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A survey of teachers' reactions to instructional materials suitable for social studies in elementary grades.

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Thesis

A SURVEY OF TEACHERS' REACTIONS TO INSTRUCTIONAL
MATERIALS SUITABLE FOR SOCIAL STUDIES IN
ELEMENTARY GRADES

Submitted by

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CHAPTER I

INTRODUCTION

To make the social studies seem real and alive to elementary school children has become one of the instructor's greatest problems. In past years, the text book served as the only medium, but as the problems of educators have been attacked, many instructional resources have come to the fore helping to make instruction more profitable and much more pleasant.

Michaelis classifies instructional resources into the following types:

Community resources--field trips, resource visitors, persons to interview, field studies, service projects and surveys.
Audio-visual materials--models, specimens, objects, pictures, filmstrips, slides, motion-pictures, recordings, radio, maps, globes, charts, graphs, and diagrams.
Construction, dramatic representation, and creative expression through art, music, and literature.
Reading materials--textbooks, references, encyclopedias, magazines, pamphlets and newspapers.^{1/}

It is important to realize however, that these instructional resources should only be used as means toward ends and not as ends in themselves. Instructional materials should be used by the teacher

^{1/} John U. Michaelis, Social Studies for Children in a Democracy. New York: Prentice-Hall, Inc., 1950, p. 201.

as the need arises and in view of the objectives she has outlined for the instruction. Indifferent use of instructional resources will accomplish little.

Instructional resources may be used in many places in a unit of study. They may be used in the introduction of the unit to raise questions, or in the summary where they permit the application of knowledge. They can be used throughout instruction as the need arises.

In view of the place that instructional resources are occupying in modern education, this problem was undertaken.

Statement of the Problem. It was the purpose of this study (1) to construct a check list suitable for obtaining teachers' reactions as to the use and availability of instructional resources in the field of elementary social studies instruction (2) to distribute this check list to all teachers of grades one through six in the public schools of Meriden, Connecticut in order to obtain their frank opinions as to the suitability and availability of social studies instructional resources in that school system.

Possible Implications of the Study. The information to be obtained in this study should prove of great value to the administrative and supervisory personnel of Meriden, Connecticut, in determining the teachers' felt needs in the area of social studies instructional materials. This check list also might prove of interest to other public school systems desiring to do a similar survey.

Importance of the Study. Because the social studies have proved to be not highly preferred by the children in our elementary

schools, we are seriously challenged to widespread adoption of proven techniques and practices which will revitalize the teaching program and claim pupil acceptance of the social studies.

In a recent study involving subject preference of fifth grade children in sixty-five New England towns and cities, social studies was found lacking in pupil popularity.^{2/} This study led to an inquiry regarding the kinds of techniques and practices used in teaching social studies in high-rated and low-rated classrooms. High-rated classrooms were those in which teacher and pupil expressed preferences for social studies while low-rated classrooms were those in which teacher preferred social studies but pupils did not rate social studies as first, second, or third subject preference choice. Techniques and practices surveyed included the use of instructional resources. It was found that a far greater number of high-rated classrooms employed the various techniques and practices than did the low-rated classrooms.^{3/} This study is by no means conclusive but it does indicate that practices and procedures did have an effect on the ratings made by the pupils.^{4/}

^{2/} W. Linwood Chase, "Characteristic Differences Between High-Rated and Low-Rated Social Studies Classrooms," National Elementary Principal, 24:2 (October, 1949). pp. 17-20

^{3/} William A. Wolffer, "Techniques and Practices Used in Twenty Social Studies Classrooms." Unpublished Master's Thesis. Boston, Mass. Boston University, 1948.

^{4/} W. Linwood Chase, op. cit., p. 20.

Just as methods and practices in education have changed so too have instructional materials. J. Wayne Wrightstone and Doak S. Campbell point out:

The source of materials needed for the development of the competent democratic citizen has changed considerably in the last century. A hundred years ago, children in the United States got from their life in the home and in the community quite apart from their school, much of their understanding of social problems, their attitudes toward social issues, and their ability to participate intelligently in social action.^{5/}

To be sure, times have changed. With time the family has faded as a learning center and the community involved in mechanical complexities has also faded. The school as a learning center has come to the fore.^{6/} Wrightstone and Campbell point out the problem that the school faces:

.....items which are essential in the development of socially intelligent persons and which the community no longer furnished must now be provided by the school.

Teachers have long been aware of the need for these materials. Working alone, many teachers have accomplished much. They have collected or created instructional material. But because of the time and energy required even the most industrious have fallen short of their goal. The material adequate for a sound basic social education program will be forth-coming only when the entire school organization--the administration, supply, and personnel--is aware of the need, and when the entire staff cooperates in obtaining and in creating such materials.^{7/}

The complexities of the social studies itself demands a wide variety of materials--such a variety that no one person can hope to procure alone. Paul Wendt reaffirms this position:

^{5/} J. Wayne Wrightstone and Doak S. Campbell, Social Studies and the American Way of Life, Evanston, Ill.: Row-Peterson and Co., 1942, p. 195.

^{6/} Ibid., pp. 196-197.

^{7/} Ibid., p. 198

The social studies teem with words representing such complex concepts and demanding difficult understanding. The teaching of the social studies demands that the full use of audio-visual materials and direct experience, as well as reading and other methods, do as much as possible to provide students with at least part of the background they need to understand vital and difficult concepts.^{8/}

Michaelis comments on materials of instruction as vital components of learning in the social studies and further recommends the use of a wide variety of experience:

Materials of instruction are vital components of learning experience in the social studies. The social learning resultant from the child's interaction with his environment are limited to a large degree by the materials with which he interacts. A dull, drab environment devoid of adequate materials offers very limited experiences as compared with one in which a variety of carefully selected instructional resources are used.^{9/}

The use of a wide variety of instructional resources in the social studies is motivating as well as profitable in a learning sense. A wide variety of materials is needed to promote social learning.

It is impossible to use a single type of material and secure a meaningful solution to problems and needs that arise in the social studies. For example in attempting to secure a realistic understanding of the way in which covered wagons were constructed and used, one group engaged in reading, looked at pictures, took a trip to the museum, examined realia, and actually constructed some models. In order to develop an appreciation of the difficulties of the pioneers in moving westward, use was made of films, filmstrips, maps, pictures, and reading materials. Similarly, other problems and topics in the social studies require the use of a variety of materials and procedures.^{10/}

Fred B. Painter, reaffirms this position when he states:

^{8/} Paul Wendt, Social Learning Through Audio-Visual Materials. Eighteenth Yearbook of the National Council for the Social Studies, Washington, D. C., 1947, p. 8.

^{9/} John U. Michaelis, op., cit., p. 201.

^{10/} Ibid., p. 214.

If children are to understand their immediate environment and the basic principles of the specialized economy in which they live, raw foods, gardens, raw wool and cotton, leather, wood, and tools for working materials of this sort become the materials of instruction. Since it is impossible to bring more than a meager sampling of such materials into the classroom it also is necessary to take children to the materials either actually or vicariously through motion pictures, books, the radio, the phonograph, maps, picture magazines, and other means of communicating ideas.^{11/}

The use of a wide variety of instructional resources is not only a stimulating and effective teaching aid for the children, but it also has implications for the teacher. Edgar Dale points out:

The increased use of a richer variety of teaching materials will make the work of the teacher more exciting and more effective..... It will make the activity more rewarding and worthy of prestige and of financial support. It will give a zest and excitement to teaching.^{12/}

^{11/} Anna Clark Kennedy and Fred B. Painter, Materials for the Social Studies Program. Twelfth Yearbook of the National Council for the Social Studies, Washington, D. C., 1941, p. 103.

^{12/} Edgar Dale, Audio-Visual Methods in Teaching, New York: The Dryden Press, Inc., 1946, p. 528.

CHAPTER II

SURVEY OF LITERATURE

It has been reiterated by many writers that materials of instruction like methods of instruction should be used to achieve specific purposes. "They must be selected and used so that maximum learning is possible for children."^{13/} Effective choice of materials rests on the maturity of the children, available time, availability of the materials, and the unit of work itself. Just as the teacher must use care in the selection of materials to promote learning, so too the children must be ready for the use of selected instructional materials if maximum learning is to be achieved.

A key question is: "Have real-to-the-child needs and problems arisen, or is the teacher trying to drag or push the materials into the program?" In a program in which children are moving from one experience to another as needs arise, the teacher is building the finest kind of readiness.^{14/}

The proper selection of materials must be based upon careful evaluation prior to utilization.

Sound guidelines for using instructional materials are imperative if maximum values are to be achieved. Michaelis suggests the following guiding principles which he feels applies to the use of all types of instructional resources. His guidelines are based upon an analysis

^{13/} John U. Michaelis, Social Studies for Children in a Democracy, New York: Prentice-Hall, Inc. 1950, p. 203.

^{14/} Ibid., pp. 206-207.

of suggestions made regarding the use of specific types of materials:

1. Materials are studied beforehand to determine values, limitations, and procedures for utilization, and are not used blindly and indiscriminately.
2. Materials are viewed as an integral part of the curriculum, not as separated from it.
3. Materials are used to develop specific understandings, attitude changes, and knowledge, not for busy-work or mere entertainment.
4. Materials are used to develop concepts, attitudes, and insight into human relationships, not just to impart facts or improve skills.
5. Materials are used to supplement and enrich teaching, not as ends in themselves or substitutes for teaching.
6. Materials are used to supplement and increase participation by children, not to supplant or limit participation.
7. Materials are used in realistic settings as needs and purposes arise in the sequence of experiences under way, and are not injected or imposed as unitary, isolated activities or as gadgets for idle play.
8. Materials are selected for a particular class or group in order to achieve specific purposes and are not used with several groups irrespective of need.
9. Materials are used in varied situations and for varied purposes, not solely for a single purpose such as introducing or reviewing a topic.
10. Materials of all types are used, not just books, filmstrips, and motion pictures.
11. Materials made by teachers and children are used, not just those prepared by commercial agencies.
12. Materials are evaluated systematically to improve utilization and to eliminate unsatisfactory ones; they are not used without appraisal of their contribution to learning.^{15/}

With this as a basis for sound utilization of instructional resources, the writer will now consider the value of the four basic types of instructional resources referred to in Chapter I of this paper. Namely (1) Utilizing the Community, (2) Audio-Visual Aids, (3) Construction, Dramatic Representation, and Creative Expression through art and music, and (4) Reading Materials. Appraisal of each

^{15/} John U. Michaelis, op. cit., pp. 218-219.

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type will be on the basis of authoritative thought and research in the field of elementary social studies.

Utilizing the Community. A review of the literature by authorities in the social studies field reveals that the community is a valuable instructional resource which some teachers neglect. The objection that the community is too narrow a sphere and one that offers little in the way of instructional materials is put aside by Walter Anderson in the Fifteenth Yearbook of the National Council for the Social Studies which is devoted to the discussion of provisions for individual differences in the social studies program. He states:

Every community has a variety of resources which are useful in the social studies. These resources include people with talents, vocations, skills, experiences, collections, films, and pictures, who have something to show or demonstrate or tell about. Also they include community institutions and agencies of government, business, industry, religion, and public service. Opportunities to study conservation of wildlife, forests, soils, irrigation, and human beings are also present. Furthermore, the geographic, geological, and botanical resources are close at hand. Of importance, also, are the historical resources, illustrated by historical sites and museums, old papers, documents, records, and the like.^{16/}

Wesley and Adams reaffirm this and go further to point the community as an "epitome of the world."

The community is an epitome of the world. It provides instances of every fundamental process, past and present.....

The resources of a community may be divided into:

1. physical phenomena, such as hills, soil, roads, factories, mills, books, museum, and other material things and places which

^{16/} Walter A. Anderson, Providing for Individual Differences in the Elementary School Social Studies Program, Fifteenth Yearbook of the National Council for the Social Studies, Washington, D. C., 1944, p. 37.

can be visited; (2) social institutions such as families, parties, courts, unions, teams, and clubs; and (3) such intangibles as customs, ideas, beliefs, traditions, and attitudes. The pupils can appreciate these three groups or categories in proportion to their own maturity and experience.^{17/}

The richness of the community in instructional resources is pointed out by Michaelis:

Some of the richest instructional resources for the social studies can be found in the local community. For example, field trips can be taken to an airport, dairy farm, newspaper, or other places being studied. Resource visitors can be invited to discuss topics, give demonstrations, and share materials. Local radio programs, published materials, and audio-visual materials can be used as various needs arise. Individuals can be interviewed in connection with specific problems in the social studies. Children can cooperate in local service projects and thus become participants in community activities. The child's own daily experiences in the community are also a resource which can be used to enrich discussions and to promote sharing of ideas.^{18/}

A review of current research in the social studies points out the greater utilization of community resources as well as the actual participation in community affairs. In their article "Historical Note on the Development of the Social Studies," Hugh B. Wood and Howard J. Akers State:

There is a trend toward a greater use of community resources and the development of community understandings, leading in some instances to direct participation in community affairs.^{19/}

The relative positions occupied by the school and community along with the place that the community should play in the school program is pointed out by a May 1949 California Journal of Elementary Education.

