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A study of references cited in textbooks in the field of civics

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A. STUDY OF REFERENCES
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IN THE
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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A STUDY OF REFERENCES CITED IN TEXTBOOKS
IN THE FIELD OF CIVICS

Submitted by

Robert Arthur Gentry
(B.S., Bowdoin College, 1937)

In partial fulfillment of requirements for
the degree of Master of Education

1948

First Reader: William H. Cartwright, Assistant Professor of Education
Second Reader: W. Linwood Chase, Professor of Education
Third Reader: Franklin C. Roberts, Professor of Education

Gift of R.A. Gentry
School of Education
June 28, 1948
29628

PREFACE

This is one of seven studies being carried on simultaneously and cooperatively in the field of Social Studies in Secondary Schools by a group including:

James R. Donovan - Economics

Robert A. Gentry - Civics

Robert S. Harris - American Government

Andres J. Kornechuk - Sociology

Ralph C. Magnuson - Problems of Democracy

Timothy P. Murphy - Geography

Charles F. O'Hara - Junior High School American History

Due acknowledgement and appreciation are hereby extended to our worthy adviser, Assistant Professor William H. Cartwright, Boston University School of Education, for his untiring efforts in guiding this group with his advice and counsel.

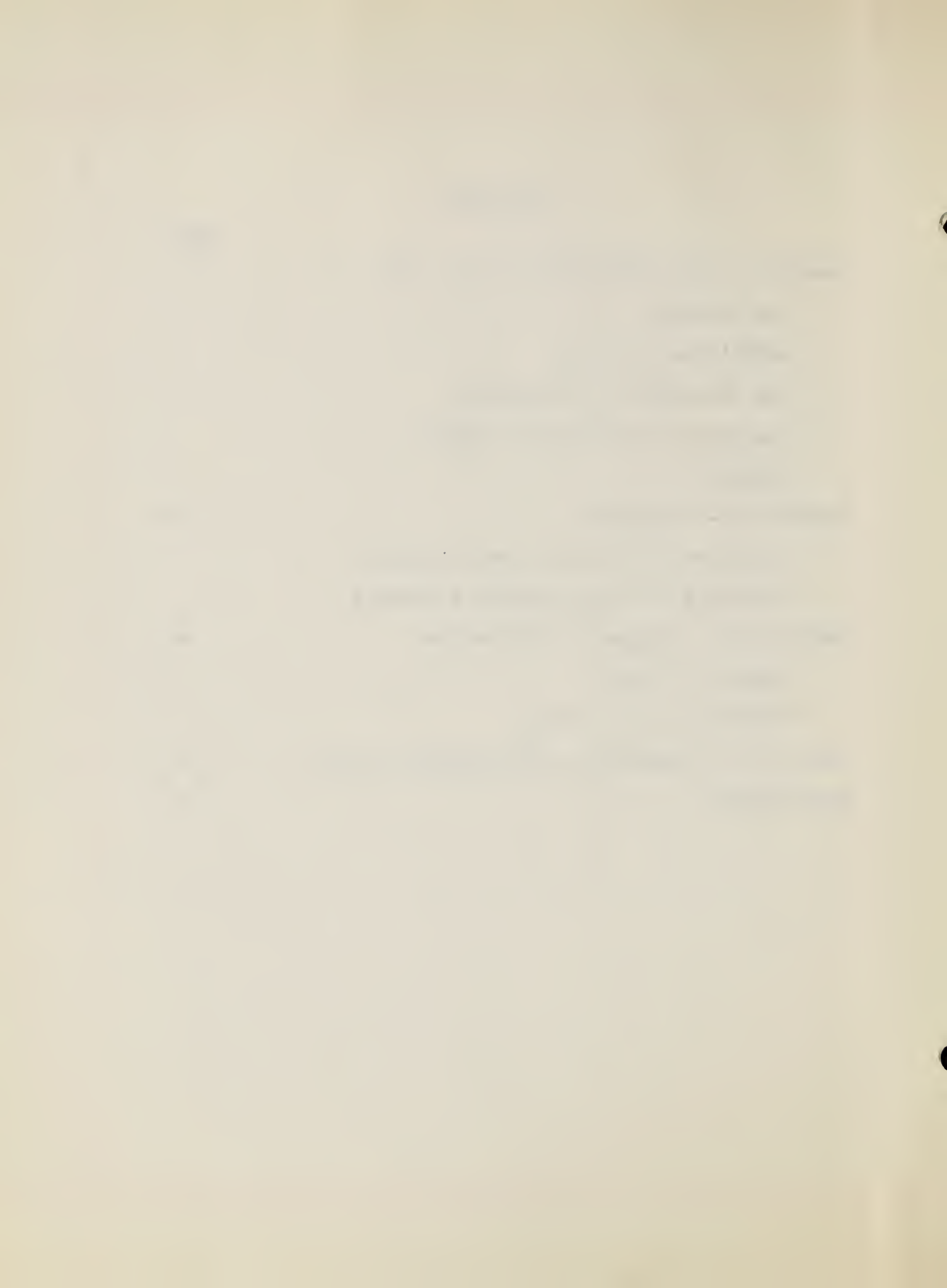


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CHAPTER I

THE BACKGROUND OF THIS STUDY

THE PROBLEM

DEFINITION OF TERMS

THE IMPORTANCE OF TEXTBOOKS

THE VALUE OF COLLATERAL READING

SUMMARY

The purpose of this study is to compile a list of reading materials cited in high school textbooks in civics.

It is also intended to discover the extent to which textbook authors agree on the choice of bibliographical material. It is, furthermore, planned to compare this list with certain extant lists of high school reading materials, to compare lists of different authors and to compare the composite list with the existing lists of high school reading. Finally, it is intended to classify these books.

It is generally believed that the Social Studies Department and the English Department make more use of library materials than any other. ^{1/} In accordance with this view many reasons have been offered as to why the bibliographies contained in social studies textbooks are both interesting and revealing to the school librarian. ^{2/} It has been shown that in order to extend the variety of pupils' learning experiences, school libraries are often expected to furnish these titles when the text is being used. ^{3/} Not only should a librarian be conversant with these materials, however, but also, the versatile social studies teacher. Because he

^{1/} Heaps, Willard A., "Supplementary Readings in American History Textbooks," Social Education (December 1941) 32:212

^{2/} Ibid, p. 214.

^{3/} Ibid, p. 219.

should be able to make available to the pupil for further enrichment supplementary references in his field, the writer believes that the following study of books and materials cited in textbooks in civics in secondary schools is most appropriate.

It is usually necessary to define terms that are apt to be used in a study of this nature so that a clear understanding of what is meant does not leave a question in the mind of the reader. In order that this may not occur, Wesley's classifications, interpretations and definitions, as submitted below, are used in this study.

1. Reference Books. Under this heading would appear general encyclopedias, yearbooks, state manuals, atlases, and dictionaries of biography.

2. Parallel Texts. In addition to the classroom texts, the students should have access to at least two or three other texts of a parallel nature. If several copies of each additional text are available, the teacher can make occasional assignments when the library texts offer a superior treatment. The parallel texts will also serve a useful purpose in showing the students that there are other syntheses and organizations than those in their own particular textbooks. While the material in the parallel texts will likely not be radically different or more extensive, it will occasionally present

a different viewpoint. An awareness of such differences is one of the most valuable outcomes of critical teaching. And occasionally, for example in sociology, the texts will differ rather widely; the additional texts may thus contribute materially to the content of the course.

3. Source Books. Contemporary material.

4. Series and Sets. A series is composed of a number of volumes, each of which is written by a different author. The Chronicles of America, A History of American Life, The American Nation, and the various series of biographical and geographical readers are examples of useful series. The word "set" is used to indicate a number of related volumes by the same author. Parkman, Motley, McMaster, and Channing are examples of authors who wrote such extensive accounts that they occupy several volumes.

5. Specialized Studies. Books which provide material on particular periods or topics that extends beyond the textbook and the encyclopedia.

6. Biographies. A highly personalized account may be useful, and certainly the biography which includes "the life and times" of an important figure will reveal much more than the personal activities of one man. The biography of a significant person will inevitably throw light upon the life and society in which he lived.

7. Books on Local Aspects. Works which cover local history and government, social and economic conditions and activities of the immediate neighborhood.

8. Fiction. A book which presents a historical fact of facts woven around a fictitious person or several persons whose acts and thoughts are also presented.

9. Pamphlets and Periodicals. Magazines which present facts, reflect opinions, and present critical views; newspapers.

10. Books for Teachers. While no sharp line can be drawn between books that are for the teacher and those that are for the student, it seems reasonable to buy a few advanced volumes primarily for the teacher.^{4/}

The working list is the list of all reference books that are mentioned in two or more textbooks, used as a basis for analysis in this thesis.

Since this study is concerned with reading lists in textbooks, it is in order to show that textbooks are very important to the social studies program in the United States.

Although some teachers have maintained that source-books, collateral readings and other supplementary materials are sufficient for an adequate education in the social studies,

^{4/} Wesley, Edgar B., Teaching the Social Studies. Boston, Mass., D.C. Heath and Company, Second Edition, 1942:p.327-331.

we find numerous authorities supporting the need for textbooks. Henry Johnson feels that the most important aid in the teaching of history is the textbook, from the point of view of American conditions.^{5/} We are, furthermore, urged to recognize the fact that "in American Educational practice textbooks virtually represent the curriculum".^{6/} "There is little evidence available to justify any great faith in the effect of supplementary and collateral materials on content".^{7/}

Studies have shown that "instruction by the textbook still remains, by far, the most common method of instruction in the social studies".^{8/} Wilder, the author of this statement, indicates that "the production of textbooks in increasing numbers within a given field enables the teacher to make assignments in parallel texts."^{9/} The result is that the less capable pupil may acquire more than one presentation of a topic at a level of organization, thought and style suited to his ability.^{10/}

^{5/} Johnson, Henry., Teaching of History. New York, The Macmillan Company, 1940: p. 241.

^{6/} Levine, Michael., "The Textbook In Social Studies", Social Education (May 1939) 3:318.

^{7/} Ibid, p.319.

^{8/} Wilder, Howard B., "Progress In Social Studies Textbooks", Social Education (May 1937) 1:313.

^{9/} Ibid, p.317.

^{10/} Ibid, p.317.

