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Thesis

A SUMMARY OF RESEARCH IN ELEMENTARY SCHOOL SOCIAL STUDIES (1948 - 1950)

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A SUMMARY OF RESEARCH IN ELEMENTARY SCHOOL SOCIAL STUDIES

This summary in the field of Social Studies in the Elementary Schools reveals a great interest in research and investigation. During the years 1948, 1949 and 1950, a total of ninety theses and service papers were completed. These included fourteen studies carried on as a cooperative enterprise which have been grouped together under the heading of Subject Preferences for the Fifth Grade.

A few of the studies are only indirectly concerned with Social Studies, but their conclusions and content possess source materials valuable to teachers. This summary also reflects a wide variety of interest, thought, and originality of ideas among its writers. Following a pattern established by McCoy and Phelan,¹ the studies have been grouped in four categories under the following headings:

(1) Analyses, (2) Materials, (3) Skills, and (4) Tests and Inventories.

Analyses

In a study undertaken by Brady (11), the treatment given to Brazil in seven middle-grade geography textbooks was analyzed. Carney (15) investigated material dealing with Argentina in seven middle-grade geography textbooks, and Flynn (26) examined the content about China in eight fourth-grade geography textbooks. Each of these studies concluded separately that there was a wide variance among the texts inspected in the treatment of the same country and the amount of space devoted to the subject.

Knox (46) chose seven current middle-grade geography textbooks for a study of the manner in which longitude and latitude were treated. He noted that latitude was developed more extensively than longitude, and that no text developed the understanding of using longitude to tell time. Some important concepts were touched only lightly. One text relied heavily on activities to develop concepts, while others concentrated on text.

Greenwood (32) analyzed the pictures on the United States in eight fifth-grade geography textbooks and concluded that the majority of the pictures were suitably chosen for the contents of the texts. Shinnick's (68) purpose was to present an analysis of the historical facts found in seven fifth-grade geography books. She found that every textbook contained some historical facts,
that similarity existed between the facts but not their treatment, and that the historical facts of some geographical areas received more emphasis than others. An analysis of the vocabulary burden of eight fifth-grade geography books was made by Lynch (51). Seven books used each word on the average of three times, while one book used each word on the average of twice.

Johnson (42) analyzed fifth-grade geography workbooks in order to ascertain the mental processes involved. His findings were remarkably similar to those of a study done previously on geography exercises at fourth grade level. They indicated that such workbooks offer pupils little or no training in the use of higher mental processes. Six middle-grade geography textbooks were examined by Scully (66) in order to analyze maps and map activities on South America. Similarly, in Osborne's (58) analysis of the maps found in European background history textbooks for the middle-grades, maps were of good size and pertinently placed, but there was little agreement between authors as to the selection of place names to be used.

La Fleur (48) made a study of ten third-grade basal readers to determine their geographical content. It was found that basal readers make available much material which could and should be correlated with the Social Studies. Five current world history books were studied
by Katz (43) to analyze the emphasis that has been given individual personalities. He concluded that far too many names were mentioned, a large percentage of them insufficiently identified to make them meaningful, and that not enough pictures were presented.

In MacKenzie's (52) examination of six fifth-grade American history textbooks to learn what concepts of democracy they contained, she discovered that fifth-graders would learn very little about democracy from some of the texts analyzed. She concluded that the primary need was for textbook revision.

Several studies were submitted by a group of people who analyzed the same seven fifth grade history textbooks. It was felt that this type of study would be valuable to teachers in the selection of textbooks. Fleming (25) analyzed the picture content of these books. Savignano (65) examined and compared the dates of historical importance which appeared in the seven history texts. Mills (56) made a study of the reference materials provided in these history books and found little uniformity among the authors' selections. Sohlberg (71) analyzed the treatment of ten selected events and concluded that the recording of these events varied greatly from book to book.
Basquil (5) made an analysis of the maps contained in these history textbooks and concluded that almost all the maps were clear and helpful in understanding textual material, but more than two thirds of them lacked keys and scales of miles. The purpose of Gardner's (28) study was to analyze place names and to determine important place names common to fifth-grade history textbooks.

In analyzing the activities of the same seven fifth-grade history textbooks, Abdalah (2) found a wide variance in number and type of activities. Most of them were classified as visual, writing, or oral. Only 1.56 per cent of the activities were in the area of criticism and evaluation of ideas. Cronin (18) made an analysis of seven fifth-grade history workbooks so that he could ascertain to what extent they aided in developing the power of critical thinking. The workbooks provided very limited opportunities for the development and practice of this skill.

Beckett (7) made an analysis of the treatment given ten selected events in seven recently published European background history textbooks. There was a significant variance in each of the topics investigated and in the extent of treatment given these topics. Gray (30) studied the treatment in seven intermediate European background history textbooks of the period 476 A.D. to 1303 A.D.
Little uniformity was found among textbooks on chronological sequence, important people, and the amount of space given to the subject. The lack of recent research on this topic indicated that the entire field of European background history should be reviewed and redefined.

Houston's (38) purpose was to examine the supplementary reading references provided in seven sixth-grade social studies textbooks. He discovered little agreement between authors on supplementary references, and, in comparison with the material available at the secondary level, a paucity of reference books for the use of elementary school children. Card (14) compared the achievement of boys with the achievement of girls in history and geography. This study was made in grades five and seven of the public elementary schools of Portland, Maine. The tabulated data showed a significant difference in favor of the boys in both grades five and seven and in both history and geography.

In studies submitted by Kyle (47) and Janes (39) primary reading materials were investigated to classify and compile time words and expressions used to form time concepts. The results showed that, in general, the frequency of a time concept and its variations increased from grade to grade as the grade level extended upward.
Blanchard (8), in a group study, investigated the subject preferences of 13,483 fifth-grade children in sixty-five New England cities and towns. Tabulated data indicated that reading, arithmetic, and art, in that order, ranked as the first three choices of subject preferences for the boys and girls. Music, spelling, and social studies were selected in that order for the fourth, fifth and sixth places. Science, health, and penmanship ranked seventh, eighth, and ninth respectively, while language was least preferred of all subjects. There were significant differences in preferences between boys and girls, and in children's preferences for the subjects teachers preferred to teach. The preferences found in this study were compared with the preferences of fifth-grade children in a southwestern city. Although the order was a little different, reading, arithmetic, and art were also chosen for the first three places, and music, spelling, and social studies for the second three places by the southwesterners. Difference in practices and procedures in ten high-rated social studies classrooms and ten low-rated social studies classrooms were the subject for comparison in still another aspect of this study.

Donahue (20), as an outgrowth of Blanchard's (8) report, examined the subject preferences of seventh grade children in two communities which, two years earlier, had
participated in the original preference study. He wanted to learn whether the choices of the same children changed as the grade level moved upward. The results showed that the seventh-grade children now selected English, art and social studies as their first, second, and third choices, and music as the fourth choice. Another outgrowth of the Blanchard (8) study was the examination made by Richardson (61) of the relationship between a knowledge of current news and a preference for social studies. The results indicated that the boys and girls who preferred social studies to other school subjects had a greater knowledge of current news than the boys and girls who did not select social studies as the first preference.

An analysis to determine the curricular validity of the Stanford Achievement Tests in Social Studies for one fourth grade was made by Kiernan (45). The item content from the tests was analyzed and checked with the two textbooks used in the classroom. However, no statistically significant difference was found between the performance on subject matter covered by items included in the texts and those which were not included in the texts.

Syme (72) made an analysis of the concepts of occupational information presented in two intermediate grade basic reading series. From her conclusions, it was apparent that the basic readers at intermediate grade levels
contained much information for effectively teaching occupational concepts. However, the scope of this information was not considered broad enough to present a complete picture, and a number of supplementary suggestions and activities for teaching occupational concepts were stated. Leon (50) analyzed the choices of leaders and isolates in thirty-eight fourth, fifth, and sixth grade classrooms to discover how well the teachers recognized the leaders and isolates in their classes. This study was an attempt to verify the validity of the findings of Connor in a similar study done in 1947. He concluded that teachers did not adequately identify the leaders and isolates in the classroom.

Materials

A group of studies were presented depicting the histories of various towns. Two histories of the New Bedford fishing industry were done. Wojnar (75) traced the history of the fishing industry and its fishing fleet. Moore (57) developed a study on New Bedford's whaling era for use in the sixth grade. Cheney (16) wrote a social history of Somerville, Massachusetts from 1630 to 1842 and included activities and a complete teacher's and children's bibliography. Albisetti (4) presented the history of a colonial town, Framingham, from 1640 to 1800,
covering the days from the Indian occupancy to the Revolutionary War. Grilli (33) prepared a comprehensive survey of Greenland, New Hampshire, in an informal narrative style. Green (31) designed activities to bring the student to the awareness that he is part of a great historical heritage and to aid the students in their study of American History by relating it to the history of Newburyport, Massachusetts. In her study, Wrenn (76) provided the teachers of Milton, Massachusetts with accurate and meaningful material for teaching local history. She provided a complete bibliography, activities, films, and an original play.

Battista (6) developed three source units in sixth grade geography and provided for individual differences through the unit method. She concluded that this method of teaching provided a challenge to the brighter pupils and gave the teacher more time to spend with the slower students. The only drawbacks that were apparent to the author was the time consumed in planning and the difficulty in locating material suitable to the various levels of the class. Higgins (37) presented two source units on the growth of Bridgewater, Massachusetts for use in grade four with a series of stories to tell the story of the town. McElroy's (55) study assembled, organized, and prepared units in Rhode Island history for the exceptional
child. Her emphasis was on the slow-learner, and she developed stories with special concern for the use of high interest, but low level vocabulary.

Mahoney (53) built a program for the use of materials existing in Quincy, Massachusetts for the study of colonial life. A complete guide for planning, taking, and evaluating a field trip was developed. Roche (62) described in great detail seven historical and three geographical field trips for classes in the Boston area.

Three stories were written by Bowen (9) on the second grade level to provide additional background material for three grade four social studies units. The purpose was to provide the slow child with enough easy material to enable him to participate actively in the reading research activities of his grade. Kelley (44) adjusted the reading achievement levels within a classroom with emphasis on the retarded child. On the grade five level on which the author worked, the greatest gains in learning took place when the text was simplified, divided into sections, and followed by study questions.

Veneziano (74) produced thirty-eight color slides showing points of historical interest in Boston, Plymouth, Duxbury, Concord, and Lexington, Massachusetts. The slides were accompanied by brief lectures and were for use in American history classes.
Silverman (69) attempted to modify the intergroup attitudes of sixth grade students with special emphasis on the Negro. The author concluded that this may be accomplished by teaching scientific and historic facts of race, and by teaching specific facts on the subject being studied. The use of fiction, music, and films stimulate understanding and acceptance of another group.

Bowes (10) did a study of trends in objectives in elementary school social studies as shown in state courses of study and state curriculum activities. He concluded that there has been a definite trend away from the concurrent teaching of courses of history, geography, and civics, but except in the first three grades of the elementary school, there has been little true integration of the subject matter.

Skills

Several studies were made to determine how best to give meaning to social studies vocabulary. Gaffney (27) determined the vocabulary needs of intermediate grade children and then developed exercises to accompany their textbooks. These exercises helped to make the words more meaningful to the children. Phillips (60) organized a basal list of world history terms appearing in a sixth grade world history course and then tested to determine
whether, with specific instruction these words could be mastered. Some of the terms were judged to be difficult for sixth grade children. Capiferri (13) also developed exercises to increase the meaning of vocabulary for pupils using the textbook, *Makers of America*, Marion Lansing, W. Linwood Chase, and Allen Nevins, Boston, D. C. Heath and Company, 1947. Ahern (3) evaluated a method of quick perception with the use of a geography vocabulary using a lantern slide projector to flash words on a screen. Vocabulary inventory tests administered to a control and experimental group proved that the technique worked well.

Jenkins (40) constructed a workbook of exercises for systematic training in finding information in dictionaries, encyclopedias, *The World Almanac*, *Who's Who in America*, and atlases. Grogan (34) developed lessons and exercises to teach sixth-grade pupils how to locate pertinent information. She provided a range of difficulty from third grade to junior high school level to take care of individual differences. Tests were provided to appraise progress and provide additional practice.

Johnson (42) presented eighteen lessons to develop an understanding of the skills being taught in fifth grade and to encourage independent elaborative thinking. She concluded on the basis of two tests that the lessons
improved these skills significantly.

Arithmetic problems at the fourth grade level were composed by Connolly (17) to give the pupils a better understanding of the quantitative situations described in their study of history, geography and science. The author concluded that the class took a new interest in arithmetic problem work and were eager to solve the problems.

Tests and Interest and Experience Inventories

Hanley (35) devised twenty-six techniques of evaluating understandings in a unit in the second grade on "Community Helpers" bearing in mind the nature of the primary grade child and the variations of reading and maturity level. These techniques could be adapted to any of three primary grade levels and could be used by the teacher as a guide of what to teach, what to emphasize, what to drill, and what to reteach. The qualitative phase of each technique may be used for determining the needs in all three aspects of education, the attitudes, skills, and concepts of a child. McCarthy (54) constructed and evaluated a test of time concepts in Grades I, II, and III. She concluded that children need guidance in comprehending the days of the week, seasons of the year, and special holidays in chronological order. She also
decided that indefinite time concepts needed further developing, and although some educators felt that time concepts come with maturation, this author felt that mental maturity in this field could be speeded up by formal training. Diggins (19) developed an objective test of essential geography terms to be given to grades IV, V, and VI. Dziejma (22) constructed and evaluated a test of geography knowledge of the British Isles for the sixth grade. The test did not measure higher mental processes and the author concluded that a variety of different types of test items would have improved the value of the test. To show how effective the teaching of community affairs had been in the intermediate grades of Ludlow, Massachusetts, Doran (21) developed a multiple choice test. He concluded that the children had an adequate knowledge of their own community; teaching was not very effective as there was only incidental learning.

Brown (12) did a study to determine what map skills are tested in available standardized tests in history and geography in the middle grades. She concluded that too few standardized tests have proper facilities for testing map skills, and that teachers should realize that place geography is out of date. Pupils should be taught to read facts into and from maps, rather than memorize facts that have no meaning.
Several studies were done to analyze and categorize the interests of elementary school children. Tyndall's (73) study was made to find the source of the hero of the nine-year-old and to ascertain differences between the types of heroes chosen by boys and girls of this age, and to discover what qualities were admired in a hero. The movies and history were the greatest sources of heroes who were nearly always admired for some desirable characteristic. Skudlark (70) did a study to find the men and events liked in early American History by fifth grade children. Columbus and the story of his explorations were liked by one-half or more of the students. Peterson (59) developed an Interest Inventory to determine the interests of fourth grade children. He concluded that differences in intelligence, sex, age, and economic background are unimportant. Outdoor play was the most popular activity for both boys and girls. The specific interest of fourth graders in construction was analyzed by Rose (63). Fourth graders like to work with their hands, but boys showed a preference for construction of items which involved movement and action, while girls interests were more domestic. Some children with high intelligence quotients preferred reading over construction. Farrell's (24) study on collecting interests of the nine-year-old showed that boys and girls show an
interest in many of the things which the boys and girls of the past did. Intelligence seems to have no relationship to the numbers of collections that children have. Comic books seem to be the most popular item collected.

Abbiatti (1) did an inventory of the out-of-school radio-listening interests of sixth grade pupils. Comedy, variety, and drama are the favorite types of programs, and most programs have only entertainment value. The author felt that this study might help teachers to develop active listeners who can choose programs intelligently. Hickey's (36) study on children's interests in moving pictures, radio programs, and voluntary reading showed that children who are the best readers spend more time listening to the radio than do the poorer readers. Children with low mental ages do not spend as much time listening to the radio as do those with high mental ages. Girls spend more time reading than do boys. The author also concluded that neither mental age nor chronological age affected time spent attending motion pictures.

