4. "Within twenty years A. M. Simons and others began to suggest a somewhat more complex origin for Jacksonian democracy, including an infant labor movement in the cities." (31:6:76)

5. "After thirty years of such work had been done,
Louis M. Hacker found a sufficient basis to support the thesis that Jacksonian democracy had its origin not in a conflict of interests between different geographical sections, nor in the frontier experience, but in a conflict between economic classes." (31:6:76)

6. "Since 1930 much effort has been devoted to sustaining the Simons-Beard-Hacker thesis that labor supported the Jacksonian Democratic party and to challenging and refuting it." (31:6:76)

7. "Although many historians tried to analyze the origins of Jacksonian democracy by assuming the existence of economic classes and by linking them with either the Whig or Democratic party, other historians tried to strengthen the thesis of a rural, agricultural, and essentially Western origin." (31:6:78)

8. "The supposition that geographical sections were a basic fact in American history and hence fundamental to any explanation of Jacksonian democracy was shown also by the studies of several Southern historians." (31:6:78)

9. "Stevens, like others, noted that the dispersion of the people of the country over wide new areas and their reorganization into new states reduced the concentration of political power at the capital, thus
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creating opportunities for many presidential candidates." (31:6:79)

10. "Earlier writers generalized the land problem in the same terms that had been used by many political leaders of the period after 1824." (31:6:79)

11. "More recently several historians have maintained that the individual Western settler, whether pioneer freeholder or squatter, was less important in shaping land policy than the land speculator; but no new synthesis for this period comparable to the old sectional interpretation has been presented." (31:6:79-80)

12. "Summarizing much recent literature on internal improvements Goodrich concludes that government intervention was never a matter of doctrine but of expediency." (31:6:80)

13. "The relationship of banking history of Jacksonian democracy and politics has, on the other hand, received a great deal of attention. . . . Bray Hammond, studying the Bank of the United States and its adversaries and successors in Banks and Politics in America from the Revolution to the Civil War, said that the bank was a victim of the 'money power' which used Jackson, states' rights, and agrarian sentiment to destroy it." (31:6:80)
14. "On the subject of Jacksonian democracy in relation to government and politics the important field of public administration was examined by Leonard D. White in *The Jacksonians: A Study in Administrative History, 1829-1861*. According to White, the new democracy was a combination of rotation in office, wide suffrage, and a democratic spirit." (31:6:81)

15. "Among the numerous political narratives dealing with part or all of the period, almost all have successfully avoided the flat, colorless, and insipid qualities of impartiality and the confusion of being on both sides at once." (31:6:81)

16. "As the Jackson era came to a close in the 1840's, it was clear that public attention shifted from the question of the 1930's, public lands, tariff, internal improvements, and the banking system to territorial expansion, slavery, and section conflict." (31:6:82)

17. "The ideas and spirit of Jacksonian democracy have been the subjects of investigation and comment by a large number of historians." (31:6:82)

18. "Vernon L. Parrington, in the second volume of *Main Currents in American Thought*, described the entire period from 1800 to 1860 as one of the romantization of thought. Two quite different kinds of democracy came into being." (31:6:82)
19. "John William Ward, in *Andrew Jackson, Symbol for an Age*, found the symbolic Jackson a configuration in which the three concepts of Nature, Providence, and Will coincided. These concepts were all oriented in a single direction, and all sanctioned a violently activistic social philosophy." (31:6:83)

20. "Two years later, Marvin Meyers, in *The Jacksonian Persuasion*, concluded, on the contrary, that Jacksonian democracy was an effort to recall agrarian republican innocence to a society fatally being drawn to the ways of acquisition." (31:6:83)

21. "Two distinctive attempts to create a broader interpretation of democracy call for special attention, those of Craven and Nichols." (31:6:83)

22. "Richard Hofstadter, attempting to synthesize work on Jacksonian politics, concluded in his chapter on Andrew Jackson in *The American Political Tradition* that it was not a simple matter." (31:6:84)

23. "One of the few recent works that has risen above the level of partisan apology and beyond confusing what democracy was with what Democrats thought it was is Glyndon G. Van Deusen, *The Jacksonian Era, 1828-1848*." (31:6:84-85)

24. Nine reasons for the failure of historians to make more intelligible what the democratic process was,
either as a political system or as a way of life during the Jacksonian era are the following: "(1) Too much attention has been devoted to proving or disproving 'theses' rather than to studying evidence more broadly to discover what it shows: it has concentrated particularly on the Turner and Simons-Beard-Hacker hypotheses; (2) unnecessarily crude instruments of historical analysis have been used, . . .; (3) over-much attention has been given to the search for a single 'cause' or all-inclusive explanatory proposition; (4) focus has often been centered on verbalizations rather than on people and events; (5) the assumption has frequently been made that the realities of history may be found in forces, factors, trends, or movements rather than in human beings; (6) use of a colorful adjective or a label has been substituted for analysis and explanation; (7) facile generalizations have been adopted from social science, philosophy, or other non-historical disciplines and applied as explanations rather than questioned; (8) generalizations have been made that are too broad or too simple to be helpful, . . .; and (9) at times, some writers, perhaps under pressure, have published without the thorough research and careful, deliberate thought that may be expected." (31:6:85-86)
Interpretations on the background of the Civil War

D. M. Potter (31:7:87-119)

1. "The period from 1830 to 1861 in American history may conceivably have an integral, free-standing significance of its own, apart from the Civil War which followed, but historians have rarely been able to treat this era in any way except as a prelude to the War."

(31:7:87)

2. "Because of the intensity of this focus, a high proportion of the literature on the period from about 1830 to 1861 deals either (a) directly with the question of the causes of the Civil War or (b) with topics which bear indirectly upon the schism between North and South, such as the development of sectionalism in its economic and cultural phases, the institution of slavery, the humanitarian movement in its anti-slavery aspect, the nature of Southern society, both as to social structure and as to intellectual climate, and the specific steps such as the Compromise of 1850, the Dred Scott decision, and so forth, which led toward a final crisis."

(31:7:87-88)

3. Despite the considerable advances, within the last twenty years, in historical understanding of many developments which preceded the Civil War, historians are
not yet agreed as to the causes of the Civil War. (31: 7:88)

4. The interpretation of the Civil War up to 1940 had passed through three major phases. "First, during the immediate post-war era, there had been a literature of participants and partisans, designed to justify their own course of conduct and therefore striving either to vindicate or indict." (31:7:88) "Second, in the period after the wounds of war began to heal, there had been a nationalistic interpretation, well exemplified in the seven-volume history by James Ford Rhodes (1893-1906), which avoided the attribution of blame and emphasized the sincerity and high motive of both the blue and the Gray." (31:7:88-89) "Third, in the 1920's, after ideas of economic determinism began to prevail widely in American intellectual circles, Charles and Mary Beard had published an immensely influential interpretation of the War in their The Rise of American Civilization. Seeing the great contests of history as struggles for power, rather than for principle, and regarding moral and legal arguments as mere rationalizations, the Beards had denied that the South really cared about states rights or the North about slavery." (31:7:89)

5. "Since 1940, the major tendencies have been: (1) the development of a so-called 'revisionist' interpretation which minimized the importance of slavery or
any other fundamental factor as a cause of the War and also argued that the War could have been and should have been averted; and (2) a counterattack upon the revisionists by writers who reassert the causative importance of the slavery question."

(31:7:89), (17:11:145-146)*

6. "Although sometimes mentioned as if they were a 'school,' the so-called revisionists have in fact been a number of distinctively independent scholars, working separately, disagreeing on occasion, and united only by their skepticism about the role of slavery as the heart of the sectional issue and their doubt that the conflict was irrepressible." (31:7:90)

7. "These doubts are as old as the War itself, but modern revisionism possibly begins with Albert J. Beveridge, Republican Senator from Indiana and biographer of John Marshall." (31:7:90)

8. The "full tide of the revisionist reaction struck in the late thirties and early forties, primarily as the result of the work of two men--James G. Randall and Avery O. Craven--advancing independently along somewhat parallel lines." (31:7:91)

9. "Perhaps the crucial feature of Craven's interpretation is his belief that the basic and essential differences between North and South were not great enough to make war necessary." (31:7:91)
10. "Because of his greater concern with the general problem of the causation of war, Randall was also more concerned than was Craven to refute the idea of economic determinism in the Beardian sense, as an explanation of war." (31:7:93)

11. "Toward the end of the forties, revisionism had very largely swept the field of Civil War literature. With the partial exception of Allan Nevins' *Ordeal of the Union* (1947), all the major works on the Civil War for a decade had reflected a revisionist view." (31:7:95)

12. "About nine years after Craven and Randall had sounded the first trumpets of a broad revisionism, Arthur Schlesinger, Jr., in his *The Age of Jackson* (1945) entered a dissenting opinion. In a brief discussion, made in passing, Schlesinger affirmed his belief that 'the emotion which moved the North finally to battlefield and bloodshed was moral disgust with slavery.'" (31:8:95)

13. Pieter Geyl, an eminent Dutch historian of major stature, "also published, in Dutch, a critique of Randall's idea that the War could have been avoided. . . . He argued that the historical process is not as rational as Randall assumed, and that the issues of sectional disagreement could not be neatly separated
from the emotions which they generated, and which ultimately got out of control." (31:7:96)

14. "Harry V. Jaffa has provided an important full-scale criticism of much of the revisionist position." (31:7:96)

15. "The counterattack upon revisionism has gained a wide following, perhaps because many historians felt dissatisfied with the revisionist version of history, and welcomed a challenge to it." (31:7:97)

16. "With one capital exception, most of the general historical exposition during the last twenty years has been written by revisionists. This exception is Allan Nevins." (31:7:97)

17. "In the light of Nevins' treatment, one might infer that revisionism, like all historical correctives, has served its purpose not by winning adoption of its own categorical views, but by forcing a modification in the conventional themes." (31:7:98)

18. "But questions of the role of leadership, the role of psychological factors ('emotions'), and above all, the role of slavery, remain and perhaps will continue to remain the subject of debate." (31:7:98)

19. "Meanwhile, at the immensely important level of historical exposition, the volumes by Nevins provide a narrative which is unexcelled for its comprehensiveness
and detail, and which maintains throughout a high critical excellence in dealing with many thorny problems and a breadth and power of imagination, in showing old content in a new light." (31:7:99)

20. "While general treatments of the coming of the war have formed the main focus of historical interpretation, there has also appeared, during the last twenty years, a remarkably extensive literature on all aspects of the sectional divergencies and sectional antagonism which came to a crisis in 1860." (31:7:99)

21. An "understanding of sectionalism must depend upon an understanding first of what was intrinsic in the identity of the South, and how this intrinsic identity was brought into an adverse relationship with the region outside the South, a region which is less readily recognized as a section because it constituted a majority whose interests could therefore be made to coincide with the national interest." (31:7:100)

22. "The importance of sectionalism has been recognized for a long time and some of its aspects were worked out many years ago in studies which still remain standard." (31:7:100)

23. "But without discounting the continuing importance of basic earlier works and interpretations, one
can still note vast advances in the past two decades." (31:7:101)

24. "Along with emphasis upon psychological factors, there has also been a growing attention to the aspects of sectionalism which can be developed through the study of intellectual history." (31:7:102-103)

25. "Study of the social philosophy of the South has centered upon two figures—George Fitzhugh and John C. Calhoun." (31:7:103)

26. While some writers "have emphasized the conservative factor in Southern thought, others have stressed the importance of romanticism in shaping the Southern mind." (31:7:104)

27. "Although there has been more significant work on these new social and cultural themes than on slavery, secession, politics, and similar favored topics of earlier writers, these traditional areas of study continue to attract a share of able interpreters." (31:7:105)

28. "Also the older literature on the economy of the South has been enriched by the addition of important new studies on rice and sugar." (31:7:105)

29. "A century after the Civil War, the development of sectional forces has now been examined in immense detail." (31:7:106)
30. "If the development of a separate South—self-conscious and defensive—formed one side of the sectional coin, the development, outside the South, of opposition to slavery, went far to form the other." (31:7:106)


32. "Identification of the anti-slavery movement with the humanitarian movement usually implies a measure of approbation for the abolitionists. But, while this approval has certainly been prominent in the part of the literature, there has also been a growing tendency to question the basic motivation of abolitionists, sometimes in modern psychological terms." (31:7:108)

33. "Along with a study of the opposing sectional forces, any study of the background of the Civil War must also take account of the long series of developments which marked the increase of sectional tension, mounting steadily until the bonds of union snapped in 1860-1861." (31:7:110)

34. "The Missouri Controversy, to begin with, has been re-examined by Glover Moore. In addition to giving a fuller account than was previously available, Moore
has shown that the majority of Southern congressmen did not vote for the line 36° 30' as a boundary to divide the Louisiana Purchase between freedom and slavery."

(31:7:111)

35. "On the sectional rivalries for the period after the Missouri Compromise and before the Compromise of 1850, perhaps the most significant recent treatments have appeared in biographies." (31:7:111)

36. "On the expansionist drive to make the United States a transcontinental republic—a drive which brought sectional rivalries into sharp focus—significant new contributions have been limited." (31:7:112)

37. "All the sectional friction of the 1840's came to a head in the first session of Congress after Zachary Taylor's inauguration, when North and South fought over the question of the status of slavery in the Mexican Cession, and emerged with the compromise of 1850." (31:7:113)

38. "Less than four years after the Compromise, the Kansas-Nebraska Act released the sectional furies again. This episode, too, has caused floods of ink to be shed. By 1940, the historical tides in this perennial dispute were running in favor of Stephen A. Douglas."

(31:7:114)

39. "The strife of Kansas which followed the
Kansas-Nebraska Act presents a confused and much controverted story. Recent scholarship suggests that much of the aggressive activity in the new territory resulted from competition for land, and that the settlers were not motivated solely by their opposing convictions on the subject of slavery—a subject which was extremely abstract for most of them." (31:7:115)

40. "For the period from the Dred Scott decision to the crisis at Fort Sumter, a number of excellent studies have filled out the historical picture without substantially modifying the prevalent interpretations." (31:7:116)

41. "On John Brown's raid, no new insight into Brown himself has been as important as Avery Craven's demonstration of the psychological impact of the raid in precipitating Southern sectional feelings, which had never been as 'solid' as Southern sectionalists wished and Northern sectionalists feared." (31:7:116)

42. "On the secession of the Lower South, most of the political record, at least, was worked out more than twenty years ago. On the Northern reaction to secession, however, interest has been fairly lively." (31:7:116)

43. "In the history of the final stages of the crisis, as in the general record of this entire period, much of the most valuable historical work appears in
studies of particular men. This is especially true as regards Abraham Lincoln, whose life has always been a focus for examining the crisis of the Union." (31:7:117)

Interpretations on the Civil War and Reconstruction

O. A. Singletary (31:8:120-132)

1. "No other period in American history has received anything like the public attention paid to the years from 1861 to 1877." (31:8:120)

2. "The War has captured the fancy of the American reading public in a way that no other incident in our history has." (31:8:121)

3. While all parties can agree that writings on the Civil War is plentiful, no such easy agreement is possible as regard quality. (31:8:121)

4. "A surprising amount of recent Civil War history is extremely well written. This literary quality is; perhaps, due in large measure to the fact that much of it has been written by other than trained historians." (31:8:122)

5. "The 'You are there' approach has been tremendously popular." (31:8:122)

6. "There has been no lessening of interest in purely military history." (31:8:123)
7. The "most significant development in the writing of military history has been the increased emphasis upon a hitherto neglected theater of the war, the trans-Mississippi west." (31:8:124)

8. "The Civil War boom has been accompanied by a fantastic interest in tangential and peripheral subjects." (31:8:124)

9. "Nowhere, however, is the interest in secondary influences more clearly reflected than in the attention given to the persons who moved in the shadows of the major figures of the day." (31:8:125)

10. "There is fairly general agreement about the internal failures (as distinct from the tremendous pressures that were being applied externally by a powerful adversary) that contributed to a weakening of, and eventually to the defeat of the Confederacy." (31:8:126)

11. "The Lincoln myth not only survives, it grows. Its tenacity has resulted at least partially from the fact that Mr. Lincoln has been accorded a unique and seemingly impregnable position by students of the period." (31:8:126)

12. "There is a perceptible strain of nationalism in the recent literature on the Civil War." (31:8:127)

13. "In this nationalist-oriented reinterpretation,
Grant has fared handsomely. . . . Simultaneously, efforts have been made to cut Lee down to size." (31:8:127)

14. "What is happening to Lee has already happened to his civilian counterpart Jefferson Davis to such a degree that he might justly be called the Forgotten Man in American history." (31:8:128)

15. "Civil War historians are beginning to show an increasing interest in interpretation. Overwhelmed by the endless outpourings of Civil War literature, some are beginning to wonder if there is really anything left to say." (31:8:128)

16. "In contrast to the vast amount of material on the Civil War, recent publications on the Reconstruction Period seem to be in short supply." (31:8:129), (17:9:126)*

17. There is no discernible pattern in recent publications on the Reconstruction Period. (31:8:129)

18. "The author's conclusion that the North remembers the Reconstruction too little and the South remembers it too much seems to be a pertinent message for our own time." (31:8:129)

19. "Perhaps the most significant contribution of recent historians of the post-war period has been made by the handful of scholars who have broken new ground." (31:8:130)
20. "The effect of Reconstruction upon the Negro and of the Negro upon Reconstruction has been the subject of several recent books." (31:8:131)

21. "One of the really important books on Reconstruction to appear within the last decade is C. Vann Woodward's *Reunion and Reaction*. In this revision of the traditional view about the Compromise of 1877 and the end of the Reconstruction experiment, Woodward argues that the real bargain was an economic rather than a political one and that it was engineered by a group of ex-Whigs-become-Southern-Democrats who were primarily interested in building railroads and in sharing the bounty of the federal government." (31:8:132)

22. Because of the intrinsic significance of the era, "it is hardly likely that the period between the inauguration of Lincoln and inauguration of Hayes will cease to be a primary concern of American historians." (31:8:132)

Interpretations on intellectual history to 1900
A. Bestor (31:9:133-155)

1. Scholars who study intellectual history are committed to the view that ideas do play a role in history, though in defending this position they "are
resisting a current that has flowed strongly in the opposite direction for at least a century." (31:9:133)

2. "Intellectual history, like everything else, has a history of its own. And to comprehend what intellectual historians are doing today—hence to grasp the best way of using their findings—one needs to know something about the way the discipline has developed." (31:9:133-134)

3. "Intellectual history may be new in name and new in certain of its techniques of investigation, but the questions with which it deals are old. Thoughtful men have always asked how—or, more skeptically, whether—ideas affect the course of history." (31:9:134)

4. It was Wilhelm Friedrich Hegel who propounded that ideas affect the course of history. (31:9:134-135)

5. "Though Hegelianism dominated many fields of thought during the first half of the nineteenth century, history was relatively immune to its influence." (31:9:135)

6. The opposing position to that of Hegel's was "stated in its most extreme form by Karl Marx, whose own creed of dialectical materialism was (as someone has said) 'Hegelianism turned upside down.'" (31:9:135)

7. "Nineteenth century historians might not accept materialism so unreservedly and dogmatically as Marx, but
8. "The belief that the 'hard facts' of history are to be sought among economic and geographic phenomena is a useful corrective to the view that ideas are transcendent forces resistlessly shaping history." (31:9:137)

9. "To defend the validity of intellectual history it is only necessary to point out that political parties, business corporations, and the like—the reality of whose influence on history no one dreams of denying—are no more 'real' than ideas, if 'reality' is supposed to inhere only in tangible physical objects." (31:9:137)

10. "Ideas are neither all-powerful nor completely powerless—this is the conclusion to which common sense comes and which present-day intellectual history accepts." (31:9:137)

11. "Intellectual history, to put the matter briefly, is a branch of history, not a branch of metaphysics." (31:9:138)

12. "From one point of view, intellectual history is the newest of the fields of history." (31:9:138)

14. "Intellectual history obviously lies in the frontier zone where several scholarly fields overlap. . . . it is probably fair to say that intellectual history at present is primarily a synthesis of work done by philosophers, specialists in literature, and historians." (31:9:139)

15. "In examining mankind and the thoughts of mankind, each of these disciplines takes its start from a different point. They complement one another in highly significant ways, and enrich intellectual history by reason of the differing points of view which they bring to it." (31:9:139)

16. "The great contribution of the historian to intellectual history is a sense of immediacy. In his work one sees ideas actually at work, infusing themselves into practical affairs and shaping by direct contact the course of events." (31:9:140)

17. The historian's approach to intellectual history "finds admirable embodiment in Merle Curti's Growth of American Thought, awarded the Pulitzer Prize on its first appearance." (31:9:140)

18. "Now the 'interior' of ideas—that is to say, their precise content and their logical structure—are the prime concern to the discipline of philosophy. To intellectual history philosophers make an invaluable
contribution precisely because they tackle its problems from the other end." (31:9:140)

19. "The kind of contribution that philosophy can make is exemplified by Herbert W. Schneider's excellent History of American Philosophy." (31:9:141)

20. "A strikingly different approach to intellectual history is exemplified by the work of philosopher Arthur O. Lovejoy. . . . The historian of ideas 'cuts into the hard-and-fast individual systems and . . . breaks them up into their component elements, into what may be called their unit-ideas.'" (31:9:141)

21. "The 'history of ideas,' as Lovejoy conceived it, must necessarily overleap the frontiers of nations as it overleaps the boundaries separating the various fields of knowledge." (31:9:142)

22. "Literary criticism has, as a general rule, bestowed attention upon the biographical and historical background of a given literary work and upon its philosophical content. The affiliation of literature with intellectual history is thus natural and obvious." (31:9:142)

23. To understand the distinctive character of literature's contribution to intellectual history one "cannot do better than turn to Henry Nash Smith's brilliant interpretive study, Virgin Land." (31:9:143)
24. "Three other historians besides Curti have in recent years, published full-length histories of American intellectual life." They are Ralph H. Gabriel in his The Course of American Democratic Thought; Stow Persons in his American Minds; and Harvey Wish in his two volumes on Society and Thought in America. (31:9:144)

25. "A dominant tradition of American literary history has been to relate individual writers closely to their geographic, economic, and political backgrounds, and to discuss their works in terms of the ideas contained in them rather more frequently than in terms of purely literary criteria." (31:9:145)

26. "Intellectual history has, of course, many topical subdivisions, because economic thought, science, art, and the like, must often be isolated for systematic historical study." (31:9:146)

27. "Literary anthologies and selections of historical documents contain much that is valuable for the historian of ideas." (31:9:146)

28. "The most intimate acquaintance with intellectual history in the making is to be derived from the published diaries and letters of men of wide-ranging intellectual interests." (31:9:147)

29. "Articles on intellectual history are frequent
in the standard scholarly journals of all fields." (31:9:147), (17:10:137)*

30. "Valuable as are the panoramic histories of American thought, painted on canvases of a breadth measured in centuries, the complicated interaction of ideas and events can often be seen more clearly through detailed studies of particular periods and particular movements." (31:9:147-148)

31. "Puritanism was obviously a major intellectual force during the colonial period, and historians have always discussed its theology and some of its political implications. In recent years, however, a more subtle and profound investigation has been made of its wide-ranging influence upon all aspects of intellectual life." (31:9:148)

32. "Intellectual life in the middle and southern colonies, once a seriously neglected topic, has now been studied from several different vantage points, . . ." (31:9:149)

33. "The Revolution and the establishment of the Constitution have always been studied with one aspect of intellectual history clearly in mind, namely the history of political theory." (31:9:149)

34. "The Jacksonian era has attracted relatively
more attention from intellectual historians than the earliest years of the nineteenth century." (31:9:150)

35. The underlying intellectual forces of the slavery dispute, the Civil War, and Reconstruction are being studied in depth. (31:9:152)

36. "Recent years, however, have produced a vast literature examining the profound effects of the new intellectual outlook generated by science and technology." (31:9:153)

Interpretations on the economic and social history of the late nineteenth century

J. C. Sitterson (31:10:156-179)

1. Certainly "until as late as the 1920's little serious and thorough research had been done on the economic and social history of the late nineteenth century which to a large extent provided the foundations for modern America." (31:10:156)

2. "The American West continues to be a fertile field for historical research and retains its irresistible appeal to American readers and television viewers." (31:10:157), (17:8:104)*

3. "The most detailed and comprehensive treatment of the West to appear since Robert E. Riegel's America Moves West is the well written account by Ray A.

4. "Our knowledge of the West has been enlarged by a steady stream of regional and state histories as well as additional volumes in the *American Lakes Series* and the *Rivers of American Series.*" (31:10:158)

5. "Mining, the early economic activity of the last West, has received comparatively little recent attention." (31:10:159)

6. It was not until about half a century after his death in 1902 that the first full length biography of John Wesley Powell, the great explorer of the Colorado River canyons from Wyoming to Arizona, was published. (31:10:160)

7. "Students seeking knowledge of the role of Wells Fargo in opening the West" will find two useful accounts in Edward Hungerford's *Wells Fargo: Advancing the American Frontier* and Lucius Beebe and Charles Clegg's *U.S. West: The Saga of Wells Fargo.* (31:10:160)

8. "The cowboy and the early cattle kingdom of the great plains have a perennial interest for students of the West." (31:10:161)

9. "Since the publication of Clark Wissler's excellent *Indians of the United States*, our knowledge and understanding of the American Indian and the conflict between
whites and Indians has been greatly increased by a number of studies by anthropologists and historians." (31:10:162)

10. "Perceptive studies on the settlement of the trans-Mississippi West continue to throw doubt on the thesis that the West by attracting industrial workers during periods of depression acted as a safety-value for the East." (31:10:163)

11. "Historians and economists have long recognized that the late nineteenth century was a difficult one for American agriculture." (31:10:164)

12. "Although no comprehensive treatment of agriculture in the post-Civil War era has appeared since Fred A. Shannon, The Farmer's Last Frontier, a number of important studies on hitherto unexplored aspects of American agriculture have been published." (31:10:164)

13. "The construction of the transcontinental railroads, the rebuilding of the southern railroads after the Civil War, and the expansion and integration of the eastern roads into regional systems have long been recognized by historians as basic factors in the economic development of the nation." (31:10:166)

14. "Nevertheless, despite the many satisfactory studies of particular railroads and various aspects of railroad technology, only in recent years have studies appeared that are sufficiently broad in scope to provide
readers with a clear understanding of American transportation development." (31:10:166)

15. "Among the most important historical writing in the years between 1940 and 1960 were the studies on the business leadership and industrial development of the late nineteenth century." (31:10:167)

16. "One of the most important developments in the writing of economic history has been the increasing attention given to business history and to the history of particular industries." (31:10:170)

17. "It is not surprising that a nation becoming increasingly urban should be interested in urban developments in its history." (31:10:174)

18. "Although the amount of historical writing on labor in recent years has not been as extensive as that on business, industry, and entrepreneurship, a number of important studies have appeared." (31:10:175-176)

19. "Two important studies in depth are basic for an understanding of the labor movement." These are Rendigs Fels Wages, Earnings and Employment: N., C., & St. L. Railway, 1866-1896 and Donald L. McMurry's The Great Burlington Strike of 1888: A Case History in Labor Relations. (31:10:176-177)

20. "In an age in which Americans have become conscious of the interdependence of the peoples and cultures
of the world, historians have properly re-examined the interaction of immigrant and 'native American.'" (31:10:177)

21. "John Higham, Strangers in the Land: Patterns of American Nativism, 1860-1925 should be read along with Handlin, as the best account of the anti-foreign spirit in America from 1860 to 1925." (31:10:177)

Interpretations on the politics in the Gilded Age, 1877-1896
R. F. Durden (31:11:180-197)

1. "The name by which the materialistic years after the Civil War are widely known was coined by Mark Twain. Despite the tawdry gilt which did characterize many features of American life, historians have displayed an increasing interest in the period." (31:11:180)

2. "Recognition of the important developments in the Gilded Age "justifies and explains historical attention to it." (31:11:180)

3. "The final liquidation of the Reconstruction, which came with the settlement of the disputed Hayes-Tilden election, was given a fresh look by C. Vann Woodward in his important revisionist study, Reunion and Reaction: The Compromise of 1877 and the End of Reconstruction. Woodward argued convincingly that the famous Wormley Hotel
conference, despite its hallowed place in the textbooks, really had little to do with the naming of Hayes as the victor in 1876 and his subsequent removal of the last federal troops from the South." (31:11:180)

4. "Biographies of Hayes and Tilden, as well as some of the lesser figures, further illumined the Compromise of 1877." (31:11:181)

5. "Picking up the political story after the Compromise of 1877, Vincent P. DeSantis argued that Hayes's removal of federal troops from the South constituted, among other things, the first step in a carefully wrought policy to rebuild the Republican party in the South." (31:11:182)

6. "More general in scope than the DeSantis book and still the best and liveliest survey of national politics in this period is Matthew Josephson's The Politicos. Yet many particular phases of political life have been explored since Josephson wrote." (31:11:183)

7. "Republicans held the presidency through most of the Gilded Age but the one Democratic president, Grover Cleveland, and Cleveland-style Democrats have been given renewed attention and revisionist interpretations in the past decade." (31:11:184)

8. Many historians, "without losing sight of the broader scene and the larger questions, have turned to
subjects which contribute to our understanding of the Northern, urban political scene, the Western urban and agrarian one, and the Southern agrarian, racially-complicated picture." (31:11:185)

9. "William Jennings Bryan, the final great spokesman for reform in the nineteenth century, has yet to receive satisfactory biographical treatment. Meanwhile, his reputation and place in American history wobble insecurely." (31:11:196)

Interpretations on the Progressive Era, 1897-1917
G. E. Mowry (31:11:198-214)

1. "Historians designate the widespread political and social reform activities covering the period from the end of the Spanish-American War to or through the First World War as the progressive movement." (31:12:198)

2. "The reform crusades of Governors Robert LaFollette in Wisconsin, Albert B. Cummins in Iowa, Charles Evans Hughes in New York, Woodrow Wilson in New Jersey, Hiram Johnson in California, Hoke Smith in Georgia, and Jeff Davis in Arkansas were all varied manifestations of the progressive impulse on the state level." (31:12:198)
3. "The immediate ends of the progressive movement were as varied as its centers of activity." (31:12:199)

4. "Until the end of the Second World War the causes of the progressive movement, as well as its meaning and significance, were largely interpreted by historians writing from a rather distinct political approach and from a middle western viewpoint." (31:12:200)

5. "The vexing questions which the older studies of progressivism left unsatisfied impelled many postwar historians to study the movement more intensively and from a great many more viewpoints than had the preceding generations of scholars." (31:12:201)

6. "Aiding the historians more directly centered on progressive politics were a number of scholars working in tangential but closely allied fields." (31:12:201)

7. "Among the most important of such ancillary works were those produced in the area of what is known generally as intellectual history." (31:12:201)

8. "The long neglected field of American religion has produced several works of great value to the understanding of the progressive period." (31:12:202), (17:8:108)*

9. "Of great worth to the understanding of the racial intergroup tensions characterizing the first
decades of the twentieth century and giving progressivism distinctive elements that operated in both the fields of domestic and foreign policy are two recent works on immigration, Oscar Handlin, The Uprooted: The Epic Study of the Great Migrations that Made the American People and John Higham, Strangers in the Land: Patterns of American Nativism, 1860-1925." (31:12:202)

10. While there is still no good work on American conservatism in the twentieth century, the Socialist movement has been the subject of three recent worthwhile books. (31:12:202-203)

11. "Directly centered upon progressivism are a number of recent local and state studies that have contributed greatly to our understanding of the movement." (31:12:203)

12. "Since regions in the United States are often characterized by distinct economic, social, and even ideological peculiarities the value of studying a reform movement within the boundaries is obvious. Two fine post-war studies have been made of regions:" Arthur Mann's Yankee Reformers in the Urban Age and Russel Blain Nye's Midwestern Progressive Politics: A Historical Study of Its Origins and Development, 1870-1950. (31:12:205)

13. "There has always been a large question in the
mind of the professional historian whether biography should be considered history at all." (31:12:206)

14. "Two volumes which are decidedly history and biography at the same time are Arthur S. Link, *Wilson: The Road to the White House* and *Wilson: The New Freedom.*" (31:12:206)

15. "For a long time revisions and correctives to Henry F. Pringle's *Theodore Roosevelt: A Biography* have been sorely needed." (31:12:207)

16. Two important revisions to Henry F. Pringle's biography of Roosevelt are George E. Mowry, *Theodore Roosevelt and the Progressive Movement* and John M. Blum, *The Republican Roosevelt.* (31:12:207)

17. "One of the most competent and inspired acts of editing that recent years have witnessed, although it is certainly not a biography, is Elting E. Morison and John M. Blum, *The Letters of Theodore Roosevelt*, which contains about one of every five of Roosevelt's own letters." (31:12:207-208)

18. "Among the other recent biographical works which have appeared on major figures, Belle Case La Follette and Fola La Follette, *Robert M. La Follette*, June 14, 1855—June 18, 1925 is one of the more important, since no good biography of the Wisconsin Senator had previously existed." (31:12:208)
19. "Two recent works have appeared about Charles Evans Hughes, another major figure hitherto without an adequate biography." (31:12:208)

20. "John A. Garraty, *Henry Cabot Lodge: A Biography* is the first scholarly work on one of the most controversial men in recent history." (31:12:208)


22. "Since there are no monographic studies specifically on progressivism in the South, one must rely mainly upon biographical material for this subject." (31:12:209)

23. "Louis Filler, *Crusaders for American Liberalism* and Cornelius C. Regier, *The Era of the Muckrakers* are collective biographical studies of the reforming journalists who did so much in educating the American public to the need for reform." (31:12:209)

24. "Among other biographies of the period in which the teacher should also perhaps be interested are John M. Blum, *Woodrow Wilson and the Politics of Morality* and by
the same author, *Joe Tumulty and the Wilson Era.*" (31:12:210)


26. "But for the story of agriculture the student should consult Theodore Saloutos and John D. Hicks, *Agricultural Discontent in the Middle West, 1900--1939* of which only the first half dozen chapters are properly in the progressive period." (31:12:210)


29. With the help of monographs at least four rather distinctive general interpretations of the

30. "Goldman's central thesis hangs on the breakdown of social Darwinist thought in the United States and the substitution for it of what he calls 'reform Darwinism.'" (31:12:211)

31. "Instead of examining individuals and their ideas, Hofstadter studied social groups and classes and emphasized their feelings, aspirations, and frustrations." (31:12:212)

32. "Among other factors responsible for the progressive period, Mowry saw as one of its basic causes the developing conflict in the drift of economic institutions and the findings of the new social sciences." (31:12:213)

33. Arthur S. Link analyzes "both Roosevelt's New Nationalism and Woodrow Wilson's New Freedom and accounts for the difference between the two programs largely in terms of the strong agrarian influence in the Democratic party." (31:12:214)
Interpretations on the United States as a new world power, 1865--1917


1. "The years between the close of the Civil War and American entry into World War I marked the rise of the United States to a position of world power." (31:13:215)

2. "American historical writing has always emphasized this basic shift in the evolution of national policy;" the abandonment of its onetime isolationism. (31:13:215)

3. "Historians are asking why the American people embarked upon an imperialistic course in 1898; just how the country became so deeply involved in Eastern Asia; what the factors were that led to a more aggressive defense of the Monroe Doctrine; and perhaps most importantly, why the United States went to war against Germany in 1917." (31:13:215-216)

4. "To a limited degree, this new approach to diplomatic history is reflected in the current revisions of such standard texts as those of Samuel F. Bemis and Thomas A. Bailey, and in such shorter volumes on foreign policy as those by Julius W. Pratt and L. Ethán Ellis." (31:13:216)
5. "Even more indicative of the search for the significant causative factors in the evolution of foreign policy, however, are a number of special studies that may deal with the entire span of our national life, but are very revealing in their interpretations of developments around the turn of the century and in the early 1900's." (31:13:216)

6. "The relatively barren years of post-Civil War diplomacy have not inspired very much in the way of fresh interpretation of events or any outstanding re-evaluation of their significance." (31:13:217-218)

7. "Between 1940 and 1960, new ingredients as well as fresh interpretations were added to the studies of Albert K. Weinberg, Julius Pratt, and other historians of American foreign policy" to the imperialist movement of the 1890's and the consequences of war with Spain. (31:13:218)

8. "Two factors that are heavily stressed in recent interpretations are the impact of Darwinism on American thinking and the influence of the domestic crisis of the 1890's." (31:13:218)

9. "There has also been further reconsideration in recent historical writing of the role of individuals in encouraging and promoting imperialism." (31:13:220)

10. "For the Spanish War itself there is no real
replacement for the spirited and readable account that Walter Millis provided in The Martial Spirit. That conflict remains in John Hay's often-quoted phrase, the 'splendid little war.'" (31:13:220)

11. "A number of relatively recent studies deal with the results of the Spanish conflict growing out of its appeal to the emotions of the new manifest destiny." (31:13:220)

12. "The re-interpretations of the general consequences of overseas expansion parallel in some measure the new diagnoses of why the United States embarked upon an imperialist course. They are often highly controversial but much of the debate centers about the definition of 'imperialism.'" (31:13:220)

13. "It should be noted that several specialized studies have served to throw new light upon the most immediate result of the nation's new position as a world power; that is, the pronouncement of the Open Door policy in China." (31:13:221)

14. "As to the success of the Open Door policy current interpretations tend to become increasingly dubious of the value of Hay's diplomacy." (31:13:222)

15. "The most important new study dealing with foreign affairs in the period from 1900 to the eve of World War I is undoubtedly Howard K. Beale's volume on
Theodore Roosevelt's policies, to which reference has already been made. (31:13:223)

16. "Roosevelt's part in determining national policy also comes under review in one of the best books dealing with this period as a whole: George E. Mowry's The Era of Theodore Roosevelt, 1900-1912." (31:13:224)

17. "The policies of William Howard Taft, which were based primarily upon his concepts of 'dollar diplomacy,' have not been subjected to re-evaluation comparable to that extended to Roosevelt's policies." (31:13:225)

18. "The Woodrow Wilson era, as might well be expected, has inspired a great deal more reconsideration both in general terms and in more particular reference to foreign policy." (31:13:225)

19. The most notable contributions on the Woodrow Wilson era have been those of Arthur S. Link who embarked on a multi-volume biography of Wilson. "There was an apparent change in his evaluation of Wilson as his studies progressed: a highly critical note gave way to a more sympathetic approach." (31:13:225)

20. "The shifts and changes in historical interpretation of the reasons for American entry into World War I, indeed, provide in themselves a topic of fascinating interest." (31:13:225)

21. "These varied interpretations reflect in turn the prevailing climate of opinion at the time they were
written. The most recent writers on this phase of Ameri­
can history attempted to view the issues involved with
more perspective." (31:13:227)

22. "The three major texts on American diplomacy,
the books by Bemis, Bailey, and Ferrell to which reference
has already been made, seek to evaluate the events of 1917
in terms of both new research and the perspective of mid-
twentieth century." (31:13:227)

23. "From the point of view of President Wilson's
own position, recent biographical studies have sought to
examine more closely what his actual attitude may have
been and what brought about his final decision for war." (31:13:228)

24. "These somewhat varied interpretations of the
events of 1914-1917 suggest that there can be no final
evaluation of the causes of American entry into World
War I that will be wholly satisfactory to every student
of history." (31:13:229)

Interpretations on the Prosperity
Decade, 1917--1928

R. Lowitt (31:14:231-263)

1. "Prosperity Decade, 1917-1928, seemingly was a
period of marked unanimity in the business cycle, in
politics, and in the public mood." (31:14:231)
2. "Though characterized by unanimity, Prosperity Decade actually began in a cataclysmic way with America's entry into World War I and ended in an even more cataclysmic way with the Great Depression." (31:14:231)

3. "Perhaps, the most significant function of recent scholarship has been to show that Prosperity Decade was not a period which could be set apart and examined of and for itself." (31:14:231)

4. "Finally, the period is still too close to the present for it to be broadly reinterpreted in the way, for example, that the American Revolution has been." (31:14:232)

5. "Prior to 1940 many of the prominent participants of Prosperity Decade penned accounts of their activities or those of the organization, group or movement in which they participated." (31:14:232)


7. "Frederick Logan Paxson was the only historian who attempted to examine comprehensively America at war. His work is thorough but dull reading." (31:14:232)

8. "The literature on" wartime mobilization, "however, is chiefly monographic or is concerned with other themes than that of wartime mobilization." (31:14:233)
9. "With regard to the military aspects, Frederick Palmer carefully delineated General Pershing's struggle to maintain an independent American Army in France." (31:14:233)

10. "There is a good biography of Enoch A. Crowder, who devised and administered the Selective Service System." (31:14:233)

11. "Another phase of World War I was probed by I. B. Holley, Jr., who showed the inability of the United States Air Service to adapt technological advances to military techniques." (31:14:233)

12. "Aspects of the work of the War Department were recorded by Louis B. Wehle who helped to establish labor boards, formulate labor policies, and negotiate construction contracts." (31:14:234)

13. "Jonathan Daniels, in a perspicacious study, examined relations between his father, Secretary of the Navy Josephus Daniels and the sophisticated, young Assistant Secretary, Franklin Delano Rossevelt." (31:14:234)

14. "The wartime career of Herbert Hoover was portrayed in several volumes which are either of an autobiographical or an authorized nature, since the ex-President refused to open his papers to all qualified scholars." (31:14:234)

15. "The effort for national unity during wartime
has been examined in many volumes, some of which reflect the nation's continuing concern with this problem." (31:14:234-235)

16. "How the drive for conformity in wartime affected the American people has been investigated more thoroughly from the individual viewpoint than from its administrative side." (31:14:235)

17. "The conduct of American diplomacy during wartime is a subject that has attracted growing attention in the last two decades." (31:14:236)

18. "Russia, during the Bolshevik Revolution, has received the attention of historians eager to probe relations between what were to be the two major power centers in the world." (31:14:236)

19. "Peacemaking in 1919 became the subject of renewed historical interest in the 1940's and 1950's owing to the breakdown of the peace in 1939 and the effort to maintain it since 1945." (31:14:237), (17:9:131)

20. "Focusing directly on the American Scene Ruhl J. Bartlett wrote the history of The League to Enforce Peace, the principal private group favoring an international organization." (31:14:237-238)

22. "More critical of Henry Cabot Lodge is Karl Shriftgessner, a competent journalist, who apparently believed that the real memorial to this particular Gentleman from Massachusetts was the catastrophe of the second World War." (31:14:238)

23. "One of the most important evaluations of the Peace Treaty and the role of Woodrow Wilson was presented by Paul Birdsell in Versailles Twenty Years After." (31:14:238-239)

24. "In the years following World War II, several younger scholars published monographs on aspects of Wilson's work at Versailles. All reached conclusions favorable to Wilson as a diplomat with either a clear comprehension of the realities or a general understanding of the particular situation with which they are concerned, be it the issue of French security, the rebirth of Poland or the Shantung question." (31:14:239)

25. "The two decades after 1940 also brought forth probably the last personal accounts of individuals who participated in one way or another in the making of the peace." (31:14:240)

26. "Thus, most writers in the 1940's and 1950's who proved aspects of Wilsonian diplomacy during the peacemaking period were favorably impressed by it." (31:14:240)
27. "On the American scene, the problem of reconverting the economy and returning the society to a peacetime basis is one that has not aroused great interest among scholars." (31:14:240-241)

28. "And the one area that has aroused interest, the attack on radicalism, reflects the concern of the American people with this topic in the 'cold war' that followed World War II." (31:14:241)

29. "An aspect of the national hysteria pervading the nation in 1919-1920 was competently discussed by Robert K. Murray in Red Scare." (31:14:241)

30. "As might be expected in a period of cold war with the Soviet Union, the origins and development of American Communism have received attention." (31:14:242)

31. "The study of foreign policies of the United States during the 1920's has benefited from the growing interest in American diplomacy as well as from the increasing availability of the personal papers of many of the participants and the opening to scholarly use of official records by the Department of State." (31:14:242)

32. "The study of American diplomacy during this decade raises the question of isolation versus internationalism." (31:14:242)

33. "Another important aspect of the 1920's, that
of foreign economic policy, indicates that despite sentiment to the contrary businessmen were extending their activities overseas." (31:14:245)

34. "Little work has been done on American relations with particular countries for this decade. (31:14:246)

35. "One significant achievement of American diplomacy during the twenties, the Pact of Paris, has been studied in detail." (31:14:246)

36. "The politics of the 1920's mirrored many of the profound changes that had been occurring in American life. Most notably, as Samuel Lubell demonstrated in The Future of American Politics, it revealed the emergence of a new frontier - the urbanized, industrialized, new American civilization inhabited by immigrants and Negroes." (31:14:247)

37. "Recent scholarship has started to reveal the dimensions of this change (emergence of a new frontier) either by probing unexplored areas of American life or by reinterpreting known segments within this newer framework." (31:14:247)

38. "On obvious failure in the domestic policies of the government was in agriculture, where wartime prosperity quickly gave way to mounting costs and declining prices." (31:14:255)

39. "In any evaluation of the performance of the American economy, the condition of labor must be considered
as an important factor. Though strikes were few after 1919, the lot of many laboring men was not enviable."

40. "Flux and ferment is evident when one shifts from an analysis of labor to a discussion of business."

41. "Finally, in examining the period of the 1920's, much can be learned of the mood as well as of the tensions and values inherent in American life by surveying recent literature focusing on American religion."

Interpretations on the New Deal, 1929-1941
F. Freidel (31:15:264-281)

1. "Although the Great Depression and the New Deal are only two or three decades in the past, already they are one of the most written-about phases of American history." (31:15:264)

2. "As a starting-point beyond secondary school textbooks, teachers may wish to examine some of the more recent one-volume and two-volume college level surveys of United States history and especially some of the histories of the United States in the twentieth century." (31:15:264)

3. "The most original and extensive of the textbook
accounts of the United States during this century is Arthur S. Link, *American Epoch* which contains a full account of the Hoover and Roosevelt administrations." (31:15:264)


5. "Several surveys cover the depression through the Hoover and Roosevelt administrations." (31:15:265)

6. "Broadus Mitchell, *Depression Decade, From New Era through New Deal, 1929-1941* is a rather lengthy economic history of moderate reading difficulty, critical both of Hoover's outmoded, overoptimistic ways of dealing with the depression, and of Roosevelt's nimble shifts among varying economic policies." (31:15:265)

7. "Dixon Wecter, *The Age of the Great Depression, 1929-1941* is a vivid, readable social history. Wecter was more favorable toward New Deal economics than Mitchell, but demonstrated no grasp of it. . . . The merit of his account is the remarkable way in which he succeeded in conveying to his readers how people felt during the depression, and how they reacted to the New Deal." (31:15:265)

World War to the inauguration of Roosevelt. In its trenchant, lively analysis of the failures of the economic and political system leading to the depression, and the inability of the Hoover administration to find workable solutions, it takes the view that the 'old order' was bankrupt." (31:15:265)

9. In the third volume of The Memoirs of Herbert Hoover, subtitled The Great Depression, 1929-1941, Hoover deplores "the stock speculation and weaknesses of the banking system which should have been remedied at home, but viewed the depression as basically an economic hurricane which struck from abroad." (31:15:265)

10. "An economist, John K. Galbraith, in The Great Crash, 1929 explained in a brief, interesting, and easily understandable fashion why the 1929 stock market crash occurred, and why it triggered such an acute depression and deflation. Galbraith saw the causes of the depression as complex and difficult to avoid." (31:15:266)

11. "Two lively, clear accounts of the twenties, culminating with a summary of the causes of the Depression and Hoover's efforts to counter it, are William E. Leuchtenburg, The Perils of Prosperity, 1914-32 and John D. Hicks, Republican Ascendancy, 1921-1933." (31:15:266)

12. "The most detailed, relatively dispassionate
account of the Hoover administration is Harris G. Warren, *Herbert Hoover and the Great Depression*. . . . Warren's study contributes little new; his viewpoint is favorable." (31:15:266)

13. "A forthcoming study of the Hoover administration by Edgar E. Robinson is based on extensive research in manuscript and archival material." (31:15:266)

14. "Biographies of Hoover published in the forties and fifties were popular in content, and in tone have ranged from friendly to adulatory. They add little beyond his own *Memoirs*, although a brilliant critical sketch of Hoover is to be found in Richard Hofstadter, *The American Political Tradition*." (31:15:266-267)

15. "Among the many books on President Rossevelt and the New Deal, there are a number of distinct merit, based on sound research and written in an effective fashion. These present a variety of challenging viewpoints." (31:15:267)

16. Basil Rauch, *The History of the New Deal, 1933-1938*, "set much of the factual pattern for later treatments of the New Deal, and propounds the Important thesis that about 1935 there had been a shift from a first rather conservative New Deal emphasizing recovery, to a second, more radical New Deal concentrating upon reform." (31:15:267)

17. "A simple, brief survey is Denis W. Brogan,


20. "Out of a careful gathering of evidence, Edgar E. Robinson in *The Roosevelt Leadership, 1933-1945,* came a conservative constitutionalist conclusions. This is the most formidable of the evaluation from the right, far more serious in tone and reasoning than John T. Flynn's bombastic *The Roosevelt Myth.*" (31:15:268)

21. "Richard Hofstadter in the concluding chapter of *The Age of Reform* (a book primarily concerned with Populism and Progressivism) also sees in the New Deal a sharp break from earlier traditions, but views with favor what Robinson sees with horror: 'If the state was believed neutral in the days of T. R. because its leaders claimed to sanction favors for no one, the state under F.D.R. could be called neutral only in the sense that it offered favors to everyone.'" (31:15:268-269)

22. "As its title would imply, Mario Einsudie, *The Roosevelt Revolution* also regarded the New Deal as having wrought vast and permanent changes. Einaudi looked
upon these with unreserved enthusiasm, and took issue with Robinson's gloomy views." (31:15:269)

23. "Deservedly, the most widely read of the biographies of Roosevelt is the dramatic *Roosevelt: The Lion and the Fox* by James MacGregor Burns, which takes its title from Machiavelli's dictum that the prince must be a fox to recognize traps, and a lion to frighten wolves. Examining Roosevelt and the New Deal from a Keynesian viewpoint, Burns devoted nearly half his book to Roosevelt's second term, which he pronounced a failure." (31:15:269)

24. "In the second volume of *The Age of Roosevelt*, entitled *The Coming of the New Deal* which covers only 1933 and 1934, Schlesinger presented a favorable interpretation of President Roosevelt and the early New Deal from a viewpoint of modern economics and liberal politics." (31:15:270)

25. "An affirmation of the rather simple, humane base of thinking from which Roosevelt embarked into the complicated politics of the New Deal is to be found in Rexford G. Tugwell, *The Democratic Roosevelt*." (31:15:271)

26. "A projected six-volume biography by Frank Freidel, in the three volumes thus far in print, brings Roosevelt to his election as President in 1932." (31:15:271)
27. "There is an excellent sketch of Roosevelt, rich in insights, in Hofstadter, *The American Political Tradition.*" (31:15:272)

28. "Recent serious studies of Roosevelt have out­dated most of the popular biographies. One exception is John Gunther, *Roosevelt in Retrospect, A Profile in History,* a skillful piece of reporting. Despite minor factual errors, it successfully catchesthe image of the man and the President." (31:15:272)

29. "A fine campaign biography, Ernest K. Lindley, *Franklin D. Roosevelt, A Career in Progressive Democracy* is still worth reading as a portrait of Roosevelt as he appeared before he became President." (31:15:272)

30. "There are two scholarly monographs on Roosevelt before he became President, both based on the Roosevelt papers." These are David R. Fusfeld, *The Economic Thought of Franklin D. Roosevelt* and the *Origins of the New Deal* and Bernard Bellush, *Franklin D. Roosevelt as Governor of New York.* (31:15:272)

31. "Much of the character of Roosevelt and the flavor of the New Deal emerges in the memoirs and diaries of participants. These, of course, must be used with some caution since, while they can be remarkable for the insights and the freshness of the inside stories they
convey, they are also occasionally dangerous in their
omissions and distortions." (31:15:272-273)

32. "The most intimate of the memoirs, remarkable
for their candor, are Eleanor Roosevelt's two volumes,
This Is My Story covering up to the White House, and This
I Remember on the years when her husband was President." (31:15:273)

33. "A pleasant sketch of Roosevelt by one of his
sons is James Roosevelt and Sidney Shalett, Affectionately,
F.D.R." (31:15:273)

34. "The finest of the memoirs is Frances Perkins,
The Roosevelt I Know, striking in its insight, broad in
its view, and friendly but realistic." (31:15:273)

35. "Equally accurate, and full of detail, is
Raymond Moley, After Seven Years, which is indispensable
on the early New Deal." (31:15:273)

36. "An unreservedly friendly memoir, describing
in detail how Roosevelt prepared his speeches and talked
with his intimates, is Samuel I. Rosenman, Working with
Roosevelt." (31:15:273)

37. "Among the New Deal diaries, that of Secretary
of the Interior Harold L. Ickes created the greatest
sensation upon its publication." (31:15:274)

38. "In contrast, readers are not likely to go
astray in the carefully organized, clear narrative of
39. "Marriner Eccles, who as head of the Federal Reserve advocated Keynesian economic policies at variance with those of Secretary Morgenthau, presents his viewpoints and an account of Federal Reserve activities in his memoirs, Beckoning Frontiers." (31:15:274-275)

40. "There is a surprising lack of scholarly monographs on the history of most of the New Deal agencies." (31:15:275)

41. "The reader often will have to turn to more general works like Schlesinger's Coming of the New Deal, or to memoirs and contemporary writings." (31:15:275)

42. "A compendious survey of agricultural policy during the New Deal is to be found in Murray R. Benedict, Farm Policies of the United States." (31:15:275)

43. "The Tennessee Valley Authority, attracting continuing attention within the United States and throughout the world, has been one of the most written-about phases of the New Deal." (31:15:276)

44. "New Deal labor policy and the growth of unions in the thirties has also been the subject of extensive writing." (31:15:276)

45. "Historical studies are yet to appear on the
46. Politics during the New Deal are surveyed by many works. (31:15:278-279)

47. "The controversy over enlarging the Supreme Court has been explored in detail both in contemporary and later books." (31:15:279), (17:12:153)*

48. "From the beginning of the New Deal to the end, Roosevelt functioned with a fair degree of consistency. He heartily favored humanitarian welfare legislation and government policing of the economy, so long as these did not dangerously unbalance the budget. He preferred government cooperation with business to warfare with it." (31:15:280)

49. "Many of the New Dealers went far beyond Roosevelt in their views, and sometimes saw in his reluctance to support them, betrayal rather than a greater degree of conservatism." (31:15:280)

50. "In terms of gaining immediate political objectives, like the fiasco of the Court fight, and the abortive 'purge' in the 1938 primaries," the second four years of Roosevelt in the White House represented a failure in political leadership, but in "terms of the long-range New Deal program, the reverse is the case." (31:15:280)
51. "In January 1939 Roosevelt, concerned about the threat of world war, called to a halt his domestic reform program." (31:15:281)

Interpretations on the United States in world affairs, 1929-1941
W. S. Cole (31:16:282-295)

1. "America's role in world affairs from 1929 through 1941 was the product of both domestic and world influences." (31:16:282)

2. "The pre-war controversies over the wisdom or lack of wisdom of various alternatives for American foreign policy are continued today in the scholarly writings of historians." (31:16:282)

3. "The so-called 'revisionist' historians are the academic counterparts of the pre-war 'noninterventionists.' . . . The so-called 'internationalist' historians are the academic successors to pre-war spokesmen for collective security and aid to Britain." (31:16:282)

4. "The administration of Herbert Hoover was absorbed primarily with domestic considerations--particularly the problem of the Great Depression. It proved, however, to be an important period in foreign affairs as well." (31:16:283)

5. "The Foreign Policies of Herbert Hoover, 1929-1933, by William Starr Myers has the earmarks of
'official history.' Though Myers had access to Hoover's papers, he used them uncritically." (31:16:284)


7. "A revisionist interpretation of American foreign affairs during this period is advanced by Richard N. Current in *Secretary Stimson: A Study of Statecraft*. This is an analysis of Henry L. Stimson's views and role in American foreign affairs--including his performance as Secretary of War under Taft and Franklin D. Roosevelt, and as Secretary of State under Hoover." (31:16:284-285)

8. "In addition, there are volumes on foreign affairs during the Hoover administration written from an 'internationalist' frame of reference." (31:16:285)

9. "From 1933 to 1938 the American people and the Franklin D. Roosevelt administration were absorbed primarily with the task of coping with the Great Depression." (31:16:286)

10. "Just as Americans in the New Deal era were preoccupied with domestic matters, so, too, historians studying those years have dealt largely with domestic developments." (31:16:286)
11. "Edward O. Guerrant provided a useful survey of United States-Latin American policies in his book, *Roosevelt's Good Neighbor Policy*. He concluded that the United States has never had a foreign policy toward any area that was more successful than the Good Neighbor Policy was from 1933 to 1945." (31:16:286-287)

12. "Two useful accounts focused directly on American foreign affairs in the New Deal period that represent the two major schools of interpretation are Cordell Hull’s *Memoirs* and *American Foreign Policy in the Making, 1932-1940*, by Charles A. Beard." (31:16:287)

13. "Both 'internationalists' and 'revisionists' are well represented among the many books and articles on American foreign affairs in the months and years immediately preceding the Japanese attack on Pearl Harbor." (31:16:288)

14. "Internationalist writers, looking back to the days before Pearl Harbor, viewed the Axis powers as extremely serious threats to American security and interests." (31:16:288)

15. "In general, internationalist writers followed the administration view that the defeat of Nazi Germany and Fascist Italy was essential to American peace and security." (31:16:289)

16. "According to the internationalist
interpretation, Roosevelt and Hull wanted to prevent war between the United States and Japan—in part because such a war would interfere with the main task of defeating Hitler." (31:16:289)

17. "With regard to the European theater as well as the Pacific, there were distinct variations in the views of administration leaders before Pearl Harbor about implementing American policies and presenting them to the American people." (31:16:290)

18. Internationalist interpretations tend to reflect variations in attitudes among pre-war interventionists." (31:16:290)

19. "Writers of the internationalist school found the fundamental causes for American involvement in the war in the developments in other parts of the world—beyond the American power to control by 1941." (31:16:291)

20. "In striking contrast to the internationalist interpretation, the revisionists minimized or rejected the idea that the Axis powers constituted a threat to American security." (31:16:292)

21. "Revisionists interpreted Roosevelt’s steps to aid Britain short of war as actually steps to war." (31:16:292)

22. According "to most revisionist writers, the Roosevelt administration got the United States into war
through the Asiatic 'back door' by provoking Japanese
attack on Pearl Harbor." (31:16:292)

23. "Through all of this, according to the revi-
sionists, President Roosevelt deceived the American people
concerning his policies and objectives in foreign affairs." (31:16:293)

24. "Most revisionists insisted that administration
and military leaders in Washington gave inadequate, ambig-
uous, and belated warnings to the commanders in Hawaii
and withheld essential information from them." (31:16:293)

25. "Finally, the revisionists insisted that the
Roosevelt foreign policies failed to serve American
national interests." (31:16:293)

26. "An excellent recent revisionist study is
Paul W. Schroeder's The Axis Alliance and Japanese-Ameri-
can Relations, 1941. Schroeder's interpretation differs
at many points from that of most revisionists." (31:16:
294)

27. "The continuing interpretative controversies
among scholars suggest that historical knowledge and
understanding of the background of American entry into
World War II are still (as they always will be) incomplete
and imperfect." (31:16:295)
Interpretations on the Second World War and its aftermath

H. G. Cleland (31:17:296-311)

1. "The problems of writing about very recent history are so obvious as to require little elaboration. It is too soon to know whether policies which are still being pursued will succeed or fail." (31:17:296)

2. "Another major problem of recent history is one of dimension. It is now impossible to study the United States without taking into account developments not simply in Europe, but in Iraq, Laos, or other parts of the world." (31:17:296)

3. "The actual conduct of the war has produced and will continue to produce a mountain of historical literature almost staggering as the mountain of material consumed in the conflict." (31:17:296)

4. Competent academicians "faced serious problems in writing official histories. They developed a high degree of skepticism about the accuracy of official communiques." (31:17:297)

5. "One wartime decision is now clear and has been proved wise. This was the Anglo-American strategy of concentrating on the defeat of Hitler first, even if this meant 'short rations' for a period in the Pacific." (31:17:297)
6. "Likewise, the need for the North African campaign was more or less obvious." (31:17:298)

7. After the successful seizure of North Africa, controversy arose between Britain and America as to the next step since Britain sought to reserve for herself the guiding voice in political and politico-military affairs. (31:17:298-299)

8. "The American leaders were irked by these British attitudes. Roosevelt was aware that the British government regarded the Anglo-American partnership as a way of saving the British Empire and knew that Churchill had no vision of any future which would be different in kind from the imperialist past." (31:17:299)

9. "With the victory in North Africa clearly in sight, Roosevelt and Churchill met at Casablanca in January of 1943 and agreed that the next objective should be Sicily. . . . The value to the Allies of the long, slow, and costly Italian campaign remains one of the question marks of the war." (31:17:299)

10. "Anglo-American bickering continued when the assault was finally made on western Europe in June, 1944. The British regarded Eisenhower's appointment to the supreme command as a sop to American self-esteem and tried
to rig the situation so as to confine him largely to the management of supplies." (31:17:300)

11. "Regardless of Eisenhower's military competence, it seems probable that he shared with other American commanders a certain haste to win the war, and that this haste was encouraged by the sanguine attitude of the Roosevelt circle toward Russia." (31:17:300)

12. "Another difficult question of interpretation is that of the effectiveness of the bomber war against Germany. Air power enthusiasts argued that 'victory through air power' almost unaided was possible." (31:17:300)

13. "The German economy did come close to collapse in the closing months of the war, but it is hard to sort out the reasons." (31:17:301)

14. "In the Pacific the United States had almost complete control of military operations, although Australia provided important forces." (31:17:301)

15. "In the first anguished months after Pearl Harbor, the Japanese forces hurtled south and west until they controlled, by the spring of 1942, all of Southeast Asia, including a treasure house of raw materials. From that moment on the war became, for the Japanese, a defensive one." (31:17:301)

16. "With the Japanese contained, the problem was
to break through their perimeter so as to be able (1) to interdict Japanese shipping bringing raw materials to the home islands, and (2) to get close enough to Japan proper to bomb her and eventually to invade her." (31: 17:302)

17. "There was considerable rivalry between the army and the navy as to how this should be done and who should do it. The problem was solved by dividing the task." (31:17:302)

18. "It is not fair to insist that the makers of strategy in the Pacific War should have acted on the lines which hindsight now indicates, but it is at least worth while to indicate what those lines might have been. . . . The question is could these aims have been accomplished by the navy and marines with some assistance from specially trained army, air, and infantry without the expenditure of effort in support of MacArthur's campaign in the Southwest Pacific?" (31:17:302)

19. "Indeed, the collapse of Japan's economy raises several rather awesome questions. Could the war have been ended sooner than it was, on roughly the same terms as were finally reached?" (31:17:303)

20. "Events in the sphere of diplomacy are, like the military record, still incomplete and clouded." (31: 17:303)

22. "In a sense, the domestic scene during the war presents an even more difficult task for historians than the military operations." (31:17:305)

23. "The biggest 'defeat' that the United States suffered in the war--or in this century--came not during the war but afterwards, when China went Communist." (31:17:306)

24. "Now that partisan charges have subsided it becomes clear that most of the accusations made against Chiang Kai-shek were true, and that American policy suffered from general ignorance about Asia rather than from treason or 'softness' toward Communism." (31:17:306)

25. "Nevertheless, it is for his actions in foreign affairs that President Truman will be longest remembered. . . . It seems probable that Communism would spread at least to the English Channel had it not been for the Truman Doctrine, the Marshall Plan, and finally NATO." (31:17:307)

26. "We cannot speak with much assurance of the causes of the Korean War, for it was started by another nation, and we did not capture the records and personnel
of the government which initiated the war as we did in the case of Japan and Germany." (31:17:307)

27. "One reason for the United States' prompt entry into Korea probably lies in our policy towards Europe— that is, the construction of the NATO alliance." (31:17:307)

28. "Whatever Truman's motivation, he did not succeed in overcoming the unpopularity of the war in the United States." (31:17:308)

29. "It was the tension of the peace that was not a peace and then the Korean War which was not a war in the usual sense—not a war to be 'won'—which gave rise to the nightmare of McCarthyism in the last years of Truman and the first years of Eisenhower." (31:17:308)

30. "The unpopularity of the Korean War and the charges of McCarthy combined with the popularity of the Republican candidate finally unseated the Democrats in 1952." (31:17:308)

31. "Eisenhower, like every Republican presidential nominee since Landon, had been the candidate of the 'modern' eastern wing of the party. Once in office, however, his differences with the Old Guard proved to be mostly in the area of foreign policy." (31:17:309)

32. "Until his illness and death in 1959, John Foster Dulles was the gray eminence of the Eisenhower
regime. Dulles' successes and failures as the real leader of the western alliance await study." (31:17:309)

33. "Turning to the post-war domestic scene, most historians would agree that Truman was a better president than his political background and Senate record would have led one to expect. Beyond that, it is difficult to get a consensus." (31:17:309)

34. "It has become clear that in the post-war period there are three parties in the United States rather than two--at least in Congress. The third party is made up of most of the Southern Democrats; and a coalition between them and the Republicans blocked the Fair Deal and has controlled every Congress since the war, regardless of who was nominally in control." (31:17:309-310)

35. "Another emerging trend is the breaking down of old political loyalties in many regions of the nation." (31:17:310)

36. "On the economic and social scene historians have to depend heavily on the sociologists, economists, and psychologists. Present day muckrakers come from the academy rather than from among the journalists." (31:17:310)

37. "American labor has had a tumultuous history since the war. The real effects of the Taft-Hartley Act are yet to be assayed, but certainly the CIO's purge of
the Communists within its ranks in 1949 began the swift slide of the American Communist party towards total oblivion." (31:17:310)

38. "The real social revolution in the post-World War II America has been in the area of race relations." (31:17:311)

39. "The population explosion of recent years has concealed in part the fabulous economic growth of the period." (31:17:311)

40. "Awaiting study by historians is the school 'crisis,' the problem of juvenile delinquency, and the effect of television." (31:17:311)

41. "Finally the historian of science will face, in describing World War II and after, a truly awesome task." (31:17:311)

Interpretations on the ideas and culture in the twentieth century

R. Gabriel (31:18:312-328)

1. The four major changes in American civilization that took place in the years between 1865, when the Civil War ended, and 1917, when the United States entered World War I were (1) an industrial revolution, (2) an urban revolution, (3) a major ethnic change in population, and (4) a basic modification in education. (31:18:312-313)

2. "The advance of the natural sciences to a
central position in American civilization together with the popular recognition of the fact is the most striking phenomenon in American thought in the twentieth century." (31:18:313)

3. "In their origins economics, anthropology, sociology and psychology ante-dated the twentieth century. But in the years after 1900 these disciplines underwent their great development." (31:18:315)


5. "If science has provided a central theme for American thought in the twentieth century, so also has the traditional American idea of individualism." (31:18:316)

6. "Since the colonial period one expression of freedom of Americans had been their habit of forming free associations for the worship of God." (31:18:316)

7. "After World War I Americans suddenly found themselves confronting an external challenge to the philosophy and practice of individual freedom. Totalitarian dictatorships appeared in the 1920's in communist Russia and in fascist Italy." (31:18:317)

8. "The three-fold challenge from Europe to democratic philosophy called forth in the 1930's an urgent
re-examination by Americans of the philosophy behind their institutions." (31:18:317)

9. "The 1930's, in which Americans were increasingly aware of Hitler and of his philosophy of the omnipotent state directed by a fuhrer, was the period of the Great Depression." (31:18:318)

10. "The welfare state, as developed in the United States in the 1930's and after, differed fundamentally from the leviathan state, pursuing its ends through the discipline of naked force, that Stalin, Mussolini, and Hitler brought into being before World War II." (31:18:319)

11. "The measures of the New Deal, however, accelerated the development of big government that was already under way. Increasing international tensions culminating in World War II continued this process." (31:18:319)

12. "In the United States big government both aided and posed problems for the individual. For the most part these had to do with maintaining a balance between liberty and authority in times of tension." (31:18:319)

13. When the Supreme Court was faced after World War I with the question as to how far the individual should be permitted to go in advocacy of radical or revolutionary doctrines, the Cour moved to protect the individual. (31:18:319-320)
14. "After World War II, when the United States faced the challenge of Soviet Russia and the cold war strategy of infiltration and subversion, the Supreme Court approved the conviction and imprisonment of the leading officers of the Communist party in the United States under the Smith Act, our first peacetime sedition act since 1798." (31:18:320)

15. "In an age of continuing international tension, Americans were learning to live with the cold war. They rejected totalitarian methods and managed to maintain a reasonable balance between the freedom of the individual and the authority of the state charged with the responsibility of the common defense." (31:18:321)

16. "In the twentieth century American minority groups, ethnic and religious, suffered, particularly in the earlier years, from greater or lesser disadvantages." (31:18:321)

17. "The logic of the philosophy of unalienable rights set forth in the Declaration of Independence provided, however, the most potent force in the shaping of mid-century American thought concerning minorities." (31:18:321)

18. "As the century opened, Darwinism moved triumphantly in American thought. Its application in social ideas took many forms." (31:18:322)
19. "The literature of the period reflected the popular mood at least in so far as it paid deference to science." (31:18:323)

20. "The transcendentalists were part of the first great period of literary creation in American history." (31:18:323)

21. "A second great creative period came in the decades between World War I and World War II. The fiction of Dreiser, Hemingway, Wolfe, and Faulkner; the poetry of Frost, Eliot, and Pound; and the dramas of O'Neil not only reflected various aspects of the life and thought of the Republic but pioneered in new literary forms." (31:18:323)


23. "As the twentieth century opened, architecture in the United States was bound to traditional forms." (31:18:324)

24. "In the buildings rising in the 1950's the alert observer could discover the strength of the ties binding the modern United States with its own past and with that of western civilization, the fact of a two-way traffic in ideas across the Atlantic, and an emergence of an architecture as unique in spirit as American life." (31:18:325)
25. The Department of State makes continuous efforts to correct a common stereotype of America found in Europe and even Asia that American civilization is one dominated by the machine whose cultural crowning glory is the assembly line. (31:18:325)

26. "The resources upon which the American government can call in the middle of the twentieth century suggest the magnitude of the development in the arts since 1900." (31:18:326)

27. "Museums have played a major role in the evolution of understanding and appreciation of art among the American people." (31:18:326)

28. Parallel with the change in the amount and quality of art available to the American public in the 1850's and the 1950's went the development of art instruction in the schools. (31:18:326)

29. "In sculpture and painting the twentieth century saw a development similar to that in architecture." (31:18:326)

30. "The story of music in the twentieth century had many parallels with that of painting." (31:18:327)

31. In the twentieth century mass communication brought art to the great audience of the American people. (31:18:327)

32. "But the more significant aspect of the middle
of the twentieth century could be found in the fact that Americans not only viewed and listened to art but also, as amateurs and professionals (painters, actors, craftsmen and musicians), practiced art as never before in the history of the nation." (31:18:328)

**Trends in interpretations on the content of world history**

Interpretations on the following aspects or periods of world history are presented below in this order: (1) Main currents in world thought; (2) History of science; (3) History of technology; (4) Democracy in the history of man; (5) Idea of mankind; (6) Prehistoric man and the development of his culture; (7) History of ancient river valley civilizations; (8) History of the classical world; (9) History of the medieval period; (10) History of the Renaissance; (11) History of the Reformation; (12) Early modern European history; (13) History of the nineteenth century; (14) Twentieth century in world history; (15) Western Europe since the Second World War; (16) Russia and Eastern Europe; (17) East Asia: China, Japan, and Korea; (18) Southeast Asia; (19) India; (20) Middle East; (21) North Africa; (22) Sub-Saharan Africa; (23) Latin America; (24) British Commonwealth; (25) North America
Study and teaching of history; and (27) History and the other disciplines.

