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A handbook of social studies skills

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SCHOOL OF EDUCATION

Service Paper

A HANDBOOK OF SOCIAL STUDIES SKILLS

Submitted by

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I. INTRODUCTION

The teacher of American history is called upon to perform a heavy task if he is to teach all the attitudes, abilities, and knowledges claimed for his subject. In the first place, most American history courses are heavy in subject matter, and in the second place, in order to enable the student to get the most out of the subject matter, skills need to be developed. Thus a good course in American history must be a nice blending of skills and subject matter.

The teaching of skills and the teaching of the subject matter cannot be separated, the skill is handmaiden to the content mastery. "The good American history course emerges from a solution of the inter-related problems of content, organization, and method. It was John Dewey who said 'When a man is eating, he is eating food'. If the course is properly organized, skills will be practiced while understandings are being developed."¹ The ultimate purpose of the social studies class is the production of intelligent and effective citizens. The development of the ability to memorize facts will not do that.

Because the skills are important they cannot be a casual by-product of the course. Like all skills they must to some extent be taught as specific techniques. Because of the pressure of time, a handbook of social studies skills should be an aid to the busy teacher.

This handbook, then, is planned to assist in the teaching of skills. It is not intended as a general handbook for use in any situation, yet it may have in its entirety, or in part some value for others. No two teachers of social studies are alike in their approach to the problem of teaching content and skills, or in their background and training.

Another reason for the writing of this handbook is the wide variability in interests and abilities of high school students. This seems to be a common condition. Skill in the use of library facilities varies enormously as shown by the Library and Sources of Information Test administered by the Stanford Social Education Investigation. Variations in reading ability for an average group of ninth graders ranged from fourth or fifth grade level to that of twelfth or thirteenth.2

With such a range, to take class time to teach all students the skills which some possess, is wasteful of both teacher's and students' time. The teacher of well-endowed, well-trained, and selected college preparatory students has no great problem in getting effective work from them. But the teacher of those who are not academically inclined and whose abilities are very variable, has a great problem.

The students for whom this handbook is devised are eleventh or twelfth grade non-college preparatory students. Periodically they go to the library for supervised library work. Here they prepare library assignments which have a wide variety.

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To try to impose uniformity of work upon the library procedures would defeat the purpose for which it was introduced. Students are intended to pursue study on any particular problem which most appeals to them. Some may be studying independently, some in groups. Some may be doing statistical charts or graphs, others reading novels, pamphlets, or special accounts. The teacher should be actively supervising the group. It is to assist the teacher in that supervision and to be economical of time that this handbook is written.

While it may not be wise or practical to require work using one particular skill from all students at the same time, the teacher cannot assume that students possess these skills. Time does not permit a conference with each student. But by use of the handbook the student can turn to that part of the handbook which deals with the kind of assignment he is doing and be guided by it. It will eliminate the use of classroom time for the teaching of skills which are possessed in varying degrees, and needed at different times.
II. SOCIAL STUDIES SKILLS

Thus far the term social studies skills has been used in a general manner. What are these skills? To some extent there is a uniformity as to what various authorities consider them to be.

Todd says, "Although knowledge is essential, intelligent action is the end we seek. It follows that a primary responsibility of the American history course is not only to foster that knowledge which leads to understanding, but to cultivate the ability to think and act intelligently. Thinking is an art. Like all arts it involves a number of skills. Fortunately we know many of the skills required for intelligent action. Among them for instance, are the ability to interpret maps, charts, graphs, and statistical data; the ability to discriminate between statements of fact and opinion, and between primary and secondary sources; the ability to make systematic comparisons; the ability to analyze conflicting statements; the ability to draw inferences and to make generalizations; the ability to carry on orderly and constructive group discussions."

Price mentions skills in gathering and presenting information such as reading graphs and statistical tables, drawing cartoons, writing editorials, participating in informal discussions, making surveys, and reading source material.

Wesley divides the skills into four classifications, each with many subdivisions. Wesley's classification is as follows:

Study Skills

I. Locating Information
   1. Library card catalogue
   2. Guides to articles
   3. Book reviews
   4. Yearbooks and encyclopedias
   5. Maps and atlases
   6. Bibliographies, separate and in books.
   7. Specialized treatments

5 Todd, "Opportunities for American History," pp. 14, 15
8. Pictures, still and motion
9. Phonograph records and recordings
10. Clippings, pamphlets, and advertisements

II. Processes of studying materials
1. Reading for details
2. Reading for general ideas
3. Learning new words
4. Recognizing abbreviations and symbols
5. Taking notes
6. Outlining, abstracting, summarizing
7. Reading graphs, tables, pictograms

III. Appraising materials
1. Sources and secondary accounts
2. Scholarly and popular accounts
3. Reliability of materials
4. Determining consistency
5. Distinguishing facts from opinions
6. Recognizing the difficulty of proof
7. Recognizing the tentative nature of conclusions
8. Analysis of conflicting statements

IV. Utilizing materials
1. Making deductions and inferences
2. Drawing conclusions
3. Making generalizations
4. Citations and bibliographical form
5. Preparing oral reports
6. Organizing and preparing written reports
7. Setting up periods and categories
8. Organizing events in sequence
9. Establishing causal relationships

Others mention such skills as use of social studies terminology, the development of a critical attitude, familiarity with newspapers and magazines, and ability to formulate a pattern of values as a basis of individual and social action.

It is not the purpose of this paper to cover all of the skills mentioned above, but rather those which seem to be the most demanding of attention or those which are the most difficult to teach. Roughly speaking this paper is concerned with those skills which involve finding, understanding, and using.
III. SCOPE OF THE HANDBOOK

A. The Textbook

The longer one teaches the more aware he becomes of the fact that he must not take for granted the ability of his students to do anything. Too often the tendency is to start out immediately with an assignment in a basic text without first making sure that the student knows how to use it as an effective device.

While it is true that the textbook is only one of the many tools of the good social studies course, it is a very important one. Whether the teacher uses one or many basic texts, whether he leans on it very heavily or uses it only incidentally, it is nevertheless necessary for him to be sure that the pupil knows how to use it with maximum efficiency. Therefore, a chapter on the textbook is included in this handbook.

B. Use of the Library

The library stands in relation to the social studies student as the laboratory stands to the science student. His efficient and interested use of the library facilities will determine to a great extent what he gets out of his history course. A University of Southern California monograph on this subject shows that social studies classes use the library more than any other subjects for reference material.6

The primary need of the student is to be made acquainted with the physical layout of the library itself. Just as it is true that the teacher

6 Rufus B. von KleinSmid and Frank C. Touton, "Effective Study Procedures," University of Southern California Studies, Education Series No. 8, University of Southern California, 1929, p. 46
cannot take it for granted that the student has learned how to use a text-
book, so it is true that he cannot take it for granted that at some time in
her career the librarian has undertaken this as part of her program. Even
if the librarian has some such program, it is very likely that it has been
of a very general nature. The social studies teacher should therefore ac-
quaint the student with the special books which are the tools of his subject.

C. Reading in the Social Studies

As has been mentioned above, the task of the social studies teacher
is complicated by the fact that many of his students may be poor readers.

The poor reader is greatly handicapped in the social studies perhaps
more than in any other subject. "It would be difficult to overemphasize the
importance of reading in the development of social intelligence, for it is
from books, primarily, that students acquire their learning." 7

It has been shown that the average high school student is extremely
inept at finding the central thought of a passage, or of organizing an
argument. 8

Due to the fact that the social studies are concerned with "the
largest, most inclusive, and most complex of all the phenomena with which
the mind has to deal," 9 it is the responsibility of the social studies

7 Dora V. Smith, "Guiding Individual Reading," in Nelson B. Henry,
editor, The Study of Education, Forty-seventh Yearbook of the National

8 Mortimer Adler, How to Read a Book, Simon and Schuster, New York,
1940, p. 70.

9 Bernice E. Leary, "Meeting Specific Reading Problems in the
Content Field," in Nelson B. Henry, editor, The Study of Education, Forty-
seventh Yearbook of the National Society for the Study of Education,
teacher to deal to some extent with the technique of reading. True he cannot take on the responsibility of a specialist in reading, but he must deal with those aspects which most closely apply to his field.

Bining and Bining classify the kinds of reading in the following manner: 10

1. Reading for understanding
2. Reading for memorization
3. Reading for locating specific information
4. Reading for expanding general knowledge and building up a background
5. Reading for enjoyment and pleasure

Adler makes three broad classifications: 11

1. Reading for information
2. Reading for understanding
3. Reading for amusement

Among the reading skills mentioned by Carpenter and Young are: 12

1. Command of necessary vocabulary
2. Application of appropriate silent reading: skills to purpose and materials

Wesley lists the following purposes: 13

1. To find specific information
2. To increase one's general information
3. To keep up with the news
4. To verify an opinion or idea
5. To find out how to do something
6. To obtain relaxation
7. To appreciate the style of the author
8. To entertain or instruct others
9. To improve one's vocational status
10. To pass time

11 Mortimer Adler, How to Read a Book, p. 28.
A partial list of Wesley's reading skills follows:

1. To formulate an inclusive concept
2. To apply general concepts to particular instances
3. To infer the meaning of a word from the context
4. To adjust speed to the nature of the material
5. To select materials relevant to desired information
6. To relate ideas to previously encountered ideas
7. To formulate generalizations
8. To recognize major points
9. To subordinate minor points
10. To evaluate the reliability of a statement
11. To compare statements
12. To distinguish fact from opinion
13. To relate effect to cause
14. To discard preconceptions and secure the author's meaning

Bauer suggests that the five most important questions for the history student are:

1. What happened
2. When did it happen
3. Where did it happen
4. How (in what order) did it happen
5. Why did it happen

He suggests also that the student read for understanding rather than for memorization, and that ability to spot the topic sentence is a prerequisite of good reading.\textsuperscript{14}

From Miss Niles' list of reading skills the following are especially important in the social studies:\textsuperscript{15}

Reading
1. for main ideas
2. to follow directions
3. to outline and follow organization
4. to answer detailed questions
5. to generalize
6. to take notes
7. to detect bias or prejudice

\textsuperscript{14}Richard Bauer, "The Study of History," Social Studies, October 1, 1948, p. 270.