Stafford (64) prepared a questionnaire to study the allowances, earning, expenditures of fifth and sixth grade pupils and the economic experiences associated with them. Seventy-eight per cent of the children reported earning money and almost sixty-eight per cent of both boys and girls received allowances. The most money was spent on
movies, candy, ice cream, church contributions and gifts. Sherman's (67) questionnaire compared the travel experiences of fifth grade children in Wellesley, a high-economic residential town, and Southbridge, a factory town of approximately the same size. A larger percentage of the Wellesley pupils than Southbridge pupils had traveled. The majority of pupils had not traveled more than 300 miles from home. The author concluded that more travel is important to make geography and history meaningful so that the teacher must supplement this limited experience with films, slides, resource visitors, and worthwhile field trips. Gerow (29) also felt that trips were a valuable way to enrich the social studies curriculum and make it more meaningful. In her study on the social-educational experiences of third graders, she also concluded that children needed to be provided with more experiences in accepting responsibility.

Eaton (23) attempted to investigate negative social attitudes of elementary school children. She found that children of all ages and grade levels showed negative social attitudes regardless of socio-economic status. The upper grades showed a significant increase of negative attitudes. However, the author questioned her conclusions since the successful use of checklists by the teachers is dependent on their ability, training, and objectivity.
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Problem
To survey the out-of-school listening interests of children at the sixth grade level and to note the relationship of sex to the following:

1. The amount of time given to listening.
2. The choice of programs.
3. The amount of parental restriction on listening.
4. The amount and effect of guidance in the selection of programs.
5. The days and the hours during which most listening occurs.
6. The other activities engaged in while listening.
7. Favorite programs and reasons for choice.

Procedure

1. Questionnaires were distributed to 511 sixth grade pupils.
2. The pupils were chosen from 18 elementary schools in a city both residential and industrial. A cross-section of the socio-economic and mental abilities were represented in the group. They came from both English and non-English speaking homes.
3. The teacher was instructed to read each question to the class before it was answered because of the varied levels of reading ability.

4. A check list was included in the questionnaires to ascertain the most popular programs.

Conclusions

1. All the boys and girls have radios in their homes. 51 per cent of the boys and 44 per cent of the girls have their own radios. 50 per cent of both groups receive help in choosing programs.

2. A high per cent of the children listen with their families. These programs are for the most part those most popular with the pupils.

3. Listening is heaviest in the evening. A high percentage of boys and girls listen on Saturday and Sunday. Boys and girls spend approximately the same amount of time listening to the radio.

4. Most pupils do something else while listening to the radio.

5. Both boys and girls like the same programs in general; comedy, variety, and drama are favorites.

6. Few students receive suggestions from their teachers. The programs suggested by most groups have entertainment value only.
7. When pupils stopped listening to a program it was usually because of suggestions by parents and the programs were usually crime and adventure programs.

8. Teachers should develop active listeners who can choose programs intelligently, and this study might help them to do this.

**Problem**

The purposes of this study were:

1. To determine how well current fifth grade American history textbooks provide for a variety of activities.

2. To draw comparisons between the textbooks on the variety of activities included.

3. To determine how many of these activities require the use of higher mental processes.

**Procedure**

1. The term *activity* was defined, for the purposes of this study, as an item of work or pupil behavior that aids in the attainment of valid educational objectives.

2. The term *higher mental processes* was used to identify these activities: organization of ideas; supplementation and use of ideas; and criticism and evaluation of ideas.

3. A classification of activities in which children using fifth grade history might be expected to perform was prepared under the five major
categories of visual, oral, writing, drawing, and motor activities.

4. A classification of mental processes necessary to carry out these activities was similarly prepared. These included, as lower mental processes, recall, recognition, and reproduction. The classifications for higher mental processes were organization of ideas; supplementation and use of ideas; and the evaluation of ideas.

5. Seven fifth grade American history textbooks were selected for this study.

6. All the activities were tabulated, analyzed, and classified for their variety and for their use of the higher mental processes.

Conclusions

1. There were 1,284 activities of all varieties in the seven textbooks.

2. The books varied greatly in the numbers and types of activities included.

3. The majority of the activities were classified as visual, writing, or oral.

4. There were few or no chances in most of the books to observe pictures, ask questions, fill in questionnaires, make dictionaries, make maps, write letters or perform experiments.
5. There were 2,377 opportunities to exercise mental processes in the seven books: with 1,004 opportunities or 42.24 per cent classified as requiring the use of higher mental processes.

6. The greatest single number of opportunities for the use of mental process was 765 or 32.18 per cent in the area of recall.

7. Only thirty-seven or 1.56 per cent opportunities were in the area of criticism and evaluation of ideas.

8. Of the seven history books, the three outstanding for variety in types of activities were identified as books A, E, and G.

9. Over fifty per cent of the activities in books A, E, and F were classified under the division of the higher mental processes.

**Problem**

The purposes were to develop and evaluate a method of quick perception with the use of a geography vocabulary in order to discover the following:

1. Does quick flash perception training accelerate the growth in comprehension of a vocabulary beyond the normal rate?
2. Does quick flash perception training effect the speed of reading?
3. Does quick flash perception training improve reading ability?

**Procedure**

1. Vocabulary was selected from geography texts used in the classroom and arranged in categories.
2. The Durrell Sullivan Achievement Test Form A was used as an initial test with Form B used as the final test. An oral reading test for speed was given. A silent reading test and a vocabulary inventory test was constructed by the author.
3. A lantern slide projector was used to flash the words on a screen.

4. Children were chosen from two schools. There were a total of 122 fifth grade children who had similar backgrounds. The experimental and control groups were about equal in chronological age and intelligence ratio.

5. Ten minute lessons were taught for one month, with about 25 words reviewed during each lesson. Words were flashed on the screen followed by an oral and written response. The children in the control group were taught in the usual way.

Conclusions

1. The experimental group was slightly superior to the control group at the start of the experiment, although not significantly so.

2. The effect on general reading ability was not significant, the critical ratio of 1.47 in favor of the experimental group not being significant.

3. Both groups gained in the speed with which they read, but the experimental group gained the most, the critical ratio being 4.9.

4. The experimental made the best progress in the decreasing occurrence of errors as the critical
ratio of 4.9 shows.

5. The critical ratio of 10.7 in favor of the experimental group on the vocabulary inventory tests proves that this is a good technique by which to teach specific vocabulary.

6. The experimental group made gains in time as shown by the critical ratio of 7.4.

7. The reaction of the children to the technique was very favorable.

8. The teachers felt that if a lantern slide projector was part of the equipment for each room and did not have to be moved about they would use it as an aid in their regular reading lessons and in the reading of the content subjects.
Problem

The purpose of this study was to present a history of Framingham, Massachusetts, as a colonial town, from 1640-1800.

Procedure

A Survey of the teaching methods, materials, and courses of study relating to Framingham history was made by the writer. The answers revealed that only a very small per cent of the pupils in the elementary school classrooms were being acquainted with the story of their town, and that the following history would meet a real need.

Chapter One encompassed the days of Indian occupancy. Chapter Two described the settling of Framingham, its population, government, schools, churches, and methods of communication. Chapter Three was concerned with the Revolutionary War period and the part its citizens played in it, on both a local and a national level.

The appendix contained a listing of historically interesting places in Framingham, a copy of the survey questionnaire, and a bibliography of the books, manuscripts,
magazine articles, and town records explored by the author in the preparation of this history.

Conclusions

The nature of this study precluded the drawing of any conclusions.
Problem

It was the author's purpose, in this study, to analyze the maps found in seven fifth-grade American history textbooks. This analysis was part of a group thesis plan in which other members of the group analyzed the men, dates, pictures, place names, references, and selected events of the same seven history textbooks.

Procedure

Previous research and related literature was studied and reviewed. Seven textbooks were selected by members of the group thesis plan on the strength of their recent publication and general use in the elementary schools. The books were identified alphabetically using letters A through G.

The author then examined the maps for number and type of captions, possession of a scale of mile and a key, clarity of mechanical makeup, size, coloring, period, character, number of references, number of symbols, number of place names, number and kinds of projections, number of pictorial maps and maps with associative pictures. He investigated the textbooks for the number of maps
activities, the total number of maps and the total number of text pages in each book; the total number of pages of text per map, and the total number of pages devoted to maps. A location of a map list in each book was determined. This data was assembled in tabular form, analyzed, and a final tabulation of the major finding in previous tables was made.

Conclusions

1. A total of 154 maps were counted in the seven textbooks.

2. Of this total, 135 maps had some form of caption given them.

3. There were 119 maps that had no scale of miles.

4. There were 142 maps that rated well for clarity in mechanical makeup.

5. There were 46 full page maps, 37 maps ranging from half to full page, 6 half page maps, and 65 maps less than half page in size.

6. There were 108 maps in black-and-white. Books D, F, and G contained only black-and-white maps while books A and B had only colored maps.

7. There were 111 maps that did not have a key.

8. There were 12 maps depicting events prior to the discovery of America, 57 maps dealing with American history prior to 1721, and 85 maps
concerning 1721-1949.

9. There were 39 maps regarding exploration, 24 maps were mainly political, 19 maps depicted settlement areas, and 15 maps showed expansion.

10. All but one map of the 154 maps counted were considered helpful in understanding the textual material.

11. There was a total of 5,895 references, symbols, and place names found on the 154 maps in the seven books studied.

12. There were 200 map activities found in the seven textbooks examined.

13. The seven textbooks contained 2,784 pages of text. With a total of 154 maps, they averaged 21.16 pages of text to each map. The number of pages of text ranged from 459 in book A to 236 in book C. The number of maps varied from nine in book B to 39 in book E.

Problem
To motivate geography by providing for individual differences through the unit method and to evaluate the reaction to the unit method by the nineteen class members.

Procedure
1. Activity work had to be introduced prior to the first unit in this study because it was new to the members of the class.
2. Three units were developed on Alaska, Canada, and Mexico.
3. A test was given before and after each unit.
4. Fifteen thirty minute lessons were developed for each unit.
5. Checks were made to measure the amount of material learned, the use of the library, and the comments of the pupils.

Conclusions
1. All pupils in the class showed a definite gain in the scores between the pretest and the final test. The brighter pupils made the best gains, while the gains of the slower children were not
marked, and the average children made good gains.

2. All children immensely enjoyed the unit method and made comments to that effect.

3. Since they were free to choose activities that appealed to them the children did not feel that they were tied down to dull work.

4. The teacher had more time to devote to helping the slower members of the class. It was easier in general to guide and check closely on pupils work habits.

5. Through the unit method a way to utilize people in the community as resources was provided.

6. A challenge was provided for the brighter pupils who might otherwise be bored.

7. The only disadvantage, in the author's opinion, of the unit method is that it requires a great deal of time in planning and effort on the part of the teacher. It is not too easy to assemble books suitable to various levels of the class that still provide easy information.
Problem

It was the purpose of this study to make an analysis of ten selected events in seven recently published European Background History textbooks and to determine whether any significant difference existed between their treatment.

Procedure

A review of research did not reveal any available source to indicate what events should be taught in sixth-grade European history. The author selected the following ten events which, in her opinion, best served to develop an understanding of the contributions made by other countries to civilization:

1. Egyptian writing
2. Building the pyramids
3. The Laws of Hammurabi
4. The Olympic Games
5. The battle of Marathon
6. The fall of Rome
7. The birth of Christ
8. Signing of the Magna Carta
9. The battle of Hasting
10. Crowning Charlemagne Emperor

Seven textbooks, published since 1942, were chosen for the study and each was identified by a code letter A through G. The ten events were analyzed for word count, men, places, and dates mentioned, pictures and activities. The section on Olympic Games was quoted verbatim from each book for purposes of comparison. Most data was presented in composite tables and analyzed. However, pictures and activities relative to the events were listed according to the text and the event. A summary table of totals was drawn. Finally each book was summarized individually.

Conclusions

1. Five books contained all events, Text A omitted one, and Text D omitted four.
2. The total number of different men mentioned in all events was thirty-one.
3. Seventy-five different places were mentioned for all events. Text C led, with twenty-nine places. Text A, with ten places, had the smallest number.
4. Twenty-two different dates were mentioned for the ten events. Texts B and C contained nine dates, the largest number, Texts F and D had only two dates.
5. Forty-one pictures relevant to the ten events were found, but the number of pictures related to each event varied from none to eight.

6. Oral discussion and things to do were activities equally represented. There was a smaller number of written activities suggested.

7. The seven textbooks varied significantly in each of the topics investigated and in the extent of treatment of these topics.

Problem

The purpose of this coöperative study to which a number of graduate students contributed and which was facilitated through the help of the New England School Development Council was the gathering of statistical data on pupil preference in Grade Five. Specifically, the purpose was to determine the following:

1. The subject preferences of fifth grade children in 65 New England cities and towns.
2. The reliability of the check list used in the study.
4. Preferences for content, skills, and aesthetic subjects in five communities.
5. Children's evaluation of the difficulty of well-liked and disliked school subjects.
6. Pupils' subject preferences in relation to their teacher's preferences.
7. The influences of age and intelligence on subject preferences.
8. The quality of classroom morale in certain classrooms.

9. The influence of achievement on preference for reading and arithmetic.

10. Differences in subject preferences of high achievement readers and lower achievement readers.

11. The differences in techniques and practices between ten high-rated social studies classrooms and ten low-rated social studies classrooms.

12. The subject preferences of 3,403 pupils in grades three through six in the public schools of Quincy, Massachusetts.

A check list was prepared and given to 13,483 fifth-grade children in sixty-five cities and towns in New England during December, 1947. It contained the names of the subjects studied and it was divided into three columns. In column one, the pupil indicated his first, second, or third preference. In column two, he was asked to circle one of the letters L, N, or D to show his preference, indifference, or dislike. In column three, the pupil circled the word which described the subject as easy or hard.

The reliability of the check-list was determined by the test retest method using 653 children in one city. In order to discover whether the preferences found were
peculiar to New England, the same check list was given to 2,356 fifth grade pupils in a southwestern city in December, 1948. A separate study was made of the pupil preferences of 3,403 pupils in grades three, four, five, and six in public schools of Quincy, Massachusetts.

Conclusions

1. The check list was proved reliable in that no significant differences in order of subject preferences or in percentages of preferences were found on the re-test.

2. Although the order varies in the southwestern preferences from the New England preferences, reading, arithmetic, and art were in the first three places in each; social studies, spelling, and music were in the next three places.

3. There were significant differences between boys and girls in their preferences for school subjects. Boys preferred geography, history, social studies, science, and health education, while music, spelling, and penmanship were preferred by the girls.

4. The critical ratio indicated to a practical certainty that the greater number of pupils studied preferred the same subjects their teachers preferred. Boys had a greater tendency
to prefer the subjects their teachers preferred than girls did.

5. In analyzing the data as content subjects (reading, social studies, etc.), skills (arithmetic, spelling etc.), and aesthetics (art and music), boys indicated a preference for content subjects while girls preferred skills and aesthetic subjects.

6. No statistically significant differences were found between age or intelligence comparisons with subject preference for reading, arithmetic, art, and social studies in the one town where this study was made.

7. A comparison of preferences in relation to achievement showed that only the group which made reading its first choice was significantly superior in achievement to the total fifth-grade group. This study was carried in one town with 225 fifth grade pupils.

8. A comparison of preferences of high-achievement readers with lower achievement readers studied in two communities with 1,102 fifth-grade pupils showed a statistically significant difference only for those high-achievers who chose reading as a first choice or a combined
choice. The low achievers showed a significant preference for arithmetic.

9. Boys significantly disliked language, spelling, penmanship, and music more than did girls; girls significantly disliked arithmetic, geography, history, science and social studies more than did boys.

10. When school subjects were disliked by pupils, reading, language, penmanship, science, and health education were found significantly easy; arithmetic, spelling, geography, history, and social studies were found to be significantly hard.

11. When school subjects were well liked, boys significantly favored arithmetic, science, history, geography and social studies, where girls significantly favored spelling, music, penmanship, and language. In subjects well liked but considered difficult, boys considered spelling and health education more difficult than girls did, but girls considered art more difficult than did boys.