It is in the textbook that one expects to find the essentials of a subject, the general outline of a course. ^{11/} The teacher and the textbook are the pillars of instruction. Educators and administrators have begun to ask serious questions of textbook makers, for the making of textbooks is one of the most influential forces in shaping education's policy". ^{12/} Thwing characterizes the textbook as "a teacher of teachers", showing that by means of a text or several texts the teacher introduces the pupil to a world of knowledge he little suspected. ^{13/} Kepner claims that "rightly or wrongly the American teacher is, by far and large, a textbook teacher". ^{14/}

The textbook holds a prominent place in school work because it provides a compact arrangement of educational material, "serves as a ready reference after the individual has completed his formal education", and provides for a uniform education throughout the country. ^{15/} It promotes

^{11/} Hall-Quest, Alfred Lawrence, The Textbook, New York, The MacMillan Company 1918; p.1

^{12/} Ibid, p.3

^{13/} Ibid, p.5

^{14/} Kepner, Tyler, "The Dilemma of the Secondary-School Social Studies Teacher", Social Education (February 1937) 1:85

^{15/} Op. cit. p.5

an orderly pursuit of the course and is "a record of subject development from year to year".^{16/}

While the textbook offers the several advantages indicated above, we should observe that it makes one independent of his teacher.^{17/} One may take his book wherever he pleases. One cannot do that with a great lecturer. Neither may one question the teacher as he can the book, nor may one select the time for hearing the great teacher talk as he can for reading the book.^{18/} We find, further, that "the textbook is a tool by means of which knowledge is received and understanding developed".^{19/} It is a guide to reading references and an incentive or inspiration.^{20/} Nearly all the great teachers, moreover, have embodied their ideas in books.^{21/}

A further example of the value of the textbook is found

16/ Hall-Quest, Op. cit. p.5

17/ Harris, W.T., "Importance of the Textbook", Journal of Education (October 8, 1914) 80:317. cited in Hall-Quest, op. cit. p.7

18/ Ibid, p.317.

19/ Ibid, p.317.

20/ Ibid, p.317.

21/ Ibid, p.317.

in the references and bibliographies contained in them. These are good criteria by which teachers may evaluate textbooks objectively.^{22/} "Many good teachers have obtained excellent results with the use of a few reference books."^{23/}

In concluding these remarks on the value of textbooks, attention is called to Cartwright's view that "the textbook is probably the best single tool available to social studies teachers. The fact that it may be misused is not a criticism of the tool but of the training or ability of the craftsman"^{24/}. With the textbook, as with the plane in school shop, it is the skill with which the tool is used, that determines the quality of the product."^{25/}

While the textbook is extremely important to the social studies program, the social studies, more than any other subjects in school, should encourage wide reading. Wesley makes the statement that "reading offers practically the only means by which the students can, at least vicariously, acquire all the rich and illuminating experiences which the

22/ Bining, A.C. and Bining, D.H., Teaching Social Studies in Secondary Schools, New York (1941) McGraw-Hill p. 82-84.

23/ Ibid, p. 155.

24/ Cartwright, William H., "How to Use A Textbook", How To Do It Series No. 2. National Council for the Social Studies, (1947)

25/ Ibid, p.3.

human race has had."^{26/}

Textbooks, out of necessity, can only serve as a guide to challenge a student and to open up thought provoking experiences. Great demands are made upon textbooks. "By the time the pupil has reached the junior high school he has become a textbook addict. Textbooks are introduced at the earliest possible moment and the pupil is made to realize their general utility, if not their infallability."^{27/} Many school surveys indicate the dominant role that the textbook plays in the social studies. To some students studying means the learning of material in the textbook. Yet the authors in order to be brief can give only a bird's eye view of the situation colored by their own experience. Textbooks would be too cumbersome if they were to include a complete description of an event. At the most whatever treatment is given must be brief and to the point.

The reading program as suggested by the authors of textbooks indicate that they recognize the limitations of their work. Ernest Horn states "the present tendency, in textbooks,

^{26/}Wesley, Edgar B., Ibid, p.418.

^{27/}Knowlton, D.C., "Teaching of History in the Junior High School", Historical Outlook (February 1925) 16:76.

is clearly in the direction of the expanded text. The arrangement of the largest books and the recommended reading lists included in them indicate, however, that the authors assume the necessity of collateral reading".^{28/} Too many students exhibit too great an adherence to the text. Supervised study will relieve this as will also the encouragement of collateral reading. Collateral reading will not only prevent concentration on the content of one book, but will overcome a paucity of vocabulary so that students may use their own words in expressing aspects of a subject.^{29/}

Importance of collateral reading was recognized before the twentieth century. Such organizations as the American Historical Association and the National Education Association took an active part in stressing collateral reading. The Committee of Ten on Secondary School Subjects in 1894 passed several resolutions which included the advisability of collateral reading. In part, they stated:

Resolved, that pupils should be required to read or learn one other account besides that of the textbook, on each lesson.

Resolved, that a collection of reference books, as large

^{28/} Horn, E., Methods of Instruction in the Social Studies, New York, Scribner's (1937) p. 211.

^{29/} Stolzinberg, B., "A Study of Failures in the Social Studies", The Social Studies, (December 1938) 29:347.

as the means of the school allow, should be provided for every school suitable for use in connection with all the historical work done in that school.^{30/}

Teachers have been requesting lists of books for outside reading in the social studies.^{31/} A reading program beyond the textbook serves many purposes. Authorities such as Johnson, Horn, Wesley, Hill, Martin and others strongly favor collateral reading as one of the greatest aids in teaching the social studies. It helps to create conditions favorable to thinking and consequently to combat formal and verbalistic learning.

Horn, Johnson, and Wesley agree on the important contributions of collateral reading which Horn summarized as follows:

- (a) to give vividness, atmosphere, and a sense of reality
- (b) to furnish specific information
- (c) to give inspiration and to develop present and continuing interests
- (d) to give a knowledge of general references such as encyclopedias, atlases, yearbooks and other standard works, and to train in their use.
- (e) to introduce the student to the classic writings in social science.
- (f) to encourage the discrimination reading of imaginative literature in relation to the social studies.

^{30/}Foster, Herbert D., Chairman of Committees of the New England History Teachers' Association, The History Teachers' Association of the Middle States and Maryland and the Teachers' section of the Mississippi Valley History Association. "Books for Historical Reading in Schools", Historical Outlook (October 1924) 15:306.

^{31/} Ibid. p. 227, 228.

- (g) to acquaint students with the periodical literature that is most useful in keeping abreast with modern developments; and
- (h) to give training in the use of the fundamental ^{32/} methods of thought in the various social sciences.

To have a program of collateral reading necessitates some form of library. The need for numerous and varied books in teaching the social studies should stimulate a social studies library. It should be the center and source of all study in history. No vital work can be carried on without books to which pupils may have ready and constant access. Recent surveys of social studies libraries show that they do contain old and comparatively useless books, that they are poorly supplied with recent books and that the number is too small to serve the needs of the pupils. ^{33/}

The library markedly influences the success or failure of the work in social studies.

Whereas, some school subjects can be taught with relative success without any great use of books, the very essence of the social studies is found in an expanded realization of the various forms and instances of social cooperation. The library is perhaps the best single index of the quality of instruction that is given in the social studies. Only a slothful and indifferent teacher will acquiesce in the continuation of a poor and inadequate library. The alert and vigorous teacher will see that a poor library becomes a good library. ^{34/}

^{32/} Horn, Ibid. p.229.

^{33/} Wesley, Ibid. p.324

^{34/} Ibid, p. 334.

The selection of an adequate working library in the social studies is difficult and the more limited the funds of the school, the more crucial it is that the books be chosen with the utmost care. The lists in many textbooks seem to have been made without the limitations of either the budget or the abilities of the student in mind. 35/

There is, moreover, astonishing little agreement among texts in any field as to books that students should study. In one investigation, only one reference was found to be recommended in all of twenty two texts in American history that were examined and only sixteen references were mentioned in seventeen or more texts. 36/

In the foregoing observations we have noted that the textbook is the outstanding device relied upon in the teaching of the social studies in secondary schools. It is to be observed further, however, that the textbook standing alone today does not meet the requirements of an enriching education. In conclusion, attention is drawn to the paramount need of a broad reading program. For this reason we cannot escape the contention of the best authorities that reading lists and a good collection of reference books are essential to the desirable outcome of a superior program in the social studies. It is to be seen, therefore, that both an effective textbook

35/ Horn, Ibid, p.244.

36/ Cited in Ibid, p.245.

and a well planned library of such materials are of the highest importance to the modern school. This study is designed to further that objective.

CHAPTER II

PROCEDURE

PROCEDURE USED IN THE INVESTIGATION

DESCRIPTION OF AUTHORITATIVE SOURCES

In undertaking this investigation the author deems it most important that textbooks that are being used in the classroom today or that any acceptable textbook just published should be scrutinized. The books selected are taken from the civics classroom in the Hingham High School, Hingham, Massachusetts and the South Junior High School, Quincy, Massachusetts, as well as one book which had not yet reached the classroom.

The books used in this study are as follows:

Arnold, Joseph I., and Banks, Dorothy J., Building Our Life Together, New York: Row, Peterson and Company. 1941.

This book contains many references which are listed alphabetically by author at the end of each chapter. Although this book has many references, Arnold and Banks devote a few pages at the beginning of the book to what they call "The Teacher's Library" and "The Students' Library". The Teacher's Library is a list of certain publications which the teachers of civics will find especially helpful to possess. The Students' Library is a list of books, a number of publications, bulletins and pamphlets as well as motion picture suggestions that have been carefully prepared as an aid in building up a classroom library.

Bacon, Francis L. and Krug, Edward A., Our Life Today, Boston: Little, Brown and Company. 1941.

Bacon and Krug posts their references at the end of each

chapter in alphabetical order. In this list the starred items are recommended for teachers. Pamphlets and radio programs are stressed as excellent reference material.

Blough, G.L. and McClure, C.H., Fundamentals of Citizenship, Chicago:Laidlaw Brothers, 1940.

The references in this book are found under "Suggested Activities" at the end of each chapter. Although the references in this book are few in number, a wealth of reference material is stored in the compendium of civi information at the back of the book.

Capen, Louise I., Being A Citizen, Boston:American Book Company, 1947.

This book lists all kinds of activities for eager students. The book references are found under such headings as "Individual Participation", "For Book Lovers" and "For Library Reference and Reports". All books are aptly annotated with publishing companies given but no dates of publication.

Hughes, R.O., Building Citizenship, Boston:Allyn and Bacon, 1935.

This civics book is the oldest used in this study but still has a good following. As well as being the oldest book it also has the most number of references so that from this observation alone one can note a general trend in reducing the references in a textbook. All references in this book

are listed under "Places for Further Information".

Encyclopedias are mentioned frequently in this textbook.

Johnson, Stanley and Alexander, William M., Citizenship, Boston: Ginn and Company, 1944.

In this adequately pictured textbook we find the references alphabetically listed under "Suggestions for Further Study" at the end of each chapter.

Krug, Edward and Quillen, I. James, Living In Our Communities, Chicago: Scott, Foresman and Company, 1946.