Interpretations on main currents in world thought

L. S. Stavrianos (34:1:1-11)

1. "Much of world thought today is pervaded by a mood of cynicism and even despair. This is most strikingly apparent in the Western world, perhaps because of the freedom enjoyed by Western intellectuals to express without inhibition their innermost thoughts and feelings, whether in literature, art, music, or the social sciences." (34:1:1)

2. "This mood of hopelessness is by no means confined to the other side of the Atlantic. A recent study of the attitudes of students in the most exclusive American prep schools indicates a widespread feeling of 'deep pessimism.'" (34:1:2)

3. "In the light of these miseries, the prevailing pessimism is perfectly understandable, and yet it is also myopic." (34:1:3)

4. "If Sophocles were alive today, how many more wonders he could list in his tribute to man! With the perceptiveness of a poet he would sense that mankind has
now entered a golden age eclipsing even that of his own Periclean Athens." (34:1:3)

5. We live in a golden age on account of the gifts of technology which increasingly improve living conditions on earth. (34:1:4-5)

6. An equally obvious and equally significant achievement of our times is the current awakening of peoples all over the globe in terms of rising expectations or demands. (34:1:5-6)

7. A third great achievement of our golden age which is also much taken for granted is the development of a global conscience when people begin to think it practicable to make the benefits of civilization available for the whole human race. (34:1:6-7)

8. "The fourth and final feature of our golden age is man's burgeoning knowledge--knowledge of himself and his past, and knowledge of the physical world about him." (34:1:7)

Interpretations in the history of science

M. B. Hall (34:2:12-32)

1. "The history of science is at once a part of world history, and a subject in its own right." (34:2:12)

2. "The main stream of the history of science
inevitably belongs to European history, from its begin-
nings in the Mediterranean basin to its spread to form
the Western World." (34:2:13)

3. "... prehistoric and precivilized man has
been logical enough in his belief in spirits and has
endeavored to control them and the strange and powerful
forces natural to them. But when men have discovered
non-mystic forces, and devised non-magical and satisfactory
explanations of natural phenomena, the situation changes." 
(34:2:15)

4. The Mesopotamian and Egyptian civilizations have
"always fascinated those who observed them, whether
directly or through the mists of history, and they have
always been regarded as influential in various ways." 
(34:2:15)

5. "Historians have always agreed on the importance
of intellectual life in Greek antiquity." (34:2:16)

6. The "very greatness of the literary life of
fifth-century Athens and of the philosophic life of
fourth-century Athens have obscured the fact that Athens
was not the only intellectual city of the Greek world." 
(34:2:17)

7. "Greek science began as natural philosophy with
the cosmologists of Ionia, who speculated on the nature of
the world, its structure and composition." (34:2:17)
8. The Greeks borrowed "specific facts from the Babylonians and Egyptians; but they transformed them into general statements about geometrical figures, valid for all time—they were less interested in simple calculation or problem solving." (34:2:17)

9. "In popular and oversimplified histories of Greek science a curious phenomenon is observed: Aristotle, Galen, and Ptolemy, instead of being favorably assessed for their various brilliant contributions to science, are heavily criticized for making mistakes which they somehow presented in such a fashion that their successors were forced to perpetuate them." (34:2:17)

10. "The Romans never shared or appreciated the Greek passion for science. Because this was so, and because the conquered Greeks retained their individuality and their own language, the scientific language of classical antiquity was Greek." (34:2:18)

11. "For science there cannot be merely two Middle Ages, early and late or dark and high; before the end of the twelfth century science flourished far more in the Greek-speaking Byzantine Empire and the Arabic-speaking Islamic Empire than in Western and Northern Europe." (34:2:18)

12. "The rise of Islam in the seventh century necessarily somewhat interfered with Greek intellectual
developments, especially in Egypt, Persia and the Middle East generally." (34:2:19)

13. "Medieval Europe developed an interest in science at precisely the time when the defeat of Islam had begun." (34:2:19)

14. "Of all the sciences pursued in the Middle Ages, the two which exhibited most strength and originality were optics (mathematical optics had been developed by the Greeks, physical optics by the Arabs; the fusion of the two traditions proved most successful) and the study of motion, based upon the ideas developed by the late Greek commentators on Aristotle." (34:2:19-20)

15. "Studies of the past sixty years have shown that the Middle Ages were far from dark, and that science received ample attention and impetus throughout." (34:2:20)

16. "Generally speaking it may be said that the more an historian concentrates upon the medieval period, the less he believes that a sharp change of direction was necessary and therefore the less change he perceives; while the more he concentrates upon the seventeenth century, the more convinced he becomes that modern science is something other than an extension of medieval thought, brilliant though that often was." (34:2:20)

17. "Curiously little attempt has been made to deny
the reality characterized by the phrase 'scientific revolution.'" (34:2:22)

18. "Without doubt, the most dramatic event of the period was the trial and condemnation of Galileo consequent upon his defense of the Copernican system in his Dialogue upon the Two Chief Systems of the World (1632), a semi-popular treatment of great scientific originality." (34:2:23)

19. "A very important aspect of seventeenth-century science, both for its internal development and for its influence on non-scientific opinion, is the development of scientific societies, above all the Royal Society of London and the Academy of Science in Paris." (34:2:23)

20. "The debate over scientific method by the scientists had wide implications, and profoundly influenced such non-scientific fields as philosophy, political theory, social thought, religion and literature." (34:2:24)

21. "Historians have long taught that the eighteenth century was an age in which ideas mattered; and however much emphasis one may place upon the economic, social and political backgrounds of the American and French Revolutions, the intellectual background still demands attention." (34:2:25)

22. "The intellectual ferment of the Age of
Enlightenment rested, in turn, upon the achievements of seventeenth-century science." (34:2:25)

23. "The outbreak of the French Revolution increased the prestige of scientists in France. The greatest names in French science welcomed the overthrow of tyranny and the triumph of reason." (34:2:26)

24. "The nineteenth century is the first age of professional, full-time scientists, the first age when it was possible to be trained for a scientific career, the first age of consistently successful attempts to apply science to the useful arts, and the last age of dramatic conflict between the truths of science and the tenets of religion." (34:2:26-27)

25. "The problems which arise in trying to incorporate the growth of science and its applications into nineteenth-century history are magnified many times for the twentieth century, so much so as to render the task difficult of discussion." (34:2:30)

26. "In spite of the wonders of technology, the most profound influences have, as always, been those of ideas." (34:2:31)

27. Science "in the twentieth has become the servant of man, though it is not always fully appreciated how much pure theoretical work is necessary before this can be the case." (34:2:31-32)
Interpretations on the history of technology and social reform

M. Kranzberg (34:3:33-62)

1. "We live in what has been called a scientific and technological age. It is called that, . . . because we have finally become aware that science and technology are major disruptive as well as creative forces in our own time." (34:3:33)

2. "In the United States, the first attempts at technological history were biographical accounts of great native inventors who thus became folk heroes--Robert Fulton, Eli Whitney, Thomas Edison, Henry Ford." (34:3:33)

3. The "scholarly study of the history of technology did not become truly important until the 1950's, with the publication in England of the encyclopedic A History of Technology." (34:3:33-34)

4. Science and technology distinguish Western Civilization. (34:3:34)

5. "Man's life and culture--his very survival--have been dependent upon his technology. Indeed, man himself is a product of technology." (34:3:35)

6. "Although the title of this chapter refers to the Technological Revolution, there has been more than
one period of revolutionary technological development in world history." (34:3:35)

7. "Not until the eighteenth century did the Industrial Revolution commence." (34:3:37)

8. It "is now clear that the Industrial Revolution consists of two chief elements: (1) a series of fundamental technological changes in the production and distribution of goods accompanied by—sometimes caused by, sometimes reflecting—(2) a series of social and cultural changes of the first magnitude." (34:3:38)

9. The "Industrial Revolution must be regarded more as a process than as a period of time. This explains why the Industrial Revolution can take place in different places at different times." (34:3:39)

10. "It would seem that there are a number of factors—economic, political, and social, as well as the technological—which set the stage for" the Industrial Revolution in England. (34:3:41)

11. "Besides leading in mechanical innovation, the textile industry was the first to exhibit the new organization of production: the factory system." (34:3:42)

12. "Though the Industrial Revolution might have taken place—it had already begun—without James Watt, the "steam engine hastened and stimulated the Revolution and helped establish the industrial pattern of the future." (34:3:43)
13. "The story of the steam engine shows the relation of mechanical invention to social and economic needs, as well as the interdependence of technologies." (34:3:43)

14. "The interdependence of technological growth is also seen in transportation." (34:3:44)

15. "Although there could be little doubt regarding progress in terms of machinery, technique, and production figures, there is some doubt about whether or not the Industrial Revolution during this early period (around 1850) actually benefited mankind." (34:3:45)

16. "Thus the conditions of the working classes during the early Industrial Revolution stimulated movements for social reform and, more particularly, socialists' critiques of the capitalist economic system." (34:3:48)

17. "It should not be forgotten, however, that much of the impetus for social reform came from romantic intellectuals who rued the passing of the earlier, pastoral society, and who nostalgically wished to turn back the clock; . . . ." (34:3:48)

18. "However, the social consequences of the Industrial Revolution are not to be found only in working class political parties or in reform movements. . . . the relations of the Industrial Revolution to the social reform
movement are not so simple nor so clear as had formerly been believed." (34:3:48)

19. "By the mid-nineteenth century the foundations of industrialization had been laid, and the Industrial Revolution entered a new phase marked among other things, by the beginnings of the direct application of science to industry, the further development of mass production techniques, the rise of new forms of business organization, and the spread of the Industrial Revolution to countries hitherto unaffected." (34:3:48)

20. "Despite the fact that many innovations formerly regarded as purely American were borrowed from European sources, the fact remains that these did not take root in their original homes but flourished best in American soil." (34:3:54)

21. "Differing interpretations have developed in regard to the role of the business entrepreneur and the corporation in American technological advance." (34:3:54-55)

22. "One element in technological productivity in which Americans have excelled is the organization of work." (34:3:55)

23. "Many problems in technology involving historical data derive from questions involving priority of inventions." (34:3:56)

24. "Much more work remains to be done on this
matter of innovation, for one of the chief intellectual commitments of the twentieth century is the investigation of the problem of creativity, not only technological, but also scientific, artistic, and literary." (34:3:58)

25. A study of contemporary technological growth in terms of historical perspective indicates that the following current developments form part of a new technological revolution: (1) Exploitation of natural resources not hitherto utilized; (2) Development of nuclear energy; (3) Development of automation; (4) Advances in transportation; and (5) The advent of the space age. (34:3:58-61)

26. The big question of our time is not whether "man can master technology, but whether man can master himself." (34:3:62)

Interpretations on democracy in the history of man
A. A. Ekirch, Jr. (34:4:63-84)

1. Democracy is not something new in world history but "the growth of the democratic idea, as we understand it today, belongs largely to the period of modern history." (34:4:63)

2. "The democratic idea itself is both simple and profound. On the one hand a popular belief or creed, it is one the other hand sufficiently complex to have
required the learned disquisition and definitions of numbers of scholarly philosophers." (34:4:63)

3. Derived from the Greek roots demos and Kratia, democracy means literally the power of the people. (34:4:63)

4. "The resultant failure to develop a representative system helps to explain why the democracy of Ancient Greece can hardly serve as a model for the extensive and populous nation-states of the modern industrial world." (34:4:64)

5. "The most important flaw in Athenian democracy, however, was the existence of slavery." (34:4:64)

6. Aristotle contributed to the modern idea of a moderate democracy by proposing that an ideal government should contain some features of both aristocracy and democracy. (34:4:64)

7. "Both the Platonic concept of justice and his famous defense of Socrates' arguments for intellectual freedom are other important parts of the democratic ideal for which we owe a debt to the Ancient Greeks." (34:4:64-65)

8. "After the decline of democracy in Athens it was centuries before the democratic idea revived with any degree of real strength." (34:4:65)

9. "Both secular and religious historians agree
that the struggle for religious toleration contributed much to the cause of political freedom and democracy." (34:4:65)

10. "Luther and Calvin supported the union of the church and the state in Germany and at Geneva respectively, but their more radical followers, in rejecting this position, were able to carry religious individuality to its logical democratic conclusions." (34:4:65)

11. "In England, too, a major step in gaining political democracy was the achievement of Parliamentary supremacy over the Stuart kings." (34:4:65)

12. "From the efforts of the English liberals during the seventeenth-century revolutions there emerged the doctrine of a higher law superior to both Parliament and Crown. Acceptance of the supremacy of law, in turn, led to the concept of a constitution above the statute law." (34:4:66)

13. "The democratic ideas, developing in England during the seventeenth century, were also carried across the Atlantic to the American colonies." (34:4:66)

14. "Two important factors, then would seem to explain the origin and growth of democracy in the American colonies. First was the heritage of dissent—the profound dissatisfaction of the seventeenth-century Englishman with the conditions of his political, economic, and religious
life in the Old World. And second was the hope that almost every grievance might be redressed in the favorable atmosphere and circumstances of the New World environment." (34:4:67)

15. "Though modern scholars tend to agree that the suffrage was more widely held in the American colonies than used to be supposed, political democracy was still lacking in the sense of civil equality and majority rule." (34:4:69)

16. "The American Revolution is one of the notable landmarks in the history of democracy. Without separation from the British Empire it is unlikely that democracy would have penetrated so quickly so many different aspects of American life." (34:4:69)

17. "The American Revolution was also, at least in part, a social revolution in which the onset of political democracy was paralleled by the expansion of the social and economic rights of man." (34:4:70)

18. "The achievement of the Americans in establishing their independence and in working out a system of government based on republican and democratic principles was of worldwide importance." (34:4:71)

20. "The French Revolution included depths of terror and reaction which culminated finally in the Napoleonic despotism, but its original philosophy of liberty, equality, and fraternity also contributed importantly to the advancement of the democratic idea." (34:4:73)

21. "In England the ideal of constitutional democracy was linked historically with the group of nineteenth-century thinkers called variously philosophical radicals, utilitarians, classical liberals, or practical reformers." (34:4:74)

22. "The liberals' mixed feelings in regard to popular democracy were a part of the age-old problem of reconciling liberty and authority." (34:4:74)

23. "The feature of American democracy that captured Tocqueville's particular attention was the growth of the principles of equality and majority rule." (34:4:75)

24. "In the eyes of Tocqueville and many another contemporary observer of the American scene it seemed that the future of the world might well be determined by the success or failure of democracy in the United States." (34:4:76)

25. "New popular pressures associated with the Industrial Revolution and rise of the working classes congregated in towns and cities, plus the continuing
influence of the individualism of the West, helped to speed political reform." (34:4:76)

26. "The greatest war and most dramatic event in American history, the Civil War also marked the disruption of American democracy." (34:4:76)

27. "The era of the Civil War, marked as it was not only by the freeing of the Negro slaves in the United States, but also by the liberation of the serfs in Czarist Russia, was a tremendous victory for the cause of human liberty and equality." (34:4:77)

28. "Thus political democracy was paralleled by a social and economic democracy, even though the exact means and goals differed somewhat from nation to nation." (34:4:78)

29. "In the light of the important social and economic revolution taking place in Western Europe and the United States by the turn of the twentieth century, it was probably a mistake to have conceived of the first World War in the Wilsonian terms of a war to make the world safe for political democracy." (34:4:78)

30. "The years following the close of the first World War witnessed a worldwide struggle for power between those governments which continued to be based on the belief that the forces of social democracy could be controlled by the people and exist for the people, and
those totalitarian states which frankly subordinated the individual to their own ends." (34:4:79)

31. "The modern leviathan state, whether democratic or totalitarian, could crush those individual liberties in whose interests its power was originally built up." (34:4:79)

32. "Not only did the first World War fail to realize popular expectations of a coming era of peace and democracy, but it also revealed the way in which democracy could be corrupted by the totalitarian methods of propaganda, mass hysteria, and violations of civil liberties." (34:4:80)

33. "In contrast to the pessimistic views illustrated in Walter Lippmann's discussion of public opinion, John Dewey, the noted philosopher, spoke for many of those who continued to hope that an increased social democracy might provide an answer to the contradiction between democratic ideals and realities." (34:4:81)

34. "Unfortunately, Dewey felt, the kind of knowledge and insight that was a prime condition of a democratically organized public did not as yet exist. . . . What was needed was the application of the experimental method used in physical and technical matters to human concerns." (34:4:82)

35. "Many of the problems of democracy which Lippman and Dewey had discussed in their relationships to
the United States became also matters of growing concern
to almost every nation in the twentieth century." (34:4:
82)

36. "In this period of world history, characterized
by the conflicting ambitions of the United States and
Soviet Russia and by the differences of capitalism and
communism, there were also reflected many of the classic
issues of democracy." (34:4:83)

37. "To meet the challenge of communism and of
what has been called 'the revolution of rising expecta-
tions' on the part of the economically underdeveloped
nations in Asia, Africa, and Latin America, the United
States in the years following the second World War ex-
pended approximately 100 billion dollars for foreign
aid." (34:4:83)

38. "Although world history continued frequently
to be thought of in terms of the ideological conflict of
the East and the West, or of communism versus capitalism
and dictatorship versus democracy, there was also basis
for feeling that the resolution of such global problems
as poverty and overpopulation might come to depend more
and more on the minimizing of ideological differences and
on the achievement of general world peace to avert a
nuclear catastrophe." (34:4:83)

39. "Whether considered therefore as the best
political path to a finer life, or regarded as the highest ideal that man had yet south to attain, democracy remained worthy of his belief and aspiration." (34:4:84)

Interpretations on the idea of mankind in decisive periods of history

M. M. Krug (34:5:85-95)

1. "The Hebrew Prophets were unique in their single-minded devotion to the idea of a universal God, their emphasis on social justice, and most of all, in their commitment to the welfare of mankind." (34:5:85)

2. Alexander the Great attempted to conquer the world and establish a universal state based on a fusion of Greek, Persian, Indian and other cultures and religions; a fact which is given less attention in world history textbooks. (34:5:86)

3. The Romans were able to maintain relative conditions of peace, under the protection of Roman law, allowed many of the warring kingdoms, nations, and tribes to enjoy the benefits of Roman culture and civilization within a little more than a hundred years (241-133 B.C.). (34:5:87)

4. "For a thousand years after the fall of Rome, the dream of 'humanitas' and of a cosmopolitan empire persisted in the new center of the civilized world—in Christian Europe." (34:5:88)
5. "Buddhism taught a system of morality which was concerned with the good of all human beings. The first step toward the attainment of Nirvana was to do good to others." (34:5:89)

6. "The universality of Hinduism rests on its doctrine of salvation of all who would follow the road of devotion to God, without the need to forsake ordinary life." (34:5:89)

7. "Mohandas K. Gandhi saw a greater happiness for mankind by the application of the idea of Satyagraha, which literally means truth-insistence and which Gandhi defined as a force borne out of truth, love, and non-violence." (34:5:89)

8. "Universalist and cosmopolitan philosophical tendencies of India and the East found their most effective formulation in the poetry and writings of the towering figure of Indian literature, Rabindranath Tagore." (34:5:89)

9. "The idea of mankind is contained in the basic message and promise of the Christian religion." (34:5:90)

10. "The idea of mankind was at the core of Islam as it was in a number of other religions." (34:5:91)

11. "The Age of Enlightenment affirmed the importance and the freedom of the individual and re-emphasized the unity of mankind." (34:5:92)
12. "However, the greatest impetus toward thinking in terms and concepts of mankind came from a long list of Western philosophers, economists, and scientists." (34:5:92)

13. "John Locke in his Treatise on Government maintained that the state was the outcome of a free contract entered into by its inhabitants rather than the outcome of natural growth." (34:5:92)

14. "Adam Smith, the British economist, in his important work Inquiry Into the Nature and Causes of the Wealth of Nations saw the world as one economic community ruled by the same immutable economic laws." (34:5:93)

15. "The philosophy of Karl Marx as presented in his Das Kapital was an analysis of the past, present, future of all humanity, regardless of national and regional boundaries." (34:5:93)


17. "Concern for mankind has been clearly expressed by the Founding Fathers of the United States." (34:5:93)

18. "Europeans, contemplating the blossoming of their cultures, the far-reaching effects of the Industrial Revolution, their need for new markets and raw materials, and the strength of their armaments, made an attempt to extend their rule to all parts of the world." (34:5:94)
19. "It is becoming increasingly clear that the threat of a world-wide atomic holocaust, the ever-rising international pressures and tensions and the unification of the world by modern technology, and the revolutionary advances of mass communication give new vitality and urgency to the concern for the future of mankind." (34:5:95)

20. "The concept and the application of the idea of and concern for mankind may be very helpful in solving the problems and conflicts which beset modern society." (34:5:95)

Interpretations on the prehistoric man and the development of his culture

L. J. Angel (34:6:96-117)

1. "Anatomically man is obviously linked with apes and monkeys in the Primate suborder Anthropoidea or Simii; and apes (Pongidae) and men (Hominidae) form the two families in the super-family Hominioidea." (34:6:96)

2. "Anthropologists also define man as the Primate with culture. Culture as the pattern of action for social groups in natural environments involves both abstract manipulation of time-binding symbols (ideas, language) and a concrete manipulation of the environment through making and using tools." (34:6:96-97)
3. "Early stone tools made by removing one or two flakes from a pebble very crude and yet patterned regularly, occur in Africa south of the Sahara at Olduvai and other sites of late Villafranchian (Early Pleistocene) date." (34:6:97)

4. The "present conclusion is that man began his evolution almost 2 million years ago in sub-Saharan Africa." (34:6:98)

5. "Most men of early Pleistocene date belong to the Australopithecine group." (34:6:98)

6. "Both before and during the time of appearance of these robust (vegetarian) Australopiths, with large molar teeth there occurs the pigmy hominid, Homo habilis." (34:6:99)

7. "In the Pliocene, when the actual evolution preparatory to the hominid level must have taken place, we have very few remains of Primates." (34:6:100)

8. There were overlapping evolutionary changes producing humanity. (34:6:100-101)

9. "These evolutionary forces, biological and cultural together, are part of the background for the Australopith radiation and for the immediate development of Homo." (34:6:102)

10. "The next phase of human evolution took place by Middle Pleistocene times as shown in stone tools and fossil
remains beginning with upper Bed 2 at Olduvai, the Trinil beds in Java, and the river terraces of the Thames, Somme, and other rivers associated with the first glaciations (Gunz and Mindel)." (34:6:102)

11. "The men of the Middle Pleistocene, or Lower Stone Age proper, in general belong to the Homo erectus phase longest known from the Sinanthropus and Pithecanthropus finds in China and Java and the Heidelberg jaw in Europe." (34:6:103)

12. "During the Great Interglacial period, the warm part of the Middle Pleistocene lasting over 200,000 years, there was increasing selective pressure for evolutionary increase in brain size accompanied by some infantilization. Presumably, populations were now large enough to begin competing for territory, although the supply of big game would seem to have been adequate all over the Old World." (34:6:105)

13. "With the full development of Neanderthal man at the start of the Upper Pleistocene period we find an increasing complexity of flint tools, mostly made on flakes, known as the Mousterian phase, sometimes called Middle Palaeolithic." (34:6:107)

14. Neanderthal man was not morphologically uniform, though his body build was usually stocky, hands and feet broad rather than slender, and there are special variations of pubic bone and scapula." (34:6:107)
15. "After the first phase of the Wurm glaciation Neanderthal man of the fully developed 'classic' type disappears and the Mousterian culture evolves fairly suddenly into the early form of Aurignacian." (34:6:107-108)

16. "The men who created this Upper Palaeolithic culture are on the average more robust and rugged than modern Homo sapiens and many of them show Neanderthaloid features in browridges or lower jaw. The key change is reduction in size of teeth, jaws, and browridges, with increased angulation of the skull base, and a definite chin." (34:6:108)

17. "One of the key advances in culture was the discovery of an efficient technique of 'flint-knapping,' the use of an intermediate rod or bar between hammer and flint core in order to strike off a series of long, slender, and sharp-edged blades." (34:6:108)

18. "The 20,000 years of the full Upper Palaeolithic (Perigordian, Aurignacian, Gravettian, Solutrean, and Magdalenian) ending about 10,000 B.C., were the climax of a real revolution in culture based on this improved tool kit." (34:6:109)

19. "Cave art, with its multitude of animal drawings and paintings and occasional clay sculpture reached a level scarcely exceeded by the Greeks or in modern times:its
realism is more than photographic perhaps because its purpose was essentially religious." (34:6:109)

20. "The Upper Palaeolithic skulls are often long and rugged, with strong faces rather than narrow ones, the Cro-Magnon type, named for one oldish male from a cave in the Dordogne region of Southern France." (34:6:110)

21. "With the final retreat of glaciers more or less to their modern position and the warming of climate toward but not up to the temperatures of the Great Interglacial, we reach the end of the Pleistocene period and the beginning of Recent time." (34:6:110)

22. "The cultures of this period of change are called Mesolithic and are less uniform than the preceding Upper Palaeolithic as if reduction in travel had really reduced the amount of friendly contact between tribal groups. The key change is an increasing use of very small flint tools: microliths." (34:6:111)

23. "Mesolithic people had domestic dogs and were apparently the first to build actual boats for regular use in fishing along coasts and rivers, although as in the case of the bow and arrow the actual invention was probably earlier." (34:6:111)

24. "During almost the whole Pleistocene period Australia and the New World remained empty of people. The descendants of Homo soloensis, Niah, and Wadjak man crossed Wallace's line and then moved into Australia either
from Timor and the Sahul shelf or from the southern tip of New Guinea at the end of the phase of low sea level produced by the last advance of the Wurm glaciation."

(34:6:112)

25. "In spite of their almost Mousterian material culture the Australians had a rich orally transmitted mythology, good poets and dramatists, and a system of totemic clans whose complexity rivals the detailed theories of modern genetics or biochemistry!" (34:6:112)

26. "Men of proto-Mongoloid plus Upper Palaeolithic type, perhaps as varied as the Upper Cave and Liu-Kiang skulls of late Pleistocene China, walked across the Bering Strait during the earlier part of this same phase of low sea level and migrated southward. By 10,000 B.C. both northern and southern continents were filled with American Indians who had brought with them a crude form of Upper Palaeolithic culture." (34:6:112)

27. "At the time of discovery of Europeans most American societies were flourishing on a Neolithic (or sometimes Palaeolithic) base, but their art, poetry, drama, and religion show skill and imagination equal to that of the Old World." (34:6:113)

28. The conventional picture of the Neolithic revolution is that it was the creation of a single people, perhaps ancestral to the Sumerians or neighboring Semitic-speakers, but it seems likely that "increasing detailed
evidence on each of the culture traits in the Neolithic farming complex may show them to have separate origins." (34:6:115)

29. "Certainly the people who carried through the Neolithic revolution deserve credit as the true creators of the civilization which was to come; theirs was the most overwhelming revolution in human experience until the industrial and atomic revolution which we are now producing." (34:6:115)

30. "During this time Africa south of the Sahara had developed a Middle Palaeolithic culture (Stillbay) after a late Acheulean and had received the Upper Palaeolithic advances (Magosian, Ishango, Wilton)." (34:6:116)

31. "In the Near East during the third millennium B.C. increasing specialization of labor and the arts of irrigation, metallurgy, geometry and politics promoted a huge expansion of population and development of the first cities in Sumer and Akkad, Egypt, Iran, the Indus valley and, later, Western China, Anatolia and Crete." (34:6:116)

32. "The peoples who achieved the first real civilizations were mixed, and mixture of peoples and ideas was certainly the engine of civilization. The people involved were for the most part white and Mongoloid, with Negroes taking part also in Egypt and Ethiopia, and to a small extent Greece and the Mediterranean." (34:6:117)
33. "But the social energy for the achievement of civilization is not merely biological. By far the most important factor is the stimulus to men's minds of suddenly meeting ways of life, ideas, devices, and objects foreign to them." (34:6:117)

Interpretations on the history of ancient river valley civilizations

R. Coulborn (34:7:118-146)

1. "There are today in the scholar's repertory five ancient river valley civilizations." (34:7:118)

2. "Of the five valley societies two are relatively well known, Egypt in the Nile Valley and Mesopotamia in the Tigris and Euphrates and some of their tributaries. Settlement began in these valleys before the end of the fifth millennium B.C." (34:7:118)

3. "India may just possibly have been as ancient as Mesopotamia and Egypt. More probably it is a little less so." (34:7:118)

4. "Fourth in the Old World comes the Yellow River Valley, where the civilization of China first arose and where it has flourished ever since and still does today. . . . Settlement began there probably at some time in the first half of the third millennium B.C." (34:7:119)

5. "The remaining valley civilization, the Andean civilization, is in the New World, on some of the many
short rivers which cross the coastal desert of Peru from the Andes to the Pacific Ocean." (34:7:119)

6. "Besides the primary valley civilizations there were two others, which, however, did not arise in river valleys, the Cretan, Aegean, or Minoan civilization, based chiefly, probably originally, in the island of Crete, and the Middle American civilization, which spread out in a series of different centers from the valley of Mexico to coastal Vera Cruz and Chiapas, in which last territory it probably originated." (34:7:119)

7. "It would be reasonable to give here a definition of a civilization, but this is hardly possible even today, and it is as well to be clear that it is not a simple matter. The most important point to observe is that the formation of the primary civilizations was a definite and vast change in the status of humanity." (34:7:120)

8. "All the primary civilized societies have, in fact, been built up on a foundation of a number of primitive societies conglomerated together, and the latter societies have all been grain cultivators, the species of grain varying largely." (34:7:120)

9. "But, connected with the vast importance of agriculture is an elementary fact which must never be forgotten: agriculture did not necessarily lead on to civilization - again, no necessity." (34:7:121)
10. "That no civilized society has ever yet been formed by peoples who were not grain cultivators does not, in the last analysis, mean that no civilized society could have been, or could not in the future be, formed by non-grain cultivators." (34:7:121)

11. "In the river valleys grain agriculture (as well as other cultivation) prospered enormously for the reason that every year the rivers brought down at their floods enormous quantities of alluvium-bearing waters, leaving the alluvium as a thick deposit wherever the waters spread. . . . This is one of the permanent and essential features of river valley societies." (34:7:121)

12. "Nemesis has awaited the societies, however, in that the bounty of nature has led them invariably into over-population, and sometimes after that into collapse, usually through failure to maintain elaborate water controls and distribution, themselves the product of population pressure." (34:7:121)

13. "The egregious prosperity of the river valley societies and dangers besetting them in their relations with their physical environment serve as a measure of the magnitude of the initial task of setting up civilized societies in the valleys." (34:7:122)

14. "Nobody doubts now, I think, that the struggles both to interfere in the natural growth of plants -- agric-
culture, that is — and to create great social-economic superstructures -- civilized societies, that is -- were mediated and inspired by religion, and that every civilization was first brought into existence by peoples who had come to believe that, by a very special means, they had entered into creative partnership, under their leaders, with powers which controlled the universe." (34:7:123)

15. Attempts have been made to say how soon after settlement in the valleys the rise of civilization began. They have not been very successful. The fact is that no criteria can be agreed on for what marks a civilization." (34:7:123)

16. "If it is accepted that every civilization began with a new religion -- and we know this for all civilizations and major revivals of civilizations in historic periods -- then the valley primary civilizations (and the other two primary civilizations) must have begun before the material remains of cities, great art and other characteristic material products, are found by the archaeologist to have come into existence." (34:7:124)

17. Evidence shows that the need to control the waters of a great river unitarily, from a single center, does not explain the formation of the single great states we know well for each of three of the valleys of Egypt, Mesopotamia and China. (34:7:125)
18. "The novelties in the course of the subsequent history of the five river valley civilized societies are far fewer than those which cluster about their origins." (34:7:126)

19. "The history of Mesopotamia divided into two periods, which means two ages of rise, culmination and decline." (34:7:126)

20. "For Mesopotamia, then, the first cycle ended in the post-Hammurapi period, between the sixteenth and the twelfth century B.C. The second cycle, encompassing Alexander the Great's conquest of the territory in the late fourth century B.C., lasted until either the first century B.C. or the first century A.D., whenever it was that the unmistakable style of the arts and thought of the civilization finally petered out." (34:7:127)

21. "The end of the Mesopotamian Society, that is to say, the end of its second cycle, is equated with the end of the cult -- of Marduk and Anu, Enlil, Enki, and Ninhursaga-Astarte and corresponding local deities in other regions than Babylonia." (34:7:127)

22. Mesopotamia "was succeeded within the valley territories and surrounding extensions by a different society, the Iranian Society, known to most people by its two successive political organizations, the Parthian and Sasanian empires." (34:7:127)
23. The empire which Hammurapi ruled was a short-lived revival within a limited area only of the earlier empires and it is important that students should know that Hammurapi's law code was used as a temporary halt in the decline of the society towards the end of its first cycle. (34:7:128)

24. "It is no longer new knowledge, either that very early government in Mesopotamia was of a kind which has long been called 'primitive monarchy.'" (34:7:128)

25. "But kings, called in Sumerian en, were also, or became also, priests, and, taking advantage of their priestly quality, they soon began to seek to resist their councils and to appeal to ordinary warriors, or merely ordinary citizens, for support." (34:7:128-129)

26. "There is no clear interpretation of events in this fairly long period from 3500 to 2500 B.C. It looks as if there were both lay and ecclesiastical oligarchies, but we cannot be sure that there was an age of lay oligarchs." (34:7:129)

27. "The records do not show an age of democracy in Mesopotamia, as in Greece." (34:7:129)

28. "There are two clearly marked cycles in the known history of ancient Egypt and an interesting, if rather obscure, epilogue, which may well prove to be a third cycle, truncated and warped in its development." (34:7:130)
29. The "latest new knowledge about Egypt is the remarkably strong influence about 3000 B.C. of Mesopotamia on the civilization of Egypt." (34:7:130)

30. "The change wrought in Egyptian culture by this process of diffusion from Mesopotamia was certainly one of the greatest and most rapid which has ever occurred in the history of civilized societies -- and it is one whose meaning is not yet by any means fully understood." (34:7:131)

31. "The last decade has seen little addition to knowledge about the valley origin of the Indian civilization. There are, consequently, no special problems upon which important new light has recently been shed." (34:7:132)

32. "Archaeological evidence for the first Indian cycle suggests only a small amount of borrowing in India by diffusion from Mesopotamia." (34:7:133)

33. "Although there is no archaeological evidence dating earlier than 2500 B.C. for India, it is obvious that the society did originate earlier. It is almost sure that it was there in 3000 B.C., but no further guesswork is warranted." (34:7:133)

34. "It is now fairly clear that the decline of the society (India) at the end of its first cycle was followed directly by, was in all likelihood the occasion of the Aryan invasions." (34:7:133)
35. "We consider here the first two cycles of Chinese history, the first from origins about 2000 B.C., earlier, or, less probably, later, to the period of decline towards the end of the Shang regime during the last centuries of the second millennium B.C., and the second from the age of transition until a new age of transition from the late days of the Posterior Han Dynasty in the second century A.D. until the late fifth century A.D. when the third cycle was well started." (34:7:134)

36. "In the last decade or so, a lot of work has been done on origins and on the first cycle and a lesser, but nevertheless important, amount on the second cycle." (34:7:134)

37. "The origin of the civilized society in China is still shrouded in mystery. The Shang Dynasty is now known to have been authentic at least from the time when it had its capital at Anyang from early in the fourteenth century B.C." (34:7:134)

38. "The earliest settlers established themselves on tributaries of the Yellow River in the loess country in what are now the provinces of Shensi and Shansi." (34:7:134)

39. Chinese civilization took its rise some time in the second half of the third millennium B.C. "while the Chinese people, as they may now be called, struggled with
the problem of the descent of the waters of the Yellow River's tributaries below the levels of the land in the loess hills and with the turbulence of the Yellow River itself wherever the level of the land fell near to the level of the river." (34:7:137)

40. "The next matter on which light has fairly recently been thrown is the development of the Chinese polity during the second cycle, specifically upon the feudal order in the Chou period and its transformation in the face of the rise of nations." (34:7:137)

41. There were remarkable similarities between the feudal institutions in medieval Europe and those in China during the Chou Dynasty. (34:7:138)

42. One fundamental and pervading dissimilarity "was that China in the second cycle completely lacked the dichotomy of church and state found in some degree in most civilized societies." (34:7:138)

43. "A very special quality of the Chinese feudal­ity was that it was based, so the authorities suppose, in walled and fortified towns." (34:7:139)

44. "It has been little understood until very recently that, in China, feudal institutions were over­taken and gradually subjected to national governments." (34:7:139)

45. "The formation of national political institu­tions was the largest single preoccupation of the so-called
'Hundred Schools' of philosophers, which flourished in those two centuries and, to a lesser extent, in later centuries." (34:7:140)

46. The victory of the Ch'in nation, ending the period of the Chan Kuo (fighting states) in the fourth and early third centuries, unified the society and thereby established the first empire under Emperor Shih Huang-ti in the second cycle of Chinese history. (34:7:140)

47. "Knowledge of the history of the Andean Society, last of the five valley civilizations, has made remarkable progress since 1948." (34:7:140)

48. "Today we know that the Inca regime was a brief final stage, of half a century, less or more, in a history covering nearly a millennium and a half." (34:7:141)

49. "We know, further that the society began its existence, and indeed ended it in reality too, as a valley society, established on the rivers crossing the narrow coastal desert which runs from Ecuador to Chile and is today for the most part in Peru." (34:7:141)

50. "The high Andes contained territories into which the society extended in its later days, and one of the latest, highest, most remote and culturally simplest was the Inca territory." (34:7:141)

51. "The rise of the society was clearly mediated by the formation of religion, and the society was then led,
so some extent governed, by priest. This stage of development lasted about a thousand years from about 1000 B.C., or a little later." (34:7:141)

52. "It began probably on the rivers Chicama and Viru, perhaps on the Moche between them also, and steadily extended southward towards the middle of the coast of Modern Peru." (34:7:141)

53. This early period in Andean society "is described by scholars now usually as the 'Formative' period." (34:7:141)

54. "There follows what is usually called the 'Classic' period. It was in all likelihood an age of nations, when lay authorities took over from the religious leaders in, so far as we can tell, a gradual and peaceful manner." (34:7:142)

55. It was the 'Classic' period "that the various arts were brought to their highest development." (34:7:142)

56. It was also during the 'Classic' period when material culture expanded and so with the boundaries of the society. (34:7:142)

57. "Perhaps about 500 A.D., or somewhat later, a great conflict" broke out when from the far south two cultural waves burst northward, the first from Tiahuanaco, the second from Huari. (34:7:142)
58. "The Tiahuanaco-Huari movement began what is called the 'post-Classic' era." (34:7:142)

59. "The characteristics of the post-Classic, including the short imperial regime of the Incas, are magnitude and rather poor quality." (34:7:143)

60. "It is usual to say that, in the Formative Period and, no doubt, in the pre-Formative, there was much diffusion from Middle America to Peru. In the late days, before the Spanish conquest, however, there was considerable diffusion in the other direction." (34:7:144)

61. "Every civilized society in every cycle of its history tends to pass through three main stages, which may conveniently be called 'Age of Faith,' 'Age of Reason,' and 'Age of Fulfillment,' and afterwards falls into decline and disintegration." (34:7:144)

Interpretations on the history of the classical period

M. Chambers (34:8:147-168)

1. "The classical world is best approached by repeated reading of the original writings of ancient historians, such as Herodotus, Thucydides, Xenophon, Arrian, Polybius, Livy, Sallust, and Tacitus. Modern guidance is a necessary supplement to the primary works; it does not replace them." (34:8:147)
2. "It is customary to divide Greek history into the prehistoric and historic periods, with the break at 776 B.C., the date traditionally assigned to the first Olympic games." (34:8:147)

3. "Practically everything that we can be said to know about the prehistoric period has been learned in this century through archaeology and the interpretation of archaeological finds; it is salutary for the world of scholarship to remember that this breakthrough was led by a man outside its own ranks -- the self-taught son of a German drunkard, Heinrich Schliemann." (34:8:147)

4. "To appreciate and understand Greek civilization, it is not necessary to know when the first speakers of Greek entered the Greek peninsula from the Balkas, nor by what route they came there. The ancient Greeks did not know the answers to these questions and tried to piece them out through mythological invention." (34:8:148)

5. "The date remains subject to revision; but after 2000 B.C., and certainly before 1600, persons speaking Greek had succeeded an earlier race (usually called Anatolians), who have gained immortality through the place-names that they gave to such spots as Corinth, Tiryns, and Mount Hymettus." (34:8:148)

6. "Mycenae, also once settled by these Anatolians, was now occupied by Greeks and became the outstanding city of the mainland." (34:8:148)
7. "The Mycenaean Age, by the currently accepted chronology, lasted roughly from 1600 to 1100. It is within this period that the spectacular new discoveries in the general study of antiquity are to be dated." (34:8:148)

8. "The most interesting news has been the recognition of the Greek language in a formerly unread script called Linear B." (34:8:148)

9. "The story of Linear B really begins not in Greece but on the nearby island of Crete, which was the center of a glamorous civilization a few centuries older than that of Greece." (34:8:148)

10. "The Schliemann of Crete was Sir Arthur Evans, a thoroughly trained classical scholar and wealthy devotee of the Balkans." (34:8:149)

11. It was Michael Ventris who was able to establish during 1952 that the Linear B script found by Evans was in fact a form of Greek. (34:8:149)

12. With the decipherment of Linear B it "makes clear what we can learn about the private life and to a much lesser degree the public life, of the Greeks who kept their records in this language." (34:8:149)

13. "The story of Linear B is accompanied by two scholarly controversies. First, a small number of critics flatly deny that the decipherment is correct: . . . .
Second, the chronology as given above has also been denounced." (34:8:150)

14. The date of the Trojan War "is another chronological problem that shows how cautious we still need to be in reconstructing early Greek history." (34:8:151)

15. "Only in a loose sense can the poems of Homer be called historical works; but since they preserve the legend of the Trojan War and contain at least historical nuggets here and there, the historian must know Homer and try to keep abreast of Homeric scholarship." (34:8:151)

16. "The invasion of the mainland by the latest strain of Greek-speakers, the Dorians, was complete by 1100. . . . The immediately following centuries are often called the Dark Ages, because we know so little about them." (34:8:153)

17. "We are sure that the tempo and achievements of Greek civilization spurted forward in the middle eighth century. It is also now that the typical Greek city-state or polis begins to appear in historical record." (34:8:153)

18. "Typically, a Greek polis was ruled by a king whose power was hereditary; he was advised by a council of senior men, called the gerousia in Sparta and the boule in Athens (this group later called itself the Areopagus council, from the hill on which it met)." (34:8:154)
19. "Sparta avoided tyranny, largely through a strict military reorganization of her society." (34:8:154)

20. "The major danger to a sound historical interpretation of Sparta is our lack of sympathy for her way of life." (34:8:155)

21. "Sparta was not a military dictatorship or despotism." (34:8:155)

22. "The Greek state about which we are best informed is Athens." (34:8:155)

23. "It is true that the Greeks discovered the notions of individual liberty and self-government -- notions scarcely conceivable in the great kingdoms of the Near East. But perhaps these might discoveries were due more to the natural pugnaciousness of Greeks than to their awareness of a sacred ideological mission." (34:8:156)

24. "In daily life, too, the ancient Greeks did not always conform to our romantic picture of them." (34:8:156)

25. On the question of changes in the Athenian constitution, we "must therefore try to reconstruct our own history of the Athenian constitution, using the data given by Aristotle where testing seems to certify them, but not merely accepting his authority by saying, 'Aristotle himself tells us...'" (34:8:157)
26. "The subject is too complex for treatment here. But we may repeat that the Greeks tended to look on the development of their institutions as having been guided by a series of beneficent lawgivers who were consciously aiding the progress of the state." (34:8:157)

27. "Much fruitful work has been done within the last four decades on the Athenian Empire." (34:8:157)

28. "The greatest figure of the fourth century was Alexander. His military achievements are astounding, but historical interpretation of his policy and character has been stultified by the unfortunate ideas of the eloquent Sir William Tarn and those who have followed him." (34:8:158)

29. "Alexander's death, in 323, is traditionally taken as the beginning of the Hellenistic Age, which may be conveniently closed with the death of Cleopatra, the last Macedonian monarch, in 30." (34:8:158)

30. Though the political events of the Hellenistic Age are bothersomely complex there are good sources of information for this period. (34:8:158)

31. Progress in the study of Roman history consists largely in trying to improve the work of Theodor Mommsen, who in his *History of Rome* "transformed every branch of Roman history that he did not personally invent." (34:8:159)
32. A new method being used in the study of Roman history is the "'prosopographical' method -- the precise study of friendships, marriages, divorces, debts, and whatever other personal matters could have influenced the politics of a given man." (34:8:160)

33. Down to 1939 the work of the school using the prosopographical method had been almost entirely in German. (34:8:161)

34. "But prosography alone will not enable us to write Roman history; we shall always need to come to grips with the ancient historians." (34:8:163)

35. An issue in the study of works by ancient historians is the matter of determining what "may be retained in Livy and what must be discarded." (34:8:164)

36. "By sharpening our notions of the earliest Roman historical writing we can draw inferences as to what might have been available to Livy and his predecessors." (34:8:164)

37. Livy "clearly lacked, because of his poor sources, reliable information about early Rome before the third century B.C." (34:8:165)

38. "For the early Empire our major source is Cornelius Tacitus, whose Annals and Histories cover the years 14-70 A.D. with small gaps where we have lost some of his work." (34:8:166)
39. We must continue to rely on Tacitus, "but we cannot allow his literary skill to blind us to his critical shortcomings." (34:8:166)

40. "Yet we must not become slaves to chronology. No empire really 'fell' in 476, since Odovacar was recognized only in Italy and was merely one local dynast who succeeded another. Even more important, the Eastern Roman Empire, centered in Byzantium, went on until the fall of that city in 1453." (34:8:167)

41. On the problem of why the Empire fell in the West, we have rather to construct a synthetic view; "and we cannot assign a percentage value to this or that cause." (34:8:167)

42. "And the fall of Rome was not the definitive collapse of an ancient empire without a legacy. . . . We need history to learn where we have been and where we came from, and we came from the Roman Empire." (34:8:167)

43. "We must also approach the conditions of antiquity in the manner of people alive at the time." (34:8:168)

Interpretation on the history of the medieval period
G. C. Boyce (34:9:169-191)

1. "Without censoring or chiding men of an earlier day, we must understand that medieval studies until rela-
tively recently were largely confined to the study of political and legal institutions, theology and ecclesiastical history, and were too often a dreary chronicle of a succession of kings and princes who rarely seemed to have been men of flesh and blood." (34:9:169-170)

2. "By learning more and more to ask the right questions and by daring even to ask some that can be challenged as inappropriate, we learn that an age once traditionally described as 'dark' had remarkable vitality and exuberance." (34:9:170)

3. "He who would understand the Middle Ages faces the eternal problem of its emergence from a Roman past and must for himself at least ask when and why Rome fell." (34:9:170)

4. Determining when and why Rome fell is no "new problem and it is one popularly believed to have been solved long ago. Historians know otherwise and still devote laborious hours seeking an answer that may never be found." (34:9:170)

5. Henri Pirenne, the great Belgian historian, believed that "basic features of the Roman world persisted until a closing of the Mediterranean by expansion of the Muslim world." (34:9:171)

6. "If Pirenne accomplished nothing else by entering the battle of periodization in historical studies,
he continues to force those who would cling for explanation of change to cherished dates like 312, 330, 476, 565 and others to examine the presuppositions of their claims." (34:9:172)

7. "We are now well supplied with easily available works if we wish to examine this problem of shift from one age to another." (34:9:172)

8. "Among the major issues that perplexed a Western world in the age of transition from ancient to medieval times was first the conflict between paganism and the new Christian ideals and claims." (34:9:173)

9. "Many distinguished writers have been drawn to examine this major problem which must be faced if the intellectual and cultural history of the Middle Ages is to be comprehended." (34:9:173)

10. "We are supplied with excellent introductions to the involved history of the early Middle Ages." (34:9:175)

11. "In all probability we now possess the complete corpus of extant writings for the period and hardly anticipate the discovery of new and hitherto unknown sources. Nevertheless new techniques of investigation, archeological 'finds,' aerial photography, linguistic and demographic studies are adding to our understanding of this bygone age." (34:9:176)
12. "The history of what happened in the land of the Franks, eventually to be principally the center for Belgian and French civilization, can be marked as of preeminent importance and problems concerning it readily command attention; indeed they demand solution, if possible, if we are to appreciate fully later developments." (34:9:176)

13. "However small it may seem in the course of world history, Carolingian civilization must be accorded recognition." (34:9:177)

14. "Of all fascinating problems of Carolingian times -- and there are so many -- none gives way to that of Charles's coronation as Emperor and the consequent addition to his title as King of the Franks." (34:9:178)

15. The "elevation of Charles by title if not actually representing an increase in power, brought lasting changes to the Western world." (34:9:178)

16. "If Charlemagne's new crown was regarded by some as one now rightfully brought back to its original home and the act itself to the basis for elaborate theorizing in later ages about translatio imperri, the Byzantine state had other ideas as to its relative importance." (34:9:179)

17. "During the last decades much has been done to inform Westerners concerning the Byzantine and Islamic worlds." (34:9:179)
18. "Of all the features of the medieval period none has been so continuously baffling as that considered to be so dominant a part of the age and often carelessly used as a synonym for it. The reference is, naturally, to feudalism and all the term implies." (34:9:180)

19. "Even to delimit the era in which feudal institutions flourished is difficult, for what predominated in one age was modified or even transformed in another." (34:9:180)

20. "To establish a generally satisfactory definition of feudalism is a harder task than many suspect." (34:9:180)

21. "If feudal arrangements seem on too many occasions provocative of armed strife, the theoretical aim was to keep the peace in a disorganized world. If feudal power is seen to misappropriate the rendering of justice, the responsibility for rendering true and rightful decisions was its ideal." (34:9:181)

22. "If English feudalism was imposed from above and French feudalism developed from below, both were 'a way of accomplishing certain political acts.'" (34:9:181)

23. "The evolution of feudal forms and practice required more than several centuries." (34:9:181)

24. "The volume of literature on feudalism is enormous and to digest even the best of it requires greater freedom from other tasks than most scholars enjoy." (34:9:181-182)
25. "Until relatively recently those only casually conversant with the history of medieval times pictured the age -- erroneously most now believe -- as perfectly organic, completely harmonious, and somewhat rigid." (34:9:182)

26. "Whatever the term employed, historians admit today the remarkable development in almost all fields of human endeavor, beginning not too long after Europe entered the second millennium of Christian history and ending as the fourteenth century came near." (34:9:183)

27. "That the thirteenth century was a time in which true greatness can be discerned would be hard to deny, but even the full meaning and understanding of its remarkable attainments await further evaluation." (34:9:183)

28. "As seen by some, its civilization has been briefly and not entirely with error called ecclesiastical. However, when carefully examined and minutely explored the thirteenth century provides more than one example of the secularism that would all too soon challenge ecclesiastical dominance." (34:9:183)

29. "If anger is engendered by discovering an intellectual Renaissance in France of the twelfth century, peace may be restored by admitting an economic Renaissance for Italy at the same age." (34:9:185)
30. "One seeks some dominant element to serve conveniently as a prism through which to view this High Middle Age. The more persistent the search, the more elusive becomes the quest." (34:9:185)

31. "If all the changes in European practices between 1095 and the fourteenth century cannot be explained by reference to crusading success and failure, it is not to be inferred that this remarkable series of attempts on the part of the West to meet the thrust of Islam failed in some way to leave an indestructible imprint on European history." (34:9:185-186)

32. "Confusion for the general student develops with his tendency to isolate the armed pilgrimages into the East and with his failure to see them as the active concern of only a minor segment of the total population of Europe." (34:9:186)

33. "In time -- but only after the passing of centuries -- the crusade was recognized as outmoded. But the idea died hard." (34:9:187)

34. "The political structure of contemporary Europe, despite the many shifts of boundaries over the course of centuries, has its basis firmly rooted in the medieval past." (34:9:187)

35. "There are, obviously, hundreds of books devoted to medieval political developments. Now so many of them
are outmoded and some were never completely satisfactory." (34:9:188)

36. "To follow the course of monarchical power in its riches and most dramatic setting necessitates close analysis of what took place in France." (34:9:188)

37. "German history has long perplexed historians. Frequently it has seemed to lose its identity by absorption into the fate of a restored empire, the chicanery of Italian politics, papal and German rivalries, and the debilitating power of localism, ever a threat to centralizing forces." (34:9:189)

38. "If it is true, as has recently been affirmed, that history is 'a subject known for its undertainties, revisions and tentative truths.' ample proof is found in the study of medieval civilization." (34:9:189-190)

39. "Throughout the Middle Ages, and far into modern times, the greater part of European population was predominantly rural. The phenomenal growth of urban communities following the tenth century should not obscure this fundamental fact." (34:9:190)

40. "Only now are we learning to understand the great changes -- and their far-reaching importance -- that occurred in rural areas between 1050 and 1300." (34:9:190)

41. "Once summed up in the word 'scholastic,' the intellectual history of the Middle Ages is now seen to be far more varied, richer and inspiring." (34:9:191)
Interpretations on the history of the renaissance
R. K. Kingdon (34:10:192-212)

1. "The Renaissance was a period of tremendous cultural achievements, particularly in the fine arts and literature." (34:10:192)

2. "This is the aspect of the period which continues to draw the attention of most of the many scholars who study it intensively, and to this aspect of the period the attention of the student approaching it for the first time should be primarily directed." (34:10:192)

3. "About other aspects of this period there has been less agreement among scholars in recent years, and there is even a substantial bibliography of material devoted to defining with precision the real nature of the Renaissance." (34:10:192)

4. "In a general way, however, it can be said that the Renaissance began, geographically, in Italy, and received its most intense and characteristic form in the city-state of Florence." (34:10:192)

5. "Chronologically, the Renaissance can be said to have burst into flame about 1300, with the generation of the poet Dante and the painter Giotto, to have reached its greatest intensity in the fifteenth century, particularly under the patronage of the Medici family of Florentine bankers and statesmen, and to have flickered on into
the sixteenth and even the seventeenth centuries, with varying degrees of strength in various places and periods." (34:10:192)

6. "Beyond problems of definition usually come ones of description. Much of the recent scholarly work on the Renaissance has been devoted to them, and particularly to description of the period's cultural achievements." (34:10:192-193)

7. "Probably the purest expression of this Renaissance reverence for the classics can be found in its studies of the classical texts themselves." (34:10:193)

8. "Knowledge of the languages of classical antiquity, furthermore, came to be an avenue for advancement in the world of affairs." (34:10:193)

9. "Other Renaissance classicists became public figures by their intellectual achievements alone, often by giving them a polemical edge." (34:10:193)

10. "Perhaps the best known of these classicists, however, was Desiderius Erasmus of Rotterdam." (34:10:194)

11. "If the precise study of language was the strength of these Renaissance classicists, thought of a formal and systematic kind was probably their chief weakness." (34:10:194)
12. "The main problem with which it wrestled was the problem of reconciling Christian doctrine with Greek philosophy." (34:10:194)

13. "Imaginative literature of the Renaissance also reflected this general passion for the classics." (34:10:195)

14. "The fine arts provide yet other fields in which classicism played an important part." (34:10:195)

15. For the student becoming acquainted with the monumental achievements in fine arts of the Renaissance period for the first time, "there is no substitute for direct experience of them." (34:10:195)

16. Within the social context of the Renaissance, "one complex of elements which has attracted particular interest has been political." (34:10:196)

17. The classic analysis of the relations between politics and culture -- that politics and culture in the Renaissance are products of a common mentality that is highly individualistic, highly professional, secular if not outright pagan -- has inspired historians up to the present time. (34:10:196)

18. One challenge to the classic analysis of the relations between politics and culture is the view that "Renaissance art represents a signal triumph of the free
human spirit, significantly parallel to that which animated the ancient Athenians after they had beaten off the invading Persians, or that which excited the Romans of the Republic after they had crushed their Carthaginian rivals." (34:10:197)

19. "Yet another suggestive approach to the political history of Renaissance Italy has been recently provided by Garrett Mattingly's artfully constructed Renaissance Diplomacy (London: Jonathan Cape, 1955). . . . And he finds the new professionalism leading to the creation of significant new institutions which have been fundamental to the diplomacy which has attempted ever since to bind together the nations of Europe, and latterly, of the entire world." (34:10:197)

20. "Another complex of elements within the Renaissance social context which has attracted much recent scholarly interest has been economic." (34:10:198)

21. Wallace K. Ferguson believes that "to explain the Renaissance, one must first explain the tremendous boom of industry and trade which made possible the prosperous cities of Italy." (34:10:198)

22. Another thesis is that the "glories of high Renaissance culture were thus made possible not with economic surpluses resulting from heavy profits, but
rather with funds diverted from business by men who possessed substantial amounts of idle capital for which they could no longer find profitable investment outlets."

(34:10:198-199)

23. "Another complex of Renaissance institutions of some importance to this problem of explanation is ecclesiastical. . . . The problems of explaining the exact connections between religion and culture in this period remain complex and elusive, however." (34:10:199)

24. It is necessary for an understanding of many of the problems posed by the study of Renaissance history to go beyond the bounds of Italy and the period of the fifteenth century. (34:10:199-200)

25. France "is certainly one of the countries in which the Italian Renaissance influence was most pervasive." (34:10:200)

26. "Along the northern borders of France run the Low Countries, and into them Renaissance influence, naturally enough, also penetrated deeply. In fact they produced the most prominent of all the northern intellectuals who joined the movement, Desiderius Erasmus." (34:10:200)

27. "Linked to the Low Countries by the fortunes of dynastic politics early in the sixteenth century was the newly united kingdom of Spain. Spain was also linked
politically in many important ways to Italy, and because of these links and the economic ones created by Mediterranean trade, Renaissance influence was deep and pervasive there too." (34:10:200-201)

28. "Political ties to Spain and economic ties to the Low Countries and even to Italy also helped introduce the Renaissance into England, somewhat belatedly." (34:10:201)

29. The entry of the Renaissance to Germany was perhaps ultimately the most fateful since those currents in Renaissance culture which sought religious reform that entered Germany laid the foundation and provided "some of the timber from which the mighty Reformation movement was built." (34:10:201)

Interpretations on the history of the reformation

R. M. Kingdom (34:10:192-212)

1. "In contrast to the Renaissance, the Reformation was above all a period of tremendous religious ferment. From it date many of the religious institutions and religious problems which are still with us." (34:10:201)

2. "It is this aspect of the period which continues to draw most of the attention of the many scholars who
specialize in its study, and to this aspect of the period the attention of the student approaching it for the first time should be drawn." (34:10:201-202)

3. "Although much that was characteristic of the Reformation was anticipated by religious movements which developed in several parts of Europe in the first years of the fifteenth century and even earlier, most scholars would agree that the Reformation proper really began in central Germany, in 1517, the year Martin Luther posted his 95 theses on indulgences upon the church door in Wittenberg." (34:10:202)

4. "A considerable amount of the scholarly energy devoted to this period recently has been spent, by both historians and theologians, on the precise description of the ideas of the great sixteenth-century Reformers, and in the recovery of further records of their careers." (34:10:202)

5. "Probably even more scholarly energy, however, has been devoted to the judgment, the interpretation, and the contemporary application of the information stemming from the discoveries and the editions of the technicians." (34:10:203)

6. "The problem of explaining the religious psychology of the Reformation must lie near the center of any attempt to understand the period as a whole. It also
raises a number of problems of substantial independent interest." (34:10:203)

7. "Of all the religious leaders of the Reformation, the one who has drawn the most psychological scrutiny is certainly Martin Luther." (34:10:203)

8. "Not just the psychology of individuals is enough to explain the early Reformation, however. The psychology of groups must also be considered, to explain the amazing speed with which men like Luther, Calvin, and Loyola won to their opinions millions of their fellow men." (34:10:206)

9. An approach to the application of the concept of "charismatic leadership" to the Reformation phenomena "can perhaps be found in work on the actual techniques by which Reformation religious leaders passed on their ideas. Fundamentally, these were the techniques of preaching and printing." (34:10:206)

10. "Some of this work on the ways in which Reformation doctrines spread is obviously related to the second problem which has attracted considerable interest among recent generations of historians: the problem of the Reformation's impact on society." (34:10:208)

11. "Religion had been closely tied to education for centuries in Europe, and that tie remained strong during the Reformation." (34:10:208)
12. "Religion also became closely tied to politics during the Reformation although with bonds which are less obvious and direct than those which were forged with education." (34:10:208)

13. "Religion was also clearly tied to business during the Reformation. The precise nature and significance of this link, however, remain subjects of continuing and often bitter controversy." (34:10:209)

14. "Relations between the religious groups spawned by the Reformation could not always be limited to the relatively impersonal competitions in developing educational systems, in waging wars, and in encouraging different business arrangements, however. At times direct confrontations became inevitable." (34:10:209)

15. "Most of these confrontations were hostile; only occasionally were they friendly. Of the hostile forms of confrontation, the most common was direct persecution." (34:10:209)

16. "At times during the Reformation there were direct confrontations between religions which took the form of face-to-face meetings of leaders in church councils, in secular assemblies, or in public debates arranged by governmental authorities." (34:10:210)

17. "Other scholars, informed by the same concern, have examined in detail the reforms of the Roman Catholic
Church during the sixteenth century, to see what room they leave for more general reunion." (34:10:210)

18. "Finally, the radical movements upon the fringes of the Reformation are attracting substantial scholarly interest today, and work upon their histories is proceeding as rapidly as in any field of research on the Reformation." (34:10:211)

19. "Those among these radical groups which practiced primitive communism have naturally attracted the interest of Marxist historians. In fact their history stimulated publications by such prominent early Marxist leaders as Engels, Kautsky, and Bernstein." (34:10:212)

20. "Occasionally the intense ideological pressures generated among these radical groups and as a consequence of their conflicts with more established groups created a rather exotic individual, who really does not fit in any category." (34:10:212)

21. "At any rate, the modern problem of the individual in rebellion is one of many which are at least fore-shadowed and illustrated by European history during this period." (34:10:212)

Interpretations on early
Modern European history

J. B. Wolf (34:11:213-236)

1. A good point of departure in understanding the "new viewpoints" and new interpretations in this field is
James H. Robinson's *An Introduction to the History of Western Europe* (1902) where "the era between the Reformation and the French Revolution became almost a 'moral-ity play' in which the forces of freedom ranged against those of authority." (34:11:213)

2. Another important text as a point of departure is C. J. H. Hayes, *A Political and Social History of Modern Europe* (1916) where like Robinson, "he followed French Republican and English Whiggish historians to make the seventeenth century a contrast between the rise of liberal representative institutions and autocratic ones; he was obviously looking forward to the era of 'Liberty, Equality, and Fraternity.'" (34:11:214)

3. "In 1929, however, James Harvey Robinson joined with Charles A. Beard to produce a new text, *The Development of Modern Europe*, to challenge the '1500 to the Present' organization." (34:11:214-215)

4. Carl Becker in 1931 produced a text for high school students and though he was undoubtedly one of the most loved and respected teachers this text did not always reflect his great learning and insights. (34:11:215)

5. Of the several motifs that were reflected in the high school texts written since 1930 is an emphasis placed upon "'national histories'; as the texts became larger
each of the separate states in Europe received more and more attention." (34:11:216)

6. "The second characteristic that emerges during the thirties is on the opposite end of the scale, namely the tendency to expand the area of interest both in time and in space: in other words, the emergence of 'world history.'" (34:11:216)

7. "Perhaps the best way to present the 'new viewpoints' developed by twentieth-century occidental historians would be to call attention to the several comprehensive and scholarly series that have appeared since the war of 1914-1948." (34:11:217)

8. The series Propylaen Weltgeschichte edited by Walter Goetz presents "a picture of European history from the German viewpoint" and the volumes "that deal with early modern Europe should be regarded as a summary of German historical scholarship of the pre-1914 era." (34:11:217-218)

9. The volumes of Professor David Ogg and Professor George N. Clark in the projected six-volume English series on the history of Europe under the editorship of Professor E. Lipson in the mid-1920's are "in the mold of British scholarship forged by the Cambridge Modern History of the immediate pre-1914 years." (34:11:218)
10. "The next important series appeared in the 1930's under the direction of Louis Halphen and Philippe Sagnac with the title *Peuples et Civilizations, Histoire Generale*. . . . In these volumes intellectual history was presented more or less as an afterthought, for the principal interest was in the field of politics." (34:11:219-220)

11. "About the same time that this French series was projected, a group of American scholars under the leadership of Professor William Langer, with the encouragement of Harper and Brothers, undertook to publish a series under the title, *The Rise of Modern Europe*." (34:11:220)

12. During the Second World War, "French scholarship began the production of an important historical venture, the series, *Clio, Introduction aux Etudes Historiques* in which the monographic work of the preceding half-century was brought together and rationalized. It then became apparent that the important problem of the seventeenth and eighteenth centuries had emerged as the centralization of power in the face of disruptive forces that attempted to check the rise of royal authority." (34:11:220-221)

13. "The next important works to appear were the belatedly completed volumes of the Langer series. . . . The three volumes dealing with the seventeenth century were all written by men trained in other areas than the ones in which they wrote." (34:11:221)
14. "The next significant historical series to appear was the seven-volume *Histoire des Civilisations* under the direction of Mauric Crouzet. The volumes that bear upon our present topic were written by Professor Roland Mousnier; they are perhaps the most valuable single contribution to our understanding of this period that have been published up to the present time." (34:11:225)

15. "The next important series publication to be undertaken was *The New Cambridge Modern History*... Unlike the earlier publications, however, this one attempts to give a larger 'European' reading to the story, and does include a great deal more material on intellectual and social history--almost absent in the earlier one." (34:11:226-227)

16. "Another series, superficially similar to the Cambridge history, is the *Historia Mundi* published in Switzerland under the editorship of Fritz Valjavec with the cooperation of the Institute for European History at Mainz." (34:11:227)

17. "There are a number of other recent books that should be mentioned because of their interpretations of European history." These are Sir George Clark, *War and Society in the Seventeenth Century*; M. Roberts, *The Military Revolution 1560-1660*; Delbruck, *Geschichte des Kriegskunst*; M. S. Anderson, *Europe in the Eighteenth Century*;
and John B. Wolf, *The Emergence of European Civilisation.* (34:11:228)

18. "It must now be apparent that the problem of the historian is like that of men concerned with other disciplines. He is fully aware that there is an underlying reality that he studies, but in the case of history this reality is so complex, so hidden, so difficult to discover, that the historians' explanations of it are always incomplete." (34:11:229)

19. "An essay that failed to mention some of the more important studies that are now available in paperback editions, or that neglected to call attention to some of the more significant research that will probably influence future conceptions of this period, would obviously miss the mark." (34:11:230)

20. "There are two important paperbacks that deal with the relationships between Europe and the non-European world." These are Percy Sykes, *A History of Exploration* and J. H. Parry, *The Establishment of the European Hegemony, 1415-1715.* (34:11:230)

21. "There have been a number of interesting books dealing with problems in the history of Europe in the last of the sixteenth and the first half of the seventeenth centuries." These are Garret Mattingly's, *The Armada*; C. V. Wedgwood, *The Thirty Years War*; C. V. Wedgwood, *Riche-
lieu and the French Monarchy; and C. J. Burkhardt, Richelieu, His Rise to Power. (34:11:231)


23. "English historians, too, have made considerable changes in the traditional picture of English history under the Stuarts and Hanoverians." (34:11:232)

24. "Economic interpretations of history became fashionable before 1914, but the triumph of a Marxist revolution in Russia and then the coming of the depression of 1929 greatly stimulated the study of economic history and the use of economic interpretations of historical processes." (34:11:233)

25. "Finally, the reader cannot have missed the suggestion that those last three decades have greatly increased our understanding of the intellectual history of this
period, particularly of the seventeenth-century scientific revolution." (34:11:234)


27. "In the last twenty-five years there have been a large number of monographs dealing with the history of science." (34:11:235)

28. "There are two other stimulating paperbacks that should be consulted by anyone interested in the intellectual development of western Europe." These are Ronald A. Knox, *Enthusiasm, a Chapter in the History of Religion* and Ernst Cassirer, *The Philosophy of the Enlightenment.* (34:11:235)

29. "No longer dominated either by the nationalist's idealism nor by bourgeois individualistic egoism, the historians are asking large and more important questions of this fascinating stretch of human experience." (34:11:235)
Interpretations on the Nineteenth Century in European history

E. N. Anderson (34:12:237-259)

1. "Events in the twentieth century have forced us to re-evaluate the history of the preceding period, and especially that of the nineteenth century, a time span covering the years from roughly 1800 to 1914." (34:12:237)

2. "We now recognize that Europe had much less impact upon the rest of the world in that century than it has had in the present one: its imperialistic activity was just beginning in most cases--Japan was the great exception--to break the traditional routine and to arouse forces which only in the next century became dominant and led to political independence." (34:12:237)

3. "We find that in the nineteenth century Europe began to create a culture based upon science and industrial technology, popular education and popular participation in government that was new in history and set objectives, especially in the present century, for all peoples of the world." (34:12:237)

4. The spread of the white population to different parts of the world in the nineteenth century laid "the basis for the shift in the balance of cultural forces
among the races that is occurring with such speed at the present time." (34:12:237)

5. "We now understand that the European peoples, to a greater or less extent depending upon country or region within the country, went through a structural change in their total cultures comparable in scope and depth to that which the underdeveloped peoples of the world, including those of parts of Europe--Spain or southern Italy or remote areas of France, for example--are undergoing at present." (34:12:237)

6. "Our interest therefore in the period have shifted from the political history of an elite ruling group, from diplomatic history, and from the history of theories and ideas in a social vacuum to analysis of all aspects of life." (34:12:237-238)

7. "No single book or series of books can be recommended as a synthesis of the life of the century. . . . We therefore must turn to special studies and to sources made available in recent years as providing by all odds the most interesting and rewarding means of insight." (34:12:238)

8. "We need to note, too, that in our concern to understand social and institutional change we are slowly de-emphasizing national history--the history of France,
of Poland, etc.—and emphasizing the common European patterns that we meet." (34:12:238-239)

9. Scholars have now begun to deepen our knowledge of the structural change in Europe "by studying its impact upon the urban physical scene." (34:12:239)

10. "Although as yet we lack scholarly studies of social life in expanding urban centers, we are well supplied with contemporary novels that serve the purpose." (34:12:239)

11. "When we realize that the overwhelming majority of the population at the beginning of the century consisted of peasantry, that in all countries at least of Europe by 1914 the relative percentage of these to the entire population had declined, and that in many countries the peasantry had even become a minority of the population, we begin to appreciate the magnitude of social change which overtook Europe." (34:12:240)

12. "We learn that conditions among the peasantry differed from country to country: peasants were worst off in Eastern and Southeastern Europe, in Spain and Portugal, and in southern Italy; they fared best in countries with a vigorous industrial economy that in turn gave a marketing incentive to peasant activity and an outlet for surplus rural population—Germany, France, Great Britain, the small countries of Northern Europe." (34:12:240)
13. "The role of civil rights, of the bureaucracy, and of the ruler in conservative society, especially in the era of Metternich, has received treatment in depth hitherto lacking in works in English." (34:12:241)

14. "We lack comparable studies in English for other countries of Europe, although Acton has given us a book on the Bourbons in Sicily which permits us to understand the problems and intentions of a line of rulers which he shows did not deserve its reputation as being among the most depraved in Europe." (34:12:242)

15. "The decisive role of war in the twentieth century and the ever-increasing significance of the military in our life have aroused our interest in the social and political history of the military profession during the nineteenth century." (34:12:243)

16. "The process of industrialization has been analyzed and interpreted in two works, one by Rostow, the other by Polany, both supplying concepts to indicate the stages in the process." (34:12:244)

17. "There is no comparable work dealing with the social or political or cultural changes that took place, and special works published recently in economic history of the nineteenth century are not written with any such general framework in mind." (34:12:245)
18. "Knowledge of the persons who made the industrial revolution in England has been available to some extent in studies by Clapham and others. We still lack any comparable information in English about the entrepreneurs on the continent." (34:12:246)

19. "According to our present knowledge these individuals, as in England, came from any and all classes; a majority, however, came from the old middle class, the commercial bourgeoisie of pre-industrial society." (34:12:246)

20. "The emergence of the bourgeoisie and of its industrial instruments entailed the formation of a working class so large in size and so essential to the functioning of the new society as to be unprecedented in history." (34:12:247)

21. "Historical research has for many years analyzed this group in England in terms other than those of Marxism, whereas continental movements have tended to be discussed primarily as manifestations of radical efforts --socialist, communist, anarchist, etc.--to transform society." (34:12:247)

22. "Several recent studies in English show that the approach to the subject is changing. Where did the huge increase in industrial workers come from? What adjust-
ment to industrial existence did they undergo? We learn that many workers were of peasant origin." (34:12:247)

23. "The vital significance of radical ideas such as communism, national socialism, facism, syndicalism, and anarchism in the twentieth century in changing the course of history has evoked a great interest in the beginnings of these ideological movements in the nineteenth century." (34:12:249)

24. "The character and role of radical intellectuals have stimulated more interest as yet than have the actual conditions that gave rise to radical ideas and plans." (34:12:249)

25. "The historical treatment of the culture of the century has been greatly enriched during the past two decades. The volumes produced vary in character and purpose, for there is as yet no accepted method for relating ideas, art, literature, music, etc. to society." (34:12:250)

26. "The nineteenth century is regarded as a time of decline in the appeal of orthodox religion to society." (34:12:252)

27. "Scholars are studying the nineteenth century to learn what attitude the churches took toward political, social, and economic changes and what degree of success they reached in their effort." (34:12:252)
28. "The study of nationalism in the nineteenth century has changed profoundly in nature in recent years as we have experienced the impact of this ism upon reality, in Nazism and fascism and in the many forms that it has taken in the colonial and underdeveloped countries." (34:12:253)

29. "The numerous volumes of Carlton J. H. Hayes and, more recently, of Hans Kohn about nationalism concentrated upon the history of ideas and so did not prepare us to understand the real force of the living ideas in society." (34:12:253)

30. Recent trends in writing political history tend "to explain political events by means of an analysis of all the forces that brought to bear upon an event." (34:12:255)

31. "We do possess a few books that are useful for analyzing particular countries." (34:12:256)

32. The tempo of change in Europe during the nineteenth century "was so fast that neither individuals nor society could keep pace psychologically or institutionally with this material transformation, so that in 1914 European society, to a greater or less degree, appears in confusion." (34:12:258)

33. "The confusion was least in Great Britain, where there had been long experience with the stable institu-
tions of parliamentary government, local self-govern-
ment, civil rights, and social mobility among classes." (34:12:258)

34. The confusion "was greater in a country like
Russia, where there had been a minimum of such experi-
ence." (34:12:258)

35. "The most powerful country in Europe, perhaps
in the world, was Germany, which only a half century
earlier had been little more than 'a geographical
expression.'" (34:12:258)

36. "France by 1914 had lagged behind economically
and militarily, divided by social antagonism between
labor and bourgeoisie, between conservatives and liberals
of many shades, between Catholics and anti-Catholics,
between nationalists and internationalists." (34:12:258)

37. "Austria-Hungary for decades had been suffer-
ing internal nationality conflicts that threatened to
disrupt the monarchy; the recent onset of industrializa-
tion had deepened the general antagonism." (34:12:258)

38. "It took two world wars to demonstrate that
the United States had come farther in the process of
industrialism than any state of Europe." (34:12:258)

39. "Most of the rest of the world in 1914 lay
open to exploitation by colonial powers; only certain
areas such as India or China had begun the drive toward
independence." (34:12:258-259)
40. "Thus the nineteenth century was Europe's greatest period of creativity and power, the period when, in spite of the internal weaknesses in each country, in spite of international dissension, in spite of class conflict and nationalistic hatreds, Europe was the center of the universe." (34:12:259)

Interpretations on the Twentieth Century in World History
C. Leonard Lundin (34:13:260-284)

1. "Caught in the midst of the twentieth-century turmoil, the historian and the teacher cannot survey the events of their century with either detachment or ample knowledge." (34:13:260)

2. "This perpetual difficulty is enormously increased in our own times. Never before has there been a century in which civilization is being so profoundly changed, or in which it is more certain that it is going to be changed even more profoundly." (34:13:260)

3. "A dogmatic certainty as to the inevitable course of history may still exist in the minds of some Marxists, even intelligent ones. It seems clear, however, that in the Soviet Union, where official Marxism has been installed longest, there has been for the past decade a decay of certainty." (34:13:261)
4. "The book which will sort out all the confusion of our times and impose some sort of comprehensible pattern has not yet been written, nor is it likely to be written soon." (34:13:261)

5. "In this century we have really moved into the stage of world history. We have seen two World Wars; and world interrelationships are growing ever closer." (34:13:261)

6. "Nevertheless, as the various national and regional currents of world history flow together into one great boiling, turbulent stream, the most important current continues to be that from the West." (34:13:262)

7. The continued influence of Western ideas is a fact in the twentieth century. (34:13:262)

8. Perspective may be derived also by studying the break-up of empires, particularly those in Africa as an example. (34:13:263-265)

9. The revolution in Asia must also be restudied. (34:13:265-266)

10. There is a need for a balanced study of Communist China. (34:13:266-267)

11. The conditions in Latin America also need study and the need for this is shown in the criticism of the United States in Latin America with the situation in Cuba as an example. (34:13:267-270)
12. "Independence from the prosperous West on the part of former colonial or economically dependent territories has not brought, and cannot bring in the foreseeable future, a solution of problems long in the making. The fact is that the gap between the developed and the underdeveloped nations of the world is growing, not shrinking." (34:13:270-271)

13. "In the case of many underdeveloped countries, notably India, the greatest impediment to creating a society of abundance is what is aptly called the 'population explosion,' one of the most significant historic developments of the twentieth century." (34:13:271)

14. "As we have glanced at some of the topics touched on up to now, we have inevitably been confronted again and again, directly or by implication, with the question of what form of government or society has emerged, or is emerging, or can emerge in a particular country or area." (34:13:272)

15. "It is a natural and inevitable occupation of a student of our times, therefore, to study totalitarianism: its background, its functioning, and its possible destruction, decay or modification." (34:13:272)

16. "The most successful form of totalitarianism, communism, is treated in a literature of such staggering
proportions that no one can hope to master it, or even that part of it written in English." (34:13:273)

17. "Within the past decade it has become clear that some of the old assumptions about communism, held either by communists or by anti-communists, are not valid." (34:13:273)

18. "Of greater importance, probably, than geographical fission within the communist area is the possibility of modification within communist countries, and particularly within the Soviet Union." (34:13:273)

19. "Foreign observers have produced a number of books examining the Russia of the 1950's and 1960's, noting changes, and debating the meaning of the changes. But perhaps more interesting are the books which have appeared in the Soviet Union itself representing some degree of nonconformity and of protest, if not against the evils of the present, at least against the evils of the recent past. One of the first of these was the novel The Thaw by Ilya Ehrenburg, . . ." (34:13:275-276)

20. "We must not overlook the fact, either, that the rebellion of youth in the Soviet Union has apparently been confined almost exclusively to literature, music, and the arts." (34:13:278)

21. "If there are perhaps too many books about one totalitarian movement of the twentieth century, communism,
there are certainly too few about totalitarianism of the right—the sort of government and society to which we usually apply the generic word 'fascism.'" (34:13:278)

22. "What is greatly needed, then, for an understanding of our century is a comparative study of fascist movements in many countries." (34:13:279)

23. "As it is, most of the recent books concerned with fascism have concerned National Socialist Germany." (34:13:279)

24. "Such a bizarre juxtaposition of the tender and the monstrously cruel is perhaps symbolic of our century." (34:13:282)

25. The origins of totalitarianism in the late nineteenth and early twentieth centuries have been explored by various writers. (34:13:283)

26. "What I hope I have been able to do is to remind the reader that the life of our times has indeed been a complicated one, that easy answers to hard questions are suspect, and that the cliches of politicians and newspaper editorialists are no adequate substitute for such facts as we may be able to gather and, above all, for thinking." (34:13:284)
Interpretations of Western Europe
since the Second World War
A. D. Mott (34:14:285-303)

1. "For many the war which saw the end of facism implied the triumph of socialism, of which the Soviet form of communism was only the most extreme version." (34:14:286-287)

2. "Meanwhile, the nation states of Western Europe were reduced to feeble administrative entities confronted by a gathering revolt of colonial peoples." (34:14:287)

3. "In retrospect, however, the year 1949, which looked so unalterably depressing, might be seen as a turning point. The airlift to Berlin followed by the counter to aggression in Korea (1950) and Viet-Nam (1954), saw an end to Soviet aggrandizement in Europe and stiff resistance elsewhere." (34:14:287)

4. "Very gradually Europe emerged from the rubble of defeat. Very slowly the attraction to extreme solutions and the mood of pessimism gave way to new affirmation and hope." (34:14:287)

5. "Two refutations slowly dawned. First, there was the refutation of Marxism represented in the rather impossible French world 'embourgeoisification.' Instead of proletarian values, bourgeois or middle-class objectives have increasingly animated European life." (34:14:287)
6. "This phenomenon introduces the second refutation: the Leninist prediction that Europe severed from its colonies was doomed to economic stagnation and social revolution. Instead higher levels of production have been reached than ever before, together with a broader participation in gains, and the appearance of a whole new generation of managers of capitalists." (34: 14:289)

7. "Thus Europe is witnessing the growth of two great regional economic orders; that of the voluntary Common Market in the West, an open society protected largely by United States military power, and in the East the so-called C.E.M.A. Plan under the constraining hand of Moscow, organized militarily under the Warsaw Pact, the Soviet counterpart of NATO." (34:14:291-292)

8. "The standard of living which in 1945 in some parts of Europe was at a bare subsistence level, particularly in Germany and Eastern Europe, began to show signs of recovery by 1949. From 1951-59 there was a surge of improvement which represented as much of a gain in the standard of living as took place in the years 1913-1939. This has been sustained and broadened." (34: 14:295)

9. "The leadership of the fifties has lost the initiative. The plight of Adenauer and Macmillan (and
his successor, Sir Alec Douglas-Hume) is indicative of it; new men are entering the political arena." (34:14:296)

10. "With all these remarkable gains to its credit Europe has not recovered its former position in the world. . . . Europe since 1945 has been dependent for its existence on the military power of the United States." (34:14:296).

11. The military power of the United States in Europe galls De Gaulle and resistance "to America for him heightens not only European awareness and separateness, but it restores the importance of France." (34:14:297)

12. "Two policies intersect in De Gaulle's lofty resistance movement: the integration of Europe into a federated polity and the merger of this federated polity into a formidable Atlantic Community." (34:14:298)

13. "The two cities of Brussels and Paris have become representative of the contrasting objectives at stake in Europe." (34:14:298)

14. Britain is another example of reduced power and continuing pretensions. It must be noted that Britain's entrance to the economic and political affairs of Europe would dilute French eminence, and strengthen the aims of the United States. (34:14:298)
15. "Such is Europe politically, except for the role of Germany. . . . The ascendancy of business over the army is now complete." (34:14:300-301)

16. "The Germans have been expelled from Eastern Europe and destroyed as a traditional state. Germany has been separated into two mutually exclusive social orders, duplicated in microcosm in Berlin." (34:14:302)

17. "Certainly a military confrontation between the two super-powers would not solve the problem of Germany. Only the attenuation of conflict and the development of persuasive contacts between Eastern Europe and Western Europe can effect that." (34:14:302)

18. "Whatever happens it certainly appears that even if European autonomy is compromised, the realm of choice is open. De Gaulle is the advocate of a self-determining Europe, a 'third force' in the world. The policy of the United States is the larger conception of an Atlantic Community. The resolution of these opposite modes will determine the politics of the immediate future." (34:14:303)

Interpretations on Russia and Eastern Europe

Cyril E. Black (34:15:304-331)

1. "The peoples of Russia and Eastern Europe became a subject of importance for American education
and scholarship as a result of the first World War." (34:15:304)

2. "The attitude of Americans toward Russia and Eastern Europe before the first World War was greatly influenced by their primary concern with their own country and with its origins in the Classical world and in medieval and modern Europe." (34:15:304)

3. "The first World War not only placed Europe and America in sharp juxtaposition and compelled Americans with European loyalties to declare their allegiance to their new country, but it also demonstrated to public opinion the importance of Russia and Eastern Europe as concerns of American foreign policy." (34:15:305)

4. "The Wilsonian approach was principally concerned with the growth of political democracy, and tended to assume that the political, economic, and social development of these countries would follow the course pioneered by Western Europe and exemplified by the United States." (34:15:305)

5. "History has dealt harshly with the Wilsonian approach. In Eastern Europe political democracy failed to fulfill its promise, and one by one by governments succumbed to single-party rule and dictatorship." (34:15:305)
6. "The second World War and its aftermath revealed that the Soviet Union had evolved a viable system that could withstand the strains of international conflict, and the defeat of Germany also enabled Russia to extend its system to most of Eastern Europe." (34:15:305-306)

7. "The approach of Wilsonian liberalism, with the emphasis on political democracy and on the model of Western institutions as its principal inspiration, nevertheless still predominates among the older generation of historians and not infrequently finds its way into textbooks." (34:15:306)

8. "A new generation of historians approaches Russia and Eastern Europe not with a lesser respect for human rights and political democracy, but with a greater sense of the diversity of national experiences and of the complexity of social processes." (34:15:306)

9. "It is important to keep in mind this contrast between an older and a newer interpretation of Russia and Eastern Europe, but it will not be the main point of emphasis in the pages that follow since the great bulk of historical writing on this region since the second World War is characterized to a greater or lesser extent by the newer view." (34:15:306)

10. "Those who approach the history of Russia and Eastern Europe for the first time encounter them today as
eight independent states." They are listed in this page with their principal subdivisions and with their area and population. (34:15:307)

11. "An understanding of the peoples of Russia and Eastern Europe must thus be sought in terms of a discussion of those problems that are central to the historical development of this region: The diverse patterns of their traditional heritage; the formation of national and multinational states under modern leadership and the nature of the communist governments that have gained control throughout this region." (34:15:308)

12. "If one wishes to encompass" the diverse patterns of their traditional heritage "in a single pattern, however, one may consider it in terms of two main phases common to the development of all of these peoples before the contemporary era." (34:15:308)

13. "The orbit of predominantly Roman influence embraced the Poles, Bohemians, Moravians, Slovaks, Magyars, Slovenians, Croatians, and Dalmatians and the Baltic peoples as well." (34:15:308)

14. "The eastern orbit had its center in the Byzantine capital of Constantinople and embraced the peoples of the Balkans, the Caucasus, and Russia." (34:15:309)

15. "The heterogeneity of the heritage of the traditional institutions of the peoples of Russia and Eastern
Europe in modern times may be seen in terms of several alternative patterns." These are the patterns as reflected in language, in religion, in the eight states that emerged, in regional groupings, and in the division between the peoples living under Hapsburg and Hohenzollen rule, and those living under the Romanov and Ottoman empires. (34:15:311-312)

16. "The significance of the East-West dichotomy in the modern era is thus that the peoples under Hapsburg and Hohenzollern rule from the start shared more or less directly in this great period of creativity, whereas those in the Eastern orbit were delayed in the main until the nineteenth and twentieth centuries in attaining a comparable level of achievement." (34:15:312)

17. "The emergence of national and multi-national states under modern leadership may be seen as taking place in two phases. The first was the confrontation of the traditional societies between the fifteenth and nineteenth centuries with the challenge of modernity in the form of the ideas and institutions evolved in Western Europe in early modern times." (34:15:312-313)

18. "The second phase of the formation of modern states was the transfer of political power from traditional to modernizing leadership, and the adoption of
thoroughgoing policies designed to transform society from an agrarian to an industrial base."

19. "The formation of a centralized multi-national state in Russia is the result of a process that can be traced back for at least half a millennium. Kievan Russia, the antecedent of modern Russia, was founded in the ninth century and formed a loose confederation of Slavic principalities under Norman leadership." 

20. "Kievan Russia was the earliest phase of Russian history, but the roots of modern Russia can be traced much more directly to the Russian state that emerged in the fifteenth century in the region of Moscow, 300 miles northeast of Kiev."

21. "The Russian political traditions that have evolved since the emergence of the Moscovite state were formed by two sets of factors. One was the influence of the problems that had to be overcome before a secure independent state could be established:" and the "second set of factors consisted of the political models that guided Russian leaders as they formed their country into a modern state." 

