

COLORADO STATE TEACHERS COLLEGE

THE PROFESSIONAL PREPARATION OF TEACHERS
OF THE SOCIAL SCIENCES IN
THE SECONDARY
SCHOOL



A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts

By

William Clarence Jones

EDUCATION

August 27, 1925

Approved

E. C. ...

Head of Department of Education

Approved

Paul L. Whitney

Director of Educational Research

Approved

Harold S. Bene

Professor of Secondary Education

Approved

E. C. ...

Dean of College

Approved

George Wilbur Francis

President of College

62703

UNIVERSITY OF
COLORADO STATE
TEACHERS COLLEGE
Greeley, Colo.

PREFACE

This study is an attempt to do two things: first, determine the job of the secondary school social science teacher as related to aims, content, methods, psychology, and tests and measurements; second, to determine to what extent universities and teacher-training institutions are preparing teachers for the social sciences in the secondary school.

It is with pleasure that I express my appreciation for the help that has been received from members of the faculty, especially for the valuable assistance of Dr. Earle Underwood Hagg, who has given personal guidance to this study and without whose help the investigation could not have been completed. I am also grateful for the personal suggestions of Dr. F. L. Whitney, who has directed the technique, and for the valuable help given by Mr. H. G. Blue.

--William Clarence Jones

TABLE OF CONTENTS

PART I

<u>Chapter</u>	<u>Page</u>
I. INTRODUCTION	1
1. Purpose	1
2. Problems	2
3. Procedure	4
4. Thesis	5
5. Summary	6
II. THEORETICAL ASPECTS OF THE SUBJECT	7
1. General Statement	7
2. The teacher should be clear as to the aims, purposes, and values of the social sciences	9
3. The teacher of social science should know the subject matter that she is to teach	11
4. The teacher of social science should have a knowledge of the best methods of teaching	12
5. The teacher of social science should have a knowledge of the important psychological principles underlying the most effective instruction	13
6. The teacher of social science should have a knowledge of the uses and results of the best tests and measurements in the field	13
7. Summary	14

PART II

APPROVED PUBLIC SCHOOL THEORY AND PRACTICE

III. AIMS OF THE SOCIAL SCIENCES	15
1. General Aims of Education	15
2. Facts, acquisition of knowledge	25
3. Training certain powers such as memory, judgment, sympathy and discrimination	26

4.	Training for citizenship	26
5.	Broadening the pupil's point of view ..	27
6.	Causal relationships, appreciation of the past and present	28
7.	Patriotism and national ideals	28
8.	Use of books, methods of study	29
9.	Summary	30
IV.	CONTENT OF THE SOCIAL SCIENCE COURSE	31
A.	Geography	34
B.	American History	36
C.	Ancient and Medieval History	38
D.	Modern or Medieval and Modern History .	40
E.	Advanced Community Civics	42
F.	Economics and Sociology	45
G.	Summary	48
V.	METHODS OF TEACHING THE SOCIAL SCIENCES ...	49
1.	Definition of Method	49
2.	The Problem Method	52
3.	The Project Method	53
4.	Laboratory Method	55
5.	The Socialized Recitation	55
6.	Topic and Report Method	57
7.	Summary	57
VI.	PSYCHOLOGY OF THE SOCIAL SCIENCES	58
1.	General discussion	58
2.	Specific Association	60
3.	Imagination	64
4.	Ideas Plus Organized Associations and Habits	65
5.	Summary	66
VII.	TESTS AND MEASUREMENTS	67
1.	General discussion	67
2.	History Tests	71
3.	Current Event Tests	72
4.	Geography Tests	73
5.	Summary	75

PART III
PREPARATION OF TEACHERS FOR THE
SOCIAL STUDIES

VIII.	COURSES OFFERED BY UNIVERSITIES AND TEACHER- TRAINING INSTITUTIONS FOR THE PROFESSIONAL PREPARATION OF SOCIAL SCIENCE TEACHERS	76
	1. General discussion	76
	2. Professional Courses	78
	3. History Courses	84
	4. Sociology Courses	87
	5. Political Science Courses	89
	6. Economics Courses	90
	7. Geography Courses	92
	8. Method Courses	94
	9. Summary	96
IX.	CONCLUSIONS AND RECOMMENDATIONS	97
	1. Conclusions	97
	2. Recommendations	101

APPENDIX I

REFERENCES.	
A. Aims	104
B. Courses for Social Science Teachers	107
C. Content	111
D. Methods	113
E. Psychology	115
F. Tests and Measurements	116
G. A Selected and Annotated Bibliography ..	116

List of Tables

<u>Table</u>	<u>Page</u>
I	Aims of the social sciences as found by an analysis of fifty-four books, magazines articles, courses of study and committee reports..... 18
II	Aims and outcomes of the social sciences as found in Dr. Rugg's analysis of sixty books and articles..... 19
III	Aims of the social sciences as found by Mr. H. G. Gold through a study of 242 courses of study received from 236 cities and distributed over 41 states..... 20
IV	Aims or objectives of the social sciences as found by Mr. H. G. Gold, arranged according to the Rugg scheme of classification..... 21
V	Aims of the social sciences as found by the analysis of fifty-four books, magazine articles, courses of study, committee reports, and like material, arranged according to the Rugg scheme of classification..... 22
VI	Comparison of the studies of social science objectives made by Jones, Rugg, and Gold..... 23
VII	Required and elective courses in history, civics, and economics in four-year high schools, according to a study made by Briggs for the Bureau of Education in 1914..... 32
VIII	Type of content and the sequence of topics in five representative advanced geographies..... 35
IX	Relative emphasis in pages given to various periods in American history, according to an analysis of text-books made by Dr. Earle Underwood Rugg of Colorado State Teachers College..... 37
X	Relative emphases given in pages to certain periods in Ancient and medieval history, according to an analysis of texts made by Dr. Earle Underwood Rugg of Colorado State Teachers College..... 39

XI	Relative emphasis in pages given to groups of topics in modern history texts, according to an analysis by Dr. Earle Underwood Rugg of Colorado State Teachers College.....	41
XII	Page allotments to various topics in civics textbooks.....	43
XIII	Page allotments to various topics in economics and sociology textbooks, according to the analysis made by Dr. Earle Underwood Rugg of Colorado State Teachers College.....	46
XIV	Methods of teaching the social sciences as found by the analysis of twenty-three city and state courses of study.....	51
XV	Courses offered by 128 universities and teacher-training institutions in education and psychology	75
XVI	Courses offered in history by 128 universities and teacher-training institutions	81
XVII	Courses offered in sociology by 128 universities and teacher-training institutions	84
XVIII	Courses in political science and government offered by 128 universities and teacher-training institutions .	86
XIX	Courses offered in economics by 128 universities and teacher-training institutions	87
XX	Geography courses offered by 128 universities and teacher-training institutions	89
XXI	Method courses offered by 128 universities and teacher-training institutions in the history, geography, economics, political science, and government departments	91
XXII	Method courses offered by 128 universities and teacher-training institutions	92

THE PROFESSIONAL PREPARATION OF TEACHERS
OF THE SOCIAL SCIENCES IN
THE SECONDARY SCHOOL

Chapter I

INTRODUCTION

Purpose. This study has grown out of a belief that the teacher-training institutions are overlooking many important factors in the preparation of the social science teacher for the secondary school. There was a time, and not long ago, when the teacher of social science was regarded as being of little value to the school system. This, of course, grew out of the fact that citizenship-training was considered a side issue or by-product of our educational organization. Such crude conceptions have begun to find no place in our educational thinking and today we regard citizenship-training as the ultimate aim of our public school system. The future of our experiment in democracy lies in the type of citizen produced. The true meaning of democracy must be taught to future citizens, if our nation is to attain the goal set for it. We recognize our place among world powers and feel the responsibility that has been placed upon us. Our public school system

has been made the channel through which knowledge is to be imparted in the future. It is probable that the success or failure to train citizens for future responsibility depends largely upon the type of teacher who directs the social science course in the secondary school. It shall, therefore, be the purpose of this study to:

1. Determine the job of the secondary school social science teacher as related to aims, content, methods, psychology, and tests and measurements,
2. Determine the present status of the professional preparation of the secondary school social science teacher,
3. Make recommendations for the professional preparation of the social science teacher in the secondary school.

Problems. Many problems present themselves for solution when a study of this type is undertaken. Some of these problems are very complex. In fact the simplest problem offers a challenge when we strive to solve it. In the light of our present scientific knowledge, practically all of the problems would have to take a problematical solution. The scientific investigations in the field of teacher-training have been limited and incomplete. This renders a definite solution of the problems very improbable. Certain

hypotheses may be set up as being of first importance in the training of a teacher of secondary school social science. Out of these hypotheses will come some very pointed and definite questions which we must answer, in theory at least, by objective and impersonal studies. The present study will undertake to answer the following questions:

1. What are the theoretical aims or objectives of secondary school social science as it is taught at the present time?
2. What is the content of the social science course in the secondary school?
3. What are the present-day practices as related to methods of teaching the social sciences in the secondary school?
4. What is the fundamental psychology of the secondary school social science course?
5. What are the methods of testing and measuring the results of social science teaching?
6. What courses are offered by teacher-training institutions for the professional preparation of the secondary school social science teacher?
7. To what extent do social science courses in teacher-training institutions meet the needs of approved public school practice in the teaching of secondary school social science?

Procedure. The method of procedure which was adopted for making this investigation may be summarized, in brief, as follows:

1. An analysis of fifty-four books, magazine articles, courses of study, and committee reports was made for the purpose of determining the theoretical aims or objectives of the secondary school social science course.
2. The most widely used textbooks in the field of secondary school social science were analyzed for content or subject matter.
3. Analyses of the works of the best authorities in the field of psychology were made for the purpose of determining the psychology of the social sciences.
4. The field of tests and measurements was studied with a view of finding the tendencies and practices as related to secondary school social science.
5. Twenty-three courses of study were analyzed for methods of teaching the secondary school social sciences.
6. One hundred twenty-eight (128) catalogs of universities and teacher-training institutions were analyzed with a view of finding the

courses now offered for the professional preparation of the secondary school social science teacher.

The method of investigation, as stated above, was selected because it is fairly impersonal and objective in its point of view. The subjective element has been in a large measure eliminated. The works of authorities have been consulted in the study of aims, methods, and psychology. In the remainder of the study facts have been taken as they were found. This should make it possible to secure a fairly impersonal and objective insight into the present professional preparation of the secondary school social science teacher.

Thesis. The thesis of this investigation is that the analyses of textbooks, magazine articles, courses of study, committee reports, and like material, will give one an impersonal and objective insight into the job of teaching secondary school social science; that the analyses of college catalogs will show the present professional preparation of the social science teacher; and that the findings of this study will afford a relatively objective basis for making recommendations for the professional preparation of the secondary school social science teacher.

Summary. The discussion in this chapter has been a brief attempt to set forth the purpose, problems, procedure, and thesis of the investigation. The purpose, problems, and method of procedure have been briefly discussed in relation to the entire study. The need of the study was mentioned in connection with the purpose. The scope and complex nature of the study was briefly mentioned in the statement of problems. Advantages of the method of procedure selected for this study were mentioned, and a statement of the thesis given. This brief discussion gives a background for the theoretical discussion which is to follow in the next chapter.

Chapter II

THEORETICAL ASPECTS OF THE SUBJECT

General Statement. What does the teacher of social science in the secondary school need to know? The answer to this question involves a detailed study of the secondary school curriculum. In the past we have taken for granted that the things that a teacher ought to know and to teach could be found in the textbook. This attitude has failed to lead our teacher-training institutions to an objective and impersonal point of view as related to the training of teachers for the social sciences.

The entire history of teacher-training has been more or less vague and indefinite. We have many instances where the prospective teacher has been allowed to specialize in mathematics or science and then take her place in a secondary school as a teacher of geography or history. No doubt, the theory of formal discipline has had its influence in bringing about the above condition. The assumption was made that a teacher well trained in one subject was prepared to teach many subjects. This is evidence that we have not done enough scientific thinking in the field of curriculum building for teacher-training institutions.

We may well look upon our teacher-training institutions as having used the "guessing" method of curriculum

making. Not enough scientific investigations have been made to determine definitely what the teacher of secondary school social science should know. But the very fact that teaching is coming to be recognized as a profession is evidence to support the contention that teachers should be well trained. How can this type of training be acquired? The answer is that of a scientific curriculum in teacher-training institutions.

Teacher-training institutions in the future must have specialized curricula. They must determine in an impersonal manner the type of thing that should be taught to each prospective teacher. This implies that the duties and difficulties of each position must be discovered. Charters tells us that there are two points of view concerning the curriculum: "From the one point of view the function of the curriculum is considered to be that of imparting information, while from the other point of view its function is considered to be that of modifying conduct."¹ The second point of view is more applicable to teacher-training institutions than the first. Although the first point of view must form a part of the nucleus of every teacher-training curriculum.

The imparting of knowledge or information is only one of the many activities that the teacher of social science performs in a day. We may reasonably assume that

1. Charters, W. W. "Principles Underlying the Making of the Curriculum of Teacher-training Institutions" Educational Administration and Supervision, Vol. 10 (September 1924), pp. 337-338

there are many other duties which the teacher must perform. The teacher of today must find her place in the life of the community and contribute her bit to the welfare of the group. The patrons are no longer satisfied with the type of teacher that closes her day when the last bell sounds. A great deal is expected of the teacher from the standpoint of leadership in the community. She is called upon to take part in church and Sunday school work. At times she may be asked to assume the leadership of a club. All of these demands, if not duties, make the necessity for broad training of first importance. In theory, at least, we may say that the teacher of social science should be prepared to meet the demands that are made upon her from the community life of which she is a part.

Aside from the general principles of training which have been mentioned there are certain definite fundamental standards which may be set up as guides for the preparation of the social science teacher. These standards are more or less tangible and can be attained by every teacher. They are associated with classroom teaching and may be summed up as follows:

1. The teacher should be clear as to the aims, purposes, and values of the social sciences. It would be very hard to conceive of a teacher who did not have a thorough knowledge of the aims of her teaching. But, no doubt, this teacher could be found in the school room.

Great multitudes of teachers have entered the profession temporarily and have not spent the time and study necessary for a thorough understanding of the aims and purposes of the subject which they pretend to direct. Whenever we find a lack of organization as regards aims and purposes defects in the teaching come to the surface. Interest will then be at a low ebb. The teacher will be compelled to establish an autocratic form of government in her class and the pupil will feel that he is being imposed upon. The line of least resistance will be followed by the teacher in making her plans and no definite objectives will be set up for a guide in the assignment. In fact the entire course will lack organization and technique.

Where there is a lack of purpose the best methods of procedure will not be employed in the work. The teacher will not be able to make a distinction between the good method and the poor method before a definite plan and organization of the work is made. Lack of aim or objective not only means a lack of organization, but it involves a tremendous loss of time and energy. Effort will not be concentrated upon the important points and the course is likely to become unrelated and disorganized unless the teacher is clear as to the aims and purposes of the work. One of the most important factors in the training of any leader is a thorough knowledge of the goal to be attained.

2. The teacher of social science should know the subject matter that she is to teach. This is a generalization which requires little proof. It is clear that the teacher cannot teach that which she does not understand. We must also recognize that just to know the subject matter in the literal sense is not sufficient. The teacher must be clear as to the applications of the subject matter. Since the pupil will retain only a small number of the facts that he has learned, it becomes all the more important that we give him something bigger and broader in his study. This added demand must be met by the teacher with a broad understanding of the relation of social science to the life of the child and to his environment. Of course, we must not overlook the fact that knowledge of subject matter alone has been recognized in the past, and we must admit that a great deal of traditional value and prestige has been given the teacher who really knew facts. This conception has been very narrow and limited in its point of view and has failed to contribute properly toward the building of a democracy. Facts alone are not sufficient to insure the perpetuation of a democratic society, but through the study of facts and relations in social science must be built attitudes, habits, conceptions, and ideals which will make for good citizenship. One can readily see, then, that the teacher of social science in the secondary school must not only know the subject matter that she is to teach, but that she must be able to interpret it in terms of citizenship.