^{17/} Edgar Bruce Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools, Boston: D. C. Heath and Co., 1946, p. 251.

^{18/} John U. Michaelis, op. cit., pp. 222-223.

^{19/} Hugh B. Wood and Howard J. Akers, "Historical Note on the Development of the Social Studies," The Social Studies, XLII- (February 1951) p. 61.

The school and the community are inseparable. The program of instruction derives vitality and purpose from the resources of the community and in turn lifts and enriches the level of life in the community. Whatever system of organization is used, it must be recognized that the community consists of individuals who live, work, play, and learn together. Those who attend the school bear the imprint of the family and community life which they have experienced. There is no sharp curricular boundary between the school and the community since the school is education for community life. The community is the place where students live today and in which they will be occupied tomorrow. Building social sensitivity and concern for the welfare for all in the community is a prime responsibility of the school.

The curriculum of the school should be based on community needs and should utilize community resources to the fullest extent. The community is a natural laboratory for vitalizing and extending activities through excursions, work experiences, and school projects which contribute to civic betterment.^{20/}

The place that the community occupies in a child's life is an important one. Michaelis says:

The community is the setting in which the child lives and learns; in it he develops the meanings and concepts essential to an understanding of group living; in it he experiences life in a democracy. The experiences he has in church, stores, theaters, home, neighborhood, and school become his background of meanings for study, thought, and expression. Out of all of these experiences in the community come the backgrounds for developing an understanding of human relationships and processes of living.^{21/}

It is fairly apparent then that the community occupies an important place in a child's life as well as an important place in the school curriculum. It is a readily accessible instructional resource full of inner resources. It is an instructional resource no teacher can fail to utilize in the social education of her class.

The second type of instructional resource is Audio-Visual Materials.

^{20/} _____, "Administrative Organization of the Instructional Program," California Journal of Elementary Education, XVII (May 1949), pp. 231-232.

^{21/} John U. Michaelis, op. cit., p. 221.

Audio-Visual Materials. A definition of the term audio-visual materials by Wesley and Adams will help to clarify the writer's viewpoint on this area:

Interpreted broadly, the term audio-visual materials includes all materials read, observed, or heard. Even the pages of the textbook and the remarks of the teacher can logically be included. To clarify discussion, however, the phrase is limited to those teaching aids which help pupils to learn by looking and listening.^{22/}

Research verifies the value of audio-visual teaching aids.

William Allen points out that available research leads us to several conclusions summarized below:

1. Research shows that audio-visual materials are interesting to the study, make verbal concepts meaningful, are retained and recalled, stimulate student activity, and provide experiences that can be brought to the classroom in no other way.
2. Audio-visual materials will not and should not replace the teacher.
3. Both bright and dull pupils learn from audio-visual materials although the amount learned is directly related to the individual's intellectual ability.
4. The interest that audio-visual materials arouse can lead to greater learning. They are a source of motivation.
5. Audio-visual materials can influence the attitudes held by children. They do not change attitudes but serve to redirect attitudes.^{23/}

The value of audio-visual materials in the social education of children in the primary grades is pointed out by Storm:

Audio-visual aids overcome limitations of time and space. They can bring information to pupils who would not be able to obtain knowledge of the immediate world until they had gained the ability to read more or less widely. They can build attitudes and develop understandings. Children can visit China and South America and see the children of those countries engaged in daily life

^{22/} Edgar Bruce Wesley and Mary A. Adams, op. cit., p. 231.

^{23/} William Allen, "Research Verifies the Value of Audio-Visual Materials," National Education Association Journal, Vol. 41, (January 1952.), p. 49.

activities which make them seem like real personalities, much like our neighbors across the street. As a result, a beginning of world friendliness is established.

Through the use of visual aids children gain understandings which could otherwise be gotten, if at all, only be the reading of many printed pages.^{24/}

Rachford adds further:

Learning through experience makes education thrilling and significant for children in their first years in school. Yet while first-hand learning is fast in developing most concepts there remains many instances because of the limitations of time and place, where learning must be vicarious. Then, audio-visual materials provide the nearest approach to real experience.^{25/}

She goes on to indicate other advantages:

The advantages of using audio-visual materials at the primary level are much the same as those at other levels. Audio-visual materials carry meaning because they are real and tangible. They serve both to arrest and hold attention and to stimulate creativity.^{26/}

Enckhausen writes about the use of several films in a farm study in the primary grades:

Discussion revealed that many sources of information would have to be investigated in order to find answers to the myriad questions which the children asked. It was very logical then to continue with the discussion of where we could find information in answer to our many questions. Here is where the children decided they could look for such information.

- a. Books of farm animals, activities, and stories.
- b. Flat pictures of the farm and animals.
- c. Information gained through conversation with others.
- d. Films--both movies and strip.^{27/}

^{24/} Grace E. Storm, The Use of Audio-Visual Aids in the Lower Elementary Schools, Curriculum Series Number Four, Part V, Washington, D. C.: National Council for the Social Studies, March, 1950, p. 98.

^{25/} Helen Rachford, "The Primary Child's World and Audio-Visual Materials," See and Hear, V, (February 1950), p. 27.

^{26/} Ibid, p. 29.

^{27/} Grace Enckhausen, "How We Use Films in the Primary Social Studies," See and Hear, 5 (February 1950), pp. 25-26.

The value of audio-visual techniques to children of all ages and grades is pointed out by Chandler and Cypher:

The more vivid and human we can make history and geography, the more vital those areas become in the curriculum. Word pictures of historical events and personages, however excellent such descriptions may be, often lack the desired concreteness of experience. Pictures, stereoptican and kodachrome slides, filmstrips, stereographs, dioramas, dramatics on the stage, over the air and on the screen, stimulate interest in the word pictures and make them real, human, and alive.^{28/}

Many guides to social studies instruction published by local school systems do not overlook the value of audio-visual materials. The following is an excerpt from a Richmond, California guide:

Because radio, motion pictures, filmstrips, transcriptions, and other audio-visual materials can bring the world, past and present, vividly and concretely into the classroom, they are a means of insuring education against isolation from life.

Through the use of audio-visual aids we want the children not only to learn, but to like what they learn.^{29/}

Wesley and Adams suggest the following reasons for utilizing audio-visual materials. (1) audio-visual materials provide learning through sensory experience, (2) audio-visual materials are a substitute for direct experience, (3) audio-visual materials are a supplement to direct experience, (4) audio-visual materials are a source of motivation, (5) audio-visual materials are a basic source for the primary grades, (6) audio-visual materials are an effective aid for the poor reader, and (7) experimentation has proved that there is more efficient learning through audio-visual materials in that pupils remember longer,

^{28/} Anna Curtis Chandler and Irene F. Cypher, Audio-Visual Techniques for Enrichment of the Curriculum, New York: Noble and Noble, Inc. 1948, p. 113.

^{29/} Richmond Elementary Schools, A Guide to the Social Studies Program, Richmond, California, September, 1948, p. 51.

learn more rapidly, and require less time for explanations and drill.^{30/}

With the value of audio-visual materials proven by research and verified by authorities it is needless to say that the teacher now has at hand a wide variety of media which if neglected would close a valuable door to learning.

Construction, Dramatic Representation, and Creative Expression Through Art and Music: A definition of construction as well as what it involves and the values that lie in it will help to clarify the writer's viewpoint.

Construction as used in the social studies may be defined as the use of tools and materials to make authentic objects needed to promote growth of social concepts and understanding of social processes. Construction involves the development of purposes, group planning, selection of materials, appropriate use of tools, manipulative skills, group evaluation, and planning for use in related social studies activities. Examples include the making and using of airplanes, trucks, boats, looms, furniture, weapons, utensils, and various models. The value of construction lies in its contribution to social learning, not in the products that are made. Lasting values can be achieved only if construction serves significant purposes, involves careful planning, is authentic, and is used to stimulate learning in the unit of work.^{31/}

A definition of Dramatic Representation by Michaelis points out the place that it should occupy in the social studies:

Dramatic representation is used in the social studies to enable children to identify themselves with person, places, and situations; it includes dramatic play, dramatization, rhythmic expression, and selected folk games or dances. When engaging in dramatic representation, children endeavor to put themselves in the place of others, to identify themselves with a situation, to portray their impressions of person, places, and objects. At its best,

^{30/} Edgar Bruce Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools, Boston: D. C. Heath and Co., 1946, pp. 232-235.

^{31/} John U. Michaelis, Social Studies for Children in a Democracy, New York: Prentice-Hall, Inc. 1950, p. 323.

dramatic representation in the social studies is sincere, realistic, childlike interpretation of experience. Through dramatic representation, children attempt to reconstruct, and relive the experience of others.^{32/}

Michaelis has this to say about Art Experiences in the social studies.

Opportunity for creative art experiences should be included in the daily program. It is important that the teacher provide many and varied experiences in keeping with the individual abilities of the children. Thought and care should be given toward the attainment of maximum results. These results should be evaluated in terms of growth and development of the individual. Art experiences should include other activities in addition to drawing and painting in order to broaden the background of the children, and increase their opportunities for creative expression.^{33/}

It is sufficient to note from the above quotes that Michaelis does not confine art expression to the drawing board or paper but carries it over to creative expression through music and creative dramatic play as well as rhythmic expression. The use of a pupil's innate creative abilities are one of the classroom teachers best instructional resources.

Winifred Ward, Supervisor of Dramatics for the Elemenatary Schools of Evanston, Illinois has this to say about dramatics as a creative force:

A creative play is one of the strongest motivating forces for learning. It can be a meeting place for every subject in the school program. It produces better understanding of people and places and as no dialogue is written the creative drama provides an excellent framework for expression and imagination.^{34/}

She then gave an example of a sixth grade unit on Japan where the teacher had correlated all the music, drama, and art expression in the

^{32/} John U. Michaelis, op. cit., p. 346.

^{33/} Ibid., pp. 446-447.

^{34/} Winifred Ward, "Dramatics a Creative Force," The School Executive, (August 1950), p. 54.

unit. As a result the pupils were stimulated to independent thinking as well as given a channel for the expression of their imagination and controlled emotion.^{35/}

Both Doctors Arnold Gesell and Eduard Lindemann, speaking recently at a national conference, expressed their belief that creative drama should be a part of every child's education from the first grade on because, in the words of Doctor Lindemann, "there is no better way to teach understanding....morals..... beauty."^{36/}

Reading Materials. Another medium for learning, one not so direct, and one in which a skill is required is that which books, magazines, pamphlets and all reading materials provide us. The textbook is the basis for many teachers in many areas including social studies. Wesley and Adams have this to say about the textbook and the social studies:

Beyond the primary grades, the textbooks continue to be the principal basis of instruction in the social studies.

Textbooks are amenable and pliable; they should be neither scorned nor worshipped. Like visual aids, they should be used whenever they can make a contribution, and they should be supplemented by other available materials.^{37/}

Not only the utilization of community resources, audio-visual aids, and construction, dramatization, and creative expression through art and music should supplement the textbook, but a wide variety within the reading field itself is recommended. Michaelis writes:

The day of the single textbook is gone forever in up-to-date social studies programs. In fact, more texts and references are used in the dynamic programs of today than were ever used in the stilted programs of two or three decades ago. Many different types of reading materials are essential to meet the individual differences, present different points of view, and give adequate backgrounds of understanding of peoples, processes, and places studied in various units of work.^{38/}

^{35/} Winifred Ward, op. cit., p. 55.

^{36/} Ibid., p. 55.

^{37/} Edgar Bruce Wesley and Mary A. Adams, op. cit., p. 221

^{38/} John U. Michaelis, op. cit., p. 290.

Michaelis indicates various types of reading material which are used in social studies programs today.

Several types of reading materials are used in social studies programs. Unit booklets dealing with a variety of topics are available in large quantity. Basal textbooks include geography texts dealing with various countries, peoples, and places; history texts on such topics as early America, Europe, and European backgrounds of American history; civic texts on American government; and combination texts containing history, geography, and civics. Fugitive materials are a valuable resource; they include such items as bulletins, pamphlets, folders, and similar free and inexpensive materials. Reading charts on group standards, needs for materials, directions, and first hand experiences are used by many teachers. Reference materials such as dictionaries and encyclopedias are essential. Current materials such as children's weekly news publications and magazines are used in many classrooms; daily newspapers and adult magazines also contain valuable materials. Literary materials with stories and poems of people at home and in far-away places are also used.^{39/}

A report from the Sixth Annual Conference on Reading held at the University of Pittsburgh from July 24, 1950 to August 4, 1950, does not rule out the possibility of government publications at the intermediate grade levels.^{40/} This is interesting in that most teachers have felt that government publications were material for the Junior High or High School level.