\textsuperscript{15}Olive Niles, List of Reading Skills used in Boston University Course on Reading and Study in the Secondary School, 1950.
8. to evaluate
9. to distinguish between fact and opinion
10. to note inconsistencies
11. to verify conclusions

D. Fiction

There seems to be no agreement among authorities as regards the advisability of using fiction in the social studies courses. Both Horne and Crary speak more favorably of the contemporary or social novel than of the historical novel.

Bauer says that some benefit may be derived from comparison of characters and periods in novels with what the historian has to say.

Adler lays down the following suggestions:

1. Do not read a book of fiction in the same way you read non-fiction. The one is to instruct, the other to furnish enjoyment.

2. Do not try to find a message in a novel. Some may have a message, all do not.

3. Do not look for arguments in imaginative literature.

4. Do not criticize fiction by the standards of truth and consistency which properly apply to communications of knowledge.

5. Do not read all imaginative books as if they were the same.

Hannah Logasa says, "Few historical novels can be measured with an historian's measuring stick for absolute accuracy. They must consist

---


of the following:

- Real of fictitious characters
- Real or imagined episodes
- Real or imagined backgrounds and settings

Dora Smith says, "Imaginative literature discriminated chosen and critically evaluated, can give to historical periods and to contemporary social problems vividness, atmosphere, and a sense of reality."\(^{19}\)

In spite of what adverse criticism there may be regarding the use of fiction in the history course, the student has, does, and will read such literature. He may as well, then, have some guidance as regards its merits and demerits.

E. Critical Thinking

Social studies skills which cannot be separated because they are all associated parts of the same thought processes are problem solving, critical thinking, recognition of propaganda, and reaching conclusions.

Today if a citizen wishes to participate competently he must be able to recognize in the press, on the platform, on the radio, and in motion pictures fallacious or sophistic arguments. He must be able to distinguish between opinion and facts, and he must be able to draw conclusions only as the result of the weighing of sufficient evidence.\(^{20}\)

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Critical thinking is best taught as it is interwoven with the content matter and not presented in units as method divorced from logical content. Specially prepared exercises are necessary, however, for best results.

Activities must be planned which have as their purposes:

1. The interpretation of data
2. Critical analysis of arguments
3. Logical reasoning
4. The making of sound generalizations

Marcham points out the difficulty of reaching sound conclusions in the social studies because "Lack of completeness is met at every turn when we study social problems. The causes of the rise of the Nazi party will be less open to proof than the causes of a disease. Most social problems are not static. We change our viewpoints, and new social situations supply new data."21

Elmer Ellis states that in selecting a problem the following criteria should be used:22

1. It cannot be answered by "yes" or "no".
2. It represents situations where there are choices to be made.
3. It requires additional information from a variety of sources
4. It should be within the limits of materials available.

As regards the evaluation of the student's ability to do critical thinking, Morse and McCune say, "The best educational use of items devised


to test study skills is for diagnostic purposes. Their administration should be merely a prelude to classroom discussion which would provide opportunities for pupils to learn more about critical thinking by discussing with each other and the teacher the reasons for marking responses as they did. Such tests should never be given as a 'final examination,' but should be regarded as exercises rather than as exact measuring instruments."23

IV. THE HANDBOOK

A. Using a Textbook

In order to make an effective start in any subject the student must first be capable of efficient use of his own textbook.


Efficient use of your textbook involves more than the reading of the subject matter in it. Below are listed the various textbook accessories with which you should be familiar.

1. Preface or Introduction

You should read the preface through to discover the authors' purposes and their recognition of assistance.

2. Table of Contents

In your own textbook, as in any history textbook, you consult this part of the book to discover what period is covered, how the information is organized, and the highlighting of important events. The table of contents is in a sense an outline of the book itself. Thus, in using any book, if you want to know what it is about, you consult the table of contents.

3. Educational Guidance

You will find these important sections at the end of each chapter. The vocabulary is a selection of words which you should understand. The general questions are assistance in review. The section, "Things to do" will aid you greatly in deciding upon choice of library assignment. The sections, committee work, suggested reading, biography, historical novels, and pictures to look up also give you stimulating ideas for your library work.

4. Appendix

Here you find copies of basic documents, the Declaration of Independence, and the Constitution. Here also are valuable lists and charts. In using this part of the book it is important that you use all footnotes for they give valuable explanations or additional information. Notice particularly
the footnotes in Appendix II. The Constitution as printed in your textbook has added heavy face type for increased value to you. Also some important sections are bracketed and italicized for the same reason. Read footnote six for the meaning of brackets and italics. Note also that Articles and Sections are numbered from 1 to 124. Turn to your textbook, chapter four and notice bracketed numbers throughout the chapter. These bracketed numbers throughout your book correspond to the same numbers in the Constitution. These have been added to help you in studying the Constitution. Notice that the heavy type and bracketings are your authors', not a part of the original document.

5. Index

An adequate index is an alphabetized guide to every name, place, and event described in the text. You can test the adequacy of your index by opening your book at random and finding names of people. Then refer to your index to see if that name appears. If the name is used only incidentally it may not appear in the index. This does not of necessity mean that your index is inadequate.

In using any textbook it is important for you to notice when it was first copyrighted, whether it has been revised, the date of the revision, and whether it has been reprinted. If a book was copyrighted in 1939 and it has not been revised, even though there may be a later printing date, the book represents the information and point of view of the authors in 1939. In a history textbook this is an important consideration. When there is more than one copyright date in the book, the latest copyright date is that of the most recent revision.

All history textbooks have the same basic organization. They may vary somewhat. What is listed in your book as Educational Guidance may

1 Wesley, "Teaching Social Studies in High Schools," p. 304
2 William H. Cartwright, "How to use a Textbook," No. 2 How to do it Series of the National Council for the Social Studies, pp. 2, 5
for example appear in other books under such titles as References, Readings, or Sources. Sometimes they are at the end of the book, and sometimes at the end of chapters. However, acquiring skill in the use of your own textbook will be of value to you in using all books.
EXERCISES IN THE USE OF THE TEXTBOOK

After studying the material on Using Your Textbook test yourself on your mastery of it by doing the following exercises. Do no writing on the question sheet. Use your textbook for questions I, and II.

I. The following items are sections of your textbook. The choices are the information you are looking for. On the score sheet write the appropriate identifying choice letter in the parenthesis. Then in the parenthesis after each choice write the page number to which you referred in your textbook.

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<th>CHOICES</th>
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<td>1. Table of Contents</td>
<td>a. unit on the farmer b. the Declaration of Independence c. the word &quot;contraband&quot; d. the authors' full names e. the Chief Justice of the Supreme Court</td>
</tr>
<tr>
<td>2. Appendix</td>
<td>f. the Sherman Silver Purchase Act g. Information Please on chapter 17 h. a list of pictures i. the distances of World War II</td>
</tr>
<tr>
<td>3. Index</td>
<td></td>
</tr>
<tr>
<td>4. List of maps, graphs, and charts</td>
<td></td>
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II. Using your textbook write on the score sheet the information which completes the following sentences.

1. The date of the most recent revision of my textbook is _______.
2. Harold U. Faulkner is Professor of History at ________ college.
3. The book is dedicated to _____________________________________.
4. The National Labor Relations Act is mentioned ______ times.
5. The textbook has ____ units, and ____ chapters.
6. The appendix is divided into ____ parts.
7. The book is published by _____________________.
8. There are ____ different kinds of summary exercises for Unit I.
9. Bracketed number 82 on page 112 refers to Article ____ of the Constitution.
10. The number of presidents who have had two terms of office is _____.
III. Without your textbook write in the parenthesis the number which is the best answer in each of the following questions.

1. In order to find out what my textbook covers I consult the
   1. index
   2. table of contents
   3. preface
   4. appendix

2. Acknowledgement of assistance is in the
   1. preface
   2. table of contents
   3. educational guidance
   4. index

3. To find suggestions for historical novels to read I consult
   1. Information Please
   2. Leading Actors
   3. Educational Guidance
   4. the index

4. A list of pictures is found in
   1. Through the Eyes of the Camera
   2. Leading Actors
   3. the list of maps, graphs, and charts
   4. nothing

5. Bracketed numbers 82 on page 112 refers to
   1. the Constitution
   2. the Declaration of Independence
   3. the list of states
   4. the list of Chief Justices

6. A list of presidents is in the
   1. table of contents
   2. preface
   3. index
   4. appendix
SCORE SHEET AND KEY FOR EXERCISES IN THE USE OF A TEXTBOOK

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   b. 701
   2. (b, e) c. 737
d. title page
   3. (c, f) e. 729
   f. 744
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   3. the authors' children
   4. four
   5. nine, thirty-five
   6. six
   7. Harpers'
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   10. seven

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<th>SHELF SURFACE</th>
<th>VOLUME HISTORY</th>
<th>PAMPHLET MATERIAL</th>
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<td><strong>MISCELLANEOUS REFERENCES</strong></td>
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<td><strong>SOURCE MATERIAL</strong></td>
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B. Use of the Library Facilities

Just as there are tools of all descriptions to make the job of the mechanic more efficient, so there are books of all kinds for the student of social studies. And just as the trained mechanic works more efficiently if he has tools for each specific part of his work, so the student works more efficiently if he has a variety of books for his work. The trained mechanic must know what the purpose of each of his tools is, and also must know where to find it. So, again it is with the student. It may be that there is a book which will give the student exactly the information he is seeking, but if he does not know his workshop, and what is in it, he may as well be without the tool.

1. Dewey Decimal System

Your library is an orderly workshop with which you need to be acquainted. The books in it have been catalogued, classified, and placed on shelves in logical order according to the Dewey Decimal System. By this system all books with the exception of fiction are classified and placed under ten main headings. While it is not necessary for you to know all about the system, since you are not being trained to be a professional librarian, a general understanding of it will make you more at home in the library.
The main classifications are as follows:

- 000-099  General Works
- 100-199  Philosophy
- 200-299  Religion
- 300-399  Social Sciences
- 400-499  Language
- 500-599  Science
- 600-699  Useful Arts
- 700-799  Fine Arts
- 800-899  Literature
- 900-999  History, Biography, Travel

The classifications to which you will make most of your references are:

- 000-099  General Works

These include encyclopedias, dictionaries, abstracts, yearbooks, and almanacs.