3. The teacher of social science should have a knowledge and an appreciation of the best methods of teaching. The responsibility of the teacher is greater today than at any previous time in our history. More pupils have knocked at the door of the public school; definite aims and ideals have been set up; the subject matter or content has become broader and more inclusive; the responsibility of citizenship has become greater; life in general is more complex than in former times; and the mass of humanity has tended to concentrate. All of these factors add to the burden of the teacher. It is no longer possible for the teacher to rely upon trial and error methods, but if the demands which are made upon her by society are to be met she must know the true meaning of efficiency. She must look to the scientist in the field of education for methods. No doubt, there has been a great loss of time and energy in the past, on the part of both pupil and teacher, due to poor methods of instruction. Dewey assures us that there is no separation of subject matter and method, but that they are inseparable in the teaching process.² "Method is that arrangement of subject matter which makes it most effective in use."³ A knowledge of method and its applications will enable the teacher to better organize her work; greater interest will be had on the part of pupils; and a greater degree of efficiency will be attained.

2. Dewey, John. Democracy and Education, p. 194. Macmillan Company, New York, 1924

3. Ibid. p. 195

4. The teacher of social science should have a knowledge of the important psychological principles underlying the most effective instruction. This embodies a knowledge of the psychology of the learning processes as applied to the various subjects in the field of social science. A knowledge of psychology is very fundamental to good teaching, as it not only points out the method of learning employed by the child to which all good teaching must correspond, but also points out the results and uses of objective studies, educational tests, and experimentations of various kinds. The real teacher must be able to utilize the laws of learning in her daily work. There must be a broad understanding of the processes which involve analysis, reasoning, discrimination, and other abilities of the child, and finally if the teacher is to be efficient she must know the psychology of child life. It is only through an understanding of the child and his learning processes that the teacher will be able to adapt her instruction to his needs.

5. The teacher of social science should have a knowledge of the uses and results of the best tests and measurements in the field. The old type of essay examination is no longer sufficient to measure the results of teaching. It is giving way to a more impersonal and objective type of test. Standards have been set up for each grade through the examination of thousands of pupils in a

particular subject. This has made comparison a necessary part of the teachers' work. The results of her teaching must be compared with the standard, which has been made through impersonal studies. These standard tests are not only more objective and impersonal in their nature, but they relieve the teacher of a great deal of detailed work. They enable her to spend more time in planning the work and less time in determining the results of her instruction. No doubt they are more accurate than the old type of testing material, which usually consisted of a set of ten questions that were later to be graded on a basis of one hundred.

Summary. This chapter has briefly presented the theoretical side of the study. Certain principles of teacher-training curriculum building have been discussed from the standpoint of the needs of the social science teacher. We have set up guiding principles for the training of the prospective teacher of the social sciences. The contention has been made that a teacher must know the aims or purposes of her subject; the content or subject matter; the best methods of teaching; the psychology of the social studies; and the uses and results of tests and measurements before her preparation has been complete. These are the points which will be discussed in detail in the succeeding chapters.

Chapter III

AIMS OF THE SOCIAL SCIENCES

Many attempts have been made to discover definite aims or objectives for the social science course but, so far, no outstanding results have been achieved. The need for a definite goal has long been felt by leading thinkers in the field. In the bulletin, Cardinal Principles of Secondary Education,¹ seven major objectives, it will be recalled, are formulated for the guidance of secondary schools. These objectives are:

1. Health,
2. Command of fundamental processes,
3. Worthy home membership,
4. Vocation,
5. Citizenship,
6. Worthy use of leisure time,
7. Ethical character.

The aims of secondary education are very broad and inclusive. It would not be wise to set them up for the specific guidance of the social science teacher or of the mathematics teacher because some of the above objectives are outcomes of the sum total of training in the secondary school. The factor of environment must also contribute to the aims of secondary education. With these facts in mind

1. Bureau of Education, Bulletin, 1918, No. 35, "Cardinal Principles of Secondary Education."

we come to the real purpose of this chapter, which is to determine, rather objectively, the theoretical aims or objectives of the social science course as it is now taught in our secondary schools.

The writer has recently made careful analyses of fifty-four books, magazine articles, courses of study, committee reports, and like material (see Tables I and V), for the purpose of determining and evaluating the aims of the social science course in the secondary school, as stated by students in the field, today. A study of the findings of this investigation should give us some idea of the present thinking as related to the purpose of our social studies. Of course the aims as found here are theoretical because we are living in a changing society and must recognize the fact that our thinking must be elevated from time to time.

Dr. Earle U. Rugg of Colorado State Teachers College attempted to find the probable aims and outcomes of the social sciences by making an analysis of sixty books and articles on the subject.² The result of his investigation is shown in Table II. We will notice from a close study of this table that the aims and outcomes were grouped under seven heads or divisions and show very clearly what the tendencies at the time of the study really were.

It is also interesting to know that Mr. H. G. Gold conducted a study in which he attempted to determine the

2. Rugg, Earle U. "Evaluating the Aims of History" *The Historical Outlook*, 1915, Vol. 15, pp. 324-26

theoretical aims or objectives of certain of the social studies.³ His investigation was limited to the study of a large number of courses of study which were selected from all parts of the country. The results of his investigation will be found in Tables III and IV.

A comparative study of the above investigations (see Tables I to VI) will show very clearly and definitely what the theoretical aims or objectives of the social sciences are at the present time. A close observation of Table VI shows the relative importance of the various theoretical aims to be as follows:

1. Facts, acquisition of knowledge.
2. Training certain powers such as memory, sympathy, judgment, discrimination, and other abilities.
3. Training for citizenship.
4. Broadening the pupils point of view.
5. Causal relationships, appreciation of the past and present.
6. Patriotism and national ideals.
7. Use of books, methods of study, and the formation of other habits.

We do not intend to imply that the above aims or objectives of the social science course are all inclusive

3. Gold, H. G. "Methods and Content of History Courses in the High Schools of the United States." *The School Review*, 1917, Vol. 25, pp. 88-100, 167-196, 274-282

Table I

Aims of the social sciences as found by an analysis of fifty-four books, magazine articles, courses of study, and committee reports

Rank	Aim	Frequency
1	Knowledge	29
2	Citizenship	23
3	Sympathy	20
4.5	Appreciation	19
4.5	Formation of habits (discipline)	19
6.5	Power of interpretation	16
6.5	Understanding of society	16
8	Training in seeing causal relations	14
9	Patriotism	13
10.5	Preparation for further study	11
10.5	Cooperation	11
12	Personal responsibility	10
13	To develop the ethical nature	9
14.5	Ideals	7
14.5	International spirit	7
16	To learn the use of books	5
18.5	Health	1
18.5	Worthy home membership	1
18.5	Command of fundamental processes	1
18.5	To develop the intellect	1

Table II

Aims and outcomes of the social sciences as found in Dr. Rugg's analysis of sixty books and articles

Rank	Aim	Frequency
1	Facts, acquisition of knowledge, etc.	40
2	Causal relationships, appreciation of the past and present	37
3	Training certain powers such as memory, sympathy, judgment, discrimination, etc.	31
4	Broadening the pupils' point of view	30
5	Training for citizenship	25
6	Patriotism and national ideals	19
7	Use of books, methods of study, etc.	16

COLORADO STATE
TEACHERS COLLEGE
Greeley, Colo.

Table III

Aims of the social sciences as found by H. G. Gold through a study of 242 courses of study received from 236 cities and distributed over 41 states

Rank	Aim	Frequency
1	Knowledge of the development of civilization	42
2	Patriotism and intelligent citizenship	36
3	To acquire broad sympathies and culture	34
4.5	Knowledge of the development of nations	22
4.5	To acquire powers of interpretation and judgment	22
6	To see how our ancestors solved problems in order to help us meet our difficulties	18
7	To acquire a store of useful facts	16
8	To get such a picture of the past as will help us understand modern life, current events and modern movements	13
9	To develop ideals, national and universal	9
10	To furnish a background for literature and general education	8
11	To furnish illustrative moral material	7
12.5	To teach the pupil how to use books and how to extract substance from the printed page	6
12.5	Knowledge of oriental nations	6
14	Develop memory and imagination	5
16	To gain power in the systematization of facts	4
16	Knowledge of the development of democracy	4
16	To satisfy a conventional demand	4

Table IV

Aims or objectives of the social sciences as found by Mr. H. G. Gold (see Table III), arranged according to the Rugg scheme of classification

Rank	Aim	Frequency
1	Facts, acquisition of knowledge, etc.	100
2	Training certain powers such as memory, judgment, sympathy, discrimination, etc.	61
3	Training for citizenship	36
4	Broadening the pupils' point of view	22
5	Causal relationships, appreciation of the past and present	17
6	Use of books, methods of study, etc.	10
7	Patriotism and national ideals	9

Table V

Aims of the social sciences as found by the analysis of fifty-four books, magazine articles, courses of study, committee reports, and like material, arranged according to the Rugg scheme of classification

Rank	Aim	Frequency
1	Facts, acquisition of knowledge, etc. Training certain powers such as judgment, memory, sympathy, discrimination, etc.	49
2		46
3	Training for citizenship Patriotism and national ideals	34
4		28
5	Use of books, methods of study, etc.	25
6	Broadening the pupils' point of view Causal relationships, appreciation of the past	19
7	and present	11

Table VI

Comparison of the studies of social science objectives made by Jones, Rugg, and Gold

Rank			Aim	Frequency		
Jones	Rugg	Gold		Jones	Rugg	Gold
1	1	1	Facts, acquisition of knowledge, etc.	49	40	100
2	3	2	Training certain powers such as judgment, memory, sympathy, discrimination, etc.	46	31	61
3	5	3	Training for citizenship	34	25	36
4	6	7	Patriotism and national ideals	28	19	9
5	7	6	Use of books, methods of study, etc.	25	16	10
6	4	4	Broadening the pupils' point of view	19	30	22
7	2	5	Causal relationships, appreciation of the past and present	11	37	17

Facts, acquisition of
knowledge, etc. [REDACTED]

Training certain powers
such as memory, sympathy,
judgment, discrimination,
etc. [REDACTED]

Training for citizenship [REDACTED]

Broadening the pupils'
point of view [REDACTED]

Causal relationships,
appreciation of the past
and present [REDACTED]

Patriotism and national
ideals [REDACTED]

Use of books, methods of
study, etc. [REDACTED]

Diagram 1. Importance of the social science aims based on
the total number of times mentioned in the combined studies
made by Jones, Rugg, and Gold

or definite. They are merely theoretical aims or outcomes which summarize the present-day thought as regards the purpose of the secondary school social science course.

1. Facts, acquisition of knowledge, etc. The old idea, that education consists in the mastery of facts, is considered to be one of the vital aims of the social studies at the present time. No doubt, scientific investigation has given this aim a different meaning in recent years. We no longer find students of the social studies spending hours in the memorization of dates, names, battles, and other small details. The concept, knowledge, has changed to mean the broad understanding and not merely the detailed point of view. The word knowledge has come to have a broader interpretation. History and geography are studied with the idea of understanding society and man. Relations are to be understood and not mere facts. Of course a certain number of dates, names, and other details are necessary, but the broad interpretation of this aim means that the pupil will be given a knowledge of his relation to other members of society; a working knowledge of man and his society; and a conception of the various forces that work for good and evil in his group. The pupil must also gain some conception of his personal responsibility and of the part that he must play in life. To gain a knowledge of facts without having learned to apply them would not be of any special value to the pupil.

2. Training certain powers such as memory, judgment, sympathy, discrimination, etc. This aim was found to have a rank of two in the studies conducted by both Mr. Gold and the writer. Dr. Rugg found that it took third place among the aims found by his analysis of sixty books and articles (Table VI). This shows that the training of certain powers is considered, in theory at least, to be of vital importance. It is claimed that the development of these powers tends to make the person a bigger and better citizen. The growth of the power of sympathy, for instance, will give the boy or girl a better outlook upon life. It is also very clear that we cannot expect a great deal from the boy or girl who does not develop the powers of judgment and discrimination. It is through the exercise of these powers that choices must be made. The individual must decide his course through life; he must be able to distinguish between right and wrong; he must be able to plan his procedure; he must know how to select his associates; and we might name numerous other choices that he must make in all of his activities.

3. Training for citizenship. The term citizenship is very broad and may be made to include almost anything. A good citizen in one community or country might be considered very undesirable in another community or country. The term citizenship implies that certain ideals and

attitudes have been established for the guidance and training of future citizens. We might say that a good citizen is one who respects the rights of others, or that a good citizen is one who is honest and true to the ideals and traditions of his country. These would be very narrow interpretations of citizenship. There must be in the good citizen more than mere honesty or truthfulness. He must have an interest in the welfare of his community, state, and nation. There must be a feeling of responsibility on his part and he must come to regard public matters as being of vital concern to him. A study of the right of suffrage and its application shows that there has been a lack of recognition of duty. A recognition of the seemingly small matter is one of the fine traits of good citizenship. To be able to know and to fill the requirements of a good citizen is the biggest job that one is called upon to perform.

4. Broadening the pupils' point of view. Dr. Rugg and Mr. Gold found this aim to be fourth in rank of importance based on their investigations. The study conducted by the writer shows that this aim occupied sixth place in rank of importance. This would lead us to believe that this aim is coming to be considered of less importance or that the training which it includes could be accomplished through the realization of the previous objectives of the social

science course. We find included under this aim such abilities as the interpretation of social and personal relationships; giving approval to the accomplishments of others; appreciation of the belief of others; and a sense of membership in a world community. These are necessary attitudes of the developing pupil, but the broad term citizenship would include the training of a great many of the abilities which this aim should strive to develop.

5. Causal relationships, appreciation of the past and present. Under this aim we would find such statements of purpose as the following: 1. To lead the pupil into a knowledge of his historical inheritance, 2. To cultivate a sympathetic understanding of the nations of the world and thereby gain an appreciation of their contributions to modern civilization, 3. Appreciation of current problems and methods of solving them. This aim should develop in the pupil the ability to see the past in the light of the present. One of the chief purposes of this aim is to bring out the relation of history to the lives of men.

6. Patriotism and national ideals. The following can be included under the terms patriotism and national ideals: 1. developing a spirit of nationalism; 2. promoting ideals; 3. fostering a love of country. In the

opinion of many leaders nationalism as an aim of the social studies is no longer valid. We have outgrown, in theory if not in practice, the narrow view of national ideals. America has assumed the position of world leadership and many of her obligations have become of world character. These world obligations must limit the national spirit in its growth or development. The broad term citizenship would include ideals which are bigger and broader than the bounds of our nation. The characteristics of a good citizen are broad and inclusive enough to include the spirit of loyalty and does not of necessity demand a separate aim, patriotism.

7. Use of books, methods of study, etc. The primary purpose of this aim seems to be the encouragement of reading; teaching the use of books; building sound habits of study; and training the pupil to grasp the meaning of the printed page. At present a great many of our high schools have poor library facilities and do not offer ample opportunity to develop this aim. It is believed that library work is one of the most essential methods of learning the social sciences. This aim is sufficiently concrete to be attained by the average pupil who is studying social science. This aim should thoroughly acquaint the pupil with the use of supplementary materials and their value.

Summary. The theoretical aims as brought out in this study seem to be as follows: 1. Facts, acquisition of knowledge, 2. Training certain powers such as memory, sympathy, judgment, discrimination, 3. Training for citizenship, 4. Broadening the pupils' point of view, 5. Causal relationships, appreciation of the past and present, 6. Patriotism and national ideals, 7. Use of books and methods of study. There seems to be no general agreement as to the aims and purposes of the social science course at the present time. However, it is evident that the above theoretical aims have been set up for the guidance of the secondary school social science teacher. It is also evident that certain specific contributions must be made by the secondary school social science course to the general objectives of secondary education.