On the importance of reading in the social studies program Preston has said:

Motivating the child to read is one of the most effective ways of helping reach out and make contact with his world. Teaching the skill of reading requires patience, skill, and resourcefulness, but few teaching activities pay richer dividend to both teacher and child. Ability to read unfolds to the child some of the world's greatest treasures.^{41/}

^{39/} John U. Michaelis, op. cit., pp. 290-291.

^{40/} Bess Goddykoontz, "Aids to Reading and Language in U. S. Government Publications," The Education Digest, XVII (November 1951), pp. 40-42.

^{41/} Ralph C. Preston, Teaching Social Studies in the Elementary School, New York: Rinehart and Company, Inc., 1950, p. 256.

Michaelis also shows the variety of purposes for which reading is used in the social studies:

Children use reading materials for a variety of purposes in the social studies. They read and study them to get information needed in construction, to secure ideas for use in dramatic play, to understand better the problems of others, to get answers to questions, to learn about far-away places, to identify, clarify, and solve problems, to make more intelligent choices and decisions, to check on suggestions and opinions, to verify information, to increase backgrounds of understanding, to learn how to carry out processes such as carding wool, to evaluate various reading materials, and to select materials to meet specific needs as they arise. Reading is truly one of the basic techniques for use in solving problems in the social studies and its effectiveness in problem-solving increases as children mature and grow in reading ability.^{42/}

Books then are a ready source of reference providing that the ability to read them is within the child. Among the wide variety of books suitable for the social studies are the books which are thought of generally as "reference books". Should such "reference books" be part of the program for the elementary school child? Wesley and Adams have this to say about standard reference books for the elementary social studies program:

Many standard reference books for the social studies are too difficult for classes of the elementary schools, yet for those pupils who can use them and for the sake of introducing useful sources it is advisable that a generous number be available. Fortunately some of them are within the grasp of typical pupils of the intermediate grades.^{43/}

As textbooks are a readily available source which must not be solely relied upon, emphasis upon an adequate supply of reading material for a social studies program falls upon the supplementary reading

^{42/} John U. Michaelis, Social Studies for Children in a Democracy, New York: Prentice-Hall, Inc., 1950, p. 298.

^{43/} Edgar Bruce Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools, Boston: D. C. Heath and Co., 1946, p. 225.

material which is provided. Wilson has set up criteria for the supplementary reading materials which are used in the social studies.

Criteria for Reading Materials:

Reading materials that are to be used in the social studies class should meet certain criteria. First, these materials must be authentic. There is no objection to pupils reading fiction that relates to the core subject. This broad reading of a fanciful nature must not however be confused with the study of authentic materials which presents truth in an objective manner. Second, the materials should be rich in detail. It is unfortunate that much of the material now being used for supplementary reading actually consists of other textbooks that continue to treat many difficult concepts in a generalized manner. Third, the supplementary reading materials should present a wide range of difficulties. For any one of the upper elementary grades, reading materials are needed which provide an approximate range of difficulty from second to twelfth grade level. Middle grade pupils who are deficient in reading ability require primary reading materials that are adapted to more mature interests. On the other hand, middle-grade pupils with advanced reading ability require references replete with details. Such details bring vivid understanding to the proficient readers who lack the maturity of living experience. Fourth, insofar as possible, supplementary reading materials should be presented in many different forms. Far too few organized clipping files, state conservation bulletins, authentic pamphlets from commercial companies, and current magazines are available for use in the elementary school. Each year a teacher can find limited time to rewrite a few difficult selections for the use of elementary pupils, and these teacher-prepared articles can be filed for future reference. Before worn and mutilated textbooks are discarded, all valuable articles and stories should be salvaged and bound in attractive folders for future use. Teachers in schools with ample budgets will find it expedient to purchase commercial pictures that carry narrative explanations.^{44/}

In spite of the many valuable contributions that reading materials have provided the social studies, Farthing in the Fifteenth Yearbook of the National Council for the Social Studies points out the limitation of the reading program.

^{44/} Mary C. Wilson, "Supplementary Reading for Elementary Social Studies," Social Education, XIII (January 1949), pp. 29-30.

Provision for individual differences in the social studies has concerned itself too often solely with the organization of the content in graded reading levels. Reading techniques seem to predominate as the instructional procedure employed. Teachers of the social studies seem to have complete faith in reading as the sole medium through which the pupil is to acquire the content of the field. Activities other than reading are seldom planned for.

Social studies will never become a dynamic and functional subject if there is not a greater attempt to make it something more than a reading class.^{45/}

^{45/} Donethy Kipling Farthing, Using Non-Verbal Instructional Materials in the Social Studies, Fifteenth Yearbook of the National Council for the Social Studies, Washington, D. C., 1944, p. 78.

CHAPTER III

PROCEDURE

The construction of the instrument used to obtain teachers' reactions to instructional materials was accomplished by a research of literature written by a number of authorities in the social studies field. All information pertaining to the use of instructional materials in social studies was assembled into a check-list type of questionnaire. This instrument was submitted to:

- (1) W. Linwood Chase, Boston University
- (2) Miss Doris Hein, Audio-Visual Coordinator, Meriden, Connecticut
- (3) Miss Josephine Pullen, Curriculum Coordinator, Meriden, Connecticut
- (4) Dr. Malcolm B. Rogers, Superintendent of Schools, Meriden, Connecticut
- (5) A group of teachers in the writer's school.

Revisions, corrections, and additions were made in accordance suggestions submitted by these sources. Criticisms were helpful (1) in the organization of the check-list, and (2) in clarifying certain questionable statements. As a result of the editing, the questionnaire was put into final form for distribution.

The check-list consists of five general divisions:

- (1) What teachers think they should use in the way of instructional resources.

- (2) What teachers do use in the way of instructional resources.
- (3) What instructional resources teachers feel are most enjoyable and beneficial to the children.
- (4) What instructional materials are not adequately provided.
- (5) A number of general questions relating to the use of instructional resources in the social studies.

Along with the questionnaire went a covering letter prepared by Dr. Malcolm B. Rogers, Superintendent of Schools in Meriden, Connecticut. This covering letter explained the nature of the survey and requested each teacher's cooperation in the matter. Directions for completing the check-list were included on page one of the instrument.

The object of the survey was to obtain frank and honest reactions. Therefore, no names or other means of identification were required. Each teacher was asked however, to state the grade or grades taught as this was felt necessary in evaluating her opinion.

A copy of the instrument together with the covering letter follows.

BOARD OF EDUCATION
MERIDEN, CONNECTICUT

April 18, 1952

To all Elementary Teachers:

Mr. Thomas Duncan is conducting an independent study in the Graduate School of Boston University in the Social Studies field. He would like to obtain teacher reaction to the use and availability of instructional supplies in the field of social studies. I am requesting all teachers to cooperate with him because I am sure this information will be of value to us in future curriculum studies in the social science field.

We are very anxious to have all teachers in all grades fill out the questionnaire. I have requested Mr. Duncan to compile the results and to make known the findings of his study. Would you read the attached questionnaire carefully and fill it out by April 25th. We are anxious to secure frank reactions, so we are asking you to place your questionnaire in the envelope and seal it as soon as you have completed it. Leave it in the principal's office.

Superintendent of Schools

4. Put a check next to those instructional materials and resources which you feel children at your grade level enjoy most and get the most benefit from.

Field trips	Atlases
Resource visitors	Construction activities
Field studies	Dramatizations
Surveys	Creative expression thru art and music
Exhibits	Textbooks
Realia(models,specimens)	Supplementary Texts
Dioramas	Supplementary Readers
Topical picture collections	fiction & non-fiction
Filmstrips	Reference Books
Slides	Children's Encyclopedias
Films, sound	Yearbooks-Almanacs
Films, silent	Children's Dictionaries
Recordings, musical	Biographies
Recordings, transcriptions	Magazines
Radio Broadcasts	Pamphlets
Wall Maps	Newspapers
Wall Outline Maps	Government Publications
Individual Outline Maps	local, state, and national
Globes	Free or inexpensive material
Charts	Blackboards
Cartoons	Bulletin Boards
Posters	OTHER: (Specify)
Graphs	
Diagrams	

5. Check those instructional materials with which you feel you are not adequately provided:

Exhibits	Textbooks
Realia(models,specimens)	Supplementary Texts
Dioramas	Supplementary Readers
Topical Picture collections	fiction & non-fiction
Filmstrips	Reference Books
Slides	Children's Encyclopedias
Films, sound	Yearbooks-Almanacs
Films, silent	Children's Dictionaries
Recordings, musical	Biographies
Recordings,transcriptions	Magazines
Radio Broadcasts	Pamphlets
Wall Maps	Newspapers
Wall Outline Maps	Government publications
Individual Outline Maps	local, state, and national
Globes	Blackboards
Charts	Bulletin Boards
Posters	OTHER: (Specify)
Atlases	

YES NO DMA

- 6. Do you feel that field trips are one of the most valuable instructional resources at your grade level?
- 7. Do you feel that field trips involve too much time, effort, and money for the good they accomplish?
- 8. Do you feel that your community offers much for your social studies program?
- 9. Do you utilize such community resources?
- 10. Does your classroom have a good physical set-up for construction activities?
- 11. Do you have a listing of all films, slides, filmstrips, records, exhibits, etc., available from your Audio-Visual Center?
- 12. If your answer to the previous questions in No, would you like a list of all materials available?
- 13. Has your school an audio-visual coordinator?
- 14. Check under Yes those things which your coordinator does:
 - a. Keeps you informed about materials available.
 - b. Assists in selecting appropriate materials for your grade level.
 - c. Order materials from the audio-visual center.
 - d. Schedules equipment for use.
 - e. Provides pick up and delivery service from the audio-visual center.
- 15. Are you familiar with the methods of procurement from your audio-visual center?
- 16. Do you feel that you would use audio-visual services more if pick up and delivery service were maintained?
- 17. Have you the following equipment available for your use? (CHECK EACH ITEM YES OR NO)
 - Motion Picture Projector
 - Radio
 - Record Player
 - Slide Projector, Standard 3 1/2 x 4
 - Slide Projector, 2 X 2
 - Filmstrip Projector
 - Wire or Tape Recorder
 - Opaque Projector
- 18. Are you able to operate (CHECK EACH YES OR NO)
 - Motion Picture Projector
 - Radio
 - Record Player
 - Slide Projector
 - Filmstrip Projector
 - Wire or Tape Recorder
 - Opaque Projector

YES NO DNA

19. Check under YES OR NO. Is this equipment in good condition at the present moment? (IF YOU DO NOT KNOW UNDERLINE--DO NOT KNOW)

- Motion Picture Projector
- Radio
- Record Player
- Slide Projector
- Filmstrip Projector
- Wire or Tape Recorder
- Opaque Projector

20. Do you feel that your school is equipped with enough Radios?

Record Players?

21. Do you feel that each classroom should have a radio?

22. Do you feel that school radio programs are a valuable aid?

to the listener?

to the participant?

23. Do you feel that school radio programs should be presented:

during school hours?

outside of school hours?

24. Should school radio programs be:

recorded?

in school

at the station

Live broadcasts?

25. Do you prefer kits of audio-visual materials under unit topics? example--A South American kit containing maps, charts, exhibits, films, filmstrips, etc.

26. Is it your opinion that all recordings owned by the system should be centrally located in the audio-visual center and available to the teacher (this includes musical and documentary recordings)?

27. Have you ever made a recommendation after preview for the procurement of any audio-visual materials? (ex: films, filmstrips, slides, exhibits, recordings, etc.)

28. If the answer to 27 is Yes, was it obtained?
If the answer is Do Not Know--underline DO NOT KNOW

29. Have you a globe that is in good condition and that is satisfactory to the level of maturity of your grade?

YES NO DNA

30. Are you provided with manuals which accompany
 maps?
 films?
 filmstrips?
 slides?
 recordings?
 books?
 charts?
31. Are you familiar with sources of free and inexpensive materials?
32. Should a catalogue listing of free and inexpensive materials be available for each building?
33. Do you feel that exhibits, models, displays, etc. prepared by previous classes should be listed and available on loan to other classrooms?
34. Would you be willing to serve on a preview committee for films, filmstrips, etc.?
35. Would you like a yearly workshop consisting of three or four hours on audio-visual materials and their correlation with your curriculum?
36. Are your room maps adequate?
37. Have you maps which you do not need?
 If yes, list those not needed:

38. List some maps you would like and do not have:

YES NO DNA

39. Does your social studies text list supplementary texts, readings, films, slides, etc. Which are suitable under each topic?
40. Do you feel you have enough supplementary reading material available for a good social studies program?
41. Do you prefer a classroom library or a central school library in which all supplementary readers in the social studies area are kept together and are available for each teacher's use?
42. Do you utilize the library service offered by your community for social studies supplementary materials?
43. Are you familiar with the library service offered by the State Department of Education?
44. Have you ever utilized this library service?
45. Check those reading materials which you feel you need in your classroom and do not have.