- 300-399

These include the following:

- 320-329  Political Science
- 330-339  Economics
- 340-349  Law
- 360-369  Administration and Military Science
- 360-369  Welfare and Social Institutions
- 370-379  Education
- 380-389  Commerce and Communication
- 390-399  Customs, Costumes, and Folklore

- 900-999

These include:

- 900-919  Geography and Travel
- 920-  Collective Biography
- 921-  Individual Biography
- 930-939  Ancient History
- 940-949  European History
- 950-959  Asia, History

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3 Melvil Dewey, Decimal Classification and Relative Index, Forest Press, Inc., Lake Placid, N. Y., 1942, p. 1
4 Melvil Dewey, p. 4, Third Summary Section
960-969 Africa, History  
970-979 North American History  
980-989 South American History  
990-999 Oceania and Polar Regions

Now each of the above sub-divisions is again broken down into further sub-classifications. For example 973 is the number used for United States History.

This in turn is broken down as follows:

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<thead>
<tr>
<th>Code</th>
<th>Category</th>
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<tbody>
<tr>
<td>973.1</td>
<td>Discovery</td>
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<td>973.2</td>
<td>Colonial Period</td>
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<td>973.3</td>
<td>Revolution and Confederation</td>
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<td>973.4</td>
<td>Constitutional Period</td>
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<td>973.5</td>
<td>War of 1812</td>
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<td>973.6</td>
<td>War with Mexico</td>
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<td>973.7</td>
<td>War of Secession</td>
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<tr>
<td>973.8</td>
<td>Later 19th Century</td>
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<tr>
<td>973.9</td>
<td>20th Century</td>
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</table>

Biographies in 920 and 921 are arranged by the name of the people written about, not by the author.

Fiction is arranged by authors' names alphabetically.

Now refer to the diagram of the library. You will notice that some of the social sciences, the 300's, and some of the history, the 900's are in the history room. However, since there is not room for all, others are in the library proper. Law, 340, Administration and Military Science, 354, and Costumes, Customs, and Folklore, 399 are on the shelves directly outside the history room.

Now refer to your diagram and note that Travel, 910, and Biography, 920-21 are on the outside wall shelves directly opposite the history room.

One other category to which you will make many references is the General Reference Section, 000-099. This is opposite the English room.

You will notice, too, that the magazines are on either side of
the front door. Only current issues are here. The librarian will help you to locate back issues.

1. All material on the reserve shelves is reserve material regardless of the fact that it may have a fourteen day sticker in it. It will become fourteen day material when your class has no need of it for the current unit.

2. This material MUST be used in the library or reserved to be borrowed after 1:30.

3. If you wish to borrow one of the reserve books write your name and the date which you wish to borrow it on the orange reserve card which you will find in the back pocket of the book.

4. After 1:30 get this book from the reserve shelf in the history room, take it to the circulation desk and sign it out.

5. RETURN THIS BOOK BEFORE 8:20 THE NEXT MORNING. THIS RULE MUST NOT BE VIOLATED. BESIDES THE LEVYING OF A HEAVY FINE, THE LIBRARIAN REPORTS SUCH NEGLECT TO YOUR CLASSROOM TEACHER AND YOU MAY BE REQUIRED TO LOSE CLASS CREDIT IN ORDER TO GO HOME TO GET THIS BOOK.

Rule five is an extremely important one. A moment's consideration will make it clear to you why this is so. With a large number of students using a limited amount of material it is only fair that you share it with others.

Remember that it will be possible for you to make excellent library reports without this particular reference material. But if you choose to use it you must play the rules of the game fairly.

The librarian has done a considerable amount of work to simplify your task in finding reference material. For each unit of work, during the time you are working on that unit, you will find on the reserve shelves in the history room books and reference material which apply to that unit. Thus you are saved to some extent from wasting time in finding appropriate material. However, you should never feel that you are limited to this
material. Through the use of the card catalogue and other references it may be possible for you to track down interesting and valuable information for yourself. It might be profitable for you to find and use references other than those on reserve as there are rigid rules regarding the use of reserve materials. You must adhere to these rules.

5. Classification of Books
   a. Encyclopedias

   No doubt every student is well acquainted with this kind of reference material. It is often overworked to the neglect of other kinds of reference. Encyclopedias are suitable for a very brief, concise account, or for general acquaintance with a subject prior to more extensive reading on the same subject in other references.

   NO REPORT OR LIBRARY ASSIGNMENT IS ACCEPTABLE WHICH QUOTES ONLY THE ENCYCLOPEDIA.

   Your high school library has the following encyclopedias:

   1. Encyclopedia Americana, New York, Americana Corporation, 1947, 30 volumes

      Alphabetized. Emphasis on America, World War I, science, and articles on centuries. Kept up to date by Americana Book of the Year. Index in last volume.


      Presents the British point of view. Has good articles and illustrations. Excellent bibliographies. Atlas in the last volume. Alphabetized. Kept up to date by Britannica Book of the Year.

   3. The New International Encyclopedia

      Unsigned articles on specific subjects.
4. **The Lincoln Library**
   One volume, Not alphabetically arranged. Indexed.

5. **Compton's Pictured Encyclopedia**
   Arranged in a similar fashion to *Encyclopedia Americana*.

6. **Columbia Encyclopedia**
   One volume. Alphabetically arranged.

b. **Statistical Abstract**
   Published yearly by the Government Printing Office. It contains statistics relating only to the United States. Useful for data for graphs and charts.

c. **Books of Miscellaneous Information**

   Published annually. A treasury of miscellaneous information. Well indexed. Index in front of almanac.

   Somewhat similar to the World Almanac, but not quite so comprehensive. Includes review of the year, vacation travel guide, who's who in America, American economy, a chronology, and many more categories.

   A convenient general reference. Valuable as one of the first steps in acquiring information.

d. **Primary or Original Sources**
   Another kind of reading which is of great importance to the student of history is the primary or original source reading. "In general the words original source refer to material and written documents which throw direct light on the life and historical development of a certain age. The documents consist of such things as treaties, constitutions, decrees, charters,
ordinances, statutes, judicial decisions, correspondence, reports of eyewitnesses, and other records."

Strictly speaking the original written source is the document itself. Ordinarily these documents may be found in court files, archives buildings, museums, and libraries. For example the National Archives in Washington, D. C., include such priceless documents as the Declaration of Independence, the Bill of Rights, and the Emancipation Proclamation as well as all kinds of letters, accounts, maps, court decisions, armed service records, records of public debt, weather records, records of exploration, and records of scientific experimentation. It has been estimated that at any one time there are likely to be scattered throughout the United States fifteen million cubic feet of federal government records. This would mean, 2,500,000 four-drawer file cabinets which if placed side by side would stretch over 700 miles. It is the job of the National Archives to decide which of these records should be made permanent and which may be destroyed.

One does not have to go to the archives or museums to get some of the primary source material. For example in the appendix of your basic textbook there is a copy of the Declaration of Independence and of the Constitution.

Primary source material is in the making every day in your courts, in your Congress, in the United Nations, in significant public speeches, and in diplomatic relations with foreign powers.


Departing from the library for a moment, - when you listen to the Columbia Masterworks records, I Can Hear it Now and hear the voices of Harding, Wilson, Roosevelt, Will Rogers, LaGuardia, Barkley, Vishinsky, Baruch, and others you are listening to original source material. When you see on television actual meetings, and see and hear speeches being made you are witnessing original sources. Keep your eyes and ears open for you have many opportunities to witness history in the making.

Your library has the following collections of source material:

1. The Heritage of America, H. S. Commager and Allan Nevins, editors, Boston, Little, Brown Co.


Look for primary source material in other places such as:

3. Current History magazine, a monthly publication which includes in each issue the draft of important speeches, treaties, or reports.


5. The Congressional Record is source material for the proceedings of Congress. Everything which is said in Congress is faithfully recorded here. Sometimes it is edited slightly in the interest of good English usage, but the speech is untouched outside of that possible improvement.

6. Vital Speeches published semi-monthly is another reference with which you should be familiar. It is bound once a year and indexed. It contains many of the important addresses of prominent people.

e. Historical Series

This kind of reference consist of a number of different volumes any one of which is an independent reference in itself. Each book deals with
one phase of the history of a people.

Among such series to be found in the high school library are:


2. Chronicles of America Series, Allen Johnson, editor, 1918-1921, 50 volumes.

and

Chronicles of America Series, Allan Nevins, editor, 1950, 5 volumes.

f. Volume Histories

Volume Histories as the term implies are sets of books, each of which covers a certain period of time. They go into greater detail than a textbook or a general survey book. They are valuable to you for finding out a lot about a particular subject.

In your library the following volume history is an example:


g. Special Accounts

Special accounts are like volume histories in that they go into detail about a narrow field, but unlike them in that they are not in sets. Most of the books on reserve are in this classification. Typical, for example, is


h. Cartoon and Pictorial Collections

Cartoon and pictorial collections sometimes make history clearer than the written word.

1. The Pageant of America, (15 volumes) Ralph Henry Gabriel and Others, editors, Yale University Press, 1925-29.
Kept behind the circulation desk, and available upon request. Maps, charts, tables, diagrams, illustrations, and facsimiles. Volume 15, pages 333-347 contains a general bibliography.


A pictorial record from Harper's Weekly. "An informal history of life in the United States during the latter half of the nineteenth century. The text is designed both to explain and interpret the pictures, as captions would do and to provide as connected and interesting a survey of social history as possible."

Contains work of early journalistic illustrators such as Thomas Nast, Winslow Homer, C. A. Reinhart, E. A. Abbey, and Frederick Remington.


"A family album of the American People, 1918-1941. A panorama of American life during the years of peace from 1918 to 1941, ranging from politics and business to fashions, sports, famous crimes, entertainments, and popular fads. It generally follows a chronological scheme."