12. The size of the classroom had no bearing on its morale. Nor did the fact that it was located in a large city or a smaller town.
13. The differences in the techniques and practices used in ten classrooms where the children preferred social studies to any other subject, and those used in the ten classrooms where social studies received no, or almost no, votes pointed strongly to the conclusion that these differences influenced the opinions and preferences of the pupils in regard to social studies.

*Participating Graduate Students and their Studies*

1. **Subject Preferences in the Fifth Grade.** Helen C. Blanchard 95p.

2. **The Reliability of the Check List Used in the Study.** Francis L. Thompson 13p.

3. **An Analysis of Sex Differences in Fifth-Grade Children's Preferences for School Subjects.** Eleanor M. Skahill 18p.

4. **Preferences for Content, Skills, and Aesthetic Subjects in Five Communities.** Ado Commiato 25p.


7. **An Analysis of Fifth-Grade Pupils' Subject Preferences to their Teachers' Preferences.** Helen M. Sprague 20p.

8. **High Morale Classrooms in the Subject Preference Study.** George M. Englesby 13p.

9. **An Analysis of the Influences of Intelligence and Age Differences Upon Fifth-Grade Children's Preferences for School Subjects.** William L. Early Jr. 23p.


Bowen, Mary L. Supplementary Reading for Three Grade Four Social Studies Units. Ed. M. 1948. 43p.

Problem

The purpose is to provide additional background reading material for three grade four social studies units. The intention is to provide the slow child with enough easy material to enable him to participate actively in the reading research activities of his grade.

Procedure

1. Grade two was set as the vocabulary level about which to center the study of the reading systems used in the schools for which the new reading material was being prepared. The following points were studied: the number of different words, the number of new words, the ratio of the number of new words to the number of total words, the average repetition of new words, the maximum number of new words per page, and the number of running words.

2. From this data it was decided that in order to keep the reading material within easy mastery of a reader on second grade vocabulary level the vocabulary used would be controlled in accordance
with the limitations found in the four reading systems studied.

3. Sentence structure was controlled by setting up specifications as found listed in study done on sentence structure.

4. The stories were to be written in factual form.

5. Background material was secured by reading material sent from commercial concerns, various children's encyclopedias, children's books, and related non-fiction material.

6. The stories were written and then the vocabulary was checked against the Durrell Primary Reading Vocabulary to determine which were new words. The material was rewritten so it would contain the correct amount of new words. The vocabulary was rechecked to determine repetitions of each new word. The material was again rewritten until there were at least four repetitions of each new word. The ratio of new words to total words was checked.

7. The number of running words in each story was checked to see that they did not exceed 2500.

8. Sentence structure was checked against the specifications that had been set up. Sometimes it was impossible to avoid complex sentences.
so the material was broken up into phrases typed with about one phrase to a line. The story was divided into small units of single or closely related ideas. Each small unit was considered as a page. A title was given to each page and these titles were used as a source of desired illustrations.

Conclusions

Three stories were written by the author:

1. Fishing in New England
2. From Trees to Paper
3. From Leather to Shoes.

**Problem**

This study examines the statements of objectives for elementary school Social Studies found in state courses of study for the purpose of determining their status in certain respects, and determining whether or not there have been certain trends in these objectives in the past fourteen years.

**Procedures**

1. A list was made up of all people in the State Education Offices of the forty-eight States and District of Columbia from whom courses of study might be obtained and requests for these courses of study were sent out. Of these courses of study received seventeen proved useful for the study. From library sources and the files of D. C. Heath and Company materials for eighteen more states was found.

2. All general objectives were taken down for analyses. Grade objectives were also listed.

3. The various courses examined were tabulated and the results analyzed to see what proportion
offered a unified Social Studies program and what proportion specified separate subject matter.

4. A list of classifications of objectives from A Charter for the Social Sciences in the Schools and other literature reviewed by the author was made up.

5. A comparison of the objectives found in the courses of study examined with the above list was made.

6. A statistical comparison was made between those courses in which the Social Studies were treated as a single field and those in which they were presented as separate subjects to determine whether there were any significant differences in their objectives.

7. A frequency count was made to determine the type of organization prevailing in lists of objectives.

8. Another frequency count was made to determine which of the thirty-six categories of objectives from the literature was receiving most attention.

Conclusions

1. There has been a definite trend away from the concurrent teaching of courses in History, Geography,
and Civics, but, except in the first three grades of the elementary school, there has been little true integration of subject matter.

2. There is no statistically significant difference in the sort of objectives stated for the two types of programs mentioned above.

3. Since 1935 there has been a growing tendency to list objectives for whole subjects or for the school as a whole rather than in grade lists.

4. Although authorities seem to agree that lists are not the best way to state objectives, only five states present them in another way.

5. Of the thirty-six objectives derived from the literature only six occurred twenty or more times.
Brady, Christopher P. *The Treatment Of Brazil In Seven Middle Grade Geography Textbooks.* Ed. M. 1950. 46p.

**Problem**

The author's purpose was to analyze the content written about Brazil in seven modern, widely used textbooks. No attempt was made to evaluate the quality of any one book or to compare one book with another.

**Procedure**

The analysis consisted of reading seven selected middle-grade geography textbooks and listing under the proper headings the material being considered each time it was mentioned. The results were presented in composite tables indicating the extent to which each text dealt with the subject of Brazil.

The areas explored were:

1. Cities and Towns
2. Education
3. Natural Resources
4. Occupations
5. Government
6. Population
7. Exports
8. Imports
9. Topographical Features
10. Transportation
11. Exercises and Activities
12. Visual Aids

A summary of treatment chart was constructed for those topics discussed in one or more sentences. A
similar table was drawn for topics treated in only one sentence or mentioned.

Conclusions

No conclusions were drawn by the author.
Problem

To determine what map skills are tested in available standardized tests in history and geography in the middle grades, and with what frequency each of the separate map skills are tested.

Procedure

1. All forms of all standardized tests in geography for the middle grades were secured and studied to find those questions concerned with map reading, interpretation, and understanding. The tests that had no questions concerned with map reading or interpretation were discarded.

2. From the Iowa Every-Pupil Test of Basic Skills Manual, was taken a list that was used as the basis for classification of all map test questions in the study.

3. Questions from each test used were grouped under the above classifications. A code was devised to designate the name of the test, its level, and its test form.

4. A frequency listing was made to determine how many questions fell into each category.
Photostatic copies of all maps used in the tests were included along with the questions.

5. Tables were made showing the frequency with which each item in the classification was tested. A comparison of the Iowa tests alone, the other tests alone, and a complete comparison of all tests having a map was made.

Conclusions

1. On the Iowa tests, as a whole, the most frequently tested item was the ability to apply physical facts to map situations. The Progressive tests also tested this item.

2. On the Emporia Geography Test, the Metropolitan Achievement Test, and the Progressive Tests in Social Studies and Related Sciences the most frequently tested item was the one testing ability to recognize symbols.

3. In comparing findings from tests, both standardized and those written for specific groups, it is evident that teachers in the elementary school should teach direction, use of the scale of miles, legends, symbols, latitude and longitude, and ability to interpret facts from various types of maps.
4. Too few standardized tests have proper facilities for testing map skills.

5. Teachers might find this study helpful in guiding their map teaching activities. It might help them to build a test for a specific class.

6. A study of the maps in this thesis should prove to teachers that place geography is out of date and that it is our task to teach pupils to read facts into and from maps rather than memorize facts that have no meaning to the pupils.

**Problem**

The author's purpose, in this study, was the construction of vocabulary exercises to increase the meaning vocabulary of pupils using the textbook, *Makers of America*, Marion Lansing, W. Linwood Chase, and Allen Nevins, Boston: D. C. Heath and Company, 1947.

**Procedure**

Before constructing the exercises, the author listed seven hundred eight words which she believed would be troublesome. This list was checked with the Rinsland\(^1\)/ List and again with the Boston University\(^2\)/ List and all words occurring ten or more times in the first five grades were eliminated.

The surviving list of six hundred three words was used in the construction of eighty-six matching tests.


The words were used in the order of their appearance in the text and were kept in chapters. Some few words were grouped together in the end, regardless of their position in the text. To avoid clues, two extra choices were included in each exercise and, occasionally, a change of tense or number was necessary.

The sources used for writing definitions were context, *Dictionary for Boys and Girls*, and *Winston's Simplified Dictionary for Schools*. Suggested uses of the exercises were given in this study. Both the original word list and the checked list were available in the appendix.

Conclusions

Due to the nature of this study, no conclusions can be drawn.

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Problem

The purpose of this study was to determine the sex differences in achievement in History and Geography for grades five and seven of the public schools of Portland, Maine, as measured by a standardized test.

Procedure:

The source of information for this problem was the sub-test scores in History and Geography from the Metropolitan Achievement Tests, for Grades 5 and 7, Experimental Edition, 1946 forms R. and T. These tests were given to the total school population in Portland, Maine in May, 1947. In April, 1947, the Pintner General Ability Tests were given to the same pupils and the Deviation Intelligent Quotients obtained were recorded on the cover page of the Metropolitan tests and used in classification.

In this study, History scores for 284 boys and 275 girls and Geography scores for 277 boys and 273 girls comprised the fifth grade population for Portland, Maine. For grade seven the total number were: History, 354 boys
and 338 girls; and Geography, 353 boys and 338 girls. The intelligence ranges of the groups chosen were as follows: pupils with I.Q.'s of 92 and below, 93 to 108, and 109 and above. The data was then analyzed in tabular form.

Conclusions

There were significant differences in achievement for both History and Geography, in grades five and seven, in favor of the boys.
Carney, James F. *The Treatment Of Argentina In Seven Middle-Grade Geography Textbooks*. Ed. M. 1950. 36p.

**Problem**

The author's problem was to analyze the content written about Argentina in seven middle-grade geography textbooks. His purpose was not to evaluate the superiority of any one book, but to show how the various topics were treated in each book.

**Procedure.**

Seven geography textbooks were selected for investigation. A plan of study was determined and the following categories were chosen for evaluation:

1. Rivers
2. Geographic regions
3. Climate
4. Cities and Towns
5. Education
6. Natural Resources
7. Nationality Groups
8. Political Groups
9. Transportation
10. Commerce

The author also analyzed:

1. Pictures
2. Maps and Graphs
3. Exercises and Activities
4. Spanish words treated and explained
5. Estimated number of running words.
An analysis of the treatment of the study of Argentina in the seven textbooks was presented in tabular form. The nineteen tables included both natural and cultural aspects, as well as the topics of maps, graphs, pictures, and number of words. Also included were a summary of treatment and a maximum treatment in tabular form.

Conclusions

Each textbook treated the topics and other factors analyzed, but there was a variance from textbook to textbook in the amount of space devoted to them.

**Problem**

The purpose of this study was to treat the history of Somerville from the "socialized" viewpoint so that the child may develop a better understanding of his ancestors through the problems they faced, the way they lived, and the heritage they left.

**Procedure**

1. The history was divided into two chapters, the first covering the period from 1630 to 1742, and the second covering the period from 1742 to 1842. Illustrations were included wherever they were pertinent.

2. A guide post to Somerville's historic landmarks was included.

3. A list of suggested activities and a complete children's and teacher's bibliography were included.

**Conclusions**

Due to the nature of the study no conclusions were drawn.

**Problem**

The purpose of this study was to compose arithmetic problems at the fourth-grade level which would meet the pupil's needs more closely and, at the same time, give him a better understanding of the quantitative situations described in his study of history, geography, and science.

**Procedure**

The author outlined the fourth-grade arithmetic program from the Boston course of study. She also outlined the fourth-grade courses of study for geography, history, and science. With these in mind, the geography, history, and science textbooks were carefully examined for any references to quantitative situations. Each reference was noted on a file card along with the page number, the general topic, and any other necessary information.

In planning the arithmetic problems, only those situations were selected from the assembled information which correlated with the arithmetic curriculum outline.
When number experiences were presented, the situations were described in terms and quantities which the pupil could readily comprehend. The problems were grouped as estimation and comparison, computation, and map study.

In all, two hundred problems were prepared; one hundred eight-two based on quantitative situations described in the geography text, sixty-five from the science text, and sixty-two from the history book. A table was prepared to show the arithmetic processes involved in all the problems.

For a six week's trial period, some of these arithmetic problems were introduced into classroom work in conjunction with the study of the geography, history and science books. During geography reading periods, twenty problems were introduced. Twelve quantitative situations in the history study introduced as many problems, and eleven examples were used in the science work.

Conclusions

The author concluded that the class took a new interest in arithmetic problem work, and that the class was eager to attack and solve these problems.
Cronin, Frances I. An Analysis of Seven Fifth Grade History Workbooks on the Basis of Mental Processes Involved. Ed. M. 1949. 72p.

Problem
To determine to what extent the history workbook aids in the development of critical thinking.

Procedure
1. A classification of mental processes was determined in the light of current psychological thought, as interpreted by the author, of such leaders in their fields as Judd, Gates, Marcham, and Durrell. History objectives as proposed by authorities were also studied.

2. The classification was then compared with that of Johnson and examined for duplications and additions. Except for an additional six exercises Johnson's classification was used.

3. A study of seven fifth grade workbooks was made in order to determine to what extent questions and exercises had been created to develop skill in abilities deemed necessary to the skill of critical thinking.
Conclusions

1. There was a total of 7,241 questions and exercises in seven workbooks analyzed. 68.14 per cent were classified as lower mental processes.

2. Items stressing recognition ability were used most frequently on the lower mental level, with multiple choice items the most commonly found recognition type.

3. Items stressing abilities aimed to develop supplementation and use of ideas were found to be the most common on the higher mental level.

4. Items used for the development of criticism and evaluation of ideal on the higher mental level were found least frequently.

5. A slightly higher percentage of exercises in history workbooks are devoted to these processes than is true in geography workbooks as shown by the Johnson study. However, the figure is still far short of what it should be.

6. There were no instances of taking a particular skill and tracing it from its simplest stage of presentation in guided use to its more difficult stage of independent use.

7. There was no agreement found among the seven books as to the choice of skill or skills in
thinking to be persistently emphasized on the higher level.

8. No great variety of distribution within a specific book was discovered. Exercises were not distributed among the several abilities of any one classification so as to provide training in multiple skills with greater measure of equality.

9. On the whole this study compares with a remarkable degree of similarity to studies made in geography workbooks by Johnson and Phillips on the fourth and fifth grade level, and to that made by Mead on the junior and senior high levels.
Problem

The purpose was to construct an objective test of essential geography terms which can be given to Grades IV, V, and VI, and then to evaluate it by item analysis. The purpose of the test was to make an inventory of terms known by the children to diagnose for further teaching.

Procedure

1. A list of essential geography terms was determined by using the tables set up by Stapleton in an unpublished Master's Thesis.

2. A multiple choice objective test was constructed consisting of eighty-one items. The suggestions for constructing the test were taken from Greene, Jorgensen and Gerberich, Measurement and Evaluation in the Elementary School. The plan of the test follows that which Thurstone set up for a battery of tests.

3. The test was criticized by thirty teachers, and then it was revised and administered to a Pilot Group of sixty pupils.

4. The test was then administered to 465 children.
Conclusions

1. The test was within the ability of pupils in Grades IV, V, and VI.

2. The items analyzed revealed 15 items as not statistically significant and discriminating.

3. The critical ratio between the fifth and sixth grade was statistically significant, in favor of the sixth grade.

4. The test should be revised.
Problem

The purpose of this study was to secure statistical data on subject preferences of pupils in the seventh grades in two of the communities used in a group project study on "Subject Preferences in the Fifth Grade, 1/" and to compare these preferences with their preferences when they were in the fifth grade.

Procedure

A questionnarie very similar to the one used by Helen Blanchard and others was sent to the seventh grades of the two communities in March, 1950. Only those questionnaires were used for the basis of comparison which were completed by children who participated in the 1948 study. This made a total of 763 questionnaires available for tabulation and analysis.

Conclusions.