22. "After the sixteenth century, the chief models for Russian reformers were the states of Northern and
central Europe whose political institutions—based on a strong monarchy and a structure of estates weighted heavily in favor of noble landowners—were close enough in form, if not in spirit, to be transferable to the Russian scene." (34:15:314)

23. "The most distinctive feature of this system was the extent to which it was state-centered." (34:15:315)

24. "The church was brought under the jurisdiction of the state by Peter the Great, and thereafter was administered under the supervision of a Procurator of the Holy Synod appointed by the sovereign, although it retained much of its autonomy in spiritual matters." (34:15:315)

25. "One of the most striking features of the administrative consolidation of the Russian lands by the Grand Dukes of Moscow was the gradual establishment of serfdom." (34:15:316)

26. "Serfdom served the purposes of the Russian state well until the Napoleonic wars by assuring an underlying social stability and providing a steady income for the state." (34:15:316)

27. "Alexander II did not have a plan of industrialization in mind in 1861 when he signed the proclamation of emancipating the serfs, and in some significant respects
the terms of emancipation provided serious obstacles to the transformation of Russia from an agrarian to an industrial way of life." (34:15:317)

28. "Despite this agrarian backwardness, and in some respects because of it—since resources that might otherwise have been devoted to agricultural improvement were directed toward the development of manufacturing and transportation—Russia made very significant strides between 1861 and 1917." (34:15:317)

29. "One of the principal problems of the empire was that political institutions did not keep pace with economic and social developments." (34:15:317)

30. "Added to the political and social unrest were the grievances of the minority peoples." (34:15:318)

31. "When Russia was defeated by Japan in 1905 these various forms of discontent welled up in a violent popular revolution which the government was not able to suppress by force." (34:15:317-318)

32. "During the centuries in which Russia was evolving into an autocratic and state-oriented society, the peoples of Eastern and Southeastern Europe were developing along significantly different lines. Probably the most enduring difference was that political power in the Ottoman, Hapsburg, and Hohenzollern empires was not monopolized by an autocratic state. Instead, it was in con-
siderable measure diffused among a variety of local authorities." (34:15:319)

33. "The position of the peasants in the Hapsburg and Hohenzollern lands was by all odds better than in the Russian and Turkish empires, although they were not fully emancipated from serfdom until the middle of the nineteenth century." (34:15:321)

34. "In treating Russia and Eastern Europe together, with particular emphasis on the diversity within this enormous area, we have noted the relative political freedom and economic prosperity that characterized Eastern Europe as compared with Russia. This is not, of course, the standard by which the minority peoples of Eastern Europe judged their position. They looked not to the East but to the West, and they measured conditions in their lands by the standards of England, France, Germany, the Lowlands, and Scandinavia." (34:15:322)

35. "Although the minority peoples of the Ottoman Empire in Southeastern Europe were less developed than those under Hapsburg and Hohenzollern rule, they gained their independence earlier because the government in Constantinople was less able to withstand the pressures of nationalism and of foreign competition." (34:15:323)

36. "Independence from foreign rule had been the goal of the peoples of Eastern Europe for over a
century, but its achievement did not bring stability." (34:15:323)

37. After the first World War, "the efforts of the great powers to create some form of regional cooperation in Eastern Europe met with successive failure." (34:15:324)

38. "The Anglo-American leadership of the Western democracies in the second World War assumed that the countries of Eastern Europe would re-establish the relationship with Western Europe that had existed before the rise of Nazi Germany, but they made no concerted plans during the war to assure that Europe would in fact be reorganized along these lines." (34:15:324)

39. "The defeat of Germany resulted in a strategic situation in which Soviet Troops were in occupation of almost all of Eastern Europe. The Western democracies now found that in order to assure themselves of a secure position in liberated Italy, Greece, and Japan, they had to accord a similar position of dominance to the Soviet Union in the territories occupied by its armies. It was this strategic compromise, elaborated by Churchill and Stalin, and reluctantly acquiesced in by Roosevelt without full appreciation of its consequences, that provided the setting in which communist governments were established in Eastern Europe." (34:15:324-325)
40. "In seeking an explanation for the victory of the Bolsheviks in 1917, two circumstances in particular should be borne in mind: The Tsarist government collapsed of its own weight in March (February, old style) 1917, leaving the country in virtual chaos; and in the wake of this collapse the Provisional Government and the Petrograd Soviet emerged as the chief contenders for power." (34:15:325)

41. "The Petrograd Soviet, like the Provisional Government, was formed on March 12 (February 27, old style). It soon became the head of a national network of Soviets, or councils, representing the radical parties acting in the name of the soldiers, workers and peasants. In contrast to its rival, it was more concerned with domestic reforms than with fighting with war." (34:15:326)

42. "The Marxist-Leninist view of the Bolshevik victory is that it marked the transition from 'capitalism' to 'socialism' in Russia, just as the emancipation of the serfs in 1861 marked the transition from 'feudalism' to 'capitalism.'" (34:15:326)

43. "Seen in this light," through the comparative modernization approach, "Russia is one of many societies among the more advanced in the transition from tradition to modernity but by no means the most advanced." (34:15:328)
44. "It is significant that Lenin did not have any general program in mind when he seized power, and indeed it was a full decade before a program was agreed to by the Bolshevik leaders. They finally evolved what might be called an investment economy, in which the principal purpose of state policy is industrialization." (34:15:328)

45. "One may thus answer the question 'What is communism?' by describing it as a program of modernization that among other things, places very great emphasis on industry, education, and public health, and very little emphasis on human rights and on the production of food and consumer goods." (34:15:329)

46. "In the inter-war period the Soviet model had relatively little attraction for the peoples of Eastern Europe. It was not until 1927 that the Five-Year Plans were elaborated, and the propaganda value of this achievement was largely negated by the extensive purges that Stalin directed against his Bolshevik colleagues. Nevertheless there were certain groups that saw in communism a solution to their problems." (34:15:329)

47. "When communism finally came to the peoples of Eastern Europe, it came as a result not of elections but of violence." (34:15:330)

48. "In the immediate postwar period all of these countries modeled their policies and institutions closely
49. "These policies soon led to domestic crises, which were accentuated by Stalin's efforts to keep tight reins on these countries which he treated as satellites in the Soviet orbit." (34:15:330)

50. "The revolutions in Poland and Hungary in 1956 marked the highpoint of this discontent, and thereafter Soviet policy recognized the necessity for greater flexibility." (34:15:330)

51. "At the same time, with all of its crises and divisions, communism continues to be a distinctive factor of vital significance in international affairs." (34:15:331)

52. "The presence of communism in the world, not as an immediate menace to the West but as a long-term competitor promoting values and institutions that challenge those of the West, raises the problem of how to teach about communism in general education." (34:15:331)

53. "Where emphasis should be placed is on the wide diversity of societies in the world, each with its own traditional heritage of values and institutions, each modernizing on its own schedule and terms, and each seeking policies of modernization suited to its needs and circumstances." (34:15:331)
Interpretations on East Asia:
China, Japan, and Korea

H. Kublin (34:16:332-359)

1. "Professional judgments on the nature and degree of progress of Far Eastern studies in the post-World War II era vary widely. Much depends upon whether the verdict is handed down by an optimist or a pessimist. . . . There is, however, little doubt that Far Eastern studies have not yet advanced beyond a formative stage." (34:16:332)

2. One of the several fundamental changes in the character of scholars and scholarship is the marked improvement in both the quantity and quality of "experts." (34:16:332)

3. "In recent years scholarship on East Asia has shifted drastically towards investigation of the internal history and domestic cultures of the lands and peoples of East Asia." (34:16:333)

4. "The need to complete just the first steps in the intellectual exploration of the region remains so pressing that few scholars have as yet ventured to compose synthetic histories, to formulate comprehensive interpretations, and to spin imaginative theories." (34:16:333-334)

5. Despite the fact that the three principal peoples of East Asia--Chinese, Japanese, and Koreans--"have enjoyed
an unusually rich heritage of history and historians, Western scholars have scarcely begun to exploit this store of wealth." (34:16:334)

6. "A considerable number of bibliographies and reading guides on the Far East, prepared for a variety of purposes, has been published during the past decade or two." (34:16:334)

7. "Since the surrender of Japan in 1945 a spate of textbooks on Far Eastern history and civilization has appeared. Most have not justified the hopes of their authors and publishers." (34:16:335)

8. The "most promising volume, and one which shows every indication of being used for years to come is, Edwin O. Reischauer and John K. Fairbank, East Asia: the Great Tradition (Boston: Houghton Mifflin, 1960)." (34:16:335)


10. "Interpretations of the nature of Chinese civilization have changed from time to time, albeit slowly, since European intellectuals of the eighteenth century were bemused by the reports of Jesuits missionaries in the 'Middle Kingdom.'" (34:16:335)
11. "With almost four thousand years of history and civilization entailed, it is indeed not surprising that no generally satisfactory textbook or survey ranging over the entirety of China's past has yet appeared." (34:16:336)

12. "The Chinese; Their History and Culture (3rd revised edition; New York: Macmillan, 1949), by Kenneth S. Latourette has continued to be a widely used text in the postwar period." (34:16:337)

13. "For the past few centuries Westerners, speculating about the origins of Chinese civilization, have advanced numerous but largely fanciful theories." (34:16:337)

14. "William Watson has produced a good summary of the findings of Chinese archaeology in recent years. . . . Watson's study suggests that the various extant pre-historic cultures had deeper roots in the China area than many an earlier archaeologist would have been ready to concede." (34:16:338)

15. "In prewar years much of our knowledge of the formative centuries of Chinese civilization (c. 1500 B.C.-third century C.C.) was derived from the study of a sparse body of philosophical literature, traditional myths, and a smattering of archaeological data." (34:16:338)

17. "Professor Bodde has also re-examined a paramount problem of the Chou period, the so-called age of Chinese feudalism." (34:16:338)

18. "The extinction of the Chou dynasty and its replacement in 221 B.C. by the Ch' n dynasty has conventionally been construed as the advent of a new era in Chinese history. But whether the break with Chou feudalism was so abrupt or revolutionary as has been widely maintained is debatable." (34:16:340)

19. "Too many surveys of Chinese history suffer from a common shortcoming. Predicated upon the assumption that the Chinese was a relatively static civilization (part of the 'unchanging East'), such works are essentially fact-bound chronicles." (34:16:341)

20. "By concentrating upon interrelated changes as they are manifested in alteration of basic social, economic, and political institutions, scholars have recently undertaken to periodize Chinese history in new ways." (34:16:341)

21. "One of the most widely debated schemes, propounded by a Japanese scholar, is known as the 'Naito
hypothesis." Naito has maintained that during the late T'ang dynasty (619-907) and immediately thereafter epochal changes began to occur in the political structure and socio-economic system that had evolved in China since the demise of Chou feudalism. The power of hereditary, aristocratic families, ensconced in the government, society, and economy and long successful in offsetting the emperor, began to disintegrate as a result of their internecine struggles." (34:16:341)

22. "The danger of the 'Naito hypothesis,' as of many such theories, is that the wish to replace conceptions of a static Chinese civilization may entail distortions or exaggerations of its dynamism." (34:16:342)

23. "Schemes of periodization of Chinese history are obviously related to theories of the nature of the Chinese state and society. Generally speaking, specialists on China have not been outstandingly productive in this area." (34:16:342)

24. "In any appraisal of recent scholarship concerned with China in early imperial times cognizance must be taken of the contributions of the Committee on Chinese Thought of the Association for Asian Studies. For almost a decade this group of scholars, international in composition but largely American, delved methodically into the Chinese Confucian tradition." (34:16:343)
25. "The years from about the mid-tenth to the mid-seventeenth centuries have continued to remain one of the least studied periods in Chinese history." (34:16:344)

26. "In striking contrast to the state of scholarship on the first part of the Late Imperial Age, much headway has been made in investigation of the Ch'ing, or Manchu, dynasty (1644-1911), notably during the final century of its existence." (34:16:344)

27. "The main trends in recent scholarship on very late imperial China may be detected in the confluences of various monographic studies. In the postwar years, research on Manchu China has tended time and again to converge upon vital problems of social, economic, and institutional history." (34:16:345-346)

28. "Puzzling as it may seem, the first two decades of the twentieth century, which witnessed the overthrow of the last of China's imperial dynasties and the foundation of a republic, have continued to be a vacuum in modern Chinese studies." (34:16:347)

29. "Studies bearing upon China since the end of World War I have been unusually voluminous as scholars throughout the world have sought to fathom the nature and meaning of one of the great revolutions in the history of mankind." (34:16:347)
30. "The significant advances in Chinese studies in the postwar period, as during earlier years, have been scored primarily in history and the humanities." (34:16:348)

31. "Before World War II few countries in all of Asia were written about so extensively as Japan." (34:16:348)

32. "Since 1945 scholarship on Japan has steadily forged ahead, so much so that the levels of sophistication achieved in some areas of research are now envied by specialists in other fields of Asian studies." (34:16:348)

33. The changing trends in scholarship on Japan and the growing maturity of the field may be gauged by tracing the evolution of Japanese historiography and by reference to standard bibliographies. (34:16:349-350)

34. "Prewar studies of Japanese history and society ordinarily did not differ appreciably in their approaches and emphases. The worth of these works, which were more descriptive than analytical, frequently depended upon the quality of their prose." (34:16:350)

35. "Among the newer general histories of Japan a three-volume study by Sir George B. Sansom, embodying a half-century of study and thought, has no rivals." (34:16:350)
36. "In The United States and Japan Reischauer has succeeded in achieving a synthesis of modern scholarship on Japanese history, culture, and life which is unlikely to be surpassed for years to come." (34:16:350)

37. "An anthropological study which has been widely acclaimed, probably more by laymen than by scholars, was published by the late Ruth Benedict. The Chrysanthemum and the Sword... Despite its tendencies towards idealization of Japanese social values and behavior, the study has exerted a powerful influence upon current scholarship on Japan." (34:16:351)

38. Richard Beardsley, et al., Village Japan is an important work which "has done much to establish standards for case studies of Japanese community life,..." (34:16:351)

39. "Because of the state cult of Neo-Shinto, which rested upon officially sanctioned belief in the divine origin of the Emperor, scientific investigation of Japanese antiquity was for years severely circumscribed by the demands of traditional mythology and modern ideology." (34:16:351)

40. "With the disestablishment of state Shinto in 1946 Japanese scholars have rapidly proceeded to demolish the barrier of legends and myths surrounding the pre- and proto-historic eras." (34:16:351)
41. "It is now commonly held, though scarcely suspected less than two decades ago, that the Japanese islands were inhabited more than 10,000 years ago." (34:16:351)

42. "The peoples associated with these prehistoric cultures, namely, the ancestors of the Japanese, are now thought to have been for more diverse in their origins than was previously believed." (34:16:351-352)

43. "Japan before history, is still a mystery to scholars. The discoveries within Japan during the last decade, however, have been extremely promising." (34:16:352)

44. "The background and foundation of the Japanese imperial state in the seventh century is still but vaguely known." (34:16:352)

45. "Fresh perspectives have also started to become evident in the study of Japan's early imperial age, which lasted from the inception of the Taika Reforms in 645 until the establishment of the first military regime in 1185. Until recently studies of this period have been 'capital-centered,' concerned almost exclusively with the doings of the court at Nara and then at Heian. . . . Scholars have increasingly interested themselves in affairs in the 'provinces,' the outlying regions which were, nominally
at least, subject to the authority of the imperial government." (34:16:352)

46. "Save for literature and the creative arts, Japan's 'Middle Ages' have not fired the curiosity of Western scholars." (34:16:353)

47. "The development and principal characteristics of Japanese feudalism have been delineated by Edwin O. Reischauer in a brief but handy review." (34:16:353)

48. "A truly outstanding contribution on Japanese feudalism has been written by John W. Hall." (34:16:353)

49. "No period of pre-modern Japan has been studied more intensively than the Tokugawa era." (34:16:354)

50. "Postwar studies of Tokugawa Japan have shown a strong reluctance by scholars to accept the socio-legal class stratifications of Tokugawa Japan at their face value." (34:16:354)

51. "Several recent volumes have vividly portrayed the positive responses within Tokugawa Japan to the decline of shogunal power and the rise of foreign pressure." (34:16:355)

52. "Japan's feat in beating her way to a world power during the past century has understandably excited much intellectual curiosity." (34:16:355)

53. "More extensive knowledge of Japan's achievements from mid-nineteenth century to the end of World War
I has not led to a diminution of respect for the accomplishments of the island people." (34:16:355)

54. "Numerous studies have revealed that during the greater part of the Meiji era (1868-1912), not to speak of the decade of the 'liberal twenties,' political, social, and intellectual activity and expression were by no means rigidly stifled." (34:16:356)

55. "No aspect of the modern history of Japan has been subject to sharper revisionism than interpretations of its foreign policy." (34:16:356)

56. "Though further study is patently necessary, recent interpretations suggest that Japanese foreign policy since the Imperial Restoration may be divided into three general periods." (34:16:356)

57. "In contrast to Chinese studies, the modern Japanese field has attracted a fair number of political scientists but only a mere handful of sociologists and economists." (34:16:357)

58. "As might be expected, the background and unfolding of the Manchurian Incident, sometimes called the beginning of World War II, have been subjected to microscopic examination." (34:16:357)

59. "Japanese diplomacy from the Anti-Comintern Pact of 1936 to the end of World War II has alone become a field of specialization." (34:16:357)
60. "Sharp controversy has characterized postwar discussions of American policies at the Yalta Conference of 1945. But perhaps the most heated and passionate debate has been waged over the decision of the United States to employ atomic bombs against Japan." (34:16:358)

61. "The postwar period, giving scholars of Japan the opportunity to study and observe history and culture in the making, has been watched constantly by specialists in every branch of the social sciences." (34:16:358)

62. "Whereas early appraisals were either hypercritical or inordinately praiseworthy of American policies and achievements, subsequent works, benefitting from the passage of time, have been more thoughtful and balanced in judgment." (34:16:358)

63. "For almost seventy-five years the land and people of Korea have been of considerable interest particularly to Americans. As a result, a surprisingly large volume of literature concerned with the 'Land of the Morning Calm' has been produced." (34:16:358-359)

64. "Despite the worldwide attention to Korea since 1945, sound scholarship has not significantly benefited. Korean history, culture, and affairs are not much better understood today than before the nation's acquisition of independence from Japan in 1945." (34:16:359)
65. "Because of the limited opportunities for higher education available to Koreans during the era of Japanese occupation (1910-1945), not to speak of censorship of the press and letters, few prewar Korean scholars succeeded in securing professional training in scholarship." (34:16:359)

66. "The prospects for Korean studies in the immediate future are thus not overly promising." (34:16:359)

67. "Most writing on Korea published in the United States in recent years has been concerned with the devastating conflict which raged from 1950 to 1953." (34:16:359)

Interpretations on Southeast Asia
M. L. Thomas (34:17:360-383)

1. "All of the major ethnic groups in Southeast Asia originated in either Central Asia or China." (34:17:360)

2. "Originating as they did in China at roughly the same time that the Chinese race was taking shape, and having been exposed to Chinese culture intermittently for centuries as they migrated southward, it is little wonder that the peoples of Southeast Asia have been subject to considerable Chinese influence." (34:17:362-363)
3. "There has been a great deal of speculation as to why Chinese influence was not greater in Southeast Asia." (34:17:363)

4. "Indian influence came to Southeast Asia by way of traders who, by the first century A.D., had learned how to take advantage of the prevailing monsoon winds in sailing their vessels." (34:17:364)

5. "Sometimes these Indians, or their descendants, became rulers of kingdoms." (34:17:364)

6. If there were "kingdoms and empires most directly affected by the Indianization process during the period 100-1500 A.D., there also were others which were subject to at least part of this process." (34:17:365)

7. "By the beginning of the sixteenth century A.D. all of the great empires in Southeast Asia had disintegrated, and only individual kingdoms remained." (34:17:367)

8. "As the first European power in Southeast Asia, the Portuguese sought to monopolize the spice trade between Southeast Asia and Europe as well as tax all trade passing through the Straits of Malacca." (34:17:367)

9. "This initial preoccupation with the entrepot trade of Southeast Asia and a corresponding desire to avoid the cost of administering more than a handful of port cities was shared by other European powers--parti-
cularly the Dutch in the East Indies (now Indonesia) and British in Malaya (now Malaysia)." (34:17:367)

10. "But by the twentieth century these colonial powers also had come to view their colonies as markets for goods and investment, and as a source of raw materials and agricultural products." (34:17:367-368)

11. "As a result of this view, administrative costs in the colonies were kept considerably below profits earned through trade and investments." (34:17:368)

12. "The impact of colonial rule on social and political structures as well as on the economies of Southeast Asia was considerable. In those countries where the colonial powers established direct rule, such as the Philippines, Vietnam and Burma, traditional social structures were destroyed." (34:17:368)

13. "Equally significant was the impact of colonialism on the economies of Southeast Asia. Once they began to industrialize, the colonial powers soon limited production in the colonies to supplying the mother countries with raw materials and with non-competitive products." (34:17:368)

14. "Harsh as the impact of colonialism and its adjuncts such as the introduction of a money economy may have been it must not be supposed that the previous life
of the villager in Southeast Asia had been one of rural bliss." (34:17:369)

15. "Nationalism in the Western sense was unknown in Southeast Asia prior to the advent of colonialism." (34:17:370)

16. Those who received higher education among the natives, "which often meant going to Europe, became aware of nationalism as a force which had created independent nation-states elsewhere in the world." (34:17:370)

17. "While rule by an alien minority had been nothing new to many of the people of Southeast Asia, the claims of a white minority to be superior by virtue of their color was new, and the resentment caused by slights and insults implicit in this attitude contributed to the rising spirit of nationalism." (34:17:371)

18. The support of the peasantry which was also essential was obtained "largely as a result of the great depression of the 1930's which lowered the world market prices for crops and raw materials produced in Southeast Asia." (34:17:371)

19. "Against this background it is perhaps easier to understand why nationalism developed rather late in Southeast Asia, gathered impetus in the years between the two World Wars, was accelerated during the Japanese occupation, and finally culminated in independence after World War II." (34:17:371)
20. "It should be noted that the pace of this evolu-
tion of nationalism was by no means uniform." (34:17:372)
21. "Independence came to Southeast Asia in two ways
--peacefully or through the use of violence." (34:17:373)
22. "By 1963 all of Southeast Asia, except for one
or two colonial enclaves such as Portuguese Timor, Brunei
(a British protectorate) and Australian New Guinea, were
independent states." (34:17:374)
23. "Each of the newly independent countries in
Southeast Asia, except communist North Vietnam, initially
hoped for a democratic form of government." (37:17:374)
24. "By the late 1950's, and even earlier in one or
two cases, it was evident that this experiment with demo-
cracy had failed." (34:17:374)
25. The answer why the experiment with democracy in
Southeast Asia failed in so many countries lies in the
following interacting factors: (1) Lack of practical
experience with democracy on the part of political leaders;
(2) low level of literacy among the people; and (3) the
impossible demands upon the existing economies. (34:17:
375)
26. "It is only in the Philippines and Malaysia
that the experiment with democracy has thus far succeeded."  
(34:17:375)
27. "The first communists in Southeast Asia were Dutch Marxists who arrived in the Dutch East Indies a few years before the Russian Revolution of 1917." (34:17:376)

28. "Malaya was the only other country in Southeast Asia besides the Dutch East Indies and French Indo-China where the communists were a major force before World War II." (34:17:376)

29. "The communist were quite active in Southeast Asia during the 1920's and early 1930's, though these activities often backfired." (34:17:377)

30. "The next period of communist activity in Southeast Asia was that of the Popular, or United Front, movement which lasted from 1935 through 1939." (34:17:378)

31. "Because the local Communist parties in Western Europe emerged from the second World War with great prestige and considerable popularity (as a result of their resistance record) and because they appeared likely to win power through legal elections unless public opinion or local nationalism was aroused, the Russians in the immediate postwar period urged communist leaders in Southeast Asia to forego the use of violence; it was argued that the communist violence in Southeast Asia might swing the voters in Western Europe away from the party; and it was also argued
that if the party came to power in Western Europe it would immediately free the colonies." (34:17:379)

32. "Communist activity in Southeast Asia went through another phase from 1948-1954. By 1948 it was clear that the communists would not win power through free elections in Western Europe. . . . the Communist parties in Southeast Asia were encouraged to resort to armed violence." (34:17:379)

33. "With the single exception of Vietnam, all of these communist efforts to use armed force failed to achieve their objectives." (34:17:380)

34. "It was about that time (1954) that Premier Krushchev revised the communist view of world politics. . . . He argued that war was no longer either inevitable or imminent--for the newly acquired power of communist states ensured that the imperialists would no longer dare attack; furthermore thermo-nuclear war would destroy both camps, therefore it must be avoided if at all possible; and the two camps would compete peacefully for the allegiance of the third camp" (the newly independent states). (34:17:380)

35. "By 1958 the Chinese and Russians were in conflict over a variety of issues, one of which involved a difference of opinion as to the best communist strategy for Southeast Asia." (34:17:380)
36. The SEATO which was organized in 1954 to stop the spread of communism in Southeast Asia was "widely condemned at the Afro-Asian Conference held at Bandung in 1955, so did Indonesia and India demonstrate earlier at Baguio that anti-colonialism was a more potent rallying cry than communism." (34:17:381)

37. "Malaya and the Philippines however continued to work for regional cooperation and in July 1961 Thailand, the only other country in Southeast Asia whose political aims corresponded to theirs, joined them in establishing the Association of Southeast Asia (ASA)." (34:17:381)

38. "MAPHILINDO, another regional arrangement, was created in 1963 by Malaya, the Philippines and Indonesia. Essentially, it constituted an attempt to provide a framework within which these three countries might resolve the crisis caused by the formation of Malaysia." (34:17:382)

39. "This confrontation over Malaysia is symptomatic of the tendency towards conflict rather than cooperation among neighboring states in Southeast Asia since the coming of independence." (34:17:382)

40. "None of these conflicts can be isolated from the cold war; each Southeast Asian country looks either to the West or to the communist powers to endorse its position in a particular dispute." (34:17:382)
Interpretations on the history of India

R. I. Crane (34:18:384-405)

1. "Study of India's history, culture and civilization—at any level in our educational system—holds forth a series of exciting, though difficult, challenges. This is true because the story of India's past extends over such a great length of time, and also because it involves issues of great complexity." (34:18:384)

2. "During the past fifteen years or so we have been acquiring significant new knowledge about India—past and present. As we have begun to organize and integrate that new knowledge into our conceptual scheme, we have had to face serious problems of reinterpretation." (34:18:386)

3. "Much of the new knowledge has come from the systematic work of anthropologists and sociologists, Indian, British and American." (34:18:387)

4. "These recent studies are characterized by a desire to study Indian society at all levels and in its mundane qualities. They seek to understand India on its own terms and through indigenous sources." (34:18:387)

5. "Our knowledge of India's past begins with a few impressive archaeological findings which are, so far, limited to the northwest section of the sub-continent." (34:18:388)
6. "Some years ago it was believed that there were but two sites for the Mohenjo-Daro civilization, but more recent archaeological work makes it clear that Mohenjo-Daro (or Harappa) culture was more widely diffused across north India than had been supposed." (34:18:388)

7. Something happened to the Mohenjo-Daro culture. "Pestilence, famine or war, or some combination thereof is suspected to have destroyed at least the major cities of the culture about 1,500 B.C." (34:18:388)

8. "Beginning in about 1,500 B.C. the Aryan peoples commenced their migrations from an unknown region of Central Asia, through the Afghan mountains and passes (or across Baluchistan) to the fertile north Indian plains." (34:18:388)

9. "Though the Aryan tribes conquered the Dravidian peoples, it is apparent that they also intermingled with them, took Dravidian wives or handmaidens, and adopted traits of material culture and styles of life from the Dravidians." (34:18:389)

10. "The absorptive capacity of Aryan society was materially facilitated by the lack of dogma in Aryan thought and religion. Within the Aryan religion there flowered a wide variety of philosophical, metaphysical and speculative systems of belief." (34:18:390)
11. "We do not know how far these philosophical ideas permeated the masses of Hinduism. Even today the number of Hindus who are aware of or well versed in the 'theology' of their society must be quite small." (34:18:391)

12. "Beneath the impressive and unifying canopy of Hindu ideas, Hindu society tends to exist in collectives which are guided by ancient custom and sanctioned by religious 'law.' The basic collectivity is the extended family." (34:18:391)

13. "The bulk of India's people have always lived in its thousands of villages. Within a village the families would be grouped into the next largest form of collectivity--the caste." (34:18:391)

14. "Each village was as self-sufficient as it could be. Agriculture was the basic activity; the village fed itself as best it could from the village lands." (34:18:394)

15. "Above the villages stood the State. In the period before the coming of the English, the typical Indian state was a royal kingdom. Throughout most of India's past, dozens of these petty kingdoms co-existed in the sub-continent." (34:18:394)

16. "There were also a number of cities and towns in pre-modern India. These tended to be of three varieties."
There were the "administrative" cities, temple cities, and towns devoted primarily to trade and to allied skilled-artisan activity. (34:18:395)

17. "From what has been said it will be seen that in fundamental respects classical Indian society was essentially static." (34:18:396)

18. "The Portuguese pioneers had relatively little impact upon Indian society except in the narrow coastal strip of Malabar, but they were the harbingers of the arrival, after 1600 A.D., of Europeans who were to have a profound and very complex effect upon traditional Indian society." (34:18:396)

19. "For a variety of reasons it turned out that the Netherlands Company concentrated on Java and the Spice Isles of Southeast Asia, while the English Company turned its major attention to the Indian trade." (34:18:397)

20. "When the Company began its operations in India, the Mughal Dynasty based upon Delhi was at the peak of its power. . . . By adroit and persistent negotiation, English ambassadors and Company agents secured from the Mughals special and favorable trading rights, including exemptions from some of the internal taxes on trade which burdened many of their competitors." (34:18:397)

21. The English were the winners in the struggle for mastery which followed the collapse of the Mughal empire. (34:18:397-398)
22. "When Parliament revised the Company's Chapter in 1813, it abolished the monopoly of trade which the Company had held and thus transformed the Company into an administrative agency for governing British India."

(34:18:398)

23. "By 1835 the debate over what kind of education Indians should be given was resolved in favor of Western learning and science to be imparted, at least at the higher levels, through the English language. . . . Very little was done to encourage scientific or technical studies in India until the present century."

(34:18:399)

24. "As the nineteenth century wore on, the characteristic emphases of British rule began to make their weight felt in Indian society."

(34:18:399)

25. "The British impact served to unify India in another important sense: commercially and economically."

(34:18:400)

26. "One aspect of the unfolding process of change needs emphasis: that it was incomplete. Western contact did not transform Indian society, it modified Indian society."

(34:18:401)

27. The educated Indians, who felt deprived and injured when the Queen's Proclamation on the impartial treatment of Her Majesty's subjects was not being fulfilled, encouraged the growth of Indian nationalism and
the formation of the Indian National Congress in 1885. (34:18:401)

28. "At first the nationalist movement was moderate and highly constitutional in its approach." (34:18:401)

29. "During the first World War, and as a result of wartime ideals of self-determination, Britain finally announced that representative institutions and self-government within the empire were her objectives for India." (34:18:402)

30. "From 1920 until Independence it was Gandhi's leadership which kept the Congress united around a reasonable demand before which the Government of India gave ground rather gracefully." (34:18:402)

31. "One problem which was not amenable to effective compromise, despite Gandhi's best efforts, was the matter of the political and economic future of the Muslim minority in India." (34:18:402)

32. "The second World War hastened the pace of developments in India and led directly to the decision to grant independence to two new nations: India and Pakistan." (34:18:403)

33. "The tensions which result from poverty, lack of opportunity, and difficulties in development have served the purposes of those who wish to turn India to a
different course of development, away from a democratic system based upon the consent of the governed." (34:18:404)

34. "Recently India's posture in world affairs—focused on the Nehru policy of 'non'involvement' and Panch Sheela—has received a rude shock. The Chinese invasion of India's borderlands in 1962 served to call into question some of the fundamental assumptions upon which Indian policy rested." (34:18:404)

35. "Chinese invasion brought as its initial effect a closing of the ranks in India and a heightened patriotism." (34:18:404)

36. The "current scene is relatively disheartening and rather confused. India is still in transition, its leaders are still trying their best to transform society and to modernize it, the grave handicaps continue on the scene and have to be faced." (34:18:405)

Interpretations on the Middle East

R. H. Davison (34:19:406-436)

1. "World history textbooks used in secondary schools, with a few recent exceptions, omit most of the history of this area." (34:19:406)
2. "The cumbersome term 'Near and Middle East' has so far been used because modern terminology is in a state of chaos." (34:19:406)

3. "For the historian who must deal with the long record of the past, Near East is the most usable label, even though it also is fuzzy at the edges. . . . the Near East will be understood to refer to the areas of the Ottoman and Persian empires of the nineteenth century, minus North Africa west of Egypt. For the present century, the area remains the same minus the independent Balkan states." (34:19:407)


5. "For purposes of schematization, the history of the Near East may be conveniently divided into segments: The Byzantine Empire (330-1453), paralleled in its earlier centuries by Sassanian Persia (226-641), and in its later centuries first by the Arab state founded by Muhammad (d.632) which reached its territorial zenith in the eighth century and then began to break to pieces, and thereafter by a congeries of Islamic states under Persian, Turkish, or Arab control." (34:19:407)
6. "No scholar has yet produced a history of the Near East that covers adequately all its segments. Byzantine history has usually been segregated from the rest." (34:19:408)

7. "More comprehensive histories of the Near East are available for the Islamic period." (34:19:408)

8. "Rome had four heirs, of different sorts. . . . The Byzantine Empire was a direct heir of Rome and in the beginning a continuation of it." (34:19:408)

9. "The Byzantine Empire may be viewed, of course, not only for what it was, as the amalgam of Roman, Greek and Christian influences, but for what it accomplished." (34:19:409)

10. "Byzantine history is best approached through a number of recent general works." (34:19:410)

11. "The history of Iran from ancient times to the present is one of periods of strength interspersed with periods of internal weakness, foreign invasion and domination, and of partition." (34:19:411)

12. "There is regrettably no single work in English on Sassanian Iran." (34:19:411)

13. "When in the early seventh century the Byzantine and Sassanian empires were battling and weakening each other they were, without realizing it, making easier
the conquest by Arabs who in the 630's swept out of the desert." (34:19:411)

14. There are some good surveys of Arab history. (34:19:412)

15. "Our knowledge of pre-Islamic Arabia is still scant, though growing, and much archaeological work remains to be done on the evidently rather highly developed Arab states that existed at the northern and southern edges of the peninsula, especially the kingdom of Saba (the same as the Sheba of Solomon's time?) in the south." (34:19:412)

16. "The remarkable result of modern research on the life of Muhammad is the realization that we know less about him than was once thought." (34:19:412)

17. "The basic message of Muhammad, who regarded himself as the last of the prophets in a line from Abraham, Moses, and Jesus rather than as the revealer of a new religion, was a call to belief and right conduct; Monotheism and Judgment--'Belief in Allah and the last day' as he said--was what he preached first, in striking form."

18. "Muhammad's achievement is thus threefold: the inculcation of monotheism, of a higher level of ethical practices, and the establishment of a political community. Islam encompassed all three." (34:19:413)
19. "The Arab conquests themselves, and the history of the state under the first caliphs—the successors of Muhammad as leaders of the community (though not as prophet, in which capacity he could have no successor)—and under the succeeding Umayyad (661-750) and 'Abbasid (750-1258) caliphates, may be followed in one of the general histories." (34:19:414)

20. "The high level of civilization that developed under the caliphates exhibits no exact correlation to the political strength and degree of unity of the state, though obviously it was the extent of Arab conquest, the relative homogeneity brought by Islam, and the spread of Arabic as the cultural language that made possible this development." (34:19:414)

21. "Although Arabs usually consider this civilization to be Arabic, it is more logical to call it Islamic." (34:19:415)

22. "Into the Near Eastern world of Byzantium and Islam came various intruders." These were the Turks from Central Asia, the crusaders, and the Mongols. (34:19:416-417)

23. "When the Mongol tide receded from Anatolia, it was again the Turks who provided new leadership for the Islamic world." (34:19:417)
24. "It is strange that so great an empire has not yet found its modern historian. Yet there is not in any language a recent scholarly history of the Ottoman Turks, a fact which reflects both the antiquated view that Turkey was a gangrenous appendix of Europe, and the need of spade-work still to be done." (34:19:418)

25. "About the year 1300, Osman was established as head of a very small emirate in northwest Anatolia, on the Byzantine frontier. A half-century later the Ottomans had their first foothold in Europe, and a century after that they finished off Byzantium." (34:19:418)

26. "When the Ottomans were firmly planted in Europe, had taken Adrianople (1362) and made it their capital, had defeated the Serbs (1389) and reached the Danube, it became apparent that not only the Balkan peoples, but Europe as a whole, could not unite to stop them." (34:19:418)

27. "After defeating the crusaders, the Ottomans suffered a tremendous blow when the Mongol leader Timur (Tamerlane) came out of Central Asia to defeat them at Ankara (1402). They survived, however, to re-establish control over the Balkan and Anatolian nucleus of the Byzantine-become-Ottoman empire, and encircle Constanti-
nople, whose Byzantine rulers had now in effect become Turkish vassals." (34:19:419)

28. "The fall of Constantinople to the Turks in 1453 used to be portrayed in the study of world history as a great turning—not only a catastrophe for Christianity, but a spur to oceanic voyages of discovery seeking routes to the East to replace those blocked by the Turks (and so the cause of Columbus's discovery of America), and also a major force in Western Europe's renaissance as learned Greeks left Constantinople or the West. Modern scholarship discards these extreme views. Oceanic exploration had begun earlier with the rise of the Atlantic maritime states to rival the Italian trading city-states, and the crucial Portuguese rounding of the Cape of Good Hope in 1498 occurred before the Turks controlled the eastern Mediterranean. Greek learning had already been infused into the Western renaissance through translation from the Arabic, and through direct Western contact with Byzantine scholars." (34:19:419)

29. "From 1453 on the Ottoman Empire expanded further into the Balkans, absorbed piece by piece the Near Eastern maritime empire of Venice, fought a series of border wars with a revived Iran, conquered Mamluk Syria and Egypt in 1516-17 almost a by-product of these Persian
wars, took Iraq shortly thereafter, and sent armies in 1529 and again in 1683 up the Danube to besiege the Hapsburg citadel of Vienna, affecting the course of the Protestant Reformation as well as instilling a genuine 'Turkish fear' in Central Europe." (34:19:420)

30. "But Ottoman greatness rested less on the extent of territorial conquest than on the administration developed under the sultans." (34:19:420)

31. "An integral part of the Ottoman governmental system, at once a matter of convenience and an example of toleration, was the official status granted to the non-Muslim communities within the empire." (34:19:421)

32. "It used to be fashionable to portray the Turks as cruel, uncultured barbarians who could destroy, but could not create. Cruel they often were, although usually not beyond the standard of the age, but uncultured they were not." (34:19:421)

33. "Just as the Ottoman Empire was entering upon its greatest age it was confronted by a new opponent, Iran once again revived." (34:19:422)

34. "The Safavid dynasty reached its high point under Shah 'Abbas (1587-1629), who established a new capital at Isfahan beautified by exquisite gardens and public buildings." (34:19:422)
35. "The Ottoman decline was far more gradual than the Iranian. In military defeat and in loss of territory to rising European powers the Turks' retreat from their unsuccessful siege of Vienna in 1683 may be taken as a turning point, though losses did not become too serious until after the mid-eighteenth century." (34:19:423)

36. "The initial reaction to the realization of Ottoman decline was a desire to root out corruption and return to the good old days of Suleyman. But as a few Ottoman minds came to appreciate European progress, there arose a stronger move to adopt or adapt some elements of Western European civilization." (34:19:423)

37. "Until 1683 the Eastern Question, though the label was not then used, was how far the Turks would penetrate into Europe. Thereafter, as the Turks weakened, the Eastern Question was the reverse: which European powers will get what pieces of the declining empire?" (34:19:424)

38. "By the later eighteenth century Russia had emerged as the most dangerous threat to the Turks. . . . In the nineteenth century Austria and Britain became the most consistent opponents of this Russian expansion--Austria because of its own interests in the
Balkans, Britain primarily to defend the sea route through the Mediterranean to India." (34:19:424)

39. "Twentieth-century movements in both the Ottoman Empire and Iran to revitalize these states failed to achieve the objectives." (34:19:425)

40. "In contrast to much of Near Eastern history, the Eastern Question has produced a vast scholarly literature. Yet here too an outstanding recent volume is lacking." (34:19:425)

41. "World War I shifted the focal point of the Eastern Question east and south. Where previously it often centered in the Balkans and about the Straits, now it centered more in the Arab area and Iran." (34:19:426)

42. "World War II so intensified Arab desires and so weakened the British and French that they too were obliged to get out—France precipitately, Britain step by step." (34:19:426)

43. "But the present-day Near East cannot be viewed solely, or even primarily, in terms of great-power politics, crucial as the area is in the global struggle. Just as Ottoman and Iranian internal weakness were at the root of the older phase of the Eastern Question, so the weaknesses of the Near East today are at the root of the modern phase." (34:19:427)
44. "The Western Question is the sum of the impact of the West on the Near East, of the resultant problems, and the attempts to deal with them." (34:19:427)

45. "On so complex a situation (The Western Question) there is a rapidly increasing literature, much of it not worth reading. There is no satisfactory general history of the modern Near East. But there are some good general guides." (34:19:427)

46. "The most stable of the Near Eastern states today, although it is still faced with many problems, is the Turkish republic." (34:19:428)

47. "There is as yet among the Arab states of the Near East no unity, despite the sharing of a common language and traditions and the common opposition to foreign domination and to Zionism; the political history of these states is most conveniently considered in separate doses." (34:19:428)

48. "Much ink has been split on the Palestine problem without either solving it or producing a comprehensive and objective history. The worthwhile literature covers segments of the subject, and exhibits varying viewpoints." (34:19:429)

49. "The Near East is an area in which agriculture must be the basis of the economy, since apart from oil
the mineral resources on which to build modern industry are largely lacking." "To all this the best geographical introduction in English is William B. Fisher's *The Middle East: A Physical, Social, and Regional Geography.*" (34:19:430)

50. "The new economic factor in the Near East is oil, which appeared on the scene in 1908 with the successful drilling of a well in Iran that produced oil in commercial quantities." (34:19:431)


52. "The most useful of periodicals concerned with the area is *The Middle East Journal*, which contains in its quarterly issues not only articles on recent history and current questions, but a detailed chronology of events for each country of the area, reviews of books and classified lists of articles on the Near East that appear in other periodicals here and abroad." (34:19:431)
1539

Interpretations on North Africa

W. H. Lewis (34:20:437-453)

1. "The lands that lie between Egypt on the east and
the Atlantic Ocean to the west have known little peace or
tranquillity during the past 2,500 years. Embracing Morocco,
Algeria, Tunisia, and Libya, North Africa has been swept over
by many military legions and civilizations." (34:20:437)

2. As a result of the many invasions of the area, its
"26 million inhabitants today reflect every conceivable strand
of Mediterranean civilization." (34:20:437)

3. North Africa's frequent invasion is explained by the
fact that it serves as a massive land-bridge on the southern
Mediterranean linking the Near East with the "Iberian penin­sula, and sub-Saharan Africa with Southern Europe." (34:20:
437)

4. "For North Africa's original inhabitants, however,
geography has meant danger and privation. We know little
about the origins and background of these people. Commonly
referred to as Berber, they form part of a Hamitic family,
linguistically linked with the Near East. Physically, how­
ever, the Berbers manifest a range of characteristics which
are more northern Mediterranean than Arab." (34:20:437)

5. "The Berber 'factor' has been a prime element in
shaping the history of North Africa. Calling themselves
Imazighen, or 'free men,' the Berbers have staunchly resis­ted
foreign incursions and efforts to dominate them."
(34:20:438)
6. "Indeed, throughout the past two thousand years of Maghribian (North African) history, the Berber response to external influences has generally been defensive and negative, rather than constructive. In only a few instances have the Berbers been successful in forming loyalties and centers of authority beyond the tribal level." (34:20:438)

7. "The Maghrib has suffered innumerable upheavals in its recorded history. But five major foreign incursions have had the most far-reaching impact upon North African civilization." (34:20:439)

8. The lengthy period of contact between the Carthaginians and the Berbers "worked to mutual advantage—the Carthaginians prospering from their trade whilst the Berbers remained relatively unmolested and, in numerous instances, imbibed Carthaginian culture and Carthage's language, Punic." (34:20:440)

9. "Under the twin principles of transformation and absorption Rome sought to incorporate the Berber population within the Empire. The Berbers, however, were to be admitted primarily as the tillers of large estates and as recruits in Roman Legions." (34:20:441)

10. "The seeds or Rome's downfall and destruction re­pose in the inequities of this socio-economic system, and in the mounting political importance of the North African Legions." (34:20:441-442)

11. "The Vandal passion for retention of their cultural identity also served to perpetuate the Vandal conquest mentality. Significantly, little trace of Vandal culture is to be
found in contemporary North Africa. This is not surprising, since the Vandals had virtually nothing of abiding value to contribute to Maghribian civilization." (34:20:443)

12. "The downfall of the Vandals did not produce any Roman or Byzantine renaissance, however. Justinian tended to tread a prudent and timid path in North Africa. While incorporated as a province of the Byzantine Empire, the region resisted a new master." (34:20:443)

13. "The initial impact of the Arabs upon North Africa is much in dispute. Western historians frequently point to that eminent scholar and forerunner of modern sociology, Ibn Khaldun, to underline their contention that the initial impact was, at best, unfortunate." (34:20:444)

14. "Elsewhere the Arab invasion of the Maghrib has been compared with a 'plague of locusts' for its wanton destruction and pillage. That the Berber inhabitants were resistant to initial Arab depredations cannot be gainsaid." (34:20:445)


16. "Berber submission to Islam is not tantamount to submission to Arab fiat, however. The overweening Berber pride in his small-scale group, together with his prejudice against the foreign intruder, fostered cultural resistance." (34:20:445)

17. "Despite the refractoriness of the original inhabitants, North Africa quickly assumed a veneer of Arab culture
and civilization. While the region as a whole was only infrequently united, two clear centers of power crystallized once it became evident that the suzerainty of the Caliphs at Damascus could not be made effective. The first of these was in the east, focused upon present-day Tunisia; the other was confined to Spain and Morocco." (34:20:446)

18. "The recrudescence of Christian Europe led to the expulsion of Muslim rulers from Spain and Portugal by the end of the fifteenth century. The Renaissance and Reformation which followed in Europe was attended in North Africa by a continued dissipation of authority and influence by each of the Sultans and monarchs who rose to power." (34:20:447)

19. "North Africa, by its turn, remained socially static, politically unsettled, and economically stagnant during this period. The causes were not difficult to establish. Berber tribal pride and passion for independence blunted evolution towards a European national model; chaos in the countryside frustrated economic development." (34:20:447)

20. "By the beginning of the eighteenth century North Africa had fallen into very low estate. Petty principalities and rulers controlled a few urban centers and their environs. . . . the region as a whole developed an unsavory reputation as a result of the depredations of the 'Barbary corsairs.'" (34:20:448)

21. "The license of the privateers was bound to end with the growth of European technology and naval skills. But the industrial revolution which crystallized in the nineteenth
century, and its attendant by-products of population growth, social mobility, and need for foreign markets produced even more profound shocks in North Africa."

22. "Against a background of local resentment and discontent, Europe could not avoid trampling over delicate Muslim susceptibilities. Certainly the first reaction of Muslims to European control was that of shock, giving way to consternation, and inner brooding." (34:20:449)

23. "At the same time, the European presence led to the enforcement of tribal peace, the implementation of new sanitation and health measures, the introduction of a new system of cash economies, and the formation of strong centralized governmental authority, albeit under European direction." (34:20:450)

24. "Of course, change could not always be equated with progress. In the case of Algeria, the transformations produced by French rule led to hardship and privation for hundreds of thousands of Algerians." (34:20:450)

25. "The seeds of North African nationalism were planted in this fertile soil of frustration, self-criticism, and yearning for self-expression." (34:20:450)

26. "The initial response on the part of France was one of conciliation and limited concession. As nationalist demands grew and became more insistent, however, France turned to temporization, half-measures, and finally, outright repression." (34:20:451)
27. "Within the brief span since World War II numerous changes have occurred in North Africa's political, social, and economic institutions which help to explain its present position and orientation." (34:20:451)

28. "Postwar changes have been accompanied by sudden and dramatic events which are now accepted as conventional bench-marks in the contemporary history of North Africa." (34:20:451)

29. "The plight of Algeria today is particularly instructive. Independence came to Algeria only after more than seven years of extensive warfare and bloodshed." (34:20:451)

30. "Algeria's present leadership continues to grapple with a wide range of problems, including: (1) the consolidation and rationalization of political power; (2) the fashioning of a broad, effective program to rehabilitate a war-battered economy; (3) definition of roles for Algeria's various social groups and political elites—the Army, the peasantry, labor, youth, etc.; (4) the creation of a respected place for Algeria in the international community." (34:20:453)

31. "Despite these difficulties, Algeria has registered some gains during the past 12 months." (34:20:453)

32. "Even more crucially, perhaps, Algeria's post-independence incubation period has witnessed a consolidation of ties with the West, particularly France." (34:20:453)

33. "We have dwelt at length upon Algeria because it promises to become the cockpit of North Africa." (34:20:453)
Interpretations on Sub-Saharan Africa

Robert A. Lystad (34:21:454-477)

1. "Sub-Saharan Africa, 'the cradle of mankind,' is only gradually revealing its human life-history, but such has been the process of revelation-through-research since the end of World War II, that that part of the continent bids fair within a generation to be nearly as well understood as its better known northern and northeastern regions." (34:21:454)

2. "At the present time, however, the gaps in knowledge can only be regarded as enormous for most regions and considerable for some others." (34:21:454)

3. "Because many African peoples are—or, until the present generation, have been—'prehistoric' in the sense that written records simply do not exist, and because the scope of this volume includes 'Prehistoric Man,' a review of the results of recent scholarship on early man in Africa is also essential." (34:21:455)

4. "For the African and prehistorian the period between the two World Wars was one of discovery of the basic chronological outlines of prehistoric life and development on the continent, and an increasing number of sites, especially in Southern, Central, and Eastern Africa are continuing to provide rich caches of physical and cultural remains." (34:21:455)

5. "One of the best known of the prehistorians, L.S.B. Leakey, also began his work during this period between the wars, and his contributions to knowledge of the physical
evolution of mankind and of its cultural development, particularly in East Africa, have been most important." (34:21:456)

6. "At least one interpreter of African culture history feels that, whatever the source of the concept of domestication, independent innovations in this respect occurred in the general area of the great bend of the Niger River in Western Africa among what were by then modern Negroid populations." (34:21:457)

7. "The methods by means of which scholars are discovering the prehistory of man in Africa constitute one of the signal contributions to knowledge of Africa made during the post-1918 and especially the post-1945 periods." (34:21:457)

8. "Archaeological research using more traditional methods but with revised objectives has also increased in intensity since 1945." (34:21:458)

9. "For the period of the Iron Age, which begins about 2,000 years ago, information gained from the study of contemporary village-dwelling farmers is sometimes useful." (34:21:459)

10. "Other disciplines, however, contribute their specialized knowledge to the construction of the prehistory and of the history of more recent pre-colonial and colonial times." (34:21:459)

11. "If the coordination of these various types of research has yet to be accomplished and to reach full fruition, and if they do not ever fulfill the criteria of historians who
view their field as requiring written documents for the substantiation of events, chronologies and interpretations, it is nevertheless possible to outline and provide some details of the grand events which led up to the state of affairs in Africa about 1500 A.D. on the eve of the European intrusion."

12. "Historical writing on Africa after Herodotus emerged primarily out of the tradition of Islamic scholarship and culminated in the works of Ibn Khaldun (1332-1406) and Leo Africanus (c. 1520)."

13. "During much of the first half of this century amateur historians, colonial administrators, missionaries, teachers, and explorers published historical works which actually may be of greater value to modern historians of Africa than were the European-oriented works of the professionals."

14. "As in the field of prehistory, World War II marks a great turning point in historical research in Africa."

15. Among the important factors which account for the tremendous upsurge in interest in the history of Africans are: (1) the change in the political status of African countries; (2) the discovery of concrete data for historical writing; and (3) the educational media for both stimulating research and disseminating knowledge."
16. "Although hitherto unrecognized riches of written materials are coming to light, the clear fact is that the bulk of African history prior to and even during most of the colonial period is not recoverable in documents. For this reason the historian is beginning more rigorously to exploit the oral traditions of African peoples." (34:21:464)

17. "The family of man may well have a history on the African continent longer than that in any other part of the world. In any event, his culture history in Africa closely parallels that of mankind elsewhere down to about 10,000 years ago, when the Neolithic revolution occurred in the Near East." (34:21:465)

18. "The rise of dynastic Egypt after about 3000 B.C. had repercussions other than those upon the technologies of food production. Of these the dynastic innovations perhaps of greatest consequence for sub-Saharan Africa were the political concepts of the divine or semi-divine king and of the centralized, bureaucratically organized government." (34:21:466)

19. "While Egypt's influence on the western sub-Saharan was thus being exerted indirectly through Northern Africa, it was also being felt in the eastern and central sub-Saharan during the millennium ending in 1 B.C." (34:21:467)

20. "Another event of subsequent far-reaching importance for the eastern portion of the continent was the entry into Ethiopia of Semitic-speaking peoples from Yemen, on the Arabian peninsula." (34:21:467)
21. "If the events in this outline of prehistory and proto-history have been as yet confined to the northern half of the continent, it is because the Negroid Bantu-speaking agricultural populations had not yet expanded into the central, eastern, and southern portions of the continent. By 500 A.D., however, this engulfing movement had penetrated Central Africa, largely displacing the Pygmy and Bushman indigenous populations, and was poised for further expansion into Eastern and Southern Africa." (34:21:467)

22. "The 'great' culture of the Zimbabwes was not the only one to emerge in Africa during the centuries after 500 A.D. West of the bend of the Niger River in the western Sudan—a location which has been a kind of pivotal point throughout sub-Saharan history—the state or empire of ancient Ghana emerged in about 400 A.D. A few hundred years later, in the vicinity of Lake Chad, there arose the state of Kenem (later Kenem-Bornu) and a series of city-state systems among the Hausa-speaking peoples of northern Nigeria." (34:21:468)

23. "While these events were occurring in sub-Saharan Africa, a new phenomenon, Islam, had intruded itself into Northern Africa in a fashion which was greatly to alter the subsequent history of the continent." (34:21:469)

24. "Out of the turmoil and grandeur of this period, too, there emerged one ethnic group to which special mention should be given. This group, the Fulani, illustrate the fusion of people and cultures occurring in the region at the time. A people of mixed Caucasoid and Negroid ancestry, their society
emerges in about the eleventh century on the western fringe of the empire of Ghana." (34:21:469)

25. "The influence of Islam in East Africa was also strong." (34:21:470)

26. "Muslim influence never did penetrate deeply into the forest region of Western Africa." (34:21:470)

27. "The fifteenth century witnessed the appearance of Europeans in sub-Saharan affairs for the first time." (34:21:471)

28. "With the minor exception of the Portuguese in East Central and West Central Africa, the European powers rather restricted their activities on the continent to its fringes, where they engaged in the kinds of trade for which they had basically established themselves." (34:21:471)

29. "Elsewhere in the interior, however, little change occurred, except in South Africa, where a different style of culture implanted itself in the persons of the Dutch migrants who came to be known as the Boers." (34:21:472)

30. "It was not until 1871, however, that the British themselves can be said to have become firmly committed to tenure in Southern Africa, and then it was the discovery of diamonds which persuaded them." (34:21:472)

31. "While these developments were occurring in sub-Saharan Africa, the trans-Saharan influence of Northern Africa declined, and only the activities of the British in Egypt and the Sudan and the emergence of the Ethiopian empire under Theodore in 1855 and its extension by Menelik in 1895 need be noted." (34:21:472)
32. "The history of the 'scramble for Africa' and the partition of the entire continent--except Liberia and Ethiopia--among the European powers is in large measure a part of European history, for it is in large measure on paper in European capitals and for European continental reasons that the scramble and partition took place." (34:21:472)

33. "The colonial period between 1885 and the end of World War I was one of relative quiet. The position of the European powers seemed to be that the partition of the continent had served to check further colonial aspirations and threats and that the colonies could be held in a kind of reserve for future development." (34:21:473)

34. "The real African colonial ferment began during the 1920's as political and economic development began and as increased social services and education were inaugurated by enlarged colonial administration operating with larger budgets." (34:21:474)

35. "The history of postwar Africa is being written with lightning-like rapidity accompanied by the thunder of revolutionary social change." (34:21:474)


37. "The new leaders of the new Africa face certain other basic problems which strongly influence their actions. Not one of the nations can be regarded as a homogeneous social unit." (34:21:476)
38. Their "basic desire for the rapid achievement of unity has also found expression in the sphere of intra-African affairs." (34:21:476)

39. "In the attempt to solve such problems and to achieve such goals, the African history of Africa will increasingly play his part." (34:21:477)

Interpretations on Latin American History

C.E. Nowell (34:22:478-500)

1. "The scope of Latin American history is vast. It involves 8,600,000 square miles of territory and a population now estimated as 200,000,000. The time covered is nearly 500 years if we count only from the European discovery of America." (34:22:478)

2. "The most widely used text in Latin American history at present is the one by Hubert Herring. Vigorously written, it is readable and provides full coverage from the beginning until almost the present." (34:22:478)

3. "The text by Helen Miller Bailey and Abraham Nassatir appeared in 1960. This likewise provides full coverage, though with a different organization, as it gives relatively more attention to earlier history and less to more recent periods." (34:22:479)

4. "In 1960, Dana Garner Munro brought out the third edition of a text originally published in 1942. The Munro book is a sound and balanced political history giving much attention to current economic problems." (34:22:479)

6. "The Handbook of Latin American Studies has appeared regularly since 1935. Each volume is prepared by a group of experts who attempt to list all publications in selected fields concerning Latin America for a given year. Besides history, such subjects as anthropology, archaeology, economics, geography, law and literature are included." (34:22:479)

7. "Two major quarterly journals in the United States are devoted wholly to Latin American history." These are the Hispanic American Historical Review, and The Americas.

8. "Most students find interesting the Indian cultures that existed in central Mexico, Yucatan, Guatemala, Colombia, and Peru-Bolivia before the arrival of the Spanish conquistadores. Archaeologists working with the spade, anthropologists, historians, students of language, and other experts including geographers and agricultural authorities learn more about these cultures with every passing year." (34:22:480)

9. "These pre-Columbian cultures have turned out to be much older than was once supposed, and in some cases can be traced well back of the Christian era." (34:22:481)

10. "The stories of the conquistador Spaniards who explored the New World and conquered Indians are constantly retold, by Prescott and Sir Arthur Helps in the nineteenth century and by many recent authors. Memoirs by men taking
part in these conquests, . . . are now often available in good English translations." (34:22:481)

11. To assume that some of the horror stories as to the behavior of the conquistadores in Latin America was "solely Spanish and not characteristic of other Europeans of the time is a mistake." (34:22:482)

12. "But the story had another side: in the two Dominicans Antonio Montesinos and Bartolomeo de las Casas, Spain produced the greatest humanitarians and reformers of the sixteenth century." (34:22:482)

13. "Related to the legend are other beliefs, either erroneous or based on misunderstanding. One is that the Spaniards came to the New World only as gold seekers and had small interest in agriculture and settlement. Facts easily at anyone's disposal will disprove this." (34:22:483)

14. "There is no attempt here to whitewash Spanish rule in America, for government in colonial times was often bad. This, however, was the result more of slipshod methods than of conscious tyranny." (34:22:483)

15. "Dissatisfaction with the commercial policy of the home government furnished one important cause of the movement for independence. The sovereigns had somewhat liberalized their policy by then, but they had acted too late and reformed too little." (34:22:484)

16. "The diplomatic history of Latin America literally began before the discovery of America. A treaty between Castile and Portugal in 1478 somewhat determined the directions in which the two countries would explore." (34:22:484)
17. "The Spaniards and the Portuguese had the New World virtually to themselves in the sixteenth century, but during the seventeenth various European competitors moved in." (34:22:485)

18. "Yet Spain was not a declining colonial power in the eighteenth century: her empire still expanded in certain directions." (34:22:485)

19. "Portugal received theoretical possession of eastern Brazil by the Treaty of Tordesillas in 1494." She allowed about thirty-six years after that "before encouraging, by private initiative, any systematic colonization of the great southern land first called Santa Cruz or Vera Cruz." (34:22:485-486)

20. "International competition soon threatened to deprive Portugal of its colony. . . . When Portugal regained its independence in 1640, however, the tide turned and the Dutch were gradually expelled from both Brazil and Angola." (34:22:486)

21. "Free of both the Dutch and the Spaniards, the Portuguese-Brazilians turned inland and engaged in their 'Westward movement.'" (34:22:486)

22. "The independence of Latin America was definitely a part of a major world episode that saw most of the New World break away from the Old." (34:22:487)

23. "The causes of the Latin American independence movement were well rooted in the past. There had long been dissatisfaction with the political and commercial policies of
Spain and Portugal and with the rigid social systems favored and supported by the mother countries." (34:22:487)

24. "The French Revolution with its Liberty-Equality-Fraternity doctrines and its Rights of Man had a greater impact, both because the French language is closer to the Iberian ones than is English and because Spain immediately became involved in the European struggle against revolutionary France." (34:22:487)

25. "Because of this involvement in a European situation far beyond her control, Spain's American empire started crumbling even before the revolutions began." (34:22:488)

26. "In 1807, Napoleon, now Emperor of the French, began the series of steps that were to shake the Hispanic colonies loose from their parent countries." (34:22:488)

27. "The prevailing tone of Spanish and Portuguese colonial society was still conservative in 1808, but some genuine revolutionists already existed." (34:22:488)

28. "In general, the Spanish and Portuguese colonials were led to independence by fairly conservative men. Nearly all the leaders were of the Criollo, or Creole, class; men of Spanish blood but born in the New World." (34:22:489)

29. "The Church did not unitedly support either side. . . . Nonetheless, various priests of the lower echelons, such as Miguel de Hidalgo and Jose Maria Morelos in Mexico and Gregorio Funes in Argentina, were radicals who worked for the revolution." (34:22:489)
30. "Instead of immediately separating from Spain when Napoleon dethroned the Bourbons, the colonists broke into factions, quarreling and sometimes fighting over the kind of regime they wished to have." (34:22:489)

31. "The fight became an outright one for independence after 1814, when the fall of Napoleon restored Ferdinand VII of Spain to his ancestral throne. He began a reactionary policy at home and let it be known that he meant to restore the old regime in the colonies." (34:22:489-490)

32. "The independence of Spanish America was an international matter." (34:22:490)

33. "While Spanish America finished its fight for independence, Brazil seceded rather than revolted from Portugal." (34:22:490)

34. "We know today that there was little chance of intervention by the European powers of the Holy, or Quadruple, Alliance to restore Spain's rule or to establish spheres of their own in Spanish America... Certainly, the 'hands-off' warning was addressed largely to Russia whose future expansion on the Pacific coast from Alaska the United States feared." (34:22:491)

35. "Independence meant only political separation from Spain and Portugal; there was no social and economic overturn in Latin America... Needless to say, all the states were unprepared for republicanism." (34:22:491)

36. "Latin America faced the future with populations mostly illiterate and poor." (34:22:491)
37. "The Roman Catholic Church was a factor in politics from the start, nearly always throwing its influence on the side of conservatism and the status quo." (34:22:492)

38. "During the first independent years of Spanish America, political disintegration was a grave danger." (34:22:492)

39. "Spanish American caudillos have differed widely in variety and personality. Though after the first generation they were not so exclusively military as at the start, they were still often soldiers or at least had force at their beck and call." (34:22:493)

40. "'Personalism,' as it has been called in Spanish American politics, refers to such situations as these, in which factions group around some strong, though often superficial person instead of concentrating on basic issues. Personalism prevented the emergence of organized political parties, as distinct from cliques or cabals, until a much later time." (34:22:494)

41. "Although the caudillo age showed signs of having passed by the end of the nineteenth century, there has been much reversion to it in the twentieth." (34:22:494)

42. "Statements formerly made to the effect that increased education would eliminate dictatorship in Latin America must be accepted with reservations." (34:22:494)

43. In "the matter of wars between countries Latin America since 1825 has had a better record than either Europe or the United States." (34:22:494)
44. "Through the nineteenth century and into the twentieth, the Latin American states valued their cultural ties with Europe far more than any ties with the United States. Yet Europe intervened several times in their affairs with armed force and threatened on other occasions." (34:22:495)

45. The matter of collection of debts by European powers on Latin American countries "brought forth two strong expressions of opinion by Latin Americans, known as the Calvo and Drago Doctrines." (34:22:496)

46. "Of the twenty Latin American states existing in the twentieth century, eight took part in World War I by becoming legal belligerents against Germany and the Central Powers. . . . Only Brazil and Cuba took an active part in the war, though their military weakness kept it from being an important part." (34:22:496)

47. "By World War II, the situation had greatly changed. When the Axis nations declared war on the United States in December 1941, the Dominican Republic, Haiti, and the Central American states declared war on the Axis in a matter of hours." These nations were followed by the other Latin American countries. (34:22:496)

48. "Although Latin America, with only seven percent of the world's population, has twenty percent of the land surface, one of its major problems is overpopulation." (34:22:497)

49. "Many of the countries are further handicapped by the fact that they rely on the export of a single commodity for the greater part of their income." (34:22:497)
50. "Currency inflation has been a serious Latin Ameri­
can problem since the end of World War I and even earlier."
(34:22:498)

51. "Most governments have programs for economic de­
velopment, and some have shown results. The present era is
one of government participation in business and industry in
Latin America, and this in part explains why so many confis­
cations of foreign-owned companies, generally utilities, have
taken place." (34:22:498)

52. "There is a general desire in Latin America to stim­
ulate manufacturing, and Mexico, Brazil, Argentina, and
Chile have made progress in this direction." (34:22:498)

53. "All Latin American governments are republican in
form, though they differ widely in details." (34:22:499)

54. "In most cases the president of the nation wields
the largest power, although legislatures and judiciaries
exist." (34:22:499)

55. "Small Uruguay has been an exception to all rules
since 1951, in that it then abolished the presidency. By
plebiscite of the voters in that year, Uruguay put in place
of the president a nine-man executive council, six chosen
from the major party in the country and three from the lar­
gest minority party. The executive council has a president,
with this office rotating on a yearly basis, and the holder
of it is for that time the titular head of the nation."
(34:22:499)

56. "Suffrage is now universal in Latin America for male
citizens, and only three countries, Nicaragua, Honduras, and
Paraguay, exclude women from voting." (34:22:499)
57. "Latin American countries have shown a trend toward making voting compulsory." (34:22:500)

58. "It is hard to keep pace with events in Latin America unless a government is in the hands of some such spectacular person as Fidel Castro who is constantly in the news. There are twenty republics, and normal changes of personnel, not necessarily by revolutions, constantly occur." (34:22:500)

Interpretations on the British Commonwealth

C.F. Mullett (34:23:501-526)

1. "That historians should study process as well as periods finds striking proof in the history and historiography of Greater Britain." (34:23:501)

2. "What the empire-commonwealth is and how it is governed cannot at any given time be precisely asserted. Even were territorial description and constitutional definition possible today, tomorrow will be different: only bodies so various can change so rapidly." (34:23:501)

3. "Historians formerly and validly described the relationship between the mother country and colony, or, if we extend the scope, between Europe and the outside world." (34:23:502)

4. "The historian of England describes the commonwealth in terms of English expansion, the 'national' historian is a frontiersman who treats the English impact as late--which it is--and less important--which it is not." (34:23:503)
5. During "the centuries there have been several British empire-commonwealths. Although each has had a history of its own, change from one to another has come rather quickly, in no instance so quickly as during the past quarter century." (34:23:503)

6. "The upheaval of 1939-45 revolutionized opinion as well as the empire-commonwealth. What had been considered at all, to be a full century off was soon a generation, then a decade, then a day away—and all in a few months. Nationalism has characterized old and evolving communities as well as new and revolutionary ones." (34:23:504)

7. "The history of the empire-commonwealth, however, should be approached from new angles: political, constitutional, and metropolitan history must either yield to social, economic, intellectual, and frontier emphases or at the very least be illuminated by them." (34:23:504)

8. "The history of each member of the empire-commonwealth must be studied in its own peculiar experience and in relation to England, to other members, and to the outside world; and for different members the relative importance of these different influences varies a great deal and at the same time shifts figuratively if not quite literally from day to day." (34:23:505)

9. "The case of Canada is much to the point. Canadian historians are properly concerned with the unique historic experience of Canada itself. The tie to Britain still means
something, perhaps more than is recognized, but the tie to the empire-commonwealth means little."  (34:23:505)

10. "Across the world, Indian historians are assessing British achievement and seeking the roots of nationalism. Self-conscious in this latter regard especially they are writing a great deal of hagiography--and some biography." (34:23:506)

11. "Finally, South African history and historiography challenge the historian as much as all the rest together because to the questions of nationalism and pluralism, white and nonwhite, constitutionalism and foreign relations, is added an 'outsider' mentality derived from some geographical remoteness." (34:23:506)

12. Though the British dominion has contracted much, "for nearly five hundred years British imperialism has influenced, at times even shaped, world evolution, so much so that its character and career comprise a case of study in world history." (34:23:506)

13. "In the writing and rewriting of commonwealth history certain approaches and themes stand out. The most impressive and most interesting research deals with ideas and their translation into policy--ideas in action." (34:23:507)

14. "In any comprehensive concern with commonwealth history one must consider the member states." (34:23:508)

15. "Although histories of the empire coincided with the beginnings of colonization, its first influential interpreter
was J.R. Seeley who found in expansion the key to modern English history." (34:23:509)

16. "Whereas a few years ago historians identified imperialism with aggression, 'imperialism sodden with gin,' they now in many instances estimate imperialism as defence of existing interests, concern for the native, and relief for the depressed worker at home. They have come neither to praise nor to bury Caesarism but to explain it." (34:23:509)

17. "Notwithstanding their influence, material considerations alone did not nourish the empire. Humanitarianism, manifested in the anti-slavery movement and criminal law reform, had penetrated English opinion during the second half of the eighteenth century." (34:23:510)

18. "Throughout the years since the American Revolution India has unquestionably occupied first place in the imperial orbit, and here trusteeship took precedence over self-government." (34:23:511)

19. "Generally speaking, anglicization triumphed as India was ruled from London by men lacking experience with the land they governed. Other factors, in addition to evangelical and utilitarian influences, sustained such an attitude." (34:23:511)

20. "Anglicization did not go unchallenged. As English policy threatened Indian culture, discontent matured into open revolt, particularly the Mutiny of 1857." (34:23:511)

21. "Thereafter resentment grew. As Indians learned about their past as well as England's they acquired beliefs
about rights and liberties and institutions which prompted questioning of British rule, the more that the government failed to redeem its political pledges, and by social segrega-
gation flatly repudiated equal opportunity." (34:23:512)

22. "In 1885 the prevailing temper led to the founding of the Indian National Congress." "From that time forward Anglo-Indian relations steadily deteriorated." (34:23:512)

23. "Meanwhile, with the conspicuous exception of South Africa, other parts of the empire-commonwealth were demanding less attention, though crises often occurred. The West Indies, once highly cherished, fell into eclipse." (34:23:513)

24. "The slave trade was abolished in 1807 and emancipation followed in 1833. These changes did not come easily, but after years of agitation the humanitarians, who reflected the current ideal of trusteeship, triumphed." (34:23:513)

25. Emancipation once accomplished brought some difficulties to the economy of the West Indies since the planters were not prepared for it. (34:23:513)

26. The "history of Canada is exciting, though not without periods of uncertainty, periods when some Englishmen were prepared either to cede Canada to the United States or sink it to the bottom of the sea." (34:23:514)

27. "By the 1830's Canadian spokesmen were protesting the domination of the Colonial Office and seeking a government in which a ministry responsible to the provincial legislature framed the policies." (34:23:514)
28. "At first, the British government refused to go all the way but soon governors were putting responsible government into practice. Then men discovered the need for confederation. This was largely accomplished by the British North America Act. . . . By the opening of the twentieth century Canada in the opinion of many Canadians had become a nation." (34:23:514)

29. "On the other side of the world the same process was taking place in Australia where problems of a different sort shaped evolution. The most significant of these was the convict beginnings." (34:23:515)

30. Australia's "remoteness for several decades enabled the English government and English people alike to disregard the land and its inhabitants. By the 1830's, however, free settlers and extensive wool production changed the situation, and the government indicated its readiness to grant self-government to a white colony but not a convict settlement." (34:23:515)

31. Until about 1850 the individual colonies in Australia "experienced an irregular political and economic development, but thereafter they achieved both responsible government and economic stability. Federal union in 1900 was markedly influenced by the American experience." (34:23:515)

32. "First explored by Captain James Cook in about 1770," New Zealand "attracted some attention in the 1820's though the English government was unwilling to annex them until 1839 when the influence of colonial reformers produced action." (34:23:515)
33. "Despite the enthusiasm and high quality of the colonists" who came to New Zealand, "the course of settlement did not run smoothly. The colonists in many instances were unprepared for frontier living and friction long marked relations with the native Maoris." (34:23:515)

34. "In time, political problems were in part resolved by responsible government though its achievement postponed for some years the solution of native troubles: the Colonial Office could no longer effectively protect the natives. By the eighties this tension had eased and New Zealand seemed capable of practicing the responsibility it had legally acquired some time before." (34:23:516)

35. "The development of Australian and New Zealand nationalism has differed not only from that of Canada, India, or the new African states, it has also differed as between the two." (34:23:516)

36. "The troubles of Australasia, crucial to the people involved, are trifling when put against those of South Africa." (34:23:516)

37. "The political maturity of British South Africa proceeded slowly though by 1872 Cape Colony achieved responsible government, and Natal some twenty years later." (34:23:517)

38. "The conflict between Boer, Bantu, and Briton delayed the process, the more that humanitarians, owing to their fear of injustice to the natives, clung to the 'imperial factor.' . . . Year by year, incident by incident, friction increased. . . . which erupted in 1899 into a bitter, tragic war,
39. "For a time indeed the relative isolation of South Africa and the uneasy balance between Boer and Briton promised peaceful acceptance of existing conditions, but as leadership passed to the Boers, South Africa became the bad boy of the Commonwealth." (34:23:517)

40. "West Africa no less than other overseas territories faced uncertainties in the early nineteenth century, owing to the fits and starts of British policy and the impact of humanitarianism." (34:23:517-518)

41. "Until well into the nineteenth century books about Africa concentrated on the terrifying to the neglect of tribal custom; no one appreciated that Africa had a non-European history." (34:23:518)

42. "Contemporaneously imperialism as idea and practice was undergoing vital change. Men were discovering that separatist prophecies had not materialized; they also became aware that England was losing its industrial supremacy, and that not only did trade often follow the flag but that the flag might properly follow trade." (34:23:519)

43. "Yet scarcely had Englishmen become conscious of their imperial achievement than consolidation replaced expansion. Not a little of the change in attitude was owing to the Boer War with its legacy of uneasy conscience and rotten fruit." (34:23:520)

44. "The late nineteenth-century move to protection and imperial preference aroused the free traders and social refor-
mers led by J.A. Hobson whose *Imperialism* (1902) equated empire with oppression and greed, international anarchy and dollar diplomacy." (34:23:520)

45. "The identity of imperialism with commercial opportunity, social betterment, and commonwealth organization coincided with the rise of Joseph Chamberlain, the acknowledged leader of those who believed the empire to be Britain's salvation." (34:23:520)

46. "Inspired by Chamberlain, mediately or immediately, many Englishmen pondered imperial organization. . . . These mellifluous phrases, which meant all things to all men, pointed the way to the Statute of Westminster (1931), which enacted the idea of the British Commonwealth, and to further cooperation." (34:23:521)

47. Cooperation among the members of the British Commonwealth has taken many forms, official and unofficial. (34:23:522)


49. "The new nations of the commonwealth have operated on the premise, seek ye first independence and all things will be granted unto you. Day by day, however, they are learning that independence guarantees nothing, that self-government must be learned as well as wanted." (34:23:523)

50. "Africa and Asia alike have been the scenes of luxuriant nationalisms but the two reveal striking contrasts.
The process in Africa has been revolutionary." (34:23:523)

51. "In addition to environmental, cultural, and historic contrasts Asian nations differ more within themselves than the African; one could expect no other from India within whose borders sharp differences in religion and language, in density of population and resources, in caste and race at present rival the unifying forces--foreign policy, law, education, trade, the press." (34:23:524)

52. "Although nationalism, especially in its raw and arrogant manifestations, is a major problem, others too foment crises. The very smallness of some nation-states may forestall their complete independence; rapid social and economic transformation delays stability. As tribal institutions disintegrate anarchy threatens. Democracy has not automatically accompanied independence, and in some new nations policemen are more numerous than in the old days." (34:23:524)

53. "If this pluralistic, multiracial experiment--its members markedly diverse in race, language, creed, size, and previous condition of servitude, without central administration, uniform currency, supreme court, or parliament--succeeds, it may well instruct the rest of the world." (34:23:525)
Interpretations on North America

J. P. Bannon (34:24:527-543)

1. The term "North America" will be understood to mean the northern of the two American continents and the islands geographically belonging thereto. (34:24:527)

2. "The first centuries of the North American story really belong to the native Americans, those people whom Columbus mistakenly called 'Indians,' since he was convinced that he had accomplished his purpose and reached the Indies by sailing westward from Spain." (34:24:527)

3. "Much work has been done by prehistorians and anthropologists in the past quarter-century. The age of man in the Americas has been pushed back several thousand years beyond the close of the Ice Age, which for long was thought to be the earliest date for human habitation in these two continents." (34:24:527)

4. "The Indians, quite obviously, constitute a constant in the story of later North America, whether Spanish or English and United States or French and Canadian. If time permits, the Indian deserves notice as a human being, struggling with the human problems of life and environment, solving some of them, being baffled by others, in instances making amazing cultural advances." (34:24:528)

5. "Next onto the American scene come the white men, the Europeans. At the end of the fifteenth century, an expanding Europe stumbled onto islands in the Caribbean, when
Columbus en route to the East ran into landmasses of unexpected proportions blocking the way." (34:24:528)

6. "The Spaniards from their original base in Espanola very soon were branching out, to other Caribbean islands and to the mainland, along the isthmus." (34:24:529)

7. "By mid-sixteenth century the Spaniards had ranged most of the southern half of the continent." (34:24:530)

8. "In 1565 they occupied Florida, to protect the home-bound route of their galleons as they sailed, treasure-laden with the yield of the mines of Mexico and Peru, through the narrows of the Bahama Channel." (34:24:530)

9. "North America, thus, had a full century of European history, actually Spanish history, before rivals seriously came onto the scene." (34:24:530)

10. "However, for long years the Spaniards and their American enterprise, in North as well as in South America, suffered from the Anglo-perpetuated 'black legend,' that smear campaign of propaganda created by their enemies of the sixteenth century which pictured the Dons as hardly better than devils incarnate. Prejudice died slowly, but by the end of the nineteenth century and in the early years of the new one a spirit of fairness began to show." (34:24:531)

11. "Very early Bolton also became the vigorous proponent of the 'continental' perspective in North American history." (34:24:531)

12. "Meanwhile, and continuing through the years, individual studies of most of the conquistador 'greats' began to appear." (34:24:532)
13. "The early years of the seventeenth century saw other Europeans come into the North American scene, to enrich and also to complicate the story—the English, the French, the Dutch, the Swedes." (34:24:533)

14. "For the story of the rivalries in what has been styled the 'American Mediterranean' (the Caribbean) Philip A. Means, The Spanish Main: Focus of Envy, 1492-1700 is the broadest account, and still one of the sounder." (34:24:533)

15. "On the continent proper the English and the French began to lay the foundations of their colonial empires. In the course of world history with time so limited it would seem best to touch these developments not only in their continental relationships, but also as examples of an expanding Europe, the projection of her several national cultures overseas." (34:24:533)

16. "Much less easily available is the bibliography for the French effort in North America." (34:24:534)

17. "Relatively little new, in English at least and in terms of books or interpretations, has appeared of late years on the story of the foundation and early years of New France. Most of what has been written by the French-Canadians is of the ax-to-grind variety; and the Anglo-Canadians have tended to concentrate on the pre-dominion and post-dominion years." (34:24:535)

18. "As the French found to their dismay that nature had passed Canada by in her allotment of the precious metals, they settled down to other economic pursuits." (34:24:535)
19. "Once the French had the Iroquois problem under control, they were able to think of expansion to the farther Great Lakes and down the Mississippi Valley." (34:24:536)

20. "With the shift of attention to the eastern half of the continent in the seventeenth century one should not lose track of the Spaniards. . . . Having established the first major colonies overseas, Spain had to pioneer many solutions to imperial problems which later-comers to the Americas imitated, adopted, adapted or revised." (34:24:537)

21. "By the middle of the sixteenth century, after the fundamental work of the conquest had been completed, the institutional phase might be said to be well under way." (34:24:537)

22. "During the course of the seventeenth century all the North American empires had blossomed into an early maturity. As the century closed frictions were developing and national ambitions growing." (34:24:539)

23. "Of late this entire conflict but more especially the French and Indian War has elicited much new interest." (34:24:539)

24. "The year 1763 is a watershed date in the North American story. The colonial period is almost at an end. Canada has become British, and its progress toward nationhood begins. Thirteen of England's other North American colonies before long will break with the mother country to become the United States, the first of the independent Americas." (34:24:539)
25. "Therefore, by the last quarter of the eighteenth century the story of North America turns into an Anglo epic, at most; there are those, Canadians especially, who contend that the use of the singular is incorrect and talk of two Anglo epics." (34:24:540)

26. Canada in the North American story can be included in a course in world history through topical treatment. (34:24:540-542)

27. "There is sound validity in the 'continental' approach to the teaching of the colonial period of North American history--further, such an approach is not difficult to implement, for the tools are ready at hand." (34:24:542)

28. "In time the continental approach loses a measure of its earlier validity. To force its application can then be as unhistorical as it is to overlook its necessity in an earlier age." (34:24:543)

Importance of reinterpretation in the study and teaching of history

R. L. Watson (34:26:553-558)

1. "The historian need not be defensive about the usefulness of history. The study of history will continue to be of vital importance for an understanding of the world and man's place in it." (34:26:553)

2. "At the same time the historian should be careful about becoming involved in any controversy about the merits of his subject as compared with other subjects or disciplines." (34:26:553)
3. "Yet history can provide a frame of reference for the student of other disciplines, and thus the historian bears the unique responsibility of seeing the past as nearly as possible as a whole and of explaining its relationship to the questions that trouble us in our own time." (34:26:553)

4. "The study of history, moreover, is essential for peace of mind. . . . However, and more importantly, does not history show that man has responded to the challenges of his day, and somehow has survived, muddled through, at times even emerged with brilliance and distinction?" (34:26:554)

5. "Historical study also shows the fallibility of historians." (34:26:554)

6. The "historian is conditioned by his origins, his associates, his training, his environment; what is more, his writing is going to reflect this conditioning, and it is part of the role of the teacher of history, to see that his students understand this fact." (34:26:555-556)

7. "A good case could be made for the assertion that 'The first rule for the historian is to approach a problem with a desire to discover the truth, rather than to support preconceived ideas.'" (34:26:556)

8. "Scholars must be free to experiment with new ideas and teach new interpretations or else there is no point to scholarship." (34:26:557)

9. The "ideas of Woodward and Potter are particularly relevant to the mid-twentieth century and serve as useful jumping-off places for class discussion. They are broad
interpretations touching upon the full span of the history of the United States; however, they could be adapted to any field, and hence could be useful to any teacher of history." (34:26:558)

10. "However, there is a danger in the interpretative approach. The history teacher's primary responsibility is to explain what happened as clearly and interestingly as possible. . . . Some teachers, and too many students, think that history should be simply a mass of generalizations or broad trends. This kind of mental laziness leads to sloppy thinking and careless presentation." (34:26:558)

Interpretations on the relation of history and the other disciplines

D. F. McCall (34:28:569-584)

1. "History has always drawn from other fields of knowledge in the attempt to better understand individual behavior and mankind as a whole in the various contexts in which life, and therefore history, occurs." (34:28:569)

2. "The most significant thing which is occurring at the present time is that non-literate peoples are being brought within the scope of history." (34:28:569)

3. "The newer and wider horizon is achieved by the utilization of unwritten sources." (34:28:569)

4. "First, however, we must state a limitation of unwritten sources. Generally they do not tell us anything about individuals but only about communities." (34:28:570)
5. "Archaeology has amplified our understanding of such historical periods as medieval Europe and colonial America, but it has also added to the list of known civilizations Minoan Crete, the Mohenjo-daro complex in the Indus Valley, the Mayans, and several others." (34:28:571)

6. "Oral tradition has often seemed to be unwritten history transmitted from generation to generation by word of mouth, but even if this were so (which not everyone was willing to grant) historians were quick to note that there was a serious difference between oral tradition and a written narrative source." (34:28:571)

7. "An important point to make here is that oral traditions are the only unwritten source which gives us named individuals, mentions specific events, and alleged motivations. . . . Thus oral traditions, for all the shortcomings they may have, occupy an important place in the category of unwritten sources." (34:28:573)

8. "The methodology of the ethnologist is still weak but shows signs of strengthening. At the moment, all that can be asserted with some assurance are a few principles. For example, a culture-item that has entered into many complexes is necessarily old because the culture-complexes require time to develop." (34:28:574)

9. "The clearest proof of the ability of linguistics to yield historical data is our present knowledge of the Proto-Indo-Europeans. . . . With the realization that some languages were related to others, and that cognate words in
the related languages were derived from the same root in
the ancestral or proto-language, it was possible to recon­
struct the rproto-language which no one living had ever
heard spoken." (34:28:574)

10. Biology can also supply us with knowledge of the
past. (34:28:575-577)

11. "The now famous cave paintings of France and Spain
have given us information not only of the quarry of the
palaeolithic hunters but also something of their rituals and
religious beliefs." (34:28:577)

12. "Data from another of the methods may help to fill
out the gaps, or they may refer to another time-period: Thus
we need means to determine the chronology of each type of
data." (34:28:577)

13. "The only discipline that has reliable means of de­
termining the age of an entity that results from research is
archaeology." (34:28:578)

14. "Anthropologists and/or archaeologists therefore are
in a reasonable position to organize a multi-disciplinary
research into the history of non-literate peoples when and
if financing for such teamwork can be obtained." (34:28:
582-583)

15. "The task of world history today is to give a ba­
lanced account of all the regions and peoples of the world
from the earliest days of human occupation until the pre­
sent." (34:28:583)
GUIDELINES FROM THE YEARBOOKS OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES: A TREND STUDY

VOLUME IV

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

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* * * * * *

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16. "Whatever part others may have in gathering the data and determining the outlines of the myriad regional and ethnic histories, it will be the historians who will incorporate them into the definitive world histories." (34:28:583)

17. "There is another and perhaps more compelling reason why historians will not leave these unwritten sources entirely to non-historians, and that is that although the overriding motivation to develop these historical techniques is to discover the history of non-literate peoples, once the techniques are developed it becomes clear that they can add new dimensions to the history of areas which have an abundant written documentation." (34:28:584)

Issues in Curricular Content and Curriculum Design

Three issues have been identified in the volumes of the fourth period in curricular content and curriculum design. These issues with their corresponding recommendations and grounds are presented below. E. Kelley (26:4:59-70), W.L. Chase (31:19:329-343), F.R. Shaftel (32:15:212-218)

Issue No. 1

Should current issues or past issues be taught in schools? (26:4:61)

Stand on issue

"It seems perfectly clear that if we want our young people to be aware of, and able to cope with, the world as
it is and will be, they must be free to study all things as their curious, inquiring minds encounter them." (26:4:61), (4:5:57)*

Grounds

1. "Knowledge of settled issues will not suffice in a democracy. For in a democracy the people are the government, and the people must make decisions as they arise." (26:4:64), (4:5:57)*

2. The idea of controlling the teacher's teaching is repugnant to all democratic people. (26:4:66)

3. The problem of academic freedom would probably never arise if the teacher were not to pose as an authority, capable of selecting what other people should learn. (26:4:66)

Issue No. 2

Should the study of history be given in the elementary school? (31:19:329-330)

Stand on issue

Teaching definitive history and time relationships must be given even at this level. (31:19:333)

Grounds

1. "In the everyday living of boys and girls their ordinary experiences cause them to raise questions which require answers involving aspects of history." (31:19:333)
2. Research in the field of time relationships shows that children in the elementary school are ready for the study of history and time relationships. (31:19:331-333)

Issue No. 3

Should the industrial arts be included or used in the social studies? (32:15:212-213)

Stand on issue

1. The controversy can "be resolved by considering carefully some of the valid functions of industrial arts experiences in the social studies program." (32:15:213)

2. It must be taught as basic activities in an anthropological approach to the study of man. (32:15:215)

Grounds

1. "In a world torn by warring ideologies and immature struggles of emergent nations, our ability to understand the survival orientation and needs of under-developed nations may be crucial." (32:15:214)-1

2. "Today more than ever before, American children, living in growing numbers in urban areas, in a world of end-products, need to be helped to understand the relationship between natural resources (raw materials), industrial processes, workers, and the products they consume." (32:15:214)-1
3. "And now, more than ever before, in a world experiencing an industrial explosion, they need to understand the ways of life of neolithic men, medieval men, and those in the early stages of industrialization—in Africa, the Middle East, Latin America and Asia—who are on the move, determined to achieve the technology of western societies." (32:15:214)-1

4. "Such industrial arts activities contribute, when selected properly, to giving real depth to the content of culture studies." (32:15:215)-2

5. "When industrial arts processes are experienced by children as a part of such a culture study, the first-hand experiences are springboards to intellectual understandings." (32:15:215)-2

6. "Another dimension of the contribution is that of helping children to understand increasingly the impact of science and technology upon mankind." (32:15:216)-2

7. "In this process, they take their own steps, do their own inductive thinking, and under a purposeful teacher, build generalizations that make for 'regenerative travel,' to use Bruner's term." (32:15:218)

Problems in Curricular Content and Curriculum Design

The problems in curricular content and curriculum design that have been noted in the volumes of the fourth period may be classified under the following: (1) How to improve the curriculum in general; (2) How to improve the curriculum in
the elementary school; (3) How to improve the program of skill development in the social studies; (4) How to improve the role of science in the social studies; (5) How to improve the curriculum of particular subject-matter fields; and, (6) The what, where, and how of particular teaching materials in the elementary school. These problems are presented below, together with their recommendations and grounds, in the order given above.