"Story in word and picture beginning in 1850's and ending around 1900." Territorially confined to eastern part of the United States. Not in strict chronological order.

5. The American Procession, (1 volume) Assembled by Agnes Rogers with running comment by Frederick Lewis Allen, Harpers, 1933.


6. American Past, Royer Place, Butterfield, 1 volume.


319 pages, 150 plates.

8. **Building America**

A pictorial magazine of American problems published for the Society for Curriculum Study. Both single copies and those in bound form may be secured at the circulation desk.

i. **Biography**

Generally speaking biography can be divided into three types:

a. Autobiography, in which the writer reports on his own life and times
b. Contemporary biography in which the author writes about a person who lives at the same time as himself
c. Historical biography in which the author depends upon source material for his writing about someone who lived in the past.

Books of biography may be found in the 920's on the outside wall shelves directly opposite the history room.

**Biographies**


Issued monthly and bound in one volume at the end of the year. Useful for people of contemporary importance. Bibliography at the end of each article. Classification of people by professions, and cumulated index at the end of bound yearly volume. Some pictures.

For finding information you should be familiar with this category of references. There are many possible ways to find information on any given subject.
j. Catalogues and Files


   Graded and annotated listing of more than 2000 books, principally historical fiction and biography.


   May be found in the public library.


   A good guide to modern fiction. Arranged in one alphabet, books may be located by author, subject, or title. Annotations under author entry.

4. **The Clipping File**

   Newspaper and periodical clippings arranged in alphabetical order in envelopes. Listed by subjects.

5. **The Card Catalogue**

   Near the circulation desk. This catalogue lists alphabetically by author and subject all books to be found in your library. Referring to the Dewey Decimal System as explained above and your chart of the library you should be able to locate any book so listed. Arranged in one alphabet. Books may be located by author, subject or title. Use call numbers to locate books.


   Index to articles in current magazines. Abbreviations used in front of each issue of listed magazines. Issued monthly and cumulated at the end of three months. At the end of three years bound in one large volume. Alphabetical by author and subject.

k. Periodicals

   It was mentioned above that the Reader's Guide would be valuable to you for finding information about periodical literature. Below with
brief annotations is a list of periodical literature which you may find in your high school library.

1. **American Observer**

   A weekly newspaper written especially for high school students. Valuable for clear objective comparisons of two points of view in controversial subjects. Pictures, cartoons, graphs, (not listed in Reader’s Guide)

2. **Atlantic Monthly**

   Published monthly, a traditional Boston magazine, Edward Weeks, editor. Good articles and short stories. Good features and book reviews. More of a literary than social studies magazine but has some excellent articles suitable for the social studies.

3. **Business Week**

   Weekly publication, McGraw-Hill Publishing Company. Has somewhat the departmental division of Time magazine but all departments are in reference to some aspect of business. Many pictures, some graphs. Good for economic aspects of the day.

4. **Common Ground**

   Published quarterly by the Common Council for American Unity. Its purpose is to "tell the story of the coming and meeting on this continent of people belonging to about sixty different national, racial, and religious backgrounds." Good for inter-cultural understanding. Some pictures.

5. **Congressional Digest**

   An independent monthly featuring controversies in Congress, pro and con. It is "not an official organ, not controlled by any party, interest, class or sect." Its features of the month deal with current problems being considered by Congress. The pro and con discussion in each issue is a good feature. No pictures. Excellent references.

6. **Current History**

   Published monthly. Good for international relations. Every issue contains some source material, "World Documents." Contains good annotated reports of current books, also a very valuable chronology of events under the headings: International United Nations, and the various nations of the world. This
section is good for a survey of current and recent happenings of importance. A large space of this section is devoted to the United States.

7. **Fortune**

Published monthly. $1.25 per single copy. Excellent color photography and illustrations. Excellent articles on business and science. Thorough and authoritative. The deluxe magazine of the publishers of *Life* and *Time*.

8. **Forum**

Published monthly. Excellent articles. No pictures. Fairly advanced reading.

9. **Harper's**


10. **Life**

Many pictures. Weekly publication.

11. **Monthly Labor Review**

Published monthly by the U. S. Department of Labor, Bureau of Labor Statistics. It contains special articles, summaries and reports regarding labor. Very valuable for authoritative information about wages, insurance, labor laws, labor-management relations. Reviews of books pertinent to labor. Good for statistical data. Some graphs, but mostly tables.

12. **National Geographic**

Beautiful color photography. Good for vicarious travel. Indexed every six months. When subject matter is suitable excellent for special reports.

13. **Nation**

No pictures. Good for its editorial point of view.

14. **New York Times Magazine Section**

Excellent articles.

15. **New Republic**

Same format as Nation. No pictures.
16. **Survey**
   Good for social problems.

17. **Saturday Review of Literature**
   Published weekly. Some articles. Excellent book reviews. Cartoons.

18. **United Nations Bulletin**
   "A concise account of the work of the United Nations and its related agencies." Pictures. Some documentary source material. Digest in back of dates, meetings, decisions, and documents of all agencies. Also a list of all United Nations Broadcasts.

19. **United Nations World**

20. **Vital Speeches**
   Published semi-monthly and bound yearly. Each bound volume contains copies from October 15 to October 1 of a given fiscal year. City News Publishing Company, New York. "Printing in full the important addresses of the leading moulders of public opinion." Its policy is to cover both sides of a public question and to print all speeches in full. Occasionally a very long speech may be condensed. Indexed in bound volume by author and topics separately.

21. **Newspapers (Daily)**
   1. Brookline Chronicle
   2. Boston Herald
   3. Boston Globe
   4. Boston Post
   5. Christian Science Monitor
LIBRARY SKILLS TEST

I. On the score sheet write in the parenthesis the number of the statement which most correctly completes the sentence.

1. The correct way to list your history textbook for a bibliography is

1. History of the American Way by Faulkner, Kepner, and Merrill
2. Faulkner, Kepner, and Merrill, History of the American Way

2. The Dewey classifications most useful to the social studies student are

1. The 000's, 300's, and 900's
2. The 099's, 350's, and 899's
3. The 000's, 400's, and 900's
4. The 010's, 399's, and 926

3. Novels are arranged alphabetically on the shelves by

1. subject
2. the Dewey system
3. authors' names
4. title

4. In the reserve section just inside the door are found

1. novels
2. biographies
3. source material
4. pamphlets

5. In the reserve section on the shelf surface are found

1. pamphlets
2. biographies
3. source material
4. general references

6 Many of the questions in this test are taken from or inspired by Horace T. Morse and George McGune, "Selected Items for the Testing of Study Skills," Bulletin No. 15, National Council for the Social Studies, September, 1949, pp. 30-39.
6. **The Pageant of America** is kept
   1. with general references
   2. behind the circulation desk
   3. in the reserve section
   4. in the English room

7. **The Reader's Guide to Periodical Literature** is found
   1. in the English room
   2. with the novels
   3. behind the circulation desk
   4. in the history room

8. Source references on reserve are found
   1. on the reserve shelf surface
   2. on the bottom shelf of the third section from the door
   3. just inside the door
   4. on the shelves just outside the history room
II. Use of Reference Material

A. Match the following items by writing in the parentheses on the score sheet the appropriate numbers from the list of choices. There may be some possibility that you could find some of the information in more than one place. In such cases select the best item.

ITEMS

a. Dictionary of American History
b. Who's Who in America
c. The World Almanac
d. The Statistical Abstract
e. Dictionary of American Biography

CHOICES

1. Who was Miss America in 1948?
2. When was the Cumberland Road built?
3. What positions did Thomas Jefferson hold in his lifetime?
4. What have been the approximate locations of the centers of population in the United States at ten year intervals between 1790 and 1940?
5. Where was Abraham Lincoln born?
6. Which state produced the most crude oil in 1948?
7. What was the route of the Oregon Trail?
8. Was Mark Twain, author of Life on the Mississippi, married?
9. Is George Marshall a graduate of West Point?
10. What is the population of London according to the latest census?
11. What is Harold Stassen's present position?
12. What was the value of Argentine exports in 1949?
13. Who won the World Series in 1922?
14. What was the importance of the Scopes Trial?
15. What was the date of the sinking of the Lusitania?
II. B. Match the following items by writing in the parentheses on the score sheet the appropriate numbers from the list of choices.

ITEMS

a. an economics textbook
b. Reader's Guide to Periodical Literature
c. The Heritage of America
d. Documentary Source Book of America
e. Pageant of America

CHOICES

1. What was the political significance of the last Congressional elections?
2. What are the forms of business organization?
3. What events preceded the formation of the United Nations?
4. Where may you find pictures about the Civil War?
5. Who was the author of Mr. Singer's Money Machine, an article which appeared in the Saturday Evening Post sometime in the year 1951?
6. What is a business cycle?
7. Where can you find references to magazine articles about price control?
8. Where can you find the complete text of President Wilson's war message to Congress?
9. Where can you find a reproduction of Trumbull's painting depicting the signing of the Declaration of Independence?
10. Where can you find a spectator's account of the inauguration of President Jackson?

C. Below is the listing of an article in the Reader's Guide to Periodical Literature. Identify in order each lettered item in this reference by writing the identification on the score sheet opposite the appropriate letter.

(a) (b) (c) (d) (e) (f)
Postwar Control of Monopolies, H. S. Person. New Repub 109: 907-9, D27 '43
IV. Distinguishing between Sources and Secondary Accounts

Identify each of the following items as source or secondary accounts. If you think it is a source write 1 in the appropriate parenthesis on the score sheet. If you think it is secondary write 2 in the parenthesis.

1. The Atlantic Pact
2. Paul Revere's Ride, a poem written by Longfellow
3. Radio broadcast You are There about the signing of the Declaration of Independence
4. Radio broadcast of one of President Roosevelt's Fireside Chats
5. a list of candidates on an election ballot
6. a newspaper editorial about the dismissal of General MacArthur
7. the Congressional Record
8. a photograph of a frontier town
9. a Wild West movie
10. a news commentator's account of how the Russian delegates were instructed to vote in the United Nations session
11. a letter written by Theodore Roosevelt to his children
12. a newspaper advertisement for a grocery store
13. the Dictionary of American Biography
14. Benjamin Franklin's autobiography
15. a televised broadcast of a prize fight.