The author enjoyed this book most of all. It seemed to present a richer, broader program of civics than any of the others. The references are not listed--they are discussed. According to the figures, this book is just in the middle in regard to the number of references, so that it appears to be a good all around book.

Rienow, Robert, Calling All Citizens, Boston: Houghton Mifflin Company, 1944.

At the end of each chapter in this book there is a section called "Now It's Up To You." The references are listed alphabetically according to author under the sub-heading, "If You Want to Know More".

Rugg, Harold, Citizenship and Civic Affairs, Boston: Ginn and Company, 1940.

In this book the references are annotated and grouped alphabetically under this heading "Interesting Readings from Which You Can Get Additional Information".

A list of all the references was compiled from the textbooks with the complete name of the author, the publisher, and the date of publication, if given. 2,698 references were discovered in the above noted nine civics books. The references from each textbook were checked to discover if textbook writers agreed on supplementary reading material. A working list was compiled of the references mentioned in two or more textbooks. This working list contained 180 references.

This list of books in turn was checked against the Standard Catalog and the Children's Catalog, as well as the Quincy Public Library, to determine if these authoritative sources agreed on these books.

The Standard Catalog for High School Libraries consists of books prepared primarily for junior and senior high schools. The Catalog is so important to social studies teachers that a detailed description of its organization and the methods by which it is compiled are included here.

The Catalog is divided into two parts. The first part of the Catalog is arranged alphabetically under author, title, of subject. The quickest way of finding all books by one author, or all material on a given subject is to look in Part I under the author and subject, Part I is used as an index to Part II, where the arrangement is according to the

Dewey Decimal classification. Part II gives full information about a book, its publisher, price and descriptive note. Pamphlets and periodicals are included under the various classification numbers, and following the books on the subject.

The books are not completely graded, but some are classified as being for senior high schools only, others for junior high schools, and still others for adults, or for older pupils. The Standard Catalog includes 3,835 books fully catalogued, 1,025 books entered briefly at the heads of classes as notes, and 500 pamphlets and series of pamphlets and a list of sources for pictures. 900 books are starred for first purchase, and 359 of these are double starred, which are books considered to be of lasting merit.

During the months preceding the publishing of each supplement to the Standard Catalog a file of cards is built up consisting of titles which are thought by editors to be possibilities for the Catalog.

Entries consist of (1.) all titles reviewed in the Book Review Digest which seem to be suitable for high school libraries, (2.) all cards made by the H.W. Wilson Company which are marked "L" in the check lists of printed cards, (3.) all books designated as Books for Young People in the Booklet; (4.) books reviewed in the Hornbook, Wisconsin Bulletin and other periodicals which list books for young

people; (5) books that publishers send to H,W. Wilson Company; and (6) suggestions made by collaborators and others.

A short time before the supplement is published, the card file is gone over, unsuitable titles omitted, mimeographed lists prepared, the title voted on by collaborators, and returns transferred to a master card selection on basis of notes thus tabulated. Practically all books are known by enough of collaborators to get a good cross section of opinion. In preparing for a new edition, the Catalog itself and the fourth cumulated supplement is resubmitted to the same voting process by the collaborators. The collaborators are school librarians and teachers of library science, educators and specialists in agriculture, art, fiction, music, physical education and hygiene, science and useful arts, and social sciences.

The second authoritative source, the Children's Catalog, is similar to the Standard Catalog. The only difference being that the Children's Catalog is used for libraries dealing with the ninth grade and under.

The Quincy Public Library that is used as a third source against which the references are checked serves over 80,000 people in Quincy, including two senior high schools and four junior high schools. The Quincy Public Library has over 130,000 books on hand which it keeps at either the main

library or at one of its twelve branches.

CHAPTER III

ANALYSIS OF REFERENCES

ANALYSIS OF DATA

FINDINGS OF THIS STUDY

This chapter is a presentation of the material that has been collected for this particular study. The information is presented to the reader by means of tables and charts. The tables are lists denoting; (1) which book each reference comes from, (2) which references appears the most number of times in the books analyzed, (3) which books are listed in the Standard Catalog, (4) which books are listed in the Children's Catalog, (5) which books are in the Quincy Public Library, (6) which books are doubly recommended by the Standard Catalog, (7) which books are doubly recommended by the Children's Catalog, (8) under which classification of books, according to Wesley, these references fall, (9) the total number of references in each book, and (10) the total number of references each book lists in the working list.

The charts are made to show clearly and at a glance the more important findings of this study. The findings consist of the interpretations of the tables.

Table I contains those references which are found in five of the nine analyzed textbooks.

The textbooks, which are used in tables I - IV, are denoted as follows:

1. Hughes, Building Citizenship
2. Bacon and Krug, Our Life Today
3. Blough and McClure, Fundamentals of Citizenship
4. Krug and Quillan, Living In Our Communities
5. Arnold and Banks, Building Our Life Together
6. Johnson and Alexander, Citizenship
7. Rugg, Citizenship and Civic Affairs
8. Capen, Being A Citizen
9. Rienow, Calling All Citizens

The "X's" designate the textbook in which that particular reference can be found.

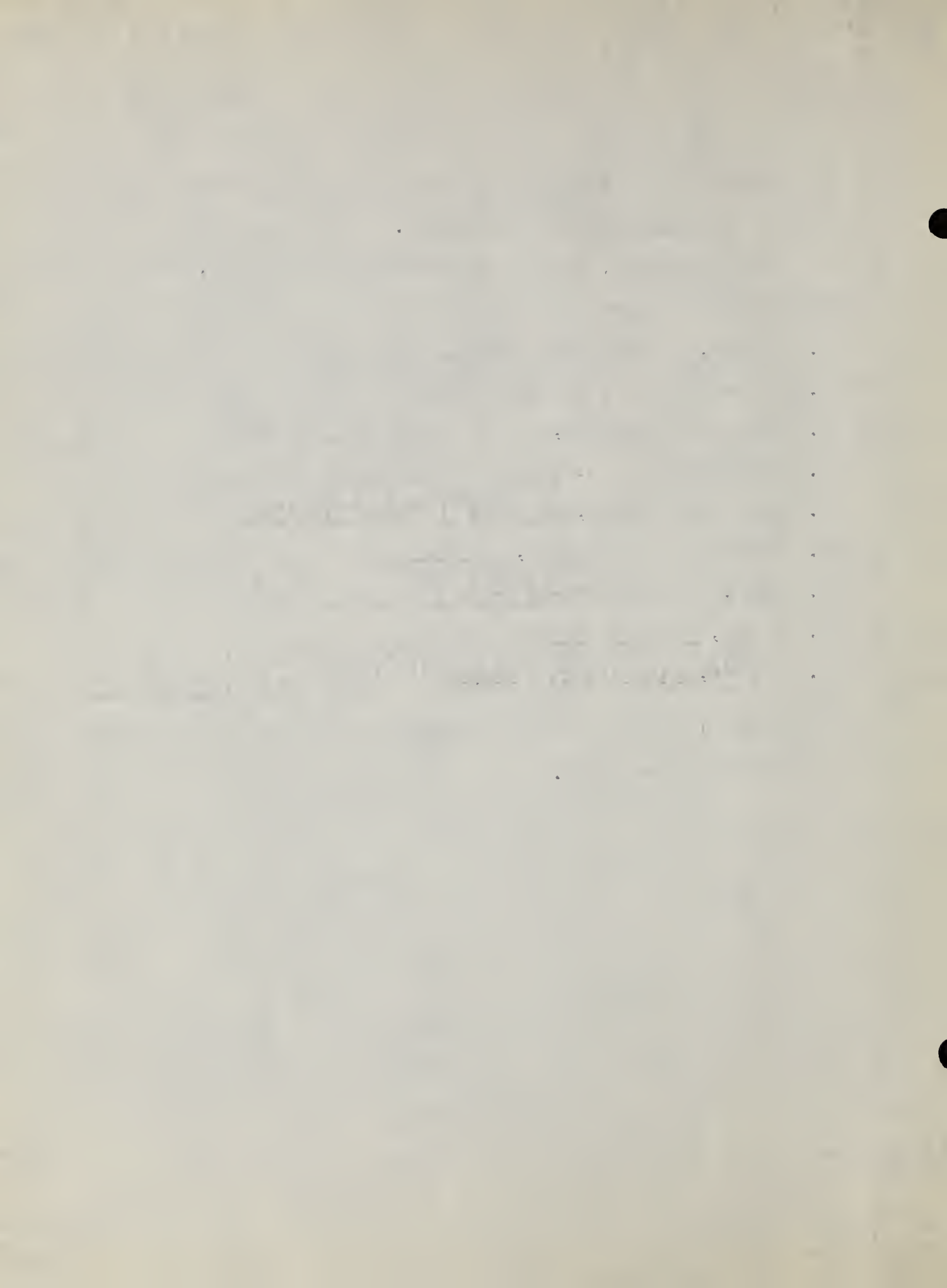


TABLE I

THOSE REFERENCES FOUND IN FIVE DIFFERENT TEXTBOOKS

References	Textbooks								
	1	2	3	4	5	6	7	8	9
1. <u>CAVIAN, GRAY, AND GROVES</u> <u>OUR CHANGING SOCIAL ORDER</u>		X			X	X		X	X
2. <u>KENT, F. R.</u> <u>THE GREAT GAME OF POLITICS</u>	X	X			X		X	X	
3. <u>MYERS, LITTLE AND ROBINSON</u> <u>PLANNING YOUR FUTURE</u>	X	X			X	X		X	

The inference from this table is astounding. There is no agreement among these nine authors on any reference. There is no agreement among as many as six. The most agreement found is that three references are in five of the nine analyzed textbooks. Although these three references may be found in five textbooks, it does not mean in the same five textbooks as only three authors include all three references in their textbooks. The number of references in this table is .1% of the total number of references.

TABLE II

THOSE REFERENCES FOUND IN FOUR DIFFERENT TEXTBOOKS

References	Textbooks								
	1	2	3	4	5	6	7	8	9
1. ADDAMS, JANE <u>TWENTY YEARS AT HULL HOUSE</u>	X	X					X	X	
2. FRIEND, M. R. <u>EARNING AND SPENDING THE FAMILY INCOME</u>			X		X		X	X	
3. HASKIN, F. J. <u>THE AMERICAN GOVERNMENT TODAY</u>	X	X			X		X		
4. JANZEN AND STEPHENSON <u>EVERY DAY ECONOMICS</u>	X				X	X			X
5. JUSTIN, M.M. AND RUST, L.O. <u>PROBLEMS IN HOME LIVING</u>			X		X		X		X
6. KITSON, H. D. <u>I FIND MY VOCATION</u>	X	X		X					X
7. LANDIS, P. AND LANDIS, J. <u>SOCIAL LIVING</u>							X	X	X
8. MACDONALD, A. F. <u>AMERICAN CITY GOV'T & ADMINISTRATION</u>	X	X			X				X
9. <u>PUBLIC AFFAIRS PAMPHLETS</u>		X		X	X				X

Nine reference books make up this list. Not a single author includes all nine references in his bibliography. Two authors list six references for the best showing in this table. These nine reference books equal .3% of the total number of references.