1. Considering first choices and combined choices, Arithmetic, Reading, and Art rank one, two, and three as

the most popular subject of children in the fifth grade study two years ago.

2. In the seventh grade, these same children chose English, Art, and Social Studies in that order as their first choice.

3. Social Studies which ranked sixth in the fifth grade study, has climbed to third place in the seventh-grade study.

4. As a first choice of fifth-grade boys, Social Studies ranked fifth, but it ranked first as a seventh-grade choice by these same boys.

5. In the combined choices of seventh-grade boys, Social Studies falls to second place in rank order of subject preferences.

*Dyer, Mary E.*
Problem

To show how effective the teaching of community affairs has been in the intermediate grades in a particular town, by showing how much the children of Ludlow, Massachusetts know about their town and to determine if this knowledge is adequate.

Procedure

1. A multiple choice test was developed to discover the extent of community knowledge. The vocabulary was checked with the Durrell-Sullivan Reading Vocabularies so that the test could be given to fourth, fifth and sixth graders.

2. Interviews with people in the town were used to develop information for the test.

3. The items were chosen with a particular purpose in mind, to test knowledge that would be valuable to a child as well as an adult. The seventy items on the test were roughly divided into six separate areas of community study. The areas were concerned with geographical setting, history, occupations, government of the town, education, and general community
3. No time limit was imposed on the children taking the test.

Conclusions

1. The children had an inadequate knowledge of their own community. There was a lack of historical knowledge. There was also inadequate knowledge about the main manufacturing process of the town. There was little information about the public water supply. The pupils had only limited information on town government. The children were weak in many of the general facts about the community.

2. Teaching was not very effective; there was only incidental learning. Learning came mainly from outside experiences.

3. The sixth grades did the best on the test and the fourth grades were the poorest. Sex seemed to make little difference, while I.Q. correlated with scores; children with high I.Q.'s made the best scores.

4. A definite program of community study is needed in this town.

Problem

The construction and evaluation of a teacher-made objective type test in the field of geography.

Procedure

1. Seven sixth grade geography textbooks were analyzed.

2. Objectives for the test were set up in the form of declarative sentences. The objectives covered the British Isles, Climate, Agriculture, the surface of the British Isles, resources, manufacturing, fishing, cities, commerce, and mining.

3. The test was in the form of multiple choice and recall items. There were four responses possible for each of the multiple choice items.

4. The test is in two parts, part I contains 57 multiple choice items, part II contains 32 completion type questions.

5. The test was given to 120 sixth graders in four towns outside of Boston.
6. The mean and standard deviation for the Chronological Ages of the group was determined.

Conclusions

1. An item analysis showed that eighty-two items were statistically valid. Seventeen items were not valid. Twelve of these items were in Part I.

2. The instrument did not measure higher mental processes.

3. A variety of different types of test items would have improved the educational value of the test.

**Problem**

The purpose of this study was to determine existing negative social attitudes in the first six grades of an elementary school by direct observation of the classroom teachers.

**Procedure**

A heterogeneous group of 390 children in grades one through six of a public elementary school situated in a New England Industrial city were chosen for the experiment. The twelve participating teachers had from three to forty years teaching experience.

The author visited four intermediate classrooms and asked the pupils to list the type of child with whom they preferred *not* to play and the reasons for this choice. Research in available literature was also done. From these materials a list of twenty statements was prepared. They expressed the various negative social attitudes often found in children.

After these items were submitted to a Boston University seminar, they were mimeographed in checklist
form and distributed to the twelve teachers at a staff meeting. Each item was discussed and directions for observation in the classroom and on the playground were given. Observations were made daily during school sessions for a period of two months.

During this time information was assembled in regard to:

1. The grade location, sex, and chronological age of each child.
2. The intelligence quotient of each child from school administered tests.
3. The occupation of the father or mother of each child.

The data was presented in tabular form and analyzed to compare:

1. The total observed negative social attitudes of all pupils.
2. The number of negative social attitudes according to sex differences.
3. The number of negative social attitudes shown according to certain ranges of intelligence.
4. The number of negative social attitudes shown according to the parent's socio-economic status.

Conclusions

The author concludes that:
1. The successful use of checklists by teachers is dependent on their ability, training, and objectivity.

2. The unreliability of the checklist and observation makes the conclusions questionable.

3. Children of all ages and grade levels showed negative social attitudes.

4. There was a significant increase of negative attitudes in the upper grades.

5. Boys displayed more negative attitudes than girls, the difference being 14.5 per cent.

6. The only significant differences in the intelligence level comparisons were related to the socio-economic status of the pupils. Among the children whose parents were skilled laborers, superior, normal, and dull pupils had these negative attitudes, the total percentage being 36.8, 37 and 41.5 respectively.

7. There was little relationship between the socio-economic status of the pupil's family and negative social attitudes. Undesirable attitudes manifested themselves just as frequently in all groups.

Problem
To investigate the collecting interests of nine-year-old children, to discover if there is as much interest in collecting today as there was in previous studies conducted 20 years ago, to compare collecting interests of girls and boys, and to find out if there is any relationship between collecting and intelligence.

Procedure
1. A check list of 45 items was compiled from previously used lists and other sources.
2. There was a place for the children to indicate the size of their collections.
3. Intelligence quotients were recorded on the sheet.
4. The questionnaires were distributed to 774 fourth grade children in four New England towns.
5. Papers of children not in the 9-0 to 9-11 age group were discarded. 517 responses were tabulated. I.Q.'s were obtained for 205 of this group.
Conclusions

1. Both boys and girls reported a higher number of collections than in the Burk study done in 1900. The difference between the two more recent studies was much less.

2. Both sexes prefer to collect comic books over any other item; books, marbles, pictures of movie stars, and playing cards are next in order of preference. Girls are more interested in paper dolls, dolls, shell, drawings, and snapshots. Boys show more interest in baseball pictures, stamps, football pictures, rocks, airplane pictures, and post cards.

3. Girls average fewer collections than boys.

4. Intelligence seems to have no relationship to the numbers of collections that children have.

5. Boys and girls of today show an interest in many of the things which the boys and girls of the past did.
Problem

An attempt to analyze the pictures found in seven fifth grade history textbooks published between the years of 1942 and 1948.

Procedure

1. The textbooks were selected because they were the most recent and in widest use in the elementary schools. Each was assigned a code letter.

2. The books were analyzed taking the following things into consideration: number of pages, pictures and pages of copy per picture.

3. The size was analyzed by determining how much of the page it took up.

4. Coloring was classified as two-colored, four-colored, or black and white.

5. Captions were tabulated according to the number in each book and were then classified according to the following forms: questions, statement, phrases, or a combination of questions and statements.
6. The types of pictures were classified as drawings, paintings, and photographs.

7. The distribution of pictures to each page of the text was determined. The location of pictures on each page was also determined, as well as the location of the pictures in relation to accompanying textual matter.

8. Books that included a lot of colored illustrations, books that indicated illustrations in their indices, books that mentioned pictures in their activities were noted.

9. It was also noted which of the pictures included people and which did not. Portraits were tabulated as pictures including people and separately. A frequency rating was made of these same people showing how many pictures they appeared in in each textbook.

Conclusions

1. The number of pictures in each book varied from 287 to 74, and the average number of pages of text per picture for the entire seven books was 2.39.

2. The majority of pictures fell in the quarter to one half page category for size.
3. The majority of the pictures were black and white.

4. Six out of the seven books had captions and most of the captions were in statement form.

5. The majority of the pictures were drawings with photographs second.

6. The majority of the pages with pictures had only one picture to a page, and most pictures were found on the upper half of the page. The textual material was, in most instances, found on the same page as the picture.

7. Only one book mentioned its pictures in its activities. Four books mentioned pictures in their indices.

8. Only 20.19 per cent of pictures did not contain people. Since the majority of the people included in the pictures appeared in only one textbook it would seem that there is a great variety in the choice of people used in the middle grade history textbooks. There were very few portraits in the books.
Flynn, Alice N. *An Analysis Of China In Eight Fourth-Grade Geography Textbooks.* Ed. M. 1950, 64p.

**Problem**

The writer of this study made an analysis of eight fourth-grade geography textbooks to find out how the subject matter pertaining to China was treated.

**Procedure.**

Eight geography textbooks were selected for analysis. The China content of these books was examined for:

1. Ideas presented
2. General Organization
3. Visual Aids
4. Study Helps.

A description of each textbook treatment of China was written under these headings. Complete data about Clothing was compiled to serve as a basis for a comparative analysis. The number of facts (on China) found in the eight books were recorded and tabulated under the following categories:

A second table was drawn to show the similarity of facts present in the eight fourth-grade geography textbooks analyzed.

Conclusions

1. There was a very wide variance in the factual information, attitudes, and interpretations of the eight textbooks.

2. The method of presentation of geographical data showed a need for more careful attention.


Problem

The purpose was to determine the vocabulary burden encountered by intermediate grade pupils in certain current social studies textbooks, and to construct vocabulary matching exercises to accompany these textbooks for the purpose of developing a more meaningful vocabulary.

Procedure

1. A list was made of all the different words appearing in the text with the following exceptions: proper nouns, numbers, and a word repeating itself in a different tense or form, but retaining its meaning in the original use. This list was compared with the Gates Revised Reading Vocabulary list for the Primary Grades and the Boston University Clinic (unpublished) list. All words found on these lists were eliminated. Rinsland's Basic Vocabulary list was also used and words appearing on it for the sixth grade list were eliminated.

2. One book was analyzed for grade 4, two for grade 5, and two for grade 6.
3. A matching text was used. Words were listed in groups of five with seven definitions. Four groups of five words were used in each testing period. Junior dictionaries were used to arrive at definitions.

4. Vocabulary tests were developed to accompany the following books: Our Nation Begins, Barker, Dodd, Webb, and Quinn; The Building of America, Rugg, Krueger, and McNeil; Stories of My Country's Growth, Ames, Ames, Ousley, and Gaffney; Nations Overseas, Atwood and Thomas; Geography of Lands Overseas, McConnell and Smith.

Conclusions

The exercises can be used for the following purposes:

1. To pretest each chapter of unit of work to determine how many words are unknown.

2. To develop skill in recognizing unknown words.

3. To determine the pupils' ability to use context clues by listing on the board the words you assume to be unknown to them to try to discover the meaning from the context.

4. To use as a check on the effectiveness of the vocabulary instruction of the teachers.

5. To provide for individual differences by studying the results of the tests given as previously
indicated.

6. To develop skill in word analysis, and to analyze social studies textbooks.

*Hudgins, Mary; McNeil, Margaret; Quinn Margaret; Smith, Edna.

Problem

This study is an analysis of the place names found in seven fifth grade American History textbooks, and aims to determine the important place names common to fifth grade history textbooks.

Procedure

The books were examined for:

1. The total number and frequency of place names in the running text.
2. The total number and frequency of place names in the maps.
3. The total number and frequency of place names in the activities.

The following categories were chosen to classify the place names found in the seven textbooks:

1. Continents
2. Countries
3. States
4. Cities and Towns
5. Waterways
6. Islands
7. Mountains
8. Regions
9. Miscellaneous (sites, forts, and points that do not fit into any other category)

These data were presented in tabular form.

Conclusions

1. The great variety of place names mentioned is due to the inclusion of different waterways, islands, cities, and towns, mountains, and regions; whereas, similarities are found in the mention of continents, countries, and states.

2. 826 place names were found in the running text; 1,025 were mentioned in the maps of all the textbooks.

3. Frequent use of concrete materials should constitute an important part in the study of American history if proper understanding of place concepts is to be developed.

4. A wide variety of textbooks must be used by both pupil and teacher if a balanced view of important place names is to result.
5. History will be more interesting and appealing if sufficient emphasis is given to the establishment of place concepts.
Problem

The purpose of this study was to construct a test in order to measure the various social educational experiences that a selected group of children has had.

Procedure

The author first defined the meaning of the word "experience." Literature and previous research on the types and kinds of experiences children should have was studied and reviewed. A survey-questionnaire was then constructed. Divided into ten major categories, each of these topics was broken down into numerous subtopics.

The test was administered to thirty-three children in an average third grade of a small town public elementary school. The clinical information was taken from school records. Each child was questioned individually by the writer. One section was completed by the parents.

When the data was assembled, the following information was tabulated and analyzed.

1. Distribution of the chronological and mental ages of the 33 boys and girls.
2. Intelligence quotients of the 33 boys and girls.
3. Occupation of the fathers of the 33 boys and girls.
4. States, cities, and resort places the 33 boys and girls have visited.
5. Recreational and cultural sights they have visited.
6. Countries outside the United States they have visited.
7. Independence and home environment of the 33 boys and girls.
8. Eating experiences and cultural training of the 33 boys and girls.
9. Membership of the 33 boys and girls in organizations.
10. Physical skills and construction interests of the 33 boys and girls.
11. Excursions the 33 boys and girls have made.
12. Comparison of four selected children with the 33 boys and girls.

An analytical study was made of the background and experiences of the highest scoring boy and girl and the lowest scoring boy and girl.
Conclusions

1. The children varied widely in Chronological Age and Intelligence Quotient. Average Chronological Age was 8 years, 4 months during the fourth month of the school term.

2. The recreational and cultural sight seen by most children was a museum.

3. The children indicated a great liking for sports.

4. The author concluded that:
   A. The children needed to be provided with more experiences in accepting responsibility.
   B. Parents and educational organizations outside the school seem to provide an adequate program of cultural, recreational, and eating experiences.
   C. The school should encourage the child to have hobbies.
   D. The Social Studies curriculum could be made more meaningful and interesting if trips were planned to see community workers in their working environment.

Problem

To analyze seven intermediate European background history textbooks with regard to the period 410 A.D., to 1303 A.D. to compare these books on historical value, clarity, integration and teachability of each with the merits and deficiencies of each noted.

Procedure

1. The seven books chosen were ones in wide use in Massachusetts. Each book was assigned a code letter.

2. The books were compared using the following classifications: vocabulary, difficulty, organization and presentation, chronological sequence, topics mentioned, people mentioned, pictures, and learning aids. These classifications were chosen after interviews with three superintendents, four principals and twenty-six intermediate teachers.

3. The readability was determined by using the 1948 Revision Yoakam Readability Formula.
4. A brief summary of each text was included to help facilitate the choice of a text with regard to the area studied.

Conclusions

1. The majority of intermediate textbooks in European background are best suited for upper fifth or sixth grade children.

2. There is no substantial agreement among textbook authors as regards the chronological sequence of Middle Ages history.

3. There is substantial agreement among textbook authors and between authors and authoritative opinion on the content of the Middle Ages section of European background history texts.

4. There is little agreement among textbook authors regarding which people shall be discussed and to what extent they shall be discussed.

5. In general, textbooks contain too many small pictures.

6. There is little agreement among the textbook authors in the preparation and use of reading references.

7. There is little agreement among textbook authors as regards the proportion of the total text to be devoted to the Middle ages.
8. The lack of recent research on this topic indicated that the entire field of European background history should be reviewed and redefined.
Problem

The activities presented are designed to bring the student to the awareness that he is a part of a great historical heritage, and to aid the student to study American History by relating it to the history of Newburyport.

Procedure

1. Ten units are suggested, with an overview, a list of suggested activities and a bibliography given for each. There is a chapter on each of the following topics.
   a. Early Settlement.
   b. Newburyport after the Revolutionary War.
   c. Washington's visit to Newburyport, and the growth of Newburyport to 1815.
   d. Newburyport after the War of 1812.
   e. Newburyport during the Civil War.
   f. Newburyport from the Civil War to the Spanish-American War.
   g. Newburyport from 1896 to 1920.
h. Newburyport, the Spanish-American War, and World War I.
i. The years after World War I and domestic issues.
j. The years after World War I and foreign problems.

2. A list of overall activities is given at the end of the paper.

3. Two appendices giving information about the tax rate and population growth of Newburyport are included and related to the overall activities.

Problem

An attempt to analyze the pictures on the United States found in eight fifth grade geography textbooks and to determine the variance in the teaching value of these pictures.