IV. Selection of Reference Material

Assume that you are looking for references which are accurate, unbiased, and unprejudiced. Below are a number of possible subjects. Under each subject is listed three references. Rate these three references by writing in the appropriate parentheses on the score sheet:

1 for the one you consider the best
2 for the one you consider second best
3 for the one you consider the poorest

Consider each group separately.

A. Alexander Hamilton

1. The novel, The Conquerors, the story of Alexander Hamilton by Gertrude Atherton
2. The biography, Alexander Hamilton by Henry Cabot Lodge
B. Living conditions of field slaves in the 1860's

2. The biography, Up From Slavery by Booker T. Washington.
3. Margaret Mitchell's Gone with the Wind.

C. George Washington as a General

1. The Diaries of George Washington, printed with every letter, every comma, copied exactly.
2. A revised edition removing offensive words, and changing the context of many sentences so that no individuals or families involved would be offended.
3. The latest edition of Washington's letters and papers with indicated omissions of all phrases and sentences that would be valueless for the writer of history.

D. The Battle of the Marne

1. An account which contrasted the spirit of the Allies and the foolhardiness of the enemy.
2. An account compiled from material taken from the reports of opposing commanders.
3. An account appearing in a journal printed in a neutral country.

E. Patrick Henry's Liberty or Death speech given on the spur of the moment.

1. A movie dramatizing the speech.
2. An account written by Patrick Henry twenty-five years later.
3. An account written by an eyewitness while Henry was speaking.

F. Potsdam Conference Promises

1. State papers of President Harry S. Truman
2. Contemporary articles in Harper's Magazine by a prominent historian and a political scientist.
3. An account by one of the members of President Truman's official party.

G. Atomic Bomb Destruction of Hiroshima

1. News item in the New York Times
2. Army Signal Corps photographs
3. Memoirs of the bombing-plane's pilot written on the 10th anniversary of the event.
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<td>LIBRARY SKILLS TEST</td>
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</tr>
</tbody>
</table>

### II

A. |   |
---|---|
| a. | (2,7,14,15) |
| b. | (9,11) |
| c. | (1,10,12,13) |
| d. | (4,6) |
| e. | (3,5,8) |

### IV

A. |   |
---|---|
| 1. | (3) |
| 2. | (2) |
| 3. | (1) |

E. |   |
---|---|
| 1. | (3) |
| 2. | (2) |
| 3. | (1) |

### B

A. |   |
---|---|
| a. | (2,6) |
| b. | (1,3,5,7) |
| c. | (10) |
| d. | (8) |
| e. | (4,9) |

E. |   |
---|---|
| 1. | (3) |
| 2. | (1) |
| 3. | (2) |

### C

A. |   |
---|---|
| a. | title of article |
| b. | author of article |
| c. | name of magazine |
| d. | volume number |
| e. | page reference |
| f. | date of publication |

### D

A. |   |
---|---|
| 1. | (3) |
| 2. | (1) |
| 3. | (2) |
The average student tends to think of reading as a single kind of activity. But if he thinks further he realizes that there are different kinds of reading. He does not read the funnies in the same manner that he reads his history text. The student who recognizes the fact that there are different kinds of reading for his academic work, and who uses these kinds of reading will find that his work is more effective. The following suggestions are the common denominator of all your social studies reading:

1. What kind of literature is it?
   For the classification of the book look back to the list of kinds of books in our library.

2. What is the author trying to say?

3. What are the subdivisions of the book?

4. Is the author trying to solve a problem, get you to agree with him, or amuse you?

5. Has he solved the problem, convinced you, amused you? Why?

While there are many classifications of the kinds of reading we will consider the following classification:

1. Reading for understanding
2. Reading for memorization
3. Reading for the purpose of locating specific information
4. Reading for the purpose of expanding general knowledge and building up a background
5. Reading for enjoyment and pleasure
6. Reading for note-taking
7. Reading for organization
8. Reading for analysis and appraisal
9. Reading for utilizing

Bining and Bining, Teaching the Social Studies in Secondary Schools, p. 265; Mortimer Adler, How to Read a Book, p. 82.
Of course the nine kinds of reading do not necessarily fall into strictly separate categories, and you may read for any combination of them. For example it might be quite possible for you to read for understanding and find that you are building up a background, and enjoying it, too.

Since reading is a skill, there is a blending, just as in driving a car you might say that you are shifting gears, applying the brake, steering the car, or feeding the gas. You call this driving, yet it is a complex of activities of which you are painfully aware when you are a beginner. So it is with reading.

1. Reading for understanding

All reading is first of all reading for understanding. Other kinds of reading are impossible without this. There are definite procedures to follow in reading for understanding. Let us consider your reading of a daily textbook assignment. These assignments are short enough to enable you to understand them thoroughly. Read your assignment through rapidly guessing at the meaning of unfamiliar words. Guessing thus is called getting the meaning from context. Then if you still have not understood the material look up the strange words in a dictionary.

It might well be that even after you have used the dictionary that the word is not yours in the sense that you would feel comfortable in using it. Part of the purpose of your class is to clear up any such difficulty. Ask questions regarding such words. Social studies have a specialized vocabulary as does any subject. Some of the social studies words fall into the following categories:

1. Words which seem alike but have entirely different meanings. Some of these words are:
2. Concepts

"A concept is a general idea which is a developing thing dependent upon the richness of your experience." For example the word freedom may mean one thing to you and an entirely different thing to the displaced person who has come to the United States for refuge and a new life.

Some concept words are:

1. capitalism
2. nationalism
3. separation of powers
4. division of powers
5. revolution
6. generation
7. century
8. source
9. latitude
10. liberty

3. Metaphorical expressions

"Metaphorical expressions imply likeness (without the comparing words, like or as.)." For example, a tariff wall is not actually a wall, but it is like a wall in that it acts as a barrier.

Some metaphorical expressions are:

1. political platform
2. open door policy
3. closed shop
4. tariff wall
5. military machine
6. watered stock
7. pump-priming
8. log rolling
9. fence mending
10. cold war
11. axe to grind

It may seem to you that to look up unfamiliar words is a heavy task, but that is the only way that you can read for real understanding. To do otherwise is to verbalize, that is, to repeat parrot-fashion words

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8 Carpenter and Young, Reading to Learn History, p. 289.
9 Webster's Students Dictionary, for Upper School levels, G. and C. Merriam Company, 1938.
and terms the meaning of which you do not know. You will find that as time goes on you will have to resort to the dictionary less and less, for many words are repeated. If you master their meaning early you will find your task simplified as the year progresses.

A good idea to use for keeping of a vocabulary reference is to get a small index box such as your mother probably has for her favorite recipes. Have in this box index cards for every letter of the alphabet. When you come upon a new word and find out the meaning of it, write it on a card with its definition, how it was used when you first met it, and a sentence of your own using it. If you have one card for each separate word and you file these cards alphabetically you will save much time, and the index will be more valuable to you than a section of your notebook devoted to new words.

2. Reading for memorization

This kind of reading calls for understanding first, to be followed by repeated rereading. When you are familiar with the passage to be memorized, put it aside, try to recall it in its exact phraseology, reread it, and continue this process until you have mastered it. Remember that you can memorize something which you understand much more rapidly than something which is not clear to you. It is not necessary in this course for you to memorize very much verbatim. But to a great extent mastery of history does depend upon memory.

3. Reading for the purpose of locating specific information

This kind of reading is rapid. The eyes move rapidly over the page until they come to the information sought.
4. Reading for the purpose of building up general information and background

This kind of reading you do when you are investigating a problem. You may for example wish to write a paper or give a floor talk on some current problem. You start out knowing very little about it. You read rather widely and rapidly at first in order to get some idea as to what logical divisions of the problem there may be, and to get various points of view on it if it is a controversial problem. You are then better able to select some aspect of the problem for intensive reading.

5. Reading for pleasure

Generally speaking we read novels for this purpose. The degree of pleasure derived from it depends upon two things--your own background, and the skill of the author.

6. Reading for note-taking

After reading for understanding, and locating specific information, take working notes. That is, when you have located the information you want to use, copy phrases, sentences, and even paragraphs in order to organize them for a report. Be sure to inclose in quotation marks all direct quotations, and to give credit for your ideas to the person from whom you got the ideas.

7. Reading for organization

If you choose main and subordinate ideas, and keep them in the proper relationship you will have the correct organization. This sort of reading involves the finding of some sort of pattern in the writing. It is associated with good note-taking.
8. Reading for analysis and appraisal

This step is the logical sequence to steps six and seven. Here you boil down the material to a few chief points.

9. Reading for utilizing

This is a combination of the eight steps covered above. The suggestions made are fundamentally to help you to use the material for a written or oral report.
EXERCISE ON READING

Now apply the above suggestions as regards reading to the following passage. It is purposely more difficult than your basic text, and more difficult than most reading you will be required to do. If it were too easy, you would learn nothing from it.

What the Atom Age Has Done to Us.10

"But atomic energy may still end war, or work, or man, even if it has not yet fulfilled the portentous threats and promises made five years ago. No one doubts that the atom deserves to have an age of man named for it: first, because the original potentialities are still as awesome as ever; secondly, because consideration of the mere potentialities has already worked minor revolutions in human thought and has begun even greater ones.

"Already this force has produced a multitude of revolutions:

"(1) It has created a weapon which can easily destroy, not merely damage, a large city (although whether or not it can be a decisive weapon when used against a powerful nation is not yet clear). More than that, as speculation over the H-bomb has shown, it has introduced the aspect of infinity into our contemplation of the horrors of war. Apparently there is no limit to our capacity for destruction.

"(2) It has vastly increased the degree of mobilization required for warfare. The bomb is delivered by one plane, but is it the product of a huge industry which requires the support of 500 other industries. In fact, only an entire nation—and a greatly industrialized nation—can produce atomic bombs.