How to improve the curriculum in general

The problems under the above heading are concerned with the following: (1) What are the basic assumptions in improving the curriculum? (2) What are the tasks to be done to improve the curriculum? (3) What are the processes necessary to accomplish the tasks for curriculum improvement? (4) How can forces or pressures in the community be used for curriculum improvement? (5) How can teachers and children improve the curriculum? (6) How can schools improve the curriculum? (7) How can the curriculum be improved on a system-wide basis?
Basic assumptions in improving the curriculum


Recommendations

1. The "most satisfactory way to improve the instructional program for children and youth is to include the total instructional, supervisory, and administrative staff in all phases of planning and action." (26:1:1), (26:5:80)

2. "In addition to the professional staff, the pupils, their parents and other laymen in the community have contributions to make." (26:1:1), (26:5:80)

3. The "inclusion of all teachers in any plan for curriculum change is essential if the curriculum is to be improved." (26:1:1), (4:4:55)*, (12:1:4)*


5. "One role of the educational leader is to help sensitize the people of the community to new research in education, and to social, economic, and cultural changes in the local community, on the national scene and in the world situation which seem to make a fresh look at the curriculum advisable." (26:1:1)

6. "When a social studies curriculum is being reorganized, the place of social studies in the total curriculum of the school must be kept in mind." (26:1:1-2), (26:5:81)
7. "It is the task of curriculum makers to use current research from the social sciences: economics, sociology, political science, social psychology, and cultural anthropology to understand new economic, social and cultural forces at work in society." (26:1:2), (3:1:9)*

8. "Another responsibility is to use educators' knowledge of the educative process to provide students with experiences which will help them understand how to live with new forces." (26:1:2)

9. "The place of history, as the record of man's progress through the ages, and the place of geography in analyzing man's interaction with his environment must be kept in mind." (26:1:2), (4:5:61)*

10. "In bringing together research from many fields and adapting it to school use, Universities, State Departments and the National Council for the Social Studies play a part." (26:1:2)

11. "Cooperative curriculum planning has two facets which need to be considered: 1. Understanding by all participants of the nature of tasks to be done. 2. Skill in working together to accomplish these tasks." (26:1:2)

12. "Teachers of the social studies should be better able because of their academic and professional preparation to interpret to the other members of the faculty the social impact of the environmental changes which have characterized the past 50 years, to examine the conditions, problems, and trends confronting people in the mid-century decade, and to
envisage the probable industrial, economic, and political developments which may envelop citizens in the next few decades." (26:5:72)

13. "Today, however, it is more urgent and practical for schools to assist young people to become mentally prepared for more travel at increased speed to nearby and distant places." (26:5:73)

14. "An improved social studies program should offer young people the motivation and means to learn to live in an age of 'air-communication.'" (26:5:73)

15. "Work in the social studies and other curriculum content areas is socially significant when it enables young people to discover, to examine, and to refine the values, ideas, attitudes, information and psychological processes which contribute to the development of critical mental behavior when interacting with communication transmitted by radio, press, and television." (26:5:74), (4:6:88)*

16. "School people should hasten to focus attention on the social impact that the annual increase in the nation's and world's population will have on personal and group living." (26:5:74)

17. "Children deserve to be understood in relation to the cultural period in which they live and develop." (26:5:74), (12:1:8)*

18. "Teachers may find it helpful to recognize the probable difference in the interacting relationship between the child they have created psychologically in their mind as they
observe, interpret, and appraise the overt behavior of the child, and the child who is living and learning 'under-his-skin.'" (26:5:75)

19. "Teachers have the responsibility to attempt various ways of improving the resource elements in the social studies environments or curriculum." (26:5:76)

20. "Balanced emphasis should be given to the improvement made by pupils in the 'How' in learning, and to the 'What' that they need to learn about past and present cultures." (26:5:76), (4:6:87)*

21. "The writer accepts the assumption that significant improvement in the social studies curriculum and in the developing of selfhood on the part of pupils might be forthcoming if teachers were to undertake a determined effort to reduce drastically the scope and speed of the classroom curriculum." (26:5:77), (2:1:19)*

22. "The assumption may be accepted that the school is a small community in which pupils of different family backgrounds, different ages, different interests, and different abilities live, work, and play for five days a week." (26:5:78)

23. "The amount of time to be devoted to the social studies period, core, or units can be decided only by the faculty of each school. There is no one pattern that can be followed in all schools." (26:5:79), (12:6:81-82)*

24. "The social studies activities and class periods facilitate psychological fusion with other subjects when
pupils begin to realize the importance of critical reading, factual and correct usage of oral and written communication." (26:5:79)

25. "Improvement in the social studies curriculum may be more readily achieved when all teachers accept some responsibility for correlating the social studies in their teaching field." (26:5:80), (4:6:88)*

26. "Administrators and supervisors function best when they serve as educational consultants to the faculty on matters related to the curriculum." (26:5:81), (3:2:44)*

27. "One criterion that may be useful in appraising the design and outcomes of the social studies curriculum points to examination of the psychological-cultural vision of the members of the faculty." (26:5:82)

28. "Another criterion that may be of value centers attention on the interrelationship between living in school and living in home and community situations." (26:5:82)

29. "A study of the degree of cooperation between home and school brings into play another useful criterion." (26:5:83)

30. "The leadership of the National Council for the Social Studies is dependent on the professional identification each member creates in his mind." (26:5:83)
Grounds

1. The role of the teacher is central in the instructional program. (26:1:1)-3

2. "Two forces are in operation to make continuous change necessary: (a) there is a growing volume of research findings on human growth and development and on the nature of the learning process; and (b) we live in a society which is characterized by economic and social change." (26:1:1)-4

3. "The members of the professional staff are trained leaders upon whom the people depend for professional counsel when change is considered." (26:1:1), (26:5:80)

4. "The time of change and the extent of change remain in the final analysis subject to popular decision." (26:1:1)-5

5. "Young people now live and will continue to live in a global world in which the people-to-people contact size has been reduced to hours and minutes by airplane, radio, and television." (26:5:73)-13

6. "Informed and inquiring minds are essential in an age of electrically patterned 'air waves.'" (26:5:74)-15

7. "Social literacy, emotional maturity, and moral accountability will be necessary in finding appropriate solutions to such problems as housing, traffic, inter-group relations, health, recreation, and education." (26:5:74)-16

8. "Each child is being influenced in his efforts to learn about himself and the world about him by the interpre-
tation that parents, neighbors, teachers, and other adults make of him." (26:5:74-75)-17

9. "The child is a unique, living person. The child the teacher thinks he sees is a psychologically created child." (26:5:75)-18

10. "Learning with meaning takes time. It requires conscious intent." (26:5:77)-21

11. "This policy recognizes and respects the professional competence of the teachers and enables them to find and to maintain professional status and dignity, and through cooperative effort, to design and improve the educational program." (26:5:81)-26

Tasks that should be done to improve the curriculum

O. Sand (26:12:237-254)

Recommendations

1. "A first investigation of value in selecting objectives wisely is to study children and youth." (26:12:238), (2:5:173-174)*

2. "Two kinds of data concerning contemporary society need to be gathered: (a) general data about contemporary society, and (b) data about the particular community in which the school functions." (26:12:239)

3. "A third source of data that requires the cooperative efforts of all those concerned with improving the social studies curriculum is what others have done to improve their
programs, and also the opinions of specialists in the social sciences." (26:12:241), (4:6:74-75)*

4. Another important task is to formulate and use a philosophy. (26:12:242-243), (4:2:24)*

5. "It also is necessary to come to grasp with what is known about the learning process to answer the question, 'What can be done?'" (26:12:244)

6. "A sixth job is to state a few important objectives clearly so they can really guide creative teaching." (26:12:244)

7. A seventh job is to select creative learning experiences. (26:12:247)

8. Another task is to select instructional materials. (26:12:248)

9. Task nine is to organize learning experiences to provide for continuity, sequence and integration. (26:12:250)

10. Task ten is to evaluate behavioral change. (26:12:253)

Grounds

1. "The major reason for studying children and youth, contemporary society and what others have done and thought is to produce a body of data which will have implications for the goals of the social studies curriculum as well as for some of the means to be used in achieving these goals." (26:12:242)-1 to 3

2. "When a philosophy has been developed, objectives
can be 'screened' through this philosophy to determine which are inconsistent with the philosophy, which are not important, which are moderately important, and which are highly important." (26:12:243)-4

3. "Evaluation is a continuous and cooperative process. The effectiveness of the other tasks are evaluated by the extent to which each young person attains the important objectives of the social studies program." (26:12:253)-10

4. "More important purposes of evaluation are to check on the effectiveness of the teaching, to validate the hunches we have for improving the curriculum, to provide information which will help guide children and youth, to provide a sound basis for public relations, and to help faculty and students clarify their purposes and see more concretely the directions in which they are moving." (26:12:253)-10

Processes that are necessary to accomplish the tasks for curriculum improvement

E. Ellsworth (26:13:255-264)

Recommendations

1. The attitudes of all participants toward curriculum change must be appraised and they must be helped to develop and maintain attitudes favorable to curriculum change. (26:13:255)

2. "Much of the success of any program of improvement of the social studies curriculum depends upon a clear analysis of
tasks to be done as well as upon earnest and enlightened work upon the tasks." (26:13:257), (4:6:74-75)*

3. Involving all participants in appropriate tasks at appropriate times is another necessary process. (26:13:258)

4. Developing leadership is another important process necessary to accomplish the tasks for curriculum improvement. (26:13:260-261)

5. Organizing the staff to carry on the project is another important process in curriculum building. (26:13:262)

6. Resolving differences of opinion on significant issues is necessary. (26:13:263-264)

7. "Continuous evaluation of progress needs to be tied with planning jobs to be done, because planning must always include providing for careful evaluation." (26:13:264), (4:6:74-77)*, (16:2:25)*

Grounds

1. All children and teachers "must experience democracy to make it work." (26:13:258-259)-3

2. "At the least such working together leads to a clarification of issues and points of view and to some sort of solution of the difficulties." (26:13:259)-3

3. "Though curriculum development is an educational process, all interested parties cannot engage in all phases of the process." (26:13:259)-3

4. "Different leadership is also needed for different functions and in different content areas." (26:13:261)-4
5. "Unity of purpose and pulling together on a job give strength and greater promise of achievement." (26:13:263)-6

How forces or pressures in the community could be used for curriculum improvement

R.E. Larsen and H. Toy, Jr. (26:2:5-15)

Recommendations

1. The school must operate with the cooperation of the community. (26:2:14), (7:8:110)*
2. Schoolmen should develop well-informed and responsible citizens who combine respect for the past with a sure vision of the future. (26:2:15)
3. "To be most effective such a group of schoolmen and citizens must be representative of the whole community." (26:2:15)

Grounds

1. "Our schools are designed to represent the will of the community and to operate with its cooperation." (26:2:14)-1
2. On responsible citizens, more than any other group, falls the responsibility for successful operation of the democratic process. (26:2:15)-2
3. "Points of view or facets of the community life which remain unrepresented pose a continuing threat." (26:2:15)-3

4. "The citizens need the schoolmen's expert knowledge of education and broad social understanding. The schoolmen need the laymen's detailed knowledge of the community and their broad perspective on community-school affairs." (26:2:15)-1

How teachers and children could improve the curriculum

S. Kern and J. Fair (26:6:85-111)

Recommendations

1. "The teacher must bring to bear his understandings of students in his classes, the needs of present-day society, and the scholarship of the social sciences, along with a democratic philosophy and his knowledge of how individuals and groups learn, in the selection and clear definition of an appropriate set of objectives." (26:6:110)

2. "The teacher and his group must work out together the kinds of learning activities which will actually enable those in his classes to learn most efficiently what they set out to learn." (26:6:110)

3. "Learning activities must, then, give students experiences in situations which are realistic for growing toward their objectives and which permit adequate summarizing, generalizing, and applying what they have learned in and out of the classroom and in later years." (26:6:110)
4. "Learning experiences at every level need to contribute to developing concepts, abilities, and values if good social studies education is to take place." (26:6:111), (4:2:30)*

5. "Teachers need to involve students, and their parents, the staff, and out-of-school persons in the kinds of changes being made." (26:6:111)

6. "The appraisal of achievement must include more than paper-and-pencil tests of understanding." (26:6:111), (9:20:215)*

Grounds

1. "Fundamentally, education means changing the way individuals think, feel, and act. It is a slow process." (26:6:110-111)-3

2. "The teacher must use a variety of methods, too, to judge the effectiveness of the methods he used in the process of bringing about curriculum change." (26:6:111)-6

How schools could improve the curriculum

J. Salsbury (26:7:112-150)

Recommendations

1. "The social studies as an area of learning should be related to other areas such as English, science, and mathematics." (26:7:149), (4:2:28)*
2. "The community immediately surrounding the school is a vast untapped resource for social studies activities." (26:7:149), (9:2:23)*

3. "The social studies program should be concerned with more of the human beings now living in the school community." (26:7:149)

4. "The focus of attention is the teacher-pupil relationships in and out of the classroom." (26:7:149)

5. "Improvement in the social studies should be a school-wide and community-wide venture." (26:7:149)

6. "The social studies should be a workshop to gain more of the skills needed to live in a democracy." (26:7:149)

7. "Leadership ability in people is found in many places: in a small rural community, a large city, or a small town. Leaders must lead in any forward step, and any improvement in the social studies program can produce and strengthen leadership." (26:7:150)

8. "Total curriculum improvement is greatly aided when teachers, pupils, and parents work together to improve the social studies program." (26:7:150), (6:12:159)*

9. "The social studies program which involves the community--local to world--will find new uses for books and reference materials. One text will no longer meet the needs of all the pupils, but this will not necessarily impose a financial burden on any community as there are many free materials not now being used." (26:7:150)
10. "Evaluation in terms of observable individual and community behavior is possible when the social studies pro-
gram includes the improvement of the quality of behavior as its major objective." (26:7:150)

Grounds

1. The above generalizations are based on experiences that have been reported. (26:7:149)-1 to 10

How to improve the curriculum on a system-wide basis

H.K. Bennett and R. Emlaw (26:8:151-179)

Recommendations

1. Adequate faculty involvement is necessary. (26:8:179)

2. "It would seem better, therefore, to approach the task in a series of steps involving a goodly number of classroom teachers from the beginning." (26:8:179)

3. The entire administrative staff must be included in all steps to insure "adequate leadership at the individual school level as staff involvement proceeds." (26:8:179)

4. "Regardless of the size of the school system the inclusion of the properly constituted leadership in the effort is essential. This means that all line personnel concerned with responsibility for the instructional program must be involved." (26:8:179)
5. "Actual leadership within the school may pass into other hands as the work progresses." (26:8:179)

6. "After the initial steps are taken by smaller groups of teachers and administrative personnel, more and more teachers become involved in the project until all are finally included." (26:8:179)

Grounds

1. "Failure to involve the instructional staff in such efforts invariably results in nonacceptance by the staff." (26:8:179)-1

2. To involve "a faculty of some 650 teachers in the initial effort also presents an insurmountable obstacle." (26:8:179)-2

3. "True, they do not always represent the most effective leadership at the school level but their position of responsibility by virtue of appointment makes their cooperation necessary." (26:8:179)-4

How to improve the curriculum in the elementary school

Problems under the above heading are concerned with the following: (1) Improving the curriculum in general; (2) Developing social perception; (3) Developing self-perception and social learning; (4) Improving content in the social studies; (5) Planning for a specific class; (6) Providing for individual differences; (7) Studying controversial issues;
(8) Making observance of holidays and special events more effective; (9) Making participation in civic activities of the school more effective; and (10) Studying current affairs. The recommendations and grounds on the above problems are presented below in the order given above.

How to improve the curriculum in general


Recommendations

1. "As never before there is need to develop the understandings, abilities, attitudes, and appreciations that are needed to live effectively in our times." (32:1:1), (32:8:129), (4:2:30)*

2. Great effort must be put "forth in planning, developing, and evaluating the instructional program." (32:1:2)

3. "The study of man in relation to his social and physical environment must be kept in central focus." (32:1:2), (32:2:25), (2:8:187)*

4. "Instruction must be guided by clear-cut purposes that teachers understand and use as they work with children." (32:1:2), (4:4:55)*, (12:1:4)*

5. "The instructional program must be rooted in the social and psychological foundations of education and be organized to provide for depth, breadth, and continuity of learning." (32:1:2), (32:8:129)
6. "A critical selection of content must be made from geography, history, political science, economics, anthropology, sociology and other disciplines, and from current affairs of greatest importance." (32:1:2), (3:1:9)*

7. "Instructional resources, learning activities, and evaluative procedures must be selected and utilized in accord with criteria and principles designed to facilitate the achievement of basic purposes." (32:1:2)

8. "The entire program must be permeated with democratic values that are of the essence in promoting human dignity in our times." (32:1:2)

9. "Basic characteristics and fundamental purposes of effective social studies programs need to be identified." (32:1:2), (4:6:78)*

10. "An emphasis on quality in education would mean above all striving toward the development of personalities who are open to the world." (32:2:23), (22:5:58)*

11. "To help children emerge from embeddedness will require helping them with a special kind of knowing of both their own culture and the nature of their embeddedness in it, and of the other cultures of the world." (32:2:24), (22:5:58)*

12. "Judgment also must be developed." (32:2:24), (4:6:88)*

13. "Knowledge and judgment are incomplete without deep feeling for people." (32:2:24)

15. The "elementary school is for general education. Specialization for vocational purposes comes later." (32:8:129)

16. Teachers "must involve students in creative planning of their own curriculum, using the school's plan for scope and sequence." (32:8:129)

17. Provision for carrying ideas into action has to be made. (32:8:130), (9:1:9-10)*, (22:5:58)*

18. Makers of "curriculum plans and guides must remember that the curriculum is really developed by teachers and children working together." (32:8:130)


20. The "Social studies should be planned as a program of instruction beginning in kindergarten and extending through the secondary school." (32:8:130), (6:2:32)*, (12:6:96)*

Grounds

1. Education "in an open society is designed to liberate intelligence, to develop allegiances and loyalties based on reason and understanding, and to nurture critical thinking abilities." (32:1:1)-1
2. "With a statement of characteristics and purposes in hand, it is possible for school personnel at the local, county, and state levels to work with a sense of common purpose in improving the social studies yet achieve the diversification that is needed to meet local needs and conditions." (32:1:2)-9

3. More than knowing is necessary. (32:2:24)-12

4. "The social studies are about people." (32:2:25)-3

5. "A child's learning is influenced by the setting in which he is, and his behavior modifies the setting." (32:8:129)-5

6. "The former are the spokesmen and interpreters for the findings of research in the social sciences, while the latter have the know-how to design experiences which are effective in helping children learn." (32:8:129)-14

7. At this level "there is relatively little significance for children in giving attention to the structure and organization of separate disciplines." (32:8:129)-15

8. This is necessary if social studies work is to result in socially desirable changes in behavior. (32:8:129)-1

9. This is necessary to achieve continuity in learning for each individual. (32:8:129)-16

10. This is necessary to test ideas and to develop the habit of taking responsible action based upon knowledge and critical thinking. (32:8:130)-17

11. This is a time of rapid change. (32:8:130)-19
How to develop social perception

F.J. Estvan (32:3:25-32)

Recommendations

1. One "of the major tasks of the school is to develop systems of meanings." (32:3:31)

2. "The curriculum must be designed for the gradual refinement of perception over time rather than in terms of 'one-shot' treatments." (32:3:31), (2:1:19)*

3. The "curriculum must be planned in terms of the total span of public education rather than for any one segment--primary, elementary, secondary, or, even, higher." (32:3:31), (6:2:32)*, (12:6:96)*

4. "In building up more meaningful perceptions, emphasis must be placed on integration and differentiation." (32:3:31)

5. "The general design for curriculum, hence, would be to begin with rather general considerations of structure and function in areas of limited scope." (32:3:32)

Grounds

1. Concepts are the basis of perception. (32:3:31)-1

2. "This requirement stems from the nature of the development of perception noted above: identification of elements--description of parts--integration of the whole." (32:3:31)-2
3. This is necessary to avoid sheer repetition and to insure the continuing development of insights. (32:3:31-3)

4. Perception "depends upon the ability to make increasingly fine discriminations among the clues or symbols representing social situations." (32:3:31-4)

5. "The limited perceptual field of the young child and his difficulty in integrating clues to make meaningful wholes suggest an organization of learning experiences that are not too broad in scope and which stress the relationship between structure and function." (32:3:31-32-5)

How to develop self-perception and social learning

L.A. Hanna and N. Hagaman (32:4:32-47)

Recommendations

1. Children "need constant reassurance that they are worthy, that they can succeed, that what they do is good, that people do care about them." (32:4:45)

2. "The immediate environment both in school and out should be viewed as one of the sources of content and experience for the social studies." (32:4:45)

3. "Content for children in primary grades should emphasize things and people in close proximity to the children in time and space." (32:4:45)

4. "Social studies units in the first grades should provide for much physical activity, a variety of experiences,
and many centers of interest because of the short attention span of children, their spontaneous interests, and the tendency of young children to prefer individual, parallel, and small group play." (32:4:45)

5. "The concepts and generalizations expected of primary children should be correlated with out-of-school experiences so that they understand the relationship between symbols or words and actual things." (32:4:45)

6. "The primary child's interests are egocentric and he lacks time perspective so that he has little concern with what happened before him." (32:4:46)

7. "Intermediate grade children have active curiosities and a desire for facts of all kinds." (32:4:46)

8. "The development of spatial concepts of time by intermediate grade children and their difficulty in understanding historical perspective suggest that social studies units be cultural rather than chronological in nature and that they emphasize how people have adjusted to and adapted their environment to meet their needs." (32:4:46)

9. Social studies "units dealing with man's technical control over his environment and his use of natural resources would be of value for intermediate and upper grade children." (32:4:46)

10. "Units in the upper grades should help children understand themselves, adjust to their immediate physical and social environment, and to establish satisfactory personal relationships." (32:4:46)
11. "The early adolescent needs opportunity to experiment socially, to understand people who differ, and to learn how to get along with others." (32:4:46)

12. "The early adolescent needs to learn about great personages in order to satisfy his inclination toward 'hero worship,' to understand his cultural heritage, and to solve problems with which he can identify himself." (32:4:46)

13. "Units in the intermediate and upper grades should provide many opportunities for firsthand as well as vicarious experiences." (32:4:46)

14. "Children need many opportunities in all units and at all grade levels to satisfy their basic drives to be active, to dramatize, to construct and manipulate, to satisfy curiosity, to communicate; as well as to satisfy their ego-integrative needs." (32:4:46)

15. "Most important of all, social studies in the elementary school should help children acquire the ethical values and social learnings needed by democratic citizens." (32:4:47)

Grounds

1. "In a supportive atmosphere, even hostile children can build a good feeling about themselves and others and can develop the trust, autonomy, initiative, and sense of achievement needed for a healthy personality." (32:4:45)-1

2. These guidelines for the grade placement of social studies units and of activities within the units are drawn
from recent research on the growth and development of children. (32:4:45)-2 to 15

How to improve content in the social studies

Recommendations

1. The generalizations contained in the series of studies made at the School of Education at Stanford University "provide a rich source from which teachers, administrators, and particularly curriculum workers may draw in giving substance, direction, and much needed balance to their social studies program." (32:6:87), (2:8:187)*

2. "In planning a social studies program for the elementary grades, three guiding purposes should be kept in mind: (1) to serve the needs of children; (2) to serve the needs of society; and (3) to understand and utilize the intellectual discipline called the social sciences." (32:7:89)

3. The "scope of the social studies curriculum must be narrowed for the elementary grades." (32:7:90)

4. "The inculcation of attitudes and understandings (concepts) is best begun in the elementary grades." (32:7:91)

5. Concepts "need to be re-emphasized all through school by means of increasingly mature learnings and experiences." (32:7:91)
6. "The teacher's role is to plan and provide opportunities by which children will strengthen their understanding." (32:7:92)

7. "Teachers should re-word concepts so that children at any grade level from kindergarten through grade six will grasp their meaning." (32:7:92)

8. Systems and designs are needed to facilitate the incorporation of new content. (32:21:272)

9. One way of identifying new content is by means of graphic analysis. (32:21:272)

10. "Development of significant relationships and avoidance of wasteful, repetitious meanderings are aided when new content is examined in relationship to the old." (32:21:275-276)

11. "There is need for an easily examined sequence and placement structure." (32:21:276)

12. "There is need for a sequence and placement structure which has basic validity, so that patches will not be forever added to earlier patches." (32:21:276)

13. "Organization of curricula should be planned to encompass new content systematically." (32:21:280)

14. "Varied organizational forms are needed (as, for example, the newspaper or magazine format to supplement texts)." (32:21:280)

15. "New content enters into pupil experience more readily if it is prepared at pupil level." (32:21:280)
16. "'Readying' new content for pupil use may be facilitated by the development of" a teacher's manual which combines with the "unit of study" genre. (32:21:282)

17. Organization of content by teacher-teams is another way of incorporating new content. (32:21:282-283)

Grounds

1. "The usefulness of generalizations resides in part in their organizing function—and information that contributes to generalization is thereby organized and tends to be more easily recalled." (32:6:88)-1

2. Another use of the generalizations found in these studies is their making immediately available to the teacher or curriculum planner a number of generalizations representing "syntheses of tremendous amounts of factual information." (32:6:88)-1

3. The "educator can quickly trace the sources of a reported generalization to assure himself that its statement is accurate, and to grasp the context from which the generalization was taken." (32:6:88-89)-1

4. "Society believes that a knowledge and appreciation of American heritage is essential for the development of worthy citizenship." (32:7:90)-2

5. "At no other time during their years in school will children acquire the wealth of general and basic information about history and geography that they gain in the formative elementary grades." (32:7:90)-2
The content of social studies is as varied as the activities of mankind today. (32:7:90)-3

"Growth in understanding and in functioning attitudes is often slow." (32:7:92)-6

A graphic analysis makes possible a comprehensive view where gaps can be easily noted. (32:21:273)-9

"Patchwork actually has its merits of the moment; but the long-term view, too, is essential—to see content in systematic fashion, systematically related to the curricular whole." (32:21:276)-11, 12

Much preliminary work is already done for the teacher." (32:21:282)-16

The manual format and organization stimulates the inclusion of newer content. The teacher need not do all the organizational work; so he can concentrate on transitions, adaptation to his own particular class, inclusion of current content." (32:21:282)-16

Some degree of increased specialization is necessary due to the widening range of knowledge (and of necessary knowledge) that must be taught. (32:21:283)-17

How to plan for a specific class

M. Jenkins (32:22:284-292)

Recommendations

1. Criteria for selection of areas of study must be considered. (32:22:284)
2. The next step is to identify concepts and generalizations that need to be part of each study. (32:22:285)

3. The third step for the teacher "is to list possible questions and problems for study which are suggested by the generalizations." (32:22:287)

4. "Students will learn skills of problem solving and critical thinking if they are helped to know what is involved in the problem solving process." (32:22:288)

5. "The teacher will give thought also to what will come from this study in the changed behavior of the pupils." (32:22:290)

6. "Once the teacher has completed this analysis of an area of experience, he may wish to make notes on ways of approaching or initiating the study." (32:22:291)

7. "The full planning of actual teaching sequences, however, should proceed with the class." (32:22:292)

Grounds

1. Consideration of criteria by the teacher--"making notes as ideas present themselves--will lead to a choice of study which is within the distinct framework yet related to the development of the pupils in the class." (32:22:284)-1

2. "These general ideas, as stated by the teacher, give direction to the year's study." (32:22:286-287)-2

3. "These generalizations also serve as a guide in evaluation." (32:22:287)-2
How to provide for individual differences

O. Sand and B. Joyce (32:23:293-312)

Recommendations

1. "Planning for children of varying ability involves the entire school staff in the creation of a social climate that supports the children while demanding their best efforts." (32:23:293), (5:13:181)*

2. The school staff must be "dedicated to the proposition of furthering excellence in learners of all talents." (32:23:293), (5:13:182)*

3. The school staff must be "willing to create school and classroom climates that emphasize learner initiative and responsibility and a high level of criticism of ideas and self." (32:23:293)

4. The school staff must be "determined to provide the psychological security which enables the gifted to be properly challenged and supports the slow as they learn alongside their more gifted peers." (32:23:293)

5. The school staff must re-examine "subject matter to find the structures, methods of inquiry, and important ideas which can challenge the gifted and which, through careful teaching, can instruct the less able." (32:23:293), (5:13:181)*

6. It must be remembered that "the very complexity of the social studies is also the source of possibilities for developing the talents of the gifted." (32:23:294)
7. "Opportunities for wide differentiation of instruction exist in the classroom if instruction in each curriculum area is related to instruction in other areas." (32:23:310)

Ground

"In a typical classroom the variations are so great that the most skillful teacher cannot hope to accommodate them through his own efforts, alone." (32:23:293)-1

How to study controversial issues

D. McClure Fraser (32:9:131-149)

Recommendations

1. The issues to be studied must be selected by applying criteria that are similar to those for selecting current affairs topics, such as: (1) "Is the issue real to the children, or can it be made so, at their level of maturity and ability?" (2) "Is the issue sufficiently important, either to the immediate purposes of the class or in the context of societal affairs, to justify spending the time needed to deal with it adequately?" (3) "Will study of the issue contribute to achieving the goals of the social studies program?" (4) "Can children obtain adequate information and materials, that they can use with understanding, about the issue and the various points of view that are held concerning it?" and (5) Is the climate of the community such that the study can be conducted successfully? (32:9:142)
2. If the climate in the community is not favorable, "the teacher is well-advised to discuss the matter with the school administration in advance, explaining the reasons that it is desirable for the children to study the topic, what materials are to be used, and how the study is to be conducted." (32:9:143)

3. "Controversial issues must be considered in a classroom atmosphere that emphasizes free inquiry and the weighing of evidence, if the study is to help children grow in critical thinking and problem solving skills and to help them respect honest differences of opinion." (32:9:143), (7:10:131)*

4. "Many of the classroom procedures suggested above for the study of current affairs can be used for the study of controversial issues." (32:9:143)

5. In adapting the classroom procedures suggested for the study of current affairs, particular attention should be given to systematic application of the steps and skills involved in critical thinking and problem solving. (32:9:143), (7:10:132)*
How to make the observance of holidays and special events more effective

D. McClure Fraser (32:9:131-149)

Recommendations

1. The "special days to be celebrated in a particular grade must be selected on the basis of their potential meaningfulness to the children involved." (32:9:144)

2. The "informational content that is used must be comprehensible to the children and the activities to be carried out must be ones that the children can perform with success and enjoyment." (32:9:144)

3. Gradation and variety in experiences from year to year are essential when special days are celebrated each year. (32:9:145)

Grounds

1. Some special days involve concepts that are unknown or have little "meaning to primary grade children and should not be introduced until the intermediate grades." (32:9:144)-1

2. Variety leads to interest and well-rounded knowledge of the special event. (32:9:145)-3
How to make participation in civic activities of the school more effective

D. McClure Fraser (32:9:131-149)

Recommendations

1. Service and civic activities can contribute to the attainment of social studies goals if the teacher is alert to take advantage of them. (32:9:148)

2. These "school activities can be used to illustrate concepts that are developed in social studies units and in current affairs study." (32:9:148)

3. "Programs for elementary schools sponsored by such organizations as the Junior Red Cross and the American Friends Service Committee often provide opportunities for projects that can help children begin to develop interest in the understanding of peoples of other lands, and of other regions of their own country." (32:9:148-149)

Ground

Such activities provide opportunities "for helping the child develop attitudes of self-responsibility and willingness to carry his part in the work of the group, along with learning some of the skills required for successful group enterprises." (32:9:148)-1
How to study current affairs in the elementary school
D. McClure Fraser (32:9:131-149)

Recommendations

1. "Topics for current affairs study in the elementary classroom may be introduced by the teacher or they may arise from questions or reports of pupils." (32:9:133)

2. To "decide whether or not a particular topic is suitable for consideration by the group the teacher can apply three criteria:" (1) The topic must be appropriate for the maturity level, the ability, and experience backgrounds of the children; (2) The topic must be significant to the child's understanding of his world, or one which can lead into the study of a significant topic; and (3) Adequate materials for the study of the topic must be available. (32:9:133-134)

3. "In the first school years current affairs may be given regular, though not necessarily daily, attention during the sharing period which is usually a part of each day's program." (32:9:135)

4. "As children move into the later primary and intermediate grades, their study of current affairs should become more structured and systematic." (32:9:135)

5. "A short period for daily reporting of significant news may be continued, as in earlier years, but with more emphasis on selection of important topics and on an organized presentation by the pupil." (32:9:135)
6. "In a second approach, a block of time is set aside one day each week for study and discussion of current affairs." (32:9:135)

7. "A third approach, involving short current affairs units usually focused on a single topic and interspersed between the longer social studies units that are planned for the year, may be used with older children." (32:9:136)

8. "Whatever combination of the above approaches is employed with older children, the teacher should encourage pupils to consult a variety of sources." (32:9:136), (7:14:162-163)*

9. "Children in the intermediate and upper grades should be encouraged to use adult newspapers and news magazines, to a greater or lesser extent depending on reading ability, as sources for their study of particular current affairs topics." (32:9:137)

10. "Television and radio news programs are easily accessible sources for current affairs study at home by older children." (32:9:137)

11. "With the increased influence of the mass communication media on public opinion, it is as important that young people learn to evaluate information received from newscasts and commentators' presentations as that they learn to read newspapers and magazines critically." (32:9:138)
Grounds

1. "Reliance on the classroom newspaper as the only source of reading material for current affairs study, however, brings the same problems that arise when children use a single textbook for other aspects of their social studies work." (32:9:137)-9

2. "In addition to the enrichment of content that will result from the use of such a variety of reading material, pupils will have the opportunity to develop skill in comparing and evaluating sources and in organizing information drawn from several places." (32:9:137)-9

How to improve the program of skill development in the social studies

The problems under the above topic are concerned with the following: (1) What are the imperatives of skill development for democratic citizenship? (2) How can pupils be brought to a high level of competence in skills? (3) How can skills in critical thinking and problem solving best be taught? (4) How can skill in locating and gathering information be developed? (5) How can skill in organizing information be developed? (6) How can skill in evaluating information be developed? (7) How can skills in communication be developed? (8) How can map reading skills be developed? (9) How can sense of place and space be developed? (10) How can sense of time and chronology be developed? (11) How can skill in interpreting graphic materials
be developed? (12) How can group process skills be developed? (13) How can programmed instruction be adapted to the development of skills?

Imperatives of skill development for democratic citizenship

H. McCracken (33:1:1-16)

Recommendations

1. "One of the needs in social studies education is for teachers to examine realistically what the citizen does and does not do as a participant in the governmental process today." (33:1:13)

2. "The next step is to help students understand the role of the citizen as a guide for intelligent action." (33:1:13)

3. "For effective social studies education, it would be helpful to know a great deal more about problem-solving skills, about logical and critical thinking, and about those conditions of life that hinder skillful thought processes." (33:1:15), (9:15:153-156)*, (13:1:41)*, (24:1:1; 5-6)*

4. "Another group of skills necessary to decision making in responsible citizenship constitutes techniques in group participation." (33:1:15), (24:1:5-6)*

5. "To maintain perspective in an expanding world, it is important, also, for citizens to be oriented in both time and space." (33:1:15)
6. A corollary need to draw more heavily on other areas of the social sciences, in addition to history, geography, and political science, for curriculum content than has been done before is the "need to incorporate into the program of skill development in social studies an understanding and opportunity to develop some competence in use of the methods employed by scholars in arriving at knowledge in these fields." (33:1:15)

Grounds

1. "A realistic approach can also help to allay feelings of individual futility about participation in directing the course of public affairs." (33:1:13)-1, 2

2. "The tempo of our era puts a premium on the skills necessary in judging and arriving at conclusions in the midst of competing forces." (33:1:14)-3 to 6

How pupils can be brought to a high level of competence in skills

J. Jarolimek (33:2:17-34), D. McClure Fraser and E. Johns (33:15:296-309)

Recommendations

1. The teaching of skills must be considered as one of the central purposes of social studies instruction. (33:2:28), (24:1:12)*
2. "The program of instruction at each grade, throughout the total 12 years of school, should clearly indicate what the teacher's responsibilities are toward maintaining and extending social studies skills." (33:2:29), (4:6:87)*, (24:1:16)*

3. Frequent and "regular appraisals of skill growth need to be made, and a record should be kept of the progress of individual pupils." (33:2:29)

4. "The necessity for direct teaching of skills needs to be emphasized." (33:2:29), (24:1:13)*

5. Instruction must be given within the functional framework of the topic being studied. (33:2:30), (24:1:14)*

6. Learning and applying skills in a wide variety of activities is important. (33:2:30)

7. "Since social studies skills consist of many related subskills, the teacher should in most cases attack them on a modified part-teaching, rather than on a whole-teaching, basis." (33:2:30-31)

8. "Since learners vary to the extent that they do, a sound approach to skills teaching will allow for a wide range in the performance of skills." (33:2:31), (33:15:305), (24:1:14)*

9. "A diagnostic approach to the teaching of social studies skills is essential if psychologically sound sequences are to be maintained." (33:2:31), (33:15:305)

10. "Effective coordination of a program for skill development in the social studies demands cooperative planning
among the social studies teachers at all grade levels of a school system." (33:15:299), (24:13:264)*

11. Some approaches to vertical coordination of a skill-development program are: (1) Examining the existing treatment of skills; (2) Identifying purposes for the skills program; and (3) Studying children and youth in relation to skill development. (33:15:299-303), (24:13:265-268)*

12. "The actual implementation of a program of skill development comes, of course, in working out sequences of learning experiences in various skill areas." (33:15:303), (24:13:262)*

13. "The interrelation of all types of learnings requires a broad approach to the planning of sequences of experiences for skill development." (33:15:303)

14. A means of providing vertical coordination is to select particular skills or areas of skills that will be emphasized at particular grade levels. (33:15:303), (24:13:269)*

15. "As a second approach to sequence in social studies skill learnings, the teacher group may develop for each major skill area descriptive statements of sample experiences for each age group or grade level." (33:15:305), (24:13:270)*

16. "A third approach to vertical coordination of skill development rejects the advance allocation of skills to particular grade levels. Instead, teacher-pupil planning, with consideration of previous experiences and present needs, is
depended upon to provide for sequential development of skills." (33:15:305), (24:13:270)*

17. "Perhaps one solution of the problem of horizontal coordination may be to extend through the secondary school and even into the junior college the broad-unit curriculum—the core-curriculum, common learnings, or general education program." (33:15:306)

18. "Communication and cooperative planning among teachers of all subjects at a given grade level are keys to the solution of the "problem of horizontal coordination of the skills program." (33:15:306)

19. "Perhaps the most favorable situation of all is one in which the development of a program for more effective learning of skills is conceived as one part of an ongoing curriculum-development program, participated in by the entire school staff." (33:15:309), (24:13:273)*

Grounds

1. The recommendations are based on the psychology of skill development. (33:2:17-28), (33:15:297)-1 to 10

2. "Accounts of core-curriculum programs indicate the advantageous situation such programs offer for functional development of skills." (33:15:306)-17

3. "In this context the social studies skills program can be periodically reexamined and refocused in the light of changing conditions and needs." (33:15:309)-19
How skills in critical thinking and problem solving could be taught best


Recommendations

1. "Critical thinking is one aspect of the total thinking process; its development is based, in large part, upon the more generalized thinking process which is the concern of the teacher." (32:10:174)

2. "Effective thinking and the effective solution of problems is in part dependent upon the ability of the child to reconstruct parts of many experiences into a new thought unit, a 'concept'." (32:10:174)

3. "The development of concepts, and their use in the solution of problems, appears to be highly dependent upon the ability of pupils to verbalize these re-formed or re-grouped experiences." (32:10:174)

4. "The development of verbal facility in pupils is one of the most important tasks facing the teacher." (32:10:174)

5. "A problem must be recognized as such by an individual pupil." (32:10:174)

6. "Problem solving involves five rather broad steps: identification of the problem; comparison of the present problem with previous experiences; formulation of a tentative solution; testing the tentative solution; and acceptance or
rejection of the solution." (32:10:174), (9:15:153)*, (24:3:54)*

7. "Pupils need to be challenged; however, they need to know that their inevitable failures will be met with understanding on the part of the teacher and of their peers." (32:10:174), (24:3:55)*

8. "The teacher should be aware of the importance of the sequence in the development of the study skills so that careful guidance may be given to pupils at all times." (32:10:174)

9. An interested and well-informed teacher is necessary for training a class in critical thinking. (33:3:42), (13:1:43)*

10. School and community climate must tolerate differences of opinion. (33:3:42)

11. It must be noted that there are many opportunities for the development of the needed skill in critical thinking in every course of study in the social studies in all grade or year levels. (33:3:42)

12. It must be remembered that effective study of controversial issues can be done in the study of current affairs. (33:3:43)

13. "The teacher's role is affirmative in the sense of defender of the individual student regardless of the unpopularity of the opinion expressed, and negative in the sense of scrupulous avoidance of indoctrination." (33:3:44), (7:10:131)
14. The following approaches are useful: case study, role playing or sociodrama, conflict episode analysis, use of the normative problem, and analysis of documents. (33:3:44-46)

15. "One of the simplest steps which can be taken in fostering critical thinking is to insist on a definition and clarification of terminology." (33:3:46)

16. Faulty comparisons must be avoided by making careful use of analogies. (33:3:47)

17. Hasty generalizations must be avoided by careful examination of all the known actual facts. (33:3:47-48)

18. Careful use of statistics is important. (33:3:48)

19. A study of the actual content and the applicability of the seven propaganda tricks—name calling, glittering generalities, transfer, testimonial, plain folks, card stacking, and band wagon—to specific examples in diversified areas of the mass media is necessary. (33:3:48-49), (7:14:161)*

20. "Teachers must help students to differentiate between well-intentioned and thoughtful criticism and captious and frivolous objections." (33:3:49)

21. It must be remembered that "the size of classes and the present infatuation with objective-type examinations may be stumbling blocks on the road to teaching reflective thought." (33:3:50)
Grounds

1. "It is the towering figure of the classroom teacher that plays the crucial role in critical thinking." (33:3:42)-9

2. "The teaching of critical thinking may lead to carping criticism." (33:3:49)-20

How skill in locating and gathering information can be developed

Ella C. Leppert (33:4:53-73)

Recommendations

1. A generous supply of instructional materials is essential. (33:4:53)

2. "A balanced social studies program should give students opportunity at appropriate points throughout their school years to locate and use effectively a variety of instructional resources including reading materials, audiovisual presentations, and community resources." (33:4:53), (24:4:70)*

3. "Direct experience is the chief source of information for children in the kindergarten and primary grade years." (33:4:53)

4. "By the time boys and girls have entered the intermediate grades, it is possible to put more emphasis on indirect experience as a source of information." (33:4:54)
5. In the intermediate grades, "skill development in locating information should receive increased attention." (33:4:54)

6. "Locating and gathering information at the junior and senior high school levels strengthens and refines those skills introduced and learned in the earlier years." (33:4:54)

7. "Basic information about books can be introduced during the primary grades." (33:4:55), (24:4:71)*

8. "Children in the intermediate grades can learn to locate the index in their textbooks and to use it for leads to information needed for a unit of study." (33:4:55)

9. "Directed instruction or review in the use of texts and other books needs to be continued in social studies courses at the junior and senior high school levels." (33:4:56)

10. "Students at the junior and senior high school levels need also to make increasing and independent use of suggestions given for further reading at the end of unit sections of their textbooks as well as of the annotated bibliographies in supplementary books." (33:4:56)

11. The "social studies teacher and the librarian need to cooperate in making provision for systematic instruction in using the card catalogue and other basic reference tools to locate materials." (33:4:57)

12. "Students who are completing senior high school and entering junior college should demonstrate independence and skill in locating books on several aspects of a problem and
should know which of many special references will best serve their specific needs in research." (33:4:58), (24:4:72)*

13. "Every senior high school student should not only know how to use the Reader's Guide to Periodical Literature, but he should use it frequently for locating articles related to class work." (33:4:59), (24:4:72)*

14. "In addition to the local newspapers, all high school and college current history libraries should make available to students two or more metropolitan dailies that specialize in national and world news." (33:4:60), (24:4:73)*

15. "Classroom newspapers and magazines can be used to supplement and/or stimulate interest in reading daily newspapers and current periodicals." (33:4:60)

16. "Discussion of current news should be made as functional as possible, with emphasis placed on interpreting rather than repeating materials in current periodicals." (33:4:61)

17. "Social studies teachers should also provide for upper grade students selected free and inexpensive pamphlet materials available from local, state, and federal agencies of government." (33:4:61), (24:4:76)*

18. "The community resource file becomes, then, a tool for both teachers and students." (33:4:64), (24:4:78)*

19. It "is advisable for the social studies teacher to consult with the administrator in advance concerning an activity involving use of the community." (33:4:65)
20. "To insure skill development in the use of resource persons, it is important that teachers help students prepare for interviews and guest speakers." (33:4:65), (24:4:80)*

21. Quality preplanning is necessary in the use of the field trip for locating and gathering information. (33:4:66), (24:4:80)*

22. Quality preplanning is necessary in using the community survey approach. (33:4:67)

23. "Community surveys should contribute to skill development in: (1) distinguishing between relevant and irrelevant data; (2) formulating generalizations on the basis of sufficient and valid data; and (3) reporting findings accurately and objectively." (33:4:67)

24. Community-service projects offer opportunities for the development of social studies skills and understandings. (33:4:68)

25. Preplanning in the use of motion pictures, filmstrips, and slides is necessary. (33:4:68)

26. Teachers "should early in the year evaluate each student's ability to interpret graphs." (33:4:70)

27. Proper use of recordings, radio, and television is important. (33:4:71), (24:4:82)*

Grounds

1. "Books are basic tools for learning how to locate and gather information in the social studies." (33:4:55)-7 to 10
2. "The library is an indispensable resource for social studies teachers to provide opportunities for students to develop skill in gathering information." (33:4:57)-11

3. "Since social competency is a major objective of social studies instruction, magazines and newspapers that deal with social issues and problems are important sources of information." (33:4:59)-13

4. "Effective and efficient use of the community as a laboratory for teaching skills in locating information related to a unit of study in the social studies depends on reliable current information about available resources." (33:4:64)-18

5. The principal carries more responsibility than an individual teacher does for the public relations of the school and the unification of the school program. (33:4:65)-19

6. Graphs can confuse rather than illuminate when students lack the necessary skills for interpreting graphic materials. (33:4:70)-26

How to develop skill in organizing information

A. Eikenberry and R. Ellsworth (33:5:74-93)

Recommendations

1. "The development of the skills necessary to make information meaningful is a cumulative process that begins
in kindergarten and extends through the period of formal education." (33:5:74), (24:5:90)*

2. "The specific purpose for which the information is to be used determines the way it has to be organized and evaluated." (33:5:74)

3. "Probably the basic purpose for gathering information, considered from the viewpoint of either society or the individual, is simply to know more." (33:5:74)

4. "Oftentimes in life and in school, information may be gathered to help solve a problem." (33:5:75)

5. "Information gathered by students who are attempting to solve a problem must, obviously, be evaluated for pertinence to the issue and for significance and must be organized around the questions which were formulated in clarifying and defining the problem." (33:5:75)

6. "A further use for which information is gathered by students is the reaching of conclusions about controversial issues." (33:5:75)

7. "Another purpose or use for which information is organized and evaluated is to learn to take effective action." (33:5:76)

8. "Yet another purpose for organizing and evaluating information is to report a specialized or a firsthand experience to one's class group; to answer questions that are part of a larger study; and to participate in a group activity such as a committee, panel discussion, or field trip." (33:5:76)
9. "It is easy to understand from the listing of examples of purposeful study on the part of children and youth that the evaluation and organization of information go on simultaneously." (33:5:77)

10. Analysis of the necessary skills "and the development with students of experiences through which skills are learned and constantly improved are jobs for every teacher." (33:5:77)

11. "Pertinent skills include--Analyzing information, propaganda, sources of information; Identifying statements as either factual reports, inferences, or value judgments; Selecting information from all kinds of experiences; Organizing information selected into mental or written notes; Sorting information into categories; Summarizing, resolving discrepancies, drawing conclusions; Outlining information in some logical or psychological order; and Planning a presentation of information in a report or its use in an action program." (33:5:77), (24:5:94-103)*

12. Provision must be made for students of varying abilities. (33:5:78)

13. It is important to note that the "skills that are probably of greatest importance to the effective organization and evaluation of information and the ones that are the most difficult to develop are those of recognizing and understanding the varied relationships which exist among a given collection of facts." (33:5:79)
14. "Simple incidents on the kindergarten and primary grade level may stimulate creative activity and lead into the skills of organization." (33:5:80), (24:5:90)*

15. In the kindergarten and primary grade level, pictures "in storybooks, magazines, and newspapers may be used to stimulate imaginative endeavor and further develop the skill of organizing information." (33:5:80)

16. In the middle grades, formal "outlining may start with the teacher's outlining on the chalkboard, with ideas from the children, with a chapter from a book." (33:5:81)

17. In the middle grades, the "development of the skills of outlining and note-taking go on simultaneously as students begin to use a variety of sources of information." (33:5:81), (24:5:96-97)*

18. As junior high school students "become more proficient in organizing and as additional sources of information are used for the same study, the use of note cards is introduced." (33:5:81)

19. "Note-taking and organizing on the high school level need to be refined and improved as the student encounters a wider variety and broader range of materials." (33:5:82)

20. "In note-taking the student should be encouraged to use organizational guidelines like why, what, who, when, where, how, and how important." (33:5:83)

21. "The student should be encouraged to reduce his notes to the least number of words consistent with an under-
standing of the details that give the main points meaning." (33:5:83)

22. College students should be encouraged to translate what they take from their reading into their own words. (33:5:83)

23. Students must be trained to take down only those points which are of relatively great importance from a speech or lecture. (33:5:84)

24. Students must be given experiences in organizing information quickly in their minds for new purposes. (33:5:85)

**Grounds**

1. Progress "in the effective use of skills varies for different individuals and for different class groups at the same age or grade level." (33:5:78)-12

2. "This type of approach makes the taking of notes a part of thinking." (33:5:83)-22

**How to develop skill in evaluating information**

A. Eikenberry and R. Ellsworth (33:5:74-93)

**Recommendations**

1. A more realistic approach to propaganda is necessary--"that propaganda can be either good or bad, that it is used for worthwhile as well as for questionable purposes, and that the individual in his daily life uses it in addition to being subjected to it." (33:5:85)
2. "Students need to be made aware of well-known psychological principles that are used, either separately or in combination, to influence their thinking and actions." (33:5:86)

3. The primary teacher should note that "the child's own problems and experiences provide some understanding of the purposes and techniques of propaganda, even though the word may not be in his vocabulary." (33:5:86)

4. "In the middle grades children should become familiar with the common propaganda techniques." (33:5:87), (7:14:161)*

5. "Recognition in cartoons of symbols that are used to represent important concepts is another important part of analyzing propaganda and evaluating information." (33:5:87)

6. Junior and senior high school students can be given experiences of increasing difficulty, like asking them to cite examples of propaganda found in advertising in newspapers, magazines, billboards, radio, and television; etc. (33:5:87-88)

7. "Readings and problems in history and in the other social sciences, of which there are several volumes on the market, provide materials for analysis by gifted high school students and by college students." (33:5:88)

8. "The evaluation by the student of sources of information, leading to the realization that sources are not infallible, is an important aspect of the evaluation process." (33:5:89)
9. "Situations exist in practically every learning situation for the evaluation of authority." (33:5:90)

10. "When a controversial issue is involved, the problems approach is appropriate." (33:5:91)

11. "One of the skills to be developed in reference to drawing conclusions from data is the skill of detecting when there is insufficient evidence to draw a conclusion." (33:5:91)

12. "Skills are best taught in the context of students' regular study rather than as a separate exercise." (33:5:92), (24:1:14)*

13. "Many opportunities to practice skills in functional use are needed if skills are to be adequately reinforced." (33:5:92), (24:1:14)*

14. "Each student finds security in knowing what progress he is making in skill development." (33:5:92)

15. "Students tend to progress better when challenged with materials which necessitate the use of increasingly complex skills." (33:5:92)

16. "The evaluation of growth in the use of the skills is a part of the daily learning and teaching process." (33:5:92)
How to develop skills in communication


Recommendations

1. Attention to communication skills must be given in teaching the social studies. (32:11:176), (4:6:88)*, (24:6:107-108)*

2. Gradation of skills must be "adjusted to meet the needs and the individual differences of the particular pupils." (32:11:177), (24:6:108)*

3. The maintenance of a skill is fully as important as cultivating it in the beginning. (32:11:177)

4. Any particular skill must be introduced, and further utilized whenever it is needed. (32:11:177)

5. A graded list of communication skills taught in grades 1 through 8, presented in pages 177 to 187 of the Yearbook, will be a helpful guide. (32:11:177)

6. "It matters not at what level the word is first met; correct pronunciation and definite meaning are still required." (33:6:99), (24:6:118)*

7. "Students need to learn to use word-recognition techniques--context clues, analysis of structure, and phonetic elements--and to check their best estimates against the authority of a glossary or the dictionary." (33:6:99), (24:6:111)*
8. "Many opportunities for providing direct experiences as an aid in understanding the meanings of words and phrases are at hand for the teacher who can recognize them." (33:6:101), (24:6:109)*

9. "When firsthand experience is impractical or impossible, simulated experiences that come as close as possible to reality will serve the purpose. The many filmstrips, films, recordings, models, pictures, pictorial maps, graphs, and charts are in this category." (33:6:102), (24:6:109)*

10. "Helpful also, and it requires no additional materials, is the use of discussion, explanation, or exposition to clarify and extend vocabulary and meaning." (33:6:102)

11. Students can be encouraged to keep individual lists of interesting or difficult words. (33:6:102)

12. Attention must be given to the use and purposes of the different types of reading--skimming, cursory reading, study reading, and critical reading. (33:6:103-107), (24:6:114)*

13. Training in recognizing how materials are organized is necessary. (33:6:107-111), (24:6:116)*

14. "One of the best ways to expand the concepts of students and to enlarge their store of information is to promote wide reading from various sources." (33:6:111), (24:6:111)*

15. The unit method encourages wide reading from various sources. (33:6:111)

16. "Perhaps the most lasting value, however, is the development of a liking for books and of the habit of reading
that persist long after students leave school." (33:6:112)

17. The "only way to learn to write is to write, and the teacher who does not give his students the opportunity is doing them a serious disservice." (33:7:119)

18. While gifted students should be encouraged to write full-blown reports and term papers, "for most students the sensible alternative to the long essay is the brief exercise on a specific topic." (33:7:120), (24:7:140; 144)*

19. The beginner in writing needs guidance and direction. (33:7:121)

20. The teacher must remember that his aim is to develop in his students competence to communicate in clear and direct language; not to develop professional writers out of them. (33:7:121)

21. It is important that the social studies teacher cooperate with his colleagues in the English department in the task of developing students' ability to write. (33:7:121)

22. "The responsible teacher will not, however, assign more written work than he is prepared to read and evaluate." (33:7:121)

23. The "good teacher will insist from the earliest grades through graduate school that students understand the meaning of words and use them properly." (33:7:127)

24. In developing intellectual competence and writing skill, there is a "need to teach students to distinguish between verifiable reports (statements of fact), inferences, and judgments." (33:7:128)
25. "In order that students do as well as they can as speakers, direct attention to aspects of oral communication which are particularly pertinent to the social studies should merit consideration." (33:8:131)

26. "To become skillful as a discussant, the student needs to learn what membership in a discussion group demands." (33:8:132)

27. "Panel discussion may be desirable, at times, in the late-elementary grades, but probably extensive use of these particular discussion techniques is more appropriate for students during the secondary school years and beyond." (33:8:134), (24:7:139)*

28. Students need considerable help in developing skills in oral reporting, particularly in the actual preparation of reports. (33:8:134), (24:7:135)*

29. Emphasis must be given to the importance of preparation in making interviews. (33:8:136-137)

30. "Both informal and formal dramatics can contribute to the social studies program, for in drama that is well done the actor feels the part and thus comes to sense the inner meanings of time, place, and circumstance as they affect persons." (33:8:138), (24:7:130)*

31. "The teacher's role in skill development in speaking consists, in large measure, of reteaching, adapting, refining, and making more discriminative and sophisticated those skills which have been introduced at earlier grade levels." (33:8:138), (24:7:135)*
32. "Students need to be taught that, at its best, listening is active. A person hears, comprehends, reacts, and retains when he listens." (33:8:142), (24:6:116)*

33. "In general, the student needs to know that the act of listening to discursive material involves attention, comprehension, and evaluation." (33:8:143), (24:6:106; 116)*

34. "The interpretative reading of fiction or poetry, and singing of songs, or the watching or hearing of a play calls for guides to listening peculiar to these forms." (33:8:144), (24:6:106)*

35. "Listening to these forms in the social studies should eventuate in knowing about life and living, but not in fact so much as in feeling— in feeling what it may have been like to have lived in times, in places, and under conditions different from one's own life." (33:8:144)

36. "Assignment of specific skills for mastery at the various grade levels is not possible in terms of what is now known about the listening act. Certain generalizations, however, may be helpful in guiding students toward increased competence in listening as they progress through school." (33:8:144)

37. "Throughout the school years, continual guidance of students' skills of listening in the social studies is, indeed, worthy of time and attention." (33:8:146)
1. The "more efficient the child is in the use of these skills, the more easily he can acquire social studies concepts; and the more concepts built in the social studies, the more effective will the child be in the communication of ideas." (32:11:177)-1

2. The recommendations are based on the problems that have been noted as to the nature of reading in the social studies. (33:6:94-99)-6 to 16

3. The "student has a right to expect that his work will be evaluated in terms of the quality of the writing as well as the social studies content and the clarity of thinking." (33:7:122)-22

4. As it is with language and thought, a man is no better than the tools he uses. (33:7:127)-23

5. There is a close relationship between semantics and thinking. (33:7:128)-24

6. "The interviewer's pre-planning helps in setting the tone for the interview that follows." (33:8:137)-29

7. "Content that has as its purpose informing, explaining, detailing, resolving, apprizing, questioning, is frequently necessary in the social studies and is frequently communicated orally." (33:8:142)-33

8. These skills are needed in a democracy. (33:8:146)-37
How to develop map reading skills

L.G. Witucki (32:13:196-205)

Recommendations

1. Map reading skills that are taught in the elementary school "require review and re-teaching in secondary schools and colleges." (32:13:197), (24:8:146)*

2. Map reading skills "should follow a program in which there is a systematic development of both skill and knowledge which leads to a better understanding of the world in which we live." (32:13:197), (24:8:146)*

3. "The work in the kindergarten is properly a readiness program rather than the teaching of specific skills themselves." (32:13:197)

4. "The readiness program begun in the kindergarten should lead to simple skills in the primary grades." (32:13:197)

5. "Building on these, teachers should develop more difficult skills in the middle and upper grades." (32:13:197)

6. "A map skill program cannot and should not be separated from the rest of the social studies curriculum, nor indeed from the elementary school curriculum itself." (32:13:197)

7. "Map skills must be taught as and when they are needed by the children." (32:13:197), (24:8:146)*
8. "Through the proper teaching of map reading skills, maps should become as familiar to the child as books and other reading materials." (32:13:197)


10. "All of the skills involved in reading maps must be taught as are other skills." (32:13:197)

11. "Maps should not be used merely as instruments on which the location of places is pointed out." (32:13:197-198)

12. "Each map skill to be learned must be introduced with proper motivation, and the appropriate re-teaching and drill must be provided." (32:13:198)

13. "In summary, in the primary grades, the following map reading skills and activities are emphasized: 1. Learning names of the cardinal directions 2. Becoming familiar with simple map symbols 3. Understanding a simple map key 4. Learning to make a plan of a room 5. Constructing a map of the neighborhood 6. Beginning ability to get information from maps." (32:13:200-201)

14. "In summary, in the middle grades, the following map reading skills are introduced or reviewed: 1. The use of symbols 2. The use of the map key 3. The use of maps to understand climate 4. The meaning of parallels and their use 5. Understanding of simple scale 6. Ability to learn from maps about the location and distribution of natural and man-made things." (32:13:203)
15. "In summary, in the upper grades, the following skills and activities are emphasized: 1. Understanding of polar projection 2. Understanding of parallels and meridians 3. Study of different types of maps 4. Ability to compare one distribution with another in order to make spatial generalizations 5. Understanding of weather maps."  
(32:13:204)

How sense of place and space can be developed

L. Kennamer, Jr. (33:9:148-170)

Recommendations

1. "More specifically, we must consider the unique tools of geography, the globe and the map, when we develop a sense of place and space." (33:9:149)

2. "Map reading, like any other kind of reading, involves the ability to recognize and to understand the symbols on the map." (33:9:149), (24:8:146-147)*

3. "Just as we spend several years learning how to read the printed page, it is necessary also to spend a considerable time learning how to read maps." (33:9:149), (24:8:146)*

4. "Understanding the globe is basic to a development of skills and abilities necessary for reading and interpreting maps." (33:9:152)

5. "The function of globes and maps...suggest that these tools of learning are not to be studied for their own sake; rather, they are vehicles." (33:9:152-153), (24:8:146)*
6. Students need to know basic vocabulary like scale, grid, and projections. (33:9:153-156), (9:9:88-89)*

7. Skills need to be analyzed and categorized, and sequences must be definitely planned. (33:9:156-157)


9. Provision for individual differences is necessary. (33:9:157)

10. "The following set of six skills have proven to be comprehensive and are offered as basic to a program in map reading and interpretation: (1) Ability to orient the map and to note directions. (2) Ability to recognize the scale of a map and to compute distances. (3) Ability to locate places on maps and globes by means of grid systems. (4) Ability to express relative locations. (5) Ability to read map symbols. (6) Ability to compare maps and to make inferences." (33:9:157), (24:8:146-147)*

Grounds

1. The recommendations are based on the nature of geography as a discipline. (33:9:149; 151; 152)-1 to 10

2. These recommendations are based on the psychology of learning skills. (33:9:157-158)-7 to 10
How sense of time and chronology can be developed

A.W. Spieseke (33:10:171-201)

Recommendations

1. To "develop a sense of time and chronology, social studies instruction must provide for both an understanding of how time is measured and an accumulation of specific, definite date-events which are useful as points of orientation." (33:10:173), (4:6:88)*, (24:10:198)*

2. "It must likewise develop comprehension of the duration of time and an understanding of the blending of past and present which occurs when relationships are seen and generalizations are made." (33:10:173-174), (24:10:198)*

3. "A deep and full understanding of time and chronology is the result of long, continual, cumulative exposure to its various elements—encountered not only by chance, but also by carefully planned experiences within the social studies program." (33:10:175), (24:10:199)*

4. "The order of teaching time concepts is largely determined by the maturity of the learner as it relates to his mastery of certain language and arithmetical skills and by the depth of understanding of the subject the teacher possesses." (33:10:175), (24:10:200)*

5. The "elementary school is especially concerned with the concepts, values, and skills which children need for wholesome social adjustment." (33:10:176), (24:10:200)*

6. "The elementary school teacher, because of the chil-
remaining in the same room a large part of the day and because of the breadth of the social studies material used for instructional purposes on the elementary school level, can draw on a wider variety of human activities for clarifying meanings of time words and concepts than can the teacher on the secondary school level, who usually is confined to teaching one particular social studies subject." (33:10:177), (24:10:201)*

7. "When several elements that compose the sense of time and chronology are thought of in relation to the maturation levels of children, some direction is provided for sequential treatment: (1) mastering the telling of time by the clock; (2) understanding the days, weeks, months, and years as expressed by the calendar; (3) establishing a framework for time relationships; (4) developing a meaningful vocabulary of definite and indefinite time expressions; (5) coping with time concepts in reading and listening situations; (6) relating dates to personal experience and to life span; and (7) placing related events in chronological order." (33:10:178), (24:10:201)*

8. "These degrees of difficulty should not be confused with arbitrary grade placement nor should they imply uniformity of procedure in teaching, for too little is known about either the norms of mental and physical maturation or the difficulty of acquiring the various elements of the time sense to permit any rigid, final arrangement." (33:10:178), (24:10:201)*
9. "Probably there is still no better device for teaching elementary school pupils to tell time than the old-fashioned tagboard clock, enlarged, with hands that can be moved and stopped at the will of the manipulator." (33:10:179), (24:10:203)*

10. "During the time-telling stage the teacher may well make a special effort to have children write on the blackboard the clock time at which certain daily school events occur, such as the time school starts, recess time, lunch time, and dismissal time." (33:10:179-180), (24:10:203)*

11. "Somewhere in the early elementary grades the advent of each day should be identified in relation to other days with the use of an over-sized classroom calendar." (33:10:180), (24:10:203-204)*

12. "Another student of the problem, writing almost 20 years later, states: 'As to general division of time, the child first knows whether it is morning or afternoon (4 years), then what day it is (5 years), then what time it is (7 years), what year (8 years), and what day of the month (8 years). Days of the week are named correctly by 5 years; months of the year not until 8 years.' To the teacher, the age of the child when he acquires these understandings is not as important as the sequence in which they are learned, for the latter can be used as an approximate instructional guide." (33:10:181), (24:10:204)*

13. "The most complex, abstract, and usable framework
for establishing time relationships which the child must eventually learn to interpret is the calendar." (33:10:181), (24:10:204)*

14. "The elementary school teacher, however, should confine the focus on time measurements within a narrow range, for two reasons: First, facility in the use of the calendar requires mathematical skills not taught in the early years of the elementary school. Second, children are not primarily interested in arranging past and present occurrences according to an over-all scheme of logical continuity; they are drawn more to things in the present world around them." (33:10:181), (24:10:204)*

15. "A limited framework for building time relationships exists in each class unit or problem, be it the settling of the local community, the operation of the post office, the building of a new school, or the peopling of the west." (33:10:181), (24:10:205)*

16. "Since time expressions occur frequently in written and spoken language, even at early-grade levels, the development of the time vocabulary is important." (33:10:182), (24:10:205)*

17. "The teacher, however, needs to use many definite and indefinite time words in order to acquaint the children with them; to note their response to the words; and to check their beginning use of the words." (33:10:182-183), (24:10:206)*

18. "It is well to remember that in building a vocabu-
lary of time expressions a child can comprehend and use expressions denoting the specific before he can comprehend and use expressions denoting the general." (33:10:183)

19. "Children have to be definitely taught to use the given time concepts and to relate these to what precedes and follows them, thus building up the right connections." (33:10:184), (24:10:207)*

20. "In developing a sense of sequences, children have first to understand their own lengthening life span and how it is marked by important personal experiences." (33:10:184), (24:10:207)*

21. "By the time children are 10 or 11 they need to be encouraged to think of happenings in relation to the continuous passage of time and to learn that dates are the accepted way of marketing sic events." (33:10:185), (24:10:208)*

22. Historical "geography and historical geology, subjects normally studied in college, can contribute to broadening and deepening the sense of time." (33:10:185)

23. "The task of the secondary school social studies teacher is to do this reteaching to assist the pupils further in the development of a mature sense of time and chronology." (33:10:187), (24:10:212-213)*

24. In the secondary school, the teacher's primary responsibility is teaching the acquisition of a numerical, or mathematical, concept of chronology, and supplying social meaning to this mathematical concept of chronology. (33:10:188-189), (24:10:213)*
25. "To promote the development of the numerical and historical views of chronology during the years spent in the secondary school, attention needs to be focused on (a) securing mastery of numerical chronology and organizing general information about time; (b) increasing the number of date-events known and developing skill in using them; (c) tying chronology to change and continuity so that students understand how old problems often become new ones; (d) deepening the understanding of the culture of past periods in order that students see the basis for traditions and customs which influence opinions, decisions, and reactions of today; (e) generalizing about time in relation to the development of human institutions and critically applying the generalizations to new situations; (f) promoting critical thinking about date-events." (33:10:189), (24:10:214)*

26. "As the pupils advance through the 6 years of the high school and perhaps the 2 years of junior college, analytical, expository, abstract, and more general treatments need to be added to the descriptive, narrative, concrete, detailed treatments of social, political, economic, and geographic activities that have been used on the elementary level." (33:10:190)

27. It "must be recognized that the taking of history and other courses will not automatically insure growth in a sense of chronology any more than such exposure will guarantee growth in the technical vocabulary of the social studies.
Both require direct instruction as well as incidental treatment." (33:10:190), (24:10:215)*

28. "The intensity and amount of direct teaching of numerical chronology depends on the need for correct and automatic recall in the subject being studied." (33:10:191), (24:10:216)*

29. "Drawing together the individual's knowledge of the natural basis and of man-made schemes of time divisions can be done in geography, economics, general science, history, or general education courses where a unit is developed for this purpose." (33:10:192), (24:10:216)*

30. The "search for a common list implies that certain date-events are needed by everyone." (33:10:193), (24:10:217)*

31. "Students should recognize also that date-events of a related nature often cluster about each other to form a historical period, or epoch." (33:10:193), (24:10:218)*

32. "Chronology is a tool useful in revealing the basic ideas of history, those of change and continuity. During all the years of secondary school, teaching can be directed toward this broad understanding in varying degrees, depending on the difficulty of the material being studied and the maturity of the students." (33:10:194), (24:10:219)*

33. "In problems courses where attention is centered on contemporary events, it is advisable to help the students see that any present problem when treated as a separate
entity gives the impression of being new, yet when traced to its roots often becomes the last chapter of a continuing problem." (33:10:195), (24:10:219)*

34. "Time lines may be used to focus attention on the changes, on the duration of the problem, or on the resulting social adjustments." (33:10:195), (24:10:220)*

35. The means and materials for deepening the understanding of the culture of a past period in order to increase the sense of historical chronology are "biographies, documents, journals, pictures, motion pictures, museum objects, and one that is increasing in availability, travel." (33:10:196), (24:10:220)*

36. "Meaningful generalizations and conclusions about time are compounded from the knowledge which each individual slowly builds up and the insight he gains from the critical and reflective thinking that he does. The process can be fostered and encouraged, but it requires time for fulfillment." (33:10:197), (24:10:222)*

37. "New discernment about numerical and historical chronology will be gained by junior college students who undertake limited, individual research problems involving calendar change, the determination of a date, or the accuracy of a commonly accepted date." (33:10:198), (24:10:222)*

38. "Throughout the school years the evaluation of growth in the sense of time and chronology takes place continually as the learners demonstrate their command through using time correctly and wisely in their personal lives." (33:10:200), (24:10:224)*
1. "The first thing that children have to acquire is orientation in time to the culture that surrounds them." (33:10:176)-5

2. At "the elementary school level these experiences of pupils are closer to the time concepts and skills that are being studied and consequently have a high functional value." (33:10:177)-6

3. "Each one contains a number of different time measurements, as well as a variety of time sequences." (33:10:181)-15

4. The recommendation "makes use of the fact that children comprehend distances and lengths before they do time and therefore time lines used to show the distance between events or the duration of time are thought to help pupils gain an understanding of chronology." (33:10:185)-21

5. "Time concepts, to become more significant and enduring, must be taught, and taught again." (33:10:187)-23

6. "Friedman's study in the Minneapolis Public Schools, involving 194 adults and 1,364 pupils ranging from the kindergarten through the twelfth grade, supplies evidence of the need for continued emphasis at the secondary level on the various skills which contribute to maturity in time sense." (33:10:189)-24

7. "The expanding mental and emotional interests and needs of secondary school students are in harmony with the
above goals, for young people desire to deepen and widen their knowledge of the world about them." (33:10:189)-5

8. "It is important for pupils to recognize these cluster groups and to see the relationships between the parts and the whole." (33:10:194)-31

9. "The drawing and application of time generalizations are similar to other generalizations in that they are parts of a larger learning problem." (33:10:198)-36

How to develop skill in interpreting graphic materials

G.H. McCune and Neville Pearson (33:11:202-229)

Recommendations

1. "An understanding of the value of material presented in graphic form is necessary for effective skill growth." (33:11:203), (24:9:193)*

2. "Skill development in interpreting graphic materials should be part of the on-going program in social studies." (33:11:204), (24:9:194)*

3. "An understanding of the symbolic nature of graphic presentations is essential to skill development in interpreting such media." (33:11:204)

4. "The attainment of competence in deriving meaning from graphics must be viewed as a developmental process." (33:11:205)

5. "The presentation of data in various graphic forms by students facilitates the development of skill in inter-
preting such media." (33:11:206), (24:9:194)*

6. "Criteria, drawn jointly by the teacher and the students, for judging the appropriateness, accuracy, and adequacy of graphic presentations accelerates growth of skills of interpretation." (33:11:208)

7. Skill development in interpreting material presented in graphic form can be an aid to critical thinking, by teaching students to identify central issues, to recognize the underlying assumptions, to evaluate evidence or authority, and to draw warranted conclusions. (33:11:210-214)

8. "The accepted steps for effective use of motion pictures facilitate skill in interpreting them." (33:11:216)

9. In the use of dioramas and models "for skill development, however, the teacher should keep clearly in mind certain considerations: (1) The purpose for using models is to clarify and enrich the learner's ideas on matters of detail essential for achieving larger and more adequate concepts... (2) The importance of scale is relative but should be considered in reference to authenticity... (3) In the construction of models, purposes must be clear." (33:11:217)

10. "The sequential growth of children in ability to interpret pictures is considered to proceed through three levels as follows: 1. Enumeration... 2. Description... 3. Making inferences and interpretations..." (33:11:219)
11. The mental process should be the focus of effort in the construction of posters and in developing the ability to interpret graphic materials. (33:11:220)

12. "The dramatic and provocative qualities of cartoons, well done, provide the motivation needed for skill development in interpreting this form of graphic presentation." (33:11:221)

13. "The value of charts for developing skill in interpretation results from the need first to sift data preliminary to the presentation of it, and second, to decide the kind of chart suitable for the information." (33:11:223)

14. "Skills involved in effective interpretation of graphs include the ability to locate and compare items of information contained on a graph, to note trends, to draw important generalizations from the data, and to judge the adequacy of data used for the graph." (33:11:224)

15. Effective skill development in interpreting graphs "requires that the teacher know the kind of errors individual students tend to make, such as over- or under-generalization on the basis of the data, general carelessness in noting details, or the inclination to read value judgments into the data." (33:11:225), (24:9:194)*

16. Suggested activities in developing skill in interpreting graphic materials from kindergarten to grade 12 are presented in pages 225 to 228. (33:11:225-228)

17. Construction of graphs "facilitates skill in inter-
pretation better than examination of those in printed materials." (33:11:225)

Grounds

1. The psychological principles underlying the development of skills in social studies apply to skill in interpreting graphics. (33:11:203)-1 to 6

2. "To see meaning in a diagram, the learner needs to visualize the original which is being abstracted." (33:11:222)-12

3. "Students' errors in the interpretation of graphs can cover a wide range." (33:11:225)-16

How group process skills can be developed


Recommendations

1. The first important condition for effective group work is "that an assigned group task be clearly related to the work in which the class is involved." (32:12:188)

2. "A second important condition for effective group work is that the group task should make a sufficiently wide range of demands to utilize the diverse talents and resources present within the group." (32:12:188-189), (24:11:229)*

3. "A third important condition for effective group work" is that "relationships must be such that most of the energies
of the group are directed toward the group task rather than
diverted into activities necessary to resolve internal group
problems." (32:12:189)

4. "A fourth condition for effective group work is
that membership in the group should be based upon both wil-
ingness and ability to participate in the enterprise in
which the group is engaged." (32:12:189)

5. "A fifth important condition for effective group
work" is that "the group should include only as many mem-
ers as are needed to accomplish the task." (32:12:190)

6. "The activities of the group, then, will in a large
measure be problem solving activities." (32:12:190), (24:
11:230)*

7. "Among the skills required in effective planning,
whether individually or in groups, is the ability to see the
various aspects of the problem at hand and to define the
problem clearly." (32:12:190-191)

8. "A second skill involved in planning is the ability
to see alternative courses of action to take with respect to
the problem as defined." (32:12:191)

9. "A third skill related to planning is closely rela-
ted to the second, for it invokes the ability to anticipate
probable consequences of any given alternative course of
action." (32:12:191)

10. "Finally, in the planning stage the group must se-
lect the course or courses of action most likely to accom-
plish the goal of the group." (32:12:191)
11. "Members of a group must develop a disposition to listen to the suggestions of others, to recognize the merits as well as the limitations of such suggestions, to identify precise points of conflict when conflict arises, to effect a compromise between opposing views, and to accept such compromises so that the group can proceed." (32:12:191)

12. Members must develop "a willingness to assume particular responsibilities, even though the one assigned by the group may not have been the member's first choice." (32:12:191), (33:12:245-248)

13. "When the planning phase of a group project has been completed, the group can turn to activities involved in the execution of the plans." (32:12:191-192)

14. "Regardless of the requirements for the execution of a particular set of plans, there are certain responsibilities that each group member needs to accept and discharge." (32:12:192)

15. "At some point it is usually necessary for members of a group to bring together the results of their labor, to organize their material for some kind of presentation to the class as a whole, or to engage in some kind of activity which in essence marks the formal conclusion of the group enterprise." (32:12:192)

16. "In the evaluation phase of a group enterprise the essential question is 'Did the group accomplish its major purpose?'" (32:12:193)
17. The skill required in the evaluation phase "is that of being able to view the work of the group and individual members with detachment, so that the process of evaluation can itself be a useful learning experience." (32:12:193)

18. "If these skills in group work are regarded as important educational objectives, it is essential that appropriate learning experiences be planned to achieve them." (32:12:193), (24:11:230-231)*

19. "In the first place, the teacher must make some assessment of the kind and amount of emphasis given to group work in earlier grades." (32:12:193)

20. "Secondly, the teacher must ascertain what possibilities for group work are presented within the school program." (32:12:193)

21. "A third task for the teacher is to assist the pupils in identifying the skills needed for effective group work." (32:12:194)

22. "A fourth responsibility of the teacher is to structure the assignment for the group in such a way that the task is quite clear." (32:12:194)

23. "A fifth responsibility of the teacher is to make certain that the management of the group enterprises proceeds as smoothly as possible, so that a minimum of time is lost in assigning pupils to groups, in the selecting of chairmen, and in similar activities." (32:12:194)

24. "A sixth kind of responsibility facing the teacher is" that of "beginning the work with the tasks that are well
within the competence of the pupils at the beginning of the year, and gradually increasing the difficulty and complexity of the assignments as the year progresses." (32:12:195)

25. "Finally, as is the case with all instruction, the teacher must make some appraisal of the effectiveness of the activities designed to promote skill in group work." (32:12:195)

26. An ability that must be developed is the ability to feel for others, empathize; to be sensitive to their needs, problems, and aspirations; and to see things as others see them. (33:12:232)

27. The student must develop the ability to examine his own feelings, values, capabilities, and shortcomings with an eye toward developing a healthy, mature, and realistic concept of self. (33:12:235)

28. Another ability to be developed is the ability to see people as individuals rather than applying stereotypes to them or classifying them arbitrarily as members of particular groups. (33:12:239)

29. A fourth ability that must be developed is the ability to balance facts and feelings, the intellectual and the emotional. (33:12:243)

30. A program for developing skills in human relations, or group process, "assumes the most significance when it touches the lives of children, youth, and adults both today and tomorrow and when it brings about desirable changes in behavior." (33:12:249)
31. "A program aimed at developing competency in human interaction must be continual, articulated, integrative effort rather than a token gesture consisting of occasional days, weeks, lessons, or units." (33:12:249)

32. A "comprehensive endeavor involving other subject areas, teachers, parents, young people, the general public, and others is essential to lasting achievement." (33:12:249)

33. "The classroom teacher is the heart of a human relations--group process program." (33:12:249)

Grounds

1. "When this relationship is clear, to pupils as well as to the teacher, the pupils can see how the work of the group will contribute to the larger enterprise." (32:12:188)-1

2. "Such demands establish the necessity for cooperative group action." (32:12:189)-2

3. The context in which skills related to group planning are applied is "of a somewhat different sort than when the planning is done individually." (32:12:191)-11

4. "Planning also involves identification of sub-problems which then need to be distributed among various members of the group for action." (32:12:191)-12

5. The teacher "will be in a better position to guide" future development of pupils. (32:12:193)-19
6. "The teaching and learning of human relations—group process skills is of vital importance in a democratic society and in a dynamic, confused, anxious, challenging, interdependent, and interactive world." (33:12:148)-12,
26 to 33

How programmed instruction could be adapted to the development of skills
L.B. Resnick (33:13:252-273)

Recommendations

1. "The techniques of programmed instruction will be applicable to the social studies only insofar as behavioral specifications of this kind can be set forth for the various skills and concepts one is interested in teaching." (33:13:256)

2. "For the moment, therefore, it is to be expected that programs in the relatively simpler skills will be the most effective." (33:13:262)

3. "Frequent consultation with content specialists and psychologists or skilled programers is needed if behavioral analysis and self-instructional presentation are to be of the highest quality." (33:13:271)

4. A school system wishing to prepare good programmed materials must be willing to make a major commitment to the task by providing large blocks of free time for the teachers who are programing, the funding necessary to obtain high
quality consultation services, and time to maintain the project over a long period, even when progress is slow. (33:13:271)

**Grounds**

1. Programed instruction relies on analysis of behavior. (33:13:256)-1

2. Analysis in complex skill areas has not been undertaken extensively. (33:13:262)-2

3. "Formal programming, however, is a demanding discipline, and probably cannot be successfully undertaken by the isolated teacher working casually in his spare time." (33:13:271)-3

4. "Without such an extensive commitment, programing is likely to prove a rather discouraging task for the teacher whose standards of instruction are high." (33:13:271)-4

**How to improve the role of science in the social studies**

The following problems have been noted under the above heading: (1) What content should be used to provide learning experiences to reach the objectives in our scientific age? (2) What are the roles of science and the social studies in the elementary school? (3) What are the roles of social studies and science in the secondary school?, and (4) How can the social studies help pupils to make sound decisions on
questions of public policy in which scientific knowledge is an increasingly important factor?