Chapter IV

CONTENT OF THE SOCIAL SCIENCE COURSE

The social science course as it is taught in our secondary schools at the present time is chiefly a reading course.¹ The textbook determines, in most cases, the type and quantity of material which will be taught. By noting the grade-placement and whether the courses are required or elective one may get a fairly impersonal idea as to the material which the social science pupil studies in our secondary school at the present time.

The most comprehensive mass of data on required and elective courses in history, civics, and economics available is that compiled by Briggs for the Bureau of Education in 1914.² From this study (see Table VII) we may draw the conclusion that in general one finds Ancient history in the ninth grade, Medieval, Modern, and English history in either the tenth or eleventh grade, and American history and Civics in the twelfth grade. In general, we would find American history, geography, and community civics in the seventh and eighth grades of the secondary school.

1. Rugg, Dr. E. U. Studies in Curriculum Construction in the Social Sciences. (Unpublished Ph. D. Dissertation, on file in Library, Teachers College, Columbia University, New York, 1923)
2. Report of the United States Commissioner of Education, 1915, Volume 2, p. 121

Table VII

Required and elective courses in history, civics, and economics in four-year high schools according to a study made by Briggs for the Bureau of Education in 1914

Subject	REQUIRED				ELECTIVE			
	Year				Year			
	1	2	3	4	1	2	3	4
Ancient history ..	2049	1588	158	29	1324	874	123	26
Medieval and Modern European history .	195	1818	1000	70	97	1401	1059	105
English history ..	337	323	1157	133	191	358	1749	268
American history .	121	114	730	3375	58	51	360	1391
Industrial history	22	23	30	36	77	103	138	203
Civics	589	230	641	2397	242	139	465	1573
Economics	11	37	140	310	11	60	469	1026
General history ..	48	179	45	7	9	17	12	9
Totals :	3372	4282	3901	6360	2009	3003	4375	4600

We might not be able in every case to tell what is being taught in a certain grade, because some teachers are very resourceful in their efforts to get material. Perhaps, there are teachers who teach more subject matter in one grade or courses than others do in two courses. This condition would be the exception and does not seriously affect the assumption that the textbook is the chief source of material in the social science course. This must of necessity be the case when we consider that a great many schools do not have good library facilities. In fact a large number of the secondary schools have very poor library accommodations. We may take for granted that, once we have determined the type of course offered and the grade-placement for the various courses in the social science department, we will be able to find the things discussed by analyzing textbooks. Dr. Earle Underwood Rugg has made a very detailed analysis of textbooks in the various branches of the social science course, and it is to him that I am indebted for a large part of the material in this chapter. This chapter has been largely adapted from his investigations which were made recently. The Tables which were taken from his study have been changed somewhat in form, and in a few instances some of the materials have been eliminated. From a study of the foregoing Tables it is possible to determine the type of thing taught in the secondary school social science course.

A. Geography

A survey of representative advanced geographies (Book II) indicates that in general that in these texts discuss the principles of geography, the chief facts concerning the earth, continents and oceans, climate, countries, and man. Mr. F. C. Wang has made a study of the type of material (see Table VIII) that is being taught in the geography course at the present time.³ His study shows that emphasis is given to the people, resources and industries of each country. The relationships of the people developed through trade and transportation are discussed. The average text is highly condensed and encyclopedic in its treatment of subject matter. However, the textbook is a very convenient guide for the study of peoples, countries, and resources of the world.

We also find that these geography texts give some space to a study of local geography. This type of material is usually found in the last pages of the book, and in many cases it is very meager and incomplete in its treatment.

3. Wang, F. C. "An Analytical Study of Elementary Geography Textbooks in America" (Unpublished thesis for the degree of Master of Arts in the Department of Education, University of Chicago, 1918)

Table VIII

Type of content and the sequence of topics in five representative advanced geographies

Book A	Book B	Book C	Book D	Book E
1. Main ideas of geogra-	Principles of Geography	Introduction	(Detailed parts of U. S.)	North America (Territories of U. S.)
2. North America	North America	The Earth	The earth as a whole	The earth as general geography
3. Dependenc- cies of U.S.	Possessions of U. S.	Forms of land and water	North America	South America
4. South America	South America	Continents and oceans	South America	Europe
5. Oceans, polar re- gions and world winds	Europe	Climate of the earth	Europe	Asia
6. Europe	Africa	Races	Asia	Africa
7. Asia	Asia	Zone of plant life	Africa	Australia and island groups
8. Africa	Australia and islands of the Pacific	Zones of animal life	Australia and Pacific	Geography of the local state
9. Australia and Pacific islands	Geography of the local state	Minerals	Geography of the local state	
10. The earth as a whole		Commerce		
11. Geography of the local state		The United States		
12.		North America		
13.		South America		
14.		Europe		
15.		Africa		
16.		Asia		
17.		Australia		
18.		Geography of the local state		

B. American History

A study of the subject matter or content in American history by Dr. Earle Underwood Rugg of Colorado State Teachers College (see Table IX) indicates that the chief topics, dates, and personages are being discussed in chronological order.⁴ There is no great difference in the type and quantity of subject matter that is being offered in the elementary and high school. Some of the topics are discussed in greater detail in the secondary school course than in the elementary school course. This is particularly true of the wars and their consequences. We find, also, that wars receive more space than other topics in both the elementary and advanced course. This does not necessarily mean that the secondary school pupil is spending all of his time in the discussion of war, but there is some indication that stress is placed upon this type of material. Not a great deal of attention is being given to the constructive forces which work during peace-time periods.

4. Rugg, Dr. Earle Underwood. Studies in Curriculum Construction in the Social Sciences. (Unpublished Ph. D. Dissertation on file in the Library, Teachers College, Columbia University, New York City, 1923)

Table IX

Relative emphasis in pages given to various periods in American history according to an analysis of textbooks made by Dr. Earle Underwood Rugg of Colorado State Teachers College

Period	Elementary American History Textbooks				High School American History Textbooks			
	Book				Book			
	A	B	C	D	A	B	C	D
Discovery and Exploration	46	21	55	32	37	37	20	26
Colonization to 1690	38	83	55	32	50	34	66	62
Colonial Wars and Settlements 1690-1763	34	59	41	45	29	35	46	14
Pre-Revolutionary Period 1763-1775	17	14	21	31	10	27	21	25
Revolutionary War 1776-1783	28	87	45	24	39	34	26	27
Critical Period in American History 1783-1812	81	61	65	50	57	86	66	61
The War of 1812 and its Results 1812-1861	156	112	141	126	117	166	139	203
The Civil War 1861-1865	31	37	50	38	43	64	48	56
Reconstruction 1865-1912	123	95	87	121	138	138	120	140
Period 1912-1923	31	33	87	13	24	31	45	11

C. Ancient and Medieval History

A survey of representative ancient and medieval history textbooks indicates that in chronological fashion they discuss the chief events, topics, and personages that concern primitive man and his way of living.⁵ Oriental civilizations are discussed at length, (stress being placed upon the political and military powers) as will be seen from a study of Table X. We find in these texts some discussion of the Christian Church and its beginning. Some space is being given to the study of the modern national state. In the medieval histories we find discussions of the Protestant Reformation and religious wars. The development of national states under absolute monarchs receives some attention. Some of the texts take up the beginnings of the modern democratic movement and discuss it at length.

5. Op. cit. Chapter III, page 14.

Table X

The relative emphasis given in pages to certain periods in Ancient and Medieval history according to an analysis of texts made by Dr. Earle Underwood Rugg of Colorado State Teachers College

Period	Ancient and Medieval Texts				Ancient			
	Book				Book			
	A	B	C	D	A	B	C	D
Preview, Primitive and Oriental Life	110	30	94	64	73	80	220	113
Greece and her Civilization	130	46	118	71	177	217	263	123
Rome and the Roman World	75	70	107	103	222	219	200	190
Barbarian Invasion and the Dissolution of Empires	54	10	16	40	74	56	23	60
Empire of Charlemagne and the Invasion of the Northmen	36	28	12	56				29
Medieval Life and Institutions	110	60	253	166				133
Eve of Renaissance	60	14	41	29				89
Protestant Refor- mation and Wars of Religion	80	28	39	45				127
Absolutism and Rise of Democratic Spirit	37	35	62 (to 1648)					78

D. Modern or Medieval and Modern History

The content or subject matter of modern or medieval and modern history is largely a discussion of the medieval and modern institutions. The story usually begins with a discussion of the medieval institutions of feudalism and the Christian Church, and from this point trace the development of the idea of modern national states. Such topics as absolute monarchy, religious conflicts, wars, and personages are frequently discussed. A study of Table XI, which has been adapted from Dr. Rugg's study, gives a very clear insight into the type of material taught in modern or medieval and modern history.⁶ We find from this study that nationalistic origins and their consequences have been emphasized as being of great importance in this course. Wars have been kept in the foreground of discussions and conflicting opinions and results have been given a great amount of attention in practically all of the textbooks in modern or medieval and modern history. Political institutions and their influence upon the general welfare of the group are frequently discussed.

6. Op. cit. Chapter III, page 18

Table XI

Relative emphasis in pages to groups of topics in Modern history texts according to an analysis by Dr. Earle Underwood Rugg of Colorado State Teachers College

Group of Topics	Book A	Book B	Book C	Book D
	PAGES			
Pre-Revolution Period	40	100	120	88
The French Revolution and the Napoleonic Era	57	55	118	40
Restoration of Monarchy-- Absolutism vs. the rising tide of Democracy	74	67	96	95
Nationalistic origins and their consequences	196	296	248	275
The World War and its results	102	67	0	110

E. Advanced and Community Civics

Table XII gives a very detailed picture of the type of material taught in the civics course in the secondary school.⁷ In brief most of these texts in Community Civics discuss the elements of community life -- health, housing, charities, incomes, thrift, protection of life and property, and other topics that are of vital interest to every boy and girl as they grow into maturity. These pupils that remain through the senior high school for the most part will learn from advanced civics something of the machinery of local, state, and national government. The services and functions of government receive some discussion. Institutions which are organized for the purpose of helping those who are dependent upon society for a living are usually discussed. The political, industrial, and social life of the people usually makes up a large part of the content or subject matter. The general principles underlying the successful operation and maintenance of a democratic government are discussed at length.

7. Op. cit. Chapter III, page 18

Table XII

Page allotments to various topics in Civics textbooks

Topic	Community Civics			Advanced Civics			Problems of Democracy	
	Book			Book			Book	
	A	B	C	A	B	C	A	B
Charities.....	4	$\frac{1}{2}$	$8\frac{1}{2}$	0	$5\frac{1}{2}$	$3\frac{1}{2}$	$30\frac{1}{2}$	8
Citizenship: Who are citizens and what is it	1	3	$7\frac{1}{2}$	$4\frac{1}{2}$	$2\frac{1}{2}$	$5\frac{1}{2}$	$2\frac{1}{2}$	5
General facts about cities and villages....	12	$22\frac{1}{2}$	$7\frac{1}{2}$	$14\frac{1}{2}$	$12\frac{1}{2}$	13	10	$10\frac{1}{2}$
City planning and beautification.....	$14\frac{1}{2}$	$21\frac{1}{2}$	$36\frac{1}{2}$	3	$1\frac{1}{2}$	0	6	5
Civic liberties, rights and duties.....	7	0	$2\frac{1}{2}$	7	$24\frac{1}{2}$	$16\frac{1}{2}$	$\frac{1}{2}$	5
Civil and criminal procedure.....	$\frac{1}{2}$	2	4	16	4	$\frac{1}{2}$	$6\frac{1}{2}$	$3\frac{1}{2}$
Commerce and trade.....	0	4	$\frac{1}{2}$	$11\frac{1}{2}$	11	15	8	$12\frac{1}{2}$
General facts of community life.....	$16\frac{1}{2}$	$14\frac{1}{2}$	8	0	0	0	0	$24\frac{1}{2}$
Congress.....	2	$5\frac{1}{2}$	$15\frac{1}{2}$	$38\frac{1}{2}$	$8\frac{1}{2}$	$23\frac{1}{2}$	$3\frac{1}{2}$	13
Conservation.....	7	$12\frac{1}{2}$	$12\frac{1}{2}$	$1\frac{1}{2}$	4	0	$20\frac{1}{2}$	5
Constitutions.....	$1\frac{1}{2}$	3	$5\frac{1}{2}$	$7\frac{1}{2}$	$6\frac{1}{2}$	$7\frac{1}{2}$	9	5
Business life.....	$1\frac{1}{2}$	1	19	$\frac{1}{2}$	4	8	17	20
County government.....	6	$4\frac{1}{2}$	$3\frac{1}{2}$	13	$3\frac{1}{2}$	6	0	4
Defectives.....	2	16	$2\frac{1}{2}$	$1\frac{1}{2}$	$1\frac{1}{2}$	$\frac{1}{2}$	16	3
Delinquents.....	3	$10\frac{1}{2}$	10	2	$5\frac{1}{2}$	6	$23\frac{1}{2}$	12
Distribution of national income.....	0	0	0	0	0	0	10	$12\frac{1}{2}$
Distribution of governmental powers.....	$\frac{1}{2}$	$\frac{1}{2}$	$2\frac{1}{2}$	$3\frac{1}{2}$	1	12	3	2
Education.....	$12\frac{1}{2}$	$31\frac{1}{2}$	$14\frac{1}{2}$	20	$17\frac{1}{2}$	6	15	42
The Family.....	$4\frac{1}{2}$	17	18	$\frac{1}{2}$	$17\frac{1}{2}$	$\frac{1}{2}$	$33\frac{1}{2}$	26
Fire Protection.....	4	$21\frac{1}{2}$	6	$\frac{1}{2}$	0	0	0	$\frac{1}{2}$
Government's control of business.....	$6\frac{1}{2}$	3	$3\frac{1}{2}$	$12\frac{1}{2}$	$10\frac{1}{2}$	1	6	10
Foreign Affairs.....	$\frac{1}{2}$	$\frac{1}{2}$	$7\frac{1}{2}$	4	$3\frac{1}{2}$	$6\frac{1}{2}$	3	$29\frac{1}{2}$
Health.....	11	21	$18\frac{1}{2}$	$8\frac{1}{2}$	4	1	6	10
Housing.....	5	0	$4\frac{1}{2}$	0	$1\frac{1}{2}$	0	3	5
History of government..	0	$1\frac{1}{2}$	2	$14\frac{1}{2}$	$12\frac{1}{2}$	$14\frac{1}{2}$	$25\frac{1}{2}$	1
Geography of the community.....	4	0	1	0	$5\frac{1}{2}$	0	12	$1\frac{1}{2}$

(Table XII continued)

Population and race questions.....	9	24½	13½	2½	10½	1	40	34
Importance of government.....	1	4	2	1	2	0	0	3
Labor questions.....	8	37	48½	1½	11½	6½	71½	62½
Libraries.....	½	½	2½	½	2	0	0	2
Local public utilities	4	7½	6½	½	7½	0	5½	2
Money and banking.....	2	12	12	5½	5½	18½	11	16½
National administration.....	2½	6½	18	47½	16½	7	0	5½
National commissions..	½	½	3½	12½	5½	3½	2	2
National system of courts.....	1½	3	4½	9½	5	11½	½	7½
National defense.....	5	3	0	7	9½	5½	½	4
Organization of society.....	7	12½	10½	14	21	17½	48	9½
Police protection and power.....	4	14½	5½	1½	1½	5½	½	1½
Political parties.....	2½	12	3	12½	6	13	2½	5½
Popular control of government.....	5	½	2½	11	12½	1	3½	13
The President of the United States.....	2	6½	11½	16½	8	5½	½	4
Prohibition and the liquor traffic.....	½	½	5½	3½	1½	2½	0	3
Public finance and taxation.....	10½	0	14	18½	14½	29½	11	22½
Recreation and leisure	½	22½	6	0	2	0	½	7
Relation of U. S. and States.....	2½	0	5½	5	2½	6	0	5½
Religion and the Church.....	4	19	4	½	1	0	3	12½
Representative government.....	3½	½	1½	2	4½	11½	0	4½
Rural life.....	1½	0	17	4½	½	0	1	8½
State constitutions...	1½	4½	2	8	11½	3½	0	½
State courts.....	2½	2	0	8	1	5	1	3
State executive.....	1	2	1½	9	3½	5	0	½
State legislature.....	2½	3	1	9	2½	3½	0	1½
Social Reform movement	0	3½	13	8	3½	1½	37½	21½
Suffrage and elections	9	10½	13	32½	16½	16	1½	8½
Territories.....	3½	1½	5	9	3½	9	0	1½
Town government.....	4½	1½	5	10	2	10½	0	1½
Transportation and communication.....	10	21	14	0	5½	½	6½	17
Wealth and resources..	0	½	0	0	4	0	11½	25½

F. Economics and Sociology

Dr. Rugg found through a survey of representative texts which discuss economic and social questions (see Table XIII) that the chief topics mentioned were those of economic theory, production, consumption, distribution and exchange; the general social and economic problems of business organization; trade, care of the helpless and delinquents.⁶ The family and other institutions which affect the general welfare of society. In general we might say that the material discussed here is somewhat like the material of the advanced civics text. More stress is given to the social and economic aspects than in the civics text, but the general run of material is very similar in its nature to that of the civics course.