Textbooks	Children's Encyclopedias
Supplementary Texts	Yearbooks-Almanacs
Supplementary Readers (in social studies fiction & non-fiction)	Children's Dictionaries
	Biographies
Magazines	Government publications state, local & national
Pamphlets	OTHER: (Specify)
Newspapers	

46. TEACHER'S COMMENT:

The questionnaire was distributed by the writer to principals of each elementary school in Meriden, Connecticut with a written request that they distribute them to all teachers who teach grades 1 through 6. Questionnaires were to be filled in by the teachers, sealed in an envelope which was provided, and returned to the principal's office. They were picked up by the writer. Written instructions to principals were as follows:

TO THE PRINCIPAL:

PLEASE DISTRIBUTE THIS QUESTIONNAIRE TO ALL
TEACHERS WHO TEACH GRADES ONE THRU SIX (1-6)

REPLIES WILL BE SEALED AND RETURNED TO YOU
FRIDAY, APRIL 25, 1952.

MR. DUNCAN WILL COLLECT REPLIES FROM YOUR
SCHOOL ON THIS DATE.

THANK YOU

Potential scope of survey. The scope of the survey was to include eight elementary schools in Meriden, Connecticut with 89 teachers who teach grade 1 through 6.

Actual Scope of Survey. The following table shows the actual returns with a grade level breakdown:

TABLE I
NUMBER OF TEACHERS RESPONDING TO
MATERIALS OF INSTRUCTION CHECKLIST

Grade One	16
Grade Two	14
Grade Three	13
Grade Four	12
Grade Five	10
Grade Six	8
Grades One & Two	3
Grades Two & Three	2
Grades Three & Four	1
Grades Four & Five	1
<u>Grades Five & Six</u>	<u>4</u>
Total	84

The discrepancy between the 89 teachers in Meriden who teach grade 1 through 6 and the 84 actual replies listed in Table I are accounted for by the writer. One teacher listed as teaching in these grades, taught only one-half day. She did not teach the social studies area and therefore did not make a return. Three replies were not received. One reply did not indicate grade level and was otherwise quite incomplete. For this reason this reply is not included in results and was not even listed as a return. Thus 84 replies were received and five have been accounted for, making a total of 89 which was the potential scope of the survey.

This study is based upon the 84 replies received. Results were tabulated and transformed into percentages. For purposes of compilation of data, teacher's teaching mixed grades were recorded in the lowest grade taught. This was done in order that no teacher's frank and honest reaction might be identified.

CHAPTER IV

ANALYSIS OF DATA

A teacher's feeling as to the place of social studies in her curriculum might well affect her reaction to the advisability of certain instructional resources, each teacher was asked to indicate whether social studies was taught as a specific subject matter area at her grade level. Table II presents the results, tabulated according to grade level.

TABLE II
SOCIAL STUDIES IS OR IS NOT TAUGHT AS A
SPECIFIC SUBJECT MATTER AREA

GRADE	TEACHERS REPORTING	YES	NO	*UNKNOWN
Grade 1	16	1	13	2
Grade 1 & 2	3	0	1	2
Grade 2	14	4	7	3
Grade 2 & 3	2	1	1	0
Grade 3	13	12	1	0
Grade 3 & 4	1	1	0	0
Grade 4	12	12	0	0
Grade 4 & 5	1	1	0	0
Grade 5	10	10	0	0
Grade 5 & 6	4	4	0	0
Grade 6	8	8	0	0

*Teachers did not state either Yes or No

It is fairly evident from Table II that teachers of grades three through six feel that social studies is taught as a specific subject matter area and therefore a definite part of their curriculum. One teacher in grade three reported that social studies was not taught as a specific subject matter area at her grade level. The two teachers teaching the mixed grade of two and three were evenly divided. The majority of teachers of grades one or two, or any combination thereof, reported that social studies is not taught as a specific subject matter area at these grade levels. All replies which were unknown occurred at these grade levels.

The interpretation of data will be presented in the four areas of instructional resources: (1) Utilizing the Community, (2) Audio-Visual Materials, (3) Construction, Dramatic Representation and Creative Expression through art and music, and (4) Reading Materials. Interpretation in this manner was thought by the writer to be more advantageous to the administrative and supervisory personnel of Meriden, Connecticut.

Due to the extent of this survey and the wide area of instructional resources included, it would be impossible to point out each result and give it discussion. Therefore, the statement "The majority of teachers" means that more than 50 per cent of the teachers concur.

TABLE III

INSTRUCTIONAL RESOURCES AND MATERIALS WHICH TEACHERS THINK THEY SHOULD USE
AND THOSE INSTRUCTIONAL RESOURCES AND MATERIALS WHICH THEY DO USE

Instructional Resources and Materials	Percentages											
	19 teachers of Grade 1		16 teachers of Grade 2		14 teachers of Grade 3		13 teachers of Grade 4		14 teachers of Grade 5		8 teachers of Grade 6	
	*TSU	**DU	*TSU	*DU	*TSU	*DU	*TSU	*DU	*TSU	*DU	*TSU	*DU
Field trips	73.7	57.9	87.5	62.5	85.7	64.3	69.2	15.4	78.6	50.	100.	62.5
Resource visitors	31.6	5.3	75.	12.5	71.4	21.4	53.8	30.8	78.6	35.7	100	37.5
Field studies	21.1	5.3	50	12.5	42.9	7.	53.8	15.4	57.1	7.	62.5	--
Surveys	15.8	--	50.	6.3	35.7	14.3	46.2	30.8	42.9	7.	75.	50.
Exhibits	73.7	47.4	93.8	68.8	100.	92.9	84.6	61.5	100.	92.9	100.	75.
Realis (models, specimens)	68.4	57.9	68.8	62.5	78.6	64.3	92.3	84.6	100.	78.6	100.	75.
Dioramas	10.5	--	43.8	6.3	57.1	28.6	38.5	15.4	78.6	21.4	100.	62.5
Topical Picture Collections	57.9	47.4	81.3	50.	78.6	71.4	92.3	76.9	92.9	100.	87.5	75.
Filmstrips	84.2	68.4	87.5	75.	100.	71.4	100.	92.3	100.	85.7	100.	100.
Slides	63.2	31.6	75.	43.8	100.	64.3	84.6	53.8	92.9	64.3	87.5	50.
Films, sound	73.7	52.6	93.8	75.	92.9	78.6	84.6	69.2	100	85.7	100.	87.5
Films, silent	63.2	42.1	68.8	37.5	64.3	50.	76.9	46.2	85.7	64.3	87.5	75.
Recordings, musical	42.1	31.6	68.8	62.5	85.7	64.3	84.6	61.5	85.7	57.1	87.5	75.
Recordings, transcriptions	31.6	5.3	62.5	18.8	71.4	35.7	76.9	7.7	71.14	28.6	50.	25.
Radio Broadcasts	26.3	--	75.	31.3	71.4	21.4	84.6	15.4	92.9	42.9	75.	50.
Wall Maps	15.8	--	68.8	12.5	85.7	64.3	92.3	92.3	100.	100.	100.	100.
Wall Outline Maps	10.5	--	43.8	--	50.	14.3	76.9	23.1	92.9	50.	100.	100.
Individual Outline Maps	15.8	--	50.	6.3	64.3	14.3	84.6	53.8	100.	78.6	100.	100.
Globes	26.3	5.3	56.3	12.5	78.6	42.9	100.	84.6	92.9	92.9	100.	100.
Charts	57.9	31.6	62.5	31.3	71.4	64.3	69.2	61.5	100.	85.7	100.	100.
Cartoons	26.3	51.8	37.5	12.5	57.1	28.6	69.2	7.7	50.	28.6	62.5	50.
Posters	57.9	42.1	93.8	81.3	100.	85.7	84.6	61.5	100.	92.9	100.	100.
Graphs	15.8	5.3	37.5	--	35.7	21.4	61.5	30.8	85.7	78.6	87.5	87.5

TABLE III (continued)

INSTRUCTIONAL RESOURCES AND MATERIALS WHICH TEACHERS THINK THEY SHOULD USE
AND THOSE INSTRUCTIONAL RESOURCES AND MATERIALS WHICH THEY DO USE

Instructional Resources and Materials	Percentages											
	19 teachers of Grade 1		16 teachers of Grade 2		14 teachers of Grade 3		13 teachers of Grade 4		14 teachers of Grade 5		8 teachers of Grade 6	
	*TSU	**DU	*TSU	*DU	*TSU	*DU	*TSU	*DU	*TSU	*DU	*TSU	*DU
Diagrams	21.1	10.5	50.	25.	64.3	42.9	61.5	38.5	92.9	92.9	87.5	87.5
Atlases	21.1	--	43.8	6.3	57.1	28.6	84.6	69.2	100.	92.9	100.	75.
Construction Activities	57.9	47.4	87.5	81.3	100.	78.6	84.6	53.8	85.7	78.6	87.5	87.5
Dramatizations	84.2	78.9	100.	87.5	92.9	85.7	84.6	53.8	92.9	71.4	100.	75.
Creative expression thru art and music	78.9	68.4	100.	100.	85.7	92.9	100.	76.9	85.7	85.7	100.	100.
Textbooks	52.6	31.6	68.8	62.5	92.9	71.4	92.3	92.3	100.	100.	100.	100.
Supplementary Texts	63.2	52.6	81.3	56.3	100.	78.6	92.3	84.6	100.	100.	100.	100.
Supplementary Readers fiction & non-fiction	42.1	26.3	87.5	75.	92.9	78.6	100.	92.3	100.	85.7	100.	100.
Reference Books	--	5.3	--	--	7.	7.	--	--	--	--	--	--
Children's Encyclopedias	31.6	5.3	50.	18.8	71.4	42.9	100.	84.6	100.	92.9	100.	100.
Yearbooks-Almanacs	26.3	--	25.	--	28.6	14.3	76.9	38.5	85.7	57.1	100.	87.5
Children's Dictionaries	52.6	31.6	75.	56.3	78.6	64.3	92.3	76.9	100.	100.	100.	100.
Biographies	21.1	5.3	37.5	6.3	64.3	42.9	76.9	53.8	100.	92.9	100.	100.
Magazines	63.2	52.6	100.	100.	71.4	71.4	84.6	69.2	100.	92.9	100.	100.
Pamphlets	36.8	21.1	62.5	56.3	71.4	71.4	76.9	61.5	92.9	92.9	100.	100.
Newspapers	57.9	31.6	87.5	68.8	71.4	64.3	84.6	69.2	92.9	92.9	100.	100.
Government Publications local, state, & national	21.1	5.3	50.	6.3	42.9	28.6	69.2	38.5	92.9	50.	75.	75.
Free or Inexpensive materials	78.9	84.2	87.5	81.3	85.7	85.7	76.9	61.5	100.	92.9	100.	100.
Blackboards	94.7	84.2	100.	93.8	100.	100.3	92.3	92.3	100.	100.	100.	100.
Bulletin Boards	94.7	84.2	100.	100.	100.	100.	100.	92.3	100.	100.	100.	100.