TABLE III

THOSE REFERENCES FOUND IN THREE DIFFERENT TEXTBOOKS

References	Textbooks								
	1	2	3	4	5	6	7	8	9
1. ANGELL, E. <u>SUPREME COURT PRIMER</u>		X			X		X		
2. ANTIN, MARY <u>THE PROMISED LAND</u>	X	X					X		
3. BATES, E. S. <u>THE STORY OF CONGRESS</u>	X				X		X		
4. BENNETT, M. E. <u>BUILDING YOUR LIFE</u>					X	X			X
5. BIOGRAPHIES <u>BOK, RIIS AND ROOSEVELT</u>	X	X							X
6. <u>BUILDING AMERICA</u>					X		X		X
7. BURR, W. <u>SMALL TOWNS</u>		X					X	X	
8. CHASE, S. & SCHLINK, F. J. <u>YOUR MONEY'S WORTH</u>	X	X							X
9. COLE, AND MONTGOMERY <u>SOCIOLOGY FOR SCHOOLS</u>			X				X	X	
10. CRUMP, I. & NEWTON, J. <u>OUR G-MEN</u>					X	X			X
11. DUPUY, W. A. <u>UNCLE SAM'S MODERN MIRACLES</u>	X				X			X	
12. EARLE, A. M. <u>HOME LIFE IN COLONIAL DAYS</u>	X	X						X	
13. HUGHES, R. O. <u>BUILDING CITIZENSHIP</u>	X	X							X

References	Textbooks								
	1	2	3	4	5	6	7	8	9
14. HUSBAND <u>AMERICANS BY ADOPTION</u>	X				X		X		
15. KELLER, H. <u>THE STORY OF MY LIFE</u>			X		X			X	
16. KEOHANE, KEOHANE & MCGOLDRICK <u>GOVERNMENT IN ACTION</u>			X					X	X
17. KYRK, HAZEL <u>THE ECONOMIC PROBLEMS OF THE FAMILY</u>			X		X			X	
18. LINDBERGH, CHARLES <u>WE</u>	X	X						X	
19. LUMLEY AND BODE <u>OURSELVES AND THE WORLD</u>	X				X				X
20. MAGRUDER, F. A. <u>AMERICAN GOVERNMENT</u>	X							X	X
21. MARSHALL, L. C. <u>STORY OF HUMAN PROGRESS</u>	X				X			X	
22. MARSHALL, L. C. <u>READINGS IN THE STORY OF HUMAN PROGRESS</u>	X				X			X	
23. MCFEE, J. N. <u>HOW OUR GOVERNMENT IS RUN</u>	X				X			X	
24. <u>MODERN PROBLEM SERIES</u>			X		X			X	
25. MORGAN, J. <u>OUR PRESIDENTS</u>	X				X			X	
26. MYER, W. E. & COSS, C. <u>THE PROMISE OF TOMORROW</u>			X	X	X				
27. RIIS <u>HOW THE OTHER HALF LIVES</u>	X	X						X	

References	Textbooks								
	1	2	3	4	5	6	7	8	9
28. RIIS, J. <u>THE MAKING OF AN AMERICAN</u>	X				X		X		
29. SHEPARD <u>THE BOYS' OWN BOOK OF POLITICS</u>	X	X							X
30. SMITH, A. H. <u>ECONOMICS: AN INTRODUCTION TO FUNDAMENTAL PROBLEMS</u>	X				X	X			
31. <u>SUPERINTENDENT OF DOCUMENTS, WASHINGTON, D.C.</u>		X		X	X				
32. U.S. DEPT. OF AGRICULTURE <u>EMPLOYMENT INFORMATION</u>		X		X					X
33. WALLIS, G.A. & WILSON, D. <u>OUR SOCIAL WORLD</u>		X			X				X
34. WIESE, M.J. & REPICKER, R. <u>MODERN WORKER</u>		X	X		X				
35. <u>WORLD ALMANAC</u>		X	X		X				

Again, the lack of agreement is quite evident. Thirty-five references are listed. One author mentions twenty of these thirty five references, while only four of the nine authors use more than ten of the thirty-five listed references. The percentage of books in this table equals 1.3%.

TABLE IV

THOSE REFERENCES FOUND IN TWO DIFFERENT TEXTBOOKS

References	Textbooks								
	1	2	3	4	5	6	7	8	9
1. ADAMS, THOMAS <u>OUTLINE OF TOWN & CITY PLANNING</u>					X		X		
2. ALLEN, BETTY & BRIGGS, M.P. <u>BEHAVE YOURSELF</u>	X								X
3. AMERICAN EDUCATION PRESS <u>UNEMPLOYMENT INSURANCE</u>	X				X				
4. ANDREWS, B.R. <u>ECONOMICS OF THE HOUSEHOLD</u>	X				X				
5. ARNOLD, J.I. <u>PROBLEMS IN AMERICAN LIFE</u>								X	X
6. ATLKINS, W.E. & WUBNIG, A. <u>OUR ECONOMIC WORLD</u>						X			X
7. BANNING, M.C. <u>LETTERS TO SUSAN</u>						X	X		
8. BASSETT, J.S. <u>THE LEAGUE OF NATIONS</u>	X	X							
9. BELL, H.M. <u>YOUTH TELL THEIR STORY</u>						X			X
10. BENNETT & HAND <u>DESIGNS FOR PERSONALITY</u>						X	X		
11. BERNAYS, E.L. <u>CAREERS FOR MEN</u>						X	X		
12. BOGARDUS, E.S. & LEWIS, R. <u>SCHOOL LIFE AND PERSONALITY</u>							X		X
13. BOLTON, S.K. <u>GIRLS WHO BECAME FAMOUS</u>	X					X			

References	Textbooks								
	1	2	3	4	5	6	7	8	9
14. BOOK, W. <u>LEARNING HOW TO STUDY & WORK EFFECTIVELY</u>	X								X
15. BRANDE, D. <u>WAKE UP AND LIVE</u>				X					X
16. BREWER, AND LANDY, E. <u>OCCUPATIONS TODAY</u>				X					X
17. BRINDZE, R. <u>HOW TO SPEND MONEY</u>					X				X
18. BRINDZE, RUTH <u>JOHNNY GET YOUR MONEY'S WORTH</u>				X					X
19. BROCKMAN, MARY <u>WHAT IS SHE LIKE</u>					X				X
20. BROMAGE, A.W. <u>STATE GOV'T AND ADMINISTRATION IN THE UNITED STATES</u>	X				X				
21. BRUCE, H. R. <u>AMERICAN PARTIES AND POLITICS</u>	X							X	
22. BYRD, RICHARD <u>ALONE</u>				X					X
23. CALLENDER, C.N. <u>AMERICAN COURTS</u>	X							X	
24. CANTOR, H. <u>CRIME</u>	X							X	
25. CAPEN, L. & MELCHIOR, M. <u>MY WORTH TO THE WORLD</u>									X X
26. CARSON, J.M.H. <u>THE JUDICIAL SYSTEM</u>	X				X				
27. CHAPMAN, P.W. <u>OCCUPATIONAL GUIDANCE</u>				X					X

References	Textbooks								
	1	2	3	4	5	6	7	8	9
28. CHASE, S. <u>MEN AND MACHINES</u>	X				X				
29. COCKEFAIR, E. <u>HEALTH AND ACHIEVEMENT</u>					X			X	
30. COLBY, C.C. & FOSTER, A. <u>ECONOMIC GEOGRAPHY</u>					X	X			
31. <u>COMPTON'S PICTURED ENCYCLOPEDIA</u>	X	X							
32. <u>CONGRESSIONAL DIGEST</u>		X			X				
33. <u>CONSUMERS' GUIDE, WASHINGTON, D.C.</u>					X			X	
34. <u>THE CONSUMERS' DIGEST</u>					X			X	
35. CORSI, E. <u>IN THE SHADOW OF LIBERTY</u>					X	X			
36. CRIGHTON, J.C. & SENTURIA, J.J. <u>BUSINESS GOVERNMENT</u>					X			X	
37. CRUMP, I. & NEWTON, J.W. <u>OUR POLICE</u>					X	X			
38. DALE, E. <u>HOW TO READ A NEWSPAPER</u>								X	X
39. DAVEY, M.A. AND SMITH, E.M. <u>EVERYDAY OCCUPATIONS</u>								X	X
40. DAVIS, W.S. <u>LIFE ON A MEDIEVAL BARONY</u>					X			X	
41. DILL, C.C. <u>HOW CONGRESS MAKES LAWS</u>					X			X	
42. DODD <u>STATE GOV'T IN THE UNITED STATES</u>	X	X							
43. DONHAM, S.A. <u>SPENDING THE FAMILY INCOME</u>		X			X				

	References	Textbooks								
		1	2	3	4	5	6	7	8	9
44.	DUPUY <u>UNCLE SAM, DETECTIVE</u>	X			X					
45.	ELY, R. AND HESS, R. <u>OUTLINES OF ECONOMICS</u>	X							X	
46.	FARIS <u>THE ROMANCE OF FORGOTTEN TOWNS</u>	X							X	
47.	FINCHER, FRASER AND KIMMEL <u>DEMOCRACY AT WORK</u>								X	X
48.	FOREIGN POLICY ASSOCIATION <u>CHANGING GOVERNMENTS</u>					X		X		
49.	FOSDICK <u>AMERICAN POLICE SYSTEMS</u>	X							X	
50.	GARNER, J. & CAPEN, L. <u>OUR GOVERNMENT</u>								X	X
51.	GIVEN, J.L. <u>MAKING A NEWSPAPER</u>	X							X	
52.	GOSLIN, R. A. <u>CO-OPERATIVES</u>					X			X	
53.	GOSLIN, R.A. & GOSLIN, O.P. <u>RICH MAN, POOR MAN</u>				X		X			
54.	GREENAN AND MEREDITH <u>EVERYDAY PROBLEMS OF AMERICAN DEMOCRACY</u>								X	X
55.	GROVES, SKINNER AND SWENSON <u>THE FAMILY AND IT'S RELATIONSHIPS</u>				X					X
56.	GUNTHER, J. <u>INSIDE EUROPE</u>				X		X			
57.	HACKER, MODLEY AND TAYLOR <u>THE UNITED STATES</u>					X		X		