Content that should be used to provide learning experiences to reach the objectives in our scientific age


Recommendations

1. The need for a world ban on atomic weapons of all kinds must be recognized. (27:1:12)

2. The need for providing more food and better health for all people of the world must be understood. (27:1:12-13)

3. An area which must receive attention is education. (27:1:13)

4. "Social studies teachers should view the concern about the future manpower needs with a broader view, with a greater measure of balance and proportion than is available at this time in the public press." (27:1:14)

5. The relation of science to philosophy should not be ignored. (27:1:16)

6. "Some knowledge of how scientists work, what contributions they have made and are making is essential if the social forces at work in contemporary society are to be understood." (27:1:17)

7. "A greater emphasis on science must be incorporated into the existing program and to make room for it some of the
old wood, often beautiful and always precious to some, must be removed." (27:1:18)

Grounds

1. "All men have been able to see, even through a veil of secrecy, the future possibility of total destruction in a total war fought with total weapons." (27:1:12)-1

2. "As long as one-half of the people of the world go through life more or less hungry and one-half of the people in some countries suffer chronically from disease, there is little hope for a better social organization, a stable government, or an effective economy." (27:1:12)-2

3. A surplus and shortage in educated manpower exist at the same time in many developing countries. (27:1:13)-3

4. "There are alternatives to armament races in the form of international cooperation." (27:1:14)-4

5. While science and technology are becoming increasingly important in our culture, the social studies teacher will deny "that the teaching of science and mathematics is the sole function or even the main function of the American schools." (27:1:15)-4

6. "Both the technological and philosophic results flowing from scientific discovery are important to teach if a pupil is to learn about the changes brought about in his culture by scientific discovery." (27:1:17)-5
The roles that science and the social studies should play in the elementary school

G.O. Blough (27:10:187-199)

Recommendations

1. "It seems reasonable to assume that before science and social studies can be considered together they must be examined separately." (27:10:189)

2. "Probably the more successful programs, from the standpoint of the results accomplished by children, are those that subscribe to a point of view somewhere between these extremes; that is, there are times when the two programs fuse, times when they relate temporarily, and times when they operate independently of each other." (27:10:193)

3. The first step to be taken in deciding when to fuse or not to fuse is to define the program objectives for both fields in understandable language. (27:10:193)

4. The next question to ask is: "What important problems will constitute the subject matter of the two areas?" (27:10:193)

5. A third question to ask is "What will the learners do in order to solve these problems and attain the objectives? The answer to this question constitutes the learning activities which make up the program." (27:10:193)

6. A final set of questions in deciding whether or not to fuse is: "What subject matter is essential to solving these important problems? Does the subject matter needed come pri-
marily from the field of science, or primarily from the field of social studies, or does it come from both?" (27:10:193)

7. Fusion in the two areas can be facilitated by emphasizing the development of the scientific method in the process. (27:10:197)

8. "In both science and social studies there is a great need for a careful examination of present practices." (27:10:198)

9. The content, method, and sequence of development in either science or social studies must not be left to the discretion of individual teachers. (27:10:198)

Grounds

1. "Unless there exists some understanding of each, it is hardly possible that their overlappings, relationships, mutual contributions, and individual potentialities can be realized." (27:10:189)-1


3. "Science and social principles become part of pupils' intellectual equipment only as a result of a well-planned program." (27:10:198)-8

4. Many of the teachers are inexperienced in science. (27:10:198)-9
The roles that social studies and science should play in the secondary school

E.S. Obourn (27:11:200-211)

Recommendations

1. There is a strong case for closer integration of the two areas at the secondary level. (27:11:200)

2. "Learning situations must be provided which will give the pupil an opportunity to practice the skills of problem solving, day after day in the classroom." (27:11:205)

3. An analysis of the problem-solving objective in terms of the behavior changes which must be brought about in young people is necessary. (27:11:205)


5. "Each lesson should be utilized to its fullest potentiality for giving practice to that element of problem-solving behavior for which it is best suited." (27:11:209)

Grounds

1. There is a constant interplay between social phenomena and technology. (27:11:200)-1

2. "Developing understanding for the basic concepts of science and social studies is a means to the end of better adjustment on the part of individuals about the many problems which arise in their day to day living patterns." (27:11:202)-1
3. "Equipping young people with understanding of the scientific and social concepts... are among the broad purposes for education in the secondary school." (27:11:202)-1

4. "Teachers should realize that it is not essential for the complete cycle to be operative on any single problem." (27:11:209)-5

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How the social studies could help pupils to make sound decisions on questions of public policy in which scientific knowledge is an increasingly important factor


**Recommendations**

1. More materials on science and technology, with the accompanying social, political, and economic effects, must be included to heighten the interest of pupils and improve social education at the same time. (27:13:248)

2. Skills in critical thinking must be taught directly and skillfully. (27:13:249), (7:6:85)*

3. Detailed answers to the question, "'Why are we here?" form the guidelines for orientation to modern society. (27:13:250)

4. The problem of selection as to what knowledge of the effects of science and technology on society is to be included in the social studies curriculum can be met by satisfying two criteria: (1) The school must be able to do the job better than other agencies and institutions in the
society; and (2) It must be a part which the social studies can do better than other school subjects. (27:13:250)

5. "If new content is added to help pupils understand the scientific forces at work in the society in which they live attention should be given to each grade from kindergarten through Grade XII." (27:13:251)

6. "Careful scholarship and a clear view of educational needs are required to create a new design which will include elements of traditional stability and the more important aspects of contemporary change." (27:13:252)

7. Provision for individual differences must be given by stressing a higher quality of learning for the fast learner, rather than more of the same thing. (27:13:252), (5:13:182)*

8. Teachers must realize that most social studies teachers are working for the same general outcomes. (27:13:253)

9. "In the task of revising the school curriculum, the place of the social studies in the total school curriculum should be the central question." (27:13:255)

10. "Social studies teachers should have a better understanding of the methods of science." (27:13:255)

11. Some attention must be given to the writings of scientists and mathematicians on the subject of education, like those of Bertrand Russell, A.N. Whitehead, James Conant, Vannevar Bush, the Comptons, and many others who have achieved educational statesmanship. (27:13:256)
Grounds

1. Thinking critically is a complicated and sophisticated procedure and it "cannot be taught by osmosis and it is too important to be regarded as a by-product." (27:13:249)

2. "A third problem in selecting social studies content is the necessity for building a curriculum which has coherence, unity and progression." (27:13:251)

3. "One final curriculum problem which runs through all the others is the considerable confusion as to what kind of individual the social studies curriculum is supposed to help produce." (27:13:252)

4. "At the same time the changes made in other subject programs frequently have relation to the social studies and these changes should be taken into account as the social studies curriculum is revised." (27:13:255)

How to improve the curriculum of particular subject-matter fields

The problems that have been noted under the above heading are concerned with improvement of the curriculum of the following: (1) Geography; (2) Citizenship; (3) American history; and (4) World history.
Recommendations

1. Geography must be taught by well-trained teachers. (29:1:6)

2.- The following findings of the professional geographers should be reflected as promptly as possible in the teaching of geography in schools and colleges: (1) "Physical geography cannot be omitted from any social studies program if that program is to be sound." (2) "The old dictum of Herodotus that history must be presented geographically, and geography must be presented historically is being given new emphasis in modern geographical studies." (3) "Cartography is the core technique of geography." (29:1:7-8), (29:8:112)

3. Elementary geography "can best be taught as part of an integrated social studies program." (29:8:112)

4. "Important concepts and skills should be initiated in the first grade and applied, and extended from one grade to the next higher, all the way through the secondary school." (29:8:113), (6:5:80-81)*

5. "An examination of available sources suggests that the geographic understandings for the elementary school can be classed in five chief categories: (1) the earth as a
planet, (2) varied ways of living, (3) varied natural regions, (4) the significance of regions to man, and (5) the importance of location in understanding world affairs."
(29:8:115-116)

6. A list of sequential basic concepts, generalizations, and skills in geography for the elementary school is presented in pages 118 to 143. (29:8:118-143)

7. Elementary geography "should be revised in terms of a foundation or introduction to the field as opposed to the present practice of full coverage of the world." (29:8:143)

8. Emphasis "should be placed on geographic comprehension instead of on the accumulation of facts about each and every area of the world." (29:8:143), (2:6:180)*

9. Teachers "should be given help in defining the outcomes for which they are working, such as the specific concepts and skills, and also in determining the experiences that the child requires before he can attain these outcomes." (29:8:143)

10. Physical geography can enter "into the planning of social studies at three levels: (1) in over-all curriculum planning; (2) in planning particular courses; and (3) in planning units of study." (29:13:215)

11. Landforms "must be taken into account to understand the patterns of human activity." (29:13:216), (19:1:11)*

12. "The role of climate is no less important than that
of landforms in over-all curriculum planning in the social studies." (29:13:218)

13. "It is long past time when teachers should have discarded the concepts of neat zones of climate over the earth named Frigid, Torrid, and Temperate." (29:13:218)

14. There are other climatic ideas that must be discarded. (29:13:218)

15. A list of concepts on which to base the use of climate in the social studies is presented on page 219. (29:13:218-219)

16. "Over-all curriculum planning in the social studies should include also from physical geography: major soil types and their distribution, the broad vegetation patterns of the earth, the types and distribution of animal life, and the mineral patterns." (29:13:219)

17. "The physical setting will have its greatest value for the historian if it is interpreted not only as we know it today, but as it was known during the period of history being studied." (29:13:220)

18. "The physical aspects of location, the physical setting of current events, and the use of climatic concepts are three examples of the use of physical geography in the daily teaching." (29:13:222)

19. "The conservation of resources is a field of knowledge the teaching of which should be a major responsibility of the social studies teacher." (29:13:223), (2:6:180)*, (19:8:78)*
20. "In studying the problems of conservation, three guiding questions can be asked by the social studies teacher: (1) What is the nature of this earth factor; that is, its physical characteristics, its type of occurrence, its distribution? (2) What have been the problems and practices of misuse arising from ignorance and/or harmful attitudes? (3) What are the known practices and attitudes most desirable for society regarding this resource?" (29:13:224)

Grounds

1. "To the teacher unfamiliar with the concepts and methods of geography, the subject can easily become a memory exercise, a listing of things that occur together in an area." (29:1:6)-1

2. The recommendation puts the study of various social processes back in the context of place and period. (29:1:8)-2

3. There are close relationships between geography and the other social studies. (29:8:112)-3

4. "First grade children are capable of geographic reasoning if the subject matter is closely related to their past experiences." (29:8:113)-4

5. "The field of physical geography is in a unique position for relating certain concepts from the natural sciences with the social studies." (29:13:215)-10

6. "These zones do not exist. Within what is supposed to be the 'Temperate Zone' have occurred some of the highest
and temperatures sic ever recorded." (29:13:218)-13

7. "This opinion is based on two considerations: first, the functional nature of the term 'resource,' second, the problems of conservation are social in their influence and in their final solution." (29:13:223)-19

How to improve the curriculum in citizenship education


Recommendations

1. "First, it means that they would do well to blur, rather than draw clearly, the line between 'domestic' and 'foreign,' between 'at home' and 'abroad.'" (28:9:183)

2. Americans must "come to understand the relativity of American values." (28:9:185)

3. "There seems to be no substitute for the immersion of Americans in a foreign culture, for the purpose of learning (a) that the values they grew up with are not the sum total of all wisdom, and (b) that there are learnable techniques for mastering the essence of an alien way of life and thought." (28:9:186), (30:14:281)

4. There "must be some one person in the school who stays with a pupil throughout his life in the school." (30:3:42)
5. The "school of the future must have a comprehensive guidance program that enables young people to find out about their own personal problems and needs as well as educational opportunities and academic ability." (30:3:43)

6. The school must provide "a direct program of instruction for adolescents on the nature of adolescence and problems of growing into adulthood." (30:3:43)

7. It must be noted, however, that the "school is not a substitute for the genuine, warm, emotional climate of the home which establishes reasonable limits and standards for young people." (30:3:43)

8. "It is supremely important that the authority figures in close touch with youth should be desirable models for young people to emulate." (30:3:43), (22:14:142)*

9. The teacher must "be an expert in handling personal and interpersonal relationships and in knowing how real learning takes place." (30:3:44)

10. The "wise teacher of tomorrow will have more than one approach, partly to avoid monotony and disinterest on the part of the pupils." (30:3:45)

11. "The most effective teachers of the future will give special attention to values, at present grossly neglected in most classrooms." (30:3:45)

12. Teachers should pay increased attention to biography. (30:3:46)

13. "Certainly a large share of the assignments in the
secondary schools should be long-term ones covering a period of two weeks to a month or more." (30:3:46)

14. "The maturing process and citizenship education will both be aided by those social studies teachers who use the problem-solving approach, the case study, and the research approach at least some of the time." (30:3:47), (30:14:280), (9:15:144-146)

15. "The influence of social class and peer-group membership, developed by Kvaraceus, presents a special challenge to the teacher of the future." (30:3:47); (12:1:8)

16. "The teachers of tomorrow probably will explore more fully the implications of research at Harvard in which pupils were grouped on the basis of personality." (30:3:47)

17. Teachers must "plan with pupils in selecting a few basic ideas to explore deeply, ideas that are important to an understanding of how we arrived where we are in the world and the direction in which we should be moving." (30:3:48)

18. "A warm social climate should permeate the individual classroom and the total school." (30:3:48), (22:5:58)

19. "Desirable also is the comprehensive high school for most communities, as recommended in the Conant report." (30:3:49)

20. The youth of tomorrow must have many successful experiences in civic action. (30:3:49), (30:5:92-93)

21. "There are things the school can do, things the community can do, and things in which the two can work together to provide young people with worthwhile civic experiences
that will add to their maturity and civic competence." (30:3:50)

22. The youth's opportunities to analyze must be broa-
dened. (30:5:93)

23. "The involvement of young people as 'junior part-
ners' or 'internes' in government, especially in the kinds
of social-welfare activities that have been recommended for
their teachers, is not only feasible but desirable." (30:5:94)

24. Certain gains can be realized by the growing prac-
tice of holding model assemblies to give young people some
feel of the pulse of practical politics "provided the ori-
ginal goals for the programs are sound and are seriously
taken and that education, not exploitation or public rela-
tions or entertainment, is central to the programs." (30:
5:95)

25. "Not only is there need to study whether behavioral
goals are being met in later life; there also is the desi-
rability of sustaining the idealism toward government which
characterizes many high school graduates." (30:5:100)

26. There is a need to change the attitudes of many
Americans toward "The Politician" and "The Law." (30:5:103)

27. The story of where our laws came from and of the
human hardships often associated with their adoption must be
taught dramatically in courses in history and problems of
democracy. (30:5:106)
28. Opportunities, primarily through the discussion method must be provided for young people of high school age "to deal freely with issues and problems which relate to their own personal stake in a government of laws." (30:5:107)

29. A sense of self-discipline must be developed "in young people through a combination of the essentially academic approaches already discussed and guided experiences in school and community living." (30:5:108)

30. "The school has a responsibility, beginning in the earliest years, to help young people learn to manage their own affairs." (30:7:128)

31. Young people "need to be well informed on the economic resources and institutions of the region, resources which provide the base for our standard of living and the opportunity for productive employment." (30:7:128)

32. Training to participate in the resolution of a wide range of national economic problems "should become an increasingly vital function of citizenship education." (30:7:129)

33. "We have to begin with the existing structure and, utilizing all the data and resources at our command, seek ways of breaking through to learning situations that require the restructuring of experience and that afford opportunity for achieving and testing new meanings, generalizations, and values." (30:7:134)

34. "Scope and sequence planning is not a new device,
but at this juncture it seems to hold great promise for curriculum planning, not only for economic effectiveness and for citizenship education but for the social studies in general." (30:7:134)

35. "It is to be hoped that resources will be made available for a team of economists and curriculum specialists to work on the problem of scope and sequence until an adequate break-through is accomplished." (30:7:135)

36. "Curriculum changes and improvement in classroom practices in the United States have, in the final analysis, to be worked out at the community level." (30:7:135)

37. Professional organizations or foundations should underwrite the improvement of textbooks in economics. (30:7:135)

38. "School systems, in co-operation with community organizations, should develop their own texts and pamphlet materials to support units on local history, resources, institutions, and problems." (30:7:138)

39. "In current educational thought and practice, a sound program of intergroup education is best organized within the framework of existing courses, not superimposed on them in the form of special units of work." (30:9:165)

40. Instruction in "intergroup education can be organized effectively around certain key concepts or focusing ideas." (30:9:165)

41. Student organizations should provide as many worth-
while opportunities as they can for their members. (30:9:181), (30:14:281)

42. "Other team or team-like organizations, such as the band, chorus, debate squad, speech team, play casts, and cheer leaders can provide similar experiences and training in intergroup and citizenship education for their members." (30:9:181)

43. "The homeroom offers a logical starting point for involving culturally handicapped children--and children not so handicapped--in school life." (30:9:182)

44. The key "the homeroom provides is useless unless the door it opens leads to activities that provide further development for the vast array of interests, abilities, vocational goals, and personal needs that the students of a comprehensive secondary school possess." (30:9:183)

45. An approach to citizenship education is to provide for both diversity and conformity in the American value system, based on "the theory that symbols of unity and cohesion can be taught on a very different level from the process of free inquiry which we commonly associate with individualism." (30:11:211)

46. The content of the first or symbolic level of the above approach "should be a moving personalized history of America, written by literary artists. Such a history would be punctuated by dramatic ceremonials that would emphasize the highlights of the narrative." (30:11:213)
47. The strategy for teaching the second level of the above approach "might be to build a curriculum--call it a 'jurisprudential curriculum'--which would focus upon the earnest use of free speech and open debate for the students to determine what is man's proper relationship to his government." (30:11:216), (30:14:281-282)

48. The basic core of content of the second level of the above approach "would consist of the study of persisting conflicts caused by differing definitions and interpretations of the meaning of liberty, equality, security, and public welfare." (30:11:225), (30:14:281-282)

49. To develop world-oriented children, teachers in "the primary grades will have to take into account that young people are increasingly having a greatly expanded world brought close to them as part of their immediate environment." (30:13:249)

50. "If children are going to learn to get along with other people in the world, they need many experiences in which they can learn to plan, to work, and play together in their immediate group." (30:13:249)

51. To develop world-oriented children, they need to "acquire specific understandings as well as skills and attitudes." (30:13:251)

52. "The basic concepts proposed by the California State Central Committee on Social Studies in its recent curriculum study" (listed on pages 251 to 252 of this Yearbook) will be
excellent guides for helping young people understand their world. (30:13:251-252)

53. "Because children learn in different ways, many worthwhile activities may be used to supplement the available textbook material" in developing world-oriented children. (30:13:253), (4:5:61)

54. "Every student, with provision for ability differences, should have at least one year's work in developing world understandings between Grades 9 and 12." (30:13:255)

55. Every student in the high school "should learn more about the world than just Western civilization." (30:13:256)

56. "As in the elementary school," high school "students should learn to understand people in terms of their culture." (30:13:256), (30:14:281)

57. Secondary school "students should have many learning experiences provided in the curriculum to help them understand the significant relationship between new knowledge and social change." (30:13:256), (30:14:282)

58. Secondary school "students should acquire a method of looking at new problems." (30:13:256)

59. "The heavy historical emphasis current in most social studies programs and in the preparation of social studies teachers" must "yield to the demands for understanding the problems of the contemporary world." (30:14:279)

60. History must be used "to throw a revealing light upon the predicaments of the present and the probable future." (30:14:279)
61. The content of the social studies must be a constant subject of scholarly study, discussion, and revision by educators and specialists in all of the social sciences. (30:14:280), (4:1:15-17)*

62. The social studies must move "into an increasingly central position in the total school curriculum." (30:14:280)

Grounds

1. Most of the major topics in the field of public affairs are both "domestic" and "foreign," or "at home" and "abroad." (28:9:183)-1

2. The "worship of our own ways is the opposite of wisdom when international peace and order depend on the astuteness of our involvement in other people's affairs--and on our attitudes toward their involvement in ours." (28:9:185)-2

3. "Unless the student has really grappled with the problem of understanding how one non-American society works, he will have the greatest difficulty understanding any non-American society." (28:9:187)-3

4. "Biography reveals the nature of different kinds of authority figures; sometimes social movements can be illuminated better through the work of an individual; insight and depth of understanding of major issues can be better developed by wisely selected biography." (30:3:46)-12

5. "This encourages pupils to plan ahead, giving them
an opportunity to grow in self-reliance and become more self-directing, important to the process of becoming mature." (30:3:46)-13

6. "There is no end to the material and facts that could be presented to pupils. Currently, too much time is spent on specific facts and on items that may be interesting, but are not important." (30:3:48)-17

7. "If young people are to learn the values and processes of democracy, they should live and learn in a school atmosphere that is democratic in spirit and procedures." (30:3:48)-18

8. "Such a school would offer a wide program of studies and a top-notch guidance program geared to developing the tremendously wide range of abilities, interests, and goals of the youth who will be attending these schools." (30:3:49)-19

9. "A democratic society requires that people be skillful in the processes of democracy." (30:3:49)-20

10. "There is growing evidence that adolescents can participate intelligently and meaningfully in community programs as planners and doers and that they are vitally needed in certain categories." (30:5:92)-20

11. "Experiments with gifted children and with other pupils tend to show that many young people are competent to direct and evaluate their own school work in the social studies, as in other areas." (30:5:93)-22
12. "If young people are to be effective citizens, they must feel at home in their environment." (30:7:128)-31

13. "The citizen in the future of our free society will be called upon to participate in the resolution of a wide range of national economic problems." (30:7:129)-32

14. This approach "has been explored experimentally by a number of school systems and regional councils on economic education." (30:7:134)-34

15. The "structure and control of education in this country are so thoroughly decentralized that important change takes place only as a new trend is developed into accepted practice in a significant number of local school systems." (30:7:135)-36

16. "Experience indicates that interest--even enthusiasm--alone is not enough." (30:7:135)-36

17. "One of the major limiting factors in the development of economic education has been the paucity of pertinent instructional materials." (30:7:137)-37

18. The recommendation is based on experimental studies of the Project in Intergroup Education. (30:9:165)-40

19. "Organizing programs of intergroup education around key concepts or focusing ideas makes possible the development of an orderly, logical sequence in learning that results in changes in behavior, changes that cannot be effected by isolated units of work, short-term projects, and occasional assembly programs." (30:9:169)-40

20. The "homeroom provides orientation to a more complex,
mature, self-directing pattern of group life." (30:9:182)-43

21. "The homeroom also provides a natural setting where the skills required for effective group participation can be analyzed and practiced." (30:9:182)-43

22. A basic dilemma in a democratic society is that of providing a proper balance for the needs of society "for unity, cohesion, and a sense of mission on the one hand, as against the individual need for diversity and freedom on the other." (30:11:211)-45

23. "The most important reason for teaching the great image as a crucial initial step in citizenship training is the need to provide a common, concrete basis for our dynamic faith in a truly liberal society." (30:11:214)-46

24. "Experiences of this sort should provide a sound basis for the development of wholesome attitudes." (30:13:249)-50

25. "Learning does not occur in a vacuum." (30:13:251)-51

26. "Students who are graduated from high school with a year's work in United States history or with a two-year combination of civics and United States history will not be prepared to be citizens of a country with world responsibilities." (30:13:255)-54

27. "The realities of a closely interdependent world of the future require that he become familiar with the peoples
of Asia, Africa, and the Middle East." (30:13:256)-55

28. "A 'World Almanac' approach, however, will not solve the problem." (30:13:256)-56

29. Science is the transforming factor touching every aspect of life. (30:13:256)-57

30. Young people will be living in a new context of social living. (30:13:256)-58

31. The development of social conscience among the citizens is necessary if the world is to survive. (30:14:280)-62

32. The recommendation is based on the great mobility of population. (30:14:281)-3

How to improve the curriculum in American history


Recommendations

1. There is a need for new interpretations in historical content. (31:1:2), (17:8:103)*

2. The Harvard Guide to American History is one of the most valuable reference works. (31:1:9)

3. "There are also several important historical series which every student of American history would find most useful." These are: the New American Nation Series; The Chronicles of America; and biographical series. (31:1:9)
4. The student of American history can find, in paper-back editions, inexpensive bindings of old "classics, new books especially commissioned, and collections of source materials." (31:1:9-10)

5. "The clues to making history attractive are (1) making the objective clear and meaningful; (2) providing a variety of learning activities (reading, discussion, trips, drill, dramatics, and so on); (3) emphasizing matters of personal interest to children, such as accounts of colorful personalities, home life, schools, details of work, games, folklore, and other details that create a feeling for the times; (4) emphasizing biography. . .; (5) bringing history 'home' by making the most of local history, including examples of early architecture, heirlooms, dates on buildings, recollections of old-timers, historical roadside markers, and the like. . .; and (6) restricting the content of a unit to one period in history so that through this concentration children may have ample opportunity to discover how people lived." (31:19:342-343), (6:3:47-49)*

6. One way of organizing the junior high school course "is chronological to the end of the Reconstruction Period, and then it is largely topical." (31:20:354)

7. "Perhaps greater differentiation could be secured if the eighth grade stressed a narrative account of the political, social, and economic development of the United States; while the eleventh grade course stressed the cultural and
intellectual development—the history of ideas—and an interpretation of the meaning of American history." (31:20:354)

8. "The relationship between junior and senior high school courses in American history and the general American history course taught in college also needs to be carefully examined." (31:20:354)

9. "The scope of the first seventeen chapters, individually and collectively, lends impressive support to the idea that a two-year sequence in American history is desirable—more likely a necessity—if students are to derive meaning from it and understanding of it." (31:21:382)

10. "Part One of the Yearbook carries the thought that teachers ought to incorporate more emphasis on intellectual history in the courses they teach." (31:21:382)

11. A unit on the local region or section will enrich the content of American history when depth in treatment is necessary. (31:21:282)

12. The possibility of placing topics in a new setting can prove stimulating to everyone, teacher and students alike. (31:21:283)

13. The need for providing a higher quality of social studies instruction for the academically able is urgent. (31:21:284)

14. The validity of integrated courses which "assume that junior and senior high school teachers can do what
dedicated scholars have been unable to accomplish needs to be evaluated and questioned." (31:21:385)

15. Textbook authors and publishers must "make a concerted and renewed effort to reduce the breadth of their generalizations and to treat more fully the work of some of the 'revisionist' historians." (31:21:386)

16. The specific location of an event should be considered in any history lesson. (31:22:389)

17. "The teachers of American history must be certain that their students understand the basic concepts of the climate of the United States as it is today." (31:22:390)

18. "The student must be made aware that the influence of topography upon the historical development of the nation has diminished with each succeeding generation." (31:22:391)

19. An understanding of this nation's natural resources will help in understanding its history. (31:22:391-392)

20. The map should "be the chief visual aid of the teacher of history." (31:22:393)

21. "Each student, at the beginning of the course, should learn to read maps with as much care as he reads his textbooks." (31:22:393)

22. "A large colored plastic relief model, or a shaded and colored relief-like map of the United States, should hang in each American history classroom." (31:22:394)

23. "Climatic maps that show the distribution of rainfall and variations in temperature conditions can also be used to advantage." (31:22:395)
24. "For the most efficient teaching of American history a large number of simplified historical maps should be available." (31:22:395)

25. "Often the teacher must remind the student that the political map, as he is viewing it, developed over a century and a half of time and that it is still subject to change." (31:22:396)

26. "One of the most useful of all maps is the blackboard outline map." (31:22:396)

27. "There are many kinds and types of outline maps that may aid the student in his understanding of American history." (31:22:396)

28. One "of the primary responsibilities of the teacher intent upon making history live through books is to insure the availability of them in the school and the community." (31:23:404)

29. "Since specialized bibliographies, limited by both subject area and grade level, seldom provide an over-all coverage, general aids in book selection such as the volumes in the 'Standard Catalog Series' are necessary basic tools." (31:23:405)

30. "The true scholar-teacher will have recourse also to the various specialized bibliographies now available." (31:23:406)

31. "In providing a wealth of reading resources, familiarity with the guides to available materials, however, is
not enough. A knowledge of the characteristics of literature in its various forms is necessary also." (31:23:409)

32. "In addition to knowledge of the characteristics which mark the best works in these various literary forms, the teacher should know the qualities which make each most appealing to students at different levels of the school system." (31:23:410)

33. Criteria for judging the form, content, and appeal of materials for reading enrichment in American history may be found in several series of articles appearing in Social Education. (31:23:410)

34. "Quite apart from the need for criteria for judging material according to high standards of quality as a piece of literature is the importance of having a policy for the selection of resources of a controversial nature." (31:23:410)

35. "Each teacher must find for himself the method best suited to his own personality, the resources of the school and community, and the nature of his students." (31:23:411), (8:3:63)*

36. "Both teachers and students should realize that historical fiction and biography, newspapers and other periodicals, primary sources, reference books, and specialized factual accounts can make an important contribution and should be an integral part of classwork." (31:23:411), (17:26:343)*

37. "Pupils should be encouraged to bring to class the
materials most helpful to them on the topic for consideration, and to participate with books open, making reference to authors' interpretations where pertinent, and reading to the class appropriate illustrative bits." (31:23:411)

38. Successful use of books "depends not only on motivation but also on skill development." (31:23:412)

39. "Success in creating a classroom atmosphere conducive to wide reading depends on the teacher's own reading attitudes, interests, and habits." (31:23:412)

40. "Letters, journals, diaries, as already mentioned, are significant sources of history. They are available in every community." (31:24:418), (17:26:343)*

41. "Records of community organizations are among the primary sources that are most useful in the study of history." (31:24:419)

42. "Local newspapers are obvious printed sources of history." (31:24:420)

43. "Other printed sources of information are the local histories." (31:24:421)

44. "Guide books and travelers' accounts are frequently the earliest descriptions of natural surroundings and the infant community." (31:24:421)

45. "Catalogs, brochures, and prospectuses contain information about a new business or school and are rich sources for showing historical innovations." (31:24:422)

46. "Broadsides, timetables, business cards, and programs are further examples of ephemera that exist in every
community and which can be used to illustrate and make more realistic many classroom discussions." (31:24:422)

47. "Non-written materials are additional local sources of historical information." (31:24:422)

48. "Pictures, prints, paintings, engravings, and photographs supply visual records of the past." (31:24:422)

49. "Individuals or classes can prepare their own pictorial records of transformations in the physical appearance of the community." (31:24:423)

50. "Maps, as symbols of reality, can be effectively explained by relating the map to the actual area it represents." (31:24:423)

51. "Charts and graphs are similar devices for interpreting reality, and students need to know the basis for these symbols." (31:24:423)

52. "The local community preserves in many ways realistic evidences of the past. The preserved, restored, or reconstructed building with its period furnishings and equipment makes it possible to walk directly into the past." (31:24:423)

53. "Museums preserve other real objects that tell about the past." (31:24:423), (17:26:343)*

54. "Lower grades widely utilize the realistic, but, as the grade level increases, the emphasis shifts to the application of greater quantities of documentary evidence." (31:24:424)
Grounds

1. The "flood of research and interpretations in both history and pedagogy since 1946 justifies a new treatment of the subject." (31:1:2)-1

2. "What can better promote thoughtful criticism than introducing the student to history through the most recent interpretations." (31:1:4)-1

3. "With the steadily growing proportion of youth graduating from high school and going on to college, it is becoming increasingly imperative for American history courses to form a planned sequence from the elementary school through the college." (31:20:354)-8

4. "It is clear that synthesis even in the restricted area of American history has not been achieved." (31:21:385)-14

5. "Often the location greatly influenced and, in some situations, even determined the outcome." (31:22:389)-16

6. "One of the most influential of the geographical factors upon history, and probably the least understood, is climate." (31:22:390)-17

7. "There are very few lessons in American history that can be taught properly without at least one map before the students, and most lessons require several maps or combinations of maps." (31:22:393)-20

8. "A careful study of a good map is the next best thing to visiting a historical locality in person." (31:22:393)-21
9. "By comparing the climatic and relief maps many questions about the historical development of an area can be more easily answered." (31:22:395)-23

10. "The prominence given to books in class discussions will help promote wide reading." (31:23:411)-36

11. "Class time given occasionally to discussion of books which various pupils are enjoying and can recommend to others is rewarding." (31:23:411)-37

12. "Nothing dampens a reading program faster than student frustration in locating and interpreting material." (31:23:412)-38

13. "His enthusiasm will do much to spread the book germ in his own classes, conceivably in the school." (31:23:412)-39

14. "Information in such sources may relate to the unusual and exceptional rather than to day-by-day, normal happenings that constitute a legitimate record of history." (31:24:418)-40

15. "The daily or weekly newspaper provides convenient insight into most features of community life." (31:24:420)-42

16. "The stress on ideas in the secondary school study of American history implies that much attention will be given to verbal materials and the abstract." (31:24:425)-54
How to improve the curriculum in world history


Recommendations

1. The teacher must really comprehend the full meaning and implications of what he is teaching to his students. (34:1:11), (34:29:612)

2. The teacher must be able to transmit the meaning and implications of what he is teaching. (34:1:11)

3. The teacher must describe and interpret man's long journey to our present golden age. (34:1:11)

4. The teacher must also shed some light on what lies ahead. (34:1:11)

5. It is advisable to teach world history from a global point of view. (34:25:550), (34:31:618)

6. "However, 'a decent respect to the opinions of mankind,' and respect for the concept of the universality of the human race in teaching world history does not suggest any diminution in the teaching of national histories." (34:25:550)

7. "It has been suggested that the course begin with a study of comparative primitive cultures backed up by insights from biology, anthropology, and psychology, from which a
tentative basic model would emerge. It would proceed to capsulated survey of the great centers of civilization from antiquity to the modern day, from whence some general notions of the movement and direction of human development could be gained. The course would then devote considerable time to a critical study in some depth and in terms of the model of selected societies. It would culminate in the more mature study of the oughts in a few modern societies."

(34:27:566)

8. "With respect to any culture, past or present, such questions as the following may be raised: What is the state of the culture with respect to the overall goals of mankind? In what categories does the society encounter problems? What is possible with respect to the solution of these problems? What is the society doing to meet the problem? What should be done to meet the problem? Etc." (34:27:568)


10. "A course in world history at the high school level should contribute to the overall social studies goal of developing good citizenship." (34:29:586), (34:32:620)

11. "A study of history should develop the habit of looking at present-day problems in the light of historical antecedents and historical generalizations." (34:29:587), (34:31:619)
12. "If a major objective of the teacher is to help pupils understand their own world, the selection of material from history should, as far as possible, be related to persisting problems of society." (34:29:587)

13. "Students need to develop a body of concepts and generalizations if they are to use the past to help them understand the present." (34:29:587)

14. "Learning theory and studies of adolescent interests support the organization of courses to provide depth of study of selected topics." (34:29:587)

15. "In selecting a course pattern, the teacher must consider the general ability level of his classes." (34:29:593)

16. "Slow learners need shorter units than do rapid learners, but this does not mean that they should have less depth on the topics studied." (34:29:594)

17. "Slow learners also need more help than rapid learners in organizing history materials." (34:29:594)

18. "In selecting and organizing content for a world history course the teacher must consider other social studies offerings in his school." (34:29:594)

19. "Each teacher must study materials available in his own teaching situation. However, the existence of other materials suitable for different types of courses must also be considered." (34:29:594), (6:3:49)*

20. "Theoretically, there are three main organizational schemes for organizing history content; history can be studied
by geographical regions, chronologically, or topically."
(34:29:595)

21. "The use of area studies as a basis for organizing a world history course needs to be examined in the light of the criteria given in recommendations 9 to 15. (34:29:601), (20:9:75)*

22. "In attempting to reduce the number of topics in order to provide for greater study in depth," in the area study approach, "the teacher may wish to use the following criteria: (1) Students should study Western European civilization as the basis for their own culture; (2) Students should study the U.S.S.R. and China as the two competing leaders in the communist world; (3) Students should study India as the leading example of a noncommitted, underdeveloped nation whose economic progress through democratic means is being compared by other underdeveloped peoples with the progress made by communist China; and (4) Students should study one other underdeveloped area of the world." (34:29:603)

23. "The area study approach is facilitated by existing instructional materials, although many more materials on an easier level are needed." (34:29:604)

24. "The decision to organize a course chronologically does not solve the problem of organization." (34:29:604), (6:4:67)*

25. "If the core course is world history, there must be rigorous selection of topics." (34:30:614), (34:31:618)
26. In selecting topics for world history, five principles should be followed. "First, a solid basis should be laid for intelligent comparison. This means learning the history of one civilization in some detail." "Second, whatever periods are selected, one should come from the pre-industrial age." "Third, the student should constantly be reminded that other civilizations existed, that they found their own solutions to common human problems, and that some of these solutions had, and still have, significant influence on other parts of the world." "Fourth, the nineteenth and twentieth centuries should be studied in more detail than any other period. Probably they should receive about one-third of the available time." (34:30:614) "Fifth, we should increase the amount of time given to the history of technology--technology in its broadest sense, which is simply the way of getting certain things done." (34:30:615)

27. It must be noted that "the world history course often suffers because it is taught in the first or second year of high school, when neither the skills nor the interests of students are fully developed." (34:30:615)

28. Pairing a United States history course with a world history course is recommended. (34:30:615), (20:11:101)*

29. "Several anthropological concepts might well provide the basis for the proposed organization of the world history course." (34:32:620)

30. "Study of those peoples with large populations,
while not more important in human terms, is more pressing in terms of their potential in world affairs." (34:32:621)

31. "The following plan for the study of non-Western cultures would divide the subject matter on each culture into three parts. The beginning part is a study of the development of the culture through the long past, in terms of phases or stages. Such phases are distinguished by some new patterns and some persisting patterns. . . . The second part of the proposed division is the analysis of the traditional culture developed by the people before great changes came from Western Europe. The concluding division concerns the trends of change, mainly during the last century and a half, as the people were confronted with Western European advances." (34:32:621-622)

32. "In each instance when a culture or a phase of a culture is being studied the following categories, each broad enough to encompass the patterns found in a wide range of human cultures from the very simple to the complex, would be applied. First: Environment or geography, conceived as limiting and conditioning by some means but not determining the patterns of the culture. . . . Second: Technology understood as the total way of working to secure material things from the environment, the topic being subdivided into broad techniques. . . . Third: Organizations or institutions through which people carry on relationships with each other, including five institutions found among all the peoples and cul-
tutes studied. . . . Fourth: Configurations or patterns of special achievement such as literature, art, architecture, recreation and the system of values or philosophy. Fifth: Integration or the consideration of the interrelation of patterns. . . . Sixth: Relation of the culture being studied with other cultures of the world." (34:32:622)

33. "The place to be given Western European culture in the world history course involves a recognition that the school curriculum provides the student with study of Europe in other courses besides world history." (34:32:622)

34. "In following the same three-part division of subject matter used for the study of non-Western cultures, the organization for the study of Europe begins well with Greece and the Roman Empire." (34:32:623)

35. "To avoid needless repetitions, the study of the United States may well be included in the organization of the world history course." (34:32:624)

Grounds

1. The most exciting subject will be reduced to tedious irrelevancies unless these things are present. (34:1:11)-1, 2

2. "If this is done with comprehension and insight, then the world history course by its very nature should be the most relevant and fascinating of any in the curriculum." (34:1:11)-3, 4

3. "The idea of the unity of mankind and the concern for and commitment to the welfare of mankind have often come
to the fore, as we have seen, in the history of the human race." (34:25:550)-5

4. "World history or the history of mankind will not be taught effectively merely by adding the study of non-Western civilizations to the study of Western history." (34:25:551)-5

5. "Finally, the emergence of many independent nations in Africa and Asia and their increasing role in world affairs make the Europacentric approach to teaching world history rather obsolete." (34:25:552)-5

6. "It is in some such continuous cross fire between historical episodes past and present and a model of society which contains both the what and the ought in human affairs that world history can make its contribution to resolving the major problem of mankind, that of maintaining peace, unity, and progress amidst the varieties of man." (34:25:568)-8

7. "This goal is not inconsistent with the teaching of sound history; poor historical treatment would provide an unrealistic guide to those attempting to understand the present." (34:29:586-587)-10

8. "History cannot provide people with the knowledge needed to predict the future; there are too many changing factors. History does, nevertheless, provide a better guide to the future than does sheer guesswork." (34:29:587)-11

9. "A great mass of data cannot be used without some form of conceptualization." (34:29:587)-13
10. "Research on the development of skills and attitudes bolsters argument in favor of study in depth." (34:29:592)-14

11. "Theories of attitude development support the need for study in depth and suggest types of content which might be included." (34:29:593)-14

12. "Careful examination of other courses should indicate possible overlap and should enable the world history teacher to eliminate certain topics, thus providing time for greater depth of study for others." (34:29:594)-18

13. "The area study approach makes it easy to relate history to the present and thus to motivate interest in the study of history." (34:29:601)-21

14. "The area study approach is unsurpassed among organizational patterns for incorporating material on the non-Western world." (34:29:601)-21

15. "The area study approach facilitates development of the concepts" from anthropology and sociology. (34:29:601)-21

16. "Although the area study approach does not lend itself as well as some others to the development of certain concepts about history, such concepts can be taught within this organization." (34:29:602)-21

17. "The area study approach is helpful in teaching pupils that decision-making is in terms of values, not just in terms of knowledge about social, economic, scientific, and political affairs." (34:29:602)-21
18. "The area study approach is conducive to the development of attitudes important to good citizenship." (34:29:602)-21

19. "Probably the greatest weakness of the area study approach is that it does not facilitate the development of a good sense of time or a chronological framework." (34:29:602)-21

20. "The area study approach does not solve the problem of what topics to eliminate to provide time for the study of other topics in greater depth." (34:29:603)-21

21. "Such a pattern of five areas would provide study of both the Western and the non-Western world and would highlight both the contrasts between developed and underdeveloped nations and the different factions in the cold war struggle." (34:29:603)-22

22. "The area study approach may add to rather than solve the problem of more material in the world history course than can be covered." (34:29:603)-21

23. "A possible danger in the use of the cultural area organization has been pointed out in anthropological literature in recent years. These specialists note that the culture of a large region is not nearly so uniform as students may be led to believe if the term 'culture area' is applied to it." (34:29:603-604)-21

24. "The chronological organization offers numerous advantages which need to be weighed against those of other
approaches. The chief characteristic of history as a discipline is that it organizes data over time, thus highlighting changes. . . . The chronological organization seems natural to students, as they are likely to think of events in their own lives in some form of time sequence." (34:29:609)-24

25. "The chronological organization makes it easy to develop numerous concepts about history as a field and about the content of history." (34:29:610)-24

26. "Despite the complaints of some teachers to the contrary, the chronological organization does not curtail the possibilities for developing concepts from the non-historical social sciences." (34:29:610)-24

27. "The chronological organization makes it possible to develop a number of the attitudinal goals mentioned earlier in this chapter." (34:29:610)-24

28. "The chronological organization is suited to the narrative, human interest approach which appeals to many pupils." (34:29:611)-24

29. "There are also more textbooks of differing reading levels available for the chronological organization than for the others." (34:29:611)-24

30. One limitation of the chronological organization is that it tends toward shallow and superficial treatment. (34:29:611)-24

31. "Furthermore, the chronological organization does not lend itself as well as the area study approach to showing relationships between past and present." (34:29:611)-24
32. "The chronological pattern makes it difficult to incorporate material on the non-Western world." (34:29:611)-24

33. "Although different course patterns lend themselves to the development of concepts, attitudes, and skills, these goals will not be achieved automatically by any organization." (34:29:612)-1

34. "In teaching United States history we do not expect our students to learn the history of every state in the Union. Even less should we expect them to learn the history of every country or even every civilization." (34:30:614)-25

35. "They need samples of human behavior, illustrating the persisting nature of certain problems, the wide variety of solutions to these problems, and interactions between forces making for continuity and forces making for change." (34:30:614)-25

36. "It is obviously easier and more useful to take the history of Western civilization as the base. It is more familiar; it explains more about the present state of our own society; it is having an enormous impact on all other civilizations." (34:30:614)-26 (First Principle)

37. "This will be helpful in understanding the problems which confront a very large part of the world today." (34:30:614)-26 (Second Principle)

38. "This is the period in which change has been rapid and drastic. It is also the period in which contacts among
different civilizations have been most persistent and most effective. Finally, it is the period in which we find the immediate roots of most of our present problems." (34:30:614-615)-26 (Fourth Principle)

39. "The history of any human activity can be made interesting if you show students how the job was done." (34:30:615)-26 (Fifth Principle)

40. "Pairing the two courses might make each of them more interesting." (34:30:616)-28

41. "This is essential in order to make clear the dynamics of world history and its regional interrelationships." (34:30:618)-5

42. "Compartmentalized study of a given region loses much of its value if it is not preceded by an understanding of the relationship of the region with others and with world history as a whole." (34:30:618)-5

43. "A detailed study of several regions is an instructive form of 'postholing.' It makes possible an examination in depth of the histories and cultures of various peoples." (34:30:618)-25

44. When the past is related to the present, world history might have maximum relevance and interest for the student. (34:31:619)-11

45. "The above comments are presented as one approach to the teaching of world history—an approach that has been widely tested both before and after publication, and with gratifying results." (34:31:619)-5, 11, 25
46. "Such a world history course will advance the general academic development of the student and will aid specifically in his preparation for playing his part as an American citizen in local, national, and international responsibilities." (34:32:620)-9, 10

47. "The general public has shown growing acceptance of the position of the cultural anthropologist that one understands a people better if he understands their culture." (34:32:620)-29

48. "Limitation of time for a single course in the crowded curriculum is a factor in the decision regarding course content." (34:32:621)-30

What, where, and how of particular teaching materials in the elementary school

Recommendations

1. "The first requirement in both the production and selection of a film, a map, a recording, an encyclopedia, or a textbook intended as an instructional tool for social studies is that its content and format contribute effectively to the accepted purposes of the social studies." (32:16:225), (12:7:104)*, (18:16:148)*

2. "A second criterion in the production and selection of an instructional resource is that it be appropriate to the
interests, needs, and educational level of the students who will use it." (32:16:225), (12:7:107)*

3. "Third, the content, organization, and design of any instructional resource—a reference book, a televised dramatization, a current periodical, or an exhibit—should make use of the best that is known about human development and how learners learn." (32:16:225)

4. "A fourth criterion, and one that can be used by both the producer and the selector of instructional resources, is that the material should be presented in ways that will encourage and facilitate the interrelationship of social learnings and the learnings inherent in experiences in language arts, mathematics, science, music, art, and literature." (32:16:226)

5. "Fifth, each instructional supply, material, or item of equipment should possess the physical characteristics that encourage its use." (32:16:226)

6. "The sixth criterion is one to be used primarily in the selection of an instructional resource for use in a particular classroom or school situation or in relation to a specific program. It is this: The philosophy inherent in the material and its potential uses should be in harmony with the philosophy of the board, the administrators, and the teachers." (32:16:226)

7. "A seventh criterion is that in selecting instructional materials for a particular group of children there
should be ample provision for variety and balance appropriate to their needs and capacities and to the purposes of the social studies program." (32:16:227)

8. "Although the above criteria have related primarily to the production and selection of things; that is, of supplies, materials, and equipment, they might, with slight modification, apply also to people, places, and events used as instructional resources." (32:16:227)

9. The teacher must understand the contributions and shortcomings of books, and must become acquainted with the most effective means of helping boys and girls comprehend and evaluate what they read. (32:16:227)

10. Teachers must consider "textbooks as 'teaching assistants' rather than content to be 'covered and remembered' at all costs." (32:16:228)

12. Children "need careful guidance in how to scan and to search for data and meanings." (32:16:229)

13. The teacher should capitalize on the interests and insights stimulated by television. (32:16:230)

14. "One of the best sources of worthwhile free resources for the social studies program is industrial or trade associations." (32:16:230), (1:3:31-32)*

15. "Other sources are travel firms, transportation concerns, agricultural associations, government printing offices and bureaus, labor unions, business and industrial associations, utilities firms, specific corporations, and professional associations." (32:16:230)

16. "Numerous foreign countries have information services; consulates and embassies frequently supply films, pictures, and booklets about their countries and suggest possible speakers for the classroom." (32:16:230)

17. "There are a number of references published annually which list, classify, and partially evaluate free and inexpensive materials." (32:16:230)

18. "Teachers must exercise great judgment when selecting and using free materials. The criteria discussed earlier in this chapter should be followed when considering whether to place such materials at the disposal of pupils." (32:16:231)

19. "Children enjoy receiving tangible items in the mail. They can be the teacher's helpful partners in locating and collecting free materials." (32:16:231)
20. Teachers must be acquainted with the resources of the community and must know how to utilize them. (32:16:232)

21. "The public library is one of the most valuable resources for the social studies." (32:16:232-233)

22. "The local newspaper provides information such as announcements of visits by distinguished foreign visitors, reports of achievements by local citizens, and notices about important events." (32:16:233)

23. "Museums offer numerous services such as the lend of complete displays, individual artifacts, motion picture films, flat pictures, filmstrips, slides, and other audiovisual materials; resource speakers from the museum staff; demonstrations; Saturday and vacation classes for pupils; 'Children's' or 'Junior' museums; and opportunities for instructional trips." (32:16:233), (12:7:108)*, (;8:7:76)*

24. "Instructional trips have many values, but their contributions rest in a large measure on the resourcefulness, preparation, and follow-up of the classroom teacher." (32:16:233)

25. "Perhaps the greatest aid for the teacher is the resource visitor." (32:16:234)

26. The teacher must not overlook the use of the biography in the elementary school. (32:18:247)

27. "There is no scarcity of materials for teachers who wish to incorporate the study of biography into their
elementary school social studies program. Anderson notes five types of biographical literature: 'straight' biography, biographical fiction, drama, poetry, and biography in textbooks." (32:18:252)

28. "Biography for the young child may be largely a matter of tradition and folk tale, of the celebration of birthdays, and the recognition of holidays." (32:18:252)

29. "There are some biographies, and there need to be many more, that belong part-way between the junior and adult life." (32:18:253)

30. "The most advanced type of biography that can be used in the elementary school is of course the adult life." (32:18:253)

31. "As a final type of biographical material available to the social studies teacher in the elementary grades, this writer would recommend research in local biographical data." (32:18:254)

32. Attaining a "logical, streamlined organization for the structure of the" design of the resource unit is necessary. (32:20:269)

33. A piecemeal approach in designing a resource unit can be avoided by reducing the number of columns and the segmentation of items and materials. (32:20:269)

34. The significant must be pointed out and the nonessentials and "clutter" must be reduced in resource units. (32:20:269)
35. The design of the resource unit must be tightened "so that it has a readily discernible form and structure and does not wander off in all directions." (32:20:269)

36. Relationships must be kept in mind and must be indicated throughout the resource unit. (32:20:269)

37. Undue duplication must be avoided in resource units. (32:20:270)

38. The design of a unit must be so developed that "it will result in good teaching and learning." (32:20:270)

39. Teachers must work "toward achieving balance throughout the design of a unit." (32:20:270)

40. "Creativity is important in developing a unit design and in following through with suggested learning experiences for children." (32:20:270)

41. "Specificity can do a great deal for unit design. There is a great deal of difference in listing as an activity, 'Take a field trip' and 'Visit the airport to learn about traffic control and the weather station.'" (32:20:270)

42. "For units of any length, a table of contents, with paging, is helpful to the user. Names of authors or committee members, place of publication, and the date especially should appear on the title page or cover." (32:20:270)

Grounds

1. Criticisms about textbooks "are basically indictments of poor teaching and misuse of instructional materials." (32:16:228)-10
2. Emphasis "should be given to vocabulary, since even simple social studies' terms may represent complex concepts which students comprehend in only a superficial sense." (32:16:229)-12

3. "Using landmarks in the television world of children, teachers can build effective bridges especially in the area of the social studies, and they can furnish experiences and content that fill in the gaps from out-of-school life." (32:16:230)-13

4. "Free aids usually have a promotional purpose, and their use by schools may imply an endorsement of the sponsor's product, services, or point of view." (32:16:231)-18

5. Interest "is one of the most important values to be obtained from biography." (32:18:248)-26

6. "A second value of biography is seen in the manner in which it can enrich the content of history courses and make the materials of history more complete." (32:18:248)-26

7. "A third value of biography is to help students to identify and develop, within their own value-scale, the values of democracy." (32:18:250)-26

8. "The final value of biography to the social studies teacher lies in its tremendous, although as yet largely unexplored, power to enrich personality and bring about better adjustment." (32:18:251)-26

9. "This is the outline or backbone of the unit on which the various parts will be developed." (32:20:269)-32
10. "Keep in mind the interlocking nature of the various elements or sections of the unit design." (32:20:269)-33

Methods and Techniques of Teaching Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds on methods and techniques of teaching social studies in the Yearbooks covering the fourth period is given in Table 35 below.

Table 35. Distribution of articles according to trends, issues, problems, recommendations, and grounds on methods and techniques of teaching social studies in the Yearbooks covering the fourth period: (1955-1964) volume 26 to volume 34

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles in the Yearbook

A study of the figures in Table 35 will show that methods and techniques of teaching social studies are treated in five of the nine volumes of the Yearbooks of the fourth period. Recommendations occupy the leading position, and are followed by problems, grounds, trends, and issues. Not
even one issue on methods and techniques of teaching is noted in these Yearbooks. A comparison with figures of earlier periods will show that there has been a slight increase in the number of articles dealing with methods and techniques of teaching in the fourth period from that of the second and third periods. The number of articles in the period being considered is, however, very small in comparison to those that have been noted in the first period on methods and techniques of teaching. Some degree of consistency has been noted in the rankings of trends, issues, problems, recommendations, and grounds on the aspects, methods, and techniques of teaching in the four periods of the Yearbooks. Recommendations have consistently occupied the leading position and have been followed by problems, grounds, trends, and issues in that order.

Trends in Methods and Techniques of Teaching

The trends in methods and techniques of teaching of social studies that have been noted in the articles of the Yearbooks of the fourth period are concerned with interpretations on the following: (1) Contributions of the social sciences to educational practice; (2) Psychological influences on social studies teaching; and (3) methods and techniques. These trends are presented below in that order.
Interpretations on the contributions of the social sciences to educational practices

J.D. Grambs (28:10:189-202)

1. "It is only by inference that educators can assume that many things that are now accepted educational practice derived from applications of thought or research from other disciplines." (28:10:189)

2. "Perhaps the greatest influence the social sciences have had upon the social studies has been in the actual content of instruction." (28:10:190)

3. Because teachers are inadequately educated in the social sciences and therefore cannot adapt social science findings to their educational practices, "the social sciences have had relatively little influence on the methodology of instruction in the social studies." (28:10:190-191)

4. "Communication among the social sciences and education is difficult and meager, so that educational borrowing, rather than true joint effort towards applying social science findings to education, has been the rule." (28:10:192)

5. There "has been an increased interest in the field of group dynamics as a method for the training of pre-service and in-service teachers." (28:10:193)

6. "Educational sociology is increasingly found in the pre-service programs in teacher education, though most often
as an elective rather than a required subject." (28:10:193)

7. "The attempt, therefore, for education departments to utilize new teaching methodology, derived in large measure from the insights about education and learning from sister disciplines, is an uphill struggle." (28:10:195)

8. "The situation is not wholly grim, however. There have been some stimulating contributions from the social sciences to educational methods. Again this statement must be qualified by saying that the contribution has been to education in general, rather than to social studies specifically." (28:10:197)

9. The use of sociometrics is one contribution of the social sciences to educational methods. (28:10:197)

10. Sociodrama and role-playing are two other techniques that are derived from the social sciences. (28:10:197-198)

11. While teachers are making increasingly more use of the insights in intergroup relations, it must "be admitted, however, that many of our methods are almost primitive when viewed critically and in terms of what we know about individual motivation and culture imperatives." (28:10:199)

12. "Educational interest in intergroup relations of several decades ago has led to a current interest in group process. . . . The time is still to come when teachers make deliberate use of the power of the group to further educational aims of both society and individual." (28:10:199)
13. "Community study, while it has an honored place in educational method, is still operating at the 'activity' level in many instances. The methods of the sociologist, anthropologist, and social psychologist have as yet to be deliberately adapted to the uses of classroom learning." (28:10:201)

14. "It seems imperative that social studies teachers become more conversant with social science developments to the end that educational practice can more effectively utilize insights both known and new." (28:10:201)

15. "It is probable that, as educational leaders respond to the new pressures produced by the realization of the achievements of Russian education, more attention will be paid to educational method as well as content." (28:10:201-202)

16. "Certainly one aspect of methodology which will have a significant impact on many classrooms in the years to come will be the utilization of T.V." (28:10:202)

17. "Perhaps, too, a careful study of such documents as *Psychiatric Aspects of School Desegregation* will provide some important aids in designing learning situations which will aid youngsters to adjust to a new school environment." (28:10:202)

18. "A number of other specific publications or reports produced by social scientists in recent years, if read with a creative and imaginative eye, could suggest significant new ways of teaching." (28:10:202)
Interpretations on the psychological influences on social studies teaching


1. "The almost universal verdict about American education is that it does the job of adjustment very well and that it pays too little attention to developing" intellectuality is due to the fact "that American teachers are divided into two camps, each camp subscribing to a different theory of education." (28:11:203)

2. "The teacher who uses the instructional approach to education believes that the subject which he teaches has value as a school subject." (28:11:204)

3. "The central concern of teachers who are committed to the developmental method is the growth and development of individuals." (28:11:205)

4. "Since the discussion about the relative merits of the two approaches to social studies teaching has gone on now for at least a generation--with no resolution of the issue--the author of this chapter favors a broad program of co-existence for the two methods of teaching." (28:11:208), (8:3:63)*

5. "Teachers will probably continue to follow one or the other method." (28:11:209)

6. "At the present time good teachers are using both methods and getting excellent results." (28:11:209)
7. "Research studies should be carried on to identify the characteristics of good teaching and also the practices which lack effectiveness." (28:11:209)

8. "Certain assumptions currently accepted are open to serious question. For example, the assumption that an instructional program which is rigorously carried out necessarily makes pupils more knowledgeable." (28:11:209)

9. "We have paid a good deal of attention to the individual differences in pupils. Perhaps teachers have individual differences which make it likely that they will be more successful with one method or the other." (28:11:210)

10. "Some pupils may learn to develop better under an instructional program, others under a developmental program." (28:11:210)

11. "The psychological theories of learning have been of great interest to social studies teachers along with all other teachers." (28:11:211)

12. "For want of a better term the second influence may be called the mental hygiene influence of psychology on education." (28:11:211)

13. "The social studies draw upon and use research in the social sciences, geography, and history. Research in many of the disciplines, from which the social studies draw, has itself been influenced by the growth and spread of psychological thinking." (28:11:211)
14. "Social psychology by title indicates its hybrid character. As a discipline it has a strong appeal to social studies teachers. The role of the attitudes has long been recognized as one of the most important components of civic and social behavior." (28:11:215)

15. "One of the major ideas which cultural anthropology has given to the social studies is that many of the traits of personality, which in the past have been accepted as human nature, are learned and taught as a part of a culture." (28:11:215)

16. "Two opposing forces are operating separately to jeopardize the essential job of incorporating psychological findings into both the content and the methodology of the social studies. One is the ever-present phenomenon of inertia, which needs no further comment. The other is the overzealous acceptance of new and exciting ideas." (28:11:216)
Interpretations on methods and techniques of teaching

E. S. Johnson (28:12:218-247)

1. "Teachers have to understand what it means to teach. To this co-experience, for it is always teaching-learning, there are four faces: what to teach? why teach it? whom do we teach? and how? The quick answers to these questions are: reliable and useful knowledge, a philosophy of life, all God's children, and method and technique." (28:12:225-226)

2. "The teaching-learning act in the social studies is a transaction between reliable and useful knowledge and immature human beings who are in the process of becoming better and wiser selves; this transaction is mediated by the process of psychologizing through which the subject matter of the social sciences and the humanities is restated into experience." (28:12:226)

3. The teaching process goes on between unequals, a "superior" teacher and an "inferior" student and the teacher's "obligation is to reduce these inequalities or disparities or, in so far as possible, abolish them." (28:12:227)

4. There "is need for insistence upon the prerequisite that substantive knowledge and analytical skill be attained in a program whose focus and purpose is with the
theory and practice of loving and thinking about the Great Oughts of democratic humanism, not in the 'training' of teachers." (28:12:228)

5. Substantive knowledge and analytical skill must be taught "because it is necessary for the student's growth in goodness and wisdom in a society which is dedicated to the philosophy of democratic humanism." (28:12:228)

6. "All and each are to get the education which their talents and capabilities warrant which is not the same education, except that it be one which permits both appreciation and understanding of the values of a humane life as each can love and know them." (28:12:229)

7. "By the term method is meant that phase of the education of the teacher, as intellectual, by which substantive knowledge, analytical skill and insight, is acquired. That it combines both science and art is not only admitted but affirmed." (28:12:229)

8. "The term technique here refers to that phase of the education of the teacher, as teacher, by which the science and art of instruction is acquired and continually improved in practice. It is the teacher's tool as 'psychologizer.'" (28:12:229-230)

9. "There is nothing 'just as good as' either technique or method. Teachers must have both." (28:12:231), (10:1:11)*
Problems in Methods and Techniques of Teaching Social Studies

The problems on methods and techniques of teaching social studies that have been identified in the Yearbooks of the fourth period are concerned with the following: (1) How to improve the teaching of geography; (2) How to improve the teaching of citizenship; (3) How to improve the teaching of current affairs; (4) How to use dramatic play effectively in the elementary school; (5) What method to use in dealing with biography in the elementary school; and (6) How to improve the method of teaching history. The recommendations and grounds on the above problems are presented below in that order.

How to improve the teaching of geography

Two problems have been noted on the above topic. They are: (1) How to teach geography out-of-doors; and (2) How to use maps, globes and pictures in the classroom.

How to teach geography out-of-doors

M. L. Anderzhon and H. R. Newhouse (29:11:177-199)

Recommendations

1. "Teaching geography out-of-doors begins with the home community." (29:11:177), (9:6:60)*

3. "There are three chief steps in the procedure of teaching geography out-of-doors. First comes the phase of teacher-pupil planning. Second is the actual conduct of the field exercise. And third is the use, in later activities, of what has been learned in the field. This may be called the 'follow-up.'" (29:11:178)

4. "Geography classes should go out-of-doors in response to a need developed in the classroom for outdoor observation. This need should be related to the school work." (29:11:178)

5. A definite purpose for the out-of-doors experience must be agreed upon by teacher and pupils. (29:11:178)

6. "If the teacher is not familiar with the area the pupils will traverse, it is desirable to make a reconnaissance in advance of the class exercise." (29:11:178), (9:2:15-20)*, (19:16:180)*

7. "The time element must be carefully considered. . . . Much trouble can be avoided if every one concerned understands where the pupils will go, what they are planning to do, and how long they will be away." (29:11:178-179), (19:16:189)*
8. "Pupil safety is of first importance. The usual official consent slip . . . should be filed with each parent and a duplicate left with the principal before a pupil is permitted to participate in any out-of-doors experience." (29:11:179)

9. "Pupil behavior is influenced by the way they dress. For this reason appropriate, neat attire is essential for any out-of-doors exercise." (29:11:179)

10. "A first trip may be taken by either an individual pupil or the entire class." (29:11:179)

11. "Whatever may be the purpose of the trip, the pupils need to receive explicit directions." (29:11:179), (19:16:183)*

12. "There should also be a discussion interpreting what has been seen out-of-doors, in order to promote a clearer understanding of geographic conditions." (29:11:179), (19:16:189)*

13. "The appraisal and analysis of the trip itself should take place during the next class period." (29:11:179)

14. "The class should evaluate the trip in the light of the original statement of purpose formulated during the planning phase." (29:11:179-180)

15. "The appraisal of the results of a field trip involves a discussion by the whole class of the apprecia-
tions, understandings, and new interests that were developed." (29:11:180)

Grounds

1. "Within the community are all the essential processes of living and earning a living." (29:11:177)

2. A definite purpose is necessary so that pupils can "be expected to select for observation those features that are relevant." (29:11:178)

3. "Interest is awakened more easily when there is a problem to solve." (29:11:178)

4. "The field trip is made a more effective educational experience if its results are discussed afterward." (29:11:179)

How to use maps, globes and pictures in the classroom

C. B. Odell (29:12:200-210)

Recommendations

1. "It is the ability to interpret map and globe information that is so difficult to acquire, and it is the ability that the teachers must strive to develop in the students through a constant use of pictures, globes, and maps." (29:12:201)

2. It "is necessary for the teacher to explain the terms 'map' and 'globe'. The student must understand that
both are representations of the earth or parts of the earth." (29:12:201)

3. "If the student is fully to comprehend the relationship between the earth and the globe or map, the world 'scale' in its full meaning, and the symbolization used on maps, all must become a part of the student's vocabulary and thinking." (29:12:201)

4. "Time must be spent by the social studies teacher in preparing students for reading and interpreting the information portrayed on globes and maps." (29:12:202)

5. The teacher must first "analyze the concepts to be introduced to the students of a given class, and then to choose and use maps and globes designed with these concepts in mind." (29:12:203)

6. "At what level each is to be introduced should depend on the students' level of understanding or attainment, rather than to be determined by a specific grade level." (29:12:203)

7. "As is to be expected, the concepts presented first must begin with simple basic facts, and then progress in complexity as the students develop and gain geographic understandings." (29:12:203)

8. "At the readiness level the student is a stranger to globes and maps and should be introduced to the globes and maps around him through simple and basic concepts as
follows: The shape of the world is round in every direction. The world on which we live is very large. There are differences from place to place on the earth's surface." (29:12:203)

9. "To proceed, the formal development of globe and map use skills begins at the introductory level. Here the globes and maps to be introduced are both teaching and learning tools." (29:12:203)

10. "Next the story of the earth on which man lives is continued in the lower and intermediate levels. The grid lines on maps and globes by which we read direction take on a new meaning when used to locate places with exactness on the earth's surface." (29:12:204)

11. "As the concepts listed so far are studied and restudied, and more advanced concepts concerning the earth on which man lives are introduced for the intermediate and advanced students. A final step is in seeing relationships between facts and places." (29:12:204)

12. "Only by a careful study and analysis of the variations in the design of maps and globes can an effective choice and use be made." (29:12:205)

13. "An educational sequence of globes and maps to be chosen can be made only by a careful analysis of the teaching goals designed for the various levels of instruction." (29:12:205)
14. "The use of pictures can ably assist the teacher to bring scale into the realm of a complete and easy understanding for the students. One method in which to accomplish this is for the teacher to obtain three pictures of some object which is familiar to all students." (29:12:207)

15. "Recognizing and understanding the limited portrayal quality of symbolization as used on maps is basic to understanding the full significance of a correlated picture-to-map use." (29:12:207)

Grounds

1. "One of the basic characteristics of map and globe information is that it is designed to be absorbed into individual understanding over a long period of time through the sustained use of maps and globes." (29:12:201)-1

2. "Many people feel that the sequence in which geographic concepts are presented to students bears a direct relationship to the students' ability to use effectively the concepts." (29:12:203)-7

How to improve the teaching of citizenship

The two problems that have been noted on the above topic are: (1) What methods should be used in teaching intergroup education? and (2) What should be the methods and materials of instruction in the social studies for the future?
Recommendations

1. "Pupils can acquire an intellectual grasp of the concepts if the facts that support them are systematically organized and presented." (30:9:169)

2. "If the basic goals of intergroup education are to be attained, instruction must provide for the development of cultural sensitivity, social skills, and rational ways of thinking as well." (30:9:170), (22:5:58)*, (22:7:80)*

3. "In such discussions, questions are asked to encourage a free, spontaneous interchange among the pupils as well as between the teacher and members of his class." (30:9:170)

4. "Many social studies teachers have used short stories, novels, plays, and motion pictures to stimulate discussions relevant to the unit being studied and have focused these on the development of the understanding and social sensitivity." (30:9:171-172)

5. "The way a film, short story, novel, or play is used and the form and content of the discussion that follows it will vary with the purposes of instruction." (30:9:172)
6. "It is a basic assumption of intergroup education, supported by considerable research data, that a discussion which fails to take motives and feelings into account as important facts in history and the social sciences is relatively ineffective in helping pupils to see the need for changing their behavior." (30:9:173)

7. "As adult groups in school and community are increasingly using the process of action-research to solve educational and civic problems, so can pupils in elementary and secondary schools learn to use the same procedures in dealing with situations which they have the power to change." (30:9:174)

8. "Another educational method, which has proved to be especially valuable in helping pupils to resolve their own interpersonal and intergroup tensions, is role playing." (30:9:175)

9. Role playing, study-action programs, and class discussions can be supplemented by other activities that require different teaching techniques. (30:9:177-178)

Grounds

1. The "acquisition of knowledge alone is insufficient to change attitudes and behavior." (30:9:169)-2

2. "As a method of instruction, it is 'tailor made' to fit a variety of intergroup situations and to give
pupils a real experience in how it feels to be excluded, snubbed, or patronized." (30:9:176)-8

What methods and materials of instruction to use in the social studies for the future

J. D. Grambs (30:14:273-288)

Recommendations

1. "The social studies classroom will be a workroom for social research, and its resources will be suitable for such form of study." (30:14:283)

2. "It is probable that many aspects of social studies will be televised in the future. Careful study and inquiry will be needed to find which content in the social studies is most appropriate to TV instruction." (30:14:283)

3. "Text materials will be more permanent on the one hand, and more transitory on the other." (30:14:284)

4. "The social studies, as the guardians in a special sense of citizenship education of the young, will be intricately involved in all student government affairs." (30:14:284)

5. "Discussion of vocations at the junior-high and senior-high levels will not exist in a vacuum, but a work-study arrangement will be part of nearly every student's course sometime before he leaves the secondary school." (30:14:284)
6. "While the whole world may come into the classroom via TV, at the same time there will be a vast expansion of the classroom into the world." (30:14:284)

7. "The social studies program of the future will provide for many kinds of youth participation in the work of the community, as has been emphasized in several chapters preceding this one." (30:14:285), (9:3:23-25)*

8. "The organizing of class study utilizing these newer methods to reach understandings suitable for the future will involve the teacher in different kinds of group situations." (30:14:285)

How to improve the teaching of current affairs

D. McClure Fraser (32:9:131-149)

Recommendations

1. "In selecting procedures for current affairs study, the same principles that apply to other aspects of the social studies programs should be observed." (32:9:138)

2. "Procedures such as these are especially useful for primary grade classes: 1. Brief reporting and discussion periods devoted to 'interesting news.' 2. Dictating a 'news story' and using it for reading practice. 3. A news bulletin board, on which pictures and clippings
4. Dramatic play, in which children 'play out' interesting events they have talked about, ... 5. Picture reading exercises ... 6. Vocabulary building exercises, using important 'news story words' and applying customary procedures for developing word meanings. 7. Questions to guide reading of simple news stories. 8. Making posters or drawings to show an interesting event that has been discussed." (32:9:138-139)

3. "With older children, procedures such as these may be used in conducting current affairs study. 1. Providing guide questions to direct children's current affairs reading, and conducting class discussion organized around the guide questions. 2. Discussing important words or terms with which children may be unfamiliar, using customary vocabulary development procedures. 3. Establishing standing committees to follow and report on topics of continuing importance. 4. Using various forms of discussion during current affairs sessions, ... 5. Interpreting pictures and simple cartoons dealing with current affairs topics. ... 6. Studying headlines: ... 7. Locating, on a wall map, the place where each important news event took place. 8. Finding examples in news stories of statements of fact and statements of opinion, and discussing the difference. ... 9. Keeping a current affairs bulletin board up to
date. . . . 10. Giving oral presentations based on special 'research.' . . . 11. Participating in review quiz games, in which pupils prepare questions about important current happenings or personalities in the news. . . . 12. Listening to tapes, newscasts, or commentaries (recorded from commercial newscasts by the teacher or a pupil at home) and discussing them. . . . 13. Viewing and discussing news films and filmstrips. . . . 14. Discussing and stating questions that should be considered in selecting a current affairs topic for extended study. . . . 15. Drawing posters, maps, cartoons, or 'true comic strips' related to news events or current affairs topics." (32:9:139-141)

How to use dramatic play effectively in the elementary school

H. L. Sagel (32:14:205-212)

Recommendations

1. "Unlike children's free play, which is unsupervised, dramatic play evolves under a teacher's guidance." (32:14:206)

2. Unlike "the more formally structured dramatization in which the lines of a script are read or memorized, dramatic play unfolds spontaneously without plot." (32:14:206)
3. "First, there is the introduction to focus children's attention on the problem or situation to be dramatized." (32:14:207)

4. "The preliminaries completed (the story read, the problem, situation, or incident discussed), the teacher and children, planning together, set the stage for the enactment, determine the locale, the characters, the props needed and in some instances, the sequence of the dramatization." (32:14:207)

5. "When the stage is set, the characters selected, and the non-participating children prepared for their roles as critical observers, the enactment begins." (32:14:207)

6. "As it evolves, the teacher directs his attention to the children's interpretations, the generalizations they use in interpreting cause and effect relationships." (32:14:207)

7. "At the close of the enactment the teacher and children analyze the interpretations, the characterizations, and the actions of their performers." (32:14:207)

8. "Always, of course, the use of dramatic play as a tool of learning is determined by the outcomes to be desired." (32:14:207)

9. "Necessarily, of course, there are several basic points to remember in using the dramatic play enactment to
initiate areas of study. Once started, it proceeds continuously, without interruptions, /sic/ until it is finished. It terminates when a problem or problems to be solved are recorded. Although children may wish to re-enact their first portrayals, their enactments are rarely, if ever, repeated during the initiation."

10. "In addition to its usefulness as a mirror of children's virgin understandings, dramatic play is an effective tool for evaluating the results of instruction in the social studies." (32:14:209-210)

11. Skills in human relationships can also be learned and practice effectively when dramatic play enactments are used as tools of learning. (32:14:211)

12. "Certainly dramatic play enactments foster the development of problem solving skills." (32:14:211)

13. Some pitfalls that must be avoided in using dramatic plays as a tool of learning are: (1) over-use; (2) limiting participation to the few children who are especially gifted in this type of activity; and (3) using it as a display piece for audiences other than the children themselves. (32:14:211-212)
What method to use in dealing with biography in the elementary school

R. A. Brown (32:18:243-255)

Recommendations

1. "This writer believes that there is a progression of skill and understanding involved in the use of biographical materials, and that the teacher who will introduce her students to biography step-by-step, from the more simple to the more difficult use, will have better results than will the teacher who makes use of biographical data without regard to the difficulty of various approaches." (32:18:254)

How to improve the method of teaching history

B. G. Massialas (34:33:625-659)

Recommendations

1. "Given the present cultural conditions the teacher of history and social studies assumes an ethical responsibility to discuss and review current social issues in historical perspective." (34:33:653)

2. "The approach generally calls for (1) an explicit statement of the problem, (2) the identification of a value or end which is espoused by all participants, (3) exploration of the range of alternative solutions to the problem, (4) establishment of a relationship between the proposed courses of action and the undisputed goal-referent by empirically test if-then statements or hypotheses, (5) acceptance of a defensible proposal." (34:33:654)

3. The "stress should be placed on those aspects of the judgmental process which deal with exploring the assumptions in value choices and in referring to evidence in nature for testing the implications of such choices." (34:33:656), (6:3:47-49)*

4. "Viewing the role of the teacher from a different vantage point social studies instructors could profit-
ably draw ideas from legal research on the role of the judge as he adjudicates a case, listens to testimony, hears prosecution and defense arguments, and refers to written and unwritten laws." (34:33:658)

5. "The author endorses the position that in a democratic community characterized by cultural pluralism every person should be given a chance to contribute his views on certain fundamental issues confronting him and his cultural peers." (34:33:658)

6. "The writer accepts the concept of defensible partiality as an appropriate model in dealing with value-laden statements. If one accepts this notion he should reject other positions some of which are: exclusion of controversy; impartiality; indoctrination; uncritical perpetuation of the status quo or the tradition of the past." (34:33:658)

7. "The idea of defensible partiality assumes that the teacher as an agent of culture mediation and social innovation takes a definite stand on ethical problems, but he defends his stand on grounds which are publicly acceptable and communicable." (34:33:658)

8. "Likewise the teacher promotes a class climate which is conducive to a judicious exploration of moral problems and thus enhances the development of the student-inquirer." (34:33:658)
9. "As a matter of strategy, the teacher should be very careful in avoiding introduction of his judgments prematurely." (34:33:658-659)

10. "He should give students the opportunity to make their beliefs explicit and then reflect upon them before he presents his considered thoughts on the subject." (34:33:659)

11. "In no way should the teacher assume the role of the authority in determining good and evil, ugly and beautiful, moral and immoral." (34:33:659), (1:2:15)*

12. "His position is that of a fellow-inquirer, one who constantly seeks the truth and the humanely defensible." (34:33:659)

13. "His basic attitude is that values are not taught but critically examined." (34:33:659)

Grounds

1. "Its emphasis on intellectualizing purported value commitments (by linking them to other ends, by making explicit considerations which have been taken for granted and scrutinizing them carefully, by defining terms, by calling upon the body of literature when matters of an empirical nature appear) is most productive and ethically defensible." (34:33:655-656)-2
2. "It has been contented that the quest to find a consensus on goals would exhaust fruitlessly the energy and patience of both teachers and students." (34:33:656)-3

3. "Here the logical consistency of the value positions with regard to a commonly held abstract value is sought." (34:33:656)-3

Matters Regarding the Teacher of social studies

The distribution of the number of articles according to trends, issues, problems, recommendations, and grounds on the teacher of social studies in the Yearbooks covering the fourth period is given in Table 36 below.

TABLE 36.--Distribution of articles according to trends, issues, problems, recommendations, and grounds on matters regarding the teacher of social studies in the yearbook covering the fourth period: (1955-1964) volume 26 to volume 34

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYPB-Total number of articles of the Yearbook

A study of the figures in the above table will show that the aspect matters regarding the teacher has been
dealt with in six of the nine volumes of the Yearbooks of the fourth period. Not even one volume has treated either trends or issues on the teacher of social studies. Problems, recommendations, and grounds on matters regarding the teacher share the leading position. A comparison with earlier tables on this aspect will reveal that almost the same number of articles are devoted to the treatment of the aspect matters regarding the teacher in the third and fourth periods. The number of articles in these periods are slightly less than those in the second period and a little more than those in the first period on the said aspect.