* Teacher Thinks She Should Use Instructional Resource

**Teacher Does Use Instructional Resource

TABLE IV

THOSE INSTRUCTIONAL RESOURCES THAT TEACHERS FEEL ARE MOST ENJOYABLE
AND BENEFICIAL TO THE CHILD

INSTRUCTIONAL RESOURCE	Percentage					
	19 Teachers of Grade 1	16 Teachers of Grade 2	14 Teachers of Grade 3	13 Teachers of Grade 4	14 Teachers of Grade 5	8 Teachers of Grade 6
Field trips	63.2	75.	71.4	46.2	57.1	75.
Resource visitors	15.8	12.5	35.7	30.8	28.6	50.
Field studies	-	12.5	14.3	30.8	7.	12.5
Surveys	-	-	-	7.7	-	-
Exhibits	84.2	50.	71.4	69.2	78.6	100.
Realia(models,specimens)	36.8	50.	71.4	61.5	57.1	87.5
Dioramas	-	12.5	21.4	-	35.7	50.
Topical picture collections	42.1	43.8	64.3	76.9	50.	75.
Filmstrips	73.7	75.	64.3	92.3	71.4	62.5
Slides	57.9	37.5	28.6	46.2	35.7	50.
Films, sound	68.4	87.5	78.6	76.9	92.9	100.
Films, silent	26.3	31.3	35.7	38.5	35.7	62.5
Recordings, musical	47.4	43.8	28.3	30.8	50.	37.5
Recordings, transcriptions	10.5	12.5	7.	15.4	28.6	-
Radio Broadcasts	15.8	18.8	-	30.8	35.7	25.
Wall Maps	-	6.3	42.9	76.9	71.4	75.
Wall Outline Maps	-	-	-	30.8	14.3	37.5
Individual Outline Maps	-	6.3	28.6	53.8	64.3	62.5
Globes	-	6.3	50.	84.6	71.4	75.
Charts	26.3	12.5	28.6	30.8	21.4	25.
Cartoons	10.5	25.	7.	23.1	28.6	37.5
Posters	42.1	62.5	71.4	53.8	57.1	50.
Graphs	-	6.3	-	15.4	21.4	37.5

TABLE IV (continued)

THOSE INSTRUCTIONAL RESOURCES THAT TEACHERS FEEL ARE MOST ENJOYABLE
AND BENEFICIAL TO THE CHILD

INSTRUCTIONAL RESOURCE	Percentage					
	19 Teachers of Grade 1	16 Teachers of Grade 2	14 Teachers of Grade 3	13 Teachers of Grade 4	14 Teachers of Grade 5	8 Teachers of Grade 6
Diagrams	-	6.3	21.4	7.7	35.7	12.5
Atlases	-	-	14.3	15.4	35.7	50.
Construction Activities	36.8	62.5	57.1	61.5	64.3	62.5
Dramatizations	89.5	75.	71.4	53.8	78.6	62.5
Creative expression thru art and music	52.6	68.8	64.3	46.2	50.	37.5
Textbooks	26.3	43.8	35.7	46.2	35.7	37.5
Supplementary Texts	26.3	25.	50.	61.5	57.1	62.5
Supplementary Readers fiction & non fiction	36.8	37.5	42.9	69.2	50.	50.
Reference Books	- -	-	-7.7	-7.7	-	-
Children's Encyclopedias	-	25.	35.7	61.5	78.6	75.
Yearbooks-Almanacs	-	-	-	-	7.	37.5
Children's Dictionaries	-	31.3	28.6	38.5	35.7	37.5
Biographies	-	-	-	7.7	57.1	62.5
Magazines	10.5	25.	50.	38.5	57.1	87.5
Pamphlets	5.3	12.5	28.6	23.1	28.6	37.5
Newspapers	5.3	12.5	14.3	38.5	28.6	50.
Government Publications local, state, & national	-	-	14.3	-	21.4	25.
Free or inexpensive material	21.1	43.8	57.1	38.5	64.3	62.5
Blackboards	78.9	53.3	71.4	53.8	42.9	25.
Bulletin Boards	63.2	68.8	71.4	69.2	50.	75.

Utilizing the Community. From Table III we see that the majority of teachers at all grade levels found field trips an advisable resource. At least 50 per cent or more of the teachers in grades 1, 2, 3, 5, and 6 utilized field trips. Only 15.4 per cent of the teachers of grade four utilized field trips although 69.2 per cent of the teachers at this grade level felt that they should utilize the field trip. From Table IV it is evident that again with the exception of grade four at least 50 per cent of the teachers at all other grade levels felt that the children enjoy and benefit from field trips. In the fourth grade 46.2 per cent of the teachers felt that children enjoy and get benefit from field trips.

Table V shows that percentage of teachers at each grade level who felt that field trips were one of the most valuable instructional resources at their grade level.

TABLE V

PERCENTAGE OF TEACHERS WHO THOUGHT FIELD TRIPS
ONE OF THE MOST VALUABLE INSTRUCTIONAL
RESOURCES AT THEIR GRADE LEVEL

GRADE	PERCENTAGE		
	YES	NO	UNKNOWN
Grade One	42.1	36.8	21.1
Grade Two	56.3	37.5	6.2
Grade Three	71.4	28.6	
Grade Four	53.8	30.8	15.4
Grade Five	78.6	21.4	
Grade Six	75.	25.	

It is easy to see from Table V that the majority of teachers of grades 2, 3, 4, 5, and 6 felt that field trips were one of the most valuable instructional resources at their grade level. It is interesting

to note that although 53.8 per cent of the fourth grade teachers reported that field trips were one of the most valuable resources at this grade level, from Table III it is evident that only 15.4 per cent of the teachers at this grade level utilized the resource.

From a general question it was determined that the majority of teachers of grades 1, 2, 3, 5, and 6 felt that field trips do not involve too much time, effort, and money for the good they accomplish. In grade four, 38.5 per cent of the teachers felt that field trips do not involve too much time, effort, and money for the good that they accomplish while 30.8 per cent felt that they do, and 7.7 per cent of the fourth grade teachers reported that the question did not apply.

From another general question it was found that the majority of teachers of grades 1, 2, 3, 5, and 6 felt that the community offered much for their social studies program. The majority of teachers at these grade levels also reported that they utilized such community resources. In grade four, 76.9 per cent of the teachers felt that the community does not offer much for their particular social studies program. At this grade level, 38.5 per cent of the teachers did utilize community resources. This is interesting in that only 15.4 per cent of the fourth grade teachers reported utilizing field trips in Table III. It must be kept in mind however that field trips constitute only one avenue in utilizing community resources. The curriculum in the fourth grades of Meriden, Connecticut calls for global geography. Therefore, it is quite understandable that so few teachers have realized and utilized field trips as a community resource in the social studies.

As has been mentioned field trips are but one community resource.

We see from Table III that at least 50 per cent or more of the teachers of grades two through six thought that they should utilize resource visitors as a social studies instructional material. Well under 50 per cent at any grade level reported utilization of this resource. From Table IV it is evident that only in grade six did at least 50 per cent of the teachers feel that resources visitors were enjoyable and beneficial to the child.

At least 50 per cent or more of the teachers of grades 2, 4, 5, and 6 thought that field studies should be used as an instructional resource in the social studies. Almost 50 per cent (42.9) of the third grade teachers reported that field studies should be used as an instructional resource at their grade level. From Table III it is also clear that a remarkably low percentage of teachers at all grade levels utilized field studies in their social studies programs.

From Table III it is evident that surveys were found a more popular instructional resource at the intermediate grade levels although 50 per cent of the second grade teachers reported that they should use surveys as an instructional resource in the second grade. At all grade levels with the exception of grade six, utilization was meager. In grade six, 75 per cent of the teachers reported that they thought they should utilize the survey and 50 per cent of the teachers at this grade level actually reported utilization of the survey as an instructional resource.

From Table IV it is clear that both field studies and surveys were not reported to any extent as being one of the most enjoyable or beneficial instructional resources at any grade level.

It is evident from Table III that although teachers thought that an

instructional resource should be utilized, the percentage of actual utility was lower.

Audio-Visual Materials. From Table III we see that the majority of teachers at all grade levels thought that they should utilize the following instructional materials in the audio-visual field:

Exhibits
Realia, (models, specimens)
Topical Picture Collections
Filmstrips
Slides
Films, sound
Films, silent
Charts
Posters
Blackboards
Bulletin Boards

While the above audio-visual aids are those instructional resources which teachers at all grade levels thought they should use, Table III also reports those audio-visual materials which the majority of teachers at all grade levels do use in their social studies programs. The following audio-visual aids are those reported as used by the majority of teachers at all grade levels.

Realia
Filmstrips
Films, sound
Blackboards
Bulletin Boards

The majority of teachers of grades 2, 3, 4, 5, and 6 did utilize exhibits. Almost 50 per cent (47.4 per cent) of the first grade teachers utilized this resource.

The majority of teachers of grades 2, 3, 4, 5, and 6 also reported in Table III that topical picture collections were used as an instructional resource. Again almost 50 per cent (47.4 per cent) of the first grade teachers utilized this resource.

The majority of teachers of grades 3, 4, 5, and 6 utilized slides as a social studies instructional resource. Almost one-third per cent (31.6 per cent) of the first grade teachers utilized this resource, and 43.8 per cent of the second grade teachers reported utilizing slides as an instructional resource.

The majority of teachers of grades 3, 5, and 6 utilized silent films as an instructional resource. Of the first grade teachers, 42.1 per cent utilized silent films, 37.5 per cent of the second grade teachers utilized them, and 46.2 per cent of the fourth grade teachers utilized this instructional resource.

The majority of teachers of grades 3, 4, 5, and 6 utilized charts as an instructional resource in their social studies program. Of the first grade teachers, 31.6 per cent utilized charts while 31.3 per cent of the second grade teachers utilized charts as an instructional resource.

The majority of teachers of grades 2, 3, 4, 5, and 6 utilized posters as a social studies instructional resource. Almost 50 per cent (42.1 per cent) of the first grade teachers utilized posters.

The resources discussed thus far in the audio-visual area are those resources considered by the majority of teachers as useful instructional

resources at all grade levels.

From Table IV it is evident that the following audio-visual materials were thought enjoyable and beneficial to the child by the majority of teachers at all grade levels considered:

Exhibits

Filmstrips

Films, sound

Bulletin Boards

From Table IV we also see that realia was thought an enjoyable and beneficial instructional resource by the majority of teachers of grades 2, 3, 4, 5, and 6. Only 36.8 per cent of the first grade teachers thought that realia was enjoyable and beneficial to the child at this grade level.

The majority of teachers of grades 3, 4, 5, and 6 thought that topical picture collections were both enjoyable and beneficial as an instructional resource in the social studies. Almost 50 per cent of the first and second grade teachers thought this was so.

Slides were found to be both enjoyable and beneficial to the child by the majority of teachers of grades one and six. Almost 50 per cent (46.2 per cent) of the fourth grade teachers thought this was so.

Silent films were reported in Table IV as being enjoyable and beneficial to the child by the majority of the teachers of the sixth grade. This was the only grade level where the majority concurred that silent films were enjoyable and beneficial to the child. Silent films were thought least beneficial and enjoyable to the child in the first and second grades.

Charts were not thought of as enjoyable or beneficial to the child by the majority of teachers at any grade level.

Posters were thought an enjoyable and beneficial resource by the majority of teachers of grades 2, 3, 4, 5, and 6. Of the first grade teachers almost one half or 42.1 per cent thought that posters were enjoyable and beneficial to the child as an instructional resource in the social studies.

Blackboards as an instructional resource were found enjoyable and beneficial by the majority of teachers teaching grades 1, 2, 3, and 4. Only 25 per cent of the sixth grade teachers reported that blackboards were enjoyable and beneficial to the child while almost 50 per cent (42.9 per cent) of the fifth grade teachers thought that the blackboard was an enjoyable and beneficial resource for social studies instruction.

Those resources discussed this far are those considered by the majority of teachers as useful at all grade levels.

From Table III it is evident that there was no general agreement of teachers at all grade levels as to the use of the diorama in social studies instruction. The majority of teachers teaching grades 3, 5, and 6 felt that they should utilize the diorama as a social studies instructional material. Only 28.6 per cent of the third grade teachers utilized this resource, 21.4 per cent of the fifth grade teachers, and 62.5 per cent of the sixth grade teachers. Almost 50 per cent (43.8 per cent) of the second grade teachers felt that dioramas should be used at their grade level while only 6.3 per cent utilized the resource at this grade level. From Table IV it is evident that only at the sixth grade level did at least 50 per cent of the teachers feel the diorama an

enjoyable and beneficial instructional resource.

From Table III it is evident that the majority of teachers of grades 2, 3, 4, 5, and 6 felt that they should utilize and did utilize musical recordings as an instructional resource for the social studies. Almost 50 per cent (42.1 per cent) of the first grade teachers thought that they should use musical recordings in their social studies programs while 31.6 per cent at this grade level reported utilization. From Table IV it is evident that although several teachers reported that musical recordings were enjoyable and beneficial to the children, only at the fifth grade level did at least 50 per cent of the teachers concur.

Recordings or transcriptions were reported as an instructional resource which should be utilized by the majority of teachers of grades 2, 3, 4, and 5. From Table III it is also evident that meager use was made of transcriptions with the third grade teachers reporting the highest utilization of 35.7 per cent. Fifty per cent of the sixth grade teachers thought that recordings or transcriptions should be used at their grade level, however, only 25 per cent at this grade level reported utilization. From Table IV it is evident that at no grade level did the majority of teachers feel that recordings of transcriptions were enjoyable or beneficial to the child.

In answer to a general question as to whether their school was equipped with enough record players, 68.6 per cent of the teachers covering all the grade levels with which this report is concerned reported that their school was not equipped with enough record players. As a record player is a necessary piece of equipment for the utilization of recordings either musical or transcription it is felt by the writer

that provision of such equipment might stimulate the utilization of musical or transcription recordings as a social studies instructional resource.

It was the opinion of 65.9 per cent of the teachers that all recordings owned by the school system should be centrally located in the audio-visual center where they may be easily obtained. Only 22.5 per cent of the teachers stated that this should not be done and the remaining per cent did not reply to the question.