6. Op. cit. Chapter III, page 22

Table XIII

Page allotments to various topics in Economics and Sociology textbooks according to the analysis made by Dr. Earle Underwood Rugg of Colorado State Teachers College

Topic	Economics			Sociology		
	Book			Book		
	A	B	C	A	B	C
Agriculture	10 $\frac{1}{2}$	4 $\frac{1}{2}$	3	$\frac{1}{2}$	2 $\frac{1}{2}$	17 $\frac{1}{2}$
Business Organization ...	13	6 $\frac{1}{2}$	6 $\frac{1}{2}$	1	0	20 $\frac{1}{2}$
Capital	15	5 $\frac{1}{2}$	8	$\frac{1}{2}$	0	0
Capitalization and financ- ing industry	0	1 $\frac{1}{2}$	0	0	0	0
Child labor	3 $\frac{1}{2}$	0	0	4 $\frac{1}{2}$	1	20 $\frac{1}{2}$
Banking	1 $\frac{1}{2}$	11 $\frac{1}{2}$	15 $\frac{1}{2}$	0	0	0
City planning	0	0	0	1 $\frac{1}{2}$	0	0
Civic liberties and rights	0	8 $\frac{1}{2}$	0	0	0	0
Climate	0	0	0	1 $\frac{1}{2}$	$\frac{1}{2}$	2 $\frac{1}{2}$
Commerce and trade	5 $\frac{1}{2}$	10 $\frac{1}{2}$	11 $\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	0
Consumption problems	8	17	33 $\frac{1}{2}$	0	0	0
Cooperation	3 $\frac{1}{2}$	2 $\frac{1}{2}$	2	0	0	0
Credit	5 $\frac{1}{2}$	11 $\frac{1}{2}$	10	0	0	0
The Blind	0	0	0	3 $\frac{1}{2}$	0	13
The Deaf	0	0	0	2 $\frac{1}{2}$	0	7 $\frac{1}{2}$
Feeble Minded	0	0	0	7 $\frac{1}{2}$	0	21 $\frac{1}{2}$
Crippled	0	0	0	0	$\frac{1}{2}$	0
Delinquents, crime and punishment	0	0	0	31 $\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Distribution social in- come	13 $\frac{1}{2}$	6 $\frac{1}{2}$	12	1	0	1 $\frac{1}{2}$
Economic endeavor	5	1	5 $\frac{1}{2}$	0	0	0
Economic history	0	42	3	8	0	0
Economic ideals	13	0	8 $\frac{1}{2}$	1 $\frac{1}{2}$	0	1
Education	5	$\frac{1}{2}$	3	$\frac{1}{2}$	42 $\frac{1}{2}$	19
Evolution	4 $\frac{1}{2}$	0	0	14 $\frac{1}{2}$	27	2
Factory system	2	$\frac{1}{2}$	0	1 $\frac{1}{2}$	0	2
Family history	0	0	0	9 $\frac{1}{2}$	65	3 $\frac{1}{2}$
Family, marriage, divorce	0	0	0	20 $\frac{1}{2}$	34 $\frac{1}{2}$	15 $\frac{1}{2}$
Exchange (general)	0	3	7 $\frac{1}{2}$	0	0	0
Family standards of liv- ing, saving	6 $\frac{1}{2}$	11 $\frac{1}{2}$	12 $\frac{1}{2}$	8	4 $\frac{1}{2}$	4
Family, general: home, size, function	$\frac{1}{2}$	1 $\frac{1}{2}$	0	4 $\frac{1}{2}$	3 $\frac{1}{2}$	4
Forests	6 $\frac{1}{2}$	0	0	$\frac{1}{2}$	0	8 $\frac{1}{2}$
Community life	$\frac{1}{2}$	2	0	7 $\frac{1}{2}$	23	0
Exchange, marketing	0	0	10 $\frac{1}{2}$	0	0	0
Government regulations ..	13 $\frac{1}{2}$	11	19	2 $\frac{1}{2}$	0	10
Health	3	0	0	3 $\frac{1}{2}$	14 $\frac{1}{2}$	24 $\frac{1}{2}$
Heredity vs. environment.	2 $\frac{1}{2}$	0	$\frac{1}{2}$	22 $\frac{1}{2}$	50	13
History of industry	6 $\frac{1}{2}$	64 $\frac{1}{2}$	3	8	0	0
History of government ...	0	0	0	8 $\frac{1}{2}$	0	12

(Table XIII continued)

Housing	1½	0	0	3	3½	3½
Immigration	4	½	3	17½	3½	3½
Interest	5	8½	8	0	0	0
Inventions	2½	1	0	1½	0	0
Labor and working conditions	9½	1½	6	5½	2½	31½
Land (use in production) .	0	8	3½	0	0	0
Land reclamation	9½	4	0	0	0	5
Large scale production ...	4½	3½	2½	0	0	0
Local transportation	0	0	0	½	1	0
Money	4½	21	21½	0	0	0
Nature of economics	0	4½	8	0	0	0
Manufactures and industries	0	3½	1½	1	1	0
Natural resources, wealth.	9½	0	7	1½	0	0
Popular control of government.....	0	½	0	0	0	0
Population and people	1	3½	2½	35½	67	18
Poverty and charities	2½	0	22	33½	27½	1½
Prices	9½	7	25½	0	0	0
Minerals	0	0	1½	0	0	6½
Primitive man	6	0	0	7½	20½	0
Profits	5½	8	9½	2½	0	0
Profit sharing	3	½	1	½	0	0
Progress	6½	0	0	16	7	0
Prohibition	0	0	0	20	0	26½
Production (general)	0	8	4½	0	0	0
Public finance	9½	33	10½	3½	½	0
Recreation and leisure ...	1½	0	0	0	1½	1½
Religion and the Church ..	0	0	0	9½	1½	0
Rent	7	13½	12½	0	0	0
Single tax	3½	2	½	1½	0	0
Social forces.....	0	1	0	10½	22½	0
Social ideals and standards	½	0	3	8	2½	0
Social insurance.....	0	0	11	1½	0	0
Social surplus	6	0	0	1	0	0
Society in general (nature)	0	0	9½	8	38½	0
State socialism, government ownership	5	18½	10	1½	18	0
Tariff	1½	7½	9½	0	0	0
Topography	0	0	0	2	½	14½
Trade Unions	6½	9½	10½	1½	0	21½
Transportation and communication	9½	1½	12	½	0	0
Trusts and monopolies vs. competition	13½	5½	11	½	0	0
Unemployment	2	0	0	2	½	17
Value (economic demand) ..	3½	24	8	0	0	0
Wages	14½	8	12½	1	1½	6½
War	0	0	0	1½	3½	0
Water resources	7	0	0	0	0	5
Welfare (social)	6½	0	00	0	0	0
Women in industry	1½	0	0	5	1½	11½
The worker	12½	16	1	1	4	1

Summary. To summarize briefly the type of thing which is found in the social science course, we may say that the material deals chiefly with those institutions of mankind which have shaped and are helping to shape the conduct of society. In the field of history the political and military institutions are given a great deal of attention; in the field of geography we also find material which is directly related to the progress of man; the field of civics has to do with the institutions which govern man in his struggle for existence; and in the field of economics and sociology the social and economic institutions are kept in the foreground.

The course is chiefly one of a reading nature. The textbook is the main source of material from both the standpoint of quality and quantity. We have our supplementary materials, but in many instances they are not available or their importance in the development of the topic is overlooked by the teacher.

METHODS OF TEACHING THE SOCIAL SCIENCES

The old idea that method is something entirely separated from subject matter has been abandoned by leading thinkers in the field of education. Method has come to be associated with subject matter in such a way as to form a unit of thought. Dewey tells us that method means that arrangement of subject matter which makes it most effective in use.¹ This point of view as related to method makes very clear the fact that method is a part of the teaching process.

The entire field of method has come to be associated with subject matter to the extent that we now recognize a particular scheme for the learning of each thing to be learned. To learn anything, we must somehow practice that thing. To learn to form judgments we must practice forming judgments--under conditions that tell success from failure and give satisfaction to success and annoyance to failure. To learn to think independently we must practice thinking independently. We may conclude from the above statements that the problem of method is the problem of providing such conditions for learning as give the right kind of practice for learning--a practice that will tell success from failure and attach satisfaction to success

1. Dewey, John. *Democracy and Education*, p. 174. Macmillan Company, 1924

and annoyance to failure.²

The purpose of this chapter is to determine and discuss the important methods of teaching the social sciences in the secondary school. The analyses of twenty-three city and state courses of study (see Table XIV) gives us a fairly objective and impersonal means of discovering present-day methods of teaching the social studies. A study of the results of the investigation in methods of teaching the social studies seems to show that the following methods are considered of importance:

1. Problem,
2. Project,
3. Laboratory,
4. Socialized recitation,
5. Topic and report.

It is evident that we are not able to set up any fixed order of procedure.³ This is equivalent to saying that no one method is the best or that it can be set up as a guide. The chief benefit is to be derived from method after it has been adapted to the task or subject matter at hand.⁴

In trying to determine the practices as related to methods of teaching the social sciences we must not overlook the fact that some of the most commonly used methods, perhaps, have not been mentioned. No doubt some of the methods have come to be taken for granted in the minds of educators, and are no longer mentioned in the printed courses

2. Kilpatrick, W. H. Foundations of Method. Macmillan Co. 1925

3. Strayer, G. D. Op. cit. p. 51

4. Kilpatrick, W. H. Ibid. p. 6

Table XIV

Methods of teaching the social sciences as found by the analysis of twenty-three (23) city and state courses of study (see Appendix C)

Rank	Name of Method	Frequency
1	Problem	16
2	Project	12
3	Laboratory	7
4.5	Socialized Recitation	6
4.5	Topic and Report	6

of study. We refer particularly to the lecture method which was not mentioned in the courses of study examined.

We may conclude from a close study of Table XIV, that the method which recognizes the value of activity in the learning process is the method to which social science teachers and curriculum builders are turning.⁵ At the present time activity is the basis or foundation of method in the teaching of social science. It is the duty of every prospective teacher of the social studies to become acquainted with the methods which are being recognized by specialists as being of vital importance. One of the important jobs of every teacher is that of adapting the subject matter to the particular situation.

The Problem Method.

From a study of Table XIV, it will be learned that a great deal of importance is being attached to the problem method of teaching at the present time. R. D. Chadwick has defined the problem method in the following manner:⁶ "It simply means that the teacher centers the whole lesson around one essential fact, converting that fact into a broad problem." One may judge from the above definition that the method is essentially one of activity on the part of the pupil. Many outside readings are required; trips made; and natural sources investigated in the solution of a com-

5. Kilpatrick, W. H. Op. cit. p. 34

6. Chadwick, R. D. "Methods of Teaching History" History Teachers Magazine, 1915. Vol. 6, p. 171

plex problem. All of these activities make for interest on the part of pupils and, no doubt, add to the efficiency of teaching. The following advantages may be claimed for the problem method:⁷

1. It eliminates the question of discipline.
2. It reaches the core of the lesson.
3. It demands thorough preparation on the part of both pupil and teacher.
4. Little "bluffing" is possible.
5. It arouses keen interest.
6. It encourages thought.
7. It leads to more extensive reading and study.
8. It stimulates verbal expression.
9. It gives the slow pupil a chance.
10. It prevents the teacher from falling into a rut.

The Project Method.

Kilpatrick tells us that the project is a "purposeful act." He also tells us in the same paragraph that the purposeful act is the typical unit of worthy life in a democratic society and that it should be made the typical unit of school procedure. Mr. R. W. Hatch has explained the project in a way that might add to the meaning of the above definition, when he tells us that projects in citizenship may be grouped into three types as follows: (8).

7. Kilpatrick, W. H. "The Project Method" Teachers College Record, Vol. 21, pp. 362-378

8. Hatch, R. W. "Projects in Citizenship" Historical Outlook, Vol. 13, pp. 51-52, 1922

- A. Projects involving extra-curricular activities.
- B. Incidental projects.
- C. Classroom instruction.

A list of representative projects in citizenship would also be of interest in making the explanation clear. For this list we turn to the experience and training of Mr. Hatch, who has been a leader in developing the project method.⁹

1. Clean-up week.
2. The building of a gymnasium.
3. A chapter in the Junior Red Cross.
4. The formation of a school bank.
5. Campaign against unsportsmanlike conduct at games.
6. The making of a guidebook of the vicinity.
7. Entertaining children in hospitals.
8. A campaign against tardiness.
9. A community christmas tree.
10. A campaign for clean speech.

Many other projects might be named but the above list is sufficient to show the meaning of the method. It is one of the methods which recognize the importance of pupil activity.

Out of the project certain definite aims or outcomes should be realized. These aims have been summarized by Kilpatrick in the following manner:¹⁰

1. Scientific methods of attack.
2. Develop powers of thought.
3. Acquisition of facts.
4. Develop interest in subject.
5. Build personal attitudes.
6. Develop respect for research and truth.

9. Hatch, R. W. Op. cit. p. 53

10. Kilpatrick, W. H. "What Shall We Seek from a Project" Historical Outlook, Vol. 13, 1922, pp. 216

We shall also observe that the general outcomes of the project are in keeping with the aims of the social studies. (See chapter III).

Laboratory Method.

A third method of teaching the social studies which has recently come to be considered of importance is that of the laboratory method. The heart of this method seems to be the fact that the pupil is given the burden of responsibility, and that the teacher assumes the position of one who guides. Of course this is only another way of saying that the pupil "learns by doing." He is brought face to face with the problems of the course. Many forms of apparatus such as books, notebook, library, maps, charts, pictures etc., may be used in a method of this type.

Some of the chief advantages of the method seem to be that pupils learn by doing; that the pupil must learn the subject matter before he can pass on; and that examinations are not necessary.¹¹ The lack of need of the examination is due to the fact that the pupil works individually, under the guidance of the teacher. The instructor comes to know the strong and weak points of each pupil in question.

The Socialized Recitation.

The socialized recitation is another method which has

11. Wilgus, A. C. "The Laboratory Method in the Teaching and Studying of History" Historical Outlook, 1921, Vol. 12, p. 31

received a great deal of attention in the teaching of the social studies. It has come to be recognized as one of the important schemes for reaching the aims of the social studies. Several important claims have been made for this method relative to its educational value. These definite aims have been clearly summarized by Mr. R. A. Mackie.¹² He maintains that the aims of the socialized recitation are:

1. To do away with passivity in the classroom.
2. To stimulate initiative and originality.
3. To correct wrong impressions.
4. To train the pupil in expression.
5. To enlarge the experience of the pupil.
6. To enable the pupil to overcome individual weakness.
7. To teach the pupil how to concentrate.
8. To enable the pupil to develop individuality.
9. To develop the reasoning power.
10. To build up a definite store of information.