Procedure

Eight textbooks were analyzed for:
1. The total number of pictures in each book.
2. The size of the pictures in each book.
3. The reference to pictures in the teachers manual.
4. The number of pictures with captions, and the number of pictures without captions.
5. The number of black and white, and the number of colored pictures.
6. The number of pictures identified by number or letter.
7. The number of pictures representing other countries.
8. The number of pictures depicting historic events.
9. The number of pictures representing groups of states within the United States.
10. The number of activities referring to pictures.
11. The major interest of each picture.
12. The specific phases of the major interest within each picture.

Conclusions

1. Over 55 per cent of the total number of pictures are limited to four major types of scenes or activities. These are agriculture, cities, industries, and land forms.
2. More than 25 per cent of the pictures are related in some way to agriculture.
3. There is a tendency to aerial views of cities, which in most cases are not very valuable because of the quality of the pictures.
4. The majority of the pictures are less than a quarter of a page in size. Many of these lose their teaching value because of their size.
5. Most pictures had captions.
6. There were more pictures of the Western States than any other area, and less of New England than any other area.
8. The majority of the pictures were well chosen for the contents of the texts.

**Problem**

It was the author's purpose to prepare a comprehensive survey of Greenland, New Hampshire, a typical small, historic community situated near the sea, and to present it in an informal narrative style.

**Procedure**

The following main topics were selected for study:

1. Historical background
2. Natural physical conditions
3. Population
4. Local Government
5. Occupations
6. Health
7. Recreation
8. Taxation
9. Housing
10. Education
11. Libraries
12. Religion
13. Public Welfare
14. Public safety
Among the many sources of information were: local and state boards, departments, and agencies; historical records and papers; town reports; town officials; school records; Geodetic survey maps, University of New Hampshire; observation; and personal interviews. A tentative outline was prepared, and clippings, maps, charts, reports, and articles were accumulated.

When the survey was completed, tables and charts were constructed, materials were organized and summarized, and two maps drawn. Then the information was recorded in a pleasant narrative fashion.

Conclusions

The nature of this study precluded the drawing of any conclusions.
Problem

It was the author's purpose, in this study, to teach sixth grade pupils how to locate pertinent information, which can be obtained by reading, in the social studies, and to develop exercises which promote growth in the use of books, reference books library aids, and specifically located pages.

Procedure

Available research was reviewed and studied for guidance in; selecting sources of information, items to be taught, methods to be followed, and materials to be taught.

Lessons were constructed in the following areas;

A. Locating information in a book.
   1. Title
   2. Table of contents
   3. Maps, illustrations, Tables, and Figures
   4. Index

B. Locating information in the library
   1. Arrangement of books in the library
   2. Card catalog
   3. Catalog cards
4. Readers' Guide

C. Locating information in reference books
   1. Encyclopaedias
   2. The World Almanac
   3. Who's Who in America
   4. Atlases

D. Selecting information on pages located
   1. Locating information to select
   2. Selecting information

The lessons were constructed to teach the meaning, correct use, and value of each item in locating information. They were followed by exercises which gave practice in using the material taught in the lessons. Information used in the tests and exercises was chosen from various authentic sources. A range of difficulty from third grade to Junior High School level provided for individual differences.

The testing-learning exercises, developed for each of the four major headings, were intended as a means of additional practice as well as an appraisal of progress. The workbook of tests and exercises contained a complete set of answers.

Conclusions

The author did not evaluate these exercises and tests.

Problem

An attempt to devise and bring together techniques of evaluation, bearing in mind the nature of the primary grade child and the variations of reading and maturity levels.

Procedure

1. A phase of second grade social studies, "Community Helpers," was taken as the instrument for developing the program.

2. The fireman, the policeman, and the postman were used to show that each technique could be adapted for most any unit taught in any of the primary grades.

3. Objectives were set up. Lists were made of the concrete understandings that children in the second grade might be expected to absorb in a study of each of the subjects. The understandings in each subject were listed under comprehensive headings with the related facts necessary for gauging the degree to which the child has understood the basic facts.
4. Twenty-six different ways of determining understandings were listed with a very brief annotation for each. Observation techniques were also annotated. Each technique is discussed in detail from two angles, the qualitative and quantitative. Examples are given of each technique.

5. The interpretation of the techniques would depend on the teacher's knowledge of her class.

Conclusions

1. Since so much time is devoted to planning learning experience, it is important to exert care in seeing if these goals are being reached. As evaluative program that is varied and interesting, and that approximates the natural learning situations, and that informs both teacher and pupil of the progress made would best answer this need.

2. The qualitative phases of each technique may be used for determining the needs in all three aspects of education, the attitudes, skills, and concepts of a child.

3. A program of this nature will be of value to the teacher as a guide of what to teach, what to
emphasize, what to drill, and what to reteach.

4. The value to the child will be the challenge to the adoption of better attitudes, to the practice of greater skills, and to the gaining of clearer concepts. It should help him to be more analytical of his own standards. It should encourage him to more careful listening and speech habits, more comprehension in reading, more reasoning before making a statement or a decision, and more understanding and observing of the things about him.

**Problem**

To make a survey of the interests of children of grades four, five, and six, in moving pictures, radio programs, and voluntary book reading.

**Procedure**

1. The group of 324 children were from two suburban communities, and they were from all backgrounds.
2. A check list, covering a two week period without a holiday, was submitted to the pupils. They were told that the answers could in no way affect their school rating.
3. The check list included the moving pictures shown at the local theatres during the two week period, the daily radio programs, and 538 books withdrawn during the two weeks from the public library the children used. Extra space was left after the moving pictures so that shows which had been seen outside of the community could be listed. Extra space was also provided under the book lists to allow for the names of those secured from sources other than the public
Conclusions

1. There is no significant difference in the amount of time spent at the movies per week by each of the following groups: children of grades four and six, high grade readers and low grade readers, oldest children and youngest children, highest mental age group and lowest mental age groups, boys and girls.

2. Children’s pictures constituted the largest per cent of those seen in any single category. The youngest children saw more comedies. The boys saw more comedy, mystery, and adventure movies than did the girls.

3. The children in grade six spent more time listening to the radio.

4. High grade readers spent more time listening to the radio than did low grade readers. The children with the highest mental ages spent more time listening to the radio than did the children with the lowest mental ages.

5. Comedy, mystery, and true life drama made up nearly seventy-five per cent of the total number of programs heard.
6. The children with the highest mental ages and those who were the highest grade readers spent more time reading than did the children who were low grade readers and had low mental ages.

7. The girls spent more time reading than did the boys.

8. More than fifty per cent of the total number of books read were adventure and mystery. Geography, history, science, and mechanics made up only six per cent of the total. Animal stories, biography, poetry, and fairy tales, made up thirty-five per cent of the total.

Problem
The purpose of this study was two-fold: primarily, the author wished to provide for use in Grade Four two source units on the settlement and growth of Bridgewater, Massachusetts; the secondary objective was to prepare a series of stories containing the information needed to tell the story of Bridgewater.

Procedure
Unit One traced life in Bridgewater from the earliest signs of civilization found there, through the periods of Indian life and the days of the early settlers up to the end of King Philip's War in 1676. The tentative time allotment was eight weeks.

The contents of Unit One were:
I. Introduction
II. Study and Subject Matter Areas
III. Core or Optional Related Activities in
   A. Social Studies
   B. Language Arts
   C. Fine Arts
   D. Science and Health
IV. Bibliography for the children
V. Bibliography for the teacher
VI. Other instructional aids
VII. Four stories constructed by the writer explaining reasons for slow growth of an early inland town.
VIII. Realia
A. Story of archeological exploration in Bridgewater
B. Places of historical interest in and around Bridgewater
IX. Provisions for individual differences
A. Exercises in reading
B. Exercises in paragraph meaning
X. Comprehensive vocabulary for unit
A. New words
B. Names of important persons and places
C. Important dates
XI. Outline, exercises, and games for dictionary work.
XII. Evaluation
A. Recognition of the many tools of measurement
B. Many and varied objective tests

Unit Two related the history of Bridgewater from 1676 to 1950 emphasizing the progress of the town through manufacturing and transportation. The time allotment
suggested for this unit was five weeks.

The following were provided:

I. Introduction

II. Study and subject matter areas

III. Core or related activities in:
   A. Social studies
   B. Language arts
   C. Fine arts
   D. Science and health

IV. Bibliography for children

V. Bibliography for the teacher

VI. Other instructional aids

VII. Free materials

VIII. Two stories constructed by the writer containing information necessary to further understanding of the growth of the town's industries

IX. Places of historical interest in and around Bridgewater

X. Suggested vocabulary

XI. Poem for choric speaking

XII. Objective tests for evaluation

XIII. Historical Christmas play for culminating activity

Conclusions

The nature of this study precluded the drawing of any conclusions.
Houston, John. *An Analysis Of The Supplementary Reading References In Social Studies Textbooks Of The Sixth Grade*. Ed. M. 1948. 80p.

**Problem**

The purposes of this study were: (1) to compile a list of supplementary references from seven sixth-grade social studies textbooks, (2) to analyze the list to determine the frequency of mention in the various textbooks, and (3) to look up these books in *The Children's Catalog* and *Rue's Subject Index in the Intermediate Grades*.

**Procedure**

Terms were defined and previous research was reviewed. Eleven frequently used textbooks concerned with historical aspects of the old world background to our modern civilization were selected. A master list was constructed of all supplementary reading references in the eleven books. Tabulated alphabetically, this list recorded the supplementary reference, the author of the reference, the number of texts which mentioned the reference, and the number of times each author mentioned the reference. There was also a record of whether the supplementary references were in *The Children's Catalog*, or in *Rue's Subject Index to Books for the Intermediate Grades*. 
Conclusions

1. There was little agreement between authors on supplementary references for sixth grade social studies textbooks. Some authors made frequent references to a few books, others used many references, but referred to them only occasionally throughout the book.

2. There were instances where only the last name of the author was given, where only a partial title was mentioned, and where the author's name was misspelled.

3. In comparison with the number of supplementary books available at the secondary level of education, there was a dearth of books for the use of children at the elementary level.

Purpose
To continue the compilation, tabulation, and classifications started by Kyle, Marentz, McCourt and Southwick, at Boston University in 1949, of words and expressions in reading materials for grades I, II, and III, which are used as time concepts.

Procedure
1. Readers, primers, and pre-primers for the first three grades were used.
2. Expressions and words which answered the question "when?" were recorded.
3. All the concepts for each reader were underlined and then transferred to cards, an individual card file was kept for each reader.
4. The card files were combined alphabetically keeping grades separate, so that a list might be made of all time concepts found in a certain grade placement.
5. Kyle's concept lists were combined with this study and frequencies tabulated, tabulations were also given for the variations in the present study and totals of both studies. This
was done by graded lists.

6. A master list was then made.

7. Key time concepts with the highest total frequency for each grade and from the combined master list were recorded.

8. The number of words in each of the readers was obtained from the publishers.

Conclusions

1. Sixty-nine basic reading books were used in this study, and 32 books were used in the Kyle study as well as four editions of two weekly pupil newspapers. The total running words in the combined study were 1,509,052.

2. There were few time concepts for Grade I, one hundred and three for Grade II, and one hundred and sixteen for Grade III. The number of time concepts increases from grade to grade as the grade level extends upward.

3. The frequencies of time concepts increase from grade as the grade level extends upward, as well as variations of the concepts.

*Leseenechal, Joseph; McCarthy, Alice.*

**Problem**

The author's purpose was to construct a workbook of exercises for systematic training in finding information in the dictionary, the encyclopedia, *World Almanac, Who's Who in America* and the Atlas.

**Procedure**

A workbook containing a series of exercises was constructed on the basis of criteria set up by the *Iowa Manual for Interpretation of Iowa Every-Pupil Tests of Basic Skills, Form-M, Boston: Houghton Mifflin Company, 1941*
B. Ability to select exact meaning.
C. Ability to use certain diacritical marks.
D. Ability to hyphenate.
E. Ability to find synonyms, plurals and abbreviations.
D. Ability to locate famous characters in literature.

III. Encyclopedia
A. Ability to use guide letters on backs of books.
B. Ability to find names and topics by alphabetical arrangement.
C. Ability to find information under more than one heading.
D. Ability to use the index and cross reference.
E. Ability to discriminate between information found in a dictionary and an encyclopedia.

IV. World Almanac
A. Recognition of the index as a key to locating information.
B. Understanding that this is a source of a variety of current information and recent events.
C. Interpretation of tables.
V. Who's Who in America
   A. Ability to use a biographical dictionary.
   B. Ability to find names of famous persons.

VI. Atlas
   A. Ability to use index and gazeteer.
   B. Ability to use marginal figures and letters to locate a given place.
   C. Ability to find location by longitude and latitude.

Each of the divisions ended with one or more tests, and at the conclusion there was a master test of thirty questions. A key to the exercises in the workbook was also provided.

Conclusions

No evaluation of this material was provided by the author.
Problem

The purposes were to analyze and classify the questions and exercises in a number of typical workbooks published for supplementary use in fifth-grade geography, on the basis of the types of mental processes required to answer the questions, and to do the exercises, and to determine the extent to which these questions and exercises require the use of the higher mental processes.

Procedure

1. Higher mental processes were designated as those mental processes involving a mental activity of higher nature than mere recall or acquisition of facts, namely; organization of ideas, supplementation of ideas; and criticism and evaluation of ideas.

2. A classification of the various types of mental processes which children might be expected to engage in to complete the questions and exercises in fifth-grade geography workbooks was set up. All the questions and exercises in eight different geography workbooks were analyzed and classified
according to the type of mental processes used.

3. These were then compared on the basis of numerical distribution, both under the major classifications, and under the various subclassifications.

Conclusions

1. There were a total of 6,825 questions and exercises in the eight geography workbooks.

2. There were 5,254 questions and exercises classified under Lower Mental Processes, including Recall, Recognition, and Reproduction.

3. There were 1,571 questions and exercises classified under the Higher Mental Processes, including Organization of Ideas, Supplementation and Use of Ideas.

4. Of the total questions and exercises, 76.98 per cent were classified under Lower Mental Processes and 23.02 per cent were classified under Higher Mental Processes.

5. Only a relatively small part of the questions and exercises make use of the skills associated with critical thinking deemed so necessary to enable persons to meet the problems of life in democratic society.
6. A remarkable degree of similarity was found between the results of this study and a previous one of similar nature done on fourth-grade geography textbook questions and exercises, which indicated that such workbooks offer no greater contribution toward training pupils in the use of the higher mental processes.

Problem

The purpose of this study was to evaluate the effectiveness of specific fifth grade social studies lessons in developing the following elaborative thinking skills:

1. The ability to ask questions about a selection which was read.
2. The ability to find related topics to reading materials.
3. The ability to suggest activities which could be developed after reading.

It was also the purpose to determine the extent to which intelligence and the ability to think elaboratively correlate.

Procedure

The Eighteen lessons in this elaborative thinking experiment were designed to develop an understanding of the skills being taught, and to encourage independent elaborative thinking on various types of reading materials. The lesson content was chosen from the fifth grade social studies textbook currently in use as well as magazines and newspapers designed for the use of fifth grade students.
The one hundred and three pupils chosen to take part in the experiment were of the same sex and the same socio-economic status in one school district of a large city. They were divided into an experimental group and a control group. An intelligence test was administered to provide data with which these tests might be correlated.

Since a careful study revealed that no test had yet been devised to measure the particular thinking abilities described in the purpose, two original tests were constructed. One test was administered prior to the teaching period. During the teaching period of six weeks, the eighteen lessons were presented to the experimental group on three days a week for a period of twenty minutes. A pattern was established so that ample practice might be given in the skills taught and a balance maintained in social studies content. These lessons were so organized that gradual independence in elaborative thinking skill might be developed through a progression from class participation, to small group work, and finally, to independent thinking on the part of each child. At the end of the six weeks period, the second test was administered.