Table III shows that the majority of teachers of grades 2, 3, 4, 5, and 6 reported that radio broadcasts should be used as an instructional resource in the social studies. From Table III we also learn that only at the sixth grade level did at least 50 per cent report actual utilization of the radio broadcast as an instructional resource. From Table IV it is evident that only at levels 4, 5, and 6 did at least 25 per cent of the teachers think that radio broadcasts were an enjoyable and beneficial resource for the children. In answer to a general question as to whether teachers felt that their school was equipped with enough radios, 72.9 per cent of the teachers reported that their schools were not equipped with enough radios. This may account for such meager utilization. Table V gives a grade breakdown in answer to a question, "Should each classroom have a radio?"

TABLE V

EACH CLASSROOM SHOULD HAVE A RADIO

Grade	Percentage	
	Yes	No
Grade 1	31.6	63.2
Grade 2	25.	62.5
Grade 3	14.3	85.7
Grade 4	53.8	46.2
Grade 5	71.4	28.6
Grade 6	75.	25.

From Table V we see that the majority of teachers of grades, 1, 2, and 3 do not feel that each classroom should be provided with a radio. On the other hand, Table V shows that the majority of teachers of grades 4, 5, and 6 feel that each classroom should be provided with a radio. It seems that a radio is more important to the social studies program at the intermediate grade level.

Teachers had this to say about the school radio program. Almost $\frac{3}{4}$ (72.6 per cent) of the teachers felt that school radio programs are a valuable aid to the listener. Only 11.9 per cent thought that the school radio program was of no value to the listener and the rest did not reply to the question. Over $\frac{4}{5}$ (80.6 per cent) of the teachers thought that school radio programs were a valuable aid to the participant while only 4.4 per cent of the teachers reported that this was not true. The remaining per cent did not reply to the question. Almost 90 per cent (89.8 per cent) of the teachers felt that school radio programs should be presented during the school hours while only 10.4 per cent stated

that they should be presented outside of the school hours. The following table shows how teachers felt as to the way in which school radio programs should be presented:

TABLE VI

SCHOOL RADIO PROGRAMS-TYPE OF PRESENTATION

Type of Presentation	Grade Percentage						
	1	2	3	4	5	6	All
Recorded							
In School	47.4	37.5	14.3	53.8	28.6	12.5	32.4
At Station	26.3	43.8	28.6	23.1	21.4	2.5	28.0
Live Broadcasts	36.8	50.	42.9	38.5	57.1	100.	54.2

Table VI shows a very definite preference of fifth and sixth grade teachers toward live broadcasts of the school radio program. Recording of the program in the school was more popular than recording of the program at the station.

Table III shows that the majority of teachers of grades two through six thought that they should use wall maps as instructional material in their social studies programs. From Table III it is also apparent that the majority of teachers of grades 4, 5, and 6 did utilize wall maps. Those who thought they should utilize the wall map at these grade levels, did utilize it. Although 85.7 per cent of the third grade teachers thought they should utilize the wall map only 68.8 per cent reported actual utilization of this resource. In the second grade only 12.5 per cent of the teachers utilized the wall map in their social studies program. From Table IV it is evident that only at the 4th, 5th, and 6th grade levels did the majority of teachers feel that the wall map was

an enjoyable and beneficial resource. Almost 50 per cent (42.9 per cent) of the third grade teachers reported that the wall map was an enjoyable and beneficial resource.

From Table III it is evident that the majority of teachers of grades 4, 5, and 6 thought that they should utilize Wall Outline Maps. Only at the sixth grade level did those who thought the Wall Outline Map valuable, actually utilize the resource. Fifty per cent of the third grade teachers thought that they should utilize the Wall Outline Map. Few at this grade level actually reported utilization. Almost 50 per cent of the second grade teachers thought they should utilize the Wall Outline Map while no utilization was reported at this grade level. Table IV shows that at no grade level concerned did the majority of teachers feel that the Wall Outline Map was an enjoyable and beneficial instructional material.

The majority of teachers of grades 3, 4, 5, and 6 reported in Table III that they thought they should utilize individual outline maps. The majority of teachers of grades 4, 5, and 6 did utilize the resource. Only 14.3 per cent of the third grade teachers actually reported utilization of individual outline maps. Fifty per cent of the second grade teachers reported that they should utilize individual outline maps but actual utilization reported was meager. From Table IV we see that the majority of teachers of grades 4, 5, and 6 thought that individual outline maps were both enjoyable and beneficial to the child.

From Table III we see that the majority of the teachers of grades 2, 3, 4, 5, and 6 thought that they should use globes at their grade levels. The majority of teachers of grades 4, 5, and 6 reported actual

utilization. Almost 50 per cent (42.9 per cent) of the third grade teachers utilized the globe while only a few of the second grade teachers actually utilized the globe in their social studies programs. From Table IV we see that the majority of teachers of grades 4, 5, and 6 reported that the globe was an enjoyable and beneficial resource to the child. Fifty per cent of the third grade teachers felt that the globe was an enjoyable and beneficial resource.

From Table III we see that at least fifty per cent of the teachers of grades 3, 4, 5, and 6 reported that they thought they should use cartoons as an instructional resource for the social studies. Only at the sixth grade level did at least 50 per cent of the teachers report utilization. From Table IV we also learn that at no grade level did at least 50 per cent of the teachers feel that cartoons were an enjoyable and beneficial resource in social studies instruction. Just a little over one-third (37.5 per cent) of the sixth grade teachers reported that the cartoon was an enjoyable and beneficial resource to the child.

The majority of teachers of grades 4, 5, and 6 reported in Table III that they thought they should utilize graphs as instructional resources. Only in grades five and six did the majority of teachers actually report utilization. From Table IV we see that only at the sixth grade level did approximately one-third (37.5 per cent) of the teachers feel that graphs were an enjoyable and beneficial resource to the child.

From Table III it is evident that the majority of teachers of grades 3, 4, 5, and 6 thought they should use diagrams at their grade levels. Only at the fifth and sixth grade levels did the majority of teachers report actual utilization. In Table IV, at no grade level were diagrams

reported as enjoyable or beneficial to the child.

The school system of Meriden, Connecticut provides a central audio-visual office and an audio-visual coordinator for each school within the system. The great majority of teachers (85.3 per cent) reported that they did have a listing of all films, slides, filmstrips, records, exhibits, etc., which are available from the Audio-Visual Center. Only 10.8 per cent stated they had no such listing and these same 10.8 per cent stated that they would like such a listing. Almost 90 per cent (88 per cent) of the Meriden teachers stated that their school had an audio-visual coordinator. The remaining teachers stated their school did not have a coordinator. As each school does have an audio-visual coordinator some teachers evidently do not know who the coordinator at their school is.

In answer to a general question as to the duties that your school coordinator performs, teachers responded as shown in the following table.

TABLE VII
DUTIES YOUR SCHOOL COORDINATOR PERFORMS

Duty	Percentage	
	Yes	No
Keeps you informed about materials available	76.6	5.7
Assists in selecting appropriate materials for your grade level	60.4	11.1
Orders materials from the audio-visual center	81.1	2.5
Schedules equipment for use	75.8	4.4
Provides pick up and delivery service from audio-visual center	47.6	30.7

It is clear from Table VII that the majority of school coordinators are performing a valuable service. The greatest criticisms are levied in not assisting in the selection of appropriate materials for a grade level and not providing pick up and delivery service from the Audio-Visual Center. A number of teachers did not answer the question regarding the duties of their school coordinator.

It may be of interest to note that in answer to another general question 52.1 per cent of the teachers stated that they felt they would use audio-visual services more if pick up and delivery service were maintained. Only 17.7 per cent of the teachers felt that pick up and delivery service would not enhance the use of the audio-visual services.

Almost 100 per cent (96 per cent) of the teachers included in the survey reported that they were familiar with the methods of procurement from the Audio-Visual Center. Certainly then a lack of procurement knowledge is not a reason for inability to use the audio-visual service provided by the Meriden school system.

The majority of teachers of all grade levels with the exception of teachers of grade one reported that they would prefer kits of audio-visual materials under unit topics as for example--A South American kit containing maps, charts, exhibits, films, and filmstrips, etc. One teacher pointed out that a correlation between the grade areas in social science and the audio-visual materials on hand or available for such programs is one great need. This teacher suggested that a published index of such materials available in specific social science areas rather than a general catalogue would be a great time saver for the elementary teacher and a great inducement for the use of audio-visual

facilities.

Only 35.2 per cent of the teachers reported that they have ever made a recommendation after preview for the procurement of any audio-visual materials. Over fifty per cent stated they had never made such a recommendation. Only three teachers of the 35.2 per cent who had made recommendations stated that the material they had recommended was not obtained by the audio-visual center.

The majority of teachers (65.1 per cent) reported that they would be willing to serve on a preview committee for films, filmstrips, etc. Only 23.6 per cent of the teachers felt that they would not like to serve on such a committee. The remaining teachers did not reply to the question.

The teachers who answered the question regarding a yearly workshop of three or four hours on audio-visual materials were almost evenly divided. Almost 50 per cent (49.3 per cent) of the teachers stated that they would like a yearly workshop on audio-visual materials and their correlation with their curriculum. Almost the same percentage (43.9 per cent) stated that they would not like this workshop. Again as with community resources, the percentage of actual utility of audio-visual resources was much lower in most cases than the expressed value of the instructional material.

Construction, Dramatic Representation, and Creative Expression through Art and Music. From Table III it is clear that the majority of teachers at all grade levels thought they should use construction activities, dramatizations, and creative expression through art and music as instructional resources in the social studies.

The majority of teachers at all grade levels did use dramatizations and creative expression through art and music. The majority of teachers of grades two through six utilized construction activities in their social studies programs, and almost 50 per cent (47.4 per cent) of the first grade teachers utilized construction as an instructional resource. The majority of teachers of grades two through six also reported in Table IV that construction activities were both enjoyable and beneficial to the child.

Table VIII shows the teachers' reaction to the question as to whether their room had a good physical set-up for construction activities:

TABLE VIII
ROOM HAS A GOOD PHYSICAL SET-UP FOR
CONSTRUCTION ACTIVITIES

Grade	Per Cent	
	Yes	No
One	36.8	47.4
Two	68.8	25.
Three	50.	42.9
Four	15.4	69.2
Five	35.7	57.1
Six	37.5	62.5
Grades 1-6	40.7	50.7

It is evident from Table VIII that on the whole the intermediate grades four, five, and six did not have as good facilities for construction activities as did the primary grades one, two, and three. A tabulation without regard to grade level revealed that 40.7 per cent of the teachers reported that their rooms had good physical set-ups for construction activities while 50.7 per cent reported that their rooms did not have a good physical set up for constructional activities. Only

8.6 per cent of the total teachers reporting did not reply to this question. It is interesting to note from Tables III and IV that construction activities were reported as an advisable resource both enjoyable and beneficial to the child at the intermediate grade levels more so than at the primary level where facilities seem to be better.

From Tables III and IV we see that dramatization is a favorite resource at all grade levels. Teachers do use it, and feel that the children enjoy and get much benefit from it.

From Table IV it is evident that the majority of teachers of grades 1, 2, 3, and 5 reported that creative expression through art and music was an enjoyable and beneficial instructional resource in their social studies program. Almost half (46.2 per cent) of the fourth grade teachers thought this to be true. Just over one-third (37.5 per cent) of the sixth grade teachers reported that creative expression through art and music was an enjoyable and beneficial aid to learning.

Again with few exceptions utilization fell below the expressed value of the instructional resources.

Reading Materials. From Table III we see that the majority of teachers at all grade levels thought that they should use textbooks, supplementary texts, children's dictionaries, magazines, newspapers, and free or inexpensive materials in the area of reading materials for their social studies program. From the same table it is evident that the majority of teachers at all grade levels did utilize supplementary texts, magazines, and free and inexpensive materials as instructional resources in the social studies. The majority of teachers of grades two through six reported that they utilized textbooks. Almost $1/3$ of the first

grade teachers reported that they utilized textbooks. The majority of teachers of grades four through six reported that they utilized Children's dictionaries as an instructional resource in the social studies. The majority of teachers of grades two through six reported that they utilized newspapers as instructional materials.

The great majority of teachers teaching grades two through six reported in Table III that they should use supplementary readers in their social studies program. The majority of teachers at these grade levels did utilize this resource. Almost 50 per cent (42.1 per cent) of the first grade teachers thought that they should utilize supplementary readers while only 27.3 per cent reported utilization.

The majority of teachers of grades three through six reported in Table III that they should use Children's Encyclopedias. The majority of teachers of grades four through six reported utilization of this resource. Almost 50 per cent (42.9 per cent) of the third grade teachers did utilize children's encyclopedias. It is interesting to note from Table III that although one-half of the second grade teachers thought that they should utilize children's encyclopedias as an instructional resource in the social studies, only 18.8 per cent of these teachers reported utilization of this resource.