References	Textbooks								
	1	2	3	4	5	6	7	8	9
58. HAINES, L. <u>YOUR CONGRESS</u>	X	X							
59. HAMILTON, W.H. & ADAIR, D. <u>THE POWER TO GOVERN</u>		X			X				
60. HEISER, V.G. <u>AN AMERICAN DOCTOR'S ODYSSEY</u>					X	X			
61. HOAN, D.W. <u>CITY GOVERNMENT</u>					X		X		
62. HOERLE, HELEN <u>THE GIRL AND HER FUTURE</u>		X			X				
63. HOLBROOK, H.W. & MCGREGOR, A.L. <u>OUR WORLD OF EDUCATION</u>		X			X				
64. HOTCHKISS, C.W. <u>REPRESENTATIVE CITIES OF THE UNITED STATES</u>	X							X	
65. HOUGH, EMERSON <u>THE COVERED WAGON</u>					X			X	
66. HUEBNER, S.S. <u>LIFE INSURANCE</u>					X	X			
67. HUGHES, R.O. <u>FUNDAMENTALS OF ECONOMICS</u>	X						X		
68. JENKS AND SMITH <u>WE AND OUR GOVERNMENT</u>	X							X	
69. KENDRICK, M. & SEAVER, C. <u>TAXES</u>		X							X
70. KNIGHT, R.A. <u>A FRIEND IN THE DARK</u>					X			X	
71. LANDIS, B.Y. <u>A PRIMER FOR CONSUMERS</u>	X				X				

References	Textbooks								
	1	2	3	4	5	6	7	8	9
72. LAPP, J.A. AND WEAVER, R.B. <u>THE CITIZEN AND HIS GOVERNMENT</u>							X		X
73. LAWES, L.E. <u>TWENTY THOUSAND YEARS IN SING SING</u>						X		X	
74. LEE, ALFRED M. <u>THE DAILY NEWSPAPER IN AMERICA</u>						X		X	
75. <u>LESSONS IN COMMUNITY AND NATIONAL LIFE</u>	X							X	
76. LEVIS <u>BETTER CITIZENSHIP</u>	X							X	
77. LINDEMAN, E.C. <u>THE COMMUNITY</u>	X							X	
78. LINDQUIST, RUTH <u>THE FAMILY IN THE PRESENT SOCIAL ORDER</u>		X						X	
79. LINGENFELTER & KITSON <u>VOCATIONS FOR GIRLS</u>						X			X
80. LUTZ, FOOTE & STANTON <u>GETTING A LIVING</u>						X	X		
81. LYND, R. & LYND, H. <u>MIDDLETOWN</u>								X	X
82. LYND, R.S. & LYND, H.M. <u>MIDDLETOWN IN TRANSITION</u>								X	X
83. LYONS, E. <u>WE COVER THE WORLD</u>						X		X	
84. MATHEWS, J.M. <u>AMERICAN STATE GOVERNMENT</u>	X					X			
85. MATTHEWS, J.B. <u>GUINEA PIGS NO MORE</u>						X			X

References	Textbooks								
	1	2	3	4	5	6	7	8	9
86. MCANDREW, W. <u>SOCIAL STUDIES</u>					X			X	
87. MCLEAN, D. <u>KNOWING YOURSELF AND OTHERS</u>				X					X
88. MOORE, H. H. (Editor) <u>WE ARE THE BUILDERS OF A NEW WORLD</u>		X			X				
89. MORLEY, C. <u>PARNASSUS ON WHEELS</u>		X						X	
90. MUNRO, W.B. <u>AMERICAN GOVERNMENT TODAY</u>	X	X							
91. MUNRO, W.B. <u>SOCIAL CIVICS</u>	X							X	
92. <u>NATIONAL GEOGRAPHIC MAGAZINE</u>	X				X				
93. ODELL, CLARK, MILLER, PAULSON, TRAVIS & TWISS <u>HOW MODERN BUINESS SERVES US</u>					X				X
94. OGG, F.A. & RAY, P.O. <u>INTRODUCTION TO AMERICAN GOVERNMENT</u>	X							X	
95. O'ROURKE, L.J. <u>OPPORTUNITIES IN GOVERNMENT EMPLOYMENT</u>					X				X
96. OVERSTREET, H. <u>A GUIDE TO CIVILIZED LOAFING</u>						X			X
97. PERKINS, F. <u>PEOPLE AT WORK</u>		X			X				
98. PHILLIPS, M.C. <u>SKIN DEEP*THE TRUTH ABOUT BEAUTY AIDS-SAFE AND HARMFUL</u>					X				X
99. PIERCE, B. <u>ITS' MORE FUN WHEN YOU KNOW THE RULES</u>					X				X

	References	Textbooks								
		1	2	3	4	5	6	7	8	9
100.	PITKIN, W. <u>THE CONSUMER, HIS NATURE AND HIS CHANGING HABITS</u>					X				X
101.	PITKIN, W.B., NEWTON & LAUGHAM <u>LEARNING HOW TO LEARN</u>		X							X
102.	POTTER, P.B. & WEST, R.L. <u>INTERNATIONAL CIVICS</u>	X	X							
103.	POUND, A. <u>INDUSTRIAL AMERICA</u>		X							X
104.	PROCTOR <u>VOCATIONS</u>	X		X						
105.	RATHBONE, BACON & KEENE <u>FOUNDATIONS OF HEALTH</u>		X							X
106.	REED <u>FORMS & FUNCTIONS OF AMERICAN GOVERNMENT</u>	X								X
107.	ROSENGARTEN, W. <u>CHOOSING YOUR LIFE WORK</u>				X	X				
108.	RUGG, H. <u>AN INTRODUCTION TO PROBLEMS OF AMERICAN CULTURE</u>	X				X				
109.	SALTER, J.T. <u>BOSS RULE</u>		X						X	
110.	SCHOLASTIC MAGAZINE					X				X
111.	SELDES, G. <u>FREEDOM OF THE PRESS</u>					X		X		
112.	SHIDLER, E.H. <u>GROUP LIFE AND SOCIAL PROBLEMS</u>		X						X	
113.	SINGMASTER, E. <u>THE BOOK OF THE CONSTITUTION</u>					X				X

References	Textbooks								
	1	2	3	4	5	6	7	8	9
114. SMITH, A.H. <u>YOUR PERSONAL ECONOMICS</u>						X		X	
115. SOUTHWORTH AND KRAMER <u>GREAT CITIES OF THE UNITED STATES</u>	X							X	
116. SWIFT, LUCIUS B. <u>HOW WE GOT OUR LIBERTIES</u>						X		X	
117. TAPPAN, E.M. <u>THE STORY OF OUR CONSTITUTION</u>		X				X			
118. TEETER <u>A SYLLABUS IN VOCATIONAL GUIDANCE</u>	X	X							
119. THRASHER, F.M. <u>THE GANG</u>						X		X	
120. TUGWELL, R.G., & HILL, H.C. <u>OUR ECONOMIC SOCIETY AND IT'S PROBLEMS</u>		X				X			
121. VAN HISE, C. AND HAVEMEYER, L. <u>CONSERVATION OF OUR NATURAL RESOURCES</u>						X			X
122. VAN LOON, H. <u>THE STORY OF MANKIND</u>								X	X
123. WALD, L.D. <u>THE HOUSE ON HENRY STREET</u>		X				X			
124. WALD, L.D. <u>WINDOWS ON HENRY STREET</u>						X	X		
125. WALKER, BEACH AND JAMISON <u>AMERICAN DEMOCRACY AND SOCIAL CHANGE</u>								X	X
126. WHITE, H. <u>MONEY AND BANKING</u>		X	X						
127. WOODHOUSE, C.G. <u>THE BIG STORE</u>						X			X

References	Textbooks								
	1	2	3	4	5	6	7	8	9
128. WOODWARD, D.B. AND ROSE, M.A. <u>A PRIMER OF MONEY</u>		X			X				
129. WOODWARD, E. <u>PERSONALITY PREFERRED</u>		X							X
130. YOUNG, J.T. <u>THE NEW AMERICAN GOVERNMENT AND ITS WORK</u>		X							X
131. YOUNG, J.S., AND WRIGHT, E.Y. <u>UNIFIED AMERICAN GOVERNMENT</u>			X						X
132. YOUNG, JEREMIAH AND BARTON <u>GROWING IN CITIZENSHIP</u>								X	X

This table comprises the longest list of reference books but the percentage reading is still small, being only 4.8%. One hundred and thirty two books are listed and only one author includes more than half of this list in his book. Eight of the nine authors make use of less than one third of the reference books that make up this table.

Figure I visibly demonstrates the lack of agreement among authors. Of the total number of references, 2,698 the same references that are found in five textbooks equals a percentage of the total number of references of only .1%. No similar references are found in more than five different textbooks. In the column denoting the same references found in four or more textbooks the percentage is .4%. The percentage of the same references that are found in three or more textbooks is 1.7%, while the percentage of the same references appearing in two or more textbooks is 6.6%.