Conclusions

1. Specific Social Studies lessons for developing skill in three specific areas of elaborative
thinking produced marked gains in the abilities of the experimental group. The mean gain of the experimental group was 6.80 responses as compared with the mean gain of .86 responses for the control group. The mean gain of 6.28 responses is statistically significant.

2. Specific social studies lessons in finding questions for further study improved the abilities of the experimental group. The mean gain for that group was 7.45 responses as compared with a mean gain of 2.74 responses for the control group. The mean difference of 4.71 is significant.

3. Specific social studies lessons for developing skill in finding topics related to the content improved the abilities of the experimental group. The mean gain for the experimental group was 5.09 responses compared to .33 responses for the control group. The difference in gain was 4.76 responses.

4. Specific social studies lessons for developing skill in finding activities related to the content of a selection improved the abilities of the experimental group. The mean gain in responses was
6.17 compared with a loss of responses for the control group. The difference 6.25 was significant.

Problem

To provide educators with an analysis of the emphasis that has been given individual personalities in world history textbooks currently in use.

Procedure

1. Five recent textbooks were chosen for analysis.
2. The number of words and lines devoted to each of the personages mentioned was counted.
3. Only the proper name or "nickname" of the individual was counted and listed.
4. All names listed were put into one of sixteen occupational categories set up by the author.
5. The size and the number of pictures concerned with each individual was listed.

Conclusions

1. There are far too many names mentioned in our world history texts.
2. If a name cannot be mentioned three or more times it should not be included in a textbook.
3. A new name should appear on an average of no less than once every four pages.
4. A large percentage of the names mentioned in the texts are not identified enough to make them meaningful to the students.

5. Every individual mentioned in a text should have his complete name, country, and dates of birth and death listed at least once.

6. Tests should be given in various sections of the country to determine which personalities students remember after studying them.

7. The individuals that should be emphasized the most seem to be the same in most textbooks.

8. Rulers and statesmen are presented more often than individuals of any other occupational classification. Military figures are no longer emphasized as much as they once were.

9. There is a greater tendency to present more social and economic figures today.

10. Only a comparatively few women were mentioned in the texts. The majority that were mentioned were either rulers, or held blood or marriage relationships to individuals of this classification.

11. A majority of personalities emphasized most in the texts came from the continent of Europe.
This may limit the understanding and tolerance of people outside the United States.

12. There were not enough pictures presented in comparison with the total number of individuals mentioned in each book. An attempt should be made to use at least a small picture or illustration of nearly every personality discussed.

**Problem**

The purpose of this study was to adjust the reading materials of one history textbook to the reading achievement levels within a classroom and to discover, by investigating five methods of adaptation, the most effective way of doing so.

**Procedure**

The three standardized tests given to discover what per cent of the class was able to read and comprehend fifth grade material were the following:

1. The Kuhlmann-Anderson Intelligence Test.
2. The Durrell-Sullivan Reading Capacity Test.
3. The Durrell-Sullivan Reading Achievement Test.

The results were scored and tabulated.

Five types of lessons, based on chapters of the history book used in the classroom, were prepared and taught. The aim of the first three lessons was to discover what method of using the text was best suited to the class. Lessons four and five were presented in a simplified text. Each lesson period was followed by a
twenty question test, the results of which were scored and tabulated for comparison.

Conclusions

1. Most of the class understood the text when their silent reading was preceded by an explanation.

2. The majority of the class failed to comprehend the original text without a previous résumé.

3. Many children learned the facts when the entire lesson was taught orally.

4. Presenting the simplified text in one unit was better than using the book as it was written, but the greatest gains in learning took place when the text was simplified, divided into sections, and followed by study questions.
Problem

The author's purpose was to determine the curricular validity of the Stanford Achievement Tests in Social Studies for one fourth grade in the town where she taught.

Procedure

Thirty fourth grade pupils were given the following social studies tests from the Stanford Achievement series, History E, History Dm, Geography E, and Geography Dm. The item content of the tests was analyzed and checked with the two textbooks used in the classroom. The performance data from all the test items were examined. The number of correct answers on items included in the textbooks were listed as well as those correct answers on items not included in the textbooks. Corresponding percentages were tabulated and the significance of differences in percentages were determined.

Conclusions

1. Of the 120 history items included in the tests used, subject-matter covering a total of ten items, or 8.33 per cent, was included in the texts. Subject-matter
covering forty-three out of 120 geography items was included in the texts. Considering these items together, subject-matter included in the texts covered fifty-three out of 240 items, or 22.08 per cent.

2. No statistically significant difference was found between the performance on subject-matter covered by items included in the texts and that which was not covered by the texts.
Knox, Clayton L. *The Treatment Of Latitude and Longitude In Seven Middle Grade Geography Texts.* Ed. M. 1950. 139p.

Problem

It was the author's purpose to discover the manner in which Longitude and Latitude were treated in seven middle grade geography textbooks.

Procedure

The author selected seven recently published and frequently used textbooks to be evaluated. A study of related literature in the area of Longitude and Latitude followed. Every page of each text was examined to locate: main references, references in context, and mention in isolated references to Longitude and Latitude. The page number and frequency of each reference was recorded, and further analysis pursued to show whether the reference was in context or in an activity. Only direct references to maps were included.

This information was tabulated, a separate table for Latitude and a separate table for Longitude being given for each text. Each table was accompanied by a summary of information. A composite table was constructed to show all the references made to Latitude in the seven texts, and similarly the treatment of Longitude was given.
Tables were then drawn to show the main categories of Longitude and Latitude treated in the texts.

Conclusions

1. Latitude, with 457 references, was treated more extensively than Longitude, with only 164 references.
2. No text developed the understanding of the use of Longitude to tell time.
3. Latitude was used 255 times in finding locations while Longitude had only 57 references in this area.
4. The texts varied widely in the techniques they used to develop understandings of Longitude and Latitude.
5. Opposite methods of developing understandings were used, one text relying heavily on activities to develop a concept, and another concentrating on context.
6. Some important concepts were treated lightly.
7. Much more could be learned about Latitude and Longitude.

**Problem**

To compile, tabulate, and classify time words and expressions in reading materials for Grade I, II, and III, which are used to form time concepts.

**Procedure**

Eight series of books and two children's weekly newspapers were examined. All expressions and words were tabulated as time concepts if they answered the question, "When?" As each time concept was found it was tabulated on a card giving the number of times it appeared in the reading matter, name of the book or paper, the grade and type of material in which it was found. Certain time concepts were grouped under one key word. From information on the cards, two lists were compiled. One divided into three parts (one part for each grade) consists of the time concepts, their frequencies and courses; the second a combined list of all time concepts and frequencies for all the grades.

1/This abstract was taken from Follansbee, Marjorie, A Summary of Research in Textbook and Workbook Analysis, Unpublished Master's Thesis, Boston University, 1954, p. 86.
Conclusions

The number of concepts increases from grade to grade as the grade level extends upward. There are 47 time concepts in grade I, 92 in grade II, and 107 in grade III. In general, the frequency of a time concept and its variations also increases as the grade level extends upward. The five most frequent time concepts for each grade are:

<table>
<thead>
<tr>
<th>Grade I</th>
<th>Grade II</th>
<th>Grade III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. then</td>
<td>then</td>
<td>then</td>
</tr>
<tr>
<td>2. now</td>
<td>when</td>
<td>when</td>
</tr>
<tr>
<td>3. day</td>
<td>day</td>
<td>day</td>
</tr>
<tr>
<td>4. time</td>
<td>now</td>
<td>now</td>
</tr>
<tr>
<td>5. soon</td>
<td>time</td>
<td>time</td>
</tr>
</tbody>
</table>

*Marentz, Isabelle; McCourt, Agnes; Southwick, Ruth.*
Problem

The analysis of third grade basal readers was made for the purpose of finding out how much geographical content the reading books contained.

Procedure

The books were analyzed to show

1. Types of references mentioned, such as:
   a. continents
   b. countries
   c. cities and towns
   d. rivers
   e. sections or regions
   f. states
   g. mountains
   h. bodies of water
   i. islands

2. Words of geographical significance in the books which do not appear under the above headings.

3. Places mentioned in the books.

1/Marjorie F. Follansbee, op. cit., p. 41.
4. The types of information found in the stories which concerns itself with geographical content.

Conclusions

There was a total of 548 geographical words used at least once in all ten basal readers. There were 226 different geographical words appearing. The words "cities" and "rivers" were mentioned in all ten books.

Four out of ten books spoke of continents.

There were 23 different countries mentioned in the ten books. China and America were the two most frequent.

The names of 30 different cities and towns were mentioned in the ten books.

The names of ten rivers appeared in the ten books.

Out of seventeen different sections or regions appearing in the ten readers, the South was mentioned most frequently.

Nine different states were mentioned in the ten books.

Six different mountains were listed.

Nine different bodies of water appeared.

Four books out of ten had the names of five islands.

Eight miscellaneous geographical places were mentioned in four of the ten books.

The references which appeared in the most books were: Africa, China, New York City, Mississippi River, South,
California, Texas, and the Rocky Mountains.

This study has shown that there is available material in basal readers which could be and should be correlated with the Social Studies.
Lane, Mary K.  Educational Value of Comic Books at the

Problem

To examine the comic books available to children for the purpose of ascertaining what comic books are a source of subject matter in the field of social studies and science. The reading interests of the children were also investigated to determine whether or not they were reading those comic books found to be of educational value.

Procedure

1. The one hundred and fifty comic books on the news stands during December, 1948 were surveyed. The percentage of educational value was determined for each comic book. Each unit of educational worth was summarized to give an idea of the kind of material that these comic books contained.

2. A questionnaire was administered to 380 children in the town of Needham. The purpose of the questionnarie was to find out whether pupils were reading those comic books found from the survey to contain material related to the content subjects in the elementary grades.

3. To determine the relationship between the percentage of educational material in the comic
books, a rank correlation study was made using the Spearman Rho Method.

Conclusions

1. Of the one hundred and fifty comic books published, only 11.3 contained information related to the content subjects in the elementary grades.

2. Almost all of the children enjoyed reading comic books.

3. Comic books of educational value did not take a place of any importance among the ten top favorites chosen by pupils in grades four, five, and six. Some slight interest in these educational comic books was shown.

4. Publishers of comic books should realize their responsibility in providing for children civic and social education as well as providing amusement.

5. The responsibility of parents should be one of guidance in the selection of comic books available to children.

6. Teachers have, in comic books, a teaching aid comparable with the radio and moving pictures. By having those comic books of educational value regularly in the classroom, pupils may become familiar with them.
Leon, Frederick Forrest. An Analysis Of Thirty-Eight
Fourth, Fifth And Sixth Grades To Discover How Well
Teachers Know Which Children Are The Leaders And
Which Children Are The Isolates In Their Classes.
Ed. M. 1940. 96p.

Problem
The author's purpose was to compare the teachers' selections of the leaders and isolates in the classroom with the choices made by the children to determine how well teachers were able to recognize the leaders and isolates. By working with a larger sampling, this study was an attempt to verify the validity of information found by H. K. Konnor, "A Sociometric Analysis Of The Pierce Elementary School," unpublished Master's Thesis, Boston University, 1947.

Procedure
The thirty-eight fourth, fifth, and sixth grade classrooms participating in this study were selected at random from the Metropolitan Boston area. The teachers were asked to list the three children whom they considered the most popular and the three children whom they considered the least popular in the classroom. The children were asked to choose three classmates with whom they preferred to sit, to work, and to play.
The results were compared in a series of thirty-eight tables. A summary was made as well as a comparison showing the teachers' correct and incorrect choices for leaders and isolates. In this study, a choice for a leader was credited as correct, if he or she was in the upper twenty-five per cent of his class. Similarly, choices were scored as correct if placed in the lower twenty-five per cent of the class.

Conclusions

1. Teachers did not adequately identify the isolates and leaders in the classroom. Despite the latitude given in scoring, the mean number of correct choices for both leaders and isolates was 4.37 out of a possible 6.

2. Teachers should be more aware of the social structure of their classes.

3. Sociometric techniques are valuable in showing a social situation in a particular group.

4. Teachers should make use of sociometric techniques more frequently.

Problem
This study is an analysis of the vocabulary burden of eight commonly used fifth grade geography books.

Procedure
The first 1000 words in a unit on Canada from each of the above books was alphabetized and tabulated as to the number of times used. The words were graded as to difficulty using the Ruissland and Thorndike lists, and the books were graded as to difference in difficulty using the Yoakam Technique. These placements are accurate for average conditions and are not for superior reading groups.

Conclusions
1. Each of the books has three for the average number of times a word is used except for one in which each of the words is used an average of twice.

2. Two books have a grade placement of 4.6 and 4.9 respectively, and one book (Journeys Through North America by Stull and Hatch), which is

~/Marjorie F. Follansbee, op. cit., p. 48.
the most difficult has a grade placement of 7.9.

3. This analysis has proved that textbooks are not really as difficult as we are led to believe by many teachers.

Problem

The purpose of this study was to analyze fifth grade American history books in order to find out what concepts and understandings of democracy are available at this level.

Procedure

1. Recent literature relative to teaching the concepts of democracy was studied and reviewed.
2. Six American history textbooks for Grade Five, all copyrighted between 1941-1949, were chosen for investigation. Three of these were accompanied by a Teacher's Manual and pupil's guide or workbook. A pupil's guidebook was available for the fourth text. Texts five and six had no provisions for these teaching aids.
3. All references in each of the books to the American way of life were listed.
4. All references of a specific and objective nature to the words "democracy," "democratic," and "ideal" were quoted verbatim, along with
the page number where they occurred in the text.

5. All quotations were examined for the meanings given to the word democracy.

6. The data was presented in the form of a table containing references to 69 quotations on 28 different topics about democracy.

Conclusions

1. The author concluded that fifth graders would learn very little about democracy from some of the texts she analyzed.

2. In the six texts, the topics treating democracy had the following frequency of occurrence:
   3 - 4 - 5 - 8 - 9 - 20.

3. Three of the six texts confined the meaning of the word "democracy" to its political connotation only.

4. The author concluded that the first need was revision of the textbooks.
Problem

The author's purpose was to build a program for the intelligent use of materials available in Quincy in the study of colonial life. This project was an effort to make the educational field trip in the community more valuable.

Procedure

A survey of literature pertaining to the topic was made. A number of secondary school textbooks were examined to discover what aspects of colonial life were stressed in American History courses. Members of the Quincy Historical Society were interviewed; historic houses in the community and the Quincy Room in the Thomas Crane Library were visited.

A complete guide for a field trip or excursion was developed. This discussed in detail the planning and preparation, the procedure, and the terminating activities. Various evaluation techniques were analyzed.

Materials for use in preparation for the field trip included an annotated bibliography of historical fiction and books concerned with colonial life, visual aids, an annotated list of motion pictures, a guide to film sources,
and lists of history books which treat colonial life. The author constructed a chart which described and located those local materials which, in her opinion, were most representative of the period and were most apt to add reality to the past.

Conclusions

The author concluded that:

1. Excursions should be selected and planned because they make an important contribution to education.

2. Excursions provide students with first-hand information about local materials.

3. They awaken interest in the subject studied and in other fields.

4. They help greatly in making the past real.

5. They increase general knowledge and arouse interest in personal research.

6. They stimulate interest in reading and in the use of the library.

7. They provide for longer retention of knowledge acquired through this method than any other methods of instruction.

8. They frequently stimulate a desire to travel.

Problem

This study had a four-fold purpose:

1. The construction of an objective test containing the twenty-five most frequently used time concepts as found in primary reading materials.

2. To try to determine, from the results of the test, to what extent children comprehend the time concepts used by authors and educators at the primary grade level.

3. To try to determine from the results of the test, the advisability of suggesting more formal training on time concepts at various grade levels in order to speed up mental maturity in this subject.

4. To evaluate the test through item analysis to determine the differentiating capacity of each item.

Procedure

1. An objective test was prepared by the author in multiple choice and completion form. The
vocabulary level was kept low for the benefit of the slow readers.