"(3) It has brought an amazing speed-up to the workings of science. Before the bomb, most major scientific developments were the achievements of individual scientists, or small groups of scientists, laboring over long periods of time. But, from the moment when man's analysis of nature made the bomb possible until an actual bomb was produced, a large group of scientists worked with unprecedented rapidity and in unprecedented concert. Presumably, the development of an H-bomb is similarly going forward apace. Indeed, science is moving too fast for most men to comprehend the changes it is bringing to their civilization.

10 Michael Amrine, What the Atom Age Has Done to Us, New York Times Magazine Section, August 6, 1950.
"(4) As a consequence, the expert and the intellectual have been pushed—or have felt compelled to thrust themselves—into places of political power and influence from which hitherto they have held aloof. When, early in 1946, Dean Acheson, who was then Under Secretary of State, held a press conference to introduce the famed Acheson-Lilienthal report, he was flanked by Dr. J. Robert Oppenheimer, a professor of theoretical physics. As the conference proceeded, it was Dr. Oppenheimer who had to answer most of the questions.

"(5) We have departed from that important tenet of the American tradition which says that the people have the right to know all the basic facts involved in any activity of their Government. In many matters relative to atomic energy and atomic bombs it is now considered vital that as few people as possible should be 'in the know.' Even the members of the Joint Congressional Committee on Atomic Energy do not know how many atomic bombs we have. Consequently, most people may now be said to understand less than ever, not more, about the real world in which they live.

"(6) Atomic energy, because of the secrecy required for its development and because that development is so vital to national security, has given rise to the astounding spectacle of an entire American manufacturing industry being brought under Government monopoly. The McMahon Atomic Energy Act may be described not unreasonably as the most socialistic measure ever passed by Congress."
1. READING FOR UNDERSTANDING

What is being said? Read the article through once trying to get from context the meaning of unfamiliar words. Now go back and write down these words and look them up in the dictionary.

After looking these words up you have not only the meaning of unfamiliar words, but a means of paraphrasing the original words. How right were you in judging the meaning of the strange words?

Now do the following two things:

Make a one sentence statement to answer the question, "What is the article about?" Make a seven or eight statement resume of the main points of the article.

2. READING FOR MEMORIZATION

Now you have done the spadework as regards familiarizing yourself with the article. Let us assume that you wish to memorize the resume. Following the suggestions above, you will read the resume a number of times picking out the key words if possible. A very few minutes should be enough time for you to completely master the memorization of this passage, and you will have at your command the gist of the article. Not only do you understand it, but you have knowledge.

3. READING FOR LOCATING SPECIFIC INFORMATION

As suggested above, this involves rapid reading for the purpose of finding a particular reference. Let your eyes skim over the article to find the name of the professor of theoretical physics who answered most of the questions in 1946 when Dean Acheson introduced the Acheson-Lilienthal report.
4. READING FOR GENERAL INFORMATION AND BACKGROUND

Now let us assume that you want to find out more about atomic energy as a force, or about the individuals mentioned, or about the committee mentioned in the article. What will you do? How will you go about finding the information and making it your own?

The first task is to find the information in the library, and the second task is to organize that information. What books are you going to consult to increase your general information?

SUGGESTIONS FOR THE FIRST FOUR STEPS

1. Reading for understanding

Possibly the following words were unfamiliar to you.¹¹

portentous    grave, or serious
potentiality  possibility
revolution   complete and rapid change
speculation  careful thought about something which
cannot be definitely proved
infinity       limitlessness
contemplation thinking seriously
unprecedented new, without forerunner
concert       agreement in purpose or plan
flanked        to be situated at the side of
tenet         principle, doctrine
socialist  one who advocates government ownership
           of the agencies of production

Your one statement resume may read something like this:— "Atomic energy has already brought about many changes in the life of man, and there is no end to the changes that are possible in the future as a result of it."

Seven or eight statement resume:—

a. Atomic energy may end man, war, or work.

b. This atomic energy has already produced many rapid changes.

c. It has created a weapon which is so destructive that it has made the horrors of war limitless.

d. Because it is the product of an industry which requires the support of five hundred other industries only a great industrial nation can produce it.

e. It has necessitated a new combined cooperation of a large number of scientists.

f. It has changed government in that scientists and experts now have positions of power and influence there.

g. The traditional American principle of the people's knowing all the facts involved in their government's activities has been discarded in the interest of security.

h. It has brought about the most socialistic measure ever passed by Congress, an entire American industry being brought under government monopoly.

2. Reading for memorization

The key words that you very likely picked are:—

end man, war, work
limitless horrors of war
great industrial nation
cooperation of scientists
scientists in government
secrecy
socialistic

3. Reading for locating specific information

In this case you are looking for a name so your task is fairly easy. You are already familiar with the article so you will quickly find the name, Dr. J. Robert Oppenheimer.
4. Reading for general information and background

Since the names mentioned are all your contemporaries, your best bet would be Current Biography. Consulting the 1949 index you will find that Dean Acheson was written up twice, once in 1941, and again in 1949; that David E. Lilienthal was written up in 1944; that J. Robert Oppenheimer was written up in 1945.12

Since you have only the last name, McMahon, you refer to the index which lists people by professions. You know this man is in government, so consulting that index you find a James O'Brien McMahon listed for the Current Biography of 1945. Checking further you find that this is the reference you want.

Now you have a good start. Consulting the books you have found you not only have biographical material, but bibliographical material as well, for there is a bibliography at the end of each article.

Going further you might consult Vital Speeches, for certainly anything as important as atomic energy must have had much said about it. Consult the bound volumes of Vital Speeches beginning with the 1946-47 copy and work back and ahead as you wish.13 You will find in each volume many references under Atomic. For example in the 1945-46 volume there are speeches by Hancock, Baruch, Truman, and Gromyko.

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12 Current Biography, New York, H. W. Wilson Company
1941, pp. 6-7
1945, pp. 6, 372-75, 438-40
1949, index
Volume 12, No. 1, pp. 8, 543
Volume 12, No. 18, p. 551
Volume 12, No. 23, pp. 733-4
To find articles in current magazines on the Atomic Energy Committee and the McMahon Atomic Energy Act consult the Reader's Guide to Periodical Literature starting with the 1946 or 1947 edition and using cross references. In this way you can build up an extensive bibliography. You might also consult the card catalogue to discover if your library has any books about it.

It might be that you would like to know something about the scientific aspects of this force. Your science teacher might be able to suggest some reading for you.

The possibilities for reading have not been exhausted at this point, but you have a start.

Now, you will not gather up all of this material at once, but will get it a bit at a time. Your job is now to read for understanding first, then for appraisal, and then for note-taking. Some of the material you will find by skimming is material which you do not wish to use. But you usually can find enough to make your efforts rewarding. You should read fairly widely before you start in with your note-taking in order to get your ideas organized to determine just how you are going to plan your report. If you are reading simply for general background and for pleasure your notes will not have to be so carefully organized.

5. Reading for note-taking.

Now you settle down to note-taking. You proceed here much as you did with the original article, reading rapidly to see if there is any information which you want, getting at the central thoughts of the author, and organizing them as you did in the original article. Be sure to keep
a bibliography of your own. It is well for you to take your notes originally on cards and then these can be arranged in any order in which you may wish to use them.

List your bibliography in the following manner:

Adler, Mortimer J., How to Read a Book, Simon and Schuster, 1940

(author's name) (book title) (publisher) (date)

6. Reading for organizing and utilizing.

While you have been reading for general background and information, and taking notes on your reading, you no doubt have been finding that the information which you secured can be arranged into some sort of orderly fashion. The best thing to do at this point is to make a tentative outline. By this time you should be able to determine what your approach will be. Having made your tentative outline, now jot down on 3" by 5" cards the main thoughts which you want to bring out in your report.

7. Analyzing and appraising.

For all of us this is the most difficult task which accompanies reading. We are limited by our own judgment, our own lack of information, our own logic. Nevertheless we should make an honest attempt to appraise and to judge, and to come to some conclusion.

Did you find in your reading any flaws in the reasoning of the author?

Did you find any disagreement among authors on the same subject?

What of all this?

Must we continue to stockpile the atomic and H bomb?

Must we appease Russia?

Must we work for international control of the bomb?
Must we work to strengthen the United Nations?

What do you think about it all?

8. Reading for outlining.

Refer to the Constitution in Appendix II at the end of your textbook. The outline below is not the only manner in which the Constitution may be outlined. It is only the beginning so to speak. The person who is to study the Constitution for understanding must go back and read each section and analyze it in much the same way the main headings have been analyzed. This exercise simply shows the structure of the Constitution and answers the question, "What is it about?"

The table of contents serves the same purpose for a textbook as the outline does for an article or a document.

The Constitution of the United States

I. Preamble

II. The Legislative Department

A. The Congress
B. The House of Representatives
C. The Senate
D. Election and Meetings of Congress
E. Organization and Rules of the House
F. Prohibitions upon and Privileges of Congressmen
G. The Enumerated Powers of Congress
H. Powers Denied to the United States
I. Powers Denied to the States

III. The Executive Department

A. The President and the Vice President
B. The Powers and Duties of the President

IV. The Judicial Department

A. The Federal Courts
B. The Jurisdiction of the Courts
C. Treason and its Punishment
V. Relations of the States
   A. Public Acts
   B. Rights of Citizens of One State in Another State
   C. New States and Territories
   D. Protection of the States by the United States

VI. The Process of Amendment

VII. The Supreme Law of the Land

VIII. Ratification of the Constitution

IX. Amendments
Fiction

While you are in high school and when you leave high school, you will very likely read many books of fiction dealing with history. Since this is so, it is well that you know something of their value, of their possible weaknesses, and of their purposes. If you accept the novel for what it is and do not try to attribute to it the values of non-fiction, it is possible for you to get both enjoyment and information from it.

Generally speaking there are two kinds of fiction, contemporary (sometimes referred to as social), and historical fiction. Contemporary fiction is much more widely approved by historians than is the historical. The first is that in which the writer deals with his own times. The second deals with a time in which the author did not live.

As regards value for you, then, contemporary fiction is the better of the two. For example Upton Sinclair's book, The Jungle, criticised conditions which existed when it was written, and was instrumental in bringing the enactment of pure food and drug laws.14 In our own time, The Grapes of Wrath by John Steinbeck is an excellent picture of the life of one particular class of people.