The people who have developed this method have assured us that certain definite advantages have been derived from it. In the first place there is a stimulation of the social consciousness. The pupil realizes the significance of his place in the group, and as a result feels that his work is not of an artificial nature. The school room becomes a "life like" place for him. There is the feeling of a com-

12. Mackie, R. A. "Class Methods in History Teaching" Historical Outlook, 1919, Vol. 10, pp. 256-257

munity spirit in the class. All members contribute in such a way that responsibility and leadership come to be developed in the pupils.

The Topic or Report Method.

The last of the methods mentioned in the courses of study is that of the topic or report. This method gives some recognition to the value of activity in the learning process, but there seems to be less importance attached to this method at the present time than in the past.¹³

This is perhaps due to the fact that it is essentially the same as the lecture method. There is not enough student participation. The method reduces itself to a "dry" report by some disinterested pupil.

To summarize briefly what has been found from this phase of the study we may say that the methods which are being stressed at the present time are those which recognize pupil activity and participation. The law of growth, change, evolution, is being recognized by curriculum builders.

13. Russell, W. F. "Methods of Teaching History in the Secondary School" History Teachers Magazine, 1915, Vol. 6, p. 12

Chapter VI

PSYCHOLOGY OF THE SOCIAL SCIENCES

Before the real significance of the psychology of the social sciences can be understood it will be necessary to recall that our social sciences, in the past, have been taught chiefly from the standpoint of the textbook.¹ It has been shown by several investigations that the textbook determines the content of past, if not present courses in social science. This leads us to believe that the emphasis has been placed upon the content rather than the character of instruction in our teacher-training curriculum. To make the social science teacher thorough and effective in her work she must recognize that many factors contribute to successful teaching besides subject matter. Dr. Judd tells us that social science is one of the most complex school subjects.² It is a complex subject because of the many and varied types of material which it contains. We find also that there is a lack of sequence in the courses which means, in most school systems, poor organization in the social sciences. Pupils in the higher grades complain because of the fact that the courses which they are studying at the present time are very similar to those which they studied in the more elementary grades. Perhaps the

1. Johnson, Henry. Teaching of History in the Elementary and Secondary Schools. Macmillan Company, New York, 1916

2. Judd, C. H. The Psychology of High School Subjects, page 370. Ginn and Company, 1915

work is more detailed in its nature, but there is no great difference in degree of difficulty. This makes the teaching of the social sciences widely different from the teaching of a course in Latin or a course in mathematics which carries the student forward to more and more complicated mental processes and operations with each change in the subject matter.

Thorndike³ gives three major laws of learning, those of Readiness, Exercise, and Effect. These laws can be applied to all school subjects with an equal measure of success so far as teaching is concerned. On the other hand we must recognize the fact that there are certain special psychological processes which apply to each particular school subject. An enumeration of the elements involved in the learning process in the social studies would include:⁴ first, memory or specific associations between words, their sounds and meanings; second, imagination; third, ideas plus organized associations and habits. It may be asserted that good teaching in the social sciences will result only after careful investigation into the process by which children learn this branch of school of school work. It would almost be an axiom to say that texts in the social sciences have been deficient in the past because they have been written by people with no great knowledge of the mind of the adolescent child. "Moreover, our

3. Thorndike, E. L. Educational Psychology, Briefer Course, Chapter X. Teachers College, Columbia University, 1913

4. Rugg, E. U. "The Learning Process in History," p.1 (Unpublished Article)

teaching in the classroom has not been vital because the instructional staff have not made proper use of the psychological laws involving learning. If better results are to be achieved in the social sciences, the course must fit the mental capacity of the child."⁵

Specific Association. Specific association as it applies to the laws of habit formation must be thoroughly understood by the teacher of secondary school social science. In a sense the old method of teaching, which involved the learning of the printed page, did take into account the laws of habit formation. However, we find a serious weakness in the old method of teaching because there was no discrimination in the amount of time spent on the essential and on the non-essential point. The course was one of rote memory, of a variety of topics. The basis of learning is specific association or the grouping of ideas and the fixing of meanings. "From this one proceeds to an organization of those associations into a system of memorized responses which may be designated habits."⁶ But a more complicated mental process is that of combining the specific associations and memorized responses in such a way as to aid in the analysis of situations involving problem solving.

5. Ibid. Page 1.

6. Op. cit. page 2.

Perhaps the most elementary type of learning in the social sciences is that of reflex activity. Above this type of mental activity perceptual learning has its place. One perceives through the senses the printed page, and selects and discriminates between the various modes of response. A still higher type of mental activity consists in ideas. Ideas appear in the social sciences when one has distinct thoughts or specific associations which are recognized and systematized into trains of thought.⁷

The pupil who is studying the social sciences reads of the Japanese tax problem, but he will be able to grasp the situation only through the combined results of his experience. Many responses will be set up in his nervous system. He must select and discriminate from the various situations aroused either through sight or hearing and soon begins to associate all of his ideas or meanings concerning taxation together. If his experience concerning taxation is broad he will bring into consciousness ideas upon American, English, or French problems of taxation. In other words the ideas which he brings into consciousness are the results of his experience concerning this topic. Therefore, the type of learning that concerns us most is the upbuilding of specific associations. It then becomes the

7. Op. cit. page 78.

the duty of the teacher to leave no gaps between the mental process of the learner and the content of the material to be learned.

In addition to the mastery of ideas, the secondary school social science course emphasizes the value of memory. However, we must not forget that the pupil cannot remember all of the facts which have been taught. This difficulty, on the part of the pupil, in remembering facts has been brought about, in part, by the poor methods of teaching that have been employed in the past. Strongly, all of the textbooks, in the past, have been written from the standpoint of memory. But the main defect of this material has been in the organization. It has been organized mainly on one level and this has tended to ignore the great law of habit formation--attentive repetition. Certain experiments have shown that there is a definite relation between ability to remember and ability to think.⁸ There is no question but that textbooks have ignored this fact in the organization of material as related to specific-association.

So far we have been discussing the importance of memory or specific associations in the learning of the secondary school social sciences. We now ask the question, what happens when memory or specific association

8. Buckingham, R. B. Op. cit. p. 443

becomes to be systematized? It is of great importance that we recognize the fact that economy in learning depends upon specific-association and its meaning. Meanings must be fixed both for the relatively small associations and connections of ideas and for the larger basic notions. It is here that judgment begins to be trained through meaning-ideas.⁹ The first type of involving ideas is chronological judgment. This is one of the important abilities which the social studies should develop. The child must come to have a greater knowledge of the structure of his society. Time and sequence are very important, then, in the study of the social studies.¹⁰

The second type of judgment with which ideation is fundamentally concerned is the ability to see causal relationships. The social studies should cultivate the judgment by leading the pupil to see the relation between cause and effect, as cause and effect appear in human life. Through the study of social science the pupil should come to understand that events do not simply succeed each other, but that each event must be the result of some cause. In order that the theoretical aims of the social studies may be realized (see Chapter III) we must cultivate in the pupil the ability to see causal

9. Rugg, E. U. Op. cit. p. 6

10. Judd, C. H. Op. cit. 274

relationships. Here causal judgment is essential.

Imagination.

One of the most important aids in seeing causal relationships is the imagination. The social studies have met objection on the ground that they have been very formal.¹¹ The great weakness here has been the failure to utilize the imaginative powers to a high degree. Rote memorized response has been permitted to dominate the instruction in the social sciences. In addition the type of question that developed in the classroom has served merely to stimulate the memorizing of the printed page. No thought has been given to self-activity on the part of the pupil through the use of imagination. The social studies should be more concerned with the development of mankind than with the ability to recite certain topics. It is only through the imagination that the pupil can be made to see life, customs, habits, and traditions of the people of the eighteenth century. The pupil in learning the social sciences is living through the experiences of past generations.¹²

Our methods should, therefore, take into account as far as possible the imaginative powers of the child. We must also remember that the great stimulus to imagination

11. Rugg. E. U. Op. cit. p. 7

12. Freeman, F. N. Psychology of the Common Branches. Ginn and Co., 1916

is language. The use of words or the setting up of specific associations forces one to construct in his own mind experiences which correspond to ideas which come through reading.

Ideas Plus Organized Associations and Habits. Passing now to the functional value of the social sciences we must recognize the importance of organized associations. It is upon the basis of ideas, that habits are formed. The child gets an idea by reading some topic in the social studies, but the idea in itself is of little value. The ability to organize ideas must be developed in the pupil before the real purpose will have been accomplished. Habits cannot be formed until organized associations have been made possible. One of the chief weaknesses of social science teaching, in the past, seems to have been the fact that ideas were never grouped in such a way as to form a specific association. If ideas are related to thought, it becomes the duty of the teacher to see that habits of organization are formed by the pupils. In short the emphasis must be shifted from content to the character of instruction. More thought must be given to the methods of teaching the social sciences and less time spent in the memorizing of facts.

Summary. The basis of learning, as applied to the social sciences, is specific association. The mastery of ideas grouped from specific association has failed in the past because all of the details have not been imaged. Moreover, memory is of primary importance in the mastery of ideas. Experiments have shown that there is a definite relation between memory and ability to think. It has also been shown that ideas are fundamental in the study of social science, first to develop chronological judgment, and second, to develop causal judgment. Furthermore, imagination is of great importance in the teaching and learning of past events. It becomes a very influential instrument in the developing of sequence and time relations. The emphasis must be shifted from the content to the character of instruction, thus, making the chief function of the teacher that of bridging the gaps in specific associations, stimulating the imaginative powers; and developing ideational learning to a point of high efficiency.

Chapter VII

TESTS AND MEASUREMENTS

The chief purpose of this chapter is to discuss the tests and measurements in the field of secondary school social science. The old type essay examination is giving way to the modern type of standardized test. The subjective element has been eliminated in the testing material to a large extent. Of course, this has not been accomplished in the social studies to the same extent as in arithmetic, spelling, and algebra, but it has meant a step forward in checking the results of teaching.

A majority of the tests in the social studies are of the informational type, but some few have been devised which attempt to measure ability to think and reason. Several tests of this type have been devised for both geography and history, and, although they are open to criticism, they are more effective as a measuring instrument than tests or examinations prepared by teachers. The questions have been very carefully selected and have been evaluated, and the tests have been standardized. In both

geography and history there is a very large number of items of information.¹ Some of these are important while others are unimportant. Authorities agree on the importance of some facts; on others they disagree. We find that questions are not equally difficult, and hence it is important to have the amount of credit given for each question scientifically determined. Finally, pupils' scores cannot be interpreted without standards. This is evidence in favor of this type of test.

The criticism is frequently made, that while it is possible to measure "what a pupil remembers," it is not possible to measure his ability to answer "thought questions." It is very significant that investigation has shown that there is a very definite connection between a pupils' ability to remember and his ability to think. One investigator in history has shown that there is a very close agreement between a pupils' score on a memory test and his score on a thought test.² This is what we

1. Rugg, Earle U. "Character and Value of Standardized Tests in History." The School Review, Vol.27, pp. 757-771. 1917

2. Buckingham B. G. "Correlation Between Ability to Think and Ability to Remember, with Special Reference to U.S. History". School and Society, Vol.5, P.443

should expect when we recall that reasoning involves the use of facts and a person cannot reason effectively unless he has a command of the necessary facts. The point here is, that in using the memory tests we indirectly measure the pupil's ability to think.

Dr. Earle U. Hugg makes the following statement in regard to the tests:

"Turning to an examination of the results secured from giving these factual tests in classroom work one finds that pupils do not retain a great deal of historical information. Therefore, the assumption that the readiness with which pupils answer historical questions measures historical ability should be, at least, qualified. In fact, the writer doubts the validity of the assumption because of its primary emphasis upon mere memory. The dominant aim should be not to memorize historical content but to give the child as wide an experience with the world as possible. Dr. Hobbitt in his book on THE CURRICULUM points out that we must not hold the child for detailed facts. He urges that the child be permitted to absorb through wide reading as varied and vicarious an experience as is possible to obtain. Dr. Horn, another curriculum maker, corroborates this point of view in support of the theory of social utility. This is his

criterion on which to construct the course of study. It means that the course must be devised to meet the needs of the child, either in future school life or as an adult. Considered from this aspect, much of the content included in the factual tests is obsolete. This standard of social utility would also cast doubt upon the validity of a theory where facts are held to be the chief end. Even more conclusive are the actual experimental investigations reported by some of the authors of these tests. Thus Sell found that 668 high-school pupils retained only 33 per cent of the historical information called for in his test. Five hundred and fifty pupils in the three upper grades of the elementary school could answer only 16 per cent of the same set of questions. It should be noted, however, that detailed facts, such as those found in the tests discussed, are not in themselves of value. These facts must be the means of arriving at an understanding of the structure of society. Advocates of the social studies today desire that the child obtain an appreciation and understanding of his environment. They demand that the world be made socially intelligible to him. Historical facts should be but the media of arriving at this end."³

3. Rugg, Earle U. Op. cit. page 763

The following list is representative of the tests which have been developed in the field of history:⁴

I. Ancient History:

1. Barnard, A. F. Informational test in Roman history.
2. Sackett. Informational test in Ancient history.
3. Fordyce, Mrs. Informational.

II. Medieval History:

1. Fordyce, Mrs. Informational.

III. Modern History:

1. Fordyce, Mrs. Informational.
2. Vannest, C. G. Diagnostic tests in Modern European history.

IV. United States History:

1. Barr, A. S. Informational, thought, judgment, and reasoning test in American history.

4. Elston, Bertha. "Improving the Teaching of History in the High School through the use of Tests." The Historical Outlook, 1923, Vol. 14, pp. 300-305

2. Bell, J. C. & McCollum, D. F. Judgment tests in U. S. History.
3. Boston Thought tests in U. S. History.
4. Buckingham, B. R. Judgment tests in U. S. History.
5. Fordyce, Mrs. Informational tests.
6. Davis, S. B. Informational tests (Colonial Period)
7. Davis & Hicks Informational tests.
8. Pressey & Richards Informational tests.
9. Hahn, H. H. Informational tests.
10. Harlan, G. L. Informational tests.
11. Kelly, T. L. Thought tests.
12. Rayner, W. H. Thought tests.
13. Rugg, E. U. Thought tests.
14. Sackett, L. W. Informational tests.
15. Spokane (Wash.) Informational tests.
16. Starch, D. Informational tests.
17. Theisen, W. H. Informational tests.
18. Van Wageningen, M. J. Informational tests.

Some of the tests in current events and unified social science courses are:⁵

1. Rugg-Schweppe Tests for the Social Science Pamphlets.

5. Rugg, E. U. "Studies in Curriculum Construction in the Social Sciences." (Unpublished Ph. D. Dissertation, on file in the Library, Teachers College, Columbia University, New York, 1923)

2. Review of Reviews Informational tests in current history.

We find that tests have been developed and standardized in the field of geography. Dr. Earle Underwood Rugg gives us the following list of tests in geography:⁶

1. Witham, E. D. Informational standard tests in geography.
2. Thompson, T. E. Informational test in minimal essentials.
3. Starch, D. Geography scales.
4. Hahn-Lackley Geography scale.
5. Gregory-Spencer Informational tests in geography.
6. Buckingham and Stevenson Informational tests in Place Geography.