Table III shows that the majority of teachers of grades four through six reported that they thought they should utilize Yearbooks and Almanacs, but only at the fifth and sixth grade levels did the majority report utilization of Yearbooks and Almanacs. Approximately one-third (38.5 per cent) of the fourth grade teachers utilized yearbooks and almanacs in their social studies program. Some teachers at the first,

second, and third grade level thought they should utilize yearbooks and almanacs, but utilization was none or meager.

Table III also shows that the majority of teachers of grades 3, 4, 5, and 6 thought that they should utilize biographies as an instructional resource in their social studies program. The majority of teachers of grades 4, 5, and 6 did utilize this resource. Almost 50 per cent (42.9 per cent) of the third grade teacher reported utilization of biographies in their social studies program. Some teachers of grades one and two reported that biographies should be used at their level, but utilization was meager.

In Table III it is evident that the majority of teachers of grades 2, 3, 4, 5, and 6 thought they should and did utilize pamphlets. Just over one-third (36.8 per cent) of the first grade teachers thought they should utilize the pamphlet while actual utilization was reported at a lesser percentage.

The majority of teachers of grades 4, 5, and 6 reported that they should use government publications, while only at the sixth grade level did the majority utilize the resource. One-half (50 per cent) of the fifth grade teachers reported actual utilization while only a little over $1/3$ (38.5 per cent) of the fourth grade teachers reported utilizing government publications in their social studies program. One half (50 per cent) of the second grade teachers reported as shown in Table III that they thought they should use government publications at their grade level. Only 6.3 per cent at this grade level reported actual utilization of the government publication. Almost 50 per cent (42.9 per cent) of the third grade teachers thought that they should utilize government

publications in their social studies programs while only 28.6 per cent at this grade level reported actual utilization. Some first grade teachers reported that they should utilize government publications at their grade level.

Table III shows that the majority of teachers of grades 3, 4, 5, and 6 reported that they thought they should use the atlas as an instructional resource at their grade level. The majority of teachers of grades 4, 5, and 6 did utilize this resource in their social studies programs. Only one half of the teachers of the third grade who reported that they should utilize the atlas actually did utilize this resource. Almost 50 per cent of the second grade teachers reported that they should utilize the atlas at this grade level. Actual utilization of the atlas at the second grade level was meager. It is interesting to note from Table III that teachers seem to be in accord with regard to the grade placement of the atlas and its counterpart the map.

From Table IV we see that reading instructional resources are on the whole more enjoyable and beneficial as the child attains a reading ability or ability to read more difficult and interesting resources. On the whole reading materials were found more enjoyable and beneficial to the child as the child went from the primary to the intermediate grades.

It was evident from a general question regarding the provision of manuals for teachers, that not every teacher is provided with manuals which accompany books for the social studies programs.

Teachers were approximately evenly divided in stating that their social studies texts listed supplementary texts, readings, films, slides

TABLE IX
THOSE INSTRUCTIONAL RESOURCES NOT
ADEQUATELY PROVIDED

INSTRUCTIONAL MATERIAL	Grade Level Percentage					
	1	2	3	4	5	6
Exhibits	36.8	25.	28.6	38.5	64.3	37.5
Realia (models, specimens)	31.6	18.8	28.6	53.8	57.1	12.5
Dioramas	-	-	14.3	15.4	35.7	25.
Topical Picture collections	26.3	18.8	42.9	23.1	35.7	12.5
Filmstrips	10.5	-	14.3	15.4	14.3	-
Slides	26.3	-	14.3	23.1	7.	12.5
Films, sound	10.5	-	21.4	23.1	14.3	37.5
Films, silent	10.5	-	7.	7.7	-	12.5
Recordings, musical	10.5	6.3	35.7	23.1	35.7	25.
Recordings, transcriptions	-	-	28.6	7.7	21.4	37.5
Radio Broadcasts	5.3	6.3	21.4	15.4	14.3	25.
Wall Maps	-	12.5	42.9	46.2	14.3	12.5
Wall Outline Maps	-	6.3	28.6	46.2	28.6	12.5
Individual Outline Maps	-	6.3	21.4	46.2	28.6	37.5
Globes	5.3	12.5	57.1	23.1	28.6	-
Charts	5.3	-	21.4	23.1	7.	-
Posters	5.3	-	7.	15.4	7.	-
Atlases	-	6.3	28.6	46.2	21.4	-
Textbooks	-	12.5	42.9	7.7	-	-
Supplementary Texts	21.1	6.3	42.9	38.5	42.9	50.
Supplementary Readers fiction & non-fiction	15.8	6.3	14.3	23.1	42.9	37.5
Reference Books	5.3	-	7.	15.4	-	-
Children's Encyclopedias	-	18.8	35.7	38.5	14.3	12.5
Yearbooks-Almanacs	-	-	14.3	30.8	21.4	25.
Children's Dictionaries	5.3	18.8	28.6	38.5	21.4	-
Biographies	-	-	7.	23.1	14.3	-
Magazines	-	18.8	7.	23.1	21.4	25.
Pamphlets	-	6.3	7.	7.7	14.3	12.5
Newspapers	-	-	7.	7.7	-	-
Government publications local, state, & national	-	6.3	7.	7.7	-	50.
Blackboards	-	-	-	-	-	-
Bulletin Boards	5.3	-	-	15.4	-	12.5

etc. suitable under each topic.

The majority of teachers of grades 4, 5, and 6 were not familiar with the library service offered by the State Department of Education. A minority of teachers have never utilized the service.

Table IX presents a grade breakdown of those instructional resources which teachers feel they are not adequately provided. The question was restricted to audio-visual aids and reading aids as these are the two areas in which school administrators and supervisors might provide materials. It was assumed by the writer, from his experience in the Meriden system, that raw materials for construction and creative expression are readily available. If the survey were made in a strange school system the writer suggests that some provision should be made for ascertaining the availability of **such raw** materials.

As free and inexpensive materials are easily obtained, this item was also excluded from the list of needs. In answer to some general questions regarding the availability of free and inexpensive materials almost 90 per cent (89.7 per cent) of the teachers stated that they were familiar with the sources of free and inexpensive materials. Only 4.9 per cent state that they were not familiar with these sources and the remaining percentage did not reply to the question.

Almost all of the teachers (95.3 per cent) stated that they thought that a catalogue listing of free and inexpensive materials should be made available for each building. This of course would provide a great convenience for the ordering of materials by the individual teachers.

From Table IX it is evident that the needs for instructional materials seem to be almost individualized. There is a need in some place for all of the instructional resources listed with the exception of the blackboard.

Discussion of needs will be done according to grade level.

From Table IX it is evident that approximately one-third of the first grade teachers need exhibits and realia. Just over one-quarter of the first grade teachers need topical picture collections and slides. A lesser number of teachers at this grade level need items as shown in Table IX.

From Table IX we also see that one-quarter of the second grade teachers reported a need for exhibits. A lesser per cent reported needs as listed in the table.

Over 50 per cent of the third grade teachers need globes as reported in Table IX. Just under 50 per cent (42.9 per cent) need topical picture collections, wall maps, textbooks, and supplementary texts. Over one-third of the teachers at this grade level reported a need for musical recordings and children's encyclopedias. Over one-quarter of these teachers reported needs for exhibits, realia, transcriptions, wall outline maps, atlases, and children's dictionaries. A lesser per cent of teachers at this grade level reported a need for items as listed in Table IX.

From Table IX it is evident that the majority of teachers of the fourth grade felt inadequately supplied with realia. Almost 50 per cent (46.2 per cent) of the fourth grade teachers reported that they were inadequately provided with Wall Maps, Wall Outline Maps, Individual

Outline Maps, and Atlases. Just over one-third (38.5 per cent) of the fourth grade teachers reported inadequacies in Exhibits, Supplementary Texts, Children's Encyclopedias, and Children's Dictionaries. Almost one-third (30.8 per cent) of the fourth grade teachers felt inadequately provided with Yearbooks-Almanacs. Just under one-quarter (23.1 per cent) of the teachers at this grade level reported a need for topical picture collections, slides, sound films, musical recordings, globes, charts, supplementary readers, biographies, and magazines. A lesser percentage of teachers at this grade level reported needs as shown in the table.

According to Table IX the majority of teachers of grade five reported a need for exhibits and realia. Almost 50 per cent at this grade level reported a need for supplementary texts and supplementary readers. Just over one-third of the teachers of fifth grade reported need for dioramas, topical picture collections, and musical recordings. More than one-quarter of the teachers at this grade level (28.6 per cent) reported a need for Wall Outline Maps, individual outline maps, and globes. A lesser percentage reported their needs as listed in Table IX.

From Table IX we see that 50 per cent of the teachers of the sixth grades in Meriden, Connecticut reported a need for supplementary texts and government publications. Over one-third (37.5 per cent) of the teachers at this grade level reported needs for exhibits, sound films, transcriptions, individual outline maps, and supplementary readers. One-quarter of the teachers at this grade level felt inadequately provided with dioramas, musical recordings, radio broadcasts, yearbooks-almanacs, and magazines. A lesser number of teachers at this grade level felt inadequately provided with the materials as shown in Table IX.

The majority of teachers (66.5 per cent) felt that exhibits, models, displays, etc. prepared by previous classes should be listed and available on loan to other classrooms.

In answer to one of the general questions, the majority of teachers of grades 3, 4, 5, and 6 reported that they do not have enough supplementary reading materials available for a social studies program. One teacher stated that she relied entirely on the local library service for supplementary reading materials.

The majority of teachers at all grade levels utilized the library service offered by the community for social studies supplementary materials. One teacher commented that magazines, pamphlets, and newspapers, in addition to books, are easily obtained through the Curtis Memorial Library of Meriden, Connecticut.

Table X presents the tabulated results in answer to a general question as to whether the teacher had a globe that is in good condition and is satisfactory to the level of maturity of her grade.

TABLE X

HAVE A GLOBE IN GOOD CONDITION AND SATISFACTORY TO LEVEL OF MATURITY

Grade	Percentage	
	Yes	No
One		21.1
Two	6.3	50.0
Three	14.3	71.4
Four	61.5	38.5
Five	50.0	50.0
Six	100.0	-

From Table X we see that a greater percentage of teachers at all grade levels stated that they did not have a globe in good condition and satisfactory to the level of maturity of the child than reported in Table IX that they were inadequately provided with a globe. It seems evident that although many teachers have globes, they are not in good condition and they are not satisfactory to the level of maturity of the child. It is to be noted from Tables IX and X that there is a definite need for globes in the third grade. From Table X we see that one-half of the teachers of grades two and six also report that their globes are (1) not in good condition and not satisfactory, or (2) are non-existent.

Table XI presents a grade breakdown of teachers' needs in the area of maps. This table was constructed in answer to a question which asked teachers to list some maps they would like in their classrooms.

TABLE XI
MAPS NEEDED OR DESIRED

Map Wanted	Number of Teachers Needing						Total
	Grades						
	1	2	3	4	5	6	
Map of City (Meriden)	1		1			1	3
Map of State (Connecticut)	1	1	2			1	5
Map of United States	1	5	8	1	2		17
Outline Map of United States					2		2
Individual Outlines U. S.					1	1	2
World Map		1	5	3	3	1	13
World Outline Map		1		3			4
Individual Outlines (World)					1	1	2
World Products Map						1	1
World Natural Resources Map						1	1
World Population Map					1	1	2
World Rainfall Map						1	1
Polar Maps					1		1
Time Zone Maps						1	1
Weather Maps					1	1	2
Map of Europe				1	3	1	5
Individual Outlines-Europe						1	1
Set of European Countries				1			1
Africa				1		1	2
Asia				1	2	1	4
North American		1	2	1	1	1	6
North American Outline Map					1		1
South America		1		1		1	3
Large Map of each continent Physical and Political				2			2
Individual Maps of various countries studied				1			1
Western Hemisphere			1	1			2
Eastern Hemisphere			1				1
South Pacific Area						1	1
Maps of Individual New England States			2				2
Maps of Groups of States					1		1
Produce and Historical Maps of U. S. etc.					1		1

It is evident from Table XI that some teachers are not adequately provided with maps for a social studies program. The greatest needs are for Maps of the United States and the World.

Only two teachers reported that they had maps which they did not need. One fourth grade teacher reported that she had some archaic maps which she did not need, and one fifth grade teacher reported that she had a map of Asia which she did not need.

The majority of teachers of grades three and four stated that their room maps were not adequate. Some teachers at all grade levels reported inadequacies in their room maps but these were the only two grade levels where the majority concurred.