However, contemporary fiction may have many weaknesses. The author may have an axe to grind, and he may be biased in his point of

view. For example, Harriet Beecher Stowe's *Uncle Tom's Cabin* is a contemporary novel, yet we could not say that it is entirely objective and unbiased.

The historical novel is more likely to be lacking in authenticity than is the contemporary novel for here the writer is likely to fill in with his own fabrication any gaps for which he cannot find source material.

In reading fiction be guided by the knowledge that it may have the following values for you:

1. You may capture an atmosphere more quickly than from non-fiction.

   See Kenneth Roberts' *Oliver Wiswell* for a description of the Battle of Bunker Hill and compare it with what your basic text says about it.15

2. You may be made more aware of the life, thoughts, and attitudes of people of the past.

   See Owen Wister's *Lady Baltimore* for life as it really was in Charleston in the Reconstruction Period.

3. You may see problems of other races or classes and be made more sympathetic with them.

   See Richard Wright's *Black Boy*.

4. You may be stimulated to further historical study. You may question the authenticity of some author's reporting and be interested in discovering the truth.

   Compare G. W. Cable's *John March, Southerner* with Ellen Glasgow's *The Voice of the People*.

5. You may read for pure enjoyment and escape. There is nothing wrong in this. Many great people read novels and mystery stories for this purpose. The important thing to remember is that it may not be true. As Mortimer Adler says, "We want it
to be true only in the sense that it could have happened."\textsuperscript{16}

6. By comparing historical periods or characters as portrayed by the novelist and interpreted by the historian you may gain much value.\textsuperscript{17}

In reading a book of fiction be guided by the knowledge that it may have the following weaknesses:

1. The writer of fiction may not have secured adequate source material, yet for the sake of the story he must fill in the gaps. The historian does not have to do this.

2. There may be distortion and false color caused by the interpretation of the past from the point of view of the author's own time.

3. The language and sentiments are likely to be those of the writer rather than of the time about which he is writing.

4. The portrayals may be vivid, yet false.

5. "Historical fiction is made for the most part to sell; sales appeal commonly outranks responsibility for valid representation of the past."\textsuperscript{18}

In reporting on the reading of a work of fiction it is not important that you recount the intricacies of the plot or character development. Use no more than one paragraph for this. If you will refer to book reviews in the \textit{Saturday Review of Literature} or the \textit{Sunday New York Times Book Section} you will see that paid book critics do not devote much space to the plot. They usually state briefly what the plot is about and then proceed to the criticism. While you are not expected to give a criticism comparable to those of paid writers, it is well to be guided by them.

\textsuperscript{16} Mortimer Adler, \textit{How to Read a Book}, p. 305
\textsuperscript{17} Richard Bauer, \textit{The Study of History}, p. 310
\textsuperscript{18} Richard Crary, \textit{American History and Other School Subjects}, p. 195
Be honest about your reactions. Every book is not fascinating, or even worthwhile. Everybody's taste is not the same. Many books which are available for the reader of fiction are neither good reading, good story, nor good literature.

In selecting a book be sure to get your teacher's approval as to the suitability of any particular book for the assignment involved. After sampling a few pages, and skimming through the book, if you do not think that you would like it, do not read it.

The primary purpose of this kind of reading is enjoyment. You will have to work over other things. Your fiction reading should not be arduous work.
SUGGESTIONS FOR FICTION READING REPORTS

In writing your report, write a well-organized paper using correct English, and essay form. On the margin write the numbers which identify that part of your paper which is concerned with the item numbered. It may be that some of the questions do not apply to your book. After you have finished your paper simply state at the end of it why you did not cover any particular question or questions. If you have any other reactions to the book which are not covered in the accompanying form, by all means, include these in your paper. The suggestions are not intended as a rigid requirement, but rather as a guide for you. However, numbers 1, 2, 4, 5, 9, and 10 must be covered. Try to find something to say for number 11 since that will tie it in with your factual history.

1. Author, title, publisher, date, properly listed.

2. Resume; no more than one paragraph.

3. Author's qualifications if possible.

4. Type of novel; contemporary or historical.

5. Setting; time and place.

6. Historical characters. Are they made clear? Are they presented sympathetically or unsympathetically?

7. Real incidents. Are they made more understandable?

8. Does it deal with controversies? Does it present both sides of the controversy?

9. Does it deal with social life, economic problems, or political theory?

10. Your criticism.
    a. Is it a likely story?
b. Did it create a new world for you and awaken your imagination?

c. Did you like it a lot, a little, not at all? Why?

d. Was it easy or difficult reading?

e. Did you like the style? Did it have unity, or was the plot difficult to follow?

f. Quote any passages which particularly impressed you for their style or their ideas.

11. Is it true to history? Does it verify or contradict what historians say?
CRITICAL THINKING

While it is as necessary to have the scientific attitude in the social studies as it is in the natural sciences, we must be aware of the fact that reaching a conclusion regarding the truth is more difficult. A chemistry equation is either right or wrong, and the scientist can prove this quite easily. The answer to a mathematical problem is all right or all wrong, but to determine the truth in the social studies is not so easy.

There are many reasons for this. Since the social studies are primarily concerned with human beings and their institutions, we cannot always apply the same rules to them as we can to the natural sciences. The authors whose work we read, the speakers to whom we listen may be lacking in objectivity. We ourselves may be guilty of the same weakness. Most people bring to their reasoning blind spots or prejudices of which they may not be aware.

When two accounts of the same incident differ we must try to determine which is the correct or more nearly correct. Often we must reach what is called a tentative conclusion, bearing in mind that more evidence may be brought to light to lead to a different conclusion.

The social studies student, then, must be open-minded. This does not imply that he must be spinelessly agreeable in everything, nor does it imply that he must be so skeptical that he accepts nothing as the truth. It does imply not reaching any conclusion until there has been an adequate amount of evidence given to him. It does imply that even when he has reached a conclusion and has a strong conviction about it, that if new evidence is brought, he must be willing to change his point of view. He must not be
like the man who said, "I do not like spinach, so I do not eat it, for if I ate it I might get to like it."

While it is not necessary for you to have a course in logic in order to be able to think more clearly, it is well to be aware of some of the weaknesses of incorrect thinking and reasoning.

In our own reasoning and in the reasoning of others there are fallacies which can be classified in an orderly manner. Many of them are very closely related to each other. The important thing for us is to be able to recognize them as errors or tricks rather than being able to state just exactly what the technical terminology is.

Among these errors or tricks are:

1. Failure to distinguish between facts, opinions, and assumptions.

In the statement, "Joseph failed the course in United States history; the teacher could have passed him; she is heartless," we should be able to detect this kind of reasoning.

The fact is that Joseph failed. The opinion is that the teacher could have passed him. The assumption is that she is heartless.

2. Confusion or lack of relationship between cause and effect.

In the following statement there is no relationship between the stated cause and effect.

"I walked under a ladder this morning, I will certainly have bad luck all day."

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18 Many of the ideas for this listing were taken from: Wrightstone, Leggitt, and Reid, Basic Social-Science Skills; Dale, How to Read a Newspaper, and Marcham, The Nature and Purpose of Critical Thinking in the Social Studies.
3. Irrelevant facts.

Often we accept true, but unrelated statements as proof. Consider for example the following statement, "Joan is pretty and intelligent, she will make a good class president." It does not necessarily follow that with these two attributes alone she would be a good officer. One less pretty and less intelligent might be a better one.

4. False syllogisms.

The fault here lies in the fact that differences as well as similarities are not taken into consideration. Things alike in one way may not be alike in more than one way.

Here are two kinds of reasoning of this type:

All dogs have teeth.
I have teeth.
Therefore I am a dog.

Pacifists do not want to go to war.
Mr. Jones does not want to go to war.
Therefore Mr. Jones is a pacifist.

5. Diversion.

In answering an argument, direct from the real point at issue to something else. Introduce irrelevant ideas.

When Robert Montgomery, the movie actor, criticised the motion picture industry on the grounds that it was not creative, he was given the following answer, "Why do you bite the hand that feeds you?"

6. Assuming the conclusion.

In the following example the second statement is simply a rephrasing of the first one.

"All Catholics are devout, they wouldn't be Catholics if they were not devout."

7. Platitudes

A platitude is a generalization which has been made so many times that the unthinking person accepts it as the truth.
"A burned child fears the fire."

"A rolling stone gathers no moss."

8. Ambiguous terms or changing definitions.

Liberty has two meanings here

"The United States supports the liberty of the individual. Men confined in jail are deprived of their liberty. Therefore the United States should support the freeing of men confined in jail."

9. Slanting, the use of emotionally toned words, appeal to prejudice.

While there is some slight difference between the meaning of these terms, for our purpose they may be grouped.

In the case of the spoken word much depends on the inflection of the speaker. In the statement, "Caesar was an ambitious man," the manner in which the word "ambitious" is said may make a difference in the audience reaction.

Notice the slanting in the second and third statements.

1. The man saved money.
2. The man was economical and saved money.
3. The man was stingy and saved money.

10. Exaggeration.

Below is an excellent example of exaggeration in the press. 19

The Fall of Antwerp
November, 1914

When the fall of Antwerp got known, the church bells were rung (meaning in Germany). Kolnische Zeitung

According to the Kolnische Zeitung, the clergy of Antwerp were compelled to ring the church bells when the fortress was taken. Le Matin (Paris)

19 Walter C. Langsam, The World Since 1914, MacMillan, 1933, p. 76
According to what Le Matin has heard from Cologne, the Belgian priests who refused to ring the church bells when Antwerp was taken have been driven away from their places.

The Times (London)

According to what The Times has heard from Cologne via Paris, the unfortunate Belgian priests who refused to ring the church bells when Antwerp was taken have been sentenced to hard labor.

Corriere della Sera (Milan)

According to information to the Corriere della Sera from Cologne via London, it is confirmed that the barbaric conquerors of Antwerp punished the unfortunate Belgian priests for their heroic refusal to ring the church bells by hanging them as living clappers to the bells with their heads down.