A study of the tests which have been listed above shows two very distinct types of tests in the field of social science; first, those that make the ability to answer factual questions the primary end, and, second, those that are concerned with the measurement of the higher mental processes namely, thought, reasoning, imagination, inference, and judgment. No doubt, we will find many very

6. Rugg, Earle U. Op. cit. Chapter VIII, p. 12

serious objections are offered against some of these tests. In fact, many of them are very crude and do not make any marked improvement over the old type of essay examination. "In the field of ancient history, the Barnard and Sackett tests must be ruled out because they deal with content no longer emphasized in the class."⁷ It is this type of test which is of no great value. On the other hand we have some tests in the field of social science which aim to determine the ability of the child to think, reason, discriminate, and weigh facts. This is the type of test which offers many advantages over the old essay type of examination. The ability of the child to think, or to reason could not be touched with the old type of examination. They were based solely upon memorized facts.

Even though some of these tests are very crude and incomplete we must not forget the advancement which they have made. They represent the first efforts of leaders to develop an objective measuring device. We have learned in other fields, at the expense of many failures, that the finished and perfect piece of work could only be made after many trials. And so, we cannot expect these tests to be a cure-all for our measuring problem from the very beginning. We must find where the weak places are before an attempt is made to complete the product. One of the chief values, then, to be derived from the testing movement in the field of secondary school social science is the experimental attitude

which will be developed in the teacher. Another advantage of the new testing movement is the fact that it relieves the teacher of a great deal of detailed work. The time required to grade papers under this system of testing is much less than under the old type of essay examination. More time can be spent in planning and less time in checking results of teaching. Through the use of these tests a great deal of improvement will be brought to the classroom instruction. Weak points will be discovered in teaching and remedies can accordingly be applied.

Summary.

A study of the tests available in secondary school social science reveals two very distinct types: first, those which attempt to test the pupils' knowledge of facts; second, those which attempt to determine the ability of the pupil to think, reason, discriminate, and make judgments. It is the latter type which offers the greatest improvement over the old type of examination. Some of these tests are very crude and incomplete, but they are the only means of obtaining objective evidence which we have at the present time in the field of secondary school social science. They are very valuable in that they develop the experimental attitude in the teacher; save time on the part of both teacher and pupil; improve classroom instruction; and serve as a crude method of determining the extent to which theoretical aims are being realized in the teaching of the social sciences.

Chapter VIII

COURSES OFFERED BY UNIVERSITIES AND TEACHER-TRAINING INSTITUTIONS FOR THE PROFESSIONAL PREPARATION OF SOCIAL SCIENCE TEACHERS

The purpose of this phase of the study is to determine to what extent the universities and teacher-training institutions are preparing teachers for the social sciences in the secondary school. One hundred twenty-eight (128) catalogs of universities and teachers colleges were selected at random for analysis. However, no university or college is represented which has not assumed the responsibility of training teachers for the public schools. All of the course offerings of the hundred and twenty-eight universities and colleges (see Appendix B) in the departments of education, history, government, political science, economics, geography, and sociology were determined by analysis of the catalogs. Of course, the course offerings are not always an index to the training which a prospective teacher may acquire, but they do show very clearly the field from which the teacher must choose. The catalogs do not state the requirements of the various courses which lead to graduation, and which

usually license the person completing the course to teach the various branches of the secondary school.

A study of Table XV shows very clearly the type of professional course which is being offered by the universities and colleges throughout the country. Apparently the universities and teacher-training institutions are offering courses in the history of education, educational psychology, practice teaching, principles of secondary education, educational tests and measurements, observation of teaching, and special methods. We would be able to name many other courses from the list in Table XV, but the above examples are typical of the type of courses offered by the universities and teachers colleges for the professional preparation of the teachers of the secondary school. The one hundred and twenty-eight universities and teacher-training institutions which have been investigated in this study offer a total of 1917 courses in the professional field. Of this number only 392 have to do with methods of teaching. This means that there is an average of about three courses (four quarter hours or the equivalent is considered to be a course) offered by these institutions in the field of method. The average course which is being offered by these institutions in the professional field is planned primarily for the prospective principal and superintendent in the public school. Of course, this does not imply that the prospective teacher

Table XV.

Courses offered by 128 universities and teacher-training institutions in education and psychology.

Rank	Frequency	Name of Course	Percentage of schools offering
1	103	History of Education	80.4
2	88	Educational Psychology	68.7
3	84	Practice Teaching	65.6
4	81	Principles of Secondary Education	63.3
5	77	Educational Tests and Measurements	60.2
6	73	Observation of Teaching	57.
7.5	46	Special Methods	35.9
7.5	46	School Management and Administration	35.9
9	42	School Administration	32.7
10	39	Adolescent Psychology	30.4
11	38	General Methods of Teaching	29.7
12.5	33	Technique of High School Instruction	25.8
12.5	33	School Management	25.8
14	31	Methods of Teaching in High School	24.2
15	30	Philosophy of Education	23.4
18	29	High School Administration	22.6
18	29	General Psychology	22.6
18	29	Practical Problems of Secondary Education	22.6

18	29	Principles of Education	22.6
18	29	School Administration and Supervision	22.6
22	28	Child Study	21.9
22	28	Secondary School Methods	21.9
22	28	Educational Seminar	21.9
24	27	Supervision	21.1
26	26	Methods of Teaching Science	20.3
26	26	Educational Sociology	20.3
26	26	Statistical Methods Applied to Education	20.3
29	25	Intermediate Grade Methods	19.5
29	25	Primary Grade Methods	19.5
29	25	Methods of Teaching Social Science	19.5
31.5	24	Mental Tests	18.7
31.5	24	Elementary School Methods	18.7
33.5	22	Introduction to Education	17.2
33.5	22	Public School Administration	17.2
35	21	Advanced Educational Psychology	16.4
36	20	Classroom Organization and control	15.6
38	19	Educational Administration	14.8
38	19	Principles of Elementary Education	14.8
38	19	Organization and Administration of Secondary Education	14.8
41.5	18	Introductory Psychology	14.
41.5	18	Methods of Teaching English	14.
41.5	18	Methods of Teaching Languages	14.
41.5	18	City School Administration	14.
45	17	Public Education in the U. S.	13.2

45	17	Psychology of Elementary School Subjects	13.2
45	17	Methods of Teaching Mathematics	13.2
47	16	Methods of Teaching Reading	12.5
48.5	14	School Economy	10.9
48.5	14	Kindergarten Theory	10.9
50	13	The High School	10.1
52	12	Theory of Education	9.3
52	12	Current Educational Thought	9.3
55	11	History of Elementary Education	8.6
55	11	How to Study	8.6
55	11	Social Program of the High School	8.6
55	11	Rural Education	8.6
55	11	School Organization	8.6
58.5	10	Curriculum Construction	7.8
58.5	10	Methods of Teaching Latin	7.8
61	9	Methods of Teaching Manual Training	7.03
61	9	Types and Laws of Learning	7.03
61	9	The Junior High School	7.03
65	8	Rural School Methods	6.2
65	8	School Hygiene	6.2
65	8	Methods of Teaching Home Economics	6.2
67.5	7	Project Method in Education	5.5
67.5	7	Methods of Teaching Physical Education	5.5
71.5	6	Religious Education	4.7
71.5	6	Comparative Secondary Education	4.7
71.5	6	Organization of the Curriculum	4.7

71.5			
71.5	6	History of Modern Education	4.7
71.5	6	Problems of State School	4.7
71.5	6	School Finances	4.7
76.5	5	Experimental Psychology	3.9
76.5	5	Organization of the Common School Curriculum	3.9
76.5	5	School Surveys	3.9
76.5	5	Vocational Guidance	3.9
84	4	Vocational Psychology	3.1
84	4	Rural School Observation and Teaching	3.1
84	4	Problems of the Junior and Senior High School	3.1
84	4	The Rural High School	3.1
84	4	The Teaching Process	3.1
84	4	Organization and Administration of Vocational Education	3.1
84	4	Modern School Systems	3.1
84	4	Advanced Methods	3.1
84	4	Social Psychology	3.1
84	4	Secondary School Curriculum	3.1
84	4	Social Aspects of Teaching	3.1
84	4	Individual Differences	3.1
94.5	3	National School Systems	2.3
94.5	3	Fundamentals of Education	2.3
94.5	3	Rural Sociology	2.3
94.5	3	Clinical Psychology	2.3
94.5	3	Mental Deficiency	2.3
94.5	3	Social Education	2.3
94.5	3	Moral Education	2.3
94.5	3	Public Education in the South	2.3

94.5

101	3	Science of Education	2.3
101	2	Educational Objectives and Outcomes	1.6
101	2	Advanced Psychology	1.6
101	2	Abnormal Psychology	1.6
101	2	Methods of Teaching Education	1.6
108.5	2	Supervised Teaching in Secondary Schools	1.6
108.5	1	Elementary Course of Study	.78
108.5	1	Ethics	.78
108.5	1	Educational Classics	.78
108.5	1	Psychology of Religion	.78
108.5	1	Business Psychology	.78
108.5	1	School Law	.78
108.5	1	Civic Education	.78
108.5	1	Curriculum in Geography and United States History	.78
	1	The Teaching of Democracy	.78

of secondary school social science will not be benefited by a study of these professional courses. It would be of some value to the average teacher just to be able to make an acquaintance with the literature in the educational field. On the other hand the investigation of course offerings in the professional field shows very clearly that the teacher has not received a great deal of attention at the hands of curriculum builders in the professional departments of universities and teacher-training institutions.

In the field of history in the various universities and teacher-training institutions we find courses in American history, Modern European history, English history, Ancient history, Current history, and Roman history. These are merely representative of the courses (see Table XVI) which we find in these institutions, but they show very clearly the type of course offered. We find in the department of history a total of 1089 courses. Of this number 270 have to do with American history. This would make the average number of courses in American history very low in these institutions of higher learning. We do not know that they are not offering enough courses in American history, but there is evidence that an average of 2.1 courses is very low when we consider that a large percentage of the students will never study history. It is entirely possible that we may have teachers of social science in the secondary school at the present time who

Table XVI

Courses offered in history by 128 universities and
teacher-training institutions

Rank	Name of Course	Frequency	Av. No. Courses
	American History	270	2.1
	Modern European History	182	1.3
	English History	129	1
	Ancient History	59	.45
	Medieval European History	57	.44
	French Revolution	36	.29
	Renaissance and Reformation	34	.27
5	General History of Europe	32	.25
5	Current History	32	.25
5	History of Rome	32	.25
5	Medieval and Modern European History	32	.25
	History of Greece	31	.24
	History of Great Britain	29	.23
5	History of Western Europe	28	.22
5	History of Western Asia	28	.22
	History of the Old South	26	.20
	Latin American History	26	.20
	Recent American History	26	.20

World War	23	.16
World History	17	.13
History of the Middle Ages	13	.10
French History	11	.09
Reconstruction and Contemporary American History	8	.06
History of the West	8	.06
Reconstruction	7	.05
Contemporary European History	7	.05
Expansion of Europe	7	.05
Spanish American History	4	.03
Egypt and the Hebrews	4	.03
Church History	3	.02
European Civilization	3	.02
American Expansion	3	.02
Modern Classical History	3	.02
Russian Revolution	2	.01
History of Japan	2	.01
Development of the Modern World	2	.01
Critical Periods in American History	2	.01
Bible History	1	.008
United States and the World War	1	.008

have not gone further in the study of history than the offerings of the universities and colleges. Another way to get a clear view of the scope of the average history department in our institutions of higher learning is to take the total of 1089 courses and find the average for these schools. This would give approximately eight courses for each of the institutions under consideration.

Table XVII gives a very clear picture of the course offerings in the field of sociology by these universities and teacher-training institutions. These departments seem to offer courses in the principles of sociology, labor problems, the family, social maladjustment, rural sociology, the negro problem, and problems of community life. We find a total of 201 courses in the various branches of sociology offered by these institutions. This would give an average course offering which would seem to rank very low. No doubt, we would find a great many of the universities and teacher-training institutions attaching very little importance to this type of training. Less than one-third of the institutions which we have studied offer a course in labor problems; less than one-fourth offer a course which is related to the family; and less than one-tenth offer a course in rural sociology. This would seem to indicate that there has been a lack of interest or of foresight in regard to these vital problems which every teacher of social science in the secondary school ought to know.

Table XVII

Courses offered in sociology by 128 universities
and teacher-training institutions

Rank	Name of Course	Frequency
1	Principles of Sociology	61
2	Labor Problems	39
3	The Family	27
4	Social Maladjustment	21
5	History of Social Theory	13
6	Rural Sociology	12
7	American Problems	8
8	The Negro Problem	5
9	The Foreign Problem	3
10	Problems of Community Life	2

From a study of Table XVIII it will be observed that less than two-thirds of the universities and teacher-training institutions are offering courses in American government; less than one-half are offering courses in civics; less than one-fourth offer courses in community problems; and less than one-eleventh offer courses in American city government. Apparently the universities and teacher-training institutions have not recognized the fact that secondary schools offer this type of course. But the fact that nearly two-thirds of the institutions offer courses in American government does not mean that two-thirds of the students study in this field. It probably means that only a small percentage of the students really study American government.

In the field of economics (Table XIX) we find practically all of the institutions offering a course in the principles of economics, but less than one-twenty-fifth of the institutions offer courses in the conservation of natural resources; only one of the institutions offers a course in the principles of taxation; and less than twenty per cent offer courses in economic history. This apparently shows that the economic departments have been neglected in their development. In fact many of the institutions do not offer more than one course in this field and a few have not started a department of this type at the present time.

Table XVIII

Courses in political science and government offered
by 128 universities and teacher-training institutions

Rank	Name of Course	Frequency
1	American Government and Politics	83
2	Civics	57
3	Community Problems	29
4	Principles of Political Economy	26
5	American Citizenship	17
6	International Law	16
8.5	American State and Local Government	14
8.5	Constitutional History of the United States	14
8.5	Diplomatic History of the United States	14
8.5	Comparative Government	14
11.5	European Government	12
11.8	Constitutional History of England	12
13	American City Government	11
15	A Study of the State	8
15	Political Parties in the United States	8
15	Political History of Europe	8
17	Political Problems	7

Table XIX

Courses offered in economics by 128 universities
and teacher-training institutions

Rank	Name of Course	Frequency
1	Principles of Economics	121
2	Economic History of United States	27
3	Economic History	21
4	Economic History of England	11
5	Public Finances	7
6	Conservation of Natural Resources	4
8	Economics of Corporations	2
8	Farm Management and Farm Accounting	2
8	Marketing of Farm Products	2
12.5	State and Local Finance	1
12.5	Principles of Rural Economy	1
12.5	City Expenditures	1
12.5	Expenses of National Government	1
12.5	Distribution of Taxation	1
12.5	Concentration of Wealth	1

A study of Table XX will show very clearly the type of material which is being offered by universities and teacher-training institutions in the field of geography. We note that less than one-fourth of the institutions investigated offer courses in industrial geography; less than one-eighth give courses in human geography; only one-eighth offer courses in world geography; and less than one-eighth have courses in the geography of the United States. This study indicates that these universities and teacher-training institutions offer an average of about one course each in the field of geography. This really means that a great many of these institutions give no thought or attention to this branch of the social sciences. Apparently the teachers are being trained, perhaps poorly, in history, economics, sociology or some other subject with the hope that they may be able to teach geography in the secondary school. One might conclude from this condition that the universities and teachers colleges are weaker in this branch of the social sciences than in the others. The fact that less than one-eighth of the schools offer courses in the geography of the United States probably means that not more than a very small percentage of the prospective teachers of the social sciences in the secondary school (who have an

Table XX

Geography courses offered by 128 universities
and teacher-training institutions

Rank	Name of Course	Frequency
1	Industrial Geography	27
2	Principles of Human Geography	17
3	World Geography	16
4	Geography of United States	15
5	European Geography	12
6	Economic Geography of America	9
7.5	Geography of South America	8
7.5	Physical Geography	8
9	Commercial Geography	6
11	Geography of Asia	4
11	Historical Geography	4
11	Political Geography	4
13	Home Geography	2
15	Social Geography	1
15	Home Geography Applied to Community	1

opportunity) ever study geography. There is only one conclusion which we can draw from a study of these facts and that is, that teachers are not being prepared in this branch of the social science course.