Trends in Matters Regarding the Teacher of Social Studies

The trends in matters regarding the teacher of social studies that have been identified in the Yearbooks of the fourth period are concerned with the following: (1) Education of social studies teacher; and (2) Teacher of geography in Russia. These trends are presented below in that order.

Trends on the education of social studies teachers

F. E. Sorenson (29:14:229-239)

1. Both educators and geography professor "empha-
size the importance of including instruction in geography
in the education program of social studies teachers, and they point to the importance of including the teaching of basic geographic concepts and skills in programs of instruction for all children and youth." (29:14:232)

Trends on the teacher of geography in Russia

C. D. Harris (29:16:248-257)

1. "In the Soviet schools there are about 100,000 geography teachers. Specifically, in the school year 1955-1956 there were 63,011 teachers who taught geography alone and 35,602 who taught both geography and biology." (29:16:252-253)

2. "In the larger schools with more than one group in each class, a geography teacher typically teaches only geography." (29:16:253)

3. "In smaller schools one geography teacher may teach all geography classes at the various levels. In the smallest rural schools particularly in lower classes the geography teacher may be responsible also for biology or history." (29:16:253)

4. "About 6 percent of the 1,600,000 teachers in Soviet schools teach geography."

5. "Most of the teachers are women." (29:16:253)

6. "Individuals now teaching in classes 5-7 typically have been trained in a two-year Teachers Institute,
which corresponds to an American junior college." (29:16:253)

7. "Teachers for classes 8 and 9 have been trained mostly in the former 4-year Pedagogical Institutes, corresponding to American teachers colleges." (29:16:253)

8. "The Lenin Moscow State Pedagogical Institute in Moscow which trains teachers mainly for the rural schools serves as an example of the present training of future teachers of geography in this type of school. The current program requires five years having been expanded in 1957 from the former 4-year program. The program may be divided into two parts: the common curriculum taken by all students and the work taken specially by students preparing to become geography teachers." (29:16:253)


10. "The three key fields are general geography, physical geography of the USSR and the continents, and economic geography of the USSR and foreign countries; work in each extends over two or three years." (29:16:254)

11. "In biology the students also take 1,476 hours of instruction plus 100 days of practical field work." (29:16:254)

12. "About 65 percent of the student's time is spent in studying the subjects he is to teach and about 35 per-
cent in social and political orientation, pedagogy, and foreign language." (29:16:254)

13. "The lecture load in pedagogical institutes is heavy. In 1957 freshmen were required to attend lectures 36 hours a week from the beginning of September until late in May." (29:16:254)

14. "After each regular school year the students spend the summer in field camps, in organized field trips, or in excursions getting practical experience in geography and biology. Altogether some 200 days are so spent during the four summers." (29:16:254)

15. "Some secondary school teachers of geography are also trained in the universities in a 5-year course leading to a diploma in geography." (29:16:254)

16. "It is reported that each oblast and republic has an institute for the improvement of teachers, in which lectures are given on teaching methods in geography, and in which relief maps and models are prepared." (29:16:255)

17. "The journal for teachers of geography, Geografia v Shkole (geography in the school) has been published since 1934, except for a wartime interruption 1942-1945. It now appears six times a year. In 1958 the circulation was 73,000. It reaches a large fraction of teachers of geography in the Russian-language schools in the Soviet Union." (29:16:255)
18. "A large geographic literature in Russian is available to the teacher, particularly on the physical and economic geography of the Soviet Union." (29:16:255)

Problems on Matters Regarding the Teacher of Social Studies

The following problems on matters regarding the teacher of social studies have been identified in the Yearbooks of the fourth period: (1) How much science and what kind of competence in science should social studies teachers have and how best can this competence be achieved? (2) How can teacher education be improved? (3) How can the education of geography teachers be improved? (4) How can the teaching profession contribute to citizenship training? (5) How can teachers of economics be improved? (6) How can teachers of history be improved? (7) How can teachers be trained to use biography in the elementary school? (8) How can goal-oriented teachers be developed? The recommendations and grounds on the above problems are presented below in the order given above.

The kind of competence in science a social studies teacher should have and how best this competence could be achieved

M. Jennings (27:12:212-245)

Recommendations
1. "Somewhere between these two extremes (none or much knowledge of science) lies the answer to the question of how much and what kind of competence in science social studies teachers should have." (Words in parenthesis mine) (27:12:216)

2. "Answers to these questions will be forthcoming only after considerable discussion and experimentation, involving the cooperative endeavors of research scholars and teacher in both the natural and the social sciences." (27:12:216)

3. The "author of this chapter feels, nevertheless, that the new generation of social studies teachers must develop more competence and interest in this area than has been true heretofore." (27:12:218)

4. "In view of the widespread use of the term scientific method, social studies teachers should have some understanding of its meaning and limitations." (27:12:218)

5. There is a need "to examine the various processes by which scientists develop hypotheses, for this is the one step that is so frequently slighted in discussing so-called scientific method and in presenting the formula for problem solving as found in social studies textbooks." (27:12:220)
6. "Once convinced that aspects of science and technology are within our field, social studies teachers will undoubtedly feel a professional obligation to develop at least limited competence, and as that competence develops interest should change from a negative to a positive factor in the effort to develop the background necessary for incorporating aspects of science in social education." (27:12:235)

7. "One program of general education in science is built essentially around the traditional subject matter of science, but with definite modifications in organization and technical requirements to adapt to the needs of students who will not major in science." (27:12:236)

8. "A second pattern is organized to emphasize those aspects of science that should contribute to civic competence, perhaps giving attention also to science for everyday living." (27:12:236)

9. "A third pattern in general education science courses emphasizes the historical development of scientific knowledge and thought, and is much concerned with the processes or methods by which scientific knowledge has been advanced." (27:12:236)

10. "Any good program of general education in science, however, should provide the background and interest that will facilitate and motivate continuing inde-
11. "It is obvious, therefore, that college social science instructors must take active responsibility for integrating developments in science and technology with the content of the social sciences." (27:12:237)

12. "One technique is to analyze the nature and impact of scientific or technological innovation whenever it appears in our course of study, pursuing the study more intensively, and introducing related material to supplement the meager treatments found in our textbooks." (27:12:237)

13. "The second technique is to employ the case study method of teaching, which in a sense is a modification of the first, the main difference being that this involves still more intensive study, requires reading materials that may be available only for a relatively few topics, and involves an expenditure of time that necessarily limits the opportunities for applying this technique." (27:12:238)

14. "Instructors in education may also contribute to the process of modifying conventional content in the subject matter of the social studies." (27:12:239)

15. "The methods instructor can encourage attention to science in social education by urging students to con-
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struct lesson plans and teachers' resource units on subjects involving science and technology." (27:12:240)

16. "Finally, the methods instructor can use photographs on the subject of science and technology to demonstrate the particularly effective use of this form of visual aid." (27:12:240)

17. "The instructor of social studies teachers must be alert to the latest findings of scholarship, he must evaluate new ideas that relate science to social education, and must share ideas with others, informally in discussion and more formally in articles or in the preparation of learning materials." (27:12:242)

18. This author has long maintained "that it is too much to expect a properly trained senior high school social studies teacher to teach equally well in another field, whether it be English or science or programs involving several fields such as 'core.'" (27:12:243)

19. "If it is agreed that science and technology represent major factors in the shaping of present world culture, . . . it would seem that social studies courses should make room for the more effective treatment of the impact of science and technology." (27:12:244)

20. "Leadership is needed to bring the natural and social scientist together, and leadership is needed to
diffuse ideas among those engaged in social science instruction." (27:12:244-245)

**Grounds**

1. "The author of this chapter feels confident, then, that natural scientists, both in research and in teaching, will welcome overtures from social scientists in the development of educational programs that will lead to a better understanding of the impact of science and technology upon our way of life." (27:12:216)-2

2. "Historians of science have found that scientists have no single method of developing hypotheses; moreover, scientists both in the pure and applied sciences have often resorted to highly unscientific thinking in developing hypotheses." (27:12:220)-5

3. "The social studies constitute an area of tremendous scope; they encompass a large number of disciplines each of which is subject to the continual impact of changing interpretations and the findings of countless scholars actively engaged in research." (27:12:243)-18

4. "Balance and perspective can best and most quickly be achieved if scientists and social scientists, research scholars and teachers can have a meeting of minds, a process, which, unfortunately, cannot be accomplished by a single conference, but only by extended formal and informal contacts over a period of time." (27:12:245)-20
How to improve teacher education


Recommendations

1. The "future requires a radical change in the education of the teacher who will teach the social studies. This education ought to be more scholarly, more profound, and more comprehensive than at present, both within the social sciences and between them and the humanities." (28:12:219-220), (10:1:9)* (23:1:8)*

2. "The education of teachers of the social studies ought to take its image from" the fact that the "ultimate concern of the social studies should be the oughts which distinguish the life of man from all other animate forms." (28:12:220)

3. Educators should "think of a general education in the social sciences as special studies specially studied, in terms of their interrelations." (28:12:238)

4. The teacher must be a "first-rate human being

5. The teacher must have "the capacity to enter into the life experience of his students but without capitulating to their values, a talent which is indispensable to true communication." (28:12:243)

6. The teacher must have "the skill, the insight, and the courage of the leader - one who is able to take in more than others of an experience in which he engages, jointly, with his students." (28:12:244)

7. The teacher must be "intellectually and emotionally competent." (28:12:244), (10:1:6)*

8. The teacher must be one who "abhors dullness, not only because it makes him a dull fellow, but because his dullness will, almost certainly, rub off on the materials which he teaches." (28:12:244)

9. The resources of the teacher must be "drawn from within as well as from without: from within, as 'party to the thing'; from without, through observation." (28:12:244)

10. "Closely associated with his role as teacher, indeed as an inescapable component of it, is his obligation to counsel and advise." (28:12:244)
11. The teacher must conceive of "teaching, as Paul Klapper puts it, as a "gentle art," that is, without histrionics, but not without dynamics and dedication." (28:12:245)

12. The teacher must know "that the practice of a fine art is far from being a mere matter of extemporized inspiration." (28:12:245)

13. The teacher must know "that nothing has brought his art into greater disrepute than the belief and practice that it consists in tricks and gimmicks." (28:12:245)

14. The teacher must know that he "is cast in two roles: the role of the priest and the role of the prophet." (28:12:245)

15. The teacher must recognize and serve "the two great traditions on which his craft is founded: conviction, which is the sacred tradition, is his debt to the Hebrews; criticism, which is the secular tradition, is his debt to the Greeks." (28:12:246)

16. "The present imbalance in teacher education in method and technique needs to be corrected whether that imbalance be in one direction or the other." (28:12:246)
17. "The obligation to educate teachers ought to be viewed as one which is campus-wide and/or knowledge-wide. . . . In so far as possible, the professional courses ought to focus on the task of teaching social knowledge rather than 'knowledge in general.'" (28:12:246)

18. "The master's degree ought to be the minimum pre-requisite for entry into the profession." (28:12:246)

19. "Continuous study, during active teaching, ought to be viewed, not as a luxury but as a necessity." (28:12:247)

20. "Of course, salaries ought to be raised. But, short of this basic desideratum, if ways could be found to convince the Congress that teachers deserve 'forgiveness' on their income-tax for moneys spent in advanced study the cause of teacher education would be greatly benefited." (28:12:247)

21. "The teacher of the social studies must have a rich background in the social sciences and related physical sciences if an understanding of society past and present, in its many ramifications, is to be obtained." (29:13:225), (29:14:238), (30:14:275)
22. The outline of a teacher education program in social studies "can best be accomplished through the cooperative thinking of numerous teachers in science and social science fields." (29:13:226)

23. "The in-service teacher must rely on summer workshops, refresher programs, and personal search to broaden his background in science." (29:13:226)

24. "As a basic policy, it is recommended that the history teacher be well grounded in the geography of the political divisions which he presents." (29:14:230)

25. The "minimum geography preparation should be 12 to 15 college semester hours." (29:14:230)

26. "Adequate preparation for teaching social studies courses in the junior and senior high schools must include a substantial knowledge of world geography as well as comparable preparation in the several related social studies areas." (29:14:230)

27. "In the training of any teacher of geography or the social studies, full knowledge and understanding of the ways in which communities are being affected by aviation's growth seem essential." (29:14:234)
28. "In planning teacher-training programs for geography and social studies instructors, laboratory experiences in and with the air environment seem to be essential." (29:14:235)

29. The teacher's "preparation, however, will never be complete without his having acquired through philosophy and/or religion a neighborly feeling for the peoples about the world and a definite interest in helping them all acquire many of the good things that are often accepted in the United States as commonplace." (29:14:239)

30. The secondary school social studies teacher of the future must "know more about world cultures than about the Civil War; today the reverse is true." (30:14:274-275)

31. The teacher of the future must be deeply concerned with persistent social issues. (30:14:275), (23:1:13)*

32. Teaching must be so well paid "that highly selective programs will be utilized to find those young adults who will demonstrate their desire to take on the hard task of educating citizens for a free world." (30:14:275)
33. Social studies teachers must be "among the first to be required to experience the full involvement of a group-dynamics workshop." (30:14:276)

34. "The future social studies teacher, again, will be among the first of the group of future teachers whose programs will eventually include required educational experiences in foreign countries." (30:14:276)

35. "The future teacher of the social studies will participate in selected work-study programs which will involve him in the economic and business life of his world as a worker and a student." (30:14:276)

36. "The future social studies teacher will be among the first who will be expected to become sophisticated in his view of the school as a social system, as a social institution." (30:14:276)

37. "Careful assessment will be made of the future social studies teacher to make sure that this person is a continuing learner, that he has a secure and guiding ethical system, that he has enough of the rebel to question and enough of the conservative to provide security and support." (30:14:277), (23:1:11)
38. "The social studies teacher of the future will have been weaned away from an overdependence on books." (30:14:277)

39. "These social studies teachers, because they will have such a major responsibility in the important area of citizenship, probably will be several years older than the young graduate who enters teaching today." (30:14:277)

40. "The elementary teacher of the future, however, will be a more profound and enlightened student of the culture than is true of the elementary teacher of today." (30:14:278)

41. In-service "programs in the future will need to be wholes, not pieces." (30:14:279)

42. It is imperative that insights from social psychology, education, industrial psychology, behavioral sciences in general on how adults are changed must be utilized in the education of teachers. (30:14:279)

Grounds

1. "This is premised on the view that the most neglected phase of the education of teachers of the so-
cial studies is the relation of intelligence to conduct." (28:12:220) - 1

2. "It is ought, not is, which gives man his place in the great chain of being." (28:12:220) - 2

3. "In the elementary school today, instruction is given either in the social studies or in geography and history." (29:14:230) - 25

4. "Many junior high schools across the country are now strengthening their social studies offerings substantially." (29:14:230) - 26

5. There is a great need for cooperation among nations. (29:14:238) - 29

How to improve the education of geography teachers

C. F. Kohn (29:15:240-247)

Recommendations

1. "Like his colleagues in other disciplines, the teacher of geography needs to possess certain general qualifications, including (1) an understanding and love of children and youth, (2) a personality which makes
him an effective leader in the classroom, (3) a sound liberal education, and (4) a professional understanding of the art and science of education." (29:15:241)

2. The special preparation that the teacher needs are threefold: "1. A knowledge of important geographic concepts. 2. An acquaintance with the most effective methods of dealing with specific phenomena geographically. 3. Sufficient experience in practice teaching under supervisors expert in focusing instruction on important geographic concepts and generalizations." (29:15:242), (19:25:283-290)

3. The "responsibility for preparing the prospective teacher of geography is to be shared by both the faculties of the colleges of liberal arts and the schools of education, not undertaken by one or the other." (29:15:247)

Grounds

1. A teacher must possess the qualities he wants to develop in his students. (29:15:241) - 1

2. "In other words, a person who is committed to teaching wants to understand as fully as possible what
3. "Under a well-prepared supervisor, apprentice teaching can be a liberal education in the meaning and purpose of geographic instruction." (29:15:247) - 2

How the teaching profession can contribute to citizenship training

T. J. Curtin (30:5:81-108)

Recommendations

1. The teacher must avoid the extremes of over-participation or non-participation governmental affairs and instead equip himself to become partners in civic education - as a citizen-teacher. (30:5:83-84)

2. The teacher must know that he "has ready access to programs and materials through which to know firsthand the changes affecting the citizen and his government." (30:5:84)

3. "The heavy emphasis given to 'metropolitanism' does not minimize the need for the Citizen-Teacher to know more about local government." (30:5:86)

4. "The Citizen-Teacher must be well informed in
years ahead regarding persistent state problems and must be prepared to contribute to their solution. (30:5:86-87)

5. "The same sources which provide insights into the solution of problems growing out of urbanization relate to the functions of state government." (30:5:87)

6. "Other resources for broadening the base of knowledge about state government are taxpayers associations; parent-teacher associations; regional offshoots of the American Assembly; the teachers' own state association; and in some instances responsible state committees of the major political parties." (30:5:87)

7. Knowledge plus action "will be needed in the coming decades if Citizen-Teachers are to become effective partners in producing a better kind of citizenship." (30:5:88)

8. Administrators, supervisors, and department heads have distinct obligations to help the citizen-teacher in the process of broadening his knowledge and his participation. (30:5:90)

9. "If teachers are to become more effective
citizens, changes will have to be made in the future patterns of secondary school organization." (30:5:91)

10. "Among the intriguing possibilities is the suggestion that the prime responsibility for instruction should be assigned to two categories of professional teachers: teacher specialists and general teachers." (30:5:91)

**Grounds**

1. "It represents the candid position that no teacher can effectively influence responsible participation in government by others unless he knows intimately what is going on in the society around him and takes more than a passive interest in it." (30:5:84) - 1

2. "These teachers are informed of developments in several behavioral disciplines, have experience in organizational techniques, are skilled in human relations, have the ability to analyze the economy, know something about problem solving, have 'the common touch.'" (30:5:88-89) - 7
How to improve teachers of economics

G. D. Baker (30:7:117-139)

Recommendations

1. The teacher "need not be an economist, but as a minimum he must have sufficient training in economic analysis to be able to identify the economic aspects of the experience areas which are included in the curriculum at all grade levels." (30:7:131)

2. "Developing the economic insights and competencies of teachers through pre-service and in-service programs, therefore, will be a major objective of the years ahead." (30:7:131)

3. It is hoped that professors of economics who work in close co-operation with state departments of education and the public schools in furthering economic education will multiply in number. (30:7:132)

4. "Two serious obstacles to be overcome are the requirements fixed for college graduation and teacher certification." (30:7:132)
Grounds

1. "The teacher will certainly be the key figure in making economics relevant to citizenship education." (30:7:131) - 1, 2

2. "In all but a very few colleges and universities, economics is not a required subject, even for high school teachers of social science." (30:7:132) - 4

3. "The transition would be accelerated if state certification requirements were revised to include recognition of the importance of economics in the general education and professional preparation of prospective teachers." (30:7:132) - 4

How to improve teachers of history


Recommendations

1. There "is a real need for the elementary teacher to do some planned reading in history even though he is not a specialist in the subject." (31:19:343), (1:7:133)*
2. We "have in this Yearbook some material written by historians right at hand for the middle grade teacher. First, he can read those chapters which are directly applicable to the areas being taught in American history at his grade level. Second, he can read further in those chapter references, made by the historians, which appeal to him. Third, he can read other chapters not of immediate concern in his present curriculum which will enrich his total concepts in American history. Fourth, he can lay out a program of reading, guided by the references of the historians, if he is concerned about upgrading his historical scholarship." (31:19:343), (31:20:356)

3. "A teacher of upper grades and junior high school American history can use knowledge acquired from the Yearbook in the following ways:" (1) Planning the course; (2) Selecting textbooks; (3) Teaching process; (4) Meeting individual differences; and (5) Keeping abreast of historical scholarship. (31:20:356-360)

4. As a study of history, the teacher can be benefited by the Thirty-First Yearbook by its identification
of some of the neglected areas of research. (31:21:363)

5. The teacher of history can use the Thirty-First Yearbook in the following ways: (1) To reassess his purposes and methods; (2) To re-emphasize fundamental concepts; (3) To capitalize the values of biography; (4) To maximize the use of investigative papers; (5) To stimulate wide student reading; and (6) To stimulate study by the teacher. (31:21:365-379)

Grounds

1. The recommendation is made in the light "of their general social science background and the fact that present historians are continually bringing their critical and interpretive powers to the tasks of re-examining all the remains that have come down from" the past. (31:19:343) - 1

2. "A knowledge of the most recent advances in scholarship in American history can enable a teacher to get a clearer understanding of what topics and content are most appropriate for the eighth grade course." (31:20:356) - 3
3. "Teachers can use the knowledge gained from recent historical scholarship in the selection of textbooks. There is a tendency for American history textbooks used in the schools to lag behind the most recent advances in scholarship." (31:20:356) - 3

4. "If pupil-teacher planning is used, both a depth and breadth of knowledge of basic content are particularly important." (31:20:357) - 3

5. "As all teachers know, the range of individual difference in the eighth grade, as well as in other grades, is great." (31:20:359) - 3

6. "The content in the chapters by historians in this Yearbook will help teachers in the selection of content for both gifted and slow students." (31:20:359-360) - 3

7. "Both the pamphlets of the Service Center for Teachers of History, ... and this Yearbook will be helpful" in keeping abreast of historical scholarship. (31:20:360) - 3

8. "Both for their own use in studying history, and for use with able high school students, teachers welcome interpretation by scholars, however controversial, as
means by which they can hone their own minds and the minds of their students." (31:21:364) - 4


10. "Many a teacher, confronted with unwilling students, begins to doubt the efficacy of his methods, and, more significant, the real purpose of historical instruction. To them this Yearbook brings solid words of encouragement." (31:21:365) - 5

11. "Although they are never exhortatory in nature, the Yearbook chapters carry the clear implication that there are certain basic concepts about the nature of history and historical study which should properly receive greater emphasis in high school teaching." (31:21:368) - 5

12. "Perhaps the single most noticeable feature of the chapters in Part One is the emphasis placed on biographical materials by the authors." (31:21:371) - 5

13. "Although it is nowhere explicitly suggested in Part One, it can be inferred that the authors of the
first seventeen chapters would heartily endorse the increased use of student-written investigative papers in high school." (31:21:373) - 5

14. "Even if it had no other virtues, the Thirty-First Yearbook would have repaid the effort which went into it by 'sorting and sifting,' as it does so excellently, the vast resources in American history which have become available in the past two decades. To have this done for them by eminent scholars is an incalculable boon to history teachers everywhere." (31:21:376) - 5

15. "No one knows better than the social studies himself that he has 'home work' to do. To be effective it must be done regularly and conscientiously. The Thirty First Yearbook provides him with the assignment and with a superb 'study guide' with which to do it." (31:21:379) - 5

How teachers could be trained to use biography in the elementary school

R. A. Brown (32:18:243-255)

Recommendations

1. "Social studies teacher need to accept the importance of character, leadership, dependability and
judgment." (32:18:255)

2. "Social studies teachers should be interested in the study of personality and in the role of personalities in history." (32:18:255)

3. "Assuming the necessary interest, the social studies teacher must also possess certain knowledge. He must (1) have knowledge of the development of children and of their need for identification with strong personalities from the past as well as the present, (2) he must be acquainted with the sources of information about biographies, for even the most avid reader cannot keep up with all of the new biographies that are published each year, (3) he must have firsthand knowledge of many sources of information and he must keep track of the old as well as become acquainted with the new, and (4) he must have some competence in terms of a knowledge of the lives of men and women most closely connected with the content of the courses he teaches." (32:18:255)

Grounds

1. Teachers need "to believe that the role of human beings is of importance in the development of both past
1788

and present." (32:18:255) - 1

2. "The teacher who is unconcerned about human beings, their differences, their mistakes, their strengths, their successes will not be likely to place much emphasis upon biography in his social studies classes." (32:18:255) - 2

How to develop goal-oriented Teachers

R. C. Preston (32:19:256-262)

Recommendations

1. The need for self-generating philosopher-teachers must be recognized. (32:19:257)

2. "Teachers who wish to improve their sense of direction and supervisors who wish to have teachers become more goal-conscious can profitably begin by focusing upon what the teacher is currently doing." (32:19:261)

3. Principals and supervisors "help to the extent that they respect the teacher, assist him when he asks for assistance, and gently challenge him when he needs stimulation." (32:19:262)
1. "If goals are to direct instruction they must be creatively formulated. They are not transferrable from one person to another." (32:19:257) - 1

2. "Fist of goals throw some teachers on the defensive." (32:19:257) - 1

3. "Lists of goals have regrettably been rejected by some teachers because they have not helped at the points where they have felt the greatest need for assistance." (32:19:258) - 1

4. "By beginning with goals and postponing until later considerations of more 'practical' matters, we court the sterility that accompanies every separation of theory and practice." (32:19:259) - 1

5. "Some teachers have an intuitive sense of proper goals and resent the inclination of administrators and curriculum consultants to belabor tem." (32:19:259) - 1

6. "The wisest course is to have faith that goals will broaden and deepen with experience and maturing." (32:19:261) - 2

7. The "teacher grows toward the broader understanding, however, slowly, in proportion to the degree
that he works intelligently and conscientiously at his
daily teaching chores." (32:19:262) - 3

Evaluation of Teaching

The distribution of the number of articles according
to trends, issues, problems, recommendations, and grounds
in evaluation of teaching in the social studies in the
Yearbook of the fourth period is presented in Table 37
below.

| Yearbooks | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | T | Rank |
|-----------|----|----|----|----|----|----|----|----|----|----|      |
| T*        | -   | -   | -   | -   | -   | -   | -   | -   | 1   | -  | 1    |
| I*        | -   | -   | -   | -   | -   | -   | -   | -   | -   | -  | 0    |
| P*        | -   | -   | -   | -   | -   | -   | -   | -   | 1   | 1  | 1    |
| R*        | -   | -   | -   | -   | -   | -   | -   | -   | 1   | 1  | 2    |
| G*        | -   | -   | -   | -   | -   | -   | -   | -   | 1   | 1  | 2    |
| TYB*      | 13  | 13  | 12  | 16  | 14  | 24  | 24  | 15  | 33  | 163 |

*T-Trends; I-Issues; P-Problems; R-Recommendations;
G-Grounds; TYB-Total number of articles in the Yearbook.
A study of the table will reveal that evaluation of teaching in the social studies has been treated in only two volumes of the Yearbooks of the fourth period. No issues have been identified. Problems, recommendations, and grounds share the leading position and they are followed by trends. A comparison with figures of earlier periods on the aspect evaluation of teaching will show that while this has been treated in only two volumes in the fourth period, there are volumes in each of the three earlier periods where evaluation has been treated. The number of articles devoted to this aspect in the fourth period is also very much smaller in comparison with any of the three earlier periods. There have been no issues on evaluation in any volume of the four periods of the Yearbooks.
Trends in Evaluation in the Teaching in Social Studies

The trends in evaluation that have been noted in one article of the Yearbooks of the fourth period are on the nature of evaluation in the social studies. These are presented below.

1. "Evaluation in the social studies involves primarily the gathering of evidence to estimate the degree to which pupils and teachers are achieving social studies objectives." (32:24:313)

2. "Evaluation involves, first, the formulation of major objectives such as (1) acquiring social studies facts, concepts, and generalizations, (2) developing desirable social and civic interests, attitudes, and appreciations, (3) showing skill in handling social studies facts, concepts, and generalizations, and (4) increasing powers of critical interpretation of social studies data." (32:24:313-314), (12:12:215)*

3. "Evaluation involves also the use of formal tests and measures, as well as informal essays, quizzes, reports, observation, and anecdotal records which reveal pupil growth toward each major objective." (32:24:314)
Problems in Evaluation of Teaching in the Social Studies

The problems in evaluation of teaching in the social studies that have been identified in the Yearbooks of the fourth period are as follows: (1) How can children's progress in current affairs study be evaluated? (2) What are the appropriate uses of various evaluation techniques? (3) What are the qualities of effective evaluation? and (4) How can the measurement and evaluation of skills be both relevant and reliable? The recommendations and grounds on the above-listed problems are presented below in the order given above.

How children's progress in current affairs study could be evaluated
D. McClure Fraser (32:9:131-149)

Recommendations

1. The teacher must apply the same kinds of evaluation to the children's progress as those he uses with other aspects of the program. (32:9:141)

2. "Most of the evaluation techniques suggested in Chapter X can be used in doing so." (32:9:141)

Grounds

Children learn early that what is valued is evaluated. (32:9:141) - 1
How various evaluation techniques could be used appropriately

J. W. Wrightstone (32:24:313-327)

Recommendations

1. Objective tests are used for measuring pupil "achievement of information and concepts in the social studies." (32:24:323)

2. Objective tests "serve administrative uses by the principal or supervisor in conference with teachers, parents, or the public." (32:24:323)

3. The results of objective tests "are also useful in organizing classes within the school and the placement of pupils within the classes." (32:24:323)

4. Objective tests "are useful for educational guidance and identification of pupils, especially for those who are gifted and those who are less able." (32:24:323), (5:15:198-199)*

5. Where pupils are sufficiently mature, essay examinations "have value in measuring the higher mental processes, such as organizing information and expressing ideas on social studies topics." (32:24:323)

6. "The oral examination is widely used by the classroom teacher, particularly as an informal device for evaluating pupil knowledge and performance." (32:24:323)

7. "The types of social situations in which observations are most appropriate are discussion groups,
committee activities, or the relationships of one pupil with another in the school or classroom situation." (32:24:324)

8. Anecdotal records are a series of notes on exactly what a child did or said in a specific situation." (32:24:324)

9. "Questionnaires, inventories, and interviews are similar techniques for gathering data by securing answers to questions." (32:24:324)

10. "The interview has greater flexibility and lends itself to dealing with confidential and personal information which it is difficult to obtain through the questionnaire." (32:24:324)

11. "As applied to the social studies, these checklists and rating scales would seem to be most appropriate in assessing conduct and behavior or the performance of certain tasks or operations, such as using facilities of a school or classroom library." (32:24:325)

12. "Self-descriptive inventories and problem checklists purport to evaluate such specific aspects of personality as self-sufficiency, social adaptability, and anxiety about health, home and school problems." (32:24:325)

13. Projective techniques must be "used by specialists such as psychologists rather than classroom teachers or supervisors." (32:24:325)
14. "Sociometric techniques have been found useful in promoting the social adjustment of pupils, in promoting the common interests and skills of the group, in grouping pupils for various class activities, in measuring growth in group status, and in detecting social cleavages among group members." (32:24:326)

15. "It must be pointed out, however, that these sociometric devices have limitations as well as strengths. The teacher must use them with caution and always supplement them with other observations and knowledge about the children." (32:24:326)

16. The self-rating technique may be used with individuals and with groups and must be used with caution and judgment."(32:24:326-327)

Grounds

1. "Such tests are generally superior to essay examinations in their sampling of course content, reliability of scoring, and ease of scoring. The limitations of short answer tests include difficulty of construction, failure to eliminate guessing, and larger cost of administration." (32:24:323) - 1

2. "The interpretation of the responses requires long and special training on the part of a person interpreting projective technique protocols, or responses." (32:24:325) - 13
3. "The self-rating has dangers as well as assets."

Recommendations

1. Evaluation must be comprehensive. (32:24:327), (5:15:199)*

2. Evaluation must be a continuous process. (32:24:327), (8:9:212)*, (12:12:228)*

3. Evaluation must be a cooperative activity of the teacher and pupil. (32:24:327)

4. "Evaluation necessitates, on the part of the teacher, alertness and close observation of children in all types of situations in and out of the classroom."

5. "Evaluation requires that the teacher interpret appraisal data in terms of the background, the level of maturity, and the personality of each child, as he attempts to guide his growth and development." (32:24:327), (12:12:228)*
How the measurement and evaluation of skills could be both relevant and reliable

D. G. Kurfman and R. J. Solomon (33:14:274-295)

Recommendations


2. The degree of competency must be interpreted flexibly for some individuals. (33:14:275), (24:12:260)*

3. The instruments for measurement must actually measure the critical aspects of the behavior desired. (33:14:276), (13:4:130)*

4. The students being evaluated must be required to perform the desired behavior. (33:14:276)

5. The evaluation situation of skills must narrow its focus by obtaining work samples of the desired behavior. (33:14:276)


7. "Related to the need for systematic sampling is the need for equally systematic rating of the samples." (33:14:277)*
8. The test situations must not be too difficult or too easy for the students. (33:14:277)

9. Planned, coordinated and continuous measurement and evaluation are necessary. (33:14:278), (13:4:173)*

Grounds

1. The recommendation is necessary in "order to identify exactly what it is that he wishes to measure." (34:14:275) - 1

2. Students at any grade level vary widely in their competencies. (33:14:275) - 2

3. "If the sampling is inadequate or inappropriate, the measurement that results will be biased in such a way that another somewhat different sample of the same student's behavior will yield different results." (33:14:277) - 6

4. "By such a procedure, each student is rated on the same basis as every other student and the differences appearing in their performances may be said to represent student differences and not scorer differences." (33:14:277) - 7

5. What "one teacher in a school seeks to measure has implications for what other teachers do or plan to do, and what one teacher finds as a result of measurement has meaning for what all other teachers in the school do or plan to do." (33:14:278) - 9
Research in the Teaching of Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations and grounds in research in the teaching of social studies in the Yearbooks of the fourth period is presented in Table 38 below.

**TABLE 38.---Distribution of articles according to trends, issues, problems, recommendations, and grounds on research in the teaching of social studies in the Yearbooks covering the fourth period: (1955-1964) volume 26 to volume 34**

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*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles in the Yearbook.

An examination of Table 38 will indicate that research in the teaching of social studies has been treated in only two of the nine volumes of the Yearbooks of the fourth period. Trends, problems, recommendations, and grounds occupy the same position in this period. No issues on research have been identified in the fourth period. A comparison with earlier tables on the same
aspect will indicate that the number of articles in the fourth period is slightly more than that in the third period but is very much smaller than that of the first period. As stated earlier no article deals with research in the Yearbooks of the second period.

Trends in Research in the Teaching of Social Studies

The trends in research in the teaching of social studies that have been identified in the articles of the Yearbooks of the fourth period are concerned with research in content for the social studies and research in critical thinking. These trends are presented below.

Trends in research in content for the social studies

P. R. Hanna and J. R. Lee (32:6:62-89)

1. A series of research projects with the purpose of drawing generalizations from the social sciences by examining the literature of the several branches of the social sciences has been conducted under the direction of some members of the faculty of the School of Education at Stanford University. (32:6:64-65)
1. "In a recent article, Dr. James P. Shaver asks the question: 'What does published research directly concerned with the teaching of secondary school social studies tell the teacher about the appropriateness of techniques and procedures for teaching critical thinking?' The answer, he concludes, is: 'Unfortunately, not much.'" (33:3:50)

2. One of Shaver's "tentative conclusions is that specific instruction in the important concepts and skills --formulation and testing of hypotheses, for example--is somewhat more effective than general instruction in social studies content." (33:3:50)

3. "A second conclusion underscores the lack of research in comparing the results on the paper-and-pencil tests of critical thinking with performance in nonclassroom real-life situations." (33:3:50)

4. "A third conclusion recognizes that the teacher's intuitive approach to this subject--the hunches of the skilled people in the field--'provide as firm a basis for methodological decisions in this area as does educational research at this point.'" (33:3:50)

5. Oliver and his associates at Harvard University and at the University of Illinois "have been experimenting
with group discussions of important problems to determine the contribution of each student to the general discussion. . . . its value is that it marks a departure from pencil-and-paper tests and a move in the direction of action situations." (33:3:51)

6. According to Bruner, "research about this intellectual technique—'the shrewd guess, the fertile hypothesis, the courageous leap to a tentative conclusion'—remains a task for the future." (33:3:51)

7. "What Sidney L. Pressey of Ohio State University failed to do in the 1920's, B. F. Skinner and his associates at Harvard succeeded in accomplishing in the 1950's. . . . A machine teaching inductive reasoning has been produced, and claims are being made that programed learning will revolutionize the teaching of problem solving." (33:3:51)

Problems in Research in the Teaching of Social Studies

The problem in research that has been noted in one article of the Yearbooks of the fourth period is concerned with further research plans regarding the social science generalizations that have been identified from the literature of the several social science branches. P. R. Hanna and J. R. Lee (32:6:62-89)
Recommendations

1. "The series of studies reviewed here must be considered only a beginning in the long and continuous task of rooting our elementary school social studies program in the social sciences." (32:6:89)

2. "Work should begin soon on a second series of studies which will restructure and restate these generalizations in terms of their more specific meaning for each of the eleven expanding communities of men." (32:6:89)

Ground

"Only when these universally state generalizations have been examined and reduced to appropriate language for study of the neighborhood, the state, the nation, etc., will the generalizations be of greatest use. At that point it will be possible to state specific generalizations and sub-generalizations that can be incorporated directly into units and courses of study." (32:6:89)-1, 2

Administration and Supervision in the Teaching of Social Studies

The distribution of the number of articles according to trends, issues, problems, recommendations and grounds on administration and supervision in the Yearbooks of the fourth period is presented in Table 39 below.
TABLE 39.—Distribution of articles according to trends, issues, problems, recommendations, and grounds on administration and supervision in the teaching of social studies in the Yearbooks covering the fourth period: (1955-1964) volume 26 to volume 34

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<td>163</td>
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</table>

*T-Trends; I-Issues; P-Problems; R-Recommendations; G-Grounds; TYB-Total number of articles in the Yearbook.

A study of Table 39 will show that administration and supervision in the teaching of social studies are treated in only two of the nine volumes of the Yearbooks of the fourth period. Trends and issues in administration and supervision are not dealt with while problems, recommendations, and grounds occupy the same position. A comparison with earlier tables on this aspect of the social studies will reveal that the number of articles devoted to it in the fourth period is the same as that of the third period. The number of articles in third and fourth periods is smaller than that of the second period and very much smaller still when compared to that of the first period. No issues on administration and supervision have been noted in all the periods.
Problems in Administration and Supervision in the Teaching of Social Studies

Two problems on administration and supervision have been noted in the Yearbooks of the fourth period. They are: (1) How can the institutional situation be improved to accommodate the social studies program for the future? and (2) How can the curriculum in American history be improved? The recommendations and grounds on the above problems are given below.

How to improve the institutional situation to accommodate the social studies program for the future

J. D. Grambs (30:14:273-288)

Recommendations

1. Imaginative teachers who are trained to take advantage of a modern, flexible school structure are needed. (30:14:286), (20:27:268)*

2. "The school of the future will account for its average daily attendance, but undoubtedly on a different basis than the present school." (30:14:287)

3. "The 'schedule' will be developed by and for teacher teams and relatively small groups of students, 200 to 300 at the most." (30:14:287)

4. "In the case of a 20 to 30 or even 50 per cent
turnover of students, a team of teachers with a core of stable students can devote time to working with newcomers and fitting them in at the right place for their educational growth." (30:14:287)

5. "It is obvious that the school year will need to be as flexible as the school day." (30:14:288)

Grounds

1. "Buildings certainly can help to implement new programs; but lack of new buildings cannot be an excuse for not doing the kinds of things we know we can do and should do." (30:14:286) - 1

2. "The omnipresent bell, the hour schedule, the Carnegie Unit concept of instructional time, the grading system, the single text per class—all of these inhibit the development of the kinds of social studies programs proposed in this book." (30:14:286-287) - 2, 3

3. "Thus each student's day and week will be tailored to fit his needs individually, as well as the common needs he shares with the others and his particular need for meaningful social relations with his peers." (30:14:187) - 3

4. "Through this device and others, the school will furnish a stable base for otherwise rootless students." (30:14:287) - 4
5. "A longer school year will permit a vastly increased emphasis upon depth of study in place of the mad rush to 'cover the material' that characterizes our current educational scramblings." (30:14:288) - 5

6. "The increased complexity of the world, indeed, makes it imperative that more 'learning time' be available." (30:14:288) - 5

How to improve the curriculum in American history
I. J. Quillen (31:20:344-361)

Recommendations

1. "The school program needs to provide full coverage of the basic content required to develop and understand American life." (31:20:355)

2. "However, more emphasis should be given to the more important content and skills than to the relatively less important." (31:20:355)

3. "Finally, the program should be developmental." (31:20:355)

4. "The whole volume can be helpful to the curriculum director in gaining a clearer insight into the range of possibilities in American history for curricular organization." (31:20:355)

5. "The richness of the content available, as
shown by the helpful annotated bibliographies, should enable curriculum leaders to define more clearly the responsibilities of American history courses at each of the levels it is taught, and to reduce the repetition that is now so prevalent." (31:20:355)

6. "Curriculum directors will also find the chapters by historians useful in the preparation of teaching and resource units, in building up professional libraries for teachers, and in the selection of books for classroom and school libraries." (31:20:355)

Grounds

1. "The content of this Yearbook shows the importance of viewing American history not only in its own total context, but also as a part of the history of western civilization, and of an increasingly interdependent world." (31:20:355) - 1, 2

2. "The significance of intellectual and cultural factors in an understanding of American history is evident." (31:20:355) - 1, 2

3. "One of the most urgent needs in the in-service education of teachers and the acceleration of learning for talented students is to make readily accessible to both teachers and students reading materials which represent the best in scholarship in the academic disciplines." (31:20:355) - 6
The presentation of Chapter V ends here. The reader is requested to proceed to the final chapter, entitled, "Some Directions for the Teaching of Social Studies."
CHAPTER VI

SOME DIRECTIONS FOR THE TEACHING
OF SOCIAL STUDIES

This final chapter summarizes as briefly as possible and in the most convenient form what has been presented in Chapters I to V. It also attempts to present some conclusions and recommendations based on the findings of this study. The discussion that follows is presented under the following headings: (1) Statement of the Problem and Methodology of Research, (2) Resume of the Content Analysis, (3) Resume of the Synthesis of Major Ideas, (4) Conclusions, and (5) Recommendations.

Statement of the Problem and Methodology of Research

This study had for its major problem the identification of some authoritative guidelines from the Yearbooks of the National Council for the Social Studies on the following aspects of the teaching of social studies: (1) aims or objectives, (2) curricular content and curriculum design, (3) methods and techniques of teaching, (4) matters regarding the teacher, (5) evaluation of
teaching, (6) research, and (7) administration and supervision.

The method of content analysis was used in this study to identify and classify major ideas in the Yearbooks according to the above-mentioned aspects of the teaching of social studies. These aspects were defined and they constituted one of the two sets of categories that was used in the content analysis. The second set of categories consisted of the following: (1) trends, (2) issues, (3) problems, (4) recommendations, and (5) grounds. These categories were also defined and were used with the first set of categories. The procedure of content analysis was formulated and followed to achieve one of the purposes of this study. After the content analysis, an attempt was made to synthesize the major ideas and to present them in an organized form. A final step in this study was to identify continuing ideas in the four periods in which the Yearbooks were grouped.

Resume of the Content Analysis

The findings on the content analysis are presented in this dissertation in Chapter II to Chapter V. They constitute the first part of the presentation in each of these chapters with the analysis of the first period being presented in Chapter II, the second period in Chapter III, the third period in Chapter IV, and the fourth period in
Chapter V. An attempt was made to compare the findings on the content analysis of a later period with those of the earlier ones.

A most convenient and concise way of restating the findings on the content analysis is to present and analyze the totals in Tables 1, 11, 20, and 30 in a summary table for the distribution of articles according to the important aspects of the social studies in the four periods of the Yearbooks. The totals of Tables 2, 12, 21, and 31 are given in a summary table for the subject-matter fields. The totals of Tables 3, 13, 22, and 32 are shown in a summary table for grade or school levels. These tables are presented below beginning with Table 40 which shows the distribution of articles according to the important aspects of the teaching of social studies in the four periods of the Yearbooks.
TABLE 40.—Distribution of articles according to the important aspects of the social studies in the four periods of the Yearbooks of the National Council for the Social Studies: (1931-1964) volume 1 to volume 34

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*A/O-Aims or objectives, n-number, r-rank, C/D-Curricular Content and Curriculum Design, M/T-Methods and Techniques of Teaching, T-Matters regarding the Teacher, E-Evaluation of Teaching, R-Research, A/S-Administration and Supervision, TYBP-Total number of articles in the Yearbook for the period.
A study of Table 40 will show that curricular content and curriculum design have been treated in the largest number of articles in the four periods of the Yearbooks—79.78 per cent of the articles. The second position is held by methods and techniques of teaching—14.66 per cent of the articles. The aspect, matters regarding the teacher, holds the third position—10.66 per cent. The fourth to the last positions are held by aims or objectives with 6.66 per cent, evaluation of teaching with 4.76 per cent, administration and supervision with 4.19 per cent, and research with 2.67 per cent, respectively.

A further examination of the above table will reveal that the aspect, curricular content and curriculum design, occupies the leading position in every period of the Yearbooks and an increasing number of articles are devoted to its treatment. Methods and techniques of teaching and matters regarding the teacher occupy two second positions each and an alternating degree of emphasis is given to them in successive periods of the Yearbooks. The aspect, aims or objectives, has an almost equal number of articles in each of the four periods, with positions ranging from 3.5th place to 5.5th place. Evaluation of teaching occupies one 7th position, one 3.5th position and two 5th positions. Research is not dealt with in one of the four periods. Except for the first period where it occupies
4th position, it is either in the last position or shares that position with another aspect. A decreasing percentage in the number of articles devoted to administration and supervision can also be noted from the above table.

The distribution of articles according to subject-matter fields of the social studies in the four periods of the Yearbooks is presented in Table 41 below.
TABLE 41.—Distribution of articles according to subject-matter fields of the social studies in the four periods of the Yearbooks of the National Council for the Social Studies: (1931-1964) volume 1 to volume 34

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*S-M-Subject-matter field; H-History (a-American, w-world, s-state, p-period); PS-Political Science; G-Geography; E-Economics; S-Sociology; PD-Problems of Democracy; CE-Current Events or Contemporary Affairs; CC-Civics or Citizenship Education; Sc-Science; A-Anthropology; Sp-Social Psychology; TYBP-Total number of articles in the Yearbook for the period.
A study of Table 41 will show that history has been treated in the largest number of articles in the four periods of the Yearbooks of the National Council for the Social Studies. The table also indicates that there are the same number of articles in American history and world history. They share the leading position among the different subdivisions of history in the Yearbooks. Geography occupies the second position while citizenship education is in the third position. Economics and current events share the next position. Science in the social studies appears for the first time in the fourth period. The same can be said of social psychology which has only one article.

A closer examination of Table 41 will reveal that besides taking the overall lead in the number of articles devoted to its treatment, history occupies the leading position in each of the four periods. Geography, economics, and citizenship education are dealt with in every period of the Yearbooks. Political science and current events are not treated in one period each. Sociology and Problems of Democracy are dealt with only in the first period, while anthropology, like that of science in the social studies, appears for the first time in the fourth period. The table also indicates that a greater number of subject-matter fields is treated in the fourth period when compared with any of the three other periods.
The distribution of articles according to particular grade or school level in the four periods of the Yearbooks of the National Council for the Social Studies is shown in Table 42 below.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
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<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>E*</td>
<td>30</td>
<td>24</td>
<td>20</td>
<td>30</td>
<td>104</td>
</tr>
<tr>
<td>e*</td>
<td>(27)</td>
<td>(21)</td>
<td>(16)</td>
<td>(30)</td>
<td>(94)</td>
</tr>
<tr>
<td>p*</td>
<td>(1)</td>
<td>(2)</td>
<td>(2)</td>
<td>-</td>
<td>(5)</td>
</tr>
<tr>
<td>i*</td>
<td>(2)</td>
<td>(1)</td>
<td>(2)</td>
<td>-</td>
<td>(5)</td>
</tr>
<tr>
<td>HS*</td>
<td>68</td>
<td>34</td>
<td>28</td>
<td>24</td>
<td>150</td>
</tr>
<tr>
<td>hs*</td>
<td>(44)</td>
<td>(23)</td>
<td>(25)</td>
<td>(17)</td>
<td>(109)</td>
</tr>
<tr>
<td>Jh*</td>
<td>(10)</td>
<td>(6)</td>
<td>(1)</td>
<td>(3)</td>
<td>(20)</td>
</tr>
<tr>
<td>sh*</td>
<td>(14)</td>
<td>(5)</td>
<td>(2)</td>
<td>(3)</td>
<td>(24)</td>
</tr>
<tr>
<td>C*</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>c*</td>
<td>(5)</td>
<td>(4)</td>
<td>(4)</td>
<td>(2)</td>
<td>(15)</td>
</tr>
<tr>
<td>jc*</td>
<td>(3)</td>
<td>(2)</td>
<td>(2)</td>
<td>-</td>
<td>(7)</td>
</tr>
<tr>
<td>AE*</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>TYBP*</td>
<td>118</td>
<td>96</td>
<td>148</td>
<td>163</td>
<td>525</td>
</tr>
</tbody>
</table>

*G.L.-Grade or School Level; K-Kindergarten; E-Elementary (e-elementary, p-primary, i-intermediate); HS-High School (hs-high school, jh-junior high, sh-senior high); C-College (c-college, jc-junior college); AE-Adult education; TYBP-Total number of articles in the Yearbook for the period.
A brief explanation is necessary before proceeding to the discussion of the figures in the above table. As stated earlier, the articles of the Yearbooks deal with the general field of the social studies in a large number of cases. Many of the articles are also concerned, either specifically or by implication, with all the grade or school levels in the American school system—kindergarten, elementary, secondary and college. Articles of the above category are not included in the above tabulation. Only those articles which deal only with one or some particular grade or school levels and are not concerned with all of them are included. It can be said then that the figures in the above table merely indicate degree of emphasis rather than total enumeration.

An examination of Table 42 will show that the high school level is given the greatest degree of emphasis in the Yearbooks of the National Council for the Social Studies in the four periods indicated above. The second position is held by articles on the elementary school, while the third position is occupied by articles on the college level. There is very little concern given to the kindergarten in comparison with those of the other grade or school levels. The concern given to adult education is very negligible. It will also be noted that though there are more articles on the high school level, there is a decreasing degree of emphasis given to it.
This decreasing degree of emphasis can also be said of articles on the college level. There seems to be a balanced distribution of articles on the elementary school in the four periods of the Yearbooks. Also, it can be noted that the articles on the elementary school which occupy second positions in the first three periods hold first position in the fourth or last period.

Resumé of the Synthesis of Major Ideas

The synthesis of the major ideas on trends, issues, problems, recommendations, and grounds on the important aspects of the teaching of social studies is presented in Chapter II to Chapter V. The synthesis constitutes the second half of the presentation in each of these chapters. The synthesis of the ideas in the first period is presented in organized form in Chapter II, that of the second period in Chapter III, the third period in Chapter IV, and the fourth period in Chapter V. The organization of the presentation of the synthesis is the same in all these chapters. After a brief analysis of the articles as to the degree of emphasis on trends, issues, problems, recommendations, and grounds on one aspect, the trends and the recommendations and grounds for a given issue or problem are presented numerically. The presentation is given in the following order: (1) aims or objectives, (2) curricular content and curriculum design, (3) methods
and techniques of teaching, (4) matters regarding the teacher, (5) evaluation of teaching, (6) research, and (7) administration and supervision.

The major ideas in paraphrased or quoted form on trends of a given period are presented first. These are listed in numerical order under a given heading. Issues are treated next. After a statement of a given issue, the stand on the same by the author or authors is given. The ground or grounds of the author for the stand being taken are presented next. These are either explicitly stated or may be inferred from the context of the given stand. Similar or related problems are synthesized in a single statement when possible and the corresponding recommendations and grounds are listed numerically following the stated problem.

As stated earlier, the ground or grounds are also either given specifically or may be inferred from the context of the recommendation. It can be said here that not every recommendation that is given is accompanied by a stated ground. While there are many instances where several recommendations are based on one particular ground, there are also a number of instances where several grounds are given for a particular recommendation. The grounds that are given in support of particular recommendations in the four periods of the Yearbooks may be classified under any of the following: (1) tradition or common
practice, (2) to meet a need or an inadequacy, (3) demands of society, (4) demands of scholarly disciplines, (5) nature of the learner, and (6) knowledge of the learning process. More and more grounds under the last four categories of grounds are given in the Yearbooks of the later periods. It can also be said in this connection that there are more problems than trends and more trends than issues that are treated in the Yearbooks in all the four periods.

The increasing number of articles devoted to curricular content and curriculum design and the corresponding decreases in the other aspects do not necessarily mean that the other aspects are increasingly being neglected in the Yearbooks. Examination of the recommendations on problems dealing with curricular content and curriculum design will show that many of them pertain also to the other aspects of the social studies. It can be stated here that authors of articles in the more recent Yearbooks tend to give a broader scope to curricular content and curriculum design. A closer examination of the articles will, however, show that research and administration and supervision in the social studies have been given much less attention in the Yearbooks of the National Council for the Social Studies, particularly in the more recent volumes. If we do not forget the fact that curriculum improvement is the most important function of administration
and supervision and the increasing amount of new content and knowledge of the learning process and the learner is the result of research, we will not be greatly disturbed by the seemingly neglected treatment of some of the aspects since they are indirectly dealt with in the treatment of other aspects particularly that of curricular content and curriculum design.

Part and parcel of the effort to synthesize the major ideas was the attempt to identify continuing ideas on the same or related problems or topics. These continuing ideas or recommendations are indicated in the presentations of Chapters III to V.

The distribution of the number of continuing ideas that have been noted is presented in Table 43 below.
TABLE 43.—Distribution of the number of continuing ideas from one period to another on the important aspects of the social studies in the four periods of the Yearbooks of the National Council for the Social Studies: (1931-1964) volume 1 to volume 34

<table>
<thead>
<tr>
<th>Aspects</th>
<th>'2nd Period from '1st Period</th>
<th>3rd Period from '1st Period</th>
<th>4th Period from '1st Period</th>
<th>4th Period from '2nd Period</th>
<th>4th Period from '3rd Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/O*</td>
<td>5 17 9 15 5 9</td>
<td>6 36 8 28 17 19 9 111</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C/D*</td>
<td>6 72 5 36 8 28</td>
<td></td>
<td>17 2 62 28 19 9 111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M/T*</td>
<td>2 7 2 6 1 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T*</td>
<td>8 23 2 1 2 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E*</td>
<td>1 16 6 1 6 5 6 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R*</td>
<td>1 2 5 6 2 1 1 1</td>
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</tr>
<tr>
<td>A/S*</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12 15 105 11 86 14 41 21 2 90 33 35 10 132</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*A/O—Aims or Objectives; C/D—Curricular Content and Curriculum Design; M/T—Methods and Techniques of Teaching; T—Matters regarding the Teacher; E—Evaluation of Teaching; R—Research; A/S—Administration and Supervision; t—trends; i—issues; r—recommendations.
A study of Table 43 will show that continuing ideas on all the aspects of the teaching of social studies can be noted in the Yearbooks of the National Council for the Social Studies. The very few continuing ideas on research and administration and supervision are understandable since these aspects are not given ample treatment in the Yearbooks. The above table also shows that the greatest number of continuing ideas is in the fourth period with ideas from the third. It can also be noted that there are more continuing ideas from the first to the fourth period than from the second to the fourth. The table also shows that there are more continuing ideas from the first to the third period than from the second to the third. Furthermore, there are more continuing ideas from the first to the second period than from the first to the third period and from the first to the fourth period.

A more detailed study of the above table will reveal that the number of continuing ideas on curricular content and curriculum design leads in all the periods. Evaluation of teaching ranks second in the second period with ideas from the first. Matters regarding the teacher ranks second in continuing ideas in the third period with ideas in the third period with ideas from the first. Aims or objectives and evaluation of teaching rank second and third, respectively, with ideas from the second period. Aims or objectives rank second in the fourth period with ideas
from the first, second, and third periods. It will also be noted that except in the case of continuing ideas from the second to the third period, there are more continuing ideas from a period immediately preceding than from earlier ones as shown in the cases of the first to the second and the third to the fourth.

**Conclusions**

The presentation that follows is organized under the following sub-sections or sub-headings: (1) Conclusions on the Content Analysis, and (2) Conclusions on the Synthesis of the Major Ideas. The conclusions under each of the above-mentioned sub-headings are presented numerically after a brief introduction.

**Conclusions on the Content Analysis**

The conclusions that are given below are concerned with the methodology of research that was used in the study and with the major findings on the content analysis.

1. The contents or ideas in the Yearbooks can be classified under the following important aspects of the teaching of social studies: (1) aims or objectives, (2) curricular content and curriculum design, (3) methods and techniques of teaching, (4) matters regarding the teacher, (5) evaluation of teaching, (6) research, and (7) administration and supervision.
2. The ideas on each of the above-mentioned aspects can be classified further under trends, issues, problems, recommendations, and grounds.

3. The degree of emphasis on the Yearbooks as to the treatment of the above-mentioned aspects of the teaching of social studies is on the following in a descending order: (1) curricular content and curriculum design, (2) methods and techniques of teaching, (3) matters regarding the teacher, (4) aims or objectives, (5) evaluation of teaching, (6) administration and supervision, and (7) research.

4. Besides leading in the number of articles in every period of the Yearbooks, an increasing degree of emphasis is placed on curricular content and curriculum design.

5. The degree of emphasis on the Yearbooks as to the treatment of particular subject-matter fields is on the following in a descending order: (1) history; (2) geography; (3) citizenship education; (4) contemporary affairs; (5) economics; (6) science in the social studies; (7) political science; (8) anthropology; and (9) sociology, Problems of Democracy, and social psychology sharing the last position.

6. A larger number of subject-matter fields is dealt with in the last period of the Yearbooks than in any of the previous ones.
7. Besides the greatest emphasis on history, some subject-matter fields are given greater emphasis than others in different periods of the Yearbooks. A greater degree of emphasis is given to economics and citizenship education during the second period, to geography, contemporary affairs, and citizenship education in the third period, and to geography, citizenship education, and science in the social studies in the fourth period.

8. American and world history are given more emphasis than other subdivisions of history.

9. The degree of emphasis in the Yearbooks as to the treatment of particular grade or school levels is on the following in a descending order: (1) high school, (2) elementary, (3) college, (4) kindergarten, and (5) adult education.

10. Though articles on the high school level lead in the over-all total for the four periods, a decreasing degree of emphasis on this level is apparent.

11. There is more or less a balanced treatment as to the number of articles of elementary school social studies in the four periods of the Yearbooks.

12. The treatment of kindergarten social studies is very much fewer in comparison with the other grade or school levels while that of adult education is very negligible.

13. More problems than trends and more trends than issues are treated in the Yearbooks.
Conclusions on the Synthesis of Major Ideas

The presentation that follows is concerned with conclusions on the nature of the synthesis of the major ideas, and the general pattern of the continuation of ideas. Included also are some examples of conclusions that can be made on the assumption that continuing ideas that are noted especially in the fourth period are more authoritative. This later kind of conclusion is documented in the presentation given below.

1. There are related trends, issues, or problems on the different aspects of the social studies which can be synthesized into single statements or can be classified under a given heading of the above categories.

2. Recommendations on related issues or problems that are treated in the Yearbooks can be combined or stated in a synthesized form under a given issue or problem since they usually complement each other.

3. Similar recommendations very often appear on related problems or issues.

4. Recommendations are not always accompanied by stated grounds.

5. The grounds of many recommendations may be inferred from the context or nature of the recommendations.
6. There are many recommendations that are based on a single ground and there are also many instances where several grounds are given to support a given recommendation.

7. More and more grounds that can be classified under (1) demands of society, (2) demands of scholarly disciplines, (3) nature of the learner, and (4) knowledge of the learning process are given in Yearbooks of the more recent periods.

8. There are many recommendations on problems dealing with curricular content and curriculum design that can also be given to the other aspects of the teaching of social studies.

9. Recommendations of later periods on the same or related problems do not usually replace previous ones; instead, they are either more detailed in nature or complementary to the earlier ones.

10. Recommendations on curricular content and curriculum design and on methods and techniques of teaching are not dogmatic since the authors tend to consider varying factors.

11. Continuing ideas on all the aspects of the teaching of social studies can be noted in the last three periods of the Yearbooks.

12. The greatest number of continuing ideas is in the fourth period of the Yearbooks with ideas from the third.
13. There are more continuing ideas on curricular content and curriculum design than any other aspect of the teaching of social studies.

14. The most authoritative period among the four periods of the Yearbooks as to source of guidelines is the fourth period since it has more continuing ideas from the three earlier periods besides the new or additional knowledge that it contains.

15. The Yearbooks of the earlier periods are still very useful as shown by the recommendations therein that have continued to the present and the tendency of later recommendations to complement rather than replace earlier ones.

16. Many of the recommendations or ideas in the more recent Yearbooks, especially those in the fourth period, will still be applicable for at least twenty years from today as shown by the number of recommendations and ideas in earlier periods that have continued to the present.

17. More continuing ideas could have been noted in the different periods if more of the same or related topics or problems were treated.

18. There is only one instance where the contents of an article in a previous period are used with very little modifications in a later period. The author of the said article admits this fact in the later article.
19. The development of the ability to think critically is an important objective in intergroup education. (30:9:164), (4:6:81)*, (16:1:13)*, (22:5:57)*

20. "'Living in a multigroup world requires feelings, values, and attitudes that add up to a comprehensive and cosmopolitan sensitivity.'" (30:9:164), (4:6:80)*, (16:1:13)*, (22:5:57)*


23. Academic "scholars and curriculum scholars must work together in organizing social studies." (32:8:129), (4:1:15-17)*, (22:7:81)*

24. The "curriculum must be planned in terms of the total span of public education rather than for any one segment--primary, elementary, secondary or, even, higher." (32:3:31), (6:2:32)*, (12:6:96)*

25. "If the teacher is not familiar with the area the pupils will traverse, it is desirable to make a reconnaissance in advance of the class exercise." (29:11:178), (9:2:15-20)*, (19:16:180)*


29. "In no way should the teacher assume the role of the authority in determining good and evil, ugly and beautiful, moral and immoral." (34:33:659), (1:2:15)*

30. More conclusions like those given in numbers 19 to 29 can be made if one would examine the presentations in Chapters V to III, in that order.

**Recommendations**

This dissertation is primarily concerned with recommendations or guidelines. This fact is clearly stated in the statement of the problem. As a result, a major portion of Chapters II to V contains recommendations on important issues and problems of the different aspects of the teaching of social studies. The preface also contains some recommendations on the use of the data presented in the dissertation.
To restate even only the most important problems and their corresponding recommendations will not only be repetitious but will also make this dissertation much more voluminous than it is already. To save the reader from the uninteresting and unchallenging task of going over the same material in another form and the writer from the extra effort that it would entail, the said restatement is not attempted here. This writer believes that he has provided the student of social studies with the necessary pointers that will enable him to make the best use of this study. If the reader makes some effort in rereading the authoritative recommendations which are already identified in the text, he will find it more profitable since additional recommendations besides the continuing ones are given in Chapters III to V.

This writer has forwarded instead a few recommendations on forthcoming Yearbooks of the National Council for the Social Studies and issues of Social Education.

1. Articles in forthcoming Yearbooks and issues of Social Education will be more useful if a summary of major ideas or recommendations is provided in each of them, particularly in articles where these ideas or recommendations are not boldly stated as such. The increasing amount of knowledge of which a social studies teacher is expected to keep abreast justifies the above recommendation. The
recommendation is already observed in publications of some scholarly disciplines.

2. Articles in forthcoming Yearbooks and issues of *Social Education* will be more valuable if authors will include in their presentation an evaluation of the ideas or recommendations in earlier articles on the same or related subjects or topics. In this way, continuing ideas can be easily traced and credit can be given to deserving people. It will also show how knowledge grows and develops. The kind of work that is recommended here can be aided by consulting the presentation of the synthesis of major ideas in this dissertation. Making an over-all subject and author index for all the Yearbooks, which will be updated from time to time, will also be very helpful in this connection.

3. Research and administration and supervision in the teaching of social studies must be given additional attention in the Yearbooks.

4. Kindergarten and college social studies must also be given additional attention in future volumes of the Yearbooks.

5. A similar study of the contents of *Social Education* using the same approach made in this dissertation is recommended. A group of scholars to work cooperatively on the recommended research will make the task easier and will undoubtedly produce a higher quality
of work. It will be interesting to compare the points of emphasis of these two publications of the National Council for the Social Studies.
APPENDIX A
SAMPLE OF WORKSHEET

1:1:7-14 "History and Patriotism," William E. Dodd, Professor of American History, University of Chicago

I. General Purpose and/or Content

The article is a brief review of the attitudes of some of the greater historians and biographers to emphasize the problem of the high nationalistic tone of most read books and recent writings.

II. Outline

A. Introduction. Erick Marks, John Quincy Adams, Principles not carried out, Nationalistic tone of textbooks

B. Edward Gibbon, Leopold von Ranke

C. Bancroft

D. Rhodes, Albert Beveridge

E. Conclusion, Questions Raised

III. Major Ideas

Marks was unable to maintain his standard for a historian, while John Quincy Adams also became

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1This is the worksheet made for the article "History and Patriotism," by William E. Dodd, the first article of the 1st Yearbook, pages 7-14.
III. Major Ideas (Cont'd)

partisan to urge secession of the northern states in 1843. Cg-1\textsuperscript{2} H\textsuperscript{3} p.7

While most of us recognize great principles we beg to be excused from applying them when real tests come. Cg-1 H p. 7

Some improvement of the school-book versions of the Revolution resulted from recent agitation, but the high nationalistic tone of recent writings and the books most generally read is still a problem. Ctp-1\textsuperscript{4} H pp. 7-8

"It is a problem of more than passing importance, if scholars are to make more effective contributions to the social and international well-being of peoples." Ctpg-1\textsuperscript{5} H p. 8

Gibbon qualified on the score of patriotism but was less objective in the matter of Christianity.

Cg-1 H p. 8

\textsuperscript{2}Cg-1, ground for recommendation or stand number one under the aspect curriculum design or curricular content.

\textsuperscript{3}H, the statement is classified under the subject of field history.

\textsuperscript{4}Ctp-1, number one problem which is also a trend under the aspect curricular content or curriculum design.

\textsuperscript{5}Ctpg-1, the problem and trend just noted above is also a ground for the recommendation or stand; in this case for recommendation or stand number one.
III. Major Ideas (Cont'd)

Von Ranke also surrendered his principles and was further from the ideal of the perfect historian than Gibbon. Cg-1 H p. 9

Bancroft moved close to the position of Ranke when the latter turned regretfully from the church. Cg-1 H p. 10

"... I can not resist the conclusion that Rhodes' sense of patriotic and nationalistic duty limited both consciously and unconsciously the worth of his pages; and in this brief review I omit altogether the question so often raised in recent years whether his eight volumes have withstood scrutiny of discerning criticism." Cri-1 H p. 11

Only the least patriotic and least nationalistic of scholars could treat exhaustively and with equal enthusiasm the contradicting careers and principles of Marshall and Lincoln. Cg-1 H pp. 12-13

"The idea is to raise a question in the minds of teachers and writers as to whether patriotism, nationalism, or adherence to some cult or interest

6Cri-1, recommendation or stand on issue number one on the aspect curricular content or curriculum design.
III. Major Ideas (Cont'd)

personal to the scholar, has not vitiated the greatest works, and ask again the question whether the sin is beyond remedy." Crp-1^7^ H p. 14

Should the nationalistic historians of the past be the model of present-day historians?

"... I think the tendency is curable and a distinguished living historian in talking about a recent volume of his own, confirmed me in the view when he rather proudly said: 'I am an American,' which only meant to me that he had not tried to restrain himself." Crp-1^8^ H p. 14

^7^Ci-1, issue number one on the aspect curricular content or curriculum design.

^8^Crp-1, recommendation on problem number one on the aspect curricular content or curriculum design.
APPENDIX B
SAMPLES OF FILLED INDEX CARD

Sample No. 1 - Card containing a trend.

<table>
<thead>
<tr>
<th>Ct</th>
<th>E-HS1</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>- The high school curriculum tends to be influenced by college entrance requirements.</td>
</tr>
<tr>
<td>J. H. Price</td>
<td>4:9:129-1332</td>
</tr>
</tbody>
</table>

1E-HS, elementary and high school levels are dealt with in the article.

2(4:9:129-133) indicates the volume and article number, and the pages of the article.

Sample No. 2 - Card containing a problem and a recommendation.

<table>
<thead>
<tr>
<th>Cpr</th>
<th>H1</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>- What illustrative materials are needed? p. 25</td>
</tr>
<tr>
<td>r</td>
<td>- The following are needed: maps of all kinds; historical charts; pictorial materials; models and casts; historical remains and relics; audio aids like sound records; and equipment like motion picture machines, stereoscopes, etc. p. 25</td>
</tr>
<tr>
<td>R. B. Silliman</td>
<td>1:3:24-39</td>
</tr>
</tbody>
</table>

1H, subject of field history.
Sample No. 3 - Card containing a problem, recommendations, and a ground.

Cprg

p - How to use properly illustrative materials p. 25
r - System is needed in keeping for ready use p. 37
r - A critical and historical attitude is needed in the study pp. 38-39
g - This is needed for historical accuracy pp. 38-39
r - Visual and audio materials should not be overused p. 39
g - These materials are aids but not substitutes to good history teaching. p. 39

R. B. Silliman 1:3:24-39

Sample No. 4 - Card containing recommendations and grounds.
(The problem is implied.)

Crg

r - The move toward integration makes it necessary to study the extent to which objectives of economics are included in the general objectives of the social studies. pp. 106-107
r - Economics should stay as a subject in the high school. pp. 113-114
g - Postponing it to college for reason of lack ability is untenable since the problem lies in the proper teaching of it. pp. 113-114
g - Teachers are becoming more efficient in teaching it. pp. 113-114

O. W. Stephenson 6:7:105-114

¹E, subject-matter field of economics.
# APPENDIX C

## SAMPLE OF ARTICLE AND VOLUME CHECKLIST

<table>
<thead>
<tr>
<th>A(^1)</th>
<th>Article</th>
<th>T(^2)</th>
<th>TYB(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>A/O(^1)</td>
<td>t</td>
<td>p</td>
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\(^1\)A-Aspects (t-trend, i-issue, p-problem, r-recommendation, g-ground); A/O-Aims or Objectives; C/D-Curricular Content and Curriculum Design; M/T-Methods or Techniques of Teaching; T-Matters regarding the Teacher; E-Evaluation of Teaching; R-Research; A/S-Administration & Supervision; SMF-Subject-Matter Field; GYL-Grade or Year Level; TYB-Total for Yearbook.

\(^2\)Total for t,i,p,r,g.
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This Appendix presents brief summaries of the Yearbooks starting with the First Yearbook to the Thirty-fourth Yearbook. The summaries contain the purpose and/or content of every article of a Yearbook. The summaries are presented below in four periods.

Summaries of the Yearbooks of the First Period
Volume 1 to Volume 9 - (1931 - 1938)

First Yearbook (1931), Some Aspects of the Social Sciences in the Schools, Bessie L. Pierce, Editor, 176 pp.

... Through its official organ, The Historical Outlook, it has given to its members opportunities to keep abreast of interesting and helpful contributions in teaching and research. ... In publishing the Yearbook, the Council in no sense officially endorses statements made by authors. It seeks merely to bring its members a variety of topics which will serve many purposes and interests and which will present many points of view.¹

The above-given significant statements of the editor of the First Yearbook give us a fitting introduction to the general nature and contents of this volume and the other Yearbooks of the National Council for the Social Studies. The First Yearbook has eight articles, each

¹First Yearbook (1931), Some Aspects of the Social Sciences in the Schools, Bessie L. Pierce (Ed.), p. 5.
written by a different author. William E. Dodd, Professor of American History, University of Chicago, reviews briefly the attitudes of Edward Gibbon, Leopold von Ranke, Bancroft, Rhodes, and Albert J. Beveridge, to emphasize the problem of the high nationalistic tone of most read books and recent writings. He takes an affirmative stand on the issue as to whether the patriotism, nationalism, or adherence to some cult or interest personal to the scholar has vitiated the worth of the greatest of works. Avery Craven, Professor of American History, University of Chicago, stresses the desirability of having clear-cut and definite objectives in teaching, particularly of history, and proposes that a historian must state the objectives of history. According to him, these are the imparting and acquiring of historical information, and the development of a scientific attitude through the historical method. R. B. Silliman, Head of History Department, Silliman Institute, Dumaguete, Philippine Islands, proposes the use of illustrative materials to help the history teacher in his problem of making his teaching clear, interesting and concrete. He discusses the what, where and how of illustrative materials.

The next two articles are studies of the normative type. Myrtle L. Moore, Graduate Student, Department of

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2Designations of the author and subsequent authors are the positions they occupy at the time of publication.
History, University of Chicago, presents the condition of history in junior colleges accredited by the North Central Association of Colleges and Secondary Schools as revealed in their most recent annual catalogues or bulletins. John Harbourt, Shaker Heights High School, Cleveland, Ohio, calls our attention to the varieties of interpretations and national trends of emphasis regarding the First World War found in French, German, English and American secondary school textbooks.

Howard E. Wilson of the Graduate School of Education, Harvard University, analyzes in the sixth article three underlying principles of the "fusion" of social studies in the junior high school. He concludes that "fusion" is not wholly and universally good, neither is it wholly bad. Elmer Ellis, Assistant Professor of History, University of Missouri, recommends that in addition to keeping up with experiments in teaching procedure by a regular study of professional publications, social studies teachers must maintain a regular program of content reading to cope with their greatest problem, to keep themselves in training.

W. G. Kimmel, Committee on the Investigation of Social Studies in the Schools, American Historical Association, reviews in the last article some reports of controlled experimentation in methods of teaching in social studies found in master's theses.

The theme upon which this Yearbook is prepared is clearly given in its title. Its twelve articles are objective studies which bear directly upon definite problems of significance to the teacher in the classroom and are written by teachers and students in different parts of the country.

Lena C. Van Bibber, Maryland State Normal School, Tonson, Maryland, makes some important recommendations after presenting the results of her findings on classroom difficulties in the teaching of history and other social studies. Howard R. Anderson and Everett F. Lindquist, both of the State University of Iowa, recommend the use of homogeneous exercises in matching type objective tests, proper phrasing of test items by excluding irrelevant clues and unfairly misleading foils, detail analysis of results, and rephrasing of items after statistical analysis as a solution to the teacher's problem of improving the written examination. Roy Arthur Price, Harvard Graduate School of Education, presents in the third article his findings of a study which shows a low correlation between scores in three types of objective tests and teacher's marks. Gladys Boyington, Graduate Student, Teachers College, Columbia University, makes some recommendations in the fourth article for the improvement of the teacher training program on
the basis of her study of results of tests, observations of high school and college students and teachers, and reading in the field of directed study. A. S. Barr, Professor of Education, University of Wisconsin, stresses the importance of understanding the symbols employed in history, the great need for better instruction in them as shown by results of studies, and actions to be taken to meet the problem. Laura Terrell Johnson, Director of Elementary Education, State Teachers College, Oshkosh, Wisconsin, concludes, after presenting her findings on a study of 121 courses of study in elementary geography used from 1900 to 1930, that geography is primarily taught to promote an understanding of geographical relationships between man and his natural environment and recommends that the appreciation of the need for conservation of natural resources and knowledge of the wise and unwise use of land must be included in the study of natural resources.

The next three articles are brief reports of studies submitted as master's theses at the University of Wisconsin under the advisorship of A. S. Barr. Herbert Reuben Steiner, State Teachers College, Stephen Point, Wisconsin, recommends the practice of continually devising ways of measuring the effectiveness of teaching practices in conclusion to his study which shows that the long assignment, as a practice in teaching, has no material advantage of statistical significance over the short assignment.
Luvella J. Kregel, Vice-Principal, Peckham Junior High School, Milwaukee, Wisconsin, shows the slight advantage of the socialized recitation over the traditional recitation method and the differentiated assignment method as a method of teaching citizenship in the junior high school. John J. Dynes, Western State College of Colorado, Gunnison, Colorado, shows the relative effectiveness of two study techniques in history.

Merrill I. Wilson, Arsena Technical Schools, Indianapolis, Indiana, in presenting the results of his investigation in the tenth article, attempts to resolve the issue on whether map making makes any difference in the pupil's mastery of location, or merely adds drudgery and expense to a history course. Helen Boten, Tecumseh City Schools, Tecumseh, Nebraska, presents the problem of the teacher in determining the effectiveness of his teaching and recommends a testing-teaching scheme as a solution to the problem. Harry W. Malm, Graduate Student, Department of History, University of Chicago, presents in the last article his findings on the present status of history and political science in 50 out of the 105 traditional four-year colleges accredited by the North Central Association of Colleges and Secondary Schools.
Third Yearbook (1933), Supervision in the Social Studies, W. G. Kimmel, Editor, 260 pp.

The ten articles of this Yearbook deal with supervision in the social studies in different grade levels and in varying sizes of schools in various parts of the United States. C. C. Barnes, Assistant Director and head, Social Science Department, Public Schools, Detroit, Michigan, describes supervision of social studies in Detroit by presenting his discussion in the following major headings: (1) The Social Science Department of the Detroit Public Schools; (2) Type of Supervision in Detroit; (3) Instructional Materials; (4) The Supervisory Meetings; (5) Supervisory Visits; (6) Demonstration Lessons; (7) Research Activities; (8) Relations with Detroit Teachers College; (9) Selection of Text and Supplementary Books; and (10) Relation of the Department to Outside Organizations. Nelle E. Bowman, Director of Social Studies, Tulsa, Oklahoma, discusses the supervision of the social studies in the secondary schools of Tulsa, Oklahoma, in connection with the following activities which the director of social studies is mostly associated: (1) courses of study; (2) testing programs; (3) library procedures; (4) meetings of various kinds; (5) cooperation with other departments; (6) contests of a national and local character; (7) visual education; and (8) general duties. Doscoe Lewis Ashley, Chairman, Department of Social Science, Pasadena
Junior College, Pasadena, California, believes that to attain group harmony and personal efficiency of teachers is the responsibility of the department head. The preparation of progressive and cumulative series of courses, according to him, is another responsibility of the head of the department. A department head, according to him, must possess the following qualities: (1) historical accuracy and historical mindedness; (2) understanding of present-day problems and development; (3) a broad general preparation. Alice N. Gibbons, Head of Department of Social Sciences, East High School, Rochester, New York, describes the administrative and academic functions of a head of social science department in a big high school. Jessie C. Evans, Head of Social Studies Department, Simon Gratz High School, Philadelphia, describes the work of a department head in connection with the informational, organizational, and developmental aspects of his job. Walker Brown, Vice-Principal, Bancroft Junior High School, Los Angeles, California, describes plans which have been devised and problems related to curriculum, methods, library, equipment and supplies, special teaching aids, and integration of extra-curricular activities, which have been met under a variety of circumstances in junior high school social studies department. Raven O. Dodge and Howard E. Wilson, both of the Graduate School of Education, Harvard University, report a survey of the form and function
of departments of social studies and make an assessment of their value to the teaching of social studies. Mary G. Kelty, former Chairman of the Department of Social Studies, State Teachers College, Oshkosh, Wisconsin, reports a program of supervision which, according to her, showed signs of success but was discontinued after the retirement of the person directly connected with its initiation and development. Marcia A. Everett, Helping Teacher, Warren County, New Jersey, and Fannie W. Dunn, Teachers College, Columbia University, describe a program of supervision in rural areas where schools have only one or two teachers and a multi-graded assortment of pupils. M. Theresa Wiedefeld, Supervisor of Elementary Schools, State Department of Education, Baltimore, Maryland, describes the supervision in the social studies in one- and two-teacher schools of Maryland by presenting her discussion around three sets of problems: (1) administrative adjustments; (2) curriculum adaptations; and (3) teacher training.

Fourth Yearbook (1934), The Social-Studies Curriculum, Howard E. Wilson, Editor, 223 pp.

The editor of this Yearbook briefly summarizes the contents of this volume in the following words:

... In the following pages are fourteen articles. The first four deal with aspects of the theory of curriculum-construction approached from the points of view of an educational scientist, an educational philosopher, a specialist in the teaching of social sciences, and a school administrator. The last
article is an extensive bibliography of books, articles, and theses dealing with the social-studies curriculum which have appeared since 1920. The other nine articles deal with courses of study and with curriculum-making or curriculum revision in nine specific school systems. 3

Charles H. Judd of the University of Chicago, in the first article, suggests solutions to the criticisms that social science teaching is both unrealistic and unsystematic and that administrative difficulties stand in the way of successful organization of the social science as part of the school program. H. Gordon Hullfish, Professor of Education, Ohio State University, and Director of Professional Studies, Dalton Schools, New York City, points in the second article to the need for a new look at the curriculum and suggests what must be done in building a social studies curriculum. He stresses the importance of discovering a "social-science core" in the curriculum.

Edgar B. Wesley, Head, Social Studies Department, University High School, and Assistant Professor of Education, University of Minnesota, describes the two approaches to the problem of selecting curricular materials which must be understood by people who are concerned with the problem.