Le Matin

11. Over-simplification

"The danger of over-simplification in considering one man as the leader of a whole movement can be readily seen in the case of the public school advance to which Henry Barnard, Calvin E. Stowe, Caleb Mills, William A. Alcott, Calvin H. Wiley, and many others besides Horace Mann made great contributions."20

In the case of inventors, most students will associate the names of Fitch and Fulton with the steamboat. There were, however, many others including the Frenchman, Jouffroy, the Scotchman, Miller, and Rumsay and Stevens, Americans.

12. Begging the question

"It is more pleasant to be married than to be single because everybody knows that human beings cannot be happy if they live alone."

There are other alternatives to living alone besides being married. All human beings are not unhappy if they live alone.

---

13. Illicit conversion.

"All baseball players are athletes, therefore all athletes are baseball players."

14. Poor sampling.

Our prejudices against races and nationalities are often due to poor sampling. We may have had several unfortunate experiences with individuals and we then have prejudices against all members of that group.
PROPAGANDA

While propagandists use many of the faulty techniques of reasoning listed above, they use the following seven devices most commonly. While there may be some repetition here, they are listed separately because these devices are used consciously, and all are emotional in their appeal.

"Propaganda is the expression of opinions or the presentation of ideas by individuals or groups in such a way as to turn the opinions and actions of other people in a certain planned direction. While the propagandist may make some use of facts, he depends on emotional appeal to get us to think or behave in the way he wants. By appealing to our fears, our loves, our hates, he can make us do things we would never do in cold reason." 21

The seven most common devices of the propagandist are: 22

1. Name-calling or the stereotype

The stereotype is anything that is undistinguished by individual marks. Since we associate white with goodness and purity, when we say, "That is white of you," we mean that is good of you.

We have a great many stereotypes in our language. Among them are:

- Indian sign
- Nigger in the woodpile
- Chinaman’s chance
- one-hundred per cent American
- Yellow streak
- Indian giver
- Fascist
demagogue

21 Wrightstone, Leggitt, and Reid, Basic Social-Science Skills, p.106

2. Glittering generalities

Often words are used which are so general that their meaning may not be clear. To a great extent we cannot escape from using them. The propagandist uses mottoes, slogans, proverbs, "good" names for people and policies so we will accept what they say without really looking into the evidence.

For example if someone said, "This is in the interest of social justice," we would tend to accept it.

3. Transfer

This is a device by which the writer or speaker attempts to carry over and attach the authority and prestige of something we respect to the thing he hopes we will accept.

For example, in cartoons Uncle Sam represents a consensus of public opinion. If the cartoonist shows Uncle Sam accepting an idea we are inclined to accept the same idea.

4. Testimonial

The testimonial is a kind of false authority. If a baseball player endorses a breakfast food we are not supposed to question his ability to judge breakfast food.

Debutantes endorse shampoo products.
Men of distinction endorse whiskey.
Opera stars endorse cigarettes.

5. Plain folks

This sort of "human touch" behavior is adopted by some politicians, salesmen, or businessmen to win our confidence by making us feel they are really pretty fine people. They kiss our babies, pitch hay, go to picnics, have the same hobbies as we do, or call us by our first names.

6. Card-stacking

Card stacking involves the stating of half-truths, or over-emphasis, under-emphasis, lies, censorship, omissions, or raising new issues in order to win support for a policy, person, or belief.

By this technique in politics a poor candidate for public office can be built up to look good.
7. Bandwagon

In this sort of propaganda the speaker or writer directs his appeal to groups held together by common ties of nationality, religion, race, or environment.

"Do you know Mrs. South, your neighbor? She just bought one."

"All the gang is going. Why don't you come along?"

"Don't throw your vote away. Vote for our candidate. He is sure to win."
EXERCISES ON CRITICAL THINKING

I. Distinction between fact and opinion

In the list below some of the sentences are statements of fact and others are statements of opinion. If you believe the statement is a fact write an F in the appropriate parenthesis on the score sheet. If you believe it is an opinion write an O. Do not try to determine the truth of any statement, but only whether it should be classified as a statement of fact or opinion.

1. The Constitution should have been ratified by a vote of the people.

2. The Supreme Court is the final judge of what the Constitution means.

3. Corrupt business may benefit from corrupt politics.

4. Workers should never strike in war time.

5. Senators receive the same salary as do Representatives.

6. The Constitution confers too much power on the president.

7. The peak of immigration was reached in the first decade of the 20th century.

8. The Russian economic system is doomed to failure.

9. Immigrants from northern and western Europe are better people than those from eastern and southern Europe.

10. Immigrants from northern and western Europe came from countries whose customs and institutions were similar to our own.

11. It is fortunate that our first government under the Constitution was in the hands of the Federalists.

12. Alaska is northwest of Oregon.

13. The Indians are better off today than they were before the white men came to America.

14. Dictators are never happy men.

15. A high tariff increases the prosperity of a country.

23 Some of the ideas for I and II are taken from Morse and McCune, Selected Items for the Testing of Study Skills, pp. 34, 45.
II. Exercise on Open-Mindedness

Apply one of the five following words to each of the fifteen statements to indicate which you think makes it the truest statement.

All
Most
Many
Some
No

Do all the writing on the score sheet. Circle your choice.

1. modern ways of doing things are better than those of the past.

2. ways of living today are just the same as they were in olden times.

3. honest and kind officials have carried out the duties of their office successfully.

4. problems that society has to face today are the same as those of earlier times.

5. foreigners want to come to the United States because they can make more money here.

6. poor people work harder than rich people.

7. labor unions are a great help to the laborer.

8. labor unions are tainted with Communism.

9. ways that people did things in the past are just the same as we do them today.

10. ways that people did things in the past were better than the way we do them today.

11. people who want to change the government of the United States are communists.

12. wars in which the United States has taken part have been to promote selfish interests.

13. polls of public opinion are unreliable in predicting outcomes of elections.

14. people who live in slum areas are naturally careless and untidy.

15. comic books are harmful to children.
III. Exercises in Reasoning

Some of the following statements are clear, correct, unprejudiced, and objective. Others reflect fallacious reasoning. Read each one and state whether you believe it to be good or bad reasoning. In the case of the bad reasoning be prepared to criticize it.

1. By the end of 1949 twenty-eight states had ratified the Youth Control Act giving Congress the "power to limit, regulate, and prohibit the labor of persons under eighteen years of age."

2. Lucretia Mott and Elizabeth Cady Stanton pledged themselves to organize a movement for the rights of women.

3. Separately these books would cost you $10.00. If you buy today you may have them both for $10.00. Hurry!

4. People never believe what they read in the newspapers.

5. The world owes me a living.

6. We are very foolish to be in the North Atlantic Pact. George Washington warned us against entangling alliances.

7. We should have a television set. All the neighbors have one.

8. She is very slim. She must be on a rigid diet.


10. About the same meeting:
   a. Mr. Jerome spoke in a hall crowded to capacity.
   b. Mr. Jerome addressed 100 members of the Parent-Teacher Association.

11. All men are mortal. John is a man. Therefore John is mortal.

12. He is illiterate. He can neither read nor write.

13. French children are very intelligent. At a very early age they speak French fluently and accurately.

14. About the same meeting:
   a. Mr. Foster spoke in a virtually empty hall. There were about 100 people present in a hall which seats 3000.
   b. Mr. Foster spoke to an enthusiastic audience in the civic auditorium.

15. Capitalism is a system resulting in the concentration of capital in the hands of a few and at the expense of the masses.
16. All scientists who were active in the excavation of the Egyptian tomb have since died. They should not have excavated. There was a curse on them.

17. Yes, I was cheating, but so was George and you did not criticise him.

18. I hate dogs. One bit me ten years ago.

19. Jane has a low forehead. She must be lacking in intelligence.

20. He is stupid. He can't speak English.

21. I can swim the English Channel. After all it is only water.

22. Two such brilliant people should have a very brilliant child.

23. My paper is short because I didn't write enough.

24. The high quality of the graduates of this college is shown by the fact that two members of the class of 1909 are United States senators.

25. The higher average income of college graduates as compared with that of high school graduates proves the financial value of a college education.

IV. Suggested exercises

1. Find misleading newspaper headlines.

2. Find misleading movie titles.

3. Compare two articles on a controversial subject.

4. Find misleading advertisements.

5. Analyze publications issued by special groups.
   a. What are their educational programs?
   b. What propaganda techniques do they use?
   c. What are their attitudes toward political questions such as socialized medicine, government regulation, relief, farm programs, social security, and price control.

24 Elmer Ellis, Methods and Materials for Developing Skill in Critical Thinking, pp. 64, 80.
SCORE SHEET AND KEY

CRITICAL THINKING

I.
1. (O)
2. (F)
3. (F)
4. (O)
5. (F)
6. (O)
7. (F)
8. (O)
9. (O)
10. (F)
11. (O)
12. (F)
13. (O)
14. (O)
15. (O)

II.
1. All Most Many Some No
2. All Most Many Some No
3. All Most Many Some No
4. All Most Many Some No
5. All Most Many Some No
6. All Most Many Some No
7. All Most Many Some No
8. All Most Many Some No
9. All Most Many Some No
10. All Most Many Some No
11. All Most Many Some No
12. All Most Many Some No
13. All Most Many Some No
14. All Most Many Some No
15. All Most Many Some No

Only the underscoring of either extreme is to be counted as an error.

III.
1. Bad Emotional toning
2. Good
3. Bad Ambiguous
4. Bad Exaggeration
5. Bad Failure to distinguish between fact and opinion
6. Bad Failure to distinguish between fact and opinion
7. Bad Bandwagon
8. Bad Lack of relationship
9. Bad Slanting
10. a. Bad Slanting
    b. Good
11. Good
12. Good
13. Bad
14. a. Bad Slanting
    b. Bad Slanting
15. Bad Exaggeration
16. Bad Lack of relationship between cause and effect
17. Bad Irrelevancy
18. Bad Poor sampling
19. Bad Irrelevancy
20. Bad Irrelevancy
21. Bad Over-simplification
22. Good
23. Bad Begging the question
24. Bad Too little sampling
25. Good
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