Tables XXI and XXII indicate the course offerings of the one hundred and twenty-eight universities and teacher-training institutions in the field of method. One will note, with interest, the lack of emphasis which is being placed upon this phase of the teachers' preparation. There is an average of less than one course per institution offered in the field of method as related to the social studies. Of course, we find a great many courses in method but they are of a very general nature. These institutions seem to be offering courses in special methods, general methods, high school methods, secondary school methods, elementary school methods, and methods of teaching in the primary grades. One will note that less than two-thirds of the universities and teacher-training institutions offer courses in the teaching of history; only one-eighth give courses in the teaching of citizenship; less than one-eleventh offer courses in the teaching of geography; and only one of the institutions attempts to give a course in methods of teaching economics.

Summary. This phase of the study has been an attempt

Table XXI

Method courses offered by 128 universities and teacher-training institutions in the history, geography, economics, political science, and government departments

Rank	Name of Course	Frequency
1	Teaching of History	73
2	Teaching of Citizenship	16
3	Teaching of Geography	11
4	Methods of Teaching Economics	1

Table XXII

Method courses offered by 188 universities and
teacher-training institutions

Rank	Kind	Frequency
1	Special methods	46
2	General methods of teaching	38
3	Methods of teaching in high school	31
4	Secondary school methods	28
5	Methods of teaching science	26
7	Intermediate grade methods	25
7	Primary grade methods	25
7	Methods of teaching social science	25
9	Elementary school methods	24
10.5	Methods of teaching English	18
10.5	Methods of teaching languages	18
12	Methods of teaching mathematics	17
13	Methods of teaching reading	16
14	Methods of teaching Latin	10
15	Methods of teaching manual training	9
16.5	Rural school methods	8
16.5	Methods of teaching home economics	8
18.5	Project method	7
18.5	Methods of teaching physical education	7
20	Advanced methods	4
21	Methods of teaching education	2

to do two things: first, determine the course offerings of universities and colleges for the prospective teacher of the social studies in the secondary school; second, to determine to what extent the universities and colleges are preparing teachers for the social studies in the secondary school.

This phase of the investigation indicates that the great majority of the courses in the departments of history, economics, geography, political science, government, and civics are of the content type. Only a small percentage of the courses have to do with methods of teaching the social studies, while a less percentage deal with the fundamental psychology of the social sciences. On the whole the institutions are offering only a small number of courses which would be of direct importance to the prospective teacher of secondary school social science. Apparently, the institutions which have assumed the responsibility of training teachers for the social studies in the secondary school have given little attention to their needs. The study indicates a lack of organization, on the part of teacher-training institutions, as related to the various branches of subject matter in the field of social science.

Chapter IX

CONCLUSIONS AND RECOMMENDATIONS

Conclusions. This study has been an attempt to determine:

1. The job of the teacher of social science in the secondary school as related to aims, content, methods, psychology, and methods of testing and measuring results of teaching.
2. The courses offered by universities and teachers colleges for the preparation of the secondary school social science teacher.
3. To what extent the universities and teacher-training institutions are preparing teachers for secondary school social science at the present time.

The detailed analysis of material relating to aims or objectives of the social sciences indicates that there is a tendency to set up large standards or ideals for a goal. The theoretical aims of the social studies may be properly grouped under seven main heads or divisions as

follows: 1. Facts, acquisition of knowledge, 2. Training certain powers such as sympathy, judgment, memory, discrimination, 3. Training for citizenship, 4. Broadening the pupils' point of view, 5. Causal relationships, appreciation of the past and present, 6. Patriotism and national ideals, 7. Use of books and methods of study.

At the present time there is a tendency among leaders in the field of social science to regard the aim, "patriotism and national ideals" as being of less importance than in former times. It may well be considered as a part of good citizenship training. Citizenship, as an aim of the social studies is very broad and inclusive, which means that its true interpretation would be bigger and broader than a nationalistic spirit.

In regard to content or subject matter of the secondary school social science we may say that the course is chiefly of the reading type, with the textbook as the chief source of material. In the seventh and eighth grades, in general, we find American history, geography, and community civics offered, with a tendency to combine the material into a unified course. In general Ancient history is offered, with a tendency to combine the material into a unified course. In general Ancient history is offered in the ninth grade; Medieval, Modern or English history in the tenth or eleventh grade; and American history and advanced civics in the twelfth grade. Elementary courses in

courses in economics, government and political science are also offered in the last years of the senior high school course.

Teachers and curriculum builders in the field of secondary school social science have come to judge method by the opportunity which it offers for student activity or participation. A detailed analysis of courses of study in secondary school social science indicates that emphasis is being placed upon the problem, project, laboratory, socialized recitation, and topic and report methods at the present time. This tendency would lead us to believe that teachers of secondary school social science have recognized the fact that method and subject matter cannot be separated, but that they form a unified whole.

The fourth conclusion which we may draw from this study is based upon the psychology of the secondary school social sciences. The psychological principles which are particularly applicable to the social sciences seem to be memory, imagination, habit formation, reasoning, and generalization. It is the duty of every teacher of secondary social science to make an application of the laws of learning to the above psychological principles in her daily teaching. Unless these principles are applied by

the teacher a great loss of energy and effort must of necessity result.

We may also conclude from this study that there are many tests and measurements available for the use of the secondary school social science teacher. The old type of essay examination is giving way to a standardized type of test. The change from the old type of examination to the new has given the teacher many advantages in her work. This development has made it possible for the teacher of secondary school social science to devote more time to systematic planning; it has made it possible to get an objective measure of the attainment in social science; and the teacher is enabled to make a comparative study of the achievement of her pupils with those of other teachers. The subjective element in testing has been eliminated to a large extent by these standardized tests and measures.

The last conclusion that we wish to draw from the results of this investigation is based upon the analysis of catalogs of universities and teacher-training institutions. The analysis of these catalogs show three outstanding facts:

1. There is no definitely organized course for the prospective teacher of social science in

- the secondary school at the present time;
2. The professional courses are organized, very largely, from the standpoint of the administrator of the public school;
 3. The courses which are offered for the professional preparation of the prospective teacher of social science in the secondary school are very largely of the content type.

Apparently the universities and teacher-training institutions are giving very little attention to the training of the teacher of secondary school social science. The above statement is based upon the fact that not one of the universities or colleges offered a specialized course for the training of the teacher of social science in the secondary school. There is some tendency, however, to offer method courses in the content departments of the universities and colleges which, with few exceptions, are of a specialized type and do not meet the demands of the secondary school social science course.

Recommendations.

This study has shown the need of certain changes in the practices of universities and teacher-training

institutions as related to the preparation of the secondary school social science teacher. These needed changes offer a basis for making the following recommendations:

1. That the universities and teachers colleges offer a specialized course for the prospective teacher of secondary school social science, which would include ample opportunity for a thorough understanding of the aims, content, methods, psychology, and tests and measurements in the field. This recommendation is based upon the evidence, furnished by the analysis of catalogs of universities and teacher-training institutions, that teachers are not being thoroughly prepared for the various phases of secondary school social science teaching,
2. That a greater number of method and psychology courses be offered for the prospective teacher of the social studies in the secondary school,
3. That the method and psychology courses in the social sciences be shifted from the departments of education and psychology to the departments of history, civics, economics, and geography,
4. That teachers colleges grant special diplomas

to prospective teachers of the social studies who have completed the prescribed four-year specialised course,

5. That teacher-training institutions refrain from recommending teachers for secondary school social science who have not specialised in this particular field of study.

APPENDIX I

REFERENCES

A. Aims

1. Ahl, Frances H. "Objectives and methods in History" Historical Outlook, Vol. 13
2. Alabama, State of. Course of Study, 1923
3. Allen, Civics and Health. Winn & Co., Chicago
4. Almack, John C. "Making Better Citizens" Historical Outlook, Vol. 11, p. 310
5. American Historical Association and The National Education Association. "Report of Committee on History and Education for Citizenship" Historical Outlook, Vol. 12, p. 90
6. American Historical Association. "Report of the Committee of Seven on the Study of History in the Secondary Schools." The Macmillan Company, New York, 1899
7. American Historical Association. "Report of the Committee of Eight on the Study of History in the Elementary Schools" Charles Scribner's Sons, New York, 1909
8. American Historical Association. "Report of the Committee of Five on the Study of History in the Secondary School" The Macmillan Company, New York, 1912
9. Barnard, J. Lynn. "The Teaching of Community Civics" United States Bureau of Education, Bulletin, 1915, No. 23
10. Betts, George Herbert. Class-Room Method and Management. The Bobbs-Merrill Company, Indianapolis, 1920
11. Bourne, Henry E. The Teaching of History and Civics in Elementary and Secondary Schools. Longmans, Green and Company, New York, 1907
12. Buffalo, City of. Course of Study, 1921
13. Bush, R. H. "History and Social Science" School Review, Vol. 30, p. 365-370
14. Charters, W. W. Teaching the Common Branches. Houghton Mifflin Company, Boston, 1913
15. Charters, W. W. Curriculum Construction. The Macmillan Company, New York, 1923
16. Davis, C. O. "Training for Citizenship in the North Central Association Secondary Schools" School Review, Vol. 26, pp. 263-282
17. Davis, C. O. "Educational Values in History" History Teachers Magazine, June, 1915

- 62703
18. Dawson, Edgar. "Preparation of Teachers of the Social Studies for the Secondary Schools" United States Bureau of Education, bulletin, 1922, No. 3
 19. Dawson, Edgar "The Social Studies in Civic Education" United States Bureau of Education, Bulletin, 1923, No. 23
 20. Denver, City of. Course of Study in Social Science, 1923
 21. Dewey, John. The Schools of Tomorrow. E. P. Dutton & Co., New York
 22. Dunn, Arthur W. "Community Civics--What it Means" History Teachers Magazine, February, 1915
 23. Dunn, Arthur William. "The Social Studies in Secondary Education" United States Bureau of Education, Bulletin, 1916, No. 28
 24. Gibbs, George A. "Methods of Attaining and Testing Efficiency in History Instruction" History Teachers Magazine, November, 1915
 25. Gold, H. H. "Methods and Content of Courses in History in the High Schools of the United States" The School Review, Vol. 25, pp. 86-100, 187-195, 274-282
 26. Gosling, Thomas Warrenton. "Aims of the Social Studies" School Review, Vol. 30 (October 1922), p. 386
 27. Horton, D. W. "Standards for Community Civics" History Teachers Magazine, February, 1916
 28. Idaho, State of. A Course of Study for the Public High School, 1922
 29. Johnson, Henry. Teaching of History in Elementary and Secondary Schools. Macmillan Company, New York, 1916
 30. Judd, Charles E. "The Teaching of Civics" The School Review, Vol. 24, pp. 511-532
 31. Judd, C. H. Psychology of High School Subjects. Ginn and Company, Boston, 1915
 32. Kansas, State of. Course of Study, 1920
 33. Kentucky, State of. A Course of Study for the Public High School, 1922
 34. Lambert, J. B. "High School Civic Project" Historical Outlook, Vol. 13, p. 260
 35. Los Angeles, City of. Course of Study, 1921
 36. Michigan, State of. A Course of Study for the Public High School, 1923
 37. Minnesota, State of. Course of Study, 1922
 38. Missouri, State of. Course of Study, 1921

39. Moore, Harry M., "Status of Certain Social Studies in High Schools" United States Bureau of Education, Bulletin, 1922, No. 45
40. Morehouse, Frances M. "Some Criticisms of the Usual Form of History Recitation" School and Home Education, Vol. 34, p. 145
41. Nashville, City of. Course of Study, 1919
42. National Education Association, Committee on Social Studies of the Commission on the Reorganization of Secondary Education. "Report on the Social Studies in Secondary Education" Bulletin 28, 1916. United States Bureau of Education.
43. New Hampshire, State of. Course of Study, 1924
44. New Mexico, State of. Course of Study, 1924
45. New York, State of. Course of Study, 1922
46. North Carolina, State of. Course of Study, 1923
47. Philadelphia, City of. Course of Study in the Social Sciences, 1920
48. Rugg, Earle U., "Character and Value of Standardized Tests in History" The School Review, Vol. 27, pp. 757-771
49. Rugg, Earle U., "Evaluating the Aims of History" Historical Outlook, Vol. 15, pp. 324-326
50. San Antonio, City of. Course of Study, 1922
51. Texas, State of. Course of Study, 1923
52. Tryon, Kolla M. The Teaching of History in Junior and Senior High Schools. Ginn and Company, Boston, 1921
53. Tuell, Harriet E. "The Study of Nations" Historical Outlook, Vol. 11, p. 301
54. Vermont, State of. High School Course of Study, 1923

B. Courses for Social Science Teachers.

Catalogs

1. State Teachers College, Duluth, Minnesota
2. Moorhead State Normal School, Moorhead, Minnesota
3. Central Missouri State Teachers College,
Warrensburg, Missouri
4. New Mexico State Teachers College,
Silver City, New Mexico
5. State Teachers College, Wayne Nebraska
6. New Mexico Normal University, East Las Vegas,
New Mexico
7. Nebraska State Teachers College, Kearney, Nebraska
8. State Normal and Training School, Oswego, New York
9. State Normal School, Mayville, North Dakota
10. University of Nevada, Reno, Nevada
11. Bowling Green State Normal College, Bowling Green,
Kentucky
12. Kent State Normal College of Northeastern Ohio,
Kent, Ohio
13. Ohio State University, Columbus, Ohio
14. State University of Oregon, Eugene, Oregon
15. Northwestern State Normal School, California,
Pennsylvania
16. University of Pennsylvania, Philadelphia,
Pennsylvania
17. Southern State Normal School, Springfield,
South Dakota
18. Eastern State Normal School, Madison, South Dakota
19. University of South Carolina, Columbia, South Carolina
20. Rhode Island State College, Kingston, Rhode Island
21. University of Tennessee, Knoxville, Tennessee
22. George Peabody College for Teachers, Nashville,
Tennessee
23. Northern Normal and Industrial School, Aberdeen,
South Dakota
24. State Normal School, Cheney, Washington
25. State College of Washington, Pullman, Washington
26. Hampton Normal and Agricultural Institute,
Hampton, Virginia
27. Virginia Union University, Richmond, Virginia

28. State Teachers College, Farmville, Virginia.
29. Sam Houston Normal Institute,
Huntsville, Texas.
30. North Texas State Teachers College,
Denton, Texas.
31. West Texas State Teachers College,
Canyon City, Texas.
32. East Texas State Teachers College,
Commerce, Texas.
33. San Diego State Normal School,
San Diego, California.
34. San Francisco State Normal College,
San Francisco, California.
35. University of Southern California,
Los Angeles, California.
36. Arkansas State Normal College, Conway, Arkansas.
37. University of Arizona, Tucson, Arizona.
38. Birmingham-Southern College,
Birmingham, Alabama.
39. Lewiston State Normal School, Lewiston, Idaho.
40. Western Illinois State Teachers College,
Macomb, Illinois.
41. University of Florida, Gainesville, Florida.
42. University of Delaware, Newark, Delaware.
43. Marshall College, Huntington, West Virginia.
44. State Normal School, Bellingham, Washington.
45. Indiana State Normal School, Terre Haute, Indiana.
46. Eastern Illinois State Normal College,
Charleston, Illinois.
47. State Normal School, Salem, Massachusetts.
48. Louisiana State University, Baton Rouge, Louisiana.
49. Kansas State Normal and Training School,
Pittsburg, Kansas.
50. Kansas State Teachers College, Emporia, Kansas.
51. Fresno State Normal College, Fresno, California.
52. Yale University, New Haven, Connecticut.
53. Michigan State Normal College,
Ypsilanti, Michigan.
54. State University of Texas, Austin, Texas.
55. Teachers College, Columbia University,
New York City, New York.
56. Western State College, Gunnison, Colorado.
57. Colorado State Teachers College, Greeley, Colorado.
58. State University of Colorado, Boulder, Colorado.
59. Nebraska State Normal College, Chadron, Nebraska.
60. University of Montana, Dillon, Montana.
61. University of New Hampshire, Durham,
New Hampshire.
62. State Normal School, Plymouth, New Hampshire.
63. State Normal School, Keene, New Hampshire.
64. State University of New Jersey,
New Brunswick, New Jersey.
65. Central State Normal School, Lock Haven,
Pennsylvania.
66. University of Wisconsin, Madison, Wisconsin.