2. A preliminary test of 69 items was given to a group of thirty-six unselected third grade children for the purpose of determining item difficulty, time allotment for administering, scoring time and reading difficulties.

3. The revised test was presented for suggestions and criticisms to a group of thirty-five experienced teachers.

4. The test was broken up into part I and part II and to be read to slow readers if necessary.

5. In its final revised form the test was given to 275 unselected third grade children with a median I. Q. of 96.

Conclusions

1. The test was within the ability of all the pupils.

2. Sex differentiation in total scores lightly favored the girls.

3. Item analysis showed that the critical ratios for six of the items are not statistically significant as they did not meet the desired criterion of 3.00 as set for this test.
4. The split half reliability for half the test .854 and for .92 for the entire test.

5. Children need guidance in comprehending the days of the week, seasons of the year, and special holidays in chronological order.

6. They do not know the seasons of the year or associate them with special holidays.

7. Indefinite time concepts need further developing and, although some educators feel that time concepts come with maturation this author feels that mental maturity in this field could be speeded up by formal training.
Problem

It was the author's purpose in this study, to assemble, organize, and prepare interesting and vital material on the subject of Rhode Island especially for the slow-learner in the elementary school.

Procedure

Information pertinent to the history of Rhode Island, its landmarks, its governments, its resources, its literature, its famous sons and daughters, and its status today was gathered together by the author from a myriad of sources. A very large number of snapshots, postcards, photographs, maps, and newspaper clippings were also collected and used to illustrate the several chapters. The material was then rewritten or adapted in story form with special concern for the use of high interest but low vocabulary level.

The units provided the following information:

1. The History of Rhode Island
   A. The Norsemen
   B. The Colonial Period
C. The Civil War Period
D. Stories and illustrations about famous people of the times

2. Descriptions and pictures of historic buildings in Rhode Island

3. Rhode Island Today
   A. Education
   B. Religion
   C. The State House
   D. Biographies and photographs of the leaders in government

4. Rhode Island's Resources
   A. Agriculture
   B. Geographical Background
   C. Industries
   D. Transportation

5. History of the naming of Providence streets

6. Literature and poetry of Rhode Island

7. Facts of interest to young people in Rhode Island

Conclusions

Due to the nature of the study, no conclusions could be drawn.

Problem

The compilation of a list of supplementary reading materials as cited in school textbooks in American History for Grade V, with a study to discover to what extent textbook authors agree on the choice of supplementary reading material. This list of supplementary reading is compared with lists of children's literature compiled by several different authoritative sources.

Procedure

1. Seven fifth grade American history textbooks published since 1945 were chosen for the study.
2. A card index was built containing all references found in all of the seven texts, including authors, publishers, and dates of publication.
3. These cards were checked with The Children's Catalogue with Supplement, Rue's Subject Index to Books for Intermediate Grades with Supplement, Gateways to American History by Helen M. Carpenter, A Library for the Intermediate Grades and also Book and Library Reading for Pupils of Intermediate Grades, both by Evangeline Colburn
to determine if the references were also included in these standard book lists.

3. The extent of agreement among the authors as to reading references is detailed in tabular form.

Conclusions

1. There was little uniformity among textbook authors and publishers as to choice of suitable supplementary reading material.

2. Authors and publishers have failed to determine whether books they are listing are still in print.

3. Authors select material for supplementary history reading with insufficient attention to recommendation of standard compilations.

4. Compilers of standard book lists should be aware of selections most frequently made by textbook authors, and consider them of sufficient value to include them in their lists.

5. Textbook authors should select material suitable for slow learners, as well as superior and average readers.

6. The supplementary lists should include fiction and non-fiction and should be limited to subject based definitely on history.

**Problem**

The purpose of this study was to develop one particular phase of local history, namely New Bedford's whaling era, primarily for use in the sixth grade.

**Procedure**

This history was divided into three chapters. Part I dealt briefly with the origin and growth of New Bedford up through the Revolutionary War; Part II told of people, places, and interesting events through 1865 when whaling began to decline; Part III was concerned with all aspects of whaling and New Bedford's part in the industry. In no way was this intended to be a complete history of the years between 1765 to 1875, but those facts and incidents have been included which were appealing, typical of the period they represented, and best depicted New Bedford and whaling when whaling was the main industry.

**Conclusions**

Due to the nature of the study, no particular conclusions could be drawn.
Problem

The author's purpose, in this study, was to analyze the maps found in seven current European background history textbooks for the middle grades.

Procedure

Seven history textbooks concerned with European backgrounds were chosen for this study and were designated, for future references by the letters A through G. The maps in each textbook were examined to discover the characteristics of each in regard to the following:

1. size
2. captions
3. legends
4. place names
5. other names (events, routes, etc.)
6. color
7. unusual characteristics

The number of maps and the distribution of maps in each textbook were counted as well as the number of times certain rivers, bodies of water, cities, and
countries appeared on these maps. The number of pictorial maps, map exercises and activities, and the manner of listing and indexing maps were also recorded. This information was then analyzed in tabular form, to show what characteristics the maps in each of the seven selected textbooks possessed.

Conclusions

1. All textbooks contained ten or more maps, and four textbooks contained twenty or more maps.
2. Most of these maps were one-half page or larger.
3. The maps were placed in the textbooks pertinently and relevantly.
4. All but one of the seven textbooks contained some map activities.
5. While textbook A had eleven maps with questions in the captions, most textbooks did not use the captions as a means of developing map-reading ability.
6. Cities were the most frequent place names with the total count ranging from 305 cities named on the maps in textbook B, to 13577 cities named on the maps of textbook F.
7. The Mediterranean Sea was mentioned most frequently of the large bodies of water. The Nile River was named more often than any other river.
8. All but one textbook had either special lists of maps or had accounted for them in the general index.

9. There were a large number of place names found only once, indicating little agreement among authors as to the selection of place names for their respective textbooks.

**Problem**

It was the purpose of this study to discover the interests of fourth grade children and to determine the relationship between (1) interest and economic background, (2) interest and sex, and (3) interest and intelligence.

**Procedure**

The meaning of "interests" as used in this study was defined and background material on interests was presented.

After experimenting with a preference list, a trial Interest Inventory of three hundred two items was developed by the author. Twenty-nine children were given this sample test in February, 1949. The lists were then revised to eliminate fifty-eight items which were considered either not significant or were necessary for existence. The revised list contained two hundred forty-four choices in the following eighteen categories:

1. Sports
2. Riding
3. Hobbies
4. Outdoor Play
5. Indoor Play
6. Church
7. Trips
8. Community Activities
9. Listening Activities
10. Creative Activities
11. Anti-Social Activities 15. Reading
12. School Activities 16. Social Relations
13. Collections 17. Miscellaneous

The choices for participation were to be checked as (1) daily, (2) once a week, (3) sometimes, and (4) never. The choice to be checked for preference were (1) like, (2) indifferent, and (3) dislike.

This test was administered to three hundred fourth grade pupils in Quincy, Massachusetts schools chosen by the superintendent of schools as representative, in equal proportions, of higher, average, or lower economic background. Absences and other reasons reduced to two hundred sixty-three the actual number of tests scored. The intelligence quotients of these children, as determined by the Otis Alpha test, ranged from 78-144. The chronological ages varied from 6 years, 9 months to 12 years 0 months.

The data was presented in a series of tables and analyzed to discover:

1. The participation and preference of each pupil for each item in the interest inventory in relation to economic background and sex.
2. The twenty most popular choices, and the twenty least popular choices, judged by participation and preference, for the three economic groups.

3. The twenty most popular activities, and the twenty least popular activities, judged by participation compared with preference.

4. The most popular activity, participation-wise, from the totals of the eighteen groupings.

5. Comparison of the participation of boys with higher and lower intelligence quotients in relation to economic background and age, and a similar comparison for girls.

Conclusions

1. Outdoor play was the most popular activity for both boys and girls in the fourth grade.

2. Swimming was the most popular sport among fourth grade children.

3. After school and home activities were most popular with the girls, and held second place in popularity for the boys, in the fourth grade.

4. Reading was selected as third popular by the boys, and rated fourth popular by the girls in the fourth grade.

5. Listening activities were next in popularity to reading.
7. Going to Sunday School had the highest participation percentage of fourth grade girls of any activity and was top ranking in all three economic groups.

8. Going to Sunday School ranked second in participation percentage among fourth-grade boys in all three economic groups.

9. Group differences in interests with respect to intelligence, sex, economic background and age appear to be unimportant.
Problem

The purpose was to determine a basal list of world history terms appearing in a sixth grade world history course made up of units on Early Man, Egypt, Southwestern Asia, Greece, Rome, and the Middle Ages.

Procedure

1. Three textbooks used in all of the sixth grades of a town were inspected and from them were chosen by inspection 196 terms.

2. Words that were found to occur on the Sullivan list for fourth, fifth, and sixth grades were omitted. Any words not occurring on the American Historical Association List were omitted.

3. Fifteen world history textbooks were inspected in order to discover whether or not the remaining words were used in them. Any of the words not found in at least seven of the fifteen books were omitted.

4. From the remaining words a multiple choice test was constructed, to see if without specific instruction these fifty-six terms were recognized.
5. The entire sixth grade population of a town in Massachusetts was tested, 247 pupils in eight schools. The test was given two weeks before the end of the school year.

Conclusions

1. Some of the terms were difficult for sixth grade pupils.
2. 18 per cent of the pupils did not know half of the terms.
3. The test was within the ability of most of the pupils.
4. The elementary school should identify those pupils who need help in this area and offer specific assistance to remedy this disability.
5. The test should be revised.

Problem

This study was an attempt to show what relationship exists between scores obtained by fifth-grade boys and girls on a current news test and their preference for social studies when compared with other school subjects.

Procedure

1. A current news test was built. The items were selected on the basis of prominence in the news and suitability for fifth-grade children.

2. 210 fifth-grade boys and 230 fifth-grade girls were given the test; they represented the entire fifth-grade population of a city and were from different backgrounds.

3. A comparison was made by using a "Subject Preference Study" previously done on the population. Four groups were compared in their achievement on a current news test: (1) the children who said social studies was their favorite subject; (2) those who made social studies their second choice; (3) those who made social studies
their third choice; (4) the group who did not choose social studies among their first three choices of subjects.

Conclusions

1. Fifth-grade pupils who prefer social studies to other school subjects have a greater knowledge of current news than have fifth-grade boys and girls who do not prefer social studies to other school subjects.

2. There is no significant difference between boys and girls in their knowledge of current events.

3. The children as a group were not very well informed on the news covered by the current news test of this study.

4. More boys than girls prefer social studies.

5. Less than one third of the children rate social studies as a favored subject, but few children dislike it.
Problem

A survey of several outstanding possible tours for social studies pupils within approximately sixty miles of Boston.

Procedure

1. The author visited each place he wrote about. He included seven historical tours including:
   - The State House
   - Boston and American Revolution
   - Old Ironsides and Bunker Hill
   - Lexington and Concord
   - Plymouth and the Pilgrims
   - Historic Salem
   - Historic Quincy
   Three geography field trips are included:
   - Coleman Map Building
   - The Mapparium
   - "Edaville" and Cape Cod Canal.

2. Each of the historical tours is introduced by giving pertinent details as to location, traveling time, routes, and costs. Each is
followed by specific descriptions of places to see on the tour and a bibliography.

3. The geography trips are also described in great detail.

Conclusions

1. Get definite information from administrators as regards the function of the group-leader and the limits of authority and responsibility.

2. Be certain the pupils obtain permission slips from home before making the trip.

3. Make sure all details of plan are known in advance by the administration.

4. Plan the entire trip with the class and be certain that all understand the completed plan.

5. In conducting the trip the group-leader should take such commonsense measures as prevention of straggling, frequent counting of heads, adherence to the planned time schedule as closely as possible, and fixation of group attention upon one limited subject at a time.

6. Trips are of considerable value in a social studies program, if they are carefully planned for economy of time and expense, safely conducted, and are evaluated for learning results.

**Problem**

The purpose of this study was to learn about the construction interests of fourth grade pupils in relation to school and out of school activities.

**Procedure**

Related studies were reviewed. The author noted on an observation sheet outside construction activities of the nine year old during visits to boys' clubs, Cub Scouts, and Brownie Meetings. Four-H work was also evaluated.

Seven hundred seventy-one fourth grade pupils from schools in Framingham, Needham, and West Bridgewater, Massachusetts, and Concord, New Hampshire were asked to list things they had made in the previous four or five months. For statistical reasons, teachers were requested to include the intelligence quotients for certain groups in the survey.

**Conclusions**

1. Fourth grade children like to work with their hands in construction projects.
2. Forty-seven of the seven hundred seventy-one children questioned did not record making or doing anything.
3. Several children in the high intelligence quotient group stated a preference for reading over construction.

4. Boys' interests showed a preference for constructions of items which involved action and movement.

5. Girls' interests in construction activities were less active and more domestic.

6. Individual differences must be provided for in construction projects.
Problem

The purpose of this study was to determine the allowances and earnings of fifth and sixth grade children and the economic experiences associated with them.

Procedure

A questionnaire was prepared to obtain information about allowances, earnings, and spending money. It was submitted for approval to the superintendent of schools in a typical New England community. It was then presented to the fifth and sixth grade pupils of six schools selected by the superintendent as most nearly representative of three economic levels. The questions were answered by three hundred eighty-nine children.

The data received on the questionnaires was tabulated by sexes, and according to these occupational groups of the parents; professional, skilled worker, and laborer. It was analyzed to determine the number and percentage of boys and girls from various occupational groups receiving allowances, the number and percentage of boys and girls from the same groups earning money, and the number and types of expenditures made out of this money by the boys and girls.
Conclusions

1. Almost 68 per cent of both boys and girls received allowances.

2. The largest proportion of allowances was in the skilled worker and professional group.

3. The boys in the labor group received the largest allowances. The boys in the professional group received the smallest allowances.

4. Girls in the skilled worker group received allowances twice as large as the girls in the professional group and nearly three times as large as those of the girls in the labor group.

5. About 78 per cent of the children reported earning money.

6. More boys earned money than girls.

7. The largest wage earners among the boys were those in the professional group.

8. The largest wage earners among the girls were those in the skilled worker group.

9. Of both boys and girls, 45 per cent spent money for necessities.

10. The items for which the most money was spent were movies, candy, ice cream, church contributions, and gifts.

10. The items for which the least amount of money was spent were games, school supplies, saving stamps, and magazines.

Problem

The purpose of this study was to analyze the use of dates in seven fifth grade American history textbooks, published between 1942 and 1948.

Procedure

The texts used in the study were identified by code letters A, B, C, D, E, F, and G, which represented the books throughout the analysis.

A review was made of literature and research on the subject.

Each text was examined page by page to find the dates used. Every date in the running text of the seven books was tabulated.

The activities at the end of all chapters were examined and the dates found in them were listed.

Maps and pictures were checked and the dates found on them and their explanatory titles were also listed.

A list was compiled of all dates found on time charts, master time charts, and the text on time charts.
Date lists recommended by Edgar Bruce Wesley, Charles Clucas, and Luella Cole Pressey were compared individually with the dates given in the texts.

The following information was obtained:
1. A numerical tabulation of all dates used.
2. A numerical tabulation of the dates used by each text.
3. A count of the number of dates used in the text, with pictures, with maps, with time charts, and with activities.
4. A total of the dates used in these groupings.
5. A list of each date used in the textual matter.
6. A list of each date used with pictures in each book.
7. A list of each date used with maps in each book.
8. A list of each date used with time charts in each book.
9. A list of each date used in an activity in each book.
10. A comparison of dates in the Wesley date list with each book.
11. A comparison of dates in the Clucas date list with each book.
Conclusions

1. In numerical distribution, Text G used the greatest number of dates, 384; Text C had the second largest number, 350; and text B, with 58, the smallest number.

2. Book E contained 212 dates, the greatest number in the running textual matter, while book B contained the smallest number, 48 dates.