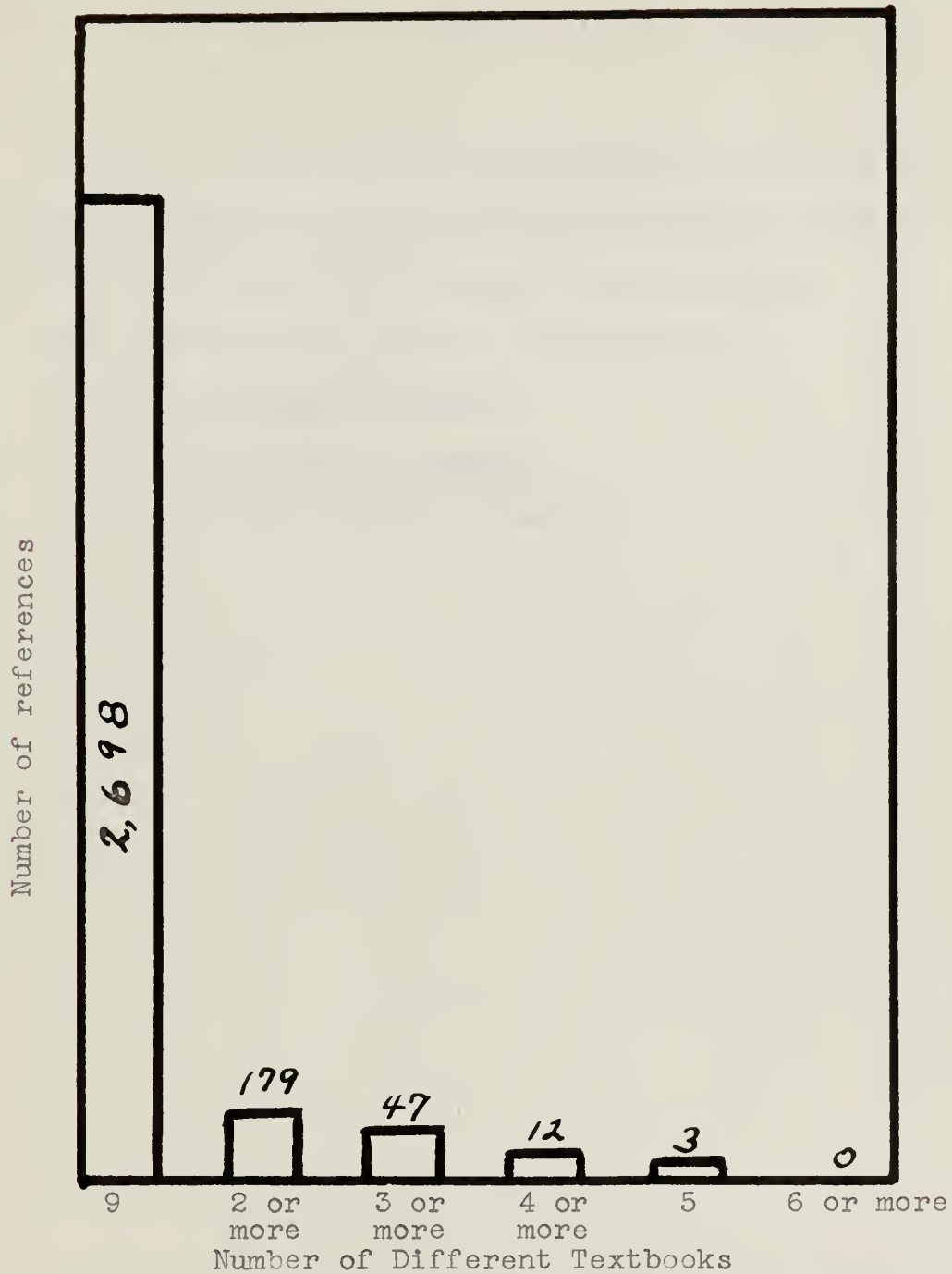


Figure 1. The relationship between the total number of references which appears in nine textbooks and the number of times the same reference appears in two or more textbooks.

Tables V thru VIII show which books are listed in the Standard Catalog and the Children's Catalog as well as which books can be found in the Quincy Public Library.

The key for these tables is as follows:

- S - Standard Catalog
- C - Children's Catalog
- Q - Quincy Public Library

TABLE V

Sources Where References Recommended In Five Civics
Books May Be Found

- | | | |
|---|---|---|
| 1. GAVIAN, R.W., GRAY, A.A., AND GROVES, E.R. | S | Q |
| <u>OUR CHANGING SOCIAL ORDER</u> | | |
| 2. KENT, F.R. | | Q |
| <u>THE GREAT GAME OF POLITICS</u> | | |
| 3. MYERS, LITTLE AND ROBINSON | | |
| <u>PLANNING YOUR FUTURE</u> | | |

In Table V which contains those references recommended in five civics textbooks, it is seen that only one book is listed in the Standard Catalog, no books are listed in the Children's Catalog and two books may be found in the Quincy Public Library.

TABLE VI

Sources Where References Recommended In Four Civics
Books May Be Found

1. ADDAMS, JANE <u>TWENTY YEARS AT HULL HOUSE</u>	S	Q
2. FRIEND, M.R. <u>EARNING AND SPENDING THE FAMILY INCOME</u>	S	Q
3. HASKIN, F.J. <u>THE AMERICAN GOVERNMENT TODAY</u>	S	Q
4. JANZEN, C.C. AND STEPHENSON, O.W. <u>EVERY DAY ECONOMICS</u>	S	
5. JUSTIN, M.M. AND RUST, L.O. <u>PROBLEMS IN HOME LIVING</u>	S	
6. KITSON, H.D. <u>I FIND MY VOCATION</u>	S	Q
7. LANDIS, P. AND LANDIS, JL <u>SOCIAL LIVING</u>		Q
8. MACDONALD, A.F. <u>AMERICAN CITY GOVERNMENT AND ADMINISTRATION</u>	S	Q
9. <u>PUBLIC AFFAIRS PAMPHLETS</u>	S	

For those references recommended in four Civics text-books (Table VI) of which there are nine listed, we find eight recorded in the Standard Catalog, none in the Children's Catalog while six are on the Quincy Public Library shelves.

TABLE VII

Sources Where References Recommended In Three Civics
Books May Be Found

1. ANGELL, E. <u>SUPREME COURT PRIMER</u>			Q
2. ANTIN, MARY <u>THE PROMISED LAND</u>	S	C	Q
3. BATES, E.S. <u>THE STORY OF CONGRESS</u>	S		Q
4. BENNETT, M.E. <u>BUILDING YOUR LIFE</u>			Q
5. BIOGRAPHIES ANTIN, BOK, PUPIN, MUIR, STEINER, CARNEGIE, RIIS, CLEVELAND, ROOSEVELT	S	C	Q
6. <u>BUILDING AMERICA</u>	S		
7. BURR, W. <u>SMALL TOWNS</u>			
8. CHASE, S. & SCHLINK, F.J. <u>YOUR MONEY'S WORTH</u>	S		Q
9. COLE, W.E. & MONTGOMERY, C.S. <u>SOCIOLOGY FOR SCHOOLS</u>			
10. CRUMP, I. & NEWTON, J. <u>OUR G-MEN</u>	S		Q
11. DUPUY, W.A. <u>UNCLE SAM'S MODERN MIRACLES</u>			Q
12. EARLE, A.M. <u>HOME LIFE IN COLONIAL DAYS</u>	S	C	Q
13. HUGHES, R.O. <u>BUILDING CITIZENSHIP</u>	S		

- | | | | |
|-----|---|-----|---|
| 14. | HUSBAND
<u>AMERICANS BY ADOPTION</u> | | Q |
| 15. | KELLER, H.
<u>THE STORY OF MY LIFE</u> | S C | Q |
| 16. | KEOHANE, R.E., KEOHANE, M.P. &
MCGOLDRICK
<u>GOVERNMENT IN ACTION</u> | S | Q |
| 17. | KYRK, HAZEL
<u>THE ECONOMIC PROBLEMS OF THE FAMILY</u> | | |
| 18. | LINDBERGH, CHARLES
<u>WE</u> | S C | Q |
| 19. | LUMLEY AND BODE
<u>OURSELVES AND THE WORLD</u> | S | Q |
| 20. | MAGRUDER, F.A.
<u>AMERICAN GOVERNMENT</u> | S | Q |
| 21. | MARSHALL, L.C.
<u>STORY OF HUMAN PROGRESS</u> | S | Q |
| 22. | MARSHALL, L.C.
<u>READINGS IN THE STORY OF HUMAN PROGRESS</u> | | |
| 23. | MCFEE, J.N.
<u>HOW OUR GOVERNMENT IS RUN</u> | S C | Q |
| 24. | MODERN PROBLEM SERIES | | |
| 25. | MORGAN, J.
<u>OUR PRESIDENTS</u> | S C | Q |
| 26. | MYER, W.E. & COSS, C.
<u>THE PROMISE OF TOMORROW</u> | | |
| 27. | RIIS
<u>HOW THE OTHER HALF LIVES</u> | | Q |
| 28. | RIIS, J.
<u>THE MAKING OF AN AMERICAN</u> | S C | Q |

29. SHEPARD
THE BOYS' OWN BOOK OF POLITICS
30. SMITH, A.H.
"ECONOMICS: AN INTRODUCTION TO
FUNDAMENTAL PROBLEMS
31. SUPERINTENDENT OF DOCUMENTS, S
WASHINGTON, D.C.
32. UNITED STATES DEPARTMENT OF S
AGRICULTURE
EMPLOYMENT INFORMATION
33. WALLIS, GRACE A. & WILSON, D.
OUR SOCIAL WORLD
34. WIESE, M.J. & RETICKER, R. S
MODERN WORKER
35. WORLD ALMANAC S C Q

Table VII lists twenty-one of the thirty-five recorded reference books in the Standard Catalog. The Children's Catalog lists nine while the Quincy Public Library can account for twenty-one of the reference books.

TABLE VIII

Sources Where References Recommended In Two Civics
Books May Be Found

- | | | | |
|--|---|---|---|
| 1. ADAMS, THOMAS
<u>OUTLINE OF TOWN AND CITY PLANNING</u> | | | Q |
| 2. ALLEN, BETTY & BRIGGS, M.P.
<u>BEHAVE YOURSELF</u> | S | C | Q |
| 3. AMERICAN EDUCATION PRESS
<u>UNEMPLOYMENT INSURANCE</u> | S | | |
| 4. ANDREWS, B.R.
<u>ECONOMICS OF THE HOUSEHOLD</u> | | | |
| 5. ARNOLD, J.I.
<u>PROBLEMS IN AMERICAN LIFE</u> | | | Q |
| 6. ATKINS, W.E. & WUBNIG, A.
<u>OUR ECONOMIC WORLD</u> | S | | Q |
| 7. BANNING, M.C.
<u>LETTERS TO SUSAN</u> | S | | Q |
| 8. BASSETT, J.S.
<u>THE LEAGUE OF NATIONS</u> | | | Q |
| 9. BELL, H.M.
<u>YOUTH TELL THEIR STORY</u> | | | |
| 10. BENNETT & HAND
<u>DESIGNS FOR PERSONALITY</u> | S | | |
| 11. BERNAYS, E.L.
<u>CAREERS FOR MEN</u> | S | | Q |
| 12. BOGARDUS, E.S. & LEWIS, R.
<u>SCHOOL LIFE AND PERSONALITY</u> | | | |
| 13. BOLTON, S.K.
<u>GIRLS WHO BECAME FAMOUS</u> | S | C | Q |

14. BOOK, W.
LEARNING HOW TO STUDY AND WORK
EFFECTIVELY
15. BRANDE, D. Q
WAKE UP AND LIVE
16. BREWER AND LANDY, E. Q
OCCUPATIONS TODAY
17. BRINDZE, R. S Q
HOW TO SPEND MONEY
18. BRINDZE, RUTH S
JOHNNY GET YOUR MONEY'S WORTH
19. BROCKMAN, MARY S Q
WHAT IS SHE LIKE
20. BROMAGE, A.W.
STATE GOVERNMENT AND ADMINISTRATION
IN THE UNITED STATES
21. BRUCE, H.R. S
AMERICAN PARTIES AND POLITICS
22. BYRD, RICHARD S Q
ALONE
23. CALLENDER, C.N.
AMERICAN COURTS
24. CANTOR, H. Q
CRIME
25. CAPEN, L. AND MELCHIOR, M.
MY WORTH TO THE WORLD
26. CARSON, J.M.H.
THE JUDICIAL SYSTEM
27. CHAPMAN, P.W. Q
OCCUPATIONAL GUIDANCE
28. CHASE, S. Q
MEN AND MACHINES