The majority of teachers of grades 3, 4, and 6 reported that they were not provided with manuals which accompany maps. There were teachers at all grade levels who are not provided with manuals which accompany maps.

Quite a number of teachers reported that they were not provided with manuals which accompany films, filmstrips, slides, recordings, and charts.

Table XII shows the percentage of teachers at each grade level as they indicated their needs for classroom reading materials.

TABLE XII

CLASSROOM READING MATERIAL NEEDS ACCORDING TO GRADE LEVEL

Types of Material	Grade Percentage					
	1	2	3	4	5	6
Textbooks	10.5		35.7	7.7		
Supplementary Texts	10.5	12.5	57.1	53.8	35.7	62.5
Supplementary Readers	26.3	31.3	64.3	69.2	35.7	37.5
Fiction & Non-Fiction						
Magazines	10.5	18.8	21.4	30.8	35.7	50.
Pamphlets		6.3	21.4	15.4	28.6	50.
Newspapers					7.	37.5
Children's Encyclopedias	15.8	25.	64.3	53.8	35.7	12.5
Yearbooks-Almanacs			14.3	30.8	21.4	37.5
Children's Dictionaries	21.1	18.8	57.1	53.8	21.4	25.
Biographies			14.3	23.1	14.3	50.
Government Publications						
local, state and national		6.3		7.7	21.4	50.

We see from Table XII that many teachers of grade three are not adequately provided with social studies textbooks suitable for their grade level. There is also a great need for supplementary material in grades 3, 4, 5, and 6. There is a great need in grades three and four for children's encyclopedias and children's dictionaries. Fifty per cent of the teachers of grade six have needs for magazines, pamphlets, biographies, and government publications. The question of whether the teacher would prefer a classroom library or a central school library in which all supplementary readers in the social studies area are kept together and available for each teachers use, was discarded due to the wording which made it impossible to answer either affirmatively or negatively. However, many teachers expressed a desire for a central school library.

TABLE XIII
AUDIO-VISUAL EQUIPMENT AVAILABLE

Equipment	Available	
	Yes	No
Motion Picture Projector	93.4	-
Radio	68.	17.6
Record Player	94.1	-
Slide Projector, Standard	50.6	12.2
Slide Projector, 2 X 2	41.9	11.2
Filmstrip Projector	88.9	-
Wire or Tape Recorder	79.8	6.5
Opaque Projector	27.3	27.0

It is evident from Table XIII that there has been an expressed need for radios, slide projectors, wire or tape recorders, and opaque projectors. Quite a number of teachers did not reply to all of the items concerned.

TABLE XIV
KNOWLEDGE OF OPERATION AND CONDITION
OF AUDIO-VISUAL EQUIPMENT

Equipment	Able to Operate		In Good Condition		
	Yes	No	Yes	No	DNK
Motion Picture Projector	70.8	17.2	83.9		15.1
Slide Projector	72.8	14.9	56.2	-	11.2
Filmstrip Projector	88.5	4.6	81.4	-	7.7
Wire or Tape Recorder	56.7	25.8	64.4	5.6	5.1
Opaque Projector	37.9	31.7	16.2	5.9	10.8
Radio	100.	-	60.2	11.3	6.2
Record Player	100.	-	82.4	8.8	4.0

We see from Table XIV that there is a need for some instruction in the use of equipment with the exception of the radio and record player. A number of teachers reported faulty wire or tape recorders, opaque projectors, radios, and record players. Some teachers did not know the condition of the equipment and many did not reply to some of the items with which this question was concerned.

CHAPTER V

SUMMARY AND CONCLUSIONS

Statement of the Problem. It was the purpose of this study to construct a check list suitable for obtaining teachers' reactions as to the use and availability of instructional resources in the field of elementary social studies and to distribute this check-list to teachers of grades one through six in the public schools of Meriden, Connecticut in order to obtain their frank opinions as to the suitability and availability of social studies instructional materials in Meriden, Connecticut.

Procedure. Through a thorough research of the types and values of instructional materials a check-list was constructed which is designed to obtain teachers' reactions as to the use and availability of instructional resources for the social studies covering the following areas: (1) Community Resources, (2) Audio-Visual Materials, (3) Construction, Dramatization, and Creative Expression through art and music, and (4) Reading Materials. Research and authorities have pointed out the value of instructional materials in these areas. With a covering letter written by Dr. Malcolm B. Rogers, Superintendent of Schools of Meriden, Connecticut, the check-list was distributed to teachers of the public schools who taught grades one through six. The potential scope of the survey included eighty-nine teachers teaching grades one through six in Meriden, Connecticut.

Scope of Survey. The actual scope of the survey includes eighty-four replies which were received and were considered usable.

Conclusions. Teachers of grades three through six reported social studies as taught as a specific subject matter area in their curriculums.

Table XV shows the Teachers' reaction to the utilization of community resources in their social studies program. Items checked are those which at least fifty per cent of the teachers at any one grade level reported as (1) should be utilized, (2) utilized, or (3) enjoyable and beneficial to the child. On this basis the resources were considered desirable.

TABLE XV
UTILIZING COMMUNITY RESOURCES

Type of Resource	Grades					
	1	2	3	4	5	6
Field Trips	X	X	X	X	X	X
Resource Visitors		X	X	X	X	X
Field Studies		X				X
Surveys		X				X

We see from Table XV that field trips were reported as a desirable resource at all grade levels. Utilization was far below the degree of desirability. Resource visitors were reported as desirable from the second through the six grades. There was little actual utilization of this resource. Field studies and surveys were reported more desirable at the sixth grade level than at any other level. Utilization of these resources as far below the expressed value of utility.

The majority of teachers of grades 1, 2, 3, 5, and 6 reported that the community offers much for their social studies program. One teacher reported that she would like a Children's Museum established in Meriden. She would like to see one of the type that is now in Hartford, Connecticut.

Table XVI is a summary table of Tables III, IV, and IX in Chapter IV. Table XVI shows the teachers' reaction to the utilization of audio-visual materials and their needs in this area. The items that are checked are those resources which at least fifty per cent of the teachers at any one grade level reported as (1) should be utilized, (2) utilized, or (3) enjoyable and beneficial to the child. On this basis the resources were judged desirable. The number of teachers indicating need for a particular resource is shown under the "N" column according to grade level. A zero indicates that the resource is adequately provided.

TABLE XVI
 DESIRABILITY OF RESOURCE AND STILL EXISTING TEACHER
 NEEDS IN THE AUDIO-VISUAL AREA

Number Reporting	Grades											
	19		16		14		13		14		8	
	1	2	3	4	5	6	7	8	9	10	11	12
Resource	*D	N	D	N	D	N	D	N	D	N	D	N
Exhibits	X	7	X	4	X	4	X	5	X	9	X	3
Realia(models etc.)	X	6	X	3	X	4	X	7	X	8	X	1
Dioramas					X	2			X	5	X	2
Topical Picture Collections	X	5	X	3	X	6	X	3	X	5	X	1
Filmstrips	X	2	X	0	X	2	X	2	X	2	X	0
Slides	X	5	X	0	X	2	X	3	X	1	X	1
Films, sound	X	2	X	0	X	3	X	3	X	2	X	3
Films, silent	X	2	X	0	X	1	X	1	X	0	X	1
Recordings, musical			X	1	X	5	X	3	X	5	X	2
Recordings,transcriptions			X	0	X	4	X	1	X	3	X	3
Radio Broadcasts			X	1	X	3	X	2	X	2	X	2
Wall Maps			X	2	X	6	X	6	X	2	X	1
Wall Outline Maps					X	4	X	6	X	4	X	1
Individual Outline Maps			X	1	X	3	X	6	X	4	X	3
Globes			X	2	X	8	X	3	X	4	X	0
Charts	X	1	X	0	X	3	X	3	X	1	X	0
Cartoons					X	0	X	0	X	0	X	0
Posters	X	1	X	0	X	1	X	2	X	1	X	0
Graphs							X	0	X	0	X	0
Diagrams			X	0	X	0	X	0	X	0	X	0
Blackboards	X	0	X	0	X	0	X	0	X	0	X	0
Bulletin Boards	X	1	X	0	X	0	X	2	X	0	X	1

* D - Desirable resource

N - Number of teachers indicating need for this resource at that grade level

From Table XVI it is evident that the following resources in the audio-visual area are desirable at all grade levels.

- Exhibits
- Realia (models, specimens)
- Topical Picture Collections
- Filmstrips
- Slides
- Films, sound
- Films, silent
- Charts
- Posters
- Blackboards
- Bulletin Boards

From Table XVI we also see that the following instructional resources are reported desirable for grades two through six.

- Recordings, musical
- Recordings, transcriptions
- Radio Broadcasts
- Wall Maps
- Individual Outline Maps
- Globes
- Diagrams

Table XVI indicates the the following instructional resources were thought desirable for grades three through six.

- Wall Outline Maps
- Cartoons

Dioramas were reported as a desirable resource by the teachers of grades 3, 5, and 6.

It is to be noted that there are in Table XVI expressed needs in the audio-visual area. Exhibits, realia, topical picture collections, musical recordings, maps of various sorts, and globes are those audio-visual instructional resources which are in greater demand.

Except for a few cases the level of utilization of audio-visual instructional resources fell below the level of desirability wherein the teacher indicated that the resource should be utilized.

Table XVII shows the teachers' reaction to the utilization of Construction, Dramatization, and Creative Expression through art and music. Items that are checked are those which at least fifty per cent or more of the teachers at any one grade level reported as (1) should be utilized, (2) utilized, or (3) enjoyable and beneficial to the child. On this basis the resources were judged desirable.

TABLE XVII

DESIRABILITY OF CONSTRUCTION, DRAMATIZATION,
AND CREATIVE EXPRESSION THROUGH ART AND MUSIC

	Grades					
	1	2	3	4	5	6
Construction	X	X	X	X	X	X
Dramatization	X	X	X	X	X	X
Creative Expression through art and music	X	X	X	X	X	X

It is clear from Table XVII that Construction, Dramatization, and Creative Expression through art and music are indicated as desirable resources at all grade levels. Actual utilization of these resources

fell far below the expressed desirability of the resource.

It is clear from this survey that adequate facilities for construction activities are lacking at many grade levels. Inadequate facilities were reported to a greater extent by teachers of intermediate grade levels.

Table XVIII shows the teachers' reaction to the utilization of Reading Materials in their social studies programs. Items that are checked are those which at least fifty per cent of the teachers at any one grade level reported as (1) should be utilized, (2) utilized, or (3) enjoyable and beneficial to the child. On this basis the resources were judged desirable. The number of teachers indicating needs in this resource area are shown under column "N" at each grade level. The greatest need as reported in Table IX or Table XII of Chapter IV was recorded.

TABLE XVIII
 DESIRABILITY OF RESOURCE AND STILL EXISTING
 TEACHER NEEDS IN THE READING AREA

Resource	Grades													
	19		16		14		13		14		8			
	1	2	3	4	5	6								
	*D	N	D	N	D	N	D	N	D	N	D	N		
Atlases					X	4	X	6	X	3	X	0		
Textbooks	X	2	X	2	X	6	X	1	X	0	X	0		
Supplementary Texts	X	4	X	2	X	8	X	7	X	6	X	5		
Supplementary Readers fiction and non- fiction			X	5	X	9	X	9	X	6	X	3		
Children's Encyclopedias			X	4	X	9	X	7	X	5	X	1		
Yearbooks-Almanacs							X	4	X	3	X	3		
Children's Dictionaries	X	4	X	3	X	8	X	7	X	3	X	2		
Biographies					X	2	X	3	X	2	X	4		
Magazines	X	2	X	3	X	3	X	4	X	5	X	4		
Pamphlets			X	1	X	3	X	2	X	4	X	4		
Newspapers	X	0	X	0	X	1	X	1	X	1	X	3		
Government Publications local, state, & national			X	1			X	1	X	3	X	4		
Free or Inexpensive Materials	X		X		X		X		X		X			

* D-Desirable resource

N-Number of teachers indicating need for this resource
 at that grade level

Table XVIII indicates that textbooks, supplementary texts, children's dictionaries, magazines, newspapers, and free and inexpensive materials are desirable resources in the reading field at all grade levels. Supplementary readers, children's encyclopedias, and pamphlets were thought desirable by teachers of grades two through six. Teachers of grades three through six reported that atlases and biographies were desirable resources at these grade levels. Teachers of grades four through six indicated that yearbooks-almanacs and government publications (local, state, and national) were desirable resources for their social

studies program. Teachers of grade two indicated that government publications were a desirable resource at this grade level.

The greatest needs were reported in the areas of reference materials and supplementary materials.

For all reading resources the indication of desirability was far above the percentage of actual utilization.

As free and inexpensive materials are readily available no report of need was asked.

It might be worthwhile to carry on a similiar study in another school system to test the validity of grade placement of instructional materials in the social studies.

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