3. Book G had the largest number of dates with pictures, containing 31, while books A, B, D, E, and F had only one each.

4. Text C, with 117 different dates, contained more dates with maps than any other text.

5. 102 dates were used with activities at the end of each chapter, ranging from 33 dates in text G to 0 in text D.

6. 171 dates were found in time charts, ranging from 68 in text G, to 0 in texts A and D.

7. Texts C, E, and G included all the dates recommended by Wesley, D. omitted one, A and B omitted two, and F omitted three.

8. Text E included all the dates on Clucas's list, G omitted two dates, A, D. and F omitted four dates, text C omitted seven, and B omitted ten.
9. Of the Pressey list, only text E contained them all. Texts A, F, and G omitted two, text D omitted six, and texts B and C each omitted nine dates.
Scully, Frances M. An Analysis Of Maps and Map Activities On South America Found In Six Middle-Grade Geography Textbooks. Ed. M. 1590. 78p.

Problem

It was the author's purpose to determine what information middle-grade geography textbooks contain on the subjects of maps and map activities about South America.

Procedure

The author selected for study six geography textbooks on the basis of their frequency of use and recent publication. One of these dealt exclusively with Latin America, the others being concerned with both North and South America.

The following areas were chosen for consideration in the analysis:

1. The number of maps in each geography text.
2. The size of the maps.
3. The captions of the maps.
4. The legend.
5. The colors used.
6. The distribution of the kinds of maps.
7. The number and location of map activities.
8. The kind of activities.
9. The distribution of map references to each map, and the symbols and place names on each map.

10. The listing of each map.

No analysis was made of the projection or accuracy of the maps, nor of the spacing of the maps near the related text.

Each of the categories was analyzed, and, in some instances, broken down into smaller classifications for study. The data was then organized in tabular form. Each table was followed by a summary and comparison of information. Finally a summary of the entire study was written.

Conclusions

1. There was a great variation in the amount of space allotted to both maps and content dealing with South America.

2. The number of maps ranged from six in one book to fifty-seven in another.

3. Each book used at least five different kinds of maps, one used ten kinds.

4. The number of maps on which color was used was small.

5. Only two books contained picture maps.

6. Map activities were classified under sixteen headings. These were found under or beside the
8. Almost three fourths of the maps analyzed were less than one half page in size.

9. A little more than one half the maps had a legend.

10. In the total study, 2,101 symbols and 29,445 place names were counted.
Problem

The purpose of this study was to determine and compare the travel experiences of fifth grade children in Wellesley, a high-economic residential town, and Southbridge, a factory town of approximately the same size.

Procedure

A travel questionnaire was constructed and distributed with directions for its administration to all fifth grade teachers in the Wellesley and Southbridge school systems. The questionnaire was divided into three parts. Part one contained queries about various means of transportation the children had used, and about specific cities, like Boston and New York, the children had visited. Part two questioned how far they had traveled in Massachusetts, in the United States, and in countries outside the United States. Part three consisted of an outline map of the forty-eight states, on which the pupils marked with an X every state in which they could clearly remember traveling.

The questionnaires were answered by 243 pupils in Wellesley and 133 pupils in Southbridge. They were then
returned and the results were analyzed and tabulated.

Conclusions

1. A larger percentage of Wellesley pupils than Southbridge pupils had traveled via all eight types of transportation listed in the questionnaire.

2. A larger percentage of Wellesley pupils than Southbridge pupils had traveled in countries outside the United States and Canada.

3. The majority of the children had not traveled more than 300 miles from home.

4. In all phases of the survey, Wellesley children had experienced more travel than the Southbridge pupils.

The author concluded that:

5. Children need to travel more extensively to make geography and history more meaningful.

6. Film and filmstrips must be used to supplement limited travel experiences.

7. Pupils and people who have traveled should share their experiences in the classroom.

8. The teacher should enrich the Social Studies program by planning worthwhile trips related to the units of study.
Shinnick, Mary R. *Historical Content Of Fifth Grade Geography Books.* Ed. M. 1950. 73p.

**Problem**

The purpose of this study was to present an analysis of historical facts found in fifth-grade geography books.

**Procedure**

To complete this analysis:

1. The most pertinent and appropriate definitions of the term "historical" were selected.
2. Seven commonly used and recently published textbooks were chosen for examination.
3. All the historical facts found in these books were recorded, along with the number of words used to describe them.
4. All questions, problems and activities having historical implications were located and listed.
5. All historical pictures were located and tabulated.
6. Geographic divisions were used to arrange the presentation of historical facts.
7. The following headings were selected for categorizing the facts:
   a. Settlement
   b. Industry
   c. Transportation
d. Historic Landmarks

8. Each book was evaluated individually in book report form.

9. Activities and questions were treated in the same fashion as that used to analyze the historical facts.

Conclusions

1. Every textbook in this study contained some historical facts.

2. Similarity existed between the facts in the seven books but not in the methods of treatment.

3. The word count varied from a high of 12,881 words in one text to a low of 1,483 words.

4. In the treatment of the Southern states, one textbook used 92 words compared with 4,499 in another.

5. Three texts emphasized the New England area; two, the Western states; and two, the Middle Atlantic states.

6. One book, containing fifty-two topics equally divided among five geographic regions, had the best distribution and the largest variety of facts.

**Problem**

The author's purpose, in this study, was an endeavor to modify intergroup attitudes of sixth-grade students with special emphasis on the Negro.

**Procedure**

Previous research on intergroup attitudes and the media used to affect them influentially was reviewed and summarized.

Two sixth-grade public school classes with a total membership of forty-nine pupils were selected for this experiment. Their average chronological age was 11 yrs. 8 mos. Their average Intelligence Quotient was 103. Their average reading age was 12 yrs. 10 mos. The majority of these children were of Italian, Irish, and British backgrounds. A small number represented other groups, among them one Negro child.

At the beginning of the four week experimental period, Zeligs' "Intergroup Attitude Test" was given to the forty-nine pupils. Each pupil's test was identified by number only. When the teaching period was over, the
same test was administered, and the pupils marked their
tests with the numbers they had used earlier.

The following materials and methods were used:

1. Twelve books on the Negro
   a. for reading in school and at home
   b. tests on obvious incidents in the books
   c. opinion tests
   d. voluntary book reports.

2. Factual information on Race
   a. from book "All About Us" Eva Knox Evans
   b. oral reading by students
   c. discussion periods following reading

3. Films
   a. three moving pictures and one slide film
   b. one shown each week
   c. discussion period following showing

4. Reports on Negro life
   a. Housing, jobs, education, voting as they
      affect the Negro, described by teacher.
   b. Biographies of Negroes prominent in science,
      education, music and sports reported by the
      students.

5. Musical recordings of Negro musicians were played

The statistical data from the two tests was analyzed
and tabulated. The results indicate that significant
gains can be made in improving intergroup attitudes by the use of the media listed above. The results also seem to point toward more change in favor of the Negro than other races and nationalities. The Zelig attitude Test and Scores are included in the appendix along with lists of materials and tests used in the experiment.

Conclusions

The author concluded that:

1. On the basis of statistical gains shown in this experiment, intergroup attitudes may be improved.

2. This may be accomplished by teaching scientific and historic facts of race, and teaching specific facts on the subject being studied.

3. The use of fiction, music, and films stimulate understanding and acceptance of another group.
Problem

To find the men and events best liked in Early American History by fifth grade children.

Procedure

1. The fifth grade pupils of five elementary schools of Chelsea, Massachusetts participated in this study. Each student was required to complete four checklists. The data in the check lists were compiled from the first three units of Makers of the Americas by Lansing, Chase, and Nevins.

2. The first checklist was based on the unit entitled "Europeans Find the Americas," which was divided into two groups, people and events. The second unit checklist was founded upon the unit entitled "Europeans claim New Lands and Seas," and the third checklist was based on the unit entitled "New Homes in a New World." The fourth check list was a combination of the three units.

3. There was a blank space on the left side of the name of the person or the event for the purpose
of allowing the students to place their first, second, or third choice for the one they preferred. After each name or event the children had to circle a letter indicating whether or not the children had liked or disliked reading about this subject.

4. 127 papers were divided into two groups (boys and girls) and the total preferences of each person and event was determined. These numbers were converted to percentages and then a critical ratio was found to see if there was a significant difference between the choices of the boys and girls. A critical ratio of 3.00 was chosen as significant.

Conclusions

1. A greater number of girls selected Columbus in Unit I as their first choice of people and "Columbus Explores Across the Sea" as their first choice of events. This was also true of the Combined Unit checklist.

2. Balboa and John Smith were selected by a greater number of boys than girls as their first choice of people in Unit II and III respectively. This similar result happened to the event in Unit III, namely "The English Settle in the New World at
Jamestown." "Ponce de Leon Discovers Florida" was selected by a greater number of girls than boys as their first choice of events in Unit II.

3. Although percentages of the Separate Unit Checklist and Combined Unit Checklist differed, the first choices of events did not differ, although that of people did.

4. Daniel Du Luth, Daumont S. Lusson, and Van Rensselaer were checked as not well liked.

5. Columbus and "Columbus Explorer Across the Sea" were definite choices of one-half or more of the students.
Problem

An analysis of seven fifth grade American history textbooks to determine the treatment given and the space allotted to ten selected events. Place names, people mentioned, maps, and dates mentioned, in connection with the ten selected events will be analyzed.

Procedure

The following analysis was made for each of the textbooks:

1. The total number of words for each of the ten selected events was found.
2. The selected event the "Settlement of Jamestown" was quoted from each of the seven books to show the amount of space allotted to each event and the manner in which each event was treated.
3. Place names were recorded and analyzed.
4. People's names were listed showing the number of times each was mentioned.
5. The total and size of the pictures in connection with the ten selected events was analyzed.
7. Dates were recorded.

8. A summary of the number of words, places, people, pictures, maps, and dates mentioned in each of the ten selected events was shown.

9. The relative positions of seven fifth grade American history textbooks showing the summary of the number of words, places, pictures, maps, and dates of the ten selected events were shown.

Conclusions

The recording of historical events varies greatly among textbooks. A child's conception of an event as studied from one text may be quite different from that as studied from a different text.
Problem

The purposes of this study were:

1. to show that the basic reading program for the intermediate grades can be effectively used to teach occupational concepts
2. to analyze, organize, and present the occupational concepts found in these series
3. to suggest various methods of teaching these concepts by means of the basic reading series.

Procedure

Recent publication dates and frequency of use in the intermediate grades were the criteria for the author's selection of the two basic reading series used in this study. A detailed description of the appearance and content of each book in both series was written. All references to occupations were located by careful page by page examination. This data was analyzed in tabular form to show the kinds of occupational titles, the number of different titles, and the number of stories presenting different occupational titles of the various grade levels.
The following major occupational groups were used to classify the number and percentage of occupational titles used in each of the series:

1. Professional and Managerial Positions
2. Clerical and Sales Position
3. Service Occupations
4. Agricultural, Fishery, Forestry, and Kindred Occupations
5. Skilled Occupations
6. Semiskilled Occupations
7. Unskilled Occupations

Occupational concepts in the basic reading series were classified according to these areas:

1. History
2. Importance of occupation
3. Typical Duties
4. Conditions of Work
5. Compensation
6. Personal Qualifications
7. Preparation Needed

This data was tabulated according to reading series and grade level. Pictures illustrating occupational titles were counted in the same manner, and classified by occupational concepts. Sample concepts were listed from both series, as were concepts suggested by pictures. A
number of suggestions and activities for teaching occupational concepts were stated.

Conclusions

1. Series I contained a total of 124 different occupational titles.
2. Series II contained a total of 128 different occupational titles.
3. The fifth grade readers, with one hundred thirty one titles, had the largest representation of occupations.
4. The sixth grade readers followed closely with one hundred twenty three occupations represented in both series.
5. The largest number and percentage of titles in both series were classified under the major occupational groups -- "Professional and Management Occupations," "Skilled Occupations" and "Service Occupations."
6. All the occupational concepts in the hundred eighteen pictures were classified under "Typical Duties" and "Conditions of Work."
7. The author concludes that:
   A. The basic readers at intermediate grade levels contain much valuable information for
effectively teaching occupational concepts.

B. The scope of this information is not broad enough to present a complete picture and should be supplemented by related activities.
Problem

An attempt was made to find the source of the hero of the nine-year-old, and to ascertain differences between the types of heroes chosen by boys and girls of this age, and to discover what qualities were admired in a hero.

Procedure

1. All fourth graders in four towns were asked to fill out a questionnaire and checklist. A total of 540 pupils were questioned.
2. The pupils were asked what person that they had known, seen, read about, or heard about they would wish most to be like and why. They were also asked whether this person was related or where they had heard about him.

Conclusions

1. 32.2 per cent chose heroes from their immediate environment and 67.6 per cent from a remote source.
2. A larger percentage of the boys chose characters from a remote source.
3. More heroes were chosen from the movies than from
any other (one) category (26.7 percent). History was the second source of heroes.

4. The choice of heroes was motivated by the goodness of the characters. Nearly every quality admired was desirable.

5. The factor which caused the largest number of children to choose their ideals was the desire to have the occupation which his hero had. This was followed by a desire for adventure.

6. The nine-year-old has shown that he belongs to the age of hero worshippers. He needs a hero and will find one that fulfills these needs, usually outside his immediate circle of acquaintances since his sphere is expanding.

7. The fact that 43 per cent of the nine-year-old's heroes are found in the movies, radio and comics should make parents and teachers aware that these are powerful influences, and that there is great need for careful guidance in these fields of entertainment.

**Problem**

The problem was to produce a certain number and type of natural color transparencies, and to prepare brief lectures for use with them in the classroom.

**Procedure**

To complete this project:

1. The author studied techniques used by others in similar projects.
2. Collected and analyzed useful and suitable historical data.
3. Took the natural color slides and recorded the technical details.
4. Prepared the lectures which accompanied the transparencies.
5. Arranged and catalogued the slides and lectures in alphabetical order.

In all, there were thirty-eight color slides showing points of historical interest in Boston, Plymouth, Duxbury, Concord, and Lexington, Massachusetts, and accompanied by thirty-eight brief lectures.
Conclusion

Due to the nature of the study, no conclusions could be drawn.
Problem

It was the author's intention to trace the history of the New Bedford fishing industry and its fishing fleet.

Procedure

Since little material was available, it was necessary for the author to search for information in magazines, newspaper files, city records, historical documents, and reference books. His chief sources of information were personal interviews with men in the industry, personal observation ashore, and a trip on a regular fishing trawler.

Included in this report were chapters concerning:

1. The importance of fishing to the Indians and early settlers.
2. The effect of the rise and decline of whaling on the fishing industry.
3. The period of indifference to fishing in New Bedford.
4. The development of the dragger or trawler.
5. The use of power and invention of new gear.
6. The importance of the fleet today in New Bedford's economy.
7. Descriptions of the catching, landing, and processing of fish; the launching of a dragger; and electronic equipment commonly used.

8. Photographs and a glossary.

Conclusions

Due to the nature of the study, no conclusions could be drawn.
Problem

The author's plan was to furnish the teachers of Milton, Massachusetts with accurate and meaningful material for teaching local history which is specifically required in the fourth grade curriculum.

Procedure

A survey of all available literature was made. A bibliography was compiled and its contents were read and evaluated. Books, films, and other materials for use as initiatory or culminating activities were also investigated. Historical sites in Milton were visited as well as the Milton Public Library, the Boston Athenaeum, the Massachusetts Historical Society, and the New England Genealogical Society. Local historians and members of the Milton Historical Society were interviewed.

The first chapters were concerned with the early settlement of Milton and a description of Indian life at this time. Biographies were written of six notable Milton settlers. Another chapter described the early meetinghouses. Also included were references to the part Milton's citizens played in national history and those events, which, in the history of the United States,
occurred first in Milton.

Information was given about the town government, public and private schools, historical sites, geographical features, and recreational facilities. The study concluded with a panorama of Milton in 1950, an original play, and lists of suggested activities, literature, and films.

Conclusion

Due to the nature of the study, no conclusions could be drawn.