67. University of South Carolina, Columbia, South Carolina.
68. University of West Virginia, Morgantown, West Virginia.
69. University of Wyoming, Laramie, Wyoming.
70. University of California, Berkeley, California.
71. Stanford University, Stanford University California.
72. Los Angeles State Normal School, Los Angeles, California.
73. University of Arkansas, Fayetteville, Arkansas.
74. University of Alabama, University, Alabama.
75. University of Idaho, Moscow, Idaho.
76. University of Georgia, Athens, Georgia.
77. Southern Illinois State Normal University, Carbondale, Illinois.
78. The Illinois State Normal University, Normal, Illinois.
79. University of Chicago, Chicago, Illinois.
80. University of Illinois, Urbana, Illinois.
81. Southwest Texas State Teachers College, San Marcos, Texas.
82. Sul Ross State Teachers College, Alpine, Texas.
83. University of Vermont, Burlington, Vermont.
84. University of Utah, Salt Lake City, Utah.
85. Utah State Normal School, Cedar City, Utah.
86. University of Washington, Seattle, Washington.
87. University of Virginia, Charlottesville, Virginia.
88. Milwaukee Normal School, Milwaukee, Wisconsin.
89. State Normal School for Women, Fredericksburg, Virginia.
90. Washington State Normal School, Ellensburg, Washington.
91. Virginia Normal And Industrial Institute, Etterick, Virginia.
92. Vermont Normal School, Barton, Vermont.
93. West Tennessee State Normal School, Memphis, Tennessee.
94. East Tennessee State Normal School, Johnson City, Tennessee.
95. Industrial State Normal School, Nashville, Tennessee.
96. Austin State Teachers College, Nacogdoches, Texas.
97. University of Mississippi, Jackson, Mississippi.
98. University of Iowa, Iowa City, Iowa.
99. Iowa State College, Ames, Iowa.
100. Iowa State Teachers College, Cedar Falls, Iowa.

101. State Normal School, Fredonia, New York.
102. State Normal and Training School, Oneonta, New York.
103. State Normal School, Geneseo, New York.
104. State Normal School, New Paltz, New York.
105. State Normal and Training School, Buffalo, New York.
106. Rochester City Normal School, Rochester, New York.
107. State Normal and Training School, Brackpart, New York.
108. New York State Teachers College, Albany, New York.
109. State Normal and Training School, Plattsburg, New York.
110. New York University, New York City, New York.
111. State Normal School, Whitewater, Wisconsin.
112. Detroit Teachers College, Detroit, Michigan.
113. Thomas Normal training School, Detroit, Michigan.
114. Northern State Normal School, Marquette, Michigan.
115. University of Michigan, Ann Harbor, Michigan.
116. Massachusetts Normal Art School, Boston, Massachusetts.
117. North Adams Normal School, North Adams, Massachusetts.
118. State Normal School, Framingham, Massachusetts.
119. State Normal School, Lowell, Massachusetts.
120. Massachusetts State Normal School, Westfield, Massachusetts.
121. State Normal School, Hyannis, Massachusetts.
122. State Normal School, Fitchburg, Massachusetts.
123. State Normal School, Bridgewater, Massachusetts.
124. State Normal School, Worcester, Massachusetts.
125. Drake University, Des Moines, Iowa.
126. Eastern Kentucky State Normal School, Richmond, Kentucky.
127. Louisiana State Normal College, Natchitoches, Louisiana.
128. Saint Louis Normal School, St. Louis, Missouri.

C. Content

1. Bagley, William C. and Rugg, Harold. "Content of United States History in the Seventh and Eighth Grades." University of Illinois Bulletin on Education, No. 16, Urbana, Illinois, 1916
2. Bagley, William C. "The Determination of Minimum Essentials in Elementary Geography and History." Fourteenth Yearbook of the National Society for the Study of Education, Part I
3. Bassett, B. B. "The Content of a Course of Study in Civics." Seventeenth Yearbook of the National Society for the Study of Education, Part I, pp. 63-80. Public School Publishing Company, Bloomington, Illinois, 1918
4. Bowman, E. G. "A Study in the Objectives in the Teaching of High School Economics." (Unpublished Master of Arts Thesis, on file in the Library, University of Chicago, Chicago, Illinois)
5. Brooks, Thomas Dudley. "A Study of Present Practice in the Teaching of Civics and Indicated by Textbooks and Other Teaching Material." (Unpublished Master of Arts Thesis, on file in the Library, University of Chicago, Chicago, Illinois)
6. Gold, H. H. "Methods and Content of Courses in History in the High Schools of the United States." The School Review, Vol. 25, pp. 88-100, 187-195, 274-282
7. Hubbell, Julia B. "A Suggested Plan for the Reorganization of History Materials in the Secondary Schools." (Unpublished Master of Arts Thesis, on file in the Library, George Peabody College for Teachers, Nashville, Tennessee)
8. Monroe, W. S. and Foster I. C. "The States of the Social Sciences in the High Schools of the North Central Association." Bulletin 13, Bureau of Research, College of Education, University of Illinois, Urbana, Illinois, 1923
9. Rugg, Dr. Earle U. "Studies in Curriculum Construction in the Social Sciences and Citizenship." (Unpublished Ph. D. Dissertation, on file in the Library, Teachers College, Columbia University, New York City, 1923)
10. Rugg, Harold. "How Shall We Reconstruct the Social Studies Curriculum?" Historical Outlook, Vol. 12, pp. 247-252

11. Snyder, R. H. "An Analysis of Elementary and High School History Texts." (Unpublished Master of Arts Thesis, on file in the Library, University of Chicago, Chicago, Illinois)
12. Tryon, R. M. "Materials, Methods, and Administration of History Study in the Elementary Schools of the United States." Indiana University Studies, No. 17, Bloomington, Indiana, 1912
13. Wang, F. C. "An Analytical Study of Elementary Geography Textbooks in America." (Unpublished thesis for the degree of Master of Arts in the Department of Education, University of Chicago, 1918)

D. Methods

1. Bourne, Henry E. The Teaching of History and Civics in the Elementary and Secondary Schools. Langmans, Green and Company, New York, 1907
2. Brandon, Fred E. The Teaching of Geography. Ginn and Company, 1921
3. Branon, M. E. "Problem Method of Teaching Geography." Journal of Geography, Vol. 19, p. 233
4. Chadwick, R. D. "Methods of Teaching History" History Teachers Magazine, Vol. 6, p. 171
5. Charters, W. W. Methods. Row, Peterson and Company, Chicago.
6. Curtis, S. A. "Teaching Through the Use of Projects or Purposeful Acts," Teachers College Record, Vol. 21, p. 159
7. Dewey, John. Democracy in Education. The Macmillan Company, New York, 1916
8. Hartwell, E. C. Teaching of History. Houghton Mifflin Company, New York, 1913
9. Hatch, R. W. "Teaching Modern History by the Project Method." Teachers College Record, Vol. 21, pp. 452-470
10. Hatch, R. W. "Projects in Citizenship" Historical Teachers Magazine, Vol. 13, pp. 51-52
11. Hatch, Roy W. "Projects in Citizenship." The Citizenship Company, 323 Beechwood Place, Leonia, N. J. 1923
12. Hill, Mabel. Teaching of Civics. Houghton Mifflin Company, Boston, 1914
13. Halts, Frederick L. Principles and Methods of Teaching Geography. The Macmillan Company, New York, 1924
14. Johnson, Henry. Teaching of History in Elementary and Secondary Schools. The Macmillan Company, New York, 1916
15. Judd, Charles H. "The Teaching of Civics," The School Review, Vol 26, pp. 511-532
16. Kilpatrick, W. H. Foundations of Method. The Macmillan Company, 1925.
17. Kilpatrick, W. H. "Dangers and Difficulties of the Project Method." Teachers College Record, Vol. 22, pp. 311-314
18. Mackie, R. A. "Class Methods in History Teaching," Historical Outlook, Vol. 10, pp. 256-257
19. McMurry, C. A. Teaching by Projects. The Macmillan Company, 1920
20. Minor, R. "Problem teaching; How to Plan It." Journal of Geography, Vol. 19, p. 61
21. Parker, S. C. Methods of Teaching in High Schools. Ginn and Company, 1915

22. Hagg, Earle U. "Supervised Study in History." Historical Outlook, Vol 11, pp. 142-149
23. Hagg, Earle U. "Curriculum Construction in the Social Sciences." Colorado School Journal, Vol 39, pp. 5-9
24. Russell, W. F. "Methods of Teaching History in the Secondary School," History Teachers Magazine, vol. 6, p. 12
25. Smith, E. E. Teaching Geography by Problems. Doubleday, Page and Company, Garden City, 1921
26. Snedden, David. "Teaching of History in the Secondary Schools." Historical Outlook, Vol 5. p. 278
27. Stark, W. O. "Problem of Discipline in the Project Method of Learning." Education, Vol. 41, p. 310
28. Tryon, Kolla M. The Teaching of History in the Junior and Senior High Schools. Ginn and Company, Boston, 1921
29. United States Bureau of Education. "The Teaching of Community Civics." Bulletin, 1915, No. 23
30. Wilgus, A. C. "The Laboratory Method in Teaching and Studying History," Historical Outlook, Vol. 12, p. 31

Courses of Study

1. Michigan, State of. A Course of Study for the Public High School, 1923
2. Idaho, State of. A Course of Study for the Public High School, 1922
3. North Carolina, State of. Course of Study, 1923
4. Kentucky, State of. A Course of Study for the Public High School, 1922
5. Vermont, State of. High School Course of Study, 1923
6. New Hampshire, State of. Course of Study, 1924
7. New Mexico, State of. Course of Study, 1924
8. Los Angeles, City of. Course of Study, 1921
9. Texas, State of. Course of Study, 1923
10. Philadelphia, City of. Course of Study in the Social Sciences, 1920
11. Nashville, City of. Course of Study for the Public High School, 1919
12. New York, State of. Course of Study, 1922
13. Kansas, State of. Course of Study, 1920
14. Missouri, State of. Course of Study, 1921
15. Saint Louis, City of. Course of Study, 1922
16. Kansas City, Missouri. Course of Study, 1922
17. San Antonio, Texas. Course of Study, 1922
18. Buffalo, City of. Course of Study, 1921
19. Atlanta, City of. Course of Study, 1923

E. Psychology

1. American Historical Association. "Report of the Committee of Five on the Study of History in the Secondary Schools." The Macmillan Company, New York, 1912
2. Colvin, S. S. The Learning Process, Chapter IX. Macmillan Company, 1911
3. Dewey, John. How We Think. D. C. Heath and Company, 1910
4. Freeman, Frank H. How Children Learn. Houghton Mifflin Company, 1917
5. Judd, Charles H. The psychology of High School Subjects. Ginn and Company, 1915
6. Rugg, E. U. "The Learning Process in History" (Unpublished article)
7. Thorndike, E. L. Educational psychology. Vol. 3, Teachers College, Columbia University, 1915
8. Whipple, G. M. How to Study Effectively. Public School Publishing Company, Bloomington, Illinois, 1916

F. Tests and Measurements

1. Buckingham, B. R. "Correlation Between Ability to Think and Ability to Remember, with Special Reference to U. S. History." School and Society, Vol. 5, p. 443
2. Elston, Bertha. "Improving the Teaching of History in the High School Through the Use of Tests," Historical Outlook, Vol. 14, pp. 300-305
3. Johnson, Henry. The Teaching of History in the Elementary and High Schools. Macmillan Company, 1916
4. Rugg, Earle U. "Character and Value of Standardized Tests in History," The School Review, Vol. 27, pp. 757-771
5. Rugg, Earle U. "Studies in the Curriculum Construction in the Social Sciences and Citizenship." (Unpublished Ph. D. Dissertation on file in the Library, Teachers College, Columbia University, New York)
6. Shropshire, Elizabeth H. "New Tests for Old." Historical Outlook, Vol. 14, pp. 319-322
7. Starch, Daniel and Elliott, Edward C. "Reliability of Grading Work in History," School Review, Vol. 21, pp. 676-677

G. A Selected and Annotated Bibliography

1. Bourne, Henry B. "The Teaching of History and Civics in Elementary and Secondary Schools" Longmans, Green and Company, New York, 1907. A discussion of the meaning, values, and objectives of history and civics; contains many suggestions on the side of method.
2. Gold, H. H. "Methods and content of courses in history in the high schools of the United States" *The School Review*, Vol. XXV, pp. 88-100, 187-195, 274-282. Deals with the aims, character, content of courses, and methods of teaching history based upon a question blank study of 60 schools and an analysis of 24 printed courses of study in history.
3. Hatch, Roy W. "Projects in Citizenship" The Citizenship Company, 323 Beechwood Place, Leonis, N. J., 1923. This bulletin contains many concrete suggestions for teachers of the social sciences; outlines desirable projects and activities, and contains helpful references to other illustrative material.
4. Holtz, Frederick L. "Principles and Methods of teaching Geography" The Macmillan Company, New York, 1921. Describes the principal present-day methods of teaching of geography; gives illustrative lessons; and includes a chapter on the early teaching of geography.
5. Johnson, Henry. "Teaching of History in Elementary and Secondary Schools" The Macmillan Company, New York, 1916. An analysis of what history is, what its aims and values are; contains many suggestions on methods of teaching the subject; and includes two excellent chapters on how history came to be taught, both in Europe and in the United States.
6. National Association of Secondary School Principals. "Report of the committee on social studies" *The School Review*, Vol. XXVIII, pp. 283-297. A brief survey of present practice in the teaching of the social studies other than history, based upon an analysis of typical school textbooks and upon questions asked of schools concerning their use of the texts.
7. National Education Association, Committee on Social Studies of the Commission on the Reorganization of Secondary Education. "Report on the social studies in secondary education" Bulletin 28, 1916. United States Bureau of Education, Washington, D. C., 1916. The first committee report to emphasize the social sciences as a unit. Influential in broadening out our curricula in this field of citizenship training.

8. Rugg, Dr. Earle Underwood. "Studies in Curriculum Construction in the Social Sciences" (Unpublished Ph. D. Dissertation on file in the Library, Teachers College, Columbia University, New York City, 1923.) A detailed study of curriculum in secondary school social science. The study presents a list of studies in the various phases of social science curriculum in the secondary school. Analyses were made in this investigation to determine the type topic discussed in the different phases of secondary school social science.
9. Rugg, Harold. "How shall we reconstruct the social studies curriculum?" *The Historical Outlook*, Vol. XII, pp. 247-252. A review of needed changes in the content and organization of history and related social subjects; a critique of the report of the Joint Committee on History and Education for Citizenship, with a program for committee procedure.
10. Rugg, Harold. "Needed changes in committee procedure in reconstructing the social studies" *The Elementary School Journal*, Vol. XXXI, pp. 688-802. An evaluation of committee procedure as the chief method of curriculum making. Discusses the values and services of committees.
11. Tryon, Rella M. "The Teaching of History in Junior and Senior High Schools." Ginn & Company, Boston, 1921. A concrete, helpful book on the teaching and organization of secondary school courses in history; suggests various methods of teaching the subject.
12. United States Bureau of Education. "The teaching of community civics" *Bulletin 23*, 1915. Washington, D. C., 1915. This bulletin offers many concrete suggestions for teaching community life and has been influential in shaping our community civics courses to-day.