L. A. White, Superintendent of Schools, Minot, North Dakota, lists in the fourth article some questions which must be answered to determine the position of the social

Mary E. Christy, North High School, Denver, Colorado, describes some trends in curriculum making in Denver, the problem of objectives in social studies, the content of the social studies curriculum from the kindergarten to the senior high school, the correlation of the social studies with other subjects, and the course of study in practice. J. Edgar Stonocipher, Supervisor of Social Studies, Des Moines, Iowa, notes the need for curriculum revision in Des Moines, describes how the curriculum revision has been undertaken, and presents a proposed basic plan of organization for the social studies from the kindergarten through grade twelve. Nelle E. Bowman, Director of Social Studies, Tulsa, Oklahoma, discusses the procedure in revising the social studies curriculum and explains the courses as they now stand in Tulsa, Oklahoma. C. C. Ball, Assistant Superintendent in Charge of Junior Education, and Principal, Thomas Nelson Page Junior School, San Antonio, Texas, gives a brief description of the nature of the social studies courses from the elementary school to the senior high school in San Antonio. He notes some practices and principles in curriculum construction and presents summaries of courses of studies. These include general and specific objectives together with their units of work from grade one to grade eleven. Joseph Haines Price, Head, Department of
History, Germantown Friends School, Germantown, Pennsylvania, describes how a school is attempting to modify its traditionally college-bound curriculum when given the opportunity to do so. Elmina R. Lucke, Lincoln School of Teachers College, Columbia University, New York City, clears some misconceptions about the Lincoln School of Teachers College and describes the process of curriculum building undertaken in connection with the study of the Progressive Education Association on the new college entrance plan. M. E. Bennett, Director of Guidance, Pasadena, California, gives the characteristics of a truly functioning curriculum, describes the curriculum development practices, and presents the objectives and activity units of the elementary and secondary curriculum in Pasadena. Robert E. Keohane and Howard C. Hill, Laboratory Schools, University of Chicago, stress the great need due to the existing conditions in the United States and the world for school administrators and teachers of social studies to consider to what extent they are giving the students an adequate understanding of modern society and of the country's most important economic, social, and political problems. This is an introduction to their description of the process of curriculum building and the nature of the social studies program in the Laboratory Schools of the University of Chicago. John M. Woodbridge, Jr., Chairman of Social Studies Department, Parker Junior High
School; A. Imrie Dixon, Head of History Department, Senior High School; and Verna L. Wadleigh, Supervisor of Elementary Grades, Reading, Massachusetts, describe the procedure of curriculum building and the nature of the social studies curriculum from grades one to twelve in Reading.

In the last article, Florence H. Wilson and Margaret Atwood present a bibliography on the social studies curriculum from books and other materials published since 1900. The bibliography consists of materials under 15 titles.

**Fifth Yearbook (1935), The Historical Approach to Methods of Teaching the Social Studies**, Edgar B. Wesley, Editor, 204 pp.

A variety of historical approaches to methods of teaching are presented in the Fifth Yearbook's fifteen articles. While the papers are written from a chronological viewpoint, some of them are concerned to some extent with contemporary practices.

Harold Benjamin, Professor of Education, University of Minnesota, claims in the first article that educational systems which merely attempt to maintain an existing social order fall readily into the vice of using methods for their own sake, while those that attempt to change the social order are fertile fields for the development of new and dynamic methods. David Snedden, Professor of Education, Teachers College, Columbia University, brings up the problem of determining the best methods of teaching which,
according to him, has brought much confusion and disappointment to many teachers. He believes that there are scores of excellent methods of teaching, but each is good or best only as applied to achieve certain well-defined kinds and degrees of learning. Jean H. Alexander, Instructor in Education, University of Minnesota, tries to identify the influences of the Herbartian method or doctrines in the teaching of history. He also believes that there is no one best method. Edwin H. Reeder, Associate Professor of Education, University of Vermont, points out some of the implications of Dewey's philosophy on the teaching of social studies and some distortions resulting from misinterpretations of Dewey's ideas. Erwin J. Urch, Senior High School, University City, Missouri, brings up the need for superior methods of instruction in law. He criticizes the general tendency of most schools of law to merely aim at preparation of their students for the local bar examinations and traces briefly the history of methods used in the preparation of lawyers. R. W. Hilleman, High School, Rocky River, Cleveland, Ohio, traces chronologically the use of the method of source material in history and presents the evolution of this procedure for teaching high school history. R. O. Hughes, Department of Curriculum Study, Public Schools, Pittsburgh, Pennsylvania, calls our attention to the great need for good civic education in the present changing social order and recommends some measures
on how the schools can do a good job. Herbert A. Tonne, Assistant Professor of Education, New York University, New York, New York, traces the history of the telling method, the most commonly used method of teaching economics, and recommends better theoretical and practical preparation of teachers and the use of the laboratory or developmental method in order to improve instruction in the subject. John Schwarz, Professor of History, State College, Bowling Green, Ohio discusses the influence of Carlyle and Herbart on the use of biography for the development of moral character in schools and gives the important aims of the use of biography in the social studies. The important thing to remember, according to him, is to use biography in the teaching of social studies and not to teach biography. John W. Baldwin, School of Education, University of Texas, reviews the use of teaching aids from earliest times to the present. He notes their use by primitive groups, early Greeks and Romans, and starting from Rabelais in modern times. Annette Glick, Assistant Director, Visual Education Section, Los Angeles City Schools, describes the evaluation of the use of visual aids in teaching and stresses the fact that their use is gaining more acceptance first in the elementary and then in the secondary school as a reaction against verbalism. Tyler Kepner, Director of Social Studies, Brookline, Massachusetts, traces the interrelations between methodology
and textbook in geography and history, and describes briefly the chief characteristics of significant textbooks from 1784 and 1787, in geography and history respectively, to 1921. Verna M. Kopka, Teacher and Lecturer, Extension Division, University of California, and F. Melvyn Lawson, Counselor and Teacher of Social Studies, Senior High School, Sacramento, California, bring up the problem of teaching the dull or retarded student. After tracing the history of the efforts like those of Binet and Simon to meet the problems of the defective and retarded students, they give a list of recommendations to meet the problem of teaching students of varying abilities. Marvin S. Pittman, President of South Georgia Teachers College, notes the lack of information regarding socialization in rural schools and gives a brief historical sketch of the work in socialization by presenting brief descriptions of present tendencies. Henry Kronenberg, Supervisor of Social Studies, University Training School and Assistant Professor of Education, University of Arkansas, discusses the superiority of objective tests over essay examinations from the standpoint of coverage and objectivity in scoring and points to the influence of the standardized objective examination of statewide testing program on methods of teaching.
Sixth Yearbook (1936), Elements of the Social Studies Program, R. O. Hughes, Editor, 208 pp.

The fourteen articles that make up the Sixth Yearbook can be briefly introduced in the following words of the editor:

This Yearbook speaks for itself. It has its theme and message. It considers: what is there in our Social Studies program? What does it, can it, and should it offer? ¹

Daniel C. Knowlton, Professor of Education, New York University, brings up the importance of defining clearly the nature and scope of the social studies. Using the historical approach to the problem, he comes to the conclusion that there is still lack of agreement as to the nature and scope of the social studies. To cope with the original problem of nature and scope, he recommends that there is a need to be conscious of the conflicting pressures affecting the curriculum and to appraise and check them against the experiences in the classroom.

R. O. Hughes of the Department of Curriculum Study, Public Schools, Pittsburgh, continues the line of thinking of Knowlton in the preceding article and raises the need for agreement in certain fundamental and extremely important considerations in formulating a social studies program. He lists eight basic considerations which he says would be his

¹Sixth Yearbook (1936), Elements of the Social Studies Program, R. O. Hughes (Ed.), p. 3.
frame of reference if he were a member of the Commission on the Social Studies. Howard E. Wilson, Assistant Professor, Graduate School of Education, Harvard University, points to the need for a reconstruction of American history in the schools because of the noticeable defects in the program and due to its important role in the curriculum. He suggests three lines of approach to the problem. Alice N. Gibbons, Head of Department of Social Sciences, East High School of Rochester, New York, gives a brief background of the place of the teaching of world history in the school, points to some trends in curriculum, objectives and methods of teaching world history, and stresses some needs and ideals for the improvement of the teaching of the subject. De Forest Stull, Head of the Department of Geography, Teachers College, Columbia University, notes at the beginning some popular misconceptions about the nature of geography. He discusses the nature of geography by showing that it is concerned with physiography, meteorology, hydrography, and oceanography, plant ecology, animal ecology, economic geography, and political geography. He also shows the interrelationships of geography with other fields of knowledge. R. L. Ashley, Head of the Department of Social Sciences, Pasadena Junior College, Pasadena, California, defines the nature of the civics course that may be given in the senior high school and attempts to answer the problems of what to teach, and how to teach civics. Orlando
W. Stephenson, Associate Professor of the Teaching of History, University of Michigan, notes the newness of economics in the secondary school curriculum and the little but increasing number of the literature in the field. He also points to the very low quality of teacher preparation and the resultant very low quality of classroom instruction due to this recent introduction of economics in the secondary curriculum. Ruth Wood Gavian, Brewster, Massachusetts, brings up the shortcomings of the teaching of sociology in the high school, its nature, and the important aims of the social studies. She recommends that sociology should be given as a full year's course of five periods each week at the very least for it to take its rightful place in the curriculum. J. Lynn Barnard, Ursinus College, Collegeville, Pennsylvania, defines social problem as one arising when there is a discrepancy between the actual and what is desired or the ideal in a social situation. He stresses the importance of training the youth in studying the problems of American democracy as a preparation for the future. To attain this, he recommends some guiding principles that may help in the process. He also stresses that mastery of content by the teacher is as indispensable as technique and concludes that it will be necessary for the Problems Course in the twelfth year to mature in its nomenclature and in its techniques or else other courses will take its place. Rolla M. Tryon, Professor of the
Division of Social Sciences, University of Chicago, traces the development of the teaching of state history in the school and notes some present trends in its teaching. To improve the teaching of state and local history, he recommends that it must not be taught in isolation from national history and the necessity of providing quality textbooks and teaching materials to students. J. Madison Gathany and Russell E. Fraser, Instructors in the Social Studies Department of the High School, East Orange, New Jersey, recommend that current events should be made an integral part of every social study as they discuss the importance of the teaching of social studies in our fast-changing world. Burton P. Fowler and Cecile M. Buckles, Headmaster and Teacher, respectively, of Tower Hill School, Wilmington, Delaware, and Richard M. Perdew, Instructor, Dartmouth College, bring up the matter of the opposition of some people to an activity curriculum which, according to them, is due to bad practice rather than to its basic principle. They point to the unfortunate tendency of some people in the teaching profession to use sound principles unintelligently. The content organization of the curriculum, according to them, must be adapted to the individual purposes, needs and interests of the child. Harold A. Anderson and Howard C. Hill, both of the University of Chicago High School, conclude, after making a historical presentation, that correlation in the social studies is
not new. They note examples of correlation that are being used in some schools. R. O. Hughes, Editor of the Yearbook, summarizes the major emphases in the thirteen preceding articles and presents a program for the social studies from grade one to twelve which embodies some of the ideas discussed in the previous chapters.

Seventh Yearbook (1937), Education Against Propaganda, Elmer Ellis, Editor, 182 pp.

A fitting introduction to the sixteen articles that constitute the Seventh Yearbook is given in the following words of the editor:

The National Council for the Social Studies has designed this Yearbook to aid in the development of the young citizen's skill in using the easily available sources of information regarding public affairs, and in the enrichment of the social-studies teacher's knowledge in the field of public opinion. The first eight articles were planned by the editor to acquaint teachers with basic concepts. The remaining articles were selected as examples of good practice and theory at present available for use in schools, in the hope that they would suggest procedures to other teachers, and stimulate experimentation with others and, perhaps, more effective means of teaching.5

Harwood L. Childs, Associate Professor of Politics, Princeton University, and Managing Editor of The Public Opinion Quarterly, notes that propaganda is common in modern society and it is not a new feature since it has existed since earlier periods in history. To cope

5Seventh Yearbook (1937), Education Against Propaganda, Elmer Ellis (Ed.), p. iii.
intelligently with propaganda, he suggests some questions that must be considered in evaluating propaganda. Harold D. Laswell, Associate Professor of Political Science, University of Chicago, defines propaganda as the premeditated selection of what we see and hear which is designed to influence our attitudes and contends that propagandists operate through every available means of communication. He directs our attention particularly to the press on the belief that a thorough understanding of the press will enable us to understand the factors which will probably condition the future development of any agency of mass communication. Ralph D. Casey, Chairman of the Department of Journalism, University of Minnesota, and Editor of the *Journalism Quarterly*, points to the variations that exist in newspapers and presents the factors that influence the character of a given newspaper which must be understood by one who wants to read newspapers critically. According to him, newspapers vary in editorial policy, news selection, emphasis and display, and the manner in which they interpret and analyze contemporary events. O. W. Riegel, Director, Lee School of Journalism, Washington and Lee University, begins by noting the growing interest of people for foreign news during and since the First World War and brings up the problem of how the reader of foreign news can be intelligently informed of the happenings in the world. He recommends that the reader must ask and try to answer such
questions which will enable him to understand the various influences which help determine the amount and content of foreign news. Roscoe Ellard, Professor of Journalism, University of Missouri, and Editorial Director of the Columbia Daily Missourian, brings up the necessity of looking behind the scenes on the process of editorial writing to enable one to read journalistic opinion critically since editorials are frequently written under pressures from advertisers, publishers and organized groups of subscribers. Edgar Dale, Associate Professor, Bureau of Educational Research, Ohio State University, defines propaganda as an attempt to get the other fellow to see a certain situation from your point of view, especially through an emotional rather than a logical or intellectual appeal. With this definition in mind, he shows how the teacher can combat propaganda in motion pictures. He recommends the development of critical judgment on the part of the students to enable them to deal with the problem. Hadley Cantril, Assistant Professor of Psychology, Princeton University, opens his article by presenting facts on the wide use of the radio in this country as a medium of entertainment and information. He claims that in order to understand the purposes of the use being made of the radio, one must know not only who pays the bills but also the form in which the payment is made. He shows the difference in the kind of ownership and control of the radio and the type
of coordination, constancy or variety in the radio programs in the United States, Austria, England, and Russia. He concludes that the radio is in itself a democratic medium and its social and intellectual usefulness should be democratically directed. Howard K. Beale, Visiting Professor of History, University of North Carolina, presents the different kinds of pressure groups that attempt to control what is taught in schools. To cope with this situation, he recommends that teachers should be better trained to enable them to make full use of their freedom to teach and to feel a great need for such freedom. William W. Biddle, Professor of Educational Psychology, Milwaukee State Teachers College, notes the difficulties that may be encountered in teaching resistance to propaganda in the schools. He points to the many possible emotionally-loaded oppositions which the school will have to bear with in its attempt to develop intelligent approach to propaganda. He describes some approaches to the study of propaganda and recommends the measures that the teacher has to undertake in dealing with the problem of teaching students how to combat propaganda effectively. Roy A. Price, Instructor, Schools of Citizenship and Public Affairs, and Education, Syracuse University, calls our attention to the need for training students in methods of thinking intelligently about current issues which, according to him, is greatly needed by citizens of a democracy. He recommends ways of
meeting this need. Donald L. McMurry, Professor of History, Russell Sage College, advocates that the teaching of the historical method should not be postponed until students reach the graduate school and discusses the advantages that a student can derive from the training in historical method. He briefly comments on the principles of the historical method that must be learned by the students. W. G. Kimmel, Associate Editor, The John C. Winston Company, and formerly Managing Editor of the Social Studies, notes the increasing problems of the teacher in selecting and organizing materials for the proper study of public opinion, propaganda and related matters due to the rapid development of mass communication. He makes some recommendations in dealing with these problems. Caroline E. Hartwig, Instructor in the University High School, University of Missouri, describes the current events program in Grade VIII at the University High School of the University of Missouri during the school year 1935-1936. She discusses the activities that were undertaken in order to attain the purposes of the program. She presents some conclusions on the effectiveness of the program. Michael Levine, New Utrecht High School, Brooklyn, and Chairman, Social Science Section, New York Society for the Experimental Study of Education, presents the details of an experiment that was conducted in New York City on the use of the radio in high schools to make students critical toward what they hear on the radio
and gives some suggestions after pointing out the values attributed to the experiment by teachers who participated in the experiment. Howard H. Anderson, Assistant Professor of History, and Head of Social Studies Department in the University High School, State University of Iowa, begins by stating that a program for evaluating susceptibility to propaganda must provide some measure of pupil's beliefs and attitudes with respect to conflict-situations, must appraise the extent of his intellectual basis for opinions regarding such situations, and that the development of reasoned judgment in this regard is largely the product of the pupil's awareness of the techniques used by propagandists and of his ability to use the historical method. He gives pointers in this regard.


The nine articles which constitute this Yearbook are introduced in the following words of the editor:

. . . . Previous Yearbooks have dealt with such subjects as classroom and administrative problems, supervision, the curriculum, the historical approach to methods, elements of the social-studies program, and the question of propaganda. The directing committee thought it advisable that an investigation be made to discover what research and experimentation had to offer toward
a solution of the various teaching problems. This is the background of the Eighth Yearbook, The Contribution of Research to the Teaching of the Social Studies.6

John R. Davey, Instructor in the Social Sciences, Laboratory School, University of Chicago, and Howard C. Hill, Assistant Professor of the Teaching of Social Science, University of Chicago, note the widespread misunderstanding of the concept originated by Henry C. Morrison of the University of Chicago as revealed by an examination of the "unit method" of instruction, and courses purporting to be using the "unit method." They attempt to clarify this by describing the basic concepts of Morrison regarding the educational process, as an introduction to their review of six research studies on the unit method. Fremont P. Wirth, Professor of the Teaching of History and Chairman of the Division of Social Science, George Peabody College for Teachers, Nashville, Tennessee, stresses the importance of objectives in teaching in his introduction and gives a brief summary and conclusion after reviewing studies made on objectives of the social studies. He notes that most of the studies were concerned with collecting, classifying, and interpreting statements of objectives which were gathered in the main from professional literature, courses

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of study, textbooks, non-professional articles and questionnaires; thus resulting in a collection of opinions of experts and non-experts. Burr W. Phillips, Assistant Professor in the Teaching of History, University of Wisconsin, begins his article by giving the two types of investigations in the field of methods of teaching, the review of literature approach and the experimental procedure, in his review of ten studies on the field of methods of teaching. He notes that the general trend in method seems to be in the direction of giving greater opportunity for pupil initiative and activity, socialization in classroom procedures, and richer and fuller concepts of mastery and standards of performance. Florence R. Tryon, Critic Teacher in the Social Studies, and Instructor in Education, Florida State College for Women, Tallahassee, Florida, reviews twelve studies dealing with the problem of study in the social studies and gives some conclusions that may be helpful to classroom teachers in directing pupils how to study. Arthur Dondineau, Supervising Director, Department of Special Education, formerly Supervisor of Social Sciences, and Stanley Dimond, Supervising Instructor, Department of Social Studies, Detroit Public Schools, review studies on correlation in the social studies and note that there is no general agreement on the meaning of correlation. They claim that majority of teachers and curriculum writers use the terms "correlation,"
"integration," and "fusion" interchangeably. They also note some tendencies in the use of correlation. R. E. Swindler, Supervisor of Social Studies Instruction in Secondary Schools, Albemarle County, Virginia, states that research studies on the problem of collateral reading in the social studies may be grouped under six classifications and makes some conclusions after reviewing some research studies under each of the classifications. He also gives some recommendations on how to improve the use of collateral reading in the schools. John A. Nietz, Associate Professor of Education, University of Pittsburgh, notes the common use of visual materials in teaching and presents fourteen abstracts of researches involving the use of visual aids in the teaching of social studies. He also presents his findings and conclusions based on his review of researches on the use of visual aids. Wilbur F. Murra, Instructor in the Teaching of the Social Studies, Graduate School of Education, Harvard University, gives a brief summary of isolated reports of experiences in the teaching of current events and reports investigations using relatively objective procedures on some definite aspects of the teaching of current events. He makes some observations as a summary of the studies he has reviewed. J. Wayne Wrightstone, Bureau of Educational Research, Ohio State University, Columbus, Ohio, presents a brief account of the development of social studies testing, discusses
new concepts of the social-studies curriculum and testing, points to the characteristics of a good social-studies test, and recommends a comprehensive testing program for the social studies. He also presents a review of some selected studies in social studies testing, after which he gives a summary and makes some conclusions.

**Ninth Yearbook (1938), Utilization of Community Resources in the Social Studies**, Ruth West, Editor, 229 pp.

The editor gives the following explanation for the publication of the **Ninth Yearbook**:

The choice of a subject for the **Ninth Yearbook of the National Council for the Social Studies** was determined in part by the desire to make available a record of what many community-centered schools are actually doing; in part, by what seemed to be a rather general sense of confusion, among both teachers and laymen, as to what this talk of "using community resources" is all about.7

The twenty articles in the **Ninth Yearbook** are presented in eight parts. James Quillon, Assistant Professor of Education at Stanford University, and Director of the Social Studies Curriculum at Menlo School and Junior College, proposes the objectives for community education to meet the challenges of the changing economic and social conditions of the country in the only chapter of Part I. He believes that the ideals of American democracy can be

7 *Ninth Yearbook (1938), Utilization of Community Resources in the Social Studies*, Ruth West (Ed.), p. iii.
achieved and maintained only by giving the youth opportunities to face real challenges in democratic living through activities in actual life situations.

Julian C. Aldrich, Teacher of Social Studies in the high school of Webster Groves, Missouri, begins Part II, "The Teacher and the Community." He believes that carefully chosen community activities should have a part in the class work of every teacher. He recommends ways that the teacher could do in exploring the community in which he lives since the effectiveness of his use of community resources depends on the degree of his understanding of its forces, agencies and activities. Helen Halter, Assistant Professor of Social Science, New York State College for Teachers, Albany, New York, and Supervisor of Social Studies in Milne High School, the laboratory school of the college, notes the trend toward community approach in social studies, and brings up the problem of educating teachers for community-centered social studies. She describes an attempt being made in New York State College for Teachers to meet this challenge. Edward G. Olsen, Instructor in Education, Colgate University, Hamilton, New York, contends that schools must relate to life and this implies that children must be given opportunities to learn through first-hand experiences. He recommends definite training on the part of prospective teachers and teachers in the field in the wise use of community resources. He
also recommends the appointment of a Director of Excursion in the staff of every progressive teachers college and the creation of an adequately administered and financed Office of Excursion for every large city or county school system.

Fay Rogers, Teacher, Tuttle School, demonstration school for the College of Education, University of Minneapolis, opens Part III, "Some Techniques of Community Study." She discusses some of the ways the community may be used in the elementary school to further the social understanding of children. She describes some activities in the elementary school which she believes may be applied in any level of the educational system. According to her, opening for the child the relationships that make up the complex of society is a slow process and to do this the teacher must build up a background of experiences necessary for the understanding of each new relationship. Ruth G. O'Brien, Grade Four Teacher, Laboratory School of Syracuse Normal School, presents a unit on the comparative study of the past and present aspects of a community by a grade four class. She gives first a brief account of the history of the community and then lists the problems, objectives, and understandings expected of the course. She stresses the importance of showing the child a period in its entirety and concludes that a unit of work which will arouse a child's interest in the world about him is
its own argument for adaption. Nelle Bowman, Director of Social Studies for the secondary schools of Tulsa, Oklahoma, describes some practical ways by which a social studies department cooperates with the community. In so doing she indirectly shows how the school can make wise and fullest use of the resources of the community. Eldon W. Mason, Assistant Principal, Marshall High School, Minneapolis, believes that forward-looking teachers and sympathetic and helpful administrators are necessary in order to help children get a better understanding of the community and the world. He claims that casual and superficial surveys of the community are not enough if one likes to make full and wise use of its resources. One needs to know the who, what, when, why, and where of these resources. Harriet H. Shoen, Teacher in junior and senior high schools and a doctoral student, believes that besides experiences in reading maps, children need meaningful experiences in map-making to enable them to appreciate a map as a scale drawing and to enable them to make a mental transfer from their idea of the flat map to the spatial reality of the environment. She describes experiences that will be helpful in attaining this objective.

William J. Petersen, Research Associate in the State Historical Society of Iowa, and Lecturer in History, State University of Iowa, notes, in the beginning article of
Part IV, the very little appreciation social studies teachers have for the use of local history as a point of departure for the study of various phases of American history. He shows how local history can be used in humanizing and interpreting the national scene. R. C. Hughes, Director of Curriculum Study, Pittsburgh Schools, believes that the study of public opinion should not be ignored in studying the community and recommends that young people should be helped to recognize its power and forces like that of the press, church, radio, tradition, and others, which influence public opinion. He recommends the impersonal discussion of these factors or influences in either the high school or college as a unit in a required course. Robert H. Douglass, Teacher of Social Studies, Eagle Rock High School, Los Angeles, notes the increasing need for discovering opportunities for leisure time activities due to the great amount of time now placed at the disposal of people due to the reduction in the time necessary for working in our advancing industrial society. He believes that instruction in the proper use of leisure must become positive rather than negative and suggests how the school can meet the challenge. Inez B. Petersen, Primary Supervisor, East Chicago, Indiana, reviews the social science course given in Ironwood, Michigan, to illustrate how to develop tolerance through community studies and gives some implications of such a program.
Paul R. Hanna, Professor of Education, Stanford University, notes in the first article of Part V the great need of our age to use the same amount of creative and experimental intelligence to the solution of our social, economic and political problems as that being used in physical and biological research. He believes that the best way to educate for social intelligence and civic responsibility is to give the youth opportunities to participate in cooperative projects that will improve some aspects of community life. James A. Michener, Director of the Social Studies in the secondary school, Colorado State College of Education, recommends the reconsideration of the whole field of citizenship education in the light of the new and more extended functions of the school. He recommends the problem-solving method or the survey method as the best way of studying local problems and gives the criteria for selecting problems to be studied. Harold Fields, Acting Assistant Director of evening schools and day classes for adults in New York City, and former Chairman, Social Studies Department, Benjamin Franklin High School, believes in the experiential approach to citizenship training rather than academic treatment. He recommends that the school must go outside its four walls and use also materials of the community to teach the youth. He believes in correlating the interests of parents and children.
A. C. Krey, Professor of History, University of Minnesota, describes in the only article of Part VI a kind of community exploration which leads to a more intimate understanding of a community and a wider knowledge of the world. By giving some attention to the materials which the people of the community use in different aspects of their daily life, tracing their sources and how they are able to reach the community, revealed to the author how the whole world with all its varied, picturesque and thrilling activities, is contributing to the daily life of a town. Philip W. L. Cox, Professor of Education, and Joseph S. Roucek, Instructor in Education and Lecturer on Social Studies, New York University, first give the basic differences in community study in European and American schools and then present examples of community studies in Austria, Germany, Italy, Soviet Union, England, and the Scandinavian countries and countries in Eastern Europe. They note the more homogeneous character and traditional consciousness of kind of the primary village and open-country neighborhood in Europe than in America. They also note that the major stress in Europe is on the kind of community practices and institutions to be developed rather than upon specific present characteristics. Edna A. Fox, British Lecturer, writer, and former teacher, describes the type of survey of the community that is now being done in the high schools of England. She believes that the best
way to use the resources of the locality is to take every opportunity to refer to them at different stages to help students but it is in the senior year in the high school where a concentrated study of the locality could be done with profit.

Roy A. Price, Assistant Professor of Social Science and Education, and Robert F. Steadman, Professor of Political Science, Syracuse University, stress in the only chapter of Part VIII the importance of testing knowledge of the community as an integral part of any community study and point to some ways of evaluating outcomes other than through objective tests.

Summaries of the Yearbooks of the Second Period Volume 10 to Volume 17 - (1939 - 1946)

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

The Tenth Yearbook has been planned and written for social studies teachers, with growth in service as its central theme. The authors of its nine chapters "were chosen whose professional growth and standing have given them the right to point the way to others."  

8 Tenth Yearbook (1939), In-Service Growth of Social Studies Teachers, Burr W. Phillips (Ed.), p. iii.
James A. Michener, Lecturer on the Teaching of Social Studies, Graduate School of Education, Harvard University, believes that unusual success in teaching is usually compounded of five elements: (1) A positive philosophy of education, (2) Sufficient control of subject matter, (3) Varied methods of teaching, (4) Knowledge of children, and (5) Good teaching personality. He analyzes the last four as they apply to social studies teachers and considers several specific problems germane to all teaching. Lewis W. Williams, Assistant Professor of Education, Secretary of Appointments Committee, University of Illinois, attempts to give the social studies teacher a better understanding of the problem of placement, promotion, and tenure as seen through the eyes of the placement bureau to enable him to be a better candidate and improve his chances of placement or professional growth. A. L. Kerbow, Professor of Education, Member of the Graduate Council, University of Houston, presents a clear picture of the preparation of teachers and suggests a constructive program for the improvement of graduate instruction for teachers.

Anna B. Peck, Supervising Teacher of the Social Studies, University High School, University of Kentucky, describes in Chapter IV new departures in professionalized classes for social-studies teachers. These new departures are characterized by (1) decreased emphasis on formal lectures, required readings, and set examinations;
(2) insistence on each student's accepting individual responsibility for working upon practical projects which he has initiated; and (3) emphasis on the individualization of instruction and guidance. She makes some conclusions and recommendations after presenting a number of illustrations. J. G. Umstattd, Professor of Secondary Education, Chairman of Department of Curriculum and Instruction, School of Education, University of Texas, defines experimental teaching as the constant application of the scientific attitude in dealing with the pupil and with the materials and means of instruction and presents some of the more easily acquirable techniques of experimental teaching. He illustrates their uses for the teacher of social studies. Edgar Bruce Wesley, Head of Social Studies Department, University High School, and Professor of Education, University of Minnesota, has attempted to show the social studies teacher how to develop his reading program to expand the boundaries of his knowledge in each of the following aspects: the social sciences, education, the social studies, and current events.

Edward G. Olsen, Instructor in Education, Colgate University, gives in Chapter VII the advantages of conducted trips for the social studies teacher; explains the criteria for evaluating tours; and discusses major types of travel agencies like the sightseeing tourist agencies, educational travel organizations and
professionally sponsored tours. Edith Brooks Oagley, Director of Social Studies, Binghamton Public Schools, Binghamton, New York, stresses the need for teachers to take more active participation in their professional organizations. She notes the activities and services of some of the important organizations like the National Education Association, organizations of social scientists, the National Council for the Social Studies, regional organizations, state organizations, sectional organizations and local associations. She also notes some trends in social studies organizations and finally, gives the values of professional organizations for the in-service growth of teachers. Laura F. Ullrick, Head of the Social Studies Department, New Trier Township School, Winnetka, Illinois, and Charles H. Coleman, Associate Professor of the Social Sciences, Eastern Illinois State Teachers College, Charleston, Illinois, point to two approaches that must be harmonized to secure the best in-service growth of the social studies teacher or any teacher: (1) the community hiring the teacher, and (2) the teacher being hired. They urge the teacher to first improve his professional training and professional attitude toward his work, and then to exert effort to win the respect of the community through conscious adaptation to the mores of the community. These authors also point that the problem of academic freedom can be approached from two angles: the
methods of teaching used in the classroom, involving the question of teacher-pupil relationship, and the part played by the teacher as member of the community.

Eleventh Yearbook (1940), Economic Education, Harold F. Clark, Editor, 166 pp.

According to the editor, an effort has been made in this Yearbook to present different viewpoints of the problem of economic education. There are ten chapters in this Yearbook. The first chapter, however, is divided into four sections under different authors.

In the first section of the first chapter, Henry Harap, Associate Director, Division of Surveys and Field Studies, George Peabody College for Teachers, Nashville, Tennessee, briefly introduces the three other sections of the chapter which deals with economic education of the students in schools and colleges in the United States. He briefly discusses the major trends in economic education in the elementary, secondary and college levels, and makes some concluding statements on these major trends. Ruth Wood Gavlan, Teacher of Social Studies in the College Preparatory School for Girls in Cincinnati, Ohio, presents, in the second section of the first chapter, trends in objectives and illustrates material taught in economic education in the elementary grades. She makes some recommendations regarding economic education in the
elementary school. In the third section, Wilbur I. Gooch, Professor of Education, Boston University, Boston, Massachusetts, attempts to give us a better insight into the current offerings of economics in the high school by briefly reviewing how it had evolved during the past century and a quarter from before 1865 to 1940 grouped into the following periods: (1) before 1865; (2) 1865-1900; (3) 1900-1920; (4) 1920-1930; and (5) 1930-1940.

In the last section of the chapter, Alpheus R. Marshall, Associate Professor of Economics, University of Maryland, College Park, Maryland, attempts to present trends in economics offerings in junior-college, freshman and sophomore years in teachers colleges and other four-year colleges. Varying emphasis placed on economic education in these three types of institutions of higher learning are noted.

The remaining nine chapters are written by different authors. Eugene B. Riley, Head of Economics Department, Thomas Jefferson High School, Brooklyn, New York, brings up in Chapter II the issue of whether or not economics should be taught as a separate subject in the high school and presents grounds on why an affirmative stand must be taken on the issue. John M. Cassels, Director of Institute for Consumers Education, Stephens College, Columbia, Missouri, stresses the importance of economics as a subject in school and proposes the consumer approach in
teaching it. He presents arguments to support this point of view. Leon C. Marshall, Dean of Graduate Studies, American University, Washington, D. C., presents an analysis of the role of economics in the totality of social living. The analysis speaks strongly for including economics in an integrated course. It also throws light upon the effective treatment of economics as a separate course, as an aspect of so-called functional curricula, or as an element in some other types of educational practice.

Gordon McCloskey, Professor of Economics, State College for Women, Montevallo, Alabama, examines the place of economics in the functional curriculum by presenting the basis for functional education, the part materials from the established subject-matter fields play in a functional school program, and the arguments for functional education regarding the theoretical issues that come up with its development.

Edward L. Thorndike, Professor of Education, Teachers College, Columbia University, New York, New York, shows in Chapter VI what kinds of economics different kinds of people will profit most to take. He believes in adapting instruction to the abilities of the students. V. C. Arnspiger, Vice-President of the Erpi Classroom Films, Inc., New York, New York, and G. H. Griffiths, Assistant, Erpi Classroom Films, Inc., New York, New York, point out various possible contributions of the sound film in
furthering the grasp of economic factors and principles with the hope that the analysis of the contributions of instructional film will suggest similar applications in other phases of economic education. Rudolf Modley, Director, Pictorial Statistics, Inc., New York, New York, shows the need for using graphic aids in facilitating understanding of new terminologies in the advancing science of economics and gives examples of how different kinds of graphic aids may be used.

Edgar C. Bye, Director, Bureau of Field Studies, State Teachers College, Montclair, New Jersey, describes briefly in Chapter IX a few of the many experiments now being tried to help the student to see meaning in commonplace things, to teach and stimulate him to reason, and to guide him toward a series of conclusions embodying those fundamental facts concerning our economic life. A. W. Troelstrup, Social Studies Department, New Trier Township High School, Winnetka, Illinois, provides a timely, authoritative, and descriptive guide to recent inexpensive pamphlet materials relating to economic topics classified into the following: (1) Publications of Research Associations and Foundations; (2) Selected Authoritative Pamphlets; (3) Publications of Government Agencies; and (4) Miscellaneous Reports and Hearings. It is designed especially to help teachers in the senior high school and the junior college.
The thirteen chapters of the Twelfth Yearbook are presented under four general headings. Part One, "The Child, the School, and Society," begins with the chapter of Ruth Andrus, Chief of the Bureau of Child Development and Parent Education, State Education Department, Albany, New York. Andrus describes the growth and development of children by considering the individual, the purposes of the adults who guide them and the setting which affects the purposes toward which growth and learning are guided. He gives some of the important implications of the findings of child development research on how to proceed in helping the child in his development. In the next chapter, Prudence Cutright, Assistant Superintendent in Charge of Elementary Education, Public Schools of Minneapolis, Minnesota, discusses certain characteristics of the two major aspects of the school and community relationships which influence the nurture or education of children. These two aspects are: that society maintains certain control over the school, and that while the school carries the major responsibility for the education of children, still there are other institutions and forces which vitally influence their development. Lloyd Allen Cook, Associate Professor, Department of Sociology, College of Education, Ohio
State University, Columbus, Ohio, notes in the third chapter the transition taking place in American society and its implications on personality development, for citizenship and on the youth. He proposes a process approach in dealing with extra-school influences. Cook bases his recommendation on some assumptions regarding learning and notes the contributions of youth-agency programs and the implications on the teacher's relation with the community of such an approach.

Part Two, "Curriculum Development in the Social Studies," begins with the chapter of Edgar B. Wesley, Professor of Education, University of Minnesota, Minneapolis, where he defines and delimits the field of social studies, describes the nature of its content, and shows what its functions are in the training of the pupil. Helen Hefferman, Chief of the Division of Elementary Education, California State Department of Education, Sacramento, California, proposes in the fifth chapter an experience curriculum in the social studies which takes into account the following factors: (a) the nature and needs of individual children; (b) the way children learn; (c) the dynamic change inherent in cultures, institutions, and social organizations; and (4) the necessity of continually insuring democratic meanings and convictions through the procedures employed. She also illustrates how an experience curriculum in social studies can be conducted. Mary
G. Kelty, Author, Teacher and Research Worker in the Social Studies, defines subject matter broadly and proposes that the schools must build up their own frame of reference regarding some crucial and controversial issues on the curriculum. She recommends the kind of subject matter which must be given in different school levels. Anna Clark Kennedy, Supervisor of School Libraries, and Fred B. Painter, Associate Supervisor, Bureau of Instructional Supervision, Elementary Education, State Education Department, Albany, New York, consider the function of materials in relation to recent trends in objectives and methods of social studies instruction in the elementary grades, suggest materials and sources of materials which are available for children and teachers, and describe the place of the school library in the elementary social studies program.

Part III, "Unitary Samples of Social Learning," begins with the chapter of Sarah Clayton Burrow, First-Grade Supervisor of the University Elementary School, and Corinne A. Seeds, Principal of the University Elementary School and Assistant Professor of Elementary Education in the University of California, where they stress the importance of arranging the school environment so that children in groups may engage in series of self-impelled, ongoing, interrelated experiences within wide areas of social living to enable them to make themselves one with
their world. They present as an illustration a brief account of a series of ongoing experiences centered on airplanes and their relationship to community living engaged in by six-year-olds. Grace Fairbanks, formerly second grade teacher at the Stratford Avenue School, Garden City, New York, and Helen Hay Heyl, Chief of the Bureau of Curriculum Development, Elementary Education, State Education Department, Albany, New York, deal with an approach in developing economic understanding through an organization of curriculum materials for young children which takes the form of related concrete experiences extending over a considerable period of time. A series of narrative records which were made on the spot by the children with descriptive comments by the teacher is presented. Frieda Oberle, fifth grade teacher at the Bach School, Ann Arbor Public Schools, Michigan, and Edith M. Bader, Assistant Superintendent of Schools at Ann Arbor, Michigan, describe activities of an intermediate grade class connected with their study of boats. The activities are said to be in line with the commitment of the elementary schools in Ann Arbor to a modified core curriculum in which the social studies is the core. Carol Thornton Smallenburg, Teacher of Social Living at Samuel Gompers Junior High School, Los Angeles, California, describes the activities of an eighth grade class in "Social Living" in connection with its study of a unit on community recreation.
She stresses the importance of considering the group of pupils, their backgrounds, present interests and needs, peculiar abilities, and general life needs as bases for deciding the approach and the area of experience to be developed.

Part IV, "Evaluation in the Social Studies," begins with the chapter of Hilda Taba, Assistant Professor of Education and Research Associate at the University of Chicago, where she notes some trends in the purposes of evaluation, outcomes in social studies and how they are measured. She outlines some steps and techniques in developing an adequate evaluation program in the social studies. She also gives a list of several desirable characteristics of an evaluation program as a concluding summary of her chapter. J. Wayne Wrightstone, Assistant Director, Bureau of Reference, Research and Statistics, Board of Education of New York City, attempts the following in the last chapter: (1) illustrates a comprehensive program of appraisal in the social studies of an elementary school in New York City; (2) indicates the philosophy of the school; and (3) outlines the steps in the appraisal program of the social studies curriculum.

The broad purpose of this Yearbook is to suggest ways and means whereby teachers may help their pupils develop skill in critical thinking. The contents of the Yearbook are presented in four major sections or parts.

In Part I, "The Nature and Purpose of Critical Thinking in the Social Studies," Frederick George Marcham, Goldwin Smith Professor of English History at Cornell University, presents a most detailed analysis of sub-skills involved in critical thinking. He explains and illustrates each of them, proposes how the school and college can best aid in teaching critical thinking, and gives the purpose of teaching critical thinking in the social studies.

In Part II, "Methods and Materials for Developing Skill in Critical Thinking," Elmer Ellis, Professor of History at the University of Missouri, presents the results of a search for illustrations of procedures used by high school teachers in teaching the skills of critical thinking. He finds the results disappointing since he found it a rare circumstance when one came upon specific activities designed to develop skills in critical thinking.

In Part III, "Developing Skill in Critical Thinking Through Participation in School and Community Life,"
Howard E. Wilson, Associate Professor of Education at Harvard University, believes that mastery of skills of critical thinking is a sterile, academic achievement unless those skills become operative in the marketplace activities of those who learn in school. He proposes that in the work of school organizations, in pupil participation in school government, in the maintenance of group morale, in determining one's own course of action in group affairs, in the planning and conduct of extra-curricular activities, in participation in the life of the community, pupils may find accidentally, or may be given consciously and systematically by the teacher, controlled and profitable experience in critical thinking.

In Part IV, "The Evaluation of Critical Thinking," Hilda Taba, Assistant Professor of Education and Research Associate at the University of Chicago, discusses the following aspects of evaluation: (1) Analysis and clarification of objectives; (2) Exploration and use of a variety of methods by which to secure appropriate evidence on changes in students; (3) The selection and formulation of useful ways of recording and summarizing data; and (4) The organization of ways in which the data can be used for improving teaching, curriculum, and guidance, with special emphasis on the ways and means of securing evidence on students' progress in critical thinking.
The eight chapters of this volume as a whole "deals with the impact of recent wars on society and civilization, reviews the development of international cooperation, and considers proposals for establishing the security of the nations and peoples of the world, including our own."9

Clyde Eagleton, Professor of International Law in New York University, discusses, in the first chapter, the reasons why planning for peace during the later part of the Second World War will preserve the military victory. He concludes that the "building of the peace after the war is even more important than the war itself" and recommends that those who "cannot engage in the physical fighting must do the planning and educating which will result in the establishment of a system of international order . . . ."10

Linden A. Mander, Professor of Political Science in the University of Washington, shows, in the second chapter, the inescapability of nations and individuals depending upon one another as shown by the progress that mankind has attained in the conservation of natural resources, communication and transportation, improving labor conditions

10Clyde Eagleton, "Planning Peace to Preserve the Victory," ibid., p. 25.
and social welfare, controlling disease, preventing crime and in protecting minorities and advancing social justices. He contends that international order implies international law since freedom requires law, that democracy cannot endure without world order, and that nationalism and internationalism can strengthen each other. Carol Riegelman, Member of the Staff of the International Labor Office, asserts that the coordination of all phases of national life—military, political, economic, and social as shown during the war—is similarly needed in liquidating the war. Riegelman discusses the immediate requirements of peace and how to build a long future.

C. E. A. Winslow, Professor of Public Health in the Yale Medical School, points, in the fourth chapter, to the necessity of meeting emergency health needs of the population during and after the war and of developing permanent health services and recommends the establishment of an international health organization through a broad cooperative international planning. He notes the experience of the International Health Division of the Rockefeller Foundation as to how such an organization can function.

D. F. Fleming, Professor of Political Science in Vanderbilt University, proposes, in the fifth article, the establishment of an international organization to keep the peace. After tracing the consequences of the failure of the United States to join the League of Nations and the World Court,
he outlines a plan of a world organization and points to some measures to avoid the U.S. Senate bottleneck regarding the ratification of treaties. Walter M. Kotschnig, Professor of Comparative Education in Smith College, describes the role of education in modern history, citing the use made of it by the Axis powers and the growing recognition of the democracies of the new functions of education. He proposes some needed emphasis in our school program and the establishment of an international office of education. According to him, its functions must be to investigate, plan, and recommend. He suggests that the office should be representative of all nations. Its activities should be intellectual cooperation, cultural relations, and education.

Esther Caukin Brunauer, Associate in International Education in the American Association of University Women, asserts, in the seventh chapter, that the development of an international organization should be the immediate concern of the United States. He supports this contention by discussing the implications of the territory and people, international aspects of economic life, government, and major foreign policies of the United States.

In the last chapter, Hilda M. Watters, Associate Professor of History and Political Science at Western Illinois State Teachers College at Macomb, presents how material in international relations can be adapted by
secondary school teachers of social studies to their present setup of courses and how it can be included in the subject matter now being taught. The role and responsibilities of the teachers are stressed together with the recommendation that International Relations is a subject to be taught in all fields of subject matter, and at all levels—elementary, secondary and college.


The sixteen chapters of this Yearbook are grouped into five parts. The first chapter by Edward Krug, Assistant Professor of Education at Montana State University, and G. Lester Anderson, Director of the University High School and Director of Student Teaching at the University of Minnesota, serves as an introduction of the contents of the Yearbook. They stress the purpose of the Yearbook which is to examine individual differences from the standpoint of opportunities as well as difficulties. They note also the wide variety of characteristics in which individuals differ. They present the plan and organization of the Yearbook by giving brief summaries of the succeeding chapters.

Part II, "The Facts of Individual Differences," begins with the article of Lavone Hanna, Supervisor of
Curriculum and Educational Research in the Public Schools of Long Beach, California, where the author reports findings of studies which show wide variation in interests and information, social attitudes, study skills, ability to think critically, and reading ability among adolescents. She concludes that social studies teachers need to be aware of these differences when planning educational experiences for boys and girls. Kai Jensen, Professor of Education and Chairman of the University Committee on Child Development at the University of Wisconsin, describes some of the developmental sequences in the physical, physiological, intellectual, social, economic, vocational, interests, and psycho-adjustatory aspects of adolescents and then examines critically the factors which influence individual differences. Jensen recommends some measures for the optimal achievement of the objectives or goals sought in the teaching of social studies.

Part III, "What the Classroom Teacher can do to Meet Individual Differences," starts with the chapter of Walter A. Anderson, Dean of the School of Education at Montana State University, where he notes that the social studies include much more than the acquisition of social information. He proposes some essential factors in the elementary school social studies program after noting some guiding principles which must be applied in providing for individual differences. Madaleine K. Durfee, Head of the Social
Studies Department, Cranston High School, Cranston, R. I., at the time of her death in October 1943, believed that classwork should provide a chance for the interplay of student minds of various ability levels. To accomplish this, she recommended flexible standards and assignments, variety of instructional materials, allowing all students to make contributions, providing classroom discussion for all, and evaluating throughout the unit to check the growth of the students. Gladys L. Smith, Assistant Professor of Education at the Southern Illinois Normal University, Carbondale, Illinois, presents the record of how a social studies class consisting of thirty boys and girls, juniors in the University High School of Carbondale, Illinois, spent two years for double periods each school day studying "youth problems" in a core program. The students differed widely not only in their I. Q. but also in family economic standards, educational opportunities previously enjoyed, ambition, energy, resourcefulness, rate and level of maturation, interest and emotions. Harriet S. Cutler, Teacher of Social Studies, Seventh Grade Adviser, and Head of the Adjustment Department at the Collinwood Junior High School, Cleveland, Ohio, describes the administrative and curricular adjustment made in a junior high school to meet the needs of slow learners. Cutler believes that "for slow learners to have a successful experience of being leaders in an enterprise involving the whole school is invaluable
in building up their self respect since so few opportunities can be afforded them in any areas of the school life due to the competition offered by students of greater natural abilities."11 Richard H. McFeely, Director of Studies and social studies teacher at George School, describes an approach in meeting individual differences in grades nine to twelve particularly of the slow learner in George School where "curriculum offerings have been differentiated on the basis of student interest and, to some degree, on academic ability."12 He notes the nature and needs of slow learners and comments on the objectives, materials, and activities for them. Walter H. Mohr, Teacher of Social Studies at George School, believes that the objectives of education in a democracy must be the same for the able learner and the slow learner like the ability to "think and act intelligently about social, civic, and economic problems and to make wise choices in matter of ideas, policies and leaders."13 Able learners, however, need supplementary materials and the organization of these materials should be adapted to the group. He presents an

13 Walter H. Mohr, "Faculty Planning to Meet Individual Differences: For the Rapid Learner," ibid., p. 73.
illustrative sequence of social studies units for the able learner and recommends "continued study, thought, evaluation, and revision of purposes, methods and materials in the social studies." Dorothy Kipling Farthing, Instructor in the School of Education, University of Missouri, asserts that "reading is to continue as the major and frequently the only activity of the social studies, great number of pupils will never develop the ability to do critical thinking - one of the goals of the social studies." She recommends the use of first-hand experience, motion and still pictures, and other activities to supplement the reading program to enable more pupils to get ideas and information which will be the basis of their critical thinking. Lavone Hanna, Supervisor of Curriculum and Educational Research in the Public Schools of Long Beach, California, believes that the problems approach to the social studies provides teachers with a flexible teaching procedure which can be used effectively to meet the individual differences which students have in thinking critically. The author gives pointers in diagnosing individual differences, describes the problem solving approach in providing for individual differences, notes the kind of materials to be used, and

14 Walter H. Mohr, ibid., p. 77.
recommends ways of evaluating pupil progress. Horace T. Morse, Associate Director of the General College and Associate Professor of Education at the University of Minnesota, presents studies showing that while abilities are interrelated they are by no means identical and, therefore, recommends that opportunity must be provided for practice of the various study skills if proficiency in them is desired. He believes that the study skills in the social studies are best developed as part of the regular assignments and must be given some emphasis. He stresses the importance of supplementary materials and recommends simpler aspects of evaluating information to be given as early as the intermediate grades. Finally, he proposes that exercises testing study skills should be diagnostic rather than the "final examination type."

Part IV, "Helps for the Classroom Teacher," begins with the article of William H. Hartley, Instructor in History at the State Teachers College, Towson, Maryland, where he notes the unique contributions of audio-visual aids to the social studies and gives explicit suggestions on the use of the field trip, objects, specimens, and museums, pictures, slides, cartoons, graphic aids, construction activities, motion pictures, radio and transcriptions, etc. Gordon McCloskey, Professor of Economics at Alabama College, describes some trends in the use of community resources to cope with individual differences, giving examples
of community problems which can be studied by social studies classes. He presents some approaches and recommendations in operating a community-centered program. Charles R. Spain, Head of the Education Department of State Teachers College, Florence, Alabama, presents current viewpoints on the matter of individual differences found in curriculum guides and ways of dealing with individual differences. He also presents brief descriptions of typical units of work and some observations on the preparation of other courses of study and syllabi.

Part V, "Conclusion," has the article of Edward Krug and G. Lester Anderson, where they list conclusions which the thoughtful teacher will possibly reach after reading this Yearbook. They give some pointers on what the teacher can do about the problem of individual differences.


The eleven articles of this Yearbook are presented in three parts. Part One begins with the article of William Van Til, Director of Publications and Learning Materials Bureau for Intercultural Education, and H. H. Giles, Director, Bureau of Intercultural Education, who believe that the time is ripe for schools to work on the development of democratic human relations on account of
disturbances caused by the Second World War and because of three big ideas of our time: (1) the democratic way of life, (2) the religious tradition of Western culture, and (3) the findings of scientific study; which, according to them, ranged on the side of intercultural education. They recommend what shall be the over-all goal and major aims of intercultural education, giving the reasons for the need for such aims. Hilda Taba, Director, Intergroup Education in Cooperating Schools, American Council on Education, believes that the social studies should have a large share in promoting intercultural relationships and stresses the need for thoughtful procedures in curriculum development to assure a workable and effective program. To achieve this, she presents and describes the steps in curriculum planning and concludes by pointing to certain desirable and outstanding characteristics of programs in intergroup education. In the third chapter, Hilda Taba stresses the need for planning learning activities to implement the planned units and projects of the curriculum. She points to the important problems that must be met in planning activities and suggests techniques like the use of first-hand materials and direct experiences, and the sensitization of students to values. She concludes by giving two general conditions for successful learning activities.
Part Two begins with the article of Stanley E. Dimond, Director, Citizenship Education Study, Detroit Public Schools, where he presents practices in social studies courses in elementary and secondary schools using the pervasive approach in promoting intergroup education. The author points out how human relationships might be stressed. He recommends that the value of supplementing the pervasive approach with study units must be weighed carefully in view of its strengths and weaknesses. Clarence I. Chatto, Principal, Classical High School, Springfield, Massachusetts, examines current conceptions regarding the study unit as a teaching device and presents a survey of some common practices in employing it in intercultural education. He recommends some measures in regard to the technique of its construction. In the next article, William Van Til describes a number of school activities used to promote better human relations. These activities include dramatic presentations, panels, school government, interracial committees and clubs. He also recommends measures to improve the use of these activities. In the seventh chapter, William Van Til recommends a more extensive and intensive utilization of the community in developing good human relations and presents what some American school men and students have done in using the community. He concludes his discussion by noting the causes for the neglect in using the community and the characteristics of schools
which do most and best in intercultural education with the use of the community. Wanda Robertson, Former Principal, Elementary and Nursery Schools, Japanese War Relocation Center, Topaz, Utah, believes that guidance is an integral part of any program of improving human relations. She discusses how the school can help the child in discovering his own problems and in developing better skills and techniques for helping himself; emphasizing the role of the classroom teacher in this regard.

Part Three starts with the article of Allison Davis, Assistant Professor of Education, University of Chicago, where he asserts that the crucial problems of both ethnic and Negro groups in this country are related to their social status which necessitates acculturation. The relationship of the concepts of race, of culture, and of social learning with the aculturative processes are presented in the article to show how the problem can be dealt with realistically. Wilbur F. Murra, Editor, *The Civic Leader*, Civic Education Service, points to the necessity of depending upon the experiences of others made available to us through the written word and upon other second-hand media such as exhibits, films and recordings for learning about democratic human relations. He calls the reader's attention to a variety of such materials which can contribute to teachers' and students' understanding of intercultural relations. He ends his article by giving a few suggestions to the teacher
on how to "keep up" in the field. The Yearbook Committee concludes the volume with some concluding statements. The committee summarizes the major ideas found in the preceding chapters on practices in intergroup education and expresses the hope that familiarity of the teacher with those practices would develop his insights in meeting problems in his own situation.


The contents of this Yearbook are presented under eight sections. Section One, "The Function of American History in one World," begins with the article of Lewis Paul Todd, Professor of History in the State Teachers College at Danbury, Connecticut, where he defines what should be the major objectives of education and presents what history in general and American history in particular can contribute to the development of world citizens in a world rooted in morality and directed by intelligence. Todd brings up the commitment made for education to produce world citizens and presents the indispensable function that history, American history particularly, can contribute to the attainment of a world organization. William H. Cartwright, Assistant Professor of Education in Boston University, describes the development of American history as a separate subject in the school curriculum. His discussion
shows the development of American history before 1815; from 1815 to 1860; from 1860 to 1900; and since 1900. Trends in American history since 1900 are noted. Dorothy Merideth, Instructor of Social Studies in the University High School of the University of Minnesota, traces the development of content of American history courses in American schools, noting the shifts in emphasis on particular periods, topics, and types of history. Trends in emphasis on these aspects are noted for the period before and since 1815, with the present trends being noted since 1920. Alice W. Spieseke, Associate Professor of History in Teachers College, Columbia University, has attempted to discover trends in the selection and organization of the content of American history courses by analyzing courses of study, social studies literature, and testimonies of teachers. The study leads her to make the following tentative conclusions: (1) that American history in the senior high school "may have a better chance than ever to be an American history course with the content organized to carry out the aims" with the advent of the problems course; and (2) that "it seems as if the time is ripe for a more thorough study in each school of its complete program, including an evaluation of the role of the social studies."\(^1\)

Director of Learning Materials, Bureau for Intercultural Education, New York, stresses the need for developing democratic attitudes and recommends measures on how American history can contribute to the development of such attitudes. He advocates curricular experiences based on the interaction of needs, social realities and values.

Richard E. Thursfield, Associate Professor of Education in the Johns Hopkins University, proposes that the development of the ability to think and act reasonably when considering our national development and our national institutions should be the primary aim of the teaching of American history. He notes obstacles to a rational consideration of American history and suggests the use of myths and legends in developing critical thinking.

Section Two, "Newer Interpretations and Emphases in American History," begins with the article of J. Montgomery Gambrill, Professor Emeritus of History in Teachers College and the Faculty of Political Science, Columbia University, where he introduces the other six succeeding chapters on newer interpretations and emphasis in American history. He notes some helpful publications for teachers, the causes of changes in interpretation, and outlines the organization of the six chapters which follow. Carlton C. Qualey, Professor of American History in Carleton College, notes certain general tendencies in emphasis and certain fields that have come in for new treatment in
American history. Then he presents newer interpretations in American historical writing on the periods before 1860. The latter is presented in three periods: (1) before 1763; (2) 1763 to 1815; and (3) 1815 to 1860. Harvey Wish, Associate Professor of History in Western Reserve University, notes that recent history-writing for the period since the Civil War, as for earlier periods, reflects the inspiration of contemporary issues. He shows this tendency by citing trends in interpretation in American history for the periods, 1860 to 1890's and the twentieth century.

Robert E. Riegel, Professor of History in Dartmouth College, notes trends in interpretation of the frontier and the west in American history as he discusses comprehensive histories of the frontier, regional and state histories, histories of the great plains, histories of the older type of pioneering, Turner's thesis, Turner's critics, and Turner's influence. Ollinger Crenshaw, Associate Professor of History in Washington and Lee University, notes the considerable attention being given to the history of the American South since the turn of the century and points out that social, economic, and intellectual phases are emphasized consonant with modern trends in historiography. Political, military, and diplomatic studies, however, are noted to have continued to appear. Carl Brent Swisher, who is Thomas P. Stran Professor of Political Science in The Johns Hopkins University, notes that the new
interpretations and emphases in the field of American constitutional development grow directly out of the process of constitutional unfolding and points out how that process has brought in recent years some changes in the functions of the executive, judicial and legislative branches of the federal government. J. Montgomery Gambrill concludes the section by noting the growing interest in cultural history which is a part of the progressive broadening of the field of history since the later nineteenth century. He delimits the field of cultural history as the intellectual and esthetic interests and activities of a people, "thought and culture," and presents significant works in histories of thought, literature, visual arts, music, and general cultural history. He gives some pointers to the teacher on how to deal with the new field of cultural history.

Section Three, "American History and Its Allies," begins with the article of Erling M. Hunt, Professor of History and Head of the Department of Teaching Social Science, Teachers College, Columbia University, where he notes the growing specialization of the field of American history and the problem of interrelationship between American history and the other social studies. He proposes some measures to achieve this much needed relationship. Ryland W. Crary, Assistant Professor of History in the Department of Teaching of Social Science, Teachers College, Columbia University, notes how the teacher of American
history may call for aid from certain fields outside the realm of the social sciences. These fields include literature, music, the arts and science. Erling M. Hunt concludes the section by noting three developments in the social studies program which bear directly on the relation of American history to other subjects. He stresses the need for over-all planning in the construction of the curriculum to achieve better relationships among the courses in the curriculum and shows the implications of this need for programs of teacher preparation.

Section Four, "Vertical Articulation of the American History Program," opens with the article of Mary G. Kelty, Teacher in elementary and secondary schools, formerly instructor in the University of Puerto Rico and Head of the Social Studies Department of the State Teachers College at Oshkosh, Wisconsin, and President of the National Council for the Social Studies in 1945. She defines what is meant by vertical articulation and describes two approaches to the problem of articulation of history courses between the middle grades and the upper grades. She presents a study of how the mechanical approach selection of content suitable for each level can be undertaken and recommends some significant researches to be done in order to improve the mechanical approach and to make it as a basis for the psychological approach which deals with developmental abilities in reading, quantitative and
relational thinking. George W. Hodgkins, presently engaged in curriculum work in the social studies for the public schools of Washington, D. C., where he has long been a high-school teacher, presents the background of the problem of articulation in American history and notes some ways which have been adopted or proposed for improving articulation. He suggests some next steps in articulation between the junior and senior high school courses in American history. Robert E. Keohane, Assistant Professor of the Social Sciences in the College of the University of Chicago, presents trends in practices or proposals to improve articulation of American history courses between the senior high school and college and recommends that more real agreement upon the ends of secondary and collegiate education must be arrived at and that there should be more clarity of thinking and effectiveness of organization in relating means to ends. He concludes: "Perhaps in the long run the best solutions are these in which society's interest in securing the best possible general education for everyone is combined with the individual's right readily to demonstrate its attainment."17 Robert B. Weaver, Superintendent of Schools, Goshen, Indiana, deals with the problem of providing for ability groups in an articulated

American history program from the elementary school through college by giving attention to the selection of subject matter as well as to the teaching methods which may be employed. He recommends the application of four basic principles to meet the problem.

Section Five, "Methods, Materials, and Resources in American History," begins with the article of W. Francis English, Associate Professor of History and Director of the Western Historical Collection in the University of Missouri. He notes the continuing problem of improving the method of teaching American history, cites some advances in recent years in the art and science of teaching, and explains the purpose of the next five chapters of the Yearbook which deal with methods, materials, and resources in American history. Helen McCracken Carpenter, Assistant Professor of History in the New Jersey State Teachers College at Trenton, and Marian A. Young, Special Assistant to the Director of the Division of Educational Research of the Philadelphia Schools, stress the importance and the nature of reading in history and suggest some measures to develop reading efficiency in history. They point to the necessity of a wide reading program to meet a wide range of reading abilities of students. William H. Hartley, Member of the Social Studies Department in the State Teachers College, Towson, Maryland, states that the purpose of his article is "to introduce some of the available materials which may be
employed in the history program, and to indicate some of the techniques which have been found successful in adding to the reality of American history. \(^1\) Florence H. Wilson, co-author of *Our Ways of Living*, a series of social studies volumes for the elementary grades, notes some trends in the use of biography in the teaching of American history. She notes a decrease in emphasis on the use of biography, the nature of recent biographical materials, aids in selecting biographical materials, and biographical materials dealing with other countries. Robert E. Keohane states that the function of his article is to summarize briefly the history of the use of primary sources "in the American secondary-school treatment of United States history, to describe some of the best classroom practices using this approach, and to suggest next steps in the wider use and improvement of procedures and materials."\(^2\) Caroline E. E. Hartwig, Assistant Professor of Education in the University of Missouri, recommends the use of local, state and regional histories to enrich the teaching of American history in the schools and suggests a number of materials and their sources for the purpose of integrating local, state and regional history in the American history courses.


Section Six, "Evaluation and Tests in American History," begins with the article of Horace T. Morse, Dean of the General College and Professor of Education in the University of Minnesota, where he presents the general problem of improving evaluation in American history and introduces the next three chapters of the section which are based on the premise that evaluation is an integral part of teaching. He notes the importance of the diagnostic purposes of testing, the desirability of developing in pupils the ability and habit of self-appraisal, the problem of reading in test construction, the proper use of standardized tests, the need for subdividing major objectives for instructional purposes, the necessity of using a variety of testing procedures, and the need for evaluating success in the citizenship training. Horace T. Morse and George H. McCune, Associate Professor of the Social Studies in the General College of the University of Minnesota, recommend some measures, with the aid of illustrative test items, in evaluating understanding in American history which involves grasping of fundamental relationships involving persons, places, and events in the development of the United States, "based upon a fund of factual knowledge which provides the framework of these relationships."^20 Jay Williams, Instructor in the Social Sciences

in the College of the University of Chicago, presents two general problems encountered in evaluation: (a) Determining what is to be evaluated, and (b) Finding the most effective and economical means of evaluation. Williams suggests some approaches to meet those problems in the evaluation of abilities and skills and emphasizes the need for using novel situations in testing abilities and skills lest the teacher is more likely to test instead the student's memory of facts and relationships presented in a textbook. Elaine Forsyth, Assistant Professor of Social Studies in the New York State Teachers College at Albany, defines attitude as a behavioral set toward a psychological objects, presents some of the difficulties involved in attitude evaluation, and illustrates the steps in evaluating attitudes.

Section Seven, "Teachers and their Preparation," begins with the chapter of Richard E. Thursfield, and Benjamin S. Joffe, Teacher of History in the Lafayette Junior School, Baltimore, where they present significant evidence on the preparation and assignment of teachers of American history from a thorough investigation of the requirements of forty-eight states, fifteen of the country's largest cities, and a few selected suburban communities. They offer suggestions as remedial measures to the conditions that have been noted. Richard E. Thursfield presents, in the next article, basic considerations to the
understanding of teacher preparation in the field of American history, reviews significant literature in teacher education, and gives specific suggestions for possible programs in the preparation of teachers of American history dealing with undergraduate training, in-service preparation, and graduate preparation.

Section Eight, "Summary," is the concluding section of the Yearbook and constitutes the chapter of Howard R. Anderson, Senior Specialist in the Social Sciences, Division of Secondary Education, United States Office of Education. He states that the "purpose of the Summary is to present briefly and concretely major recommendations of the Yearbook directly related to instruction in the schools."21

Summaries of the Yearbooks of the Third Period Volume 18 to Volume 25 - (1947-1954)


The Eighteenth Yearbook consists of twenty-one chapters. Paul Wendt, Director of Audio-Visual Service at the University of Minnesota, notes, in Chapter I, our failure to make effective use of audio-visual materials and the many handicaps to their effective use. He discusses their

use in developing meaning and describes the place of audio-visual materials in the social studies. Charles F. Hoban, Jr., Special Assistant to the Director, Division of Visual Education, Philadelphia Public Schools, states the two purposes of his chapter: "(1) to review the important developments in the educational use of motion pictures in the war training program, and (2) to indicate some of the impacts of these developments on films being produced and used in postwar education." Francis W. Noel, Chief of the Division of Audio-Visual Education, California State Department of Education, and Elizabeth G. Noel, wife of the former and co-author of some of his articles, discuss four situations in which the typical classroom teacher may find himself in procuring and using audio-visual materials: (1) entirely on his own; (2) cooperating with the principal and other teachers; (3) assisted by an audio-visual education co-ordinator, or (4) assisted by an audio-visual co-ordinator working closely with an audio-visual education department. They describe the teacher's place in the program, together with a list of knowledge, understandings, skills and abilities that he should have to function effectively. Henry C. Atyco, Assistant Professor of General History at

the school of Commerce, Accounts and Finance, New York University, claims that good excursions result from consideration of the interrelated problems of planning, conducting and interpreting the trip. He discusses the details of planning, conducting and interpreting an excursion in his article. Villa B. Smith, Instructor in Geography at the John Hay High School, presents a procedure on how to conduct a field study. She stresses the need for preparing pupils for the field study, shows how observation can be guided by the use of guide sheets, and concludes by giving some of the important values of such an activity.

Irene F. Cypher, Assistant Professor of Communications at the School of Education of New York University, recommends, in the sixth article, the use of one group of teaching aids now called "realia", which he defines as a term applied to authentic material of any type to help students to know more of this world of ours and to understand people. She stresses the importance of museum field trips, of establishing a school museum, and of artistic display in the use of realia in the social studies. Ella Hawkinson, Principal of the College High School of State Teachers College, Moorhead, Minnesota, discusses the role the museum has to play in the development of understanding and group cooperation in the classroom, the school, the community, and even in the world. A new role of the museum,
based on the concept that it is an active educational force interested both in formal and informal education, is recommended. Samuel Steinberg, Chairman of the Social Studies Department, Stuyvesant High School, New York City, and Instructor in the School of Education, Brooklyn College, believes that audio-visual aids do not constitute all of realia since there are many non-visual and non-audible forms of realia such as pamphlets, newspapers, and general source material. He uses the term realia to mean anything, other than the text, which lends reality to the study of history. He recommends a more extensive use of realia through the use of a social studies laboratory, a laboratory of realia as the basis for class recitations, and realia as the core of classwork. Leland S. March, General Supervisor of Instruction for Hendry County, Clewiston, Florida, considers social learnings as those learnings which change the influence of the individual on society, and are almost impossible to learn without close association with society. He describes a method of how to use pictures as short-cuts to social learning. Fred Stutz, Assistant Professor in the School of Education, Cornell University, states that the ability to select well illustrated texts, to recognize good illustrations, and to use efficiently available visual materials is one part of an effective job of teaching the social studies. To help the teacher develop this ability, Stutz has
concerned himself with a discussion on: (1) the characteristics of a well illustrated text, (2) the criteria for selecting textbook illustrations, and (3) classroom procedures in using such texts and illustrations.

Alice Flickinger, Teacher of Social Studies in The Laboratory School, University of Chicago, describes, in the eleventh article, how a filmstrip was used to aid in building understandings about Russia in a grade six class. She concludes by giving characteristics in common with all good filmstrips. Dorothy B. Mortimer, sixth grade teacher in the Rochester, New York Public School System, reports the use made of lantern slides by a grade six class' study of Peru. To her the question is not which visual material is better than another, but how can a teacher make the best use of materials that are available to her. Harris Harvill, Supervising Teacher of the Social Studies in the Peabody Demonstration School, George Peabody College, Nashville, Tennessee, stresses that only if there is active pupil participation in the construction or use of graphs, posters, charts, and cartoons in social studies classrooms can their use result in pupil growth. He claims that these graphic materials must be used to promote planning, research, organization of information, and other types of creative effort. Clyde Kohn, Associate Professor at Northwestern University, recommends the use of the map as a teaching aid for the development of spatial
understanding. He discusses the five-fold functions of
the map, shows how maps can be used to accomplish these
functions, and presents pointers on the proper use of maps
and globes. William M. Gregory, Director Emeritus of the
Educational Museum of the Cleveland schools which he
founded in 1910, recommends the use of maps in helping
present the history and geography of a community. He gives
illustrations of how maps that show political evolution,
community growth, and physical features of a community can
be used. Walter A. Wittich, Director of the Bureau of
Visual Instruction, University Extension Division, and
Associate Professor in the School of Education, University
of Wisconsin, reports, at the beginning of his article, the
research evidences which show that sound films may be of
incalculable value in coping with two great barriers to
learning: namely, distance and time. He deals with the
problems of selection and presentation of films and sources
of additional informational reading on films in the re-
mainder of the article. Kenneth J. Rehage, Teacher of
Social Studies in the Laboratory School of the University
of Chicago, illustrates how a film can be used to help
students answer their questions and to lead them to other
activities that will broaden and deepen their insights
into problems under consideration. He provides a summary
at the end giving the important pointers in the use of
a film. Robert La Follette, Professor and Head of the
Department of Social Science in Ball State Teachers College, Muncie, Indiana, defines what a film forum is and describes how it can be used in informal adult education. He discusses pointers in initiating a film forum, planning it, choice of films, motivation, physical setting, timing, the forum process, and its evaluation. He gives the values of film forums. He lists a few bibliographical suggestions and some sources of films for forums and presents two examples of film forums.

William B. Levenson, Directing Supervisor of Station WBOE, Cleveland Public Schools, recommends that intellect plus emotion, guided in the light of democratic objectives, are necessary to fashion socially desirable behavior. He points to four stages where the radio can serve in the classroom. He describes a series of programs that are being presented by a school radio system and incorporates into his article a discussion made by the director of the school radio system on how one of the programs in the series is developed. W. Kenneth Fulkerson, Head of the Department of Social Studies at John Marshall High School, Rochester, New York, stresses the importance of the radio as an instrument of education and discusses the problems of what to broadcast, and how it can be done most effectively. He shows the connection between objectives and content material for the broadcast, gives the characteristics of good radio broadcasts, and explains how educational
radio programs can be used for public relations and guidance purposes. Alice Wood Manchester, Recordings Librarian of the Teaching Aids Laboratory, and Hazel L. Gibbony, Instructor on the staff of the Teaching Aids Laboratory, The Ohio State University, call teachers attention to the types of educational recordings that are now available. They recommend how recordings can be used with maximum effectiveness and how to take care of and classify these recordings.

*Nineteenth Yearbook (1948), Geographic Approaches to Social Education*, Clyde P. Kohn, Editor, 299 pp.

The twenty-five articles in the *Nineteenth Yearbook* are grouped into six parts. Part One, "General Goals and Philosophy," begins with the article of Edith Putnam Parker, Associate Professor, Department of Geography, in the University of Chicago. She stresses the importance of developing a geographical point of view in order to gain insight into human problems. This ability, according to her, comes from seeing differences in problems and in ways of coping with them in different localities and regions. Derwent Whittlesey, Professor of Geography at Harvard University, states that to study geography is to learn about the world—human societies in their habitats. He describes how geographic patterns can be portrayed, the method of geographic study and a pattern for surveying the world, and
explains the significance of appraising geographical patterns in conjunction with each other, since they are interconnected by the pattern of communications, for transporting goods, people, and ideas. Preston E. James, Professor of Geography at Syracuse University, discusses the four unique ways in which geography can contribute to sharpen our concept of the thing called world understanding together with five basic concepts that must be developed regarding man's relation to the earth. He claims that these five basic concepts provide the ideological connections between geographic education and other subjects dealing with human societies. Wallace W. Atwood, President Emeritus of Clark University and founder of the Clark Graduate School of Geography, stresses the need for and importance of geographical knowledge and understandings in fostering international understanding. He recommends more study of the background and composition of the people in other nations, of the climatic conditions that influence their occupations, of their lands and natural resources, their social, economic, and political affairs. Edwin H. Reeder, Professor of Education, University of Illinois, shows how a study of place location fits into the problem-solving approach to geographic content which, according to him, is the characteristics of a good study of geography. He proves that the value of location lies not in the
knowledge itself but in the relationship of that knowledge to many other considerations.

Part Two, "Specific Objectives," begins with the article of George B. Cressey, Chairman of the Department of Geography at Syracuse University. He presents a brief survey of each of the following aspects of the physical environment: (1) landforms, (2) the climate, (3) the natural vegetation and soils, and (4) mineral resources. He points to their implications for the curriculum. Sidney E. Ekblaw, Professor of Geology and Geography and Chairman of the Department of Geology and Geography, University of Kansas City, describes the activities of how man supplies his needs and wants, and the values of knowing this in connection with the economic and geographic problems facing modern society. He presents their implications for the curriculum which is geared to the development of world-minded citizens. Wesley Calef, Instructor in the University of Chicago, notes difficulties encountered in implementing conservation programs and recommends that certain fundamental concepts are basic to the understanding of conservation. According to him, the student must be able to understand the reality of resource destruction and its effects, that resource impairment is a matter of universal concern, the natural characteristics of resources, and the relations that exist between the resources and the society exploiting it. He presents at the end selected
references on conservation for the elementary and secondary schools, and for the teacher. Sigismond de R. Diettrich, Head Professor, Department of Geography, College of Arts and Sciences, University of Florida, discusses how geographic understandings and their application can render valuable service in the selection of one's occupation. He calls students' attention to job opportunities that are being opened for people who have training in geography.

Part Three, "Tools for the Achievement of Goals," begins with the article of Edna E. Eisen, Associate Professor of Geography in Kent State University. She states that learning to read in geography involves reading of verbal or textual material, landscape-reading, picture reading, and map- and graph-reading abilities. She recommends the use of special techniques and teaching methods in developing students' ability to get "the big idea" from what they read. Erwin Raisz, Lecturer in Cartography, Institute of Geographical Exploration, Harvard University, illustrates the importance of the use of the globe in the teaching of geography and states that given a choice, he would buy a globe first rather than a set of maps. Katheryne Thomas Whittemore, Professor of Geography, New York State College for Teachers at Buffalo, stresses the importance of the use of maps in social education and describes ways of training students in map reading and in using maps as sources of information. He points to several
ingredients which are necessary for a program of effective map work in the intermediate grades and high school. M. Melvina Svec, Assistant Professor, State Teachers College, Oswego, New York, emphasizes the need for directed picture study in geography as an aid in developing students' ability to visualize the ideas and concepts expressed in their readings. She discusses how to recognize pictures with geographic value, grade placement of pictures, the criteria for selecting pictures, when and how to use pictures, and the characteristics of good captions in pictures. P. Borden Mace, Executive Assistant to the President, Louis de Rochement Associates, Inc., which is producing the first completely integrated film series in geography, and Fred E. Dohrs, Graduate Student in the Department of Geography, Northwestern University, recommend the use of carefully selected films for geographic education and gives pointers on how to utilize them intelligently in the classroom. Alice Foster of the Department of Geography, University of Chicago, discusses the many uses of statistics in geographic education. She notes the general scope of usefulness of statistics, its use in the service of geographic ideas, and in the evaluation of student accomplishment. She claims that statistics make a good servant but a terrible master. J. Granville Jensen, Professor of Geography, Oregon State College, Corvallis, Oregon, discusses the values of community study as an aid
in attaining the objectives of geographic education and gives some suggestions for effective utilization of the community. He also stresses the importance of gaining the cooperation of community leaders and makes some miscellaneous suggestions regarding community study.

George J. Miller, Professor of Geography, Indiana University, and Cora P. Sletten, Professor of Geography, State Teachers College, Mankato, Minnesota, present a partial list of sources of geographical material available to the teacher. These sources are classified under the following headings: (1) geographic organizations; (2) periodicals; (3) government sources; and (4) miscellaneous sources. They recommend that the teacher should secure catalogs from these sources and request his name to be placed on the mailing list.

Part Four, "Implications for the Elementary Curriculum," begins with the article of Thomas Frank Barton, Associate Professor of Geography, Indiana University. He presents a program of geographic instruction in the primary grades. He recommends a primary readiness program, the use of the community as the core of the program, basic geographic understandings to be developed, factors to be noted which condition methods of instruction, ways of presenting understandings, and the use of globes and maps. Clyde F. Kohn, Associate Professor of Geography and Education at Northwestern University, discusses how
geographic instruction in the intermediate and upper grades can be improved by making provisions for: (1) Learning about geographic phenomena; (2) Gradual growth of geographic understandings; (3) Understanding the geography of major world regions; (4) Understanding the geography of man's activities; and (5) Using maps and other tools.

Mamie L. Anderzhon, Teacher of Social Studies, Junior High School, Oak Park, Illinois, illustrates some learning experiences which lead to the development of a geographic point of view. These experiences are concerned with the understanding of a natural phenomena, applying the geographic point of view to a social problem, picturing world patterns, building powers of observations, providing geographic understandings of historical events, and understanding the functions of a port and its foreign trade.

Part Five, "Implications for the Secondary Curriculum," begins with the article of H. O. Lathrop, Professor of Geography and Head of the Geography Department, Illinois State Normal University. Lathrop recommends that the study of a course designed to give an understanding of nations and their relations to each other, and to the world at large, must be by national units. He gives the advantages and disadvantages of study by nations, the objectives of such a course, the nations to be studied, criteria for the selection of nations, and some outlines for study. Henry J. Warman, Associate Professor, Graduate
School of Geography, Clark University, discusses the growing need for a world geography course, what should be its general aim, and what should be its content. He presents also an outline of content of a world geography course for high schools prepared at Clark University. Ralph Brown, Professor of Geography, University of Minnesota, shows how geographical knowledge contributes to an understanding of history. He proposes that the geographic factor must be used to give an event greater meaning, not to explain the event. Richard L. Tuthill, Professor of Geography, University of Kentucky, notes the trend of having the core curriculum in many schools of the country and the need for geographic understandings in core curriculums. To meet this need, he suggests a four-fold program to facilitate the integration of geographic understandings in the core curriculum.

Part Six, "Implications for the Teacher Education Curriculum," has only the article of Alfred H. Meyer, Professor and Chairman of the Department of Geography and Geology in Valparaiso University. In this closing chapter of the Yearbook, Meyer briefly considers (a) what the geography training program means with reference to developing three basic geographic concepts: location, area, and region; (b) what relationship this program bears to college courses in geography; and (c) how present state
certification requirements rate in terms of the geography
teacher training criteria given in the article.

Twentieth Yearbook (1949), Improving the Teaching of
World History, Edith West, Editor, 275 pp.

The twenty-seven chapters of the Twentieth Yearbook
are grouped into seven parts. Part One, "World History in
the Schools," begins with the article of Edgar B. Wesley,
Director of Social Studies, University High School and
Professor of Education at the University of Minnesota,
where he raises the problem of objectives in world his-
tory. He recommends the abandonment of the idea of
systematic coverage and lists a number of objectives that,
according to him, are logical, tangible, and achievable.
Howards H. Cummings, Specialist for Secondary Education
of the U. S. Office of Education, traces in his article
the development of world history in American education
in order to understand the reasons for the present inade-
quacy of world history courses. He concludes that world
history courses at all levels are parts of a mosaic of
courses which have survived from the early sequence pro-
grams. Monica Luffman, Head of the Section of Education
for International Understanding of the Unesco, Department
of Education, reports on the status of world history
teaching in the schools of Europe. Her report includes
also some outstanding experiments to develop a world
outlook in the pupils, a discussion on the effects of war in the teaching of world history, and some optimistic signs for its future developments. Dorothy McClure, Specialist for Social Sciences and Geography in the Division of Secondary Education of the U. S. Office of Education, notes the criticisms being hurled at the teaching of world history and makes pertinent recommendations corresponding to the weaknesses that have been noted in its teaching. She refers the teacher to the other chapters of the Yearbook which contain excellent suggestions for revision.

Part Two, "World Understanding in the Elementary School and Junior High School Program," begins with the article of Margaret McGrath, Assistant Professor of Education at Eastern Washington College of Education. She believes that primary teachers have a responsibility in building world-mindedness in their pupils. She recommends that emphasis in the lower grades should be on resemblances between peoples of the world. She illustrates this approach by reporting on some units and projects on world understanding and pointing to materials that can be used to achieve the objective. Corinne D. Harper, Assistant Professor in the Campus School at Iowa State Teachers College, Cedar Falls, recommends that our efforts to develop world-minded citizens must begin at the primary level and continue throughout the entire school experience
of the child. Her article deals primarily with the presentation of trends in curriculum organization in world history and plans for the actual teaching of world understanding and appreciation at the intermediate and junior high school level.

Part Three, "Alternative Patterns for Senior High Programs," begins with the article of Morris R. Buske and A. Wesley Roehm, members of the History Department at the Oak Park Township High School, Oak Park, Illinois. They bring up the question of organization of content in world history. They analyze some of the principal chronological patterns in world history courses and recommend the modified chronological organization as against the purely topical organization of content. Sidney N. Barnett, Chairman of the Social Studies Department at the High School of Music and Art in New York City, notes current organizations of content in world history, giving particular attention to patterns of topical organization. His stand on the issue of whether content should be organized chronologically or topically is based on the advantages and disadvantages of the topical approach as reported by teachers. Ethel E. Ewing, Assistant Professor in the Far Eastern Department of the University of Washington, recommends organizing a world history course around area studies. Ewing's presentation includes: (1) origins of the area study approach, (2) formulating a plan of analysis,
(3) combining area study and history, (4) plan for a world history course, and (5) a summary of the values of this method for the pupils. Fay Medford Wesley, former Associate Director of the Program of Information on World Affairs, and Jonathan C. McLendon, Assistant Professor in Education at the University of Alabama, note the need for improving the organization of world history courses and recommend the organization of world history on the basis of current affairs as a solution to the problem. They present examples of alternative programs from which the teacher can find specific and extensive help and point to things that are necessary for implementing such programs. John H. Haefner, Head of the Social Studies Department, University High School, and Assistant Professor of History at the State University of Iowa, and J. R. Skretting, Instructor in Social Studies at the University High School, recommend that two years instead of one year should be devoted to the study of world history in the high school. They describe examples of experiments in two-year programs, and propose sequences combining world and American history. Benjamin Rowe, Head of the Department of General Education, State University of New York, Institute of Applied Arts and Sciences at New York City, notes the problems arising from the unique nature of the vocational high school as an introduction to the problems of
organization of content and methods of teaching in world
history in this type of school.