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| 29. | COCKEFAIR, E.
<u>HEALTH AND ACHIEVEMENT</u> | | | Q |
| 30. | COLEY, C.C. AND FOSTER, A.
<u>ECONOMIC GEOGRAPHY</u> | S | | Q |
| 31. | <u>COMPTON'S PICTURED ENCYCLOPEDIA</u> | S | C | Q |
| 32. | <u>CONGRESSIONAL DIGEST</u> | | | |
| 33. | <u>CONSUMERS' GUIDE, WASHINGTON, D.C.</u> | | | |
| 34. | <u>THE CONSUMERS' DIGEST</u> | S | | |
| 35. | CORSI, E.
<u>IN THE SHADOW OF LIBERTY</u> | S | | Q |
| 36. | CRIGHTON, J.C. AND SENTURIA, J.J.
<u>BUSINESS GOVERNMENT</u> | | | |
| 37. | CRUMP, I. AND NEWTON, J.W.
<u>OUR POLICE</u> | S | | Q |
| 38. | DALE, E.
<u>HOW TO READ A NEWSPAPER</u> | S | | |
| 39. | DAVEY, M.A. AND SMITH, E.M.
<u>EVERYDAY OCCUPATIONS</u> | | C | Q |
| 40. | DAVIS, W.S.
<u>LIFE ON A MEDIEVAL BARONY</u> | S | C | Q |
| 41. | DILL, C.C.
<u>HOW CONGRESS MAKES LAWS</u> | S | | Q |
| 42. | DODD
<u>STATE GOVERNMENT IN THE UNITED STATES</u> | | | |
| 43. | DONHAM, S.A.
<u>SPENDING THE FAMILY INCOME</u> | S | | Q |
| 44. | DUPUY
<u>UNCLE SAM, DETECTIVE</u> | | | |
| 45. | ELY, R. AND HESS, R.
<u>OUTLINES OF ECONOMICS</u> | S | | Q |

46. FARIS Q
THE ROMANCE OF FORGOTTEN TOWNS
47. FINCHER, FRASER AND KIMMEL
 DEMOCRACY AT WORK
48. FOREIGN POLICY ASSOCIATION S Q
CHANGING GOVERNMENTS
49. FOSDICK Q
AMERICAN POLICE SYSTEMS
50. GARNER, J. AND CAPEN, L.
OUR GOVERNMENT
51. GIVEN, J.L.
MAKING A NEWSPAPER
52. GOSLIN, R.A. S Q
CO-OPERATIVES
53. GOSLIN, R.A. AND GOSLIN, O.P. Q
RICH MAN, POOR MAN
54. GREENAN AND MEREDITH S Q
EVERYDAY PROBLEMS OF
AMERICAN DEMOCRACY
55. GROVES, SKINNER AND SWENSON S
THE FAMILY AND IT'S RELATIONSHIPS
56. GUNTHER, J. S Q
INSIDE EUROPE
57. HACKER, L.M., MODLEY, R. AND TAYLOR S
THE UNITED STATES
58. HAINES, L.
YOUR CONGRESS
59. HAMILTON, W.H. AND ADAIR, D.
THE POWER TO GOVERN
60. HEISER, V.G. S Q
AN AMERICAN DOCTOR'S ODYSSEY
61. HOAN, D.W.
CITY GOVERNMENT

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| 62. | HOERLE, HELEN
<u>THE GIRL AND HER FUTURE</u> | S | Q |
| 63. | HOLBROOK, H.W. AND MCGREGOR, A.L.
<u>OUR WORLD OF EDUCATION</u> | | |
| 64. | HOTCHKISS, C.W.
<u>REPRESENTATIVE CITIES OF THE UNITED STATES</u> | | |
| 65. | HOUGH, EMERSON
<u>THE COVERED WAGON</u> | S | Q |
| 66. | HUEBNER, S.S.
<u>LIFE INSURANCE</u> | | Q |
| 67. | HUGHES, R.O.
<u>FUNDAMENTALS OF ECONOMICS</u> | | Q |
| 68. | JENKS AND SMITH
<u>WE AND OUR GOVERNMENT</u> | | Q |
| 69. | KENDRICK, M. AND SEAVER, C.
<u>TAXES</u> | S | |
| 70. | KNIGHT, R.A.
<u>A FRIEND IN THE DARK</u> | | Q |
| 71. | LANDIS, B.Y.
<u>A PRIMER FOR CONSUMERS</u> | | |
| 72. | LAPP, J.A. AND WEAVER, R.B.
<u>THE CITIZEN AND HIS GOVERNMENT</u> | | Q |
| 73. | LAWES, L.E.
<u>TWENTY THOUSAND YEARS IN SING SING</u> | S | Q |
| 74. | LEE, ALFRED M.
<u>THE DAILY NEWSPAPER IN AMERICA</u> | | |
| 75. | <u>LESSONS IN COMMUNITY AND NATIONAL LIFE</u> | | |
| 76. | LEVIS
<u>BETTER CITIZENSHIP</u> | | |
| 77. | LINDEMAN, E.C.
<u>THE COMMUNITY</u> | | |

78. LINDQUIST, RUTH
THE FAMILY IN THE PRESENT
SOCIAL ORDER
79. LINGENFELTER, M.R. AND KITSON, H.D. S C Q
VOCATIONS FOR GIRLS
80. LUTZ, H.L., FOOTE, E.W., AND
STANTON, B.D.
GETTING A LIVING
81. LYND, R. AND LYND, H, Q
MIDDLETOWN
82. LYND, R.S. AND LYND, H.M. Q
MIDDLETOWN IN TRANSITION
83. LYONS, E. Q
WE COVER THE WORLD
84. MATHEWS, J.M.
AMERICAN STATE GOVERNMENT
85. MATTHEWS, J.B.
GUINEA PIGS NO MORE
86. MCANDREW, W. Q
SOCIAL STUDIES
87. MCLEAN, D. S
KNOWING YOURSELF AND OTHERS
88. MOORE, H. H. (Editor)
WE ARE THE BUILDERS OF A NEW WORLD
89. MORLEY, C. S Q
PARNASSUS ON WHEELS
90. MUNRO, W.B. Q
AMERICAN GOVERNMENT TODAY
91. MUNRO, W.B.
SOCIAL CIVICS
92. NATIONAL GEOGRAPHIC MAGAZINE S C Q

93. ODELL, CLARK, MILLER, PAULSON, TRAVIS AND TWISS
HOW MODERN BUSINESS SERVES US S Q
94. OGG, F.A. AND RAY, P.O.
INTRODUCTION TO AMERICAN GOVERNMENT S Q
95. O'ROURKE, L.J.
OPPORTUNITIES IN GOVERNMENT EMPLOYMENT S Q
96. OVERSTREET, H.
A GUIDE TO CIVILIZED LOAFING Q
97. PERKINS, F.
PEOPLE AT WORK Q
98. PHILLIPS, M.C.
SKIN DEEP- THE TRUTH ABOUT BEAUTY AIDS SAFE AND HARMFUL Q
99. PIERCE, B.
ITS' MORE FUN WHEN YOU KNOW THE RULES S C Q
100. PITKIN, W.
THE CONSUMER, HIS NATURE AND HIS CHANGING HABITS Q
101. PITKIN, W.B. NEWTON, H.C., AND LAUGHAM, O.P.
LEARNING HOW TO LEARN
102. POTTER, P.B. AND WEST, R.L.
INTERNATIONAL CIVICS
103. POUND, A.
INDUSTRIAL AMERICA Q
104. PROCTOR
VOCATIONS Q
105. RATHBONE, J., BACON, F.L., AND KEENE, C.H.
FOUNDATIONS OF HEALTH

106. REED Q
FORMS AND FUNCTIONS OF AMERICAN
GOVERNMENT
107. ROSENGARTEN, W. S Q
CHOOSING YOUR LIFE WORK
108. RUGG, H. Q
AN INTRODUCTION TO PROBLEMS OF
AMERICAN CULTURE
109. SALTER, J.T.
BOSS RULE
110. SCHOLASTIC MAGAZINE S
111. SELDES, G. S Q
FREEDOM OF THE PRESS
112. SHIDLER, E.H.
GROUP LIFE AND SOCIAL PROBLEMS
113. SINGMASTER, E. Q
THE BOOK OF THE CONSTITUTION
114. SMITH, A.H.
YOUR PERSONAL ECONOMICS
115. SOUTHWORTH AND KRAMER
GREAT CITIES OF THE UNITED STATES
116. SWIFT, LUCIUS B.
HOW WE GOT OUR LIBERTIES
117. TAPPAN, E.M. S C
THE STORY OF OUR CONSTITUTION
118. TEETER
A SYLLABUS IN VOCATIONAL GUIDANCE
119. THRASHER, F.M.
THE GANG
120. TUGWELL, R.G., AND HILL, H.C. S Q
OUR ECONOMIC SOCIETY AND IT'S
PROBLEMS

121.	VAN HISE, C. AND HAVEMEYER, L. <u>CONSERVATION OF OUR NATURAL RESOURCES</u>	S		Q
122.	VAN LOON, H. <u>THE STORY OF MANKIND</u>	S	C	Q
123.	WALD, L.D. <u>THE HOUSE ON HENRY STREET</u>	S		Q
124.	WALD, L.D. <u>WINDOWS ON HENRY STREET</u>	S		Q
125.	WALKER, BEACH AND JAMISON <u>AMERICAN DEMOCRACY AND SOCIAL CHANGE</u>			
126.	WHITE, H. <u>MONEY AND BANKING</u>	S		
127.	WOODHOUSE, C.G. <u>THE BIG STORE</u>			Q
128.	WOODWARD, D.B. AND ROSE, M.A. <u>A PRIMER OF MONEY</u>	S		Q
129.	WOODWARD, E. <u>PERSONALITY PREFERRED</u>	S		Q
130.	YOUNG, J.T. <u>THE NEW AMERICAN GOVERNMENT AND ITS WORK</u>			Q
131.	YOUNG, J.S., AND WRIGHT, E.Y. <u>UNIFIED AMERICAN GOVERNMENT</u>			
132.	YOUNG, JEREMIAH AND BARTON <u>GROWING IN CITIZENSHIP</u>			

Table VIII which contains all those references recommended in two civics textbooks lists fifty-two books in the Standard Catalog while ten references are in the

Children's Catalog and seventy-three are found in the Quincy Public Library file system.