Part Four, "Problems of Teaching and Learning in
World History," begins with the article of Alice Flickinger,
Instructor in the Laboratory School, University of Chicago,
and Kenneth J. Rehage, Assistant Professor of Education
at the University of Chicago. They bring up the importance
of building time and place concepts in the study of world
history and suggest how to develop them in the light of
research evidence in this area. They recommend further
clarification of what is meant by "time sense" and "place
sense," more refined techniques for measuring them, and
more rigorous analysis of the precise manner in which
various kinds of learning experiences contribute to their
development. Edith West, Head of the Social Studies
Department, University High School, University of Minne­
sota, and Dorothy McClure, Specialist for Social Sciences
and Geography in the Division of Secondary Education of
the U.S. Office of Education, assert that while the
teacher's relationships with students, his personality, his
scholarship, and his ability to stimulate learning remain
the key factors in successful teaching, he still needs to
provide diversified learning experiences to meet the
differing needs of his pupils. They describe the nature
of these learning experiences and present a list of activ­
ities for beginning a unit of study, developing the unit,
and tying the unit together in world history. Jean Fair, a fellow at the University of Chicago, where she is working toward her doctorate in education, discusses the objectives, selection of topics for emphasis, and materials and approaches in the study of current events in world history. Shirley H. Engle, Head of the Social Studies Department, University School, and Assistant Director of Student Teaching in the Secondary School, Indiana University, describes the human relationships involved in a controversial situation, good behavior in a controversial situation and the necessity of practicing it to be learned, how to organize world history to deal with the controversial, and the role of the teacher in handling controversial issues.

Part Five, "Materials for the Study of World History," begins with the article of Chester D. Babcock, Director of Curriculum in the Seattle Public Schools. He outlines the steps in building a supplementary reading program in world history for the secondary school and presents a list of reading materials to guide the teacher in building his own list. Alice R. Brooks, Librarian of the University of Chicago Materials Center, makes an evaluation of elementary level materials for building world understanding, directs attention towards providing a basis for judging the worth of available materials in social studies, suggests evaluative sources for selecting materials, and discusses
various types of book and pamphlet materials that have potential usefulness in the elementary level. William G. Tyrrell, Instructor at Columbia College, Columbia University, indicates some of the values of audio-visual materials and some methods by which these materials may be selected. He presents a descriptive list of selected, useful, and worthwhile aids available at present. Howard R. Anderson, Chief of the Instructional Problems Section, Division of Secondary Education, U. S. Office of Education, presents an annotated list of evaluation instruments for teachers of world history and an annotated list of publications concerned with various aspects of evaluation.

Part Six, "Interpretations in Social Science for the World History Teacher," begins with the article of Jonathan McLendon, Assistant Professor in Education at the University of Alabama, and Gerald Phillips, Assistant Professor of Social Studies at Marshall College, Huntington, West Virginia. They recommend the consideration of geographic factors in the study of world history since world history is influenced to a large extent by the physical nature of nations and by the relative location of one country to another. They explain the use of maps in the study of relative location and show the relation between environment and history to support their recommendation. M. F. Ashley Montagu, Chairman of the Department of Anthropology at Rutgers University, points to the teacher
the values that the study of anthropology has in teaching history. He notes some findings in anthropology and gives their implications to the study of world history. Thomas A. Brady, Professor of History and Vice President in charge of Extra Educational Activities at the University of Missouri, presents some difficulties in teaching ancient history in the high school and then points to the teacher some of the values of ancient history. August C. Krey, Head of the Department of History, University of Minnesota, has attempted in his article to clear up some of the more important misconceptions in the writing of medieval history and has indicated the ways in which medieval history can contribute greatly to an understanding of the present-day world. He believes that the Medieval Age offers an excellent opportunity to study problems which are still present everywhere. Herbert Heaton, Professor of Economic History at the University of Minnesota, presents a syllabus of the developments in economic history which should be dealt with by the teacher. He recommends the examination of population as a preface to the study of physical resources, the technologies developed by the use of resources, and social institutions. Harry Elmer Barnes, author of innumerable books and articles on history and sociology, calls the attention of world history teachers to some of the more important social developments which
can aid them in the selection and organization of material for their world history courses.

Part Seven, "Implications and Next Steps," by Edith West, Head of the Social Studies Department, University High School, University of Minnesota, is the concluding chapter of the Yearbook. She indicates some of the directions in which teachers, administrators, textbook writers, and those concerned with teacher training might move to make world history teaching more vital and meaningful. She notes the implications of the ideas in the Twentieth Yearbook on the roles of the above-mentioned people.


The twenty-six chapters of the Twenty-first Yearbook are grouped into seven parts. Howard Cummings, a consultant in social studies in the U. S. Office of Education, Washington, D.C., stresses the importance of sound public opinion in a democratic society, and believing that the goals for education to be effective must be stated in terms of describing behavior, presents a list of behavior characteristics of a citizen who is able to contribute to the formation of sound public opinion in his opening chapter of Part One, "Education and the Improvement of Public Opinion." Herbert H. Hyman and Paul B. Sheatsley,
members of the staff of the New York Office of the National Opinion Research Center, note the problems related to surveying public opinion and present data on the current status of American public opinion regarding certain areas of life according to the criteria established by Cummings. They conclude by giving a summary of their findings and their implications for the educator in developing citizens who can form sound public opinion. Richard Centers, Assistant Professor of Psychology in the University of California, Los Angeles, stresses the importance of knowing the determinants of public opinion and attempts to show how the different factors function as determinants. In doing so, he shows the interrelations of opinions, beliefs, and attitudes, and describes also the nature of the determinants. Leonard W. Doob, Professor of Psychology, Yale University, discusses fourteen surmises or insights as to the school's potential as a determinant of public opinion. He believes that such insights are necessary to guide our action.

Evelyn Girardin, a member of the supervisory staff of the Baltimore City Public Schools, Baltimore, attempts in the only article in Part Two, "Contemporary Affairs at the Elementary School Level," to translate the characteristics of a good citizen from the language and orientation of a twenty-year-old citizen to that of a ten- or twelve-year-old citizen in the elementary school. She gives pointers
to the teacher on how to produce this ideal twelve-year old.

Shirley H. Engle, Associate Professor of Education and Head of the Social Studies Department in the University High School of the Indiana University, Bloomington, presents in the beginning chapter of Part Three, "Contemporary Affairs at the Secondary School Level," the pattern of the teaching of community affairs for the purpose of improving public opinion and gives the characteristics of the secondary school which is doing something toward achieving a desirable public opinion. Nathan Brown, a member of the administrative staff of Central Needle Trades High School, New York City, notes teachers' lack of sense of purpose and a sense of freedom as two main blocks in the effective use of contemporary affairs in the secondary school. He presents some most promising approaches in the teaching of contemporary affairs in the field. Elbert W. Burr, a former member of the staff of the University of Chicago Laboratory School, believes that the test of a democratic belief is democratic action. Using this as a premise, he shows how the social studies in the secondary schools can help in developing good citizens through the study of contemporary affairs, presents types of student action-experiences, outlines some criteria for choosing desirable action-experiences, and identifies the processes involved in a particular action-experience.
Part Four, "Contemporary Affairs at the Junior College Level," begins with the article of John C. Payne of the Department of Social Studies, New York University. He presents six basic assumptions about the junior college opportunity in teaching contemporary affairs and illustrates what the seven point mandate of Cummings in chapter one might mean in the junior college situation. George L. Fersh, Assistant Professor of Education in the New York State Teachers College at Plattsburg, describes two approaches to the teaching of contemporary affairs in the junior college: (1) the problems-approach method and (2) the traditional course approach projected to the contemporary. He presents at the end the shortcomings of both methods and concludes that either of the two can serve the seven main categories for testing the good citizen when they are working at their best.

Part Five, "Contemporary Affairs Materials," starts with the article of Wilson Valentine, a member of the staff of Baltimore City Junior College. He notes the peculiar problems associated with the choice and use of contemporary affairs materials and sets forth some general criteria to guide the teacher in his efforts to make his own adaptations. Ruth Dynham Cortell, a member of the staff of the Milwaukee Public Schools, presents a case history of the use of materials in teaching contemporary affairs on a direct-approach basis in a full-time, twelfth grade,
one-year high school course. She assures that the principles illustrated can be applied to any grade level of study and to any amount of time that may be available. References which she gives at the end of the article are grouped into: (1) Sources of Information About Current Materials, (2) Sources of School Newspapers and Professional Aids, (3) Some Sources of Information About the United Nations for the Teacher and for the Student, (4) Sources of Testing Materials in Current Affairs, (5) Some Good Reference Magazines (Besides Popular Magazines), (6) Some Useful Professional Journals, (7) Some Useful Books To Read, and (8) Sources of information About Current Affairs Films.

In the first article of Part Six, Julian C. Aldrich, Professor of Education in New York University, delineates the role of teacher training institutions in preparing the prospective teacher to be an effective citizen, a student of society, and a guide in the educational process. Though his emphasis on the chapter is teacher education for the field of contemporary affairs, he believes that a program of preparation for teachers in this field is not different from that needed for any teaching responsibility. Paul Gossard, Superintendent of Schools in Quincy, Massachusetts, in the next article, describes the four roles of the administrator of a school system in relation to the problem of contemporary affairs in the school curriculum. He
believes that the degree in which an administrator functions well in his role as a resource person will determine the effectiveness of his role in the other services. Reginald Stevens Kimball, author of *The Teaching of Current Events* and currently engaged in educational consultation work in New York City, notes the current debate on whether or not current events should have a place in the curriculum and the absence of objective evidence in support of either side. To solve the situation, he recommends some areas in which investigation should be undertaken. The areas suggested are concerned with definition of the term "current events teaching," aims, teacher preparation, time allotment, and materials.

In the only article of Part Seven, Robert E. Keohane, Professor of Social Sciences in the College of the University of Chicago, makes a distinction between "current events" and the study of "contemporary affairs." He traces their history in the social studies curriculum of American secondary schools from the early 1800's to around 1940.


The fifteen chapters of the *Twenty-Second Yearbook* are grouped into three parts. Estes Kefauver, a senator with a distinguished record of public service and
legislative experience, defines political democracy in the first article of Part One, "Twentieth Century Democratic Citizenship." He also points to the sources of strength and weakness of political democracy in the United States and suggests remedies to improve the situation. He concludes that in the long run governments constituted on a broad popular basis do actually function more efficiently and fairly than governments representing select social groups. In the second article, William Van Til, Professor of Education and Head of Teaching and Curriculum Development at George Peabody College for Teachers, Nashville, Tennessee, and George W. Denemark, Assistant Professor of Education, Boston University School of Education, stress the need of citizens for expertness in human relations. They trace American tradition in human relations, the development of intercultural education in the United States, and notes some findings of research in the field of intercultural education and some techniques by which understanding of the dynamics of prejudice can be used most effectively. In the third article, Hubert Evans, Professor in Education in the Natural Science Department, Teachers College, Columbia University, and Ryland W. Crary, formerly Associate Professor of History, Teachers College, Columbia University and now Chief of the Materials Writing Branch in the Training and Education Office, Federal Civil Defense Administration, note the inescapable
fact that the citizen has no choice but to be a problem-solver. They also discuss the important aspects of citizenship and problem solving in a free society. In the fourth article, Kenneth F. Herrold, Assistant Professor of Education in the field of guidance at Teachers College, Columbia University, discusses the concepts of maturity and democratic responsibility and shows the relation of each to another. He stresses the importance of translating ideas to action and concludes by restating the characteristics of personal maturity for democratic living. I. James Quillen, Professor of Education at Stanford University, points to the crucial need for developing world-minded citizens for human survival and defines the concept of world citizenship and the kind of behavior needed. He suggests to the teacher how the latter can help build world-minded citizens. He concludes by stating that world mindedness and national loyalty are not incompatible with each other because they are not separate entities but a part of the same continuum.

Part Two, "Citizenship Education in the School Program," begins with the article of Harold J. McNally, Professor of Education in the field of elementary school administration at Teachers College, Columbia University. He emphasizes the fact that knowledge alone is insufficient as an ingredient of good citizenship. He presents at the beginning a parallel of the present school
situation in the United States to a hypothetical school for animals where theoretical learning is the main emphasis. He recommends a program of citizenship education where objectives, activities, evaluation, and program modifications are defined or based in terms of behavior. Erling M. Hunt, Professor and Head of the Department of the Teaching of Social Sciences at Teachers College, Columbia University, shows that both firsthand and vicarious experiences are needed in citizenship education. He notes current curriculum patterns to meet the problems of selection and organization of vicarious experiences and the question of elementary versus advanced subject matter. He recommends the use of some non-reading media to meet the need of poor readers and explains the role of social studies subjects in citizenship education. Arthur Wellesley Foshay, Director of Bureau of Educational Research, Ohio State University, points to the urgent need for developing civic competence, defining it as skillful behavior with reference to social phenomena. He notes that this definition implies a shift in the principles of learning appropriate to teaching and learning civic competence. He emphasizes that civic competence, being skilled behavior, is learned through practice. He emphasizes also the need for further research on the development of social concepts by the learner. Roy A. Price, Professor in the Maxwell Graduate School of Citizenship and Public Affairs
and the School of Education at Syracuse University, and Michael O. Sawyer, Instructor of Citizenship and Social Science, Maxwell Graduate School, Syracuse University, believe that citizenship education in college should differ from those of the lower schools only in quantity and complexity but not in kind. They define what should be taught in college, note some practices in college citizenship education, suggest the method of teaching in that level, and conclude with a list of things that remain to be done to improve the program in college.

Howard H. Cummings, Specialist for the Social Studies at the Secondary Level in the U.S. Office of Education, notes recent trends in evaluation of citizenship education. He also reports a study on the evaluation of broad objectives in citizenship education and the implications of its findings. He recommends measures to improve evaluation in citizenship education.

Erling M. Hunt's article begins Part Three, "Challenging Frontiers." He notes the four levels in which efforts to improve citizenship education in schools and colleges have operated and gives a brief summary or description of a few outstanding and a few typical recent enterprises in citizenship education. He concludes by listing those that stand out in recent thought and efforts in citizenship education. William J. Flynn, Assistant Director of the American Junior Red Cross, believes that
citizenship education is a joint responsibility of the home, school, church, and youth-serving agency. He gives the meaning of "Citizenship Growth Through Youth Activities in Youth Serving Organizations" by presenting a description of each of its component parts: (1) citizenship, (2) growth, (3) youth activities, and (4) youth-serving organizations. Chester A. Berry, Director of Student Activities at the University of Rhode Island, observes that much of the present day school program seems directed towards the production of totalitarian sheep rather than democratic citizens and notes the important role that the activities program in schools can play in developing democratic citizens. Wilbur B. Brookover, Associate Professor of Social Science and Sociology at Michigan State College, examines some basic aspects of the socialization process and notes the implications which they have for an educational program designed to develop democratic citizens. He recommends that the child must understand the norms of numerous groups and that he must have the opportunity to interact with clearly defined models of behavior for the various groups in which he must function. In the last article, Ryland W. Crary concludes the Yearbook by noting the crisis of the twentieth century and points to the need for a well developed concept of civic competence, problem-solving techniques, world-mindedness, decent human attitudes, social group procedures and intelligent political
behavior. He suggests at the end some things to remember in developing democratic citizens by restating major ideas from the preceding chapters. The Yearbook committee presents "Characteristics of the Good Democratic Citizen," in the appendix.


There are only eight articles in the Twenty-Third Yearbook. In the first article, I. James Quillen, Professor of Education, Stanford University, notes the unique responsibility of the social studies teacher in the development of good citizens which, according to him, is the primary purpose of public education. His discussion on the problem of selection and preparation of social studies teachers emphasizes the raising of professional standards, the identification of the characteristics of successful social studies teachers, and how these characteristics can be developed.

In the second article, Harold D. Drummond, Associate Professor of Elementary Education, George Peabody College for Teachers, considers the important aspects of the total pre-service preparation program of elementary school teachers by identifying significant trends in theory and practice which influence the education of elementary school teachers, presenting briefly an analysis of some of the
attributes needed by good teachers, indicating several
issues or problems in the education of effective teachers,
describing promising programs in teacher education of
several colleges and universities, and highlighting sig-
nificant aspects of the described programs with special
reference to the social studies.

In the third article, Alice W. Spieseke, Professor
of History, Teachers College, Columbia University, recom-
mends that those who are responsible for the pre-service
preparation of junior and senior high school social
studies teachers must know much about the American sec-
ondary school and its population. She shows the implica-
tions of the change in the high school population on the
purpose of secondary education, on the content of the
social studies, on methods and materials of instructions,
and finally, on the selection and education of secondary
social studies teachers.

In the fourth article, H. T. Morse, Dean and Pro-
fessor, The General College, University of Minnesota,
discusses the development of general education by giving
its objectives, differing philosophies and the implica-
tions of these differences for the prospective teacher.
He notes the limitations of the traditional Ph.D. or other
higher degrees in preparing candidates for teaching in
college programs of general education and proposals to
modify the traditional pattern of preparation for college
teaching. He presents the specific problems facing individuals who are preparing themselves for college teaching and concludes by giving the implications of the answers to the foregoing problems in terms of current thinking and procedure for the college preparation of such teachers and on possible modifications in the traditional requirements for such programs.

Dorothy McClure Fraser, Associate Professor of Education, Adelphi College, Garden City, New York, considers the factors that enter into the creation of an effective learning environment for social studies classes. She recommends working toward a democratic climate in the classroom, careful planning and arrangement of the physical aspects of the classroom, and extending the social studies classroom beyond its four walls. The chapter is concerned with a detailed discussion of how the above recommendations can be attained.

Jonathan C. Melendon, Assistant Professor of Education, Duke University, deals with three major aspects of the relations of the social studies teacher to the school and to the community: first, the proper role of the social studies teacher in contributing to the total life of the school; next, the most appropriate ways in which he may participate in community life and develop school-community relationships; and finally, the best ways in which he may protect and promote academic freedom.
Edwin R. Carr, Associate Professor of Education and Economics, University of Colorado, and Robert G. Risinger, Instructor, College of Education, University of Colorado, discuss six avenues to professional growth. They discuss how reading, graduate study, participation in workshops, preparing and using resource units, research, and travel can be used to advantage in promoting professional growth of teachers.

In the last article, Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies, and Burr W. Phillips, Professor of Education and History, University of Wisconsin, show the opportunities and benefits of professional service for social studies teachers in taking active part in professional organizations at the local, state, regional, national, and international levels. They describe the functions of those organizations to show how teachers can participate in them.

Twenty-Fourth Yearbook (1953), Skills in Social Studies, Helen McCracken Carpenter, Editor, 282 pp.

The thirteen articles of the Twenty-Fourth Yearbook are grouped into three parts. Part I, "Skill Development in Relation to Society, The School, and The Learner," begins with the article of Helen McCracken Carpenter, Professor of History and Chairman of History and Government, State Teachers College, Trenton, New Jersey, and
Alice W. Spieseke, Professor of History, Teachers College, Columbia University, where they call our attention to the need for developing skills in democratic citizenship in our fast-changing world. They note the dening view of democratic citizenship, the expanding role of the school in citizenship education, the nature of skills, and the principles of learning applicable to skill development. They conclude their chapter by showing the relation of the social studies to skill development in the school program. In the second article, Celia B. Stendler, Professor of Education, University of Illinois, and Glenn M. Blair, Professor of Educational Psychology, University of Illinois, have attempted to summarize information in certain areas from the existing knowledge of human growth and development that may be helpful to the teacher. These areas are developmental characteristics of pupils, individual differences, and conditions necessary for learning.

Part II, "Skill Development Through the Total Social Studies Program," is made up of chapters written by teams from different parts of the United States. Prudence Bostwick, Supervisor, Department of Instruction, Denver Public Schools since 1946, and five others constituting the Denver team describe the nature of critical thinking, the use of problem solving as an aspect of critical thinking in the social studies, and evaluation of pupil
growth in skills in this area. Illustrations of problems considered by children and youth at various levels are presented. Emma L. Bolzau, Assistant to the Associate Superintendent of Schools in charge of Curriculum, Philadelphia Public Schools, and four others constituting the Philadelphia team discuss how to develop in children and youth skills in locating and gathering information. Their discussion is concerned with developing skills in the use of a book, a library, periodicals, sponsored materials, the community, the field trip, the interview and guest speaker, the audio-visual aids. In the following chapter, Emma L. Bolzau and her team point to the need for increasing competence in the skills in organizing and evaluating information from firsthand experience and printed accounts. They show how growth in those skills come with maturity and practice, and present specific procedures in developing skills in outlining, taking notes on reading or lectures, recognizing and analyzing propaganda, evaluating authorities, and drawing conclusions from data. They conclude with some recommendations on how to evaluate pupil growth in this area. Ruth M. Robinson, Supervisor of Social Studies, Cleveland Public Schools since 1947, and three others constituting the Cleveland team stress the need for developing skills in reading and listening. They show how skills in interpreting spoken words, identifying printed words, adjusting
rate of reading and keeping in mind a series of related ideas are developed from the kindergarten to grade fourteen. In the next chapter, Ruth M. Robinson and four others, constituting another team from Cleveland, show how speaking and writing skills can be developed in the social studies from the kindergarten to grade fourteen. Their suggestions are focused on developing skill in oral and written reports, in informal and formal discussion, and in free and planned dramatization. Clyde F. Kohn, Associate Professor of Geography, Northwestern University, and six others that constitute the Evanston team deal with the problem of developing skill in interpreting maps and globes. They list the six skills necessary in interpreting a map, set forth their developmental aspects, and suggest the means of attaining them. A summary showing how the skills are developed according to grade levels is given at the end of their chapter. Frederick H. Stutz, Associate Professor, School of Education, Cornell University, and three others making up the New York team deal with the problem of developing skills in interpreting material presented in graphic form. They present some points of view on the subject and a discussion on how skills in interpreting three types of graphic materials—pictures, graphs, and tables—are developed from the kindergarten to the junior college. General suggestions are given at the end of their chapter. Alvin W. Schindler, Professor
of Education, College of Education, University of Maryland; Alice W. Spieseke, Professor of History, Teachers College, Columbia University; and three others constituting the Maryland team point to the need of socially competent adults for a well-developed sense of time and chronology. They describe the nature of maturity in time sense and suggest how this can be taught in the social studies program in the elementary school through junior college. They stress that a comprehensive and cumulative program is necessary for developing maturity in time sense. Kenneth J. Rehage, Associate Professor of Education, University of Chicago, and five others of the Chicago team discuss the need for developing skills in group participation, the characteristics of a competent group member, the conditions facilitating the learning of group skills and how to evaluate group work. They give some examples of learning situations in developing skills in group participation and conclude that only through adequate planning can significant learnings be achieved in the area of group participation.

Part III, "Evaluation and Synthesis of Skills for Democratic Citizenship," begins with the article of Virgil E. Herrick, Professor of Education, University of Wisconsin, and Frank J. Estvan, Associate Professor of Education, University of Wisconsin. They believe that the process of evaluation is both developmental and multi-dimensional in
character. They discuss five dimensions of the process of evaluation: (1) the nature of the educational objective and its definition, (2) the learner as the object of major attention, (3) the situation as the point of application and substance, (4) the importance of standards of skill behavior, and (5) the teacher and the child as observer of skill behavior—in relation to the problem of evaluation of skills. A summary of their major recommendations is presented at the end of their chapter. In the last chapter of the Yearbook, Dorothy McClure Fraser, Assistant Professor of Education, College of the City of New York, notes three basic principles in skill development: (1) Skills are not taught as ends in themselves; (2) The teaching of skills must rest on the understanding and application of scientific research into the nature of the learning process; and (3) The effective teaching and learning can take place only within the context of a comprehensive, planned program for skill development. Her chapter deals with the elaboration and suggestions for implementation of the third principles and is concerned, essentially, with the vertical and horizontal coordination of instruction in skills.
There are twenty-three articles in the *Twenty-Fifth Yearbook*. They are grouped into three parts. Part One, "World Tensions and Ways of Dealing With Them," starts with the article of Howard R. Anderson, Professor of Education and Dean of University School in the University of Rochester, which explains the importance of knowing the national character and mood of nations in order to understand why nations and peoples believe, feel and act as they do, the need for Americans to understand world affairs, and approaches to understanding world affairs. He stresses the role of the school in this endeavor and concludes by giving a brief outline of the contents of the *Twenty-Fifth Yearbook*. Ryland W. Crary, formerly Associate Professor of History at Teachers College, Columbia University and presently NEA Coordinator for the Teacher Fellowship Program of the Fund for the Advancement of Education, traces contemporary world tensions from history. He describes the character and scope of today's tensions, reconsiders the role of nationalism in world affairs, notes the basic causes of world tensions, and shows what are man's resources for reducing tension. In the third article, Clarence W. Sorensen, a member of the Department of Geography at Illinois State Normal
University, makes a general survey of the economic realities of the world by describing its people, living situation, and how the people of the world use world resources. He concludes by explaining how the world can continue to provide food for its growing population.

Donald G. Bishop, Professor of Political Science and Chairman of the International Relations Concentration in the Maxwell Graduate School of Citizenship and Public Affairs of Syracuse University, notes the unprecedented number of men and women involved in a variety of activities related to international cooperation and the necessity for such cooperation, how international organizations develop and their nature, the problems of international organizations, and their accomplishments. He concludes by describing an optimistic future of international organizations and pointing the way to greater achievements.

The article of Fred Harvey Harrington, Professor of American Diplomatic History and Chairman of the History Department at the University of Wisconsin, begins Part Two, "Ways of Living in the Modern World." He believes that to understand the role of the United States in world affairs, one must know a lot about domestic developments in this country. To understand domestic matters, he continues, one must be well aware of the global situation of the American republic. He shows this by presenting the economic, security, political, ideological and moral
considerations that must be understood. He concludes by noting the areas of emphasis that the United States has concerned itself in world affairs. Preston E. James, Professor of Geography and Chairman of the Department of Geography of Syracuse University, stresses the importance of Latin America to the United States and the care needed in studying it to avoid misleading generalizations. He presents the economic realities and the cultural contrasts in Latin America and their implications on the United States policy toward Latin America. Geoffrey Bruun, author and lecturer in modern European history, discusses the geographic and historical backgrounds of Western Europe and explains the implications of these factors on the economic welfare of Western Europe and her status in world affairs. Joseph S. Roucek, Professor and Chairman of the Department of Sociology and Political Science in the University of Bridgeport, notes the reasons for our little knowledge about Central-Eastern Europe and highlights its present conditions by describing its ethnic and historical backgrounds and the changes resulting from Russian domination. In the light of these conditions, he recommends for the United States and Western Europe a policy to impress the people of Central-Eastern Europe with their strength, unity, and determination to defend not only their own interests but those of the larger world community. This strength must be expressed in economic terms and in
political ideas. Anatole G. Mazour, Professor of Russian History in Stanford University, explains the reason why Americans should study Russian history. He presents some points that must be stressed in a study of that nation's history. Above all, he recommends that it must be handled in such a way as not to overwhelm and discourage students. George B. Cressey, Maxwell Professor of Geography in the Maxwell School of Citizenship and Public Affairs at Syracuse University, believes that the significance of China in world affairs lies not only because of her great size and population, but more on account of her cultural development and her dramatic transformation in recent decades. He shows this in his discussion on China's perspective in history, cultural heritage, people, ability to feed herself, ability to industrialize rapidly, the problem of a divided China, and the rivalry between Soviet and American objectives in China. He recommends the promotion of democracy and opposition to totalitarianism as the first and second objectives, respectively, of American foreign policy. Justus M. Van der Kroef, Assistant Professor of Foreign Studies in Michigan State College, describes briefly the basic patterns of culture and some of the major problems of Japan, Korea, Indo-China, Thailand, Burma, the Philippines, Malaya, and Indonesia. He points out that although their historic and socio-cultural traditions are extremely diverse, there are elements of
similarity in their institutions and development. T. Walter Wallbank, Professor of History and Chairman of the General Studies Department of the University of Southern California, notes the importance of India and Pakistan to the United States and the need for securing accurate and unbiased information about political and economic conditions in the Indian subcontinent. To attain the latter, he emphasizes the importance of knowing their historical heritage, their distinctive culture, and the long and difficult path they trod to the goal of independence. His article consists of brief discussions on the above aspects. He concludes with a discussion on the roles of India and Pakistan in the world since their independence. Mehdi Nakosteen, Associate Professor of Education at the University of Colorado, notes the people and countries of the Islamic world, its cultural heritage, its institutions and psychological structures, and the backgrounds, manifestations, problems and prospects of the surging nationalism in modern Islam. Donald Petterson, a faculty member at Northwestern University and writer of several articles on Africa for geographical journals and encyclopedia, describes the resources and changes in Africa by presenting its environmental, political, human, and economic backgrounds. Cornelis W. de Kiewiet, President of the University of Rochester and writer on Africa, notes the emergence of Africa into greater strategic prominence as far as the
United States and the world are concerned. He explains the positions being taken by the United States and Russia in the light of the traditional imperial expansion and political changes in Africa. Goldwin Smith, Professor of English History at Wayne University, stresses the need for citizens to know much about the modern world. His chapter attempts to answer one core question: "What key concepts about Britain and the Commonwealth should be conveyed to the students?"

Loretta Klee Schell, formerly Professor of Education at Cornell University, begins Part Three, "Suggestions for Teaching an Understanding of World Affairs," in her article on developing international understanding in the elementary school. She notes the increasing emphasis on international understanding in courses of study and illustrates provisions for teaching about international understanding in courses of study and curriculum guides. She concludes with some recommendations on how to improve instruction in this area in the elementary grades. John H. Haefner, Professor of Social Studies Education at the State University of Iowa and Head of Social Studies, University High School, notes the curricular developments to further international understanding in the secondary schools and teaching and learning activities in this area. He summarizes these at the end of his article and recommends some measures for improvement. William G. Tyrrell,
Historian in the Division of Archives and History, New York State Department of Education, describes the role of colleges and universities in developing international understanding. He recommends the objectives, approaches to teaching, ways of organizing an introductory course, areas to be emphasized, what role the instructor is to have, and sources of instructional material in international understanding for the college level. Leonard S. Kenworthy, Associate Professor of Education at Brooklyn College, stresses the need for developing world-minded teachers. He describes the characteristics of world-minded teachers and recommends experiences that will help develop this kind of teachers. Herbert J. Abraham, Programme Specialist for Unesco's Department of Education and Head of the Section on Curricula, Methods and Teaching Materials, considers some practices in promoting understanding of world affairs in other countries. Attention is focused first on the role of school subjects like history, geography, civics and social studies, then on the teaching of the United Nations, and finally, on the role of the Unesco in promoting international understanding. George Eckert, Professor of History in the Kant Hochscule, Brunswick, Germany, and Director of the International Textbooks Institute in Brunswick, describes the efforts of German scholars and educators in working with representatives of different countries in dealing with the problem
of international textbook improvement. Starting from the end of World War I, their efforts have continued to bring rewarding results. At the end of the article, he gives the trends of the last three to four years in the work being done. Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, summarizes the work that has been done to improve instructional materials that will promote understanding of other peoples and nations. He points out certain factors that demand more attention and formulates some general principles that need to be considered in improving instructional materials.

Summaries of the Yearbooks of the Fourth Period
Volume 26 to Volume 34 - (1955 - 1964)


There are thirteen chapters in the Twenty-Sixth Yearbook. Ruth Ellsworth, Associate Professor of Education, and Ole Sand, Associate Professor of Education, both of Wayne University, bring up the problem of improving the social studies curriculum to meet the challenge for the social studies to contribute to the betterment of man and society. They introduce the contents of the Twenty-Sixth Yearbook by stating the things to be done to achieve the goal; the discussion of which in more detail constitutes the main body of the Yearbook. Roy E. Larsen, Chairman of the
National Citizens Commission for the Public Schools, Director of the Fund for the Advancement of Education of the Ford Foundation, and Overseer of Harvard University, and Henry Toy, Jr., Director, National Citizens Commission for the Public Schools, note the unique nature of America's schools and the forces affecting the curriculum. They believe that these forces can improve or impair the curriculum so they recommend measures on how these can be used for curriculum improvement. Russell H. Broadhead, Associate Professor of Education, Wayne University, and Lewie W. Burnett, Dean, College of Education, University of Toledo, state that the purpose of their chapter is to identify those curriculum developments characterizing the post-war decade. These developments fall under two categories: the univalent, those about which there has been general agreement; and the ambivalent, those about which there has been substantial disagreement.

In the fourth chapter, Earl Kelley, Professor of Secondary Education, Wayne University, brings up the controversy on the teaching of current issues in the schools. He identifies the kinds of issues in social studies and states his views on what should be the proper roles of the learner and the teacher regarding the teaching of current issues. Eldridge Tracy McSwain, Dean, School of Education, Northwestern University, presents some ideas or assumptions which he thinks must be examined by persons who
desire to work on improving the social studies curriculum. He believes that the most productive answers to the questions he asks can come from cooperative study and discussion by the faculty of each school system. Stella Kern, Chairman, Social Studies Department, Waller High School, Chicago, and Jean Fair, Coordinator of Testing and Research, Evanston Township High School, Evanston, Illinois, note the tendency of teachers to accept leadership and responsibility in curriculum improvement. They present illustrations of how teachers worked with students of different age levels to improve their curriculum. They present at the end of their article some guiding principles in improving social studies programs. Jerome C. Salsbury, Assistant to the Superintendent of Schools and Director of Curriculum and Instruction, Bloomfield, New Jersey, notes the tendency of schools in different situations to improve their social studies program and presents stories to illustrate how some schools' programs helped in improving their social studies program. As a summary, a list of generalizations to guide curriculum making is presented at the end of his article. Herschel K. Bennett, Deputy Superintendent of Instruction, Public Schools, Dearborn, Michigan, and Rita Emlaw, Principal, Samuel B. Long - David P. Laphman Elementary School, Dearborn, Michigan, raise the problem of re-organizing the curriculum on a system-wide basis and show
how success depends upon the degree of staff involvement.

by describing a curriculum project of such magnitude in

the Dearborn, Michigan, Public Schools. They provide a

summary of their recommendations at the end of the chapter.

In the ninth article, Burr W. Phillips, Professor of

History and Education, University of Wisconsin, and Head,

Social Studies Department, Wisconsin High School, presents

an historical sketch of the efforts of responsible offici­
cials and teachers of Wisconsin to develop a social studies

program or programs in keeping with the needs of young

people and of society. He believes in the importance of

cooperative and over-all planning in curriculum improve­

ment, which he notes as the direction in which work in

Wisconsin has been moving during the last two decades.

Mary Harden, Director of Curriculum, Public Schools,

Wayne, Michigan, describes the activities of a study

council in Metropolitan Detroit Area as a promoter of

outstanding social studies program within the area. The

study council works on problems of common concern to

member schools which currently include 51 public school

systems, schools of education of nearby universities,

and a normal college. Julian C. Aldrich, Professor of

Education at New York University, notes the different

ways in which the National Council for the Social Studies

helps improve the social studies curriculum. He describes
the other activities of the Council aside from making reports, policy statements, and resolutions.

In the twelfth article, Ole Sand analyzes the kinds of jobs that must be done in improving the social studies curriculum. The analysis of ten tasks that are necessary is based on a conceptual framework involving the identification of objectives, selection of learning experiences, organization of these experiences, and appraising the program. Ruth Ellsworth describes in the last article the processes used in accomplishing the tasks that are analyzed in the preceding chapter. The emphasis is placed on group processes requiring skill in working together.


The thirteen chapters of the Twenty-Seventh Yearbook are grouped into three parts. Part One begins with the article of Howard H. Cummings, Specialist for the Social Sciences and Geography in the U.S. Office of Education. He notes the current status of science in the social studies and presents some guidelines for the social studies in terms of new objectives and content in our scientific age. Lewis Paul Todd, Editor of Social Education, advocates the use of the case study approach as recommended by James B. Conant in understanding science on the part of
the lay man. He illustrates the use of the case method and discusses the spirit of science together with the other lessons one can learn from it. Howard H. Cummings discusses how science and technology are being used to improve living conditions in underdeveloped countries. His discussion centers on the problems of food and health and on the relationship of science and education in those countries. S. Paul Kramer, who is associated with the National Academy of Sciences as a member of the Secretariat of the United States National Committee for the International Geophysical Year, points out that a noteworthy feature of the 20th century has been the degree of international cooperation exemplified by the International Geophysical Year. He traces the origin of this international cooperation and emphasizes its importance, its essential purpose, and the scientific skills needed.

In the first chapter of Part Two, Clyde C. Hall, Public Information Officer for the National Science Foundation, discusses the status of scientific research in the United States and the role of the National Science Foundation in the promotion of research in this country. He makes some recommendations in this connection. E. G. Moore, Director of the Information Division, Agricultural Research Service, U.S. Department of Agriculture, and Stella S. English, Publications Writer in the same office, discuss how science transforms American agriculture and
describe some of the research that has caused this transformation. Harold Tager, Jr., a free-lance writer, formerly with the Office of Research Information, National Institute of Health, notes the directions of medical science research. He describes the public view of medical science methodology, the real nature of medical science research, and the present emphasis in the field. Gerald L. Hutton, Procedure Analyst of the Atomic Energy Commission, discusses the nature of atomic energy and its practical benefits. He points to the uses of radioisotopes and of the different kinds of atomic reactors. He notes the effect of atomic energy on equipment manufacturers and related industries and the need for radiation protection. He concludes by presenting the role of education in promoting the rapid use of atomic energy.

Charles W. Merrifield, Staff Associate of the Washington International Center, shows how science has changed human societies. He presents major concepts which science can bring to the existing curriculum and describes the relationship of the philosophy of science and democracy. He concludes by describing an approach to civic education which may be undertaken on account of the social and intellectual implications of science. Glenn O. Blough, Associate Professor of Education at the University of Maryland, notes the responsibility and problems of schools in today's modern society and describes the roles of
science and the social studies in the elementary school. He recommends separate examination of what science and social studies can contribute and ways of deciding when to fuse or not. Ellsworth S. Obourn, Specialist for Science at the U.S. Office of Education, notes the problems of the present modern world and discusses the roles of social studies and science at the secondary level. He describes their interrelations, the method of science, how to achieve the problem-solving objective, and how to implement problem solving in social studies. Manson Jennings, Associate Professor of History at Teachers College, Columbia University, brings up the problem of the social studies teacher as to how much understanding of science and technology is necessary for him to interpret effectively the impact of science upon society and shows the way to cope with this problem of teacher education. John H. Haefner, Professor of Social Studies Education at the State University of Iowa and Head of Social Studies, University High School, and Howard H. Cummings, note the changing nature of contemporary society and discuss the role of the social studies in relation to problems on motivation, method and curriculum.

There are twelve chapters in the Twenty-Eighth Yearbook. Pendleton Herring, a past president of the American Political Science Association, discusses in the first chapter the objectives and methods of the social sciences and the essential functions of research. At the end, he provides a summary of his discussion on these aspects. George Barr Carson, Jr., Director of the Service Center for Teachers of History, raises the problem of defining history and notes some changing historical perspectives and the contributions of history in an educational program. Preston E. James, Professor of Geography and Chairman of the Department of Geography at Syracuse University, notes the expanding American horizons and attempts to show new viewpoints in geography by presenting the development of geographic ideas in the perspective of history. He recommends that the social studies curriculum should use a framework of history and geography in understanding our world. Warren E. Miller, Assistant Professor of Political Science and Research Associate, Survey Research Center, University of Michigan, notes the broad field of the study of political science by presenting the new approaches and frames of reference for the study of American society together with the goals of the study of
political behavior, new viewpoints in political science, and the classification of political phenomena. He explains the implications of the studies of political behavior after noting some of the significant studies.

In the fifth chapter, Edwin G. Nourse, a past president of the American Economic Association and the American Farm Economic Association, discusses the direction and significance of the changes in economic thinking since 1939 or 1929 under the following headings: (1) The new outlook on physical productivity, (2) A new emphasis on income security, (3) Changed attitudes about spending and saving, and (4) More pragmatic concepts of tax policy and the role of the government. He concludes by noting that the recurrent emphasis of our present economic world is on "management" and social responsibility. E. Merle Adams, Jr., Assistant Professor of Sociology at the University of North Dakota, defines sociology as the empirical scientific study of structure and process of systems of interaction among humans and recommends that the study at the level of the local community will be most beneficial for the social studies teacher. He presents the eight institutions of a community which are necessary to its functioning and the new viewpoints on these institutions. George D. Spindler, Associate Professor of Education and Anthropology at Stanford University, discusses the theme, human nature in cultural
diversity, as he notes the major trends in the field of anthropology. He presents a summary of these major trends. Wilbur C. Miller, Associate Professor of Psychology, University of Denver, and Joel E. Greene, Associate Professor of Psychology, University of Denver, have attempted "to give some understanding of the development and subject matter of social psychology and to present a conceptual framework which may be used in viewing the field."  

In the ninth chapter, Harlan Cleveland, Dean of the Maxwell School of Citizenship and Public Affairs at Syracuse University, describes the state of the real world in which our students are living and notes the academic lag resulting from our out-moded educational approach. He points out the implications of the conditions in our fast-changing world of our education task. Jean D. Grambs, Supervisor of Social Studies-Student Teachers, University of Maryland, has attempted "to ascertain to what extent, and in what ways, the social sciences have contributed to changes in educational practices." Howard H. Cummings, Specialist in the Social Sciences and Geography, U.S. Office of Education, explains the universal verdict about American education as one which does the job of

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adjustment very well and pays too little attention to developing the intellect to be the result of the division of American teachers into two camps, each camp subscribing to a different theory of education. He discusses the implications of the instructional and developmental theories of education and recommends a broad program of co-existence for the two approaches to education. Earl S. Johnson, Professor of the Social Sciences at the University of Chicago, believes that the future of the good society and the social studies is not a perfect end to be reached but the ever-enduring process of perfecting and maturing. He discusses the implications of such a philosophy on teacher education, method and technique in teaching, the curriculum and general education, and the teacher. He concludes by giving some recommendations to promote the profession of the social studies teacher.

*Twenty-Ninth Yearbook (1959), New Viewpoints in Geography, Preston E. James, Editor, 260 pp.*

Preston E. James, Professor of Geography and Chairman of the Department of Geography at Syracuse University, gives the introduction to the contents of the Yearbook. He recommends that the hard core of geography should be returned to the social studies. This means that the findings of the professional geographers should be reflected
as promptly as possible in the teaching of geography in schools and colleges.

In the beginning chapter of Part One, "Geography as Seen by Professional Geographers," Preston E. James discusses the nature of geography as a field of study and traces its development as a discipline. He notes the mainstream of geographic scholarship, the deviant developments in this field, and the scope of modern geography. Clyde P. Patton, Associate Professor of Geography in the University of Oregon, notes the neglect of physical geography by American geographers and shows how knowledge in physical geography has been advanced by professional geographers. Jan O. M. Broek, Professor of Geography at the University of Minnesota, discusses the nature of human geography as a field of study and some of the recent developments in this discipline. He notes the dualistic approach of geography as shown in the relationships of form and function, site and situation, and space and time. His chapter ends with a discussion of the social-cultural factors, which are the main concerns of human geography. William Warntz, Research Associate at the American Geographical Society, New York and at Princeton University, discusses the nature of economic geography and its beginnings as a field of study. He presents the two approaches to economic geography: (1) the macroscopic and (2) the microscopic. He shows how the former approach can be applied profitably in the analysis
of economic phenomena, thereby correcting the imbalance in the development of these two approaches. Ross N. Pearson, Associate Professor of Geography at the University of Michigan, has attempted to examine the literature of geography during the past decade in order to understand the backgrounds for the various regional systems that have been devised and to ascertain what progress has been made. He concludes that the past decade in regional geography has been one of progress. Edward B. Espenshade, Jr., Professor of Geography and Chairman of the Department of Geography at Northwestern University, defines cartography as the science of mapping the earth, notes the functions of maps, and describes the developments in cartography during the last five years and the increase in the number and variety of maps which began with World War II.

In the beginning chapter of Part Two, "New Viewpoints Reflected in the Teaching of Geography," Gertrude Whipple, Supervisor of the Language Arts in the Detroit Public Schools, asserts that elementary geography can be taught best as part of an integrated social studies program and considers it imperative that the recent geographic findings be interpreted for elementary curriculums. She explains the nature of concepts and generalizations and how they are acquired. She presents a list of basic concepts, generalizations, and skills that can be developed in the elementary school. She also suggests ways of including
the elements of geography in the social studies program. Phillip Bacon, Associate Professor of Geography at Teachers College, Columbia University, explains the interrelations and differences between geography and history. He also describes the nature of the work of the historical geographer. He discusses how historical geography can be used profitably in the school social studies and illustrates its use in the study of the development of Nashville, Tennessee, from a frontier to a state metropolis. Preston E. James stresses the need for viewing our world in the twin dimensions of time sequence and a real association in order to understand and live in the great revolutions of our time—the Industrial Revolution and the Democratic Revolution. He recommends the use of culture areas in studying the processes of change in the world which result from these two great revolutions. Mamie Louise Anderzhon, Teacher in the William Beye School, Junior Cycle, Oak Park Public Schools, Oak Park, Illinois, and Hazel R. Newhouse, Teacher of Geography at Gresham Union High School and an instructor of geography in the Portland Extension Center, give objectives of geography and describe the procedures in teaching geography out-of-doors. They note the skills and methods to be learned and present ten examples of specific activities that may be undertaken by students. Clarence B. Odell, Managing Editor of Denoyer-Geppert Company, Chicago, notes the significance of maps, globes,
and pictures in the effective presentation of facts and ideas in the social studies curriculum. He presents the basis for their more effective use. While emphasizing the "why" of their use, he inescapably deals also with the "how." He recommends the correlated use of maps, globes, and pictures.

In the thirteenth chapter, Lorrin Garfield Kennamer, Jr., Assistant Professor of Geography at the University of Texas, notes the present neglect of physical geography in the curriculum and recommends the study of all aspects of man's environment--physical and cultural. He shows how physical geography enters into the planning of social studies at three levels: (1) in over-all curriculum planning, (2) in planning particular courses, and (3) in planning units of study. He uses conservation to illustrate the synthesis of physical and social aspects and notes the implications on teacher education of the approach recommended. Frank Sorenson, Professor of Education and Lecturer in Geography, University of Nebraska, recommends that the academic and professional staff which supervise the training of potential social studies teachers must display a true spirit of cooperation in their undertaking. He describes the kind of geography training that teachers of social studies must have to meet the demands of the classroom, citizenship, and world cooperation. Clyde F. Kohn, Professor of Geography, State University of Iowa,
Iowa City, describes the general and specific preparations necessary for prospective teachers of geography and points to the people responsible for the improvement of teacher education in geography. Chauncy D. Harris, Professor of Geography and Dean of the Division of Social Sciences at the University of Chicago, reports a study of the status of geography teaching in the Soviet Union. His report pays particular attention to the course of study and the teachers of geography.


The Thirtieth Yearbook has fourteen chapters. In Chapter I, Franklin Patterson, Lincoln Filene Professor of Civic Education at Tufts University and Director of the Tufts Civic Education Center, introduces the main theme of the Yearbook by re-examining the general question of the school's proper role in our society and the quality of its citizenship. He presents broad definitions of citizenship and a free society and believes that the school can and should be a positive initiating force for creative citizenship besides being merely a social reflex.

In the second chapter, William C. Kvaraceus, Professor of Education at the Boston University School of Education, considers the factors and forces within the adolescent character of American youth which have strong bearing and
implications for future adult citizenship and examines some of the stronger currents being felt in the cultural stream which merit concern on the part of curriculum planners. He believes that citizenship behavior should be viewed as an interaction between the individual and his culture. Victor E. Pitkin, Consultant in Citizenship Education in the Connecticut State Department of Education, believes that educating for democratic citizenship means the kind of education that makes one competent in a democratic society that is full of pressures and institutional arrangements. With that assumption, he discusses two broad categories of citizenship participation and the cycle of citizenship participation. These aspects lend perspective to the task of citizenship education. He presents the qualities of the good citizen and discusses the special arrangements and considerations needed to develop these qualities.

In the fourth chapter, Morris B. Lambie, Professor of Government at Tufts University, deals with the essentials for understanding the government and its present problems to maintain a free society. He explains how a citizen can secure these essentials, the critical basic points and tests by which a citizen can appraise government, and how the private citizen can maintain informed and ultimate control of the state. He concludes his article by presenting the "citizen view" in a dynamic world. Thomas J. Curtin, Director of the Division of Civic
Education in Massachusetts Department of Education, re-emphasizes how the teaching profession can contribute to citizenship training in a free society and suggests specific ways and means whereby teachers may help the citizen to fulfill his obligations.

In the sixth chapter, Peter F. Drucker, Professor of Management and Chairman of the Management Area at the Graduate Business School of New York University, discusses qualitative or structural changes in three major areas of American economy that can be expected in the next fifteen or twenty years: (1) change in the relationship of the United States economy to the international economy and in the position of the United States in the world economy, (2) change in the character of the United States economy itself, and (3) the emergence of an educated society in which education is becoming the central economic resource and the major economic investment. G. Derwood Baker, Professor of Education and Director of the Center for School Services at New York University, discusses the implications of the changes noted by Drucker in the preceding article in economic education. He stresses the need for economic competence and notes the economic goals for America that should guide teachers in setting realistic goals in economic education. He traces the development of economics in the curriculum and suggests the areas of economic competence necessary for the future. In turn,
he discusses their implications to the teachers of economics and on curriculum reorganization.

In the eighth chapter, William E. Vickery, Director of the Commission on Educational Organizations of the National Conference of Christians and Jews, Inc., and Joseph B. Gittler, Professor and Chairman, Department of Sociology and Anthropology, University of Rochester, and Director of the Center for Study of Group Relations, have attempted to identify certain social forces that are altering the traditional patterns of intergroup relations in the United States and indicate some of the resources that can help to meet the challenges of social change. They suggest four areas of research and action which will be particularly crucial for the improvement of intergroup relations in the next twenty years. In the next article, William E. Vickery notes the present emphasis in intergroup education on the study of psychological phenomena and processes that underlie all manifestations of intergroup relations and discusses the implications of such emphasis on the objectives, curriculum, and methods of instruction in intergroup education.

In the tenth chapter, William M. McCord, Assistant Professor of Sociology and Assistant Dean of the School of Humanities and Sciences of Stanford University, reviews three sources of evidence which indicate an American concensus on certain values and analyzes the influence
which bureaucratic structures will exert on values. In the next chapter, Donald W. Oliver, Assistant Professor at the Harvard Graduate School of Education, notes the problem of cultural unity versus cultural pluralism in American society. He proposes a dual approach to citizenship education which provides for both diversity and conformity in the American value system: (1) the acquisition of an emotional allegiance to a highly dramatic and personalized historical image of the nation, and (2) the development of an enlightened self-interest within a multivalued society.

In the twelfth chapter, Ralph E. Turner, Durfee Professor of History at Yale University, describes the nature of the present cultural crisis by presenting the basic elements of a culture in a context of social learning, the influence of science in the new context of social learning, the social correlatives of science, the changing conditions of life in the twentieth century, and the nature of a new society based on science. He presents the implications of the present cultural crisis on world affairs. Dorothy W. Hamilton, Chairman of the Citizenship Education Department of Herricks High School, New Hyde Park, Long Island, deals with the implications of Turner's observations in the preceding chapter on the curriculum. She suggests the objectives and curricula for the elementary and secondary schools and presents illustrations of new programs
and encouraging approaches to teaching world understanding for 1960-1980.

In the fourteenth chapter, Jean D. Grambs, Lecturer in Education at the University of Maryland, predicts on the basis of the discussions in the earlier chapters the changes necessary for the social studies and social studies teachers and the schools they teach in the future.


The twenty-four chapters of the Thirty-First Yearbook are presented in two parts. William H. Cartwright, Chairman of the Department of Education, and Richard L. Watson, Jr., Professor of History and Chairman of the Department of History, both of Duke University, note the growing cooperation between specialists in education and other subjects to improve teaching and the need for new interpretations in history. They also note critical thinking as a recurring theme in the social studies and how the teacher can benefit from historical research. The remainder of their chapter serves as an introduction to the other chapters of the Yearbook.

The article of Wesley Frank Craven, Edwards Professor of American History at Princeton University, begins Part One, "Interpretations." He traces the changes in
interpretations in American history regarding the establishment of the American colonies. He notes the views of the imperial school of historians and those that view the colonies "from within." Clarence L. Ver Steeg, Professor of History at Northwestern University, discusses the scholarship on the North American Colonies in the eighteenth century, 1688-1763. He notes the unpopularity of the period as a field of study and the nature of the scholarship on this aspect of American history. In concluding, he calls attention to some neglected subjects in the said period. Edmund S. Morgan, Professor of American History at Yale University, reviews the changing interpretations on the American Revolution. He reviews the interpretations of the Whig School, the Imperial School, and others in that crucial period in American history. Alexander DeConde, Associate Professor of American History at the University of Michigan, discusses the scholarship on the politics and diplomacy of the Federalist and Republican eras, 1789-1825, since 1940. Some general studies and biographies of leading personalities of the period are discussed. The contributions of local history on this period are also noted.

In the sixth chapter, Harry R. Stevens, Associate Professor of History at Ohio University, notes the great concern of historians with the problems of American government in the second quarter of the nineteenth century.
Particular attention is given to the origins of Jacksonian Democracy, the public issues of the period, and the ideas and spirit of Jacksonian Democracy. David M. Potter, William Robertson Coe Professor of American History at Yale University, notes that the period 1850-1860 is almost invariably treated as prelude to the Civil War and attempts to summarize the developments of the historical literature during the last twenty years (1940-1959) on the causes of the Civil War and the factors that contributed to the crisis of the Union. Otis A. Singletary, Professor of History and Assistant to the President at the University of Texas, describes the tremendous body of material on the Civil War and Reconstruction and reviews the historical scholarship on this period in American history. He concludes that while the flood of printed matter will diminish in the wake of the oncoming centennial celebration, this period will unlikely cease to be a primary concern of American historians. Arthur Bestor, Professor of History at the University of Illinois, traces the development of intellectual history as a discipline and notes the contributions of historians, philosophers, and students of literature to modern intellectual history. He cites general and detailed studies in intellectual history and concludes by discussing its value.

In the tenth chapter, J. Carlyle Sitterson, Professor of History and Dean of the College of Arts and Sciences at
the University of North Carolina, discusses the historical scholarship on the economic and social history of the late nineteenth century which, according to him, provided to a large extent the foundations for modern America. Studies on the Trans-Mississippi West, agriculture, railroads, business leadership, business and industrial history, urban developments, labor, and migration are cited. Robert F. Durden, Assistant Professor of American History at Duke University, believes that the recognition of the developments in the relationship of the government, federal and state, to the economy and to the welfare of society in the Gilded Age, 1877-1896, justifies and explains the historical attention given to it. His discussion deals with a review of scholarship on the Compromise of 1877, Grover Cleveland, local politics, Populism and reform, and Bryan. George E. Mowry, Professor of History and Dean, Division of Social Sciences, University of California, Los Angeles, describes the general characteristics of the Progressive Era and reviews the varying interpretations made by historians on this period. He notes the contributions of allied research, local and state studies, regional studies and biography to the better understanding of this era. He cites general interpretations of the Progressive Movement and believes that as research on the period goes on new viewpoints will augment and perhaps replace those of the past and the present. Foster Rhea Dulles, Professor of
American History at the Ohio State University, reviews the historical scholarship on the beginnings of the rise of the United States as a world power, 1865-1917. He notes the factors that are heavily stressed in recent interpretations—the impact of Darwinism on American thinking and the influence of the domestic crises of the 1890's.

The nature of recent scholarship on the Prosperity Decade, 1917-1928, in American history is described in the fourteenth chapter by Richard Lowitt, Associate Professor of History at Connecticut College. He presents studies on wartime mobilization, peace and demobilization, foreign policies in the 1920's, domestic policies in the 1920's, agriculture and agricultural policies, labor and labor policies, business and economic thought, and religion. He also provides classified lists of specialized studies on the histories of labor, the Negro, and of industry and business. Frank B. Freidel, Jr., Professor of History at Harvard University, describes the historical scholarship on the Great Depression and Hoover, and Roosevelt and the New Deal. He concludes that from the beginning of the New Deal to the end, Roosevelt functioned with a fair degree of consistency. Wayne S. Cole, Professor of History at Iowa State University of Science and Technology, notes the continuing controversies in the scholarly writing of historians over the role of the United States in world
affairs from 1929 through to 1941. The views on this period are forwarded by historians who belong either to the "revisionist" or "internationalist" schools. Hugh G. Cleland, Assistant Professor of History at the University of Pittsburgh, notes the almost staggering amount of historical literature on the Second World War and its aftermath and difficulties in writing about recent history. He discusses the war in the west, the Pacific theater, the war diplomacy, the home front, post-war foreign affairs, and domestic affairs after the war. Ralph H. Gabriel, Sterling Professor Emeritus of History at Yale University, notes the four major changes in American civilization which took place in the years between 1865 to 1917, among which were the great changes in the field of education. With this background, he discusses American ideas and culture in the twentieth century.

Part Two, "Implications for Teaching," begins with the article of W. Linwood Chase, Professor in the Boston University School of Education. He takes a positive stand on the issue as to whether history should be taught in the elementary school or not. He presents proofs that children at the middle grade level are ready for the study. He recommends a list of objectives in history for the elementary school and measures on how to make history alive in the elementary grades. He closes with some suggestions to the teacher of history at the middle grade level.
I. James Quillen, Dean of the School of Education at Stanford University, identifies the following problems in the teaching of American history: (1) quality of the articulation in the various cycles, (2) selection of content, (3) materials of instruction, and (4) effectiveness of the teacher. He discusses the reasons for studying American history and recommends the objectives for grade eight American history and measures to solve the problems identified earlier. John H. Haefner, Professor of Social Studies Education at the State University of Iowa and Head of Social Studies in the University High School, discusses how the contents of the Thirty-First Yearbook can help the teacher of American history and improve the social studies curriculum. The implications for the teacher as a student of history and as a teacher of history are presented in the first half of the chapter and the implications for the American history course and the social studies curriculum are discussed in the second half. John W. Morris, Professor of Geography at the University of Oklahoma, believes that geographical factors must not be disregarded in teaching American history. He presents these geographical factors and the tools that must be used by the teacher—maps particularly. Helen McCracken Carpenter, Professor of History at Trenton State College, and Mary Virginia Gaver, Professor in the Graduate School of Library Service at Rutgers University, note the auspicious time we have
for teaching American history and show how the teacher can take advantage of the rich resources at hand. They emphasize the proper selection and use of materials in American history. William G. Tyrrell, Historian in the Division of Archives and History of the New York State Education Department, points out the advantages of local resources, notes those that can be used in the teaching of American history, and recommends the use of graded materials from local resources in the different school levels.


There are ten chapters in the Thirty-Second Yearbook. Some of the chapters are divided into sections. The summaries presented below are for sections of a chapter written by different authors.

John U. Michaelis, Professor of Education at the University of California, notes the great need for developing outstanding programs of instruction in the social studies and recommends some measures to meet the challenge. He presents an illustration of basic considerations that must be kept in mind in designing and evaluating social studies programs. He introduces the rest of the articles of the Yearbook by presenting an overview of selected points of emphasis in each chapter.
The second chapter, "Social and Psychological Foundations," is divided into four sections. In the first section, Alice Miel, Professor of Education and Head of the Department of Education and Head of the Department of Curriculum and Teaching at Teachers College, Columbia University, reviews the demands of a democratic society in relation to the process of socialization and suggests an approach based on a study of what society is becoming in view of the changing nature of social problems. She stresses the importance of developing the ability to make wise judgment, deep feeling for others, and a desire to improve society in a social studies program that is focused on people. In the second section, Frank J. Estvan, Professor of Education at Wayne State University, discusses the nature and development of children's social perception, the factors influencing children's social perception, and how the school can help develop social perception in children. He emphasizes the importance of developing systems of meaning, gradual development of perception in the curriculum, and integration and differentiation of meaningful perceptions. Lavone A. Hanna, Professor of Education at San Francisco State College and Head of the School Administration Department, and Neva Hagaman, Supervisor of Elementary Education in the Long Beach City Schools, discuss the growth characteristics of children, the developmental tasks they must achieve, and
the importance of developing personality and social attitudes on the basis of recent research findings. At the end, they present some action principles drawn from recent research for grade placement of social studies units and of activities within the units. The last section by Leo W. O'Neill, Jr., Associate Professor of Education at the University of Maryland, assesses the process of problem solving on the basis of two sets of criteria: (1) four conditions which affect the quality of learning, and (2) issues on which the classroom teacher is required to make a decision. He finds that problem solving is in harmony with broadly accepted principles of learning and facilitates the selection of appropriate learning experiences.

Chapter III is presented in two sections. In the first section, Paul R. Hanna, Lee Jacks Professor of Child Education at Stanford University, and John R. Lee, Associate Professor of Education and Director of the Master of Arts in Teaching Program at Northwestern University, note the sources of content in the social studies and summarize a series of research projects that explore generalizations drawn from the social sciences as sources of content for the social studies. They conclude their section with a discussion on the uses and limitations of the generalizations. The second section is written by Dorothy W. Furman, Social Studies Curriculum Consultant in the Bureau of Curriculum Research in the New York City
Public Schools. She recommends some measures on how to improve content in the elementary school social studies program. She presents a summary of recent trends in social studies for elementary grades.

Chapter IV by Ruth Ellsworth, Professor of Education at Wayne State University, notes trends in organization of the social studies and recommends some basic principles to be observed in organizing the curriculum of the social studies in elementary schools. The next chapter by Dorothy McClure Fraser, Professor of Education at the Division of Teacher Education, The Colleges of the City of New York, describes the study of current affairs, treatment of controversial issues, observance of holidays and special events, and participation in civic activities of the school. She suggests how they can be developed effectively in the elementary grades.

Chapter VI, "Skills and Processes in the Social Studies," is presented in six sections. Millard H. Black, Curriculum Supervisor; Bernice Marks Christenson, Curriculum Supervisor for the Primary Grades; Richard Jay Robinson, Academic Curriculum Supervisor for the middle grades; and LaVon Harper Whitehouse, Elementary Curriculum Coordinator and Assistant to the Administrator of Curriculum for the Los Angeles City Schools, describe the aspects of critical thinking and problem solving and how the goals of social studies are achieved through them. They present
illustrations of how this is done in various grade levels and suggest guidelines in developing skills in critical thinking and problem solving. Faith T. Murdoch, Supervisor of School Libraries; Elmer F. Pflieger, Director of the Television Teaching Program; and Gertrude Whipple, Supervisor of the Language Arts, in the Detroit Public Schools, stress the need for developing efficiency in communication in the social studies—in listening, speaking, reading, and writing. They present an outline of a graded list of common communication skills that are taught in grades one through eight with the recommendation that it should be adjusted to meet the individual differences of particular pupils. They emphasize the importance of the maintenance of a skill besides cultivating it at the beginning.

Kenneth Rehage, Professor of Education at the University of Chicago, deals with the conditions and skills required for effective group work in the social studies. He gives some emphasis on the role of the teacher in this regard. Lillian G. Witucki, Assistant Principal at the Pattengil Elementary School, Detroit, Michigan, notes the need for developing map reading skills. She believes that like other skills, they also need to be reviewed and re-taught in the secondary schools and colleges. She presents the map reading skills to be taught in the kindergarten, primary, middle, and upper grades. Helen L. Sagl, Associate Professor of Education at Indiana University,
discusses the advantages of using dramatic play as a tool of learning in the social studies. She describes its procedure, its uses, and the pitfalls to be avoided. Fannie R. Shaftel, Associate Professor of Education at Stanford University, notes the controversy on the proper role of the industrial arts in the social studies and proposes that if they are taught as basic activities in an anthropological approach to the study of man, they can form a core of vivid experiences for children to help them understand man's adaptation to his physical environment in the different levels of culture.

Chapter VII, "Materials for Instruction," is presented in three sections. Howardine G. Hoffman, Director of the Division of Elementary Education, Office of the Los Angeles Superintendent of Schools, and Armen Sarafian, Administrative Dean, Instruction, Pasadena City College, discuss the nature of instructional materials in relation to problem solving and concept development in the beginning of the article. Also, they present the criteria for the production and selection of supplies, materials, and equipment. The rest of this section deals with the proper use of textbooks, television, free materials and community resources. Elmer F. Pflieger discusses the importance of television and its uses in and out of the classroom. He closes his section by summarizing the contributions, the weaknesses, and the outcomes of the use of educational
television. Ralph Adams Brown, Professor of American History at Cortland State College, a unit of the State University of New York, notes the controversy on the role of biography in the social studies and recommends its use as a supplement in the curriculum. After presenting the values of biography, he suggests the kind of materials to be used, the methods for teaching it, and the nature of teacher preparation necessary for the effective use of biography in the social studies.

Chapter VIII, "Planning for Instruction," is presented in four sections. Ralph C. Preston, Professor of Education and Director of the Reading Clinic, University of Pennsylvania, points out the need for training philosopher-teachers in the social studies—one who is versed in, and devoted to those beliefs, values, and principles of conduct which reflect society's purposes. He criticizes the practice of merely giving the teacher a list of objectives to be implemented and suggests that focus must be made upon what the teacher is currently doing. He differentiates teaching goals from learning goals. Wilhelmina Hill, Specialist for Social Science in the U.S. Office of Education, Washington, D. C., discusses the characteristics of the design and format of resource units. The characteristics that are pointed out are based on a study of over 400 social studies resource units which were published during the last ten years. She makes some suggestions on
how to develop good resource units. Henry R. Hansen and Leila T. Ormsby, Professors of Education, Sacramento State College, deal with the problem of incorporating new content in units of study which, according to them, is concerned with the following: identification and selection, sequence and placement, and organization for pupil use. Marian Jenkins, Consultant in Elementary Education, Office of Los Angeles County Superintendent of Schools, California, discusses the problem of planning for a specific class. She suggests the criteria for selecting a unit of study and the other steps that must be taken. These steps are thinking out questions and problems, planning for attacking the problem, planning for evaluation, and planning the initiation.

Chapter IX, "Planning for Children of Varying Ability," is presented in two sections and is a joint effort of Ole Sand, Professor of Education at Wayne State University, and Bruce R. Joyce, Assistant Professor of Education at the University of Delaware. In the first section, they deal with issues and general problems in planning for children of varying abilities and in the second section, some promising avenues for the classroom teacher. They provide some guidelines for handling individual differences. They believe that the task is best accomplished by teaching children to be responsible and independent and by creating a school atmosphere in which
critical thinking, cooperation, self-criticism, and love of scholarship and excellence are paramount. In the last chapter, J. Wayne Wrightstone, Director of the Bureau of Educational Research at the Board of Education of the City of New York, describes the nature of evaluation with the aid of some illustrations. He recommends how to use appropriately the various evaluation techniques and presents the qualities of effective evaluation in the social studies.

Thirty-Third Yearbook (1963), Skill Development in Social Studies, Helen McCracken Carpenter, Editor, 332 pp.

The fifteen chapters of the Thirty-Third Yearbook are presented in three parts. Part One, "Skill development in Relation to Society, the School, and the Learner," begins with the article of Helen McCracken Carpenter, Professor of History, Trenton State College, New Jersey. She discusses the complex forces in society, the realities of democratic citizenship, and their implications to citizenship education. John Jarolimek, Associate Professor of Education, University of Washington, presents the nature of social studies skills, stresses the importance of individual differences in skill development, and recommends some measures on how to develop social studies skills.

Part Two, "Skill Development Through the Total Social Studies Program," starts with the article of Isidore Starr,
Associate Professor of Education, Queens College. He discusses the nature and process of critical thinking and shows how teaching of critical thinking is done in the social studies. He concludes by citing some recent research in critical thinking. Ella C. Leppert, Chairman, Social Studies Program, University High School, and Professor of Education, University of Illinois, deals with the problem of developing skills in locating and gathering information under three main sources: (1) reading materials, (2) community resources, and (3) nonreading sources. Alice Elkenberry, Professor of the Teaching of Social Studies, University High School, Illinois State Normal University, Illinois, and Ruth Ellsworth, Professor of Education, Wayne State University, give the purposes for organizing and evaluating information and show how skills in organizing and evaluating information can be developed effectively. They believe that such development is a cumulative process that begins in the kindergarten and extends through the entire period of formal education. Helen Huus, Associate Professor of Education, University of Pennsylvania, explains the nature of reading, notes the problems of reading in the social studies, and discusses how the teacher can develop reading skills in the social studies. Lewis Paul Todd, Editor, Social Education, criticizes many college graduates for not knowing how to write. He emphasizes the importance of knowing how to
write in our present society. He believes that the social studies teacher has a special responsibility in developing this ability and recommends how this can be done. Leland B. Jacobs, Professor of Education, Teachers College, Columbia University, points out the importance of language in learning and shows how the student can be aided at his level of development to become increasingly expert as a speaker and a listener. Lorrin Kennamer, Jr., Chairman, Department of Geography and Associate Dean of Arts and Sciences, University of Texas, discusses the problem of developing a sense of place and space in the social studies and recommends the use of the globe and map in this regard. He presents the basic map and globe skills that must be developed from the kindergarten to the college level. He includes the activities that will help develop these skills. Alice W. Spieseke, Professor of History, Teachers College, Columbia University, brings up the need for a well-developed sense of time and a sense of chronology for living and understanding the present. She points out the kind of instruction that must be given from the elementary school to the junior college to develop sense of time and chronology. George H. McCune, Professor of Social Studies, and Neville Pearson, Assistant Professor of Education, University of Minnesota, deal with the development of skills in interpreting materials presented in the following forms: (1) motion pictures, dioramas and models; (2) still
pictures, including photographs, drawings, and filmstrips; (3) posters; (4) cartoons; (5) charts; (6) diagrams; and (7) graphs. Raymond H. Muessig, Associate Professor of Education, Purdue University, and Vincent R. Rogers, Associate Professor of Education of the University of Minnesota, illustrate how five basic abilities in group participation and human relations can be developed. They conclude by summarizing the important points to be remembered in developing these basic abilities. Lauren B. Resnick, Office of Research and Evaluation, City University of New York, discusses the nature of programmed instruction and its applicability to skill development in the social studies. He answers the following questions in this connection: (1) Are the techniques of programmed instruction appropriate to the teaching of social studies skills? (2) What kinds of skills can be easily taught by programmed instruction? (3) How can school systems or individual teachers expect to be successful in writing their own programs?

Part Three, "Measurement and Synthesis of Skills in Social Studies," begins with the article of Dana G. Kurfman, Social Studies Test Associate, Educational Testing Service, and Robert J. Solomon, Director, Test Development Division, Educational Testing. They suggest certain basic considerations in the measurement of skills and illustrate how certain skills may be tested. Dorothy McClure Fraser, Professor of
Education, and Social Science Coordinator, Teacher Education Program, Hunter College of the City University of New York, and Eunice Johns, Chairman, Secondary Social Studies, Wilmington Public Schools, Delaware, believe that the effective teaching and learning of skills in the social studies can adequately take place only within the context of a comprehensive, planned program for skill development. They show how the vertical and horizontal coordination of skills program can be accomplished.


The twenty-eight chapters of the Thirty-Fourth Yearbook are presented in four parts. Some of the chapters in Part IV are divided into sections and the sections are written by different authors.

Part I, "New Perspectives in Intellectual History," opens with the article of Lefton S. Stavrianos, Professor of History, and Director of World History Project, Northwestern University. He believes that while the prevailing pessimism in the world thought today is perfectly understandable, it is also myopic. He notes the characteristics of our present world—its advancing technology, awakening of peoples, development of a global conscience, and burgeoning knowledge. He concludes that we are in a golden age and that man has reached today a critical turning point
in his career. He calls upon world history teachers to do their duty in describing and interpreting man's long journey to this crossroad and, if possible, to shed some light on what lies ahead. This is necessary to enable man to enter an era of security and well-being for all rather than the alternative course which is an era of devastation and misery for all. He expects the world history course to become the most relevant and fascinating in the curriculum when the study is approached in the manner he has suggested. Marie Boas Hall, Senior Lecturer in History of Sciences and Technology at Imperial College, London, notes the growing importance of the history of science as a part of world history and as a subject in its own right and the many ways in which it can be studied. He shows that the main stream of the history of science inevitably belongs to European history and traces the development of science, giving the outstanding characteristics of each period in man's history from the prehistoric period to the twentieth century. Melvin Kranzberg, Professor of History and Head of the Graduate Program in the History of Science and Technology at Case Institute of Technology, notes that science and technology distinguish Western Civilization from others. He traces the history of technology and shows its great significance in the development of civilization. He gives particular attention to the causes and effects of the technological changes brought
about by the Industrial Revolution which commenced in the eighteenth century. Arthur A. Ekirch, Jr., Professor of History at The American University, notes the beginnings of democracy in Ancient Greece and traces the growth of the democratic idea up to the present time. He shows how the concept of democracy has broadened and notes at the same time that tyranny "in its varied manifestations has probably been an older, more pervasive forms of government or social organization." 23

Part II, "New Perspectives in Period History," begins with the article of Mark M. Krug, Associate Professor of Education in History at the University of Chicago. He notes the idea of mankind in decisive periods of history and concludes that the "concept and the application of the idea of and concern for mankind may be very helpful in solving the problems and conflicts which beset modern society." 24 Lawrence J. Angel, Curator of Physical Anthropology at Smithsonian Institute, traces the beginnings and development of prehistoric man and culture from the earliest time to about 3000 B.C. Rushton Coulborn, Professor of History, Atlanta University, notes five ancient river valley civilizations and two others which

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did not arise in river valleys. He analyzes the common and specific factors that were responsible for their growth and concludes with a theory on the evolution of civilized society. Mortimer Chambers, Associate Professor of History at the University of California, Los Angeles, notes some useful references for the study of the classical world, important historical facts regarding the history of Ancient Greece and Ancient Rome, and problems related to the historical value of sources that are available. Gray C. Boyce, Professor of History and Chairman of the Department of History, Northwestern University, notes the late awakening of interest in the medieval period on the part of historians. He also points out that the period was not "dark" as shown by recent studies. He gives pointers on what aspects of the period must be given particular attention. Robert M. Kingdon, Professor of History at the State University of Iowa, and a specialist in the history of the Reformation, describes the Renaissance as a period of tremendous cultural achievements, particularly in the fine arts and literature, and the Reformation above all as a period of tremendous religious ferment. He traces the beginnings of each and presents their outstanding characteristics together with the interpretative problems and bibliographical sources connected with the study of these periods. John B. Wolf, Professor of History, University of Minnesota, points out the work of James H. Robinson,
An Introduction to the History of Western Europe (1902), and those published before 1930 as a point of departure in understanding the "new viewpoints" and new interpretations in the field of early modern European history. After noting the characteristics of high school texts written since 1930, he reviews several comprehensive and scholarly series that have appeared since the war of 1914-1918 and some important studies that are not available in paperbacks. He concludes with the following: (1) that writing and research in this field are no longer dominated by nationalistic idealism nor by individualistic egoism, (2) that historians are asking larger and more important questions, and (3) that the time is passed when American scholars neglect this period. Eugene N. Anderson, Professor of History at the University of California at Los Angeles, discusses the changes which, according to him, are the beginnings or the early stages of the conflict of cultures and ways of life in the twentieth century. He provides a conclusion regarding the nineteenth century Europe after his review of this period. C. Leonard Lundin, Professor of History at Indiana University, notes the difficulties in studying the twentieth century and suggests a list of aspects of this century which he thinks merit study, restudy and reflection. Brief discussions on these aspects constitute the main body of his chapter.
Part III, "New Perspectives in the Study of World Regions," has eleven chapters. Albert D. Mott, Associate Professor of History at The American University in Washington, D.C., discusses how Western Europe has arisen economically from the ashes of World War II and its present position in world politics. He points out the important role that the United States has played and should play in Western Europe. Cyril C. Black, Professor of History at Princeton University, presents the problems of interpretation in the study of Russia and Eastern Europe. He notes the diverse patterns of traditional heritage and the formation of modern states in this area and traces the growth and spread of communism in Russia and Eastern Europe. He closes with suggestions on how communism should be taught in general education. Hyman Kublin, Professor of History at Brooklyn College of the City University of New York, discusses the present state of scholarship in East Asia history. His discussion presents current interpretations on some important points in the histories of China, Japan, and Korea. M. Ladd Thomas, Associate Professor of Political Science and Coordinator of the Center for Southeast Asian Studies, Northern Illinois University, traces the origins of the peoples, describes Chinese and Indian influence, and notes the growth of nationalism and attainment of independence in Southeast Asia. His discussion notes the experiment
with democracy, the communist challenge, and regional cooperation in this area. Robert I. Crane, Professor of History, Duke University, points out the problems in the study of Indian history and presents some interpretations on the history of traditional and modern India. He concludes with a brief comment on the current scene in India. Roderic H. Davison, Professor of European History and Chairman of the History Department at George Washington University, notes the modern confusion on the use of the terms "Near East" and "Middle East" and suggests the use of the former to refer to the areas of the Ottoman and Persian empires of the nineteenth century, minus North Africa west of Egypt and the independent Balkan states. He presents a survey of the history of these areas to enable the teacher to correct the unbalanced perspective of the average textbook in world history. He concludes with some suggestions for further reading and gives the reader a list of works cited in the chapter.

In the twentieth chapter, William H. Lewis, Chief of the North and East Africa Division of the Bureau of Research and Analysis, U.S. State Department, identifies the areas and peoples that constitute North Africa and presents a brief history of the area from the earliest time to the recent past. This brief history includes a discussion on the influences of its earliest people, the Carthaginian, the Romans, the Vandals, Islam, the Arabs,
and the Europeans. The chapter ends with a discussion of the problems in this area after the attainment of independence. Robert A. Lystad, Associate Professor of African studies at the School for Advanced International Studies at Johns Hopkins University, notes the growing interest in the history of Sub-Saharan Africa, the methods of research being used in the study of the prehistoric period, and the status of historical writing in this area. He presents brief outlines of pre-colonial and colonial histories of that region and concludes with a discussion on the period following the Second World War. The important problems that face the new nations are stressed in the last part of the chapter. Charles E. Nowell, Professor of Latin American History at the University of Illinois, points out where up-to-date information in the English language can be found regarding Latin American history. He presents recent important ideas concerning this history that differs from older ones and fits Latin America into a pattern of world history familiar to teachers and students. Charles F. Mullett, Professor of History at the University of Missouri, notes the complexity and rapidity of change that has taken place in the history of Great Britain. He recommends the kind of approach that will be useful in studying the empire-commonwealth as a whole and the member nations. He closes with a discussion on the current problems and future
prospects of the newly-independent nations of the Commonwealth. John Francis Bannon, Professor of History at St. Louis University, identifies the boundaries of North America and traces the history of the continent by discussing the major influences—Indian, Spanish, French and British—that helped shape its history. He cites significant works and recommends renewed emphasis on the "continental" approach to the teaching of the colonial period of American history. He gives some pointers on how to study Canadian history in relation to that of the United States.

The first chapter of Part IV, "New Perspectives in the Study and Teaching of World History," is divided into three sections. Mark M. Krug notes the long-debated problem of whether history should be primarily descriptive or analytical and evaluative, and the western bias in writing and teaching of world history. As a solution to the problem, he proposes the teaching of world history from a global point of view. Richard L. Watson, Professor and Chairman of the Department of History at Duke University, re-emphasizes the importance of the study of history and the importance of reinterpretation in its study and teaching. He concludes with the advice that there is still no substitute for the good and professionally-trained teacher who alone can make the interpretative approach meaningful to the students. Shirley H. Engle, Associate
Dean for Graduate Development and Professor of Education, Indiana University, recommends the construction of a kind of model or theory of human behavior and of the potential for improved behavior with the use of the story of man. He believes that such a model will enable us to predict how a society will behave now or in the future. He suggests the avenues for its development and evaluates the performance of a society in terms of broad goals of all mankind. With this premise, he recommends an approach to the study of world history which should be concerned with developing, refining, and testing such a broad model.

In the next chapter, Daniel F. McCall, Professor of Anthropology and Research Associate, Boston University African Studies Program, explains how history is modified and enriched by other disciplines. He believes that archeology provides the best framework within which data of other disciplines can be related in an historical synthesis. He recommends how research can be organized in the study of world history.

The third chapter of Part IV is divided into two sections. The second section is further subdivided into three subsections under different authors. In the first section, Edith West, Head of the Department of Social Studies, University High School, and Professor of Education at the University of Minnesota, suggests possible goals and considers the implications of learning theory
and studies of adolescents for the selection and organization of content. She devotes the remainder of the article to an analysis of promising course patterns—area studies and modified chronological approach—in terms of three criteria. In the first subsection of "Some Alternatives in Organizing World History," Joseph R. Strayer, Dayton-Stockton Professor of History, Princeton University, recommends an organization of world history through the study in depth of selected cases. He presents five principles that must be followed in selecting cases to be studied. Lefton S. Stravrianos recommends a global perspective in the organization of world history. He provides guidelines for organizing such a course. Ethel E. Ewing, Professor of Anthropology at California State College, Long Beach, California, recommends the organization of the world history course in terms of major world peoples and their cultures. She believes that an effective organization of the course should take into account both the nature of the subject matter and the outcomes desired for students. In the last chapter, Byron G. Massialas, Assistant Professor of Education in Social Studies at the University of Chicago, proposes the goals of teaching history as inquiry in the high school. He believes that the goals must be viewed in terms of the prevailing social-cultural conditions, the nature of the student as he interacts with his environment, and the structure and
crucial findings in history and related fields. He asserts that the objectives and methods of teaching must be based upon the needs of the adolescent and society, and the nature of the academic discipline. A major portion of his chapter provides illustrations of selected classroom activities that exemplify the proposed objectives and methods.
BIBLIOGRAPHY