The totals for these four Tables lists one hundred and seventy-nine references of which eighty four are recorded in the Standard Catalog, nineteen in the Children's Catalog while the Quincy Public Library shows the surprising figure of being able to supply one hundred and two books out of the one hundred and seventy-nine books listed. Of interest in regard to the Quincy Public Library it might be noted that two of the three references listed in Table I were found in the library. In order to be positive that the third book was not there the Librarian's aid was sought. Upon learning the nature of this work and not having this third book, she deemed it of such importance that she sent in a request for this third book immediately. (Planning Your Future)

Figure 2.

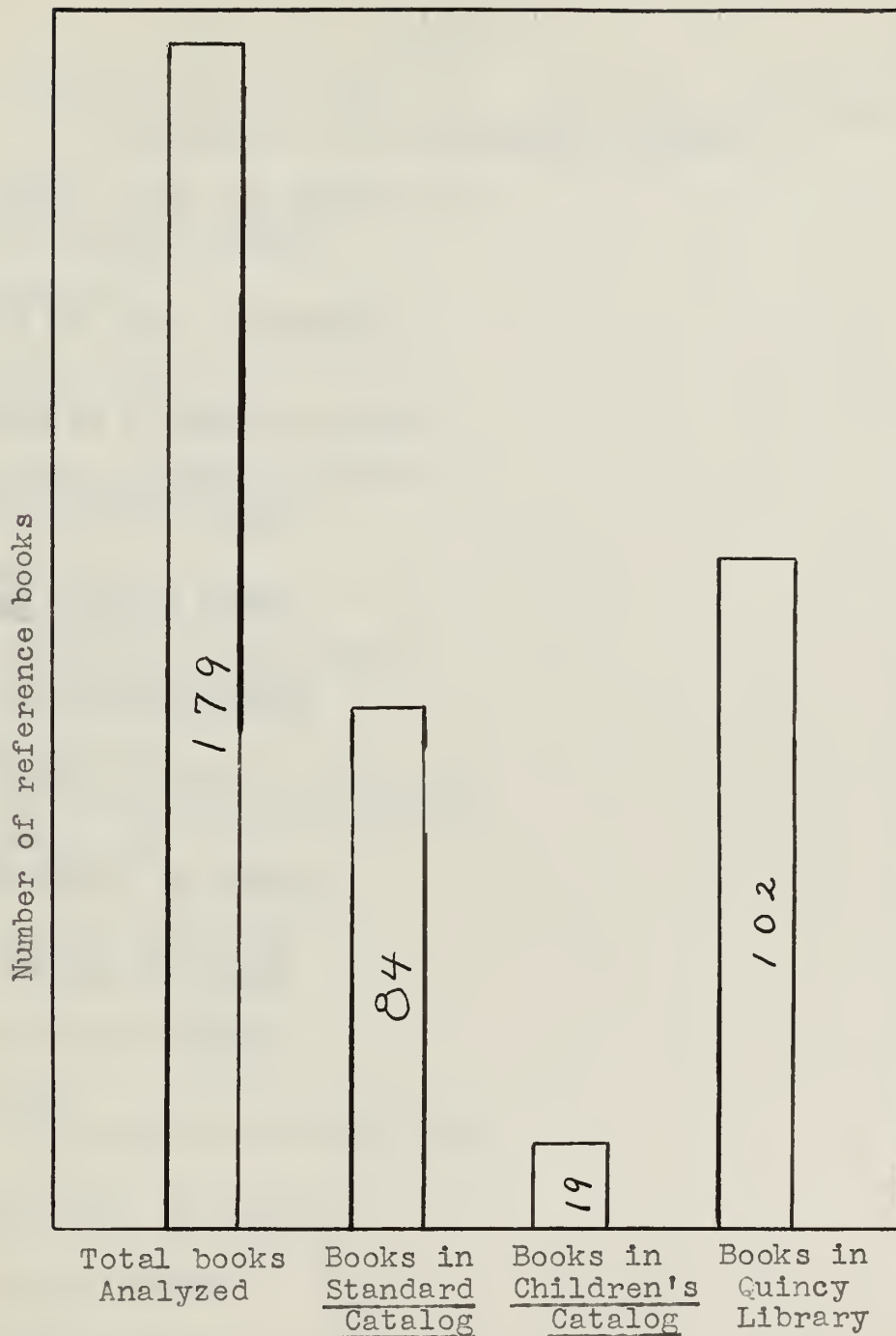


Figure 2 graphically presents tables V - VIII. Of the 179 references that are mentioned in more than one textbook, it is noted that 84 are mentioned in the Standard Catalog. The Children's Catalog lists 19 while the Quincy Public Library has 102 of the reference books.

TABLE IX

Books Listed In Tables IV - VIII That Are Doubly
Recommended In the Standard Catalog

1. ATKINS, W.E. AND WUBNIG, A.
OUR ECONOMIC WORLD
2. DALE, E.
HOW TO READ A NEWSPAPER
3. DAVIS, W.S.
LIFE ON A MEDIEVAL BARONY
4. HACKER, MODLEY AND TAYLOR
THE UNITED STATES
5. HOUGH, E.
THE COVERED WAGON
6. LINGENFELTER AND KITSON
VOCATION FOR GIRLS
7. MCLEAN, D.
KNOWING YOURSELF AND OTHERS
8. MORLEY, C.
PARNASSUS ON WHEELS
9. WOODWARD AND ROSE
A PRIMER OF MONEY
10. BUILDING AMERICA
11. EARLE
HOME LIFE IN COLONIAL DAYS
12. MAGRUDER
AMERICAN GOVERNMENT
13. WORLD ALMANAC
14. ADDAMS, J.
TWENTY YEARS AT HULL HOUSE
15. FRIEND
EARNING AND SPENDING THE FAMILY INCOME

16. HASKIN
THE AMERICAN GOVERNMENT TODAY

The working list of one hundred seventy-nine books shows sixteen references that are doubly recommended by the Standard Catalog and only four by the Children's Catalog.

TABLE X

Books Listed In Tables IV - VIII That Are Doubly
Recommended In the Children's Catalog

1. COMPTON'S PICTURED ENCYCLOPEDIA
2. PIERCE, B.
ITS' MORE FUN WHEN YOU KNOW THE RULES
3. MORGAN, J.
OUR PRESIDENTS
4. WORLD ALMANAC

TABLE XI
Classification of References

REFERENCE BOOKS	3
PARALLEL TEXTS	22
SOURCES	1
SERIES AND SETS	5
SPECIALIZED STUDIES	59
BIOGRAPHIES	12
BOOKS ON LOCAL ASPECTS	33
FICTION	20
TEACHER OR PROFESSIONAL BOOKS	7
PAMPHLETS AND PERIODICALS	<u>17</u>
	179

We see in Table XI the one hundred and seventy nine reference books in their own particular classification pertaining to a social studies library. The reference books on specialized studies contain about one third of the books. Local aspect books, parallel texts, fiction books and pamphlets are high on the list of the social studies library.

Although other papers in this collaboration reveal that all the classifications of books in a social studies library as interpreted by Wesley are not covered, it is of interest to observe that the analysis of these nine civics textbooks

show that civic textbook authors do make use of all of Wesley's classifications of books in a social studies library.

TABLE XII

Comparison of References Mentioned In Two or More Textbooks With the Total Number of References In Each Book

List of Authors of books analyzed	Number of references listed in two or more of the nine textbooks	Total references in each book
Hughes	58	640
Bacon and Krug	64	295
Blough and McClure	8	31
Krug and Quillen	32	307
Arnold and Banks	93	589
Johnson and Alexander	15	148
Rugg	58	233
Capen	57	243
Rienow	37	212
		2,698

This table shows how many references each author used and how many of these references were also cited in other books. The number of references that are repeated ranges from 9% to 25.8% with an average of 17.6%. This means that 82.4% of the total references used in the nine analyzed books are mentioned only once.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

This paper is prepared in collaboration with six other papers covering the Social Studies field. Since the six writers are seeking the same goal, the problem has been discussed in seminar and it is stated as agreed upon by all. The importance of a textbook is amply proven by all and the little research done in this area has been duly noted.

In compiling the data each writer entered his own particular field. These findings may be found in Chapter III in the respective papers as listed in the Preface. The one conclusion which is outstanding in all works is the lack of agreement by textbook authors on selecting their references for further study.

In the civics area alone, there are 2,698 references found in the nine analyzed textbooks. The best agreement that could be found is that only three of these 2,698 references are mentioned in only five textbooks and not even in the same five textbooks.

Twelve reference books are in agreement in four or more textbooks, forty-seven agreed upon in the three or more books and only one hundred seventy-nine references are listed in two or more books. This leaves 2,518 references that are listed only once in the nine books. The conclusion in the other social studies textbooks are similar in definitely revealing a lack of agreement.

An analysis of the findings of this study compels one to draw certain definite conclusions which are as follows:

1. Textbook writers in civics are not in agreement as to reference material.

2. Textbook authors in civics recognize the value of specialized texts as the most beneficial type of reference reading for the student.

3. Textbook writers in civics, in particular, suggest reference reading from all classifications of a social studies library as interpreted by E.B. Wesley.

From the results of this study one may rightly question the value of textbook authors listing references for further study. The number of different references are so many that most libraries would not be able to come anywhere near meeting the demand. This writer commends Quincy in doing a good job in being able to supply the one hundred and two out of one hundred and seventy-nine books, but the Quincy Public Library is a large library, containing over one hundred thirty thousand volumes in a main library and twelve different branch libraries. Most communities are not so well served. It would prove most interesting to discover how many of the 2,518 references might be found in the Quincy Public Library. Of interest also would be to compare the Quincy Public Library

which supplies a population of over 80,000 people, to a library which supplies considerable fewer persons.

If references are to be used it is recommended by this writer that they:

1. List only a few standard references that most schools and public libraries should have.

2. Have these references annotated in order to make selection easier.

3. Contain the first name and middle initial as well as the last name of the author.

4. Have the name of the publishing company listed with each reference.

5. List the date of publication of each reference.

These recommendations are made because of the lack of agreement found in the nine civics textbooks. It is believed that even a unity in citing the references would be of some improvement.

To bring this study to a close without making any recommendations would seem futile, therefore, the following are offered for consideration:

1. A study should be made to set up criteria for the adoption of a standard reference list for civics textbooks.

2. A standard reference list for civics should be adopted to be used by all civics textbook authors based on

the criteria from the study as suggested in the first recommendation.

3. A control board should be set up by the national social studies organization with whom publishers could consult on the addition of new books to this standard reference list.

4. School libraries should add to their collections the recommendations as suggested by the standard list.

A final recommendation might be that someone compile these seven papers and from the capitulation of all these works some very worthwhile facts might be passed on to social studies textbook authors and publishers.

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